

English.
Student's Book.
Level B1.1

Pagina tehnică

Dear Students,

Welcome to the English-language world, where you will explore new learning opportunities through a wide range of topics and engaging activities that will help you build your English-language literacy.

This textbook will provide you with comprehensive support for developing your creativity and critical thinking and achieving your personal, professional, and academic goals.

Your exciting journey will offer you the unique chance to read, discuss, debate, and solve global problems; cultivate a sense of community and belonging through cooperation and collaboration; and build the skills and knowledge you will need to express yourselves confidently in a real English-speaking environment.

This textbook has been organised in a way that is easy to follow, attractive, and informative, written in accordance with the English Language Curriculum.

Ralph Marston said, “Excellence is not a skill; it is an attitude.” But as with everything great, it takes consistency and determination. However, the rewards are far-reaching and totally satisfying. Choose to become excellent at whatever you do! The choice belongs to you!

Warm regards,
The authors

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LEARN

PERFORM

EXCEL



"All your dreams can come true; if we have the courage to pursue them."

(Walt Disney)

LESSON 1

Our School Community

LEAD - IN

1 What is more important in a healthy school environment? Rank the words below according to how important you think they are. Justify your choice.

- | | | |
|-----------------|------------------|-------------------|
| a. openness | f. respect | k. responsibility |
| b. collegiality | g. honesty | l. support |
| c. trust | h. hard work | m. equality |
| d. teamwork | i. determination | n. safety |
| e. cooperation | j. patience | o. creativity |



2 Which of the above values define your school community? Would you change anything about it? What and how?

3 Which of the following statements describe a positive or negative school environment?

- My class is like a family. We all help each other.
- I am afraid of asking questions during classes.
- We always celebrate success in the classroom.
- We are always blamed for our lack of progress.
- Our school encourages collaboration.
- Every student is valued.

Positive School Environment	Negative School Environment

Positive School Environment	Negative School Environment

LISTENING

1 Listen to three people talking about what they used to like and dislike about school and put the correct letters in the spaces provided.

Bill	
Mary	
Sarah	

- boring classes
- engaging activities
- a great sense of community
- too much homework
- lack of motivation
- feeling valued

2 Complete the following clauses with the information from the recording.

- | | |
|------------------------------|---------------------------------------|
| a. I was at my happiest ... | d. Some may disagree with me, but ... |
| b. It is especially hard ... | e. What surprised me ... |
| c. What I hated most ... | f. I truly feel ... |

3 In pairs, discuss what you used to like and dislike about your early schooling. Use phrases from Ex. 2.

READING

1 Read the text and say what made the writer experience a mix of emotions.

A Mix of Emotions

From the day I knew summer **break** was over and I would be a freshman in high school, I had so many thoughts running through my mind, from excitement to fear, getting slightly nervous about, feeling scared, anxious

or even terrified, but at the same time, enthusiastic. I had no idea what to expect. I kept thinking to myself. Is it going to be harder? Am I going to fail? Will I have any friends? With all these thoughts contemplated in my

head, my first day of high school came in no time at all. I knew an adventure was going to happen, and the best thing to do was to “jump in at the deep end” and embrace the change.

I was frustrated about the social **aspect** of it as well as the academic one.

On the first day of school, everything felt new, from my **surroundings** to all the new and unfamiliar faces around me. For the first few days, I found myself spending my time in between classes asking others where to go and what to do.

Academically, I felt prepared. I knew there would be **challenges** ahead with homework, big projects and writing exams for the first time.

What I was excited about was increasing my independence and being part of a school, which would **foster** learners who are inquirers, thinkers, communicators, risk-takers, knowledgeable, open-minded, caring, balanced and reflective. These qualities are **essential** for global citizens to succeed in a rapidly changing and competitive world.



As time progressed, I got used to my classes, teachers, and colleagues. I was comfortable speaking with my teachers about my progress and challenges, and I always felt my **concerns** and opinions were heard and valued. **Establishing** those social connections with peers and teachers strengthened my **commitment** to the school community and its vision.

Today I feel “at home” in my school, enjoying every day and **capturing** every moment.

2 Read the text and answer the questions below.

- What were the writer’s feelings? Why?
- What challenges did the writer have to face?
- Did the writer have any expectations? What were they?
- Who or what helped the writer adapt to the new environment? How?
- According to the writer, social connections with peers and teachers are crucial. Why?

3 In pairs, discuss the questions below.

- When you first came to your school, what were your expectations?
- What was the scariest thing about high school? Why?
- What role do the following play in making students feel like they belong to a school community: school surroundings; teacher-student relationship/ student-student relationship; supportive teachers.

4 Find a word in the box to describe someone who:

- is willing to do things that involve danger or risk in order to achieve a goal;
- asks questions or seeks to learn about something;
- likes finding out about things, showing great interest;
- makes you feel strongly interested, enthusiastic, and motivated about something;
- is aware of and understands the wider world and his or her place in it, taking an active role in the community;
- is willing to consider or accept other people’s ideas or opinions.

global citizen, inquirer, open-minded, risk-taker, inspiring, inquisitive.

5 Give examples of how people like the ones listed in Ex. 4 might build a school community. What is their role?

6 Match the highlighted words in the text with their synonyms below.

- | | | | | |
|----------------|-------------|----------------|----------------|-------------------|
| a. building | c. seizing | e. environment | g. trait | i. responsibility |
| b. provocation | d. vacation | f. worries | h. fundamental | j. promote |

7 Match the idioms with their meanings and then use them to complete the sentences.

A	B
<ul style="list-style-type: none"> a. to pass with flying colours b. to hit the books c. to be a piece of cake d. to steal the show e. to draw a blank f. to burn the midnight oil g. to call on someone h. to figure something out 	<ul style="list-style-type: none"> 1. to attract the most attention and praise 2. to discover something or resolve a problem 3. to study in a serious and determined way 4. to accomplish something successfully 5. to accomplish something very easily 6. not to be able to remember something 7. to ask a student to answer a question 8. to study or work late at night

- a. You ... every night. Your body needs sleep.
- b. Jane tried to make herself invisible so the teacher wouldn't ... on her.
- c. The exam We all received high scores.
- d. Should we ask the teacher what to do, or should we try ... ourselves?
- e. Sheila tried to remember the answer to the question, but she
- f. If you don't study harder there is no way that you will
- g. I can't go out with you this weekend. I've got an exam next week and I really need
- h. John ... with a marvellous performance of the project.

8 Explain the following statement: "I knew an adventure was going to happen and the best thing to do was to "jump in at the deep end" and embrace the change."

SPEAKING

1 Are you keeping the balance?

In groups, discuss and provide *two-to-three* corresponding responsibilities for each of the rights listed below. Fill in the chart. Work according to the example.

Rights I have the right ...	Responsibilities I have the responsibility ...
e.g. I have the right to feel safe	e.g. I have the responsibility to ... so others feel safe: 1. take action if someone is being bullied 2. play in a safe way with my classmates 3. not use power in a negative way to make someone feel unsafe or intimidated.
to express my opinion	I have the responsibility to ...
to participate in school activities	I have the responsibility to ...
to be acknowledged for my skills and abilities	I have the responsibility to ...
to be treated fairly and not labelled for my differences	I have the responsibility to ...

2 Read the definition below. In pairs, discuss the three core components in building a powerful school community. Choose from the list. Justify your choices.

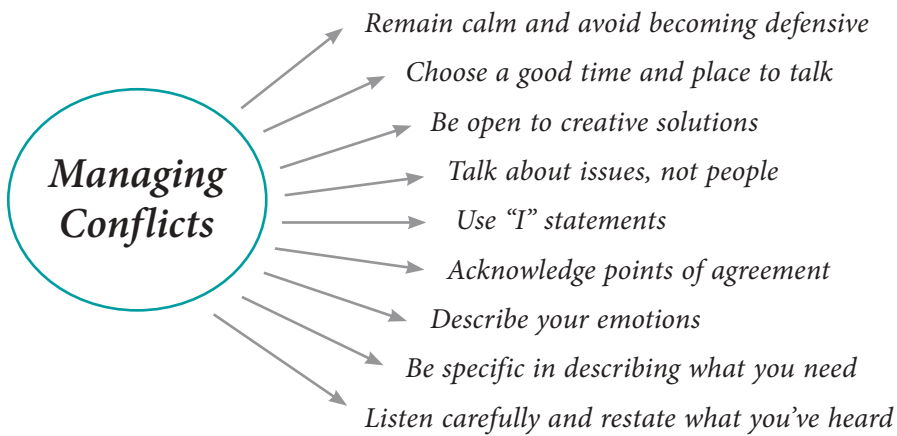
A school community is a group of people actively working to improve the culture of a school, strengthen relationships between teachers and students, and have common interests and goals.

- relationships
- people
- responsibilities
- rights
- emotions
- progress
- goals

3 What are the most common reasons for conflicts? With your partner, discuss the ones given below and complete them with others from your school environment.

- a. different points of view
- c. individual differences
- e. home environment
- b. communication problems
- d. personality differences
- f. lack of empathy

4 In groups, analyse the mind map. Select three tips that you consider the most important. Explain how they might help you in a conflict situation. Use the “Useful Language” box.



USEFUL LANGUAGE

- ✓ I'd like to point out that ...
- ✓ From my perspective ...
- ✓ Personally, I think ...
- ✓ It would be especially useful in situations of ... to ...
- ✓ The only way to ...
- ✓ Without ... you wouldn't be able to cope in a situation where ...

WRITING

1 Read the following text. State if the writer has followed the “Conflict Cycle” components.

I have recently become friends with our new classmate, Jane, who came to our school at the beginning of this year.

One day she sent me a friend request on Facebook. I really liked Jane in person, she was a nice classmate, very friendly and helpful, but online she was a bit irritating. She commented on almost everything I posted, and some of her comments were inappropriate.

When I met her at school, I asked her to stop doing that, because I was worried about the reaction of my parents and friends towards such comments on my profile. She got angry at me, deleted me from her list of friends and wrote a hurtful post on her Facebook page about me.

The next day, I tried to talk to her, explaining that her behavior was incorrect and I wanted to make her understand my feelings, but all in vain.

Since that day we have been trying to stay away from each other and forget that incident.

Event

Emotion

Reaction

Solution

Outcome

2 Write a 100-word paragraph to describe a conflict situation you have recently experienced using the “Conflict Cycle” graph.



LESSON 2

Learners Today, Leaders Tomorrow!

LEAD - IN

- 1 Look at the pictures. What do they have in common?
- 2 In pairs, brainstorm a list of learning environments. How does learning happen there?
- 3 Which place shown in the pictures do you find more appropriate for learning? Why?



LISTENING

- 1 Listen to a teacher speak about how learning environments help people grow as individuals. In groups, discuss the most important aspects you have heard in the recording. Which of the following do you agree with? Why?
 - a. movement increases intellectual growth;
 - b. experiential learning stimulates curiosity and discovery;
 - c. rest is a good way to develop students' autonomy and creativity.

- 2 In pairs, fill in the table. What do you think you can learn in each learning environment?

In the classroom	Outside of school	In a community	Virtual learning	In nature	At home

- 3 Essi, a kindergarten teacher from Finland said: *"Learning not only happens in the classroom. It's also in eating, going outside and putting your clothes on. Everything is a learning opportunity"*. To what extent do you agree or disagree with her? Explain. Bring examples from your personal experience.

1 Read the text below and choose the best title. How do you relate it to the text?

- Rethinking Learning
- The Future of Learning
- Creating a 21st Century Classroom
- Thoughtful Learning

The accelerating pace of change in our world and designing classroom instruction with a 20th century mindset no longer prepare students for future success.

Sitting in rows and listening to content delivered through a lecture is slowly being replaced with active learning environments where students are prompted to ask questions, seek out relevant information, and apply information, not just remember it.

Today's greatest concern in education is to help students learn better and learn more. It is important to ensure that what students learn in the classroom and how they learn develop the skills they need to succeed in life. Research tells us that building students' capacity to think about their thinking and become "self-aware learners" creates the conditions for sustained improvement in their educational achievement at school, prepares them better for social integration, and enables them to acquire new knowledge and skills throughout their lives.

In a world of constant change, students have to learn to cope well with uncertainty and adapt themselves through further learning to new situations. Young people need to feel confident about themselves and the contribution they can make to their communities. Being encouraged to play an active part in the classroom and take responsibility for their own learning, help them improve their own abilities



and strengths. A well-designed curriculum provides an opportunity for students to develop higher order skills such as critical and creative thinking, problem solving and decision making.

Schools should both educate children in their own culture, and also help them turn into "global citizens". Our future depends more than ever on collaboration and communication across borders in the face of shared challenges. Being able to effectively communicate both orally and in writing is essential to success.

Once students leave school, they have to manage most of their own learning. To do this, they need to be able to establish goals, to persevere, to monitor their learning process, to adjust their learning strategies and to overcome difficulties in learning. Students who leave school with the autonomy to set their own learning goals are better equipped to become successful lifelong learners.

2 Read the text and answer the questions below. 3 In the text, find words matching with the definitions below.

- Why are active learning environments more efficient?
- Why are classroom activities important?
- How could students adapt themselves to new situations?
- Why do students need communication and collaboration skills?
- What students are more likely to become successful lifelong learners?

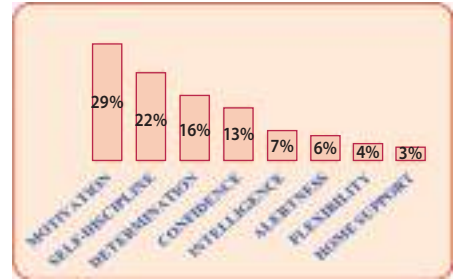
- ... having conscious knowledge of one's own character and feelings;
- ... a person's way of thinking and their opinions;
- ... deal effectively with a difficult task or situation;
- ... continuing for an extended period or without interruption;
- ... change something slightly, to make it more correct, effective, or suitable.

4 Use the words in Ex.3 to complete the sentences below.

- Our school started a new period of ... growth.
- To succeed, you must be creative, open-minded and ready to change
- How did you ... to your new student life?
- Today's teens have the mental ability to be sufficiently ... to understand the cause of their failures.
- Happiness is not the absence of conflict, but the ability to ... with it.

SPEAKING

- The graph shows the results of a survey on the most important factors influencing success at school. What are the most and least important factors according to the survey? Do you agree with the findings? Why?
- How would you rank these factors? In groups, discuss and choose three most important factors which could influence your own school success. Explain your choice and share your ideas with the class.
- Look at these pictures showing various skills and abilities. In pairs, talk about the situations where they might be necessary. Decide which two skills or abilities are the most important and should be emphasized in educational systems. Why? In what ways?



Critical thinking



Leadership



Team spirit



Creativity



Problem solving

GRAMMAR

- Read the statements below. Identify the plural nouns. Match them with their singular forms.
 - Education has always been a top priority for people in the United States.
 - 90% of American children attend public schools.
 - Children in art classes experience drawing using their feet, which helps them develop compassion and creativity.
 - In the United States, about 76% of public school teachers are women and 24% are men.
 - Playing dice games in the classroom fosters collaboration and motivation and develops students' problem solving skills.
 - Successful students know how to balance time between friends, extracurricular activities, family, and learning.

teacher, class, skill, friend, man, person, game, student, school, woman, activity, child, die.

LANGUAGE TIP

IRREGULAR PLURALS

Most nouns are easily made plural with a few simple changes, such as adding an "s" or "es" to the end of the word. One group of nouns doesn't follow these rules. They are called **irregular nouns**.

An irregular noun is a noun that becomes plural by changing its spelling. This change can happen in a variety of ways.

child – **children**
 ox – **oxen**
 foot – **feet**
 goose – **geese**

tooth – **teeth**
 man – **men**
 woman – **women**
 mouse – **mice**

louse – **lice**
 die – **dice**
 penny – **pence** (Br.E.)

person – 1. persons (a very formal word, used more in legalistic contexts)
 2. **people** (to refer to groups of human beings in general)
 brother – 1. brothers (people having the same parents)
 2. **brethren** (used as a form of address to members of a community)

2 Complete the following text using the irregular plurals of the nouns in grammar box on page 12.

Learning with Nature

Since experiencing is a healthy part of ...’s development, our teacher once decided to take us outdoors and use elements of nature for teaching.

We need an education that includes learning and understanding how the world is. For many ... this is an essential part of life.

Walking with your ... directly touching the soil decreases your feelings of anxiety and stress. Moreover, playing “Scavenger Hunt” outdoors is real fun. We were supposed to seek different things we had on our lists.

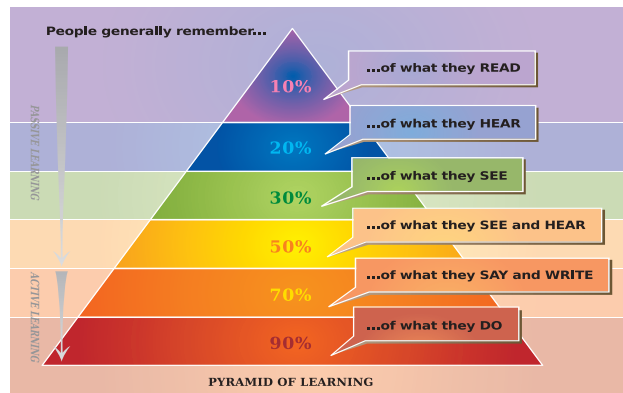
The task was quite easy since we were on a farm. First we rolled the ... to make the teams and then the fun began. I have never thought that you can learn

so many things by playing some educational games outside. We were searching for the things on our lists and we finally found some ... and took a feather. We had to find a small animal. By chance, we saw some ... there, but for a big animal, we have selected some The most difficult thing for us to search for was something disgusting and just when we were ready to give up, a cat was passing by. We caught her and found some ... in her fur. Even though it was not very pleasant, we had the chance to win the game, and as a reward, the teacher gave us some In the end we learned a lot of new things about farming from local We made a great team, becoming real

WRITING

1 School success depends on developing efficient learning strategies. The pyramid of learning is based on William Glasser’s opinion about the way people learn and remember information.

- A. Analyse and interpret the graph. How much does it apply to you?
- B. Make a list of strategies and other insights about how you learn. How do they help you perform better? How do you combine them?
- C. Make a presentation about the best way for you to learn something.



2 Make a “key to success” list, then write the recipe of a successful student.

3 In about 150 words, write an essay expressing your opinion on the quotation:

“Strategy without tactics is the slowest route to victory.” (Sun Tzu)

While writing the essay, consider the following:

- Write well-developed paragraphs, joining the sentences with appropriate linking words and phrases;
- Start each paragraph with a topic sentence (it summarises what the paragraph is about);
- Do not use informal style (contractions, colloquial language).

Opinion Essay

Introduction

✓ Paragraph 1: state the topic and your opinion clearly

Main Body

✓ Paragraphs 2-4: viewpoint → reason → example

✓ Paragraph 5: opposing viewpoint → reason → example

Conclusion: summarise/ restate your opinion using different words.

Useful Expressions for Giving Opinions

- ✓ To my mind/ To my way of thinking, ...
- ✓ It is my (firm) belief/ opinion/ view/ conviction (that) ...
- ✓ In my opinion/ view ...
- ✓ I (firmly) believe ...
- ✓ I am (not) convinced that ...
- ✓ I (do not) agree that/ with ...
- ✓ It strikes me that ...
- ✓ My opinion is that ...
- ✓ I (definitely) feel/ think that ...
- ✓ I am inclined to believe that ...
- ✓ It seems/ appears to me ...
- ✓ As far as I am concerned, ...

LESSON 3

Student Council – A Voice for Students

LEAD - IN

- 1 Analyse the title of the lesson and the picture on the right. Is there any relationship? Comment on it.
- 2 Look at the picture. What would be the five things you would write on the bubbles if you were part of your School Student Council? Explain your choices?



READING

- 1 Read the text. What is the main purpose of the Student Council?

The Student Council is an organisation led by students and **supervised** by adults. The function of the Student Council is based on parliamentary procedures. The president of the student body presents, votes on, and approves ideas.

The purpose of the Student Council is to give students the opportunity to develop leadership skills by organising and **carrying out** school activities and service projects. In addition to planning events that contribute to school spirit and community **welfare**, the Student Council is the voice of the student body. The Council does not have the power to change **policies**, only to voice students' opinions. They help share students' ideas, interests, and concerns with the school-wide community.

The Student Council members will demonstrate leadership qualities by serving as good examples of behaviour through their words and actions.

The Student Council members will maintain a high standard of **personal conduct**. The role of the Student Council is:

- to develop positive attitudes and to practice good citizenship;
- to foster harmonious relations throughout the entire school;

- 2 Match the words and word combinations written in bold in the text with the definitions. Then, give a synonym for each of them.

- a. a set of ideas or a plan that has been agreed to officially by a group of people;
- b. a set of percepts (rules) that one individual is trying to observe in daily life;
- c. to watch a person or activity to make certain that everything is done correctly, safely;
- d. an increase in the size or the importance of something;
- e. the general state of health or degree of success of a person, community, country, business;
- f. to perform or complete a job, activity or task.

- to increase respect for the law, order, and general welfare of the school and community;
- to provide a forum for student expression;
- to promote cultural values;
- to initiate and implement projects and activities that will be of help to the school, students, and community;
- to encourage the personal **growth** of leaders through participation

Being part of a Student Council offers the opportunity to improve reading and writing skills, gain experience in public speaking, and learn how to make a positive impact on the school and community environment. In addition, the Student Council serves as a chance to meet new friends and work with a wide variety of people.



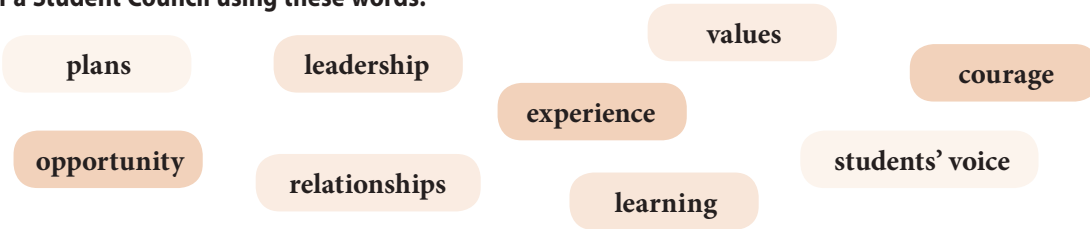
3 With a partner, discuss the questions.

- a. How does the Student Council work?
- b. Why is the Student Council called the voice of the student body?
- c. What skills will students acquire as active members of the Student Council?
- d. Would you enjoy being a member of a Student Council? Why? Why not?

4 What is the main purpose of the text?

- a. to describe a typical Student Council;
- b. to provide some information about students' behaviour in high school;
- c. to inform the reader with what a Student Council is;
- d. to emphasize the role of a Student Council in school life.

5 Read the text again and choose the words that best describe a Student Council. Explain to your partner the role of a Student Council using these words.



LISTENING

1 In pairs, talk about what it means to "take action".

2 Read the statements. With a partner, discuss the ones you agree or disagree with. Justify your opinion.

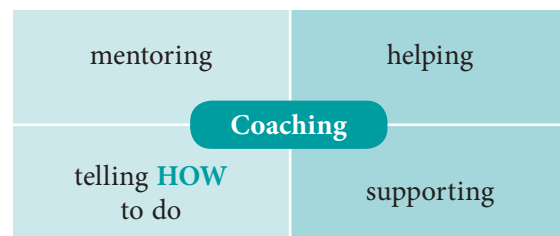
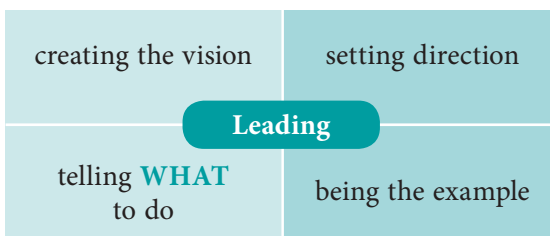
- School projects help students move from asking "what?" to also asking "why?" and "how?"
- Projects can help students make their own choices about what they learn, involving different skills and promoting creativity.
- Projects encourage cooperation and sharing.
- They cater to different learning styles and personalities.

3 Listen to three students discuss their school projects. Complete the table. Which project would you like to get involved in? Why?

Type of project	Aim	Impact

SPEAKING

1 Look at the two graphic organisers. Compare and contrast them. State what skills and abilities you think the roles of being a leader and a coach require. Explain your choices.



2 Which role do you think must be the most rewarding? Explain why.

3 How does the Student Council develop leadership skills? Give examples based on your personal experience.

4 In groups, roleplay two situations, one being a leader and the other being a coach while carrying out different tasks. What was your goal? Which were your actions? How did you manage the team? What was the result?

GRAMMAR

COLLECTIVE NOUNS

A collective noun is a word that refers to a group of people, things or animals as one entity. Some examples are: *audience, class, club, committee, company, council, crew, family, government, public, staff, team, crowd*, etc.

Collective Nouns can take either a singular or a plural verb.

a. We use a **singular verb** when all the members of the collective noun are performing an action as a unit.
e.g. The **cast is** rehearsing for today's show.

b. We use a **plural verb** when the members of the collective noun are performing an action as individuals.
e.g. The **cast are** practicing **their** lines. (the members are acting as individual people doing separate things)

1 Match the collective nouns with their meanings.

- | | |
|--------------|---|
| a. committee | • the group of people who are responsible for controlling and organising a company |
| b. staff | • a group of people who sing together |
| c. board | • a group of students who are taught together at school, college, or university |
| d. team | • a small group of people chosen to represent a larger organisation |
| e. orchestra | • a group of people who work together on a ship, aircraft, etc. |
| f. class | • a large group of people who have come together |
| g. crowd | • a number of people or things that are put together or considered as a unit |
| h. panel | • a large group of musicians who play many different instruments together |
| i. troupe | • a small group of people chosen to give advice, make a decision, or publicly discuss their opinions as entertainment |
| j. choir | • a group of people who work for an organisation |
| k. group | • a number of people or animals who do something together as a group |
| l. crew | • a group of performers such as singers or dancers who work and travel together |

2 Rewrite each sentence replacing the plural noun with a collective noun.

- The **players** celebrate their victory.
- The students and their parents** are excited to see the play.
- While **the musicians** were on break, Eduardo, my classmate, entertained **the people watching the concert** with some Spanish music.
- The students** were surprised by the unexpected topic of their school project.
- Student representatives** are responsible for organising school events and initiating community projects.

3 Write sentences using the words below. Use the correct form of the verb. Add some other words if necessary. More variants are possible.

Example: club, their, photos, display, school – The school club are displaying their best photos at the exhibition.

- a. team, medals, give, all.
- b. council, every Wednesday, meet.
- c. committee, project, supervise.
- d. staff, survey, carry out.
- e. orchestra, instruments, tune.
- f. board of directors, meetings, use.
- g. team, both, winner.
- h. crew, ship, leave, fire.
- i. family, always, argue, Susan.
- j. crowd, cheers, applause, break out.

WRITING

1 Design a poster for a project you would like to start at your school. See the picture of a poster as an example. Write a description of it. The following tips might be helpful:

- What is the issue your project aims to tackle?
- What are the goals of your project?
- What is the target group?
- What strategies do you intend to use?
- What challenges might be encountered?
- What are your expectations, results, and impact?



2 Choose one of the quotations. In about 180-200 words, write an essay expressing your opinion.

“What you are supposed to do when you don’t like a thing is change it. If you can’t change it, change the way you think about it. Do not complain!”

(Maya Angelou)

“Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.”

(Thomas A. Edison)

LESSON 4

Find Yourself and Be That!

LEAD - IN

- 1 Are these statements true or false about teenagers in your country? Decide in pairs.**
- Almost all teenagers belong to sites or apps like Facebook, Instagram, Snapchat, WhatsApp and others.
 - Only a few wear designer clothes.
 - Most of them leave school to work.
 - Most of them change their hairstyle frequently.
 - Most of them are very self-centred.
 - Most of them have serious doubts about the future.



- 2 How are the pictures related? Describe them. Talk about places, people, their activities and feelings. Match the pictures with the social issues today's teenagers struggle with.**



- Stress, depression and anxiety;
- Bullying;
- Social Media and Cyberbullying;
- Academic Success/ Problems;
- Technology Addiction;
- Self-esteem and Body Image.

LISTENING

- 1 What is it like being a teenager today? Listen to the responses of three young people and complete the following statements:**
- Some teenagers are labelled as ...and
 - Teenagers' decisions reflect their ... and
 - The "online generation" uses to spread messages.
 - ... are part of a teenage life.
 - Politics might be the cause of many teenagers'

- 2 Listen again to the three teenagers speaking and fill in the table with adjectives describing their teenage life.**

Dylan	Kate	Rebecca
...
...

3 How would you describe today's teenagers? Write a list of five words. Explain your choices using the USEFUL LANGUAGE box.

USEFUL LANGUAGE

- ✓ I believe that ...
- ✓ It's true/ obvious/ evident that ...
- ✓ However, ...
- ✓ I want to mention that ...
- ✓ In addition to that ...
- ✓ Although/ even though ...



READING

1 Read the text below. How important are teenagers in a community?

Just Do It!

Teenagers are not only an extremely valuable resource of energy, good will, and creativity, but also the key to our future. In a culture that is so wrapped around “wants” and “achievements”, it is easy for teenagers to grow up without a sense of gratitude for what they have and empathy for the needs of the less fortunate around them.

Over the last few years, I have discovered that one of my favourite things to do in my free time is volunteering. I have volunteered for a variety of different organisations and carried out a variety of different roles. These have included simple, everyday activities like taking dogs for walks at an animal rescue centre and running activities for children at an after-school club. But I have also volunteered for some more professional roles, like translating and managing a charity event.

However, no matter what kind of volunteering, I have always loved it, and I would encourage others to give it a go for one simple reason: it offers you the opportunity to really change your community and make a difference. These activities allow you to learn by doing, expanding your knowledge of the community and inspiring self-motivated engagement.

By volunteering, you are carrying out a job, even though you are not being paid, so you can gain valuable experience and learn new skills necessary for the job market, such as leadership, communication

skills, dependability, time management, and decision-making. For example, many volunteer roles will help you gain experience working as a team.

One of the best things about volunteering is meeting other volunteers! They are likely to be very interesting and inspiring people, and they might just turn out to be great friends too.

Many people who do voluntary work say that it has helped them to feel more confident in all sorts of ways. For example, I have always been quite shy, but my volunteering experience has helped me gain confidence in talking to strangers and even in front of a crowd!

Doing an activity that you wouldn't normally do with like-minded people should mean that you have a really fun time. You will also feel good knowing that you are doing something for a good cause.

There are many different things that you can get involved in. Volunteering for community service projects and helping others can be very fulfilling. Teens who volunteer perform better at school and also build a stronger resume for college and scholarship applications.



2 Match the words with the definitions. Write sentences using them.

- | | |
|----------------|--|
| a. rescue | A. the fact of being involved with something; |
| b. engagement | B. the quality of being thankful; |
| c. wrap around | C. sharing the same opinions, ideas, interests or tastes; |
| d. fulfilling | D. to embrace, to surround; |
| e. gratitude | E. the act of helping someone out of a dangerous or unpleasant situation; |
| f. like-minded | F. making someone satisfied or happy through allowing their character or abilities to develop fully. |

3 In the text, find words with similar meanings to the following:

- a. a group of people
- b. to broaden, to develop
- c. accomplishment, performance
- d. to pursue, to undertake
- e. involvement, participation

4 Read the text again and state if the following statements are *true* or *false*. Explain your choice.

- a. When you volunteer, you are also paid for the job you do.
- b. Volunteering can cause school failure.
- c. Teenagers have a less important role in the community.
- d. Volunteering helps you boost your self-confidence.
- e. Volunteering allows you to learn new things interacting with the environment.

5 According to the text, why should teenagers get involved in service learning projects? Draw a list of reasons.

GRAMMAR

PRESENT TENSES

1 Read the sentences below and identify the tenses used.

- a. I usually wake up at 6am.
- b. My friend is reading Shakespeare at the moment.
- c. They have finished their meeting, so now they can go.
- d. Earth is bigger than Mercury.
- e. Alex has been reading this book for a week.
- f. That famous opera singer is performing at City Hall tonight.
- g. Through this project, I have learned how to handle my emotions.
- h. My hands are very dirty as I have been painting the walls.

2 Read the passage and circle the correct form of the verbs.

Global Youth Service Day is a coordinated annual event that *gathers/ is gathering* young volunteers around the world to improve their communities through community service, service learning, and youth voice activities. It is celebrated in more than 100 countries each April.

On GYSD, the young volunteers *address/ are addressing* challenges in health, education, human rights, public safety, etc. Volunteers *help/ are helping* improve conditions in park areas, forests, libraries, and other nonprofit organisations. GYSD *encourages/ is encouraging* teenagers to explore their interests and skills through volunteering.

This day is annually celebrated in Moldova. Students from different regions actively *involve/ are involving* in various projects, and each team *receives/ is receiving* a GYSD diploma.

3 What do you know about Global Youth Service Day (GYSD)? How is it marked in our country?

4 Tick the correct sentences. Explain the wrong ones.

- a. I prefer English to Math.
- b. Are you seeing John tomorrow?
- c. Why does he smell his coffee?
- d. I think being confident is mandatory in your job.
- e. The dinner is tasting wonderful.

LANGUAGE TIP

There are some verbs that we don't usually use with continuous tenses. They are called *Stative Verbs* because they describe states and not actions. The most common are verbs of emotion, senses, states of mind and possession.

5 Read the text about Jane and complete it with the *present perfect simple* or *continuous* form of the verbs in the box.

watch be (2) work witness coach
meet gain teach volunteer

I ... with underprivileged kids to help them learn how to swim since I completed my sophomore year at university, and I ... about 10 boys and girls from ages 4 to 12. When I first saw these children, I understood how lucky I ... throughout my life. I ... so many wonderful people here. One of them is Evelyn. I ... her progress from a timid swimmer to a determined young girl, struggling with developing

her proper stroke techniques.

I ... for the H.E.A.R.T programme for a couple of years and I ... it flourish. This ... a rewarding experience for me because I ... a deeper appreciation for the sport. Teaching swimming ... me that the best way to give back to my community is to share the things I love most.

6 In groups, discuss how volunteering makes a difference at the local level. Bring some specific examples from your community.

7 Explain the statement: "The best way to give back to my community is to share the things I love most." List some situations or bring examples when this statement might be relevant to you.

WRITING

1 Are you ready to serve your community and make a change? Take action! Become part of our team! In groups, conduct a survey on students' opinions about social learning services and their readiness to participate in a social project. Follow the steps:

- determine who will participate in the survey;
- decide upon the type of survey (mail, online, or in-person);
- design the survey questions;
- distribute the survey;
- analyse the responses;
- draw conclusions.

2 In about 180-200 words, write a report and present your findings concerning the students' opinions about social learning services and their readiness to participate in a social project.

Writing a Survey Report

Introduction

- ✓ Paragraph 1: state the purpose and content of your report.

Main Body

- ✓ Paragraphs 2,3,4, etc: summarise each aspect of the survey under separate subheadings

Conclusion

- ✓ Final Paragraph: general conclusion/ recommendation(s)/ suggestions

USEFUL LANGUAGE

To begin:

- ✓ The purpose/ aim/ intention of ... is to examine/ assess/ evaluate the results of a survey in which ... people were asked about/ whether/ what ...
- ✓ This report outlines the results of a survey conducted/ carried out to determine/ discover ...
- ✓ The data included in this report was collected by means of ...
- ✓ The information below summarises statistics compiled by ...

To express facts and proportions:

- ✓ Of the (total number) students questioned ...ten percent were of the opinion that ...

- ✓ The majority/ minority felt/ believed that ...
- ✓ A significant percentage of ... expressed approval of ...

To express generalisations:

- ✓ On the whole/ In general terms ...
- ✓ Most prefer ..., which is shown/ illustrated ...
- ✓ This fact suggests/ implies/ indicates ...

To end reports:

- ✓ To conclude/ To sum up/ In conclusion, the survey clearly shows ...
- ✓ On the basis of these findings, it would seem that ...
- ✓ The results of this survey suggest/ indicate/ demonstrate / reveal that ...

LESSON 5

Job Hunting

LEAD - IN



1 Analyse the photos. Decide what skills, apart from basic math skills, are needed for each job in the photos. Give reasons.

2 Under which category would you classify the following skills?

- | | | |
|----------------------|-----------------------------------|--------------------------------|
| a. positive attitude | e. persuading people to do things | i. solving problems |
| b. self-management | f. being reliable | j. taking responsibility |
| c. multitasking | g. making decisions | k. setting goals |
| d. confidence | h. stress-management | l. perseverance and motivation |

Managing time

Being a good worker

Working with people

Using your intelligence

Being a good employer

3 Look at the photos and answer the questions.

- What are people's jobs in the photos? Would you like to do them? Why? / Why not?
- Where do you see yourself in the future?
- What skills do you need that would help you qualify for your dream job? Give reasons for your choices.



LISTENING

1 Listen to four teenagers talking about their future careers. What are the most important elements in career planning? To what extent do you agree with their opinions? Provide some arguments.



Lauren



Mathew



Jane



Mike

2 What would you value most in the workplace? Rank the following in order of their importance. Explain the top three aspects.

- a. comfortable working environment
- b. financial rewards
- c. flexible working hours
- d. a good salary
- e. opportunity for personal growth
- f. room for creativity

Example: In my opinion, room for creativity is the most important because it generates innovation in the workplace in a multitude of ways, such as finding new approaches to problems, developing new products or services, or improving the existing ones.

USEFUL LANGUAGE

- ✓ In my opinion, ...
- ✓ As for me, ...
- ✓ To me ...
- ✓ From my point of view ...

READING

1 Read the article. Who influenced Khalifa Al-Salahi's decision after graduating from high school?

Follow Your Passion

Choosing to study a major that you are fond of and eager to be specialised in, with passion and confidence, means that you'll definitely be an active and effective member of your society.

I had to go through a long experience in order to realise this. Fortunately, I understood it, being able to switch from my initial course of study of chemical engineering to the field of career counselling, where my real passion and enthusiasm lie, providing guidance to other students.

After I had graduated from high school and based on my academic achievements in the fields of chemistry and mathematics, influenced by my friends' opinions, I majored in chemical engineering. But I had realised that this field did not suit my personality, and I discovered that the reason behind the wrong choices we make as students while choosing majors that do not fit our abilities and skills, is back of appropriate career counselling. This is not just a relationship between the counsellor and the student. It is based on designing counselling programmes and helping individuals optimise their academic and professional future and make appropriate decisions. The sooner students look for career counselling, the better it is for them.

It is necessary to have a clear goal and spend time doing something useful and developing personal skills, which enables students to obtain greater professional opportunities after graduation. When students take a

major that is not suitable for them or is far from their personal interests, their creativity and motivation decrease, and this leads to human resources being wasted. I have realised that there is a large number of students who never proceed to higher education. This is not due to their skills, but because of lack of guidance.

During my college years at the University of Leeds in the UK, I had been trying to change my academic path and move to the College of Education. But since I had a scholarship and had already fulfilled a large part of my studying hours, I decided to continue. Although I scored highly and graduated in the field of engineering, studying engineering had never aligned with my personality and interests, and I had no real passion for this field. I also started focusing more on developing my skills in other aspects and setting up my own journey of self-discovery.

I volunteered in many activities, most of which had to do with career counselling and youth orientation, especially for those who are looking forward to studying abroad. This voluntary work opened the doors for me to develop myself and experience new job opportunities.

After working for four years at the Qatar Foundation, I pursued a Master's degree from Penn State University in the US in career counselling. At that time, I was enjoying each subject and feeling accomplished in them, and that is what made me excel and complete my journey in this field.

(Khalifa Al-Salahi, a certified career counsellor)

2 Read the text again and answer the questions.

- a. What was Khalifa Al-Salahi passionate about?
- b. What did Khalifa Al-Salahi do to develop his skills, apart from engineering?
- c. Why do many people choose the wrong career path?
- d. Why don't a large number of students pursue higher education?
- e. What happens if students do not consider their interests when choosing a profession?

3 Match the words with the definitions.

excel
path
align
enable
major
scholarship

- a. to be the same or similar
- b. to be extremely good at something
- c. the course or direction in which a person is moving
- d. to make someone able to do something to reach a goal
- e. the most important subject that a college or university student is studying
- f. a grant or payment made to support a student's education

4 Complete the following text with the correct words.

interests fail ability excel path align
choice enable major scholarship

My dream to ... as a ... league player was cut short by a leg injury that ended up my ... to run well. So, I decided to get a ... in radiology. My ..., though unexpected, ... perfectly with my ... and needs.

I have realised that sometimes while climbing a mountain, you may fall and This thought made me stronger and ... me to pursue my goal. Maybe there is a different ... that will take me up, a different mountain to climb.



5 What purpose do you think the writer hoped to achieve when writing this article? Has he succeeded? Why do you think so?

6 What steps could you take today to make the right decision in relation to your future job? Arrange the following in a logical order.

- a. explore career options;
- b. receive education;
- c. discover your personality type;
- d. identify your core values;
- e. continue growing and learning;
- f. outline your career goals;
- g. assess your current skill set;
- h. create a career action plan.

7 What challenges might you encounter when choosing a profession? Suggest some ways to overcome them.

GRAMMAR

LANGUAGE TIP

NARRATIVE TENSES

Narrative tenses are verb tenses used to talk about the past. You can often find them in stories, descriptions of past events.

Past Simple	Past Continuous	Past Perfect
<p>✓ It is used for the main events in a story. Example: We <u>wanted</u> to leave early the next morning so we <u>went</u> to bed at 10 p.m.</p>	<p>✓ It is used for background events in a story. Example: She <u>was sitting</u> in the corner of the room.</p> <p>✓ It is used for longer actions interrupted by a shorter event. Example: They <u>were having</u> dinner when the phone rang.</p>	<p>✓ It is used for events that happened before one of the main events or before the time of the story. Example: I <u>had stayed</u> in the same hotel twice before.</p>
<p>I <u>was walking</u> through the park background information</p>	<p>when I <u>heard</u> a noise. main event</p>	

1 Choose the correct options to complete the sentences.

- They *worked/ were working* for the same company when they *met/ were meeting* each other.
- My university friend *was working/ had been working* as a clerk for two years before she got promoted.
- I finally *had succeeded/ succeeded* in getting the job of my dreams. I *worked/ had been working* really hard for months.
- Joe *just finished/ had just finished* her report when the manager asked to see her.
- He *didn't have/ hadn't had* any money because he *lost/ had lost* his job.
- I *was/ had been exhausted* after a long day at work, so I *went/ was going* to bed early.

2 Complete the career path story from Barack Obama with the correct form of the verbs.

As a teenager I, ... (work) behind the counter at Baskin-Robbins, an ice cream store in Honolulu, Hawaii. This ... (be) my first job. That time, I ... (be) less interested in what the job meant for my future and more concerned about what it meant for my jump shot. My first summer job wasn't exactly glamorous, but it .. (teach) me some valuable lessons such as responsibility, hard work, balancing a job with friends, family, and school. Even though I ... (lose) my taste for ice cream after so many free scoops, I will never forget that job and the people who ... (give) me that opportunity and the way they helped me get to where I am today. Since then, I ... (also, work)



as a community organiser, lawyer, lecturer, and senior lecturer of constitutional law at the University of Chicago Law School, and later I ... (try) my skills in writing, publishing my memoir "Dreams from My Father," before I ... (begin) the political career as a member of the Illinois Senate.

WRITING

Article Writing Guidelines

- Career Acrostic.**
For each letter of the word "career", write a word, a phrase, or a sentence to explain and give details related to the topic.

- A local magazine has asked you to write an article giving advice to someone looking for a job. Write the article, talking about the most important things to consider when choosing a job, and recommend some websites that might help the readers.

- 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.

Linkers of purpose

- **To/ in order (not) to/ so as (not) to + infinitive**
e.g. I started the website **in order to** promote the company I work for.
- **So/ so that + clause** (often used with can, can't, could, will, won't, wouldn't)
e.g. He took a notebook **so that** he could write about his job experience.
- **As/ because/ since + clause**
e.g. **As** the flight was cancelled, we stayed an extra night.
- **Because of + noun/ noun phrase**
e.g. He couldn't pursue his passion **because of** the family issues.

LESSON 6

Set Your Goals High



LEAD - IN

1 Read the quotations. Match them with the pictures. Justify your choice.

Shoot for the moon. Even if you miss, you'll land among the stars.
(Les Brown)

A goal without a plan is just a wish.
(A. de Saint-Exupéry)

What is not started today is never finished tomorrow.
(Goethe)

- Work in groups and explain the quotations above. To what extent do you agree or disagree with them?
- Study the pie chart showing the areas of life people usually want to be successful in. What are the most important to you? Why?
- What does success mean to you? Is there any relationship between success and happiness? Explain it.



LISTENING

1 You will listen to a letter written by a girl to her future self. Before you listen, tick (✓) the things you believe she is writing about.

- | | |
|--|--|
| a. <input type="checkbox"/> future job | d. <input type="checkbox"/> problems |
| b. <input type="checkbox"/> family | e. <input type="checkbox"/> school results |
| c. <input type="checkbox"/> money | r. <input type="checkbox"/> favourite activities |



2 Listen to the letter and choose the correct answer.

- | | | |
|--|--|---|
| a. The author of the letter is:
<input type="checkbox"/> 21 years old
<input type="checkbox"/> 16 years old
<input type="checkbox"/> 30 years old | b. The author of the letter wants to live in:
<input type="checkbox"/> Spain
<input type="checkbox"/> Italy
<input type="checkbox"/> UK | c. The girl's passion is:
<input type="checkbox"/> reading
<input type="checkbox"/> ballet
<input type="checkbox"/> swimming |
| d. The girl likes reading:
<input type="checkbox"/> personal development books
<input type="checkbox"/> romance
<input type="checkbox"/> fantasy | e. The purpose of the letter is:
<input type="checkbox"/> to speak about personal achievement
<input type="checkbox"/> to motivate the reader
<input type="checkbox"/> to inform the reader about personal life | |

3 In groups, discuss the answers to the questions below.

- Did the girl achieve her goals?
- How would you feel getting a letter from your younger self?

1 Read the article and say what type of people find success in life.

Setting Goals Sets You Up for Success

"Would you tell me which way I ought to go from here?" said Alice
 "That depends a great deal on where you want to get to," said the Cat.
 "I don't much care where," said Alice.
 "Then it doesn't matter which way you go," said the Cat.
 (Lewis Carroll, "Alice in Wonderland")



Most of us dream about success and also work hard at it, yet we find success too distant. A key reason why we fail to make progress is that we haven't set ourselves formal goals.

When it comes to planning our future, we float around **aimlessly**, without a direction or purpose, because it is well known that people who have goals succeed, and people who succeed have goals. The only thing that separates the highly successful from the rest is their ability to make SMART goals that they can work towards.

High achievers are always goal-oriented; they visualise their goals, determine their responsibilities and take action on a daily basis.

Goal setting is a powerful process for thinking about our ideal future, and for motivating ourselves to turn our vision of this future into reality.

Goals represent our vision of ourselves and our future, the stepping stones to a happier life.

Harvard University conducted a study in which the students were asked if they had set clear, written goals for their future. Interestingly, only 3 percent of the graduates answered that they had written goals; 13 percent had goals, but not in writing; and almost 84 percent had no specific goals at all. Ten years later, those students were interviewed again, and the findings were **startling**. The 13

percent of the students who had goals were earning about twice as much as the 84 percent who had no goals at all. And the most astonishing result of the study was that the 3 percent who had clear, written goals were earning about ten times as much as the other 97 percent put together. This happens because goals give us a sense of direction and purpose in life. The more clearly defined our goal is, the easier it will be to reach it.

Once our goals and timelines are set, it's time to act on them, because aiming is not enough, we must hit. On our journey to success, we will face many obstacles, hardships and **setbacks**, which might be discouraging and demotivating. The biggest challenge is staying focused. We need to avoid the things that not only slow our progress but also keep us from moving forward. They are: unhealthy and unproductive activities, excuses, negative people, lack of self-confidence, **procrastination**, and many others. We shouldn't wait for life to happen, but make it happen the way we want it to. There's no better time than now to get started.

2 Match the words from the text with their definitions.

- ... the action of delaying or postponing something because it is boring or unpleasant
- ... without purpose or direction
- ... something that causes delay or stops progress
- ... forward movement, especially when this is slow or difficult
- ... very surprising, astonishing, or remarkable

3 In the text, find synonyms for the words below. Use them in sentences.

- | | |
|---------------------|------------------|
| a. ... difficulties | c. ... inspiring |
| b. ... high-flyer | d. ... certainty |

4 Read the article and answer the questions below.

- What is the difference between successful people and the rest?
- What steps do high achievers take to reach their goals?
- What did the study conducted by Harvard University reveal?
- What are the things that keep people from reaching their goals? Why?

5 Comment on the dialogue between Alice and the Cat at the beginning of the article. What message does the author convey to the readers? Explain it.

SPEAKING

1 To make your plans work, what do you need to work on most? Choose from the list below.

Explain your choices.

- a. concentration
- b. fear of failure
- c. motivation
- d. lack of priorities
- e. time management
- f. task difficulty

2 In pairs, read the information about John Wooden and answer the questions below the picture.

Legendary basketball Coach John Wooden coached basketball at UCLA from 1948 to 1975 where he won a record 10 NCAA championships (including an unprecedented seven in a row). He believed and taught that the most important responsibility each of us had for ourselves was to do everything we could to achieve our own potential. This was the highest standard of all. Everything else was a by-product of that effort – the grade in the classroom, the score on the court, and the kind of person each of us can become. Based on that, he wrote his definition of success in 1934: “*Success is peace of mind which is a direct result of self-satisfaction in knowing you made the effort to become the best you are capable of becoming.*”

Wooden spent decades identifying the characteristics and traits that help define a successful person and narrowed the list to 25 common behaviors. By 1948, he had created the iconic triangular diagram and named it the “Pyramid of Success.”



- a. What does a “by-product” mean?
- b. What is your favourite block from Wooden’s Pyramid of Success? Explain your choice.
- c. John Wooden chose to make *industriousness* and *enthusiasm* the cornerstones of his pyramid. What would you choose for yours? Why?

3 Search the Internet to find John Wooden’s Pyramid of Success. Analyse it and identify the aspects on which you agree and disagree. Provide arguments for each aspect.

4 In groups, create your own Pyramid of Success. Consider the following:

- Identify a common goal;
- Choose the building blocks that will help you on your journey to success;
- Present your pyramid and explain your choices.

GRAMMAR

FUTURE TENSES

1 Match the sentences with the uses.

- a. Will you help me with my homework?
 - b. John will be flying to Paris at one o’clock.
 - c. I will have a well-paid job in the future.
 - d. By this time tomorrow, Alex will have finished his project.
 - e. By next month, I will have been designing houses for ten years.
- actions in progress at a specific time in the future
 - long actions before a future time
 - requests
 - predictions
 - events that will happen before a specific time in the future

2 Write two sentences about your:

- a. plans for the next year;
- b. future predictions;
- c. ambitions;
- d. hopes/ fears for the future.

3 Sophia is thinking about her future. What does she hope she will have done by the time she is 30?

- a. Write sentences using the clues in the photo.
- b. What do you think you will have done by the time you are 30? Write 5 sentences.



4 Read the sentences and choose the correct variant.

- a. They *will complete/ will have completed* the task by the end of the week.
- b. I *will have written/ will have been writing* the letter by the time you arrive.
- c. Frank *will be studying/ will study* in England this year.
- d. Tim *will have visited/ will visit* his family next month.
- e. On April 15, we *will have been living/ will have lived* in this house for 15 years.
- f. By this time next week, I *will lie/ will be lying* on the beach.
- g. The museum *will be open/ will open* from 9 a.m. to 6 p.m.
- h. By the end of high school, I *will master/ will have mastered* my English.

WRITING

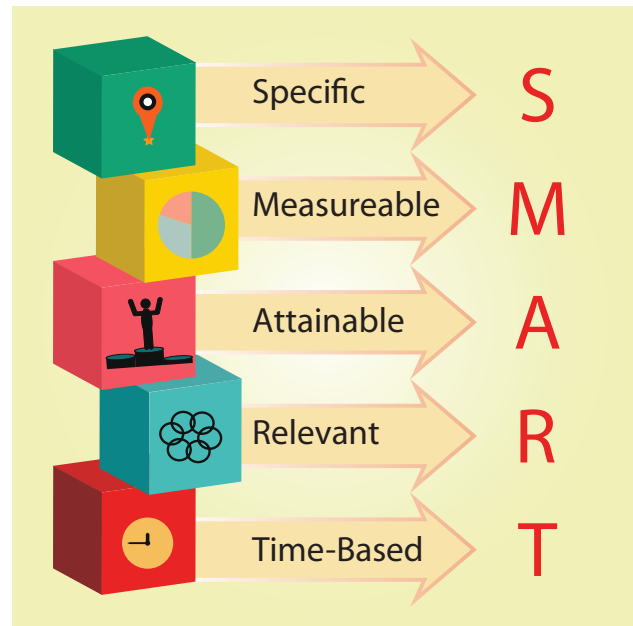
Smart Goals

SMART is an acronym that you can use to guide your goal-setting. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-Based. Each element of the SMART framework works together to create a goal that is carefully planned, clear, and trackable.

Its criteria are commonly attributed to Peter Drucker's concept.

1 Choose an area of your life and write a goal you want to achieve. To make it clearer, use the SMART goals framework. The tips below will help you.

- **SPECIFIC:** (What? Why? Who? Where? Which?)
- **MEASURABLE:** (How much? How many? How will I know when it is accomplished?)
- **ATTAINABLE:** (How can I accomplish this goal? How realistic is the goal, based on other constraints?)
- **RELEVANT:** (It should answer "yes" to these questions: Does this seem worthwhile? Is this the right time? Does this match my other efforts or needs? Am I the right person to reach this goal? Is it appropriate for this environment?)
- **TIME-BASED:** (When? What?)



LESSON 7

Review

VOCABULARY

1 Complete the sentences using the words in the box.

procrastination creativity inquisitive mindset multitasking leadership abilities risk-taker

- Besides ..., analytical skills, and ..., a general manager needs to be able to handle ... well.
- Your psychological ... should reflect your dedication to getting the job done.
- To avoid ..., distribute your tasks throughout the week instead of saving them for the very end.
- A successful ... is a short-term pessimist and a long-term optimist.
- ... people are usually the ones who make the most exciting discoveries.

2 Match the pairs of synonyms.

- | | |
|--------------|---------------|
| a. challenge | • worry |
| b. essential | • basic |
| c. supervise | • provocation |
| d. anxiety | • development |
| e. growth | • control |

3 Match the pairs of antonyms.

- | | |
|---------------|--------------------|
| a. inspiring | • irresponsibility |
| b. excel | • fail |
| c. commitment | • neglect |
| d. aimlessly | • purposely |
| e. fulfill | • boring |

GRAMMAR

1 Complete the sentences with the correct nouns. Make the necessary changes.

ox foot woman die child

- It's your turn! Roll the
- You should always keep your ... warm in the winter.
- The ... are running to the park.
- We saw some ... in the middle of the road.
- How many ... work in the restaurant?

2 Complete the sentences with the correct form of the verbs, using present tenses.

- I ... (think) about taking a gap year before I go to university.
- Modern companies often ... (organise) team-building activities to enable employees to work well together.
- I ... (work) at home for the last five months.
- My experience ... (give) me a real insight into how universities work.
- I ... (see) the manager of the bank tomorrow.

3 Complete the sentences with the correct form of the verbs, using past tenses.

- While he ... (work) as a doctor, Mike ... (learn) about empathy and communication.
- Over the last year, I ... (attend) some workshops on creative writing.
- I ... (write) the exam for over two hours, and I felt exhausted.
- Nobody noticed when I went out of the room. They ... (all, listen) to their colleague's speech.
- By the time I reached home, the guests ... (already, leave).

4 Complete the sentences with the correct form of the verbs, using future tenses.

- By the end of the month, my friend ... (complete) her IT studies.
- ... (you, present) your project next week?
- This time next year, I ... (study) at an American university.
- ... (they, go) to the interview on Monday?
- In July next year, you ... (work) here for three years.

LESSON 8

Check Your Progress

1 Read the text. Complete it with words from the box.

capacity *child-centred* *classroom* *educators* *foster* *graduate* *images*
influence *method* *needs* *potential* *whole*

Maria Montessori was one of the most important early years ... of the 20th century. She was the first woman to ... from the University of Rome medical school and became interested in education through her work as a doctor, treating children with special When she went on to establish schools for the disadvantaged children of working parents in Rome, she approached their education as a scientist. She used the ... as her laboratory for observing children and finding ways to help them achieve their full ...

It soon became apparent that Dr. Montessori had developed a highly effective teaching ... that could be used with great success with each and every child. The Montessori system is based on belief in the creative potential of children, their drive to learn, and the right of each child to be treated as an individual.

She began to travel the world, establishing schools, lecturing about her discoveries, and writing articles right up to her death in 1952. She was a true pioneer of ... education. Her innovative classroom practices and ideas have had a profound ... on the education of young children all over the world.



Montessori saw that children learn best by doing and that happy, self-motivated learners form positive ... of themselves as confident, successful people. She created specially designed resources to ... independence and a love for learning from an early age. The Montessori approach is holistic; that is, it aims to develop the ... child. Fundamental to this approach is the belief that a child's early life, from birth to six years old, is the period when they have the greatest ... to learn.

2 Match the words and phrases with their definitions.

- | | |
|---------------------------|---|
| a. special needs | • person who is the first to develop an idea |
| b. disadvantaged | • able to work at something without encouragement |
| c. achieve your potential | • requirements due to physical or mental problems |
| d. pioneer | • new and original |
| e. child-centred | • succeed to the best of your ability |
| f. innovative | • based on the needs and interests of children |
| g. self-motivated | • without the necessary education, money, etc. to succeed in life |

3 Read the text again and answer the questions.

- What is Maria Montessori famous for?
- What is Maria Montessori's system based on?
- What is the best period for children to learn?
- How does the "learning by doing" method work?



4 Choose the correct form of the verb.

- a. People *is/are* always likely to tell lies to protect themselves.
- b. The council *meet/meets* in the town hall every Monday.
- c. The public *was/were* not satisfied with the measures taken during the crisis.
- d. The team *is/are* leaving for Australia tomorrow.
- e. My family *is/are* going to be there to support her.

5 Answer the questions. Write sentences.

- a. How do you usually spend your winter vacation?
- b. What will you have done by the end of the week?
- c. Have you ever been abroad? Where? When?
- d. What will you be doing this time tomorrow?
- e. What were you doing yesterday at 7 p.m.?

6 Continue the story using Present Simple, Present Continuous, and Future Simple.

Hi! My name is David and I am 16. Like every teen, I enjoy spending time with my friends and on social media. This is why my parents don't think I am ready for adult life. But ...



CAREER RESEARCH PROJECT

Driving Question: How does a career (in the field you have chosen) fit your skills, interests and values?

1. Explore many different careers and professions: in-demand jobs, jobs of the future and obsolete jobs (that have disappeared). Compare and contrast them.



2. Identify a career you would like to pursue. Answer the questions:
 - ✓ What am I good at? → **skills**
 - ✓ What do I enjoy doing? → **interests**
 - ✓ What is important to me in my work life? → **values**
3. Collect information and data (reading various sources, attending career-related events, conducting informal interviews) about:
 - ✓ educational requirements;
 - ✓ salary;
 - ✓ job opportunities;
 - ✓ others.
4. Analyse data to find answers to your research questions.
5. Summarize findings and draw conclusions.
6. Make a presentation (paper-based or using digital tools) and share your findings with your classmates.

CHERISH EVERY MOMENT



"There is no doubt that it is around the family and the home that all the greatest virtues are created, strengthened and maintained."

(Winston Churchill)

LESSON 1

Always There to Always Care

LEAD - IN

1 In pairs, discuss the questions.

- What does “family” mean to you?
- How important is your family to you?
- What is the role of a family in society?

2 Read the statement and explain it.

“The bond that links your true family is not one of blood, but of respect and joy in each other’s life.”

(Richard Bach)



LISTENING

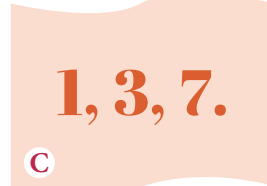
1 Think about the people in your life. Write down the name you associate with each of the pictures. Justify your choice.



A



B



C



D

2 Listen to an expert explaining the meaning of the pictures above. Discuss with your partner whether you agree or disagree with the explanations.

3 Listen again and complete the phrases below.

- someone you get on ... with
- someone you ... each other’s company
- someone you might not have a lot ... common with
- someone who drives you ...
- someone you look ... to
- someone you take ...
- someone you feel really close ... at the moment
- someone you feel comfortable ...

4 Match the phrases in Ex.3 with their meanings.

- like spending time with him/ her
- having a good relationship with someone
- resembling an older member of your family in appearance or character
- being relaxed enough in his/ her company
- making someone very angry, irritated in his/ her company
- having a very close relationship with someone
- having a great deal of respect for someone

5 Choose three expressions and match them with different people in your life. With a partner, describe each person, giving details about him or her.

READING

1 Look at the two pictures. Compare and contrast, identifying the similarities and differences. Do you know how these types of families are called?



A



B

2 Read the text. What types of families does the text reveal?

A family is a married couple with two children or more. Today, only a minority of American families are traditional nuclear two-parent families. Around the world, family structures and family values are largely shaped by the broader community, and even by the state, region, or country in which a family is located.

In 1800, three-quarters of American workers were farmers. They worked in small family businesses, and they needed a lot of **labour** to run these enterprises. It was common for married couples to have seven or eight children. Steven Ruggles, a professor of history and population studies at the University of Minnesota, calls these “corporate families” - social units organised around a family business. Nuclear families existed, but they were surrounded by extended or corporate families.

An extended family is one or more families in a supporting web: parents, children, cousins, and grandparents. Extended families have two great strengths: **resilience** and the socialising force. This type of family functions as a moral unit because the type of family in which a child is raised also shapes his or her values, which in turn influence how that child interacts in society. In extended families, children are taught right from wrong, how to behave towards others, and how to be kind. But while extended families have strengths, they can also be exhausting and **stifling**, allowing little privacy. There’s more stability but less mobility. Family bonds are thicker, but individual choice is diminished.

2 From the list below, choose the most suitable title for the text.

- Togetherness
- Families around the World
- The Changing American Families
- Families in the Past

3 Answer the questions.

- What influences the family structure around the world?
- Why did American people live in extended families?
- What impact did the extended families have on children?
- When and how did nuclear American families start?
- How did family priorities change in a nuclear family?

As factories opened in the big U.S. cities in the late 19th and early 20th centuries, young men and women left their extended families to **chase** the American dream. They started nuclear families. Children were no longer raised to assume economic roles; they were raised so that at adolescence they could fly from the nest, become independent, and seek partners of their own. They were raised for autonomy. By the 1920s, the nuclear family with a male **breadwinner** had replaced the corporate family as the dominant family form. By 1960, 78 percent of children were living with their two parents. They had a cult of “**togetherness.**” But these conditions did not last. Soon, the stable cultish nuclear families will be replaced by distressed families. The nuclear family became more an American ideal than an American reality. Society became more individualistic and more self-oriented. People place greater value on privacy and autonomy. The most recent statistics reveal that only about one-third of all current American families fit the traditional **mould** of two parents and their children, the others consisting of married couples who have no children or who are single and unmarried people who choose to live together; and the rest, about 7 percent, are single parents with at least one child.

Today, many families live far from relatives, and their close friends have become a more important part of family life than ever before. The vast majority of Americans **claim** that they have people in their lives whom they regard as family, although they are not related by blood.

(David Brooks)

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

- making one feel constrained or oppressed
- the feeling of being united with other people in friendship and understanding
- a distinctive and typical style, form, or character
- to try to get something that is difficult to get or achieve
- say that something is true or is a fact, although you cannot prove it
- a person who earns money to support their family
- the ability to recover quickly from difficulties
- workers, especially people who do practical work with their hands

5 Complete the sentences with *nuclear, claim, resilience, breadwinner, togetherness*.

- a. The difficulties our family passed through have created a spirit of
- b. Individual ... family units not only provide a maximum emotional high level, but also facilitate social control.
- c. Men are often expected to be the ... in a family.
- d. My father's greatest strengths are his determination and
- e. Andrew didn't ... to be an expert in family relationships.

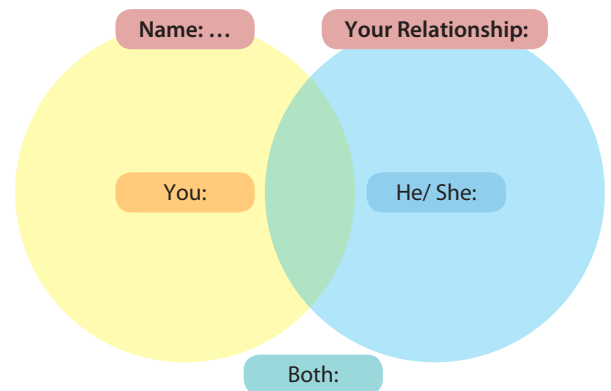
SPEAKING

1 Some people think it is better to live in a nuclear family. Other people think that living in extended families is more advantageous. What is your opinion? In groups, discuss both sides, then present your points of view to the class.

2 Choose someone in your extended family. Compare yourself to him or her. Complete the Venn diagram. Consider the following:

- age;
- appearance;
- abilities;
- occupation;
- preferences;
- others.

Example: My cousin and I are both high school students.
He or She likes rock music, but I like ...



3 Can you guess what each of the icons represents? Label the following in the infographic. Give examples of activities that address these sustainable development goals.

Example: installing solar panels (Goal 11)

- a. Climate action
- b. Quality education
- c. Affordable and clean energy
- d. Sustainable cities and communities
- e. Life on land
- f. Decent work and economic growth
- g. No poverty
- h. Gender equality
- i. Peace and strong social institutions
- j. Reduced inequalities
- k. Industry, innovation and infrastructure
- l. Responsible consumption and production
- m. Good health and well being
- n. Partnerships for the goals
- o. Life below water
- p. Zero hunger
- q. Clean water and sanitation

The SDGs (Sustainable Development Goals) are a suite of globally defined social progress indicators. The aim of the SDGs is to set global ambitions for sustainable social progress to be achieved across 17 dimensions and 169 targets by 2030.



4 Work in small groups. Discuss which of the goals might impact the future of families around the world. Explain your point of view.

5 One of the Global Goals for Sustainable Development in the infographic is "No Poverty". Poverty is a key stressor. Family poverty can influence family functioning and stability, which can contribute to poorer mental health, well-being, and interpersonal violence. What action steps would you take to meet this goal? Share your ideas with your classmates.

POSSESSIVE CASE OF NOUNS

We use the possessive to show that something belongs to a person, a place or a thing. The possessive always comes after a noun.

- We use the apostrophe s ('s) with a singular noun.
e.g. My **father's book** is a best seller.
- We use the apostrophe s ('s) with irregular plural nouns (e.g. children, men, people, women).
e.g. The **children's parents** decided which university they would go to.
- When a first or second name ends in -s, we can either add the apostrophe (') or apostrophe s ('s). It is more common to use the apostrophe (').
e.g. They had a really good time at **James's wedding party**.
- We use the apostrophe (') with regular plural nouns ending in "-s".
e.g. They are my **parents' friends**.
- We can also use the apostrophe s ('s) in complex noun phrases
e.g. Greg is **her youngest daughter's husband**.
- We normally use the *of construction* for things.
e.g. **The end of the year** was a success.

1 Rewrite the sentences, using the Possessive Case of Nouns.

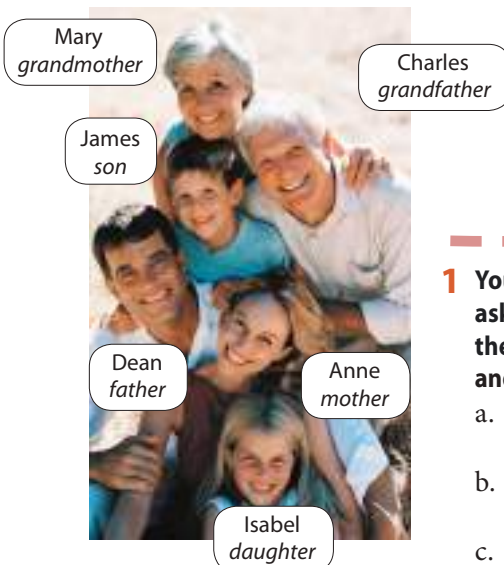
- Mike and Mary are brothers and sisters. Mike is
- This car belongs to my father. This is
- The King of England lives in a very beautiful palace. The King
- My friend Jane invited me to her house last weekend. I was at
- My mother was born on the 25th of June. The 25th of June is
- Mrs. Brown makes delicious cakes. Mrs. Brown ... are
- My younger brother has a house in the mountains. My

2 Choose the correct alternative.

- Have you met ...
A. Sam's new teacher? B. the new teacher of Sam?
- ... is a constant source of inspiration.
A. Italy's architecture B. the architecture of Italy
- Our organisation strives towards ...
A. poverty's elimination B. the elimination of poverty
- We are going to hold the party at ...
A. Michael's place. B. the place of Michael.
- Stephanie loved ...
A. her beautiful daughter's sports car.
B. her daughter's beautiful sports car.

3 Look at the photo and complete the sentences about Dean and his family. Explain the use of possessives in the sentences below.

- Charles and Mary are ... parents.
- Anne is Charles and ... daughter-in-law.
- James is ... brother.
- Mary's ... name is Dean.
- Isabel and James's ... name is Charles.
- James's ... name is Anne.
- Isabel and James are Anne and ... children.



WRITING

1 Your friends from the USA are planning a visit to your country. They have asked you to tell them something about your family to get familiar with them before their visit. In about 120 words, write a letter to your friends and describe your family. You should consider the following:

- Write a few details about the members of your family (their hobbies, interests, and activities);
- Identify some features that make your family unique and different from others;
- Describe your family traditions and values. What do you most love about them, and what frustrates you the most? Give some examples.
- Explain and justify why you admire your family so much.

LESSON 2

Behind the Scenes

LEAD - IN

- 1 With a partner, discuss photos A-C. What relationships are shown in each photo? How important are they for a person's development? Why might these people keep the photos? Use the expressions in the box to answer the questions.



USEFUL LANGUAGE

- ✓ As far as I can tell, the photo shows...
- ✓ One possibility is that...
- ✓ It looks as if / though they are...
- ✓ People may / might / could / would keep these photos because...

- 2 Read the idioms below that describe family relationships. Classify them into two categories: ones showing similarities and others showing differences between people.

- a. we are as chalk and cheese d. she is the spitting image of her mother
 b. we are like two peas in a pod e. I have little to do with her
 c. we get on like a house on fire f. you just can't tell them apart

- 3 Use the idioms in Ex.2 to speak about the members of your family, emphasising the similarities and differences between them.

LISTENING

- 1 Listen to three people talking about the family members who influenced them. Complete the table below.

	Family member	Lessons learned
Susan		
David		
Austin		

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

- a. What did Susan's mother always use to say?
 b. Where did Susan travel to when she was young?
 c. How long did David live with his grandparents?
 d. Why was Jane's grandfather strict with other people?
 e. What story did Austin's uncle tell?
 f. What did Austin discover about Uncle Charlie's story?

- 3 Read the extracts from the recording. Match the words and phrases in bold type with their meanings.

- a. So, **in that respect** I think my mother really influenced me. strong and determined
 b. He was very **tough**. extremely big
 c. He could be very **gentle**. without using a weapon or tool
 d. He always **saw the bright side of life**. on that point
 e. He was built like a tank. I mean **massive**. optimistic
 f. He fought a crocodile **with his bare hands**. kind and careful not to hurt anyone

1 Read the article. Why do conflicts appear between parents and children?

The clothes you wear, the food you eat, the colour of your bedroom walls, where you go and how you get there, the people you hang with, what time you go to bed, all these are just a few examples of the many hundreds of things that your parents controlled for you when you were a child. As a child, you didn't have a say in very much that went on. Your parents made decisions about everything, from the cereal you ate in the morning to the pyjamas you wore at night. And it's a good thing, because children need this kind of protection and assistance. They are not mature enough to take care of themselves and make careful decisions on their own.

But when you grow up, you start developing your own identity, one that is separate from your parents'. It's totally normal for teens to form their own opinions, thoughts, and values about life. This is what prepares them for adulthood.

But as you change and grow into this new person who makes his or her own decisions, your parents may have a difficult time adjusting. They are not used to your new personality. This adjustment might cause a lot of fighting between teens and parents. You argue over various things: posters on your walls, your clothes, the time spent on social media and many others.

Conflicts like these are very common between teens and parents. Teens get angry because they feel parents don't respect them and don't give them space to do what they like, and parents get angry because they are used to being in control of the teens' decisions. Sometimes it can



feel like getting along with your parents is impossible. However, they are your best teachers and will likely influence many of the decisions you make.

The good news about fighting with your parents is that in many families, the arguing will lessen as parents get more comfortable with the idea that their teen has a right to certain opinions and an identity that may be different from theirs.

It can take several years for parents and teens to adjust to their new roles, though. In the meantime, the best you can do is concentrate on efficient communication with your parents. Talking and expressing your opinions can help you gain more respect from your parents, and you may be able to reach compromises that make everyone happy.

(Adapted from teenshealth.org)

2 Match the words with their definitions.

- | | |
|---------------|--|
| a. identity | A. typical, the same in a lot of places or for a lot of people |
| b. adulthood | B. to become or make something smaller in amount or degree |
| c. adjustment | C. the period in the human lifespan in which full physical and intellectual maturity has been attained |
| d. common | |
| e. to argue | D. to speak angrily to someone, giving reasons for your opinion, idea, or belief |
| f. to lessen | E. the process of adapting to or becoming used to a new situation |
| | F. the qualities of a person or group that make them different from others |

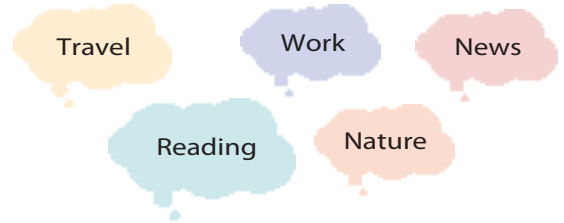
3 Arrange the most important ideas in the order they appear in the text.

- To become capable adults, teenagers need to learn to make good decisions on their own.
- Regular communication with parents creates a safe and more confident environment for teens development.
- The root of any conflict is adapting to the challenges of adolescence.
- In childhood, parents make decisions for their children in order to offer them protection.

1	2	3	4

SPEAKING

- 1 Why do you think some relationships are easy and others take more work? Tell us about a time when you had to make a great effort to get along with a member of your family. Was it worth it?
- 2 When you are having a conflict with someone, certain words can act as bridges, while others can act as wrecking balls. Explain this and give some examples. How does your tone affect the way your message is received?
- 3 Discuss in groups and state how the following factors influence family relationships:



My parents are always moaning about my appearance. It's the haircut, my clothes, my earrings, everything.

I have a younger sister, but my parents never blame her for anything. I'm to blame if something goes wrong. They always favour her. I feel they don't love me enough.

- 4 The extracts below are from letters written by teenagers complaining about their relationships with their parents. Work in pairs and think of the situation that might have led to these complaints.

We don't talk too much. When I want to talk, they are too busy to listen to me, and when they decide to talk to me, it's to criticise everything I do.

My friends and I usually go out in the evening. When I come home late, my parents shout at me and want to stop me from seeing my friends. They say they are bad company.

- 5 Recommend some solutions to help these teenagers solve their communication problems.
- 6 People who are able to consider other people's points of view, even if they don't necessarily agree to them, are usually able to resolve conflicts better than those who can't. Why is it helpful to be able to shift perspectives?
- 7 Have you ever heard the expression "There are three sides to every story: yours, mine, and the truth"? What does that tell you about perspective?
- 8 Which picture best represents how you see the role of your parents? Justify your answers. Give examples. How has the role of elderly people in the family changed in recent years?



- 9 Rules, rewards, and responsibilities help create order and train children to become responsible, thoughtful adults. Look at the "5 Rs" for a happy home.

A. In groups, discuss the following:

- a. Decide and write down a list with your family **rules**.
- b. Determine **rewards** for obeying the family rules (social rewards, privileges, and material rewards).
- c. Make a family chore chart, dividing family **responsibilities**.
- d. Make a list of family **routines** such as bedtime, getting up, etc.
- e. Set up happy family **rituals** to build loving family relationships.

B. Present your ideas to your classmates. How do they influence the atmosphere in the family? Give examples.

USEFUL LANGUAGE

- ✓ If I were you ...
- ✓ If I were in your shoes, I would ...
- ✓ It is a good idea to ...
- ✓ I think you ought to ...
- ✓ It might be an idea to ...
- ✓ Have you thought about ...

1 Complete the sentences with the article *the* where it is necessary.

- ... elephant is still hunted for its tusks.
- ... snowdrop is the first flower to arrive in the new year.
- ... humankind is responsible for the destruction or protection of the environment.
- ... computers help us keep in touch with our parents when we are away.
- ... family always comes before ... friends.
- ... dog makes the best pet.

THE DEFINITE ARTICLE WITH A WHOLE CLASS

- The definite article is used before a noun when it represents a class of objects:
e.g. **The washing machine** has made cleaning easier.
The telephone was invented in the 19th century.
- Man* or *mankind* can be used to represent the human race and has no article:
e.g. **Man** will eventually destroy himself.
However, the more gender-neutral term humankind is preferable to man or mankind:
e.g. **Humankind** will eventually destroy itself.

2 Fill in the blanks with *a/an, the, or no article*. Choose a quotation and explain it.

- It is only ... shallow people who do not judge by ... appearances.
- Regardless of how you feel inside, always try to look like ... winner.
- I never saw ... ugly thing in my life.
- She got her looks from her father. He's ... plastic surgeon.
- ... world is governed more by ... appearances than ... realities.

WRITING

1 What does decision-making look like in modern families? In about 100-120 words, describe the pie chart.

Introduction - Paragraph 1

Write one sentence explaining what the graph shows. You can paraphrase the title.

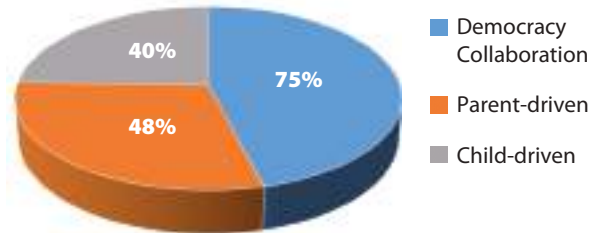
Body - Paragraph 2

Write about the information referring to key features giving more details.

Conclusion - Paragraph 3

Two sentences summarising your description. (What are the major overall trends, changes, etc.)

Modern Decision-making



USEFUL LANGUAGE

- ✓ This pie chart shows/ is about ...
- ✓ From the pie chart it is clear that...
- ✓ The pie chart highlights ...
- ✓ The slices of the pie chart show/ compare ...
- ✓ The majority of ...
- ✓ I was really surprised by ...
- ✓ So, we can say ...

2 Read the tips on how to build healthy family relationships. Consider whether they might be helpful to teenagers like you. Write a paragraph in which you will agree or disagree with some of them. Justify your choice.

Building Healthy Family Relationships

- Improve how you behave toward your parents by being mature.
- Show your family love, compassion, and respect.
- Being considerate of others.
- Listen to what parents ask to be done.
- Helping others with chores or projects.

LESSON 3

Family - Friendly Homes

LEAD - IN

1 Look at the photos. What living arrangements are shown in the photos? Choose from the list below.

- a. living with the extended family; c. living with your family;
b. living alone; d. living with friends.

2 What are the advantages and disadvantages of the living arrangements in the photos? Who do you live with?



LISTENING

1 Listen to three people talking about their living situation. Where do they live? What do they do?

2 Listen again. Answer the questions.

- a. Who helped Susan find accommodation?
b. Why is the rented flat so great?
c. Why is it good to live alone?
d. Why does Charles live with his parents?
e. Why did Grace decide not to go to university or college after graduation?
f. Why does Grace like to live alone?



3 Listen to the three young people speaking. Complete the table below following the pattern.



	I like to live... because...
Susan	
Charles	
Grace	

READING

1 Read the text. Why do people choose smart home technologies?

Home is a special place, a place of rest and belonging. It's where one can be comfortable and where families can unite.

Have you ever had to start from home and think about whether or not you turned off the stove, the light in the room, or even if you locked the front door? This fear accompanied us throughout the day until we got home. Things have changed since humankind became familiar with the term smart home. But what is the Smart House System? Is it a necessity or a fad?

A smart home doesn't change the nature of what a home is. An intelligent home serves to enhance the home and make life easier for people. In a smart home, electronics and appliances can be controlled centrally, remotely, and they can even communicate with each other.



A. _____

Leroy, Kansas City

We have been living in this house for 11 years. I decided to install the technology of a smart house to keep everything under control. I know exactly where the light is switched on, and I have the possibility to turn it off by just touching the screen of my smartphone. When my kids come home from school and need to have lunch or dinner, I can turn on the oven and watch them eat healthy, home-made food.

We save a lot of money because we do not need a babysitter. When they stay home alone, I'm calm because I can see them thanks to the video surveillance system. I can also control the thermostat to save money. We realised how safe our house was when one day I received a phone call that announced that our house had been broken into. Luckily, nothing was taken because of the security system that set the alarm, and the police came on time.

C. _____

Tereka, San Francisco

Years ago, my husband and I adopted a boy of about two months. Amari was diagnosed with autism at the age of three. Today, he is an active, high-functioning child living in San Francisco, but we had to work a lot with him. Amari is sleeping in the same room with me as he comes and goes freely, which is great for him, but causes concern for me. Sometimes he was getting out of bed, going somewhere or doing something, and I did not know where he was. Then we decided to get the sensors, detectors, and cameras that are part of our house now. The Smart House system has brought a sense of security and freedom into my life. The system notifies me where my son is and allows me to see him.

Much is already known about the benefits of the "Smart Home", but most people probably do not realise that the intelligent automation system has the ability to help take care of loved ones, ensuring their comfort and safety, while freeing the elders from trouble and worry. Some smart technologies for your home are more focused on security - a system that helps you keep track

B. _____

Ferrell, Texas

As I am working as a firefighter in Texas, I chose a smart home system to add an extra level of protection to our home. It was a good thing, because just a few months after we started the service, the system detected a fire while my family was out of the house. My wife, before leaving home, felt a strange smell of melting plastic. She thought it was coming from our old computer and plugged it up. On the way to my parents, I was called because the smoke alarm went off. The system notified the local fire department about the smoke in our house. They were there quickly and put out the fire. It all happened while the neighbours' kids playing in the backyard noticed smoke coming out of our bedroom window. By the time they ran into the house to call their parents, the fire department was already on the place putting out the fire. If the fire had not been extinguished, our house would have been gone.

D. _____

Brittney, Alabama

As parents and grandparents age, there comes a point where personal safety becomes a concern. Independent seniors want to maintain their lifestyle, but accidents can happen at any time.

As a family, we have discussed and decided that it would be a great idea to have a kind of monitoring system that allows family members to keep an eye on elderly family members while still allowing independence. Staying home, they can order things online without going too far. My mother can prepare the products suggested by the smart fridge depending on their shelf life or even help them make a shopping list to supplement its contents.

This helps seniors stay at home and live the life they want, while also providing assurance to family members that if something happens, help is on its way.

of everything, no matter where you are. This way, you can keep your home safe from fires and flood risks. When it comes to comfort, a smart home provides you with an ideal atmosphere and total relaxation because you can set and remotely control everything you want, from the outside light to the coffee machine. A happy family is one that is known to be safe at home!

- 2 Match the titles with the stories A-D.**
- a. Protection from Fire and Loss
 - b. Providing Better Senior Care
 - c. Better Control and Security Keeps Family Safe
 - d. A Great Help for Kids with Special Needs

- 3 Match the words to make collocations. Write sentences using them.**

- | | |
|----------------|-------------|
| a. make life | A. online |
| b. intelligent | B. the fire |
| c. save | C. fridge |
| d. smart | D. home |
| e. order | E. money |
| f. put out | F. easier |

- 4 Read the statements. Decide if they are true or false.**

- a. Smart technologies replace the babysitter in the house.
- b. The smart system could not detect a fire in the house.
- c. We are using the smart house system to control my boy, who is sleeping in another room.
- d. The Smart House system makes me feel safe and free.
- e. The smart fridge can easily suggest the contents of a shopping list.

- 5 Read the text again. With a partner, discuss the positive impact of the smart home on family life. For each situation, identify the negative aspects. Share your findings with the class and discuss them.**

- 6 How has modern technology improved our lifestyle? Design a new, useful smart device to facilitate household activities. Explain its necessity.**

- 7 It is known that 51% of mature homeowners have smart home technology or are interested in getting it. Analyse the numbers and explain them. What about the other 49%? What category of people do you belong to? Explain your choice.**

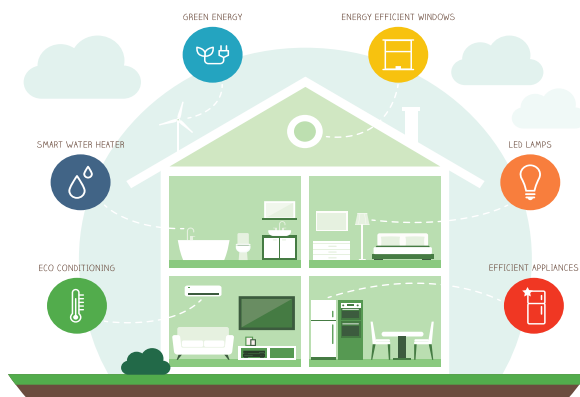


6%
No, but I am planning on it.

11%
Yes, I do.

34%
No, I would like to get it but have no plans to do it.

- 8 Study the infographic. In groups, think of how we can make our home not only cosy but also eco-friendly. Make a plan of action without spending too much money.**



- 9 If you could change three things about your home, what would they be? Give reasons.**

GRAMMAR

SEQUENCE OF TENSES

Main Clause	Subordinate Clause	Example
Present Simple	Present Simple (same-time action)	I <i>am</i> eager to go to the concert because I <i>love</i> the atmosphere.
	Past Simple (earlier action)	I <i>know</i> that I <i>made</i> the right choice.
	Present Perfect (a period of time extending from some point in the past to the present)	They <i>believe</i> that they <i>have chosen</i> the right place to live in.
	Future Simple (action to come)	He <i>says</i> he <i>will look</i> for a new job next week.
Past Simple	Past Simple (another complete past action)	I <i>wanted</i> to go home because I <i>missed</i> my parents.
	Past Perfect (an earlier action)	She <i>knew</i> she <i>had made</i> the right choice.
	Present Simple (to state a general truth)	They <i>believed</i> that the universe <i>is</i> like a giant clock.

Present Perfect or Past Perfect	Past Simple (for any purpose)	She <i>has grown</i> a foot since she <i>turned</i> nine. The crowd <i>had turned</i> nasty before the sheriff <i>returned</i> .
	Present Simple (same-time action)	I <i>will be</i> so happy if they <i>fix</i> my car today.
Future	Past Simple (earlier action)	You <i>will</i> surely <i>pass</i> the exam if you <i>studied</i> hard.
	Present Perfect (future action earlier than the action of the main clause)	The college <i>will</i> probably <i>close</i> its doors next summer if enrollments <i>have not increased</i> .

1 Read the sentences below. State the action they show.

- She knows very well that her friend will not accept her proposal.
- She said she had already booked the tickets.
- Your sister accuses me that I broke your vase.
- The teacher told us that he was trying hard to understand all of us.
- Grandfather always tells us that today children spend less time outside and that he used to play more as a child.
- Did you know where they were going and what they had done the previous night?

2 Choose the correct tense.

- The president claims that the parties ... to an agreement a week ago.
A. came B. had come C. come
- Who told you that we ... for London?
A. will leave B. were leaving C. left
- The old lady wanted to know exactly who ... into her flat while she was away.
A. breaks B. would break C. had broken
- They never said they ... to give us a hand, did they?
A. would like B. liked C. had liked
- Samuel insisted that he ... the money he deserved.
A. would be given B. gave C. are giving
- Look at the clouds, do you think it ...?
A. will rain B. is going to rain C. is raining

3 Put the verb of the main sentence in the past and make all the necessary changes.

- Sandra admits that she stole that money, but she says she needs it for a new book at school.
- They say it will rain, but there are no clouds in the sky and the weather is fine.
- Mother wants to know where we are going and when we are back home, because our uncle is visiting us and we must be there when he comes.

4 Use the correct tense of the verbs in brackets.

- She ... (see) the dentist at the moment as she ... (wait) for him for half an hour.
- Adrian ... (have) excellent ideas as he ... (work) as an engineer for 5 years.
- I ... (think) that somebody ... (just, break) the door of my house.
- The director ... (know) what his employees ... (do) yesterday at 5.
- We ... (assume) the meeting ... (begin) in a few minutes.
- I ... (be surprised) you ... (dig) all day in the garden.
- My mother ... (not mind) you ... (hide) her camera since you ... (be) a child.
- I ... (know) my parents ... (reach) home by tomorrow evening.
- The weather forecast ... (predict) that it ... (rain) tomorrow in almost all of the country.
- Many news programmes ... (announce) that the president... (speak) tomorrow at 5 p.m.

WRITING

1 In about 120 words, describe the future house where you would like to live. Consider the following:

- its location/ surroundings;
- rooms/ things in the house;
- special features/ gadgets;
- type of security;
- garden.

2 Choose one feature of the house you would like to live in and list its disadvantages, suggesting ways to improve it.

Disadvantages	Improvements

LESSON 4

Letter Writing - an Endangered Art

LEAD - IN

- 1 Look at the infographic. What does it suggest to you? With a partner, discuss the communication timeline to explain its evolution. Where would you place writing letters on the timeline? Why?
- 2 With a partner, classify the words according to the categories and fill in the table below.

confidential, envelope, copy somebody into CC, cross out, delete, post office, emoticon, handwriting, inbox, instant, in tray, texting, postage stamp, punctuation, stationery, hand-written



Electronic Communication	Paper Communication	Both

- 3 Complete each question with a word or word combination from Ex. 2 and answer the questions.

- When did you last send or receive a ... letter?
- Have you ever accidentally sent a ... email or text to the wrong person?
- Do you know the cost of a ...?
- Which ... do you use most often?
- How neat is your...?
- Which do you do more, ... messaging or emailing? Why?

READING

- 1 Read the article and complete it with the phrases a-d.

- send something by post every day
- with the speed and efficiency of digital media
- there is pressure to respond instantly
- written by old generations

Other forms of communication have mostly replaced letter writing in recent years. We now expect to be able to talk to people instantly and receive a response nearly immediately since technology has advanced so quickly. Instead of using a pen and paper, most of us now prefer to send texts and emails, quickly typing out our message within seconds.

However, A. _____, the handwritten letter is in serious decline. But have we given enough consideration to what we will lose if we abandon the letter completely?

No doubt, there are advantages to these modern ways of communication. We live in a fast-paced world, and it is important we keep up. We can chat



with people all over the globe within seconds. When we write a letter, we do it more thoughtfully. When we receive an email, B. _____ and we do not always think carefully about how to express our feelings, often choosing to use emoticons instead.

There is something very special about knowing that someone has taken the time to write a handwritten letter for you. Writing letters may be hard work, but receiving one can be one of life's greatest pleasures. There is so much to appreciate: the feel of the paper,

the style of the handwriting, and simply knowing someone has taken the trouble to write to you.

Texts and e-mails allow instant communication but are quickly deleted, while letters stay around for longer, allowing us to keep special letters C. _____. With digital media, we write more than ever before. Surely this has had a positive impact on our writing skills. On the other hand, what correspondence will we leave behind for future generations? Nothing. That, for me, would be the greatest loss to our culture if letters died out completely. And let us not forget that without the letters written between various individuals in history, we wouldn't know half as much about their lives. I have recently read the letters that Joe was writing in

“Little Women” by Louisa May Alcott and learned so much about her and life in a middle-class family. When you read a letter, whether it is one written to you personally by a friend or a published letter from an important figure in history, it is as if his or her own words are jumping off the page.

However, there are signs that people have been writing more letters recently. Newspapers have reported a rise in stationery sales, and several internet campaigns have sprung up in an attempt to save the art of letter writing, such as the annual *Month of Letters*, in which thousands of participants D. _____ for a month.

So, letter-writing may not be ready to die... quite yet.

2 Read the article again and answer the questions.

- Why has letter writing become endangered?
- What advantages of modern ways of communication are mentioned in the article?
- What is the author's claim to defend the handwritten letter?
- Why is letter writing important to preserve a country's culture?

3 Match the words from the text with their definitions.

- | | |
|-------------------|--|
| a. consideration | A. to give a description of something or information about it to someone |
| b. thoughtfully | B. writing and other office materials (pens, pencils, paper, envelopes) |
| c. correspondence | C. careful thought, typically over a period of time |
| d. to report | D. an increase in number, size, amount, or degree |
| e. rise | E. in a way that shows you are thinking a lot about something |
| f. stationery | F. communication by exchanging letters |

4 Complete the text below with the missing words. When do people celebrate World Letter Writing Day?

hand-written communication *reconnect responses* *letters book*

World Letter Writing Day was founded by Australian author, artist, and photographer Richard Simpkin in 2014. During the late 1990s, Richard used to write ... to those he considered to be an Australian legend and also received ...

In 2005, he penned down his experience of writing letters in a ... “Australian Legends”.

To further honour ... letters, he created a day dedicated to writing letters. *Letter Writing Day* is marked to pay tribute and celebrate the age-old form of ... It gives an opportunity to ... with people with whom you have lost touch over time. *World Letter Writing Day* is annually marked in September.

“A good hand-written letter is a creative act, and not just because it is a visual and tactile pleasure. It is a deliberate act of exposure, a form of vulnerability, because handwriting opens a window on the soul in a way that cyber communication can never do. You savor their arrival and later take care to place them in a box for safe keeping.”

(By Catherine Field)

SPEAKING

- Is letter writing a lost art? With a partner, discuss your opinions and share them to other colleagues.
- People write to each other for a number of different reasons. What are the reasons people do not write letters anymore? In pairs, discuss and list a number of reasons and present them to your colleagues.
- Read the quotation. To what extent do you agree or disagree with it? Justify your points of view.

4 Read and learn why people write letters. Agree or disagree with them. Explain why.

- a. It is a thoughtful way to communicate with your loved ones.
- b. The receiver may treasure your letter for years to come and will keep the letters with them safely.
- c. It can help someone better understand their perspective or position on a certain topic.
- d. Your friends and relatives will cherish this traditional form of communication.

GRAMMAR

MODAL VERBS EXPRESSING PROBABILITY

These modal verbs are used to express an opinion of the speaker based on information that the speaker has.

Present	Past
<p>must + verb when you are almost 100 percent sure about something. Example: They must be in Spain by now. They told me they were going last week.</p>	<p>must have + past participle shows a great deal of certainty that something happened, but there is still some doubt. Example: Irene is happy. She must have done well on the test. I have phoned Jane several times, but she doesn't answer. She must have gone out.</p>
<p>might / may + verb to express an opinion that you think has a good possibility of being true (the speaker is only 50% or less certain that something happened) Example: There might be traffic on the main street. -Where is John? - I am not sure. He may be at home.</p>	<p>might / may + have + past participle when you think it's possible that something happened or was true in the past. Example: Jack might have gone to Germany for his vacation. I think he wanted to practice German.</p>
<p>could + verb to express a possibility which is one of many. This form is not as strong as <i>might</i> or <i>may</i>. It shows just one of a number of possibilities. Example: Jane could be at work, or she could be at home. I'm not sure.</p>	<p>could have + past participle when you think it's possible that something happened or was true in the past. Example: Alice was tired. She could have stayed at home today, or she might have gone to work.</p>
<p>can't + verb to express an opinion that you are 100 percent sure is not true. Example: Peter can't like that show. He doesn't enjoy comedy.</p>	<p>can't / couldn't + have + past participle when you are almost sure something didn't happen or that it wasn't true, it was impossible in the past. Example: They can't have worked until late because they were on time for the meeting. She couldn't have believed that story. She knows he always tells lies!</p>

1 Choose the correct answer. In some cases, there is more than one answer.

- a. Where is your brother? He ... at school. Classes begin at 8 a.m.
A. could be B. can't be C. must be
- b. Mary ... that it is a good idea. She doesn't like such things.
A. may think B. can't think C. must think
- c. I have posted my letter to you. You ... it in two days.
A. may receive B. must receive C. can receive
- d. My friend's family ... last week. David showed me his plane tickets.
A. could have arrived B. must have arrived
C. should have arrived
- e. Jack ... on vacation last week. He doesn't have money. He told me that.
A. can't have gone B. couldn't have gone
C. must not have gone

2 Use the correct form of the modal verbs to complete the sentences.

- a. I don't know why Diana hasn't called me back. She ... (forget) my number.
- b. She ... (be) rich. She lives in a small flat.
- c. Look! Our car isn't in the driveway! Somebody ... (steal) it.
- d. Who broke the coffee cup yesterday? Tina ... (drop) it.
- e. Look at this photo! This young man ... (be) a great photographer.

3 Write sentences about the pictures below. Use the modal verbs expressing probability.

Example: My friend might be at Jane's birthday party.



A



B



C



D



E



F

LISTENING

1 Listen to the interview about email etiquette explained by Dawn Rosenberg McKay and take notes on the tips the speaker gives us for writing a formal email.

2 Listen again to the interview and say whether the statements are *true* or *false*. Correct the false ones.

- a. Today, email is used less than it was a few years ago.
- b. It is okay to address someone by their first name.
- c. You should include as many details as possible in your email.
- d. It is better not to use abbreviations and emoticons.
- e. You should use a dictionary rather than a spell checker. It is more reliable.
- f. The recipients are afraid of opening attachments because of the viruses.
- g. The first thing you should do is fill in the "to" email address in order not to send your email prematurely.



WRITING

1 You recently bought a new mobile phone, and in a few days of purchase, it has stopped working. You spoke to the company representative a week ago, but you haven't got any response from them. Write an email to the company in which you will:

- introduce yourself;
- explain the problem and the situation;
- say what action you would like the company to take.

Use the appropriate structure, and number of paragraphs. Justify your opinions using clauses of reason and contrast.

Begin your email as follows:

Dear Sir or Madam,

...

Clauses of reason and contrast

When you write, you need to justify your opinion. You may use clauses of reason to explain the reason for something and clauses of contrast to express an opposite opinion or idea.

Clauses of reason are introduced with these words:

- ✓ as/ since/ because/ the reason why+ subject+ verb
- ✓ because of/ due to+ noun/ the fact that
- ✓ the reason for+ noun

Clauses of contrast are introduced with the words:

- ✓ although/ even though/ but/ while/ whereas/ yet+ subject+ verb
- ✓ however,/ nevertheless, + subject + verb
- ✓ in spite of/ despite + noun/ the fact that/ -ing

LESSON 5

Letters to My Son

LEAD - IN

1 Look at the pictures.

- What do they have in common? What is different?
- How do people feel? Why?
- To whom are the letters addressed? Justify your opinion.

2 Complete the quotations with the missing words.

Read them. Choose one and explain it.

“Letter writing can be seen as a ... because someone has taken his/her ... to write and think and ... love.”

Soraya Diase Coffelt

“What a lot we lost when we stopped writing You can’t reread a”

Liz Carpenter

“Letter writing is the only ... for combining solitude with good”

Lord Byron

“Letters are ... the most significant memorial a ... can leave ... them.”

Johann Wolfgang von Goethe

phone call
gift
among
company
letters
person
express
device
behind
time



LISTENING

1 Listen to some members of the Letter Writing Club. After listening, answer the questions.

- When did Jane write the first letter to her friend?
- What was Mike’s most cherished letter?
- How did Tina keep in touch with her family living in another country?
- Why does Susan feel happy when receiving letters from her friends?

2 Old hand-written letters often contain a wealth of fascinating information.

Identify the person behind the words.

- family memories, love, appreciation
- joy, excitement
- childhood memories, emotions
- smell, unique things

Mike

Jane

Tina

Susan

3 Would you like to be part of a Letter Writing Club? Why? Who would you like to write letters to?

READING

1 Before you read the letter, discuss the following:

- What might the letter be about? Explain your answer.
- What does the book cover suggest?

My dear son,

We live in a time when it is hard to speak from the heart. Our lives are covered by a thousand trivialities, and the poetry of our spirits is silenced by the thoughts and cares of daily affairs.

And so, I want to speak to you honestly. I do not have answers. But I do understand the questions. I see you struggling, discovering, and striving upward, and I see myself reflected in your eyes and in your days. In some deep and fundamental way, I have been there, and I want to share.

I, too, have learned to walk, to run, and fall. I have had my first love. I have known fear, anger, and sadness. My heart has been broken, and I have known moments when the hand of God seemed to be on my shoulder. I have wept tears of sorrow and tears of joy. There have been times of darkness when I thought I would never again see the light, and there have been times when I wanted to dance, sing, and hug every person I met. I have felt myself emptied into the mystery of the universe, and I have had moments when the smallest slight threw me into a rage. I have carried others when I barely had the strength to walk myself, and I have left others standing by the side of the road with their hands outstretched for help.

Although you will walk your own earth and move through your own time, the same sun will rise on you that rose on me, and the same seasons will course across your life as they moved across mine. We will always be different, but we will always be the same.

But even if you listen closely to your heart, making the right choice is difficult. You can't really know what you want to do by thinking about it. You have to do it and see how it fits, then you have to decide whether to embrace or abandon it. Education is one of the great joys of life. But education is more than schooling. It is a cast of mind, a willingness to see the world with

an endless sense of curiosity and wonder.

Money on its basic level is a hard fact – either you have it or you don't. But on an emotional and psychological level, it is purely fiction. It becomes what you let it become. However, certain needs have to

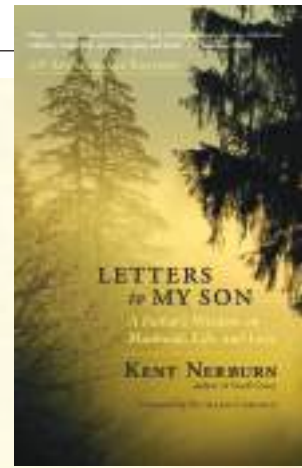
be met: food, shelter, clothing, and an occasional moment of lightness and fun in life. Without enough money to cover these needs, you will never have peace of mind.

Drinking is the devil's pact. You get something extra in the present, but you pay for it in the future. Drugs are even more seductive. They make you think you have control; they deceive you by taking control themselves, and making you the pawn in a great chemical game that the human system is powerless to resist. Are you a person who wants to win, or are you a person who doesn't want to lose? Do you try to overcome something by challenging its strength or looking for its weakness?

Many people don't want to be travelers. They would rather be tourists, flitting over the surface of other people's lives while never really living their own. What would you choose?

I could take you by the hand and lead you through life, but the day will come and you will have to set out on your own. Remember, my son, the world we have made is also the world we have failed. Strength and honour, courage, sacrifice, and confidence will bring you the life you want to live.

(Adapted from "Letters to my son" by Kent Nerburn)



2 Read the letter again and answer the questions.

- What times does the writer describe in his letter?
- Why does the father see his reflection in his son's eyes?
- How can people make the right choice?
- Why do people need money?
- What are the two things that take control over people's lives? Why?

3 In the text, find words synonymous with the words in the list below. Make sentences using them.

- a. cry (v.) b. grief (n.) c. anger (n.) d. hardly (adv.) 2. run (v.)

4 Match the words and phrases with their definitions.

- | | |
|-----------------|--|
| a. triviality | A. an insult caused by a failure to show someone proper respect or attention |
| b. slight | B. to move lightly and swiftly |
| c. outstretched | C. something that is not important |
| d. cast of mind | D. the way that a person thinks and the type of opinions or mental abilities they have |
| e. flit | E. (especially of a hand or arm) extended or stretched out |

5 Choose the correct answer(s) according to the text.

a. The writer believes that people have changed because of

- other people
- everyday issues
- lack of poetry

b. In the letter, the writer presents himself as being worried about

- his son's future
- world problems
- his own life

c. The writer suggests his son

- never give up
- help other people
- show his weaknesses

d. The writer is convinced that education is

- equal to schooling
- a cast of mind
- not as necessary as money

e. In the last paragraph the writer stresses that failure is

- the stepping stone to success
- the end of life
- about weak people

SPEAKING

- Under what circumstances was this letter written? Explain your answer.
- Select from the text the pieces of advice given by the father to his son. With a partner, discuss them and identify what is most valuable to you. Explain your choice.
- Have you ever received such a letter? If so, what did you learn from it?
- What values does the father try to convey to his son through this letter? Make a list.
- Design your *Personal Value Mind Map* and explain it to your colleagues.



WRITING

- Read a shortened version of a 2009 letter from Barack Obama to his daughters Malia and Sasha, just after he was sworn in as President of the United States. What was Barack Obama's purpose for writing this letter to his daughters?

Dear Malia and Sasha,

I know that you've both had a lot of fun these last two years on the campaign trail, going to picnics, parades, and state fairs, and eating all sorts of junk food that your mother and I probably shouldn't have let you have. But I also know that it hasn't always been easy for you and Mom, and that as excited as you both are about that new

puppy, it doesn't make up for all the time we've been apart. I know how much I've missed these past two years, and today I want to tell you a little more about why I decided to take our family on this journey.

When I was a young man, I thought life was all about me, about how I'd make my way in the world, become successful, and get the things I wanted. But then the two

of you came into my world with all your curiosity and mischief and those smiles that never fail to fill my heart and light up my day. And suddenly, all my big plans for myself didn't seem so important anymore. I soon found that the greatest joy in my life was the joy I saw in yours. And I realised that my own life wouldn't count for much unless I was able to ensure that you had every opportunity for happiness and fulfilment in yours.

In the end, girls, that's why I ran for President: because of what I want for you and for every child in this nation. I want for you to grow up in a world with

no limits on your dreams and no achievements beyond your reach, and to grow into compassionate, committed women who will help build that world. And I want every child to have the same chances to learn, dream, grow, and thrive that you girls have. That's why I've taken our family on this great adventure.

I am so proud of both of you. I love you more than you can ever know. And I am grateful every day for your patience, poise, grace, and humour as we prepare to start our new life together in the White House.

Love, Dad

2 Answer the questions.

- How does the letter start and end?
- What is the topic of each paragraph?
- What tenses does the author use to write his letter?
- What words does the author use to express his feelings and emotions?
- How does the writer feel about his new situation?

3 Read the letter again and identify its parts.

4 Underline the topic sentences in each paragraph. Replace them with other appropriate ones.

5 In the letter above, find the structures showing the informal style.

6 How could the paragraphs have been better organised?

7 Search the Internet and find a famous letter. Present it to your classmates. Explain your choice.

8 Talking to your parents about what you are thinking or feeling can sometimes be a challenge.

Your class is going on a three-day school trip to another country. You would like to go with the group, but you don't know how to tell your parents. Write a letter to your parents. In your letter:

- say why you would like to go on the trip
- briefly write about the places you would go to
- write about how the trip would help you broaden your mind and contribute to your self-development.

Informal (Friendly) Letters

Informal (friendly) letters are usually written to relatives, friends, or other people we know very well. A good letter should be divided into paragraphs; each paragraph should present one aspect of the subject, and it should start with a topic sentence that gives the main idea of the paragraph.

- ✓ **Greeting:** (Dear Jane,);
- ✓ **Introduction:** states the reason you are writing;
- ✓ **Body** (2-3 paragraphs): contains the development of the subject;
- ✓ **Conclusion** (final paragraph): sums up the topic or expresses your wish for something to be done;
- ✓ **Ending:** (Yours, ...; Best wishes, ...; Love, ...; etc.)

* The exact number and division of paragraphs will depend on the specific instructions for each letter-writing task.

Informal Style

- ✓ **Short forms** (e.g. I'm, you're, it's, we'll, etc)
- ✓ **Simple/colloquial vocabulary** (e.g. really great, fun, you'd better, etc)
- ✓ **Present Perfect and Past Simple Tenses** are often used
- ✓ **Use of the active, rather than the passive voice** (e.g. "we should do something" instead of "something should be done", etc)
- ✓ **Omitted pronouns**
- ✓ **Informal beginnings and endings** (e.g. Hi, how are you doing?, I'd better run, I'll see you on Saturday, etc)

USEFUL LANGUAGE

- ✓ I am writing to ask for...
- ✓ We're organising a ... and would love ...
- ✓ Here's what I think ...
- ✓ It would be good to ...
- ✓ Please let me know what you think about ...
- ✓ Let me know ...

LESSON 6

Review

VOCABULARY

1 Complete the text using the words and word combinations on the right.

Being a family means you are a part of something wonderful. Your parents and siblings make your ... family. The other relatives – uncles, cousins, aunts – make your ... family. We do not meet very often; we get together only on holidays.

If you want to know your relatives better, you can draw your ... tree. ... a family requires many sacrifices, but the feeling of ... deserves the effort.

extended
togetherness
family
nuclear
bringing up

2 Use the idioms on the right to complete the sentences.

- a. Look at Jane! She is the ... her mother.
- b. My sister and I are very different. People say we are
- c. Ever since Mike and Kate met at school, they have been like
- d. They are getting on They are very good friends.

as chalk and cheese
like a house on fire
two peas in a pod
spitting image of

GRAMMAR

1 Find the matching sentences below. Be careful, four bubbles don't match!

a. Where is my birthday cake?

John must have written it.

Sarah may have dropped it.

b. I think Kate spoke French at today's meeting.

It may have begun already.

She could be at the tennis club.

c. I saw Jill run down the stairs this morning.

No, she can't have spoken.

She must have been late for work.

He may have felt ill.

d. Where was Sandy last week?

It could have been a ghost.

David might have forgotten to buy it.

e. Where is Julie? I can't find her.

2 Use the appropriate form of the verbs in brackets.

- a. The student wasn't able to answer the teacher's question, because he (not/ know) ... the subject.
- b. Chris hoped that his friend (help) ... him with the project.
- c. We didn't know the score, but we were sure their team (lose)
- d. Yesterday, Diana heard that her aunt (be) ... in England for five days.
- e. Tina never feels satisfied with what she does and (want) ... to change her job.

LESSON 7

Check Your Progress

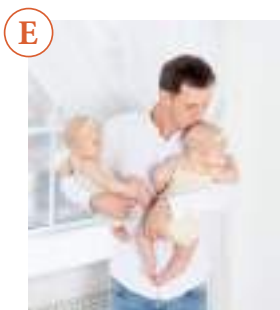
LISTENING

1 Listen to Mike speak about his family. Why did he decide to help his wife?

2 Listen to the story. Arrange the pictures in chronological order. Write the answers in the table below.

1	2	3	4	5	6	7

3 Listen to the story again. For each of the pictures above, write the most important idea.



1 Read the email. Complete it with the words and phrases below.

- miss out on
- famous
- most
- located
- place
- takes about

Hi Betty,

I was really happy to hear you were going to visit London! It is one of the ... amazing cities in the UK. It's ... for its friendly people and great places to visit and it is a great ... to go shopping, too. You should not ... Essex, as the windmills, whitewashed cottages, a green park with the expensive duck pond, and a couple of excellent pubs are ... there. You should visit Hyde Park as well.

It ... an hour to get to Uxbridge, so maybe we can meet up while you are here.

Give us a ring when you arrive.

Gordon

2 Read the email again. Decide if the sentences are *true* or *false*. Correct the false ones.

- a. The email is written in a formal style.
- b. The author of the email is Betty.
- c. The email was written to Betty.
- d. Gordon intends to visit London.
- e. Betty thinks that the UK is the best place for shopping.
- f. Gordon suggests Betty to meet in London.

GRAMMAR

1 Correct the possessive nouns.

David Copperfield, a novel by Charles Dickens, is the story of one boys struggle after losing his parents. Davids father dies when he is young, and his mother remarries. His stepfather, Mr. Murdstone, treats David unkindly, and he can only find happiness with the Peggoty family, his nurses relatives. At school, at first he is unhappy but then wins his friends respect. However, when his mother dies, his stepfather sends him to work

in a factory in London, where the other boys make fun of him. David runs away and walks to his aunts house in Dover. Here he grows up happily, goes to school, and becomes a clerk in a lawyers office in London. He falls in love with Dora, his employers daughter, and when his aunts money is lost in a bad investment, he works writing reports to parliament for the newspapers. Many parts of the story follow the events of Dickens own life.

2 Look at the marriage certificate. Rewrite the sentences below using the modal verbs expressing probability.

Example: Henry Ellis was born in London. -
He **might have been born** in London.

- He was a teacher all his life.
- He got married in London.
- He was born in 1900.
- He didn't have any children.
- His wife was older than he was.
- Henry and Sarah met while they were working.

Marriage Certificate

Date	Name	Age	Profession
14th August 1920	Henry Ellis	25	servant
	Sarah MacDonald	18	servant
London, 1920			

3 Rewrite each sentence so that it has a similar meaning. Use the modals in brackets.

- The scientist said it is possible that life exists on other planets. (might)
- Perhaps he doesn't know much about your family. (might)
- It's possible we won't see her again. (may)
- Maybe he is wrong. (could)
- Perhaps I will call her later. (may)
- Maybe he will move to another country. (could)

4 Choose the correct answer.

- Mother asked when I ... my room.

A. was going to clean	B. am cleaning	C. would be cleaning
-----------------------	----------------	----------------------
- Jenna was sure she ... him before.

A. has met	B. had met	C. will meet
------------	------------	--------------
- I will take the dog out as soon as I ... lunch.

A. will cook	B. have cooked	C. had cooked
--------------	----------------	---------------
- He lied to Linda when he ... he ... back for her.

A. said/ would come	B. said/ had come	C. will say/ would come
---------------------	-------------------	-------------------------

BE WHAT YOU ARE!



"If you plan on being anything less than you are capable of being, you will probably be unhappy all the days of your life."

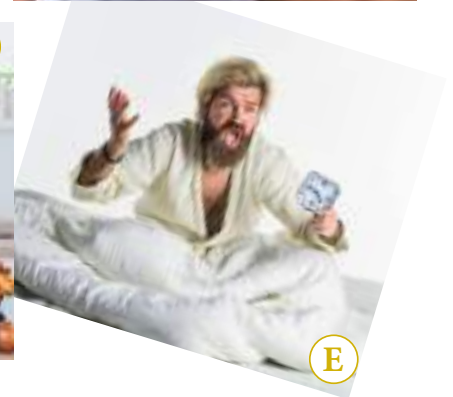
Abraham Maslow

LESSON 1

Healthy Living

LEAD - IN

- 1 Look at the photos. With a partner, discuss them. How are they related to each other?
- 2 Why might people enjoy doing these activities? What are the benefits of maintaining a healthy lifestyle?
- 3 Why is it so difficult for some people to respect the rules?



LISTENING

- 1 Discuss the following excuses with a partner. What do you think an expert in the field of health and fitness would say? Use the appropriate phrasal verbs from the box to comment on each one.

FIVE HEALTH AND FITNESS EXCUSES

- Life is too short to exercise.
- A diet consisting solely of fruits and vegetables is not for me. I need energy.
- I will never look like (celebrity name), so why bother?
- It is not my fault. I do not have the right genes.
- It hurts.

- 2 Listen to an expert in the field of health and fitness. Match the descriptions with the stars.

- a. his weight changes periodically, and he also tries to stick to media standards;
- b. her lovely, curvy figure is maintained due to dancing and a balanced diet;
- c. a very active and sporty person, a health addict.

Phrasal Verbs

- ✓ cut down on something- eat less of something
- ✓ cut something out- stop eating something
- ✓ eat out- eat in a restaurant
- ✓ give something up- stop doing or eating something
- ✓ stick to something- keep doing something
- ✓ take something up- start doing something
- ✓ work out- do exercises in a gym



3 With a partner, complete the tips below for a healthy lifestyle. Listen again and check.

- It's also necessary Doing too much can be just as ... as doing too little.
- Going on lots of ... isn't good for you; instead, focusing on eating ..., ... meals is much better.
- Media sets unrealistic Stop obsessing about weight. You can be ... great shape without being skinny. Beauty exists in many different ... and
- Being healthy doesn't mean you have ... yourself of chips and burgers every now and then. It's all about finding the
- Allow yourself ... treats, like chocolate or crisps.

4 Tell your partner about your own approach to health and fitness. Make use of the expressions in the box.

USEFUL LANGUAGE

- ✓ I would(n't) describe myself as ...
- ✓ I almost always/ hardly ever...
- ✓ I try to... but I don't always succeed
- ✓ I'm (not) very worried about... so I ...

READING

1 Read the text. What does leading a healthy lifestyle mean?

A healthy lifestyle is often associated with weight loss and dieting, but it includes a variety of factors, such as physical, mental, emotional, spiritual, relational, and financial well-being. The fact that you feel wonderful, have more energy, can concentrate better, and get sick less often is one of the most “visible” benefits of a healthy lifestyle.

The Healthy Eating Pyramid specifies the amount and types of food required on a daily basis to maintain good health and reduce the risk of developing food-related diseases.

Sleep is also necessary for good physical and mental well-being. Deep and peaceful sleep improves your immune system, gives you more energy, allows you to concentrate better, and improves your memory and your overall health. Lack of sleep has detrimental health consequences, including the development of chronic diseases such as obesity and diabetes, as well as cardiovascular diseases. On the other side, prolonged sleep at the weekend can trigger insomnia. Both the quality and the quantity of sleep matter. Your body would not have been able to cope with the stress of the next day if you had got too little sleep. It's important to remember that lost sleep is never fully recovered.

A sedentary lifestyle is one of the “diseases” of the century. Sport does not have to be a chore; otherwise, you will be doing more harm than good. Start by thinking of something you enjoy doing. It might be dancing, walking, climbing, and other activities. If you still aren't sure what you want to do, go to a gym and try out some of the different group workouts. Exercise increases lifespan, helps control body weight, boosts self-confidence and willpower, stimulates immunity, and reduces mental fatigue.



Many attempts to lose weight or make other changes fail because we lack the ability to maintain a positive mindset. Stress, negative thoughts, and emotions influence it. Negative thinking could lead to sadness, anger, smoking, excessive alcohol consumption, the development of unhealthy food habits, and other vices. Find time to relax after any challenging meeting, busy day at school, or other situation that causes you discomfort. Make a list of activities that you know will relax you and take your mind away from your worries. Listening to music, reading, going out with friends, and participating in sports are some examples. Spiritual techniques like meditation and yoga can also help you get rid of negative emotions. Whatever you choose, make sure you enjoy it.

Leading a healthy lifestyle means making healthy choices every day. This isn't easy, but with determination and perseverance, we can succeed.

2 Answer the questions according to the text.

- What are the most “visible” advantages of living a healthy lifestyle?
- What is the purpose of the Healthy Eating Pyramid?
- What are the consequences of not getting enough sleep?
- What is the “disease” of the century? Why?
- Why is it so important to maintain a positive mindset?
- What generates a state of happiness and comfort?

3 What do the following words mean? Choose the correct answer. Use them to write your own definition of healthy living.

- | | |
|------------------|-------------------|
| a. amount | b. chronic |
| A. quantity | A. occasional |
| B. group | B. hopeless |
| C. proportion | C. persistent |

c. prolonged

- fixed
- extended
- usual

d. trigger

- stop
- cause
- stimulate

e. lifespan

- longevity
- generation
- youth

f. workout

- routine
- aerobics
- exercise

4 Order the most important ideas in the text. Complete the table below.

- Many health problems are caused by a sedentary lifestyle.
- Positive thinking helps our body cope with a variety of health issues.
- A balanced diet is essential for good health.
- The quality of sleep is crucial for physical and mental health.

1	2	3	4

SPEAKING

1 Work with a partner. Look at the infographic. Discuss these questions.

- What are the main food groups represented in the picture?
- What does the Food Pyramid symbolise?
- What is the most significant change shown in the MyPlate image? Explain it.
- In what ways do you think MyPlate relates to the idea of “less is more”?
- What are the benefits of MyPlate?

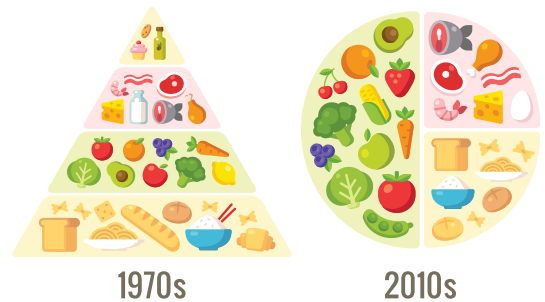
2 Read one person’s list of resolutions. Do you make resolutions like these? Are you good at keeping them?

3 With a partner, match the phrasal verbs in bold to their meanings in the list. One phrasal verb has two different meanings.

continue with, going to restaurants, exercise, reduce, remove, start doing, stop trying, stop doing something you did before,

4 Make a list of five goals that will help you improve your mental and physical health. Use the expressions and phrasal verbs of the lesson. Present them to the class and explain them.

HEALTHY NUTRITION REDEFINED



MY RESOLUTIONS

- **give up** fizzy drinks
- stop **eating out** every night and cook my own meals instead
- **cut out** all junk food from my diet
- **cut down** on the amount of chocolate I eat
- **take up** a new sport
- **work out** more at the gym
- **stick to** my health plan
- I’m not going to **give up** this time

THIRD CONDITIONAL

We use the third conditional to talk about events or situations in the past that could have happened, but did not. They are always hypothetical because we cannot change the past.

Structure: *If + Past Perfect, would / wouldn't / could / couldn't + have + Past Participle*

Example: *If he had followed his diet, he would have been healthier. (he didn't follow his diet)*

He **would have been** healthier **if he had followed** his diet.

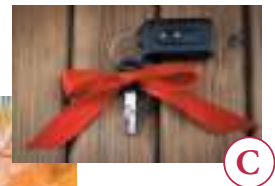
No **COMMA** is used when you put the main clause at the beginning.

1 Match the beginning of the sentences with their endings to make a chain of conditionals.

- | | |
|---|---|
| a. If I had followed the doctor's advice, | A. I would have found motivation to explore new horizons. |
| b. If I had been healthier, | B. I would have become more successful. |
| c. If I had travelled more, | C. I would have been healthier. |
| d. If I had had an active lifestyle, | D. my life goals would have been accomplished. |
| e. If I had found motivation, | E. I would have had an active lifestyle. |
| f. If I had been more successful, | F. I would have travelled more. |

2 Write third-conditional sentences about how things could have been different.

- You lost your gym card last week and could not go there.
- You hurt your neck in a car accident because you weren't wearing a seatbelt.
- You got sick last week because you didn't follow the dietician's advice.
- You got food poisoning after eating undercooked chicken at the restaurant.

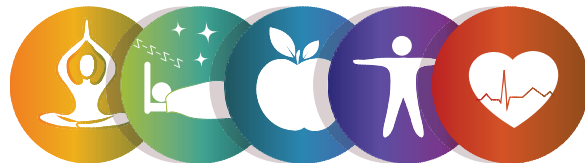


3 Write sentences for each of the pictures on the right, using the third conditional.



WRITING

1 Why do we need to maintain a healthy lifestyle? How important is each of the living factors presented in the picture? Make a list of the top three items that are most important to you. In about 80-100 words, write a paragraph explaining your choice.



2 In some societies, it is increasingly common to try to achieve good health and fitness through physically demanding sports, special diets, or conventional or alternative preventative medicine. Some people, however, believe that the best way to stay fit and healthy is simply to lead a normal life. In about 180-200 words, state your opinion on the topic.

When writing your essay, consider the following:

- Define what leading a normal life means;
- Describe the activities that you practice in order to maintain a healthy lifestyle;
- Explain why you think these activities are beneficial to you;
- Include two relevant examples to support your opinion;
- Follow the structure of an essay: introduction, body, and conclusion.

LESSON 2

Life in The Extreme

LEAD - IN

- 1 Look at the pictures and describe them using the expressions in the box. Have you ever tried any of these sports? What were your feelings?



USEFUL EXPRESSIONS

- ✓ If I were not too scared, I would give it a try.
- ✓ I wish I could do it more often.
- ✓ If only I could turn my fear into positive energy.
- ✓ I am not sure if I could do it.
- ✓ I have never wanted to do it.

- 2 Which of these types of sports can be successfully practiced or are being practiced in your country? Choose the one you would like to try, and explain your choice.

- | | |
|-----------------------------|-------------------|
| a. extreme kayaking | f. heli-skiing |
| b. snowboarding | g. solo jump |
| c. goggles | h. skydiving |
| d. downhill mountain biking | i. rallying |
| e. free-fall parachuting | j. bungee jumping |

- 3 Can you think of any other extreme sports? What kind of training is required to put any of them into practice? What safety rules should you follow to avoid injury?

- 4 Which of these characteristics should a person have in order to do high-risk sports? Justify your choices.

- | | |
|------------------------------|----------------------|
| a. positive energy | f. physical strength |
| b. courage | g. quick reactions |
| c. survival instinct | h. mental energy |
| d. ability to evaluate risks | i. determination |
| e. sense of adventure | |

LISTENING

- 1 You will listen to an interview with photographer and adventurer Cory Richards. After listening, answer the questions.

- | | |
|--|---|
| a. Why do people take risks? | c. What sportsman does he speak about? |
| b. What sports are mentioned in the interview? | d. What are those risky situations people face? |

2 Complete the sentences with the words from the box. Then listen again and check.

obstacle, dangerous, unbelievable, determination, 12 metres, force, mental and physical, toughest, endurance

- a. These risky experiences teach
- b. Extreme athletes test their own boundaries.
- c. Snowboarding on solid ice is ..., especially with a ... drop below the glacier.
- d. Another ... that surfers must overcome is the ... of the water.
- e. Being in the middle of all that energy is
- f. Athletes need to have incredible
- g. It is no wonder that this race is considered the ... race on Earth.

READING

1 In groups, discuss the questions below.

- a. Do you have a sportsman that you admire? Why?
- b. Look at the photo. Do you know this person?
- c. What makes a sportsperson qualify as “a legend”?

2 Read the text. Fill in the missing prepositions.

The Birdman

American former professional skateboarder and actor Tony Hawk, nicknamed “The Birdman” was born ... May 12, 1968. Fans regard him as a pioneer ... modern vertical skateboarding. Fox Weekly named him the “most influential skateboarder ... all time” in 2014. Tony is the first to complete the first documented trick involving the completion ... two-and-a-half mid-air revolutions ... a skateboard on July 27, 1999.

Popularity and success always open the door for **scrutiny**, and as Hawk says, “fame is like you’re living ... a microscope, and anything you do or say can be misconstrued or taken down a rabbit hole.” However, fame was never Hawk’s aim. Growing up ... San Diego ... the 1970s, Hawk was bound to get ... a board. His elder brother, Steve, was an outstanding surfer who skated frequently and kept boards around the house. Out ... curiosity, Hawk tried his luck, first using skateboarding as a means ... transportation ... and ... school. His life was turned upside down when he saw photos ... skaters ... a magazine, which inspired him to set on a new path. “I was **flabbergasted** ... what I saw and I just thought, “I want to get ... that level. I want to learn how to do that”, he says.

... that time, skating was more focused ... style and how high one could go. Nevertheless, Hawk



enjoyed **manoeuvring** his body and board ... new ways, setting him apart ... many in his cohort.

Hawk likes to think ... himself as a skateboarding advocate and someone who just helped it along. He founded an extreme sports exhibition and tour called the *Boom Boom Huck Jam* ... Las Vegas ... 2002. Aside ... his talent ... the board, Hawk is **embedded** ... numerous projects that prioritise the intersection ... skateboarding and community. His foundation, *The Skatepark Project*, helps build public skateparks ... underserved communities.

Extreme sports athletes always run the risk ... injuring themselves severely, which is why the end prize is always a large sum ... money. Beside the monetary reward, these players earn the respect ... the people, being **revered** ... their devil-may-care attitude and immense bravery ... trying these sports.

3 Match the questions with the answers. Be attentive; one answer is extra.

- a. How was Tony Hawk named in 2014?
- b. What was the first documented trick Tony invented?
- c. What was skateboarding focused on at the time he started his career?
- d. How did he involve himself in the community?
- e. Why is there always a substantial financial reward in extreme sports?
- A. Athletes always run the risk of injuring themselves several times.
- B. Fox Weekly named him the “most influential skateboarder of all time”.
- C. Hawk is embedded in numerous projects that prioritise the intersection of skateboarding and community.
- D. Hawk likes to think of himself as a skateboarding advocate.
- E. Tony is the first to perform the first-ever skateboard trick involving two-and-a-half mid-air revolutions.
- F. Skating was more focused on style and how high one could go.

4 Match the words written in bold in the text with their meanings.

- a. greatly surprised or astonished.
- b. regarded as worthy of great honor and respect.
- c. being part of something, such as job or project.
- d. the careful and detailed examination of something in order to get information about it.
- e. the action of moving something with skill and care.

5 Use the words in the box in the sentences below.

flabbergasted, cohort, maneuvered, advocate, mainstream

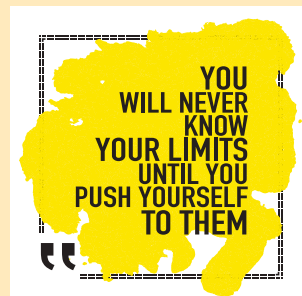
- a. The captain ... the boat safely into the harbour.
- b. If the previous findings surprised most scientists, recent research would leave them
- c. Many teenagers have been out of ... education for so long that they cannot adapt to a formal learning environment.
- d. McDonald is a partner with always feminine products and an ... for keeping little girls in sports because of the coping mechanisms athletics offer.
- e. The first ... of architecture students received their degrees in the summer.

SPEAKING

- 1 In the text, find out what Tony Hawk thinks about fame. Do you agree with his idea? Explain it. Provide examples to support your opinion.**
- 2 Some people say that extreme sports are a good way to relieve stress. Do you agree with this opinion? Explain your answer.**
- 3 Should extreme sports be allowed? Why? Why not? In teams, discuss and debate the topic. Think of some reasons and examples to support your points of view. Use the expressions in the box.**
- 4 Work with a partner. Think of a new extreme sport. What will it be about? Present it to the class. Consider the following:**
 - a. Decide what equipment you will need;
 - b. Describe the places where people can play or do this sport;
 - c. Identify the qualities people need to have in order to practice this sport.

USEFUL EXPRESSIONS

- ✓ I want to mention that ...
- ✓ First of all, I'd like to state ...
- ✓ The first reason why ...
- ✓ While you might say that ..., it's important to remember that ...
- ✓ Although it is true that ...
- ✓ I admit that, but ...
- ✓ You also have to consider ...
- ✓ I'm sorry to interrupt you, but ...
- ✓ If you don't mind, I'd ...
- ✓ In a nutshell, what I am trying to say is ...



CONDITIONALS (all types)

Types	Use + Structure + Examples
Zero	General truths and general habits If + Present Simple, Present Simple Example: <i>If I drink too much coffee, I can't sleep at night.</i>
First	An action or situation that will probably happen now or in the future. If + Present Simple, Future Simple Example: <i>If the ice on the river breaks, you will fall into the water.</i>
Second	An action or a situation that is unlikely, impossible to happen or imaginary in the present or in the future. If + Past Simple, Future in the Past (would + infinitive) Example: <i>If I were you, I would go to the competition.</i> Note: We use were for all persons in the second conditional sentences.
Third	An action or a situation in the past which did not happen and its imaginary results. If + Past Perfect, Future Perfect (would + have + Past Participle) Example: <i>If I had been in an excellent condition, I would have won the race.</i>

1 Complete the sentences with the appropriate conditional type.

- If you ... (be) more patient, you ... (wait) for me a few more minutes.
- If Jane's parents ... (give) her more encouragement, she ... (be) a professional athlete.
- If you ... (not fall over), you ... (win) the race.
- If I ... (know) how to fix a bike puncture, I ... (not ask) David for help.
- If I ... (have) some extra money, I ... (buy) tickets to the Olympics.
- If I ... (train) harder for the fun run, my legs ... (not ache) so much.

2 What would you do if ...? Write sentences.

- could/ couldn't swim?
- were the fastest man/ woman on earth?
- had to wake up early in the morning to go jogging?
- were a famous gymnast?

3 Rewrite the sentences using conditionals.

- He lost the battle. He is not a champion now.
- They went to the park yesterday. That is why they are tired.
- He was in the hospital last month. He couldn't take part in the competition.
- We do not have any days off. That is why we cannot go climbing the Carpathians.
- She won the competition. That is why she earned a lot of money.
- He can't ski very well. That is why he does not go to the mountains.



WRITING

- 1 Pretend you are an extreme sports enthusiast. In about 100 words, write an article for a local newspaper describing your "need for adrenaline" and what you enjoy most about this type of activity.**
- 2 Look at the picture. What message does it convey? Write a paragraph and explain it using the words in it.**

LESSON 3

Generation Like

LEAD - IN

- 1 Look at the pictures. What message do they send us?
- 2 Make a list of three adjectives that describe the way you want to be seen by people around you. Think of the following questions:
 - a. Do these words describe your real self?
 - b. What image of yourself would you like to create?
 - c. Does your online image align with your real one?
- 3 What does "virtual identity" mean? Explain it using the words *user, different, form, real, new, create*.



LISTENING



- 1 Douglas Rushkoff is an American media theorist, writer, columnist, lecturer, graphic novelist, and documentarian. Listen to his opinion about how social media has changed the eternal teen search for identity and connection. Take notes.
- 2 Answer the questions.
 - a. What does your profile photo reveal?
 - b. What tools do teenagers use to express themselves?
 - c. How does Douglas Rushkoff call the young generation? Why?
 - d. What does Douglas Rushkoff mean by saying, "For today's teens, you are what you like."

- 3 Do you know what the icons above mean? Match them with the words below and find the appropriate definitions.

follower social currency like retweet

- a. a reposted or forwarded message or piece of information on Twitter
 - b. someone who chooses to see a particular person's posts on Twitter;
 - c. information that is shared by people as they go about their everyday lives
 - d. people you share information with, share ideas with, share stories and emotions with.
- 4 Discuss the following questions.
 - a. How important are likes, followers, and being someone's favourite to you?
 - b. What kind of information are you comfortable to display to the public? Why?



READING

- 1 Look at the picture and explain it. What do you think the text will be about?

2 Read the text and explain why all social networks have an impact on people's relationships.

These days, millions of people use social networking sites like *Facebook*, *Instagram*, and *Telegram* to arrange their lives, and many of them can not spend a day or even an hour without checking for status updates. But how is this affecting society, and how is it changing our perceptions of our peers?

According to the scientist Robin Dunbar, the maximum number of active social contacts a person's brain can manage is 150. The majority of people, on the other hand, have hundreds, if not thousands, of *Facebook* friends, thanks to the ease with which they can make new acquaintances online. All you have to do when you get a friend request is click "Confirm," and you will have a new person on your online friends' list. But are you truly interested in being friends with this person, or are you simply trying to gain popularity? The Burger King food chain in the United States offered customers a free burger if they removed ten friends from their Facebook profile. As a result, over 530,000 people did exactly that, which revealed how meaningless many of these online friendships are to some people.

Experts are also concerned that, as a result of spending so much time online, young people feel lonelier than ever before. According to a

UK children's charity, the number of calls from adolescents concerning loneliness has increased by 50 % in the last five years. Online bullying is also on the rise. According to another study, a third of university students feel they spend too much time chatting online and not enough time communicating in person. It is not surprising, however, that young people who are addicted to social media experience difficulty developing healthy, long-term relationships. For them, being offline means being cut off from their social network, which can be difficult to deal with.

To use social networking services, you don't have to be a student or a university student. To find new career prospects, many professionals use social networks like *LinkedIn*. Of course, being a part of the global professional network means that people can take advantage of opportunities from anywhere on earth. Whether you are a designer in Dublin or an engineer moving to Egypt, the Internet community is one of the most effective ways to develop your career.

Social networking sites are one of the Internet's most astonishing success stories, with *Facebook* today having over a billion users worldwide. The impact that these sites have on our relationships, on the other hand, is forever transforming our society.

3 Decide if the statements are true or false. Correct the false ones.

- The maximum number of active social contacts a person's brain can handle is 150.
- The Burger King food chain in the United States gave customers a free burger if they removed their Facebook profile.
- Youngsters feel lonelier than ever before as a result of spending so much time online.
- Many professionals use social networking platforms to find new job opportunities.

5 In the text, find appropriate words for the following pairs of synonyms.

- | | |
|---------------------------|--------------------------|
| a. insignificant, trivial | d. face, encounter |
| b. transfer, emigrate | e. troubled, worried |
| c. image, judgement | f. amazing, breathtaking |

4 Read the questions. Circle the letter corresponding to the correct answer.

- Why do people make new acquaintances online?
A. to gain popularity
B. to keep up with everything their friends post
- What goal did the Burger King food chain have?
A. that people don't keep in touch with all the contacts they have on social networks
B. that people accept everyone to become more popular
- What is the number of calls concerning loneliness among adolescents?
A. a third
B. 50 % in the last five years

6 What is the best title for the text? Justify your answer.

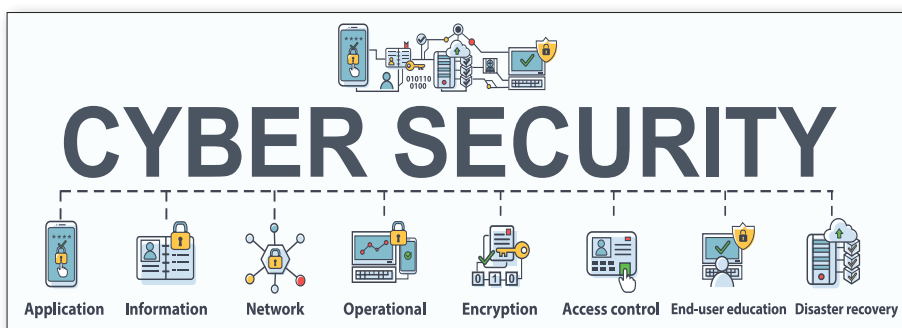
- Limit the Time
- The Lonely Generation
- Two Sides of the Same Coin

SPEAKING

- 1 What are the positive and negative effects of social media on everyday life? With a partner, draw a T-chart and explain your ideas.**
- 2 Discuss the questions below.**
 - Do you have a social media profile? Are you an active user of it?
 - What do you think about social media? Is it a problem or a challenge? Why?
 - How is social networking affecting teenagers and children?
 - How are social networks changing our behaviour? Why?
- 3 What aspects of using social media are important to you? Why? Select from the list below and explain your choice.**
 - getting in touch with classmates and friends
 - learning foreign languages
 - photo sharing and commenting
 - connecting with celebrities
 - giving me a voice
 - showing my talent to the world
- 4 In groups, search for the social media profile of a celebrity or an ordinary person. Analyse it and identify what his or her photos, posts, activities, interests, etc. tell you about his or her personality and lifestyle. Present your findings to the class.**
- 5 Psychological research has revealed some interesting insights regarding people's social media behaviour. With a partner, read the information in the box and discuss each aspect. Analyse your own profiles and identify aspects you agree and disagree with. Explain your point of view. Report your findings.**
- 6 Look at the picture on the right. What phenomenon does it reveal? When does it happen? Why? Who is responsible for this?**

What Your Social Media Profile Says About You

- ✓ The number of photos you upload per day doesn't just tell the world that you're a little desperate for attention. They can also reveal a lot about your feelings and thoughts.
- ✓ Posting black-and-white photos shows you are depressed.
- ✓ Editing or enhancing selfies affects the way you see yourself.
- ✓ Commenting can be tricky. People can get a sense of your personality and how you treat others by the way you organise your comments.
- ✓ Emojis show off your emotional state.
- ✓ Boastful posts can be an indicator of self-centeredness.
- ✓ People who post regularly about what they eat, what they wear, where they go to work out, and how they spend their entire day, are the ones who need approval all the time.



- 7 Analyse the infographic and answer the questions.**
 - What do the icons in the infographic mean? Explain each of them.
 - What should/ shouldn't people do to stay safe online?
 - What type of information should you keep private? Why?

- 8 How has online communication evolved in recent years? In groups, discuss and create a timeline that illustrates the evolution of online communication.**

SUBJUNCTIVE MOOD AFTER "WISH"

Structure	Example	Use
I wish/ If only + Past Simple	I wish you <i>listened</i> to my advice.	wish/ regret about a present or future situation we want to be different
I wish/ If only + could + bare infinitive	I wish I <i>could stay</i> online less.	wish/ regret in the present concerning lack of ability
I wish/ If only + Past Perfect	Jim wishes he <i>had not forgotten</i> his camera.	regret that something happened or didn't happen in the past
I wish + would + bare infinitive	I wish you <i>would stop</i> talking about your life on social networks.	when we talk about other people's annoying habits or future situation we want to be different.

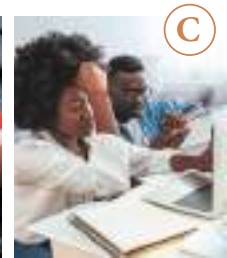
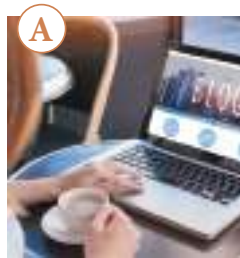
After *I wish* we can use *were* instead of *was* in *all persons*.

Example: *I wish I were* more technologically advanced.

If only means the same as *I wish*.

1 Rewrite the statements as wishes.

- I am so sad I didn't connect with my family today.
- He doesn't help me in the garden, but he is surfing the internet.
- Don't you miss Ann? I want her to be here.
- I regret I posted so many photos from my party.
- I want to have a new post on my blog.
- You always cry.



2 Look at the pictures and write sentences using the Subjunctive Mood after "wish".

1 The Internet is a huge source of information and a means of communication. However, not all of the information online is trustworthy. Be smart and stay safe online! Write an acrostic for the word SMART. Discover the online safety rules hidden behind each letter.

2 Read the caption on the blog post. In about 150 words, end the story.

Something happened to me a year ago that changed my life. No, it's not a disease; nobody died. It's very simple. I have got an Instagram account.

3 Create an e-book with the title "Cyberbullying. What is it and how do I stop it?". Your book should answer the following questions:

- ✓ What is cyberbullying?
- ✓ What are the effects of cyberbullying?
- ✓ Why is it important to report the problem?
- ✓ How do I prevent my personal information from being used to manipulate or humiliate me on social media?
- ✓ How can I stop cyberbullying?

WRITING

LESSON 4

Cross The Line

LEAD - IN

- 1 Look at the pictures and compare them. Are the situations similar or different? What problems do the teenagers in the pictures face?
- 2 How are teenagers influenced? Who has the most power over them? Explain the following:
 - parents or other family members;
 - school friends or other peer groups;
 - media/ social media
 - teachers
- 3 How do people choose their friends? What binds them together as a group? Complete the diagram.



READING

- 1 Read the text and find out why it is important for teenagers to experience a sense of belonging.

Everyone Has a Place Somewhere in the World

Each person belongs, at the same time, to a very large number of groups: family, friends with whom we play, friends with whom we go out to parties, classmates, block neighbours, and many others. In fact, we grow and live in and through groups.

What inspires people to seek out specific groups? In many cases, the need to belong to certain social groups results from sharing common interests. For example, teens who share the same taste in clothing, music, and other interests might seek each other out to form friendships.

People also spend a great deal of time comparing themselves to other members of the group in order to determine how well they fit in.

By belonging to a group, we feel as if we are a part of something bigger and more important than ourselves. Moreover, when we are in a group, we behave differently than when we are alone. We do things that most of us would not do due to the feeling of security that the group gives us.

As children grow and mature, it is natural for them to have reliable friends. They can be a source of encouragement and support. They can help each other learn new skills and motivate each other to engage in extracurricular activities.

However, colleagues and friends might also have a negative influence. They may encourage risky behaviours. As a result of group pressure, some young people start smoking or abusing drugs, others miss school. They usually don't cut classes by themselves, but together with other colleagues or pals.

When young people reach adolescence, it is natural for them to seek out the company and acceptance of peers, who become their role models. For a teenager who wants to integrate into a group and be appreciated within that group, the opinion of peers becomes extremely important.

When you are not comfortable with someone else's decision, just walk away. Everyone has a place somewhere in the world; all you have to do is find the right group and fill the gap.

- 2 Answer the questions according to the text.

- a. Why do people compare themselves to other members of the group?
- b. Why do teens behave differently when they are in a group than when they are alone?
- c. What influences do social groups have on teenagers?
- d. How do you understand the last paragraph of the text? Explain its idea.

- 3 In the text, find synonyms for the underlined words.**
- Our personal safety remains constantly on high alert.
 - I can talk to Jane, share my experiences, and get valuable advice. She is trustworthy.
 - My friend enjoys the mountain town and likes taking part in outdoor sports activities.
 - You became the only person in the universe who had power over him.
 - Getting involved in bad or dangerous behaviour in order to fit in with others is not a good choice.

- 4 Arrange the ideas in the order they appear in the text.**
- It is important for children to have friends and rely on them as they grow and mature.
 - Colleagues may encourage each other to engage in risky activities.
 - People change their behaviour in groups.
 - Positive influences can determine whether a person will learn better or enroll in a variety of activities.

SPEAKING

- 1 Discuss the questions.**
- What does the term “peer pressure” refer to?
 - How does peer pressure make you feel? Justify your answer.
 - Why do some teens seem to be more susceptible than others to such pressure?
 - What is the difference between pressuring and encouraging someone? Bring examples.

- 2 Read the statements about peer pressure. Decide if you believe them to be myths or truths. Explain your answer.**
- If you don’t do what someone wants you to do, you will lose them as a friend.
 - Peer pressure is an excuse for bad behaviour.
 - Peer pressure only comes from friends.
 - Peer pressure is always negative.
 - Peer pressure comes from a desire to fit in.
 - Peer pressure does not relieve teens of responsibility.
 - Peer pressure comes from the media, friends, and family.

- 3 In groups, analyse the information below. What is your opinion?**



- 4 With a partner, think of three examples of slogans to encourage others to resist peer pressure. Design a poster to illustrate them and present them to the class. Explain your choices.**
- Example:** *Choose friends wisely! Don't share them!*

LISTENING

- 1 Listen to the school psychologist speak about peer pressure problems and solutions. What are the most common negative consequences of peer pressure?**

- 2 Identify what advice Mr. Jason gives his audience on how to deal with peer pressure. Read the situations in the table below, and for each, choose the appropriate advice.

Situation	Advice
a. You and your friend are checking your social media profiles. Your friend has over 10 friend requests to respond to, but no one has added you in at least a week. You don't really want to add people if you don't know them in real life, but your friends are laughing at you saying that you have no friends.	
b. Your friends push you to cut the geography class because of the test you need to write. You really don't want to do that. The teacher is strict, and your parents would be so angry if they found out that you skipped a lesson.	
c. One of my friends wants to buy a new phone, so he stole some money from his parents' house. Therefore, he does not have the complete sum of money. He needs more. He asks me to help him.	
d. Three friends of mine regularly oblige a new student in our school to give them his lunch. The student is afraid of them. I am trying to explain to my friends that this is not correct, but they started to call me names instead.	

- 3 Who can help children and teenagers manage peer pressure? How? Discuss with a partner and complete the table. Justify your points of view.

Causes	Effects	Solutions
<ul style="list-style-type: none"> • Weak personality • Fear of rejection • Social acceptance 	<ul style="list-style-type: none"> • Changes in performance at school. • Changes in attitude. 	<ul style="list-style-type: none"> • Support children to find their passion. • Get to know children's friends.



USEFUL LANGUAGE

To express cause: since/ because..., in view of/ owing to/ due to (the fact that...), the reason that.../why.../ for... is that...

To express effect: thus/ therefore/ so/ consequently; As a result, / consequence, The result of... would be...; ...would result in ...

To express purpose: so that..., so as/ in order (not) to..., with (for) the purpose of/ intention of ...

GRAMMAR

REPORTED SPEECH

Direct Speech	Reported Speech
<p>Present Simple/ Continuous e.g. "I <i>work</i> hard to get the best results," he said. "I <i>am working</i> hard to get the best results," he said.</p>	<p>Past Simple/Continuous e.g. He said he <i>worked</i> hard to get the best results. He said he <i>was working</i> hard to get the best results.</p>
<p>Past Simple/ Present Perfect e.g. "Ben <i>phoned</i> me last week," she said to me. "I <i>have read</i> your book," he said.</p>	<p>Past Perfect e.g. She told me (that) Ben <i>had phoned</i> her a week before. He said (that) he <i>had read</i> my book.</p>
<p>will/shall/would/can/could/should e.g. "We <i>will help</i> you tomorrow," he said. "You <i>can</i> stay with me," she said.</p>	<p>would/could/should e.g. He said they <i>would help</i> me the next day. She said I <i>could</i> stay with her.</p>

1 Change the following sentences using Reported speech.

- "I haven't understood the meaning of your words," Jim said.
- "I will not repeat this again," the child said to his mother.
- "She told everyone her secret," Diana said to me.
- "We went out last night," Mike said.
- "I am seeing my friends tomorrow," Kate said.

REPORTED SPEECH (QUESTIONS)

Direct Speech	Reported Speech
Yes/ No Questions WORD ORDER: reporting verb + if/whether + subject + verb	
e.g. " Is she ready?" " Does she like me?"	He asked me if she was ready. He asked me if she liked him.
Wh-questions WORD ORDER: reporting verb + question-word + subject + verb	
e.g. "When is she coming? "	He asked me <i>when she was coming</i> .

2 Complete the reported questions with the words in the box. You can use the words more than once.

how many if what whether who

- The teacher asked the students ... that was their first absence.
- Ann asked her mom ... times she was influenced by her friends in her childhood.
- They asked him ... his favourite sportsmen were.
- They asked them ... they would live in London after graduation.
- Thomas wanted to know ... she would start to be more independent.
- Paul asked her ... she had given up bad habits.

• **Personal pronouns and possessive adjectives change according to the context.**

• **Certain words change as follows depending on the context.**

this/these - that/those
here - there

• **Time words change as follow:**

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

3 Turn the statements in Ex. 2 into Direct Speech.

Example: The teacher asked the students if that was their first absence. → "Is this your first absence?"

4 Report the questions. What did the adolescent ask? What problem does he face? Answer his questions.

a. How did I get here?

b. Where was I yesterday?

c. What will happen to me now?

d. Did my parents see me?



e. Did anybody ask about me?

f. Am I lost?

g. Can I see a specialist?

h. How many days am I here?

WRITING

1 Peer pressure has a negative image, since teenagers encourage each other to smoke, drink, take drugs, or generally do wrong things. Peer pressure, on the other hand, has a positive aspect when it may inspire, encourage, get people involved, and generate changes. In about 180-200 words, write an article to convince your audience that peer pressure can be a force for good.

LESSON 5

Review

- 1 Read the paragraph. Complete it using the means of communication from the box. Use the correct form of the nouns.**

Tom is my younger brother and a university student. As all his peers, he does not spend much time on studies. In the morning, he goes on Twitter first to read all of the ... from his followers. After breakfast, he writes a ... about university life. He also goes through all of his Facebook Then he reads and responds to any ... he receives, saying that many of them are spam-containing advertisements for items he isn't interested in. He also spends time on ... or on a skateboarding ..., where he interacts with skaters from all around the world. In the evenings, we frequently communicate through ... and he helps me with my homework. When he goes out with his friends, they use WhatsApp and ... to organise their activities. My brother communicates a lot. Even though he has a cell phone, he never makes

tweet,
text message,
social media
post,
emails,
phone call,
Skype,
forum,
blog post

- 2 In the text, find synonyms for the words.**

a. arrange
b. answer
c. announcement
d. chat

- 3 Match the idioms with their meanings.**

a. get the ball rolling
b. win hands down
c. back the wrong horse
d. call the shots
e. play by the rules
A. play fair
B. make a wrong decision.
C. win very easily
D. have control, rule
E. begin or start something

- 4 Complete the sentences with the idioms in Ex. 3.**

a. Their hockey team is so good that even if their legs are broken, they will
b. He ... , and we are here only to help him figure out whatever he needs.
c. Don't wait until spring to start exercising. ... now by walking to your school each day instead of taking the bus.
d. If everybody ... , we will have a fair competition.
e. My mother rarely She was always a role model for me regarding a healthy lifestyle.

- 5 Complete the sentences with the correct form of the verbs.**

a. If my friend hadn't encouraged me, I (not get rid) of my addictions.
b. If I (not take) up cycling, I would have been very unfit now.
c. If I (have) a chance to live in a different country, I (go) somewhere with a better climate.
d. If I (not have) a university degree, I (not be able) to realise my dreams.
e. She (not be) tired if she had gone to bed earlier.
f. If he (call) me, I (talk) to him, no matter what time it was.

- 6 Change this dialogue into Reported Speech. Do not use "tell" or "say" as reporting verbs.**

Jane: What did you do on Sunday, Sue?

Sue: I wanted to go walking, but the weather was bad.

Jane: What did you do instead?

Sue: I went to see the new James Bond film with Billy.

Jane: I'm going to see it next week.

Sue: I won't tell you what happens!



LESSON 6

Check Your Progress

1 Read the article and accomplish the tasks that follow.

In kindergarten, I was a pretty shy and quiet child. After a short time, life brightened for me when I was in the elementary school. As it turned out, I enjoyed learning and was a wonderful student. Unfortunately, in the urban neighbourhood where I lived, being smart meant being very low on the social hierarchy.

For years, I ignored this, but as I moved into pre-adolescence, I became more aware of how my peers viewed me and felt more and more embarrassed about standing out as a stellar student.

In one particularly memorable experience, I left the stage of a successful debate speech feeling humiliated because I noticed several of my peers making fun of me in the audience during my delivery. This was a turning point. Because of an intense desire to win the approval of my peers, I began to actively make decisions to fit in rather than finding my joy by expressing who I really was. On tests, I purposefully gave the wrong answers in an effort to lower my score. The momentary gratification of being liked or



winning the approval of others could have had profound consequences.

In high school, I started to think about my future and felt that I had a responsibility to begin living my life in a way that reflected who I really was. This started to motivate me more than other people's acceptance. Small decision by small decision, I began to act with the courage to be me.

2 Answer the questions according to the text.

- What was the perception of intelligent kids in the narrator's neighbourhood?
- What kind of student was the narrator?
- Why did the narrator leave the stage while delivering a speech?
- What did the narrator do to fit in with the group?
- When did the narrator start to think about the future?

3 In the article, identify the meaning of the words.

- | | |
|------------------|--|
| a. gratification | A. a system in which people or things are put at various levels or ranks according to their importance |
| b. hierarchy | B. to be suitable for someone or something |
| c. stellar | C. pleasure or satisfaction |
| d. purposefully | D. extremely high in quality; excellent |
| e. fit | E. intentionally |

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

- Much to my ... , my work got a special mention in her speech.
- Jane was walking ... along the hall, straight towards us.
- Hellen gave a ... performance.
- He is very friendly and sociable, so he should ... in quite easily.
- There was a clear ... of power in the company.

5 What is the message of the article? Comment on it.

4 Complete the sentences with the words in the box. For each set, there is one extra option.

as soon as, in case, while

- A. I'm afraid Mr. Brown is running a little late. He will be with you ... his meeting finishes.
 B. That is OK. I'll do a bit of work ... I am waiting.

as long as, as soon as, in case, once

- A. Hurry up! They won't let us in the theatre... the play has started. And it starts in twenty minutes.
 B. I'll be ready to leave ... I've sent these emails.
 C. OK, ... it doesn't take too long.

as long as, in case, unless, when

- A. I'll take the navigator... there is a problem with the traffic and I have to take a different route.
 B. Good idea. I think you will be fine ... there is an accident or something. Anyway, let me know... you arrive.

5 Write each of the two sentences below as one sentence. Use the third conditional.

- Sam didn't get up early. He was late for work.
- We didn't bring our umbrellas. We got wet.
- I rode the bicycle. I fell off and broke my leg.
- The TV was broken. They were bored.
- Nick was sitting under a tree. An apple fell on his head.
- Jenny practiced a lot. She won the contest.
- The firemen arrived. They put out the fire.

6 Put the words in the correct order to make up questions. Then turn them into Reported Speech.

- where/ you / office / is / Do / know / Mr. Rikers's?
- think / the meeting / be / will / you / Do / Eliza / at / tomorrow?
- don't / week / we / scuba diving/ Why/ next / go?
- go / anywhere / Kate / Did / weekend / last?
- Mike / a / been / Has/ to / hockey/ ever / match?

7 Complete the information with the correct form of the verbs to find out how the four people wish their lives were different.

"I am a waitress at a local restaurant. I wish I (*not/be*) so busy with my work, especially on weekends. If I (*have*) more free time, I (*go*) out with my best friends."



"My sister and I have just moved to a bigger city, and we stay in a small apartment. It (*be*) great if we (*afford*) a bigger one. Here, we don't have enough space for separate rooms."

"Every season, my friends go away for a week on holiday. Unfortunately, I am working at my father's farm. If I (*have*) enough money, I (*go*) on a wonderful vacation in the mountains. I wish I (*climb*) to the highest point to see the world from above."



"I wish I (*be*) closer to my family. My brother is having a newborn baby, and I would like to play with her. If I (*drive*) a car, I (*visit*) them weekly. I really miss everyone."

8 Design a brochure about living a healthy lifestyle. Search and learn about the importance of sleep, vaccination, exercise, healthy food, socialising and other relevant topics. Organise your findings on paper or in a digital brochure. Include photographs and infographics. Make a presentation to the class.

LIVE AND BREATHE!



"A mind that is stretched by a new experience can never go back to its old dimensions."

(Oliver Wendell Holmes)

LESSON 1

A Taste for Adventure

LEAD - IN

1 Look at the pictures. Match the destinations to the pictures. Which one would you choose? Why?

- trek the Inca trail to Machu Picchu
- glacier hiking in Iceland
- camping with Emperor Penguins in Antarctica



2 What are some of the different types of holidays or vacations that people like to go on? Match the types of holidays with their descriptions.

- a package holiday
- a backpacking holiday
- a cruise
- a city break
- a safari



- Have you ever been on any of these holidays?
- Which of the holidays would you like to go on? Why?
- Do you agree with the idea that some holidays can rather exhaust than refresh people? Why?

- a voyage on a ship or boat taken for pleasure or as a holiday;
- a nature-based holiday where you go into the wild, often on a guided tour to see animals in their local habitat;
- a holiday where you visit a city for a short period of time, often taken over weekends.
- a holiday organised by a company at a fixed price that includes the cost of travel, hotel, etc.;
- a form of low-cost, independent travel, which often includes staying in cheap lodgings and carrying all necessary possessions in a backpack.

3 What do you like to do on vacation? Rank these activities from 1 to 8. Explain your choices.

- | | | | |
|-------------------|-------------------------|-----------------|---------------------|
| • go to the beach | • go hiking and camping | • take pictures | • do sports |
| • go shopping | • see cities | • volunteer | • wildlife watching |

LISTENING

1 Listen to the conversation about unusual destinations around the world and answer the questions below.

- What did Pam do on her extraordinary trip to India?
- What experiences are guests offered with flamingos?
- When did Thrihnuvagigur Volcano last erupt?
- What do people do on Hanami?

The Netherlands

Iceland

Japan

India

2 Match the places with their descriptions. Listen again to check.

- Holi festival, colourful powder, dance underwater sprinkles, the end of winter.
- Flamingo Touch, Aruba, hammocks, swim-up bars, massage huts.
- Thrihnuvagigur: a dormant volcano, 120 m inside, erupted 4000 years ago.
- Sakura, the most stunning place in the world in spring, parks, and blooming cherry trees.

3 What is the most unusual vacation you have ever taken? Describe something funny, scary, or frightening that happened to you on the trip. Answer the questions: Where? When? Who? What? How long? What places? What happened? How did you feel?

1 Read the travellers' experiences and say where they have been and how they felt.

Jessica: "When I first came to Peru, there was one thing I really wanted to do: visit Machu Picchu. Peru and South America have always interested me, with their rich, vibrant culture and history.

Starting in the Sacred Valley, the Inca Trail is a route that stretches 42 kilometres over 4 days and 3 nights to arrive at the Sun Gate.

From the Urubamba River valley up into the high cloud forest and alpine tundra of the majestic Andes, the path leads you from one mystical mountain-top Incan ruin to the next. This trail shows off the incredible local biodiversity of Pachamama (Mother Earth) and embraces you with the warmth of Peruvian hospitality.

Many people worry about how difficult the Inca Trail will be, but if you can climb stairs and have at least a good level of fitness, you can easily finish the 4-day Inca Trail. Altitude sickness was something I was worried about, as you can never know how it will affect you. I had a slight



headache and some dizziness for a few seconds, but the best thing you can do is to drink plenty of water and move slowly.

The challenge, mixed with history and culture, had a huge impact on me. This trek was one of the greatest experiences of my life."

* * *



Mike and Julia: "Known as the land of ice and fire, Iceland is a country that is incredible when it comes to natural beauty. We spent 12 days travelling around the country, and every day we felt like we were driving through a different planet.

The best moment of our trip was hiking on glaciers in Vatnajökull National Park. Imagine yourself climbing on this enormous glacier with crampons and an ice axe.

During this hike, we crawled through little ice caves, walked between hollowed-out ice crevasses, and as soon as we reached the top, we were rewarded with breathtaking views of the glacier we had just conquered."

2 Match the words with the definitions.

- | | |
|-----------------|--|
| a. dizziness | A. a metal frame with sharp points that is attached to the bottom of a boot to make walking on ice or snow easier. |
| b. glacier | B. a very deep crack in the thick ice of a glacier. |
| c. crampon | C. a sensation of spinning around and losing one's balance. |
| d. hollow out | D. extremely exciting, beautiful, or surprising. |
| e. crevasse | E. to make an empty space inside something. |
| f. breathtaking | F. a large mass of ice that moves slowly. |

3 Replace the words in bold with words from Ex. 2, so that the sentence has the same meaning.

- The **icebergs** in Antarctica are tabular in shape and much bigger than those in Greenland.
- A few hours later, a large, deep **hole** blocked our way.
- The town offers visitors more than just **spectacular** surroundings.
- Rivers **dig** their channels deeper and deeper.
- The problem with these climbing **cleats** is that they are very heavy.

4 Read the texts again and decide if the sentences below are true or false. Correct the false ones.

- a. Machu Picchu is situated in North America.
- b. Jessica's journey took four days.
- c. For Jessica, hiking the Inca Trail seemed like a relatively simple task.
- d. Iceland's nickname is "land of ice and fire".
- e. The days we spent in Iceland were all the same.

Self-catered Accommodations

- ✓ Apartments
- ✓ Cottages
- ✓ Motels
- ✓ Caravans

SPEAKING

1 Classify the facilities listed below according to the categories below. Complete the chart.

room, kitchen, tent, bathroom, gym, laundry facilities, shower, housekeeping/ room service, entertainment, sports facilities, swimming pool, conference and business facilities, reception, restaurant and bar, leisure facilities.

Catered Accommodations	Self-catered Accommodations
•	•

Catered Accommodations

- ✓ Hotels
- ✓ Bed & Breakfasts
- ✓ Guest Houses
- ✓ Chalets
- ✓ Youth Hostels

2 How do you decide on accommodation while travelling? Choose the three most important things you take into consideration. Justify your answer.

- location
- a gym
- public transport access
- good food
- internet access
- the check-in and check-out times
- air conditioning
- parking facilities
- special facilities (lift, wheelchair ramp)
- room service
- the cost

3 Read the text below. Choose a word that best fits each gap.

Summer is a popular time for vacations, and while some people decide to take a ... , others plan their trip months in advance.

The beginning of the year is a good time for people to start looking at holiday Travel agencies and tour operators both ... a wealth of information on vacation ... and different types of holidays.

Make sure you have all of your travel ... before taking any form of international holiday. Check if your passport is ... and, if necessary, that you have a visa.

As your departure date gets closer, you can start to plan the details of your journey. If you don't know the language well, it might be ... to get a phrase book or a Some people enjoy doing extensive ... on their destinations, learning about the places of interest and "must-sees" It's also fun to make a ... list, so you don't ... important clothes or toiletries. It's also a good idea to buy local ... in advance.

Make sure your home and pets are ... while you are away. Put your dog in kennels, and just in case, leave a ... with a neighbour! Finally, leave plenty of time to get to the Enjoy your journey!

- destinations
- guidebook
- last-minute
- break
- packing
- currency
- provide
- taken care of
- a smart choice
- documents
- sights
- valid
- key
- airport
- research
- brochures
- forget

GRAMMAR

Gradable Adjectives	Non-gradable Adjectives
They can vary in intensity or grade (for example you can be <i>a bit cold</i> , <i>very cold</i> or <i>extremely cold</i>)	They cannot vary in intensity or grade because they are already at their limit. Example: It was freezing in Iceland.

They can be used with grading adverbs (*a little, extremely, fairly, hugely, immensely, intensely, rather, reasonably, slightly, unusually, very, etc.*)

Example: The trip I took last summer seemed **extremely long** to me.

They are often used alone.

Example: During the trip, we hadn't eaten all day and we were **starving**.

They can have comparative and superlative forms.

Example: The city tour was **more exciting** than we expected.

They can only be used with non-grading adverbs (*absolutely, utterly, completely, totally, etc.*)

Example: Our team was **absolutely exhausted** after the four-day trail.

The adverbs **really, fairly, pretty** and **quite** can often be used with gradable and non-gradable adjectives.

1 Which of the adjectives below are gradable and which are non-gradable? Write G (gradable) or N (non-gradable).

- | | | |
|---------------------|-----------------|------------------|
| a. ___ huge | d. ___ good | g. ___ enormous |
| b. ___ breathtaking | e. ___ majestic | h. ___ hot |
| c. ___ vibrant | f. ___ rich | i. ___ difficult |

2 Write sentences using the adjectives in Ex. 1 and the appropriate modifiers.

3 Complete the postcard with the missing modifiers.

Hey Ann,

We're having a great time in Glasgow. We're sitting in a small café, having a ... huge burger and a delicious milkshake. Our hotel is ... close.

Yesterday we did some sightseeing. We went on a ... big double-decker. We sat upstairs. We went to Kelvingrove Art Gallery and Museum, Celtic Park, and Glasgow Botanic Garden. The view from the Science Centre was ... astonishing. We also had a ... interesting time in the Riverside Museum of Transport and Travel, and we also took a lot of ... amazing photos. Here are some.

We went shopping at Princes Square this morning. There are not so many shopping places but, ... comfortable for customers. I bought some ... fascinating souvenirs for you.

I really wish you were here.

Love,
Jacklin.



Anna Brown
Apt 589, West 41st Street
New York
NY 57301
USA

WRITING

1 Imagine you are on holiday in a foreign country with some friends. Write a postcard (150 words) to your parents telling them about your trip, including places, activities, and feelings. Use the adverbial connectors in the box.

Besides
In addition
Moreover
However
Instead

2 Conduct a class survey called "My colleagues' dream travel destinations". Interview at least five of your classmates. The survey should collect data about their dream travel destinations, activities they would try out, and possible difficulties they might encounter. Take notes on all their answers. Use the necessary words and expressions from the box.

USEFUL LANGUAGE

- ✓ The aim/goal/purpose of this report is to present/ examine/ outline the results of the survey ...
- ✓ The report contains information collected from ...
- ✓ Students/ respondents were asked about ...
- ✓ The majority/minority of ... started/ replied/ reported/ indicated that...
- ✓ The facts suggest/ imply/ indicate that ...
- ✓ On the basis of the survey results, it might be concluded that ...
- ✓ The conclusion that can be drawn is that ...

LESSON 2

Holiday Reading

LEAD - IN

- 1 Look at the picture. What does it suggest? With a partner, discuss and brainstorm ideas. Present them to the class.
- 2 Work in groups of three. Read the quotations. Discuss them and list the ideas they reveal. What common things are there between travelling and reading? Justify your answers.
 - a. "When we read, we are able to travel to many places, meet many people and understand the world" (Nelson Mandela)
 - b. "Books are the plane and the train, and the road. They are the destination, and the journey. They are home." (Anna Quindlen)
 - c. "A book is a magical thing that lets you travel to far-away places without ever leaving your chair." (Katrina Mayer)



- 3 Match the pictures with the types of travellers. What type of traveller are you? Explain your choice.



A



B



C

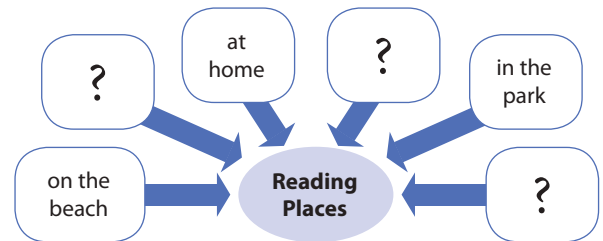
- a. people having an empty gaze while waiting for their destination;
- b. people who take advantage of the journey to read a few pages of a good book;
- c. people who immerse themselves in the infinite world of their cellphones.

LISTENING

- 1 What places do people usually choose for reading? In groups, complete the spider diagram and comment on it.
- 2 Complete the definitions. Choose from the list below.

porch, hourglass, Adirondack chair, roaring fire, hammock

- a. A ... is a fire that burns with a lot of flames and heat.
- b. A glass container filled with sand that takes one hour to move from an upper to a lower part through a narrow opening in the middle is an ...



- c. A ... is a sheltered area at the entrance to a building. It has a roof and sometimes has walls.
- d. A ... is a net or strong piece of cloth, wide enough for a person to lie on, hanging between two trees or poles so that it swings.
- e. A wooden chair for outdoor use with a high slatted back, broad arms, and a seat that is lower in the back than the front is called ...

3 Listen to an interview with three book lovers talking about the best places to read. Fill in the table the required information from the recording.

	Places to read	Types of books
Kate		
David		
Angela		

4 Listen again and answer the questions.

- What helps Kate better concentrate?
- What was Kate’s job in the past?
- Why does David read a variety of books when on the road?
- Why doesn’t Angela enjoy reading on the beach?

5 Listen to the recording again and explain the meaning of the statements below.

- The fire acts as a kind of hourglass- you can put on another log and dive into another chapter or read until the fire goes out.
- I think that choosing the ideal reading place and the right book is a form of art.

READING

1 Read the title of the article. What do you think it is about?

2 Why was the Bookmobile service created?

We Bring the Library to You

Mobile libraries can be traced as far back as the 19th century in England and the early 20th century in the United States, with horse-drawn book wagons. They provided services to individual homes as well as to village centres. A bookmobile, also known as a book van or travelling library, offers library service in **underserved** areas. Nowadays, bookmobiles in the United States serve a variety of customers in schools, **retirement homes**, prisons, and hospitals.

Other ways of delivering information resources throughout the world include boats, bicycles, horses, **burros**, elephants, and even hot air balloons. Bookmobiles can be very adaptable, since their collections can be adjusted to satisfy the expectations of their target audience. While their range of activity is often in rural and remote regions, they are also active in urban areas where transportation to physical libraries may be more



difficult for residents. These bookmobiles also contained music, records, and even movies that could be projected and viewed in any populated area.

In the 21st century, bookmobiles are still in use and are run by libraries, schools, activists, and other organisations. Some people say that the bookmobile is an outdated service due to its high costs, advanced technology, impracticality, and ineffectiveness. To meet the growing demand for “greener” bookmobiles that provide community-based services, some bookmobile companies have introduced significant advancements to reduce the carbon footprint, such as solar/battery solutions replacing the traditional generators and all-electric and hybrid-electric chassis.

Bookmobiles have evolved into mobile libraries, that provide customers with content electronically. The Digital Bookmobile promotes e-book lending programmes at libraries and schools thanks to *OverDrive*, the top global distributor of digital content among libraries. **Aboard**



the 74-foot-long (22,56 metres) travelling exhibit, there are five separate spaces, **showcasing** electronic books, audiobooks, as well as e-book reading devices. The Digital Bookmobile launched in the middle of 2008. Since that time, more than 700 events have been organised across the US and Canada.

Mobile libraries allow you to access the world of books from anywhere.



3 Match the definitions below with the words/word combinations in bold in the text.

- a. a small donkey used as a pack animal;
- b. on or onto a ship, aircraft, bus, or train;
- c. show the best qualities or parts of something;
- d. a place where fewer goods or services are available than there should be;
- e. a place where older people live together and are cared for.

4 Answer the questions below, choosing words and/or numbers from the text.

- a. When did the bookmobile first appear?
- b. Where are bookmobile services mostly used?
- c. What do bookmobiles contain?
- d. Who is the leading global distributor of digital content?
- e. What countries is the Digital Bookmobile popular in?

SPEAKING

1 In groups, discuss the questions below. Report the results to the class.

- a. Are you a book lover? What types of books do you like to read while travelling?
- b. What are the advantages of books over movies? What about the disadvantages?
- c. Are books a reliable source of information? Why? Why not?
- d. What do you think about mobile library services? Do we need such services in our country? Why? Why not?
- e. Could bookmobiles be a good option for travel destinations? Why? Why not?

2 Read about some opinions on mobile libraries. Discuss them in groups. Which ones do you agree with?

- a. Everyone deserves access to information. Mobile libraries offer people the chance to get informed, regardless of where they live or what they can afford to pay. This means more people can be better informed, united, and inspired to take meaningful action.
- b. I expected that mobile library services would not include reading but rather internet connection "anytime, anywhere."
- c. I believe that the future of reading and libraries lies in mobile libraries.

3 We always hear that reading makes us smarter and more intelligent. In groups, discuss and explain your opinion on the statement, using the Six Thinking Hats technique. When wearing each hat, you get a different power:

- **White** – Facts
- **Green** – Creativity
- **Yellow** – Positivity
- **Black** – Judgement
- **Red** – Feelings
- **Blue** – Analysis



4 The following notices can be read on a bookmobile. What do they suggest? Would you take them into consideration while exploring the library? Why? Why not? What notice would you leave for the library visitors?



COMPARISON OF ADJECTIVES

Adjectives	Positive	Comparative	Superlative
One-syllable adjectives add -er/-est to form their comparative and superlative forms	nice big	n ic er (than) b igg er	the nic est (of/in) the big est
Two-syllable adjectives ending in -ly, -y, -w also add -er/-est	easy	eas ier (than) / y → i+er	the eas iest / y → i+est
Two or more syllable adjectives take more/most	motivating	more motivating	the most motivating
Note: Certain adjectives form their comparative and superlative in both ways, either by adding -er/-est or with more/most . Some of them are: <i>clever, common, cruel, friendly, gentle, narrow, pleasant, polite, shallow, simple, quiet</i> .			<ul style="list-style-type: none"> in is used with places <i>He is the most adventurous in his class.</i> of is used with persons/things <i>She is the fastest runner of all.</i>

1 Put the adjectives in brackets into the comparative or superlative form and read about Beach Libraries.

Books and the beach go together like sun and sand. Being set up right by the shore, from Spain to Tel Aviv, pop-up mobile carts and elaborately designed structures are offering books to beachgoers to read for free. While most beach libraries are ... (simple) than Crasset's (a French designer), many of them could be installed on the sand. There are additional mobile versions available in Holland and Tel Aviv, which offer books in five different languages as well as WiFi for tablets to check out electronic reading material.

In 2010, IKEA installed ... (many) than 30 shelves on Sydney's Bondi Beach for surfers and sunbathers. Some of the beach libraries are ... (permanent) than

others. A public library opened its doors in Abu Dhabi in a stunning glass structure. The French Department of Seine-Maritime began building 12 ... (small) libraries on its northern beaches in 2006. ... (large) beach library in Albena, a resort on Bulgaria's Black Sea, is probably ... (well-known). It was designed by German architect Herman Kompernas to withstand the sun, water, and wind, and it has a vinyl cover to protect the books from rain. It reopened with ... (many) than 6,000 volumes in 15 languages, including "classics, thrillers, mysteries, romantic readings, and memoirs." All books are available for free, and visitors are encouraged to leave their own books for others.

2 Any mobile library has a log book for readers who want to leave a message. What message would you write there? Use the comparison of the following adjectives when writing your message: *amusing, easy to read, boring, exciting, motivating*.

1 It's vacation time! One of your friends is planning a vacation. What book would you recommend to him or her? Choose a book you have recently read and write a 150-200 word book review.

USEFUL LANGUAGE

This fascinating book is ... / The book tells the story of ...
The plot focuses on ... / The plot has an unexpected twist ...
It has a surprising end ...
What I really loved about... is ... / The only criticism I would make is that...
I would highly / strongly recommend ...
The book is not to be missed!

Adjectives

(+) exceptional / good value / gripping / lively / memorable / perfect / realistic / stunning / superb / well-written / -acted, etc.

WRITING

Book Review

A review is a short description of a book.

Introduction

paragraph 1: background information of the book (title, author, type, etc.)

Body

paragraph 2: characters, setting, main points/ideas of the plot.
paragraph 3: general comments

Conclusion (paragraph 4): recommendations.

LESSON 3

Discover Moldova

LEAD - IN

- 1 Look at the pictures. What do you know about these places? Have you ever visited them? Which would you like to visit? Why?



A



B



C



D



E

- 2 Read the facts below. Which of them surprised you? Share with your classmates other interesting facts about Moldova.

- The Tree of Life is a complex symbol of national culture and was chosen to represent the values and specific character of tourism in the Republic of Moldova.
- Hermann Göring's wine collection at Cricova Winery contains a Jewish desert wine produced in Jerusalem in 1902, for which was offered a price of US \$1,000,000.
- In 2011, the Moldovan soprano, Valentina Nafornița, was awarded the BBC Cardiff Singer of the World and the Dame Joan Sutherland Audience Prize.
- "Dragostea din tei", a song created by the Moldovan band O-Zone, was sampled in "Live Your Life" by American rapper T.I. and Rihanna, which topped the US Billboard Hot 100 in late 2008.
- The National Museum of Ethnography and Natural History in Chișinău hosts *Dinoterium Gigantisimus*, one of the largest mammals that ever inhabited the Earth and lived seven million years ago.

LISTENING

- 1 Listen to a young tourist discussing with a travel agent his upcoming trip to the Republic of Moldova. What places does the agent recommend?

- 2 Listen to the conversation and say what the travel agent mentions about the following:

- Chișinău • 1989
- Cave Monastery • 90%
- Căpriana Monastery • traditional dishes

- 3 Listen again and decide if the statements are *true* or *false*. Correct the false ones.

- The tourist wants to book a trip to Moldova.
- The travel agent says that Moldova is a large country.
- Cave Monastery is a UNESCO World Heritage Site.
- Căpriana Monastery hosts the largest monastic library.
- The travel agent says that travelling to Moldova is not quite expensive.

READING

- 1 Read the text and say why Emil Racoviță Cave is worth visiting. Name at least three important aspects.

Moldova is a constantly developing destination that can offer extraordinary travel experiences for any type of traveller, especially those who have a sense of adventure, curiosity, and the desire to discover something new.

Emil Racoviță Cave is located next to Criva Village in the north of the Republic of Moldova and is the third greatest gypsum cave in Europe and the seventh greatest gypsum cave in the world. It was discovered in 1959 after an explosion at the gypsum quarry in Criva.

Locals used to call it Cinderella, but in 1991, the cave was renamed in honour of the well-known Romanian scientist, explorer, and **speleologist** Emil Racoviță.

Even the most experienced researchers are challenged by the complex and winding galleries of the cave, which form a real labyrinth. The galleries and labyrinths are storeyed in 3-4 levels and grow larger in some places, forming large halls. The galleries are connected to one another through narrow passageways, sometimes so narrow that a man of average height could hardly pass through them. There are eleven impressive columns that support the ceiling in the waiting hall. The majority of halls have a **vaulted** ceiling in the Gothic style, with a height of about 11 meters. Most of the ceilings and walls in the cave imitate mosaics due to the shapes that appear as a result of gypsum crystallization. The tunnels are 60 to 100 metres long and 30 to 40 metres wide. There are some **wells** found in the galleries.



In the **karst** gaps, there are over 20 lakes with a depth of not more than 2 m and a constant temperature of 8 to 11 °C. The largest are Dacians' Lake, Green Lake, Blue Lake, Dinosaurs' Lake, and Nautilus Lake, which were called like this by the speleologists who discovered them. The hydrochemical analysis revealed that the water in the lakes is rich in mineral salts that are beneficial to the human body.

Each underground hall and gallery is padded with fine argil in a variety of colours due to the mineralization: green, blue, red, black, and white. The cave hides unique mineral structures, such as huge, amber-coloured selenite crystals. The largest gypsum crystal in Europe, with a volume of nearly 3 cubic metres, is found inside the cave.

The amateur speleologists made strange figures out of argil on particular ungrounded routes that serve as indicators for different halls and labyrinths.

Exploring the cave, you'll experience a **burst** of emotions as though you have travelled back in time.



2 Read the text again and match the words in bold with the definitions below.

- | | |
|---|---|
| <p>a. a deep hole in the ground from which you can get water, oil, or gas;</p> <p>b. someone who studies caves, or who climbs in them for sport;</p> <p>c. a sudden increase in something, especially for a short period;</p> | <p>d. having a shape or structure with a curve at the top, like an arch or vault;</p> <p>e. an area of land formed of rock such as limestone that is worn away by water to make caves and other formations.</p> |
|---|---|

3 Read the text and complete the statements below.

- If you want to explore Emil Racoviță Cave, you should go to ...
- The cave was founded due to ...
- The cave with its winding galleries imitates a real ...
- The cave holds ... waters.
- You are directed by clay ... on underground routes.

4 In groups, make up questions using the information given in the text. Discuss your questions with the other groups.



SPEAKING

1 Which of these opinions about Moldova do you agree or disagree with? Give reasons.

- Mike: "Moldovan people are the most hospitable."
- Jane: "Moldova is a budget-friendly country."
- Carla: "You can enjoy the unspoiled countryside and wonderful green landscapes here."
- Olivia: "Moldova is not crowded, and you feel safe here. I had a great time there."
- Noah: "Moldova surprised me with its fast internet."
- Caroline: "Moldovan food is delicious. I will come back again for sure."

2 In groups, discuss souvenirs. Which souvenirs are popular in your country? Which would you suggest a tourist should buy when visiting Moldova? Give reasons.

Home Décor Items:

paintings, vases, statues, etc.



Collectables:

postcards, refrigerator magnets, key chains, pins, souvenir coins and tokens, miniature bells, models, figurines, statues.

Clothes: T-shirts and hats.

Household Items:

spoons, mugs, bowls, plates, ashtrays, egg timers, fudge, notepads, coasters.



3 Discuss the questions.

- Why do people buy souvenirs?
- Why do local people sell souvenirs?
- Does the word "souvenir" suggest something cheap or expensive?
- Are souvenirs practical? Why?

4 Choose a travel destination in your country. With a partner, talk about the most exciting weekend you had there. Consider the following:

- Who were you with?
- What did you do there?
- What made it exciting?

5 Complete the paragraph with the missing words. Answer the questions below it.

cross gastronomy rose slogan
wine culture tourism path promote roads

The *Tree of Life* is a symbol of national culture and was chosen to represent the values and specific character of ... in Moldova. The brand was created in 2014 by the Tourism Agency of the Republic of Moldova with the support of the Moldova Competitiveness Project, to ... Moldova as a tourist destination. The symbol represents a stylized tree with the letter "M" as its base and the symbolic ... growing out of its top. The letter M represents Moldova's breeding ground; the heart symbolises hospitality; the glass represents ... and tradition; and the ... represents religious culture. Vertical lines represent the country ... that have not been explored. The national brand encourages various events, promoting it at the international level. The accompanying tourism ... , "Discover the Routes of Life," encourages visitors to follow the ... towards new discoveries through hospitality, history, wine, ... , and Moldovan traditions.



- What is *Tree of Life*?
- Do you think Moldova needs a good promotion company to attract tourists? Why?
- How does the “Discover the Routes of Life” campaign help tourism in Moldova?
- How does Moldovan tourism benefit from the „Discover the Routes of Life” campaign?

6 With a partner, discuss five unusual reasons to visit the Republic of Moldova. Share your choices with the class. Give reasons.

GRAMMAR

SUBJECT-VERB AGREEMENT

If the subject of the sentence is expressed by a plural noun denoting time, measure, distance, amount, or weight, the predicate is used in the singular form when the amount is considered a single unit.

Amount: *Twelve dollars* **is** the price of the ticket.

Distance: *Thirty miles* **was** a long distance to travel.

Weight: *Ten kilograms* **was** too much for him to lift.

Time: *Three hours* **feels** like eternity if you have to wait.

1 Underline the correct form of the verb.

- Ten kilometres *is/are* the distance between our homes.
- Fifteen miles *was/were* about as much as I could hike in one day.
- Ten dollars *is/are* not a high price for a dinner at a restaurant.
- Twenty miles on the way *seems/seem* like two hundred.
- Three weeks *is/are* a long time for a vacation.

2 Soroca Tour. Study the information below and write full sentences using the Subject-Verb Agreement rules.



Soroca Full Day Tour

Distance: 155 km from Chişinău

Duration: 9 hours

Tour Price: 360 lei

Lunch: 150 lei

Itinerary: Chişinău-Soroca-Candle of Gratitude-Fortress-Gypsy Hill Trip

WRITING

1 Imagine that you have a friend in America who asks for your opinion on his upcoming summer vacation. Write a 150-word email to convince him or her to visit the Republic of Moldova. Give at least three reasons.

New Message

Visit Moldova!

1. Greeting	2. Opening paragraph	3. Body
4. Closing paragraph	5. Signature	

Send

2 Work in teams. Imagine that half of your class are travel agents and the other half are tourists.

- The Travel agents** will design a new holiday package for Moldova. **The Tourists** will decide what their ideal holiday in Moldova will be. Consider the following aspects:
 - location
 - budget
 - duration
 - accommodation
 - activities (day trip/ evening entertainment)

- Split into pairs. Tourists visit each pair of travel agents to find out about the holidays and choose one they would like to go on. Travel agents try to convince tourists to take their tour.

USEFUL EXPRESSIONS

- ✓ It's nice / great / good to hear from you / to read your email.
- ✓ I'm glad to hear your news.
- ✓ Hope you are doing well.
- ✓ As you asked me...
- ✓ I'm excited about...
- ✓ The attached file contains...
- ✓ I really hope to hear from you soon.
- ✓ I hope you write back soon.
- ✓ Best wishes / Sincerely,
- ✓ Take care / Lots of love,
- ✓ See you soon / Regards,

LESSON 4

It's Our Planet!

LEAD - IN

- 1 How could you become more environmentally friendly? Look at the pictures and talk about them. Decide which two things would have a greater impact on the environment. Why?



A



B



C



D

- 2 Look through the list below. Which environmental problems are you most concerned about? Why?

- air/water pollution
- deforestation
- endangered species
- overfishing
- rubbish
- global warming
- urban smog
- overpopulation/consumerism
- overuse of fertilizers and pesticides

- 3 Read the paragraphs. Match the terms with their definitions.

recycling climate change global warming renewable energy

_____ is the long-term warming of the planet's overall temperature. Although this warming trend has been going on for a long time, its pace has significantly increased in the last hundred years due to the burning of fossil fuels. The amount of fossil fuels burned has increased along with the growth of the human population. Burning fossil fuel such as coal, oil, and natural gas causes the „greenhouse effect,” which impacts the Earth's atmosphere.

_____ is energy derived from natural sources that are replenished at a higher rate than they are consumed. Sunlight and wind are examples of such sources that are constantly being replenished. There are many different types of renewable energy available to us. It can be used for electricity, space and water heating and cooling, and transportation.

_____ refers to changes in weather patterns and growing seasons around the world. It also refers to sea level rise caused by the expansion of warmer seas and melting ice sheets and glaciers. Global warming causes climate change, which poses a serious threat to life on earth in the form of widespread flooding and extreme weather.

_____ is the process of collecting and processing materials that would otherwise be thrown away as trash and turning them into new products.

- 4 Discuss the questions.

- What is the main cause of global warming?
- How is global warming affecting the world?
- Why is renewable energy important for the world?
- What renewable energy is used in your country?

LISTENING

- 1 With a partner, look at the picture and discuss it. What does it suggest?



2 Listen to an interview with Melissa, a teenage girl who is concerned about the environment. Correct the false statements.

- Melissa became worried after listening to a radio podcast about the amount of plastic thrown into nature every day.
- Plastic packaging keeps the products safe.
- The main problem with local shops is the price people have to pay for the products.
- Local shops sell products of unknown origin.
- Melissa is not sure about the future of her experiment.

3 Listen to the interview. What is Melissa's plan? Create a mind map.

4 With a partner, talk about what your family members do every day to help the environment. Complete the table.

My Family Habits

Ways we help the environment	Ways we damage the environment

5 What would you do to make the world greener? Complete the statements.

- a. I could give up ... b. I could ... c. I shouldn't ...

READING

1 Read the title of the text. What ideas does it suggest? Explain them.

2 Read the text and explain why Michael Reynolds is regarded as a renegade architect.

One Person's Waste Is Another Person's Home

What do beer cans, car tyres, and water bottles all have in common? Not much, unless you are the renegade architect Michael Reynolds.

Inspired by the energy crisis of the 1970s, Reynolds developed the concept of building environmentally friendly structures. Being fascinated by the creation of low-cost housing, Reynolds designed houses that used recycled materials and created self-reliant systems: homes that generate their own power, collect and purify their own water, and grow their own food. The designs have been used around the world, and about 3,000 Earthships have been built, though most are located in the United States. He describes an Earthship as "a fully sustainable building made with the biproducts of our society."

One of his greatest ideas was the walls. Outside walls are built of two rows of recycled aluminium cans separated by insulated air space and covered with materials such as adobe. Inside, walls are made of old tyres filled with mud, and open spaces are often filled with recycled aluminium cans or bottles. The interior walls are covered with adobe, plaster, or stucco. The heat absorbed by the walls during the day is retained for hours after the sun



sets, and the design of the walls ensures that they slowly release heat as the interior temperatures drop.

Reynolds's buildings use wind turbines, solar panels, and biodiesel generators to produce energy for heating and cooling. Each Earthship features a giant container designed to collect rainwater from the roof and transport it to a water organisation module that purifies drinking water and distributes wastewater to living plants inside and outside the building. These plants are not only used for decoration; they also help Reynolds create buildings that look as if they grew naturally in their environments. In order to achieve maximum sustainability, the exterior walls of Earthships are usually covered by dirt or built directly into hillsides to stimulate passive energy.

Despite all the difficulties, he continues to work tirelessly to draw people's attention to the irresponsible waste of resources that plagues the globe.

We owe enormous recognition to people like Reynolds, who realised the vital importance of an idea long ago and pursued it by promoting and developing it. Michael Reynolds has been called the King of Garbage, Garbage Architect, Tsunami Warrior, and most recently, Garbage Warrior. He serves as inspirational proof that any individual can make a difference on the planet.



3 Match the words with their definitions.

wastewater

sustainable

adobe

self-reliant

insulated

plague

- surrounded or covered with a material or substance to prevent heat, sound, or electricity from escaping or entering;
- water that has been used in the home, in a business, or as part of an industrial process;
- reliant on one's own powers and resources;
- cause someone or something difficulty or suffering on a regular or ongoing basis;
- made in a way that causes little or no environmental damage and is capable of lasting a long time;
- a mixture of earth and straw made into bricks and dried in the sun, used to build houses.

4 Read the text again and answer the questions.

- How does Michael Reynolds help the environment?
- What is an Earthship?
- What materials does Michael Reynolds use to build his Earthships?
- How does Michael Reynolds get energy and water?
- Why is he called the Garbage Warrior?
- Why is recycling important?

5 Read the statements below and choose the correct word to complete them.

a. disaster/damage

- This river has a high flow rate and is naturally inclined to overflowing and unexpected swellings, which cause great ... to the surrounding country.
- We feel powerless in the face of the biggest natural ... of modern times.

b. effects/consequences

- Pollution must be taken seriously, as it has negative ... on natural elements such as water and air.
- One of the ... of global warming in mountainous regions is an increasing risk of infectious diseases.

c. sources/resources

- Agriculture and cattle breeding are the main ... of the inhabitants in both parts of the country, but the soil is not very fertile.
- Other energy ... include solar, geothermal, wind, biomass, hydroelectric, and others.

d. pollute/contaminate

- Do not ... the rivers of the country with waste food, empty cans, or bottles.
- Chemicals used to treat or clean up oil spills may further ... water supplies.

SPEAKING

1 Work with a partner. Match the environmental problems discussed in Ex. 2 (Lead-in Section) with the newspaper headlines. Choose one problem and talk about it. Suggest some solutions. Follow the pattern on the right when working.

WORLD TO FACE WATER SHORTAGES BY 2028

PUSH FOR WHALE SANCTUAR IN SOUTH PACIFIC

NO CARS IN CITY CENTER

KENYON PRESIDENT TAKES DRASTIC MEASURES TO STOP DEFORESTATION

FIRE DESTROYS HUGE AREA OF RAINFOREST

GREENHOUSE GASES BLAMED FOR SUDDEN STORM

Problem



Causes



Solutions

2 Read the newspaper story below. Complete it with the following missing words: about, scored, effects, on, deforestation, football, moreover, take action, sustainable, campaign, trees, in, mission.

Lesein Mutunkei, a Kenyan teenager, was driven to ... after learning at school about the disastrous ... of pollution and He was upset to discover that his country loses 138 football fields' worth of ... every day and made the decision to do something ... to stop it. He came up with a plan to combine the two things that he loved most, ... and nature. When he was only 12 years old, he founded *Trees4Goals* with a simple ... : to plant 11 trees every time he ... a goal, to represent his football team of 11 players. Fortunately, he is a talented footballer and has already planted more than a thousand trees. He started involving his team, schoolmates, and teachers ... the project. ... , Mutunkei has also encouraged schools and football clubs to be more ... , attended climate conferences across the world, and is currently working ... expanding his ... across Africa.



3 With a partner, discuss the questions.

- What could young people learn by volunteering in environmental organisations?
- What is an eco-citizen?
- What is sustainable development?
- How do our everyday choices affect ourselves, others, and the world around us?
- If you were in Mutunkei's place, what would you do?

Take the first letters of:

Land

Air

Water

What do you spell?

4 Your school has decided to join a project to help the environment. Discuss in groups and decide what your project will refer to. Which activities could you participate in? Give reasons.

GRAMMAR

COMPARISON OF ADVERBS

Adverbs	Positive	Comparative	Superlative
Adverbs having the same forms as their adjectives add -er/-est	long	long er (than)	(the) longest
Two-syllable or adverbs ending in -ly take more/most	often silently	more often more silently	(the) most often (the) most silently

IRREGULAR FORMS

Adjective/Adverb	Comparative	Superlative
good / well	better	the best
bad / badly	worse	the worst
much / many / a lot of	more	the most
little	less	the least
far	<ul style="list-style-type: none"> • farther = <i>longer</i> (in distance) • further = <i>more</i> 	the farthest the furthest

1 Use the comparative and superlative forms of the adverbs in brackets. With a partner, discuss the statistics and draw conclusions.

- The number of extracted natural resources will double between 2000 and 2050, making pollution even ... (bad) and destroying our planet ... (quickly).
- The U.S. generates ... (much) plastic trash than any other nation.
- ... (Little) than 10 percent of American plastic waste is recycled.
- Because of global efforts, the hole in the ozone layer is getting ... (small).

2 Use the comparative and superlative forms of the adverbs in brackets.

- This penguin was dancing (gracefully) of all.
- She smiled (happily) than before.
- Could you explain the problem (clearly)?
- He had an accident last year. Now he drives (carefully) than before.
- He worked on this project (hard) than ever before.
- David is very responsible, but at times he uses water (carelessly) than he should.
- If I change my place of living, I'll have to travel (far) to get to work.
- Every morning I arrive at school (early) than all my classmates.

WRITING

1 Write about a teenage activist. Look at the list of teenage activists and find out more about them. Choose one, and in about 80-100 words, write an article about him or her. Consider the following:

- Who is he or she? (name, home country, age);
- What made him or her become an activist?
- What actions did he or she take to change things around?
- What organisations does he or she work with?
- What has he or she achieved?

Irsa Hirsi, Greta Thunberg, Xiye Bastida, Autumn Peltier, Hannah Herbst, Jackson Hinkle, Annabel Caren Clark.

LESSON 5

Be Part of The Solution!

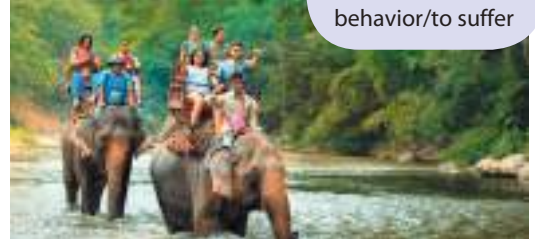
LEAD - IN

- 1 Look at the pictures. With a partner, discuss the issues they illustrate using the clues.
- 2 Work in teams. Choose a picture and ask the other team questions about it.
- 3 Read the quotes. Choose one and explain it.

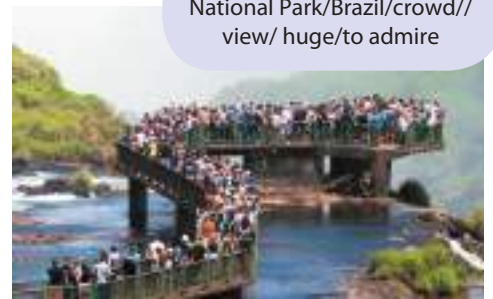
"An individual action, multiplied by million, creates global change." (Jack Johnson)

"Responsible travel is the journey. Sustainable travel is the destination." (Nombulelo Mkefa)

entertainment/
animals/tourists/
behavior/to suffer



Iguassu Waterfalls
National Park/Brazil/crowd//
view/ huge/to admire



LISTENING

- 1 Discuss the questions.
 - a. What travel-related actions might be harmful to the environment? Why?
 - b. What could you do to reduce your footprint while travelling?
- 2 Listen to the speakers and complete the definition.
- 3 Listen to the speakers again and make notes on what they say about:
 - a. locals
 - b. tourists
 - c. the place (city)
- 4 Listen to the speakers and note what each of the numbers refers to.
 - a. 2017
 - b. 1950
 - c. 2030
- 5 Replay the recording and complete the table. Then discuss it with your classmates.

Overtourism is the ... of tourism on a destination that excessively influences the ... of life of citizens and the quality of visitor ... in a ... way.

	Native country	Issues	Impact
Professor Harold Goodwin			
Alessandro			
Rebecca			

Clean and green is our perfect dream!

- 6 In groups, read the statements. Explain them.

- a. "We take our holidays in other people's homes."
- b. "Locals feel they have become endangered species."
- c. "If the number of tourists continues to grow, Barcelona may soon *die of success*."

READING

- 1 Look at the picture. With a partner, discuss your ideas related to it. Consider the following questions:
 - a. What might have happened before and after the picture was taken?
 - b. Who might have taken it? Why?
 - c. What is the connection to the text?



2 Read the text. Provide an answer to the opening question.

Eco Heroes

Have you ever wondered what happens when passion and private enterprise **collide**?

Everything began in 2005 when Andrew invited Marit to join him and dive the spectacular reefs of Raja Ampat for their third date. While exploring the remote island of Batbitim, Marit and Andrew discovered a recently abandoned shark **finning** camp. **Appalled** by what they witnessed and inspired to protect one of the most biodiverse places on earth, Andrew contacted the local village leaders and asked for their permission to build a conservation centre on Batbitim Island.

Even though Marit and Andrew had no experience or education in conservation, architecture, or construction and no money, they had plenty of enthusiasm and energy.

In 2008, after two and a half very long years of construction, the *Misool Eco Resort* opened its doors to its first guests. Since then, it has welcomed a diverse **array** of visitors, including nature lovers and **conservationists**, people looking to get away from urban life, snorkelling enthusiasts, celebrities in search of a hash tag-free oasis, parents looking to bring their kids to a beautiful, safe series of beaches and lagoons, and scuba divers in search of the perfect reef.

The couple's challenge was to create an economic alternative for the hundreds of local people who **rely** entirely on the ocean. They have employed more than 200 people, who get their income from non-extractive work. A team of about 20 **rangers**, many of them former shark



hunters, **patrols** the region using a 5-boat **fleet** and radar surveillance to prevent illegal fishing.

Misool's conservation initiatives, including the Misool Marine Reserve, have also blossomed. The reserve has now grown to 300,000 acres. Over the last 12 years, the area has seen an extraordinary transformation. The fish biomass has increased by 600%, and there are now 25 times more sharks on Misool's reefs and far more **mantas**, too.

The Misool Foundation runs a community recycling programme that rescues two tonnes of plastic from the ocean every day. This made the place more attractive to the conservationists.

The *Misool Eco Resort* provides an inspiring example of people with a lot of passion. This model protects nature, strengthens communities, and creates a unique value for the consumer.

3 Match the definitions with the highlighted words in the text. Complete the crossword puzzle.

Across

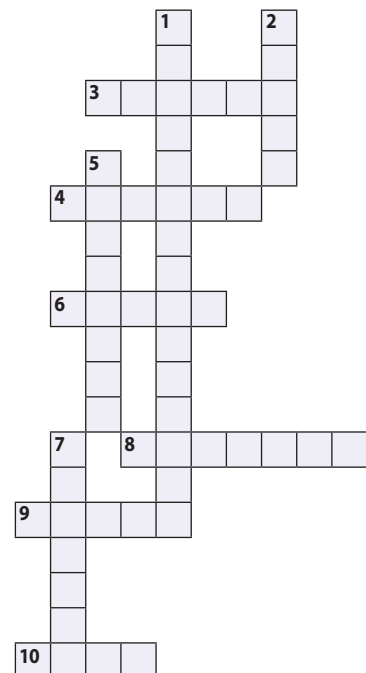
- 3. A person whose job is to protect a forest or natural park
- 4. Watch over (an area) by regularly walking or travelling around it
- 6. A devil ray that occurs in tropical seas and may reach very great size
- 8. The practice of cutting off sharks' fins
- 9. A group of ships sailing together, engaged in the same activity
- 10. Be dependent on

Down

- 1. Someone who works to protect the environment
- 2. A large group of things or people
- 5. Having strong feelings of shock or disgust
- 7. Meet or come together with something completely different

4 Read the text and identify the following:

- a. The location;
- b. Its purpose;
- c. Possible difficulties during the construction.



5 Read the statements. Correct them.

- In 2005, Andrew and Marit launched their business.
- Andrew and Marit were experts in the tourism industry when they decided to run this business.
- Only the wealthy and privileged visit the resort.
- The resort ignores the locals.
- The biodiversity of the ocean is not properly protected by the Misool Marine Reserve.
- The community and local authorities work together to clean the ocean of plastic.

6 In groups, discuss the questions.

- What advantages does ecotourism offer?
- What characterises an “eco” resort?
- Would you be willing to experiment with a similar project? Why? Why not?
- What do you think would be the most challenging?
- The story is described as a success. Do you agree? Give reasons.

SPEAKING

1 With a partner, discuss the impact of the increased number of tourists. Identify its positive and negative aspects. Complete the table.

Positive	Negative

2 Work in groups. Look at the photos and read the information in the box. Discuss the problem revealed by the photographer. Who is responsible for the situation?



In 1985, Thomas Egli’s parents spent their honeymoon on Gili Trawangan, a small island near Lombok in the Indonesian archipelago. When Egli returned to the island 30 years later, he discovered that his parents’ paradise had been destroyed by the tourists.

The Swiss photographer recalls his father’s memories of snorkelling: “It was unbelievable,” he told him. “Crystal-clear water and an abundance of fish of all colours and shapes”.

USEFUL EXPRESSIONS

- ✓ The photos show/reveal ...
- ✓ I think there must be ...
- ✓ Judging by the scenery in the foreground/background ...
- ✓ I would say ...
- ✓ It looks as if ...
- ✓ What strikes me ...

3 What is responsible travel? Work with a partner and complete the mind map. Then share your ideas with the rest of the class.



1 ... 2 ... 3 ... 4 ... 5 ...

4 Work in pairs. Your city, town, or village authorities have designed some projects to attract more tourists. Here are a few of their ideas. Help them make the best decision.

- Choose the best idea;
- Discuss why you think it would attract visitors to your city, town, or village;
- Talk about the environmental impact of this project;
- Act out a dialogue.

a green hotel, a wildlife conservation centre,
an amusement park

1 Rewrite the sentences below as in the example.

Example: Rich people should pay more tax than poor people. → *The rich* should pay more tax than *the poor*.

- Factories close, and life gets extremely difficult for unemployed people.
- There is a stereotype that old people have difficulty learning languages.
- Young people are ready to take action because they are concerned about climate change.
- Most of the time, healthy people are the happiest.
- Blind people should have the same opportunities as sighted people.

2 Choose the correct form of the verb.

- A number of students (was/were) late for the meeting.
- Plenty of trees (has/have) been planted along the roads.
- The number of employees (is/are) increasing.
- A majority of students (is/are) expected to vote in the elections.
- A lot of bottles (was/were) collected for recycling.

3 Being a conscious traveller matters. This way, you can help preserve local communities and cultures, contribute to local economies, and help preserve the environment and wildlife too. Use the following quantity expressions to describe how your friends behave while travelling:

a/the majority of
of a/the number of

a/the minority
a lot of/plenty of

ADJECTIVES USED AS NOUNS

In English, some adjectives can function as nouns. They are used to describe a group of people. They usually take a plural verb and a definite article.

Example: *the old* → people who are old
the rich → people who are rich
the homeless → people who don't have a house
the gifted → people who have special talents

They can also denote abstract notions: *the good, the evil, the beautiful*, etc.

SUBJECT – VERB AGREEMENT TO EXPRESS QUANTITY

We usually use a plural verb after:

- *a/the majority of*
- *a/the minority of*
- *a number of*
- *a lot of*
- *plenty of*

Example: *The majority of* people are responsible tourists.

Note: We use a singular verb with *the number of*.

Example: *The number of* people suffering from hunger **is increasing**.

1 A well-known international guidebook has announced a competition for the most environmentally-friendly city/town/village in your country. The winner will have the opportunity to build a visitor centre and a botanical garden.

- Write a 150-word letter to the organisers and recommend the place you have chosen.
- Give a short description of the location and some reasons why you think it deserves the prize.

USEFUL EXPRESSIONS

- ✓ I am writing to draw your attention to ... / bring ... to your attention ...
- ✓ In my opinion ..., I feel... / believe..., I tend to think that ..., I am convinced that ...
- ✓ due to the fact that ..., on the grounds that ..., for this reason ...
- ✓ I look forward to hearing from you ...

Letter of Recommendation

- ✓ **Greeting**
- ✓ **Introduction:** state reasons for writing
- ✓ **Body**
- ✓ **Paragraphs 2-3:** give opinions
- ✓ **Paragraph 4:** make recommendations and comment on the expected results
- ✓ **Conclusion**

LESSON 6

Review

1 Read the paragraph. Circle the words that best fit the context.

How can we travel, discover new and exciting places, and at the same time make a positive *impact/influence/transaction* on the environment?

In the Philippines, the *expenditure/revenue/salaries* from holidays involving tourists swimming with whale sharks makes up to 5 million dollars a year, which is used to help stop overfishing and *damage/influence/injure* the natural ecosystem.

In Costa Rica, Ecuador, Nepal, Kenya, Madagascar, and territories such as Antarctica, tourists are encouraged to use sustainable

transport to access natural areas, *conserve/develop/promote* the environment, and improve the well-being of the local people. The income from tourism is used for ecological conservation, to directly benefit the economic development of local communities, or to *minimize/rise/foster* respect for different cultures and human rights.

Ecotourism is not just a marginal activity intended to *finance/preserve/influence* the protection of the environment; it is a major industry in the national economy.

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

- In Kenya, the annual revenue from holidays involving swimming with whale sharks can reach 5 million dollars.
- In Ecuador, tourists are encouraged to choose eco-friendly transport to protect the environment.
- Ecotourism is an important sector of the national economy in many countries.
- In Antarctica, the income from ecotourism is used to directly support the growth of regional companies.

3 Choose an appropriate adjective from the box to complete the sentences.

- Don't talk to Clare; she's ... angry.
- Sorry, I can't stop; I'm ... busy.
- I'm worried about Tom. He's ... unhappy.
- The questions were ... impossible.
- This is a ... important matter.
- That slice of cake is ... big.
- The food was ... disgusting.
- I think Selena is ... attractive, but Shakira is ... stunning!

rather, terribly, pretty, very, extremely, completely, absolutely, quite, really

4 Fill in the gaps the correct comparative or superlative form of the adjectives in brackets.

- My friend always has time for me. She is ... (good) friend ever!
- She is ... (careful) than her sister.
- Joe's first job was ... (easy) than the current one.
- Lucia is ... (friendly) tour guide I have ever met.
- What's the ... (bad) delay you have ever experienced on a flight?

5 Match the expressions below with their meanings. Make up sentences using them.

- | | |
|-------------------------------|---|
| a. to walk a mile in a minute | A. to travel with very little luggage |
| b. to hit the road | B. to hide one's trail or footprints so as not to be followed |
| c. to travel light | C. very fast |
| d. to cover your tracks | D. to forget about someone/something |
| e. to lose track of something | E. to do something without being noticed |
| | F. to leave a place or begin a journey |

LESSON 7

Check Your Progress

READING

- 1 Read John's blog. What is the author's attitude towards electric cars? Is it more positive or more negative? Explain your answer.

Adventurous

John

HOME

TIPS AND ADVICE

FUN FACTS

DESTINATIONS

Travelling with Your EV

Step away from the gas station and fasten your seatbelt. The great American road trip is going electric!

Interest in electric vehicles (EVs) is reaching new heights, and as companies across the country build charging stations to meet demand, hitting the highway in a zero-emissions car has never been easier.

Driving an electric car has many advantages. Transport is the biggest source of planet-warming emissions in the US, and switching to EVs helps diminish the climate change crisis by reducing the amount of fossil fuels used. Furthermore, going green saves money. Electric car owners spend 60% less on gas than drivers of internal combustion vehicles,

which is a significant advantage as gas prices continue to rise.

Yet there are still problems with EV road trips. While gas stations are everywhere in the US, finding and using electric chargers on the road can be challenging and time-consuming. This leads to frustration and a fear of losing battery life before reaching a destination. To avoid this fear, travellers must consider their car's range, which is typically 250 miles, plan their trips around areas with plenty of charging stations, and be ready for unexpected fueling problems along the way.

Luckily, there are still plenty of EV-approved road trips around the country.



- 2 In the text, find synonyms and antonyms for the following words.

	Synonyms
a. to lower	
b. moreover	
c. irritation	
d. to arrive	
e. unpredictable	

	Antonyms
a. to destroy	
b. to waste	
c. trivial	
d. to drop	
e. faith	

- 3 Match the questions with the answers. One answer is extra. Write the correct answer in the table below.

- What do American companies do to satisfy people's growing interest in electric vehicles?
- How might using electric cars help the environment?
- Where in the US can you find a gas station?
- What should travellers take into consideration when driving an electric car for long distances?
- How many approved road trips are there across the US?

- the car's range
- 60%
- diminish the climate change crisis
- plenty
- build charging stations
- everywhere

1	2	3	4	5

- 4 Arrange the ideas from the text in the correct order.

- Electric cars are limited by range, and using them for long journeys might be challenging.
- Using electric cars on US roads has become more accessible.
- Driving an electric car benefits both the owner and the environment.

GRAMMAR

1 Use the comparative and superlative forms of the adjectives in brackets to complete each conversation.

- a. A: Did you enjoy your trip?
B: Not at all. It was ... (bad) trip I've ever had!
- b. A: Sarah is very adventurous.
B: Yes. She's ... (adventurous) person I have ever met.
- c. A: Did you pay a lot for your stay there?
B: No. It was ... (cheap) than I could imagine.
- d. A: Have you swam with the dolphins on your vacation?
B: Yes. They are ... (fascinating) creatures in the world.
- e. A: What time is ... (early) train to London?
B: The first train leaves at 5 a.m.

2 Choose the correct form.

- a. The *more/most* I thought about the upcoming holiday, the *less/least* I could concentrate on my work.
- b. The problem is *far/farther* more serious than we thought at first.
- c. He did very badly in the exam – *worse/worst* than we expected.
- d. Let me know if you find any *further/farther* details about our upcoming travel.
- e. My *elder/older* brother is really good at snorkelling.

3 Choose the correct form of the verb.

- a. Six weeks *is/are* not too long.
- b. The number of damages after the earthquake *is/are* horrifying.
- c. The majority of my friends *is/are* eco-citizens.
- d. Three million dollars *is/are* the cost of the project.
- e. Only a minority of Canadians *has/have* voted for change.

WRITING

1 The main source of income for many regions of the world is tourism. Unfortunately, if it is not managed correctly, tourism may also be a source of problems.

- a. Write a 180-200-word text, describing the advantages and disadvantages of tourism in the modern world.
- b. When writing your essay, consider the following:
- describe the methods used by the tourism industry to attract visitors to various destinations;
 - present the advantages and disadvantages of tourism-related activities;
 - express your opinion on the tourism industry;
 - provide two examples to support your opinion;
 - justify your opinion on the impact of tourism on the environment.
- c. Follow the structure of an essay: introduction, body, and conclusion.

PROJECT

TRAVEL BROCHURE

Choose a dream destination for your next family holiday trip and design a brochure.

Your brochure should include:

- a. an image and a textbox on the front cover, including the address and phone number of your destination;
- b. 3-4 images that will inspire emotion and help readers picture themselves at their dream destination;
- c. a list of activities or attractions, each with a short description;
- d. a box containing the travel package price: food, lodging, flight, transportation, and activities;
- e. a box containing a brief history of your destination;
- f. 3 reasons why people should choose this destination;
- g. an hourly schedule of a typical day.

- Search the Internet to see some travel brochure ideas.
- Include only relevant information.
- Your brochure needs to be organised and written accurately.
- Be sure to check your spelling.
- Use an online tool to create your brochure (Flipsnack, Canva, Crello, etc).

DESTINATION UK



"I'm in heaven here because every two seconds someone is asking if I want a cup of tea and I always say yes."

(Rachel McAdams)

LESSON 1

Destination UK

LEAD - IN

- 1 What do you know about the United Kingdom of Great Britain and Northern Ireland? State three facts.
- 2 Complete the Fact File with the missing information. Choose from the box below.

Official Name: ...

Constituent countries: ...

Area: 242,495 km²

Capital: ...

Population: 67,886,004 (estimated in 2020)

Major Language: ...

Other Languages: Welsh, Scottish Gaelic, Irish.

Currency: Pound sterling

Border countries: The coastline of Great Britain is 17,820 km long. It is connected to continental Europe by the ... , which is the longest underwater tunnel in the world.

Climate: Temperate climate, with generally ... temperatures and plentiful rainfall all year round.

Terrain: Mountainous area to the north and west, lowland area to the south and east. The highest point is ... , the lowest point is

Longest rivers: the Severn (354 km) and the River ... (346 km).

Largest lake: Lough Neagh (392 km²) in Northern Ireland. ... is the UK's largest lake in terms of volume.

England, Scotland, Thames, Wales, Northern Ireland, The Fens, London, English, natural gas, Channel Tunnel, coal, wastewater, Loch Ness, The United Kingdom of Great Britain and Northern Ireland, Ben Nevis, Ireland, dioxide emissions.

- 3 Why is the UK called the country of traditions? Bring three arguments.



Terrestrial ecoregions: Celtic broadleaf forests, English Lowlands beech forests, North Atlantic moist mixed forests, and Caledon conifer forests.

Natural resources: Coal, oil, ... , tin, limestone, iron, salt, clay, lead.

Environmental issues: Biodiversity loss, sulphur ... from power plants, some rivers are contaminated by agricultural waste, ... into the sea.

National symbols are events, people or objects that represent the identity and qualities of a nation. They intend to unite people by creating visual, verbal, or iconic representations of the national people, values, goals, or history. They are often used as part of national holidays or other activities.

1 What is a symbol? Why do people use symbols?

2 Which of the following are official and unofficial national symbols? Complete the table.

- a. sights
- b. the motto
- c. the anthem
- d. handicrafts
- e. the flag
- f. the national colours
- g. the seal/ stamp
- h. monuments
- i. the coat of arms
- j. folk costumes
- k. the head of state
- l. national sports teams

Official National Symbols	Unofficial National Symbols

3 Read the text about the official national symbols of the UK. What are the main symbols of this country?

National Symbols

The flag of the UK is officially called the Union Flag or the Union Jack. It became the official flag of the UK in 1801 when King George III made a royal proclamation. It symbolises the administrative union of the countries of the United Kingdom and is made up of the individual flags of England, Scotland, and Northern Ireland. Wales is not represented in the Union Flag, as Wales had been conquered and annexed to England prior to the formation of the United Kingdom.



The flag is made up of three crosses. The upright red is the cross of St. George, the patron saint of England. The white diagonal cross is the cross of St. Andrew, the patron saint of Scotland. The red diagonal cross is the cross of St. Patrick, the patron saint of Ireland. St. David is the patron saint of Wales. The colours on the flag represent: white: peace and honesty; red: hardiness, bravery, strength, and valour; blue: vigilance, truth, and loyalty; perseverance and justice.

The Union Flag can be flown by any individual or organisation in Great Britain on any day of their choice.

Since 1837, the **Royal Coat-of-Arms** has depicted a shield with the three English lions, the Scottish lions, and the Irish harp, surrounded by the *Ribbon of the Order of Garter*, the highest award of the UK, with its motto: *Shame on him who thinks evil of it*. The shield is supported by an English lion and the Scottish unicorn, standing on a field with the emblems of England (the rose), Scotland

(the thistle), and Ireland (the shamrock). Below this is the royal motto: *God and My Right*. The Royal Coat-of-Arms is used by the Queen or King in their official capacity as monarchs, and is officially known as the Arms of Dominion.

“**God Save the Queen**” (alternatively „God Save the King”, depending on the gender of the reigning monarch) is the national or royal anthem in a number of Commonwealth areas. The song was adopted as the UK and Commonwealth’s national anthem in September 1745, during the reign of George III, a year after its lyrics appeared in print for the first time in *Gentleman’s Magazine* and its music was set down in ink in the pages of the *Thesaurus Musicus* anthology.

The identity of the song’s author remains unknown, although earlier composers including John Bull, Thomas Ravenscroft, Henry Purcell, and Henry Carey have all been nominated as possible candidates.

4 Match the words with their definitions.

- a. upright
- b. hardiness
- c. vigilance
- d. loyalty
- e. shield
- A. the ability to endure difficult conditions;
- B. the quality of staying firm in a friendship or support for someone or something;
- C. straight up or vertical;
- D. a large, flat object made of metal or leather that soldiers held in front of their bodies to protect themselves;
- E. more careful attention, especially in order to notice possible danger.

5 Complete the sentences using the words in Ex. 4.

- a. The people here are known for their ... and courage.
- b. He took an oath of ... to the government.
- c. The King's ... was emblazoned with his family coat of arms.
- d. These ... stones are the signs of some ancient religion.
- e. The price of liberty is eternal

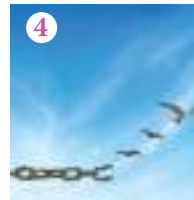
6 Read the text and answer the questions.

- a. What are the emblem flowers of the UK?
- b. What does the Union Flag symbolise?
- c. Who are the saint patrons of the UK?
- d. Who is the author of the national anthem of the UK?
- e. Where did the lyrics of the anthem appear for the first time?
- f. When was the anthem adopted as the national anthem of the UK and the Commonwealth?
- g. What do the colours of the flag symbolise?

LISTENING AND SPEAKING

the rule of law **democracy** individual liberty
participation in community life mutual respect and tolerance

1 Label the pictures with British values.



2 Listen to an article about British values. Identify the true and false statements.

- a. Britain's history is only recent and not very well known.
- b. British people have not had very much involvement with world development.
- c. People living in the UK should respect and support the fundamental values and principles of British society.
- d. The UK doesn't offer certainty that people's rights are respected.
- e. The rule of law promotes a safer society to live in.

3 Listen to the article again and complete the chart with the missing information.

UK citizens should	The UK offers its citizens
...	...

4 Match the words that go together.

- a. safer
- b. cultural
- c. mutual
- d. individual
- e. fundamental
- A. development
- B. values
- C. freedom
- D. society
- E. respect

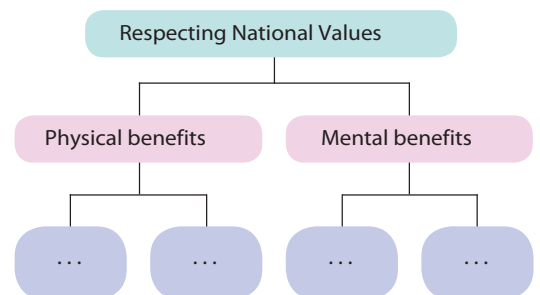
5 Complete the sentences with the word combinations in Ex. 4.

- a. A ... creates opportunities for increased domestic and foreign investment.
- b. It's not hard to make decisions when you know what your ... are. (Roy Disney)
- c. If you try to put social and ... ahead of economic development, it doesn't work. You have to do it all together. (Aga Khan IV)

6 How do you think a country would exist if there were no such things as "values"? Explain your opinion.

7 Think about how respecting national values affects citizens' mental and physical health. Work in groups and complete the mind map. Explain your choices.

- d. Freedom goes hand-in-hand with (Xanana Gusmao)
- e. Margaret Thatcher understood the power of



FULL AND BARE INFINITIVES

Full Infinitives (to + verb)	Bare Infinitives (the infinitive without the particle to)
<p>a. to explain purpose e.g.: <i>He works hard to earn a lot of money. (...in order to earn a lot of money)</i></p> <p>b. after adjectives that describe feelings/emotions: afraid, scared, happy, glad, sad, etc. e.g.: <i>He was afraid to enter the house at night.</i></p> <p>c. after the words too and enough. e.g.: <i>It was too dangerous to walk through the forest.</i></p> <p>d. after certain verbs and phrases: afford, agree, allow, appear, arrange, ask, choose, decide, expect, fail, forget, hope, invite, learn, manage, need, offer, persuade, plan, prepare, pretend, promise, refuse, seem, want. e.g.: <i>He refused to leave the room.</i></p> <p>e. after would like / would love / would prefer, etc. to express a specific preference. e.g.: <i>I would like to travel to London.</i></p> <p>f. after certain nouns. e.g.: <i>What a surprise to see him there!</i></p> <p>g. with it + be + adjective (+ of + noun / pronoun). e.g.: <i>It was generous of him to offer £1,000.</i></p> <p>h. with so + adjective + as. e.g.: <i>Would you be so kind as to help me move the sofa?</i></p> <p>i. with only to express an unsatisfactory result. e.g.: <i>She came in only to find Bob had left.</i></p> <p>j. after be + the first/second, etc. / next / last / best, etc. e.g.: <i>He was the last to come to work.</i></p>	<p>a. modal verbs</p> <p>b. after had better (to give advice)/ would rather (to talk about preference). e.g.: <i>I would rather stay home than go out tonight.</i> e.g.: <i>I had better stay at home.</i></p> <p>c. after let + object (to give permission) e.g.: <i>I let my students debate the subject till the end.</i></p> <p>after make + object (to force a person to do smth.) e.g.: <i>They made him pay for the damage.</i></p> <p>d. the verbs know and help are followed by a to infinitive or an infinitive without to. e.g.: <i>I've never known him (to) be so mean.</i> <i>Could you help me (to) fix the car?</i></p>
	<p>Note: If two infinitives are joined by and or or, the particle to of the second infinitive can be omitted. e.g.: <i>I want to call Mr Jones and fax or post him a letter.</i></p>

1 Match the halves of the quotations. Identify the infinitives. Explain their uses.

- | | |
|---|---|
| a. To be or not to be, | A. you should use their language, the language in which they think. |
| b. To have another language | B. that is the question. |
| c. If you are trying to persuade people to do something or buy something, | C. to avoid a war. |
| d. Learn a language | D. is to possess a second soul. |

2 Complete the sentences with the correct form of the verbs in brackets.

- | | |
|--|--|
| a. Do you use your phone or your camera ... (take) photos? | f. Remember ... (call) me when you arrive at the destination. |
| b. I will give you the book if you promise ... (read) it till the end. | g. I am happy ... (have) you as my guest. |
| c. Man can ... (climb) to the highest summits, but he cannot ... (dwell) there for long. | h. More people questioned would rather ... (have) a shorter summer break and more holidays at other times. |
| d. Will you have a trip ... (visit) the UK? | i. The Government made everyone ... (stay) home because of the conflict. |
| e. I would never let my son ... (study) late at night. | |

WRITING

1 In about 120 words, write a blog post about a national symbol of the United Kingdom. Make sure to include:

- its description;
- its importance for the country or nation;
- the meaning behind the colours and design.

LESSON 2

Bridges to The Past

"Being British means being proud of our history, for without it we have nothing to base our future on."
Jonny Gartside

LEAD - IN

1 Which of the following events matches the pictures?

- a. The Battle of Hastings
- b. The Battle of Waterloo
- c. Coronation of Queen Elizabeth II at Westminster Abbey
- d. Thatcherism



(A)



(B)

2 What role did the events listed in Ex. 1 play in the British history?

3 Read the quotation from the lesson. To what extent do you agree or disagree with it?

LISTENING

1 Listen to the story of the Battle of Hastings and choose the correct answer.

- a. The Battle of Hastings was fought: b. The battle took place in:
- for a woman's love
 - for treasure
 - for the crown
- c. The battle was fought between:
- King Edward the Confessor and Harold I
 - William, Duke of Normandy and Harold Godwinson
 - Harold III of Norway and King Edward the Confessor



(C)

2 How did the Battle of Hastings impact the course of English history?

3 Match the pairs of synonyms. Use them in sentences.

- | | |
|----------------|--------------|
| a. defeat | A. accession |
| b. commission | B. conquer |
| c. succession | C. notable |
| d. significant | D. authorize |
| e. enthroned | E. crowned |



(D)

READING

1 What is the best way to learn about the history of a country? Explain why.

2 Match the sites with the descriptions. Discuss them with your partner.

- a. Roman defensive barrier
- b. the symbol of the Industrial Revolution
- c. a refuge for the royal family during the Luftwaffe bombing campaigns of the Second World War
- d. a royal residence, military garrison, prison, and fortress
- e. a royal palace, a political prison, a place of execution, an arsenal, a royal mint, a menagerie, and a public records office

Edinburgh Castle
Hadrian's Wall
Tower of London
Ironbridge Gorge
Windsor Castle

3 Read about Windsor Castle.

The UK has a rich and diverse history that has witnessed the **rise** and fall of tribes, kingdoms, empires, and nations. From stone-age cultures to the Ancient Romans and Norman conquerors to the achievements of the British Empire, the UK's historic sites are as diverse as they are **wondrous**.

Windsor Castle is the oldest and largest castle in the world, a royal home and fortress for more than 900 years, also serving as a prison during the Civil War in the mid-17th century, a social centre for political figures and nobility, and a fortress during several major wars. The castle was Queen Elisabeth II's favourite weekend home and one of her majesty's official residences.

Originally built in the 11th century, following the Norman invasion led by William the Conqueror, the castle has been home to monarchs since Henry I.

Windsor Castle **grounds** cover 52,609 square metres and combine the features of a fortification, a palace, and a small town. The present-day castle was created during a **sequence** of **phased** building projects, culminating in the reconstruction work after a fire in 1992 lasting for 15 hours. The fire spread quickly and destroyed nine of the principal state rooms and severely damaged more than 100 others.

Although Windsor Castle has experienced additions and renovations under every new monarch,



it still maintains its original plan. The complex includes Saint George's Chapel, the tombs of eleven British monarchs, a magnificent library, and an art collection. Fine artworks that have their home here include *An Old Woman* by Rembrandt, *Holy Family with Saint Francis* by Rubens, *Charles I in Three Positions* by Van Dyck, as well as numerous works by Canaletto, countless other paintings, and a remarkable collection of drawings by such **renowned** artists as Michelangelo, Albrecht Dürer, and Leonardo Da Vinci.

The castle is used regularly for ceremonial and state occasions, including state visits from overseas monarchs and presidents. The Waterloo ceremony is carried out in the presence of the Queen or King each year, and the annual ceremony of the Order of the Garter takes place in St George's Chapel.

4 In the text, find answers to the following questions:

- What did Windsor Castle serve for in the past?
- When was the castle built?
- How was the present-day view of the castle created?
- What is Windsor Castle famous for?
- What ceremonies take place at the castle?

5 Match the words in bold type in the text with their definitions. Use the words in sentences of your own.

- a series of related things or events, or the order in which they follow each other;
- land that surrounds a building;
- inspiring a feeling of wonder or delight; marvellous;
- carried out in gradual stages;
- move from a lower position to a higher one;
- famous for something.

Idioms about the past and history

To make history – to do something historically significant

To rewrite history – to achieve a level of success that sets a new record

Many moons ago – a long time ago

To turn back the hands of time – to go back to the past in order to do things differently

To stand the test of time – to continue to be effective, successful, or popular for a long period of time

6 Complete the sentences below with the appropriate idioms. Make other changes if necessary.

- I wish I could ... and make better choices.
- Their wedding anniversary party is a proof that their marriage
- Margaret Thatcher ... by becoming the first woman prime-minister in the UK.
- After many years of failure, the team has a chance ... by winning the championship.
- ... my grandfather used to be a seaman.

SPEAKING

- 1 Work with a partner and research articles about two-three historical landmarks in the UK. Complete the table below. Which historical landmarks would you most like to visit? Explain your reasons.

The Name	When it was built	Location	Cultural and Historical Significance

- 2 Read the poster. Answer the questions.

- What does World Heritage Day celebrate?
- When is this day marked?
- Why is protecting and preserving cultural and historic heritage important for humanity?
- How can we maintain and value our cultural heritage, identities, and history even though globalisation and technology are influencing change in our communities and societies?
- How can historical landmarks promote increased intercultural understanding?



Recommended Activities

- ✓ Visits to monuments and sites;
- ✓ Articles in newspapers and magazines;
- ✓ Banners;
- ✓ Inviting local and foreign experts and personalities for conferences and interviews;
- ✓ Organising discussions;
- ✓ Exhibitions (photos, paintings, etc);
- ✓ Publication of books, postcards, stamps, and posters.

- 3 The Student Council of your school intends to celebrate World Heritage Day. In groups, plan the event. Take into account the following:

- Choose the location and identify the people you will involve;
- Plan your activities (cultural, educational, and entertainment);
- Predict the outcomes: who will benefit from it?
- How will it impact your community?

GRAMMAR

THE OBJECTIVE-WITH-THE-INFINITIVE CONSTRUCTION

The Objective-with-the-Infinitive Construction shows a complete action.

It is used after verbs expressing:

sense perception

After these verbs the bare infinitive is used.

to hear, to see, to watch, to feel, to observe, to notice, etc.

e.g. I watched a pavement artist draw a portrait in crayons.

mental activities

After these verbs the full infinitive is used.

to know, to think, to consider, to believe, to suppose, to expect, to imagine, to find, to trust, to mean, etc.

e.g. Everybody expected Mary **to give up** her dreams.

wish and intention

to want, to wish, to desire, to intend, to choose, etc.

e.g. I want you **to prepare better** for your exams.

feelings and emotions

to like, to dislike, to love, to hate, etc.

e.g. I dislike you **to talk like this**. Be more polite, please!

order and permission

to order, to allow, etc.

e.g. Mike ordered **the hotel room to be ready** for his arrival.

obligation

to make, to have, to force, etc.

e.g. I can not **make her work late** at night.

1 Choose the correct variant.

- a. We expect the guests ... in time.
A. coming B. come C. to come D. were coming
- b. All students could notice the teacher ... the classroom.
A. entering B. enters C. enter D. to enter
- c. How can you make him ... the truth?
A. to believe B. believing C. believe D. will believe
- d. Did you want your mother ... so many friends at the party?
A. to invite B. inviting C. invites D. invite
- e. She noticed me ... the letter.
A. sends B. to send C. sending D. send

2 Change the following sentences as in the example:

Example: *We heard that he made a report on his discoveries about British historic heritage.*
→ *We heard **him make a report** on his discoveries about British historic heritage.*

- a. Jill saw that he had pressed the bell.
b. I did not expect that they would come in time.
c. He wants that this project will be finished.
d. I believe that you will keep your promise.
e. I heard that they argued during the session.
f. I expect that my friends will arrive in an hour.

4 Write sentences using the pictures and the prompts.

- a. Harry / watch
b. Mother / make
c. Children / want
d. I / see
e. I / expect



3 Join the sentences as in the example:

Example: *She crossed the road on red light. I saw her this morning.* → *I saw her cross the road on red light this morning.*

- a. The band played my favourite song. I listened to it with great pleasure. I listened ...
b. Somebody called my name. I heard it. I heard ...
c. He touched the highest point of the mountains. Jane saw them. Jane saw ...
d. The students had to explore the sites and do research. The teacher gave them a project. The teacher wanted ...
e. The earth moved. I felt it. I felt ...

WRITING

1 Choose a historic site in the UK. Describe it using the guidelines below.

- a. what the place is;
b. where it is located;
c. when it was built or created;
d. how it was originally used;
e. why it is significant for the country, people, and history.

2 Use the following expressions:

- what strikes/ impresses/ delights;
- the most noticeable/ outstanding feature of ... is;
- one cannot help but be impressed/ moved/ struck by ...;
- without doubt, the most impressive thing about ... is;
- the first thing one notices about ...;
- the reason that

Describe a place or building

Introduction

- ✓ **Paragraph 1:** name, location, and reason for choosing this place

Main Body

- ✓ **Paragraphs 2-3:** general features and particular details: **place:** surroundings, sights, facilities, activities; **building:** surroundings, detailed description of exterior and interior

- ✓ **Paragraphs 4-5:** explanation, examples, and justification

Conclusion

- ✓ **Final Paragraph:** comments, feelings and/or recommendations

LESSON 3

Bright Lights, Big City

LEAD - IN

1 What is your favourite thing to do when visiting a new city? Rank these activities based on your preferences. Justify your choices.

- a. visit famous sights;
- b. try local food;
- c. explore museums;
- d. go shopping;
- e. use public transport
- f. watch the street performers;
- g. visit a local market.

2 In pairs, discuss the quotation. How can travelling broaden your mind?

“A mind that is stretched by a new experience can never go back to its old dimensions”
 (Oliver Wendell Holmes)



LISTENING

Places	People	Traditions	Cultural Heritage



- 1** What comes to your mind when you think of Britain?
- 2** Listen to three people sharing their impressions of the UK. List the things they associate Britain with. Complete the table.
- 3** Listen again. Identify if the sentences are *true* or *false*. Correct the false ones.
 - a. Green spaces are not common in British landscapes.
 - b. Britain is a land of diversity.
 - c. Public transport is the cheapest in the world.
 - d. British people like drinking tea.
 - e. Tourists are not impressed by British architecture.

READING

1 What do tourists want to know about a city before visiting it? Where can they find the necessary information?

2 Read the guidebook extracts about the most famous cities in the UK. Match the extracts with the headings below.

- a. The Cradle of Football
- b. All-in-One Destination
- c. A Family Getaway

The largest capital in the European Union, London is incredibly diverse, ethnically and linguistically, offering its visitors cultural delights. Monuments from the capital's glorious past are everywhere. The British Museum, the Royal National Theatre, and both Tate galleries are reliable sources of enlightening entertainment, and it's almost impossible to walk the city centre without stumbling across some historic curiosity. Big Ben, Westminster Abbey, Buckingham Palace, St Paul's Cathedral, and the Tower of London draw in millions of tourists every year. The city also boasts the world's largest modern art museum and Europe's largest Ferris wheel.

There is no shortage of things to do in London: you can relax in the city's quiet Georgian squares, explore the narrow alleyways of the City of London, and wander along the riverside walks.

London's special atmosphere comes mostly from the life on its streets. You could spend days just shopping in London, mixing with the upper classes around Harrods.

3 Read the sentences. Decide if they are true or false.

- a. London is the largest capital city in the world.
- b. The world's largest art museum is in London.
- c. London, Manchester, and Birmingham are boring cities.
- d. Cadbury is a fairy tale.
- e. Birmingham Jewellery Quarter produces 40 percent of British jewellery.
- f. You can find out more about the history of football at the National Football Museum in Manchester.



Whether you're seeking culture, nightlife, history, or just good fun, Manchester is the right destination. There is always something new to discover – from an international festival, a Premiership football match, or a high-profile musician performing in one of the city's venues. The buzz of the place is contagious.

One of the best things about the city is its diversity, from beautiful attractions such as the gothic architecture at John Rylands Library and Manchester Cathedral, fine art at Manchester Art Gallery, and discovering history at Manchester Museum to ultra-modern buildings sharing Manchester's skyline with imposing neo-Gothic structures such as the Town Hall.

Manchester is synonymous with football. So, it's the right place to make a tour of the grounds of Manchester United and Manchester City, discovering the social history of the beautiful game at the National Football Museum.

Manchester is renowned for its entertainment, with an abundance of cinemas, theatres, and legendary clubs for great night time amusement. The Science and Industry Museum, Play Factors, and LEGOLAND Discovery Centre are great fun for all the family.

5 Match the questions with the answers. Pay attention to the idioms. Write sentences using them.

- | | |
|---|---|
| a. When did you <i>hit the road</i> for Paris? | A. Why not? I like adventures! |
| b. Do you still <i>have a thirst for</i> adventure? | B. Great idea! I will write her about it. |
| c. Are you ready to experience London <i>on a shoestring</i> ? | C. Let's take a trip around the world! |
| d. Have you <i>taken the red eye</i> from New York to England last night? | D. Yes, and now I am exhausted. |
| e. Will Jane <i>break her journey</i> for a few days in Oxford? She could pay us a visit. | E. Yesterday night. |

Birmingham, England's second largest city, is packed full of exciting attractions, from a state-of-the-art futuristic Library of Birmingham to a world-class shopping centre, Selfridges Bullring, and even Cadbury World, a real-life chocolate factory, where you can order a liquid pot of chocolate with your choice of sweet treat added, from marshmallows to moreish candies.

With its fun museums, mega arenas and fashionable shops, the city is ideal for a family weekend getaway.

Explore the city by canal boat. Birmingham has more canals than Venice, and there's plenty of beautiful scenery to take in. You have the possibility to visit the National Sea Life Centre and delight yourself with the marine life on display.

Did you know that around 40 percent of British jewellery is made in Birmingham's famous Jewellery Quarter, "a national treasure", "a place of unique character" and "a particular combination of structures associated with jewellery and metalworking that does not seem to exist anywhere else in the world".

4 Match the definitions with the words from the extracts.

- a. discover something or someone unexpectedly;
- b. having a very pleasant taste;
- c. great pleasure, satisfaction, or happiness;
- d. a continuous, low sound;
- e. giving more information and understanding of something;
- f. famous for something;
- g. a short holiday.



- **to hit the road** – to leave/ to start a journey;
- **to have a thirst for something** – to have an intense desire;
- **on a shoestring** – without spending a lot of money;
- **to take the red eye** – to take a plane that is leaving very late at night;
- **to break the journey** – to stop somewhere for a while during a long journey.

SPEAKING

1 Study the words below. Does your city, town, or village have any of these features? Is there any feature that makes your home special? With a partner, discuss them. Present to your classmates.

diversity enlightening entertainment
 historic curiosities futuristic library shopping centre
 chocolate factory canal boat football museum
 arenas cinemas parks

2 In pairs, match the two halves of the statements. With your partner, discuss whether you agree or disagree with them. Choose one and explain it.

- If you demolish the whole city for the flow of traffic,
- We are realising that if you have people walk and bicycle more,
- Cycling starts to become both a way of life, a philosophy
- A city's environment is shaped not only by people who have an important influence,
- The one thing that all great cities have in common

- you have a more lively, attractive, sustainable, and healthier city.
- but by everyone who lives or works there.
- is that they are all different.
- what destination for that traffic would be left?
- and a form of transport.

3 Imagine you are a travel advisor. Your customers want to visit the UK. Choose one of the cities you have read about and recommend it to them. Roleplay a situation using the expressions in the box.

4 Imagine you are an architect and you have to redesign your city, town, or village. What changes would you make? What would be the benefits of your changes for the community? In groups, discuss and make notes about the following aspects: *buildings, facilities, appearance, noise level, safety, entertainment, green spaces, etc.*

USEFUL LANGUAGE

- ✓ I highly recommend ...
- ✓ If you have time, you should visit ...
- ✓ I would suggest going to/ visiting ...
- ✓ My favourite place is ...
- ✓ Don't miss ...
- ✓ I only have positive things to say about ...
- ✓ I would avoid ... because ...

GRAMMAR

PARTICIPLE I

Participle I shows an action that takes place at the same time with that of the finite verb (simultaneous action).

Participle I is used in the function of a *predicative*, an *attribute* and an *adverbial modifier*.

- Examples:**
- The effect of his actions was *surprising*. (predicative)
 - The fence *surrounding* the garden is newly painted. (attribute)
 - While (when) *waiting* for him in the park I took some pictures. (adverbial modifier of cause)

Participle I may be part of a Complex Object or Subject when combined with a noun (pronoun) to which it stands in predicate relation.

These constructions are used after the verbs:

- denoting sense perception: **to see, to hear, to feel, to smell, to notice, to watch, to listen, etc.**
- others, such as: **to catch, to find, to imagine, to keep, to leave, to start, etc.**

Read and compare:

	Active	Passive
Indefinite	drawing	being drawn

Participle Complex Object	Participle Complex Subject
I saw him running along the street. She could feel her hands trembling of fear. I heard my brother coming . He found me watching TV.	He was seen running along the street. Her hands could be felt trembling of fear. He was heard coming . I was found watching TV.

1 Join the sentences below. Use the Participial Complex Object or the Infinitive Complex Object.

Example: *I saw Mike. He was entering the house.* →
I saw Mike entering the house.

- Jack heard Susan. She was playing the piano.
- They did not notice us. We passed by.
- I saw them. They were arguing on the same topic.
- We were working. The teacher watched us silently.
- We have heard him many times. He told this story.
- The father found his children. They were hiding behind the heavy curtains.
- I heard the teacher. He mentioned my name.
- I felt her hand. It was shaking.

2 Answer the questions below using the words suggested. Make all the necessary changes. Follow the example.

Example: *How did you know I was making dinner?*
(to smell / to cook) - *I smelt it being cooked.*

- How did you know it would rain in the afternoon? (to see the clouds/ to rise in the sky)
- How did you know your father was asleep? (to hear/ to snore)
- How did you know that your car was not ready yet? (to see/ to repair)
- How did you know it was time to get up? (to hear the alarm clock/ to ring)
- How did you know our neighbour was a famous singer? (to hear/ to sing at a concert)
- How did you know there was a strong wind outside? (to hear/ to blow all night)
- How did you know the turkey was still in the oven? (to smell/ to burn)

3 Choose the correct variant.

- As I passed by Peter's room, I heard him (*play/ playing*) the piano.
- Mrs. Smith was just going out when she noticed a man (*try/ trying*) to open the door of her neighbour's house.
- The man was in trouble, so I helped him (*change/ changing*) the wheel.
- As mother came into the kitchen, she smelt something (*burn/ burning*). It was my pie!
- I thought I heard someone (*cry/ crying*) in here. Is anything wrong?
- John made his daughter (*change/ changing*) her mind.
- As he turned the corner onto Baker Street, he noticed a man (*stand/ standing*) in front of the supermarket.
- Walking down the street, we saw the crowds (*gather/ gathering*) for the festival.

LANGUAGE TIP

- Participle I, used as part of a Complex Subject, follows verbs of physical perception in the passive voice.
- Participle I, used as part of a Complex Object or Subject, emphasises the idea that **the action is in process**, whereas the Infinitive Complex Object shows **a complete action**.

I heard her singing. (an action in process)
I heard her sing. (a complete action)

WRITING

1 Plan a guidebook entry. Choose a famous city from an English-speaking country you would like to visit. Search the internet or other sources to get more information about the place. Take notes under the following heading:

- | | |
|------------------|----------------------|
| a. Location | d. Architecture |
| b. History | e. Things to see/ do |
| c. Nearby sights | f. Food and drink |

2 In about 140-150 words, write your guidebook entry. When writing, follow the structure: title, introduction, body, and conclusion.

A Guidebook Entry

- Create a visual picture (add more colour to your description using adjectives and adverbs).
- Details are important (interesting facts for the reader).
- Use a rich range of vocabulary (colours, shapes, sounds, smells, tastes, and feelings) to help the reader experience your description.

LESSON 4

Preserving the Past for The Future

LEAD - IN

- 1 Look at the pictures. Match the words in the box with the pictures. Which words describe the cultural heritage?



meals
traditions
events
economy
art gallery
books
museums
holidays



- 2 With a partner, use the appropriate words and write the definition of cultural heritage.

- 3 In groups, discuss the two categories of cultural heritage. Look through the list of words and write them in the correct column.

- paintings
- historical buildings
- cultural events
- festivals
- sculptures
- values and beliefs
- monuments
- performing arts
- traditions
- archeological sites

- 4 Discuss the questions below.

- Why is cultural heritage important?
- What should we do to protect cultural heritage?
- What are the three most important things people should know about your culture? Explain your choice.

Tangible Cultural Heritage	Intangible Cultural Heritage

The term “cultural heritage” has changed its content considerably in recent decades. Cultural heritage does not end with monuments and collections of objects. It also includes traditions or living expressions inherited from our ancestors and passed on to our descendants. There are two categories of cultural heritage: tangible and intangible.

LISTENING

- 1 Listen to three adolescents speak and complete the table.

- 2 Listen again and write what each person is going to do, as in the example:

Example: *David's dream is to visit ... , because*

	Where?	Why?
David		
Emma		
Alice		

- 1 Look at the picture representing a festival in the UK. What do you think the festival is about? What do people do there?
- 2 Read the webpage below which contains frequently asked questions about the Edinburgh Fringe Festival. Match the questions with the answers.
 - a. When and where does the festival take place?
 - b. When did the Fringe Festival start?
 - c. What makes the Edinburgh Fringe Festival unique?
 - d. What is the mission of the Festival Fringe Society?
 - e. Who can take part in the Fringe festival?
 - f. Why is the Edinburgh Fringe Festival called the Fringe?



The Edinburgh Fringe Festival is the world's greatest celebration of arts and culture.

For three weeks in August, the city of Edinburgh welcomes an explosion of creative energy from around the globe. The capital of Scotland comes alive with vibrant colours, shows, and events.

B

The Fringe Festival story dates back to 1947, when eight theatre groups came up to Edinburgh and put on their own productions outside the regular programme, even though they hadn't been invited to perform at the Edinburgh International Festival, an invitation-only festival. Their efforts were fruitful, and the following year, even more unofficial participants were present.

D

Artists and performers take to hundreds of stages all over the city to present shows for every taste. From big names in the world of entertainment to unknown artists looking to build their careers, the festival includes theatre, comedy, dance, circus, cabaret, children's shows, musicals, opera, music, and exhibitions.

F

The alternative scene became known as the Fringe since it took place in locations outside of the main festival. In reality, the term "fringe" was first used in a review of *Everyman* in 1947, when a critic expressed regret at the show's remote location "on the fringe of the festival".

A

Comedy is the most popular section, making up over one-third of the programme, and the one that in modern times has the highest public profile, due to the Edinburgh Comedy Awards.

C

Anyone who wants to put on a show and secure a venue is welcome to perform at the Edinburgh Fringe Festival. This is what makes the festival so diverse and unique.

E

Over the next few years, more performers followed their example, and in 1958, the Festival Fringe Society was formed. It provided information to artists, published a programme, and brought the festival all together. However, the society kept the same spirit that came from those ad-hoc performances back in 1947, and even to this day, the society doesn't select or censor any performances.

G

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

- a. bright and clear;
- b. the place where a public event or meeting happens;
- c. the outer or less important part of an area, group, or activity;
- d. a person who entertains people by acting, singing, dancing, or playing music;
- e. to prevent part or the whole of a book, film, work of art, document, or other kind of communication from being seen or made available to the public.

4 Replace the underlined words with their synonyms.

- a. When he was chosen to play a leading role on Broadway, he moved from minor theatre to mainstream.
- b. In feature films, offensive language is frequently suppressed by television companies.
- c. A young artist's career can be built or ruined by critics.
- d. Birmingham's International Convention Centre is the location for a three-day arts festival.
- e. There were bright and lively flowers on each table.

SPEAKING

1 Match the festivals with the events. Then, make up sentences as in the example.

Example: The ... Festival takes place in People usually ...



Notting Hill Carnival (London)

RHS Harvest Festival (London)

Hogmanay (Scotland)

Cooper's Hill Cheese-Rolling (near Gloucester in England)

- a. Traditionally, ashes were cleaned from the fire, and debts were cleared on the 31st of December to make a fresh start to the New Year. People enjoy open-air concerts, street parties, and fireworks. After the clock bells have chimed midnight, neighbours visit each other's houses as "first footers", traditionally carrying a piece of coal to be the first over the threshold to wish everyone a happy New Year.
- b. Organised by the Royal Horticultural Society, farmers and agricultural producers display their annual harvest, and people can see, taste, and buy the freshest organic products.
- c. It is a demonstration of London's amazing diversity. People enjoy live performances of Caribbean dancers, calypso, and zouk music, and they also experience local and authentic Caribbean street food.
- d. People roll a round of double Gloucester cheese down a steep hill and then chase after it. The winner is the first person to cross the line at the bottom of the hill.

2 Work with a partner. Discuss a festival in your country. Say when and where it takes place and how people celebrate it. Explain why you have chosen it.

3 Work with a partner. Match the columns. Then make sentences using the words or phrases: *even though, however, despite the fact*, and speak about museums.

Example: Despite the fact that museums have many children's exhibitions, the children's areas still need to be improved.

Pros

- a charge for entry might make people value the museums more;
- the museums are still relevant in today's technologically advanced society;
- they have the ability to connect the past, present, and future;
- having a website will help museums promote their exhibits.

Cons

- museums do not attract as many visitors as they did before;
- the number of daily visitors is diminishing;
- not every museum provides free access;
- people need to understand art in order to value it.

4 In teams, debate the topic, "Should authorities encourage people to visit museums?" Use the pros and cons listed in Ex. 3.

5 Have you ever visited a museum? Were there any rules? With a partner, read the list below, discuss, and tick (✓) what is not allowed in a museum. Explain why.

- | | |
|--|------------------------------------|
| a. touching; | f. noise; |
| b. eating and drinking; | g. smile; |
| c. photography and Video; | h. leaning on the walls; |
| d. physical activity (running, pushing); | i. pets; |
| e. sketching/ drawing; | j. asking staff members about art. |



GRAMMAR

1 Complete the sentences with the following prepositional phrases: *by mistake, in the middle of, in charge of, in detail, by means of*.

- Angela tried to show the way to the gallery ... sign language.
- I noticed him ... the bustling crowd.
- Dan described the festival He likes such events.
- My brother is ... the event's promotion for the following year.
- The organisers left three people off the list ... and they were unable to attend the event.

A **prepositional phrase** is a group of words made up of a preposition, its object, and any of the object's modifiers.
Example: *During the vacation*, I rested a lot.

by virtue of
out the door
across the yard
for a change
in the air

2 Rewrite each of the sentences below, using a prepositional phrase in the box.

- There was great excitement
- Patrick won the game ... his strength of will.
- I usually take the bus to town, but today I walked
- When I walked ..., everything was a different colour.
- Amanda followed her ... into the kitchen, which was surprisingly warm and sunny.

3 Write sentences using the following prepositional phrases: *by mistake, under control, without doubt, on fire, on television*.

WRITING

1 You have recently attended a cultural event in London. Look through the notes you have taken during the event. Write an article for the local newspaper about it.

Your notes:

- Chelsea Flower Show;
- a British tradition;
- members of the British Royal Family;
- flower lovers;
- every spring;
- impressive flower displays, gardening trends, new plants;
- over 168,000 people;
- buy tickets in advance.

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, or thoughts)
- Consider the following:
- ✓ Use past tenses and Passive Voice;
 - ✓ Descriptive adjectives.

LESSON 5

People Change the World

LEAD - IN

- 1 Look at the pictures. Do you recognise the people in them? Match the pictures with their descriptions.

“British bulldog”
 “The Diamond Queen”
 “Iron Lady”
 “The world’s most photographed woman”



Queen Elizabeth II

Diana, Princess of Wales

Margaret Thatcher

Winston Churchill



- 2 Why are these people considered emblems of their country? What role did they play?
- 3 With a partner, discuss other important names who changed the world. Match the names with the descriptions. One name is extra. Bring other details about these people.

- | | |
|----------------------|---|
| a. Alexander Bell | A. built the steam locomotive; |
| b. Robert Burns | B. invented the telephone, made a device for locating icebergs at sea and the metal detector; |
| c. Alexander Fleming | C. designed and supervised the rebuilding of 51 churches in London; |
| d. Christopher Wren | D. invented penicillin. |
| e. George Stephenson | |

LISTENING

- 1 Listen to some details about a very important person in the UK. What is his name? What do people remember him for?

- 2 Listen again and complete the sentences with the missing words.
- Winston Churchill was famous for his ... as well as his refusal to give up.
 - He assisted the first cars, the first planes, and the first ... in space.
 - One of the most famous speeches is known as the “...”.
 - Churchill is also known for his direct military action in ... and Malaya.

e. He published more than 40 books ... , plus hundreds of articles.

- 3 Complete the table below using the information from the recording.

Events	His actions	Qualities

- 4 Look at the picture in Ex. 1 and make a description of the well-known British Prime Minister. Does the picture convey any special details about him?

- 1 Read some facts about the members of the Royal Family. Which one do you find the most surprising? Explain why.

Queen Elizabeth II worked as a military mechanic

During World War II, Princess Elizabeth II joined the Women's Auxiliary Territorial Service in 1945. There, she learned to drive and to maintain vehicles. In 2003, she became the first female member of the Royal Family to join the Armed Services as a full-time active member.

Princess Diana worked as a teacher

Diana had a variety of occupations before marrying Prince Charles. She began her career as a babysitter. She loved children. She was a kindergarten teacher at the Young England School until she and the Prince of Wales got married in July 1981.

Queen Elizabeth II used to wear bold colours

Her Majesty's affinity for wearing bright coats and dresses was not just about her personal style; it was also to ensure her loyal followers never missed her in a crowd.

Use social media

Princess Eugenie is the only member of the younger generation of royals who has a personal social media account. The rest of them use Kensington Palace's official account to share photos.

Meghan Markle notably deleted her Facebook, Twitter, and Instagram pages when she got engaged to Prince Harry.

- 2 Read the statements below and say who they refer to. One is extra.

- Worked as a mechanic during World War II.
- She began her career as a babysitter.
- She earned a master's degree in art history from the University of St. Andrews.
- She signed a 10-year-old girl's autograph book.
- She is the symbol of the UK on the national and international stage.



It is against the rules for Royals to sign autographs

Royals aren't allowed to sign autographs for security reasons, to prevent people from forging their signature. Prince Charles is said to reply, "I'm sorry, they don't allow me to do that," if people ask for his; however, Meghan Markle broke this rule when she signed a 10-year-old Caitlin Clarke's autograph book with a heart and smiley face, and she simply wrote "Hi Kaitlin" instead of signing her name.

The powers Queen Elizabeth II had

The Queen was the head of the British state, and the highest representative of the United Kingdom on the national and international stage. She served as a symbol of the country.

The Queen appointed a government: the leader of the winning party in a general election was invited to Buckingham Palace to become Prime Minister and to form a government. She could also formally dissolve a government before a general election.

State Opening and the Queen's Speech: The Queen started the Parliamentary year with the State Opening Ceremony, during which she read out the government's policy ideas and plans, in a speech delivered from the throne in the House of Lords.

Royal Assent: To become law, a piece of legislation had to be formally accepted by the Queen after it had passed through Parliament.

2 Identify if the statements are true or false. Correct the false ones.

- a. During World War II, Princess Elizabeth II joined the Women's International Club.
- b. Queen Elizabeth starts the children's school year by giving a speech.
- c. Princess Eugenie has a personal social media account.
- d. Princess Charlotte wears bright clothes.
- e. The only power Queen Elizabeth II had, was to hold speeches at Christmas.

3 Match the pairs of synonyms.

- | | |
|----------------|---------------|
| a. affinity | A. assistant |
| b. follower | B. law |
| c. forge | C. designate |
| d. appoint | D. attraction |
| e. legislation | E. falsify |

USEFUL LANGUAGE

- ✓ The main advantage/ disadvantage is ...
- ✓ A very good thing about ... is ...
- ✓ Although ... it can not be denied that ...
- ✓ There are more pros than cons ...
- ✓ We also have to take into account that ...
- ✓ On the whole ...

SPEAKING

1 What are the advantages and disadvantages of being famous? In groups, discuss the list below. Use the phrases in the box. Share your opinions with the class.

- privacy
- responsibilities
- hobbies
- friends
- food
- entertainment
- others

2 Darren Stanton, a body language expert, has uncovered how the royal family's gestures reveal their true personalities. In pairs, discuss the photographs and the gestures they show, then match them with the personality type. To what extent do you agree with the expert? Explain your opinions to the class.

- a. She is a "very confident woman" and is comfortable in the public eye. She likes to use "power poses", while her constant touching of her husband is used as a show of support.
- b. She is more "formal and cautious". The handbag that she always holds in front of her is clearly a defence, a barrier between herself and the rest of the world.
- c. His unusual habit of tucking his hand into his jacket demonstrates "humility" and puts others at ease.
- d. His habit of always touching his upper body with his hand might reveal a lack of confidence.
- e. She always holds her hands in a clasped position when fulfilling her public duties. She now looks so comfortable and relaxed in this position. It also suggests she is approachable, but not familiar.



3 Imagine that these frames will be displayed on the Wall of Fame in your school. Who would you like to see there? With a partner, discuss and make your choice according to the given categories. Explain your choices. Fill in the missing category.

Greatest Leader	Greatest Scientist	Greatest _____	Greatest Artist
-----------------	--------------------	----------------	-----------------

The use of articles with predicative nouns

A predicate noun is a noun that follows a linking verb (*be, appear, look, sound, become, remain, feel, seem, taste, grow, smell*) and renames the subject.

If a predicative noun is modified by a particularizing attribute, **the definite article** is used.

e.g. *She is **the** student you wanted to speak to.*

No article is used with predicative nouns after the verbs *to turn, to commence, to appoint, to elect*.

e.g. *Shakespeare commenced actor.
They appointed him head-teacher.*

When the predicative noun has an adjectival character, especially when it is followed by the adverb *enough*, **no article** is used.

e.g. *Andy isn't fool enough to believe your story.*

If a predicative noun denotes a post which can be occupied by one person at a time, **either no article or the definite article** is used.

e.g. *Professor Smith is **the** dean of our faculty.*

The nouns *son* and *daughter* used predicatively take the **definite article** when modified by an *of*-phrase.

e.g. *Queen Elizabeth II was **the** daughter of King George VI.
Shakespeare was **the** son of a leatherworker.*

The use of articles with nouns in apposition

An appositive is a word or phrase that follows a noun (person, place, thing) and gives additional information about the noun, and is separated by commas from the rest of the sentence.

Nouns in apposition are used with the **indefinite article** if the speaker states that the object expressed by the noun in apposition belongs to a certain class.

e.g. *I want to introduce you to Emily, **a** great friend of mine.*

In the plural, **no article** is used.

e.g. *I want to introduce you to Emily and Greg, great friends of mine.*

If the noun denotes a well-known person or work of art, the **definite article** is used.

e.g. *Shakespeare, **the** great British writer, died in 1616.*

But if the person or the work of art is not widely known the indefinite article is used.

e.g. *"Pericles", **a** comedy by Shakespeare, is hardly ever staged.*

No article is generally used with a noun in apposition when the apposition expresses a post that can be occupied by one person at a time. Occasionally the definite article is used.

e.g. *Professor Highbrow, dean (**the** dean) of the English department, has left for London.*

1 Complete the sentences with articles where necessary. 2 Fill in the missing articles.

- Jim is now acting ... president of the company.
 - The study has revealed that people's favourite movie genre is ... action or ... drama.
 - A powerful and honest man should have been the leader of the country.
 - Tom is ... real help to his mother.
 - "I am ... king of the world", cried Jack.
- Everyone knows Mr Hard, ... professor at London University.
 - I met David, ... assistant director of the movie.
 - That evening, my friend introduced me to ... Captain Evans.
 - Charles was dancing with his childhood friend, ... good-looking girl.
 - The person he trusted was Laura Carter, ... daughter of a retired colonel.

Structure

- ✓ An introductory slide giving the person's name and a picture.
- ✓ A slide outlining the main reason that this person is considered famous
- ✓ 1-2 slides of his or her family, studies and career.
- ✓ 1-3 slides describing his or her qualities and achievements
- ✓ Final slide: either a quote by or about this person that sums up their contribution to the world and a conclusion emphasising his or her impact on the development of the society.

WRITING

- Search the Internet or other sources and collect information about other influential personalities in the United Kingdom from different backgrounds. Develop a presentation (using digital tools), including:
 - Family and life;
 - Studies and career;
 - Qualities;
 - Achievements;
 - Impact on the development of the society.

LESSON 6

Review

1 Read the article. Complete it with full or bare infinitives of the verbs given below.

take touch board keep pay check
have apply show use travel avoid

Buses have been used as a means of public transport in London since 1829. In the decades since its introduction, the red London bus has become a symbol of the city.

London's iconic double-decker buses are a convenient and cheap way ... around the city, with plenty of sightseeing opportunities along the way. London buses are all cashless, so you need ... an Oyster card, a travel card, or you can ... contactless payment. A single London bus journey costs £1.75, no matter how far you go. You can even ... multiple buses within one hour at no extra charge thanks to the Hopper fare system. For contactless payment cards issued outside the UK, it's best ... with your card issuer, as transaction fees or bank charges may It is very easy ... your fare by simply touching your payment card of choice on the yellow reader as you ... the bus, or ... the driver your paper Travel card. ... card clash, you should only ... one card on the yellow card reader, and ... your other cards separate.



In most cases, buses only stop at designated bus stops. They do not stop on request between bus stops.

A common sight in central London are tour buses, the majority being open-top buses, which provide tourist services with either live or recorded commentary.

2 Answer the questions.

- When did Londoners start using the red buses as a means of transport?
- What are the London buses called?
- How do you pay for bus trips in London?
- How much does a single London bus journey cost?
- Where do buses stop?

4 Circle the correct answer.

- We could see Margaret *wave* / *waving* to the Queen.
- During the tour of the chocolate factory, she was noticed *eat* / *eating* many sweets.
- I heard Susan *laugh* / *laughing* at her brother's jokes.
- Last year, I had the chance to hear my favourite singer *perform* / *performing* at the festival.
- The old man was heard *move* / *moving* about the house.

3 Complete the sentences using *let* or *make*.

- This travel card ... you travel on any bus in the city.
- The photos you showed us ... me want to visit Scotland. It looks wonderful.
- Joan's boss often ... her work late.
- Tim might ... you accompany him on his trip. You need to ask him nicely.
- The guards don't ... the visitors take photos inside this museum.

5 Fill in the missing articles.

- The city became ... popular destination for tourists.
- Beth is ... tennis player whom I am coaching.
- ... living room, ... biggest room in the house, looks out onto a beautiful garden.
- Jane was appointed ... director of the company.
- Saturday, ... day of our departure, was full of emotions.

LESSON 7

Check Your Progress

1 Read the text about the English Language.

In today's world, English is everywhere, being the international language of business, commerce, science, medicine, aeronautical, diplomacy, and many other key areas.

International trade expansions, many MBA programmes taught in English, and much of the technical terminology in science and medicine based on English words make it a "lingua franca", a global language. A good command of English will open doors in any area of the working world.

The number of non-native speakers now outnumbers the native ones. The renowned linguist, David Crystal, suggests that "a language becomes a global language because of the power of the people who speak it." The "power" of English was initially based on political and military factors,

most notably the expansion of the British Empire. Later, the role of English as the language of the scientific, industrial, financial, and economic revolutions further increased its influence. Another huge influence on the English language now comes from technological progress.

Crystal stresses that the increasing importance of English is not because of the structure of the language itself. What makes the English language flexible, however, is that it borrows heavily from other languages, particularly Latin, Greek, and French. Adopting loan words has been a useful evolutionary strategy for language survival, even if English is a Germanic language in its grammar, syntax, and key vocabulary.

2 Answer the questions according to the text.

- Why do you think English is the world's most widely used language?
- What are the advantages of studying English in an English-speaking country?
- What are the main reasons the English language is changing?

3 Find a word or phrase in the text in Ex. 1 that means the same as the following:

- the increase of something in size, number, or importance;
- a language that is adopted as a common language between speakers whose native languages are different;
- to be greater in number than someone or something;
- give particular emphasis or importance to a point, statement, or idea;

4 Decide if the sentences are *true* or *false* according to the text. Correct the false ones.

- Knowing English will help you in any field of activity.
- The English language has expanded due to the growth of the Roman Empire.
- The number of non-native speakers has now exceeded the number of native speakers.
- Technological progress has had a significant impact on the English language.
- English is the only language that doesn't borrow any words from other languages.

5 Acceptable behaviour in England. Match the questions with the answers. One answer is extra.

- | | |
|--|---------------------------------|
| a. What will you say if someone is blocking your way? | A. Shake hands. |
| b. What shall we do when we are introduced to someone? | B. Take a gift for the host. |
| c. What people shall we greet with a kiss? | C. Anyone. |
| d. What shall we do when someone invites us to to his or her home? | D. Excuse me! |
| | E. Close friends and relatives. |

6 With a partner, ask and answer the questions.

- What is the official name of the United Kingdom?
- What countries make up the UK?
- What is the highest mountain in the British Isles?
- Which lake in Scotland is said to be inhabited by an aquatic monster?
- What is the second-largest city in the UK?
- What is the name of the flag of the UK?
- Where does the changing of the guard ceremony take place?
- What is Windsor Castle famous for?
- What is Hogmanay?
- What role did Winston Churchill have in the evolution of the British society?

SPEAKING

- 1 Read about the festivals. Compare and contrast them using the expressions below.

USEFUL EXPRESSIONS

- ✓ Compared with/ to
- ✓ At the same time
- ✓ Similar to
- ✓ Just like
- ✓ Both
- ✓ Unlike
- ✓ In/ By contrast

The *Bostaniada* is an annual ethno-gastronomic festival that takes place on the last Sunday in September. The festival celebrates the harvest of pumpkins and all that it entails. Various competitions are held to commemorate various pumpkins, including the oddest, largest, tiniest, and many others. A broad variety of local products are available at the festival, including vegetables, fruits, tools, wood products, textiles, clothing, and other crafts. Pottery, wood sculpture, wicker weaving, and embroidery workshops are also offered by local artisans.

In early October, the *RHS London Harvest Festival Show* takes place. It features everything from culinary delights to blooming plants. Fresh autumn produce can be found there. The annual Giant Pumpkin and Autumn Fruit and Vegetable Competition is a big favourite. The RHS Gardening Advice Service also gives late-summer gardening advice to guests.

GRAMMAR

- 1 Choose the correct variant.

- a. She's a great teacher and I've never seen her to lose / lose her temper or become angry over anything.
- b. She heard the musicians turn / tuning up in the back parlour.
- c. I consider this subject to be / be very important.
- d. I noticed Tom stand / standing in the crowd.
- e. His parents agreed to let him to go / go on a vacation in Scotland.
- f. Everybody expected her to quit / quit participating at the festival.
- g. Have you seen Mary look / looking into a shop window?

WRITING

- 1 Write a letter to an expert on British Royal Family. Give him or her three of your opinions on the royal family. Justify them. Ask him or her three questions about its members that might interest you. When writing your letter, consider the following:

Dear Mr/ Mrs ...(Sir/ Madam)

To begin your letter:

I am writing to you with regard to your recent publication about the British Royal Family ...

To begin with, I would like to ...

I hope that you will appreciate ... and would be grateful if you ...

To state your opinion:

In my opinion ...

I tend to think that ..., because .../ owing to the fact that .../ on the grounds that ...

For this reason ...

To ask questions:

I wonder if ...

I would like to find out if ...

Could you be so kind and tell me ...

To end your letter:

I look forward to hearing from you soon.

Sincerely yours,

(Your first and last name)

CONSUMER SOCIETY



"Whoever said money can't buy happiness simply didn't know where to go shopping."

(Gertrude Stein)

LESSON 1

Going Shopping

LEAD - IN

- 1** Choose one of the quotes from the list below that you most agree to. Use the suggested expressions to explain your choice:
- “For some, shopping is an art; for others, it’s a sport.”
(*Pamela Klaffke*)
 - “Recreational shopping is the shortest distance between two points: you and broke.” (*Victoria Moran*)
 - “I always say shopping is cheaper than a psychiatrist.”
(*Tammy Faye Bakker*)



- 2** Work in teams. List three reasons why some people truly enjoy shopping while others believe it is only a waste of time.

- 3** With a partner, discuss the photos. What might people enjoy about shopping in these places? Which place would you most enjoy visiting? Why?

USEFUL LANGUAGE

- ✓ As I see it...
- ✓ For me/ From my point of view...
- ✓ I have come to the conclusion that...
- ✓ I have very limited experience of this, but...
- ✓ I’m pretty confident that...
- ✓ In my humble opinion ...
- ✓ It seems clear to me that ...
- ✓ Not everyone will/ would agree with me, but ...
- ✓ Personally speaking...
- ✓ The way I see it (is)...
- ✓ If you ask me...



- 4** Read the statements carefully and say where you can shop if you ...
- want the most fashionable things
 - don’t want to spend a lot of money
 - want to have something to eat
 - want to shop in the evening
 - want to shop during the night
 - don’t want to spend time with tourists
 - don’t want to get wet in the rain
 - want to have some entertainment as well as shop

LISTENING

- 1** Before listening to an expert in marketing talk about buying behaviour, study the words and word combinations in the box. Match them with their definitions.
- the activity of selling goods to the public in stores or on the internet;
 - lack of agreement or harmony between people or things;
 - the distinctive taste of a food or drink;
 - because of; out of consideration for;
 - the state of being convenient.

flavour
dissonance
for the sake of
retailing
convenience

2 Listen to Dr. Patricia Huddleston. Match the type of consumer behaviour with the descriptions below.

- a. a customer purchases regular goods for a very long time and does not see any significant distinctions across brands;
- b. a person who buys goods without much research based on convenience or an available budget;
- c. a buyer who is actively interested in the process and who does lots of research before making a purchase;
- d. a consumer who shows a low level of involvement while switching brands out of curiosity or desire for diversity.

dissonance-reducing behaviour

habitual behaviour

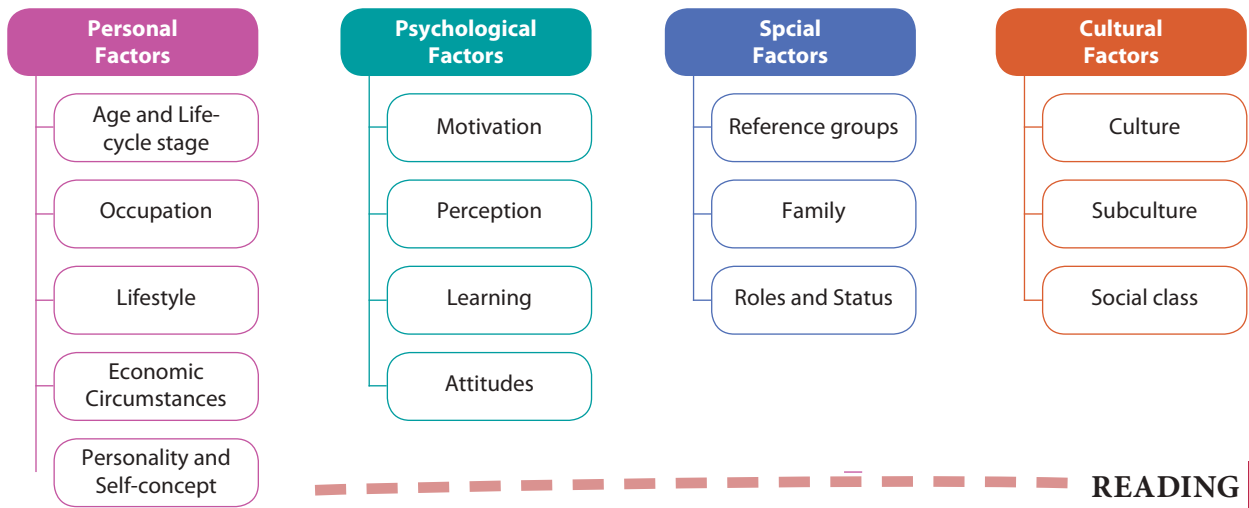
variety-seeking behaviour

complex behaviour

3 Listen to the conversation again.

- a. Say what kind of buyer you are. Justify your choice.
- b. Study the infographic. Say what factors influence your shopping decisions. Why?

Factors Influencing Consumer Behaviour



READING

1 Read the text below and find the right place for the following sentences.

- a. A stunning central atrium, unique in London, hosts a full calendar of arts and educational events beneath a spectacular glass roof.
- b. It is also known as the longest shopping street in Europe.
- c. The seven-story mall also includes **renowned** food halls, restaurants, monuments, and unique arcade games in addition to its stores.
- d. Take a break from browsing in one of the many stores, restaurants, and cafés.

The River Thames, Tower Bridge, and Big Ben are just a few of the many landmarks in London. However, they are not the only reason for visiting the city. Among all the places on the map, London stands out for its elegant culture and unforgettable shopping opportunities. The city is filled with eye-catching sights and has many streets lined with designer products for compulsive shoppers. Even though the prices may not be the cheapest around, it is still worth the experience if you want to glam up your house or wardrobe.

Harrods is a London icon and one of Europe's largest upmarket department stores, covering an area of around 5 acres. As a part of a 19th-century heritage,

Harrods attracts both shoppers and lovers of architecture and history. Shopping is **undeniably** the main attraction of Harrods, but the **grandeur** of every detail makes the visit a unique experience. Exploring its departments, which have interiors inspired by styles ranging from art-deco to Egyptian, you can find luxury products from over 5,000 brands, including Valentino, Heidi Klein, Prada, Estée Lauder, Dior, and Dolce & Gabbana. Children can enjoy the enormous toy department on the 4th floor, which features eight **boutiques** with unique themes, each specialising in a different toy category.

Oxford Street is one of the busiest streets in London, if not the busiest, and this is entirely due to the diversity



of shopping options **available** there. Oxford Street, which offers more than 300 shops, outlets, and stores as well as a variety of British and worldwide designers, is regarded as the centre of the city's shopping.

Selfridges currently serves as London's second-largest store after Harrods and addresses primarily wealthy customers. Here you can buy clothing, furniture, and food, which is a favourite among Londoners. One of the things that **draws** people **into** this department store the most are the extravagant window displays, which change frequently and are sometimes simply bizarre. People can savour great French cuisine in the bistro, delightful afternoon tea in the art-deco-inspired café, or perhaps a creative cocktail.

2 Read the text again and answer the questions below.

- Why do many people call London the shopping capital of the world?
- Where can specific elements of the 19th-century architecture be seen?
- What is the longest shopping street in Europe?
- What can we enjoy at the art-deco inspired cafés in London?
- Where can you find a full calendar of arts and educational events?

Westfield London is an American-style shopping mall with stores, food, and a theatre under one big roof. Westfield is the shopping complex where you can stay dry while satisfying your need for fashion on an unexpected rainy day. Open cooking adds drama to the collection of 13 counters on The Balcony, where fresh food is prepared quickly and to order. A **bustling** cluster of restaurants lines the Southern Terrace, the pedestrian



street of dining. Westfield serves as both a gathering spot and a place to dine and shop. There is also a 14-screen state-of-the-art cinema, gym, and spa.

Shopping in London can help anyone realise their dreams. The world of shopping is fascinating!

3 Which underlined words from the text match these synonyms?

- certainly, clearly, definitely, doubtless, truly
- brilliance, gorgeousness, splendour, magnificence
- thrift shops, department stores, exchanges, dime stores
- accessible, attainable, reachable, obtainable
- leads on, attracts, allures, captivates
- active, busy, laborious, engaged

SPEAKING

1 Read some shopping habits people have. With a partner, discuss them. Complete the lists with your personal shopping habits. Present them to the class.

EVERY DAY (daily shopping)	AT THE WEEKEND (weekend shopping)
<ul style="list-style-type: none"> buy some daily groceries (e.g., some croissants, rolls, cold cuts, butter, yoghurt, dairy products, etc.); do the shopping in small corner shops; go there on foot. 	<ul style="list-style-type: none"> buy more products (e.g., daily groceries, some bread, butter, fizzy drinks, cold cuts, ingredients for cooking, etc.); do the shopping in hypermarkets or shopping centres; go shopping by car.

2 Read the Grocery Store Etiquette Rules. Match them with the appropriate proverb and explain their meanings. Bring examples from your shopping experiences.

- a. Don't text and roll!
- b. That cart's not going to park itself!
- c. Spilling and running!
- d. This is my space; this is your space!
- e. Don't scream! Use your inside voice!

- Honesty is the best policy.
- Your behaviour has the power to influence my attitude towards you.
- There is nothing new under the sun!
- Respect is a two-way street; if you want to get it, you have to give it.
- Whoever guards his mouth and tongue, keeps his soul from troubles.

3 Read the questions and answers on teenagers' shopping habits in the United States. What would your answers to these questions be?

- How often do you go shopping?
 - In stores more than online.
- Every two weeks.
 - Have you bought anything online in the last three months?
- What do you buy when you go shopping?
 - Yes. Digital goods.
- Clothes, electronic goods, and books.
 - Where do you usually get the money when you go shopping?
- Do you count shopping as one of your hobbies?
 - This is the money I have received as presents for my birthday and other holidays.
- Yes!
- Do you shop more in-store or online?

4 Use the questionnaire in Ex. 3 to ask five classmates. Take notes of the answers. Draw a pie chart to show the results. Have you all got the same results? Why? Why not?

GRAMMAR

PREPOSITION STRANDING is a syntactic construction in which a preposition is left without a following object. A stranded preposition most often appears at the end of a sentence. In English, preposition stranding is commonly found in the following types of constructions: Wh-questions, passives, relative clauses, and non-finite clauses: infinitive or participial forms.

*What are you talking **about**?*
*This chair was sat **on**.*

*This is the book that I told you **about**.*
*This is a good team to work **with**.*

1 Choose the correct preposition to complete the sentences.

- a. There is only one difficulty that we should deal *in/ about/ with*.
- b. Here are some ideas of what people in my community want to listen *to/ about/ for*.
- c. This is the best festival I have been *about/ to/ for*.
- d. Please give him all the information he asks *for/ about/ in*.
- e. Everybody should see which company I work *to/ for/ about*.
- f. The topic is about two similar restaurants you have been *to/ about/ at*.
- g. This is the movie that I talked to you *on/ about / after*.
- h. What are you worried *about / on / with*?
- i. Who does this journal belong *on / about / to*?

2 Fill in the missing preposition.

- a. Where has Marie got the dress ... ?
- b. What are you thinking ... ?
- c. Who is the man I saw you ... ?
- d. This is the book I was looking
- e. There is the lady I saw him dancing
- f. This is an inspiring company to work

WRITING

- 1 Choose one of the most famous shopping centres in the world and do research on its history, architecture, entertainment activities, goods they sell, shopping rules, etc. Write an article for your local magazine where you will discuss it.**
- 2 Prepare a presentation, including images, charts, and statistics.**

LESSON 2

Shopping from Home

LEAD - IN

1 Work in groups. Read the quotation and explain it.

"If your business is not on the Internet, then your business will be out of business." (Bill Gates)

2 With a partner, discuss the questions below.

- How does online business influence modern life?
- Why is shopping from home so popular nowadays?
- How do age categories influence the type of shopping people choose?

3 Match the sentences with the pictures and say if it's about online shopping or traditional shopping.

- You can examine the items and get a real idea about their quality.
- You have to carry the things you buy by yourself.
- It's hard to drag your children after you while shopping.
- I dislike shopping in bad weather.
- All you need is a computer and a credit card.
- I adore shopping in the malls and meeting friends there.



A



B



C



D



E



F

LISTENING

1 Listen to two friends discussing interesting facts about one of the most popular internet retailers. What do the words and numbers below refer to?

- | | |
|-----------------------|------------------------|
| • 1995 | • Amazon River |
| • Seattle, Washington | • 180,000 |
| • book seller | • 306,800 |
| • electronics | • millions of visitors |
| • 2016 | • server capacity |
| • Walmart | • December |



2 Listen again. Are the statements below right or wrong? Correct the ones that are wrong.

- Amazon was founded in 1995 by Mark Zuckerberg.
- The company was originally a book seller.
- In 2016, French and Italian language versions of the German Amazon website were launched.
- Bezos chose the name Amazon because it was his first name.
- Today, around 36,800 people work for Amazon in full- and part-time jobs worldwide.

1 Read the text and choose the most appropriate word as required by the context.

In the 21st century, we are all experiencing an amazing growth of e-commerce and online shopping that allows us to have products at our **footstep/ fingertips/ fingerprint** without ever opening a catalogue or leaving our living rooms. E-commerce is the act of buying or selling products and services online. It has been flourishing since the early 1970s, and today, e-commerce and online shopping brands are **celebrities/ infamous/ household** names.

As we look up **to/ about/ into** buying behaviour statistics, in recent years, men have spent 68% more per transaction than women. This is due to the fact that they are more likely to purchase luxury products and electronics, while women are more likely to purchase food and makeup, which are lower-cost items.

Consumers are creatures of habit: 30 % would rather return to a website they have previously purchased **in/ from/ at**. According to research, if you have a positive experience with a brand, you are unlikely to stray **from/ in/ out** of that brand after that. Just like going back to your same favourite store in a shopping mall, online shopping is very similar.

Online consumers become more active online. Around 30% leave feedback and write reviews. Although reviews are unavailable in physical businesses, they have the power to **take/ leave/ make** a decision to buy something. If the product doesn't help consumers, it might seriously impact sales.

Globally, 53% of online transactions are made using credit cards, with 43% using other digital payment methods. While the Middle East, Africa, and Eastern Europe continue to choose cash-**on/ in / at** - delivery, Western Europe and China favour digital payment options



like PayPal. PayPal is the top choice for Americans when it comes to online payments.

If the website takes more than three seconds to load, 57% of consumers will click **away/ on/ off** rather than wait. If sites are slow, then sales will be too. Waiting for pages to load is equivalent to waiting in lines at the mall.

Through videos, organic traffic improves by **up/ about/ forward** to 157 percent. When making a purchase, 80% of consumers find videos helpful. The websites that perform best are those that contain videos. Part of the reason that some shoppers love going to a traditional shop is that it allows them to have the physical product in their hands.

If a store has a social media presence, they increase their average sales **by/ with/ at** 32%. If you can find their *Facebook* or *Instagram*, it increases the possibility that you can get to know their products. If consumers can interact with a store via their social media, they are more likely to feel comfortable **with/ in/ about** it and make a purchase. *Facebook* is the most popular e-commerce forum. Around 85% of all e-commerce purchases on a social media site come from Facebook. While *Facebook* currently has the monopoly, its booming success might begin to be followed by some other social media giants like *Instagram* or *Twitter*.

The available e-commerce statistics show that there are a variety of ways to view the beneficial aspects of buying and selling services online. Whether you look at buyer behaviour, platform performance, or social media statistics, the most important aspect is just understanding how consumers operate in order to continue to grow e-commerce.



2 Are these statements *true* or *false*? Correct the false ones.

- Nowadays, women spend 68% more per transaction than men.
- 30% of consumers usually forget the website they have previously purchased from.
- Most consumers post feedback and leave reviews.
- Western Europe and China prefer cash-on-delivery.
- When it comes to online payments, PayPal is the most popular option among Europeans.
- If the website loads for more than 3 minutes, consumers will click away.
- Using videos, organic traffic decreases.

3 Match the words and word combinations in the box with their meanings.

- a. move away aimlessly from a group or from the right course or place
- b. a person or thing that is well known by the public
- c. complete control of something, especially an area of business
- d. the number of website visitors that come from unpaid search engine results
- e. having a period of great prosperity or rapid economic growth

monopoly
household name
stray
booming
organic traffic

4 Read the sentences. Look at the words in bold and match them with their meanings.

- a. Click “confirm” to **place an order**.
 - b. **Sign in** to your account before you buy anything.
 - c. Check if they have that model **in stock**.
 - d. If you have accidentally added more items to the **basket**, you need to remove them.
 - e. After you have clicked “go to checkout”, you can enter your **payment details**.
 - f. Check if the price includes **postage and packing**.
 - g. The estimated date for **delivery** is May, 15.
 - h. If you would like to buy two copies, make sure you have selected the correct **quantity**.
- A. the process by which an individual gains access to a computer system by identifying and authenticating themselves for the amount of something
 - B. a unique set of characters identifying a bank account, or a bank card
 - C. a part of a shopping website where you enter information about the amount or number of items you buy
 - D. available for immediate sale in a shop
 - E. a part of a shopping website that contains information about what you have chosen to buy before you pay for it
 - F. when parcels, letters, or goods are taken to a place
 - G. to make a request for a product to be delivered to you
 - H. a charge for the cost of having something wrapped and then sent to you

SPEAKING

1 Put the words and phrases from the box below into the right category.

delivery shopping assistant checkout out of stock on sale discount order shopping cart
return search engine wish list bargain aisle shopping cost changing room queue

Online Shopping	Both	Offline Shopping

2 Work in teams. Study the infographic and compare the two types of shopping. Discuss arguments for and/or against this statement: “Online shopping is better than offline shopping.”

- send gifts
- fewer expenses
- no crowd
- convenience
- better prices
- variety
- time saving
- comparison of prices



- opportunity to try on
- instant gratification
- save on shipping
- see/ feel the item
- you can bargain
- shopping in a fun company
- fidelity programs

3 Work in pairs. Have you ever bought or sold anything on eBay?

Read these headings from the guidelines for sellers. Why is this information useful to customers?

- information about the seller
- item condition
- item photo
- payment method
- postage details
- starting price
- reason for selling

4 Work in teams. Analyse the Facebook pages of the Moldovan brands presented below. Which one has the most attractive page? Can we find the information according to the headlines in the previous exercise? Answer the questions. Present the page to your classmates. Use correlative conjunctions.

- How do they attract online customers?
- How do they use visuals and video content?
- Do they publish any advertising campaigns?
- Which other tricks does the page use?



VIORICA
Natural color răsună în Moldova



USEFUL LANGUAGE

- ✓ first, create an account
- ✓ sign in/out ...
- ✓ click/go to ...
- ✓ add/remove ... to/from basket
- ✓ review/place your order
- ✓ enter your card/ payment details

5 Your friend wants to buy some electronics from an online store. He or she has never shopped online before. Help your friend by giving him or her some simple instructions. Use the expressions in the box.

WRITING

1 Do you agree or disagree with the statement that, in today's digital era, everyone has an opinion, whether it's on Instagram or in Facebook posts. We are constantly subjected to other people's opinions.

- Analyse the reviews on two online shop pages. How are they organised? What subjects are mentioned? What is the overall impression of the reviewers?
- Write your own review for an online shop.
- Follow the review guidelines listed below.

Review Post

Overview

- ✓ A review explores the product's pros and cons to help readers decide whether to buy it.
- ✓ The best reviews are based on your personal experience and feelings about the product.
- ✓ The overview should explain what the product is, what it does, and who it's for.
- ✓ It should explain the problem it is supposed to solve and how well it does that.
- ✓ Briefly discuss about its creators, then proceed to the quality of the product.

Likes and Dislikes

- ✓ Next, you present the good and bad sides, regardless of your conclusion.

Personal Recommendation

- ✓ Finally, present your personal recommendation.
- ✓ Explain why you loved the product and feel confident in recommending it.
- ✓ If not, state why and offer an alternative.
- ✓ You may give several recommendations based on the reader's needs and goals.

LESSON 3

A Cashless Society



LEAD - IN

- 1 Look at the photos. What do they tell you about today's society?
- 2 Discuss the questions below.
 - a. Have you ever used a vending machine?
 - b. What is usually sold in a vending machine?
 - c. How does the payment take place?
 - d. Do you think there might be any issues while using a vending machine? List some of them.
 - e. What actions will you take in order to solve the problems?
- 3 Read the information below and hold a discussion about it. Were any of these facts surprising? Why?
 - The first vending machine in the USA was built in 1888. Thomas Adams Gum Company has developed a machine to dispense a Tutti Frutti flavoured gum.
 - Although vending machines that dispense food and drinks are common today, others sell an array of goods. Some of the most bizarre items include: hot chips, live crabs, etc.
 - Coca-Cola Japan Co. launched new eco-friendly "green roof" beverage vending machines in 2010. By attaching green sheets containing a combination of moss and artificial turf to the top of the machine, the company expects to lower the unit's surface temperature and thereby reduce energy consumption by improving cooling efficiency.
 - Many vending companies provide equipment that allows you to purchase products via credit card or Apple Pay.

LISTENING

- 1 Listen to two friends talking about Tommy's hobby. What is he looking for during his travels?
- 2 Listen to the conversation and complete the table with the required information.
- 3 Match the halves. Listen again for checking.
 1. Researching vending machines
 2. They offer products
 3. You can rent a bicycle and then
 4. The umbrella vending machine could be
 5. A cashless society
- 4 Answer the questions.
 - a. Do any kinds of vending machines exist in your country? How do you use them?
 - b. How do you usually pay for things?

Types of Vending Machines	Country	Payment Methods

- a. bring it back to the same station.
 - b. perfect for rainy places.
 - c. is what I am doing.
 - d. is not so many years away.
 - e. in return for money.
- c. When and where do you use various types of payments? Which one is the most convenient for different categories of people?
 - d. Why do people prefer to have real money in their pockets?

1 Read the text. Tell your partner three things you have learned about payment methods.

For the past 3,000 years, currency has been associated with money. Everyday transactions featured creased paper or clinking pieces of metal, from making food purchases to paying restaurant bills.

The first government that officially delivered paper money was the French colonial government of Canada.

During the 17th century, another payment method appeared: cheques. They became quite popular in England, and they came in the form of handwritten documents that were bearing the signature and seal of the issuing bank. But since the United Kingdom introduced the first credit card in 1966, everything has changed in Europe.

The next stepping stone happened with the development of the Internet. It is believed that the first online payment took place on the Pizza Hut website in 1994, when people were allowed to order pizza online. On the other hand, in 1997, Coca-Cola was the first to introduce mobile payment, when people had the opportunity to pay for their drinks by sending text messages from their phones. In 1998, PayPal, the first e-wallet, was introduced to the globe as a result of the increasing number of people who were willing to spend time online and even make purchases.

Bitcoin was another big invention of the 2010s, even though it was first introduced in 2008 when an unknown author under Satoshi Nakamoto's pseudonym came up with the idea. This was the year when cryptocurrency started to become very popular. There are now a wide variety of alternative cryptocurrencies.

The arrival of smartphones changed shoppers' behaviour; they have become more willing to pay online for the goods they want. As e-commerce started to grow



rapidly, so did new alternative payment methods that are now available: PayPal, digital wallet systems, contactless payments by electronic card or smartphone, electronic bills and banking, and many others. The alternative payment methods facilitate e-commerce and give everyone the possibility to buy things from the comfort of their home using their favourite payment method.

Countries are eliminating cash at varying rates. In Sweden, the average number of cash transactions per person has decreased by 80% in the past ten years. In Norway, only 6% of total purchases are made in cash.

The government of Singapore is strongly promoting a cashless society. Going cashless is very important, and the prime minister has made it a national priority since 2017. Thanks to their vast populations, China and India are in the lead and show the highest levels of mobile payment volume.

Cash is already on the point of becoming obsolete in some rich economies.

2 In the text, find a word for each of the definitions.

- the money that is used in a particular country;
- marked by creases or wrinkles after being folded;
- a type of electronic card which is used for transactions made online through a computer or a smartphone;
- a cryptographic-secured digital or virtual currency based on a network distributed across a large number of computers;
- an economical concept where financial transactions are executed in an electronic format rather than using cash.

3 Read the text again and answer these questions.

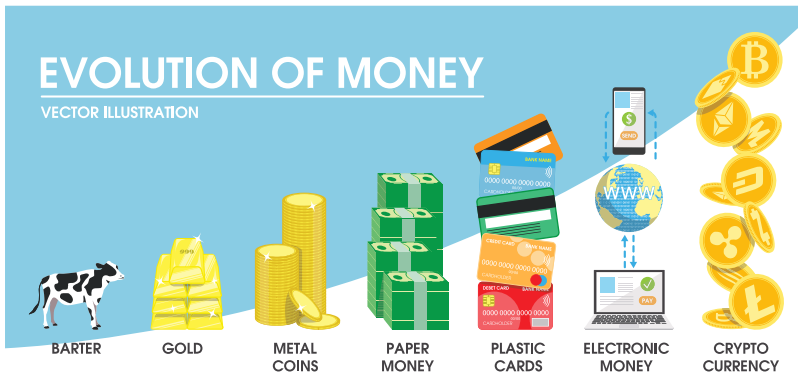
- Which government was the first to provide paper money?
- Where did cheques first gain a lot of popularity?
- When and where did the first online payment happen?
- What effects did smartphones have on the development of payment systems?
- What is the position of the Singaporean government on cashless society?

4 In the text, find the opposite meaning of the words below.

- | | | |
|------------|-------------|-----------|
| a. coins | c. forbid | e. softly |
| b. printed | d. renowned | f. modern |

SPEAKING

- 1 Explain how money and payment systems have changed over time using the infographic. What will be next? Use the expressions in the box.



USEFUL EXPRESSIONS

- ✓ If you look at this ..., you will ...
- ✓ Let's have a look at this...
- ✓ The infographic shows/illustrates/suggests/indicates ...
- ✓ A significant number of people today ...
- ✓ Most people prefer ...
- ✓ The infographic demonstrates/reveals that ...

- 2 In groups, discuss the pros and cons of a cashless society. Express your personal opinion on the subject. Share your group's opinion with the class. Consider the following aspects: *convenience, control, security, speed, cost.*

GRAMMAR

PASSIVE VOICE

	Active Voice	Passive Voice
Present Simple	David writes the financial report.	The financial report is written .
Present Continuous	David is writing the financial report.	The financial report is being written .
Past Simple	David wrote the financial report.	The financial report was written .
Past Continuous	David was writing the financial report.	The financial report was being written .
Present perfect	David has written the financial report.	The financial report has been written .
Past perfect	David had written the financial report.	The financial report had been written .
Future simple	David will write the financial report.	The financial report will be written .
Future Perfect	David will have written the financial report.	The financial report will have been written .
Modals	David must write the financial report.	The financial report must be written .

The Present Perfect Continuous, Future Continuous and Past Perfect Continuous are not normally used in the passive.

The passive is formed with the verb *to be* + *past participle*.

Active: Singapore promotes the cashless society.

Passive: The cashless society is promoted by Singapore.

We use the Passive:

- when the agent (the doer of the action) is unknown, unimportant or obvious from the context.
The money has been returned. (we don't know who returned it → unknown agent)
- in more formal texts (e.g. academic writings, scientific reports) and in news reports, formal notices, instructions, headlines, advertisements, etc.
A small number of problems were raised during the discussion.
- to make more formal or polite statements.
My computer password has been hacked.
- to put emphasis on the agent.
Food vouchers and cash grants have been introduced by the government.

Note:

- **by + agent is omitted** when the agent is unknown, unimportant or obvious from the context or referred to by words such as: people, one, someone/somebody, they, he.
Countries are eliminating cash at varying rates.
Cash is being eliminated at varying rates.
- **the agent is not omitted** when it is a specific or an important person.
People were allowed to order pizza online by the Pizza Hub Company in 1994.

1 Rewrite the sentences using the Passive Voice.

- a. E-banking systems facilitate access to payment accounts remotely.
- b. In many countries, retailers have prohibited payments with large amounts of cash.
- c. Cash could provide a good home for disease-causing bacteria.
- d. A cashless economy will bring accountants several benefits.
- e. The reporter is interviewing the politician right now.

2 Rewrite the newspaper headlines as complete sentences using the Passive Voice.

**MONEY BEING
RAISED FOR HOMELESS**

**GUCCI TO LAUNCH CRYPTO
PAYMENT FOR LUXURY ITEMS
NEXT YEAR**

**THE CENTRAL BANK OF
NIGERIA TO START eNAIRA
PAYMENT FOR AIR TRAVEL
A MONTH AGO**

**STRIKE TO BE
HELD BY PEOPLE
TOMORROW**

**BANKS ISSUED
4.93 m DEBIT CARDS**

Example: *A strike will be held by people tomorrow.*

3 Put the verbs in brackets using the correct passive tense.

How Is Paper Money Made?

Twenty-four hours per day, high-speed presses 1) *are being run* (**run**) in Washington, DC, and Fort Worth, Texas. They're not printing newspapers with the latest news. Pages of paper money 2) ... (**print**).

In 2007, about thirty-eight million bills 3) ... (**produce**) by the Bureau of Engraving and Printing. They 4) ... (**estimate**) to be worth approximately seven hundred fifty million dollars.

Most of the money that 5) ... (**print**) by the Bureau of Engraving and Printing goes to replace old, worn-out dollar bills. The average life span of a

bill is only a few years - from about two years for a one-dollar bill to about seven years for a one-hundred dollar bill.

In the United States, dollar bills 6) ... (**make**) using a printing method known as intaglio. Intaglio printing produces dollar bills with images that have a slightly raised feel.

For this process, an engraving tool called a burin 7) ... (**use**) by the master engraver. He also uses a whetstone and magnifying lens to carve finely detailed images onto a soft steel plate. He engraves the portrait that will be on the front of the bill, the monument for the back, fine lines for the backgrounds, and fancy borders.

WRITING

1 Use the information and write passive sentences. Add other words if necessary.



Created: Satoshi Nakamoto, 2008
Released in: January, 2009
Bought: the first 8 years of the operation, 16.5 million Bitcoins
Used by: billion-dollar businesses: PayPal and Microsoft
Bitcoins can be bought:

- must/install/a virtual wallet/electronic device
- real money/translate/into/virtual currency
- bitcoins/order/users

- Select the type of transaction: deposit, transfer, make payments, or withdraw money.
- Check your account balance.
- Don't forget to take your card and money!
- Take a printed receipt, if needed.
- Enter the amount you want to withdraw.
- Enter your PIN (personal identification number, typically a four-digit password).
- Insert your debit card into the ATM.
- Select the language.
- Check for safety when operating the ATM.

2 Your friend has been issued an ATM card for the first time. He or she has asked you to help him or her learn how to operate it for various purposes.

- A. Arrange the following steps in the correct order.**
- B. In about 100-120 words, explain to your friend how to use an ATM.**

LESSON 4

The Art and Business of Advertising

LEAD - IN

- 1 Look at the photos and discuss which advertisement you think makes the biggest impact and why. Use the words to match.

advert, billboard, logo, poster, product, slogan, brand



- 2 Which logos can you recognise in the pictures? How much do you know about these companies and the goods and services they offer? Can you name other companies with well-known logos?

- 3 Match the brands with their slogans. Which slogan do you consider the best? Why?

- | | |
|------------|--|
| Apple | a. Just Do It. |
| Coca-Cola | b. Melts in Your Mouth, Not in Your Hands. |
| Nike | c. Because You're Worth It. |
| BMW | d. Think Different. |
| M&Ms | e. The Happiest Place on Earth. |
| L'Oreal | f. Open Happiness. |
| Disneyland | g. The Ultimate Driving Machines. |
| Honda | h. The Relentless Pursuit of Perfection. |
| Skittles | i. The Power of Dreams. |
| Lexus | j. Taste the Rainbow. |



LISTENING

- 1 When you see the Starbucks logo, what do you think of? In a minute, write down as many words or phrases as you can that you associate with this well-known coffeehouse. Compare your list to your partner's. Are the words the same?
- 2 Listen to the recording and select the words and phrases to describe the industry of Starbucks.

3 Listen again and add events to the timeline below to illustrate Starbucks' evolution through the decades.



4 Work in groups. You own a family café in a medium-sized English town. Starbucks would like to open a new coffeehouse next door to your café. Group 1: List 3-5 reasons why you are strongly against this idea. Group 2: List 3-5 reasons why it would benefit the town.

READING

1 With a partner, discuss the questions below.

- a. Have you ever tried to draw a logo? If so, what was it?
- b. How does a logo represent a brand?
- c. In your opinion, is designing logos a form of art? Why? Why not?
- d. Why do you think logos and slogans could convince a consumer to buy a brand?

2 Read the text. Arrange the paragraphs in the correct order.

1	2	3	4	5	6	7

A Advertising art can be defined as the graphic design used to advertise and promote. It can appear in the form of photography, digital development, illustrations, and other media. The goal of advertising art is to persuade consumers and/or convey a message. Did you know that in order to portray the food in commercials in the best way, non-natural food is used? For example, some beverages in bottles are created by detergents mixed with water; ice cubes are made of acrylic because they won't melt; and meals are covered with special clear glue in order to make them look more **appetising**.

B The **persuasive** techniques developed by various companies to capture our attention in order to promote their products or sell their ideas have changed and evolved over time, but one thing remains certain: advertising is an art in itself.



C Santa Claus has worn many colours throughout history: green, yellow, and even white. So why do we only associate him with the red colour these days? It is all because of the popularity of the famous *Coca-Cola Christmas* campaign. The illustrator,

Haddon Sundblom, **seized** the opportunity to dress Santa in the brand's colours, and his wardrobe choice became legendary. This ad is seen as one of the most successful brand positioning campaigns in history.

D Is advertising art? Every year, millions of dollars are spent on advertising to convince us to buy certain products. Famous brands hire celebrities to recommend their products, and many of these have changed the course of history. Ads have changed the way we see reality, and there is no doubt it takes a great deal of talent and imagination to make that happen.



E Advertising is not a low-cost industry. Pharmaceutical companies spend much more money on advertising than on research. Only 13% of their profits are allocated to research, compared to 24% for marketing. Chanel produced the most expensive commercial ever in 2004. It cost 33 million dollars, 3 million of which went to Nicole Kidman, who starred in the ad.

F Successful ads know how to appeal to our deepest feelings. Did you know that Nike's products **catered** almost exclusively to marathon runners? When a fitness trend started to gain popularity, Nike's marketing department understood they needed to take advantage of it to surpass their main competitor, Reebok. At the time, Reebok was selling more sneakers than Nike. And so, in the late 1980s, Nike created the "Just Do It" campaign. It was a hit, and people still feel that feeling today. "Don't want to run five miles? Just Do It. Don't want to walk up four flights of stairs? Just Do It". It's a slogan we can all relate to: the drive to push ourselves beyond our limits.

G Big brands are often **hard-pressed** to do something **ground-breaking** when they are already so big. So, what did Coca-Cola do to appeal to the masses? They appealed to individuals by putting their names on each bottle. The *Share a Coke* campaign began in Australia in 2011, when Coca-Cola personalised each bottle with the 150 most popular names in the country. Since then, the United States has followed this practice by printing first names across the front of its bottles and cans in Coke's branded style. You can even order personalised bottles on Coke's website to request things like nicknames and college logos.

3 In the text, find the words in bold that mean the following:

- to take somebody/something in your hand suddenly and using force, to be quick to make use of a chance, an opportunity, etc.
- new and likely to have an effect on how things are done in the future
- able to convince somebody to do or believe something
- that smells or looks attractive; making you feel hungry or thirsty
- having a lot of difficulties doing something, especially because there is not enough time or money
- to provide the things that a particular person or situation needs or wants

4 Complete the sentences below using the appropriate word.

- An illustrator named Haddon Sundblom grasped the opportunity to dress Santa in Coca-Cola's colours, and his outfit choice went down in
A. past B. history C. street
- Advertising has ... our ability to see reality.
A. created B. improved C. altered
- Most famous brands find it challenging to achieve something more
A. revolutionary B. expensive C. difficult
- In the United States, the famous logo of the Coke brand features people's first names printed across the ... of bottles and cans.
A. bottom B. exterior C. interior

SPEAKING

1 Is there, in your opinion, too much advertising? Should certain types of advertising be banned or restricted? In groups, discuss the questions, considering the following:

- product promotion in films
- educational advertising
- cigarettes and alcohol advertising
- advertising in schools

2 Work in pairs. Tell your partner about an advertisement you have seen that you really liked or didn't. What was it about? What age category does it refer to?

3 In groups, browse Instagram or Facebook and choose one advertisement that caught your eye. How does the advertisement tell its story? Who is the target audience? What words does the advertisement use? How does the advertisement describe the picture? Share your findings with other groups.

4 Which advertisements in history do you think were the most successful? Which techniques have they used? How did they attract so many customers?

Advertising Techniques

- ✓ Emotional Appeal
- ✓ Facts and Statistics
- ✓ Colour Psychology
- ✓ Storytelling
- ✓ Social Media Influencers
- ✓ Body Language
- ✓ Association and Connection with the Customer

- 5 In teams, design a template for a product you would advise young people to buy. Choose the way you want to present it to the public. Create a slogan and logo that everyone will recognise. Write down some of its advantages and disadvantages.

GRAMMAR

THE USE OF PASSIVE VOICE WITH DOUBLE OBJECT CONSTRUCTIONS

When there are two objects in an active sentence, there are two possible passive sentences.

With verbs which take two objects such as *bring, allow, award, buy, feed, give, grant, hand, lend, offer, pass, promise, read, send, show, take, tell, throw, write*, it is more usual to begin the passive sentence with the person.

e.g. Ann bought her mother a designer's dress as a birthday present. (active sentence)

1) Her mother was bought a designer's dress as a birthday present. (passive sentence)

d) A designer's dress was bought to Ann's mother as a birthday present. (passive sentence)

- 1 Change the sentences below into passive, as in the example.

Example: *The shop assistant handed John a note. → John was handed a note by the shop assistant.
A note was handed to John by the shop assistant.*

- The young man offered Dan a ticket for the greatest fashion show in the city.
- They will bring you your orders in a few minutes.
- The committee has awarded the young designer a gold medal.
- They should have shown you the latest discovery.
- Most critics gave the brand excellent reviews.

- 2 Korea's Handsome, a part of Hyundai Department Store Group, has launched a new streetwear label linked to the world-famous London Underground transport network. Read the notes below and write about the event using passive voice. You may complete it with your own ideas.

- owners, hold, a party
- over 300 people, attend, event
- invite, famous singers
- owners, give, speech
- owners, present, collection
- London Tube system, inspire, collection
- in next few weeks, set up, website, for the store
- for the first month, an offer, collection, at half price



Example: *These days in London, a new streetwear label linked to the world-famous London Underground transport network has been launched. On this special occasion, a party was held by the owners.*

WRITING

- 1 Stephen Leacock said, "Advertising is the science of arresting human intelligence long enough to get money from it." In 180-200 words, write an essay discussing the art and business of advertising.

When writing your essay, consider the following:

- ✓ Write about the importance of advertisements in people's lives;
- ✓ Explain the influence of different advertising techniques on people's choices;
- ✓ Provide two examples to support the ideas you present in the essay;
- ✓ Express your personal opinion on this topic;
- ✓ Justify your point of view;
- ✓ Follow the structure of an essay: introduction, body, and conclusion.

LESSON 5

Clothing - a Form of Self Expression

LEAD - IN

- 1 Read the quotation and explain it.

“Style is a way to say who you are without having to speak.”
(Rachel Zoe)



- 2 Look at the picture. Are all the teens dressed the same? What clothes do they wear?

- 3 Match the descriptions below with the clothing styles in the box.

classy, rock, casual, romantic, goth, exotic, preppy

- a. This style is elegant and, with clean, simple lines, softly tailored; it does not usually mix and match.
- b. You like to wear soft colours and fabrics like chiffon and silk that drape graciously on your body.
- c. A cute, sweat suit is your go-to outfit. If an evening activity is on the agenda, a quick change to slacks or jeans and a sweater or nice T-shirt does the trick.
- d. This clothing style centred on colourful, rich, attention-grabbing clothes. It's often composed of vibrant colours, prints, or embroidery.
- e. This style is marked by dark, mysterious, antiquated, homogenous, and often genderless features.
- f. Most similar to the classic style with a simple look but with more bold colours and prints. It's made of sportswear, casual lifestyle apparel, and outdoor gear.
- g. Heavily inspired by rock and roll, rhythm and blues, and country music, it can be chic, modern, glamorous, edgy, and alternative. It also combines influences from metal, punk rock, and gothic rock.

- 4 With a partner, discuss the questions.

- a. What clothes do you feel most comfortable in? Do you prefer comfort, practicality and functionality over style and fashion? Why or why not?
- b. Do you like shopping for clothes? How do you feel when you buy new clothes?
- c. What are some of your favourite shops? Why do you shop at these brands?
- d. Do you think the clothes you wear can affect the way people think about you? How?

LISTENING

- 1 Listen to the radio show for teenagers, *Fun Facts and Trivia*, and answer the questions below.

- a. Who built the first shopping centre in history?
- b. How many pairs of blue jeans does each person in the United States have?
- c. What is the most popular brand of jeans?
- d. When were women allowed to wear shorts in public? Why?
- e. Is the price of clothing increasing or decreasing?
- f. How much of their income do Americans spend on clothes?
- g. What is Stella McCartney doing to promote ethical and environmentally friendly business?

- 2 Which fun fact did you find to be the most interesting? Do you know any other fascinating trivia about fashion and clothing?

1 Read the text and find the right place for the statements below.

- a. The answer is probably as simple as the fact that people change.
- b. Recognising the immense power they wield in the world of fashion, many celebrities have tried their hand at creating their own fashion line, some with more success than others.
- c. It can extend to shoes, jewellery, and even how you style your hair.
- d. You can be unique and separate from others in the fashion world.
- e. Musicians, actors, influencers, and other cultural icons have always influenced what we're wearing, but so have political figures and royalty.

Fashion is a language that tells a story about the person who wears it. Katherine Hamnett, a top British fashion designer, said that "Clothes create a wordless means of communication that we all understand".

Do you choose the clothes you wear every day at school? What do you consider when choosing what to wear? What matters to you the most? Who decided that blue jeans and T-shirts are now considered "cool" for teenagers to wear? Who designs the clothes you see in shops for sale? All of these questions **revolve** around the world of fashion. Fashion refers to the styles of dress that are currently popular. Fashion goes beyond just clothes, though.

For some people, fashion is a high priority. They like to wear only the latest fashions and styles. For others, **keeping up** with the **trends** is not so important. We are constantly **bombarded** with new fashion ideas from music, videos, books, and television. Back in the 1950s, teenagers everywhere dressed like Elvis Presley. Ray-Ban sold more sunglasses after the film *Men in Black*. Nowadays, everyone pays great attention to what the Duchess of Cambridge, Kate Middleton, or the Queen of Spain, Letizia, are wearing. Whenever Katy Perry appears in a black elegant evening gown or Emma Watson wears boyfriend jeans with a **body-hugging tee** and a pair of Gucci rectangular sunglasses, it not only **elevates** the public but also becomes an **unbeatable** dress code for a certain period. And if fashion is essential to you, keeping up is certainly something you have to do. Only one thing is constant in the world of fashion: it never stays the same.

In the 1960s and 1970s, hippies made bell-bottomed blue jeans popular. In the 1980s, Michael Jackson made parachute pants all the rage. Now try to find these items in today's clothing stores. It may be pretty difficult! Why does fashion change? Over time, the old is gradually replaced by the new. Popular culture, athletes, musicians, film stars, social media, and royalty all have an impact on how people dress. They also pay attention to what their favourite characters wear



in popular films, television shows, online videos, books, and musicals. We are also influenced by the fashion industry's advertising. The stars don't remain stars by doing the same things over and over again. Instead, they are constantly looking for fresh ideas to maintain their popularity. These fresh perspectives frequently take the form of new clothing or hairstyles.

When people see these new styles, they often want to imitate their favourite stars. To do so, they **seek out** the latest styles in clothing, shoes, and jewellery to make themselves look like the people they want to be like. As a result, fashion is always evolving.

Ever since clothes were invented, they have been used as a form of expression. Victoria Beckham, probably the most successful of the group Posh Spice, has created an **enviable** clothing line that has become a permanent fixture at the New York Fashion Week. Full House actors Mary-Kate and Ashley Olsen found their calling in fashion, launching the **luxury** brand *The Row* in 2006.

Fashion may be influenced by celebrities, but it is always appropriate to develop your own sense of style.

Stay true to yourself and let your personality, not your clothes, speak for who you are!

2 In the text, find the words that mean the following:

- a. to look for someone or something, especially for a long time until you find him, her, or it;
- b. unable to be defeated, or better than any other;
- c. to go in a circle around a central point;
- d. attacked with a lot of questions, criticisms, etc., or by giving too much information;
- e. to raise something or lift something up;
- f. causing you to wish that you also possessed it; desirable;
- g. to continue to do something;
- h. something expensive that is pleasant to have but is not necessary;
- i. a new development in clothing, and make-up;
- j. a body-fit tee hugging the shape of your body rather than hanging over it lifelessly. It acts as the perfect undershirt and can be paired with a shirt, jacket, or pullover.

3 Read the text and briefly answer the questions below.

- a. Who is Katherine Hamnett?
- b. What does fashion refer to?
- c. How did teenagers dress in the 1950s?
- d. When did bell-bottomed blue jeans become popular?
- e. Who influences the way people dress?
- f. Who launched the brand *The Row*?

4 What is the main idea of the text? With a partner, discuss and explain it.



SPEAKING

1 Describe the people in the photos and answer the questions.

- a. What do you like or dislike about their style?
- b. What do you think people's clothes tell you about their lives and personalities?



2 Imagine you are going on a long train journey and have to sit next to one of the people in the photos. In terms of style, who would you choose to sit next to?

3 Are there any celebrity or royal clothing styles you like? Why?

4 In groups, discuss the following:

- a. What fashion trends were most popular last year?
- b. What will the fashion trends for the next year be? Give details referring to fabrics, accessories, footwear, colours, and others.

5 Analyse the photos of Kate Middleton during the Royal Tour of the Caribbean 2022 and highlight the fashion choices she has made. Comment on them.



USEFUL EXPRESSIONS

- ✓ This... really suits/ doesn't suit him.
- ✓ Her... matches/ doesn't match her...
- ✓ His clothes fit/ don't fit him well.
- ✓ I think her image is a bit like/ nothing like mine!
- ✓ I imagine he's/ she's...

- 6 Work with a partner. Choose the colour that appeals to you the most. Then read the description. Tell your partner whether you agree or disagree, explaining your reasons.**

If you pick orange , you are an active, energetic person, whose interests include sports and nature.	White, which is a pure colour, appeals to people who like order and logic.	Purples are deeply spiritual and fiercely loyal to the people that they care about.	In classrooms and offices, where others struggle, bright and ambitious yellow excel.
A red person, who usually has strong emotions, is energetic and dynamic.	People who like blue are thoughtful, quiet people, and they are often happiest at peaceful moments when they are alone.	People who like black have strong-willed and determined character.	People who like green are always kind and sympathetic and like helping others.

GRAMMAR

ALL, EACH, BOTH USED AS PRONOUNS

Each is used as a pronoun (without a noun) where the noun is *known* or *obvious*.

Example: I have two sisters, and each has her own style.

All is used as a pronoun when the noun is known or obvious. **All** can take both singular and plural verbs depending on the noun to which it refers.

Example: How much ice cream do you want? Can I have it **all**? (“all” refers to “ice cream”)
All has been forgotten.

Both is used as a pronoun when the noun is known or obvious. We always use a plural verb because *both* is plural.

Example: Are my sisters here? Yes, **both** arrived at the same time. (“both” refers to “sisters”)
 We have two options. I’d like to see **both**. (“both” refers to “two options”)

- 1 Complete the sentences using *all*, *each*, and *both*.**
 - a. It doesn’t matter which of the two coats you wear. They are ... lovely.
 - b. The boys were wearing helmets. ... were yellow.
 - c. The students took part in a competition. ... has received a diploma.
 - d. Where are the children? ... have gone outside to play.
 - e. Have Dan’s friends arrived? Yes, ... arrived at the party.
- 2 Write sentences of your own for each rule listed in the Grammar Box. Share your sentences with your classmates.**
- 3 Imagine you have attended New York Fashion Week this year. Write about the event using the pronouns *all*, *each*, and *both*.**



WRITING

- 1 Comment on Katherine Hamnett’s words: “Clothes create a wordless means of communication that we all understand”.**
- 2 Is fashion a significant part of society or a waste of time and money? Fashion trends are difficult to follow these days, and it’s widely believed that they primarily exist just to sell clothes. Some people believe that we shouldn’t follow them and that we should dress in what we like and feel comfortable in. Do you agree or disagree with this opinion? In 180-200 words, write an essay giving reasons for your answer. Include any relevant examples from your own knowledge or experience.**

LESSON 6

Review

1 Read the article and write a catchy title for it.

When it comes to modern fashion brands, British counterparts like Vivienne Westwood, Thomas Burberry, and Alexander McQueen have been making a name for themselves in a league of their own.

Before launching his eponymous brand in 1992, Alexander McQueen worked as a creative director at Givenchy. He earned four British Designer of the Year awards, as well as the Council of Fashion Designers of America. As a designer, McQueen was known for sharp tailoring, historicism, and imaginative designs that often veered into the controversial. He explored themes such as romanticism and death, and many collections had autobiographical elements. Alexander McQueen was nicknamed the ‘hooligan of fashion’ and was famous for mixing structural silhouettes with delicate floral patterns and motifs.

Some of Alexander McQueen’s most recognisable pieces remain: the signature skull scarf, knuckle-ring clutch bag, white sneakers, and armadillo shoes. During his career, he designed a total of 36 collections for his brand, including his graduation collection and unfinished final collection.

The brand describes itself as being “distinctive for its innovative and uncompromising expression of unbridled creativity.” Along with being synonymous with contemporary British couture, Alexander McQueen is a favourite amongst streetwear followers.

After the death of McQueen, any concerns about the future of the brand were quickly squashed when Sarah Burton was appointed creative director.

Under the Alexander McQueen label, Burton was responsible for creating the Duchess of Cambridge’s iconic wedding dress. Since becoming a full-time royal, the Duchess has remained loyal to the brand. Some of her most iconic pieces, often with a military-inspired flair, have been custom-designed by Alexander McQueen.

What makes Alexander McQueen unique is his ability to contrast the feminine with the masculine to create pieces that are wearable for any occasion.



2 In the text, find the synonyms for the groups of words below.

- unchecked, uncontrolled
- peer, analogue
- style, elegance
- connect, bring together
- self-named, titular
- crushed, smashed

3 Answer the questions according to the text.

- Who are the three famous representatives of the British fashion industry?
- How did Alexander McQueen become a well-known designer?
- How many collections did he design for his brand?
- Who was appointed creative director after Alexander McQueen’s death?
- Who created the iconic wedding dress for the Duchess of Cambridge?
- What makes Alexander McQueen unique in the industry of fashion?

4 Complete the sentences using *each*, *all*, and *both*.

- The passengers went ashore. They were ... seasick.
- John and Mary started a new job. They are ... programmers.
- Both dresses are cheap. They cost 10 dollars
- We have ... heard about the opening of the new shopping mall in the city.
- To make a difference, ... of us needs to recognise the problem.

5 Rewrite the sentences using the Passive Voice.

- John’s mother painted the house last year.
- Today’s students use the Internet a lot for their studies.
- They didn’t follow the safety rules.
- The cashier had given us the wrong tickets.
- A strange man was watching us.
- My manager has told him to arrive earlier.
- The principal is sending certificates to the students who passed the exam.

LESSON 7

Check Your Progress

READING COMPREHENSION

1 Read the text and complete the tasks that follow.

Our Consumer Society

Consumerism today affects every aspect of our lives, including where we live, what we eat, drink, wear, study, and work, as well as the entertainment media we choose to enjoy, such as books, films, music, the internet, and other things.

The simplest definition of consumerism is society's concern with acquiring goods or things, such as clothes, souvenirs, houses, cars, jewellery, and everything else under the sun. It is both a social philosophy and a behaviour that promotes consumerism in a never-ending cycle, often even in excess of one's basic needs.

The Latin word "consumer" (which means "to use up, eat, or waste") is the root word of consumerism. Nowadays, there is a lot of using up, eating up, and wasting happening with fast food, fast fashion, and fast trends. But things weren't always this way. Our consumer society began around the 15th century, when trade between countries increased and the Western world had access to Eastern goods and vice versa.

The following 400 years would see significant manufacturing and industrial advances, producing more goods. Towards the end of the 19th century, consumerism was well on its way to becoming a significant driving force in the world economy. The 20th century, particularly after World War II, introduced new technology and many new items for us to consume.

We, as a society, began to desire new things to fill our modern needs, contributing to the rise of marketing. Marketing is the science and art of promoting and selling products and services to a broader audience. Marketing influences us constantly, so we tend to want the products other people use because we think they will improve us or that we have achieved some goal.

Consumption, however, has major side effects that affect individuals and the planet. Extreme consumption of anything leads to addiction, and it also has a negative impact on our environment, from unhealthy labour practices to severe pollution and the loss of our natural resources.

Our mental health is not protected either. Focusing on our need to consume, we ignore all our other needs and even our values. We become unhappy and unsatisfied with our lives, jumping from trend to trend and looking for validation from objects instead of real connections, mainly because we might have lost sight of what we truly want.

But is it all grim? And is there a way to cut down on excessive consumption? Monitoring buying attitudes and behaviours will help people buy less. It will also be beneficial to promote a circular economy that is more sustainable and encourages reuse and recycling. As long as we can find true meaning in what we consume, we will make significant progress towards solving this problem.

2 Circle the letter corresponding to the correct variant to complete the statements.

- Today's consumerism has an impact on ...
A. natural resources B. all aspects of our lives C. labour market
- In the Latin language, *consumer* means ...
A. to use up, eat, or waste B. to eat C. to buy
- ... results from excessive consumption of something.
A. Money waste B. Circular economy C. Addiction
- As we concentrate on our urge to consume, we neglect our ...
A. basic needs B. morals C. relatives

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

- The word "trade" in the text means:
A. traffic B. commerce C. business
- The word "validation" in the text is closest in meaning to:
A. demonstration B. admission C. acceptance

4 Briefly answer the questions below, choosing the information from the text.

- When did the age of consumerism start?
- What changes in society did the 20th century bring about?
- What side effects does consumption have?
- What does circular economy encourage?

5 Match the halves of the sentences. Write the answers in the table below. One is extra.

- a. Consumerism is defined
- b. The trade between countries increased
- c. We get dissatisfied because we may have forgotten
- d. We are constantly influenced by marketing,

a	b	c	d

- A. in the 15th century.
- B. what we truly want.
- C. as the way society is concerned with getting goods.
- D. who we are.
- E. so we tend to want the products other people are using.

6 Decide if the statements are true or false. Circle the letter corresponding to the correct variant. Justify the answer by quoting the text and write it on the lines below.

- a. Consumption was well on its way to becoming a substantial economic force in the 15th century.
A. True B. False
- b. Consumption has significant negative effects on both people and the environment.
A. True B. False
- c. Monitoring buying attitudes and behaviours will help people buy less.
A. True B. False

7 Write the most important ideas in the order they come in the text. Fill in the table with the letter corresponding to the correct variant.

- a. In the world of economics, consumerism becomes a huge driving factor.
- b. The negative effects of consumption on individuals and the environment are severe.
- c. Consumer culture is all around.
- d. While marketing continues to impact people, they also help it grow.

1	2	3	4

8 What is the main idea of the text? Circle the letter corresponding to the correct variant.

- a. Every economy in the world is built on the principle of consumerism.
- b. Every nation will prosper as its consumerism grows.
- c. Even if consumerism is growing quickly, we must keep an eye on it to reduce its negative impacts.

WRITING

1 Write a 180-200-word text according to the given task.

It is widely believed that consumerism is vital for the economic well-being of a country. However, others feel that consumerism has unacceptable social consequences for a society. Discuss both of these views and give your own opinion. When writing your essay, consider the following:

- a. Write about the role of consumerism in the economy of a country.
- b. Explain the influence of consumerism on people's minds and behaviours.
- c. Provide two examples to support the ideas you present in your essay.
- d. Express your personal opinion on this issue.
- e. Justify your point of view.
- f. Follow the structure of an essay: introduction, body, and conclusion.

2 Write a 90-100-word text according to the given task.

Your school newspaper / magazine has asked you to write an article about a famous shopping destination in the English-speaking world.

Consider the following:

- a. Name the famous shopping destination;
- b. Describe it;
- c. Explain how this shopping destination benefits the development of the economy of the country;
- d. Write your opinion about this shopping destination
- e. Justify your choice;
- f. Follow the structure of an article: title, introduction, body, conclusion.

Guidelines for Successful Writing

WRITING ESSAYS

When writing an essay,

- ✓ present each idea in a separate paragraph;
- ✓ use well-known quotations, proverbs, sayings or thought-provoking statements to make your composition more interesting;
- ✓ do not use informal style (contracted forms, colloquial language), very strong language (e.g. *I know, I am sure ...*), a series of short sentences (e.g. *Many people think so. I do believe. They are right.*), over-generalisation (e.g. *All teenagers are ...*)
- ✓ use appropriate linking words/ phrases to connect your ideas.

Opinion Essay	For and Against Essay	Solutions to Problems Essay
<p>Introduction</p> <ul style="list-style-type: none"> • Paragraph 1: state the topic and your opinion clearly <p>Main Body</p> <ul style="list-style-type: none"> • Paragraphs 2-3: viewpoints → reasons → examples • Paragraph 4: opposing viewpoint → reason → example <p>Conclusion</p> <ul style="list-style-type: none"> • Final paragraph: summarise/restate your opinion using different words 	<p>Introduction</p> <ul style="list-style-type: none"> • Paragraph 1: state the topic, without stating your opinion <p>Main Body</p> <ul style="list-style-type: none"> • Paragraphs 2-3: arguments for → justifications → examples • Paragraphs 4-5: arguments against → justifications → examples <p>Conclusion</p> <ul style="list-style-type: none"> • Final paragraph: provide balanced consideration or opinion 	<p>Introduction</p> <p>Paragraph 1:</p> <ul style="list-style-type: none"> • state the problem and its causes or effects <p>Main Body</p> <ul style="list-style-type: none"> • Paragraphs 2-3: provide suggestions and results <p>Conclusion</p> <ul style="list-style-type: none"> • Final paragraph: summarise your opinion
<p>Note: <i>The number of paragraphs in the main body depends on the number of ideas you discuss.</i></p>		

Junk food advertising has different effects on society. What are the pros and cons of promoting junk food?

When writing your essay, consider the following:

- ✓ Discuss the importance of food in people's daily lives;
- ✓ Present the pros and cons of junk food advertising and consumption;
- ✓ Provide examples to support your points of view;
- ✓ Explain your opinion on the topic.

arguments for

justification

example

arguments against

conclusion

Food plays a fundamental role in people's daily lives. It not only sustains but also influences our physical and mental well-being. **In other words**, maintaining a balanced diet with the proper ratio of important nutrients protects us from diseases, strengthens the immune system, and keeps us energetic and refreshed all the time. **Apart from** helping in maintaining proper body weight, a balanced diet also supports controlling our digestion and metabolism.

However, junk food chains make meals readily available, saving time and effort for busy people. They also generate jobs and increase the economy of a country. In big cities, wherever you look, you see ads promoting junk food. Advertising involves profit for both junk food chains and advertising companies.

For instance, in 2018, Burger King took their advertising game to a whole new level with the "Whopper Detour" campaign. This ingenious digital campaign encouraged customers to download the Burger King app and place an order within the vicinity of a McDonald's restaurant. This innovative and engaging Burger King ad campaign has captured the hearts of millions, making Burger King a powerhouse in the fast-food industry.

On the other hand, evidence from systematic reviews has demonstrated that exposure to the marketing of unhealthy food and beverage products can contribute to their increased consumption, which leads to high obesity rates among children, exposing them to bone and joint problems, sleep apnea, and social and psychological problems. For example, in a world-first study by Otago and Auckland universities, 168 children from across the Wellington region, wore cameras around their necks for four days, capturing what they saw every seven seconds. The results showed they were exposed to an average of seven unhealthy food ads at school and eight in public places each day.

All things considered, while promoting junk food offers economic benefits, its adverse health effects cannot be overlooked.

WRITING A SURVEY REPORT

A survey report is a piece of writing presenting factual information about an object, topic or event and analysing the results of research. They are generally used to inform and explain.

When writing a survey report,

- ✓ present the information in the form of facts (numbers, percentages and proportions), or generalisations;
- ✓ use present tenses for generalisations;
- ✓ use formal language;
- ✓ write a title;
- ✓ divide your report into clear paragraphs with subheadings.

Structure

Introduction

- ✓ **Paragraph 1:** state the purpose and content of your report.

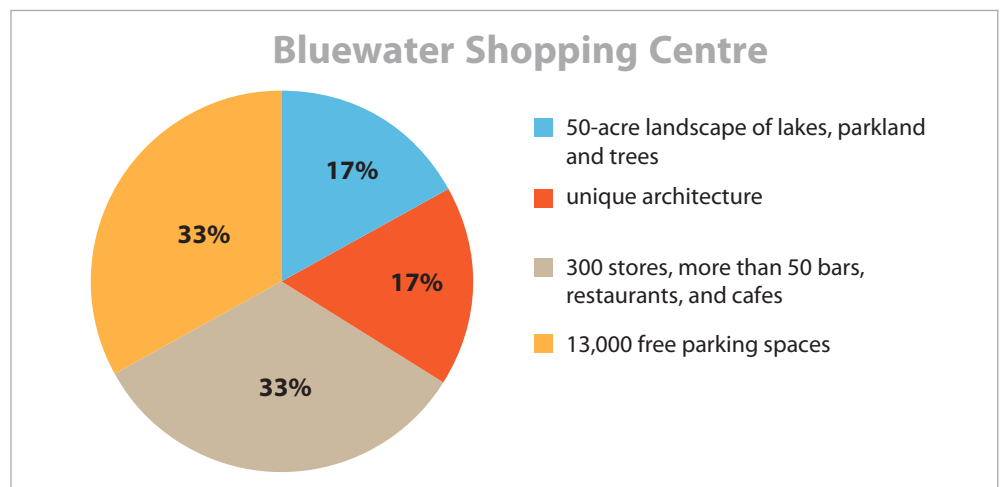
Main Body

- ✓ **Paragraphs 2,3,4, etc:** summarise each aspect of the survey under separate subheadings

Conclusion

- ✓ **Final Paragraph:** general conclusion/ recommendation(s)/ suggestions

In a survey for Teen Time magazine, 100 teenagers were asked about their shopping and leisure experience at Bluewater Shopping Centre. The pie chart shows the results of the survey. Summarise the information by selecting and reporting the main features.



purpose and content

facts (numbers, percentages)

generalisation

conclusion

Bluewater Shopping Centre - the perfect place to spend time

The aim of this report is to present the findings of a survey carried out to find out teenagers' preferences about their best shopping and leisure experience at Bluewater Shopping Centre. **The data included in this report was gathered** from 100 teenagers who responded to a questionnaire survey for Teen Time magazine.

A significant percentage of those who participated in the survey replied that they appreciate this shopping destination for the fact that it provides its customers with 13,000 free parking spaces and the variety of stores, bars, restaurants, and cafes it offers. **This suggests that most teenagers** prefer shopping, fashion, and entertainment.

Seventeen percent of teenagers surveyed were of the opinion that the site of the shopping centre, surrounded by a 50-acre landscape of lakes, parkland, and trees, makes it the perfect place for the whole family to enjoy.

The other seventeen percent prefer this shopping destination for its unique architecture, which attracts many visitors.

The results of this survey reveal that today's teenagers are passionate about shopping, and they are ready to spend hours and days of their free time just to enjoy themselves.

In conclusion, Bluewater Shopping Centre is a fascinating shopping destination that offers its customers the most marvellous architectural designs mixed with the latest fashion solutions.

WRITING A BOOK REVIEW

A review is a type of article written for a magazine or newspaper, giving a brief description, critical analysis, and/or evaluation of the quality, meaning, and significance of a book.

When writing a book review,

- ✓ use a lovely, catchy style that will interest the reader;
- ✓ use a range of adjectives and adverbs;
- ✓ use present tenses.

Structure

Introduction

- ✓ **Paragraph 1:** title, type of book/story, setting, theme, main characters.

Main Body

- ✓ **Paragraphs 2,3,4, etc:** main points of the plot, comments on various features (acting, writing style, characters)

Conclusion

- ✓ **Final Paragraph:** overall assessment of work, recommendations/reasons.

make your review more interesting with personal comments

One of the books I have recently read is *The Martian*, which tells the story of Mark Watney, an astronaut on the Ares 3 mission to Mars. *The Martian* was so popular that it was made into a film starring Matt Damon in 2015, but I recommend reading the book first.

The plot is gripping right from the start, where the crew of his ship believed he was dead because of a terrible storm that almost destroyed the ship and the base. The majority of the plot takes place on Mars and is written in the form of Watney's journal entries.

The book describes his struggles with being alone on the red planet, struggling to survive until the next mission to Mars arrives. As a rule, critics call this novel fiction, but for me, it feels more like non-fiction because it is very scientific and packed with details about survival on Mars. I really liked the main character, Watney, because he was a smart botanist and exceptional engineer who found a way to grow food and produce water in his artificial camp.

The author of the book is Andy Weir, and I believe his greatest achievement was the fact that he managed to build a realistic character. My favourite parts were related to the scenes, which were humorous. As a reader, I was able to identify with the emotions of the character, although no one can really imagine what it's like to be on Mars. I particularly loved the fact that Watney admits at the beginning that he is in deep trouble, but he never gives up. I would highly recommend *The Martian*, as it is really thrilling to read. You will be on the edge of your seat until the very end. It's good not only for space travel fans and scientists but for anyone who is looking for a unique and exciting story. However, if you prefer romantic or descriptive stories, then you should give it a miss.

highlight the key features—don't give too much details

use adverbs or extreme adjectives for the emphasis

explain your recommendation

if you want, you can add negative comments too.

The tapescripts and audio files for the listening section could be found on the publishing house website.

