



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Svetlana Lungu • Svetlana Cotovan-Naval • Lucia Șchiopu

English

Student's Book

Level

B1.3

12th Form



Editura ARC



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(Denumirea instituției de învățământ)

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Dear Students,

Welcome to the English-language world, where you will explore a wide range of topics that will stimulate your curiosity and develop your creativity and critical thinking.

We want to introduce you to the world of exploration and reflection on your English-language perspectives, attitudes, experiences, and actions.

This textbook invites you to start your journey by reading authentic excerpts, learning about clever solutions to modern problems, creating amazing projects, writing essays and letters, and participating in academic discussions, debates, and role-plays. You will be able to find new opportunities, progress personally, travel and study abroad, develop your career skills, learn about the world around you, understand your own behaviour and that of others, deepen your grammar and vocabulary knowledge, and improve your communication skills.

This textbook has been organised in a way that is easy-to-follow, attractive, and informative, and it has been written in accordance with the new curriculum. It will also provide you with the knowledge you need to prepare for the baccalaureate exam.

Albert Einstein once said: *“Wisdom is not a product of schooling but of the lifelong attempt to acquire it!”* So, do not hesitate to explore and dig deeper because you will find more valuable meanings and truths.

Warm regards,

The Authors

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UNIT 1

BECAUSE WE ARE YOUNG



"You can't cross the sea merely by standing and staring at the water."

Rabindranath Tagore

Lesson 1

Tomorrow's Changemakers

LEAD IN

- 1 Work in teams. Analyse the infographic below. Make a list of words you associate with the word "generation". Identify the basic features for each generation category. Share your thoughts with the other teams.

GENERATION CONCEPTS



Baby boomers



Generation X



Millennials



Gen Z

- 2 Work in pairs. Analyse the table below. Which generation do you belong to? Respond to the following challenges of each generation type.

Type	Timeline	Features	Challenges
The Silent Generation	1928 - 1945	peaceful, obedient generation, pursuing their careers and having secure domestic lives	How did the Silent Generation raise their children? How did the Silent Generation communicate?
Baby Boomers	1946 - 1964	following World War II, the Cold War period, characterised by national optimism and prosperous consumerism	How did baby boomers change society?
Generation X	1965 - 1980	characterised by reactionary tendencies, rebellion, independence, and a general mistrust of institutional authority	What is Generation X known for? What are the challenges of Generation X?
Millennials or Generation Y	1981 - 1996	became adults at the turn of the millennium taking part in the Internet's growth while facing financial difficulties	What is Generation Y best known for? What lifestyle does Generation Y have?
Generation Z	1996 - 2010	more educated, more diverse in terms of race and ethnicity, the most depressed generation using personal technology	What motivates Generation Z? What are Generation Z values?
Generation Alpha	2011 - 2025	greater racial variety, more diversified family structures, and greater economic inequality than prior generations	What is special about Generation Alpha? How does Generation Alpha communicate? Will Gen Alpha be the smartest? Why?

- 3 Work in groups and state the advantages and disadvantages of being young today. Bring examples to justify your point of view.
- 4 Work in groups and debate the pros and cons of the following challenges that are going to prepare the young generation for adulthood.

Preparing for Adulthood	Pros	Cons
Leave home at 21		
Living with parents		
Studying and having a part time job		
Studying abroad		

1 Listen to an interview with Dr. Baker, a youth development specialist, and answer the questions.

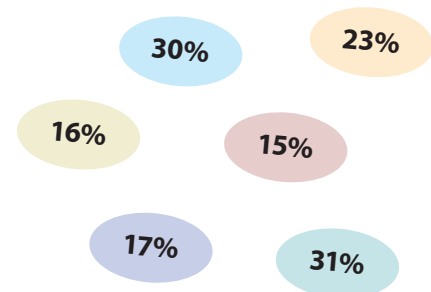
1. What is the importance of youth in modern society?
2. Why is youth the hope of our future?
3. When does a person reach complete maturity?
4. What traits define the teen brain?
5. What is “fluid intelligence”?
6. How can youth change the world?
7. What are today’s teens talking about?

2 Listen to the recording again and circle the correct answer.

1. The young generation has ...
 - A. a significant influence on the economic growth
 - B. little influence on the economy
 - C. no impact on the society
2. A person is considered an adult ...
 - A. at the age of 21
 - B. at the age of 18
 - C. at the age of 25
3. The characteristic feature of the teen brain is ...
 - A. to observe the social transformations
 - B. to learn and easily adapt to different environments
 - C. to get involved in different activities
4. The brain reaches the highest capacity for fast thought and memory ...
 - A. at the age of 25
 - B. at the age of 20
 - C. at the age of 18
5. The youth can create a better society ...
 - A. through volunteering and engagement
 - B. by achieving high academic results
 - C. by going to study abroad

3 Match the numbers with the descriptions below.

1. ... of teenagers talk about Apple-owned brands on a daily basis.
2. ... of teens talk about the President.
3. ... of teens talk about events in other countries.
4. ... of teens talk about women’s issues.
5. ... of teens talk about the environment.
6. ... of teens talk about immigration.



1 Read the article. How did Laya help her community?

Laya's Journey to Changemaking

Laya Yalamanchili grew up in Detroit, Michigan. She was passionate about STEM since childhood, as her father was an engineer.

In the fifth grade, when her family moved to Austin, she became very involved with *Girl Scouts* and the *Lego League*, which introduces young students to scientific and real-world challenges. Her team programmed a robot and **qualified** for the world championships.

With a boost of confidence in their competence in STEM, her team took on a greater challenge. They constructed *Haptic Vision*, an e-learning app to assist visually **impaired** students in the classroom. The team tested the app with students at a local school to get feedback on the design and make changes based on user experience.

Laya's early exposure to changemaking prepared her for her next big idea. One day, Laya and her mother were on their way home when they found themselves nearly



stuck because of severe flooding on nearby streets. This problem emerged several times that year, and caused a friend's mother to be stuck overnight in her car between two flooded roads. After a community member was swept away in a flood inside of his truck, Laya was determined to apply her growing enthusiasm for STEM to urban innovation.

Laya and her friend, Satvik Dasari, were eager to take action. They identified the root of the problem. Only 1 percent of Texas's 1,700 low-water crossings were monitored for potential flooding. That was because the monitoring technology was very expensive, costing more than \$30,000 per unit. Laya and Satvik knew there had to be a cheaper solution. Together, they designed a solution called *HydroAlert*, a device that measures water levels, transfers the data, and warns local officials and residents about flooding through text alerts. As the water level rises, the *HydroAlert* sends **updates** to an app that drivers can check to make sure the crossing is safe. The technology is reliable and easy to use, but the best part is the price: less than \$50 per unit. In 2017, the first *HydroAlert* was installed at the low-water crossing where Laya and Satvik's

neighbour lost his life.

The technology has helped keep the crossing safe through many major storms, including Hurricane Harvey in 2017 and tropical **depression** Imelda in 2019.

They obtained **approval** from the Austin Watershed Department to begin funding and started installing the technology across the city. They say floods at low-water creek crossings are not just a problem in Texas, they're also a huge problem globally. They hope that one day, every low-water crossing across the world will have a *HydroAlert* device monitoring its water levels, providing alerts, and saving lives.

As a **changemaker**, Laya is determined to continue innovating.

2 Read the article again and answer the questions.

1. What was Laya's passion?
2. What is *Haptic Vision*?
3. What motivated Laya to create a device to solve the problem of the city?
4. Why don't the city authorities monitor the low-water crossings?
5. How does the *HydroAlert* system work?

4 Replace the words in bold with their antonyms from the text.

1. Sarah won the **national** championship last year.
2. Teddy turned to Mona with a look of **mild** confusion.
3. The **hesitation** Jane spoke with lasted only an instant.
4. The research is expected to be completed by **late** spring.
5. We were surprised by their **indifference** toward poverty.

3 Read the definitions. Match them with the words in bold in the article.

1. new or more accurate information based on new facts or conditions;
2. someone who is taking creative action to solve a social problem;
3. damaged in a way that makes something less effective;
4. to succeed in getting into a competition;
5. an area of heavy rains and winds, the first stage in the development of a hurricane;
6. an official permission.

5 With a partner, discuss the questions below. Share your answers with your classmates.

1. What role do the youth play in shaping our future?
2. What can older people learn from younger generation?
3. Why is it time for young people to take the lead?

SPEAKING

1 Are there any problems in your community? How would you solve them?

1. In groups, identify a problem;
2. Make a list of skills and abilities you possess;
3. Give a solution to the problem, following Laya's example;
4. Present your problem-solving journey to your classmates by answering the questions:
 - What inspired you?
 - What actions did you take?
 - What was the outcome?

2 Work in groups. Complete the table below to show how young people contribute to renewing, refreshing, and maintaining society. Identify the steps that might be undertaken to make this happen.

Renew	Refresh	Maintain

3 Explain the following in your own words:

"Being young is a synonym of change, progress and future. Being young means facing challenges and creating or recreating a space for future development. It means turning problems into opportunities and solutions and being the driving force of society." (Anonymous)

- 4** Discuss in groups the main problems young adults are facing nowadays. Complete the table below and explain how each social phenomenon influences the younger generation.
- 5** Every year on August 12, people all over the world celebrate International Youth Day. How would you celebrate this day? With a partner, make a list of activities that should be organised to encourage young people's involvement in the local and global community.

Youth Problems	Activities
Employment opportunities	
Failure to succeed	
Drug/alcohol addiction	
Internet addiction	
Gender inequality	

- 6** Analyse the traditional social rules. Comment on whether they should change through the perspective of Generation Alpha. Speak about the rules and norms that should be followed in modern society regarding the education of youth.

Traditional Social Rules	Generation Alpha Rules
"Apologize when you're sorry." "Don't hurt others." "Tell the truth." "Treat others fairly." "Limit your computer gaming time." "Share your ideas with peers." "Behave responsibly." "Be a good role model." "Ask permission to borrow other people's belongings."	

GRAMMAR

Articles

- 1** Complete the sentences with the definite article "the" where necessary. Explain the rules.
- ... money doesn't ensure ... happiness.
 - ... finals were held in ... Chişinău.
 - ... more fruit and vegetables you eat, ... less chance you have of getting ill.
 - ... iron is used to make ... steel.
 - ... child was afraid of ... dark.
 - ... fruits and ... vegetables have got a lot of ... vitamins.
 - ... moon goes round ... earth.
 - ... boat was seen off ... coast of Japan.
 - They are going to ... Canada next spring.
 - Does your sister ever go to ... church?
 - She bought a book about ... lives of wild animals.
 - My niece kissed me on ... cheek.
 - ... Mount Kilimanjaro is situated in ... Africa.
 - Zimbru might win ... Champions League this year.
 - ... Nistru River is ... largest in ... Moldova.

- 2** Complete the sentences with the missing articles. Explain their uses.
- ... Mississippi is Northern America's longest river.
 - I never listen to ... audio recordings. By the way, I haven't even got ... a telephone.
 - What ... fascinating thought he had yesterday morning!
 - ... rich must do more to help ... poor.
 - My nephew always liked to go to ... school.
 - Did you watch the movie on ... television or at ... cinema?
 - There's half ... litre of juice left in ... fridge.
 - ... Aunt Millie and ... Aunt Ann stayed with us over ... week.
 - My parents told us to go to ... bed at ten.
 - What's ... highest mountain on ... earth?
 - I saw ... few American tourists when I was travelling in New Zealand.
 - ... USA was ... first country to send ... men to ... moon.

WRITING

- 1** Read the advertisement. In about 150-180 words, write a letter to the Athletic Club in which you express your desire to become a part of it. When writing, take into account the skills required in the advertisement. Follow the structure of a letter.

Let's Change the World Together! To all teenagers from our city!

We are a group of enthusiastic, like-minded young people who are in search of new team members to promote health, wellbeing and an active lifestyle in the local community. If you are responsible and love sports, join us!

Lesson 2

Life and Style

LEAD IN

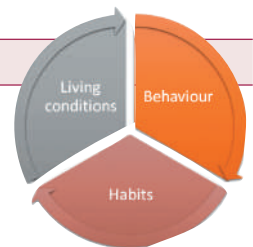
- 1** Work in groups. Look at the pictures. Ask each other where you would like to live. Explain why.



- 2** Look through the following types of lifestyles. In groups, discuss them according to the criteria listed in the table below.

Life style	Prevents diseases	Saves money	Lengthens lifespan	Provides safe and healthy environment	Offers job opportunities	Provides entertainment and education opportunities
Healthy lifestyle						
Nomadic lifestyle						
Corporate lifestyle						
Rural lifestyle						
Urban lifestyle						
Mountain lifestyle						
Beach lifestyle						

- 3** Describe your own lifestyle using these three components: living conditions, behaviour and habits. Emphasize the positive aspects of your lifestyle.



LISTENING

- 1** Listen to the conversation between Mark and his sister. Answer the questions below.

1. What is Mark's problem?
2. Why was his sister so surprised when she saw Mark?
3. Why did Mark start to attend nightclubs?
4. What aspects of Mark's lifestyle have changed?
5. What advice did Mark's sister give him?

- 2** Listen to the conversation again. Complete the table by listing Mark's habits and behaviour associated with the Night Club Lifestyle and the Healthy Lifestyle recommended by his sister.

Night club Lifestyle	Healthy Lifestyle

- 3** Everyone likes partying. Teenage parties are fun. They can also help you develop independence, responsibility, and confidence. They help you make new friends and build social skills. What do you think about this type of lifestyle? In pairs, speak about the pros and cons of partying.

- 1 Look at the picture on the right. Use the words on the tree to explain what eating disorders are.
- 2 Read the statements below showing five myths about eating disorders. Discuss them. Bring examples to support your point of view.
 1. People with eating disorders are underweight.
 2. Only teenage girls suffer from eating disorders.
 3. Eating disorders are a cry for attention or just a phase.
 4. Eating disorders aren't serious problems, they are just vanity.
 5. You can just "snap out" of it.
- 3 Read the article. What are eating disorders? What are their causes?



Eating Disorders

Eating disorders are serious mental illnesses and may be life-threatening. They affect people both physically and emotionally.

A young person may develop an eating disorder for a variety of reasons. These include social factors, like what we see in magazines, on TV, or as a result of peer pressure, as well as comparing ourselves to other people. Eating disorders have some genetic causes and are often triggered by other stressful events like exams, life changes, or relationship issues.

It's important to remember that anyone can be affected by eating disorders regardless of age, gender, religion, or cultural background.

The most common eating disorders are "anorexia nervosa" and "bulimia nervosa."

Anorexia develops during adolescence or young adulthood and tends to affect more women than men. People with anorexia generally view themselves as overweight, even if they're dangerously underweight. They tend to constantly monitor their weight, avoid eating certain types of foods, and severely restrict their calorie consumption.

Like anorexia, bulimia tends to develop during adolescence and early adulthood and appears to be less common among men than women. People with bulimia frequently eat unusually large amounts of food in a specific period of time. Each binge eating episode usually continues until the person becomes painfully full. During a binge, the person usually feels that they cannot stop eating or control how much they are eating. Binges can happen with any type of food, but most commonly occur with foods the individual would usually avoid. People with bulimia then try to purge to compensate for the calories consumed in order to feel better. Common purging behaviours include forced vomiting, fasting, laxatives, diuretics and excessive exercise.

It is possible to recover from an eating disorder with the proper mental and physical assistance. Getting help early can really boost your chances of making a full and lasting recovery. Each person's journey to recovery is different. It is important to lead a life in which your thoughts are not dominated by calories or numbers on the scales, a life where you enjoy spending time with the people you love, doing the things you love and guilt-free eating.

- 4 Match the words in the word box with their meanings.

1. the act of using, eating, or drinking something;
2. able to cause death;
3. help;
4. despite; not being affected by something;
5. to get rid of food from your body, for example in order to stop yourself gaining weight;
6. below a weight considered normal or desirable;
7. an occasion when an activity is done in an extreme way, especially eating, drinking;

life-threatening regardless underweight
consumption binge purge assistance

5 Identify if the following statements are true or false according to the article.

1. Eating disorders are not very dangerous.
2. Young people might be influenced by television and magazines.
3. Only poor people can suffer from eating disorders.
4. People suffering from eating disorders usually have a low level of self-esteem.
5. There are different treatments for eating disorders depending on each person.

7 With a partner, complete the table using the information from the article.

Have you ever met people suffering from such problems? How did they overcome them? Who helped them?

Eating disorder type	Characteristics
Anorexia	
Bulimia	

6 Read the article again. Answer the questions.

1. Who is affected by eating disorders?
2. What are the most common eating disorders?
3. Who is more affected by anorexia? What about bulimia?
4. What are the common purging behaviours?
5. How can people recover from an eating disorder?

SPEAKING

1 Interview your partner and determine his/her level of self-esteem. Give some advice to your classmates with low self-esteem to boost their confidence.

1. Do you frequently compare yourself to other people?
2. Do you frequently feel self-conscious?
3. Do you beat yourself up mentally when you make a mistake?
4. When you make a mistake, do you assume others are thinking about or talking about what you did?
5. Do you think more negative thoughts about yourself than positive thoughts?
6. Does your fear of failure prevent you from doing things you would like to do?
7. Do you have one or more physical features that you have difficulty accepting?
8. Do you fear making a mistake in front of other people?
9. Do you experience anxiety in social situations?
10. Do you feel bad about your past mistakes?
11. Does it bother you considerably when others disapprove of you?
12. Do you do things you don't want to do out of fear of disapproval and rejection?
13. Do you minimize the things about yourself that are good?
14. Do you believe you deserve whatever treatment people give you because you must have done something to cause it?
15. Do you spend a considerable amount of time worrying about how you look?
16. Do you believe that if people could see the real you, they wouldn't like you?
17. Do you judge yourself as inadequate in any area of your life?
18. Do you feel incompetent most of the time?
19. When others disagree with you or criticize you, do you assume you must be wrong and they are right?
20. Do you judge your worth by the people you hang out with?

See your score below to rate your self-esteem.

- **0-3 yes** answers: Good self-esteem.
- **4-7 yes** answers: Mild low self-esteem.
- **8-11 yes** answers: Moderate low self-esteem.
- **12 or more yes** answers: Very low self-esteem.

2 Read the definitions below. Bring some examples to prove your understanding.

Self-confidence refers to how you feel about your abilities, and can vary from one situation to the next as you may feel more confident about doing one thing than another.

Self-esteem refers to how you feel about yourself overall; how positive you feel about yourself and the amount of self-love you have.

3 With a partner, discuss the questions.

1. Why is self-esteem important?
2. What causes a low self-esteem?
3. What are the effects of low self-esteem?
4. Who are more exposed to low self-esteem? Why?

4 Confidence and self-esteem are things you can build on and find ways that work for you. Look through the following suggestions. In pairs, discuss which ones might help you feel good about yourself and which might not. Complete the list with other ideas.

1. Write down a weekly/monthly goal. Read it every day to remind yourself of what you want to achieve.
2. Take some time out to do the things you enjoy the most.
3. Talking is a great way of releasing all of your emotions, good or bad.
4. Keep in touch with friends, family members, or other trusted adults is important for your wellbeing and feeling connected.
5. Write down the last compliment you had, the last grade at school you got that you were really proud of, or the last time you did something for someone else that made you feel good.
6. Note down some of the times you faced obstacles or difficulties in your life and overcame them, building up your resilience.

GRAMMAR

Present Tenses

Present Simple	Present Continuous	Present Perfect	Present Perfect Continuous
I go She/He goes	I am going She/He is going	I have gone She/He has gone	I have been going She/He has been going

1 Complete the sentences using the correct form of the present tense.

1. You can't see Ann now. She ... a bath. (to have)
2. My dad ... to the cinema. (never, to go)
3. I ... to Australia several times. (to travel, already)
4. Her sister ... all her dresses herself. (to make)
At the moment she ... a gown for a fancy dress party. (to make)
5. My sister usually ... tea for breakfast, but today she ... orange juice. (to have, to have)
6. John ... pretty hard since September. (to study)
7. I can't go to the theatre now because it ... and I ... an umbrella. (to rain, not to have)
8. In New Zealand women normally ... hats. (not to wear)
9. UNICEF ... humanitarian assistance to developing countries since 1946. (to provide)
10. Who ... that terrible yelling out there? – It's Bob. He ... the lawn. (to make, to mow)
11. We ... this weekend near the ocean. I ... there nearly every month. (to spend, to go)

2 Read "My Declaration of Self-Esteem" by Virginia Satir. Then complete the sentences about the author, using the correct form of the verbs in brackets.

1. Virginia ... (be) unique.
2. She ... (own) everything about herself.
3. There ... (be) some aspects that ... (confuse) her.
4. She ... (discover) ways to learn more about herself.
5. She ... (love) herself.
6. She ... (not know) everything about herself.
7. She ... (have) all the tools to survive.

My Declaration of Self-Esteem- "I Am Me"

by Virginia Satir

In all the world, there is no one else exactly like me. There are persons who have some parts like me, but no one adds up exactly like me. Therefore, everything that comes out of me is authentically mine because I alone chose it.

I own everything about me: my body, my feelings, my mouth, my voice, all my actions, whether they be to others or to myself. I own my fantasies, my dreams, my hopes, my fears.

I own all my triumphs and successes, all my failures and mistakes, because I own all of me. I can become intimately acquainted with me. By so doing, I can love me and be friendly with me in all my parts.

I know there are aspects about myself that puzzle me, and other aspects that I do not know. But as long as I am friendly and living to myself, I can courageously and hopefully look for the solutions to the puzzles and for ways to find out more about me.

However I look and sound, whatever I say and do, and whatever I think and feel at a given moment in time is authentically me. If later some parts of how I looked and sounded, what I said and did, and how I thought and felt, some parts may turn out to be unfitting. I can discard that which is unfitting, keep the rest, and invent something new for that which I discarded. I can see, hear, feel, think, say, and do. I have the tools to survive, to be close to others, to be productive, and to make sense and order out of the world of people and things outside of me.

I own me, and therefore, I can engineer me.

I am me and I am okay.

WRITING

1 Write a paragraph about a friend's or family member's lifestyle. Use the present forms.

2 "Take care of your body, It's the only place you have to live" – Jim Rohn. In about 150-180 words, write an article about young people and healthy living. Is it important for young people to lead a healthy lifestyle? Why? What are some ways to stay healthy? Follow the structure of an article: title, introduction, body, conclusion.

Lesson 3

Learn to Say No

LEAD IN

- 1 Read the following activities and tick the ones you do regularly. What are they called? Complete the list with your routine daily activities.
- 2 In pairs, discuss what a habit is. Make a list of teenagers' most common habits. Classify them in two categories: good and bad. Then, answer the questions below.
 1. Do you think people are born with their habits?
 2. How do people learn a good habit? Who plays a big role in teaching habits?
 3. Do you remember a person who taught you your good habits?
 4. Have you read a book that changed your way of thinking, as for your bad habits?
 5. When did you last break any of your bad habits?
 6. How do good habits help us survive?
- 3 Match the following bad habits with the descriptions and analyse to what extent they affect our health.

Activities	
Eating sweets	
Biting nails	
Gossiping	
Getting fresh air every day	
Doing exercises	
Being late	
Interrupting others	
Having regular meals	
Staying up late	
Eating fruits and vegetables	



Cracking knuckles	The lack of communication leads to a higher risk of developing brain problems, high blood pressure, depression, and mental health problems like Alzheimer's disease.
Biting your nails	Men who consume more than 14 alcoholic drinks per week and women who consume more than seven are more likely to develop kidney, liver, intestinal, heart, and bone disorders, as well as various cardiac diseases.
Listening to loud music	Consuming too much food leads to putting on weight. This can increase the risk of developing some types of cancer as well as heart disease, diabetes, high blood pressure, and other conditions.
Drinking regularly	This can cause infection and harm the teeth as well as the skin around the nail bed. The risk of contracting more colds and other viruses rises when one puts the contaminated fingers in the mouth.
Eating much	Normal conversation is roughly 60 dB loud, according to decibel measurements of sound. To be safe, it's preferable to keep the volume on your headphones below 75 dB (about the volume of a vacuum cleaner). When spending a lot of time listening to loud music, the risk of hearing loss increases with age.
Being alone	The joints are kept flexible by a fluid substance known as synovial fluid. When cracking, there are popped little bubbles in the fluid, which cause the sound of "cracking." The risk is to develop swollen hands and a weakened grasp.

LISTENING

- 1 Listen to a conversation between Mr. Brown and Mark and answer the questions below.
 1. What is Mark's dilemma?
 2. Why is it important to say "NO"?
 3. What are the 7 rules on how you can effectively say "no"?
 4. What are the 3 steps of saying "NO".

2 What strategy do you think is the most efficient when you want to say no to some behaviour? Why? Do you have your own strategy for saying NO? Tell your classmates about it.

3 Make a warm attempt to reject a friend politely using the phrases in the box.

4 With a partner, discuss the questions.

1. What is addiction?
2. Why do some people become addicted and others don't?
3. What types of addictions do you know?
4. Some people say that addiction is a disease, others believe it's a choice. What do you think? Why?

5 Are there any differences between habits and addictions? With a partner, find the four differences that are highlighted in the images below.



A



B

6 Listen to an expert speaking about the differences between habits and addictions. Comment on them. Check your answers.

- I know that's ... for you, but ...
- I can't help you, but I have some ...
- Out of respect to my privacy, I hope you ...



C



D

READING

1 Read the story and say what Jules was suffering from.

Research shows that young teens are already more likely to struggle with self-image than their older counterparts. Like many girls of her age, Jules tried to control her life through disordered eating. By the age of 14, she had fallen into drinking and partying, searching for a way to reinvent herself.

Unfortunately, she found this new person at the bottom of a bottle. For a short time, alcohol made her feel confident and helped her interact with her classmates. She finally felt as though she had found a place to fit in. Jules

soon realised that, while her friends could only drink on weekends, her body craved alcohol on a daily basis.

By the time Jules was in college, her alcohol addiction had become completely out of control. Alcohol was easily obtainable in her college town and she found herself gravitating towards peers that used and sold drugs. Even worse, alcohol had become such a necessity in her life that she couldn't even manage to feel drunk anymore. Around this time, Jules hit her lowest point, when her university asked her to leave. As a result, she began to understand the true effects alcohol addiction had on her life.

Jules found a therapist who helped her face the fact that she was an alcoholic. She was guided through a 12-step programme that made her understand that she had always had a wrong idea of what an alcohol problem really looked like. It's important to note that becoming sober at 21 was far from easy. Jules' friends were just entering their own party culture days, and she understood that she had to keep away from them to continue pursuing her own recovery. Today, Jules focuses on taking back her life, using her long-term sobriety to grow, help others, and seek her own truth.



2 In the text, find the answers for the questions below.

1. Why did Jules become addicted to alcohol?
2. How has Jules' relationship with alcohol changed through time?
3. Who helped Jules cope with her addiction?

4. How does a recovery programme assist or support someone who is addicted?
5. How does sobriety change things?

3 Match the words with their definitions. Pay attention, there is one extra word.

1. to feel a powerful desire for something
2. a person or thing that has the same purpose as another one in a different place or organization
3. the process of becoming well again after an illness or injury
4. to be suitable for a particular purpose or activity
5. not having had an alcoholic drink for a period of time

- A. recovery
- B. sober
- C. to fit in
- D. to crave
- E. counterpart
- F. misunderstanding

4 Replace the words in bold with a synonym on the right.

1. My father has made a full **recovery** after the accident.
2. The man was **not drunk** when he went home.
3. I wasn't sure if she would **blend** in with my friends.
4. If you **strongly desire** the same food at the same time, you need to change your routine.
5. His **counterpart**, Mr Davis, is a heavy smoker.

sober

crave

rehabilitation

peer

fit

5 Complete the sentences with the words in the list below.

brain disease, mood swings, peer pressure, addiction, physical effects, perceiving, gambling

1. ... is a dependence, on a behavior or substance that a person is powerless to stop.
2. Many researchers believe that addiction is a behavior that can be controlled to some extent and also a
3. This addiction affects the three functioning processes of the nervous system, sensing, ... and reacting.
4. Alcohol use and ... can easily get out of control and absolutely require a level of self-control and insight that many people don't have.
5. People take drugs for many reasons: ... , relief of stress, increased energy, to relax, to relieve pain, to escape reality, to feel more self-esteem, and for recreation.
6. People who use drugs experience a wide array of other than those expected.

SPEAKING

- 1 From the list below, choose three things you are addicted to. Continue the list with your own addictions. Share with your classmates and explain why you have developed these addictions. Do you consider them harmful or harmless? Why?

Addictions Harmful Harmless

Chocolate

Exercise

Caffeine

Shopping

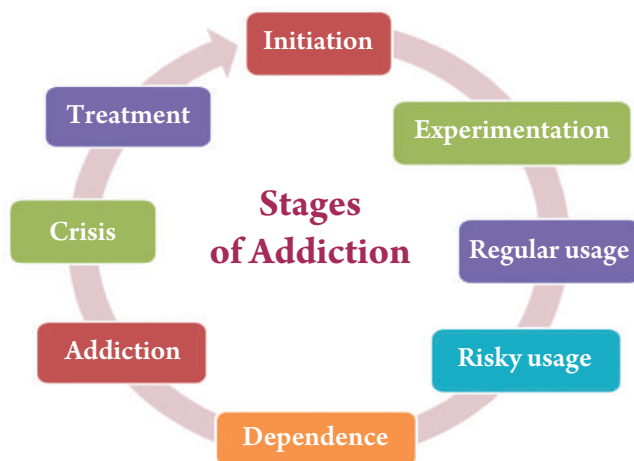
Internet

Social Media

Food

Gaming

- 2 Work in groups and analyse the 7 stages of addiction. Think of the factors that cause addiction and comment on each stage. Explain the difference between regular and risky use, dependence and addiction.



- 3 Read the information in the box. With a partner, discuss the consequences related to the areas listed in the table below.

Personal Areas	Consequences
Family	
Friends	
School / Job	
Physical and Emotional Health	
Finances	

The use and abuse of drugs and alcohol by teens is very common and can have serious consequences. In the 15- to 24-year age range, 50% of deaths involve alcohol or drug abuse. Physical aggression, such as assault or rape, is also influenced by drugs and alcohol. Other problems are anxiety, depression, a drop in school performance, delinquent behaviour, sleeping problems, and health problems.

- 4 There are three steps to take in order to overcome an addiction. With a partner, make a plan to help an addict break his or her addiction.

Abstinence



Rehabilitation



Improvement

GRAMMAR

Generic Pronouns

- **One, you, we and they** are generic personal pronouns. We can use them to refer to people in general.
e.g. **You** usually need a raincoat in England.
We usually tend to avoid talking about our addictions.
One can use the Internet without being able to stop.
- We can use **they** to talk about a wide group of people, such as an authority or an institution. In such cases, **they** does not refer to specific people.
e.g. **They** started running health education classes at the school.
They opened a new health care centre in the city.

- 1 Complete the sentences with a generic pronoun.

1. ... can never be confident whether our assumptions are right.
2. It is very hard to put ... in somebody else's shoes.
3. In a place like that, ... never know where threat could come from.
4. ... have opened a new cinema downtown.
5. ... are all human, and therefore have the tendency to make mistakes.
6. ... should not use mobile phones when driving.
7. ...'s health is much more important than having lots of money.

- 2 Fill in the gaps with the missing prepositions.

1. My brothers **agree** ... all the teachers.
2. Ann **listens** ... the cassette recorder every evening.
3. The gentleman **thanked** the old lady ... the bread.
4. The children are **waiting** ... the airplane.
5. The daughter **apologised** ... being rude.
6. The student **applied** ... the job, but he wasn't selected.
7. Excuse me, how do you **ask** ... coffee in French?
8. Mary can't go out this week because she has to **prepare** ... the exam.
9. He was **accused** ... being guilty of the robbery.
10. His grandpa was **suffering** ... a severe heart disease.
11. This medication must **protect** the patients ... viruses.
12. The minister doesn't **approve** ... killing animals for their fur.
13. The policeman finds it difficult to **deal** ... the crimes.
14. The shop assistant **responded** ... the client's complaint.

WRITING

- 1 When you see someone you love struggling with a drug or alcohol problem, you may begin to feel helpless and confused about your actions. This is common, but you should not sit idly by as their addiction gets worse. What you cannot say in words, you might be able to do in writing. In about 150-180 words, write a letter to encourage someone who is struggling with a drug or alcohol addiction. Consider the following:

- express your concern for his or her welfare;
- remind the person of his or her previous achievements and successes in life;
- persuade the person to give up using substances by bringing factual information;
- set up some rules to follow;
- show support and commitment.

Lesson 4

Career Path

LEAD IN

- 1 Look at the picture. What does it illustrate? Who are these children? What do their shades on the wall represent?
- 2 With a partner, explore the terms *job*, *profession*, *occupation*, *vocation*, *work*, and *career*. Are these terms similar, or do they denote different things?
- 3 Think-pair-share. Look back to your childhood. What were some of your childhood dreams? When you were a child, what career did you want to pursue? Do you want to do the same now? Why? Why not? What or who influenced your decision?
- 4 Think about your strengths and interests. Analyse the activities below and determine how they can be connected to different professions. Decide on the three professions that best fit you. Explain your choice.



Strengths Activities

Concentrating on tasks	I can stick to the same task for a long time...
Love nature, animals	Treat the sick animals, plant trees...
Go in for sport	Do not imagine my life without sports...
Calculating, working with numbers	I am good at calculating my expenses and savings...
Drawing, painting, creating music	I am happy when I can draw a picture...
Face to face talking	I like communicating with others...
Reading	I spend many hours getting informed...
Selling	I like comparing prices and offers, walking through shops
Household	I like cooking, food shopping, laying the table, handling money, tidying

- 5 Think about personal and professional success. What is the difference between them? Where do personal and professional success meet? Which one comes first?
- 6 Look at the picture and identify your individual pathway toward professional success. In order to gain more control and oversight of your own career management, identify the *knowledge* and *skills* you need, the *level of education* to be attained, the *necessary training*, your *abilities*, and your *goals*. Present your findings to your classmates.
- 7 Read the quote and explain it. *"The person who gets the farthest is generally the one who is willing to do and dare. The sure-thing boat never gets far from shore."* (Dale Carnegie)



READING

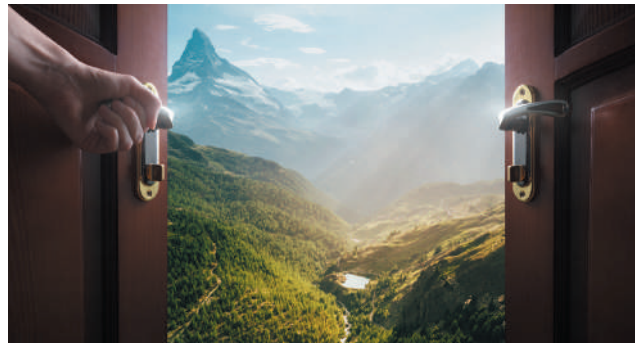
- 1 Look at the picture on page 19 and predict what the text is about.

No man likes to acknowledge that he has made a mistake in the choice of his profession, and every man worthy of the name will row long against wind and tide before he allows himself to cry out, "I am **baffled**!" and submits to being floated passively back to land. From the

first week of my residence in X, I felt my occupation was **irksome**. The work of copying and translating business letters was a dry and tedious task, but had that been all, I should have long since borne with the inconvenience. I am not an impatient person, and influenced by the double

desire of getting my living and justifying to myself and others the resolution I had taken to become a tradesman, I should have endured in silence the rust and cramp of my best faculties; I should not have whispered, even inwardly, that I longed for liberty. But that wasn't all. The hostility that had sprung up between myself and my employer kept developing, setting down deeper roots and spreading a darker shadow each day. It excluded me from every glimpse of the sunshine of life, and I began to feel like a plant growing in humid darkness out of the slimy walls of a well.

Antipathy is the only word that can express the feeling Edward Crimsworth had for me, a feeling that was, in a great measure, involuntary and likely to be sparked by even the smallest of my movements, looks, or words. My southern accent annoyed him; the degree of education shown in my language irritated him; my punctuality, industry, and accuracy fixed his dislike and gave it the high flavour and delicate **relish** of envy. He was also afraid that I too would one day become a successful tradesman. Had I been anything inferior to him, he would not have hated me so thoroughly, but I knew all that he knew, and, what was worse, he suspected that I kept the padlock of silence on my mental wealth, which he was not willing to share. If he could have once placed me in a ridiculous or mortifying position, he would have forgiven me much,



but I was guarded by three faculties: Caution, Tact, and Observation. Day by day did his malice watch my tact, hoping it would fall asleep, and prepared to steal snake-like on its slumber; but true tact never sleeps.

I had just received my first quarter's pay and was returning to my lodgings with the pleasant feeling that the master who had given it to me was resentful of every penny of that hard-earned pittance. I had long ceased to regard Mr. Crimsworth as my brother. He was a hard, **grinding** master. He wished to be a tyrant—that was all. My head was filled with strong but constant thoughts. Two voices were speaking inside of me, repeating the same boring words over and over. One said, "William, your life is horrible." The other, "What can you do to alter it?"

(Adapted from "The professor" by Charlotte Brontë)

2 Identify the meaning of the words.

- In the text, the word "**baffled**" means:
A. totally confused or perplex C. angry
B. totally wild D. crushed
- In the text, the word "**irksome**" means:
A. agreeable B. difficult C. boring D. troubling
- In the text, the word "**relish**" means:
A. piece B. taste C. slice D. flavour
- In the text, the word "**grinding**" means:
A. mild B. demanding C. severe D. kind

3 Read the text again and find the answers to the following questions.

- What is the name of the main character?
- Is the narrator satisfied with his job? Why?
- Who is Edward Crimsworth?
- What word best describes the relationship the two brothers had?
- What were the three main faculties of William? How did they help him in life?
- What did William feel when he received his first quarter's wages?

4 Read the passage and choose the correct answer.

- The passage relates about:
A. a man showing his dislike for his new job offering the reasons why;
B. two people employed in the same office becoming increasingly competitive;
C. a young man regretting privately his choice that he defends publicly;
D. a new employee experiencing optimism, then frustration, and finally despair.
- The words "shadow" and "darkness" at the end of the first paragraph ...
A. make the storyteller feel devastated.
B. are a reflection of the narrator's dark thoughts.
C. depict the narrator's dread of being imprisoned.
D. convey the narrator's obvious desire for relaxation.
- The narrator occasionally thought his living conditions were ...
A. dangerous
B. gloomy
C. consistent
D. difficult to bear

5 Explain the following statement from the passage: *"No man likes to acknowledge that he has made a mistake in the choice of his profession, and every man worthy of the name will row long against wind and tide before he allows himself to cry out, 'I am baffled!' and submits to being floated passively back to land."*

6 Read the ending of the last paragraph. What are the two voices saying? What solution would you offer him in order to answer the questions?

SPEAKING

1 Discuss the following questions with your classmates.

1. Which age-groups are worst affected by unemployment in your country?
2. What are the causes of unemployment and how is the problem solved in your country?
3. What have you learned from your parents' work experiences?
4. What qualities are most related to high job satisfaction for you? (money, leisure time, travel opportunity, status, gratifying work, etc.)
5. What qualities are necessary to reach your career goals? Explain why.

2 Match the characteristics of professionalism below with their definitions. Which of them do you consider to be the most important? Why?

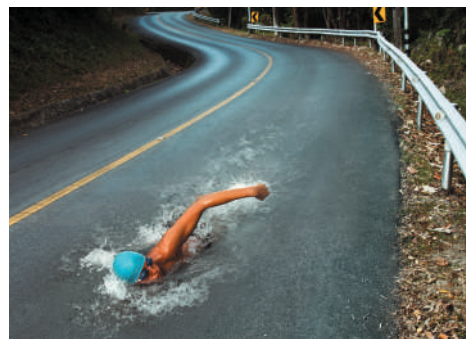
- | | |
|---------------------------|--|
| 1. professional knowledge | A. the ability to do something successfully |
| 2. proper conduct | B. the quality of being trustworthy |
| 3. competency | C. having strong moral principles |
| 4. reliability | D. being optimistic |
| 5. honesty and integrity | E. graceful and elegant |
| 6. positive attitude | F. a set of theories and practices related to a specific field of work |
| 7. maintaining poise | G. outward behavior |

4 Look at this picture and explain how it relates to professional success. What does it take to become a professional? Use the words and phrases below.

- skills
- top priorities
- work-life balance
- financial stability
- set long-term goals
- take initiative
- create solutions
- search for new opportunities
- stretch outside of your comfort zone

3 Work in groups. How do the following factors influence one's career development? Comment on each of them.

- **Personal characteristics:** personality type, interests, skills, work-related values.
- **Financial resources**
- **Physical, mental and emotional health**
- **Age**
- **Family duties and responsibilities**



LISTENING

1 What is a job interview? There are two types of interviews: screening interviews and selection interviews. Read the information in the box and identify the differences between them. Which one is more important for getting a job?

2 Listen to an interview and answer the questions below.

1. How is a job interview organised?
2. How should you dress for an interview?
3. Which is the ideal make up for the interview?
4. Is it appropriate to wear jewellery to an interview?
5. What should you do to get ready for an interview?
6. What should you do after a job interview?
7. What are the most important things to do during an interview?

Screening interview

- Often by phone
- Good way for you and the company to collect preliminary information

Selection interview

- Often "on site", can last several hours or even a whole day
- Involves multiple people within company or organization, panel style

3 Analyse the concept map on the job interview. Identify what aspects were not mentioned in the recording.

4 Listen again and identify the most important rules we need to follow when we prepare for an interview? Bring other examples.

5 With your classmates, discuss the questions below.

1. What are your biggest concerns about future job interviews and the application process?
2. What do you think are some important job interview tips and strategies?
3. What are some job interview questions that would be challenging to answer? What skills do you need in order to succeed?



GRAMMAR

Modal Verbs

Must	Have to	Should	Used to	Would
Obligation	Obligation to do smth due to circumstances	Advice or opinion	Past actions not true now	Repeated past actions
<i>Must inform</i>	<i>Have to inform</i>	<i>Should inform</i>	<i>Used to inform</i>	<i>Would inform</i>

1 Role play a job interview with your deskmate. Formulate questions for the interview in order to receive the following answers:

- You shouldn't be late for your job interview.
- You should dress appropriately for the position you're seeking.
- I used to work at ...
- I would receive a salary of ...
- I used to have two vacations per year...
- I would have bonuses if...

2 Complete the table with nouns, verbs, adjectives that describe the following types of professionals.

Types of professionals	Nouns	Modals (must/have to/should/used to/would)	Adjectives
Accountant			
Teacher			
Technician			
Doctor			
Commercial Banker			
Engineer			
Lawyer			

3 Fill in the blanks with the modals *must/have to/should/used to/would*.

1. You ... eat fruit and vegetables to stay healthy.
2. I ... work in England, but now I work in Australia.
3. You ... park here, under this road sign.
4. What ... do on winter days when you were a child?
5. Whenever a stranger came to our house, I ... hide in the bedroom.
6. Ann ... drink a lot of coffee.
7. It's your first working day tomorrow. You ... get up early.
8. When the weather was bad, I ... stay home and read comic books.

WRITING

1 Write a Letter of Application or Cover Letter according to the following template. Use the example on page 150.

The *heading* including your name and contact information.
 The *greeting* addressed to a specific person.
 The *introduction* including the reasons why you are writing.
 The *body* discussing relevant qualifications.

The *closing* thanking the reader and providing contact information and follow-up details.
 The *signature* to end the letter.

Lesson 5

Top Teenagers

LEAD IN

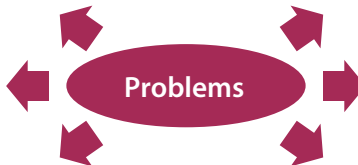


- 1 **Work in pairs. Interview your partner.**
 - Describe yourself in five words.
 - If you could have only one superpower, what would it be? Why?
 - What are three things you are grateful for in your life, and why?
 - What are three really small victories that you are proud of?
 - What's the hobby that you don't currently have but would love to learn?

- 2 **With a partner, discuss the issues in the table below and determine the *Typical Teen Behaviour*. Provide some examples.**

LISTENING

- 1 What problems, in your opinion, can teenagers get involved in to make the world a better place? What could they do to become famous?



- Struggle with their identity
- Overconfidence or low self-esteem
- Change in school performance
- Angry outbursts
- Violent threats or behaviour
- Numerous complaints
- Inability to perform household chores
- Signs of depression, bad mood

- 2 You are going to listen to some successful teenagers who have become famous just thinking about what they could do for people around them. Find out if their success stories include the issues you described in Ex. 1.

- 3 Listen to the conversation again and complete the table.

Teen's name			
How did the mission start?			
The problem			
Solutions			
The impact			

READING

- 1 Read the articles and find out how unique these young people are. Why do they deserve our attention?
- 2 With a partner, think of a catchy title for the articles. Explain your choices.

Since she was a child, Lisbeli Vera Andrade lived with her grandparents. She was bullied at school by her classmates due to her impairment, but this also helped her build a strong character. The classmates' teasing made her mature because she knew that at some point, she would

have to face life alone and nobody would protect her. When she was at school, Lisbeli used to take part in sports. After a coach noticed her skills in a street race in 2014, she started to concentrate on para-athletics. She then moved to live with her uncle in Maracaibo, Venezuela.

“Kids laughed at me at school because I was missing a part of my body”

She has brought home several medals for Venezuela since making her international debut at the São Paulo 2017 Youth Parapan American Games. In 2019, she won the Parapan American title in the 400 m T47 and silver medals in the 100 m and 200 m. She later won two bronze medals at the 2019 World Championships in Dubai. Building on her recent results, Vera is aiming high as she works hard for the next Paralympic Games.



“Six years ago, I didn’t see myself where I am right now, I’d love to go travelling and spend some time in Europe. I can almost 100 percent say I wouldn’t be where I am now if I was walking.”

A high school rugby accident in 2011 dramatically changed his life and left him a tetraplegic, having dislocated his C5 and 6 vertebrae. Becoming disabled, he decided that being in a wheelchair wasn’t going to stop him from keeping up with the game! Sholto Taylor, a wheelchair rugby player who was helping others in a similar situation at the Burwood Spinal Unit in Christchurch, encouraged him to watch the *Wheel Blacks* in action, giving the boy who wanted to be an *All Black* a new dream to work towards. After six years of wheelchair rugby, he has now joined the leading team, the *Wheel Blacks*. The team is made up of wheelchair users with different levels of ability ranked on a point system. Cody qualifies as a “one-pointer” because he has little function in his arms and hands.

Despite being who he is, Cody is now co-captain of the New Zealand Wheel Blacks Paralympic rugby team. They hope to win Team New Zealand a shiny gold medal.

3 Choose the correct answer.

- What was the disability that Lisbeli Vera Andrade suffered from?
 - She was blind from birth.
 - She didn’t have a part of the arm.
- How did she become a Paralympic athlete?
 - She was seen taking part in a street race.
 - She called the Paralympics Committee.
- What made her stronger and more independent?
 - The support of classmates and teachers.
 - Colleagues’ teasing and nicknames.
- How did Cody Everson become a wheelchair man?
 - He was born with health problems.
 - At the age of 15, he suffered a rugby accident.
- Who helped Cody in pursuing his dream?
 - His parents who bought him a new house.
 - Sholto Taylor, a long-time member of the New Zealand rugby team.
- What is his role in the rugby team?
 - He is the goalkeeper of the New Zealand rugby team.
 - He is the co-captain of the New Zealand “Wheel Blacks.”

4 In the articles, find the words below. Read the list next to them and underline the appropriate synonym with one line and the antonym with two lines.

A. **teasing**: mocking, joking, praising, insulting

B. **mature**: grown, green, adult, immature

C. **concentrate**: focus, scatter, center, ignore

D. **dramatically**: seriously, greatly, mildly, dangerously

E. **keep up**: continue, compete, neglect, persevere

F. **impairment**: ability, infirmity, disability, ailment

G. **ranked**: disordered, organised, rated, graded

5 Can we consider these two life stories successful? Why? Read the quotations in the articles above, then comment on them.

6 Bring other examples of teenagers who achieved great success in life and were happy despite their disorder.

SPEAKING

1 Work in groups. Discuss the four Paralympic values: *determination, courage, equality, and inspiration*. Which value is the most challenging to show? Why? Share your ideas with your classmates.

2 Work in pairs. Find the answers to the following questions.

1. Who are your role models for success?

2. Do you have a plan for your own success?

3. How do your current responsibilities make you feel?

4. What role do perseverance and commitment play in achieving success?

5. What other qualities are necessary for success?

3 Analyse the information in the table. What do we need to do to achieve our desired position? Explain the percentages. Do you agree or disagree with them? Bring examples.

	% Daily Value
Determination	1000%
Encouragement	500%
Discipline	300%
Weakness	0%
Amazing	110%

GRAMMAR

Narrative Tenses

They are used to talk about past events.

Past Simple	Past Continuous	Past Perfect	Past Perfect Continuous
for the main actions or events;	- for actions that continued while the main events happened; - for events that were interrupted by main events;	- for background events or facts, that had happened before the story started; - to refer back to events that happened earlier;	for actions that continued for some time before a main action or event;
<i>Went, washed</i>	<i>Was/were going</i>	<i>Had gone</i>	<i>Had been going</i>

1 Read the following excerpt from *Soul Surfer*. Identify the narrative tenses. With your classmates, discuss the message of the text.

Bethany Meilani Hamilton is an American professional surfer and writer who survived a 2003 shark attack when she was only 13 and her left arm was bitten off. But she returned successfully to professional surfing.

"It came literally out of the blue. I had no warning at all, not even the slightest hint of danger on the horizon. In contrast to the deep ocean waters in Kauai, where I go almost every morning to surf with my friend, the water here was crystal clear and calm, more like a swimming pool. The waves were small and inconsistent, and I was just rolling along with them, relaxing on my board with my right hand on the nose of the board and my left arm dangling in the cool water. That's all it took: a fraction of a second. I felt a lot of pressure and a couple of lightning-fast tugs. I was unable to understand the details, but I knew that the huge jaws of a fifteen-foot tiger shark covered the top of my board and my left arm. Then I watched as the water around me turned bright red. Somehow, I stayed calm and started to paddle toward the beach. My left arm was gone almost to the armpit, along with a huge, crescent-shaped chunk of my red, white, and blue surfboard."



2 Answer the questions below.

1. What was the most important factor in Bethany Hamilton's survival?
2. How do you think she overcame her fear of sharks and returned to professional surfing?
3. What can we learn from Bethany's experience?
4. Why does Bethany serve as a role model for the younger generation?

3 Open the brackets using narrative tenses.

1. I ... (play) football for years before I ... (break) my leg.
2. While I ... (work) on my project, my friend ... (call) me.
3. I ... (buy) a new phone after I ... (use) my old one for years.
4. By the time my guests ... (arrive), we ... (already, lay) the table.
5. My sister and I ... (never, be) to America before, so we ... (be) both really excited about the trip ahead.
6. It was pretty late in the autumn of the year, and the evening sun ... (shine) through the clouds which ... (cover) it all day.

4 Complete the story with the correct tenses.

In 2017, Kavya Kopparapu, now a freshman at Harvard University, ... (read) a story about John McCain, who ... (struggle) with a severe brain cancer known as glioblastoma. Kopparapu ... (be) surprised to find out that in the past 30 years, the survival rate for the disease ... (hardly, change). She ... (wonder) why. With all the innovation we have, it ... (not to make) sense that the situation ... (improve). So, she ... (decide) to change things by developing a deep-

learning computer system that can scan slides of tissue from brain cancer patients, looking for differences in density, colour, texture, and cellular alignment that are specific to each individual's situation. The goal ... (be) to develop personalised therapies. Her system ... (be) awarded a provisional patent, and she hopes to begin clinical tests in collaboration with a neuropathologist at Georgetown University.

WRITING

1 Write a 90-100-word text according to the given task. The Student Council has asked you to write an article for the school website about one of the most famous teenagers of your time. Write about the personality you have chosen, following the structure: title, introduction, body, conclusion.

- Name and present the personality;
- Explain his/her contribution to the country or community;
- Describe his/her activity;
- Express your attitude towards this personality.

Lesson 6

Check Up Your Progress

READING COMPREHENSION

1 Read the story.

The Shepherd-Boy Painter

One day, a traveller was walking through a part of Italy where many sheep were pasturing. Near the top of a hill, he saw a little shepherd boy who was lying on the ground while a flock of sheep and lambs were grazing around him.

As he came nearer, he saw the boy holding a charred stick in his hand and drawing something on a flat rock. The youngster was so much interested in his work that he did not notice the stranger.

The stranger bent over him and looked at the picture he had made on the rock. It was the picture of a sheep, and it was drawn so well that the stranger was astonished.

"What is your name, my boy?" he said.

"My name is Giotto," he answered.

"What is your father's name?"

"Bondone."

"Giotto, would you like to live with me? I would teach you how to draw pictures of sheep and horses, and even of men," said the stranger.

The boy's face beamed with delight. "I would really like to learn how to do that," he said. "But I must do as father says."

"Let us go and ask him," said the stranger. The stranger's name was Cimabue. He was the most famous painter of his time. His pictures were known and admired in every city of Italy.

Bondone was surprised when Cimabue offered to take his little boy to Florence and teach him to be a great painter. "I know that the boy can draw pictures wonderfully

well," he said. "He does not like to do anything else. Perhaps he will do well with you. Yes, you may take him."

In the city of Florence, little Giotto learned so fast that he could soon paint as well as Cimabue himself.

One day, Cimabue was painting the picture of a man's face. Night came on before he had finished it. "I will leave it till morning," he said; "then the light will be better." In the morning, when he looked at the picture, he saw a fly on the man's nose. He tried to brush it off, but it remained there. It was only a painted fly. "Who has done this?" he cried. He was angry, and yet he was pleased.

Little Giotto came out from a corner, trembling and ashamed. "I did it, master," he said. "It was a good place for a fly, and I never thought of spoiling your picture."

He expected to be punished. But Cimabue only praised him for his great skill. "There are few men who can draw so good a picture of a fly," he said.

The shepherd boy became a very famous painter and the friend of many famous men.

(Adapted from James Baldwin)



2 Read the story again and answer the questions.

1. What did the traveller see while walking through Italy?
2. What was the name of the traveller? Who was he?
3. What was the little shepherd boy drawing?
4. Why did the famous painter decide to take the little shepherd boy to Florence?
5. Where did the little shepherd boy draw the fly? Why?
6. Did Cimabue punish the young artist? Why?

3 In the text, identify the meaning of the words below.

1. The word "**bend**" in the text means:
A. lean B. turn C. influence
2. The word "**beamed**" is closest in meaning to:
A. burnt B. flashed C. sparkled
3. The word "**spoil**" in the text means:
A. waste B. destroy C. prejudice

4 What is the message of the story? Comment on it.

5 Match the words on the arrows with their definitions. Make up sentences using them.

1. an inborn and a special ability of a person to do something;
2. a particular ability that you develop through training and experience;
3. facts or information that has been obtained by experience or study;
4. the process of getting knowledge or skill from doing, seeing, or feeling things.



6 Analyse the information in the table below. Explain how the famous people mentioned in the table became successful. Why is it important to nurture talents in children? How do we nurture children's talents? Complete the mind map.



Isaac Newton	Albert Einstein	Thomas Edison	Walt Disney
Did poorly in school	Started to speak when he was 4	Was told that he was too stupid to learn anything	Was fired because he did not have creative ideas
Theory of gravity	The father of modern physics	The inventor of the light bulb, phonograph, and motion picture	The creator of the cartoon character Mickey Mouse

GRAMMAR

1 Use the present tenses to complete the sentences.

1. ... (you / buy) your dressing gown yet?
2. What time ... (you / wake up) on weekdays?
3. The bathroom is a complete mess! What ... (the kids / do)?
4. My brother ... (learn) to ride the bike for two years!
5. She ... (not / sleep) now, she ... (listen) to the radio.
6. Felicia ... (already / have) breakfast, so she'll meet us at noon.
7. How much milk ... (she / drink) this morning?
8. Larry ... (write) two adventure books.
9. I ... (translate) everything I needed for today!
10. That hat over there ... (not / belong) to me.
11. It ... (not / snow) all winter, so the pond is not frozen.
12. I ... (paint) your photo album. Here it is, thank you.
13. My aunt ... (forget) how to get to my flat.
14. She ... (work) in the yard all day and she needs a rest.
15. He ... (make) five cupcakes. They look delicious!
16. Dorel feels amazing these days. He ... (get) up very early lately.
17. Recently, I ... (learn) a lot. My final exams are in a few weeks.

2 Read the paragraph about a student's personal experience. Complete it with the appropriate narrative tenses.

Reading, learning by heart, misunderstanding, and drizzling with tears days and nights in a row (1) ... (be) my strategic methods of learning in September - October 1998 at the University of South Alabama. It (2) ... (become) rather a matter of honour than of principle to make the brain accept and think in a foreign language. And I (3) ... (learn) one thing: getting what I want takes time and effort.

By the end of November, I (4) ... (begin) to feel confident that I (5) ... (be) in the right place. After winning a Freedom Support Act scholarship in 1998, my academic goals (6) ... (revolve) around the world of the English Language. I (7) ... (strive) to become a fully competent linguist. It (8) ... (be) not an easy process to master a language, as it (9) ... (not be) just about words and sentences. Complicated grammar structures, new phraseological expressions that (10) ... (give) an entirely new shade to the world of foreign writers (11) ... (make) me change my view and mentality; all of these things (12) ... (conquer) my brain, sometimes suffocating it. Later I (13) ... (understand) that it (14) ... (be) a process of feeling the language.

WRITING

1 Write a blog post to discuss a competition in which you took part. In about 150–180 words, describe the efforts you made to win it as well as your emotions. Use the words and expressions in the box.

stadium, team, athlete, coach, competitor, pass the torch, medal, professional, referee, spectator, go for gold, amateur, defeat, league, season, captain, throw in the towel, tournament

Take Action

Choose a project.

1. Create a video interview.

- Roleplay an interview between an expert in education and a journalist.
- Talk about the problems the majority of teenagers experience in their relationships with teachers and/or their peers.
- Suggest some solutions.
- Film your interview and share it with the class.

2. A perfect job

- Think about the multitude of traditional and modern jobs.
- Choose one job you would like to do and describe its characteristics. What are the specifics of the selected job?
- What is the person's responsibility? How much time do you need to study to be a qualified specialist? How easily can you get the job?
- What kind of clothes should the employee wear, if any? Provide details and examples.
- Create a poster and share the information with the class.

3. Create a health brochure.

- Research about the importance of good sleep, exercise, and medical check-ups.
- Highlight the drawbacks and provide some examples.
- Arrange your findings in a paper or a digital brochure, including pictures and diagrams.
- Present the final result to the class.

4. Write a volunteering project.

- Choose a problem you often encounter in your school/community.
- Work on the following plan:

Reflection: What's a big change in the course of your volunteering that you would like to see happening in your school/community. Make a plan and decide what steps you are going to take.

Setting up: Describe Change 1, Change 2, and Change 3 in the process of shaping the project. How will you initiate and support these changes? Who is going to be involved?

Doing: Describe the first activity that you are going to conduct. Explain your choice.

UNIT 2

SAFE, WARM, AND LOVED



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

(Ralph Waldo Emerson)

Lesson 1

Break the Silence

LEAD IN

- 1 Work with a partner. Look at the pictures. What do they suggest in relation to the topic?



- 2 Explain the statement: "Communication is like a game of catch".

- 3 Are you a good communicator? Check (X) the boxes that apply to you. Share your answers with a partner. Why did you get different results? Analyse them and make a conclusion.

		Never	Some-times	Always
1.	In a conversation, I pay attention to body language.			
2.	Before sending a message, I think about the best way to communicate it.			
3.	I maintain eye contact with the person I'm talking to.			
4.	Whenever I feel the need, I ask questions.			
5.	I treat others with respect.			
6.	I interrupt people if I am bored with the conversation.			
7.	I often lose focus when speaking with others.			
8.	I feel comfortable speaking in front of an audience.			

Skills for a Successful Communication

- ✓ Listening
- ✓ Clarity
- ✓ Emotion control
- ✓ Creativity
- ✓ Critical thinking
- ✓ Confidence
- ✓ Respect
- ✓ Nonverbal communication

- 4 Discuss the questions.

1. In what cases do you have to ask someone to rephrase what he/she has said?
2. How do you know if your communication has been successful?

Everyone should be quick to listen, slow to speak and slow to become angry. (Bible)

READING

- 1 What is "efficient communication"? Rank the following according to how important you think they are. Explain your choices. Compare your answers with a partner.

- getting the message across quickly and efficiently;
- developing an interesting exchange of ideas;
- using language correctly;
- having time to think before you speak;
- being able to express your feelings.

- 2 Read the story. What is the message of the story? Choose the correct answer. Explain your choice.

Pronunciation

Arachne /ə' rækni:/
Athena /ə' θi: nə/

- A. Beauty is the most powerful weapon in the world.
- B. Silence is better than unnecessary words.
- C. Pride and anger cause communication problems in a relationship.

The Story of Arachne and Athena

Arachne was a beautiful young woman and a wonderful **weaver**. People travelled great distances to see her work at her **loom**. Her skilled fingers wove detailed multicolored tapestries and rugs.

“Athena, the great goddess, has given you an amazing gift, Arachne,” the villagers would often say. This comment made Arachne angry. “Athena did no such thing. I taught myself to weave. No one can weave as well as I, not even Athena, who invented weaving!”

Athena, the goddess of wisdom, watched the boastful Arachne from her throne high on Mount Olympus. Athena **disguised** herself as an old woman and went to visit Arachne.

“I hear that Athena has given you a great gift – the skill of weaving,” said the old woman.

“I am the best weaver, but Athena has nothing to do with how good I am. Her skill is no match for mine,” stated Arachne.

“You are a talented weaver, Arachne, but you are a foolish girl. You should talk to Athena and ask her for forgiveness,” the old lady said, becoming angry.

“What? Ask for forgiveness? I will never talk to her! You are the foolish one! I am telling the truth, and if Athena is offended by my claims, she is more than welcome to pay me a visit,” Arachne said confidently.

With that, the old woman filled with rage and in the blink of an eye, transformed back into the magnificent goddess – Athena. All of the village people gathered



around the powerful goddess and fell to their knees to honor her. All of the people except Arachne, for she seemed unimpressed by Athena’s presence.

“You think you are better than I, Arachne? You are too **boastful** and rude, Arachne. How dare you make fun of the gods?” Athena, beside herself, **ripped** Arachne’s weavings to shreds. Then she grabbed a stick and repeatedly beat the girl with it.

Arachne began to shrink until her body was a small black **bead**. She sprouted eight legs and grew black hair. Arachne became the world’s first spider.

“Now you will be able to weave all day long,” Athena said proudly. “But from now on, no one will care about your talents. In fact, your delicate woven webs will be destroyed when people see them.”

(Based on a version by Nicole Shelby)

3 Read again and circle the correct answer.

1. In the text, Arachne is described as:

- | | | | |
|---------------------|------------------------|-------------------------------|---------------------|
| A. talented and shy | B. clever and boastful | C. disrespectful and boastful | D. modest and naive |
|---------------------|------------------------|-------------------------------|---------------------|

2. People told Arachne:

- | | | | |
|---------------------|---------------------------|--------------------|---|
| A. she was talented | B. to forgive the goddess | C. to stop weaving | D. that her talent was a gift from Athena |
|---------------------|---------------------------|--------------------|---|

3. According to the text, Athena:

- | | | | |
|------------------------------------|----------------------------|-------------------------|--------------------------------|
| A. was amused by Arachne’s naivety | B. tore Arachne’s weavings | C. turned into a spider | D. became friends with Arachne |
|------------------------------------|----------------------------|-------------------------|--------------------------------|

4 Read the text again. Match the definitions below with the words in bold.

- | | |
|---|--|
| 1. praising yourself and what you have done; | 4. a person whose job is weaving cloth and other materials; |
| 2. a piece of equipment for weaving, by making thread into cloth; | 5. a small, round piece of plastic, wood, glass, or other material with a hole through it, which is put on a string to make jewelry; |
| 3. to tear violently and quickly; | 6. to give a new appearance to a person or thing. |

- 5** Identify the meaning of the words.
1. In the text, the word *rage* means:
A. violence B. danger C. fury
2. In the text, the word *sprouted* means:
A. grow B. originate C. decline
3. In the text, the word *shreds* means:
A. rag B. pieces C. remnants

- 6** Discuss the following questions.
1. Why was Arachne so proud of herself?
 2. What does Arachne symbolize?
 3. Why does Athena disguise herself as an old woman when she approaches Arachne?
 4. Why does Athena choose the spider for Arachne's new form?
 5. Do you think Arachne's punishment was fair? Explain your answer.
 6. How to deal with pride and anger in communication?

SPEAKING

- 1** Discuss in groups. Create a spider web to illustrate the structure of a healthy relationship.
- 2** A healthy relationship is based on the 3 C's: *communication, compromise, and commitment*. With a partner, discuss a situation when these 3 C's worked for you. Share your stories with the rest of your class.
- 3** Read the "24 Hour Rule". With a partner, discuss its meaning. Why is this rule important? Suggest three different solutions. Complete the statements.
1. When emotion is high ...
 2. When emotion is high ...
 3. When emotion is high ...
- 4** Read the "5 Rules For A Happy Relationship". How do these rules help in building a happy relationship? Design a poster to illustrate your own set of rules and present it to the class.
1. Talk every day.
 2. Trust your partner.
 3. Fight fair.
 4. Laugh every day.
 5. Respect your partner.

When emotion is high,
don't let words fly.

Stop!

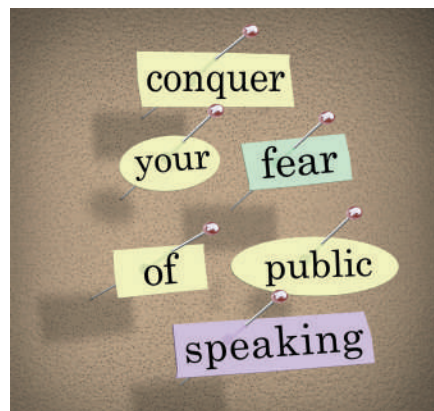
Give it 24 hours before you act.

LISTENING

- 1** Listen to a conversation between Dan and Julia. Choose the correct answer.
1. Dan and Julia are:
A. cousins
B. classmates
C. brother and sister
 2. Julia is concerned about:
A. Dan's fear of talking
B. Dan's school grades
C. Dan's circle of friends
 3. Dan took some lessons of:
A. driving
B. public speaking
C. Math
 4. Dan's professor taught him how to:
A. make a project
B. control his emotions
C. speak fluently
- 2** A. Listen to the conversation again and complete the table.
B. Think of some other strategies that help overcome the fear of public speaking.

Strategy	Outcome
1. Practice over and over.	Improves self-confidence.
...	
...	

- 3** With a partner, discuss the following questions.
1. How do you feel when you have to speak in public?
 2. When delivering a public speech, which is more important: Content or Delivery? Why?
 3. What are you most afraid of when you have to talk in front of an audience?
 4. What kind of people are usually asked to do public speaking? What qualities make someone a good public speaker?



The Plural of Nouns

1 Write the plural forms of the nouns in brackets. Explain the rules.

1. I can see five (fish) ... in the aquarium.
2. How many (deer) ... are there in the forest?
3. We still need three more forks and (knife) ... for our supper guests.
4. Not many trees lose their (leaf) ... in the fall in Australia.
5. Many (swine) ... live in that region.
6. Sharks can grow thousands of (tooth) ... in a lifetime.
7. How many (person) ... live in Canada?
8. Cats like to eat (mouse)
9. I really want to go to rest. My (foot) ... are torturing me!
10. (Stimulus) ... trigger different reactions.
11. There are lots of swans and (goose) ... in this park.
12. The policeman followed the three (ox) ... wandering through the city.
13. Many (wife) ... buy ready -made food from restaurants on holidays.
14. (Louse) ... look very much like insects.
15. Farmer Brown has lots of (sheep)... .
16. How many (dwarf) ... have you met?

2 Join the sentences below using the Saxon Genitive ('s).

Example: The student has a book. The book is on the desk. → The student's book is on the desk

1. The woman has a car. The car is in the garage.
2. My girlfriends had a cocktail party. The cocktail party was fun.
3. The ladies have children. The children are playing football.
4. Australia has a population of 25,766,605 people. The population is not very large.
5. The children have bikes. The bikes are over there.
6. My cousins have friends. The friends are boring.
7. The politicians had a meeting. The meeting took place last week.

The Saxon Genitive ('s)

This is John's car. = This is the car of John.

My parents' house. = the house of my parents

3 Match the expressions with their meaning. Think of some everyday situations when you will use these expressions.

Share them with your classmates.

- | | |
|-------------------------------|---|
| 1. the Apple of discord | A. a brilliant idea or discovery that seems simple |
| 2. Columbus' egg | B. to be unable to do smth. |
| 3. Penelope's canvas | C. solving a problem by multiple means |
| 4. Achilles' heel | D. root or core of a quarrel |
| 5. the Punishment of Tantalus | E. creating a state of uncertainty and precariousness |
| 6. Ariadne's thread | F. showing affection |
| 7. Cleopatra's nose | G. vulnerable point |
| 8. Cupid's arrow | H. the burst of power |

WRITING

1 Many believe that giving presentations and speeches should be part of the school curriculum. Why is it important to develop presentation skills in students? Write an essay of about 180-200 words. When writing, consider the following:

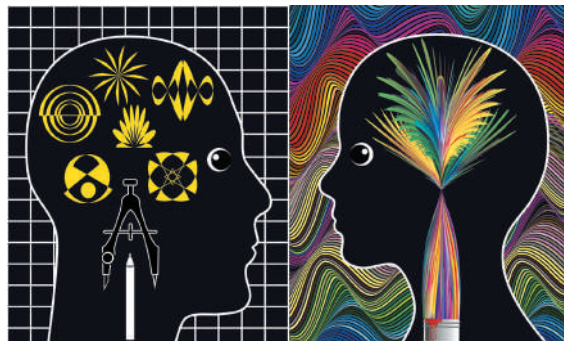
- Define what public speaking is;
- Identify the benefits of public speaking;
- Describe qualities developed by public speaking in teenagers;
- Provide two examples to support your ideas;
- Express your opinion on the importance of delivering speeches;
- Follow the structure of an essay: introduction, body, conclusion.

Lesson 2

Men Are from Mars, Women Are from Venus

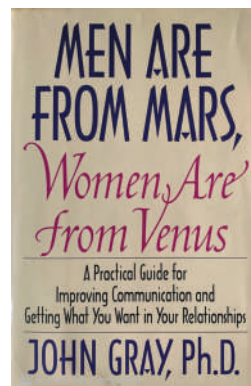
LEAD IN

- 1 Look at the picture. What does it suggest? Discuss with a partner, then share your ideas with the other classmates.
- 2 In groups, discuss the questions.
 1. Who is the most thoughtful and caring in your family?
 2. Are women good listeners? Give an example.
 3. In your family, who does the cooking?
- 3 Do you agree with the saying that *Men Are from Mars, Women Are from Venus*? Why are men and women different? Discuss with your partner and list three reasons for their differences.



LISTENING

- 1 Look at the book cover and read the introduction. Why did the author choose Mars and Venus as symbols for his characters?
 “The love between the Venusians and Martians was magical. They delighted in being together, doing things together, and sharing together.
 For years they lived together in love and harmony. Then they decided to fly to Earth. In the beginning everything was wonderful and beautiful. But the effects of Earth’s atmosphere took hold, and one morning everyone woke up with a peculiar kind of amnesia. Both the Martians and Venusians forgot that they were from different planets and were supposed to be different. Everything they had learned about their differences was erased from their memory. And since that day men and women have been in conflict.”
 (Adapted from John Gray)



- 2 Listen to some students discussing John Gray’s book at their book club meeting. Why did the students choose this book for their book club discussion?
- 3 Listen to the conversation again. State the differences between men and women emphasized by the students. Complete the table.

	Values	Favourite Activities
Men		
Women		

- 4 Complete the sentences using the appropriate words from the table in Ex. 3.
 1. Every action both men and women take reflects their
 2. Men value ... , competency, and achievement, while women value ... , ... , beauty, and
 3. For women ... are more important than work.
 4. Men are fond of ... activities like hunting and
 5. Men think that talking about their problems is a sign of

READING

- 1 Read the story. Answer the author’s question. Explain your answer.

The Lady or the Tiger

Many years ago, there lived a strange and savage king. He had a wild imagination and a very strong will. He loved to have everything. Each day he and himself talked together. Whatever they agreed upon was quickly done.

Some people said the king’s ideas were strange, but they said this when no one was around. The king liked the idea of the public arena. In other countries, it was a place where men and beasts showed their courage by fighting

each other. But this king used the arena in a different way: to reward the innocent and punish the guilty. When a man was accused of an important crime, the king posted a notice, and all the citizens of the land were invited to attend the trial in the king's arena. There were two doors opposite the king. The prisoner had to choose one of the doors and open it. Behind one door was a hungry tiger, while behind the other was a beautiful lady, and he had to marry her, no matter if he had a family. The king believed this was a fair method and it was very popular with the people, too.

This savage king had a beautiful daughter. She was as high-spirited and as imaginative as her father. The king loved her above all others. But the princess did not always obey her father's wishes. She fell in love with a slave of the king. He was handsome and brave. And though he was just a slave, the princess loved him dearly. But her father did not approve of him.

They loved each other and were happy for many months. But when the king found out about it, the young man was thrown into jail, and a trial in the king's arena was waiting for him.

The king sent his men to find the fiercest tiger in the country. Judges searched for the loveliest maiden in the land. Finally, the great day came. Never before had there been such a crowd! The king and his court entered and took their places. The signal was given. A door opened and a slave entered the arena. He walked across the field, then stopped. He turned and bowed to the king, but his thoughts were about his love. His eyes were fixed on the princess who was sitting beside her father.

For weeks, the princess had thought of nothing else but this day. She had learned everything about it. When her



lover turned and looked at her, and his eye met hers as she sat there, paler and whiter than anyone in the vast ocean of anxious faces, he saw, by that power of quick perception which is given to those whose souls are one, that she knew behind which door crouched the tiger, and behind which stood the lady. He stared at her with his eyes burning with the question: which? The princess knew what he was asking. She raised her hand and made a motion to the right. He turned with a quick step and walked across the arena. Every heart stopped beating, every breath was held. Then, with a firm hand, he gripped the door on the right and opened it.

Now, the point of the story is this: Did the tiger come out of that door, or did the lady? The more we think about this question, the harder it is to answer. A study of the human heart and mind will help us find the answer.

Think about it. She was a wild and savage princess. Her soul was burning with jealousy and hatred. She had lost her lover. Would she let another woman have him? The question I leave to you all is this: Which came out of the open door – the lady or the tiger?

(Adapted from Frank R. Stockton)

2 What is the message of the story? Explain your choice.

3 Complete the sentences with the synonym of the word in bold. Choose them from the following list: *savage, notice, high-spirited, maiden, grip*.

1. Josephine was a bright, **lively** and cheerful girl.
2. Schools will help to educate the **wild** tribes.
3. The frightened boy **held** his mother's hand.
4. The King's **announcement** raised a storm of protest among people.
5. The prince fell in love with a fair young **girl**.

4 Match the pairs of antonyms. One is extra.

- | | |
|-------------|---------------|
| 1. fair | A. love |
| 2. fierce | B. admiration |
| 3. hatred | C. peaceful |
| 4. jealousy | D. angry |
| | E. illegal |

5 Read the story again and discuss the questions.

1. How did the King decide if someone was guilty or innocent of a crime in his country?
2. Do you agree with the King that this justice system is completely fair? Why? Why not?
3. What crime did the young man commit?
4. Do you believe the princess was pointing toward the lady's or the tiger's door? Why?
5. How could you explain the statement? "A study of the human heart and brain will help us find the answer."
6. How would you behave if you were in the princess's place? Why?

SPEAKING

1 With a partner, study the infographic. Based on the text, discuss how gender differences impact the decision-making process. Share your ideas with the class.

2 Where do we learn gender roles? In groups, discuss and rank the following. Give some examples.

- Media
- Entertainment
- TV
- Sports
- Family
- Movies

3 Work in small groups and define the concept of gender stereotypes. Identify the male and female roles in the society.

4 Look at the pictures. Match them with the captions. Comment on them.



Parenting Has No Gender



Careers Have No Gender



Chores Have No Gender

1. How do gender stereotypes impact the way people behave or are treated?
2. How can we promote gender equality in our community?

5 How much have gender roles changed in society over the past decade? In groups, complete the spider maps for the following areas: at work, at home, in social life.

6 Read the statements below. Do you agree or disagree with them? Give reasons.

1. Women are better at multitasking than men.
2. Men talk more about things; women talk more about people.
3. Women spend more time than men on social networking sites.
4. Men worry more about their health than women.
5. Men are more interested in power than women.
6. Men find it more difficult than women to talk to their friends or family if they have a problem.

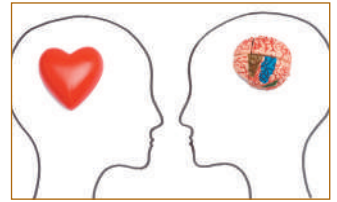
7 Cultural norms and expectations make us think that some professions are especially for men, others for women. In groups, discuss the questions.

1. Are some jobs too dangerous or difficult for women to do? Why?
2. Why are men more successful as artists, chefs, and race car drivers?
3. How do gender stereotypes affect career choices?
4. What does the picture suggest? Explain.



The Battle of the Brains

Male and female brains are more alike than you might expect, but there are some differences.



The Male Brain

- 10% larger
- more logical emotionally
- the area of mental mathematical abilities is more developed (perceptions of time, speed, 3D figures)
- keep the main point in mind
- excel at exact sciences
- task-focused

The Female Brain

- more grey matter
- more intuitive
- more observant
- better at remembering details
- better organizational skills
- better at social sciences
- more sociable
- multitasking
- better at human relations

Indefinite Pronouns

They do not refer to a particular place, thing, or person.

	Person		Place	Thing
	Singular	Plural		
All	everyone, everybody	both, all	everywhere	everything
Part (+)	someone, somebody, more, most, either, some	more, most, several, others, some	somewhere	something
Part (-)	anyone, anybody		anywhere	anything
None	no one, nobody, neither		nowhere	nothing

1 Underline the indefinite pronouns. Circle the correct form of the verb in brackets.

- Nobody among the runners (was/were) stopped due to the bad road.
- Neither of the losers, male or female, (was/were) punished.
- They are all sick. Each (has/have) the appropriate medication.
- One of the boys (eats/eat) chips every night.
- Several (is/are) filling out a letter of complaint.
- Most of the referees (thinks/think) the results were inaccurate.
- Some of the recommendations (was/were) strange.
- No one (was/were) rejecting the food and drinks afterwards.

2 Complete the following sentences.

- Most ...
- More ...
- They all complained and several ...
- I am sure that others ...

4 Look at the picture and make up sentences using the prompts.

Use *more, most, several, others*.

The people in the room are attending an online meeting.

Example: to talk/colleagues → **Some** are talking to their colleagues.

- to listen/attentively
- to look through/papers
- to be/in good spirits
- to wear/glasses
- to take notes/agenda

3 Complete the sentences below with the following indefinite pronouns: *few, everybody, nobody, anything, some, most*

- ... understands the trouble I've caused.
- The dilemma was known by ...
- ... enjoys a good concert.
- Is there ... I can do to help?
- ... of the planning has already been done.



WRITING

1 Search the Internet. Look through various magazines. Find out covers representing men and women doing "male" and "female" things, and the opposite. Write a 130-150-word article about how the media portrays roles and personalities of both genders. When writing, consider the following questions:

- What message about gender roles do they deliver to their audience?
- How do they affect people and their behaviour?
- What changes should be made to the front covers in order to break the gender stereotypes?

Lesson 3

Father And Mother, I Love You!

LEAD IN

1 Read the following sentences. Check (X) whether you agree (A) or disagree (D).

		A	D
1.	The grandparents of a child should be nearby as they grow up.		
2.	These days, raising children is too expensive.		
3.	A married couple ought to raise children.		
4.	Mothers are better than fathers at growing up children.		
5.	It is best to have numerous brothers and sisters when you are young.		
6.	It is better to have a bigger family than a smaller one.		
7.	A youngster should not live in a single-parent household.		



2 Discuss the questions.

1. Is it common in your country for several generations of a family to live together in the same home? Why? Why not?
2. Are people in your country having more or fewer children these days? Why?
3. What builds strong family relationship? Explain.

3 Complete the statements and discuss them with your partner.

1. Five cool things about my family are ...
2. What makes my family special is ...
3. I like when my family ...
4. I feel I have an important role in my family because ...
5. I wish my family would ...

LISTENING

1 Listen to an interview about the values different people learned from their parents. Answer the questions below.

1. Why do people become more grateful to their parents with time?
2. What did Dan learn from sharing family stories during mealtime?
3. Why did Julia think that writing notes is sometimes tedious?
4. What did Jake's mother teach him about joy?

3 Listen to the conversation again and complete the table with the values the speakers have learned in their families. Are your values the same as theirs? Why? Why not? What influences a person's values?

2 Listen again and choose the correct answer.

1. Dan was fortunate to live near ...
A. his school B. the library C. his grandparents
2. Julia's parents taught her the value of ...
A. writing thank you notes B. writing letters C. writing essays
3. Jake's mother enjoyed every ... in life.
A. little thing B. day C. opportunity
4. Our parents are our best ...
A. teachers B. role models C. friends

	Values
Dan	listening, ...
Julia	patience, ...
Jake	...

READING

1 Read the findings of a study conducted in various countries across the world. What do they reveal? Are traditional family values dying out? Why? Why not?

Every day we read in the media that traditional family values are breaking down. Are/Aren't these interpretations exaggerated? The most recent study reveals whether strong family ties still exist and how they vary across the world.

The rise of single-person households in some countries has been held up as the ultimate symbol of family breakdown. However, just about 5% of people in Taiwan, Hong Kong, and Indonesia have recently reported living alone. A similar situation exists in Latin America. Even in the West, it's still quite uncommon. Germany and Sweden have the highest percentage of single-dwellers (around one in five people), but in Spain and the USA, only 8 and 14% of the population live alone (respectively).

A

Even if we love our families, sometimes we can feel pressured by their expectations (a theme particularly evident in parts of Asia and Latin America). In China, there is frequently a sense of responsibility to succeed for one's family while also providing financial support for elderly parents. Although the emerging middle class in China are enjoying the benefits of their growing material wealth, their traditional sense of obligation remains. 63% feel it's important that their family think they are doing well. In East Africa, more than half of parents want their children to get ahead of others, even if it means putting a lot of pressure on them. On the whole, Europeans seem to be less concerned about this; only 20% of Hungarians and a third of Germans are bothered about whether their families regard them as successful.

B

Rising divorce rates and the growing number of single-parent families might be signs that people are losing faith in the idea of long-term commitment. However, the research shows that we're still pretty traditional; in most of the countries surveyed, two thirds or more of the adult population are either married or cohabiting with a partner. Most people, including over 70% of people in Kenya, Uganda, and Tanzania, also agree that it's important to have a lasting relationship with one partner.

C

The research shows that families continue to value their time together all across the world. Nearly 80% of Kenyans, Ugandans, and Tanzanians say they enjoy spending time with their families, and 84% of Indians say this is their favourite pastime. On the other hand, only 16% of Brits say they rarely sit down for a meal together at home (and there is a similar situation in the rest of Western Europe), although nearly 40% of Russians admit this is the case in their families.

D

2 Read again and match the headings below with the appropriate paragraphs.

1. Family Time
2. Living Alone
3. Family Expectations
4. Traditional Ties

3 Match the words with their definitions.

- | | |
|--|--------------|
| 1. starting to exist | A. household |
| 2. a British person | B. emerging |
| 3. an activity that is done for enjoyment | C. regard |
| 4. a group of people, often a family, who live together | D. cohabit |
| 5. a man and woman who live together, but are not married | E. pastime |
| 6. to consider or have an opinion about something or someone | F. Brit |

4 Complete the sentences with the words in Ex. 3.

1. According to the report, the ... are the funniest people in the world.
2. Only one in three couples who ... ends up getting married.
3. I was raised as a part of a large ...
4. With technological progress, gaming has become a new family ...
5. During the conversation, new details regarding their family relationships started to ...
6. People still ... the family as the most important structure in society.

5 Answer the questions below.

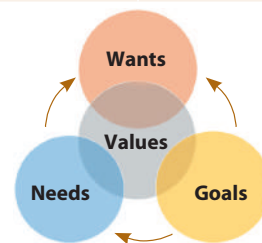
1. According to the research, what is the sign of family breakdown?
2. Why do sometimes family members feel pressured?
3. Why are long-term relationships at risk?
4. According to the study, what is Indians' favourite activity?

SPEAKING

- 1 With a partner, talk about your family. Consider the following questions.
 1. What matters the most to your family?
 2. What qualities does your family possess?
 3. Which phrases or words best sum up your family?
 4. How do you shape family values?
- 2 Read the Parenting Promise. With a partner, discuss the family values it describes. Rank them according to their importance. Comment on the first and last place values.
- 3 Make a list of values treasured in your family. For each value in your list, think of a specific behaviour you should demonstrate.
Example: *Respect* → *Helping each other, talk nicely to each other, listen to each other, etc.*
- 4 Look through the table below. Analyse family values in Canada, Australia, and New Zealand. What do you notice? What are the family values in Moldova? Complete the column.

Canada	Australia	New Zealand	Moldova
• openness • respect • compassion • willingness to work hard, to be there for each other, to search for equality and justice	• mutual respect • tolerance • compassion for those in need • equality of opportunity for all • ability to communicate	• kindness • tolerance • friendship • independence	...

- 5 Values guide a person's needs, wants, and goals in life. They influence our daily decisions and our life cycle. In groups, talk about people's life cycle. Explain the relationship presented in the diagram. Think of examples for each event to demonstrate how values influenced/changed it.



I treasure your HOPES & DREAMS.

I promise to be your greater ALLY throughout your life. I will STAND by your side through triumph and struggle, allowing you to experience your own LEARNING. I will VALUE you for the worthy person you are on the inside, not just for your outward achievements. My foremost desire is that you feel SEEN, HEARD, and UNDERSTOOD by me.

In our HOME, we will...

- ✓ Pursue **Curiosity** by asking questions about ourselves and the world around us. We savour the process of discovery, valuing our different ways of learning.
- ✓ Develop **Sociability** by listening to each other with love and respect. We communicate, cooperate, and set boundaries in positive ways, without shaming or blaming.
- ✓ Practice **Resilience** by facing challenges together. We embrace fear, failure, vulnerability, and imperfection as opportunities to cultivate wisdom.
- ✓ Seek **Self-Awareness** by paying attention to and expressing our thoughts, feelings, and what our bodies are communicating. We make time for personal reflection.
- ✓ Show **Integrity** by living our values. We make amends when we make mistakes. We caringly hold one another accountable for our actions. We forgive.
- ✓ Learn **Resourcefulness** through the practice of achieving goals. We work hard, make decisions, and solve problems together. We aren't afraid to ask for help.
- ✓ Recognise **Creativity** as a source of inner joy. We connect with nature, art, and other pursuits that inspire our imaginations. We play, laugh, dream, and have fun.
- ✓ Learn with **Empathy**, gratitude, and kindness. We make difference by responding to people's needs and suffering. We care and act on behalf of our planet.

Like you, I am learning and growing. About all else, I will be here with LOVE and SUPPORT as you learn to chart your own course through life. Together, we will create powerful stories of compassion, courage, accomplishment, and meaning.

GRAMMAR

Articles with Abstract Nouns

Abstract nouns refer to abstract ideas, things that do not physically exist, such as *love, honesty, knowledge, education* or *friendship*. Most abstract nouns are uncountable.

A/An	The	Zero Article
• Abstract uncountable nouns modified by descriptive attributes. e.g. She looked at him with a <i>curious</i> <i>tenderness</i>. • Abstract nouns denoting a certain kind of quality, feeling, state. e.g. In her eyes there was an <i>eagerness</i>, which could hardly be seen without delight. • Abstract nouns within some syntactic structures. e.g. It's a shame! / It's a pleasure! / What a pity!	• Abstract uncountable nouns modified by a particularizing attribute or when the situation makes the idea definite. e.g. He was the <i>courage</i> and <i>force</i> of his father. Note: Some abstract nouns like <i>weather, money, news, work, luck, fun</i>, etc. are never used with the indefinite article. e.g. Good <i>news</i> is coming!	• Abstract uncountable nouns used with a general meaning. e.g. <i>Knowledge</i> is the power of <i>wisdom</i>.

1 Fill in the correct articles where necessary.

1. I was astonished by ... weakness a man can show.
2. There is no ... truth in his imaginary story.
3. ... kindness is a virtue.
4. He could have seen ... beauty of the scenery.
5. It was ... great pleasure to be there!
6. They had ... friendship like no other.
7. ... behaviour I had at the dinner surprised everyone.
8. ... honesty of Ben is amazing.
9. The strike has made life ... misery.
10. ... growth of the population is alarming.

2 Choose the appropriate abstract nouns in the box to complete the sentences.

1. It was great ... to meet the president.
2. We need to reflect on the importance of ...
3. My ... was full of adventures and it was interesting.
4. My uncle went to the capital in search of ...
5. I think the little boy has enough ... to understand the problem.
6. The king was charmed by the ... of the lady.
7. His ... and hard work gave him success in life.
8. The people in this part of the country live in ...

serenity friendship life determination wealth
poverty wisdom honour

WRITING

1 Continue the journal entry. Use as many abstract nouns as possible. Underline them and notice the use of articles.

August 15, 2022

During the years, I have developed a great respect and love for my family, because ...

USEFUL LANGUAGE

- To tell the truth ...
- Right now, I'm very ...
- I hope that ...
- To be honest ...
- As it happened ...
- I feel great/lonely/awesome ...

2 Read the acrostic containing pieces of advice for building strong family relationships.

- A. Choose three of them which you consider to be the core values of your family. Write a paragraph and comment on their role. Justify your points of view. Give examples.
- B. Write your own acrostic following the given example.

Be thank **F**ul
Always **F**orgive
Sh **A**re
Respect one **A**nother
Show ca **M** *passion*
We **M**ake mistakes
Try new th **I**ngs
Say **I** Love you
Be **L** *Gratefu* Laugh out loud
Know **Y**ou are
Be **Y** *Happ* **Y**cherished

3 A Family Values Statement provides a framework for both parents and children. Read the statement below, then write your own ideas describing various aspects of family life. Present your statement to the class and comment on it.

My Family Values Statement

- **Social** – not hurting others, being respectful, belonging, accepting, being kind.
- **Moral** – being patient, taking responsibility, not giving up, showing manners, being grateful.
- **Faith** – respecting God, showing compassion, helping the needy, forgiving.
- **Fun** – playing together, making memories, respecting traditions, laughing.
- **Money** – managing money wisely, giving generously.
- **Community** – living life with others, being willing to be known and being intentional about getting to know others, communicating, being authentic, respecting diversity, developing leadership skills.
- **Education** – learning, exploring opportunities, being curious, asking questions.
- **Work** – working together, growing professional.

Lesson 4

Beauty Lies in Details

LEAD IN

1 Look at the picture. They are Sam and Laura. In groups, discuss and make predictions about the picture. The following questions will help you.

1. Where are they?
2. How do they feel? Why?
3. What are they thinking about?
4. If you were in their place, how would you feel?
5. What would be your actions?



2 As a class, discuss the questions below.

1. How do we create a place where people want to live?
2. What can we do to make our house or flat more homely?
3. What makes you feel proud of your home?
4. What's the best way to promote happiness and positivity in a house?

USEFUL LANGUAGE

- The picture shows ...
- It makes me think of ...
- The people in the picture are/feel ...
- It looks like ...
- They might be ...

LISTENING

1 Listen to a conversation between two friends. Why did Rem come on a visit to his friend?

2 Listen to the conversation again. Read the statements below and choose the correct answer.

1. Dan needs to sell his house because:
 - A. he is working fewer hours
 - B. he has some financial problems
 - C. he is moving into another town
2. What needs to be changed in the living room?
 - A. the lamp
 - B. the carpet and curtains
 - C. the door

3. What is broken in the kitchen?
 - A. the gas stove
 - B. the door of the refrigerator
 - C. the counter
4. What needs to be changed in the bathroom?
 - A. the sink
 - B. the toilet
 - C. the shower tile
5. What does Dan's son like to do?
 - A. fight
 - B. draw
 - C. eat

3 With a partner, discuss the questions.

1. What are the most important things (list 3-5 things) to look for in a new house? Why?
2. Can home design and décor impact people's mood and behaviour? Explain.
3. How does your home make you feel when you enter it? Why?

READING

1 What mood would you like to create in your house? Which colours will help you create that mood? Look at the list of the rooms and decide upon the colour you will choose for each of them. Explain your choice.

2 Read the article and explain why the colours in our house influence our moods and emotions.

Our houses are an expression of who we are and what we do within their walls affects our mood, productivity, and attitude toward life. Since we spend the majority of our time indoors, our surroundings greatly influence the way we behave.

Diana Sfera, an interior designer, says that the colour we pick to decorate our homes may significantly impact our daily mood, emotions, and even our thoughts.

the bedroom

the kitchen

the living room

the halls

the bathroom

the dining room

Red is the most **vibrant** colour that represents emotions. It inspires friendship and stimulates conversation. The best use for the colour red is in the bedroom, where it evokes feelings of love, passion, and romance.

Orange symbolises sunshine and nature. Other shades of orange, such as gold, represent **wealth** and prosperity. They even reflect people's personalities or their **desire** for success and fame. Similar to red, this energetic colour evokes excitement and enthusiasm. Its warmth stimulates conversation and help people connect. Orange is usually used in bedrooms.

Since **yellow** is associated with sunshine, it has the power to promote happiness and light. Due to its close relation with gold, yellow is also associated with **intellect** and prosperity. It is recommended for the kitchen, dining areas, **hallways**, and bathrooms. This colour raises people's spirits, making the room feel bright and sunny.

Blue is among the most calming colours in the colour wheel. It **stimulates** creativity. Studies have shown that in educational environments, students exposed to blue prior to writing exams are more successful and **achieve** greater results.

When people see the colour **green**, they think of nature, with its freshness, peace, **harmony**, and trust. Green is regarded as the most restful colour for the eye. It is also associated with fertility and wealth.

Purple is usually associated with elegance and **royalty**. It is used for **spaces** that encourage creativity. Adolescents **particularly** like this colour because it inspires them towards the creative and performing arts and helps them find their path.

Pink influences emotions that are closer to the heart. It creates an atmosphere of love and compassion. Pink is best used in teenage girls' bedrooms or in the living room and bathroom to create an atmosphere of joy and pleasure.

Brown is a colour that creates rich, cosy, and protected spaces. The feeling we get from chocolate, mocha, coffee, and many other **tints** and shades is one of security because brown reminds us of nature and earth.

Black is the colour of **versatility** and elegance. It represents simplicity and functionality. Another neutral colour is **grey**, which is also associated with elegance and style. White is the colour of peace, **tranquillity**, and purity. **White** might be used in any part of the house, including the bedroom, bathroom, kitchen, living room, or dining area. It broadens the visual field and reduces **tension**.

3 Read the article again. Match the words in bold with their synonyms below.

- | | | | | |
|------------|---------------|----------------|---------------|--------------|
| • serenity | • nobility | • intelligence | • balance | • encourage |
| • bliss | • flexibility | • tone | • stress | • richness |
| • corridor | • reach | • bright | • environment | • especially |

4 Work with a partner. Complete the table on the right with the required information from the text.

Colour	What does it suggest?	Recommended Room
Red	friendship	bedroom
	...	...
...	...	...

5 Complete the sentences using the colour idioms in the box.

- I ... when people leave trash behind.
- I don't want to go out. I ... today.
- Ann was ... when she saw her friend's new house.
- The audience was really ... by her speech.
- We were ... to see our friends on television yesterday.
- Alex has already recovered from his surgery and is now ...

6 Discuss the questions.

- Should all the rooms in a house be the same colour?
- How do you harmonize colours between rooms?
- What do you think are the best wall colour combinations?
- Why are colours important?

- **To be green with envy** – to be very jealous, envious;
- **To be tickled pink** – to be extremely pleased;
- **To feel blue** – to be sad or depressed;
- **To see red** – to be very angry;
- **To be in the pink** – to be healthy and happy;
- **To be browned off** – bored or disheartened.

SPEAKING

1 Read the statements below and say if you agree or disagree with them. Give reasons.

- Home and family relationships go hand in hand.
- Families need enough space that can offer both boundaries for privacy and an open area for family gatherings.
- People are greatly impacted by their surroundings and noise.
- It is difficult to change people simply through the design of a building.
- Well-designed environments promote creativity and lead to relaxation.

2 A. With a partner, discuss the information in the box about how furniture and décor reveal someone's personality. B. Describe the interior design of your home. Think about how well your home reflects the personalities of your family members. Share your ideas with other classmates.

3 Look at the pictures. What elements of design were used to decorate the rooms? Use the vocabulary below to describe the rooms.

space, decoration, furnishing, interior design style, tranquillity, soft, combine, transition, organic, balance, size, shape, symmetry, lighting, storage, appeal, avoid, aesthetic



4 Draw a blueprint of your home and renovate one room. What tips and tricks will you use to redecorate your room? Speak about it. Focus on the following:

- Colours
- Greenery and flowers
- Texture (pillows, rugs, carpets, curtains)
- Accessories
- Natural light
- Furniture

Interior Design Elements

- Lots of family photos → a nostalgic person
- Simple and streamlined décor → a focused person
- Bright and fun décor → a spontaneous and creative person
- Cosy corners → an introvert, prefers the quiet life
- A bare space → fear of commitment
- Minimalist design → a perfectionist, goal-oriented
- Multiple seating areas → a sociable, very welcoming person
- A bare desk → a reliable and organised person
- A busy desk → a talented person

GRAMMAR

Comparison of Adjectives. Regular Forms

Adjectives	Rules	Positive	Comparative	Superlative
one syllable	+ er + est	great	greater	the greatest
adjectives ending in -y	y → i+er y → i+est	noisy	noisier	the noisiest
two or more syllables	the + more + adjective the + most + adjective	expensive	more expensive	the most expensive
Note: adjectives ending in a consonant preceded by a stressed short vowel double the consonant: e.g. big – bigger – the biggest				

1 Complete the sentences with the correct form of the adjectives in brackets.

1. This building is ... (nice) than that one.
2. My old lorry was a lot ... (big) than my new one.
3. The weather is getting ... (bad). Hurry up!
4. This is the ... (far) route to take.
5. Mr. Smith was ... (experienced) scholar on the expedition.
6. Many youngsters think contemporary life is (good) ... than life in the past.
7. Frank's house cost ... (little) than his brother's.

Comparison of Adjectives. Irregular Forms

Positive	Comparative	Superlative
good	better	the best
bad	worse	the worst
little	less	the least
far	farther/further	the farthest/the furthest
old	older/elder	the oldest/the eldest
much/many/a lot of	more	the most

Note: further = more/ farther = longer (in distance)
older/the oldest → when comparing people and things in general
elder/the eldest → when talking about family relationships.
 e.g. *My elder brother is a doctor.*

2 Use the following clues to write sentences with double comparatives.

Example: *people/come/party, food/we/need* → *The more people come to the party, the more food we will need.*

1. difficult/exam, students/study
2. modern/house, expensive/to be
3. funny/movie scene, entertained/we/feel
4. money/spend, money/save
5. long/play, bored/audience

Double comparatives

Double comparatives describe a cause-and-effect process.

e.g. *The more difficult the task is, the sweeter it is to succeed.*

The better the quality of health care (is), the higher the life expectancy.

3 Use the words to make comparisons with *as ... as* or *not as ... as*.

Example: *tablets/be/popular/laptops*. → *Desktop computers are as popular as laptops.*

1. gas ovens / work / well / electric ovens.
2. motorboats / go / fast / cargo ships.
3. this hotel room / be / big / my flat.
4. a smart phone / send messages / quickly / an ordinary phone.
5. my mother / speak English / well / my father.
6. Jane/ go shopping / often / her sister.
7. armchairs / be / comfortable / sofas.

Use (not) *as + adjective + as* to compare two people, places, or things that are (not) the same or equal in some way.

e.g. *Your laptop is as old as mine.*

1 Nowadays, a lot of buildings, such as offices, schools, and even homes, are built with an open-plan design. Why? Do you think this trend is a good or bad thing to happen? In about 180-200 words, write an essay stating your opinion. Follow the structure of an essay: introduction, body, conclusion.

WRITING

1 Work in teams and create a poster on one of the eight key interior design styles. Present the poster to the class. Consider the following:

- Define the interior design;
- Provide information on the author and the period it appeared;
- List its main rules and characteristics;
- Identify the colour scheme of this style;
- Present some arguments in favour of this style;
- Give an example.

Interior Design Styles

Scandinavian: cool, cosy accents, and simple colours

Eclectic: break the rules, have fun, and be bold

Industrial: bare brick, rough textures, and solid structures

Vintage: elegant, romantic, and sophisticated in nature

Minimalist: valuing open space above things

Mid-Century Modern: organic and geometric

Coastal: satisfying our longing for sea, sand, and sun

Contemporary: glass and metal in clean lines

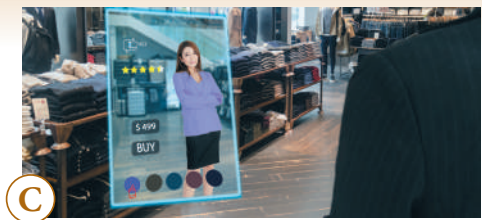
PROJECT

Living Smart

LEAD IN

- 1** Look at the pictures. Choose a word combination that describes them. With a partner, discuss how much these technologies are used in your country. Are they useful to people? Why? Why not?

automation in retail smart cars
smart healthcare services smartwatches



- 2 Read the statements below and identify if they are true or false. Discuss them.**
1. The Internet of Things is part of our day to day lives.
 2. Smart fridges can remind you when to cook food.
 3. Connecting home appliances to the Internet is not dangerous.

The Internet of Things (IoT)

describes physical objects (or groups of such objects) with sensors, processing ability, software, and other technologies that connect and exchange data with other devices and systems over the Internet or other communication networks.

LISTENING

- 1** You will listen to an interview with Mark Warburton, an expert in the Smart Home industry. Before listening, predict what the interview is about. Explain your ideas.

 - A. developments in computer technology;
 - B. intelligent life;
 - C. smart homes.

2 Listen to the interview and complete the definition.

A ... refers to a convenient home setup where appliances and ... can be automatically controlled ... from anywhere with an ... connection using a ... or other ... device.

3 Listen to the interview again. Choose the correct answers to complete the statements.

 - 1. An intelligent thermostat will help you turn on your ... from work or on your way home.
 - A. light
 - B. heating
 - C. water
 - 2. Intelligent lighting will allow you to sit on the couch and change your ... from your phone.
 - A. TV channels
 - B. lights
 - C. temperature
 - 3. The reasons people choose a smart home are: ..., ..., ..., ...
 - A. convenience, entertainment, security
 - B. control, Internet access, energy conservation
 - C. convenience, energy conservation, security, control
 - 4. Choosing the right automation system will make your home ...
 - A. expensive
 - B. future-proof
 - C. water-proof
 - 5. The most important feature of a smart home is the ...
 - A. Internet connection
 - B. location
 - C. climate

4 Answer the questions based on the information from the interview.

 - 1. How long has Mark been working in the Smart Home industry?
 - 2. Why is it important to talk to a system integrator when building a smart home?
 - 3. How popular are smart homes in the UK?
 - 4. How can ordinary houses be transformed into smart homes?

1 Read the text and explain its title.

The House of Tomorrow Built Yesterday

While smart homes are on the rise now, it is difficult to believe that Bill Gates has had a smart home since 1995. Situated in Medina, Washington, overlooking Lake Washington, Xanadu 2.0 is the house of dreams and a legend of its own. Its name was inspired by one of the Gates' favourite movies, *Citizen Kane*, which means "Paradise".

Bill Gates himself described his dream house in his book, *The Road Ahead*, in 1995. It's smart, it's eco-friendly, and it's packed with technology. This house, known as the smartest house in the world, has become a wonder of the world.

The estate is earth-sheltered, which means it is built into the surroundings to control the temperature efficiently and reduce its carbon footprint. 500-year-old Douglas fir trees were built into the structure to create the impression of a natural environment.

Gates' mansion has an external estate-wide server system, which helps him to handle the large number of gadgets hosted inside.

The technology featured throughout the property is not only functional for those inhabiting it, but is set up to support guests and visitors too. If you are a guest at Gates' estate, you will be given a pin code that interacts with sensors located all over the house. This enables guests to connect internal systems to their phones and set up different preferences, such as ideal temperature and lighting. Once configured, the technology will remember your specific preferences, ensuring that the room temperature, light brightness, and overall ambience are maintained exactly as you have requested.

You may even watch your favourite TV show or listen to your own playlist wherever you are in the house thanks to further automation technology that is present throughout the property. The floor sensors will detect



your movement and will automatically make the show or the song follow you all around the house through various sound system points. Even while swimming in the pool, you can enjoy your favourite music. If you are an art lover, Bill Gates' house features computer screens on the walls that display art and paintings.

Gates' mansion also brings security to a new level. The sensors on the floors enable the security system to know who is in the house based on weight. If a burglar enters the property, the security system will be able to identify exactly where the individual is and will continue to monitor his movements through the house based on his weight.

Bill Gates' *Future House* truly reproduces the intelligent scenes of American blockbusters. The power of technology is fully displayed in this science and technology garden. Although the house has always been referred to as *a rich man's game*, it tends to suggest that anything is possible in the future. On the other hand, *Future House* reflects the new direction of home development: home intelligence.

2 Match the words and phrases with the definitions. Make up sentences using them.

- | | |
|--------------------|--|
| 1. be on the rise | A. an extensive area of land in the country, usually with a large house, owned by one person or family |
| 2. estate | B. become more popular, successful |
| 3. earth-sheltered | C. the character and atmosphere of a place |
| 4. enable | D. make someone or something able to do something by providing whatever is necessary |
| 5. ambience | E. arrange something or a collection of things so that it can be seen by the public |
| 6. display | F. built partly or mostly underground |

3 Read the conversations below and complete them with the idiomatic phrases in the box. Then write your own conversations.

1. A. How is your sister's house? Did you ... there?
B. No! I'm not used to staying away from my house.
2. A. Alex, what about moving to a bigger house?
B. I agree. We ... here.
3. A. Dan, have you found the History book?
B. No. I have looked ...
4. A. Have you seen my new bed?
B. Yes, it seems that it ... too much ...
5. A. What do you think of this house? Isn't it too old?
B. It's OK. In fact, there is ... for ...

- to run out of space → not to have enough space
- a lot of room for improvement → many possibilities
- to feel at home → feel comfortable and relaxed
- all over the place → everywhere
- to take up space → to fill or occupy space

4 Read the text and choose the correct answer.

1. Bill Gates' mansion is located in ...
A. Seattle
B. New York
C. Medina, Washington
2. The house was described in ...
A. the movie "Citizen Kane"
B. the song "Sinister Game"
C. the book "The Road Ahead"
3. ... are built into the structure.
A. old fir trees
B. maple trees
C. Japanese cherry trees
4. The pin codes given to Gates' guests allow them to ...
A. open and close the house
B. order food online
C. set up their preferences
5. The computer screens on the walls display ...
A. art and paintings
B. advertisements
C. the plan of the house
6. If burglars enter the house, the sensors on the floors easily identify them by their ...
A. height
B. weight
C. movement speed

5 Comment on the statement: "Although the house has always been referred to as a rich man's game, it tends to suggest that anything is possible in the future."

SPEAKING

1 What are the most important things that should be taken into account when buying or building a smart home? Rank them in order of importance, considering your personal preferences and needs. Justify your choices.

2 With a partner, complete the following table with the pros and cons of a smart home. Justify your answer.

Pros	Cons
Energy efficient	Cost
...	...



3 A. Conduct a survey. Choose some of your classmates (5 of them) to find out their opinions on smart home technologies. The questions below might help you or you may think of your own questions to ask.

1. Do you have any smart home devices in your house? What are they? How useful are they?
 2. What smart home technologies would you like to have in your house? Why? Are they expensive?
 3. Which smart home technologies do you think are the most useful for people? Why?
 4. "Smart homes are the wave of the future. They make people's lives easier and more convenient." Do you agree that smart homes are the wave of the future? Why? Why not?
- B. Report your findings to the class. Make a conclusion.**

Future Tenses

Future Simple	Future Perfect	Future Continuous
- on-the-spot decisions e.g. It's raining. I'll close the windows. - predictions, promises, threats, fears, offers, requests, predictions, comments, hopes, warnings e.g.. Smart homes will be everywhere in the future. - after <i>think, believe, be sure, expect</i> - after words like <i>probably, maybe</i> Note: <i>shall</i> is used with I/we in questions, suggestions, offers or when asking for advice. e.g. Shall we go out tonight?	- an action that will be finished by or before a specific time in the future e.g. Jack will have finished decorating the house by next month. - the length of time that an action will have lasted for at a point of time in the future e.g. I will have worked here for ten years next month. Time expressions: <i>by the end of the week/month/year, by this time tomorrow, by tomorrow morning, etc.</i>	- actions that will be in progress at a specific time in the future e.g. I will be travelling to Greece this time next week. - plans and arrangements in the future e.g. He will be going to the dentist this time next week. - polite requests about people's arrangements e.g. Will you be travelling to town this afternoon? Can you buy something for me?
	Future Perfect Continuous emphasises the duration of an action up to a certain time in the future. e.g. By this time next month, he will have been working here for 5 years.	Time expressions: <i>this time next week/month/summer, this time tomorrow morning/afternoon/night, etc.</i>

1 Use Future Tenses in the sentences below.

- The plane ... (to arrive) at 09:15.
- We ... (to have) the birthday party at a mountain restaurant on Saturday.
- It ... (to snow) in London tomorrow morning.
- On Tuesday at 8 o'clock I ... (to meet) my dad at the airport.
- Pete ... (to fly) to Canada on Friday afternoon.
- Wait! I ... (to accompany) you to the ball.
- The Math lesson ... (to start) at 11:45.
- I ... (to see) my son in March.
- Look at the sky! It ... (to rain) in a few minutes.
- You're lifting too heavy things. I ... (to open) the car door for you.
- This winter, I ... (to live) in New York for ten years.
- By the time we arrive, they ... (to play) basketball for one hour.
- In four years, I ... (to work) in a different city.

2 Look at the pictures. As a group, discuss the questions below. Write sentences using future tenses.

- What will the houses of the future be like?
- What will houses look like in 20 years? Why?
- What are the challenges for architecture in the future?
- How will technology impact the homes of the future?



WRITING

- 1 Look at pictures A-D. Choose one and describe the problem it reveals. Give a title to your paragraph and offer solutions. Follow the steps below:

- Write the title;
- Introduce the problem;
- Offer solutions;
- Write a conclusion.



Lesson 6

Check Up Your Progress

READING COMPREHENSION

1 Answer the questions below by writing the letter of the appropriate advertisement in boxes 1-8. Your answer may require more than one letter.

- Which advertisement offers details about smart home technologies?
- Which advertisement is not for a house?
- Which advertisement offers information about the cost?
- Which advertisement provides information about contact details?
- Which advertisement offers voice-activated technology?
- Which advertisement provides more automation technology services?
- Which advertisement offers a built-in cinema?
- Which advertisement mentions eco-friendly technologies?

1	2	3	4	5	6	7	8

2 Circle the correct answer.

- The word "react" has the meaning of:
 - adjust
 - feel
 - answer
- The word "live" has the meaning of:
 - breathtaking
 - practical
 - real
- The word "ultimate" has the meaning of:
 - expensive
 - latest
 - final

3 Explain the meaning of the slogan: "Be calmer, safer, healthier."

A

MAKE YOUR HOUSE A
SMARTHOME
HACK-PROOF
your devices

The essential guide to
GETTING STARTED
Make your life easier

ZERO ENERGY
Stay warm, save money

PET-FRIENDLY TECH
Play and feed from afar

IF THIS, THEN THAT
Get your apps and devices working together

Thermostats that react to the weather

Lights that help you to fall asleep

Wi-Fi that won't make you wait

Build the ultimate home cinema

GET CONNECTED | **TECH BOOM**
Be calmer, safer, healthier | Tested: the latest devices

B

Oakter
SMART HOME

NOW
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at Good Pricing & Easy Installation

- ✓ ON/OFF Devices with Mobile & Voice
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1 Read the diary entry. Use the correct form of the adjectives in the brackets.

Dear Diary,

My family and I have recently moved into our new house. It's ... (big) and ... (good) equipped than our old house, but it's ... (expensive). We are a big family and one of the basic values for us is togetherness. For this reason, we have decided to live together in the same house. This way, we feel protected. We can help each other any time we need. My two ... (old) brothers have their own rooms on the third floor, and my ... (young) sister and I live on the second floor. I love my new house. Moreover, I have ... (spacious) room. I am ... (lucky) in my family.

As the house market becomes ... (wide), the consumer society encourages people to buy ... (big) and ... (fancy) houses. I think people today are too concerned about having ... (luxury) homes. But ... (important) thing is love and care we can offer each other.

Yours,
Jane

2 Complete the dialogue with *a*, *an* or *the* where necessary.

Mike: Your ad doesn't offer too many details. How old is your house?

Dan: Ten years old. Come and have a look inside it!

Mike: Were you ... first owner?

Dan: No, I bought it two years ago.

Mike: So, why are you selling it, then?

Dan: Well, I have got a job offer outside ... country, and I will move in ... few weeks.

Mike: I see. I have ... big family and I would like to have ... large living room. We like to spend time with the whole family, sharing our news in ... evenings.

Dan: Let me show! This way, please! This is just what you need. Here is ... living room. On ... second floor, there are three bedrooms and two ... bathrooms.

Mike: Wow! That's great! How about ... attic?

Dan: Oh, it's ... open area specially designed for children. There they can play and spend time having ... fun.

Mike: How about ... furniture?

Dan: It is new. I personally furnished the house when I bought it. So, if you like it, you can keep it.

Mike: That sounds great! This is just what I was looking for. Thank you!

3 Use the *indefinite pronouns* in the box to make true statements about the people below.

grandfathers, neighbours, friends, students, cousins,
parents, classmates, human beings

both, all, more,
most, several, others,
some, neither of

Example: Most students in my class like rock music.

4 Complete the sentences using future tenses.

- We ... (finish) decorating the room by the time he gets back.
- The phone is broken. I ... (go) and fix it.
- I ... (not/work) next week so we can go to the mountains.
- Ann ... (apply) for the job of her dreams.
- This time next month we ... (lie) on the beach.
- My cousin ... (be) a student at Harvard University next semester.
- The Prime Minister ... (visit) Australia in September.

- I ... (have) supper with my family at 18:00.
- I think the exam ... (be) very difficult.
- I ... (work) on my project for the next six months.

5 Answer the questions below using future tenses.

- What will the design of future houses look like?
- What will you be doing this time next year?
- What will you have done by this time on Sunday?
- What will you be doing tomorrow at 5? I will need some help.

WRITING

1 It is believed that family values define people's personality. Do you agree or disagree with this idea? In 180-200 words, write an essay explaining your point of view. While writing, consider the following:

- Present the most important values every person is taught in a family;
- Explain how these values influence our personality;
- Provide two examples to justify your point of view.

Take Action

Choose a project.

1. Plan the future.

- Take photos of five things in your house.
- Think about how they will be changed in 10 years from now. Are we going to use these things the same way we do now?
- Design a new, future version of each of them. Describe them and explain their purpose. Will we still need them in the future?
- Present your ideas to the class.

2. Colours in my community.

- Look around you. Take pictures of different colourful places, things, houses, or people.
- Arrange the pictures on a blog page and explain why you took each picture and how you felt seeing those colours?
- Write a blog post and let others comment on it.

3. Write a diary entry.

- Think about a family event in which your mother had a different perspective on a situation than your father. Who gave up first? Who was right?
- Write a diary entry about the situation. Describe the best way to solve the problem. Which side did you choose? why?
- Read the diary entry to your classmates.

UNIT 3

KEEP GOING, KEEP GROWING



"If you can't fly, then run, if you can't run, then walk, if you can't walk, then crawl, but whatever you do you have to keep moving forward."

(Martin Luther King Jr)

Lesson 1

Education That Inspires

LEAD IN

- 1 Look at this picture. In groups, discuss the student life cycle.
 1. What does “student life cycle” mean?
 2. What are the stages in a student’s life cycle?
 3. What does each stage involve?
 4. How do students change over the years?
- 2 A. Work in pairs. Analyse the list in the box with the most common challenges experienced by senior high school students. Which of them do you face? Suggest some solutions.
B. Compare the difficulties you are facing now to those you faced in the first year of high school. Has anything changed? Share with your classmates.
- 3 Match the halves of the quotations below. Which one would you choose as your motto? Explain your choice.

1. You have to dream	A. but you must enter by yourself.
2. Teachers open the door,	B. was once a beginner.
3. You learn something everyday	C. before your dreams can come true.
4. Everyone you admire	D. and there’s room for them all to shine.
5. Count your rainbows,	E. if you pay attention.



- developing good study habits
- low self-esteem
- poor sleeping habits
- time management
- picking a major
- choosing a career path

LISTENING

- 1 Listen to an interview with an expert in education. What countries is he talking about?
- 2 Read the statements below and identify if they are true or false. Correct the false ones. Check your answers by listening.
 1. Educational systems are quite different in Canada, Australia, and New Zealand.
 2. Education is free of charge in these three countries.
 3. Primary education is compulsory for all children.
 4. The government doesn’t offer scholarships for higher education.
 5. High school comprises grades 11 and 12.
- 3 Listen to the interview again and answer the questions.
 1. What levels of education are there in Canada? What about Australia and New Zealand?
 2. How many grades are there in Canada?
 3. What grade is a 16-year-old in?
 4. Is education at the university free of charge?

READING

- 1 Read the texts about the best universities in Canada, Australia and New Zealand. Answer the questions that follow.

In 1827, the **University of Toronto** was established as a public institution, the first institution of higher education in Upper Canada.

Approximately 80% of its students pursue **undergraduate** degrees. The university has three campuses located in and around Toronto: St. George, Mississauga, and Scarborough and it is home to thousands of international students from more than 160 countries and regions.

The university is divided into academic departments specialising in a variety of fields, including applied science and engineering, management, and public health. It provides more than 200 Master’s



and Doctoral degrees in addition to 700 undergraduate programmes. English is used as the main language of instruction.

The university has more than 44 libraries, housing over 19 million physical volumes. The *University of Toronto* boasts the discovery of insulin in the early 1920s. It was also the birthplace of stem cell research, the first artificial cardiac pacemaker, and the site of the first successful lung transplant and nerve transplant.

At the heart of social, cultural, and recreational life at the *University of Toronto* lies *Hart House*, the enormous neo-Gothic student activity centre designed by **alumnus**-benefactor Vincent Massey. The complex, which was

inaugurated in 1919, aims at developing a sense of community among the students. At *Hart House*, a student can read in the library, eat something, have a haircut, visit the art gallery, watch a play in the theatre, listen to a concert, observe or join in debates, play billiards, or go for a swim, and find a place to study.

1. How many campuses does the university have?
2. What is the language of study at the university?
3. How many books does the library have?
4. What significant discoveries were undertaken there?
5. What is Hart House? What is its role?



1. How many teachers were there when the university was founded?
2. Why do students spend a year to decide on a major?
3. What notable people graduated from the University of Melbourne?
4. What kinds of cultural activities are available on the university campus?

The University of Melbourne is a public research university in Australia. When it was founded in 1853, the university was only a **cluster** of buildings in a large park on the **edge** of the city, with four professors and 16 students. Today, the university is located at the heart of a **thriving** international city and is ranked among the leading universities in the world and number one in Australia.

It comprises ten separate academic units and is associated with numerous institutes and research centres. Before choosing a **major**, students spend a year exploring a range of subject areas. During this time, they learn about both subjects inside and outside of their field.

The university is home to more than 30,000 international students from over 130 countries around the world. Four Australian prime ministers and five governors-general have graduated from the University of Melbourne.

Melbourne is known for offering students an experience that goes far beyond merely formal education.

The main Parkville campus is close to transport, cafés, shopping, arts and sports venues, and accommodation. With over 200 affiliated clubs and societies, ranging from the Chess Club to Women in Science and Engineering to the Chocolate Lovers' Society, students will find an unbelievable variety of cultural activities on campus, including theatre, comedy, film, and public lectures. The university provides facilities for sports enthusiasts as well, including an enormous heated indoor pool; an athletic track and sports field; and a large strength and fitness gym.

The *University of Auckland* is a public research university in New Zealand. It is the most comprehensive and highest-ranked university in the country. The institution was founded in 1883 as an associate college of the University of New Zealand. Initially housed in a courthouse and jail, it started off with 95 students and four teachers. Today, the University of Auckland is New Zealand's largest university by **enrolment**, hosting about 40,000 students on five Auckland campuses. The majority of the students and faculty are located at the City Campus in the heart of Auckland.

There are eight faculties, including a law school and three associated research institutes.



The University of Auckland's library system consists of the General Library and seven specialised libraries. The General Library Special Collections stores several rare books, manuscripts, archives, and other materials relating to the University of Auckland, New Zealand, and the Pacific Islands.

The University of Auckland provides a wide range of accommodation options for students. In addition to private houses, several hundred students live in residential halls and flats that offer food, **lodging**, and social and welfare services.

1. Where was the university housed at the foundation?
2. What number of campuses are there?
3. What kinds of books can you find at the university library?
4. Where do students live?

2 Match the words in bold in the texts with their definitions.

1. the most important subject that a college or university student is studying;
2. a temporary place to stay;
3. someone who has completed his/her studies, esp. at a college or university;
4. growing, developing, or being successful;
5. a student who is studying for their first degree at a college or university;
6. a group of similar things that are close together in a small area;
7. the outside limit of an object, area, or surface;
8. the number of people enrolled at a school or college.

3 Complete the sentences below with the words in bold in the text.

1. From above, the city appeared to be a ... of buildings surrounded by water.
2. Their house was on the ... of the city.
3. Our school has an ... of 1200 students.
4. Mr. Stone had an ... degree in biology.
5. The college appealed to its best ... for help.
6. My father was an art ... in college at that time.
7. Cathy and Margaret found wonderful ... in a ... city in England.

4 Use the information in the texts to complete the notes about the three universities.

Name
Location
Faculties
Number of students
Facilities
Other

SPEAKING

1 Work with a partner. What is more important when choosing a university? Rank the following criteria according to how important you think they are. Justify your choice.

- distance
- location
- campus life
- course contents
- cost
- safety
- internship opportunities
- athletics and extracurricular activities

2 Work individually. Analyse the most important criteria from the list below. Which ones will you not take into account when searching for a higher institution? Explain your choice.

- a campus university or a city university
- receiving a visa
- close to home city
- the costs of living
- the language spoken in the target country
- weather and climate
- funding opportunities
- nice and friendly accommodation
- course contents
- career services

3 Work in groups. Analyse and comment on the advantages and disadvantages of studying in Canada, Australia and New Zealand. Which of these three countries would you choose to study in? Why?

Canada

- Expensive tuition fees and cost of living
- High tax rate
- Safe Environment
- Extremely cold weather
- Different culture and lifestyle
- Working opportunities for students

Australia

- Extreme weather conditions
- Poor Internet connectivity
- Quality education
- Living costs
- Homesickness
- Time shortage
- Racism
- Loneliness

New Zealand

- English-speaking population
- Friendly locals
- High living costs
- Lack of housing opportunities
- Expensive transport
- Remoteness
- Safe and secure lifestyle
- Extraordinary weather conditions

4 Locate a university that interests you and check out their website. Find out how much it would cost to enrol in that university for a full academic year, including tuition, fees, books, and housing. Also, take into account extra costs for things like meals, medical care and incidentals. Present your findings to your classmates.

5 As a class, discuss the questions.

1. What makes some programmes more expensive than others?
2. Is a more expensive programme always preferable to a less expensive one?
3. How important is it to attend a university?
4. How will your quality of life improve by getting a degree from a top university?

GRAMMAR

Passive Voice

	Active Voice	Passive Voice <i>to be + Past Participle</i>
Present Simple	He eats the cake	The cake is eaten .
Present Continuous	He is eating the cake	The cake is being eaten .
Past Simple	He ate the cake	The cake was eaten .
Past Continuous	He was eating the cake	The cake was being eaten .
Future Simple	He will eat the cake	The cake will be eaten .
Present Perfect	He has eaten the cake	The cake has been eaten .
Past Perfect	He had eaten the cake	The cake had been eaten .
Future Perfect	He will have eaten the cake.	The cake will have been eaten .
Going to	He is going to eat the cake.	The cake is going to be eaten .
Modals	He must eat the cake.	The cake must be eaten .

• With verbs which take two objects, it is more usual to begin the passive sentence with the person. We can make two different passive sentences.

e.g. Nick offered **Ann** an apple. → **Ann** was offered an apple. (more usual)

An apple was offered to Ann. (less usual)

• Verbs followed by a preposition take the preposition immediately after them when turned into the passive.

e.g. They **looked at** the picture with admiration. → The picture **was looked at** with admiration.

• In passive questions with *who*, *whom*, *which*, **by** is not omitted.

e.g. Who gave you my address? → **Who** were you given my address **by**?

1 Read the sentences below and identify the tenses used.

1. Daily magazines *were given* to him every day by his wife last year.
2. Daily magazines *were being given* to him every day at 10 o'clock in the morning by his wife.
3. Presentations about the technological revolution *will be shown* to students by their supervisor tomorrow.
4. The book *had been lent* to Jessica by her friend by 4 o'clock.
5. A letter *had been transmitted* to the editor by the chief of the department as soon as the journal *was published*.
6. The food supplies *are offered* to the refugees by the police departments in each district.
7. The students from year 12 *have been awarded* the diplomas by the school master.

2 Open the brackets using the correct passive tense.

1. A project (to assign) ... to us by our math teacher before the lecture started.
2. The results (to present) ... to each student at this moment by the officials from the Ministry of Education.
3. Three certificates (to award) ... to a student who correctly calculated the expenses.
4. The ideas (to suggest) ... to students by the school principal before they came on stage.
5. The answer (to explain) ... to me by the monitor of the expedition at the next meeting.
6. Ten e-mails (to send) ... to me by unknown persons last week at 1 a.m.

WRITING

1 In about 150 words, describe the university of your dreams. Consider the following:

- Location;
- Things that make you interested in the university ("feel at home" community, interactive learning, campus, etc.);
- Courses/faculty you are interested in;
- Explain why this university would be a dream to attend.

Lesson 2

Never Stop Learning

LEAD IN

- 1** Work with a partner. Look at the picture and answer the questions.
1. What happens in the picture?
 2. How do the people in the picture feel? Why?
 3. Does the environment influence the way you feel? Explain how.



- 2** What do you do when you are tired? Comment on these tips to keep boredom away from learning.
- make it simple by building concept maps;
 - be creative;
 - state your goals clearly;
 - organise the learning content to meet your goals;
 - take meaningful breaks;
 - read and remember;
 - talk to a friend/colleague;
 - find rewards for your work.

- 3** Work individually. Read the quotation and explain it. Do you agree with it? Why? Why not?
1. Is it natural to forget?
 2. What method do you use to memorise the material so you don't forget it?

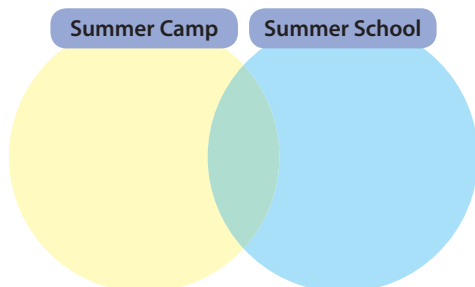
*"Without forgetting, it is quite impossible to live at all."
(Friedrich Nietzsche)*

- 4** Discuss with a partner. What do you remember easier: names, places, dates, numbers, lyrics, tastes?

LISTENING

- 1** Listen to Dorel share his experiences from a summer camp. Circle the correct answer.
1. When do the kids have to get up?
A. 6:30 B. 7:30 C. 5:30 D. 9:00
 2. Where does Dorel usually go for his stroll?
A. lake B. stream C. pond D. forest
 3. What did he catch when fishing in the stream?
A. fish C. a sleeve and the collar of an old jacket
B. a shoe D. a jacket
 4. What sport is he fond of?
A. badminton B. football C. tennis D. hiking
 5. What did they eat for dinner?
A. burgers C. chicken
B. carrots D. baked potatoes
 6. Who got lost in the forest?
A. Dorel C. Peter
B. the counselor D. Dorel's roommate

- 2** Work in teams. Reflect and state the primary educational purpose of a summer camp and a summer school. What is the difference between them? What is similar? Complete the Venn Diagram using the clues in the box.



- 3** Roleplay a dialogue with a friend and describe your most recent summer camp or summer school experiences. In your dialogue, refer to the type (national or international), location, duration, and activities.

- highly academic programmes;
- a combination of activities, sports, crafts, and learning in a fun and engaging way;
- an opportunity to brush up on weaker skills;
- an opportunity to have fun and learn in a friendly environment;
- taught by non-teachers;
- help fostering the individual interests;
- taught by professional teachers;
- builds teamwork, friendship and social skills;
- an opportunity to advance towards a desired career path;
- help learn the values of leadership.

1 Read the article and say what the main purpose of high school internships is.

Internships are professional learning experiences that allow high school students, college students, and recent graduates to apply their skills and knowledge to a real-world situation. They help you narrow down and develop your career path and gain new skills for future jobs. High schools in many countries around the world are encouraging students to complete internships in their junior and senior years.

Accordingly, some high schools are now adding internships as an option or a requirement. Other schools have been doing this for decades.

For example, the *Madeira School*, a private high school for girls near Washington, D.C., places a strong focus on experiential learning and has made internships part of its curriculum for more than 50 years. Today, students at Madeira intern at community organisations as sophomores, on Capitol Hill as juniors, and then in career-oriented positions as seniors.

Another pioneer is *Trinity High School* in Ohio. Its internship programme has placed students at the *Cleveland Museum of Art*, the *Cleveland Botanical Garden*, and in companies across a range of areas, from healthcare to municipal services.

Many employers offer summer internships for high school students because students bring new ideas and energy to their company. While some employers pay their interns, others only offer them the opportunity for hands-on learning. Summer is a popular time to start an internship, but many internships occur during the school year too.



By completing an internship in high school, you'll learn more about a career, which can help you solidify your plans for the future. Internships will help you build valuable professional skills, including communication, self-advocacy, and the ability to effectively work with other people in a professional setting. When looking for a high school internship, it's important to understand what your responsibilities will be and to ensure that the work aligns with your goals and interests.

There are many ways to find information about internship opportunities. You can contact companies you're interested in and ask if they have internships for high school students and how you can apply. A Google search can also offer helpful information.

2 Choose the correct answer.

1. In the text the word **strong** means:

- A. heavy B. deep

2. In the text the word **setting** means:

- A. environment B. location

C. powerful

C. background

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

1. a person or organization that is among the first to study or develop something;
2. to reduce the number of possibilities or options;
3. to happen or take place;
4. the ability to express yourself and your interests;
5. to work for a company or organisation for a short time, sometimes without being paid, in order to get experience;
6. to make something stronger.



4 Read the statements below and correct them.

1. It is not recommended for high school students to complete internship programmes.
2. Madeira School in the USA focuses more on academic learning.
3. Employers believe that high school students lack initiative and enthusiasm.
4. The internship programme should first satisfy your financial needs.
5. If you want to complete an internship programme, you need to ask for information from the government.

5 Discuss the questions below.

1. Are internship programmes important for high school students? Why? Why not?
2. In what field would you like to do your internship?
3. What concerns or worries would you have?
4. What knowledge, skills, and experiences will you need to succeed in your internship?
5. What do you find most rewarding about completing such a programme?

SPEAKING

- 1** Work with a partner. Complete the definition of *lifelong learning*. Use the following words: *personal, skills, voluntary, improve, self-motivated, professional*. Explain in your own words what lifelong learning is.

Lifelong learning is the “ongoing, ..., and ...” pursuit of knowledge for either ... or ... reasons. It helps people ... their personal or professional ...

- 2** The list below provides you with some examples of lifelong learning. In groups, discuss them and choose one example that best aligns with your age, interests, and personal needs. Describe how it will contribute to your personal growth.



1. internships and apprenticeships;
2. vocational education;
3. self-taught study (e.g. learning a new language, researching a topic of interest, subscribing to a podcast, etc.);
4. developing a new skill (e.g. *sewing, cooking, programming, public speaking*, etc.);
5. learning a new sport or activity;
6. learning to use a new technology (e.g. *smart devices, new software applications*).
7. gaining knowledge and learned behaviours from your environment.

- 3** Read the proverbs and statements below. Choose one and explain it. Identify people you know that might be described by it. Tell the class his/her lifelong learning story. Use the words in the box.

1. You can't teach an old dog new tricks.
2. Better late than never.
3. Ask for knowledge from birth to grave.
4. Education isn't something you can finish.
5. You are never too old to learn.

mindset, tolerance, ambiguity, open-minded, self-reliant, communicative, flexibility, resilience, initiative, inspiration, promote, privilege, improve.

- 4** Work with a partner. Analyse the relationship between knowledge, skills, and attitudes based on the Developing Knitting Skills model. Make a list of things you would like to learn in the near future. Choose one item from the list and identify the set of knowledge, skills, and attitudes that you will need in the learning process. Explain your choices. **Example:** *Knitting takes time, so you will need to be patient in order to succeed. Perseverance will help you in this work.*

Knowledge	Skills	Attitudes
• types of knitting needles; • types of threads (silk, woolen, etc.); • calculating how much yarn or the number of stitches and rows we need.	• dexterity; • focus; • multitasking; • problem-solving; • determination; • thrift; • patience; • resourcefulness; • attention to details; • enthusiasm.	• positivity; • creativity; • perseverance; • responsibility; • hard work.

Subordinating Conjunctions

1 Complete the sentences below with the appropriate subordinating conjunction.

1. I don't want to go to an American university ... it's too far from my country.
2. ... your cousin arrives, we have enough time to do our homework.
3. ... my portfolio is ready, I will apply for the internship programme.
4. I hired Jake, ... his graphic design work is first-rate.
5. Ann felt responsible for the quality of the project ... there were more members in the team.

2 Join the sentences using the subordinating conjunctions from the list below.

so that now that as after although

1. It was extremely hard to complete the task. I still managed to accomplish it.
2. I will send the CV today. You get it by the interview.
3. Mike will go to the gym. He has finished all his tasks.
4. Tom has got his master's degree. He will start looking for a new job.
5. Participating in team-building activities is so important. It fosters a sense of community among employees.

Time	Cause & Effect
- as soon as - once - while - when - whenever - after - since - before - until/till - by the time	- because - since - as - so - although - so that - even if - now that - in order that

WRITING

1 Complete the blog post with the missing subordinating conjunctions.

... seven months at the Educational Service Center of Central Ohio as a communications intern, I have learned some valuable lessons.

A. ... a student in both high school and college, I was an "overachiever." I consider myself pretty good at multitasking and I like to stay busy. I also don't like to say "no." As an intern, I frequently worked on several tasks at a time, ... I always had multiple items on my to-do list. ... this became extremely overwhelming, and it was affecting the quality of my work. I learned to say "no," ... you don't have to be a superhero.

B. All my life, I have considered myself a perfectionist ... I continuously strive to do my best and I do not like to fail. ... I was starting a new job or playing a new sport, I set a high standard for myself and expected to excel right away. ... this can be a good thing because it motivates me to work harder, it also affects my perspective on self-worth. If I had a dollar for every mistake I made during my first few weeks as an intern, I could probably pay my rent for the rest of the year. The good thing about making mistakes is that they become lessons learned. Mistakes are inevitable, but how you choose to recover from them is what really matters in the long run.

whenever (1) after (1) as (2)
in order that (1) since (2) because (3)
while (1) by the time (1) so (3)

C. I have always been one to ask lots of questions ... I know exactly what needs to be done. ... I understood that my supervisor and team members were not only there to help, but they wanted to help. They wanted me to succeed. An internship is a learning experience, ... the best way for me to learn is by asking questions.

D. ... there were many workers in the company, there were also lots of opinions and perspectives. ... not everyone is going to see eye to eye or agree with your designs/ideas, you will need to make many changes while working. ..., you can't take it personally ... they will improve the product in the end.

Internships are an opportunity to build lasting professional connections, and your enthusiasm, work ethic, and positivity will help you on this path.

2 Match the headings below with the paragraphs. Explain why these lessons are important for young people.

1. Keep an open mind and positive attitude.
2. It's okay to make mistakes.
3. Don't bite off more than you can chew.
4. Don't be afraid to ask questions.

Lesson 3

Believe Bigger, Aim Higher!

LEAD IN

- 1 Work in groups. Discuss the pictures A-C. What message do they send us? Explain your point of view.
- 2 Discuss the following questions with your group and explain your answers.
 1. What is the main reason for competition?
 2. Is competition healthy for students? But for the society?
 3. How can competition improve your school success?
 4. Who are your daily competitors?
 5. Are you motivated to work harder when there is competition in the classroom?
- 3 Read the statements below. Agree or disagree with them. Give reasons and bring examples.
 1. It's OK to be good, but it's better to be the best.
 2. Learning should be a more collaborative space instead of a competitive one.
 3. A successful student is someone who is curious, creative, and competitive.
 4. An overly competitive environment damages the school climate and creates a space where students are focused more on winning than learning.
 5. We compete because we are raised that way, not because we are born that way.



LISTENING

- 1 Listen to a conversation between a reporter and a 12th grade student. What does John think about competition? Does he see it more as a positive or a negative thing?
- 2 Listen to the conversation again and answer the questions.
 1. What does John like about his school?
 2. Who motivates John to succeed?
 3. How does John define competition?
 4. In what forms does competition appear at school?
 5. What skills do competitions develop?
 6. Why do students get stressed in a competitive environment?
- 3 Read the statements below and comment on John's words. Express your opinion and explain it.
 1. Win or lose, competition always makes you stronger.
 2. Competition increases performance, and it's a reason to work a little harder.
- 4 Why do the following types of personalities succeed better in a school environment? In a team, discuss and write reasons for each type.

Types of personalities	Reasons
goal-oriented	
energetic	
optimistic	
hard-working	
competitive	

- 5 Recall a recent classroom competition. Tell a partner about it. Was it a healthy or unhealthy competition? Why?

READING

- 1 Discuss the questions below with your classmates.
 1. What do you find frustrating in your daily schedule?
 2. Where and when do you feel relaxed and calm?
 3. What is the worst emotion you have ever experienced? Why?
 4. Are you more likely to adopt an optimistic or pessimistic attitude?
 5. Who can you talk to about your problems?

2 Read the article below. Why do teenagers experience unhealthy stress levels during the school year?

Teenagers today live in a highly competitive society. More than ever, academic success is essential for their future career path. So, they **take on** too many responsibilities in an attempt to please everyone, making it harder and harder to balance homework assignments, parties, sporting events, and friendships. As a result, young people experience stress.

Stress is a normal reaction to not being able to handle particular tasks. A little stress is even good for the body. However, if a person does not take action to control it, stress can develop into a **chronic** condition. Chronic stress can lead to severe problems like anxiety, depression, heart disease, and high blood pressure.

Stress is monitored by the nervous system. It occurs when a person feels more pressure than he or she can handle. "The Stress Arc" tool helps people to identify where they locate themselves through the different zones inside the arc. The red area of the arc is the one to avoid. The longer a person stays in the red zone, the bigger the chance he or she will **get burned out**.

There could be some physical reactions of the body when we are in the red zone: increased blood pressure, decreased immune activity, sweating, headaches, **alertness** and even obesity. Emotional reactions are anger, fatigue, concentration problems, a feeling of insecurity, irritability, sadness. Some external factors are called stressors, such as loud noises, aggressive behavior, frightful situations, too much homework and tests, illnesses, or too many activities. It is considered that the

THE STRESS ARC maintaining motivation without burnout



Stress occurs when perceived pressure on an individual exceeds ability to maintain resilience

most **common** stressors are work and money. But people react differently to various stressors.

Healthy lifestyle can prevent and manage stress. Regular physical exercise is a good release for stress because it stimulates specific brain chemicals that calm you down. Getting enough sleep helps you avoid stress and stay healthy and full of energy. Eating a balanced diet, using breathing and relaxation **techniques**, practising hobbies and listening to peaceful music are efficient ways to reduce stress.

Another way to lower stress is to manage your time effectively. It is better to do a few tasks really well than lots of tasks badly. Know your limits and try not to take on too much.

3 Read the article again and answer the questions.

1. What is stress?
2. What is a stressor?
3. What causes stress?
4. What can stress lead to?
5. Analyse the "Stress Arc." In which zone did you spend your time this week? How about last week? What did you do to reduce your stress?
6. How do you manage your stress?

4 Read the article. Match the words and phrases in bold with their synonyms below. There are some extra synonyms.

embrace, typical, long-term, means, assume, awareness, bothered, method, become exhausted

1 Work in groups. Identify possible sources of stress for the following categories: *babies, animals/plants, teenagers, adults*. Create a mind map.

2 Recall recent situations in which you felt stressed out. How did your body, mind, feelings and behaviour signal that you were under stress?

3 Analyse the following ways of managing stress. With a partner, think of other ways of managing stress. Discuss and write an acrostic similar to the one in the example.

- | | |
|--------------------------|--------------------------------------|
| • Plan your activities → | S chedule |
| • Sleep → | T reat your body well |
| • Walk in nature → | R elax |
| • Exercise → | E ngage in physical activity |
| • Socialize → | S pend time with your friends |
| • Laugh → | S mile |

SPEAKING

4 Is all stress bad? Consider the positive side of stress and recall a school situation when the stress you were under helped you, gave you more energy, concentration, creativity, motivation, etc.

5 Why is time management important for students? Read the tips below on time management from highly successful people and say which ones work better for you? Why? Explain the ones that don't.

1. Make checklists of all you need to do – writing things down helps you to remember and prioritise tasks.
2. Unfollow everyone on social media except for the people you really care about. Unsubscribing from YouTube channels.
3. Learn to say no to activities that don't fit with your priorities.
4. Take control of your life, and then structure your work around it.
5. Stick to a morning and evening routine. This helps to focus and achieve what you have planned.
6. Work on one task at a time, giving it your full attention. Focusing on one task will help you complete it more efficiently and effectively.

6 The "Eisenhower Method" helps you identify your priorities. With a partner, evaluate the tasks below using the criteria important/unimportant and urgent/not urgent. Discuss and explain your choices.

- homework;
- studying for an upcoming exam;
- exercise;
- planning an upcoming trip;
- time with friends, family, and relationships;
- text messages;
- social media;
- some phone calls;
- television;
- video games;
- hanging out with friends (not planned social events)
- web surfing.



*"I have two kinds of problems, the urgent and the important. The urgent are not important, and the important are never urgent."
(Dwight D. Eisenhower)*

GRAMMAR

Past Tenses (Active Voice)

Past Simple	V + ed; II column	Last summer he worked at McDonald's.
Past Continuous	was/were + V + ing	He was working in the evening.
Past Perfect	had + past participle	He had worked there before he entered the university.
Past Perfect Continuous	had been + V + ing	He had been working there since June.

1 Open the brackets using the correct form of the verbs.

The Boy Who Always Won

There ... (to be) once a boy who liked nothing more in the world than to win. He ... (to love) winning at whatever it may be: football, cards, video games... everything. And

because he couldn't stand losing, he ... (to become) an expert in all kinds of tricks and cheating. He ... (can) play tricks in practically every situation without being

noticed, even in video games or playing alone. He could win without ever being caught.

He ... (to win) so many times that everyone ... (see) him as the champion. It ... (to mean) that almost no one ... (to want) to play with him, he ... (to be) just too far ahead of everyone. One person who did play with him ... (to be) a poor boy, who was a bit younger. The champion really ... (to enjoy) himself at the poor boy's expense, always making the boy look ridiculous.

But the champion ... (to end) up getting bored with all this. He ... (to need) something more, so he ... (to decide) to apply for the national video games championship, where he would find some competitors worthy of himself. At the championship, he ... (to be) keen to show his skills, but when he ... (to try) using all those tricks and cheats he ... (to know) from a thousand different games, none of them worked. The competition judges ... (to prevent) any of the tricks from working.

He ... (to feel) terribly embarrassed: he ... (to be) a good player, but without his cheats, he couldn't beat a single competitor. He ... (to be) soon eliminated, and ... (to sit) there, sad and pensive. Finally, they ... (to announce) the name of the tournament champion. It ... (to be) the poor boy from home. The one he ... (always, to beat)!

Our boy ... (to realize) that the poor boy ... (to be) much cleverer than himself. It ... (not to matter) to the poor boy if he ... (to lose) and ... (to get) a good beating, because what he was really doing was learning from each of his defeats. And from so much learning he had been transformed into a real master.

From then on, the boy who ... (to love) winning ... (to give up) wanting to win all the time. He ... (to be) quite happy to lose from time to time, because that was when he would learn how to win on the really important occasions.

(Pedro Pablo Sacristán)

2 What is the moral of the story? Explain it. Write your own ending of the story.

3 Read the sentences below and choose the correct variant.

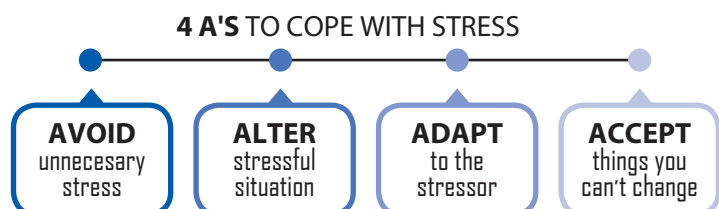
- She ... the factory last year.
A. was leaving B. left C. had left
- Our football team ... them yesterday.
A. had defeated B. defeated C. was defeating
- The neighbour ... the film when my grandma arrived.
A. watched B. was watching C. had watched
- After she ... her lunch, she went back to the hospital.
A. ate B. had eaten C. was eating
- By the time I reached the shop, the train ...
A. leaved B. left C. was leaving
- My sister ... here yesterday.
A. came B. had come C. was coming
- Tom ... home late when the accident occurred.
A. drove B. was driving C. had driven
- The members of the party had left before I ... home.
A. reached B. was reaching C. had reached
- My grandpa ... sleep well last night.
A. hadn't B. didn't C. wasn't
- Every morning, my nephew ... for a walk.
A. was going B. went C. had gone
- My niece ... when she heard the news.
A. was weeping B. wept C. had wept

WRITING

1 Start a stress journal to keep track with your regular daily stressors. In about 150-160 words, write about your recent stressful situation according to the following plan:

- Identify the cause;
- Describe your emotions;
- Describe your reaction;
- Express your final state. Did you feel relieved? Explain it.

2 Analyse the 4 A's Stress Management Technique. Reframe your reaction presented in the stress journal in Ex. 1 and describe the way you would have reacted according to 4 A's method.



Lesson 4

For a Better Tomorrow

LEAD IN

- 1 With a partner, describe the pictures A-C. Speak about the schools of the past and present. Emphasize the following:

- classroom (size, facilities);
- students' age;
- the teacher;
- school uniform;
- school supplies and equipment;
- ways of learning;
- classroom atmosphere.



A



B

- 2 Work in groups. Read the list below. What words describe the school of the past and which ones describe the school of today. Are there any that refer to both? Complete the diagram.

- 3 In teams, discuss the following aspects of the schools of the past and the schools of the present:

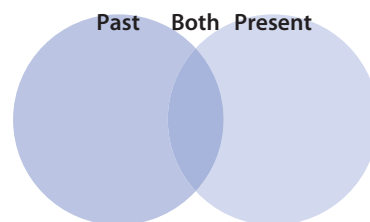
- school mission and purpose
- school environment
- students' behaviour
- safety
- parents' involvement

- 4 Agatha Christie said: "Nearly all children go to school nowadays and have things arranged for them, so they seem unable to produce their own ideas." Do you agree with her? Why? Why not?

encyclopedias,
calculator,
Google, abacus,
typing machine,
smartboard,
overhead
projector,
blackboard,
chalk, gadgets,
laptop, ink
pen, quill pen,
smartphone,
typing, notebook,
handwriting,
computer, tablet,
slate



C



LISTENING

- 1 Listen to Dave, a high school student, talking about his school. Answer the questions below.

1. What makes Dave feel that he is part of the community?
2. How do teachers strengthen the social-emotional aspect?
3. What makes Dave feel at home in the school?
4. Where does learning happen in Dave's school?
5. Why is it good to learn in small-sized classes?

- 2 Listen again and choose the correct answer.

1. Dave's school is special because of the
A. people B. facilities C. campus
2. The teachers are
A. old B. experienced C. young
3. All ... know me.
A. classmates B. teachers C. students
4. The classes in my school are
A. small B. big C. medium

READING

- 1 Read the article. What was the purpose of Microsoft Corporation when establishing this school?

The School of the Future

The School of the Future is a public school located in Philadelphia, Pennsylvania, the United States of America. It was created with help from software giant Microsoft. It is believed to be the first educational institution in the

world to integrate innovative teaching methods with the latest technology. The school is free of charge, and there are no entrance exams.

Lessons still take place in traditional classroom **settings**, but students and teachers use interactive software and online resources. Students are allowed to learn **at their own pace**. Homework is done on a computer and sent to the teacher for grading. Parents can access the school's network to read the teacher's feedback on their child's progress. The 21st century requires problem-solving, critical thinking, and effective communication abilities, which traditional education fails to provide to students. It is useless to memorise specific mathematical equations and then reproduce them on a test. The school shows how math might be used to solve a problem with water quality or to determine whether or not people are safe in Philadelphia from the avian flu.

Textbooks and blackboards are out, so are paper and pens. There aren't even any books in the library. Everything is done on laptops. And there's no math or geography class here. Everything is integrated. Students



learn arithmetic in one part of the lesson and science in the other.

There are no textbooks to buy. That **budget** is used to give each child a laptop to take home.

At the heart of the School of the Future's **mission** is the desire to integrate research and development methods into the daily curriculum so that teachers and students are constantly investigating and discovering new instructional practices that can improve student progress. The school day itself is project-oriented and based on **appointments**, where students use software to schedule classes, meetings, meals, and activities rather than **rely on** traditional classroom or class time. After school hours, students and the community have access to resources, technology, and facilities for **extended** learning.

Microsoft sees the project as a way to offer people an education that is more **relevant** to the world of work.

2 Match the words and phrases in bold in the text with their definitions.

1. an arrangement for a meeting;
2. do something at a speed that is comfortable for you;
3. a place where an event or other activities take place;
4. need or depend on somebody/something;
5. suitable for a particular purpose;
6. long or longer than usual;
7. the result that an organization is trying to achieve through its plans or actions;
8. the amount of money you have available to spend.

3 Complete the sentences using the words in Ex. 2.

1. The Government has approved the ... for the next year.
2. Education should be ... to the child's needs.
3. The ... of this organisation is to help people in need.
4. There are many benefits to allowing students to work ...
5. If you want to succeed, you should ... your own efforts.
6. ... learning opportunities such as independent study, internships, community service, and online courses, allow students to acquire knowledge and skills outside of the traditional classroom.
7. I made an ... to see the doctor this morning.
8. In various social ..., people tend to behave differently.

4 Give a short answer to the questions below using words or phrases from the article.

1. Who created *The School of the Future*?
2. How much should students pay for an academic year?
3. Where do lessons take place?
4. What skills are necessary for a 21st century learner?
5. What do students use to accomplish their assignments?
6. What is the mission of the school?
7. What do students use to schedule classes, meetings, meals, and activities?



SPEAKING

1 Define the concept “school of the future”? What features of the school of the future are described in the article in Ex. 1 (Reading)?

2 Read the ideas below and identify what a learning community is and what it is not.

- a group with shared goals, motivation and values;
- a school or professional committee;
- a place to share ideas, problems and questions;
- a space for discussion;
- a social group;
- a jobs board or marketing platform;
- a collaborative environment;
- a substitute for formal teaching;
- a source of inspiration;
- a network of fellow students and experts;

A learning community is or can be...	A learning community isn't...

3 As a class, discuss the questions.

- What learning communities have you been involved with previously? Are you part of one now?
- How do you think a learning community can support learning?
- What's the most productive approach to community and collaboration online in your opinion?
- In what situations do people use online learning communities?

4 Match the types of online communities with their descriptions. Explain how we can learn in each of these online communities.

- Brand Community
- Support Community
- Networking Community
- Fan Community
- Social Community
- Learning Community

- This is a group of staff members, teachers, and students who get together to advance knowledge. This might resemble a college course where students are studying simultaneously in the community, or it could be self-paced where students gather in the community to discuss what they have already learned.
- A group of people who are emotionally invested in what they do as a brand. These communities typically emerge to unite the same-minded thinking individuals behind a clear brand identity.
- These communities' residents gather together to talk about whatever they wish and socialize much like an in-person gathering or party.
- This group focuses on introducing people to one another for a certain objective. It is all about connection and community of practice.
- These communities are joined based on favourite books, creators, movies, TV programmes, trends, and schools. They share their impressions and opinions through online channels.
- This is the group where individuals go to get guidance or advice on buying something or support for what they've already bought or intend to buy or clarify questions, and issues that need fixing.

5 Look at the pictures. With a partner, write a caption for each of them. Explain it. What do the pictures reveal? Discuss together with your classmates.



A



B



C

Perfect Participle I

Perfect participle clauses show that the action they describe was finished before the action in the main clause.

Perfect Participle I Active <i>Having + V + ed (III column)</i>	Perfect Participle I Passive <i>Having + been + V + ed (III column)</i>
Having finished e.g. Having finished their training, they will be fully qualified doctors.	Having been lost e.g. Having been lost in the forest, the little girl started to cry bitterly.

- Form Perfect Participle I Active and Passive for the verbs in the box. Write sentences using six of them.
- Select the correct forms of the verbs and complete the table.

eat, run, jump, drink, walk, climb, grasp, borrow, paint, investigate, negotiate, modify, interrupt, compose, laugh, walk, avoid, fight, feel, fly, draw, come, win, understand.

Perfect Participle I Active	Perfect Participle I Passive
...	...
having been frightened, having seen, having done, having left, having worked, having lost, having shouted, having asked, having been accused, having worked, having danced, having been admired, having won, having been used, having been bullied, having been transformed, having eaten, having been manipulated.	

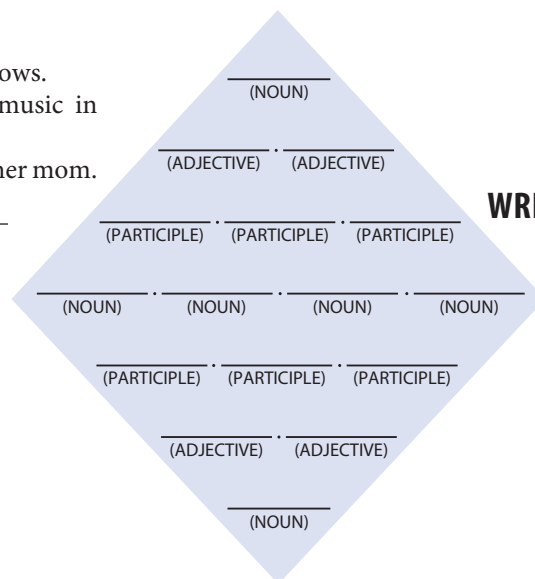
- Open the brackets using Perfect Participle I Active and Passive.

- The cat, ... (to praise) by the girls, wagged its tail.
- The troops, ... (to defeat), retreated through the meadows.
- ... (to graduate) from Oxford, she began to study music in college.
- ... (to despise) by her relatives, she felt ashamed to see her mom.
- ... (to be married), the couple moved to Germany.

- Write a diamante poem on education according to the structure using the verbs in Perfect Participle I Active and Passive.

Example:

Life
 Beautiful, attractive
 Having sung, having brought, having given
 Blessing, success, people, memories
 Having been memorized, having been lost,
 having been gained
 Hard, transient
 Eternity



WRITING

- The popularity of online learning communities is increasing continuously. What has led to this development? In about 180-200 words, write an essay discussing the advantages and disadvantages of online learning compared to in-class learning. When writing, consider the following:

- Describe how online learning communities work and what makes people choose this form of learning;
- Present advantages and disadvantages of online learning communities;
- Justify your opinion on online learning communities;
- Provide examples from experiences, readings, etc. to support your opinion (at least two);
- Express your opinion on the quality of learning using online communities.

Lesson 5

Priceless Memories

LEAD IN

1 Match the pictures with the school events.



A



C



B



D

Prom Night Class Field Trip Fall Festival Book Fair

2 Read the following statements. Tick the ones that apply to you.

1. I discuss with my colleagues about how to plan different school events.
2. I go online to find out more about an event.
3. I discuss with my best friends on how to dress.
4. I discuss my plans about different school events on Internet forums.
5. I am keeping a blog about my celebrations.
6. I read magazines on how to dress for different events.

3 As a class, discuss the questions below.

1. Which events do you celebrate at your school?
2. How do you plan different school events?
3. Can you think of other ways you can plan?
4. Do you think the Internet is a useful tool for planning? Why, or why not?
5. Do you take into account the way you will dress? Why is it important?

LISTENING

1 Listen to two friends talking about the Prom Night. Answer the following questions.

1. When will the Prom be organised?
2. How much does the prom dress cost?
3. Where was the dress made?
4. Who is going to pay for the dress?
5. Does Sam have a job?

6. Is Sam going alone to the Prom?
7. What was the solution offered by Sam's friend?

2 Who do you think has the most influence on prom fashion trends? Rank the following from 1-6 (1 = most influential, 6 = least influential). Explain your choices.

Designers	
Clothing brands	
Celebrities	
Clothes/fabric manufacturers	

Prom Time

Prom originated in the United States over a century ago and has since expanded to other countries. Although Prom started as a casual college gathering, it has slowly evolved into a big event for high school students, one that marks the transition from being a high school student to being a college freshman. In recent years, its popularity has spread across the globe through American movies and TV shows. These days, countries such as the UK, Ireland, Australia, and New Zealand have replaced their traditional **school leavers'** discos with glamorous prom nights.

Proms are held at the end of each academic year, around the end of exam time or the end of term. The purpose is to honour students' time and academic accomplishments at school while having fun with their schoolmates. Some schools hold a luxury party in a five-star hotel. Others have a more basic dinner in the school hall. The prom may be organised by the school or by a specialised organisation.

Prom is a shortened version of the word promenade. A promenade dance, which is a formal gathering of high school students, marks the end of the academic year. The dance is typically attended by juniors and seniors, and it is regarded as one of the major occasions that take place during a school year because it is the first occasion where teenagers truly interact with adults and are given responsibility by their parents, which is a significant turning point in the life of a young adult. Prom night is usually the final opportunity for the entire class to come together before graduation and serves as a symbol of all years spent together, friendship, and school pride.

Each school may have its own prom traditions. As the prom season begins, many students start to pair off and find **dates** a few weeks, even a few months, before the dance. The popularity of **promposals** in recent years has put a lot of pressure on many boys to think up of the coolest ways to win a date to prom. Typically, when inviting a girl for the dance, the boy will buy her a ticket, match his tie/bowtie with the colour of her dress, and gift her with a **corsage**.



Since it is a formal event, what people wear is extremely important. Girls typically wear long **gowns** with heels and have their hair done in an elegant style. Boys rent **tuxedos** and polish their shoes to **match** the girls' evening wear.

A lot of these traditions began after the 1950s, when many American households began to have more money, which meant they could be more extravagant with their celebrations. Many couples try to **outdo** each other with the best transportation, outfits, and after-parties, and when the Prom King and Queen came into the picture, it escalated even more. Typically, the student council nominates and votes for their preferred prom King and Queen. In the lead-up to prom, students cast their votes via the school's website to choose their year's prom King and Queen. This tradition is more than a popularity or beauty contest. Students must gain the support of not only their peers but also teachers, so it's just as important to have high academic achievements, volunteer for extracurricular activities, and show leadership abilities as it is to have sparkling teeth and shiny hair. On prom night, the King and Queen are crowned, given ribbons, and usually expected to lead the other students in the opening dance.

Prom, along with graduation, marks the end of high school and the beginning of adulthood for students. It's an experience that students will never forget.

2 Answer the questions below according to the text.

1. Where did the tradition of prom begin?
2. When do Proms usually take place?
3. What is "a promenade dance"?
4. What are the most widely practised traditions on Prom Night?
5. How do graduates dress for the occasion?



3 Read the statements and state if they are true or false. Correct the false ones.

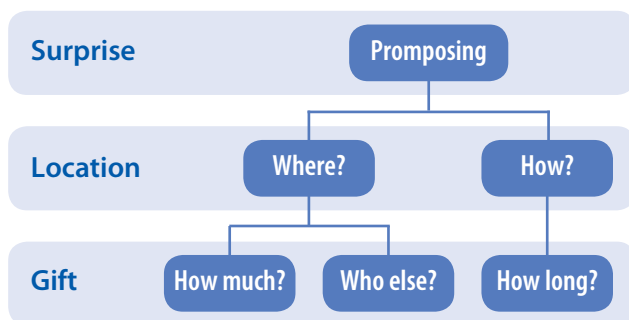
1. Prom events are popular all around the world.
2. The primary goal of the prom night party is to have fun.
3. Prom Night is a symbol of friendship and the years spent in high school.
4. You need to look elegant and glamorous to be selected as the Prom King or Queen.
5. The students are led in the opening dance by the King and Queen.

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

1. a long elegant dress worn on formal occasions;
2. to be, or do something, better than someone else;
3. a person you are planning to meet socially and in whom you might have a romantic interest;
4. a small, decorative group of flowers that a woman pins to her clothes or ties around her wrist, usually for a special occasion;
5. a young person who is about to leave or has just left secondary school;
6. to combine well with someone or something else;
7. an elaborately staged request to be someone's date to a prom;
8. a man's black or white jacket worn at formal social events.

SPEAKING

1 The do's and don'ts of contemporary etiquette will make your high school prom night one to remember. Discuss in groups, then complete the table.



Do's	Don'ts
• Choose formal yet age-appropriate attire; • Respect your teachers and parents; • ...	• Don't be late for your prom night; • ...

2 What makes a good promposal? In pairs, discuss the question and together decide on the promposal coordinates. Present them to your classmates.

3 Promposing can be done by boys and girls in different ways. In pairs, role play various promposals (exciting, thrilling, extravagant, scary, ridiculous).

4 With a partner, plan a Prom Night. Your budget is 4000 lei. How will you spend your money to have the best prom night possible? Consider the following:

For him:	For her:	For them both:
• tuxedo • bowtie • haircut and styling • shoes • corsage	• ball gown • shoes • haircut and styling • professional make-up	• entry tickets • transport (a limousine, a car or a bus?) • photographer photo session • dinner

5 Work in groups. Schedule a school event according to the following template. Speak about it.

- Give a title to the event
- Choose the date and time
- Think of the purpose
- Establish a budget
- Invitations and advertising
- Develop the program
- Involve participants
- Other details

Comparison of Adverbs

Positive	Comparative	Superlative
Fast	Faster	Fastest
Near	Nearer	Nearest
Soon	Sooner	Soonest
Early	Earlier	Earliest
Effectively	More effectively	Most effectively
Badly	Worse	Worst
Well	Better	Best
Little	Less	Least
Much	More	Most

1 Complete the sentences with the correct comparative or superlative form of the adverb in brackets.

- I came ... than expected. (early)
- He danced ... than the rest of the people. (slowly)
- She phoned us ... in the afternoon. (late)
- Mary and Ann are talking ... in the room. (loudly)
- Pete hit his hand ... than before. (hard)
- The Canadian athlete ran ... than the other runners. (fast)
- Jim had thrown the ball ... (far)
- These students answered all the questions ... than the other students. (well)
- Our new teacher explains the topic ... of all. (well)
- The new doctor examined the child ... than the old doctor. (fast)

2 Read the sentences and choose the correct answer.

- Ion races ... than I do.
A. fast C. more faster
B. faster D. most fast
- The school master delivered the ... speech I'd ever heard.
A. long C. longest
B. longer D. most longest
- The gentleman offered to give the money ... than the officer.
A. quickly C. more quickly
B. quicklier D. most quickly
- The weather is ... than yesterday.
A. sunny C. sunniest
B. sunnier D. most sunniest
- Mom bakes ... pies in the whole world.
A. juicy C. the juiciest
B. juicier D. most juiciest
- She is ... to everyone.
A. friendly C. more friendlier
B. friendlier D. the friendliest
- My sister cooks ... pies of the twins.
A. the most sweet C. more sweeter
B. sweeter D. most sweetest
- Of everyone in class, Pete's German skills are the ...
A. weak C. weakest
B. weaker D. most weakest
- The kids arrived for class ... than ever before.
A. cheerfully C. most cheerfully
B. more cheerfully D. cheerfullier

WRITING

USEFUL LANGUAGE

- First/firstly
- Secondly
- Finally
- At this time
- Following
- Before
- Last but not least
- Along with
- Apart from this
- Particularly

1 School days are a source of happiness and fun. Students can take part in a variety of activities. They help students discover themselves. In about 100 words, write an article describing a recent event that was celebrated at your school. In your article, include the following:

- Present the event (name, date, place, time);
- Describe some of the activities that happened during the event;
- Explain the role of this event in building the school community;
- Express your attitude and feelings towards this event.

Check Up Your Progress

READING COMPREHENSION

1 Read the excerpt. Think of an adjective to describe the school in *Jane Eyre*'s time. Justify your choice.

A clock in the schoolroom struck nine. Miss Miller left her circle, and standing in the middle of the room, cried: "Silence! To your seats!"

Discipline prevailed. In five minutes, the confused throng was resolved into order, and comparative silence reduced the Babel clamour of tongues. The upper teachers now punctually resumed their posts, but still, all seemed to wait. Ranged on benches down the sides of the room, the eighty girls sat straight and motionless. They appeared to be a charming gathering, with their hair pulled back from their faces and not a visible curl. They were dressed in brown dresses, with a narrow tucker surrounding the throat and little pockets of Holland (resembling a Highlander's purse) tied in front of their dresses, intended to be used as workbags. All the girls were wearing woollen stockings and country-made shoes, fastened with brass buckles. Nearly twenty of those wearing these clothes were full-grown girls, or rather young women; it didn't look good on them and gave them a weird appearance, even the prettiest ones.

I was still looking at them, and also at intervals, examining the teachers, none of whom precisely pleased me. The stout one was a little rude, the dark one a little fierce, the foreigner was harsh and grotesque, and Miss Miller, poor thing, looked purple, weather-beaten, and over-worked. Then, as my eyes wandered from face to face, the whole school rose simultaneously, as if moved by a common spring.

What was the matter? I had heard no order given. I was puzzled. But before I could gather my thoughts, the students were back in their seats. Since all eyes were now turned to one point, mine followed the general direction and encountered the person who had received me last



night. She stood at the bottom of the long room, on the hearth; for there was a fire at each end. She surveyed the two rows of girls silently and seriously. Miss Miller, approaching, seemed to ask her a question, and having received her answer, went back to her place and said aloud: "Monitor of the first class, bring the globes!"

The superintendent of Lowood (for such was this lady), having taken her seat before a pair of globes placed on one of the tables, called the first class round her, and began teaching a lesson on geography. The teachers then called the lower classes, where repetitions in history, grammar, and other subjects continued for an hour. Writing and arithmetic followed, and some of the older girls received music lessons from Miss Temple. The duration of each lesson was measured by the clock, which at last struck twelve.

(Adapted from "Jane Eyre" by Charlotte Brontë)

2 Answer the questions.

1. How many girls were there in the room?
2. What did the girls look like?
3. How were the young girls dressed?
4. How were the teachers at Lowood school?
5. What subjects were taught at Lowood?

3 In the text, identify the meaning of the words. Circle the letter corresponding to the correct variant to complete the statements.

- The word “throng” means:
A. entity B. crowd C. individual
- The word “clamour” means:
A. scream B. yell C. both
- The word “range” is closest in meaning to:
A. stretch B. order C. arrange
- The word “weather-beaten” is closest in meaning to:
A. bronzed by the weather B. old C. tired

4 Match the halves of the sentences. One is extra.

1. Arranged on benches,
2. All eyes
3. The duration of each lesson
4. Having received her answer,
5. She surveyed
- A. was measured by the clock.
- B. Miss Miller went back to her place.
- C. the eighty girls sat straight and motionless.
- D. the two rows of the girls silently.
- E. pleased me.
- F. were turned to one point.

GRAMMAR

1 Complete the sentences with the correct passive form of the verbs in brackets.

1. My bike ... (repair) next week.
2. This melody ... (not to write) by Eugen Doga.
3. The radio programme ... (make) ten years ago.
4. When ... (tennis/invent)?
5. The car ... (damaged) in the accident before the train arrived.
6. The original building ... (pull) down in 1965.
7. Where ... (this pot/make)?
8. When ... (this bridge/build)?

2 Combine the following sentences using Perfect Participle I Active and Passive.

Example: *He lost all his money. He went to the bank. → Having lost all his money, he went to the bank.*

1. The sportsman put on his climbing boots. He climbed the mountain.
2. The thief checked the hallway. He opened the window and entered the house.
3. The robber put on a silk sock on his head. He entered the shop.
4. The business woman drove as quickly as possible. She was one hour late.

3 Choose the subordinating conjunction that makes the most sense for each sentence.

1. He didn't have lunch today ... (even though/ because) he was anxious about his presentation.
2. Reading is my favorite subject ... (though/because) I'm really good at math.
3. (As soon as/Before) ... you finish playing those video games, you need to clean your room.
4. That man is one of the greediest people ... (since/ though) he is far wealthier than others.
5. We'll need to pick up some tools ... (unless/since) you already have them.

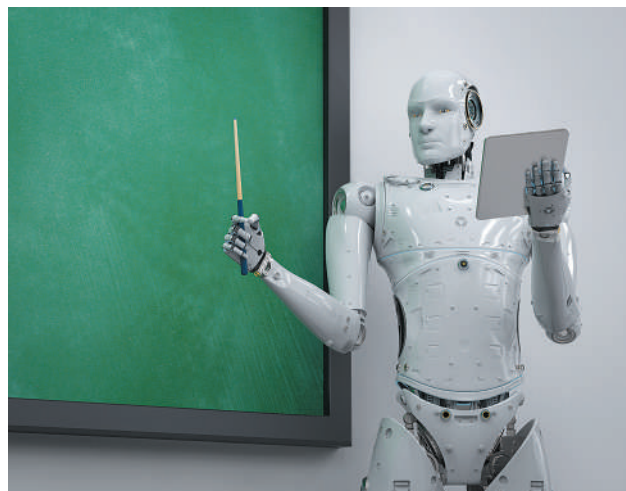
4 Choose the correct variants and read the sentences.

1. I ran ... (further/farther) than my best friend did yesterday.
2. Multitasking is the ... (less efficient/least efficient) method of productivity.
3. John arrived ... (earlier/earliest) than I expected.
4. We answered all the questions ... (better/best) than the other students.
5. The new mechanic checked the car ... (more thoroughly/ thoroughlier/most thoroughly) than the old mechanic.

WRITING

1 Computers have become so advanced and interactive that students in the future will have no need for a human educator in the classroom. What are the advantages and disadvantages of this way of learning? Write a 180-200-word essay, discussing the importance of human interaction in the process of learning. While writing, consider the following:

- Describe how you imagine the future of education;
- Present the advantages and disadvantages of using computers instead of a human teacher;
- Provide two examples from experiences, readings, or other sources to support your point of view;
- Express your opinion on the impact of human interaction on the process of learning;
- Justify your opinion.



Take Action

Choose a project.

1. Compare and share.

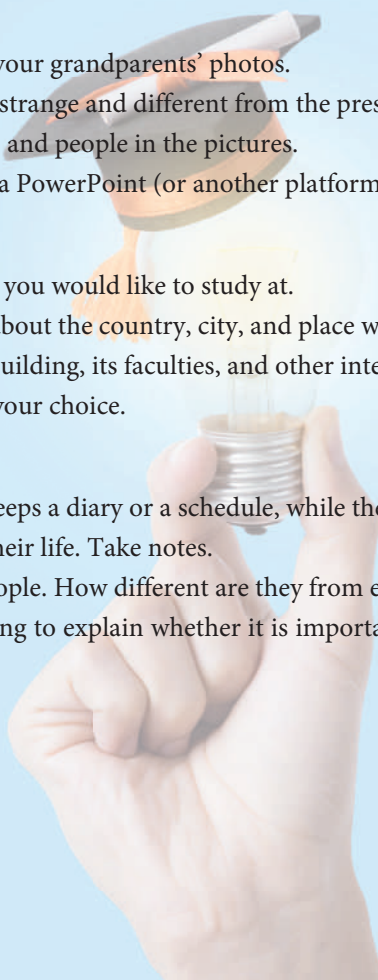
- Look through your parents' and your grandparents' photos.
- Identify some pictures that seem strange and different from the present.
- Discuss the event, period of time, and people in the pictures.
- Present the results to the class in a PowerPoint (or another platform) presentation.

2. University wanted.

- Find out more about a university you would like to study at.
- Collect photos and information about the country, city, and place where it is located.
- Describe the architecture of the building, its faculties, and other interesting facts about it.
- Give your presentation. Explain your choice.

3. Time management.

- Find two different people. One keeps a diary or a schedule, while the other does not.
- Ask them to describe a week in their life. Take notes.
- Compare the two interviewed people. How different are they from each other?
- Write a report where you are going to explain whether it is important or not to keep a diary or a schedule.



UNIT 4

COUNTRIES AND CULTURES



*"A nation's culture resides in the hearts and
in the soul of its people."*

Mahatma Gandhi

Lesson 1

Canada



LEAD IN

- 1 Work with a partner. Write or draw five things that you associate with Canada on the maple leaf. Explain your choices.
- 2 In groups, discuss the information in the table. Compare and contrast the colours, symbol, nickname, and motto of Canada with those of Moldova.

Colours	Maple leaf	Nickname and motto
King George V proclaimed the Canadian flag's colours in 1921. Red represents England, and white represents France. Red is used to symbolise prosperity and hope, while white is the reflection of the nation's impartiality, peace, and tranquility.	The 11-pointed maple leaf first originated as a national emblem of Canada in the 19 th century. The Indigenous people valued the maple tree for its sweet sap and the goods they could make from it. The National Flag of Canada, also known as the Canadian Flag or the Maple Leaf Flag, consists of a red field with a white square and the red maple leaf at its centre.	The name <i>Canada</i> comes from the Huron-Iroquois word "kanata," meaning "village" or "settlement." Canada is nicknamed the "Great White North" because it's the second largest country in the world and because of its abundance of snow and ice-covered tundra. The motto is "A Mari Usque Ad Mare," which is officially translated as "From Sea to Sea."

LISTENING

- 1 Listen to a conversation in a class and answer the questions.
 1. How many national parks are there in Canada?
 2. What is the tallest mountain peak in Canada?
 3. What is the longest river in Canada?
 4. How many US states share a border with Canada?
 5. What is the largest lake in Canada?
 6. What is the biggest bay in Canada?
 7. What is the largest parade in Canada?
 8. How old is Canada?
- 2 Listen again and circle the correct answer.
 1. What class did the students have?
A. English B. Geography C. History
 2. How many questions were there in the quiz?
A. 8 questions B. 9 questions C. 10 questions
 3. How much time did the students get for each question to answer?
A. 1 minute B. 20 seconds C. 5 seconds
 4. How many questions did Mary answer correctly?
A. 3 questions B. 8 questions C. 5 questions
 5. What did the teacher advise his student to do?
A. to learn more B. to visit Canada C. to read more

READING

- 1 Read the text. What things make Canada a top country?

Canada is the largest country in the Western Hemisphere and the second largest country in the world. It **borders** only one country, the United States of America. Canada boasts the longest coastline in the world, with about 243,000 km along the shores. A person would need 33 years to walk Canada's shorelines at a pace of about 20 km a day. The name "Canada" originates from the Huron-Iroquois word "kanata," meaning "village" or "settlement."

Ottawa is the second-largest city in Ontario and the capital of Canada, with a population of 1.5 million people.

Three Canadian islands are among the top ten biggest islands in the world: the Baffin Islands, Victoria Island, and Ellesmere Island.

There are 2 million lakes in Canada, and 563 of them are larger than 100 square kilometers. This fact makes Canada the largest source of freshwater in the world. It represents 20% of the world's fresh water.

Among its largest lakes are Lake Huron in Ontario, Great Bear Lake in the Northwestern Territories, and Lake Superior, also in Ontario.

In Canada can be found some of the oldest rocks on earth, among them a 4.28 billion-year-old rock that was discovered by **geologists** in 2001. It was found on the eastern shore of Hudson Bay in northern Quebec.

Canada has its own version of the Dead Sea, called Little Manitou Lake in Saskatchewan, with water so **buoyant** you can't sink because of the high level of salt, making it denser than fresh water. Little Manitou Lake, which covers 13.3 square kilometres and receives its water from underground springs, is very buoyant due to its mineral salt content, which is 180,000 milligrammes per litre.

82% of all Canadians live in urban areas. Toronto, Montreal, Vancouver, Calgary, Edmonton, and Ottawa have more than 1 million residents. Meanwhile, Canada continues to be among the top countries with the lowest population **density**, currently estimated at 3.9 people per square kilometer. The largest province, with a total land area of 1.5 million square kilometers, is Quebec.

Canada is the world leader in the production of uranium, which is used to generate electricity in nuclear power plants. Canada is also the largest supplier of energy to the USA, including oil and gas.

Because of its size, Canada has four climate zones:



marine, cold, very cold, and sub-arctic/arctic. The average high temperature in the summer is 35 Celsius and 25 Celsius below zero in the winter. Summers can bring humidity and warm temperatures, along with severe storms and **tornadoes**, though these are far less likely than in the United States. Winters can be much colder, with ice and snow. There are big differences in day length from south to north: in December, southern Canada receives eight hours of daylight, while northern regions receive none.

The national holiday, Canada Day, is celebrated on July 1.

2 Answer the questions according to the text.

1. How long is the coastline of Canada?
2. What is Canada most known for?
3. What does the name "Canada" originate from and what does it mean?
4. What are the largest lakes in Canada?
5. What is the largest province in Canada?
6. How many climate zones are there in Canada?

3 Read the text again and mark the sentences T (true) or F (false). Correct the false ones.

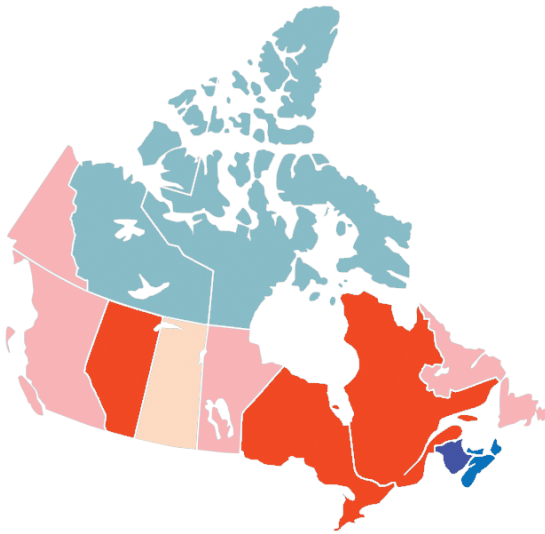
1. Canada is the largest country in Europe.
2. Canada borders the USA and China.
3. Canada is the largest source of freshwater in the world.
4. Canada continues to be among the top countries with the lowest population density.
5. Canada has two million lakes.
6. The day length in Canada is the same from south to north.

4 Match the words in bold in the text with their definitions.

1. able or tending to keep afloat or rise to the top of a liquid or gas;
2. a strong, dangerous wind that forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground;
3. to be next to another country or place;
4. the number of people or things in a place when compared with the size of the place;
5. the person who studies the rocks and similar substances that make up the earth's surface.

SPEAKING

- 1 Work with a partner. Locate Canada's provinces on the map. What is the largest province in Canada? What is the smallest province in Canada? Which province is the most western? Which province is the most eastern? What are the 3 northern provinces in Canada? Describe each province following the features in the table.



Province	Capital	The features
Alberta	Edmonton	oil industry, abundance of natural resources: flat prairies, glaciers, canyons
British Columbia	Victoria	mountain ranges: the Rockies, Selkirks, and Purcells
Manitoba	Winnipeg	natural resources and farming
New Brunswick	Fredericton	the most famous tourism routes: Acadian Coastal Route, Appalachian Range Route, Fundy Coastal Drive, Miramichi River Route,
Newfoundland and Labrador	St. John's	mining: iron ore, nickel, copper, zinc, silver, and gold
Northwest Territories	Yellowknife	arctic tundra and boreal forest
Nova Scotia	Halifax	lobster and fish
Nunavut	Iqaluit	Snow and ice-covered uninhabitable archipelago
Ontario	Toronto	industrialized, urbanized
Prince Edward Island	Charlottetown	red soil, potato industry, and beaches
Quebec	Québec	second most populated province
Saskatchewan	Regina	prairies, boreal forests, lakes
Yukon	Whitehorse	the smallest population, mining

- 2 In groups, discuss the topics below using the words and phrases in the boxes.

Food

part of the culture, Poutine (French fries, cheese curds, gravy), maple syrup, to run through Canadians blood, sweet and sticky, leading producer and exporter

Popular Sports in Canada

ice hockey, to be born with skates on feet, the National Hockey League, team, popular, lacrosse, national sport, invented by the Indigenous people of North America, the 17th century, deerskin ball, long wooden sticks

Canadians Free Time

active lifestyle, water sports, walks in the heart of nature, home to world-class mountain resorts, hiking and road trips, unforgettable panoramas, Northern Lights (auroras)

GRAMMAR

If-Clauses

Type		If- clause	Main clause
Type 0	general truth or scientific fact	Present Simple	Present Simple
		If the weather is cold, it snows .	
Type 1	real in the present or future	Present Simple	Future Simple will + bare infinitive
		If I study , I will pass the test.	

Type 2	<i>unreal in the present or advice</i>	Past Simple	Future in the Past would + bare infinitive
		<i>If I studied, I would pass the test.</i>	
Type 3	<i>unreal in the past</i>	Past Perfect	Future Perfect in the Past would + have + past participle
		<i>If I had studied, I would have passed the test.</i>	

1 Identify which type of conditional is used in the sentences below.

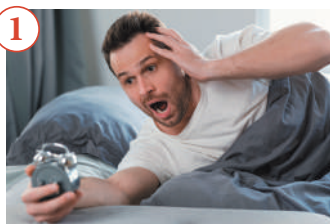
- If you had helped your classmate, you could have received an award.
- She would have been at home if the train had come in time.
- She would feel very miserable if her friends didn't come.
- If it snows, I'll postpone my trip.
- If I were a millionaire, I would travel around the world.
- I would go to the party if my best friend came with me.

2 Complete the sentences using conditionals.

- If she ... (send) this box now, she ... (get) it tomorrow.
- If you ... (do) this quiz, you ... (improve) your skills.
- Mary ... (go) jogging if she ... (have) time in the evening.
- My dad ... (travel) to Paris next month if he ... (get) his salary.
- If I ... (be) you, I ... (learn) better.
- I ... (buy) a new car if I ... (have) a well-paid job.
- If we ... (have) a boat, we ... (sail) to India.
- If my mom ... (find out) the truth, she ... (be) very angry.
- If you ... (go) to a linguistic school last year, you ... (pass) the exam.
- If she ... (ask) me yesterday, I ... (help) her.
- If my cousin ... (travel) in England in 1999, she ... (buy) a house there.
- She ... (write) a postcard last month if she ... (have) the mailing address.
- If it ... (not/start) to rain after the classes, we ... (walk) to the theatre.

3 Look at the pictures, then use the ideas to write conditional sentences.

Mike overslept this morning. He missed the plane to Canada.
If Mike hadn't ...



David didn't have Internet connection and he missed the meeting.
If David ...



Jane is still at work. She can't join her friends for the party.
If Jane ...



We must eat fruits and vegetables. They keep us healthy.
If we ...



Linda has to finish the project today. She can't go out with her friends.
If Linda ...



WRITING

1 You have decided to go on a trip to Canada during your winter vacation. In about 130-150 words, write a letter to your friend who lives there telling him or her about the trip. While writing the letter, consider the following:

- give him or her details about the trip (place, date, time);
- tell him or her about your plans (places you would like to visit);
- ask him or her some questions related to your trip (weather, clothes to wear, etc.)

Lesson 2

The Wide Brown Land

LEAD IN

- 1** Look at the pictures. Do you know what they are? With a partner, talk about them. What other images do you associate with Australia? Why?



- 2** Look at the three official flags of Australia: the Australian National Flag, the Australian Aboriginal Flag, and the Torres Strait Islander Flag. Match the descriptions with the pictures.

A. The green panels at the top and bottom of the flag symbolise the land, while the blue panel in the centre represents the waters of the Torres Strait. The thin black stripes between the green and blue panels represent the people. The white five-pointed star at the centre of the flag represents the five major island groups. White symbolises peace, while the star is a symbol for navigation.

The Australian National Flag



The Torres Strait Islander Flag

B. There are three elements on a dark blue background: The Union Jack, the Commonwealth Star, and the Southern Cross. The Union Jack in the upper left corner recognises the history of British settlement. The six points of the Commonwealth star represent the six states. The other five stars with 5, 6, 7, 8, and 9 points represent the beauty of stars.



The Australian Aboriginal Flag

C. There are two equal parts of black and red. The black colour symbolises Aboriginal people. The yellow represents the sun, the renewal of life. Red represents the earth and people's relationship to the land.



LISTENING

- 1** Listen to a conversation between the geography teacher and the students. Answer the questions.
1. What is the name of an evergreen tree or bush that grows in Australia?
 2. What is the name of a herbivorous marsupial living in Australia?
 3. What is the name of the island located south of Australia?
 4. What is the specific feature of the Australian currency?
 5. What is the largest city in Australia?
 6. Who is the official head of state in Australia?

- 2** Listen to the conversation again. Find the appropriate words to match with the definitions below.
1. a fast-growing evergreen Australasian tree that is valued for its timber, oil, gum, resin, and as an ornamental tree
 2. a bearlike arboreal Australian marsupial that has thick grey fur and feeds on eucalyptus leaves
 3. a sea creature with a soft, oval body and eight tentacles
 4. a system of money in general use in a particular country
 5. capable of injecting venom by means of a bite or sting

1 Read the text and say why Australia is special.

Australia, or the Commonwealth of Australia, is a continent and a country, a sovereign state made up of the Australian continent, the island of Tasmania, as well as a number of other smaller islands. With a population of 500,000, Tasmania is nearly the same size as the Republic of Ireland. The island of Tasmania has the cleanest air in the world and is known for its national park with numerous trails, pathways, and a lot of opportunities for rest.

Australia is the sixth biggest country in the world and the largest country in Oceania by area, covering 7,617,930 square kilometers. The name of the capital, Canberra, means “meeting place” in English due to its location between two mountains.

Australia is the perfect place for winter sports during the northern hemisphere summer because the Australian Alps receive more snow each year than Switzerland. It is the only continent without an active volcano.

Australia is home to the world’s largest eco-system, the Great Barrier Reef, which includes over 3,000 reefs and 900 islands. It is home to over 350 species of coral and over 1,500 species of fish. Unfortunately, the reef is damaged nowadays due to climate change and is fading away.

Australia is the only continent where more than 50 million kangaroos and 1 million camels may be found in the wild, making up 80% of the world’s unique animal species. There are over 60 different types of kangaroos, and as it is a healthier alternative to beef or lamb, kangaroo meat can be easily bought from any supermarket. It is home to the world’s most dangerous spiders and venomous snakes:



the inland taipan, tarantulas, box jellyfish, and the blue-ringed octopus.

Due to global warming, bushfires are common in Australia. When the weather is hot and dry, the fire spreads quickly and severely harms both the flora and fauna.

The Aboriginal and Torres Strait Islander Peoples are the names given to the indigenous Australians, who make up a small percentage of the Australian population. The Aboriginal culture is considered to be the oldest culture on Earth. The large deserts of central Australia forced 90% of Australians to live on the shores in cities like Perth, Sydney, and Melbourne. Australia is famous for having three times more sheep than people. Actually, 33% of Australians were born in another country. Australia is also well-known for its wine; there are 60 wine regions, and around 1.3 billion litres of wine are produced each year in Australia.

2 Go back to the text and answer the questions.

1. What is the official name of Australia?
2. What is Tasmania famous for?
3. What does the name of the Australian capital signify?
4. What does the Great Barrier Reef represent? What is it built of?
5. What kinds of unique animals live in Australia?
6. Where is the majority of Australia’s population concentrated?

3 Read the text again and mark the sentences T (true) or F (false). Correct the false ones.

1. The Great Barrier Reef makes the smallest eco- system in the world.
2. The Aboriginal and Torres Strait Islander Peoples make up the largest percentage of the Australian population.
3. 90% of Australians live in central Australia.
4. Australia is famous for having three times more cattle than people.
5. Australia is not the perfect place for winter sports during the summer.

4 Match the words below with their definitions.

1. a large highly venomous elapid snake
2. a fire burning in the bush that is difficult to control and sometimes spreads quickly
3. in the middle of a country, away from the sea
4. all the living things in an area and the way they affect each other and the environment
5. a line of rocks or sand just above or just below the surface of the sea

- A. inland
- B. ecosystem
- C. reef
- D. taipan
- E. bushfire

SPEAKING

- 1 Work in groups. Compare the Coats of arms of Canada and Australia by completing the Venn Diagram. Identify the things they have in common and discuss the differences. Share with other groups.
- 2 Work in pairs. Read the reviews. Highlight the special features in each review. Take roles and discuss where to go when you are in Australia. Use the phrases in the box.



Melbourne

Many travellers (and Australians) will say that Melbourne is their favourite city.

As the capital of Victoria, Melbourne is one of the coldest cities in Australia because it is located so far south.

But what it lacks in warmth and sunshine, it makes up for in art, culture, cuisine, architecture, and entertainment.

Melbourne is known for its trendy cafes, art galleries, nightlife, and a wide variety of restaurants.

You can spend your time sipping high-quality coffee, searching for colourful street art, and enjoying cocktails from a rooftop bar overlooking the city skyline.

Sydney

If you're wondering where to go in Australia, you will begin your journey in Sydney.

Sydney is the biggest travel hub in the country and home to many of the top tourist attractions in Australia.

The downtown area is full of skyscrapers and traffic, so the real magic lies near the water.

Sydney Harbour is iconic, and landmarks such as the Sydney Opera House, the Botanic Gardens, and the Sydney Harbour Bridge are not to be missed.

Take the ferry from Circular Quay up to Manly and enjoy the stunning Sydney beaches, or take the bus out east to the popular Bondi Beach, Coogee, and Bronte.

Suggesting		Agreeing	Disagreeing
Let's ...	Why don't we ...?	Great idea!	I don't really like ...
Shall we ...?	Do you fancy ...?	That would be great!	I don't feel to ...
We could ...	Would you like to see ...?	Why not?	I'd love to but ...
What/How about ...?			

- 3 Work in groups. Discuss if Australia is a good country to live in. Search the Internet and state the pros and cons of living in Australia.

GRAMMAR

Subordinate Conjunctions

Conjunctions	Examples
Purpose	because, since, as, so that, due to
Contrast/concession	although, though, even though, despite the fact that
Condition	if, in the event that, in case, unless, even if, whether, provided that
Sequence	whenever, until and after

1 Rewrite the following text using conjunctions of purpose, contrast, condition and sequence.

The most venomous as well as the most dangerous reptile is the tiger snake, so called for its brownish, cross-banded colouring. Like its near ally, the Indian cobra di capello, when irritated, flattens and extends its neck to twice its natural size. In the summer, when it secretes the most poison, a full-sized tiger snake can inject a dose that quickly becomes fatal.

The treatment is still debatable. To prevent sleep and coma, a common procedure is to walk the

patient around. What has greatly decreased the death rate is the widespread adoption of the incision procedure. If somebody is bitten, he pulls out his knife and removes the bitten part. The person who was bitten now focuses his efforts on carrying that out rather than wasting his time looking for a doctor. Keep the poison out of the system, and no harm is possible.

(Adapted from Howard Willoughby)

2 Complete the sentences below using the correct Conditional Type.

1. We'll look for the dog unless it ... (snow).
2. If the global warming ... (not stop), the melted ice would flood many cities.
3. If we ... (know) it was Ann's birthday, we would have bought her a present.
4. If you play the guitar so loud, you ... (wake up) all the neighbours.
5. My grandfather doesn't feel happy unless he ... (do) exercises every day.
6. If the pond had frozen, my cousins and I ... (go) skiing.
7. If your team had scored another goal, we ... (lost) the match.
8. If the flight attendant ... (not serve) us soon, we'll have to go.
9. We'll have brunch outside in the yard, unless it ... (be) too cold.
10. When you heat ice, it ... (melt).
11. If people used bikes and electric cars instead of motor cars, there ... (not be) so much pollution.

3 Answer the questions below using conditionals.

1. What will happen when we continue polluting the Earth?
2. What will happen if we stop reading books?
3. If there suddenly were no internet, how would the world change?
4. If you saw a crocodile what would you do?
5. If you could go anywhere in the world, where would you go?
6. If you had been born in a different country, what would have changed in your life?

WRITING

1 Write a 90-100-word article for a teen magazine about Australia. Choose one of the topics below. Use the conjunctions of purpose, contrast/concession, condition, and sequence.

- Australian high-quality education
- I followed my heart, and it led me to Australia
- Meanwhile, in Australia...

2 Design a tourist brochure to advertise different tourist attractions in Australia. Present your brochure to the class.

Article Writing Guidelines

- Use a memorable headline.
- Keep the introduction catching and short.
- Target the audience.
- Do not use too formal language.
- Use a light and friendly tone.
- Avoid using quotes or examples.
- Use clear statements and rhetorical questions. (e.g. Have you ever...? What do you think about ...?)
- Use imperatives to give instructions. (e.g. Think..., Keep in mind ..., etc.)
- Use linkers to structure the article.

Lesson 3

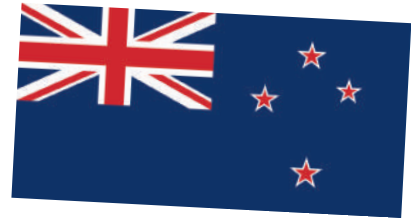
Land of the Long White Cloud

LEAD IN

- 1** Work in groups. Analyse the flags of New Zealand and Australia. Complete the table below, highlighting the similarities and differences. What is the significance of the elements of the flag?

	Similarities	Differences
The Flag of Australia		
The Flag of New Zealand		

The stars on the flag signify the Southern Cross constellation, emphasising New Zealand's location in the South Pacific Ocean. The Union Jack in the top left-hand corner of the flag recognises New Zealand as a former British colony and territory.



- 2** Read and complete some interesting facts about New Zealand using the words below. Discuss them.

women, climb, courses, battlefield, city, first, rugby, dance, power, golf, snakes, name

- More people live in the ... of Auckland on the North Island than in the whole of the South Island!
- The town with the world's longest place ... is in New Zealand: *Taumatawhakatangihangakoauauo-tamateapokaiwhenuakitanatahu.*
- In 1893, New Zealand became the first country to give ... the right to vote.
- New Zealand won the ... ever Rugby World Cup, held in 1987.
- New Zealand has no ... and no nuclear ... stations!
- The first person to ... Mount Everest in 1953, Sir Edmund Hillary, was a New Zealander.
- Although ... is popular with spectators, the most played sport in New Zealand is There are more golf ... in New Zealand per capita than in any other country in the world.
- Have you ever seen a haka performed by New Zealand's All Blacks before a rugby match? The haka is a type of ancient Māori war ... traditionally used on the ... , as well as when groups came together in peace.

LISTENING

- 1** Listen to a conversation between the grandfather and his grandson and answer the questions.

- Why is New Zealand called "The Britain of the South"?
- How is New Zealand climate compared to Great Britain?
- What goods are produced in New Zealand?
- What trees and plants grow in New Zealand?
- What resources is New Zealand known for?



- 2** Listen to the conversation again and mark the sentences true (T) or false (F). Correct the false ones.

- The grandson is watching a documentary about New Zealand.
- The weather in New Zealand is dry.
- New Zealand is poor in vegetation.
- Summers are too hot, and winters are too mild.
- New Zealand's most important animal is the cow.

1 Read the text and say why New Zealand is considered by many a dream destination.

New Zealand is an island country located in the western Pacific Ocean. It consists of two main **landmasses**: the North Island and the South Island, and over 700 smaller islands. By area, it is the sixth-largest island, with 268,021 square kilometers. Wellington is the **southernmost** capital in the entire world, and here are located the recording studios where the Lord of the Rings trilogy was filmed. There are three official languages in New Zealand: English, sign language, and Maori.

New Zealand is placed on the Pacific Ring of Fire, which makes it a volcano country. The Blue Lake, situated in the Nelson Lakes National Park, is famous for having the clearest waters in the world and a visibility range of up to 80 metres.

New Zealand is a country considered a natural paradise because of its **extensive** green hills and forests full of rich vegetation. A third of the country is considered a protected national reserve. New Zealand is the home of very big insects. For example, Weta, considered the largest insect in the world, has ears on its knees, loves carrots, and weighs around 70 g, while the Powelliphanta snail, which eats **earthworms**, weighs 90 g and can live for up to 20 years. As for the animals, they are either very big or very small. Hector's Dolphins, with rounded dorsal fins and shades of white, grey, and black, are recognised as the smallest dolphins in the world with a length of 1.5 m. They are also very friendly.

With at least 10 sheep for every resident and a total of about 40 million sheep, New Zealand is famous for its



huge agriculture and farming sector. In New Zealand, cheese and butter are produced in quantities that equal 100 kg of butter and 65 kg of cheese annually for each resident.

Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwhenuakitanatahu, is the hill with the longest name in the world, situated on the east coast of New Zealand. It means "the place where Tamatea, the man on the big knees who slipped, climbed, and **swallowed** mountains, known as the land eater," played the flute to his loved one.

New Zealand's five largest cities are: Auckland, Wellington, Christchurch, Hamilton, and Napier-Hastings. When it comes to dining, shopping, and entertainment, these cities are the best on the globe. New Zealand is a dream destination, where tourists spend more than 115 million dollars per day to see the home of **hobbits**.

2 Match the words in bold in the text with the definitions below.

1. a common type of worm that moves through the earth;
2. situated furthest to the south;
3. an imaginary creature like a small human, described in books by J.R.R. Tolkien;
4. a large area of land such as a continent that is in one piece and not broken up by oceans;
5. covering a large area;
6. to force food or liquid in your mouth to move into your stomach by use of the muscles of your throat.

3 In the text, identify the synonyms for the words below. Circle the correct answer.

- | | | |
|-----------------------------|----------------------------|----------------------------|
| 1. The word "entire" means: | 2. The word "range" means: | 3. The word "coast" means: |
| A. continuous | A. span | A. seashore |
| B. whole | B. scale | B. sand |
| C. full | C. radius | C. beach |

4 Go back to the text and answer the questions.

1. Where is New Zealand situated?
2. What does New Zealand consist of?
3. What is the capital of New Zealand and what is it famous for?
4. Where is the Blue Lake situated and what is it famous for?
5. What insects and animals live in New Zealand?
6. What are the biggest cities in New Zealand?

SPEAKING

1 Look through the following New Zealand's National Symbols. Identify the category they belong to. Complete the table.

- The All Blacks
- National Anthem
- National Bird
- Haka
- Kiwifruit
- National Plant/Flower
- National Colours
- Coat of Arms
- Bungy Jumping
- Hei-tiki

Official National Symbols	Unofficial National Symbols	Cultural Icons



2 For each symbol, find the description.

1.	Traditional Māori ornamental pendants.
2.	A traditional Māori war dance, now widely used by sports teams as a challenge and by schools as a tribute or honour.
3.	Both are official, though in most circumstances "God Defend New Zealand" is used as the anthem. "God Save the Queen" is mostly used as the royal anthem.
4.	A species of medium-sized silver tree fern has been used to represent New Zealand since the 1880s.
5.	Kōwhai, an evergreen tree, producing bright yellow flowers in spring.
6.	The country's national rugby union team - three times world champions, and the country's best-known sports team both locally and internationally.
7.	The term Kiwis has been used as a nickname for New Zealanders since at least World War I, and the bird's use as a symbol for the country dates from the same era.
8.	New Zealand national honours have used red ochre, black and white/silver since 1975. Red ochre has a spiritual significance in Māori culture, associated with life and vitality.
9.	Popularised by A.J. Hackett in the South Island, it has become a popular extreme sport worldwide.
10.	This fruit is a major export for the country.

3 Work in pairs. Match the halves of the Maori proverbs. Choose one and comment on it.

- | | |
|----------------------------------|--|
| 1. Turn your face toward the sun | A. another is ready to appear. |
| 2. Early arrivals | B. who don't respect you. |
| 3. When one chief disappears, | C. and the shadows will fall behind you. |
| 4. It would be better | D. to let others praise. |
| 5. Don't spend time with people | E. have the pick. |

4 How do the following promote New Zealand on an international level? In groups, discuss the reasons below and explain your point of view. Use the expressions in the box.

- New Zealand is a diverse nation;
- New Zealand presents great lifestyle opportunities;
- New Zealand has pioneered adventurous activities;
- New Zealanders are well-known to be friendly and inclusive people;
- Wildlife and conservation;
- Excellent food and dining experiences.

USEFUL LANGUAGE

- We believe ...
- We'd like to point out that ...
- It is considered that ...
- It is generally accepted ...
- However, ...
- We agree, but ...
- That's true, but on the other hand ...

"Wish" / "If only"

	Form	Example
I wish (If only) to express wish/regret about a present situation we want to be different	I wish (If only) + Past Simple/ Past Continuous	<i>I wish you were more attentive during the lesson.</i>
I wish (If only) to express wish/regret in the present concerning lack of ability	I wish (If only) + could + bare infinitive	<i>I wish I could play the piano.</i>
I wish (If only) to express regret that something happened or didn't happen in the past	I wish (If only) + Past Perfect	<i>I wish I had studied for the test better.</i>
I wish (If only) to express impossible wish for a future change	I wish (If only) + would + bare infinitive	<i>I wish he would behave more polite.</i>
After I wish we use were instead of was in all persons. (I wish I were in New Zealand.) If only have the same meaning as I wish , but it is more dramatic. (If only I were in New Zealand.)		

1 React to the following statements using "I wish."

- It's freezing today. → I wish it were not freezing.
- She's abroad, so you can't talk to her.
- I'm at the office and would prefer to be at the seaside.
- I'm not very good at math.
- I can't travel to New Zealand. I haven't got enough money.
- The team didn't score a goal.
- They lost the pictures.
- My cousin invited me to her party, but I didn't go.
- She has no friends, so she feels lonely.
- I don't have a new bike.
- They were not quiet during the last meeting.
- The plane was late.
- They had a car accident because of the bad weather.

2 Complete the sentences using the correct form of the verbs in brackets.

- I wish the teacher ... (not give) us a quiz today.
- I wish these tasks... (not be) so hard.
- I wish she... (live) near the mountains.
- I wish Jane ... (tell) us why she was upset yesterday.
- I wish I... (be) better at languages.
- I wish he... (not have to) buy a painting.
- Sometimes I wish I... (can) dream.
- If only I ... (can) travel to Great Britain!

WRITING

1 One of your friends has decided to travel to New Zealand, but he finds it a little challenging and expensive. In about 90-100 words, write a letter to your friend to give him or her some advice using the prompts below. Use a variety of conditionals.

- search the internet for information about the country: places of interest, weather, culture, customs, cuisine, flora and fauna, etc.;
- make a list of places you would like to visit;
- think of some things you would like to experience there;
- compare prices and book your flight and accommodation in advance;
- read reviews;
- make an agenda with your activities;
- in order to save money, shop less and cook by yourself.



Lesson 4

Digging for Identity

LEAD IN

- 1 Look at the pictures. In groups, write the definition of culture.
- 2 Read the definitions of culture. With a partner, discuss and explain them. To what extent do you agree or disagree with them?

Culture is that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society. (Tylor)

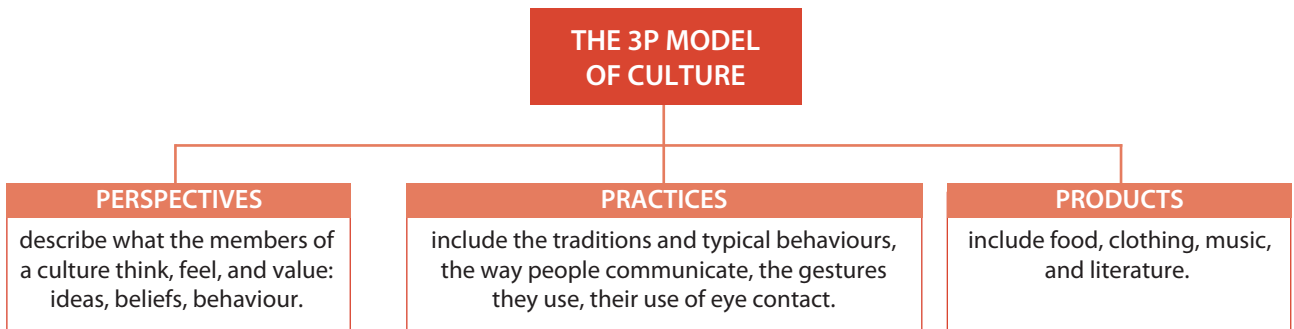
Culture is the collective programming of the mind which distinguishes the members of one human group over another. (Geert Hofstede)

Culture is the acquired knowledge people use to interpret experience and generate behaviour. (James Spradley)

Culture is what people think, make, and do. (Bodley)



- 3 Analyse Frank's 3P model of culture. In groups, choose an English-speaking country or Moldova and complete the table below with some examples. Compare them. How similar and different are they?



LISTENING

- 1 Listen to a dialogue on Cultural diversity and respond to the following questions:
 1. What specific cultural concepts are discussed by the students during the lecture?
 2. What topic is proposed for discussion by the teacher?
 3. What is the first step in being a good intercultural communicator?
 4. What do we call the cultural behaviours of people from the same country?
 5. What is a stereotype?

2 Listen to the dialogue again and circle the correct answer.

1. People share ... with others who live in the same community.
A. moods, remorse, and behaviours
B. knowledge, beliefs, values, views, and behaviours
C. wealth, ideals, principles, and relations.
2. Cultural diversity provides us ...
A. with numbers for more effective communication in a diverse world.
B. with knowledge and skills for more effective communication in a diverse world.
C. with racial differences for more effective communication in a diverse world.
3. A dominant culture is ...
A. the most widely spread culture in the world.
B. the one that represents the minority or the smallest number of people.
C. the one that represents the majority or the largest number of people.
4. A homogeneous society is made up of people ...
A. who live in the same houses, and have the same income.
B. who share the same cultural beliefs, attitudes, and values.
C. who live in the same country.
5. A heterogeneous society is made up of ...
A. members coming from diverse cultural groups.
B. members coming from the same cultural groups.
C. members coming from diverse cultural groups of the same age.

READING

1 Read the passage.

"I am going away. I intended to tell you when you came home from Marietta."

"You are deserting me?"

"Don't be the neglected, dramatic wife, Scarlett. The role isn't becoming. I guess that means you do not want a divorce or even a separation? Well, then, I'll come back often enough to keep the gossip down."

"Damn gossip!" she said fiercely. "It's you I want. Take me with you!"

"No," he said, and there was determination in his voice.

For a moment, she was on the verge of an outburst of childish wild tears. She could have thrown herself on the floor, screaming and cursing, and stomping her heels. But some remnant of pride and common sense stiffened her. She thought if I did, he'd only laugh or just look at me. I mustn't cry or beg. I mustn't do anything to risk his contempt. He must respect me even if he doesn't love me.

She raised her chin and asked quietly: "Where will you go?"

As he replied, a faint gleam of admiration appeared in his eyes. "Perhaps to England or to Paris. Perhaps to Charleston to try to make peace with my people."

"But you hate them! I've heard you laugh at them so often, and ..."

He shrugged. "I still laugh, but I've reached the end of roaming, Scarlett. I'm forty-five, the age when a man begins to value some of the things, he's thrown away so lightly in youth: the clannishness of families, honour and security, roots that go deep. Oh, no, I'm



not recanting; I'm not regretting anything I've ever done. I've had a great time, such a wonderful time that it's begun to fade, and now I want something different. No, I never intend to change more than my spots. But I want the outer resemblance of the things I used to know, the utter boredom of respectability, other people's respectability, not my own, the calm dignity life can have when it's lived by gentle folks, the genial grace of days that are gone. When I lived those days, I didn't realise the slow charm of them."

"Scarlett, when you are forty-five, perhaps you will understand what I'm talking about, and then perhaps you, too, will be tired of imitation nobility, bad manners, and cheap emotions. But I doubt it. I think you'll always be more attracted by glister than by gold. Anyway, I can't wait that long to see. And I have no desire to wait. It just doesn't interest me. I'm going to hunt in old towns and old countries, where some of the old times must still linger. That's how sentimental I am. Atlanta is too raw for me, too new."

(Adapted from "Gone with the Wind," by Margaret Mitchell)

2 Read the text again and answer the questions.

1. Why is Rhett "deserting" Scarlett?
2. Why does Rhett consider Scarlett the neglected, dramatic wife?
3. Why is Rhett going to come back often enough to see his wife? Explain.
4. How does Scarlett react to Rhett's leaving? Explain her behaviour.
5. Why does being respected by him seem to be more important to her?
6. What is Rhett's identity at forty-five?
7. What does Rhett mean when saying: "*When I lived those days, I didn't realise the slow charm of them*"?
8. Why does Rhett say, "*I think you'll always be more attracted by glister than by gold.*"?
9. What is Rhett looking for in old towns and countries?

3 In the text, find the words for the definitions below.

1. the edge, border, or limit of something;
2. to raise your shoulders and then lower them to express doubt, ignorance, or indifference;
3. complete; absolute;
4. a strong feeling of disliking and having no respect for someone or something;
5. make or become stronger or more difficult to bend;
6. behaviour that is friendly and helpful only to other people in your group, but not to people outside the group;

4 With a partner, study the elements of Rhett's identity at the age of 45. Read the text again and explain them. Build Scarlett's identity and compare it with Rhett's.



- Values the clannishness of families, honour and security, roots that go deep;
- The utter boredom of respectability;
- The calm dignity life;
- The genial grace of days that are gone;
- Tired of imitation nobility, bad manners and cheap emotions.

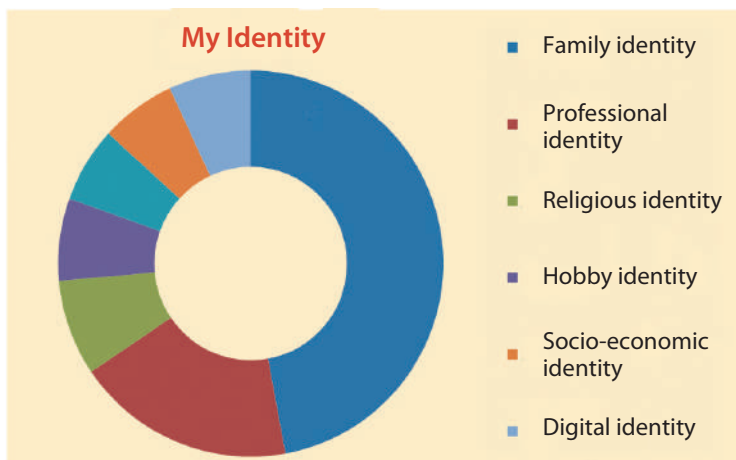


Scarlett's Identity

SPEAKING

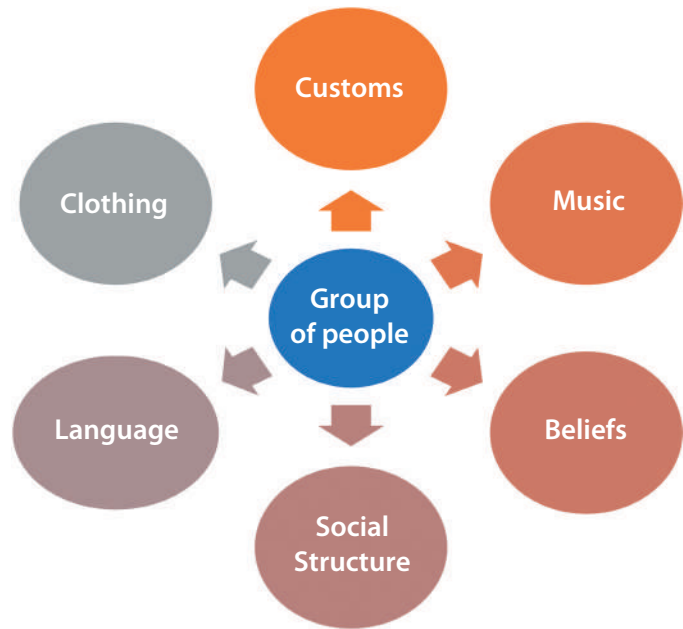
1 Work in groups. Analyse the *Identity Wheel* and build your own. Find out:

1. What part of your identity do you think people first notice about you?
2. What part of your identity are you most comfortable sharing with others?
3. What part of your identity are you least comfortable sharing with others?



2 Read the statements below. With a partner, discuss them. Which ones do you agree with and which do you disagree with? Why?

1. We need to recognise and welcome cultural diversity.
2. It's wrong to make judgements about people until we understand their culture.
3. You don't have to agree with the views of others, but always respect them.
4. When we learn to embrace the differences between us, we can work well together.
5. It's a mistake to try to impose one culture onto another.
6. Multiculturalism is an important part of a modern tolerant society.



3 Complete the mind map on the right with information about the customs, beliefs, social structure, language, clothing and music of a particular group of people.

GRAMMAR

Subject-Verb Agreement

1 Choose the correct form of the verb.

1. Everyone (has/have) completed the assignment.
2. Each of the students (is/are) in charge of the cleaning.
3. Either my sister or my brothers (is/are) going to buy the land.
4. Neither my colleagues nor my deskmate (is/are) going to bring the pets.
5. The models of frocks (need/needs) testing.
6. Helen and Lucy usually (plays/play) the piano and the guitar together.
7. Both of the boys (has/have) computers.
8. Neither the boys nor the girls (is/are) very noisy.
9. Either the managers or the directors of the department (work/works) in the weekends.
10. Either the boys or the girls (attend/attends) the dancing club in the evening.
11. At the end of the winter (comes/come) the hardest tests.
12. The massive killing of animals for their fur (has/have) caused much debate in the society.
13. The boss, as well as his employee, (was/were) going to the seaside.
14. The hard challenges (comes/come) at the end of the trip.
15. Both of my roommates (has/have) decided to leave for London.
16. Statistics (is/are) among the most difficult courses in our program.

2 Complete the sentences with the correct form of the verb in brackets.

1. Most of the books I have read this summer ... (be) exciting.
2. A number of employees ... (be) absent yesterday because of the weather conditions.
3. Harrods ... (be) the store where we bought our new TV.
4. The local news ... (begin) at nine.
5. Fifty miles ... (be) too far to travel every day.
6. The young ... (have) their whole lives ahead of them.
7. Meat and potatoes ... (be) my father's favourite meal.
8. Everyone ... (think) they are considerate.

WRITING

1 "Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity." (Robert Alan) In about 180-200 words, write an essay discussing the pros and cons of living in a diverse society. When writing, consider the following:

- Describe what cultural diversity means;
- Present and explain the pros and cons of living in a diverse society;
- Provide two examples from experiences, readings, etc. to support your ideas;
- Express your opinion on living in a diverse society;
- Justify your opinion on the impact a diverse society has on each individual.

Lesson 5

Building a Culture of Dignity

LEAD IN

- 1 Look at the pictures. What do they reveal: pride, respect or humility? Explain your answer.



- 2 Work in groups. Analyse the mind map. How could a culture of dignity be built? Bring examples to support your ideas.

- 3 Match the words with their definitions.

- | | | |
|-------------|-------------------|-------------|
| 1. Holiday | 3. Tradition | 5. Carnival |
| 2. Festival | 4. Cultural event | 6. Custom |

A. an official day when you do not have to go to work or school

C. a way of behaving or a belief that has been established for a long time

E. a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time

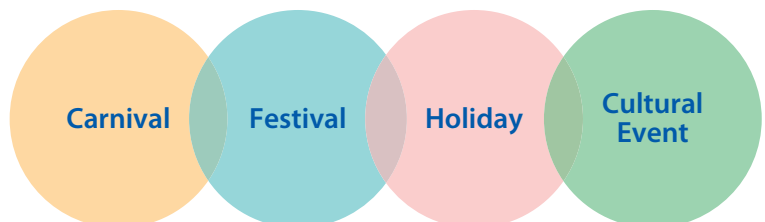
B. a special day or period, usually in memory of a religious event, with its own social activities, food, or ceremonies

D. a special occasion or period of public enjoyment and entertainment involving wearing unusual clothes, dancing, and eating and drinking, usually held in the streets of a city

F. a celebration that focuses upon a theme and may run for hours to weeks



- 4 Work in pairs. Complete the Venn Diagram to illustrate the similarities and differences between holidays, carnivals, festivals, and cultural events.



1 Listen to three people speaking about the events they have attended in their home country. How did they all feel while attending the events?

2 Listen again and complete the table with the required information.

	Country	Event	When?	Where?	Activities
Andrew					
Jane					
Daniel					

3 Listen again and complete the sentences.

1. New Zealand people are
2. Dunedin Cadbury Chocolate Carnival is a delight for ... lovers.
3. The Melbourne Cup Carnival is the greatest ... event of the year in Australia.
4. The Melbourne Cup Carnival honours horse
5. The capital of Canada is covered by three million

4 Listen to the recording again and answer the questions below.

1. Why did Andrew move to New Zealand?
2. What was the biggest challenge for Andrew's family?
3. How many days does the Melbourne Cup Carnival last?
4. What does Daniel's mother like?
5. What does the Ottawa Tulip Festival celebrate?

READING

1 Read the text. What is described in the passage below?

The crowds are gathering. Pretty peasant girls in their holiday attire of bright petticoats, laced bodices, and white frilled caps; stray dominoes; richly dressed ladies with masks in hand; carriages so decorated with flowers as to be artistically hidden - even the wheels covered with batiste - blue, pink, purple, green, or buff. Even the sidewalk, as we pass, is fringed with chairs at a franc each. Let us hasten to our balcony, for here passes a band of musicians, in scarlet and gold, to open the procession.

Just as we are about to sit down, a large automobile comes up in front of us.

It is "the theater" - an open car of puppets - but the puppets are men; all attached to cords held in the hand of the giant, who sits in an imposing state above them on the top of the car, which is on a level with the third story balconies.

The giant lifts his hand, and the puppets spin and jump. But alas! His head is too high. His hat is swept off by the hanging festoons, and the giant must ride bareheaded, in danger of sunstroke.

In military order, the automobile is followed by a mounted grasshopper regiment. Their sleek, shining bodies of green satin, gauzy wings and antennae, snub noses, and big eyes are all absolutely stunning; however, they are the size of men.



While you were watching the grasshoppers, a low, open carriage with a pink and white cover stopped under our windows. Four merry masqueraders, cloaked and hooded in hues to match, have a bushel of confetti between them and are piled with nosegays. We slink behind our masks; we pull the handles of our confetti scoops, then the battle begins and waxes fierce.

But they are crowded on; for behind them, in irresistible stateliness, moves on the Sun and Moon. Then come the Seasons. Winter is represented by a band of Russians, fur-covered from top to bottom, dragging a Siberian sledge.

Summer is recognised by a car-load of the finest flowers, whose fragrance reaches us as they pass.

Next a huge pot, with a cat climbing its side, her paw just thrust beneath the lid. Ha! It suddenly flies off. Does the cat enter? We cannot see through the crowd. A colossal stump follows, trailing with mosses and vines. Upon it, a bird's nest filled with young, their mouths wide open for food; wonderful because the artistic skill was so perfect that, although immense, they seemed living and not unnatural.

A man with two faces walks by. His arms are neatly folded before and behind. You can't tell which is the real

front until a horse trots up and nearly touches noses with the man, who continues unaffected. You meant to give that man a dash, but you forgot, he was so queer.

Here comes an ostrich with a monkey on his back, followed by a man wearing a suit made entirely of journal pages. There's more to come! Last but not least, Carnival was thrown and turned into an effigy until he was burned or drowned.

(Adapted from E. McCormick, E. Ingersoll, E. E. Brown, and D. Ker's "Wonder Stories of Travel")

2 Go back to the text and answer the questions.

1. Who is coming to see the Carnival?
2. What kind of clothes are the pretty peasant girls wearing?
3. How are rich ladies' carriages decorated? Why?
4. What does the huge car represent?
5. Who are the puppets?
6. Who is holding the cords?
7. What does the regiment of mounted grasshoppers look like?
8. What do the four merry masqueraders have in their hands?
9. How are the Seasons represented?
10. What is the cat climbing?
11. How is the colossal stump decorated?
12. What is so fabulous about the man with two faces?
13. What does the ostrich have on his back?

3 Identify the meaning of the words below.

1. In the text, the word "**festoons**" means:
A. line of dirty papers
B. a chain or garland of flowers, ribbons
C. a chain of plates
2. In the text, the word "**confetti**" means:
A. small pieces of coloured paper
B. pieces of stones
C. metal
3. In the text, the word "**nosegays**" means:
A. swords
B. knives
C. a small bunch of flowers
4. In the text, the word "**stump**" means:
A. a part of the building
B. a part of the basement
C. the bottom part of a tree

4 Read again. What is the author's purpose? Choose the correct answer. Explain your choice.

- A. to show how a carnival is organised;
- B. to emphasize the beauty of the carnival;
- C. to make the reader feel the atmosphere of the carnival.

SPEAKING

- 1 Work in pairs. Look at the pictures. Imagine that you have attended one of the events shown in the pictures. Phone your friend and share your impressions about the event. Discuss the most interesting parts of the event.



2 Create an event you would like to celebrate in your country. In groups, describe it using the word combinations in the box. Consider the following:

- What is it called?
- Where is it going to be held?
- When is it celebrated?
- Why is it celebrated?
- What is it about?

loud / live / beautiful music
marching bands
beautiful / glittering / colourful costumes
crowded / loud streets
delicious food
happy faces
foreign visitors
colourful / glittering parades

3 In 2017, after the rock festival “Smukfest” in Skanderborg, Denmark, on August 14, the field and tent village looked exactly like the image. Use the phrases below to discuss the environmental impacts of these cultural events, as well as solutions for managing festival waste and transforming them into eco-friendly, low-waste producing events.

mountains of waste, increased clean-up cost, huge amount of waste, thousands of volunteers, abandoned tents, sustainable and responsible event



GRAMMAR

1 Read the texts and fill in the adverbial phrases: *just before, after a while, all of a sudden, badly, enough, once, from that day on.*

Thousands of people come to attend the annual **Snake Festival** in the Italian village of Cocullo every year on the first Thursday in May. The celebration takes place on Saint Dominic’s Day. St Dominic, who lived in the eleventh century, got rid of the snakes, as there were many snakes at the time and people were ... afraid and died because of them. Every year, the residents of Cocullo hold this celebration to commemorate St Dominic. ... the celebration, people gather ... snakes, and on the day of St Dominic, they put all the snakes on St Dominic statue and walk around the village. At the end of the parade they organize fireworks.

Land Diving Festival takes place every Saturday in May in Pentecost Island in Vanuatu, in the southwestern Pacific Ocean. ... a woman was having an argument with her husband and ran away from him into the forest. Because he was following her she climbed a tree to get away. ... the husband decided to climb the tree after her. The wife jumped down but she had tied a vine to her ankle which prevented her from dying. ... he jumped after her but he had not tied a vine to his ankle and was injured. ... the men of the island hold this festival every year celebrating the harvest. The people build a wooden tower, 20 to 30 metres high then they climb the tower and tie vines to their ankles and jump off the tower. People at the bottom of the tower are singing and dancing to encourage them. The higher the people jump, the better the harvest will be. In the 1980’s the New Zealander AJ Hackett visited this festival and developed the modern sport of bungee jumping.

WRITING

1 Create a webpage or flyer advertising a trip to a carnival, festival, cultural event in an English-speaking country.

Lesson 6

Check Up Your Progress

READING COMPREHENSION

1 Read the text.

Life is all about happiness, and as human beings, social interaction with our fellows makes us happier as well as enhances our ability to learn about other people's cultures, languages, and ways of thinking and behaving.

We are dependent on our social heritage, which is a mixture of customs, traditions, moral values, attitudes, beliefs, and ideals that defines who we are and binds us to pass it on from one generation to another.

Festivals have both social and economic angles. In this chaotic and stressful world, festivals give us the opportunity to forget all our worries and celebrate the positive side of life, even if it is for a few days. Festivals act like stress relievers and help us balance our emotions.

They also provide an opportunity to reduce misunderstandings and bring friends and relatives together in a bond of love. Elders from the community share their experiences and provide models for keeping families together. Festivals and cultural events are essential to the development of a nation because they unite individuals

from different social, economic, and religious backgrounds.

The tradition of festivals has been greatly influenced by agriculture, along with religion and folklore. Many celebrations across the planet are associated with the time of harvest. Religious holidays like Christmas have gained cultural significance throughout the years. Events of historical significance, such as important military victories or other nation-building events, also serve as inspiration for many festivals.

Festivals also stimulate economic activity since they provide employment opportunities for people. When some countries banned the celebration of Valentine's Day, many people lost their jobs and the chance to earn their living by selling flowers, gifts, and balloons.

Festivals have historically been a great source of entertainment, especially before the invention of mass-produced entertainment. They divert people's attention from their demanding lives and delight them in their leisure time.

2 Circle the letter corresponding to the correct variant to complete the statements.

- Social heritage is a mixture of ...
A. customs, traditions, moral values, attitudes, beliefs, and ideals;
B. customs and traditions;
C. statues, monuments, places of interest
- Festivals provide us with a chance to forget our ...
A. ancestors; B. worries; C. daily life.
- Many celebrations around the world are linked with ...
A. the summer time;
B. the harvest season;
C. the time of carols.
- Festivals provide ... opportunities for people.
A. entertainment; B. learning; C. job.

3 In the text, identify the meaning of the words. Circle the letter corresponding to the correct variant.

- The word **"bind"** in the text means:
A. unite B. blue C. pin
- The word **"throughout"** means:
A. round B. all over C. at full length

4 Give short answers to the questions below, choosing word/ words from the text.

- What makes people happier?
- How long do festivals last?
- What has influenced the tradition of festivals?
- Which holiday was banned in several countries?

5 Match the halves of the sentences. Write the answers in the table below. One is extra.

1	2	3	4	Extra

- | | |
|----------------------------------|---|
| 1. The world we live in | A. have grown in cultural importance over time. |
| 2. Festivals | B. is extremely stressful. |
| 3. Festivals and cultural events | C. are very stressful. |
| 4. Religious holidays | D. help us maintain our emotional balance. |
| | E. are vital to a country's development. |

6 Identify if the statements are true (T) or false (F). Justify the answer by quoting the text.

1. Celebrations increase misunderstandings.
2. Elders act as role models for their community.
3. Religious holidays are the only sources of inspiration for festivals and cultural events.

GRAMMAR

1 Put the verbs in brackets into the correct tense.

1. Andrew ... (know) about the festival in his city if he hadn't read about it in the newspaper.
2. If I were you, I ... (accept) the invitation for the concert.
3. If the weather ... (be) fine, we ... (go) to the carnival.
4. If you see Jane, ... (tell) her I want to talk to her.
5. If Kate had booked tickets, we ... (go) to the concert tonight.

2 Rewrite the sentences below using Conditionals (Type 2 and Type 3).

1. I am in a hurry. I won't stay for dinner.
2. The men were wearing protective clothing, so they were all quite safe.
3. Hellen walked to work in the rain and got wet.
4. I am fit. I will go climbing.
5. We came home from our holiday early because we ran out of money.

5 Complete the sentences below using *however*, *in order to*, *even though*, *although*, *despite*, *so that*.

1. We enjoyed the concert ... it had been raining all day.
2. We didn't like the hotel. ... , we had a fantastic time in the mountains.
3. We left early ... we could park near the center.
4. ... there was a lot of snow, no trains were delayed.
5. ... her beautiful voice, she never became a singer.
6. ... reach the ice rink, they had to take two buses.

1 You have recently attended a festival, a carnival, or any other cultural event in an English-speaking country. Write an article for the school newspaper about it. Your article should answer the following questions:

- Where?
- When?
- Why?
- What happened?
- How did you feel?

3 Complete the sentences using the correct form of the verb in brackets.

1. I wish my best friend ... (come) to my party last night, but she was ill.
2. If only my flat ... (look out) over the mountain.
3. When things get tough, I often wish I ... (just pack) my bags and go on holiday.
4. I wish the weather ... (brighten up). It's really getting me down.
5. I wish Bill ... (get) so aggressive whenever he plays football.

4 Rewrite the sentences using *wish/if only*.

1. I didn't accept their invitation and I am sorry.
2. It's a pity my family couldn't join us for the event.
3. Why didn't I listen to Ann's advice?
4. I regret not going to the opening ceremony.
5. Jane is late for work.
6. My plane leaves early tomorrow morning and I still haven't packed.
7. My sister has gone on holiday and I really need to talk to her.

DESCRIBING AN EVENT

- **Introduction** (set the scene: name, type, place, time of the event)
- **Body** (describe the event, decorations, activities, people present, atmosphere, etc)
- **Conclusion** (people's/ or personal feelings, thoughts)

Consider the following:

- Use Past Tenses and Passive Voice;
- Use descriptive adjectives.

WRITING

Take Action

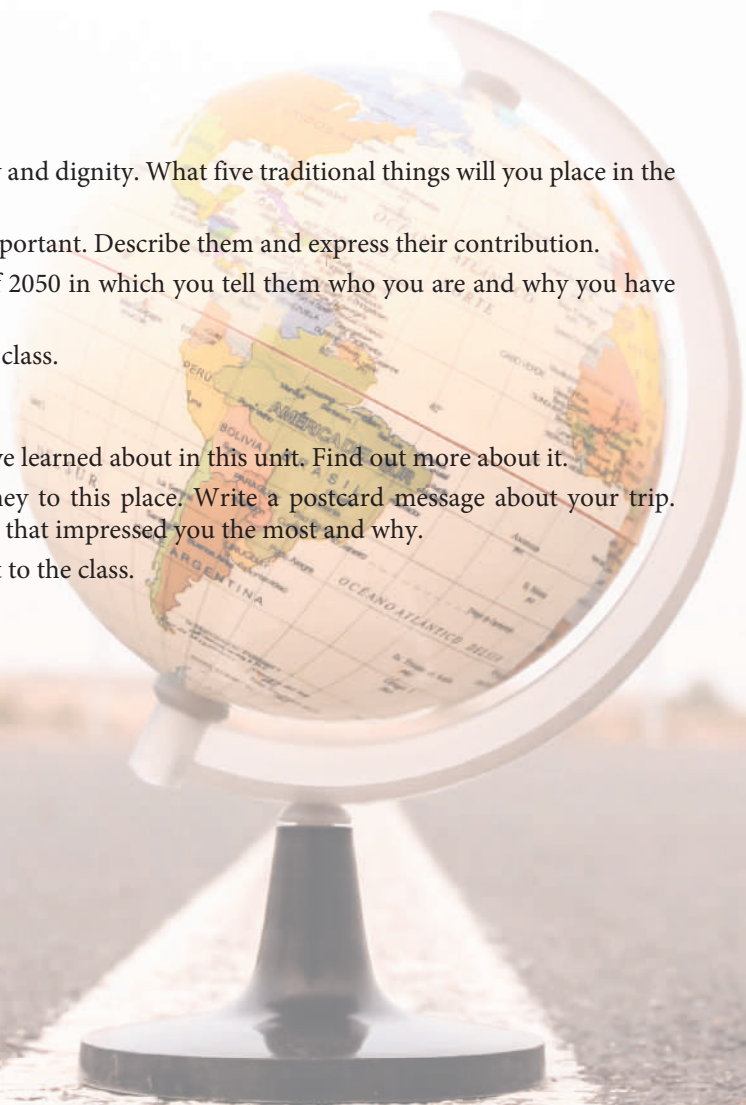
Choose a project.

1. Time capsule.

- Think about your cultural identity and dignity. What five traditional things will you place in the capsule?
- Choose the items you consider important. Describe them and express their contribution.
- Write a letter to the generation of 2050 in which you tell them who you are and why you have selected those items.
- Present the letter and items to the class.

2. Write a postcard.

- Think about a destination you have learned about in this unit. Find out more about it.
- Imagine you took a weekly journey to this place. Write a postcard message about your trip. Include information about a place that impressed you the most and why.
- Design the postcard and present it to the class.



UNIT 5

COLLECT MOMENTS, NOT THINGS



"I am not the same, having seen the moon shine on the other side of the world."

(Mary Anne Radmacher)

Lesson 1

Explore, Discover!

LEAD IN

- 1 Look at the two pictures. With a partner, compare and contrast them using the expressions in the box.

USEFUL LANGUAGE

- Both of these pictures show ...
- The theme that connects them is ...
- Each picture illustrates how ...
- In both pictures we can see ...
- One of the most obvious differences is that ...
- While the first picture ..., the second one ...
- However, the second picture ...
- As far as I can see ...
- It looks like a ...
- Personally, I ...



- 2 What activities can people do in these two different places?

Match the activities to the pictures in Ex. 1.

- | | |
|---------------------------|-------------------------------|
| • visiting a spa | • go ballooning |
| • tent camping | • explore modern architecture |
| • go canoeing | • learn about animals' care |
| • camp by the sea | • walk in the wild |
| • stay in castle | • visit historical sites |
| • go on a cycling holiday | • shopping |

- 3 In pairs, ask and answer the questions below. Report the results to the class.

1. What type of tourism do you prefer more? Urban or rural? Why?
2. What would you like to do most on your holiday? Why?
3. Which travel activity would you least enjoy? Why?
4. What unpredictable situations could occur on the way?
5. Have you ever lost your luggage on a trip? What did you do?

LISTENING

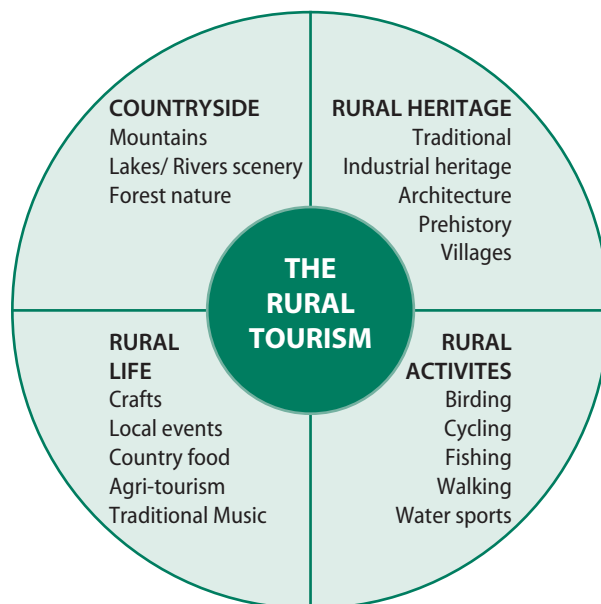
- 1 Listen to a tourism expert discuss the differences between rural and urban tourism. What are rural and urban tourism? What is another type of tourism he mentions in the interview?

- 2 Listen to the interview again. Match the characteristics below to the types of tourism.

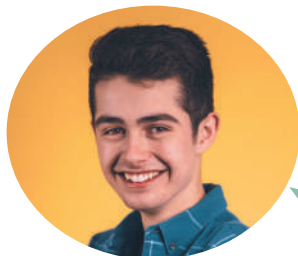
- A. non-agricultural based economy such as administration, manufacturing, trade and services.
B. low population density, landscape and land-use dominated by agriculture and forestry, traditional social structure and lifestyle.

- 3 Work in groups. Use the diagram to explain how rural activities are classified. How do all these things improve the quality of life in this region?

- 4 In pairs, create a similar diagram where you have to illustrate the features of urban tourism activities. Tell the class how different they are from each other.



1 Read the texts. Which of these two types of holidays would you be more interested in? Why? What activities would you like to try? Why?



Gabriel

Last year, my family decided to go on vacation in a part of Sydney called Manly. As it was one of my childhood dreams to visit Australia, I accepted immediately without **hesitation**.

When we arrived, we found an incredibly beautiful place with fabulous beaches. Situated between a **tranquil** inner-harbour beach on one side and a popular surf beach on the other, Manly combines an easy-going beachside lifestyle with sophisticated restaurants and shopping areas. We decided to do loads of interesting things, including a trip to the zoo and hanging out in a delightful shopping area, the Corso, that offers an open space to walk to the tree-lined Steyne **promenade**, where there were picnic tables overlooking the beach. The area had fine cafés, restaurants, and pubs that had excellent food and stunning views. The best part was the surfing lessons on Bondy Beach. I was so happy at that moment because I was free in the ocean and could see the tall buildings of the city at the same time. We enjoyed most: surfing, swimming, shopping, wine and dining, and even diving with sharks, which was new for me. I realised that in summer, there are more visitors than permanent citizens, but all of them were friendly and welcoming. It was a wonderful summer spent with my family.



Caroline

I arrived at a cattle station – a big farm with a lot of cows, a 7,000 km² open space! It was Alice Springs, located in the heart of the Australian desert, which is the home of the Arrernte people, who have lived in the desert for tens of thousands of years. The surrounding region is known as Central Australia, or the **Red Centre**, an arid environment consisting of several deserts.

At first, I was terrified of this place, but soon I realised that it was marvellous when it got dark, and I could admire the million stars above my head. I could see them shining as there were no street lights, no pollution, no noise except all the amazing sounds from the wildlife.

I found an impressive **array** of outback activities like fishing, hiking, horse riding, quad biking, camel riding, and sunrise hot air balloons. What was new to me? It was the fact that I could float in a **creek** or freshwater swimming holes and explore the awe-inspiring Kings Canyon or marvel at the magnificent monolith, Uluru.

The most breathtaking moment was the visit to the Baby Kangaroo Rescue Centre, where I learned about the care of kangaroos and other wildlife and animals. I found out being there that children attended the School of the Air, as the nearest school was a six-hour drive away.

I did a lot of exciting things there, even though it was far from the noise and **congested** traffic of the big city.

2 Read the texts and find out who does the following. Write C (Caroline), G (Gabriel), or B (both).

- mentions doing fun activities with family
- mentions visiting interesting places
- swims in the freshwater swimming holes
- is living on a cattle-station
- admires the tall buildings of the city
- enjoys the surfing lessons
- does a lot of interesting things
- learns about the care of kangaroos

- 3** Read the texts again and find words corresponding to the definitions below.
1. a leisurely walk or ride especially in a public place for pleasure or display (n.)
 2. extremely or excessively full or crowded (adj.)
 3. an imposing group, large number (n.)
 4. the action of pausing before saying or doing something (n.)
 5. a natural stream or minor tributary of a river (n.)
 6. free from agitation of mind or spirit (adj.)

- 4** Complete the sentences using the words in bold in the text.
1. The Japanese are skilled gardeners. They create ... environments by incorporating elements of water, stone, wood, and plants.
 2. The fresh grass that surrounded the ... gave it a silky look.
 3. There was a moment of ... before Jane approached.
 4. Washington Street, still narrow, is perhaps the most crowded and ... street in America.
 5. Julie never missed a ball, a ..., or a play.
 6. Visitors can view a rich and colourful ... of aquatic plants and animals.

SPEAKING

- 1** Complete the mind map with reasons why people like to explore new destinations. Write one idea in each circle. In pairs, discuss and find examples for each reason.



- 2** Work in pairs. Complete the table with information about the type of tourism practised in your country or region. List some advantages and disadvantages of tourism in the regions you have selected.

Place	Type of tourism	Activities	Effect
Codrii Reservation	rural tourism	admire the beauties of nature	a big impact on personal calmness and relaxation
...	...	...	...

- 3** Are you good at reading a tourist map? Look at the map below and help your new neighbour get from home to the supermarket. Use the expressions in the box to ask and give directions.



Giving directions

- Go straight ahead ...
- Turn back/Go back ...
- Turn left/right ...
- Go along ...
- Cross ...
- Take the first/second road on the left/right
- It's on the left/right
- Go past ...
- The easiest way is to ...
- The best way is to ...
- It's next to/across/ between/in front of...
- You are going the wrong way

USEFUL LANGUAGE

- Make sure you ...
- Don't forget to ...
- You need to ...
- Be careful to ...

- 4** Work in pairs. Think about your living area. Choose two places (the start and finish points). Students A and B will roleplay a conversation in which Student A will ask for directions and Student B will explain how he may get there. Use the expressions in the box.

Reciprocal Pronouns

	Use	Examples
each other	when the group consists of just two people, animals or things.	<i>The two friends helped each other throughout their journey in the mountains.</i>
one another	when the group consists of more than two people, animals, or things.	<i>The team members always cooperate with one another.</i>

1 Choose the correct reciprocal pronouns to complete the sentences below.

- Larry is my best friend. We trust ... completely.
A. each other B. one another
- Both of them are throwing the pillows on ... while playing.
A. each other B. one another
- The boats are striking ... because of the waves.
A. each other B. one another
- People around the world should respect ... because we all have the same rights.
A. each other B. one another
- The teammates should learn to help ...
A. each other B. one another
- Tim and Alice love They have been in love for many years.
A. each other B. one another

2 Complete the sentences with the appropriate reciprocal pronouns.

- After finishing their speeches, the students congratulated
- Alan and Samantha never agreed with ... when they had to go on holiday.
- "If we don't help ... every now and again, we won't survive," John said to George.
- The team members sent ... emails to communicate about the trip destination.
- The six friends buy ... sandwiches from time to time.
- Are Ann and Jeffrey married to ...?
- Sue and Lisa haven't seen ... for ages.
- I met my cousins Tom and Marion in November, but we haven't seen ... since Christmas.
- The whole class was silent. We all looked at ... and didn't understand anything.

USEFUL LANGUAGE

to express your feelings

...filled with mystery...
 ...felt wretched with grief...
 ...head was dizzy with delight...
 ...a shiver ran down her spine...
 ...amazed to find...
 ...could not resist...
 ...butterflies in the stomach...
 ...could hear his heart throbbing loudly...
 ...pumping with adrenaline...

WRITING

1 On your blog page, write a *Travel Letter* describing the most impressive vacation you recently took. The questions below will help you.

- How many days have you been travelling?
- How far have you travelled?
- What places have you visited?
- What was your favourite place?
- Which location did you intend to visit but didn't?

Lesson 2

Here, There, and Everywhere

LEAD IN

1 Read the facts below. With a partner, agree or disagree with them. Justify your answers.

- Travel makes you smarter.
- One study found that after only a day or two away, nearly 90% of people reported lower stress levels.
- Travel makes you happier than money or gifts.
- Travel increases your level of creativity and can encourage you to think more positive.
- The best part of your trip is the planning and preparation phase.

2 Look at the photo. This is the Hôtel de Glace (ice hotel) in Canada. Work in pairs. Search the Internet and find out what facilities the hotel offers to the tourists. Complete the table below.

	Activities
Aroma Spa	
Bora Parc	
Outdoor Waterpark	
Digital Games Room	
Winter Playground	
The Hotel	



3 Discuss the questions.

- How often do you have holidays abroad?
- Who organises them?
- Who decides where and when to go?
- Where would you like to travel? Why?

4 What do you look for when you travel? Make a list of things (comfort, a beautiful setting, modern facilities, etc.). Justify your choice.

5 Read the questions below. Can you guess the meaning of the phrasal verbs in bold? With a partner, match the phrasal verbs with their explanation in the box. Ask the questions to find out your partner's answers.

- Have you ever **set off** very early to go on holiday?
- What's the best way for tourists to **get around** your country?
- What happens when people **check in** at the hotel?
- What time do they usually have to **check out**?
- Did anyone **see** you **off** the last time you went on holiday?
- Did anyone **pick** you **up** from the airport when you **got back**?
- Have you ever had to **put up with** noisy people on holiday?
- Does anyone **look after** your pets or plants when you **go away**?
- Are you looking **forward to** your next holiday?

- A.** to accompany a person who is leaving to the point of departure;
- B.** to travel to different places of the same town/city;
- C.** to take care of somebody;
- D.** to leave a place;
- E.** to get the key from the reception when receive at a hotel;
- F.** to start a journey;
- G.** to pay the bill before you leave the hotel;
- H.** to collect someone who is waiting for you;
- I.** to leave your home;
- J.** to feel happy and excited about a future event;
- K.** to accept someone that is unpleasant.

LISTENING & SPEAKING

1 Listen to a family planning their holiday. Which types of accommodation do they mention? Where did they finally decide to go? Why?

2 How do the people describe the three holidays? Listen again and complete the table.

Camping holiday	
Hotel	
Wellness Centre	

3 Complete the table in Ex. 2 with other adjectives from the list below that might describe the holidays.

quiet thrilling adventurous peaceful dull monotonous
predictable sociable exhausting

4 What information do tour guides and brochures provide us? Is it important when we decide to go on vacation? Why? Why not?

5 Finding a good hotel and making a reservation can be stressful, especially if you are trying to book a hotel room for a large family or at the last minute. Here are some tips on how to do it successfully. Read them and explain why they are important.

Booking the Hotel

- Reserve the room online.
- Pay for the room with your credit card.
- Confirm the room is booked.
- Read over your receipt to confirm that everything is correct.

Finding a Good Hotel

- Determine your budget.
- Think about your required accommodations during your stay.
- Identify your ideal location or area.
- Search for hotels online.
- Compare hotels using discounted search tools.
- Call the hotel to get a better rate.

6 Match the ways to book a holiday to the statements.

- | | |
|--|----------------------|
| 1. I don't like using the internet, so I call the travel agency. | A. on a website |
| 2. Before making a reservation, I prefer to browse all the travel brochures. | B. through an app |
| 3. I am always in a hurry so I use my smartphone to book holidays. | C. at a travel agent |
| 4. I usually book online because there are always discounts available. | D. by phone |

7 Imagine you have a forum about booking a hotel. You have some questions to answer. What answers would you give to the questions below?

- | | |
|--|--|
| 1. Why do tourists make reservations in advance for a stay in a hotel? | 4. If I book it, is the room guaranteed to be available to me? |
| 2. How old do I have to be to book a hotel room? | 5. Do I pay for one night when booking? |
| 3. How can I book a hotel room without using a credit card? | 6. Whom should I talk to if I have a special request? |

READING

1 Read the text. Match the headlines-solutions below to the problem described in the text. Identify the problems tourists might have on holiday. Which of them have you ever experienced? How did you feel?

- | | |
|---|---|
| 1. Not Double Checking Your Plans | 5. Paying for Rental Car Damage |
| 2. Using Expensive Money Changers | 6. Passport Issues |
| 3. Overpacking | 7. Not Buying Souvenirs When You See Them |
| 4. Not Negotiating a Taxi Rate Beforehand | |

A ____

Exchanging money always comes with the headache of making sure you're getting the best deal. To avoid receiving a bad deal, make sure you know the currency rate.

Airport currency exchange services are widely regarded as the worst alternative. Check with your home bank to see if you can get the best exchange rate before you leave.

B ____

I got into a taxi without asking for the rate first since I was too stressed in a place where I didn't speak the language. In this situation, the taxis could take advantage of this fact.

In many countries, taxis lack metres, and the price can be negotiated if done in advance, although it can be quite expensive if not. Even if you are sure that the taxi driver won't overcharge you, it is still advisable to ask for the price in advance to avoid unpleasant situations.

C _

I buy a T-shirt for my nephew every time I visit a new country, but it happened to me to pass up a perfectly good one, only to never see another shirt for the rest of the trip. If you see something you like, buy it immediately. You may not get a second chance, which can be heartbreaking at times.

D _

If you're flying on a low-cost airline, there are tight restrictions on luggage, and if you bring more than the allotted amount, you'll be charged heavily. Make sure you weigh your bags and look up the regulations.

G _

Have you noticed that more rental car companies do not do a pre-check of the vehicle? Before you drive away, take pictures of the automobile and make a note of any damage you notice in order to avoid getting into trouble. This will keep you from being charged for damage you didn't cause.

E _

I know you, your mother, or your travel agent are excellent planners and don't make any mistakes, but having one last look over everything you've planned to make sure the dates are all correct, you know exactly which airport/train station to go to, where the pick-up location is, or other important things related to your vacation is quite important.

Mistaken flight times are probably what has actually kept the airlines in business all these years. Do you know how expensive a last-minute ticket is? Since airlines only give a 24-hour cancellation option, be sure to double check everything before you purchase it, and again before you travel.

F _

There is an expiration date on passports. Some destinations require at least three to six months remaining on your passport in order to travel. Check the visa requirements for your destination long before the trip begins.

Another issue with passports is the remaining blank pages. You need to have at least two blank pages remaining for some travel destinations. This is typically necessary when big visa stamps are required.

2 Read the paragraphs again. Identify if the following statements are true or false.

1. We have to exchange money only in our local banks.
2. In many countries the price for a taxi is negotiated in advance.
3. We should always buy the first thing we see at a gift shop.
4. When travelling in some countries, we need two blank pages in our passport.
5. It is not important to check everything in advance if you go with your mother on a trip.

3 Match the pairs of synonyms. Choose five words and make up sentences.

option creator look up cause largely planner empty
allotted rigid take advantage of alternative distributed
make tight recommended overcharge blank advisable
benefit overtax widely research

4 Work in pairs. Discuss the questions.

1. What do people usually complain about in hotels and restaurants? Think of three things for each place. Justify your choices.
2. Have you ever complained about a hotel room, food in a restaurant, or something you bought? If so, tell your partner what happened.

GRAMMAR

Cleft Sentences

We use cleft sentences to place more emphasis on what we are saying.

It cleft = It + to be + emphasised word/phrase + that /which/ who clause. → **It is** his personality **that** I like the most.

	Nick took Sandy to the cinema last week.
Emphasis on the subject	It was Nick who took Sandy to the cinema last week.
Emphasis on the object	It was Sandy that Nick took to the cinema last week.
Emphasis on the adverbial	It was last week that Nick took Sandy to the cinema.
Emphasis on the prepositional phrase	It was to the cinema that Nick took Sandy last week.

Wh-cleft = **Wh-clause** + **to be** + **emphasised word or phrase**. → **What I admire is** her determination.

	Nick took Sandy to the cinema last week.
Emphasis on the action	What Nick did was (to) take Sandy to the cinema.

Note: To emphasise the action we use a form of DO in the WH-clause. The highlighted phrase usually contains a bare infinitive or TO + INFINITIVE.

If the highlighted verb is in the continuous or perfect tenses, the form of DO matches it.

Example: The boys are taking Sandy to the match. → **What the boys are doing is taking** Sandy to the match.

1 Complete the sentences with the appropriate expressions from the box.

- it was this school
- it was in this school
- it was in the summer
- that I asked to carry the luggage for me
- that broke the window
- it was the bicycle
- it was in the winter
- that stole the fish

1. It was the boy ...
2. It was the cat ...
3. ... that I learnt the first letter.
4. ... that was rebuilt last year.
5. It was the taxi driver...
6. ... that my grandmother used when she was young.
7. ... that birds moved to the south.
8. ... that my family often went to the seaside.

2 Rewrite the sentences below using the *it* or *wh*-clefts.

1. I like to go on holiday in any season.
2. Autumn makes me moody.
3. I need a holiday soon. I am working too much.
4. I eat a lot of sweets when I am stressed.
5. I don't understand why Geography is so important.
6. We go shopping every week in the same place.
7. I need a new navigator before I go hiking.

3 Write new sentences as similar as possible in meaning to the ones given below, using the words in brackets.

1. We just need 5 minutes to get ready for departure. (ALL)
2. He is not questioning my devotion. (ISN'T)
3. These women are totally flexible. (WHAT)
4. We lost everything except good faith. (ONLY THING)
5. You know, David told me exactly the same thing. (THAT'S)
6. We're taking the best recommendations with us on the trip. (DOING)

WRITING

1 You are planning a vacation. Choose one of the situations given below and write an e-mail to the host to ask about the reservation.

- You made a mistake with the booking and need to change the dates.
- You want to book an apartment for the weekend, but aren't sure if it's available.
- You want to know if the apartment is in a quiet zone as you want a relaxing holiday.

2 Create your own booklet/brochure on a country/place you would like to visit. Include information about: location, accommodation, activities to do there, where to have a meal, and other interesting facts you think would attract tourists. Use platforms like *Glogster*, *Canva*, *Wakelet*, *Genially* or others, or hand-made materials to make the presentation attractive.



Lesson 3

Inspiring Destinations

LEAD IN

- 1 Look at the pictures of the three English-speaking capitals. What country do they represent? For each of them, think of three nouns, two adjectives, and a verb to express your fascination.



- 2 Work in groups. Discuss and compare the common and different facts you already know about the capitals. Share with the class.

- 3 With a partner, discuss the activities you think these places offer. Would you like to visit one of them? Which one? Why?



LISTENING

- 1 Listen to the three travel bloggers talking about their experience. Why did they start travelling? Is it a hobby or a job?
- 2 Listen again and complete the chart with the required information. What places have they visited?

	How did they become travellers?	Where did they travel to?	How was the place?
Vicky			
Sophia			
Noah			

- 3 Match the places to the countries and the pictures according to the description. Listen again and check your answers.

1. Lake Hillier
2. Abel Tasman National Park
3. CN Tower

Canada

Australia

New Zealand



4 Read the statements and identify who is talking about these things.

1. Sold everything and took a one-way ticket.
2. Saw animals such as penguins, seals and dolphins.
3. The unique pink colour is still unclear.
4. Became travel guide for small groups.
5. His/her aim is to inspire people to explore the world.
6. Took him/her 58 seconds to get to the top of the construction.

5 Listen again and note what each number refers to.

360

600

553.33

250

50

2009

READING

1 Read the excerpt and identify what places are mentioned in the journey.

Following The Equator: a Journey Around The World

From Diary:

For a day or two, we have been travelling among an invisible vast wilderness of islands, occasionally catching a shadowy glimpse of one of its members. There does seem to be a substantial number of islands this year; the map of this region is freckled and fly-specked all over with them. Their number would seem to be uncountable. We are moving among the Fiji's now—224 islands and islets in the group. In front of us, to the west, the wilderness stretches toward Australia, then curves upward to New Guinea, and still up and up to Japan; behind us, to the east, the wilderness stretches sixty degrees across the wastes of the Pacific; south of us is New Zealand. Samoa is hidden somewhere among these myriads, and is not visible on a map...

Everybody went ashore to look around, and spy out the land, and enjoy the privilege offered only to sea-voyagers – a land dinner. And there we saw more natives: wrinkled old women; plump and smiling young girls, easy and graceful, a pleasure to look at; young ladies, tall, straight, beautiful and charming, nobly built; and majestic young men on bicycles—athletes for only sixty years ago.



Third in the list of special pleasures is the tour of the harbour in a fine steam pleasure-launch. Your richer friends own boats of this kind, and they will invite you, and the joys of the trip will make a long day seem short.

And finally comes the shark-fishing. Sydney Harbour is populated with the finest breeds of man-eating sharks in the world. Some people make their living by catching them, because the government pays a cash reward for them. The larger the shark, the larger the sum, and some of the sharks are twenty feet long. You not only get the money, but everything that is in the shark belongs to you. Sometimes the contents are quite valuable.

(Adapted from Mark Twain)

2 Answer the questions according to the text.

1. What was the route the crew passed through?
2. What did they see when they went ashore to look around Samoa?
3. What did the locals look like?
4. Where did they go shark-fishing?
5. Why do people catch sharks in those regions?

3 Read the text again and circle the correct answer.

1. What is the closest meaning of the word “**vast**”?
a. insignificant b. immense c. common
2. What is the closest meaning of the word “**islets**”?
a. desert islands b. small islands c. group of islands
3. What is the closest meaning of the verb “**spy out**”?
a. admire b. discover c. learn
4. What is the closest meaning of the word “**myriads**”?
a. armies b. hosts c. countless

SPEAKING

- 1 Compare and contrast going on holiday to the same place all the time with a holiday where you explore a new place. Use a Venn Diagram to show the similarities and differences. Share the ideas with the class.**

2 What makes a place worth visiting? Put the factors in order of importance. Include others you think might be on the list. Justify your choice.

- the locals
- the culture and traditions
- the unique cuisine and specialities
- the language
- the happy vibe and atmosphere
- the weather
- manners and values
- the architecture and buildings

3 Read the list in the box. In pairs, discuss the ideas and explain how travelling impacts people's personalities.

Travel makes you:

1. more social	5. more adventurous
2. a better conversationalist	6. more easy-going
3. more confident	7. smarter
4. more adaptable	8. less materialistic
	9. HAPPIER

4 In groups, discuss the facts that you need to know before visiting one of the countries mentioned. Which of them seem very strange to you and which of them look similar to your country?

1. Swearing is more common in Australia than in many other cultures.
2. Humour is used in much of Australian communication, so expect some light-hearted joking in most conversations.
3. People in Australia tend not to touch one another much during communication unless they are close friends.
4. Australians call people by waving them over with their palms.
5. Canadians appreciate politeness and expect others to behave accordingly in any situation.
6. Canadians like their personal space and prefer to be at arm's length when speaking to someone.
7. In England, New Zealand, and Australia, the V-shaped symbol is a symbol of victory only if the palm with the fingers is facing away from you. If you turn your palm in your direction, then this gesture takes on an insulting meaning, such as "Shut up!" Or "And you go..."
8. In England, America, New Zealand, and Australia, the thumb up symbolises the desire to catch a passing car and a request to stop when voting on the road.

GRAMMAR

Reported Speech

	Direct Speech	Reported Speech	
I am exhausted.	Present Simple	Past Simple	She said (that) she was exhausted.
I am travelling.	Present Continuous	Past Continuous	He told me (that) he was travelling .
I have never been to Australia.	Present Perfect	Past Perfect	She said (that) she had never been to Australia.
I loved the hotel.	Past Simple	Past Perfect	He told me (that) he had loved the hotel.
I was walking along the street.	Past Continuous	Past Perfect Continuous	She said (that) she had been walking along the street.
I had visited Sidney before.	Past Perfect	Past Perfect	He told me (that) he had visited Sidney before.
I will help you.	will	would	She said (that) she would help me.
You must pay the bill.	must	had to	He told me (that) he had to pay the bill.

1 Read the conversation at a tourist information centre in Ottawa. Report it, making all the necessary changes.

Toby: Good evening. What can I do for you, madam?

Charlotte: Could you tell me how long it takes to get to Rockcliffe Airport?

Toby: Would that be by taxi or public transport?

Charlotte: Oh, the flight's not till 6 o'clock p.m, so I've probably got time to take the bus.

Toby: It will be 50 minutes. Anything else?

Charlotte: Yes, please. I need a map of the city.

Toby: Of course, here you are. We are here. From here you can visit the *Chateau Laurier*, the *Major's Hill Park* that is close to the city's popular *ByWard Market*, and some commercial galleries.

Charlotte: All right, thank you very much.

Toby: It's a pleasure, madam!

Other changes

- this/these - that/those
- here - there
- tonight, today - that night, that day
- now - then/ at that time
- yesterday - the day before/ previous day
- last night - the previous night
- tomorrow/ next day - the following/ next day
- a week ago - a week before

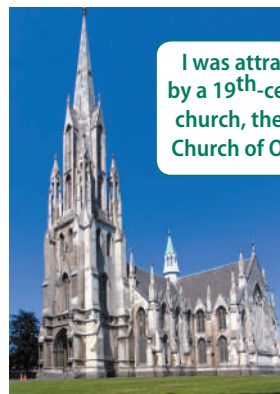
2 Amanda went on holiday to Wellington, New Zealand. While she was there, she visited different places and bought some souvenirs. Look at the pictures and write what Amanda said about her stay there. Use Reported Speech and the prompts below.



I stayed at the Bolton Hotel in Wellington.



I have tried the traditional lamb cutlets.



I was attracted by a 19th-century church, the First Church of Otago.



I was looking around the city centre.



I bought a souvenir of a kiwi bird there.



Since my first visit to New Zealand, I had climbed Mount Cook three times.

WRITING

1 Work individually or in pairs. Write your top ten tips about how to behave in your country. Use the ideas below.

- body language
- face-to-face communication
- eating out
- at home
- giving and receiving presents
- what (not) to wear in different situations
- going to a wedding
- on public transport and in shops
- other do's and don'ts

Example: When you meet a friend, you should kiss him or her on both cheeks.

2 Imagine that you are flying from Perth, the western part of Australia, to Cardiff, Great Britain, then to Ontario, Canada. What places would you fly over?

A. Using the World Map, write down the names of:

- two continents
- five capital cities
- two oceans
- one mountain range
- one sea
- one group of islands
- one lake

B. Choose a place from these three countries that you are most attracted to. Write a paragraph about more facts and places you want to visit; what activities you plan to do there; what national souvenirs you plan to bring back. Justify your choices.

Lesson 4

Only One Earth

LEAD IN

- 1 Look at the pictures. What do you see? Use the words in the box and the useful expressions to explain the effect of climate change.

rising forest sea droughts
melting fire glacier level

USEFUL LANGUAGE

- This happens because of...
- One of the effects of... is...
- This leads to...
- Another factor is...



C



A



B



D

- 2 Complete the weather facts below with the appropriate noun in the box. Which of them presents the greatest problem? Why?

acid rain gas hurricane lightning ozone layer tornado

1. The spinning wind of a ... can lift a house off its foundation and throw a car into the air.
2. Burning the natural ... as fuel releases carbon dioxide, which causes serious air pollution.
3. A bolt of ... can cause a tree to explode and start a forest fire.
4. The ... in the earth's atmosphere is diminishing at a rate of 12% per decade.
5. In Europe, ... destroys large areas of pristine forests every year.
6. The average ... starts over the ocean and can result in property damage worth three billion dollars.

- 3 In pairs, answer the following questions.

1. What is global warming? Is it the same as climate change?
2. Are the effects in Ex. 1 caused by climate change?
3. Which places are most affected by these problems? Can you think of any examples?

LISTENING

- 1 Look at the expressions in the box and explain what causes climate change. Is it a man-made or a natural phenomenon?

- 2 Listen to four people discussing climate change and indicate whether they think it is man-made (✓) or not (×).

Speaker 1: ☐ Speaker 2: ☐ Speaker 3: ☐ Speaker 4: ☐

CO2
fossil fuels
global warming
natural weather cycle
the greenhouse effects

- 3 To be more convincing, each speaker uses different techniques to make their point stronger. Look at the list below and identify the importance of each. Which one is being used by each speaker?

- A. humour
- B. challenging the question itself
- C. speaking clearly and slowly
- D. illustrating with examples/stories
- E. anticipating counter-arguments

- 4 Work in groups. Read the solutions to climate change. Choose one and identify the arguments in its favour. Think about the techniques you will use to make it stronger and more convincing. Then debate the solutions with other groups.

- By increasing the price of fuel, we can make people use less energy.
- Paying poor countries to protect their forests.
- Developing a technological innovation to cool the planet.
- Make all countries sign an international agreement to limit CO₂ emissions.

1 Read the title of the text. Do you know what is the greenhouse effect? Choose the most appropriate definition from the list below.

- A. It is a naturally occurring phenomenon in which the specific gases in the atmosphere of the Earth trap heat from the sun.
- B. It is when thermal radiation from the sun is trapped for a prolonged time by atmospheric gases surrounding the planet.
- C. It is the rise of the Earth's average temperature.

Greenhouse Effect

Global warming is the growth in the Earth's average atmospheric temperature over a long period of time, generally due to increased levels of greenhouse gases caused by human activities. Scientists believe that even a 0.6-1.1°C change in the average temperature of the Earth could produce disasters.

According to the National Oceanic and Atmospheric Administration (NOAA), between 1880 and 1980, the global annual temperature increased at an average rate of 0.07°C per decade. Since 1981, the global annual temperature has increased at twice that rate, by 0.18°C. This has led to an overall 2°C growth in the global average temperature today compared to the pre-industrial era. In 2019, the average global temperature (over land and ocean) was 0.95°C above the 20th-century average. This made 2019 the second hottest year on record, behind 2016.

This rise in global temperature is caused by human activities, particularly the burning of fossil fuels. When fossil fuels are burned, more carbon dioxide is released into the atmosphere, and this extra carbon dioxide cannot be utilised by plants. The excess of carbon dioxide in the

atmosphere absorbs heat from the sun and keeps it near the surface of the Earth, raising the temperature of the planet. The concentration of carbon dioxide in the atmosphere has doubled in the last 100 years, and scientists expect it to double in the next 100 years as well.

Scientists predict that these changes will cause disasters. For example, a major shift in weather patterns might result in droughts, tropical storms, and higher temperatures that would make some currently habitable areas of the Earth uninhabitable. Scientists also say that melting polar ice caps could cause a rise in sea levels and, in turn, flood low-lying areas, such as coastal cities like New York City and San Francisco. The melting of the ice caps could also reduce the marine salt concentrations, endangering marine life.

While most scientists believe that the greenhouse effect will gradually warm the Earth's climate, some predict that as the temperature rises, more water will evaporate from the oceans, resulting in more clouds. This increase in clouds could prevent sunlight from reaching the Earth, lowering the planet's average temperature.

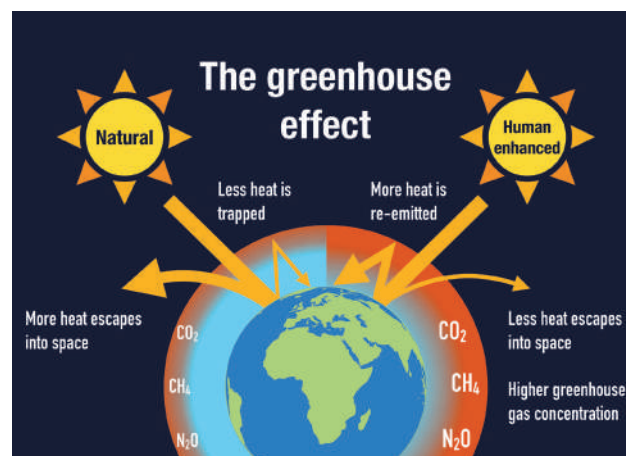
2 In each line, circle the word that is not a possible synonym.

1. orangery, glasshouse, backyard, greenhouse
2. generate, trigger, cause, destroy
3. uninhabitable, habitable, inhabitable, lodgeable
4. diminish, decrease, cut, reduce
5. overall, global, general, incomplete

3 Arrange the ideas below in the order they appear in the text.

- A. Ocean water evaporation will produce clouds that will shade the sun.
- B. The increased levels of greenhouse gases are caused by people's everyday activities.
- C. The average global temperature is increasing at an average rate of 0.07 °C every ten years.
- D. Scientists believe that the increased temperature of the Earth could trigger disasters.
- E. Areas of the Earth that are now habitable could become uninhabited due to some global changes.

4 Work in pairs. Analyse the picture and explain what it represents. How different is the natural representation from the one where humans are enhanced?



SPEAKING

1 Read the following statements and decide if you strongly agree (SA), disagree (D), or strongly disagree (SD). Explain your answers.

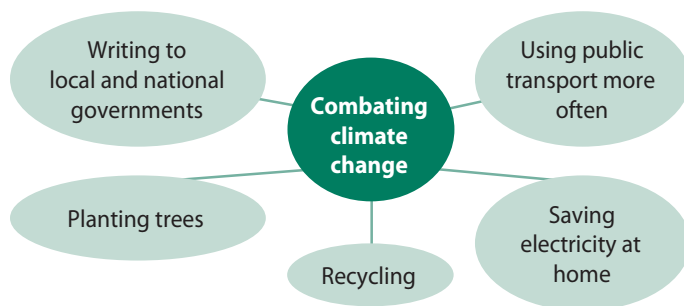
- This is the “decisive decade” for dealing with climate change.
- The least developed countries should not be expected to do anything without more help from richer countries.
- Individual people, as well as governments and companies, have the responsibility to act against climate change.
- Reducing meat and dairy consumption is essential.
- Electric vehicles are the environmentally-friendly future of transportation.
- I believe the annual negotiations on climate change targets will lead to positive results.
- I feel more concerned about climate change now than I did five years ago.
- I currently do enough to limit my impact on the planet.

2 In pairs, discuss how climate change impacts the following:

- health:**
 - weather-related mortality;
 - infectious diseases;
 - air-quality respiratory illnesses.
- agriculture:**
 - crop yields;
 - irrigation demands.
- forests:**
 - forest composition;
 - geographic range of forests;
 - forest health and productivity.
- water resources:**
 - water supply;
 - water quality;
 - competition for water.
- coastal areas:**
 - erosion of beaches;
 - costal lands flood;
 - coastal communities;
- species and natural areas:**
 - loss of habitat and species;
 - diminishing glaciers.

3 With a partner, analyse the mind map. Discuss and think of some ways people can cope with climate change. How efficient were the suggestions? Explain.

4 What evidence of climate change have you noticed in your country or neighbourhood? What actions are being taken by you, your family, your local authorities, and the government? Discuss in groups. Bring examples to support your ideas.



5 Read the task below. Underline the problem. What solutions would you suggest?

Despite many campaigns to raise awareness of environmental issues, most people have not changed their lifestyles. What could be done to encourage citizens to adopt more environmentally friendly habits?

6 With a partner, brainstorm ideas to complete the chart below. First identify some environmental problems. Then give examples of environmentally -friendly behaviours and think of ways to convince people to adopt them.

Environmental Problems	Environmentally-friendly Behaviour	What could be done?

GRAMMAR

1 Read the newspaper article about a great-grandmother's lucky escape. Complete the article by changing the direct speech into reported speech.

A great-grandmother told the newspaper how she escaped death by centimetres after being hit by a meteorite travelling at 480 km/hr. Margaret Smithers said (1) “**It just missed my head and hit my arm.**” *It had just missed her head and hit her arm.* Seventy-six-year-old Margaret was hanging out the laundry in her backyard when the brown metallic stone hit her. She said (2), “**I felt a nasty pain in my arm which**

Lucky Escape

started bleeding heavily.” Her husband found the five-centimetre rock on the grass. She added that (3) “I’m glad it didn’t hit me on the head”! Experts are analysing the walnut-size rock.

A spokesman from the Astronomical Society said, (4) “There’s a good chance it is a meteorite.” But he added that (5) “The chances of being hit by one are incredibly small.” He explained that (6) “Most meteorites disintegrate as they enter the atmosphere.” However, on average, one falls to the earth every week.



When we make suggestions or requests, we use *suggest* or *recommend* as introductory verbs with the following structures:

- a. when someone suggests that others do something, without being personally involved.
 - **suggest (to someone) that** + subject + **should/ could**+ the base form of the verb
 - **suggest (to someone) that** + subject + **present simple** or **past simple** of the verb
- b. when the person suggesting something is personally involved.
 - **suggest** + the verb in the **-ing** form

2 Report the suggestions or requests. Use *suggest* or *recommend* as in the example.

Example: “Why don’t we go scuba diving next weekend?” said James.
James suggested going/ that we went scuba diving the following weekend.

1. “What about eating at the new Irish restaurant tomorrow?” said Mary.
2. “You should tour the Antarctica next year,” said Mick.
3. “How about organising a charity to raise money for the *Clean City Campaign*.” said Luke.
4. “You would better stay in and rest, mom,” said Alex.
5. “Let’s not do anything disastrous to nature next week,” said Brian.

WRITING

1 Imagine that you participate in elections for a position in the government. Think of a party name and a slogan. Prepare a speech using the notes below and the expressions in the box.

Party Name
Slogan
Environmental problems in your country
Solutions
Why should people vote for you?

USEFUL LANGUAGE

- I will probably/ definitely...
- I think there must be ...
- I am sure that my country ...
- I would say ...
- It looks as if ...

Expressions and linkers you can use:

2 Several efforts have been made over recent years to maintain a safe and clean environment. However, environmental pollution is getting worse and poses a major threat to the Earth. Write a 180-200-word text discussing the problem.

To express opinion: Personally, I think/ I believe that... It is clear to me that... As far as I am concerned, ... I am sure/ convinced that...	To express facts: It is widely known that... There are definitely... It is true/clear that... For example/ for instance, ...
To give reasons: My main reason is... Many people say/ believe that... Because of/ due to... One reason for...is...	To add ideas: What is more, ... Moreover/ furthermore/ in addition to... Firstly/ Secondly/ Thirdly... Lastly/ Finally...
To express contrast: Although... Despite ... However, ... On the one hand/ on the other hand...	To conclude: To sum up, ... To conclude... It is clear that...

Lesson 5

Choices for Tomorrow

LEAD IN

- Look at the picture. With a partner, explain its message using the words in the box. Connect your ideas to the title of the lesson.

energy fossil fuels effective project toxic waste
exhaust fumes carbon emission renewable solar
power biomass solar panels wind farm

- Read the quotation and explain it.

"I'd put my money on the sun and solar energy. What a source of power! I hope we don't have to wait until oil and coal run out before we tackle that." (Thomas Edison)

LISTENING

- What do you think an "ecological footprint" is? In teams, make up the definition of this term using the picture on the right.
- Read the definition in the box and check your ideas.
- Listen to two friends discussing the ecological footprints. Which of your previously stated thoughts are they discussing?
- Listen again and circle the correct answer to make true statements.
 - If everyone had a lifestyle like Jane's, we would need 3.2 / 2.3 planets to survive.
 - Andy *recycles/doesn't recycle* things.
 - Jane thinks we should buy food *from local supermarkets/grown locally*.
 - An area of land can produce 10/30 times more soya than beef.
 - Jane thinks *meat/wheat* production is very damaging to the environment.
 - Jane's arguments have *no/some* effect on Andy.



Ecological footprint is the impact of a person or community on the environment, expressed as the amount of land required to sustain their use of natural resources.

- Do you agree with Jane's suggestions for preserving the resources of the planet? Why? Why not?
- Work in groups. Make a list of different ways people could reduce their ecological footprints. Discuss with the class and choose the best solutions.

READING

- Look at the pictures below showing the major renewable energy types. Guess the country they represent. Read the information and check your predictions.



Renewable Energy for the World

Energy that comes from natural processes and is replenished at a rate that is equal to or higher than its rate of consumption is known as renewable energy. There are various forms of renewable energy, deriving directly or indirectly from the sun, or from heat generated deep within the earth. They include energy generated from solar, wind, geothermal, hydropower, and ocean resources; solid biomass; biogas; and liquid biofuels.

Australia

In 2020, 24% of Australia's total electricity production was from renewable energy sources, including solar (9%), wind (9%), and hydro (6%). In 2020, the amount of power produced by renewable sources reached its highest level since the middle of the 1960s.

Over the last decade, solar and wind have been the primary drivers of more than doubling renewable energy expansion. Small-scale solar energy grew by 27% in 2020 and by an average of 28% per year over the last 10 years. Wind energy grew by 16% in 2020 and by an average of 14% per year over the last decade. Hydropower energy has fluctuated around a largely constant level in response to market conditions and rainfall, losing importance as new energy sources emerged.

New Zealand

A large amount of New Zealand's total primary energy supply comes from renewable resources. New Zealand is rich in biomass from wood and waste, which can be used as fuel. Biomass is sourced primarily from in-forest and wood processing

residues, as well as municipal wood waste. This can be processed into pellets, chip, or hog fuel.

Wood fuels are sustainable and carbon-neutral and can provide New Zealand with a greener economy less dependent on fossil fuels.

The *Bioenergy Association of New Zealand* has investigated the potential for greenhouse gas reduction brought about by switching from fossil fuel to wood biomass for industrial heat. Biomass is also used for heating in hospitals, schools, and universities. It is estimated that by 2050, New Zealand could more than double its 2017 biomass energy supply, providing up to 27% of New Zealand's energy needs and realising a 15% reduction in greenhouse gas emissions.

Canada

Because of its large landmass and diversified geography, Canada is a world leader in the production and use of energy from renewable resources. Renewable energy resources currently provide 18.9% of Canada's total primary energy supply. The most important source of renewable energy produced here is hydroelectricity.

The natural flow of water in rivers provides kinetic power that can be transformed into usable energy. Hydroelectricity is the major form of usable energy produced from flowing water.

Canada has many rivers flowing from mountainous areas toward its three bordering oceans. In 2014, Canada had 542 hydroelectric stations with 78,359 megawatts of installed capacity. These stations include 379 small hydroelectric facilities, which is about 4.6% of Canada's installed capacity.

2 Match the words with their definitions.

- | | |
|--|--------------|
| 1. a large area of land such as a continent | A. residue |
| 2. something that remains after a part is taken, separated | B. hog fuel |
| 3. to appear by coming out of something | C. fluctuate |
| 4. to fill something up again | D. chip |
| 5. a small, rounded, compressed mass of a substance | E. replenish |
| 6. rise and fall irregularly in number or amount | F. emerge |
| 7. ground up or powdered wood used for fuel | G. landmass |
| 8. a small piece of something removed in the course of chopping, cutting, or breaking a hard material such as wood or stone. | H. pellets |

3 Complete the sentences with the appropriate words from Ex. 2.

- The white ... in the kettle is a result of minerals in the water.
- There are five types of wood fuel: wood ..., ..., briquettes, ..., and firewood.
- If unexpected showers ..., you had better pack an umbrella or raincoat, too.
- I especially love the huge ... in the middle of the Pacific Ocean.
- In recent years, gas prices have been significantly ... as a result of several socioeconomic factors.
- The Earth needs 15 months to ... the biosphere's annual loss caused by humans.

4 Match the words in Column A with words in Column B to form collocations. Write the answers in the table below. Explain them. Make up sentences.

1	2	3	4	5	6	7

A	B
1. hazardous	a. taxes
2. waste	b. footprint
3. carbon	c. species
4. alternative	d. waste
5. green	e. glaciers
6. melting	f. energy
7. endangered	g. processing

5 In pairs, complete the table with the required information. Change partners and explain it.

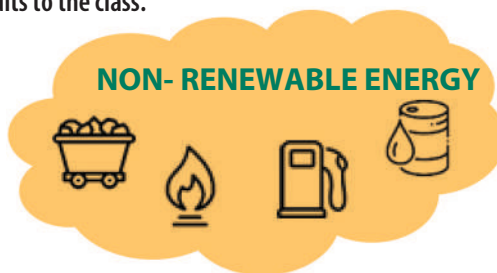
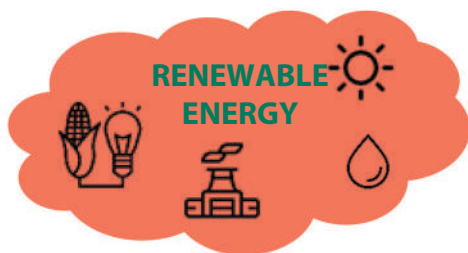
Country	Renewable Energy	Natural Resources	Numbers

6 Which of these three countries do you think is best prepared for all types of renewable energy? Look at the list and think about your choice. Provide examples.

- solar energy
- wind energy
- hydroelectric
- geothermal energy
- biomass

SPEAKING

1 In nature, energy is found all around us. Renewable energy is a term used to describe energy sources that will never run out. Other sources are available in limited amounts and do not replenish, so they provide non-renewable energy. In pairs, complete the two types of sources. Present the results to the class.



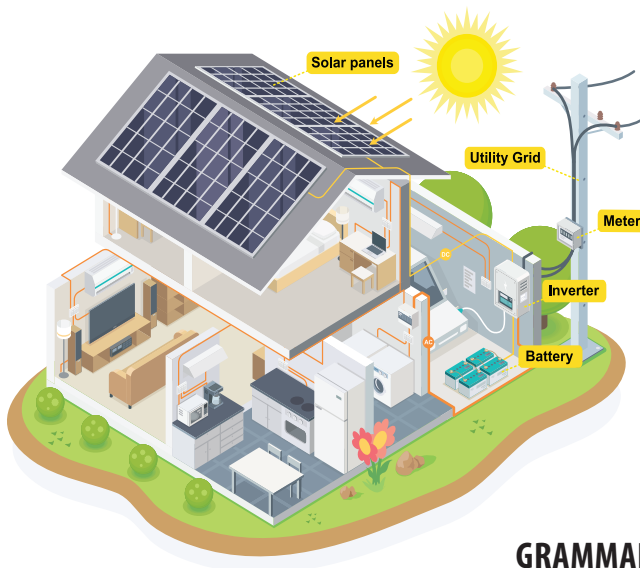
2 Green energy is a subgroup of renewables, being the most eco-friendly source of energy. Look at the list of renewable energy benefits and drawbacks. Explain why you believe they are beneficial to society. Complete the list with other ideas.

Benefits	Drawbacks
• Combats climate change • Generates no emissions • Reliable source of power • Reduces harmful air pollutants • Creates new jobs • Benefits the economy	• Generates power on smaller scale • Can disrupt wildlife and migration patterns • Power can be intermittent • Renewable energy sites require a lot of space

3 Look at the picture. Give a brief explanation of how solar panels work using the information on the picture and the words below. What makes the battery so important?

1. roof / collect
2. carry / in the house
3. uses some / sends some
4. stores / later

4 In groups, discuss about your country. What are the natural resources that could be used to produce renewable energy? Where could the projects be developed?



GRAMMAR

1 Arrange the words. Make up sentences.

1. named/Vice/the/Amanda/President/board.
2. his/secretary/he/appointed/friend.
3. friends/walls/the/two/painted/the/white.
4. elected/President/the/her/voters.
5. brother's/found/John/exciting/his/life.
6. dusted/grey/the/everything/storm/around.

The Objective Predicative

It expresses the state or quality of the person or thing denoted by the object and is generally expressed by a noun, an adjective, a word denoting state, or a prepositional phrase.

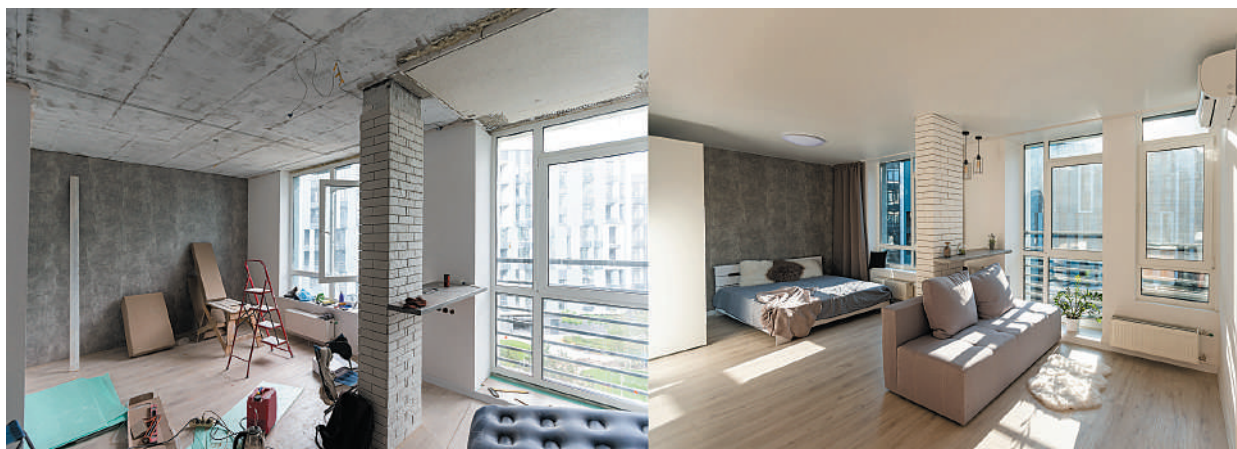
a noun: I appointed **her** a project manager.

an adjective: They painted **the walls** white.

the Infinitive: She convinced **me** to visit him.

the Gerund: I found **him** reading Science book.

2 The picture below represents a flat before and after repair. Describe the picture before and after using the following verbs: *find*, *consider*, *paint*, *regard*, *expect*. Write sentences using the Objective Predicative. Example: *We have painted one wall brown.*



WRITING

1 Fossil fuels like gas, oil, and coal are the most common sources of energy in the modern world. However, due to increasing environmental concerns with these sources of energy, many governments are promoting the use of alternative renewable energies such as wind, solar, and tidal. What are the advantages and disadvantages of these new forms of energy? Write a 180-200-word essay discussing the topic.

Lesson 6

Check Up Your Progress

READING COMPREHENSION

1 Match the definitions below with the phrasal verbs in the box.

1. to feel pleased and excited about something that is going to happen;
2. to direct attention toward something;
3. to leave a place, usually in order to start a journey;
4. to think that you are better or more important than someone else;
5. to talk about something you enjoy or admire in an excited way;
6. to find something or someone after looking for it, him, or her in a lot of different places;
7. to plan or devise something in detail;
8. to become shorter because of the changing seasons.

draw in
get off
look forward to
point out

work out
look down on
rave about
track down

2 Mark has written a letter to his best friend in Australia. Read it and complete each free space with a phrasal verb from the box. One is extra. Use the appropriate form of the verbs.

Hello, Andy!

Let me tell you what happened to me when we last planned a vacation with my family. A year ago, my family planned a holiday on a tiny island, Niue, in the Pacific. It wasn't the Solomon Islands, but it still sounded great. „We are going to stop at a really attractive hotel”, my dad (1) and quickly added, “and there is also Internet!” I was really (2) ... it. I was impatient for the adventure to begin.

A few weeks passed, and the story took another turn. I wished we had stayed at home. Immediately we (3) ... the Air New Zealand plane, there were nothing but trees and water. We (4) ... a car and arrived soon at the hotel. When we got there, we realised that it was not the hotel in the brochure and we didn't know what to expect to see. It didn't (5) ... a beach but on a market. “But people (6) ... this place,” I thought,

“and the reviews were exceptional!” Mum went to the reception and tried to (7) ... what had gone wrong. When she returned to the room, she slowly explained, “There was a storm yesterday on the island where we had to stay, and there is no electricity. We have to stay here, on this island instead.” Then the father said, “As soon as the problems are solved, we will move to another island.” The only thing keeping me calm was the Internet connection, because I wanted so much to talk to my friends from home. Later, after being on that island for a few more days, we discovered another majestic beach on the other side of the island. We realised it wasn't so bad after all. Did you have a similar sad story that turned into a wonderful experience? Write to me soon.

*Yours,
Mark*

3 Read the letter again. Give short answers to the questions.

1. Who is the letter addressed to?
2. Whom did Mark spend his vacation with?
3. Where did they decide to go on their vacation?
4. What reason did Mark's father offer for the hotel he had chosen?
5. Why did Mark need Internet connection?

4 In the letter, identify the meaning of the words. Circle the letter corresponding to the correct variant.

1. The word “**tiny**” in the text means:
A. dwarf B. slight C. little
2. The word “**majestic**” is closest in meaning to:
A. impressive B. royal C. honourable

5 Identify if the statements are true or false. Justify the answer by quoting the text.

1. Mark did not want to go on holiday.
2. The accommodation looked exactly like it was in the travel brochure.
3. There was no electricity on the island because of the rain.
4. We went back home.
5. We had a great experience during the holiday.

1 Read the letter again. Underline the direct speech sentences. Rewrite them using reported speech.

2 Read the quotes by famous people and rewrite them using reported speech. Choose one and explain it.

"The use of solar energy has not been opened up because the oil industry does not own the sun."

Ralph Nader

"There can be no sustainable development without sustainable energy development."

Margot Wallstrom

"In books I have traveled, not only to other worlds, but into my own."

Anna Quindlen

"Environmentally friendly cars will soon cease to be an option, they will become a necessity."

Fujio Cho

"Don't be scared to walk alone. Don't be scared to like it."

John Mayer

3 Read the statements below and circle the correct variant.

1. Anna and Laura promised *each other/one another* to meet next summer.
2. People should respect *each other/one another*.
3. They exchanged phone numbers with *each other/one another*.
4. The two travel agencies are in direct competition with *each other/one another*.
5. The players were competing with *each other/one another*.
6. During the summer vacation we learned to get along with *each other/one another*.

4 Rewrite the following statements, using the beginnings.

1. I find it amazing that he got involved in the project.
What ...
2. How did he manage to be on time? That's what I'm wondering.
What ...
3. What I enjoyed most about my trip to India, was the cuisine.
It ...
4. We'll visit Australia in the summer, not in the winter.
It ...
5. The teacher wouldn't accept my presentation until I fulfilled all the tasks.
It was only ...

5 Complete the statements below with the appropriate prepositions.

1. When we arrived at the hotel, the porter took our luggage ... the room.
2. We quickly got ... the car and drove ...
3. Jane was waiting ... the platform, when it was announced that the train had been cancelled.
4. We were informed that we had to check ... of the hotel by 12 o'clock.
5. The best way to see the local countryside is to go ... foot through it.

out on (x2) to off into

Letter Structure

Introduction: state the reason for writing

Body:
paragraphs 2-3: give opinion
paragraphs 4-5: make suggestions and comments

Conclusion: closing remarks
Your Name

WRITING

1 In 150–200 words, write an answer to Mark's letter, explaining how you would feel. Give two- three suggestions on how to make most of your time memorable. Follow the structure of a letter.

Take Action

Choose a project.

1. Plan and host a travelling show.

- Think about who you could invite to the show to speak about travelling.
- Learn about his or her biography, including information on how he or she started to deal with travelling. Include the countries he or she has travelled to. Which one he or she liked the best.
- Prepare two to three challenging tasks to provoke the guest.
- Present the results to the class.

2. Be Eco-friendly in your school.

- Choose a season and think of a plan to keep the school and yard clean.
- Prepare leaflets or posters to inform the students about the existing environmental problems.
- Make a list of rules that each student must follow, and guide the younger students to learn about cleanliness and respect.
- Present the leaflet or poster to the class.

3. Reduce a festival footprint.

- Choose a national or international festival.
- Consider an online invitation instead of a printed one. How should it be designed to attract more visitors? Why?
- Name two other ways the organiser could use to give the festival more publicity and reduce its environmental footprint.

UNIT 6

BETTER VISION FOR BETTER CONNECTION



"The machine does not isolate man from the great problems of nature but plunges him more deeply into them."

Antoine de Saint-Exupery

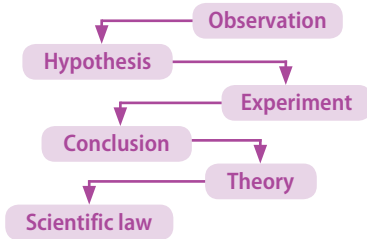
Lesson 1

The Miracles of Science

LEAD IN

- 1 Look at the photos. What do they have in common? What areas do they refer to?
- 2 With a partner, think of a caption for each of the photos in Ex. 1. Explain it.

Steps of the scientific method

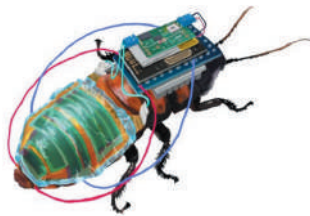
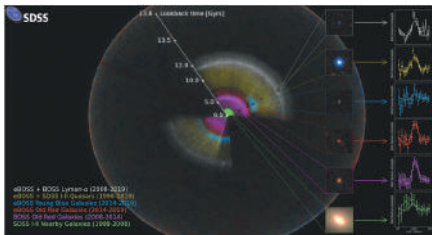


- 3 What is science? In groups, analyse the infographic and explain how inventions appear. Can you give an example of a scientific law common to everyday life?



LISTENING

- 1 What is the purpose of inventions? What impact do they have on humanity?
- 2 Look at the pictures below. What do they represent? What is their purpose and how are they used?



- 3 Listen to a conversation about recent inventions with a scientist. Extract the information related to each picture. What are their names, and which is the most useful for humanity nowadays? Explain why.
- 4 Work in groups. Talk about the impact these inventions or discoveries have had on society. How different would the world be without them? Use the expressions in the box.

cars, washing machines, the Internet, printing, house cleaning, space travel, television

USEFUL LANGUAGE

- It's hard to imagine the world without...
- The world would be completely different if ... (second conditional)
- If we hadn't invented/discovered... then we wouldn't have ... (third conditional)

READING

- 1 Look at the title of the text and predict what it is about.
- 2 Who are the robots? Are they going to replace humans one day?
- 3 Read the article and see if your predictions were right. Tell what makes Ameca unique.

Robots Among Us

R2-D2, Wall-E, and Optimus Prime are some of the most famous robots you probably know from your favourite sci-fi movies. But the idea of an autonomous and intelligent robot that behaves like us is no longer fiction. Robots' construction is based on various knowledge of electronics, mechanics,

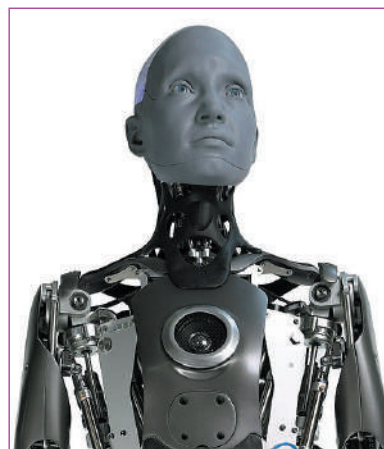
programming, nanotechnology, and bioengineering.

Since robots are already part of our daily lives, let's see the last humanoid robot that scientists are developing to show that we, as humans, need them in our social lives. It's Ameca, a revolutionary **humanoid** robot created in Great Britain. Morgan Roe, Director of Operations at Engineered Arts, said: "Ameca integrates both AI (artificial intelligence) and AB (artificial body) for advanced, **iterative** technologies that deliver superior motion and gestures, all housed in a human form and robotic visage."

The robot has the ability to **contort** its face into highly believable, human-like expressions displaying joy, disbelief, or disgust. All of these are made possible due to the 22 motors located in its face, which is covered by a special silicone created by the robot's designers and has wrinkles on the forehead. Instead of hair, Ameca has a **transparent** plastic skull. She also makes gestures with her hands and arms while speaking, just like a person. She also has cameras in her eyes, allowing her to focus on a specific individual by seeing their face when they are speaking to her. Ameca has a speaker in her chest, through which, you can hear her replies. Ameca cannot yet walk, but Marcus Hold, the product manager, stated that they planned

to give the robot functional legs, but it would take another 5-10 years.

She was seen shaking hands at the Consumer Electronics Show (CES) in 2022, giving the audience an experience to remember. When Morgan Roe asked Ameca about the



potential uses of humanoid robots, the robot answered in a well-thought-out manner. "There are many possible applications for humanoid robots. Some examples include helping people with disabilities, providing assistance in dangerous environments, conducting research, and acting as a companion," the robot said.

Robots can be programmed to respond to specific **stimuli**, but they cannot and will never be able to comprehend, feel genuine guilt, or act without the assistance of a programmer.

4 Read the text and state if the sentences are true (T) or false (F). Correct the false ones.

1. To create a robot, you need knowledge of engineering.
2. The robot is able to display different emotions.
3. Ameca has hair on its head.
4. Ameca doesn't have functional legs.
5. Robots are made just to entertain people.

5 Match the words in bold with their definitions.

1. refers to a process where the design of a product or application is improved by repeated review and testing;
2. a thing or event that evokes a specific functional reaction in an organ or tissue;
3. a nonhuman creature or being with characteristics resembling those of a human;
4. to twist or bend violently and unnaturally into a different shape or form;
5. permitting light to pass through but diffusing it so that objects are not clearly visible.

6 Complete the sentences with a suitable word from the previous exercise.

1. Each trap on the... ceiling had a light bulb similar to those on the flight area.
2. It is painful to watch him as his face ... in pain whenever he tries to stand up, sit down, or walk.
3. The Robosapien is the first affordable intelligent entertainment ... of its kind.
4. The pay raise was a ... for production.
5. The procedure was ..., with a series of prototypes being built to test various options.

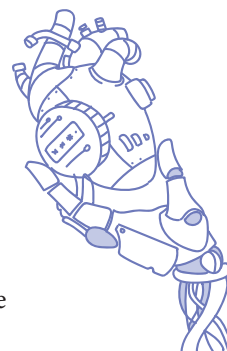
7 Arrange the main ideas of the text in the order they appear in it.

- A. We have met artificially intelligent robots in sci-fi movies and cartoons.
- B. The humanoid robot, Ameca, could offer surprisingly coherent answers to many difficult questions at CES in 2022.
- C. Except the 22 motors situated in its face, cameras in its eyes and a speaker in its chest, the product manager had planned to give the robot functional legs too.
- D. Ameca's motion and gestures, all housed in a human form and robotic visage, make her superior to many other artificially intelligent robots.

8 In the text, find out what Ameca might be used for. Can you think of other areas and places where we could see it? Explain Ameca's impact on society.

SPEAKING

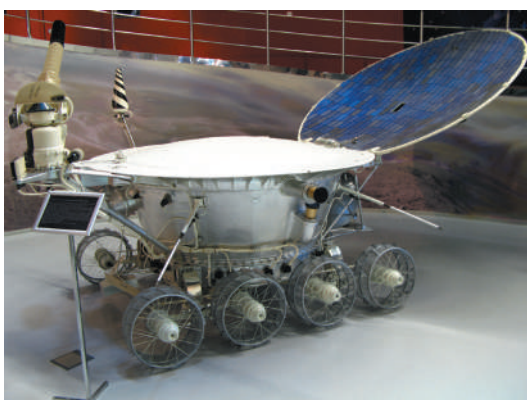
- 1 Work with a partner. Name at least three robots you have in your house. What are their uses, and how beneficial are they to humanity? Mention a robot that humanity could not give up. Why?
- 2 Read the statements below. Do you agree or disagree with them? Give reasons to support your opinion.
 1. Robots will boost our standard of living.
 2. It is said that by 2100 every home will own a robot.
 3. Robots cannot be taught how to love, so they will never think like humans.
 4. Intelligent robots will interact with patients, check on their conditions, and evaluate the need for further appointments.



- 3 The future of our world may be significantly impacted by robots for the reason that they offer solutions to many different problems. However, technology has some drawbacks as well. Work in pairs and discuss the advantages and disadvantages of robots.

Advantages	Disadvantages
• They can offer increased productivity, efficiency and quality; • ...	• In some industries, robots are replacing human jobs, which can create economic problems; • ...

- 4 Compare and contrast the first robot created for exploring the surface of the Moon, LUNOKHOD 1, with one of the last robots, ASIMO. How different do they look from each other. How has robotics evolved over time?



- 5 Search the YouTube video "Watch the Evolution of Humanoid Robots" and answer the questions below.
 1. When did the first humanoid robot come about?
 2. Who built Manny for the US Army in 1989?
 3. What did Honda create in 2000?
 4. Who was Boston Dynamic's first humanoid robot?
 5. Why was Atlas so unique?
- 6 Draw a creative timeline to illustrate the development of humanoid robots using the information in the video.
 6. Who uses Google's speech recognition technology to communicate?
 7. What is Elon Musk's company working on?
 8. Who made its first appearance at CES 2022?

GRAMMAR

Adjective or Adverb

- Adjectives are used to modify nouns:
*The **slow** tortoise continued the way.*

- Adverbs are used to modify verbs, adjectives or other adverbs:
*The robots used to move **slowly**.*

- Some verbs can only be used with adjectives, others might change their meaning when used with an adverb.

verb	used with an adjective	used with an adverb
look	look good (= <i>appearance</i>)	look well (= <i>be healthy</i>)
feel	feel good (= <i>state of health/mind</i>)	feel well (= <i>be healthy</i>)
smell	smell good (= <i>odour</i>)	smell well (= <i>have a good sense of smell</i>)
taste	taste good (= <i>preference</i>)	taste well (= <i>have a good sense of taste</i>)

- These verbs are often followed by adjectives instead of adverbs: *appear, be, become, feel, get, look, prove, remain, seem, smell, sound, stay, taste, turn*.

1 Complete the sentences with the appropriate word from the brackets (adjective or adverb).

- He had been waiting ... for his friend for two hours in front of the cinema. (patient/ patiently)
- My mother listened ... to my problems. (quiet/ quietly)
- Our teachers are very They always behave ... towards us. (helpful/ helpfully)
- James King is a ... scientist who invented the first washing machine using a drum. (good/ well)
- Patricia is a ... student because she is not interested in anything the teacher tells us. (careless/ carelessly)
- Susan behaved really ... toward all the guests, and thus she established a lot of useful business relationships. (kind/ kindly)
- The little boy ... kept the cookie for himself. (selfish/ selfishly)
- Please keep ... during the conversation with a humanoid robot. (quiet/ quietly)

USEFUL LANGUAGE

Comparing and contrasting

... is even better than...
 ... is (not) nearly as good as ...
 ... is twice as good as ...
 In comparison with...
 One of the strongest/ weakest things about ...

Giving an opinion

What I really loved about ... is...
 To me, ... seemed...
 ... was ... from start to finish.
 (+) exceptional, gripping, perfect, good value, lively, superb
 (-) disappointing, inadequate, dull, uninteresting, poor, predictable, sub-standard

Making a recommendation

I would highly/ strongly recommend...
 I certainly wouldn't recommend...
 I strongly advise you (not) to...

2 Here is a customer review of a recently purchased product. Choose the appropriate adjective from the box to complete the information. Identify the product that is presented.

reliable useless high-quality heavy
 time-consuming portable automatic

The next Canon Pixma TS6420 is quite a cheap alternative to my previous machine, but it is not perfect. Using it, can be a really (1) ... experience, it takes about five minutes to get ready when you switch it on. But when it gets started, it's a very (2) ... machine. We've used it every day since we bought it six months ago, and it has never broken or stopped working. Also, it produces really (3) ... printing. Our photos are as good as the professional ones. The only thing is that it's quite big and (4) ..., so it's not very (5) ... or easy to move around. It can be used with Wi-Fi though, so this isn't really a big problem to have it in the same place. Also, the instruction manual is completely (6) ... It doesn't help us at all. Finally, I don't know why, but software updates are not (7) ... so you have to download them yourself from the internet. But on the whole, this isn't a bad device!

WRITING

1 When you write a product review, you describe the product. Look around your house. Choose a device and in about 100 words, write a product review. Give examples of what is good and what is bad about it. Use the necessary expressions and adjectives in the box.

Follow the structure:

- Write the introduction.
- Describe the product under review.
- Talk about what you liked and didn't like about the product.
- Compare it with another product you previously had.
- Explain who you believe would benefit the most from the product.
- Write the conclusion.

Lesson 2

Our Changing World

LEAD IN

1 Do you agree or disagree with the following opinions? Why?

1. Children should be taught computer literacy, including how to navigate the Internet.
2. Computer games are so popular that they have reduced children's ability to use their imagination and play creatively.
3. In today's fast-paced world of communication, people have shorter attention spans. As a result, engaging a student's attention for more than five minutes becomes really challenging.
4. Spending hours in front of a computer has negative effects on a person's health.
5. Communicating via social networking sites and text messages seems to be more common than face-to-face interaction.

2 Look at the items in the box. Discuss how important each piece of technology is to you. Make a ranking according to their importance. Explain your choice. Use the expressions in the box.

TV set computer microwave mobile phone camera
smart watch MP3 player washing machine electric scooter

USEFUL LANGUAGE

- I completely depend on...
- This really helps me to...
- I would find it impossible to live without...
- ... is unimportant because...

LISTENING

1 Look at the gadgets and guess what they do. Would you buy any of them? Which one? Why?



2 Match the names of the gadgets from the box with the pictures (A-E).

3 Listen to the manager of Tech Home Center speak about some devices displayed at the exhibition. Tell how different these objects are from those you have at home.

4 Listen to the conversation again. Choose one device and compare it with the old version using the Venn Diagram. Explain which one is better in your opinion.

Stellar Hover Board,
Eco Dish Cleaner,
Sony Eclipse media player,
Smart Body Analyzer,
VR headset

READING

1 Work in pairs. Make a list of gadgets that are used for education and one that is used for entertainment. How often do you use them?

2 What technology are you allowed to use during the school day? How would you use technology to support learning in school?

3 Read the article. Pick up the devices you have spoken about in the previous exercise. In pairs, think of a title for this article.

The role of technology in society has increased more recently. Every aspect of our lives is changing and will continue to change. It is transforming the way we interact, do business, learn and teach, and even the way our brains work.

The learning environment is evolving as a result of the use of technology. Today's students have more choices than they ever expected. Some years ago, people used to study in the classroom. Nowadays, it is enough to have a computer and Internet access.

Technology offers students quick access to knowledge, rapid learning, and exciting opportunities to put what they have learned into practice. It enables students to explore new subjects and deepen their understanding of difficult concepts. Students develop technical skills needed for future careers through the use of technology both inside and outside the classroom. Books, podcasts, blogs, videos, and other forms of educational content are now available online. Whatever you need is right at your fingertips. Students may also get a degree by enrolling in online degree programmes and platforms.

Technology allows 24/7 access to educational resources. Using a laptop or mobile device, classes can be taken totally online. Hybrid versions of learning combine the use of technology from anywhere with regular in-person classroom sessions. In both cases, the use of technology allows teachers to design learning activities for each student according to his or her needs, interests and strengths. Students can also learn at their own pace. When they need to review class material to get a better understanding of essential concepts, students can watch the videos or the presentations used in class again. The data generated through these online activities enables teachers to see which students struggle with certain subjects and offer them additional assistance and support.



Technology can assist teachers in improving students' performance and make teachers' jobs easier. Digital technologies such as computers, tablets, video projectors, mobile phones, and educational software make learning opportunities available to everyone.

Educational technology fosters collaboration. Students can interact with one another during the lessons as well as with the teachers. Through online learning games, students work together to solve problems. In collaborative activities, students can share their thoughts and ideas and support each other. At the same time, technology enables one-on-one interaction with teachers. Students can ask classroom-related questions and seek additional help on difficult-to-understand topics. At home, students can upload their homework, and teachers can access and view completed assignments using their laptops.

It is up to instructional designers and educational technologies to make the most of the opportunities provided by technology to change education so that everyone has access to effective and efficient education at anytime, anywhere. All we have to do now is make the best use of the resources we have and use them wisely.

4 Read the article again. Select the advantages of technology used in learning. Which one do you consider the strongest and most relevant for the educational system in our country? Why?

5 Circle the word in each list that is not a possible synonym.

1. foster, encourage, ignore, nourish, promote, raise.
2. assignment, job, task, chore, homework, business.
3. concept, hypothesis, theory, proof, idea, impression.
4. struggle, neglect, cope, strive, try, fight.

6 Complete the sentences with the first words from each line in Ex. 5.

1. A strong man will ... with the storms of fate.
2. The ... given to us by the teacher was on pollution.
3. Teachers should have a clear ... of what a multicultural society is and how to teach children of different cultures.
4. Developed countries have the responsibility to ... global economic growth to help people in need from everywhere.

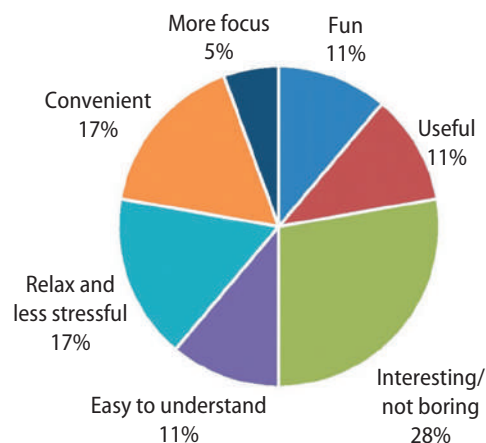
7 Go back to the article and answer the questions below.

1. How does technology change our lives?
2. What skills does the use of technology develop?
3. What does hybrid learning mean?
4. How can teachers track their students' progress?
5. How does collaboration happen online?

SPEAKING

- 1 Work in groups. Analyse students' experiences and feelings with learning technology in the classroom chart. Draw a similar pie chart and state how you feel about using technology in learning. Compare the two pie charts and present the results to other groups.
- 2 How do you think technology will change the process of education in the next 25 years? Design a future lesson and mention the teacher's role during it. What kind of technology would be used in the classroom? When and for what purposes would they be used? What would the teacher-student and student-student relationships be like?
- 3 21st-century skills are intended to help students keep up with the lightning-pace of today's modern markets. Each skill is unique in how it helps students, but they all have one quality in common. With a partner, analyse the skills and identify the common qualities teenagers need.
- 4 Read the quotation from Steve Jobs and comment on it.

"The most important thing is a person. A person who incites your curiosity and feeds your curiosity; and machines cannot do that in the same way that people can. The elements of discovery are all around you. You don't need a computer."



The 21st Century Skills:

- | | |
|-------------------------|------------------------|
| 1. Critical thinking | 7. Technology literacy |
| 2. Creativity | 8. Flexibility |
| 3. Collaboration | 9. Leadership |
| 4. Communication | 10. Initiative |
| 5. Information literacy | 11. Productivity |
| 6. Media literacy | 12. Social skills |

GRAMMAR

Perfect Gerund

Perfect Gerund refers to a past action and functions as a noun. It refers to a time that is prior to the time shown by the main verb of the sentence.

Common verbs used with this form: *forget, deny, be proud of, be excited about, not be too happy, recall, forget, regret, feel sad/good/happy, apologise.*

Structure: (not) **having + past participle**

Example: She denies **having spoken** to him.

Not having read the article, I can't give you any appreciation.

However, a prior action is not always expressed by a Perfect Gerund; in some cases, we find an Indefinite Gerund. This occurs after the verbs *to remember, to excuse, to forgive, to thank* and after the prepositions *on, (upon), after* and *without*.

Example: I don't **remember hearing** the legend before. (Hardy)

But also: They parted at Cohen's door **without having spoken** to each other again. (Eliot)

- 1 Paraphrase the sentences using the Gerund. Point out the sentences where the gerund refers to an earlier action.

Example: *He admitted that he had stolen the bicycle. → He admitted having stolen the bicycle.*

- | | |
|--|--|
| 1. Jason admitted that he had given false information. | 5. Beatrice wasn't entirely honest with him. |
| 2. Both factories denied that they had discharged any toxic waste. | 6. Sam's mother remembers that she was proud that her son won the competition. |
| 3. I clearly remember that I posted your letters. | 7. She is worried she lost her home keys last night. |
| 4. She admitted that she had married Mr. Brown for his money. | |

2 Complete the sentences with the correct form of the verb in brackets using the gerund.

1. Tina hated ... (climb) the mountain because there was nothing to see.
2. I remember ... (watch) that documentary before the teacher told us about it.
3. Tina regretted ... (forget) about her parents' anniversary.
4. One of the security guards was accused of ... (help) the robbers during the robbery.
5. His son recalled ... (hide) his laptop under the bed.
6. She enjoyed ... (eat) the delicious chocolate cake.
7. The thief denied ... (steal) my car from the parking zone.
8. I couldn't bear ... (hear) the terrifying noise coming from the street.

3 Write sentences for the pictures below using a perfect gerund.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

WRITING

1 Read the extract from an article about *The Ways Technology Impacts Your Daily Life*. In about 180-200 words, write an essay discussing the pros and cons of technology in people's lives.

Technology affects almost every aspect of the 21st-century life, from transport efficiency and safety to access to food and healthcare, socialization and productivity. The power of the Internet has enabled global communities to form, ideas and resources to be shared more easily. However, the overuse of some technology has been linked to a decline in mental health, increased social division and privacy concerns.

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Lesson 3

We Make IT Happen

LEAD IN

- 1 Match the pictures with the appropriate description. Then guess the name of the person in the picture. What do you know about the person whose description is missing?

A I created my first computer program, a tic-tac-toe program, while I was in the 8th grade. I am the co-founder and chairman of Microsoft Corporation and one of the wealthiest persons in the world. I received the Presidential Medal of Freedom in 2016 from Barack Obama.

B I am a British computer scientist, generally credited as the inventor of the *World Wide Web* in 1989. I received the first *Queen' Elizabeth Prize for Engineering* in 2013. I have received over 10 honorary doctorates, and I am a member of the *Internet Hall of Fame*.

C I first demonstrated the hand-held mobile phone Motorola in New York City in 1973, using a handset weighing about 2 kilograms, known as "The Brick." Now I am the co-founder of numerous communications companies with my wife and business partner, Arlene Harris.



- 2 Have you ever dreamed about being a famous person? Put yourself in the shoes of one of these personalities and offer an interview to *The Times*, answering the questions below.
1. How would you describe yourself in three words?
 2. What makes you smile and what scares you the most?
 3. What advice do you have for kids who want to be like you?
 4. Describe the next five years of your life and your plans.

LISTENING

- 1 Listen to a conversation with one of the personalities in the pictures above. Tell who he is. Name three important things that are worth remembering about him.

- 2 Complete the table with information about Steve Jobs. What impressed you most about his personality? Why?

Date of Birth	Family	Education	Achievements

- 3 Listen to the conversation again and state if the statements are true (T) or false (F). Correct the false ones.

1. His father was from Wisconsin and his mother was from Syria.
2. He graduated from Reed College.
3. He wears a black shirt because he is allergic to other colours.
4. He became the Chief Executive Officer of Apple in 2000.
5. His biggest failure at Apple was Macintosh, as it was very expensive.

READING

- 1 Read the quotes and find out what famous people say about the impact of technology. Which one do you agree with? Why?

"We are becoming the servants in thought, as in action, of the machine we have created to serve us."
(John Kenneth Galbraith)

"Technology is a useful servant but a dangerous master."
(Christian Lous Lange)

"The great myth of our times is that technology is communication."
(Libby Larsen)

- 2 With a partner, discuss how some gadgets can damage our health. Explain your ideas.

- 3 Read the text. Match the headlines below with the paragraphs.

1. Office-Related Asthma
2. Obesity
3. Repetitive Stress Injuries
4. Computer Vision Syndrome
5. Poor Posture
6. Hearing Damage
7. Insomnia

7 Ways High-Tech Gadgets Can Damage Your Body

While some forms of technology may have made positive changes in the world, there is evidence for the negative effects of technology and its overuse, as well. The overuse of technology may have a more significant impact on developing children and teenagers.

A.

The human eye is not designed to focus on a single spot in space for extended periods of time. If you spend a lot of time in front of a computer screen, you've probably experienced computer vision syndrome, which includes eyestrain, fatigue, irritability, redness, blurred vision, and double vision. Fortunately, this won't last forever; you can maintain the health of your eyes by consulting an ophthalmologist, who can recommend the right glasses or lenses for using a computer. Some people might need to wear occupational glasses. To improve contrast perception and block glare and reflecting light, a single or bifocal lens, or tinted lens material, may be used to lessen the symptoms of eye strain.

C.

The way many people use mobile devices and computers may also contribute to incorrect posture. Over time, this may lead to musculoskeletal issues.

Many technologies promote a "down and forward" user position, meaning the person is bent forward and looking down at the screen. This can put an unnecessary amount of pressure on the neck and spine. Correcting posture problems while using technology may lead to an overall improvement in posture and strength in the core, neck, and back. If a person finds themselves sitting in the same position for hours at a time should regularly stand, walk around the office every hour, or stretch. It may help reduce strain on the body.

F.

There's a close relationship between obesity and a digital lifestyle. It comes from spending too much time sitting at the computer. Nowadays, screen time isn't limited to television; we may spend as much or more time using a computer for work or school. Then, instead of going outside to spend our time actively, we play video games. Jason Mendoza said, "The more TV you watch, the heavier you are." He says that spending more than two hours a day parked in front of any kind of screen seems to be the real danger.

B.

Working into the evening face-to-face with an illuminated monitor can seriously harm your internal clock. Also, if you play video games after dark, it might lead to a sleepless night. One study showed that playing a game involving shooting reduced levels of melatonin, the hormone responsible for controlling sleep and waking cycles. Nothing is worse than relaxing in front of the TV. Another study showed that adolescents who watched three or more hours of television per day were at a significantly elevated risk for frequent sleep problems by early adulthood.

D.

Your modern, high-tech models of laser printers shoot out invisible particles into the air while functioning. Your lungs may become deeply infiltrated by these extremely tiny particles. Not all printers are harmful. A study showed that 40% of the 62 printers tested emitted particles. And only 17 printers were high-particle emitters.

E.

We frequently carry our electronics, such as iPods or other digital music players, with us when we are out. It's nice to be surrounded by the excitement of modern life, but listening to music through headphones can increase the risk of hearing loss. There are many young people today with older ears on younger bodies - a loss of high-frequency hearing that used to happen in late middle age. Our ears can adjust to the sound of a siren in the past, but hours of daily exposure to loud noise can permanently damage inner ear cells.

G.

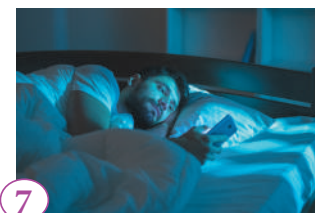
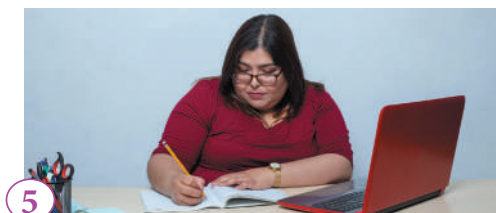
The constant tiny movements when using a mouse or typing on a keyboard can irritate tendons, and swelling can press on nerves. If you use a computer mouse for even a half-hour per day, you may be at risk for shoulder, forearm, or hand pain.

But repetitive stress injury (RSI), can affect your whole body, not just the part you've overused, says Mary Barbe, PhD, a professor at Temple University's department of anatomy and cell biology. Injured cells release substances called cytokines that travel through the bloodstream.

4 Read the article again and find the words that mean the same as the definitions below.

- | | |
|---|--|
| 1. an injury to a muscle or similar soft part of the body caused by using that part too much; | 3. hurt or physically harmed; |
| 2. difficult to see, understand or separate clearly; | 4. to use something too often or too much; |
| | 5. unpleasantly bright or strong light. |

5 Match the pictures below with the problems mentioned in the article.



6 In the text, find answers for the questions below.

1. What is the computer vision syndrome?
2. What can lead to insomnia?
3. What is melatonin?
4. What should people do to reduce strain on the body?
5. Why are printers a source of pollution?
6. What is the reason for becoming overweight?
7. Why do repetitive stress injuries affect the whole body?

SPEAKING

1 Work with a partner. Study the information and express your opinion. Do you agree or disagree with it? Why?

According to a 2018 analysis of several studies, children who use technology excessively may be more likely to experience issues like:

- low academic performance
- lack of attention
- low creativity
- delays in language development
- delays in social and emotional development

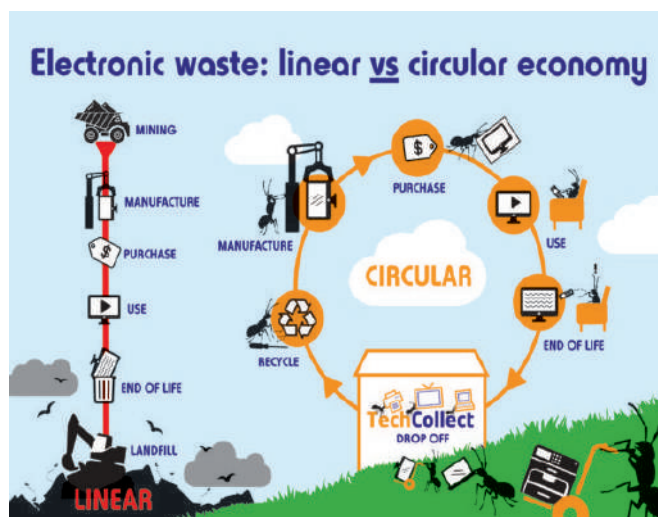
- poor sleep quality
- social issues, such as social incompatibility and anxiety
- aggressive behaviours
- addiction to technology
- higher body mass index

2 Work in groups. Discuss the questions below. Report the results to the other groups.

1. Are you addicted to any tech devices? What is it?
2. How much time do you spend on it every day?
3. Have you ever felt that a certain gadget was harming your health? In what way? Have you done anything about it? What?
4. What seem to be the two major causes of these ailments?

3 Work in teams. Analyse the infographic. Explain what e-waste is and why it is an environmental problem.

4 Look at the infographic and explain the difference between these two representations. Which one is common for your living area or country? What are you ready to do to contribute to an environmentally healthy background?



Adjectives Followed by Infinitives

We use the infinitive after the adjectives: *afraid, amazed, excited, fortunate, glad, happy, important, likely, necessary, proud, reluctant, sorry, and willing*, which express people's reactions and feelings.

Example: My father was **ready to purchase** a new kitchen device.

It will be **necessary to inspect** the recycling factory.

Other adjectives that can be followed by infinitives are: *right, wrong, stupid, certain, welcome, careful, due, fit, able, likely and lucky*.

Example: You are **welcome to stay** as long as you like.

It was **stupid to trust** him.

1 Change the word order to make sentences.

1. couloirs/ ski/ are/ very/ down/ Courchevel/ difficult/ to.
2. cakes/ to/ they/ are not/ The/ hard/ look/ eat/ delicious/ so.
3. to/ is/ handwriting/ read/ Your/ difficult.
4. is/ to/ make/ the/ careful/ the/ at/ mistakes/ He/ test/ not.
5. were/ hear/ to/ sorry/ bad/ news/ We/ about/ the/ her.
6. well/ water/ from/ The/ this/ likely/ to/ is not/ drink.

2 Make sentences using the adjective in brackets and the infinitives.

Example: Luckily, they found the perfect property. (fortunate)

They were fortunate to find the perfect property.

1. The owner didn't want to hand over the keys. (reluctant)
2. They found some cracks in the foundation. (shocked)
3. I moved from my first apartment. (sorry)
4. My little brother won the prize for his invention. (proud)
5. I met my old friend I hadn't seen for ages. (wonderful)
6. He was riding very badly in the competition for his school. (wrong)

3 Complete the paragraph with the words in brackets.

Have you ever been mountaineering? It's fun to be (fun/be) on the unique and hard paths to walk. When you decide to climb a mountain ... (important/ wear) comfortable clothes and shoes. Also ... (useful/ have) a map or a compass to be safe. ... (interesting/ look) at the world from the top of the sky. But... (not always possible/see) the beauties because of the bad weather conditions. ... (relaxing/ wait) for a better time in a tent next to each other telling jokes. ... (exciting/ climb) other places more different than those we've already seen.

WRITING

1 Complete the paragraph about e-waste pollution with the suitable prepositions. Discuss the relationship between electrical and technological equipment and the environment.

There are a number ... specific ways ... which e-waste recycling can be damaging ... the environment. Burning ... recover metal ... wires and cables leads ... emissions ... brominated and chlorinated dioxins, causing air pollution. During the recycling process, ... the informal sector, toxic chemicals that have no economic value are simply dumped. The toxic industrial effluent is poured ... underground aquifers and seriously affects the local groundwater quality, ... making the water unfit ... human consumption or ... agricultural purposes. Atmospheric pollution is caused ... dismantling activities as dust particles loaded ... heavy metals and flame retardants enter the atmosphere. These particles either redeposit (wet or dry deposition) ... the emission source or, depending ... their size, can be transported ... long distances. The dust can also enter the soil or water systems and, with compounds found ... wet and dry depositions, can leach ... the ground and cause both soil and water pollution. Soils become toxic when substances such as lead, mercury, cadmium, arsenic, and polychlorinated biphenyls (PCBs) are deposited ... landfills.

2 You have been asked to write an article for the school newspaper about a person from an English-speaking country who has made significant contributions to science and technology. Write about the personality you have chosen. Consider the following:

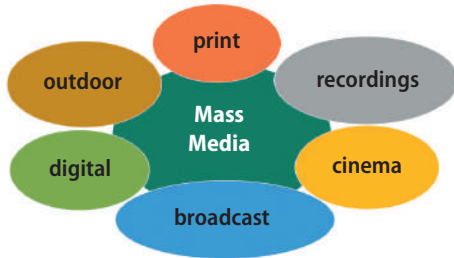
- Present the personality;
- Describe his/her activity;
- Explain his/her contribution to the development of his/her field of activity;
- Express your attitude towards this personality and his/her contribution.
- In about 90-100 words, write an article, following the structure: title, introduction, body, conclusion.

Lesson 4

Mass Media

LEAD IN

1 Look at the picture. What message is it attempting to send us?



2 Analyse the words in the box. With a partner, arrange them in the appropriate category. Make up the definition of mass-media.

3 Work in pairs. Imagine that you have 100% to distribute to each media category according to its popularity and usefulness among young people, adults, and the elderly. Include the percentage in a pie chart. Compare the results and draw a conclusion.

4 Choose a quote and express your opinion towards it using the PREP method.

1. "I fear the day that technology will surpass our human interaction. The world will have a generation of idiots."
(Albert Einstein)
2. "Don't say anything online that you wouldn't want plastered on a billboard with your face on it."
(Erin Bury)
3. "Stopping advertising to save money is like stopping your watch to save time."
(Henry Ford)



blog, podcast, web site, newspaper, billboard, radio, TV, animation, pictures, loudspeakers, music, tape recorder, cassette, Walkman, CD, e-mail, online chat, hyperlink, URL, magazine, periodical, signs, placard

PREP Method

Position - give your answer or state your idea. Use "I think..." or "I believe..."

Reason - this is where you give further details or extra information to support your idea. Start with "Because..."

Evidence - here you provide firm examples that everyone can relate to. Use "For example...", "For instance..."

Position - here is where you restate your original idea to make sure everyone understands. Start with "So, as I said..."

LISTENING

1 What do you know about mass media in your country? What category is more developed? Which one do you trust more? Why?

2 Listen to some teenagers talking about the media. Answer the questions below.

1. What types of media are they speaking about?
2. How does online media help teenagers with school?
3. Why is the Massachusetts Institute of Technology unique in its way?
4. How do people express their opinion?
5. What media do teenagers prefer to get their information from?

3 Listen again and state if the statements are true (T) or false (F).

1. Printed media are lasting, but they are slow and more expensive to produce.
2. Television provides less visual information than a static printed page.
3. The free online encyclopedia has articles on various topics.
4. The Internet is a fundamentally democratic medium that allows only politicians to express their opinions.

READING

1 Read the article and state the role of the mass media in shaping your opinion.

People of all ages are greatly influenced by the media, but teenagers are more likely to be influenced by it.

In the absence of interesting places for socialising and leisure activities, teenagers turn to social networks, which are more available and cheaper than other ways of searching for **companionship**.

When it comes to the impact of media on teenagers, the Internet is without doubt the winner. Even though they are used less frequently, other media like TV and newspapers are still present in teenagers' daily activities. As they grow up, they try to talk, dress, and behave like popular TV and music stars. They choose which group of people to belong to and which friends to hang out with.

If you want to keep up with modern technology, it is almost impossible to resist the need to join Facebook, Twitter, or any other social platform. Teenagers spend more time in front of their computers than they do studying or participating in sports. While they watch TV or spend time on Facebook, they "absorb" other people's opinions and start looking up to different "celebrities." They try to look like them, but they are less focused on their school achievements. Teenagers change their attitudes and behaviours, too. The number of celebrities created by the media causes many children to make irrational **demands** for designer clothing, accessories, and other **perks** of the celebrity life that they are exposed to.

Teenagers are negatively affected by a number of additional media factors. The amount of excessive violence in media, be it television, movies, or video games, tends to increase aggressive **tendencies** in teenagers. Emphasizing unhealthy habits like smoking, drug abuse, and alcohol use might encourage teenagers to engage in these harmful



behaviours, which can have a **long-lasting** negative impact on their lives. Only 2% of girls and 4% of boys admit that exposure to the media definitely shapes their opinions. 29% of girls and 43% of boys disagree that they form opinions under the influence of the mass media. They think that it depends on what kind of shows and programmes they watch or the sites on the Internet where they surf.

No matter what the media says, adolescents should be unique in all they do and have their own opinions and attitudes. Since each person is unique, trying to be someone else is inappropriate. Teenagers should have confidence in themselves, and only then, they will achieve what they dream about.

2 Match the words in bold in the article with their definitions.

1. a strong request;
2. continuing for a long period of time;
3. the enjoyment of spending time with other people;
4. a special advantage or benefit, in addition to the money you are paid, that you are given because of your job;
5. a way of behaving, that is developing and becoming more common

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

1. Our best intentions are sometimes ruined by our natural **inclinations** toward selfishness.
2. Her comments in the interview could **reveal** her in a bad light in front of his family.
3. The table is **accessible** in a variety of colours.
4. His parents were worried by his increasingly **strange** behaviour.
5. The rehearsal offers an **exceptional** opportunity to see the show without the crowds.

4 Match the questions in column A with the answers in column B. One answer in column B is extra.

A.

1. What do teenagers do when there are no places for them to socialise?
2. Why do more and more teens watch and follow celebrities' pages?
3. What other harmful consequences do teenagers experience from the media?
4. How many teens form their opinions under the influence of mass media?
5. How original should teenagers be in spite of all the mass media they have access to?

B.

- A. Teens ought to have their own opinions and attitudes and be unique in everything they do.
- B. They turn to social media because it is the cheapest way to find companionship.
- C. Only 2% of girls and 4% of boys admit that they form their opinions while exposed to the media.
- D. The amount of violence and glorification of unhealthy habits leads to bad behaviour in teens.
- E. In the period of getting mature, teens tend to be like popular stars.
- F. 29% of girls and 43% of boys agree that they form their opinions under the influence of the media.

- 5 Look back to the text and complete the table with the positive and negative influences of media on teenagers' development. Add your personal thoughts to complete it.

Positive	Negative
• Way of entertainment and self-expression; • ...	• Develops unrealistic body image; • ...

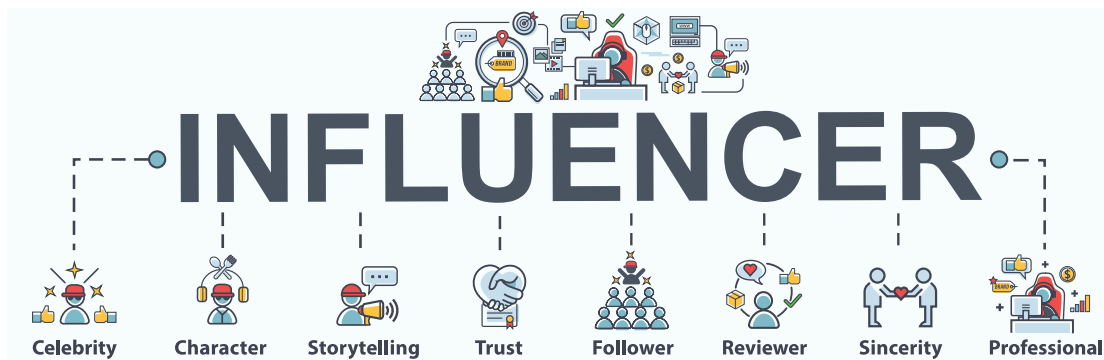
SPEAKING

- 1 Think about your media experience. Complete the second column of the journal by answering the questions.

Questions	Thoughts and Reflections
1. What Media is closer to you? Why? 2. What media products do you prefer to use? 3. How often do you use them? 4. Who or what guides you in your choice? 5. Who among the journalists from your country or abroad most inspires you? Why? 6. Describe a positive and negative media experience you've had.	

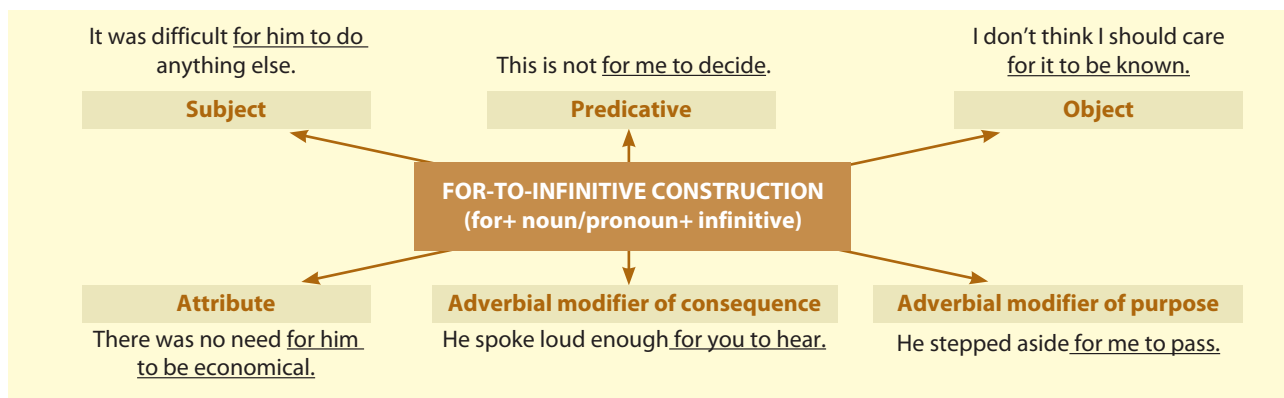
- 2 How would teenagers spend an ideal day without mass media? Bring examples of different activities that don't require any connection to the virtual world and can also bring fun and great companionship.

- 3 This term is now frequently used to describe a modern job. Look at the infographic and define the term. Who are these people. What is their role in social media? Bring some examples of influencers you follow. Why do you like them?



GRAMMAR

For-To-Infinitive Construction



1 Respond to the following questions using For-To-Infinitive constructions.

Example: Whom is she waiting for? - She is waiting for her parents to arrive.

1. Why is it necessary for you to go to the library?
2. Why is it so important for you to study languages?
3. Who told you to wait for us to come?
4. Why do you think it'll be better for her to go to the seaside?
5. When is the perfect time for me to call you?
6. Why is it impossible for you to attend all the classes?

2 Write sentence for each picture using the For-To-Infinitive constructions.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

3 Change the sentences using the For-To-Infinitive constructions.

1. David deserved to win the prize for the amazing book he wrote about a magical childhood.
2. Vincent is determined to save enough money to travel next summer.
3. Marry explained that the National Park did not allow visitors to swim for several reasons.
4. Michael and Sarah decided to go on their honeymoon to Tahiti.
5. Jack is interested in learning foreign languages as he decided to move to China.
6. Simon called all the youth hostels in Paris to find out if they had any beds, but they were full.
7. Tim had some problems with his computer at work during the presentation.

WRITING

1 Imagine you are a journalist for the local newspaper. Read the beginning of the story and write its development. How will you end the story? Use the elements that a good article should include.

Even before he became famous, Dan was always good for a "lift", especially when he worked as a pickpocket.

Lesson 5

Global Challenges

LEAD IN

- 1 Look at the pictures A-D. They are taken from newspapers. What problems do they reveal? With a partner, think of a headline for each picture.



- 2 How often do you hear about these problems in the news? Why do you think they are so openly talked about? Is it a good thing? Why?
- 3 Are you ready to face global challenges? Analyse the infographic that shows the main issues identified by 15,000 people worldwide who participated in UNESCO's *World IN 2030* survey. Do you agree or disagree with the results? Why?

LISTENING

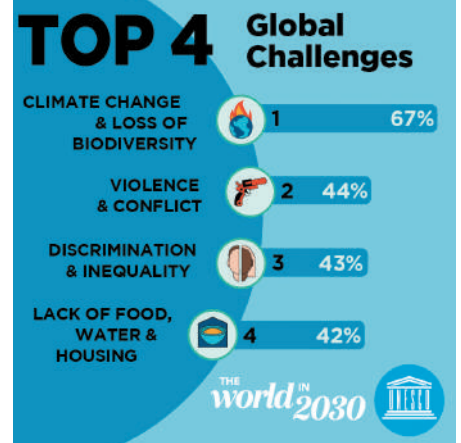
- 1 Listen to Camila Cabello discuss the reasons her family immigrated to another country. Why did they decide to immigrate?
- 2 Listen to the conversation again and mark the sentences true (T) or false (F). Correct the false ones.
1. Camila Cabello's family immigrated to the USA when she was 14 years old.
 2. Camila and her mother waited 24 hours to receive permission to enter the US.



3. Camila's father came over from Mexico 18 months later, risking his life.
4. Her parents worked a lot and founded a charity company for immigrants in the USA.
5. The only reason they moved to the US was because of the hunger they suffered in Mexico.

- 3 Listen again. What does Camila Cabello say about immigration? Do you agree with her? Why?
- 4 Look at the words Camila's parents always said. Explain them. Do you support their opinion? Why?

"Money comes and goes, but your education, which you have here, nobody can ever take that away from you."



1 Read about the challenges of the century. Answer the author's question in the first paragraph.

Ralph Waldo Emerson said: "Every wall is a door." But the concern we face today is whether we are creating doors out of walls or walls out of doors. Are we creating a heaven on earth or destructing its beauty?

The progress in technology in the past 500 years has opened up the potential of the human brain. However, recent events have revealed our weaknesses in the face of today's problems. The challenges of the 21st century cannot be solved by a 20th-century mindset.

Global poverty represents one of the most serious problems in modern society. The world's poorest people frequently experience hunger, have limited access to proper education, often go without light at night, and face serious health problems. It has been estimated that around 60% of the world's population lives on less than \$10 per day and around 10% on less than \$1.90 per day. The threat of starvation now faces 45 million people in 43 nations around the globe. Children in Africa, Latin America, Asia, and the Middle East do not know where their next meal is coming from. Millions are living on the cusp of famine and urgently need food to survive. Dreams of defeating hunger by 2030 are seriously off track due to conflicts, pandemics, and climate change. In addition to the risk of starvation, nearly 45 million children worldwide suffer from severe malnutrition, and the hunger issue is escalating quickly. When children do not get the vital food they need, it affects their long-term physical and mental health.

Unemployment is another global concern. Although some places have extremely low unemployment rates and others have very high rates, people all around the world are affected by this problem. Despite the fact that many governments are taking significant steps to solve the problem, it continues to exist around the world. Middle-aged people face unemployment issues because of skill shortages and job saturation. Many regions, however, are dealing with the issue of youth unemployment.

These people are between the ages of 15 and 24. One of the major causes of unemployment among youth is the lack of education, along with degree regulation. Many universities today offer open, granted, and unauthorised degrees that will not help these young people in the future. As a consequence, many young people struggle to find jobs and create a proper living for themselves and their families. This leads to a lack of necessary resources, such as food, clothing, transportation, and proper living conditions.

There are now more active conflicts than at any time since 1945. Civil and internal conflicts, insurgencies, and political chaos in different places around the world are driving massive migrations of people. More than 82 million people are now living outside their homes or in refugee and displacement camps, creating tensions among host communities, forcing families to make dangerous journeys, and exposing women and children to trafficking gangs and exploitation.

Rapid technological advancements in recent decades have significantly changed the way people interact, communicate, and get information about the outside world. Today, news and information can be spread instantly around the globe. Some negative consequences that we confront are misinformation, disinformation, and even hate speech. This has been brought into sharp focus by the COVID-19 pandemic, which was accompanied by an "infodemic", an overwhelming increase of misinformation.

While misinformation refers to the accidental spread of false information, disinformation is significantly more dangerous, as it is not only inaccurate but intends to deceive and is spread in order to cause substantial damage. Disinformation can be spread by state or non-state actors. It can affect a broad range of human rights, undermining responses to public policies or amplifying tensions in times of emergency or armed conflict.

2 Match the words with their definitions.

- | | |
|-------------------|--|
| 1. concern | A. the state of having no food for a long period, often causing death; |
| 2. starvation | B. to gradually weaken or destroy someone or something; |
| 3. cusp | C. very great in amount, very strong; |
| 4. insurgency | D. an occasion when a group of people attempt to take control of their country by force; |
| 5. undermine | E. a worried or nervous feeling about something; |
| 6. misinformation | F. a point or pointed end or part; |
| 7. overwhelming | G. incorrect or misleading information. |

3 Complete the sentences using the words in Ex. 2.

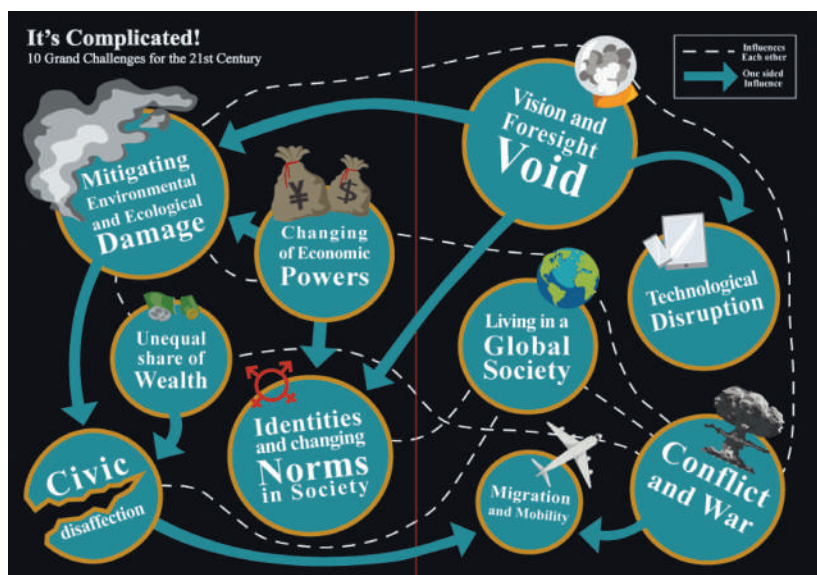
1. There's a lot of ... about the health risks in society.
2. The country was on the ... of an internal conflict.
3. There is ... evidence that smoking damages your health.
4. The government is concerned about the growing ... in the South.
5. The conflict is partly the result of the government ... democracy in the state.
6. Many people die of ... during famines every year.
7. The Red Cross's primary ... is to preserve and protect human life.

4 Read the text again and answer the questions.

1. What societal issues does the text highlight?
2. What prevents governments from defeating hunger?
3. What are the consequences of poverty?
4. What groups of people suffer from unemployment?
5. Why do young people have problems finding a job?
6. Why is migration viewed negatively by people?
7. What does "infodemic" mean?

SPEAKING

1 Analyse the infographic and explain your point of view. What is the connection between the global problems presented in it? Where do they start, and what do they lead to?



2 What is the most pressing problem in your community? With a partner, discuss what the state, the local authorities, and the public can do to solve the problem. Use the expressions in the box.

USEFUL LANGUAGE

Causes

- It's clear that ...
- It's partly/largely/entirely due to ...
- I believe ... plays a great/small ...
- I think ... has a lot to do with ...
- A key factor is ...
- The main reason is ...

Solutions

- We/the government must/should ...
- One way forward would be to ...
- A lot can be achieved by ...
- If we/the government (don't) ... then ...
- ... would greatly soften the situation

GRAMMAR

Adverbial Particles	Prepositions
• Sometimes prepositions work as adverbs. They are known as adverbial particles. Examples: about, above, over, before, after, since, besides, by, down, up, in, round, on, etc. e.g. Stop moving about. Her shoe came off. • The following words are used only as particles and never as prepositions: away, back, out, backward, forward, upward, downward. e.g. We should not throw away anything useful. • Sometimes the particle is detached from the verb and put after the object. e.g. He took his boots off. • The adverbial particle doesn't take an object. It tells us more about the time, place or manner of action.	• It is a word that is placed before a noun or a pronoun that shows its relation to another word in a sentence. e.g. We walked about the fair. He stood under the tree. • The following words are used only as prepositions: from, during.

1 Read the sentences. Say if the underlined words are prepositions or adverbs.

Example: Sign your name on the line below. *adverb*

1. We watched the clouds float by.
2. Turn left just beyond the apple orchard.
3. Did you bring the paper in?
4. A large crowd gathered outside the ticket office.
5. The skis are in the garage behind the sleds.
6. These plates belong in the cupboard below the kitchen sink.
7. The concert was planned by the performers themselves.
8. Remember to leave your rubber boots outside.
9. Did you see the headline in tonight's paper?
10. We seem to have left Robbie behind.

2 Write sentences for each word in the box. First, use it as a preposition, second, use it as an adverb.

after, before, over, off, around, near, inside

3 Complete the following sentences with the correct form of the verb "break" and an appropriate preposition or adverb particle. Alternative answers may be possible in some sentences.

break away (from) – escape;
break down – (cause to) collapse; stop working; overcome, conquer or destroy; get worse; subdivide; end or terminate; lose control of one's feelings, start crying;
break-even – make neither a profit or loss;
break in/ into – interrupt or disturb; enter by force;
break into/ to pieces – separates into parts, smash;
break of – cure of (a bad habit);
break off – terminate or discontinue; stop talking; detach;
break out – (of wars, epidemics or fires) start; escape;
break through – overcome; make new or important discoveries;
break up – (of school term) end; (cause to) disintegrate;
break with – end a relationship with; give up.

1. Can you ... the unemployment figures into different age groups?
2. I was presenting my proposal but he ... with his own ideas.
3. The negotiations ... because neither side was willing to compromise.
4. After leaving prison, Charles decided to ... his former friends.
5. She dropped the plate with the cake and it... pieces.
6. The police locked him up in a room, but he ... in the end.
7. After years of overwork, his health ... and he had to retire.
8. She ... twice while giving evidence on her husband's death.
9. The two nations will ... negotiations if they cannot agree.
10. The police ... the demonstration and ordered the crowds to leave.

WRITING

When faced with world problems - like hunger, overpopulation, nuclear weapons, the arms trade - you may be among those who are overwhelmed by a feeling of "Help! What on earth can I, just one person, do about this?"
(Scilla Elworthy)

1 What is the role of people in solving some of the global problems? In about 180-200 words, write an essay, stating your opinion on the topic.

- Present the main global problems people around the world face today;
- Choose one problem you consider the most important and describe its main reasons;
- Express your opinion on the problem;
- Suggest some solutions to the problem that ordinary people can use;
- Provide two examples from experiences, readings, etc. to support your opinion;
- Justify your opinion on the role of individuals in solving global problems;
- Follow the structure of an essay: introduction, body, and conclusion.

Lesson 6

Check Up Your Progress

READING COMPREHENSION

1 Read the text about newspapers. What is the purpose of newspapers?

The newspaper has created a positive impact on society. It helps people become aware of current affairs and stay curious about them. A newspaper responds to the public's questions about various topics and provides people with every important or unimportant detail. It serves as the best connection between the government and its people. Sharing public opinion will in turn help people review the government and its ministers.



Furthermore, it helps us become informed citizens. Whenever there are any changes in the rules and regulations of the country, newspapers make us aware of them. They are also very informative for students. A student can learn all about general knowledge and stay updated with technological advancements, government policies, and research studies. Newspapers often advertise excellent employment opportunities.

Apart from this, newspapers also have incredible articles that deal with social issues, cultures, the arts, and many more. If we read the newspaper daily, it can develop our reading habit and make us more fluent. It also offers games like puzzles, Sudoku, and others to sharpen people's brains. In addition, you can also browse comics and cartoons for your entertainment.

2 Answer the questions.

1. What kind of articles can we find in a newspaper?
2. Why is it important to read newspapers every day?
3. How useful are newspapers for teenagers?

4 Rewrite the headlines for the news stories below using the newspaper language. Use the tips in the box.

1. The Moldovan President delivered an address at the general debates of the 77th session of the United Nations General Assembly.
2. Several American countries refuse to do business with Asian countries.
3. The vaccination of front-line medical personnel began with the receipt by the Republic of Moldova of the first batch of vaccine.
4. Toyota's top car model, the Corolla, is officially the best-selling car in the world, with more than 49 million sold worldwide since its debut in 1966.

3 Match the words from column A with their synonyms in column B and the antonyms in column C. Write your own sentences using a synonym or an antonym from the list below.

A.	B.	C.
1. aware	• look through	• dishonest
2. detail	• element	• decrease
3. regulation	• persuasive	• generality
4. advancement	• law	• neglect
5. reliable	• conscious	• misrule
6. fluent	• growth	• inadequate
7. browse	• true	• hesitant

LANGUAGE FOCUS

- Don't use unnecessary words, such as articles, and auxiliary words;
- Compound-noun phrases are often used;
- Present Simple is often used;
- The infinitive replaces future tenses;
- The verb "to be" is often omitted in the passive voice.

GRAMMAR

1 Answer the questions using the verbs *avoid*, *enjoy*, *be proud of*, *mind*, *forget*, *regret*, etc. and the Perfect Gerund construction.

1. What are the actions you avoid doing in online meetings?
2. What was the last regret you had?
3. What is the most interesting event you wouldn't like to forget?
4. What are you so proud of when you think of your family?
5. What do you enjoy doing on your birthday when you are at school?

2 Complete the sentences with the appropriate word from the brackets (adjective or adverb).

1. When I got home at midnight, there was a ... (strange/ strangely) loud noise behind the door.
2. I ... (happy/ happily) offered to help Anna to study for her entrance exams at Arts.
3. Even when we go for a walk in the woods, my father always walks ... (quick/ quickly).
4. When I was at the conference, I met there the most ... (polite/ politely) person I know.
5. The little girl... (selfish/ selfishly) kept the sweets for herself.
6. The work I had to do for the next day was ... (easy/ easily). It took me 10 minutes.
7. Of course, I was ... (happy/ happily) when I got an A+ on my Science exam.
8. The firefighter... (brave/ bravely) rescued the 10-year-old boy from the burning house.
9. The teacher ... (nervous/nervously) opened the door of the cabinet and looked inside for the wanted map.
10. I wanted to take part in a song contest but all my friends told me that I sing ... (bad/ badly).

3 Look at the picture and write five Perfect Gerund sentences.



4 Complete the sentences with the correct form of the verbs from the box.

remember, see, find, ask, meet, leave, try, go, hear, escape

1. Tom has passed the exam. "I am glad... that. Congratulations."
2. She is eager ... her friends.
3. They were all delighted ... her after her long absence.
4. Some children were hurt in the accident. My son was lucky ... from any injuries.
5. He would like to lend me his book, but I am afraid ... him.
6. It was careless of you ... the door unlocked when you went away.
7. It was kind of you ... my anniversary. I nearly forgot about it myself.
8. We are ready ... Let's take the luggage.
9. They were surprised ... us at the party. They thought we had gone to London.
10. He is willing ... Let's give him a chance.

5 Choose the correct option to complete the sentences.

1. This course will qualify you... a nurse.
A. by B. with C. of D. as
2. He finds it difficult to accustom himself... the fast pace of life in the new environment.
A. on B. to C. at D. for
3. This film is based ... a true romance story.
A. in B. on C. for D. by
4. Don't panic! A lifeboat is now being lowered ... the water.
A. under B. across C. into D. over
5. I was stunned ... the findings of the survey.
A. for B. on C. by D. in
6. She leaned ... me and whispered something in my ear.
A. by B. towards C. round D. across

WRITING

1 "Mass media provides the essential link between the individual and the demands of the technological society." (Jacques Ellul) In about 180-200 words, write an essay discussing the pros and cons of living in a diverse media society. When writing, consider the following:

- Describe how diverse the media is;
- Present and explain the pros and cons of using different media;
- Provide two examples from experiences, readings, etc. to support your ideas;
- Express your opinion on living in a modern society;
- Justify your opinion on the impact mass media has on each individual.

Take Action

Choose a project.

1. Make a crossword

- Use the information studied in the unit to create a crossword puzzle.
- Share it with the class a few days before the lesson and analyse the results.
- Ask the participants to find out how difficult the crossword was, using grades from 1 to 10.
- Analyse the results and prepare a diagram to illustrate the results.

2. Make an informative five-minute speech.

- Choose a well-known personality in ICT. Study his or her biography. Include information about his or her discoveries.
- Express your attitude towards this person. How did he or she contribute to the development of the area he or she performed in.
- Present the results to the class.
- Decide whether to make the presentation online or on paper.

3. Record an interview and publish it.

- Prepare a set of five to seven questions about the media that teenagers pursue.
- Ask ten students of different age to find out how they inform themselves and where they look for the information they need.
- Record the interviewed students using your phones or other devices.
- Write a report in which you express the pupils' preferences and the results you have found.

Guidelines for Successful Writing

Writing Letters

There are various types of letters: *letters of complaint, letters asking for/giving information, letters of request, letters asking for/giving advice, letters of invitation, letters accepting/refusing an invitation, letters expressing congratulations/thanks/regret/sympathy, letters giving news, letters of apology, letters of application for a job.*

Letter Style

Formal	Informal
• Use greetings such as: Dear Mr Smith, Dear Sir/Madam, • Use passive constructions; • Use formal language such as complex sentences; • Do not use abbreviations; • Use your full name, when ending the letter (<i>Yours faithfully, Dan Brown</i>)	• Use greetings such as: Dear Jane, Dear Mike, • Use direct and personal tone “<i>I think</i>”, “<i>You should</i>” and direct sentences “<i>I think it’s a good idea</i>” instead of “<i>It would be a good idea</i>”; • Use informal language and style (idioms, colloquial English, phrasal verbs); • Use contractions/short forms (<i>I’ve just heard you’ve been to...</i>)/abbreviations (<i>TV, photo, cell, net</i>). • Use your first name, when ending the letter (<i>Love, Dan</i>)

Structure:

- 1. Salutation (greeting)**
Dear Jane, Dear Mr Smith, Dear Sir/Madam,
- 2. The first paragraph (opening)** states the reason(s) for writing
- 3. The next paragraphs (main body)** develop the subject: you give further details mentioned in the task.
- 4. Closing and signing off** states the reason why you’re ending the letter. Finish it on a positive note. Leave comments about future contacts. Sign off with your name.

When writing, make sure you:

- develop all the points in the task;
- use the correct register (formal or informal);
- use a variety of language;
- develop each new idea in a different paragraph;
- link your ideas;
- write the number of words specified in the task;
- check for accuracy.

use chatty, colloquial language

Hi Anthony,
How are you? I’m **really sorry** that I didn’t send you an immediate reply to your letter, but I had to prepare for my new adventure. I have decided to visit the Mount Taranaki in New Zealand. I went there with a group of tourists from our country, and I can tell you we had **loads of fun**.

use informal punctuation, contractions and exclamation marks – but not too many

new paragraph for each main idea

Guess what? This mountain is a dormant stratovolcano in the Taranaki region on the west coast of New Zealand’s North Island. It is 2,518 meters tall, and its cone is one of the most symmetrical in the world. The mountain looks quite similar to Mount Fuji, so films like *The Last Samurai* have been shot here. When we arrived at the Egmont National Park, our guide told us there are 13 entrances, and the longest circuit takes between 3 and 5 days. Imagine what our reaction was when we heard about this. Of course, we took the shortest route, around Dawson Fall, which lasted a day. This mountain impressed me a lot with its cultural significance and its marvelous rainforests and waterfalls.

By the way, there is a girl in our group who knows you. She said you were studying together in high school. Her name is Alice. Do you remember her? She sends you her best regards. **I guess it’s time to close my letter, as I have to go with the group to the local café to try their local dish.** I’ll tell you more when I come home.

Can’t wait to see you,
Berta

use suitable opening and closing expressions

develop your ideas – give reasons or examples

Writing Letters of Application

Letters of application are written when applying for a job or university.

A job application includes: educational/professional qualifications, details of previous experience, the applicant's skills and qualities relevant to the job requirements.

USEFUL LANGUAGE

To begin letters:

- I am writing to apply for ...
- I am writing in connection with/with regard to ...

To write about experience/qualifications:

- I am currently employed/working as ...
- During this time, I held the position of.../was responsible for.../my duties included ...
- I have received training in ...
- My qualifications include ...
- I have obtained a degree/a diploma in ...
- I have successfully/recently completed ...

To end letters:

- I enclose/Please find enclosed my CV ...
- I would appreciate a reply as soon as possible ...
- I would be available for an interview at any time ...
- Please contact me should you have any further questions.

Structure:

1. Salutation (greeting)

Dear Sir/Madam,

2. The first paragraph (opening)

states the reason(s) for writing

3. The next paragraphs (main body)

contain education and qualifications, previous experience, personal qualities.

4. Closing and signing off:

comments about future collaboration.

Sign off with your name.

Dear Sir,

I am writing to apply for the position of Marketing Manager in your London office, as advertised on your website on the 14th of September.

As outlined in my Curriculum Vitae, which I have enclosed, I have recently graduated from Academy of Economic Studies of Moldova, where I have obtained a diploma in Business Studies and Marketing.

I believe that I would be an ideal candidate for the position you have outlined, as I have had extensive marketing training with a well-known Italian company.

During my studies, I had exceptional academic results, including a perfect TOEFL score and participating in various competitions and contests where I won multiple awards, such as the 1st prize in the National Economics Competition, the 2nd prize in the Public Relations Competition. I am also an energetic person interested in participating in various societies such as the Multicultural Business Association and the Agricultural Economics Association. I have no doubt that my enthusiasm and thoughtfulness will enhance my learning experience.

I would be happy to supply you with any further information. I would be available for an interview at any time. **I look forward to** the opportunity to work with you.

Thank you for your time and consideration.

Sincerely yours,

Angela Munteanu

Writing an Article

An article is a piece of writing for publication in a magazine, newspaper, brochure, leaflet. Its purpose may be to offer information, describe a place/event/experience, present an opinion or offer suggestions and pieces of advice.

USEFUL LANGUAGE

Addressing the reader	Giving a strong opinion
Have you ever ...? You absolutely must ... Can you imagine... I'm sure you'll agree ... I must tell you about ... You wouldn't believe ...	It's absolutely + (strong adjectives) It took my breath away. I will never forget it. There's nothing in the world like it.
Giving a personal response	Adding and developing ideas
For me, .../ To me, ... Personally, I think/ find/ believe ... It seems to me ... In my view, ... One thing I love/ remember ... I'll never forget ...	For a start ... Secondly, / Thirdly, / Finally, ... And then there is the fact that ... On top of that, ... I must also mention... As if this wasn't enough, ...
	Giving examples
	..., such as, particularly, like ...

Structure:

- 1. An eye-catching headline/ title**
- 2. Introduction:** outlines the topic of the article.
- 3. Body** (main part of the article)
 - Descriptive paragraph
 - Additional information (if needed)
 - Each new aspect should be presented in a new paragraph
- 4. Conclusion** (ending paragraph of the article offering opinions/recommendations, anticipation or an appeal)

When writing, make sure you:

- include an interesting, catchy title;
- use a lively, chatty, semi-formal style;
- speak directly to your readers;
- give your own opinion;
- include descriptions, examples and stories;
- use colourful language, such as phrasal verbs, collocations and idioms;
- check your work for accuracy.

get reader's attention from the start

Best Opportunities for You

Have you ever heard about all the opportunities and activities Canadian universities can offer their students? I'm sure you agree that the University of Toronto is one of the most impressive universities. It is a public research university in Toronto, Ontario, Canada.

For a start, thousands of foreign students from more than 160 countries and regions attend the University of Toronto to try out their skills and abilities in any of the disciplines, such as applied science and engineering, management, and public health. All told, the university offers around 700 undergraduate programs and more than 200 Master's and Doctoral programs.

One thing that **took my breath away** is the astonishing number of libraries, more than 44, that house more than 19 million physical volumes.

On top of that, this university has the most talented and dedicated teachers and all the necessary equipment to conduct researches.

I must also mention that the university was the birthplace of insulin and stem cell research, the first artificial cardiac pacemaker, and the site of the first successful lung transplant and nerve transplant.

Overall, **I strongly believe** that every person chooses the place where he or she wants to be. If this wasn't enough, I advise you to look for more details about the facilities and convince yourself that this place is a great opportunity for a marvellous future.

end with an interesting last sentence

The tapescripts and audio files for the listening section could be found on the publishing house website.

ask questions to engage the reader

be personal

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