

Ministerul Educației și Cercetării

Claudia Drăgănoiu

LIMBA MODERNĂ 1 ENGLEZĂ

**Trunchi comun (TC), 2h/săptămână și
curriculum de specialitate (CS) 1h/săptămână,
pentru filiera teoretică, profilul umanist,
specializarea științe sociale și
specializarea filologie – clasa a IX-a**

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Inspectoratul Școlar _____

Școala/Colegiul/Liceul _____

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*	
				la primire	la predare
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: *nou, bun, îngrijit, neîngrijit, deteriorat*.

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

Descrierea CIP a Bibliotecii Naționale a României

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Referenți științifici:

Prof. univ dr. Roxana-Cristina Petcu, Universitatea din București

Prof. gr. I Doina Cucu, Școala Gimnazială „Pia Brătianu”, București

Redactor-șef:

Bogdan Nicolai

Redactare:

Antonia Tucheac

Corectură:

Măriuța Borcilă, Arabella McIntyre-Brown, Iulia Trăncuță

Copertă:

Silvia Olteanu, Mihaela Cojoc

Layout și DTP:

Mihaela Cojoc

Video:

Quartz Film Studio

Voci:

Sarah Porter, Jason Porter, Lucy Porter, Thomas Porter

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Pentru comenzi:

tel.: 021.430.30.95/021.440.10.02

e-mail: comenzi@booklet.ro

site: www.booklet.ro

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STARTER UNIT

UNIT 1 – MY TEENAGE LIFE

Reading • Teen routines across the world
Vocabulary • Free-time activities & hobbies • Adjectives ending in *-ed* / *-ing* • Phrasal verbs
Grammar • Review: Present simple & continuous
 • expressing preference: *prefer, would rather / sooner*
Listening & Speaking • Expressing likes & dislikes / preference
Writing • An informal email: describing weekend plans
Task • Persuading people to try an unusual hobby
Kaleidoscope • Not all school dances are the same
Assessment activity

UNIT 2 – TO EACH THEIR OWN

Reading • Superstitions
Vocabulary • Events (celebrations, festivals and gatherings) • Idioms / phrases related to celebrating
Grammar • *used to* & *would* • Past perfect simple & continuous
Listening & Speaking • Talking about an event / a celebration
Writing • A semi-formal email: describing a public event
Task • Planning for an event / Making arrangements
Kaleidoscope • Christmas across time
Assessment activity

EVALUATION 1

UNIT 3 – THE STORIES WE TELL

Reading • Generations and lifestyles
Vocabulary • Milestones and life events • Noun suffixes *-hood* / *-ship*
Grammar • Review: Past simple & continuous
 • Past Perfect Continuous vs. Past Continuous
 • Articles in phrases and expressions
Listening & Speaking • Asking for and giving clarification
Writing • A short story
Task • Leaving comments on a website (replying to a post)
Kaleidoscope • *King Lear* (retold)
Assessment activity

UNIT 4 – AN EYE FOR HIDDEN BEAUTY

Reading • Art on the streets
Vocabulary • Landmarks & cultural sightseeing
 • Word families
Grammar • Future simple • Future perfect
Listening & Speaking • Making predictions about the future
Writing • Writing an invitation
Task • Creating a tourist brochure
Kaleidoscope • Hidden gems around the world
Assessment activity

EVALUATION 2

UNIT 5 – MAKING A DIFFERENCE

Reading • Teens for the community
Vocabulary • Communities • Negative prefixes *dis-* / *mis-*
Grammar • Second conditional • Third conditional
 • Expressing wishes and regrets*: *wish & if only*
Listening & Speaking • Agreeing and disagreeing
Writing • Writing an article
Task • Responding to adverts and announcements
Kaleidoscope • Communal living: the Fujian Tulou of the Hakka People
Assessment activity

MID-REVISION

UNIT 6 – ALWAYS CONNECTED

Reading • Teens and video games
Vocabulary • Digital worlds • Networking & staying in touch
 • Vocabulary related to communication and technology

7	Grammar • Modal verbs – Ability: <i>can('t), could(n't), could(n't) have</i> • Obligation: <i>must(n't), (don't) have to</i>	
9	• Advice, suggestions, recommendations: <i>could, would, should(n't), ought to, had better</i> • Degrees of certainty: <i>will, may, could, might, can't</i>	104
10	Listening & Speaking • Giving advice	
12	• Making suggestions	108
14	Writing • Writing a review of a gadget you own	110
17	Task • Creating a quick start guide for a gadget	111
19	Kaleidoscope • Braille in the age of technology	112
21	Assessment activity	114
22	EVALUATION 3	115
24	UNIT 7 – WHAT AN INSPIRATION!	117
25	Reading • What's your passion?	118
26	Vocabulary • Describing someone • Word families	120
28	Grammar • Comparatives and superlatives	
31	• Intensifiers: <i>so, such, enough, too</i>	122
34	Listening & Speaking • Asking for and giving opinions	124
36	Writing • Writing an opinion paragraph	125
37	Task • Creating a presentation about someone who inspires you	127
38	Kaleidoscope • A passion for music	128
40	Assessment activity	130
41	UNIT 7* – GROWING WISER	131
43	Reading • A story of growth	132
44	Vocabulary • Compound words	134
46	Grammar • Modal verbs – Logical assumption: <i>must, can't, may, might, could</i> • Criticism: <i>can, could, might, could have</i>	136
48	Listening & Speaking • Telling an anecdote	138
51	Writing • Writing a newsletter	139
53	Task • Designing an advertising poster	141
55	Kaleidoscope • How to become the world's greatest speaker	142
56	Assessment activity	144
58	EVALUATION 4	145
59	UNIT 8 – WORDS AND PICTURES	147
60	Reading • What do teens read these days?	148
62	Vocabulary • Books and films vocabulary	
64	• Prepositional verbs	150
66	Grammar • Sequence of tenses • Reported speech	153
68	Listening & Speaking • Asking for and giving instructions	155
70	Writing • Writing a news report about a school event	156
72	Task • Writing a book review	159
76	Kaleidoscope • The most famous bookshop in the world	160
77	Assessment activity	162
79	UNIT 9 – LIVING GREEN	163
80	Reading • Sustainable cities of the future	164
82	Vocabulary • Environment vocabulary • Word families	
85	• Phrasal verbs	166
88	Grammar • Tenses of the Passive Voice • The passive causative*	168
89	Listening & Speaking • Catching up	171
91	Writing • Writing an email to ask for information	172
94	Task • Designing a sustainable house of the future	174
96	Kaleidoscope • What is the greenhouse effect?	175
97	Assessment activity	178
99	EVALUATION 5	179
100	FINAL REVISION	181
102	FINAL EVALUATION	183
	ANNEXES	185
	TAPE SCRIPTS	189

Competențe generale și specifice din programa școlară

CG 1 – Receptarea de mesaje orale în situații diverse e comunicare

CS 1.1. Înțelegerea mesajului dintr-o conversație/ prezentare pentru atingerea unor scopuri concrete atunci când mesajul este exprimat clar, articulat și într-un ritm accesibil

CS 1.2. Identificarea subiectului unui material audio-video, pe teme familiare sau previzibile

CS 1.3. Extragerea de informații specifice dintr-un interviu audiat despre activități de timp liber/ preferințe, cu condiția să se vorbească lent și clar

CS 1.4. Prelucrarea de informații specifice din anunțuri directe audiate (program de cinema, eveniment sportiv etc.), cu condiția ca acestea să fie prezentate lent și clar articulat

CG 2 – Exprimarea și interacțiunea orală în situații diverse de comunicare

CS 2.1. Descrierea de persoane, personaje, locuri, aspecte cotidiene (obiceiuri, rutine, planuri sau aranjamente), experiențe educaționale/profesionale

CS 2.2. Susținerea unei prezentări scurte pe un subiect relevant din viața cotidiană

CS 2.3. Interacțiunea în situații structurate și conversații scurte în care interlocutorul oferă sprijin, dacă este necesar

CS 2.4. Transmiterea de informații relevante și opinii pentru rezolvarea unor situații problemă cotidiene, implicând reformularea/repetarea ideilor-cheie

CG 3 – Receptarea de mesaje scrise în situații diverse de comunicare

CS 3.1. Înțelegerea de mesaje funcționale de tipul scrisori, e-mailuri, cereri de informații, anunțuri pe teme de interes

CS 3.2. Identificarea de informații specifice din texte informatice/explicative redactate într-un limbaj simplu (ghiduri de călătorie, rețete, manuale de utilizare a unor aparate, broșuri etc.)

CS 3.3. Extragerea informațiilor factuale esențiale din știri scurte sau articole simple

CS 3.4. Prelucrarea informațiilor factuale din texte informative /explicative (instrucțiuni de

utilizare a unor aparate sau ghiduri de utilizare a unor aplicații digitale)

CG 4 – Redactarea de mesaje și interacțiunea scrisă în diverse situații de comunicare

CS 4.1. Relatarea simplă a unei întâmplări/unui eveniment, utilizând propoziții clare și organizate cronologic/secvențial

CS 4.2. Schimbul de informații în scris, prin mesaj text sau e-mail, pentru a răspunde la întrebările interlocutorului

CS 4.3. Participarea la schimburi de mesaje scrise scurte și simple, cu posibilitatea solicitării repetării sau reformulării informațiilor pentru înțelegerea corectă a mesajului

CS 4.4. Participarea la schimburi de mesaje scrise (mesaj text, e-mail, note, scrisoare, blog, vlog, articol, reportaj/raport) selectând informații relevante pentru a răspunde în mod coerent și adecvat situației de comunicare

CG 5 – Medierea lingvistică și culturală, în contexte plurilingve și pluriculturale

CS 5.1. Transmiterea în limba modernă de informații specifice și relevante, pe teme familiare, preluate din texte scurte și simple, redactate în limba maternă

CS 5.2. Producerea, în limba modernă, a unor informații specifice pe baza unor texte informative/explicative scurte, pe teme familiare, formulate într-un limbaj cotidian simplu, preluate din limba maternă

CS 5.3. Integrarea, în texte scurte, redactate în limba modernă, a unor idiomuri/colocații și informații-cheie extrase și traduse din materiale în limba maternă

CS 5.4. Identificarea de asemănări/deosebiri între viața cotidiană a adolescenților din România și a celor din spațiul lingvistic al limbii moderne

*Activitățile marcate cu asterisc * sunt dezvoltate prin curriculumul de specialitate specific filierei teoretice, profilului umanist, specializărilor științe sociale și filologie.*

The digital textbook reproduces the entire content of the paper edition, providing access to audio and video files, and interactive activities. The user can also browse the textbook.

Symbols:



Pop-ups



Videos



Audio
files



Interactive
activities

How to use the digital textbook:

1. The main menu



Zoom-in / Zoom-out – enlarge or reduce the page.



Search – search for keywords in the digital textbook.



Menu – open and close the menu.



Go to the first page



Previous page – go to the previous page.



Next page – go to the next page.



Go to the last page



Annotation – a tool gallery for performing different actions in real time, such as: underlining, annotating, highlighting, etc.



Print pages from the digital textbook.



Help – open the Help window.

2. How to solve interactive exercises:

Click on the exercise . Read the requirement carefully, then use the mouse / keyboard to solve it according to the instructions. Click on **Check all** to verify your answers. All answers marked with green and  are correct; answers marked with  are incorrect. Click on **Retry** or reload the page if you want to solve the exercise again.

3. How to use the audio-video icons:

Click on the  /  icon; the file will open in a new window. The **Play** button is located on the menu bar at the bottom of the window, along with **Volume** control and **Full-screen display** options. You can pause the recording by clicking on **Pause**, or close the window by clicking on the  button in the upper right-hand corner.

4. How to use the pop-up icons:

Click on the  icon; a new window will open, showing the enlarged image. Use the  button in the upper right-hand corner to close the window.

Ghid de utilizare a manualului digital

Manualul digital reproduce integral versiunea tipărită, oferind elevilor posibilitatea de a interacționa cu diverse elemente de conținut. Astfel, aceștia vor putea să urmărească videoclipuri, să rezolve exerciții interactive și să navigheze prin manual.



Elemente grafice

imagini; informații și activități suplimentare.



Elemente video

videoclipuri cu informații și activități suplimentare; curiozități.



Elemente audio

suport audio pentru înțelegerea noțiunilor de gramatică și vocabular



Exerciții interactive

exerciții de alegere multiplă, de tip adevărat sau fals, de asociere, de completare etc.

CUM SE FOLOSEȘTE MANUALUL DIGITAL?

1. Meniul superior



Mărire/micșorare – se mărește sau se micșorează fereastra.



Căutare – pot fi efectuate căutări în manualul digital după cuvinte-cheie.



Cuprins – deschide cuprinsul manualului digital.



Înapoi la prima pagină – se revine la prima pagină a manualului digital.



Pagina anterioară – se accesează pagina anterioară paginii curente.



Pagina următoare – se accesează pagina următoare paginii curente.



Salt la ultima pagină – se accesează ultima pagină a manualului digital.



Adnotări – deschide o galerie de instrumente, cu funcții diferite, ce permit operații în timp real: sublinieri, adnotări, încercuiri, demarcări, mascări, evidențieri etc.



Tipărește pagini din manualul digital.



Indicații – se accesează ecranul cu indicații.

2. Ajutor în utilizarea exercițiilor interactive:

Deschide exercițiul interactiv dând click pe . Citește cerința, apoi utilizează mouse-ul și/sau tastatura pentru a rezolva exercițiile conform instrucțiunilor. Apasă butonul **Verifică** pentru a vedea dacă ai ales corect. Pentru toate tipurile de exerciții apare  în cazul răspunsului corect și , în cazul răspunsului greșit. Pentru a relua rezolvarea exercițiului, apasă butonul **Mai încercă** sau reîncarcă pagina.

3. Ajutor în utilizarea elementelor audio/video:

Apasă pe simbolul  /  pentru a deschide aplicația. Apoi apasă butonul **play** de pe bara de jos a ferestrei, iar pentru a opri temporar apasă butonul **pauză**, de pe bara de jos a ferestrei. Pentru a ieși din aplicație, apasă pe butonul  din colțul din dreapta sus al ferestrei.

4. Ajutor în utilizarea elementelor grafice:

Apasă pe butonul . Imaginea se va deschide mărită. Apasă pe butonul  din colțul din dreapta sus, pentru a închide aplicația.

STARTER UNIT

1. Complete the text using the words below.
Use plural forms where needed.

help

idea

inspiration

money

photo

prize

shirt

tooth

year



GOING VINTAGE FOR HALLOWEEN

A few years ago, I needed some inspiration for my Halloween costume. So, I went through my family's old albums. I had lots of fun and got plenty of I found a photo of my father, around 8 ... old, dressed as a vampire, and I decided to go with that. I didn't have any for a ready-made costume, but I got a lot of from my mum. She sewed my cape and even managed to fix some ruffles for my There were a few things I had to buy, like my fake vampire, but all that research paid off. My costume won the Best Vintage Look in my school's Halloween contest.



2. Read Jack's story in exercise 1 again. Decide if these statements are true or false.

- a. Jack needed a Christmas costume. False
- b. Jack looked through an old photo album for inspiration.
- c. The photo Jack chose was of his father wearing a bat costume.
- d. Jack bought a ready-made vampire costume.
- e. Jack's costume won a prize.

3. Answer the questions.

- a. Why didn't Jack buy his Halloween costume?
Jack didn't have enough money to buy a costume.
- b. Who helped Jack with his costume?
- c. What accessories did Jack have to buy?
- d. Did Jack's effort pay off, and if so, in what way?
- e. Have you ever worn a Halloween costume? If yes, what did you dress up as? If not, what kind of costume would you like to wear?

4. Complete the sentences using the correct form of the verbs in brackets (past simple or continuous).

- a. I was walking (walk) my dog when the rain started (start).
- b. She (not / answer) the phone because she (work) in the garden.
- c. I (play) the harmonica while my brother (practise) his dance routine.
- d. The sun (shine), but we (bring) warm clothes anyway.
- e. We (want) to take pictures, but the camera (break).

5. Work in pairs. Ask and answer questions about last weekend.

What did you do on Saturday morning?

I took my dog for a walk.

What was your brother doing while you went shopping with your parents?

He was playing with his friends.

STARTER UNIT

6. Help Paul and Sophie shop for their cousin's party. Use *some* / *any* to write sentences about the items they *have* / *don't have* on their list.

They need to buy some balloons.



balloons ☒



fruit ☒



cupcakes ☒



party hats ☒



snacks ☒



lemonade ☒

7. There were items missing on Paul and Sophie's list for the party. Choose the correct option to complete the sentences.

Paul: Do you know *some* / *any* websites that sell party supplies?

Sophie: I do, but why? Do we still need anything for Cathy's party?

Paul: *Some* / *any* paper plates, to begin with... Also... do we have *some* / *any* disposable cups?

Sophie: There are *some* / *any* left in the kitchen. But no napkins.

Paul: Napkins, right. How about yellow? Cathy loves yellow.

Sophie: Good thinking. Oh, but look how pretty these decorations are! Garlands, lanterns, banners... Let's buy *some* / *any*!

Paul: Don't we already have *some* / *any* balloons? Let's get a personalised cake instead. What do you think?

Sophie: I think you're *some* / *any* kind of a party genius! Cathy is going to love it.

8. Complete the sentences using the correct form of the verbs in brackets. Use the *present simple*, *present continuous* or *be going to*.

- I like my brother's new friends, so I (see) them again.
- Her train (leave) two days from now, at 8 in the morning.
- My parents (come) to see their new granddaughter next week.

- Look at the time! You (be) late!
- We (not / do) anything interesting this weekend.
- They (have) a guitar lesson on Sunday.
- I (not / finish) this chocolate cake, it's too sweet.
- The play (start) in two hours, be there!
- She (fly) to Melbourne tomorrow.

9. Complete the sentences using the correct form of the verb in brackets (*present perfect* or *past simple*). Make the necessary changes.

- I (buy) a new dress last fall, but I still (not / wear) it.
- He (study) agriculture in college. He (have) his own farm for five years.
- Jenny (start) her new job last week. She ... (meet) already all her coworkers.
- Harry (not / spend) last Christmas at home. He (be) abroad since November.
- They previously (live) in the suburbs. This week, they (rent) a house closer to work.
- I know you (travel) to Kenya before, but when exactly you (go) there?
- Tom (meet) his wife in primary school. They (be) together for 30 years.



Two truths and a lie

Get to know your classmates!

1. Students write down three sentences about themselves: two true facts and one lie. They must be things the other students in class don't know. Each statement should be written in a different tense.

- *My middle name is Ambrose.*
- *I have been taking violin lessons since I was five.*
- *By the end of this week, I will have finished reading my 44th book for the year.*

2. Each student reads aloud their sentences.
3. The other students ask follow-up questions (e.g., *Who is your favourite violinist?*) to try to guess which of the statements is a lie.



My teenage life

unit 1

- **Themes:** routines, school, free-time activities, preferences, teen culture
- **Grammar:** *prefer, would rather / sooner*
- **Listening & Speaking:** expressing preferences
- **Writing:** an informal email

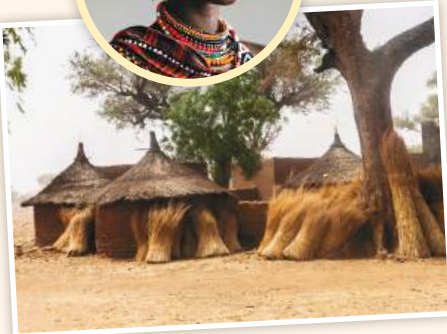


Teen routines across the world

1. Read the title and look at the pictures. Discuss the questions with a partner.

- Where do you think these teens live? ▪ What do you think their daily routines look like?

2. Read the text quickly and check your answers.



My name is Lankenua and I live in Kenya. I am from the Maasai tribe, and in this picture, I'm wearing our traditional beaded jewellery. Isn't it beautiful? My family lives in a *kraal*, a village where the huts are arranged in a circle. It is surrounded by a fence made of branches, because lions often attack our animals. When I'm at home, I help the women in the village milk the cattle, fetch water, and collect firewood.

My name means 'lucky' in Maasai, and I really am very lucky, since I can go to school. Maasai girls rarely do. School is very far from my village, so I live there during the school term. We usually have classes until mid-afternoon, then students take turns helping with the kitchen and cleaning chores. I miss my family, but each day at school brings me closer to my goal: becoming a doctor.

My name is Hikaru and every day, after school, I train to become a Kabuki actor. Kabuki is a traditional form of Japanese theatre, hundreds of years old. The plays last for hours and the actors, all male, dance, sing, mime, and play instruments on stage. They all wear make-up and masks and have beautiful costumes.

I come from a family of Kabuki actors, so my grandfather is teaching me the essentials. I practise traditional dancing and playing a musical instrument (the *shamisen*). It is also very important for an actor to speak clearly and to have good pronunciation.

In the picture, I'm wearing make-up and my warrior costume. It makes me look a lot older, doesn't it? You can't see it, but I'm holding a sword, too. Fighting scenes are my favourite; you have to jump, kick, and spin!



I'm Maddie and I'm Canadian. This year, however, I'm going to study in the UK, Brazil, Ghana, and India. Sounds amazing, right? That's because I attend THINK Global School, the world's first travelling high school for students in grades 10-12. It is based in New York, but we're never there.

In fact, every three months, we're in a different country. We get to experience various cultures, meet new people, discover new languages... the whole world is our classroom! There are 15 of us in each grade level, and we all come from different countries. The main language of instruction is English, and our teachers are always there to advise and mentor us. We sometimes get homesick, of course, but our families can always visit when we're abroad.

3. Read the text again and write who (Lankenua, Hikaru, or Maddie):

- a. has classmates from all over the world.
- b. lives in a village.
- c. travels abroad for school.
- d. loves jumping, kicking, and spinning.
- e. wants to become a doctor.
- f. plays a musical instrument.

4. Find in the text words that have the following meaning:

- a. things that are absolutely necessary
essentials
- b. decorated or covered with beads
- c. to go and get something or someone and bring them back
- d. a small, simple, single-storey house or shelter
- e. teaching; education
- f. relating to men or boys
- g. use only gesture and movement to act out (a play or role)
- h. a group of people with the same language, culture, religion, etc., living in a particular area

READING TIP

- Look for context clues to understand what a new word means.
- Use the information provided by the text to guess its meaning.

For example, the word "homesick"; you may not *know* what it means, but you can *deduce* that it refers to missing home by checking the context – (Maddie lives abroad most of the year) and the structure of the word (*home* + *sick*).

5. Decide if these statements are true or false. Correct where needed.

- a. Traditional Maasai jewellery is made of gold. *False*
- b. All Kabuki actors are male.
- c. All students of THINK Global School come from New York.
- d. Lankenua goes to a school in her village.
- e. Maddie can see her family when she's travelling with her school.
- f. There is no talking in traditional Japanese theatre.

6. In pairs, answer the questions.

- Who are the Maasai?
- What is a *kraal*?
- Why do the villagers build a fence around it?
- Why does Lankenua consider herself lucky?
- What is Kabuki?
- What do Kabuki actors have to study?
- What are some of the benefits of attending THINK Global School?

7. a. Listen to Albert talking about his activities. What is Albert's connection to the people in exercise 2?



b. Listen again. Which of these activities are *not* mentioned?

- ☐ visit to the wildlife sanctuary
- ☐ mentoring session
- ☐ visit an amusement park
- ☐ going to the festival of colours
- ☐ work on science projects
- ☐ visit to the National Crafts Museum
- ☒ go to the mall

8. Discuss these questions with a partner.

- Which of the teen routines in exercise 2 do you find unusual?
- Is there one you would like to try yourself?
- What are some of your routines?

ENGLISH, PLEASE!

9. Go to page 187 and read the article. Work in pairs.

- a. Identify the key points (names, school they go to, etc.) and use them to write a short summary in English.
- b. Create a three-set Venn diagram to show the similarities and the differences between Denisa and Daniela's, Lankenua's and Maddie's lives / routines. Include their age, type of school they go to, language of instruction, challenges, goals, etc.

► **Digital Tools:** Google Slides / Bookcreator

- * **10. Imagine that you are, for a day, a student at Maddie's international school. Write a diary entry about your experience – what you saw, what you felt and thought. Use the information in exercises 2 and 7 and your own ideas.**

Free-time activities & hobbies



1



2



3



4



5



6



7



8

1. Look at the pictures. Discuss the questions with a partner.

- What are the people in the pictures doing?
- Do you do any of these activities?

2. Complete each activity with *go, play, do, make*. Match the activities to the pictures.

- | | |
|-------------------------------|--------------------|
| a. <i>play</i> in a band | e. basketball |
| b. hiking | f. karate |
| c. craftwork | g. cookies |
| d. vlogs | h. fishing |

Phrasal verbs for free-time activities / hobbies

3. Match the verbs to the meanings.



- | | |
|--------------------|----------------------------------|
| 1. hang out (with) | a. to be interested in something |
| 2. get together | b. to continue to do something |
| 3. be into | c. to meet |
| 4. take up | d. to participate |
| 5. keep up | e. to register for something |
| 6. sign up (for) | f. to spend time with someone |
| 7. have a go at | g. to start |
| 8. take part (in) | h. to try |

VERB ZONE

► **phrasal verbs** consist of a verb followed by a particle (a preposition or an adverb), or sometimes two; they have a different meaning from the original verb

► with **separable phrasal verbs**, the verb and the particle can be split by a direct object; pronouns always come between the verb and the particle, but nouns may go at the end
They picked me up from school.

Put on your coat. / Put your coat on.

► some phrasal verbs are **non-separable**
She gets along with her neighbours.
I look after my pets.

4. Complete the sentences using the phrasal verbs in exercise 3.

- a. Are you going to for piano lessons this year?
- b. I really detective stories; they're my favourite.
- c. Can I at decorating the Christmas cookies?
- d. I usually with my friends after school.
- e. You're doing great. it!
- f. Let's knitting; winter is coming.

5. Work in pairs. Ask and answer questions about free-time activities using the phrasal verbs in exercise 3.

Adjectives ending in -ed / -ing

6. Hugh doesn't really like summer camp activities. Read his notes and choose the correct adjective.

Hugh's 😞

SUMMER CAMP ACTIVITIES

Climbing ✗
Oh no!!! I'm terrified / terrifying of heights!

Arts and crafts
*Bored / Boring!!
Not my thing!*

Talent show
I'm surprised / surprising they want to hear me sing...

Camp newspaper
*How annoyed / annoying!
Sounds like schoolwork...*

Hiking 6
I'm too tired / tiring for this...

Cooking ✓
This is tempted / tempting! I'm really good at tasting desserts!

Camp fire ✓
*Now this is excited / exciting!
Can't wait!!*



7. Complete the sentences in the **Word Zone** with **-ed** and **-ing**.

WORD ZONE

■ Adjectives ending in show how someone feels about something; they generally describe feelings or emotions.
I am interest... in reading this book.

■ Adjectives ending in describe the characteristic of a noun or a pronoun.
This book is very interest...



8. Choose the correct adjective pairs to complete the sentences.

- a. These recipe instructions are I'm trying to bake a cake, but I'm
1. confusing / confused
 2. confused / confusing
 3. confusing / confusing
- b. I love this song, but the lyrics are so They're making me feel
1. depressed / depressing
 2. depressed / depressed
 3. depressing / depressed
- c. Nothing to feel about! I have some stories of my own.
1. embarrassing / embarrassing
 2. embarrassing / embarrassed
 3. embarrassed / embarrassing
- d. What an story idea! I'm always by your creativity.
1. amazed / amazing
 2. amazing / amazed
 3. amazed / amazed
- e. This was a very ... experience. I'm with my decision to spend a year abroad.
1. satisfied / satisfying
 2. satisfying / satisfying
 3. satisfying / satisfied



Teenage hobby jar

Students write 2-3 hobbies they enjoy on slips of paper, anonymously, and place them in a jar. Then, they each draw a slip of paper randomly, read it aloud, and try to guess who the author is.

REVIEW! Present simple & Present continuous



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

1. Something *smells* / *is smelling* good in the kitchen.
2. Your grades *get* / *are getting* better and better.
3. At the moment, he *studies* / *is studying* archaeology at the university.
4. Water *freezes* / *is freezing* at 0°C or 32 degrees Fahrenheit.
5. The baby *sleeps* / *is sleeping* now, you can rest.
6. We *read* / *are reading* our books every evening.
7. They *have* / *are having* lunch together twice a week.
8. I *doubt* / *am doubting* this is the correct answer.
9. Does he *own* / *is he owning* a farm?
10. The Sun *sets* / *is setting* now, let's go home.

2. Look at the Grammar Panel and complete

B-F using: activities which are happening at the moment of speaking ■ temporary situations ■ situations which are slowly changing or evolving ■ opinions, states, feelings and emotions (with 'state' verbs) ■ present habits / routines.

PRESENT SIMPLE & PRESENT CONTINUOUS

► We use the **Present Simple**:

A. to talk about

The planets revolve around the Sun.

Her parents live in Denmark.

B. to talk about

John walks to his office every morning.

C. to express

I believe this is the right way.

Time expressions: always, sometimes, often, rarely, never, every day / week / month / year, twice a day / week, on Fridays, at weekends, etc.

► We use the **Present Continuous**:

D. to talk about

I am reading my book now, be quiet!

E. to talk about

They are living with friends at the moment.

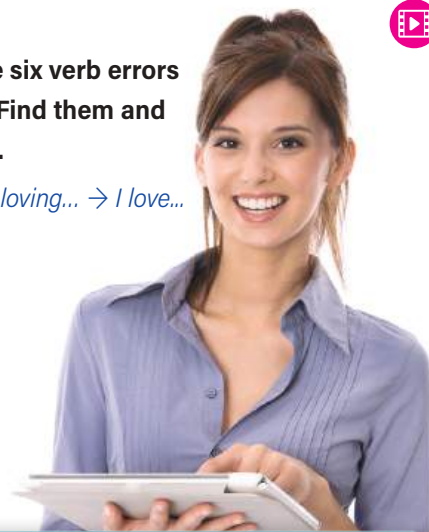
F. to talk about

His cooking is improving.

Time expressions: now, at the moment, etc.

3. There are six verb errors in the email. Find them and correct them.

Example: *I'm loving...* → *I love...*



New message

From: CatieCate@myemail.com

To: BenBen15@myemail.com

Subject: holidays

Hi, Ben!

I'm loving your family's holiday cottage, thanks for the pictures 🍷🍷. Are you going there often?

We usually spend summers with my grandparents, but this year we take a trip to Paris – my sister lives there for the moment.

You're knowing me, I hate big cities, but here's the good news: Disneyland Paris. I am never going to theme parks, but they have an Indiana Jones ride! I'm so excited! Jealous yet? 😊

Love,

Catie

▼

📎

🖼️

😊

🔍

Send

VERB ZONE

• Remember!

'State' verbs relate to **thoughts** / **opinions** (*know, believe, remember, agree, understand*); **emotions** / **feelings** (*hate, love, like, want, wish*); **senses** / **perceptions** (*smell, taste, seem, appear*); **possession** (*own, have, belong*).

They are generally used in the present simple form.

4. Ask and answer questions with a partner.



Expressing preferences: prefer, would rather, would sooner

5. Read the Grammar Panel and choose the correct option to complete the sentences.

PREFER

We use 'prefer' to express liking or choosing one thing over another. It can be followed by:

► **a noun / pronoun**

I prefer ice cream (to cake).

► **an -ing verb**

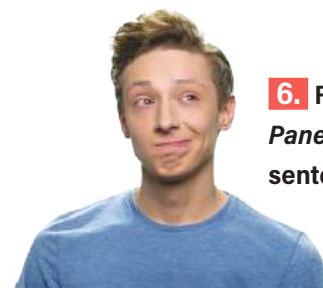
We prefer walking (to riding the bike).

► **an infinitive (to + verb)**

She prefers to read (rather than watch TV).

- They prefer playing video games watching TV.
1. than 2. to 3. rather
- She prefers rather than on stage.
1. dancing / to sing 2. dance / singing
3. to dance / sing
- I love having lunch with friends, but I prefer it myself.
1. cook 2. to cook 3. cooking
- I prefer you the other candidates because of your previous experience.
1. for 2. to 3. than
- We all like to walk in the park, but Joe prefers his bike.
1. to ride 2. to riding 3. ride

6. Read the Grammar Panel and complete the sentences using the correct form of the verb.



WOULD RATHER / SOONER

We use 'would rather / would sooner' to show a specific preference for one action over another. Followed by:

► short infinitive (without to)	<i>I would rather / sooner have a walk (than stay inside).</i> • Short form <i>He'd rather order some pizza (than cook).</i> <i>We'd sooner take the bus.</i> • Negative form <i>They'd rather / sooner not talk about their family.</i> • Question <i>Would you rather / sooner stay home?</i> • Short answer <i>Would you like to try again? (Thanks, but) I'd rather / sooner not.</i>
	• different subject + past simple (to express a preference regarding other people, now or in the future) <i>I would rather / sooner you talked to her today.</i> • Short form <i>He'd rather you came tomorrow.</i> <i>She'd sooner we went by car.</i> • Negative form <i>They'd rather / sooner he didn't travel alone.</i> • Question <i>Would you rather / sooner they stayed here?</i> • Short answer <i>Would you rather I tried again? I'd rather / sooner you didn't.</i>

- I would rather they so loudly.
1. not talk 2. don't talk 3. didn't talk
- Where would you rather right now?
1. to be 2. be 3. were
- They'd sooner than walk in the rain.
1. drive 2. drove 3. to drive
- We'd rather you a different destination.
1. chose 2. choose 3. choosing
- Would you like me to come over? I'd rather
1. not 2. you don't 3. you didn't



7. Complete the sentences using the words in brackets. Make the necessary changes.

- a. Would a movie or listen to some music? (*rather / you / watch*)
- b. Pizza sounds nice, but I'd pasta tonight. (*sooner / we / have*)
- c. She'd the others. (*rather / you / not / tell*)
- d. I'd alone than with a group. (*sooner / study*)
- e. Would you like them to call you? Thanks, but I'd (*rather / they / not*)
- f. They'd any guests. (*rather / we / not / bring*)

8. Complete the sentences using *prefer* or *would rather / sooner*.

- a. They to study in the library.
- b. I not wake up so early in the morning.
- c. John you stayed with me today.
- d. I vanilla to chocolate.
- e. You go on your own.
- f. We going out to staying inside.
- g. Sue and Mike to work from home.
- h. I they didn't sell the house.

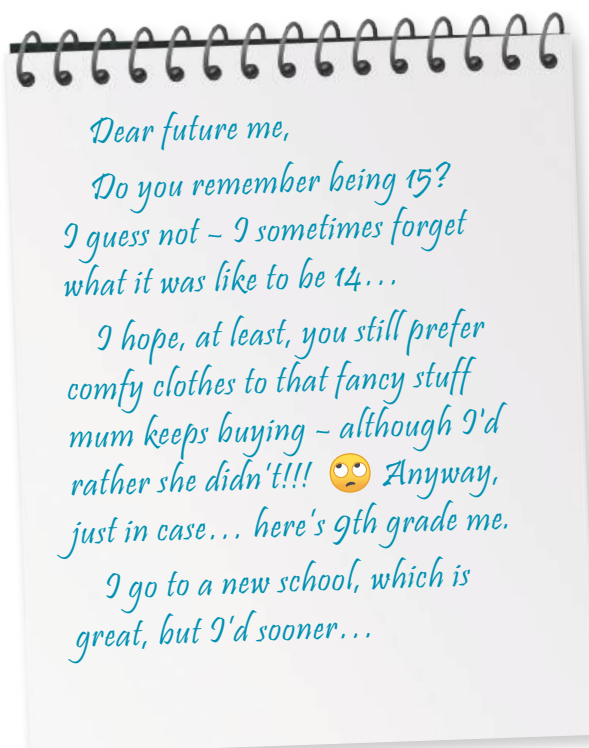
9. Rewrite the sentences using *prefer* or *would rather / sooner*.

- a. I like milkshake more than juice.
- b. Please put the pencil back.
- c. She doesn't want us to look for a second job.
- d. I think going to a museum is better than watching a documentary.
- e. He wants us to study instead of scrolling through social media.
- f. We like travelling by plane when going abroad.

*** 10. A letter to my future self**

Make a list of your likes and dislikes, referring to aspects of teen culture such as daily routines, hobbies, social media, music, etc.

Use it to write a self-addressed letter. You can add emojis and gifs if you choose a digital format. Include at least 3 phrasal verbs related to free-time activities (see *Vocabulary exercise 3*) and use different *prefer / would rather / would sooner* structures (affirmative, negative, different subject, etc.).



** Curriculum de specialitate*

Expressing likes & dislikes / preference



EXPRESS YOURSELF!



EXPRESSING LIKES

- I like ...
- I enjoy ...
- I love ...
- I'm keen on ...
- I fancy ...
- I'm a fan of ...
- I'm into ...
- I'm crazy about ...

EXPRESSING DISLIKES

- I don't like ...
- I dislike ...
- I hate ...
- I'm not keen on ...
- I don't fancy ...
- I can't stand ...

ASKING ABOUT PREFERENCES

- Do you prefer ...?
- Which do you like better ...?
- Which do you prefer ...?
- Would you rather ...?
- Would you prefer ...?

EXPRESSING PREFERENCE

- I prefer milk to juice
- I like milk better than juice
- I'd prefer to stay
- I'd rather stay home than go out
- I would rather leave

EXPRESSING INDIFFERENCE

- I think (both) ... is (are) all right
- I don't mind
- I don't care (either way)
- It's all the same to me
- It doesn't matter to / bother me

1. Work in pairs. Use the expressions in the panel to discuss the pictures.

Do you like designing clothes?

I love it!
I enjoy tailoring and sewing too!



2. Listen to four people speaking about their favourite things to do. Match the speakers to the photos (A-D) in exercise 1.

■ Carly ■ Mike ■ Dan ■ Leah

LISTENING TIP

- First, make sure you understand the task instructions. What details are you looking for in the text?
- Then, listen for specific information.
- Use keywords or key phrases to help you identify these details.
- Make notes during the listening.

3. Listen again and complete the sentences for each speaker.

- | | |
|------------------------------|----------------------------------|
| ■ Carly ... | ■ Dan ... |
| a. is keen on | g. is into |
| b. can't stand | h. is crazy about |
| c. doesn't really like | i. likes better than |
| ■ Mike ... | ■ Leah ... |
| d. is a fan of | j. loves |
| e. doesn't mind | k. also enjoys |
| f. is not keen on | l. doesn't fancy |

4. Listen a third time and answer the questions.

- Where does Carly usually spend her summer holiday?
- Why does Mike dislike playing cards?
- Where does Dan practise his dance moves?
- What inspires Leah's fashion designs?

*** 5. a. Listen and check the activities mentioned in the audio.**

- | | |
|---------------------------------------|--|
| a. painting ☐ | h. gaming ☐ |
| b. gardening ☐ | i. singing ☐ |
| c. hiking ☐ | j. biking ☐ |
| d. shopping ☐ | k. camping ☐ |
| e. dancing ☐ | l. swimming ☐ |
| f. jogging ☐ | m. geocaching ☐ |
| g. cooking ☐ | n. drawing ☐ |

b. Listen again and fill in the blanks (one word each).

1. Both Ben and Julie are into dancing, but Ben trains for ballroom, while Julie prefers dance.

2. Julie is a fan of, because it makes her feel like an explorer; Ben enjoys with his cousins.
3. Julie and Ben both help with chores, but Julie would rather do the, whereas Ben is keen on
4. Ben and Julie share a passion for the outdoors; she loves just as he loves

6. In pairs, ask and answer questions about your preferences.

- cats / dogs
- football / basketball
- read the book / see the film
- sing / listen to music
- shop online / go to the mall
- go to a concert / go to the cinema
- indoor activities / outdoor activities
- play video games / watch TV
- call someone / text
- printed books / e-books



Which do you like better, football or basketball?



I prefer basketball to football. How about you?

I don't really care.

I'd rather read the book than see the film. And you?

Would you prefer to read the book or see the film?

I'd prefer to see the film.

*** 7. Teens' culture talk show**

- Students decide on 4-5 topics that are relevant to today's teen culture (hobbies, social media, fashion, music, etc.), to be covered on the 'talk show'. Each student prepares a list of questions / talking points for these topics.
- Students are assigned roles such as hosts, guests, and audience members. The groups conduct the simulated talk show based on their initial talking points, engaging in role-play, active listening, and spontaneous interaction.

** Curriculum de specialitate*

An informal email: describing weekend plans



1. Discuss these questions with a partner.

- What do you usually do at weekends? ■ What are you doing this weekend?

2. Read the emails quickly. How do Tara and Eddie know each other?

New message

From: Tara Ahern

To: Eddie Walsh

Subject: weekend plans



Hi Eddie!

How's it going?

I know... 😊 it's been a while since my last email, but now I'm back with some amazing news. My local art centre is organising a photo exhibition this weekend and guess what?! I'm in it!! 🎉

Remember all those pictures I took at summer camp? The two of us hiking, climbing, canoeing, falling overboard in the cold water 😄 ...well, they're all in the 'My teenage summer activities' exhibition. It opens on Saturday and I'm going to be there the whole day; you know, greeting visitors, talking to the other exhibitors... just like a real photographer!! My family is coming too (even my grandparents, who live in Jersey), and we're going to dinner afterwards, to celebrate.

I know you can't be here (why does Dublin have to be so far away?? 😞), but I'm going to do a live stream on Instagram.

Now, since my big news is out... what are YOU doing this weekend?

Love,
Tara



▼ | 📎 🖼️ 😊 🔍

Send

New message

From: Eddie Walsh

To: Tara Ahern

Subject: Re: weekend plans



Hey, you!

My friend, the photographer 😊... I'm so proud of you, mate, you're going to do great! Your pics are beautiful, people will love them.

I usually spend my weekends playing sports 🏈 with my brothers, but this weekend, actually, we have our cousins visiting from Wales. So, I'm going to take them out and show them the city. Dublin is beautiful at this time of year and there are a bunch of historical places to see. They arrive on Friday, and then we're all having dinner together at my nan's. I'm very happy they're coming!

Off to my football training session now, but keeping my fingers crossed for you,

Cheers,
Eddie



▼ | 📎 🖼️ 😊 🔍

Send

3. Read the emails again. Who (Tara or Eddie)...

- | | T | E |
|---------------------------------------|--------------------------|--------------------------|
| a. loves sports? | ☐ | ☐ |
| b. goes to the local art centre? | ☐ | ☐ |
| c. lives in Dublin? | ☐ | ☐ |
| d. is into photography? | ☐ | ☐ |
| e. has grandparents living in Jersey? | ☐ | ☐ |
| f. is excited to see their cousins? | ☐ | ☐ |

4. Decide if these statements are true or false.

- a. The photo exhibition opens on Saturday.
- b. Tara is the only exhibitor.
- c. Eddie thinks Tara takes beautiful pictures.
- d. Eddie is an only child.
- e. Eddie is having dinner at his nan's on Friday.

5. a. In pairs, find the connectors / linking phrases in the emails. Why are they used?

b. Place the connectors in the correct category.

- first, then, after that, finally, later, before
- anyway, well, actually, by the way
- for example, such as
- and, also, too, in addition to
- but, however, although, even so
- because, so, therefore, because of that

- 1
- 2
- 3
- 4
- 5
- 6

Adding information	
Contrasting ideas	
Giving reasons / results	
Changing topic	
Giving examples	
Sequencing / Organising time	

6. Read the *Writing tip*. In pairs, check the emails in exercise 2 and try to find other examples for each of the items on the list.

WRITING TIP

When writing an informal email, use:

- common expressions and phrasal verbs: *take out*
- colloquial language: *How's it going?*
- contractions / short forms: *they're*
- abbreviations: *nan*
- flexible punctuation (and / or emojis): *?!*, 😊

Now it's your turn!

7. Here is a plan for replying to Tara's email.

a. Put the parts of the email in the correct order.

- ☐ closing paragraph (*say why you need to end the email, ask for follow-up news*)
- ☐ opening formula (*Hi / Hello / Dear Tara*)
- ☐ introductory paragraph (*thanking Tara for her email, reacting to her news*)
- ☐ closing formula (*Take care / Talk soon / Cheers*)
- ☐ body of the email (*describe your own plans for the weekend*)

b. Use the plan to reply to Tara's email.

- include at least three connectors
- write something that is true for you

8. Add the email to your portfolio.

PORTFOLIO

Create a dual-format portfolio – physical and digital – to track your progress.

► The physical portfolio (paper)

What you need: a standard binder with dividers, to separate your work into categories (e.g., Drafts, Individual assignments, Group assignments, etc.)

What to include: paper assignments, brainstorming drafts, assessment rubrics, etc.

► The digital portfolio (a folder)

Where to build it

- store your files on your computer at home in a designated folder
- you can also use a free platform like Canva or Google Sites; in this case, be sure to configure your privacy and sharing settings depending on who needs access to your portfolio (your classmates, your teacher, etc.)

What to include: multimedia assignments (audio / video projects), digital copies of your paper assignments, etc.

Persuading people to try an unusual hobby



A



B



C

LEAD IN



1. Listen to Susie tell Jack about her favourite hobby. Which photo shows Susie?
2. Work in pairs. Listen again and choose three reasons why Susie enjoys making dioramas. Do you find these reasons convincing? Discuss your ideas.

PREPARATION

3. Read the panel and complete the headings with *giving* and *asking for*.

... reasons	• Why are you buying paint? • What are you buying paint for? • How come you're buying paint?
... reasons	• Because I need it for my Art class. • Since I'm renovating my room, I need lots of supplies. • It's for my little sister, as she's working on a school project. • It's a nice colour, that's why!

4. Your turn! Give three reasons why having a hobby is important for you.

DO THE TASK

5. Choose an unusual hobby - something you'd like to try / have tried yourself. You can look for ideas online.
6. Make notes about it (include useful information such as special equipment or costs).
7. Make a list of reasons why people should try it.
8. Work with a partner. Take turns in trying to persuade each other to try your chosen hobby.

FOLLOW UP

9. Work in groups. Discuss your unusual hobbies. Which hobby do most people want to try? Why do you think that is?

1. Discuss with a partner.

Does your school organise discos? Have you ever been to a school dance? If not, would you like to?

2. Read the text.

NOT ALL SCHOOL DANCES ARE THE SAME

In **America**, high school graduation and prom go hand in hand. It's a long-standing tradition: the graduates don a cap and gown to accept their diploma, and they dress to the nines to reward themselves for earning it. Other countries, however, have their own unique versions of high school's last dance.

German students celebrate the end of secondary school and the passing of their final exams with a dance called the Abiball. Families and friends are also invited — for part of the evening, at least. The dance usually starts with a ceremonial procession of the proud graduates, and sometimes includes speeches, awards, and sketches along with the typical eating, drinking, and dancing. But near the end of the night, family members head home and the students keep the party going, often after relocating to a dance club, where they stay until cockcrow.

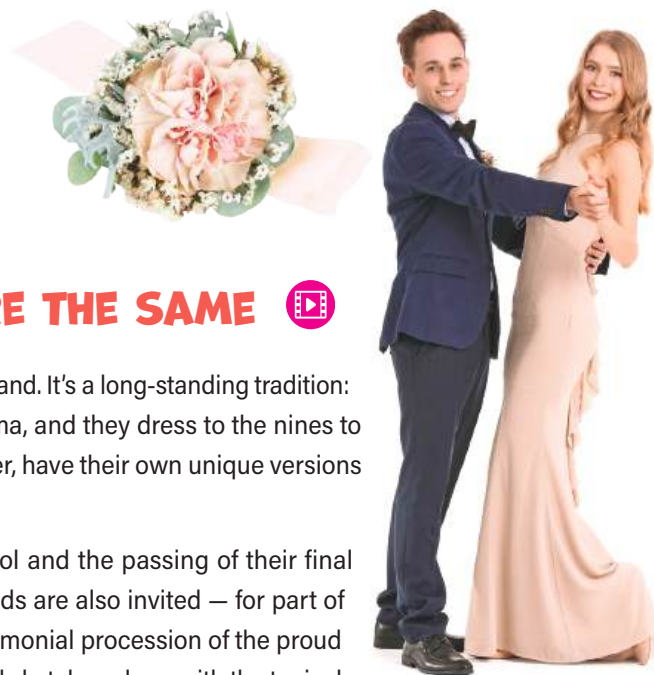
In **Finland**, the big dance isn't for the recent graduates, but rather the class right behind them. When the graduating seniors leave school in mid-February to prepare for their final exam in March, the new seniors celebrate their rising status with a ball known as 'Vanhojen tanssit'. Many students start prepping for the ball several months in advance. They have an official school class focused on learning traditional dances like the waltz or the tango. On the day of the ball, they perform those dances for an audience (teachers, friends, and families). After the official festivities are over, the students go to after-parties that they arrange on their own.

'Studniówka', the name for **Poland's** prom equivalent, is derived from a Polish word meaning 'hundred-days,' as the final dance takes place about 100 days before students' final graduating exams. At the Studniówka, students and teachers celebrate together, typically starting with a traditional dance called the Polonaise, and continuing with a shared champagne toast to celebrate the soon-to-be-graduates' journey into adulthood. Students often wear something red for good luck in the upcoming exams: garters, ties, pocket squares, or even underwear.

In **Peru**, graduating students celebrate with the 'Fiesta de Promoción', typically at a hotel. The Fiesta includes parents and teachers during the first part of the night. After some dinner and dancing, though, they leave and the students continue the party on their own — often until early next morning, when they conclude the epic celebration with a group breakfast.

In the **UK**, students used to celebrate with 'end-of-exam discos'; nowadays, most UK schools have proms, which are similar to those in America. They often take place in high-end hotels. The girls wear floor-length evening dresses and the boys wear tailored suits. Everyone enjoys the multi-course seated dinner before taking to the dance floor to let loose and celebrate the end of an era with their closest friends.

(adapted from *teenvogue.com*)



3. Match the words to the meanings.

- a. don b. sketch c. gown d. tailored e. epic
1. a loose piece of clothing that is worn over other clothes during an official event by a judge, a lawyer (in the UK), a priest, a student, etc.
 2. elegant, fitted, well cut
 3. put on (an item of clothing)
 4. great, impressive
 5. a short humorous play or performance

4. Read the text again. In which country...

- a. does the graduation party take place a hundred days before the final exams?
- b. did students use to have 'end-of-exam discos' instead of proms?
- c. is the graduation dance organised for the new seniors?
- d. is prom a long-standing tradition?
- e. do seniors have their final exams in March?

5. Decide if these statements are true or false.

- a. At the Studniówka, students celebrate with their families and friends.
- b. The Abiball only includes the students and their teachers.
- c. For their graduation ceremony, Peruvian students wear caps and gowns.
- d. Many Finnish students learn traditional dances for the graduation ball.
- e. In today's UK schools, proms have mostly replaced the traditional 'end-of-exam discos'.

6. a. Listen and fill in the blanks (one word each).

Did you know?



- 'Prom' is short for promenade, the formal march of couples at the of a ball.
- The first proms were held in the late 1800s, at in the Northeastern United States.
- Their purpose was to good manners to young men and women.
- In the 1900s, proms became popular in high schools as well. The senior, dressed in their fanciest clothes, gathered in the gym to and socialize under the supervision of and parents.
- During the 1950s, started to resemble the dances of today. They became an elaborate, often held in hotels and ballrooms, with themes related to popular, such as movies or music.

b. Listen again and answer the questions.

- Where does the word 'prom' come from?
- Where did the first proms take place?
- What was the original purpose of proms?

ENGLISH, PLEASE!

* 7. Go to page 187 and read the text.

- a. Find the English equivalents of the highlighted phrases in the article in exercise 2.
- b. In pairs, use these equivalents to start a mini-dictionary of English idioms / collocations.

► **Digital Tools:** Google Slides / Bookcreator

PROJECT WORK

My teen life vlog

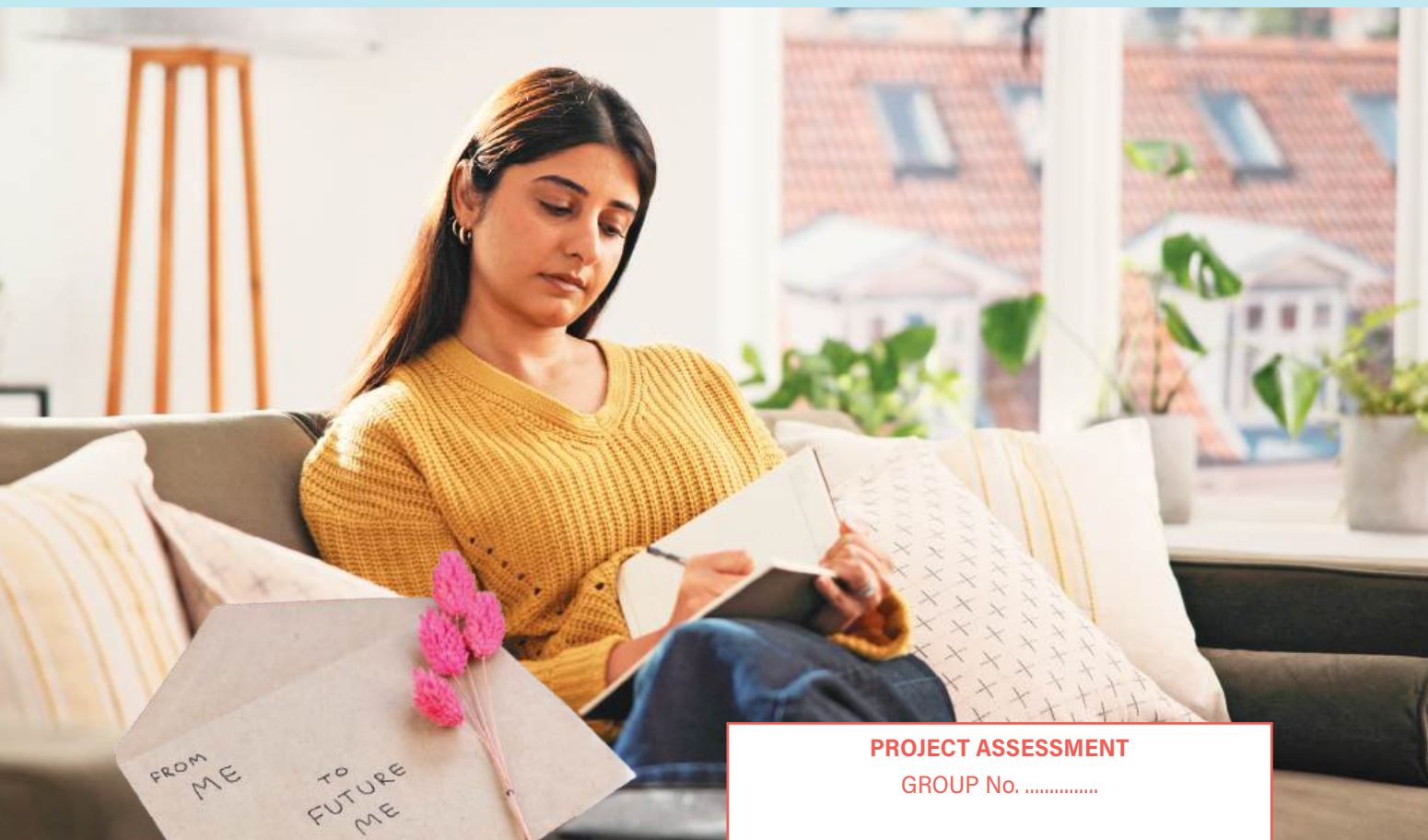
- In groups, script and record short video blogs / vlogs, presenting aspects of teenage culture: daily life, hobbies, music, fashion, etc.

How to do it:

1. Understand what you have to do; break the task into smaller steps.
2. Assign specific tasks to every group member and set deadlines.
3. Do your research. Make sure you use reliable sources.
4. Do the task. Combine spoken interaction, written messages—such as homepage captions, slogans, or short presentations — and digital resources, including illustrations, graphs, and statistics.
5. Review the project. Check your work against the assessment rubric on page 186.
6. Show your video blogs in class and decide which one is the most relevant to today's teen culture.



* Curriculum de specialitate



Time capsule – a container filled with modern-day items—such as newspapers, photos, or personal artifacts—intended to be stored, buried, or hidden for future generations to discover

Teen culture time capsule

In groups, students design a digital or paper-based 'time capsule' that contains 5 relevant aspects of today's teenage culture (music, social media, celebrities, clothes, etc.), meant to be 'opened' by future generations. Each capsule should include items reflecting current teenage lifestyle and experiences:

- photos, cutouts, articles, handwritten notes, quotes, questionnaires, letters, lists of celebrities / influencers defining today's teen culture, song lyrics, book / film titles, favourite activities, teen slang words, etc. (paper-based capsule)
- collection of multimedia files—photos, videos, audio, and documents (digital capsule)

Students peer-review the 'capsules', filling in the *Project assessment* sheet.

PROJECT ASSESSMENT

GROUP No.

A. Task fulfilment and content

1. The project was completed on time.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. The project meets all task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. The content is relevant to the topic.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. The content is rich and varied.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Clarity and language

5. The project is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. The project shows good control of grammar and punctuation.

1 ☐ 2 ☐ 3 ☐ 4 ☐

C. Creativity and visual appeal

7. The project is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

8. The project is visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree



unit 2

To each their own

- **Themes:** traditions, customs, celebrations, events
- **Grammar:** *used to & would*; past perfect simple & continuous
- **Listening & Speaking:** describing an event
- **Writing:** a semi-formal email

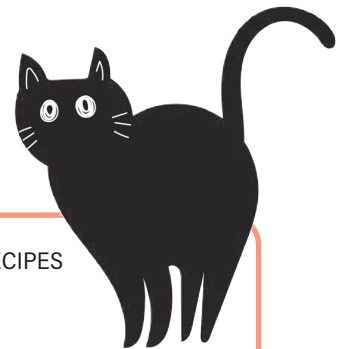


1. Discuss the questions with a partner.

- How important are traditions and customs in today's world?
- Are there any traditions you follow?

2. a. Look at the pictures. Can you guess the superstitions they reference?

b. Read the text quickly and check your answers.



HOME

ABOUT

PHEOBE'S THOUGHTS

HOLIDAYS

GRANDMA'S RECIPES



Pheobe D., 15

Lives in Kent, UK

Superstitions

This post was supposed to be about my new cat, Mr Whiskers – check out my profile pic, he's a gem! But he's also pitch-black, which reminded me of something my great-aunt Dottie used to say: 'black cats are bad luck' – and, at the time, I took her word for it. This, in turn, got me thinking about superstitions and how they shape our view of the world. I realize now that black cats are just ordinary cats (except for Mr. Whiskers, obviously, he's nowhere near ordinary 🐱) – but growing up in a traditional environment, surrounded by three generations of my family, superstitions felt very real to me. They helped me make sense of the world.

A. Knocking over your chair while standing up is a bad omen

This one really gave me goosebumps as a child. I was as clumsy as they come back then, so tipping over chairs was something I did... a lot! Everyone would come running, looking worried, which only reinforced my belief that something terrible was going to happen to me. My mum put an end to it when I started avoiding chairs altogether and even refused to sit down for family meals. It turned out they were just worried about me getting hurt by falling furniture... Then, something strange happened: once I stopped worrying about bad luck, my clumsiness slowly went away. Just like magic!



B. Salute the magpie to fend off bad luck

Actually, it all depends on how many magpies you see: one means trouble, two bring joy. So, to prevent misfortune, make sure you salute the single magpie. Some people tip their hats, some salute in military fashion (my brother used to say: "Good morning, general!"), others carry an onion as protection against bad luck. When I was little, my favourite greeting was the one my grandpa used: 'Good morning, Mr. Magpie, how are Mrs. Magpie and all the other little magpies?' Granted, magpies never answered back, but being polite always pays off in the end... 😊

C. If 13 people eat at the same table, one will be dead within a year

I gave this one little thought growing up – simply because we were a lot more than 13 in our extended family. Sometimes, they would have us children eat separately, but still, no danger – we were nine cousins in total. However, we did break the '13 rule' one summer, at my brother's birthday party. You see, after insisting he didn't want anyone outside the family, Stuart suddenly decided to invite our neighbour's children... all four of them. You can imagine great-aunt Dottie's horror when she found 13 kids around the table waiting for the cake. 😊



3. Which of the superstitions (A, B, or C) ...

- did Pheobe mostly ignore growing up?
- frightened Pheobe as a child?
- did Pheobe enjoy following when she was little?
- was taught to Pheobe by her grandpa?
- was great-aunt Dottie terrified of?
- lost its power once Pheobe stopped believing in it?



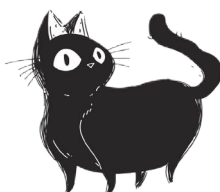
REMEMBER!

- An **idiom** is a phrase or an expression whose meaning is different from the meaning of its individual words.

4. Read the text again and complete the idioms.

Match them to their meaning.

- put an to something
 - give someone
 - take someone's for something
 - give something some / a lot of
-
- to consider, reflect upon something
 - to accept or believe what someone says
 - to cause something to stop or prevent something from continuing
 - to cause a reaction in which there are raised spots on the skin, because of cold fear or excitement



5. Check the Word Bank. What do these sentences mean?

WORD BANK

- as + **adjective** (good / strong / boring, etc.) + as they come = **among the best / strongest / most boring, etc.**

My car is old, but it's as fast as they come.

- nowhere near + **adjective** = **not at all** (adjective)
- We're all hungry after school, but lunch is nowhere near ready.*



- 'Pheobe is as clumsy as they come' means:
 - Pheobe is not at all clumsy;
 - Pheobe is as clumsy as the rest of her family;
 - nobody is clumsier than Pheobe.
- 'Mr. Whiskers is nowhere near ordinary' means:
 - Mr. Whiskers is just an ordinary cat;
 - Mr. Whiskers is extraordinary;
 - the colour is the only remarkable thing about Mr. Whiskers.

6. In pairs, answer the questions.

- Does Pheobe still believe black cats bring bad luck?
- Why did knocking chairs over give Pheobe goosebumps as a child?
- How did she manage to overcome this fear?
- Why do people salute magpies?
- Why was great-aunt Dottie horrified when seeing Stuart's guests?



7. a. Look at the picture. What is the boy doing? What are the children celebrating?



b. Listen to check your answers. What is Miguel's connection to exercise 2?



c. Listen again. Decide if these statements are true or false.

- Miguel has four sisters.
- 'La mordida' is a Puerto Rican tradition.
- Miguel's family doesn't live in Kent anymore.
- The Dunn children lived with their grandparents.
- Miguel used to celebrate his birthdays with all the kids in the neighbourhood.

8. Work in groups. Discuss these questions.

- Are you familiar with any of the superstitions mentioned in Pheobe's blog post? Are there any similar superstitions in your family / community?

9. Birthday party traditions

Create a poster or a presentation about birthday party traditions in your family / community / a country of your own choice, etc. Include at least 3 traditions and add, for each, a short description, an image, and your own opinion (possibly an emoji-like symbol, a word, or a rating assessment). Present it to the class (2-3 minutes) and answer questions (for example, why you like / don't like a specific tradition). Add it to your portfolio.

► **Digital Tools:** Canva, Padlet, Google Slides, PowerPoint

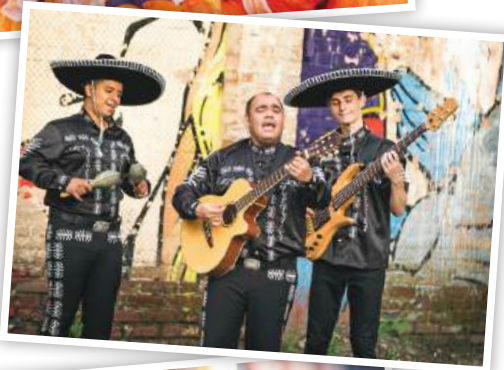




Celebrations, festivals, and gatherings



A



B



C



D



E

1. Look at the pictures. Discuss the questions with a partner.

- When was the last time you celebrated something? What did you celebrate?
- Where do you think these pictures were taken?
- Which of these events interest you? Why?



2. Match the words to the meanings, then to the pictures in exercise 1 (there is one extra picture).

- | | |
|-------------|---|
| 1. parade | a. an annual festival involving music, dancing in the streets and the use of special costumes and masks |
| 2. carnival | b. a public event, usually held outside, where goods are shown and sold and where there is often food and entertainment |
| 3. festival | c. a public procession, especially one celebrating a special day or event |
| 4. fair | d. a special time or event when people gather to celebrate something; a series of performances of music, plays, films, etc. |

3. Read the descriptions of these events. Use the words in exercise 2 to fill in the names.

A. The Kettlewell Scarecrow takes place every August, over a period of nine days, in the village of Kettlewell, in Yorkshire, England.

It started back in 1994, when the community decided to organize an event to raise money for the local school. Today,

the villagers create hundreds of scarecrow displays, which are then placed throughout Kettlewell.

There is usually a common theme – film or book characters, historical events, or fairy tales. Visitors can also enjoy guided walks around the village, music performances, visit arts and crafts stalls, or have picnics by the river.





B. The Tompkins Square Halloween Dog is an annual dog fashion event, organized by the community managing the dog run located in Tompkins Square Park in New York. It is also the biggest Halloween costume contest for dogs in the world. Hundreds of dogs – accompanied by their proud owners – parade in elaborate costumes in front of thousands of spectators, hoping to win one of the categories.

Among the previous winners: a Great Dane dressed as Maleficent, a Chihuahua masquerading as a movie star, and a Bulldog pretending to be Winnie the Pooh. Who said only humans celebrate Halloween?



C. The in Rio de Janeiro is held every year before Lent (in Christian tradition, a six-week fasting period before Easter). Millions of people from all over the world dance, sing, and enjoy food and drinks together, following a tradition started in the 1700s by Portuguese immigrants.

Rio's samba schools (local social clubs where people practice and perform samba, a dance and drumming style of Afro-Brazilian heritage) parade the streets, each presenting a theme. Their performances include dancers in elaborate costumes, singers, bands, and beautifully ornate floats.

4. Read the descriptions again. Who or what do these sentences refer to? Where did you find these details (text A, B, C)?

- a. It is of Afro-Brazilian heritage. ☐
- b. They parade along their pets. ☐
- c. They are displayed throughout the village. ☐
- d. They started the tradition of the Rio carnival. ☐
- e. It started as an event to raise money. ☐
- f. They gather to watch the Halloween parade. ☐

5. Work in pairs. Find similarities between the events in exercise 3. Use the words below.

The Kettlewell Scarecrow Festival and the Tompkins Square Dog Parade are both community-based events.

local

community-based

annual

international

costumes

tourists

theme

parade

music performances

6. a. Listen to Jenny talking about Father's Day. Which of the pictures in exercise 1 matches her topic? 

b. Listen again and complete the sentences.

My dad and I, we've been dedicated Marvelites ever since I can remember. We used to read Marvel every night before bed and spend our weekends watching Marvel movies. So, this year, to Father's Day, I'm going to **push the boat out** and buy us both tickets to a comic con. My cousins went once, and they **had the time of their life**.

Now, if you don't know what this is: a "comic con" (or a "fan convention") is an centred around a theme – films, TV shows, manga, video games, or comic book – where fans get to meet the creators, the cast and crew, attend Q&A panels, buy themed merchandise, and all kinds of fun activities.



Cosplay (meaning "costume play") is the best part – many people show up as their favourite characters. I'm going as Thor Girl, of course! My dad doesn't know anything yet, it's a surprise, but we're going to **have a whale of a time!**



7. Decide if these statements are true or false. Correct where needed.

- a. The Marvelites are passionate fans of Marvel comics.
- b. Comic cons only involve comic books.
- c. Anyone can attend fan conventions for free.
- d. Cosplay refers to people dressing up as their favourite characters.
- e. Creators and actors do not take part in comic cons.

VOCABULARY TIP

How to look up the meaning of idioms / phrases:

► **Use the dictionary**

Check the definition of the main noun or verb in the expression; most dictionaries also include the idioms / phrases containing that word.

► **Look it up online**

Type your phrase in the search box and check the results. Try to consider only legitimate resources (English learning websites, online dictionaries, etc.) and check at least two different sources to make sure the information is correct.

8. Look up the meaning of the highlighted phrases in exercise 6. Use them to complete the sentences. Which two phrases have a very similar meaning?

- a. No need to for Tom and Annie's wedding, they are only inviting close family.
- b. They always on the farm, that's why they return every year.
- c. Now that my exams are over, I'm going to travelling around Europe with my friends.

9. a. Find other idioms / phrases related to celebrating. Present your findings to the class.

ENGLISH, PLEASE!

*** b. Go to page 187 and read the texts.**

- Find the English equivalents of the highlighted phrases in exercises 6b and 9a.
- For the remaining idioms / phrases in exercises 6b and 9a, find the Romanian equivalent (or an adequate translation).
- Add everything to your mini-dictionary of English idioms / collocations.

10. In pairs, discuss these questions.

- What happens at a fan convention? Would you be interested in going?
- Which of the events in exercises 3 and 6 would you like to attend? Why?
- What kind of celebration do you prefer (traditional / religious / local / international, etc.)?

** Curriculum de specialitate*





Used to & would

1. Find the sentences that refer to past habits, states or routines.

- I didn't go to school yesterday.
- You would leave little notes on the fridge every day.
- The dog is used to sitting by the table and waiting for treats.
- They would always travel abroad during summers.
- Each fall, my aunt would buy us a back-to-school present.
- We saw this film a long time ago.
- I would like to see you more often.
- She used to see them every weekend.
- I used to walk to the bus stop and wait for my brother.
- Would this restaurant serve Chinese?
- Winters used to be a lot colder where I live.
- She celebrated her birthday with her family.

USED TO & WOULD

► We use **used to + infinitive** to talk about past routines, habits or states which are no longer true or do not happen any more

I used to ride my bike in the park when I was a kid.

Did you use to eat out every day?

It didn't use to be so hot in summer.

► We use **would + infinitive** to talk about repeated actions in the past

When I was little, I'd always ask my gran to read me a story.

Every other weekend I would go to the zoo.

Note that:

- we can't use **would** to talk about past states or situations
- we don't generally use the negative / interrogative form of **would** to talk about the past
- **would** is often used in stories and it evokes a sense of nostalgia

They would live on a boat when they were younger. ✗

They used to live on a boat when they were younger. ✓

I would be quite good at sports. ✗

I used to be quite good at sports. ✓

2. Read the Grammar Panel and choose the correct option.



- In the morning, we wake up early and walk to work.
1. would 2. used to 3. both are correct
- They live in a flat before buying the house.
1. would 2. used to 3. both are correct
- own a red car in your twenties?
1. Would you 2. Did you use to 3. both are correct
- Back then, we open our Christmas presents together.
1. would 2. used to 3. both are correct
- When he was a child, he like folk music.
1. wouldn't 2. didn't use to 3. both are correct
- My cousins and I go camping all the time.
1. would 2. used to 3. both are correct

3. Complete the sentences using **used to / would** and the verbs below.

buy

make

leave

give

work

hang

OUR GRANDPARENTS' CHRISTMAS EVE

In the 1960s, Christmas decorations were often homemade. British children coloured paper chains and hang them from the ceiling, along with foil stars, bells, and snowflakes. TV programmes instructions on how to make advent crowns from wire coat hangers or build nativity scenes. Since there were few home freezers, families and cook most of the festive food on Christmas Eve.

The butcher, the baker, and the greengrocer, they all at least until lunchtime that day. On the 24th, before going to bed, children a mince pie and a glass of sherry by the Christmas tree for Father Christmas. Some would throw in a carrot for Rudolph, as well. Finally, it was time for the Christmas stockings – children them at the end of their bed.





4. How did people live a hundred years ago?
With a partner, ask and answer questions about things they did / used / made / preferred / celebrated.

How did people manage long-distance communication?

They used to write letters.

Did they buy their clothes at the shop?

No, most people would wear custom-made clothes.

Past perfect simple & continuous

5. Read the sentences and choose the correct form of the verb.

- They were tired because they *had climbed* / *had been climbing* for hours.
- By 2020, their family *lived* / *had lived* in the area for over a century.
- We *studied* / *had studied* the maps before we went exploring.
- When the bus arrived, they *had waited* / *had been waiting* for an hour.
- By midday, we still *didn't receive* / *hadn't received* the results.
- She *has lived* / *has been living* with her aunt since her parents moved abroad.
- The house was spotless; he *had cleaned* / *had been cleaning* since early that morning.
- When I woke up, they *had already left* / *had already been leaving* for work.





6. Which of the sentences in exercise 5 describe:

- an event that occurred up to a certain point in the past?
- an ongoing action that ended before another action / event in the past?
- a past event that happened before another past event?
- a past event with a result at a time in the past?

7. Use the descriptions in exercise 6 to complete the Grammar Panel.

PAST PERFECT SIMPLE & CONTINUOUS

- We use the **past perfect simple** (*had* + past participle) to talk about:

Had they already made plans when you told them the news?

Yes, they had. / No, they had not (*hadn't*).

By noon, the wind had stopped.

- We use the **past perfect continuous** (*had* + *been* + *-ing* form) to talk about:

When the phone rang, we had been watching TV for an hour.

The roads were slippery because it had been raining all day.

8. Match the halves to make sentences.

- When my sister got home,
 - My mother called yesterday
 - When Peter was finally cast in a film,
 - Last year, when I flew to Tokyo,
 - We'd never met them before,
 - They managed to arrive on time,
- I had never been out of the country before.
 - to say my grandparents had sold their farm.
 - but they'd been driving for more than ten hours.
 - he had been auditioning for months.
 - she realised she had forgotten to pick up our cousin from school.
 - but we still helped them when they asked.



9. Complete the sentences using the correct form of the verb (past perfect simple or continuous).

- By midnight, I for two hours. (*sleep*)
- Ben his chores when the guests arrived. (*not / finish*)
- They a lot, so they were tired and needed some rest. (*travel*)
- The garden was beautiful, because grandpa it. (*look after*)
- I my friend in years, when he suddenly called me. (*not / see*)
- We looked for her, but she (*leave / already*)
- She several jobs by the time she was twenty. (*have / already*)



10. Convert the sentences in exercise 9 into yes / no questions. More than one answer might be correct.

Had I been sleeping for two hours by midnight?

11. Put the verbs in brackets into the correct form (past simple, past perfect simple, or past perfect continuous).

- I (*hear*) the good news before she (*call*) me.
- They (*hike*) for a few hours when they (*reach*) the meadow.
- After she (*finish*) her homework, her brother (*take*) her to the park.
- We (*travel*) to Beijing after we (*study*) Chinese.
- He (*save*) his money because he (*want*) to buy a new car.

12. Teen memories timeline

Create a timeline of your previous experiences (paper or digital format), including 3-4 past habits / activities, by using *used to* / *would* (music, hobbies, fashion, social media), and 2-3 events, described by using past tenses. If choosing the digital format, include images, graphics, etc. Add it to your portfolio.

► Digital Tools: Canva, PowerPoint

- Present your timeline to the class and answer questions (2-3 minutes).
- In groups, compare presentations. Are there any shared experiences?



Talking about an event / a celebration

EXPRESS YOURSELF!

WHAT KIND / SORT / TYPE OF EVENT IS...?

- a festival / fair / parade / carnival / celebration / party / gathering / convention;
- a weekly / monthly / seasonal / annual event;
- a family / community / local / international / global event;
- a religious / traditional event;
- a private / public event.

WHERE IS IT HELD? / WHERE DOES IT TAKE PLACE?

- in Venice / in the city centre / on the streets / in the village / in the park;
- outdoors / indoors.

WHAT DOES IT CELEBRATE? / WHAT IS ITS THEME / PURPOSE?

- How long does it last?
- What activities can one do?
- What does the program look like?

WHO IS THE TARGET AUDIENCE?

- families / teenagers / music lovers / comic book fans.

WHAT DOES THE EVENT ENTAIL?

- costumes, masks, dancing, floats, cosplay, historical reenactment, music / art / theatre performances

1. Work in pairs. Use the expressions in the panel to discuss the pictures. Check for additional information online, if needed.

A. The Edinburgh Festival Fringe



B. Thanksgiving



C. England's Medieval Festival





2. Listen to Macy and Victor speaking about two events they attended. Match the speakers to the photos (A-C) in exercise 1.



■ Victor ■ Macy

3. Listen again and find the person who...

- played the part of an ice cream thief
- wore a period costume
- is a circus clown
- bought tickets to the festival
- saw a stand-up comedy show
- learnt about medieval architecture
- paid a festival registration fee
- entered an archery contest

M	V
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

4. Listen a third time and decide if these statements are true or false.

England's Medieval Festival...

- a. runs for a week, every summer.
- b. is a free entry event.
- c. celebrates England's ancient history.
- d. encourages attendees to wear period costumes.

The Fringe...

- e. welcomes artists from all over the world.
- f. only allows street performances.
- g. focuses on theatrical shows only.
- h. requires a registration fee.

5. a. Listen and complete the dialogue.



b. Which celebration does the dialogue refer to? Match the dialogue to the photos in exercise 1.

Amy: I couldn't take time off yesterday, so it was just some reheated pizza for me instead of turkey. Did you get to ... with your family?

Ben: Yes, we all went to my, like every year.

Amy: 'All' of you? How many is that?

Ben: Oh, around, I guess. You know, the extended family, aunts, and and all the cousins.

Amy: It sounds wonderful. And I can only how good the food was.

Ben: Yes, all our old-time favourites: turkey, gravy, stuffing,, veggies, and pie. Oh, this reminds me: I brought you some turkey, with all the trimmings.

Amy: That's nice of you, thank you! But that's a lot of work for your grandma.

Ben: Oh, no, the is we all get there early in the morning and cook together. My specialty is cranberry sauce.

Amy: I thought that came in a can?

Ben: Well, yes, but my always asks me to open the cans – and we need lots of them! Anyway, we have at around 4 in the afternoon and then we all stay behind to do the and up. And, of course, my grandpa organises all kinds of for my little cousins, to keep them entertained.

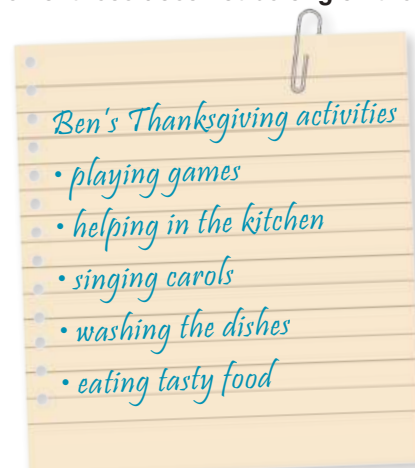
Amy: What kind of games?

Ben: You know, sack in the backyard, drawing and, charades, stuff like that.

Amy: I bet you end up joining in.

Ben: You know me so well!

c. Which of these does not belong on the list?



6. Work in pairs. Discuss these questions using the expressions in the panel on page 34.

- Which of the events in exercise 1 would you like to attend? Why?
- What was the last public event / celebration you attended? What kind of event was it? What did it entail?

7. A visual calendar

Design a visual calendar of events you plan to attend this year (both personal – like birthday parties – and public, like festivals or school events). Include the name, date, and location. Add a visual element (pictures, icons, symbols, etc.).

Present it to the class. Students take turns answering and asking questions about the events on their calendars using the expressions in the panel.

► **Digital Tools:** Canva, Miro

A semi-formal email: describing a public event

1. Discuss with a partner.

- How does writing to someone you don't know well differ from writing to a friend?

2. a. Read the email quickly. How do Macy and Ms. Gale know each other?

New message

From: Macy Simmons

To: Ms. Abby Gale

Subject: England's Medieval Festival

A. _____

B. _____

I am writing to tell you about my summer holiday – it has to do with something you taught us in world history. Remember how you mentioned there are medieval-themed festivals one can attend, to find out more about medieval life?

Well, last weekend I went to England's Medieval Festival, in Sussex, and it was wonderful; so many interesting things to see! ❶ there were the historical reenactments: knight battles, archery tournaments, and sword fighting, my favourite. ❷ the craft demonstrations: I learnt firsthand about traditional weaving and stone carving. ❸ I listened to minstrels and troubadours playing medieval music. ❹ I visited the food and artisan stalls and managed to see a baker at work.

C. _____

D. _____

Macy Simmons

Send

b. Read again and fill in the blanks:

► with the correct opening / closing formula and opening / closing line (A-D)

- ☐ I plan to go back next year, and I wanted to thank you for inspiring me to attend this festival.
- ☐ I hope this email finds you well.
- ☐ Dear Ms. Gale,
- ☐ Looking forward to seeing you in September,

► with the correct connector (1-4)

- ☐ Then, ☐ Finally, ☐ First, ☐ Next,

WRITING TIP

Semi-formal emails:

- are meant for people you don't know very well, usually in an academic or professional context (teachers, colleagues, professionals)
- are neither formal, nor informal – they seek to be friendly, but polite and respectful

When writing a semi-formal email, avoid:

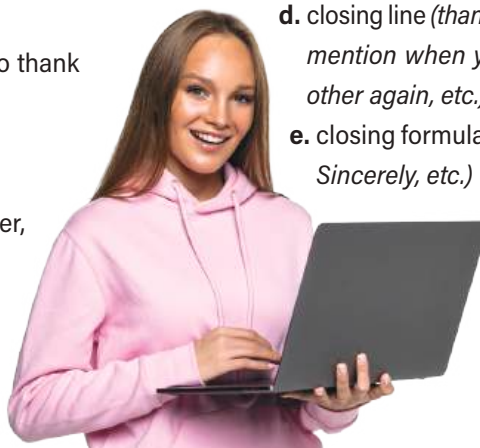
- colloquial language:
How's it going? (instead, use *How are you?* or *I hope this email finds you well.*)
- abbreviations or acronyms used in texts or on social media: *info, convo, OMG, LOL*
- flexible punctuation (and / or emojis): *?! , 😊*
- language that is too formal:
Would you do me the honour of reading my book proposal? (instead, use *Would you please read...?*)

- * c. In pairs, rewrite the email in exercise 2; address it to a close friend and make it informal. Find and discuss the differences.

Now it's your turn!

- 3. Imagine you attended a themed festival / public celebration you enjoyed. Write a semi-formal email to share your experience. Address it to Mr. Brown, your school counsellor, who recommended this event. Use the *Writing tips* and the plan below.

- a. opening formula (*Dear Mr. Brown*)
- b. opening line / introductory paragraph (*state the reason you are writing*)
- c. body of the email (*describe what you did / see*)
- d. closing line (*thank him for the suggestion, mention when you will talk / see each other again, etc.*)
- e. closing formula (*Best wishes, Regards, Sincerely, etc.*)



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At:

- Vista Theatre
- The Egyptian Theatre
- Aero Theatre
- Post-screening discussion with filmmakers and film historians
- Buy a ticket in advance to guarantee entry
- Free non-ticketed

Wed	Thu	Fri	Sat	Sun
1.30 pm 		Sons of the Desert (1933) 1h 8m Comedy / Slapstick 'The Kings of Comedy' Director: William A. Seiter Stars: Stan Laurel, Oliver Hardy		
2.30 pm 		The Adventures of Robin Hood (1938) – 1h 42m Action / Adventure 'The Best Loved Bandit of All Time!' Directors: Michael Curtiz, William Keighley Stars: Errol Flynn, Olivia de Havilland		
4.00 pm 		The Wizard of Oz (1939) 1h 42m Family / Musical 'Gaiety! Glory! Glamour!' Directors: Victor Fleming, King Vidor Stars: Judy Garland, Frank Morgan		
4.30 pm 		The Adventures of Tom Sawyer (1938) 1h 31m Adventure / Comedy 'Thrills! Adventure! Laughs!' Director: Norman Taurog Stars: Tommy Kelly, Jackie Moran		
5.00 pm 		Nancy Drew: Detective (1938) 1h 6m Comedy / Mystery 'A real sleuth shows you how it's done! Laughs and fun for all!' Director: William Clemens Stars: Bonita Granville, John Littel		
5.30 pm 		A Tree Grows in Brooklyn (1945) – 2h 8m Drama / Family - 'Each heart-warming character comes alive on the screen!' Director: Elia Kazan Stars: Dorothy McGuire, Peggy Ann Garner		

Planning for an event

LEAD IN



1. a. Listen to Jo and Corey planning their day trip to a festival. Match the event to the person who is interested in it.

	Jo	Corey	Dan	Laurie
• pantomime show	☐	☐	☐	☐
• visit the artisan stalls	☐	☐	☐	☐
• classic film screenings	☐	☐	☐	☐
• listen to a jazz band	☐	☐	☐	☐
• comic book exhibition	☐	☐	☐	☐

b. Listen again. Which of these are *not* considered when making plans for the festival?

- adequate clothing
- size of the venues
- alternative show dates
- costs
- meals
- transport

PREPARATION

2. Discuss these questions with a partner.

- How do you plan for an event? What are the most important things to consider?
- How is planning for several people different? What else needs to be considered?

3. In pairs, read the programme on the left and choose the films you would like to see.

Use the information provided for each film to make your choice. Search for more details online, if needed.

DO THE TASK

4. Form a small group of two pairs.

You are going to plan your day, as a group, at the Classic Movie Festival.

The group cannot split up, so you need to negotiate a plan everyone agrees on. When deciding, keep in mind:

- the location (there are three different venues, and you need at least 30 minutes to go from one theatre to another)
- the entry fees (notice that, where tickets are required, there is a post-screening informative talk).

FOLLOW UP

5. Check with the other groups and compare plans. Which film / films do most people want to see? How did they compromise?



1. a. Read the paragraphs quickly and label them using:

A Tudor Christmas

An Anglo-Saxon Christmas

A Victorian Christmas

CHRISTMAS ACROSS TIME

4th century

The precise date of Christ's birth was decided as 25th December by Pope Julius I. Most historians believe it was chosen to replace the pagan rites observed at that time of the year related to the winter solstice.

A.

5th century

When Anglo-Saxons first began to settle in England, they brought their pagan beliefs with them. They already celebrated the 25th December with a festival known as Yule. Homes and halls were decorated with evergreen leaves and branches; wild pig, mead, and beer were on the menu; and a Yule log was cut to provide fuel and gradually pushed into the fire as it burned.

7th century

Over time, many Anglo-Saxons converted to Christianity. The early Roman Church had realised people were more likely to convert if there was some continuity in their lives. Since Christmas Day and Yule shared the same date, even after embracing the new faith, people hung on to traditions that had been observed for generations. Some, such as feasting, drinking, and evergreen decorations, even survive to this day.

11th century

Cristesmæsse (originally spelled *Crīstes mæsse*), an Anglo-Saxon word meaning *Christ's mass*, was first recorded in 1038.

15th century

B.

16th century

The festive season celebrating the birth of Christ started on the 25th December and lasted until 6th January. During this period, all work, except for looking after the animals, stopped. A large Yule log was selected in the forest on Christmas Eve, decorated with ribbons and dragged home, to be kept burning throughout the Twelve Days of Christmas. There was continuous feasting and merrymaking; people visited their neighbours, exchanged gifts (if they could afford it), and enjoyed the traditional 'mince pies'. The pies included thirteen ingredients representing Christ and his apostles, typically dried fruits, spice and minced lamb meat.

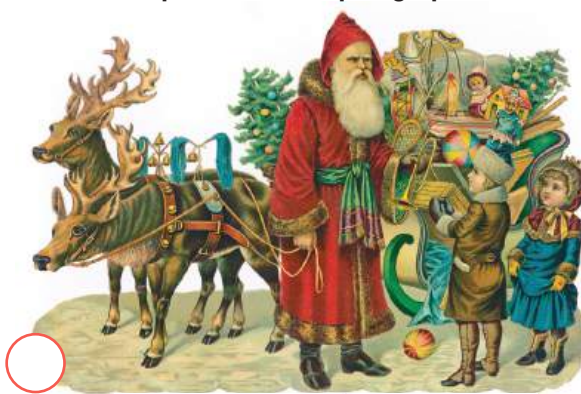
19th century

C.

The wealth and technologies generated by the Industrial Revolution of the Victorian era changed the face of Christmas forever. Mass production made toys affordable for the middle classes, and Father Christmas became known as the gift-bringer riding in a reindeer-drawn sleigh. The 'Penny Post' (a penny stamp paid for the postage of a letter to anywhere in Britain) paved the way for the sending of the first Christmas cards. Queen Victoria's German husband Prince Albert helped to popularise the Christmas tree, a German tradition, in Britain. Finally, Charles Dickens's book, *A Christmas Carol*, published in 1843, promoted the idea that helping those in need and spending time with your loved ones were the very essence of Christmas.

(adapted from www.stokemuseums.org.uk and www.historic-uk.com)

b. Match the pictures to the paragraphs A-C.



2. Read the text again and find words or phrases that have the following meaning:

- the period in British history when Queen Victoria ruled, from 1837 until her death in 1901
- to adopt a different religion, political doctrine, opinion, etc.
- the production or manufacture of goods in large quantities, especially by machinery
- to abide by, keep, or follow (a custom, tradition, law, holiday, etc.)
- make progress or development easier
- the act of celebrating and having an enjoyable time

3. Complete the sentences to make them true.

- The first Anglo-Saxons to settle...
- The early Roman Church encouraged...
- The Yule log tradition...
- The Twelve Days of Christmas were...
- In Britain, the Christmas tree...
- For the Victorians, Father Christmas...

4. Read and complete the sentences.

chicken festival Christmas
feasting pastry churches royals
gifts singers word pie

Did you know?

- The tradition of carol going door to door is actually a result of carols being banned in in medieval times. Many carollers took the 'carol' literally ('to sing and dance in a circle'), disrupting the mass, so the Church decided to send the carol singers outside.
- The contents of a Tudor Christmas consisted of a turkey stuffed with a goose stuffed with a stuffed with a partridge stuffed with a pigeon. All of this was put in a case, called a coffin. It was an expensive dish, so it was usually reserved for the or the gentry.
- Father Christmas was originally part of an old English midwinter, normally dressed in green, a sign of the returning spring. He sometimes carried a Yule log. Unlike Santa Claus, he did not bring to children, but was associated with, singing, and merrymaking.

(adapted from
www.historic-uk.com)

5. In pairs, discuss these questions.

- Are any of the traditions in exercise 1 still observed nowadays? Do people remember their origins?
- Is it important for people to know why they celebrate certain things a certain way?

PROJECT WORK

How did we come to celebrate...

In groups, choose a holiday that is widely observed by an English-speaking community / country (each group must choose a different holiday). Create an infographic about the origins and evolution of the holiday. Include other information you may find relevant, like traditional music, recipes, etc. Use a holiday-themed layout. Present it to the class and vote for 'Most well-researched' and 'Most creative'.

► **Digital Tools:** Canva, Slidego, PowerPoint, Padlet

Add it to your portfolio.

Teen voices online: a social media campaign for everyday kindness

In groups, design and present a short social media campaign that promotes kindness.

- find a catchy hashtag that summarizes your campaign (e.g., #KindnessComesAround)
- define your target audience (e.g., high-schoolers aged 14-17)
- choose 2-3 main themes to focus on (e.g., 'bring your kindness to school'; 'kindness begins at home')
- 6 sample posts: graphics, photos, videos, reels, etc.
- 3 interactive components: challenges, Q&As, polls (e.g., 'Are you more likely to be kind to someone you know or to a stranger?'), etc.



SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the campaign.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our campaign materials are clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our campaign materials are creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the project was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree



* A celebration: Instagram vs Reality

Create a two-part visual (a picture, a poster, a PowerPoint slide, etc.):

- left side – *Instagram post* – a perfect image or description of a moment (a celebration: Christmas, birthday party, family milestone, etc.);
- right side – *Reality* – what was actually happening behind the scenes.

Present your project to the class, using the *past perfect simple* and *continuous*.

Answer questions from your classmates and teacher.

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully researched and planned my visual.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My visual is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. My visual is creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

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Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.

EVALUATION 1

1. Complete the sentences using the phrasal verbs below. Make the necessary changes. 20 pts

be into

take up

keep up

sign up (for)

take part (in)

- a. They decided to a marathon.
- b. She doesn't want to the choir; she's a dancer.
- c. I have painting and I love it.
- d. He baking; he wants to open his own bakery.
- e. It is difficult to with the training.

2. Choose the correct verb form to complete the sentences. 20 pts

- a. Would you like some cake? Thanks, but I ...
 - 1. 'd rather not 2. would not 3. didn't rather
- b. I'd sooner you my things without asking.
 - 1. don't take 2. wouldn't take 3. didn't take
- c. Tea is nice, but I would rather coffee.
 - 1. to have 2. had 3. have
- d. I prefer to dancing.
 - 1. to sing 2. singing 3. sing
- e. I'd sooner to work than take the bus.
 - 1. to drive 2. drive 3. drove

3. Find and correct the mistakes. 20 pts

- a. When I was a child, we would live in a village.
- b. Did he used to spend a lot of time here?
- c. We wouldn't like our neighbours.
- d. They didn't used to visit us so often.
- e. Would you wear glasses as a child?

4. Choose the correct form of the verb. 20 pts

- a. The students *had worked* / *had been working* on the article for weeks.
- b. When we arrived, they *had already opened* / *been opening* the presents.
- c. The Smiths *had lived* / *had been living* in the city before they moved to our village.
- d. The plants were dead because it *hadn't rained* / *hadn't been raining* all summer.
- e. She was tired because she *had studied* / *had been studying* for her exam.

5. Write an email to a friend describing your family's plans for the weekend. 20 pts

Include:

- 2 phrasal verbs
- 1 adjective ending in *-ed* and 1 adjective ending in *-ing*
- 4 connectors



EVALUATION 1*

1. Fill in the blanks using the correct adjective.

16 pts

- a. The directions are *confused* / *confusing*; should we turn left here?
- b. We were *amazed* / *amazing* at the beauty of the valley.
- c. That was an *embarrassed* / *embarrassing* question.
- d. It is a good offer, but no one is *interested* / *interesting*.

2. Complete the sentences using the phrasal verbs below. Make the necessary changes. 16 pts

hang out (with) get together
have a go at take part (in)

- a. in the race yesterday?
- b. They decided to bungee jumping.
- c. I'm going to my friends this week-end.
- d. Let's for Bob's birthday.

3. Find and correct the mistakes.

16 pts

- a. I would rather listened to a happier song.
- b. I prefer run to swimming.
- c. They would sooner rode their bikes to the park.
- d. She would rather you take the car.

4. Choose the correct option.

16 pts

- a. I help my dad in the kitchen every weekend. (*used to* / *would* / *both are possible*)
- b. He have long hair. (*used to* / *would* / *both are possible*)

- c. How many pets have as a child? (*did you use to* / *would you* / *both are possible*)
- d. When she was younger, she like olives. (*didn't use to* / *wouldn't* / *both are possible*)

5. Complete the sentences using the correct form of the verb (past perfect simple or continuous).

16 pts

- a. They a lion up close before that day. (*not* / *see*)
- b. The house smelled like vanilla because he all day. (*bake*)
- c. She for two hours, so she was bored. (*wait*)
- d. I wore the dress my aunt for me. (*make*)

6. Write an email describing an event you attended last weekend. The email is addressed to Ms. Shaw, an old family friend who got you the tickets for the event.

20 pts

Include:

- 2 phrasal verbs
- 1 adjective ending in -ed and 1 adjective ending in -ing
- at least 2 past perfect and 1 past perfect continuous structures
- 4 connectors

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unit 3

The stories we tell

- **Themes:** generations, lifestyle, milestones, life events
- **Grammar:** past perfect continuous vs. past continuous; articles in phrases and expressions
- **Listening & Speaking:** asking for and giving clarification
- **Writing:** a short story



Generations and lifestyles

1. Discuss the questions with a partner.

- What does 'generation' mean to you?
- How many generations are there in your family / community?

2. Read the text.

A **generation** is a group of people born around the same time and raised around the same place. Members of a particular generation develop and share similar values, beliefs, and expectations – even though, at an individual level, everyone is different. Generation birth years and characteristics vary by geography, as the historic events that affect a generation can be dramatically different across the globe. Currently, several generations make up the American society. Some researchers, however, consider slightly different ranges.

The Silent Generation, born between 1928 and 1945, lived through a time marked by major events such as the Great Depression and World War II. This group is often characterized as thrifty and respectful, adhering to traditional behaviour and the tendency to stick to societal norms rather than change them.

The Baby Boomers were born between 1946 and 1964, during the baby boom that followed World War II. They drove the popularity of rock music, folk music, and early television programming. Boomers were less likely than their parents to attend church, to get married, and to become members of political parties. Their generation included, at the outset, a low percentage of immigrants and was less racially and ethnically diverse than the generations that followed.

Generation X, born between 1965 and 1980, grew up in a time when there were more dual-income families, single-parent households, and children of divorce than before. Many grew up to become more resourceful and independent as a result. They were the first generation to grow up with cable televi-



sion and, to some extent, with personal computers. They tend to be more liberal regarding social issues and more ethnically diverse than Baby Boomers.

Millennials (or Gen Y), born between 1981 and 1996, saw a boom in technological advances. They are the first to grow up with home Internet connections and witness the rise of the smartphone. Compared with earlier generations, many Millennials have been delaying major life milestones (such as marriage, buying a house, having children), partly due to their more uncertain financial future. Impacted by the financial crisis of 2007–08, Millennials are the first modern generation to be in a worse economic state than their parents.

Generation Z, born between 1997 and 2012, is the first digitally native generation. Most Gen Zers do not remember life before smartphones, and have all grown up during a time of unlimited access to streaming content and social media. They are more racially and ethnically diverse than any previous generation: nearly 50 percent of Gen Zers are racial and ethnic minorities. They were shaped by the Great Recession of 2007–09 and the COVID-19 pandemic, which made them, in general, more pragmatic, earlier to mature, and more cautious in their career choices.

Generation Alpha, born between 2010 and 2024, is the first generation to experience remote classrooms, tablet computers, and unlimited streaming services since early childhood. They will also likely be affected by the emerging use of artificial intelligence (AI), both through voice assistants like Siri or Alexa and natural language processing tools like ChatGPT.

Generation Beta, born between 2025 and 2039, is anticipated to be characterized by significant technological integration.

(adapted from *genhq.com* and *britannica.com*)

3. Find in the text words that have the following meaning:

- a. the start or beginning of something
- b. careful about avoiding danger or risk
- c. a small group within a community or country that is different because of race, religion, language, etc.
- d. someone who believes in personal freedom and respects behaviour or opinions different from one's own
- e. careful about spending money and not wasting things
- f. a difficult time for the economy of a country, when more people are unemployed
- g. a significant event or stage in one's life

4. Match the phrase to the meaning.

There is one extra definition; find its corresponding phrase in the text.

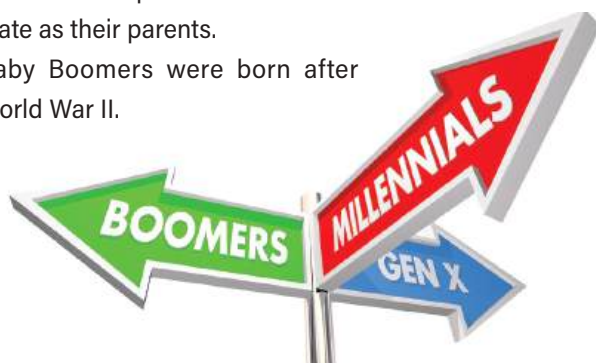
- a. baby boom
- b. dual-income families
- c. ethnically diverse
- d. societal norms
- e. technological integration



- 1. unwritten rules of conduct that are acceptable to a culture or community
- 2. the use of technology to enhance and support the educational environment
- 3. a large increase in the birth rate
- 4. a system of delivering television programming directly to homes, through cables buried underground or installed on poles
- 5. households where both partners are employed and earn an income
- 6. referring to a society or region that is made up of people from various ethnic backgrounds

5. Decide if these statements are true or false.

- a. Generations are all the same across the globe.
- b. Members of a particular generation share similar values and beliefs.
- c. Generation Z is the first to experience remote schooling from early childhood.
- d. Millennials experience the same economic state as their parents.
- e. Baby Boomers were born after World War II.



6. Which generation do these sentences refer to?

- a. It has been delaying major life milestones.
- b. It is likely to be affected by the emerging use of artificial intelligence.
- c. It is the first digitally native generation.
- d. It adheres to traditional behaviour and societal norms.
- e. It included, at the outset, a low percentage of immigrants.

7. In pairs, answer the questions.

- What do members of a particular generation have in common?
- Why do generation birth years and characteristics vary across the globe?

8. a. Look at the picture. What do you think it represents?



b. Listen to Tabitha describing a childhood memory to check your answer.



c. Listen again. To which generation does she belong? How can you tell?

d. Which of these items is mentioned in Tabitha's story? Which one does not belong to the era?

- | | |
|---|--|
| ☐ typewriter | ☐ rotary phone |
| ☐ transistor radio | ☐ smartphone |
| ☐ black-and-white TV | ☐ vinyl record player |

PROJECT WORK

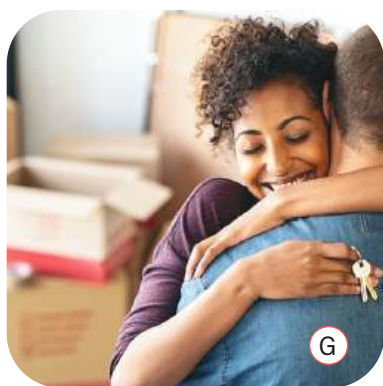
Another generation's social profile

In groups, design and create a social media profile for someone from one of the generations in exercise 2 (a Baby Boomer, a Gen X-er, a Millennial, etc.). Use the information in the article and your own research to create a believable profile. Include a short bio (job, interests / hobbies, one-two personal values), at least three sample posts, and relevant hashtags.

Present your fictional character's profile to the class. The other students act as "followers", leaving short written or oral comments / questions.



Milestones and life events



1. Look at the pictures. Discuss the questions with a partner.

- Which life milestones are shown in the pictures? Which ones do you think are important?
- Which milestones have you already achieved / plan to achieve?

2. Match the milestones to the pictures in exercise 1.

- | | |
|------------------------------|---------------------------|
| a. getting a driver's permit | e. retirement |
| b. first job | f. starting school |
| c. buy a house | g. graduating high school |
| d. first step | h. getting married |
| | i. first child |

3. Use the words below to complete the life events.

- | | | |
|--------|-------|--------|
| start | go | obtain |
| fall | get | get |
| join | learn | change |
| retire | move | become |

- | | |
|-----------------------|--------------------------|
| a. married | g. the military |
| b. career | h. to drive |
| c. in love | i. abroad |
| d. engaged | j. a college degree |
| e. promoted | k. from work |
| f. to university | l. a business |

4. a. Listen to a conversation between Zach and his family. Which milestone(s) do they mention?



- ☐ getting a full-time job
- ☐ celebrating a birthday
- ☐ taking a driving test
- ☐ getting married
- ☐ going to university
- ☐ getting a first car
- ☐ buying a house

b. Listen again and decide who (Zach, grandpa, mum, or dad):

1. used to work on the family farm
2. thinks having a job while studying for exams is a bad idea
3. doesn't expect a brand-new car
4. started driving at 15
5. advises first to settle into university life, then find a job

c. Decide if these statements are true or false.

- a. Zach's birthday is next month.
- b. Zach doesn't want to go to university.
- c. Zach has already taken his driving test.
- d. Grandpa plans to give Zach some money for his birthday.
- e. Mum thinks Zach is too young to be driving on his own.

d. In pairs, discuss the timelines proposed by Zach's family. Which one do you think is best? Why?

*** e. Debate: Is there a "right age" to reach certain milestones in life?**

Students work in two teams to prepare 3-5 arguments for and against there being a "right age" to reach certain milestones, using the vocabulary in exercises 2 and 3. Then, they take part in a class debate where they present their arguments, formulate counterpoints to opposing ideas, and defend their opinions.



Noun suffixes -hood & -ship

WORD ZONE

The suffixes **-hood** and **-ship** are used to create abstract nouns denoting a *state, condition, quality, or status*. Since they share similar meanings, the nouns they form should be memorised as such. As a general rule:

► the suffix **-hood** is used to form nouns denoting:

- a state or condition: *motherhood, falsehood*
- a group of people sharing a common characteristic or status: *brotherhood, neighbourhood*
- a period in life or stage of development: *childhood, adulthood*

► the suffix **-ship** is used to form nouns denoting:

- a state or condition: *friendship, relationship*
 - a status or position: *professorship, leadership*
 - a skill or ability: *craftsmanship, musicianship*
- Always remember to check the dictionary!**



5. Choose the correct suffix to form suitable nouns.

- a. She upgraded her gym member- *hood / ship* to include swimming classes.
- b. We bought a house in a historic neighbour- *hood / ship* in Boston.
- c. Children are often excited about reaching adult- *hood / ship*.
- d. They applied for Swiss citizen- *hood / ship* after living in Zurich for several years.
- e. My family's business thrived under my grandfather's leader- *hood / ship*.
- f. The bonds of sister- *hood / ship* cannot be broken by distance.

6. a. Write the corresponding noun for each definition. Use the suffixes -hood / -ship. Check your answers in an English-English dictionary.

- a. the state of being friends → **F**
- b. the state of being a parent → **P**
- c. the state of being a knight → **K**
- d. the position of being a champion → **C**
- e. the state of being a father → **F**
- f. the state of being a partner (in business) → **P**

b. Use the words from a-f in sentences.

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REVIEW! Past simple & continuous

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

- Did you sleep / Were you sleeping* when they arrived?
- Amber *didn't buy / wasn't buying* any pastries because she couldn't find her favourite one.
- I *played / was playing* the piano when the postman rang the doorbell.
- Didn't he win / Wasn't he winning* first prize in the baking competition?
- The news came right when we *enjoyed / were enjoying* our evening.
- I *was / was being* in school when my brother left the country.

2. Which of the sentences in exercise 1 describe:

- a single action or event in the past?
- an action that was in progress at a certain time in the past?

3. Use exercise 2 to complete the Grammar Panel.

PAST SIMPLE & CONTINUOUS

- We use the **past simple** to talk about
*They **moved** back home four years ago.*
***Did she tell** you where to find the keys? Yes, she did. / No, she didn't.*
***Were** you here last week? Yes, I was. / No, I wasn't.*
Time expressions: yesterday, last week / month / year, three days / weeks / years ago
- We use the **past continuous** to talk about
*The phone rang as we **were leaving** the house.*
*You **were playing** the piano when they arrived.*
Time expressions: while, as, when

4. Complete the sentences using the correct form of the verbs (past simple or continuous).

- Our friends (*call*) us yesterday, but we (*not be*) at home.
- This time two years ago she (*study*) for her exams.
- As I (*leave*) for work, I (*see*) my neighbours waving at me.
- The sun (*not shine*) that day, but he (*go*) hiking all the same.
- We (*try*) to book the tickets online, but the website (*be*) down.

Past perfect continuous vs. Past continuous

5. In pairs, compare the sentences.

- They were cooking dinner when the phone rang.
They had been cooking dinner for an hour when the phone rang.
- Were you reading when the lights went out?
How long had you been reading before the lights went out?
- At the time, I was working abroad.
I had been working abroad before college.
- John was reading the newspaper while Flora was writing a letter.
John had been reading the newspaper for ten minutes when Flora asked for it.
- I was driving when she called.
I had been driving all day, so I was tired.

6. Read the panel and match each situation to the sentences in exercise 5.



PAST PERFECT CONTINUOUS vs. PAST CONTINUOUS

- We use the **past perfect continuous** (*had been + -ing*) to talk about actions that began in the past and continued up to another point in the past
 - it emphasizes the **duration** or the **effect/result** of an action**Time expressions:** for, since, all day, before, up to then, by the time, until
*It **had been snowing** all day and the roads were blocked.*
- We use the **past continuous** (*was / were + -ing*) to talk about actions happening at a specific moment in the past
 - it emphasizes the **ongoing nature** of an action**Time expressions:** while, when, as, at that time, during
*We **were walking** when it started to rain.*

Remember! They can both be used in stories to set the scene or provide background information.

7. Complete the sentences using the correct form of the verb in brackets (past perfect continuous or past continuous). Make the necessary changes.

- I to study when he started singing aloud. (*try*)
- She when she fell and hurt her knee. (*run*)
- They to that festival since they were teens. (*go*)
- I to music, I was singing. (*not / listen*)
- They in that house for years when they decided to sell. (*live*)
- he on his book report before the day it was due. (*work*)
- The twins so quickly, she could barely keep up. (*grow up*)
- We much time studying, so we failed the exam. (*not / spend*)

8. Find and correct the mistakes.

- I was working until midnight that was why I was tired the next morning.
- They weren't waiting long before a car pulled over.
- Had you been trying to find your way out when we found you?
- They had been staying with us when the fire broke out.
- I was taking piano lessons for years before finally playing in public.
- As a child, she had always been dancing.

9. Based on the prompts, create sentences using the past perfect continuous or past continuous.



- children / tired / play / for two hours
- I / cook dinner / when / phone / ring
- at the time / they / live / in the countryside
- you / sleep / enough / before the exam?
- I / walk / my dog / while / she / ride / her bike

Articles in phrases and expressions

10. In pairs, compare the sentences. Which ones refer to a specific example?

- I love riding **the bike** you gave me.
I can ride **a bike**.
- Open your books **at page 11**.
The page started turning yellow.
- She's still **in school**; she doesn't drive.
I don't see **the school**; is this the right address?
- I made **a mistake**.
The mistake was mine.
- It's a good film; I saw it **on TV**.
We bought **a new TV**.

11. Read the panel. Which of the sentences in exercise 9 contain set phrases or idiomatic expressions?

ARTICLES IN PHRASES & EXPRESSIONS

Many phrases and fixed / idiomatic expressions do not follow standard grammar rules regarding article usage (*a / an; the*). Examples include:

Phrases and expressions with *the*

► with **common places** in a town, when considering their activity

- go to **the** bank (to make a transaction)
- to **the** theatre (to see a show)

BUT: **a** bank on Lake Street; **an** open-air theatre (when referring to the actual building)

► with **musical instruments** (play **the** piano / **the** violin)

► **when there is only one** of something (on **the** ground; in **the** world; on **the** horizon)

► **adverbial & prepositional** phrases

- at/in **the** beginning; in **the** middle; in **the** centre; at **the** end
- in **the** morning; in **the** afternoon; in **the** evening
- on **the** left; on **the** right

ARTICLES IN PHRASES & EXPRESSIONS

Phrases and expressions with *a / an*

- ▶ for **quantity / amount** (a lot of; a little; a few; a dozen)
- ▶ for **frequency, speed, rate** (once a day; 60 km an hour)
- ▶ with **what / such** + singular countable noun:
What an idea!
- ▶ for certain **actions / states**: ride a bike / a motorcycle; drive a car; take a taxi; have a cold / a headache; make a mistake; make a promise; make a living
- ▶ **adverbial phrases** (as a result; as a rule; at a glance; at a loss; at a time; for a long time)

Phrases and expressions with no article

- ▶ with **home, bed, school, university, work, hospital, church, prison / jail** when considering their purpose
 - *She left home early.* (the place used for living)
 - *We stayed in bed all day.* (to sleep, or to rest)
- BUT:** a good home; the new bed (when referring to a specific example)
- ▶ for **activities** (related to meals, sports and subjects): eat breakfast; play tennis; study science
- ▶ for **means of transport** (by train; by car)
- ▶ for **time and manner** (at night; at noon; on foot; by phone; by post)
- ▶ for **noun** followed by **number** (Go to platform 2.)

See page 185 for a comprehensive list.



12. Complete the sentences using *the, a / an* or no article.



- a. Many people have tea and biscuits in afternoon.
- b. If you want to have talk with Mr. Smith, make appointment.
- c. Can you give me ride to supermarket?
- d. He was in hurry to take shower and leave for work.
- e. What great musician you are! How long have you been writing music?
- f. We're all having such good time; do we really have to go home now?
- g. The museum is on left; the library is at end of the street.
- h. Is there a man on Moon? No, but there are plenty on Earth.

13. a. Fill in the blanks using the correct article, where needed.

b. Listen to check your answers.



Last week, my family and I went for day trip to Lake District. We go there at least three or four times year because it's only two-hour drive from our city, Liverpool. We left home early in morning, after we had breakfast. The sky was clear and sun was out, so everyone was in good mood, because, obviously, who doesn't love sunny days?

We reached Windermere by car, then took long walk around town. By noon, rain had started, so we stopped at pub for lunch. Once sun came out again, we took scenic cruise on Lake Windermere. We chose one-hour round trip, so there was plenty of time left in afternoon for quick stop at Hill Top, home of Beatrix Potter. We always go there before heading back; it's a sort of family tradition. It was such lovely day!

* 14. The Quiz Challenge

Create a 10-question quiz (paper or digital format) on articles in phrases and expressions. Swap with your partner and take the quiz. The first person to finish or answer the most questions correctly wins.

▶ **Digital Tools:** Canva / Wayground / Wordwall / Genially

** Curriculum de specialitate*



Asking for and giving clarification

EXPRESS YOURSELF!

ASKING FOR CLARIFICATION			GIVING CLARIFICATION
informal	neutral	formal	
▪ <i>What?</i> ▪ <i>What was that?</i> ▪ <i>I don't get it.</i> ▪ <i>One more time?</i> ▪ <i>I'm lost / confused.</i> ▪ <i>Wait. Say that again.</i> ▪ <i>What did you say?</i> ▪ <i>So / Do you mean...?</i> ▪ <i>You lost me.</i> ▪ <i>I don't follow.</i>	▪ <i>Pardon?</i> ▪ <i>Excuse me, what did you say?</i> ▪ <i>Sorry, could you repeat that, please?</i> ▪ <i>Could you give me an example, please?</i> ▪ <i>Do you think we can go over that again?</i> ▪ <i>Sorry, but I'm not sure I'm following you.</i>	▪ <i>I'm sorry, I don't understand what ... means.</i> ▪ <i>I'm a bit lost. Can you explain what you mean by...?</i> ▪ <i>When you say... do you mean...?</i> ▪ <i>Let me see if I understood you correctly...</i> ▪ <i>So, what you're really saying is ...</i> ▪ <i>Does this mean that...?</i>	GIVING CLARIFICATION
			▪ <i>To give you an example, ...</i> ▪ <i>What I mean is...</i> ▪ <i>In other words...</i> ▪ <i>To put it another way...</i> ▪ <i>Let me clarify that.</i> ▪ <i>Simply put...</i> ▪ <i>Basically...</i>

1. In the panel, find expressions used to:

- confirm if you understand (or not)
- ask someone to repeat something
- say you need something made clearer or explained in detail
- clarify something you said or explain differently
- say you don't understand something

2. Work in pairs. Use the prompts to make up short dialogues, asking for and giving clarification, considering the context (informal or neutral / formal). Follow the example in A.

You need to create a secure password for your new account.

Sorry, but I'm a bit lost. When you say "secure" password, do you mean "long"?

A

To put it another way, you need a "strong" password: a mix of uppercase and lowercase letters, numbers, and special characters.

Oh, I see. Thank you for clarifying.



B



C

Let's take a shortcut, it will save us a lot of time.

D



3. Listen to two conversations and decide if they are formal, neutral, or informal.



4. a. Listen again to the first conversation and look at the map.

Start at the departure point and use the directions given by each speaker to trace the routes and find the place they refer to.



b. Decide if these statements are true or false.

- Jessie and Mike are in Edinburgh.
- Jessie and Mike have never been to Edinburgh Castle.
- The Royal Mile is a series of streets in the historic part of the city.
- Jessie doesn't like museums.
- Mike is tired and would rather go rest.



5. a. Listen again to the second conversation and put the actions in chronological order.

- ☐ Add the sugar, the beaten egg, and the vanilla extract.
- ☐ Stir in the melted butter.
- ☐ Bake.
- ☐ Mash the ripe bananas in a mixing bowl.
- ☐ Mix in the dry ingredients.
- ☐ Let the batter rest.



b. Choose the correct option.

- Use a to mash the bananas.
 - a. mixer b. blender c. fork
- For this recipe, we need butter.
 - a. clarified b. melted c. salted
- Mix in
 - a. whole eggs b. the whites c. the yolks
- We add to bring out the flavours of the other ingredients.
 - a. baking soda b. vanilla extract c. salt
- The time can vary.
 - a. baking b. resting c. waiting



Writing a story

1. Match the parts of the story to the correct description.

- | | |
|--|--|
| ☐ the beginning | a. the problem is resolved / the story reaches a conclusion |
| ☐ the middle | b. the main character tries to deal with the problem / achieve their goals |
| ☐ the end | c. sets the scene, introduces the main character and the problem they have |

2. Read the story and find a suitable title.

- ☐ The incident
☐ A birthday surprise
☐ A frightening event



A. Annie was in her room getting ready for bed. It was her birthday today and she was feeling a little sad. She had received lots of presents, but not the one she wanted most, a dog.

B. Suddenly, she heard noises downstairs. At first, she thought it was her parents. Then, she remembered they were outside, putting away the party decorations.

C. A little frightened, she walked down the stairs very slowly. Just as she reached the bottom of the stairs, she heard a bark. She rushed into the living room and saw her parents trying to put a big red ribbon on a puppy. "Oh, no," said her father, "it was supposed to be a surprise!" "Surprise!" said her mother.

D. That night, when she finally went to bed, Annie was no longer sad. In the end, this had been the best birthday she had ever had.



3. Decide if these statements are true or false.

- a. It was Annie's birthday yesterday.
 b. She got few presents.
 c. Annie went downstairs because she heard noises.
 d. That night, Annie went to bed upset.
 e. Annie loved her parents' surprise.

4. Read the story again and match the paragraphs (A-D) to the parts of the story in exercise 1. Which paragraph describes what led up to the main event?

WRITING TIP

When writing a story, use:

- **narrative verbs**
- past simple (to describe the events in the order they happened)
- past continuous (to establish context or background; to describe interrupted events)
- past perfect (to describe events that happened before the main events in the story)
- **linking words**, especially **sequencers** (first, next, then, after that, in the end, etc.)
- **adjectives** and **adverbs**
- **direct speech**

5. Does the story in exercise 2 follow the Writing tip? Give examples.

Now it's your turn!

6. Write a story that starts with: "The little house on the hill had been empty for years." (100-120 words)

Use the structure in exercise 1 and the Writing tip.

Add it to your portfolio.

CHALLENGE

7. In groups of 4, create a chain story using the illustrations below. Each person writes a paragraph (2-4 sentences) based on one of the illustrations.

General storyline: a magical bicycle that transports riders through time.

- you need to decide, as a group, the order of the illustrations; you can organize them however you like
- use at least 4 linking words



Leaving comments on a website (replying to a post)

All related ▾

Sort Recommended

What is something you did as a child that your family still talks about?

**Geek&Chic72**

Studies English at the International School of Languages in Prague

You guys have shared some awesome childhood memories! Here is one of my own: I was eight at the time, and my parents still bring it up at family reunions. My mum finds the whole thing hilarious; my dad, not so much.

For context, my dad collects mechanical clocks. Some he inherited from his grandfather, who was also a collector, and some he bought himself. The whole collection is very valuable, and several museums have been interested in it for years.

Now, as a child I was obsessed with time travel. In short, I wanted to go back to the Middle Ages, become a knight, and go on adventures: fight with honour, defend the innocents, save kingdoms, you know, the usual. So, of course, I did my research: I read Twain's *A Connecticut Yankee in King Arthur's Court*, saw *Back to the Future* (and the sequels!) twice, but nothing came of it. Naturally, the next step was to go to the library and beg Ms. Peabody, the librarian, to find me some scientific articles on the matter. As you can imagine, it was all Greek to me, but I did get one thing – that time travel was incompatible with our conventional idea of time. For the 8-year-old me, that meant getting rid of clocks. Literally. Luckily, I wasn't actually dumb enough to destroy my dad's collection, but I did take several of his precious clocks to our neighbours, as a 'gift'.

My plan was to give them all away. But shortly after, the neighbours brought back the clocks and insisted on speaking to my father. It wasn't pretty. All I can say is that my scientific adventure came to an end that day, and my knighthood dreams were ruined.

Upvote

LEAD IN

1. Read a comment posted on an online forum. What was the original topic of discussion?
2. Read again and decide if these statements are true or false.
 - a. The writer of the post hasn't read the previous posts.
 - b. The post doesn't answer the original question.
 - c. 'For context' means the writer is going to provide additional information, so that the story makes sense.
 - d. Addressing the readers with 'you guys' shows the writing is formal.

PREPARATION

3. Read the *Writing tip*. In pairs, check the post in exercise 1; has the author followed these tips?

WRITING TIP

When leaving a comment / writing a post on a discussion board:

- say something that shows you have read the previous comments
- stick to the topic and make relevant comments
- you can use informal language
- be respectful of other people's opinions
- remember that people participating in the discussion might ask follow-up questions

DO THE TASK

4. Write your own comment on the discussion topic in exercise 1. Use the *Writing tip* and the indications below. Add it to your portfolio.
 - a. think of something that is relevant to the topic
 - b. start by referring to the previous comment(s)
 - c. set the context of your story
 - d. explain why this is a memorable event
 - e. use at least 4 linking words

FOLLOW UP

5. In pairs, read each other's posts and come up with follow-up questions.



KING LEAR

A.

King Lear was old and tired. He wished only to end his days quietly near his three daughters: Goneril, married to the Duke of Albany, Regan, the wife of the Duke of Cornwall, and Cordelia, his youngest, courted by the King of France.

Lear told his daughters that he proposed to divide his kingdom between them. "But first," he said, "I should like to know much you love me."

Goneril, who was really a very evil woman, and did not love her father at all, said she loved him more than words could say; she loved him dearer than

eyesight, more than life, health, and honour.

"I love you as much as my sister and more," professed Regan.

Lear was very much pleased and finally turned to Cordelia. "What can you say?"

But Cordelia was disgusted with her sisters' answers when really, they had not even a right sense of duty to their old father. And so, she said, "I love your Majesty according to my duty – no more, no less. You have brought me up and loved me, and in return I obey you, love you, and most honour you."

Lear, who loved Cordelia best, had wished her to outdo her sisters in their declarations of love. "Go," he said, "be forever a stranger to my heart and me."

B.

He divided the kingdom between Goneril and Regan, and told them he would live with each of them in turn.

Cordelia married the King of France and left, while Lear now went to stay with his daughter Goneril. But she was unkind and disrespectful to him. Her servants either refused to obey his orders or pretended that they did not hear them.

The old King set out for the castle of Regan, but she was even more heartless than her sister.

Then, when Lear saw that what they really wanted was to drive him away, he left them. It was a wild and stormy night, and he wandered about half mad with misery.

Hearing of her father's misfortune, Cordelia came back with an army her husband had given her. She found poor King Lear wandering about the fields, wearing a crown of nettles and weeds.

And now Lear knew at last which of his children had loved him best, and who was worthy of his love.

"You must bear with me," said Lear; "forget and forgive. I am old and foolish."

C.

Goneril and Regan joined their armies to fight Cordelia's army and were successful; Cordelia and her father were thrown in prison.

Then Goneril's husband, the Duke of Albany, who was a good man, heard the truth of the whole story. Finally exposed, Goneril poisoned her sister, Regan, out of jealousy, then killed herself.

But they had arranged for Cordelia to be hanged in prison, and though the Duke of Albany sent messengers at once, it was too late. The old King came staggering into the tent of the Duke of Albany, carrying the body of his dear daughter Cordelia in his arms.

Mad with grief, soon after Lear died too.

Beautiful Stories from Shakespeare, retold by E. Nesbit (adapted)



Illustration by Arthur Rackham, *Tales from Shakespeare*, by Charles and Mary Lamb



King Lear: Cordelia's Farewell (1897-1898) by Edwin Austin Abbey

1. Read the text and match the headings with the paragraphs. There is one extra heading.

- | | |
|---|--|
| ☐ Sisters at war | ☐ A difficult question |
| ☐ Wedding scenes | ☐ A father's misfortune |

2. Choose the correct synonym of the word.

1. evil

- | | | |
|-----------|----------|---------|
| a. wicked | b. angry | c. ugly |
|-----------|----------|---------|

2. grief

- | | | |
|-----------|-------------|------------|
| a. sorrow | b. darkness | c. failure |
|-----------|-------------|------------|

3. disrespectful

- | | | |
|---------------|-------------|---------|
| a. thoughtful | b. obedient | c. rude |
|---------------|-------------|---------|

4. misfortune

- | | | |
|-----------|------------|-------------|
| a. wealth | b. illness | c. bad luck |
|-----------|------------|-------------|

5. unkind

- | | | |
|----------|-----------|---------|
| a. cruel | b. clever | c. ugly |
|----------|-----------|---------|

6. heartless

- | | | |
|--------|--------------|---------|
| a. sad | b. merciless | c. dark |
|--------|--------------|---------|



3. Fill in the sentences using the correct option.

1. King Lear proposed that his kingdom be divided...

- after his death.
- between his daughters.
- between his sons-in-law.

2. Lear asked his daughters to...

- publicly declare their love for him.
- show interest in ruling his kingdom.
- allow him to live with them.

3. Cordelia was banished because...

- King Lear was unhappy with her answer.
- her sister plotted against her.
- she wanted to get married.

4. After dividing his kingdom between Goneril and Regan...

- Lear lived happily with each of them in turn.
- Lear went to live with Cordelia.
- Lear became insane when discovering their deceit.

5. When Cordelia came back...

- she became Queen.
- she reconciled with her father.
- she reconciled with her sisters.

4. a. In pairs, rewrite the last paragraph (C) to give another ending to the story. (130-150 words)

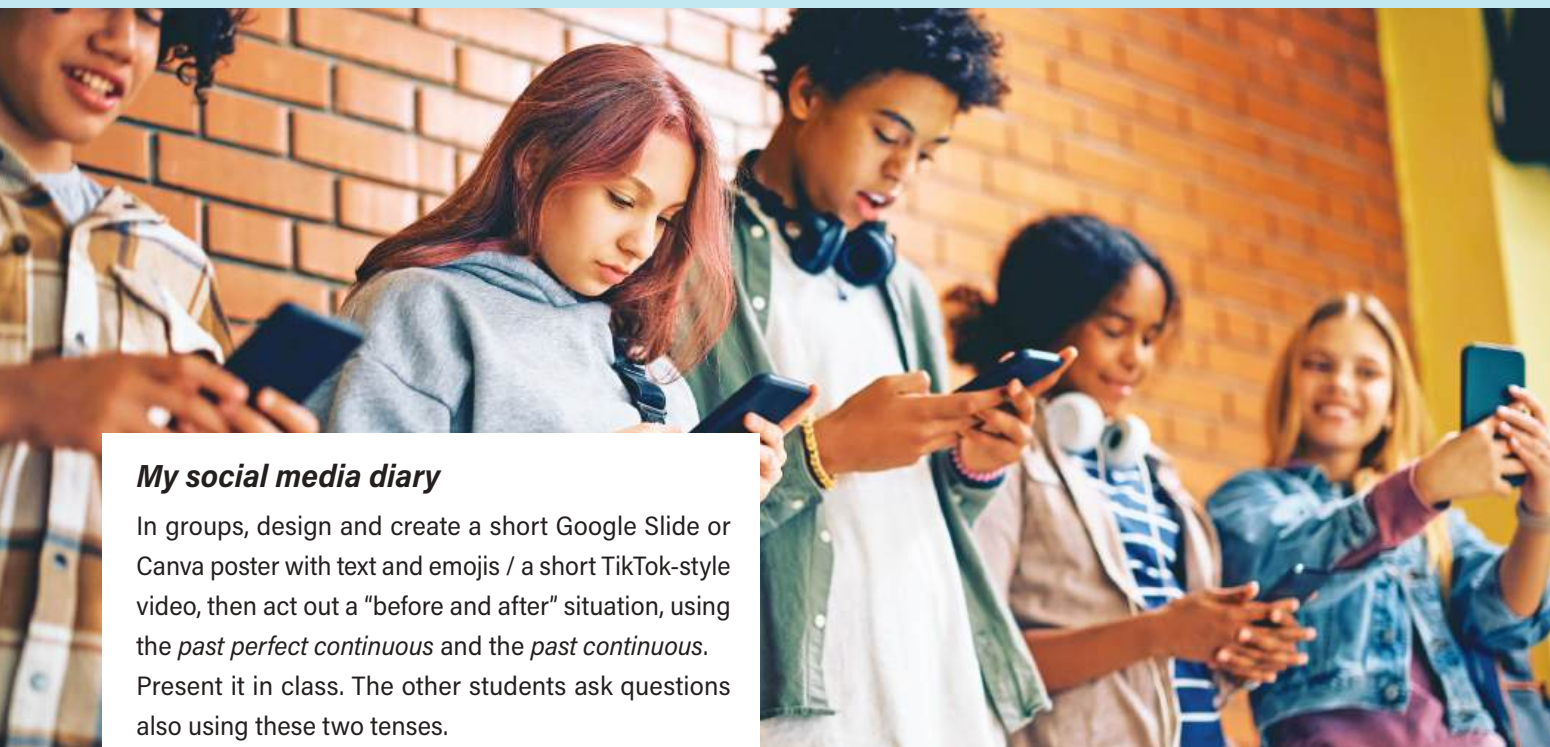
- think of a believable turn of events which makes sense in the context
- if introducing a new character, provide a plausible background (explain their relationship with the other characters)
- provide a resolution for each of the main characters
- use at least three connectors

*** b. Discuss your paragraphs in class.**

- Can you find any similarities between your alternate endings? Why do you think that is?
- Was there a preference for happy or sad endings?
- Do you notice a tendency to punish or to forgive the villains (Goneril and Regan)?

ENGLISH, PLEASE!

Go to page 187, read the text, and put the paragraphs in the correct order. Then, translate the story into English.



My social media diary

In groups, design and create a short Google Slide or Canva poster with text and emojis / a short TikTok-style video, then act out a "before and after" situation, using the *past perfect continuous* and the *past continuous*. Present it in class. The other students ask questions also using these two tenses.

SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our work is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our work is creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the project was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* If my social media could talk ...

Write a short story or a diary entry from the viewpoint of your social media accounts (100-120 words). Include:

- at least 1 *past perfect tense continuous* and 1 *past tense continuous* structures
- 2 nouns with the suffix *-hood* and 2 nouns with the suffix *-ship*

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully researched and planned my short story / diary entry.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My short story / diary entry is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. My short story / diary entry is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.

* Curriculum de specialitate



unit 4

An eye for hidden beauty

- **Themes:** landmarks, cultural sightseeing
- **Grammar:** future & future perfect
- **Listening & Speaking:** making predictions about the future
- **Writing:** an invitation



1. Look at the pictures and discuss the questions with a partner.

- What does "street art" mean to you?
- How do you feel about graffiti? Does it make the streets look better or worse?
- Do the pictures above show a work of art? Explain.



Street art refers to any artwork created on the streets – whether it be on the pavement, the sides of disused buildings, or even on subway trains. This medium of art can't be pinned down to a certain style – it can include a wide range of artistic styles and art forms and can be found in all major cities. Street art can include techniques such as tagging, drawing, making letters or designs using cut-outs, and creating distorted images that appear three-dimensional when viewed from a specific angle.

Murals are a popular form of public art. They are large-scale pieces of art found in urban areas and can often cover entire buildings or walls.

People may look at street art and assume it's a modern creation; however, the concept of urban art has been around for as long as streets have existed. Street art has been used as a form of expression and protest for thousands of years and can be traced back to ancient Egypt, ancient Greece, and the Roman Empire.

The invention of the spray can kickstarted modern street art in the early 1900s. When Edward Seymour invented the spray paint can in 1949, urban art quickly followed. Street artists began using spray paint to create

2. Read the text quickly. Match the titles to the paragraphs.

Modern street art

Is street art the same as graffiti?

What is street art?

art in public spaces as it was much easier than using a paintbrush. With spray paint cans, street artists and graffiti artists were able to create larger works of art with much less effort.

In the late 1990s and early 2000s, street art underwent a huge societal shift. More and more people began to see street art as art instead of vandalism or criminal damage, and communities began to embrace urban art in their streets.

Many people use the terms "street art" and "graffiti" interchangeably; however, not all street art can be defined as graffiti. Graffiti is simply a form of street art. Typically, graffiti is letter or word-based, whereas murals and other forms of urban art are image-based.

Graffiti artists will often paint their graffiti "tags" – a sort of signature that allows any viewers to identify their art. Graffiti art and street art are both found in urban areas and the two forms often overlap. Some graffiti artists create artwork that includes both images and writing, whereas other graffiti artists / graffiti writers only use words in their art.

The term "graffiti," an Italian word, derives from the Greek term "graphein," which means to scratch, draw, or write. You may be familiar with the term "graffiti culture." This refers to graffiti artists who make a statement through their art. Typically, this form of artwork doesn't seek public approval – instead, the intention is to get a certain message across. This is why you often see graffiti in times of political or societal turmoil.

(adapted from grovegallery.com)

3. Match the words to their meaning.

- | | |
|-------------------------|--|
| a. get something across | 1. a method or way of expressing something |
| b. kickstart | 2. to discover exact details about something |
| c. medium | 3. to make something start to happen or start to develop more quickly |
| d. pin something down | 4. a state of great worry in which everything is confused and nothing is certain |
| e. turmoil | 5. to make someone understand or believe something |



4. Read the text again and choose the correct answer.



- Street art ...
 - is a modern invention.
 - can be traced back to antiquity.
- A graffiti tag ...
 - is a graffiti artist's signature.
 - shows the name of the artwork.
- Graffiti art ...
 - consists only of tags.
 - may include both images and writing.
- Edward Seymour ...
 - was the first modern tagger.
 - invented the spray paint can.
- Graffiti ...
 - is a form of street art.
 - is the same as street art.

5. In pairs, answer the questions.

- What is street art?
- What are some techniques used by street artists?
- How did Edward Seymour's invention lead to the rise of urban art?
- What does 'graffiti culture' mean?



6. Read the text about Banksy, the world-famous street artist, and fill in the blanks using the words below.

Award slogans

features exhibition

live paintings

British poverty

quality social



Banksy is a graffiti artist known for his witty, satirical art, usually done in public places. He once described himself as a "..... vandal," challenging the authority of political and art institutions. Banksy's art often soldiers, policemen, rats, politicians, and children; the images, sometimes combined with, raise awareness of contemporary issues such as war, oppression,, immigration, etc. His art typically appears unexpectedly, and it causes a flurry of media attention. He generally claims the work on media after it has been spotted.

Over the years, he has merged graffiti with art installation and performance. In the 2003 "Turf War", he painted on the bodies of pigs. At his "Crude Oils" exhibition in London in 2005, which featured altered replicas of famous, he released two hundred live rats in the gallery.

Banksy is also a book author and a film director – his documentary film *Exit Through the Gift Shop* (2010) was nominated for the Academy for Best Documentary Feature.

(adapted from www.britannica.com)

7. Listen to check your answers.



8. In pairs, discuss Banksy's work shown above.

Use the information in exercise 6 and do your own online research if needed.

- What is the relationship between the slogan and the image?
- What is the overall message of the piece?

* 9. Debate: Is graffiti a form of art or an act of vandalism?

Students work in two teams to prepare 3-5 arguments for each side. Then they take part in a class debate where they present their arguments, formulate counterpoints to opposing ideas, and defend their opinions.

* Curriculum de specialitate



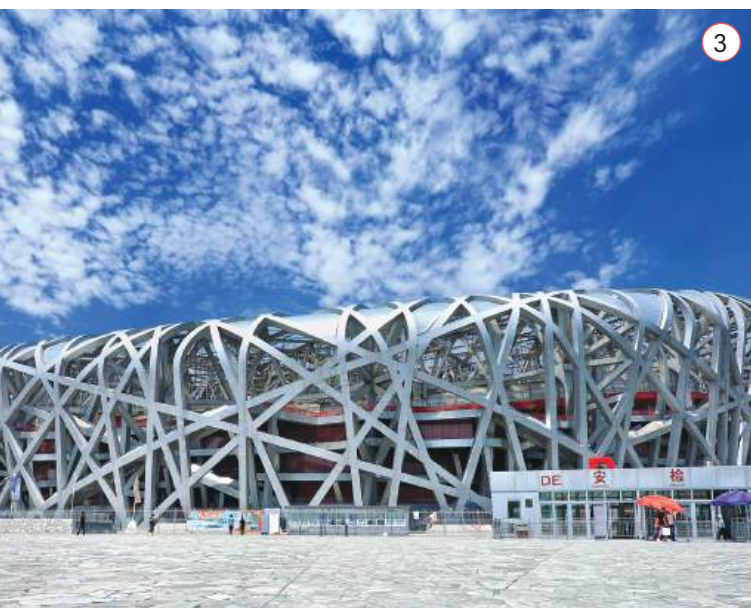
Landmarks & cultural sightseeing



Sydney _____, Australia



The Guggenheim _____ Bilbao, Spain



The Beijing National _____, China



The _____ of Brasília, Brazil

1. In pairs, look at the pictures. Do you recognize any of these modern landmarks? Which one would you like to visit? Why?

2. Work in pairs.

a. Fill in the names in exercise 1 using the *Word Bank*.

b. Find examples for the types of landmarks not mentioned in exercise 1 (either local or international).

WORD BANK

Types of landmarks

- *bridge* • *building* • *castle* • *cathedral* • *library*
- *monument* • *museum* • *theatre* • *wall* • *temple*
- *opera house* • *tower* • *statue* • *stadium*
- *memorial* • *amusement park* • *villa* • *skyscraper*

3. Read three extracts from tourist leaflets, each describing a modern landmark, and fill in the blanks using the words below. There is one extra word for each extract.

- a.** **structure** **columns** **ground**
 shape **bridge** **venue**

It was built to serve as a main for the 2008 Summer Olympic Games and has a seating capacity of 80,000. Due to its extraordinary, resembling a lattice of small, thin branches, the stadium is known as the 'Bird's Nest.' It is set on a gently sloped foundation, giving the impression of an organic emerging from the soil. The design consists of huge steel that rise from the and curve at the top, before blending into the roof.

- b.** **bronze** **concrete** **temple**
 people **statues** **glass**

It is a crown-like structure designed by the Brazilian architect Oscar Niemeyer and completed in 1970. It has 16 curved columns and walls of coloured, in blue, white, and brown. Inside the cathedral, there are three hanging of angels, suspended by steel cables; on the outside, in front of the entrance, there are four sculptures representing the four Evangelists – Matthew, Mark, Luke, and John. The cathedral can house up to 4,000 at a time.

- c.** **innovative** **villa** **curves**
 collection **masterpiece** **museums**

Designed by Frank Gehry, it opened in 1997 and currently hosts a vast and varied of modern and contemporary art. It is one of the largest in Spain, known for its structure and often described as an architectural of the 20th century. It consists of interconnected buildings, covered in glass, titanium, and limestone, with that are designed to catch the light.

4. Listen to check your answers. Which of the landmarks in exercise 1 do these extracts describe?



5. In pairs, discuss the questions.

- What is the purpose of these landmarks?
- What made these buildings become landmarks?
- What other landmarks do you know?

6. a. Find the words in exercise 3 (a-c) to fill in the box.

b. In pairs, look for other words sharing the same root word (adjectives, verbs, etc.).

WORD FAMILIES	
What is it?	Who does it?
■ ■ architecture ■ ■ ■	■ artist ■ ■ sculptor ■ designer ■ founder

7. Listen to a podcast on cultural tourism. Which of these is *not* a cultural attraction?



- a.** the British Museum
- b.** the pyramids
- c.** an arts and crafts festival
- d.** a pantomime show
- e.** Niagara Falls
- f.** St. Paul's Cathedral

8. Listen again and complete the sentences.

- a.** A agent prioritises the clients' personal preferences.
- b.** Cultural enables people to engage with the world and learn new things.
- c.** It is sometimes a good idea for tourists to hire a local guide.
- d.** In its broadest, culture refers to all mankind's, whether physical or intellectual.
- e.** Cultural include historical sites, landmarks,, festivals, events, and activities.

9. Answer the questions.

- What is cultural tourism?
- How is it different from regular tourism?





Future simple & future perfect

Future simple

1. a. Read the sentences.

- I will lend you my car.
- They will visit less once they move to another country.
- Which flavour do you want? I'll take the mango ice cream, thank you.
- Will you come to dinner tomorrow?
- Our team will win the match.
- The kids won't eat their vegetables.
- Come, I'll take you to the best restaurant in town.
- We'll always remember their kindness.

b. Which of the sentences:

- express a spontaneous decision?
- express promises, offers, or requests?
- predict future events or state facts about the future?
- express (un)willingness?

2. Use exercise 1b to complete the Grammar Panel.

FUTURE SIMPLE

Form: **will** + short infinitive of the verb

Used to:

- predict future events or state facts about the future

They will be late for the meeting.

We'll need a new car when this one breaks down.

I hope he will drive you to work.

They say they won't come to my party.

I'll have the chocolate cake, please.

We will just take the day off.

Will you help me with my essay?

I'll never forget you.



We use **shall** instead of **will** (with **I** and **we**) in more formal situations.

We shall see you on your return.

I shan't attend the meeting.

3. Complete the sentences using the future simple, then change them to the negative form.

- He (like) the blue car.
- We (fly) to Australia next month.
- I (be) there for my friends.
- They (eat) dessert first.
- It (snow) tomorrow.

4. Convert the sentences into yes / no questions

- They'll arrive early in the morning.
- I will be happy with my new dog.
- You will bake a cake for his birthday.
- She will buy a yellow bike.
- The answer will become obvious.



REMEMBER!

- In time clauses (beginning with 'time words' such as **when**, **after**, **before**, **until**, **as soon as**, **while**) we generally use the present tense to refer to the future.

*He will finish his homework **before** he **watches** TV.*

***As soon as** I **find** my car keys, I'll drive you home.*

*I'll read the paper **while** I'm **drinking** my tea.*

5. Complete the sentences using your own ideas.

Use the future tense.

- As soon as Dan leaves for work,
- before I book the flights.
- When they find a house they like,
- until the bus arrives.
- While Sheila is reading the newspaper,



Future perfect

6. Read the *Grammar Panel* and use the prompts to make sentences using the future perfect.

FUTURE PERFECT

Form: *will/won't have* + past participle

► used for actions that will be finished before a specific time in the future.

Time expressions: by tomorrow, by 2035, by the end of the year, by this time next month, in two months, in ten years' time, etc.

*By this time tomorrow, I **will have left** the house.*

*They **won't have arrived** by noon.*

*Will you **have finished** your project by then?*

a. when / they / do / their chores?

*When will they **have done** their chores?*

b. she / live here for two months next week

c. we / not go / by nine

d. how long / he / be with the company when he retires?

e. I / learn Mandarin before moving to Beijing

f. they / cook dinner when we arrive

g. you / not finish work before the weekend

7. Use the information to write sentences in the future perfect.

a. Tomorrow at noon, Allie will submit her school project.

Tomorrow at 5 pm, Allie will meet her friends in town.

*By the time Allie meets her friends in town, she **will have submitted** her school project.*

b. Tomorrow morning, we will buy a tourist map.

Tomorrow afternoon, we will explore the historic part of the city.

c. In December, they will fly to Mexico for a three-week holiday.

This summer, they will save £5000.

d. Tonight, my brother will arrive home at 8 pm.

At 7 pm, I will order us pizza.

e. Next week, she will start looking for a job.

Next month, she will finish college.

f. This weekend, I will teach my cousin to ride a bike.

Next week, my cousin will be nine.



8. In groups, use the prompts to write 8-10 sentences about the future evolution of technology / Artificial Intelligence. Express your hopes and fears (*future simple*), and possible solutions (*future perfect*). You may rephrase, include specific examples, or add your own ideas.

*By 2050, robots **will have taken over** factories; but they **will not replace** humans, just make their work easier.*

HOPES	FEARS	SOLUTIONS
do boring jobs faster and more efficiently than humans	destroy human creativity	educate people on the use of AI
be a tool for medical research	make humans lazy	design machines that are powered by renewable energy
make learning fun through AI-powered apps	create machines that can be used against humans	use AI to make work easier for humans, not replace them
support scientific progress	cause unemployment	verify all AI-generated content
design machines that are more precise than humans	harm the environment	make laws and regulations concerning the use of AI
	be used for spreading false information	

Making predictions about the future

EXPRESS YOURSELF!

VERY SURE	SURE	FAIRLY SURE
- It will / There will definitely be - Artificial intelligence certainly will / won't No doubt we will / won't - By the time, robots will have certainly replaced	- It will / There will - In the future, we will / won't - By 2100, we will have discovered	- It will / There will probably be - We probably will / won't - By that time, life expectancy will have probably increased

1. Discuss these photos with a partner.

- What will arts and culture look like in the future?
- How will virtual reality influence tourism?



2. Listen to four people making predictions about the future. Which topic are they talking about?

Speaker 1	a. tourism	b. virtual reality
Speaker 2	a. transport	b. cities
Speaker 3	a. spaceships	b. robots
Speaker 4	a. clothing	b. advertisement

3. Work in pairs. Listen again and complete the table.

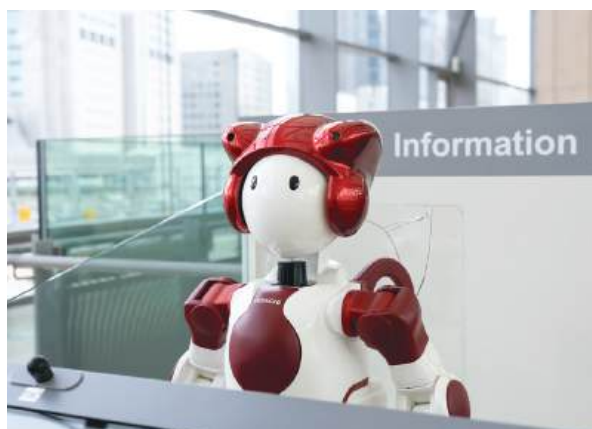
	What they predict	What the result will be
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		

4. a. In pairs, make predictions about the future of tourism. Use the prompts below and add your own ideas.

To preserve local landmarks, tourists' activities will be monitored inside selected areas.

NEW TRENDS IN THE TOURISM INDUSTRY

- ✓ preserving the local landmarks that attract tourists
- ✓ protecting local communities from overtourism
- ✓ addressing environmental concerns
- ✓ considering the rise of alternative accommodations
- ✓ catering to the needs and expectations of different generations of travellers (Baby Boomers, Millennials, etc.)



*** 5. Group work: A virtual fair - the future of AI in tourism**

- Students host a virtual fair that focuses on the future of AI in travel and tourism. Each group comes up with a relevant invention that will be in place by 2075 (for example, a resort where, thanks to AI-generated interactive content, including virtual environments, tourists can experience life in different historical eras).
- Each group presents their invention, mentioning the name, what it will do, and why people will like it/will find it useful. Add it to your portfolio.

► **Digital Tools:** Canva posters, Invideo

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b. Discuss your predictions with the class.





Writing an invitation

1. Discuss with a partner.

- Have you ever written an invitation? If so, what was it for?
- What information should be included in an invitation?

2. a. Read the text. Is it a formal or informal email? How can you tell?

New message

From: Lisa Jones
To: Morven Walker
Subject: Invitation

Hi Morven,

I'm just writing to let you know that Tom and I are going to Glasgow next Friday, 14th August, for the Foodies Festival. Would you like to join us? I know you love this sort of thing.

It's a three-day event, so we'll be back on Sunday 16th, late in the evening. Just think: delicious street food, drinks, cooking demonstrations by celebrity chefs, artisan stalls, and live music. They even have a dog zone this year (it's a new feature), so you can bring Buddy along. It's held in Rouken Glen Park and we can buy the tickets online.

I really hope you can come. If so, let me know if you want a lift in the car.

Love,
Lisa

b. Complete the card using information from the email.

You're invited to

THE

FESTIVAL

The UK's biggest celebration of food & drink

Date: _____

Location: _____

Highlights: _____

New feature: _____

Tickets are available: _____

c. Decide if these statements are true or false.



- a. Lisa is planning to go to Glasgow alone.
- b. Morven loves outdoor festivals.
- c. Lisa and Tom are going to Glasgow by car.
- d. There is no entry fee to the festival.
- e. Morven doesn't have a dog.

* d. Read Lisa's email attachment. What is the brochure about?

Cooking Classes

at the Foodies Festival

Limited Time Only !!

LEARN NEW TECHNIQUES FROM TOP CHEFS!

Make your own dish and take it with you for just £50 per session!

Take a break from the festival buzz and step into our learning kitchen tent. We are hosting three cooking classes, and each has a unique theme. No experience needed. Just bring yourself! We provide fresh ingredients, all the cooking tools, aprons, and a take-home recipe card. Each session includes a safety briefing, an overview of kitchen tools and their uses, a demonstration by the chef, and hands-on cooking.

Sign up for one or join them all!

Baking basics 10 am – 12 pm
Italian favourites 1 pm – 3 pm
Mediterranean dishes 4 pm – 6 pm

Limited spots. Book your apron now!
Age: 16+ (minors must be accompanied by an adult)

15 AUGUST
 Rouken Glen Park, Glasgow

*** e. Read again and choose the correct option.**

1. The cooking classes take place in...
 - a. a cooking school
 - b. a tent
2. The cooking classes have ...
 - a. different themes
 - b. the same theme
3. The cooking classes...
 - a. are free
 - b. cost money
4. You can...
 - a. only take one class
 - b. sign up for all the classes
5. Sixteen-year-olds...
 - a. must be accompanied by an adult
 - b. are not allowed

*** f. Fill in the blanks using information from the brochure.**

Event _____

Location _____

Date _____

Budget _____

Requirements _____

Supplies provided _____

Sessions / Time

• _____ / _____

• _____ / _____

• _____ / _____

Activities / Cooking class structure

• _____

• _____

• _____

• _____

3. Read again the invitation in exercise 2 and decide if it includes all the key elements in the Writing tip.

WRITING TIP

Key elements to include in an invitation:

- a clear subject line (if sent by email)
- the occasion (what the event is)
- date, time, and address
- a call to action (reply, register, buy tickets, etc.)
- any other relevant details (transport, accommodation, etc.)

Always consider:

- the person you are writing to and the event type, so that you can adjust your tone accordingly
- the channel used to convey your message (email, written note, text message, etc.) – an informal email to a friend, for example, will skip some of the steps above and will include personalised information

Now it's your turn!

4. a. Write an email to your friend inviting them to an event (concert, party, day trip, etc.).

In your email:

- explain what the event is / why you want your friend to come
- provide the date, time, and address
- include two specific details about the event (highlights, special requirements, etc.)
- ask two questions (if they want to bring someone, buy the ticket now or later, etc.)

Add it to your portfolio.

*** b. Swap emails with a partner and reply to their message, accepting the invitation. In your email:**

- use suitable opening / closing formulas
- answer the sender's questions
- ask your own question about the event

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Creating a tourist brochure

LEAD IN

1. Discuss these questions with a partner.

- When travelling, do you usually research your destination? ■ What are the most important things someone should know before visiting a new place? Where can people find this information?

PREPARATION

2. In pairs, read the brochure. Which of these places do you find the most interesting? Why?

DISCOVER MELBOURNE

ACMI is the Australian national museum of screen culture (movies, television, photography, video games and digital art). It is open every day of the year, except for Christmas, and it hosts film programmes, interactive art exhibitions, and public events.

Federation Square, Flinders St,
Melbourne, Victoria, 3000
Open daily, 10am – 5pm, free entry

The Melbourne Town Hall, completed in the 1880s, is one of the city's best known historical landmarks. It houses the offices of the mayor and city representatives, but it is also used for cultural events.

90-130 Swanston St, Melbourne, Victoria, 3000
Free guided tours are available Monday, Wednesday, Thursday, and Friday from 11am to 12pm and 1pm to 2pm.

The Ian Potter Centre is an art gallery dedicated entirely to Aboriginal and Modern Australian Art. It is a spectacular showcase comprising over 20 galleries housed within a landmark architectural complex. It includes sculptures, photography, paintings, prints, fashion, and textiles.

Federation Square, Melbourne, Victoria, 3000
Open daily, 10am–5pm, free entry

The Eureka Tower is an iconic, 300-metre-high skyscraper, one of the tallest residential buildings in the world. The Melbourne Skydeck on the 88th floor offers a spectacular view of the entire city.

7 Riverside Quay, Southbank, Melbourne, Victoria, 3006
Open daily, 10 am – 10 pm
Tickets can be purchased online for the Skydeck and the Edge experience.

The Carlton Gardens is a World Heritage Site where the Royal Exhibition Building and the Melbourne Museum are located. The gardens contain a mix of European and Australian plants, and serve as a natural habitat for a variety of wildlife.

1-111 Nicholson St, Carlton, Melbourne, Victoria, 3053
Free admission, open 24/7

3. Read again and choose the correct answer.



- a. The ACMI is a
☐ film studio
☐ museum
☐ cinema
- b. The Town Hall is one of Melbourne's most famous
☐ office buildings
☐ cultural centres
☐ landmarks
- c. The Ian Potter Centre does not exhibit
☐ textiles
☐ sculptures
☐ manuscripts
- d. The Eureka Tower
☐ houses the Melbourne Skydeck
☐ is the tallest skyscraper in the world
☐ has 88 floors
- e. The Carlton Gardens contains
☐ no wildlife
☐ the Australian Museum of Screen Culture and the Melbourne Museum
☐ a mix of European and Australian plants

DO THE TASK

You are going to make a brochure for a tourist place of your choice. Work in groups.

4. Each group chooses a different tourist destination.
5. Design the brochure. Select several landmarks / activities based on the number of people in the group (3-5). Each member of the group writes a paragraph about one landmark / activity.

► **Digital Tools:** Canva, Adobe Express

Add it to your portfolio.



REMEMBER!

- A tourist brochure is meant to inform visitors about where to go and what to see. It includes historical, modern, cultural, or natural landmarks.
- Write key information about each landmark to help the visitors make informed decisions. Add links to their official website when possible.
- Choose eye-catching photos.

FOLLOW UP

6. a. Present your brochures in class and decide which one the majority prefers.
- b. Discuss the reasons for choosing it: content, design, etc.





HIDDEN GEMS AROUND THE WORLD

1. Read and match the texts to the pictures.

☐ The Jatayu Nature Park, opened in 2018 in Kerala, India, hosts the world's largest bird sculpture, created by Indian artist Rajiv Anchal. This **colossal** work of art occupies 15,000 square feet (1,400 m²) of floor area and took a decade to complete. It represents the mythical vulture Jatayu from the Hindu epic *Ramayana*, who died trying to save princess Sita from being abducted by a demon.

☐ The "Dignity of Earth and Sky" statue, by Dale Claude Lamphere, was installed in 2016 near Chamberlain, in South Dakota, US. It is a stunning 50-foot (15 metres) high stainless steel sculpture of a Native American woman draped in a star quilt, with her arms outstretched as if embracing the landscape around her. The statue features a **blend** of metal and vibrant blue diamond shapes that catch the light, symbolising the cultural heritage and spirit of the Lakota and Dakota people.

☐ "Christ of the Abyss" is an extraordinary bronze statue created by Guido Galletti in 1954. This unique piece, which stands at 2.5 metres (8 feet) tall, rests on the seabed of the Mediterranean Sea, **nestled** between Camogli and Portofino on the Italian Riviera. Submerged beneath the blue waters, it continues to captivate divers and visitors with its serene and mystical presence.



4

○ Louise Bourgeois's **iconic** 1999 giant spider sculpture, "Maman", exists in several editions around the globe. Made of bronze, steel, and marble, it is among the world's largest sculptures, measuring over 30 ft high (9.27 metres) and over 33 ft wide (10.24 metres). It was inspired by Bourgeois's mother, a weaver, and represents maternal love and protection.

○ On the eastern coast of Gran Canaria, at the Melenara Beach in Telde, the awe-inspiring statue of Neptune (Poseidon) appears to be rising from the Atlantic Ocean. Created by renowned sculptor Luis Arencibia, this 4-metre-tall bronze masterpiece was installed in 2001. Standing on a volcanic rock, Neptune symbolizes the eternal **bond** between the sea and its people.



5

○ "Gallos" (meaning "power" in Cornish) is a **dazzling** bronze sculpture by Rubin Eynon, installed in 2016 on the cliffs of Tintagel Castle, in Cornwall, England. It represents a male figure, cloaked and crowned, holding a sword. The sculpture, popularly called the "King Arthur statue," symbolizes the area's rich and mysterious history.

6



(adapted from streetartutopia.com)

2. Find words or phrases in the texts that have the following meanings:

- a. being the only one of its kind
- b. an expression of the ways of living developed by a community and passed on from generation to generation
- c. a warm cover for a bed, often decorated with lines of stitching
- d. the floor of the sea
- e. stretched or spread out as far as possible

DID YOU KNOW?

The imperial system, officially introduced in 1824, is the traditional system of measurement used in the UK. It uses units such as *feet, inches, miles* (to measure length); *pints, gallons* (for liquids); *ounces, pounds, stones* (for weight); and *square feet* (for surfaces).

The UK adopted the metric system in 1965, but imperial units are still widely used among the public.

Quick check! In pairs, look for other countries using the imperial system. How did they come to use it?

3. Match the words in bold in the text to their synonyms.

- | | | |
|-------------|----------------|-----------------|
| a. gigantic | c. combination | e. breathtaking |
| b. huddled | d. connection | f. famous |

4. In pairs, fill in the box using words from the texts in exercise 1. Use a dictionary to identify the root of the words, the prefixes, and suffixes.

WORD BANK

Word families

- *present - presenter - presentation -*
- *popular - popularize - popularity -*
- *install - installation - installer -*

5. Read the descriptions again. Which statue do these sentences refer to?

- a. It stands on the cliffs of a medieval castle.
- b. It represents a Native American woman.
- c. It is submerged in the Mediterranean Sea.
- d. It appears to be rising from the Atlantic Ocean.
- e. It took a decade to complete.
- f. It exists in several editions around the globe.

6. Continue the sentences to make them true.

- a. To celebrate the cultural heritage of the Lakota...
- b. When exploring the Italian Riviera, ...
- c. Since 2001, the city of Telde hosts...
- d. Rubin Eynon's bronze...
- e. The world's largest bird sculpture...
- f. The giant spider sculpture is ...

7. Classroom discussion

- Which of these statues do you find most impressive? Why?
- Is it better to display art outdoors rather than in a museum? Why / Why not?
- Are there any outdoor sculptures in your community / region?

PROJECT WORK

A unique tourist destination

- In groups, create a short documentary video about a unique tourist destination in Romania or abroad.
- Present it to the class and vote for "Most likely to become one of the world's most famous tourist attractions". Add it to your portfolio.

► **Digital Tools:** Adobe Express / iMovie



1. Read the ad. Write an email in English to invite your friend Sidney, an exchange student, to this event. Include key details (organizers, date and location, purpose, etc.).

**Fundația
Calea Victoriei**

organizează
Cursul pentru adolescenți

INTELIGENȚA ARTIFICIALĂ:

ALIAȚ SAU INAMIC ASCUNS?

**ÎNVAȚĂ SĂ FOLOSEȘTI
AI CU CAP**

Cursul se adresează **adolescenților cu vârste cuprinse între 14 și 18 ani** care sunt curioși să înțeleagă cum funcționează lumea digitală, cum tehnologia le influențează viața de zi cu zi și cum pot folosi AI cu cap: pentru a-și dezvolta creativitatea, gândirea critică și autonomia. Cum putem face din tehnologie un aliat, nu un stăpân? Ce înseamnă să gândești cu mintea ta într-o eră a algoritmilor? Care este linia fină între a folosi AI pentru a ne ajuta și a lăsa AI să gândească în locul nostru?

Acest curs își propune să deschidă un **spațiu de dialog și reflecție** despre ce este și ce nu este inteligența artificială, despre ce riscuri și ce oportunități aduce în viața noastră, dar mai ales despre cum o putem folosi conștient, astfel încât să ne sprijine în proiectele noastre și în dezvoltarea personală.

La finalul acestui curs, participanții vor avea nu doar cunoștințe de bază despre inteligența artificială, ci și un set de abilități practice: cum să folosească AI pentru învățare și exprimare creativă, cum să-și dezvolte gândirea critică în raport cu tehnologia și cum să rămână ei înșiși într-o lume digitală din ce în ce mai complexă.

(adapted from www.fundatiacaleavictoriei.ro)

Cursul se va desfășura săptămânal, la Casa General Henri Cihoski, Bd. Dacia, nr. 78, București, în intervalul **15:00-17:00**

Date desfășurare curs: **8, 15, 22, 29 noiembrie și 6 decembrie**

2. Read and fill in the list.

Autocarul 172 va pleca de la Autogara Iași-Vest, din Iași, la ora 9:30 și va ajunge în București, la Autogara Militari, la ora 18:30. Călătoria durează 9 ore. Autocarul va face 3 opriri pe traseu: Bacău, Sfântu Gheorghe și Brașov.



Bus: _____

Departure place: _____

Departure time: _____

Destination: _____

Arrival time: _____

Duration: _____

No. of stops: _____

A hidden gem in my town!

In groups, imagine you work for the town council and have discovered a special place, unknown to tourists, in your area. You believe it could become a popular attraction for visitors and prepare a short talk or presentation on it to share with your colleagues.

In your presentation:

- mention the name of the place and describe it
- explain why it would appeal to tourists, providing two reasons
- discuss the benefits of promoting this place for the town (using *future simple* and *future perfect*).

SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the presentation.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our presentation is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our presentation is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the presentation was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to work on this presentation.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* A letter to the future

Write an individual blog post titled 'A letter to the future': my hopes and fears for AI as a reflective piece that will be "sealed" in a digital time capsule to be opened in 100 years.

► **Digital Tools:** Google Docs (with hyperlinks and images) or a class Padlet board styled as a "Blog Wall."

Structure your post:

- Describe an AI tool you use today (e.g., a map app, writing aids, etc.).
- Hopes: Predict two positive ways in which this AI tool will evolve (*future simple*) and what positive impact it will have had on society by 2130 (*future perfect*).
- Fears: Predict one potential problem that will arise (*future simple*) and what safeguards we will have put in place by 2130 to prevent it (*future perfect*).
- Include at least one relevant image or graph.
- Use a minimum of 5 *future simple* and 3 *future perfect* structures correctly.
- Post your final document on Google Docs / Padlet.

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully researched and planned my blog post.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My blog post is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. My blog post is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

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EVALUATION 2



1. Complete the milestone phrases sentences using the below.

20 pts

graduate

start

obtain

retire

get

- a. My parents finally decided to from work and travel the world.
- b. You need to pass an exam to your driver's permit.
- c. Once they finish university, they plan to a business together.
- d. We will high school next year.
- e. I worked hard and was able to a college degree in physics.

2. Choose the correct suffix.

20 pts

hood / ship

- | | | |
|---------------|--------------------------|--------------------------|
| a. mother- | ☐ | ☐ |
| b. neighbour- | ☐ | ☐ |
| c. relation- | ☐ | ☐ |
| d. adult- | ☐ | ☐ |
| e. leader- | ☐ | ☐ |

3. Find and correct the mistakes.

20 pts

- a. I had been doing my homework when the lights went out.
- b. It had snowing all day, and we were trapped in the ski lodge.
- c. We had been listening to music while she was driving.
- d. Before they moved abroad, they had were living on a boat for 3 months.
- e. I had riding my bike when I saw her.

4. Complete the sentences using the, a / an or no article.

20 pts

- a. We left home early and took bus to go to school.
- b. I was feeling unwell, so I stayed in bed all day.
- c. They don't want to play tennis, they want to do karate.
- d. I admit, mistake was mine.
- e. If you want to keep appointment, let me know.
- f. We take swimming lessons twice week.
- g. I'm going to supermarket, are you coming?



5. Choose the correct sentence.

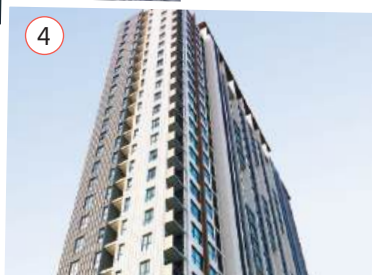
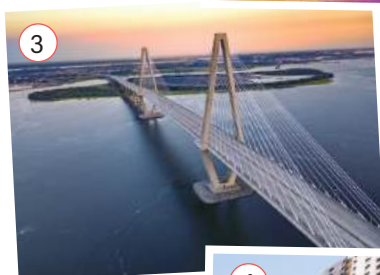
20 pts

1. a. By the end of this week, I will have read the book.
b. By the end of this week, I will read the book.
2. a. I will throw a party for my sister's birthday.
b. I will have thrown a party for my sister's birthday.
3. a. By morning, the train will have arrived.
b. By morning, the train will be arrived.
4. a. If it rains, we will stay inside.
b. If it rains, we will have stayed inside.
5. a. When I wake up tomorrow, I will have slept for 8 hours.
b. When I wake up tomorrow, I have slept for 8 hours.

EVALUATION 2*

1. Match the pictures to the words / phrases in the list. There is one extra word. **20 pts**

wall bridge castle cathedral
skyscraper tower amusement park



2. Choose the correct suffix to form suitable nouns. **20 pts**

- Our friend- *hood* / *ship* has changed over time, but it has remained strong.
- I need to renew my club member- *hood* / *ship* this week.
- Their business partner- *hood* / *ship* is based on trust.
- He enjoyed the responsibilities of parent- *hood* / *ship*.
- She spent her child- *hood* / *ship* abroad.

3. Complete the sentences using the correct form of the verb in brackets (past perfect continuous or past continuous). Make the necessary changes. **20 pts**

- I to recite my poem when the mic broke. (*try*)
- We for an hour when we realized we were lost. (*walk*)
- By the time he decided to see a doctor, he well in a while. (*not* / *feel*)
- The kitchen smelled of cinnamon because I all morning. (*bake*)
- What when they heard the news? (*they* / *do*)

4. Find and correct the mistakes. **20 pts**

- What idea!
- We go grocery shopping twice the week.
- I bought dozen eggs.
- This is such nice thought!
- As rule, I check my email first thing in the morning.
- We explored the town on the foot.
- There are fallen leaves on a ground.
- Are we going by the train?
- They arrived at the noon.
- My school is on a right.

5. Complete the sentences using the correct form of the verb in brackets (future simple or future perfect). Make the necessary changes. **20 pts**

- When back? (*they* / *come*)
- By the end of the year, I four countries. (*visit*)
- Hurry up! Our friends here soon. (*be*)
- I you as soon as I get home. (*text*)
- Do you think Leah the article by tomorrow? (*finish*)



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unit 5

Making a difference

- **Themes:** communities, social issues, volunteering
- **Grammar:** second & third conditional; *wish & if only*
- **Listening & Speaking:** agreeing and disagreeing
- **Writing:** an article



Teens for the community

1. Discuss with a partner.

- Have you ever done volunteer work? If so, what did you do? If not, would you like to?

2. Read the text quickly. Who is Rigoberta's main inspiration?



Seventeen-year-old Rigoberta, a Q'eqchi' Mayan from the city of Cobán, Guatemala, has her hands full. Twice a week, after school, and almost every weekend, she does volunteer work in the Q'eqchi' farming community of Alta Verapaz.

According to *Minority Rights Group*, an international human rights organization, there are 21 different Mayan communities in Guatemala, distinguished by language, that make up an estimated 51 per cent of the national population.

The pre-Columbian Maya civilization, noted for its pyramid-temples, highly developed writing system and sophisticated calendar, rapidly declined when the Europeans arrived in the early 1500s. By the end of the seventeenth century, the Spanish colonists had taken over Maya territories, and the Indigenous population was forced into servitude on plantations and in mines.

Today still, warns IWGIA (*International Work Group for Indigenous Affairs*), Maya groups face persistent racism and discrimination. Official data show great disparities between the Indigenous and the non-Indigenous population in employment, income, health, education, and political representation.

Yet things are slowly changing for the better and Rigoberta has ambitious plans for the future.

WHO OR WHAT INSPIRES YOU TO VOLUNTEER?

My greatest source of inspiration is my father. He was born here, in Alta Verapaz, on a Q'eqchi' farm, but he left the country in the early 1990s. Unlike most Maya from rural communities, he was able to continue his studies, with the support of an international NGO, and became a doctor. Ten years later, he came back, met my mum, settled in Cobán, and started to volunteer his medical services to the local Q'eqchi' community – basic first aid and medication, routine vaccinations, health monitoring... He taught me that one single person can make a world of difference.

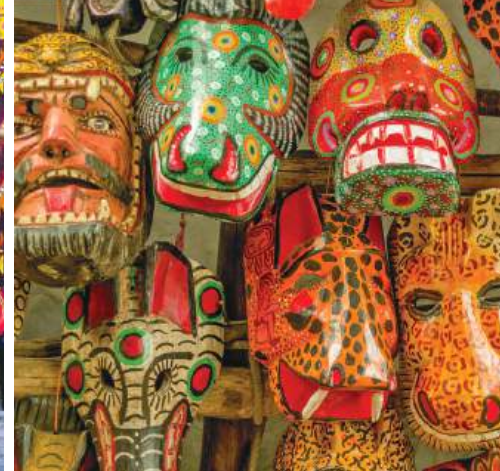
WHAT IS YOUR ROLE AS A VOLUNTEER?

The NGOs supporting my father's initiative run several community programs in Alta Verapaz, so I help where I can. Last week, for example, we packed and distributed food parcels. Most Maya farmers rely on subsistence agriculture, which means that, at best, they have just enough to feed their families.

I also spend a lot of time working with children, who suffer from a lack of basic educational resources. On average, less than half of the Indigenous children in Guatemala make it to fifth grade, so I try my best to help them stay in school. We do homework together, I organize learning activities... I also teach them Spanish, which is the official national language, because many families in the community only speak Q'eqchi'.

WHAT ARE YOUR PLANS AND GOALS FOR THE FUTURE?

My mother calls me her "little activist" and my father always jokes I wasn't named after Rigoberta Menchú for nothing. I usually just laugh it off, but they're not wrong. I plan to study Law at university and then go into politics. My main goal is to advocate for the rights of Indigenous peoples.



3. Find in the text words that have the following meaning:

- the state of having just enough resources to stay alive
- publicly recommend or support a particular cause or policy
- a difference in level or treatment, especially one that is seen as unfair
- a person who campaigns to bring about political or social change
- inhabiting or existing in a land from the earliest times or from before the arrival of colonists
- relating to the history and cultures of the Americas before the arrival of Columbus in 1492
- the state of being under the control of someone else and of having no freedom

4. Read the text again and complete the idioms/phrases. Match them to their meaning.

- | | |
|-----------------------------|---|
| a. change for the ... | 1. a significant contrast or distinction |
| b. have (got) your ... full | 2. to improve |
| c. a ... of difference | 3. to be very busy or involved with something |

5. Decide if these statements are true or false. Correct where needed.



- Rigoberta lives on a farm.
- All Maya groups speak the same language.
- The official national language in Guatemala is Spanish.
- Rigoberta's father is a doctor.
- Q'eqchi' farmers sell their produce in supermarkets.

6. Complete the sentences using information from the text.

- Guatemala is home to
- The pre-Columbian Maya civilization is known for

- At the end of the seventeenth century, the Maya population
- Today, Indigenous communities face
- The Q'eqchi' farming community of Alta Verapaz

7. In pairs, answer the questions.

- How did the arrival of European colonists affect the Maya?
- What does subsistence agriculture mean?
- How does Rigoberta's father help the local Q'eqchi' community?
- What are some challenges that the Indigenous children face?
- Why is it important for the Indigenous population to learn the official national language as well?

8. In pairs, look up Rigoberta Menchú. Why do you think Rigoberta's parents named their daughter after her?

RESEARCH TIP



- When looking for information on a specific topic, encyclopaedias are a good place to start.
- Not all online encyclopaedias are reliable, but **Britannica** (britannica.com), for example, is a safe choice.
- Britannica Kids** (kids.britannica.com) provides fact-checked, age-appropriate content for students, to help with homework and school projects.

*** 9. A day in someone else's shoes**

Imagine you are a teenager from the Maya communities Rigoberta mentions. Write a diary entry describing one day in your life (what you see, feel, do; what hardships you deal with; what your plans are, etc.). Add it to your portfolio.

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Communities



A



B



C



D



E



F

1. Discuss the pictures with a partner.

- What do the people in each picture have in common (they belong to the same group, share the same faith, etc.)?
- Would you say they form a community? If no, why not? If yes, what sort?

2. Read and fill in the blanks using the words below. Then listen to Jeff, a volunteer for a nonprofit organization, to check your answers.



activities

belonging

community

connection

group

people

place

common

The word "community" has two different meanings. A community can be defined as a of people living in the same or having a particular characteristic in common. It can also be defined as a shared bond or with others based on attitudes, interests, and goals. In fact, many adolescents find a of their own with peers who share their interests (such as video games, makeup, art, or other). Overall, a community is characterized by a group of who care about each other and feel that they belong together. A group can give teenagers a sense of and mutual support.

(adapted from *allforkids.org*)

3. a. Read again the definitions of "community" mentioned in exercise 2. Then fill in the blanks in the box using the words below.

profession

location

beliefs

WORD BANK

Types of communities

Based on

• *neighbourhood / suburb / village / town / region / state / country*

• *rural / suburban / urban / local / regional / national / international / global community*

Based on identity,, interests,

• *ethnic / multiethnic / religious / diverse / tribal community*

• *professional / business / farming / medical / scientific / academic community*

• *artistic / music / sports / online / gaming / virtual community*

Remember! A community is a complex organism, so it can never be defined by one single feature.

b. Use the *Word Bank* to characterize each type of community shown in exercise 1. There may be more than one word matching the same picture.

4. Now listen to Jeff talking about the importance of a community for teenagers. Which of these is not mentioned among the benefits of community?



Community...

- protects against selfishness ☐
- preserves shared cultural heritage ☐
- teaches conflict resolution ☐
- meets social and emotional needs ☐
- challenges us to become a better person ☐
- provides the opportunity to learn how to forgive ☐

5. Listen to interviews with Annika and Jack about their unusual communities, then answer the questions.



a. Who (Annika or Jack) ...



1. has an older brother? ☐
2. always goes home for Christmas? ☐
3. used to be afraid of water? ☐
4. lives on a houseboat? ☐
5. goes to a boarding school? ☐
6. has extended family nearby? ☐

b. Listen again and fill in the summaries (one word for each blank space).



1. Annika used to live in an in Amsterdam, with her parents. Two years ago, they decided to to Rotterdam, to be closer to family. Now, they live on a houseboat. Annika hated it at first, but now she can't imagine going back to a lifestyle. She thinks that houseboat have a strong sense of community. They help each other and often organize events. Annika also spends with her extended family, outside the city.



2. Jack goes to a boarding in Brisbane. His family lives on a vineyard in Outback Queensland and the nearest does not have a high school. He plans to move back after university and help his father the vineyard. Although he misses his family, he really enjoys at school. It has made him, resilient, and resourceful. He feels like he is building a community away from home and making friends.

c. In pairs, answer the questions.

- What is the difference between a houseboat and a regular boat?
- What does "Outback" mean?
- Why is it that Jack gets to celebrate Christmas during his summer break?
- Which of the two lifestyles (Annika's or Jack's) would you like to try? Why?

6. Classroom discussion

- What communities do you belong to?
- How is living in a community beneficial to you?
- In what way(s) do you contribute to your community?

7. Group work: Let's fix this together!

Identify a community issue or interest, gather information about it, and think of a solution or plan an awareness campaign. Design a poster or an awareness presentation and present the project to the class or the school.

Add it to your portfolio.

► **Digital Tools:** Canva, Padlet, Google Slides

Negative prefixes *dis-* and *mis-*



8. Read and fill in the blanks in the *Word Zone*.

WORD ZONE

Negative prefixes are used to convey the opposite of the original word or to give it a negative meaning. They can be added to nouns, adjectives, verbs, and adverbs.

■ the prefix **dis-** means *not*, the opposite of

disconnect → **dis** + connect

..... → **dis** + honest

disadvantage → **dis** +

■ the prefix **mis-** means *incorrectly*, *badly*

misbehave → **mis** + behave

..... → **mis** + treat

misunderstanding → **mis** +

■ **Remember!**

When in doubt, check the dictionary.

9. Add the correct negative prefix (*dis-* or *mis-*).

- | | |
|--------------------|-----------------|
| advantageous | interpret |
| direct | judge |
| agreeable | lead |
| align | like |
| approve | obedient |
| calculate | pronounce |
| continue | read |

10. Choose the correct word for each sentence.

- We were *dissatisfied* / *missatisfied* with the service, so we asked for the manager.
- The children hadn't meant any *disrespect* / *misrespect*, but the neighbours felt offended.
- He's wearing *dismatched* / *mismatched* socks on purpose, just to annoy his mother.
- You are *disquoting* / *misquoting* her, she has never said that.
- My sister seems to *disappear* / *misappear* whenever it's her turn to do the dishes.
- They were accused of *disusing* / *misusing* their authority.
- If you *disagree* / *misagree* with your colleagues, just tell them so.
- Dislabelling* / *Mislabelling* medication is a serious mistake.

11. Work in pairs. Use the words in exercise 9 and your own ideas to put a negative twist on each situation.

- | | |
|------------------------|-------------------------|
| • take a day trip | • buy a skateboard |
| • meet a new colleague | • explore a new town |
| • make holiday plans | • look for a summer job |

Let's go on a day trip to Perth next Saturday!

I don't think so... I dislike the idea of leaving my dog home alone all day.





Second & third conditional

1. Read the panel and fill in the sentences using the correct form of the verb.

SECOND CONDITIONAL	THIRD CONDITIONAL
<i>If + past simple* + would + infinitive</i> condition → result (subordinate clause) (main clause) *<i>be</i> becomes <i>were</i> for all subjects ► used to talk about unlikely or hypothetical situations in the present or in the future <i>If you (have) time, you (visit) more.</i> <i>If she (want) a break, she (ask).</i> <i>They (call) if they (can).</i>	<i>If + past perfect + would + have + past participle</i> condition → result (subordinate clause) (main clause) ► used to talk about hypothetical situations in the past <i>If you (practise) more, you (win).</i> <i>If it (be) sunny, we (go) for a walk.</i> <i>I (call) you if I (have) any news.</i>

2. Complete the sentences using the correct form of the verbs in brackets to form **second (A)** and **third (B)** conditionals.

A.

- If my mother (not have to) go to work tomorrow, she (drive) me to school.
- I (go) shopping with you if I (have) any money.
- If birthday cakes (be) easy to make, I (bake) one for my cousin.
- Where (you/ go) if (you/ can) choose an exotic holiday destination?
- If someone (give) me a bike, I (ride) it to school.

B.

- If I (not miss) my bus, I (be) there on time.
- We (go) to her party if she (invite) us.
- They (not come) if they ... (know) you'd be there.
- If you (check) before leaving the house, you (not forget) your wallet.
- What (you / do) if the pet sitter (lose) your puppy?

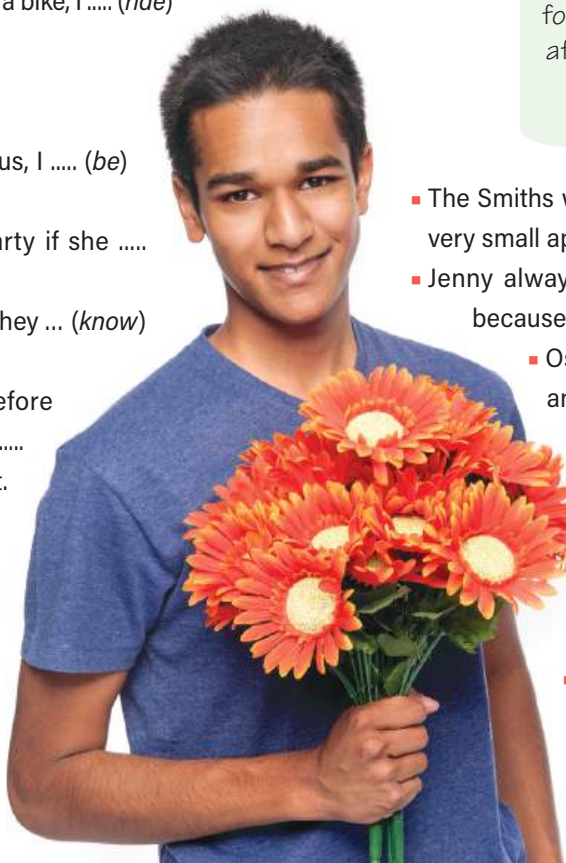
3. Work with a partner. You each need to give a different piece of advice for the situations below. Use the **second conditional**.

Sam wants to buy something nice for his mum, but he hasn't got any money. Her birthday is in a month.

If I were you, I would just make her something myself – a nice birthday card, or a handmade bookmark. You can find lots of ideas on the internet.

If you saved your weekly allowance for a month, and did some small jobs after school, like babysitting or dog walking, you would have enough money for a nice present.

- The Smiths want to get a dog, but they live in a very small apartment.
- Jenny always misses her bus in the morning because she sleeps late.
- Oscar doesn't pay attention in class and his grades are low.
- Ben wants to run a marathon, but he is unfit.
- Sally doesn't have any friends because she's new in town.
- The Joneses can't cook, so they always order pizza for dinner.
- Lily took her sister's necklace without asking and broke it.



PRONUNCIATION & LISTENING TIP

- In informal speech, *would have* often sounds like *woulda*. However, we do not use this form in writing.

Listen and repeat. 

If I had known the answer, I would have passed the exam.

If she had come to my birthday, she would have brought me a gift.

- 4.** Fill in the dialogue using the correct form of the verb in brackets. Use the *third conditional*. Listen to check your answers. 

Heidi: Hi, Peter! You're back early from your camping trip. How was it?

Peter: All I can say is never, ever trust weather forecasts! If I (*know*) there was a storm coming, I (*stay*) at home. Also, never listen to your little brother.

Heidi: Oh, no! What happened?

Peter: Well, if my genius brother (*not / insist*) we set up camp at the top of the mountain, the wind (*not / flatten*) our tent with us inside. Then, heavy rain started. I (*try*) to put the central tent pole back in place if my brother (*not / leave*) the flashlights in the car. Mind you, the car that was parked four hours away, at the foot of the mountain.

Heidi: That's terrible. What did you do?

Peter: We took shelter under a rock until morning. If the wind (*not / carry*) my backpack away, at least we (*have*) our waterproofs, but we spent the rest of the night soaking wet, freezing, and miserable.

Heidi: I'm just glad you're back safely. If it (*be*) me there, in the dark, with the storm raging around me, I (*be*) terrified.

Peter: To be honest, we were too. But now we know what not to do when camping. And it makes a great story for family reunions.

- 5. a.** Complete the sentences to make them true for you.

- If I had been able to control the weather,
- If I had found an alien in my backyard,
- If I had known my favourite artist before they were famous,
- If I had been born with a superpower,
- If I had invented a time machine,



- * b.** Group work: *Time travellers to the rescue*

Imagine you are time travellers from the future who return to the present day to warn people about the problems society will face because of inaction (*third conditional*) – and to explain what could still be done (*second conditional*).

Create a video message / poster / news report for today's people, which must include at least 4 second and third conditional statements.

Expressing wishes and regrets*: *wish & if only*

- 6.** Read the *Grammar Panel* and fill in the sentences using the correct form of the verbs in brackets.

WISH & IF ONLY (*present or future situations*)

We use **wish / if only + past simple** to talk about *present* or *future* situations that we would like to change (very unlikely or impossible wishes).

- they have the same meaning, but *if only* is usually stronger than *wish*

*They wish they **knew** the answer.*

*I wish I **could** be there tomorrow.*

*If only you **didn't live** so far away.*

*Does she wish you **didn't buy** this house?*

- wish / if only + be** (with I / he / she / it):

*I wish I **were** on holiday.*

*If only she **were** here.*

*We wish the weather **were** better.*

(*in informal English, **was** can be used instead)

- wish / if only + would / wouldn't**

(to talk about annoying things which we would like to stop):

*I wish they **would** be quiet.*

*If only it **wouldn't** rain so much.*

(***we cannot use** this structure to wish about ourselves: I wish / If only I would... **X**)

- a. They wish they ... closer to their cousin. (*be*)
- b. If only we ... to wake up early tomorrow. (*not need*)
- c. I wish I ... the lottery. (*win*)
- d. If only they ... with us this summer. (*not stay*)
- e. She wishes she ... Mandarin fluently. (*speak*)
- f. If only you ... tickets to this concert. (*find*)
- g. He wishes they ... better care of the garden. (*take*)
- h. If only I ... a faster car. (*drive*)

7. Use the prompts to tell Mr. Wrinkles you wish he would stop annoying you.

I wish you wouldn't steal everyone's shoes all the time.



8. Rewrite the sentences using *wish* / *if only*.
More than one answer may be possible.

- a. I don't have a nice dress for the party.
I wish I had a nice dress for the party.
- b. My children don't eat a lot of vegetables.
- c. We don't have enough money to travel the world.
- d. It's so cold outside today.
- e. I can't swim.
- f. My sister is moving out in the morning.
- g. The room is dark.



The Wishing Jar

Students write 1-2 wishes on slips of paper, anonymously, and place them in a jar. Then, they each draw a slip of paper randomly, read it aloud and try to guess who the author is. The class debates if the wish is possible or not.

*** 9. Read the sentences. Which of them refer to a situation in the past?**

- a. If only we owned a holiday cottage.
- b. Ben wishes he hadn't missed the bus this morning.
- c. If only I hadn't left my glasses on the table.
- d. I wish you accepted my apology.
- e. If only he remembered the answer.
- f. She wishes she had gone to university after high school.

WISH & IF ONLY (*past situations*)

We use **wish** / **if only** + **past perfect** to talk about *past situations* that we regret.

*I wish I **had studied** more before the exam.*

*If only we **hadn't sold** the car.*

*Do / Did they wish they **hadn't moved** abroad?*

*** 10. Past regrets: fill in the sentences using the correct form of the verbs in brackets.**

- a. I wish I an instrument as a child. (*learn*)
- b. If only you your chores earlier. (*finish*)
- c. He wishes he the botanical garden before going home. (*visit*)
- d. If only they the flu on their last visit. (*not catch*)
- e. I wish I a pet years ago. (*adopt*)
- f. If only he driving lessons before buying a car. (*take*)
- g. They wish they a better gift. (*bring*)

*** 11. Rewrite the sentences using *wish* / *if only*.**
More than one answer may be possible.

- a. My friend invited me to his graduation ceremony, but I didn't go.
I wish I had gone to my friend's graduation ceremony.
- b. They didn't win the competition.
- c. She wasn't old enough to travel by herself.
- d. He made a bad joke that upset everyone.
- e. We didn't arrive on time yesterday.
- f. You failed your history test.
- g. It snowed very little on Christmas.

*** 12. The post I shouldn't have posted**

Write a story (real or imagined) about something embarrassing you posted by mistake, expressing regret. Use at least three *wish* / *if only* structures. (7-8 sentences)

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Agreeing and disagreeing

EXPRESS YOURSELF!

AGREE	PARTLY AGREE	DISAGREE
▪ I (totally) agree. ▪ Yes, definitely. ▪ I think you're right. ▪ Absolutely / Definitely / Exactly. ▪ I feel the same. ▪ That's so true / for sure. ▪ No doubt about it. ▪ That's right!	▪ It depends on... ▪ I'm not so sure that... ▪ Maybe, but... ▪ I'm not convinced that... ▪ I see what you mean, but... ▪ I don't know if... ▪ I don't entirely agree... ▪ That's true, but...	▪ I (totally / strongly) disagree. ▪ Definitely / Absolutely not. ▪ No way. ▪ I don't think so. ▪ That's not the way I see it. ▪ I think I disagree. ▪ Sorry, I have to say NO.

1. a. Use the expressions in the panel above to agree or disagree with these opinions. Provide an explanation to justify your response.

- Guinea pigs make perfect pets.
- You need to work hard to succeed.
- Children under 14 should not be on social media.
- Renting a house is better than owning one.
- Learning English is easy.
- Winter is the best season.
- No one reads books anymore.
- Cartoons are for children.

b. In pairs, take turns reading the opinions in 1a. Use your own responses to agree or disagree.

Guinea pigs make perfect pets.

Absolutely!
They're small, easy to care for... plus, they're not noisy and don't destroy your furniture.

That's true, but not everyone likes them. Most people prefer conventional pets, like cats or dogs.



2. Listen to Hugh and Callie disagreeing about buying a house. Then complete the table.



Who...	Hugh	Callie
▪ worries about childcare?		
▪ thinks the house is too expensive?		
▪ thinks they can afford a car?		
▪ thinks they can get a deal on the house?		
▪ worries about the lack of public transport?		
▪ works from home?		

3. Work in pairs. Take turns giving opinions on the topics below and responding using a suitable expression. Say why you agree / disagree.

- audio books
- video games
- homework
- sitcoms
- summer camps
- theme parks



Writing an article

1. As a teen, how can you give back to your community? In pairs, discuss the pictures and add your own ideas.



2. a. Read the notice. What is the topic of the article?

ARTICLES WANTED!

Teens making a difference

What motivates young people to start volunteering?

What can teenagers do to help the people in their local communities?

Tell us what you think!

The best articles answering these questions will be published on our website.

b. Say if these statements are true or false, based on the notice.

- a. You are expected to write two articles.
- b. You should submit your own questions concerning this topic.
- c. The best articles will be published online.

3. a. Read Mia's article. Does she answer the questions in the notice?

A. Did you know that you don't need to be an adult to change the world? Many teenagers choose to give their time to local community projects, proving that young people can make a difference too.

B. Teens volunteer because they want to support others and make their community better. It is also an opportunity to make friends, build self-confidence, and learn new skills.

C. There are many things you can do to contribute: buy groceries for older neighbours, help younger children with their homework, volunteer at food banks, clean up parks, or plant trees.

D. This is very important work – and very rewarding, too. My recommendation? Find a cause you care about and start making a difference today.

b. Read again and answer the questions.

- How do young people make a difference in their community?
- What makes teenagers volunteer?
- How can teenagers support the people in their community?

4. In pairs, read the infographic.
Does Mia's article follow this structure? Match paragraphs A-D to the parts of the article.

ARTICLE STRUCTURE

TITLE

- is short and catchy (usually given in the task)
- tells readers what the article is about

INTRODUCTION

- designed to catch the readers' attention
- introduces the topic
- often starts with a question, to engage the readers

BODY

- develops 2-3 points about the topic, giving reasons and / or examples
- there is a new paragraph for each main point (or question given in the task)

CONCLUSION

- summarises the article
- may end with an open question, prompting readers to reflect on the topic or continue the discussion (e.g., by leaving a comment)

Now it's your turn!

5. Write an article in response to the notice in exercise 2. Use the given structure and the *Writing tip*. Make sure you answer both questions in the notice. (100 words)

WRITING TIP

When writing an article:

- think of the people you are writing for and use an informal or neutral language
- include personal opinions and experiences
- use linking words to connect your ideas (*but, because, so, although, however, etc.*)
- use adjectives and adverbs to make your article more engaging

6. Swap articles with a partner and check each other's work. Add it to your portfolio.

Responding to adverts and announcements

LEAD IN

1. Read the noticeboard.

COMMUNITY NOTICEBOARD

NEW!
WELSH LANGUAGE COURSES FOR TEENS 13 - 17 yrs old



Courses starting 15 September at Cardiff Community Centre

Beginner classes:
Monday / Wednesday: 4 - 6 pm

Intermediate classes:
Tuesday / Thursday: 4 - 6 pm

Registration open until 10 September.

Secure your place via email at register@learnwelsh.org

A

FLATMATE WANTED **B**

Furnished room with own bathroom in a house. Shared kitchen and sitting room. Near university campus and public transport. £900 per month (all utilities included). Phone / text Dylan on **715 546 879**

LOST DOG
Please help us find

OSCAR
labrador retriever



He's frightened of cats, small children, and loud noises.
Last seen on 28 August at Bute Park.
Please phone / text **715 659 870** if you see him.
We just want him back home!

C

VIDEO GAME TESTERS



APPLETREE Youth Computer Club needs you to test their new video games. Apply NOW and get:

- ✓ early access to unreleased games
- ✓ exclusive in-game items and "tester packs"
- ✓ free game copy after release

Help us fix bugs and start building your gaming portfolio!
Email us at gamers@appcompclub.com

D

TEEN VOLUNTEERING OPPORTUNITY

IT teachers in Botswana
a three-week programme designed specifically for teens (aged 15-17)

We are looking for 8-10 volunteers to **teach basic computer skills** to primary and secondary school students from rural areas.

No previous teaching experience needed. Selected applicants will be required to attend a one-week training programme.

Contact us at info@teenteach.org for more information.
TeenTeach Organization, 78 Station Lane, Cardiff

E

Struggling with Maths? **F**

Experienced Maths tutor available for one-on-one sessions.
Primary and secondary school level.
Personalised lesson plans.
Phone / text Becca on **711 566 878** to book a free session.

Attention, all Youth Club Members!

Please note that the gym will be closed for renovations from 25 July to 15 August. The rest of the club will remain open and maintain regular hours. The lounge, study area, game room, and snack bar will all be fully accessible. Basketball practice will move to the Community Centre for the duration of the renovations.

If you have any questions, please reach out to us at youthclub@clubmail.com or stop by the front desk.

G

2. Say if these sentences are true or false.

- The Maths tutor only teaches primary school level.
- The rent for the furnished room includes utilities.
- There are no advanced Welsh classes.
- The game testers are paid for their work.
- The lost dog is afraid of other dogs.
- Anyone can go to Botswana to teach.

PREPARATION

3. Match the messages to the correct advert / announcement in exercise 2.

- Which of them is more formal?
- Which of them is an example of how *not* to respond?

A

New message

Subject line: Application for the game tester position

Hello!

I am writing to apply for the game tester position. I have seen the flyer posted at the Community Centre and I think I am a good fit. I have more than seven years of gaming experience (PC and consoles) and have participated in several online gaming tournaments. I am detail-oriented and organised, but most importantly, I love gaming. Also, I hope to become a professional game tester someday. I would love to chat more about this opportunity.

Best,
Judy Kane

Send

B

← 754 047 667

hey

is your dog still missing?

sorry, who is this?
have you seen my dog???

C

New message

Subject line: Language course registration – absolute beginner

Hi!

I'd like to sign up for the upcoming beginner Welsh class I saw advertised at the Community Centre.

Please let me know how I can pay for the course and secure my place.

Thanks!
Gareth Jones

Send

4. a. In pairs, continue the exchange in message B, exercise 3 (at least three text messages each). Ask and answer questions to clarify.

*** b. Read announcements E and G in exercise 1 again and fill out the questionnaires.**

Announcement E

- How long does the volunteer programme last?

- How many volunteers are needed?

- Who is eligible to participate in the volunteer programme?

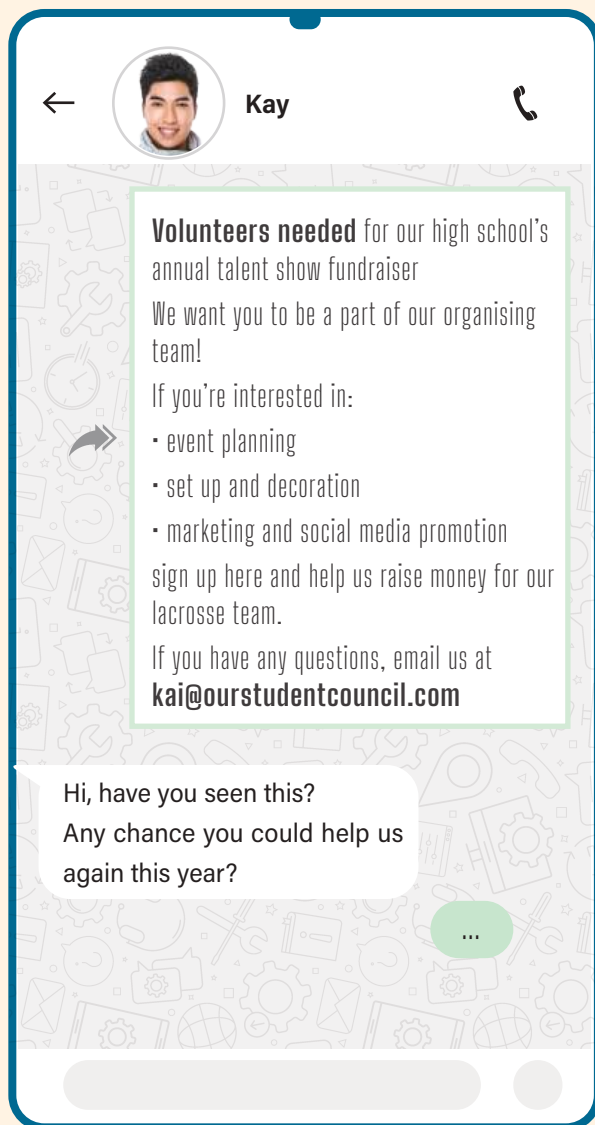
- Where is the volunteer programme taking place?

- What is the purpose of the volunteer programme?

Announcement G

- Reason for closure: _____
- Dates of closure: _____
- Available facilities: _____
- Schedule changes: _____
- Alternative location: _____

* **C.** Your friend Kai, from the student council, forwards you this post about planning a high school event:



In pairs, use the prompts below and your own ideas to continue the conversation. (10-12 text messages).

You: are interested, but don't have much time; want to know exactly what kind of help the organising team needs; agree to schedule auditions and promote the event on social media, but can only work from home in the evening, once you finish your schoolwork.

Kai: explains they have already found a venue (the community hall) with the technical equipment required for the show, and set a date (three months from now); they still need to schedule auditions, find judges, and promote the event.



DO THE TASK

REMEMBER!



How you respond to an advert or an announcement depends on the context:

- match the tone of the original message (if an advert uses formal language, do not send them a text message with emojis)
- respond as instructed (by phone, email, etc.)
- make sure you understand the message before responding (for example, do not ask when the course starts if the date is already listed in the post)
- say why you are contacting them; mention where you saw the advert / announcement and why you are interested
- be clear and concise
- be friendly, but polite

5. Select one of the remaining adverts / announcements and write an appropriate short response (email or text).

FOLLOW UP

6. Swap papers with your partner and check if the messages follow the guidelines in the *Remember!* box. Add it to your portfolio.



1. What does "communal living" mean to you? Discuss with a partner.
2. Read the text quickly. Do *tulou* still exist today?

COMMUNAL LIVING: THE FUJIAN TULOU OF THE HAKKA PEOPLE



Fujian Tulou* (*tulou* meaning "earth building") are traditional communal homes in the Fujian region of China. These rural living structures were built by the Hakka people, from the 12th to the 20th centuries, both for a defensive purpose and to establish a community organization.

Around 1120, the Hakka, a group of nomadic peoples originating from the North, emigrated to the South, to escape wars and social turmoil. They settled in the mountainous Fujian province, far from their homelands. There they built the first tulou, small earth buildings that could accommodate multiple families, with a shared central space. In time, the form of the tulou evolved and diversified. Most tulou are square or circular shaped. But, depending on the landscape, other forms developed, such as the oval, the hexagonal, or the half-moon. Wars and conflicts between different clans also influenced the architecture of the tulou, strengthening their defensive function: they only had one entrance, no windows at ground level and small openings, at the top, through which gunpowder weapons could be fired. By the early 15th century, these structures had begun to look like small, fortified towns, well-designed and richly decorated.

The outer walls (up to 3 metres thick) were made of clay, earth, lime, and stone, while the inner structure was made of wood. The tulou were between two and five storeys high and could house up to 800 people – sometimes a whole clan, sharing the same name. Low-rise buildings were often built in the middle of the inner courtyard: halls, schools, armouries, and small temples to honour the clan's ancestors. The ground floor housed the wells, the washing rooms, the kitchens, and storage areas. Larger tulou had small farm areas inside for vegetables and animals. If the tulou was under attack, the reserves could last for several months.

The higher floors contained the living spaces, each family having two or three rooms per floor. The architecture and organization of the tulou did not reflect the social hierarchy; everyone was at the same level. The rooms were of the same size, with the same windows, rising vertically according to the size of the family.

Of the estimated 3000 Hakka tulou still standing today in the Fujian province, 46 have been listed by UNESCO as World Heritage sites. The oldest was built in 1308 by the Liu family clan: five storeys, 270 rooms, and 25 kitchens on the ground floor, each with a private water well beside its stove.

* the plural of "tulou" is also "tulou"

(adapted from www.sensesatlas.com)



3. Find in the text words that have the following meaning:

- a. something kept or stored for future use
- b. a place where weapons are kept
- c. a group of families with a common surname and a common ancestor, acknowledging the same leader
- d. shared by a number of people who live together
- e. a person's or a people's native land
- f. moving often from place to place
- g. disagreements or fighting between different groups of people

4. Read the text again and say which of these...

1. caused the Hakka to emigrate in the 12th century:
 - a. searching for new lands to cultivate
 - b. escaping wars and social turmoil
 - c. looking to establish their own kingdom in the North
2. is not a purpose of the tulou:
 - a. defending the people inside it against enemy attacks
 - b. providing neighbouring villages with a marketplace
 - c. accommodating multiple families
3. can be found in the inner courtyard of larger tulou:
 - a. schools
 - b. living quarters of the clan leader
 - c. guesthouses
4. is not a feature of the tulou:
 - a. windows at the ground level
 - b. thick outer walls
 - c. a shared central space

5. In pairs, answer the questions.

- Who are the Hakka?
- What is a tulou?
- How are tulou different from regular buildings?
- Why did the Hakka build such structures?
- How are the living spaces divided inside a tulou?
- How many tulou are listed as World Heritage sites?

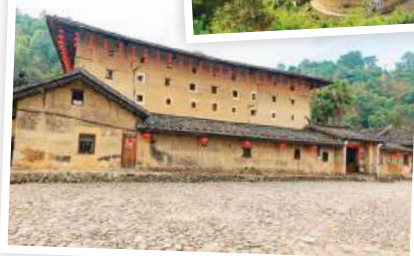
6. Listen to Li Thau, an anthropologist, talking about tulou. Which picture shows the one where he grew up?



A



B



C



7. Listen again. When talking about tulou, which feature does Li Thau find most impressive?

- | | |
|---|---|
| ☐ the architecture | ☐ the sense of community |
| ☐ the building technique | ☐ the building materials |
| ☐ the size | ☐ the history |

8. Decide if these statements are true or false.

- a. No one lives in tulou anymore.
- b. Traditionally, the Hakka were warriors and hunters.
- c. Many young people leave their tulou to look for work opportunities in the city.
- d. Tulou are unique to the Hakka group.
- e. By modern standards, tulou only have basic facilities.
- f. Several tulou are now popular tourist attractions.

9. Classroom discussion

- Is communal living better than individual living?

ENGLISH, PLEASE!

Design a poster, in English, for the event advertised below. Select and translate the relevant information (name of the event, date, place, highlights, etc.).

Ziua Mondială a Culturii — 15 aprilie,
Casa de Cultură din Mediaș



Pe data de 15 aprilie, la Casa de Cultură din Mediaș, între orele 9:00 și 18:00, va avea loc un eveniment dedicat Zilei Mondiale a Culturii.

Evenimentul, organizat de elevii liceelor din localitate, include proiecții de film, un concert de muzică internațională, o expoziție de fotografie și o paradă de costume tradiționale din toate zonele țării. Vizitatorii pot participa la o serie de activități interactive, printre care dezbateri pe teme culturale și concursuri cu premii. Intrarea este liberă.



A day in my neighbourhood

Imagine you are a reporter for your school magazine. Write a short article about your neighbourhood, describing the places, facilities, and services available, suggesting how your community could be improved. Include your personal opinion and explain why you feel that way.

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully researched and planned my article.
1 ☐ 2 ☐ 3 ☐ 4 ☐
 2. I followed instructions and met task requirements.
1 ☐ 2 ☐ 3 ☐ 4 ☐
 3. My article is clear and easy to understand.
1 ☐ 2 ☐ 3 ☐ 4 ☐
 4. My article is interesting and convincing.
1 ☐ 2 ☐ 3 ☐ 4 ☐
 5. Based on this experience, there are things I will do differently next time I work on a project.
1 ☐ 2 ☐ 3 ☐ 4 ☐
- 1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Young journalists: be the voice of change!

Group work. Imagine you are journalists working for an international magazine. Choose an issue, research or or create a story around it, and present it in the form of an editorial article or an interview.

SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the article / interview.
1 ☐ 2 ☐ 3 ☐ 4 ☐
2. We followed instructions and met task requirements.
1 ☐ 2 ☐ 3 ☐ 4 ☐
3. Our article / interview is clear and easy to understand.
1 ☐ 2 ☐ 3 ☐ 4 ☐
4. Our article / interview is interesting and convincing.
1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the project was significant.
1 ☐ 2 ☐ 3 ☐ 4 ☐
6. I mostly used English to do this project.
1 ☐ 2 ☐ 3 ☐ 4 ☐
7. Based on this experience, there are things I will do differently next time I work on a project.
1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Curriculum de specialitate

Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.

MID-REVISION

1. Fill in the blanks using the correct phrasal verbs. Make the necessary changes.

take up

have a go at

sign up for

hang out with

be into

- a. Let's karaoke; it might be fun.
- b. Have you the debate team?
- c. I really collecting retro video games.
- d. We decided to painting and joined a local art studio.
- e. I with my friends last weekend.

2. Rewrite the sentences using *I'd rather* / *I'd sooner*. Make the necessary changes.

- a. Please don't use your phone in class. (*I'd rather you*)
- b. We think it is better to take a walk than stay inside. (*We'd sooner*)
- c. My parents want us to move, but I don't want to. (*I'd rather we*)
- d. They like baking better than cooking. (*They'd sooner*)
- e. She doesn't want them to stay out so late. (*She'd rather*)

3. Find and correct the mistakes.

- a. When I lived near the park, I used jog every day.
- b. Every weekend, my grandpa and I would to go for ice cream.
- c. Did you used to go to school here?
- d. Before email existed, people use to write letters.
- e. I would have long hair when I was a child.

4. Complete the sentences using the correct form of the verbs in brackets (*past perfect* or *past perfect continuous*).

- a. I them before, but I didn't know their names. (*meet*)
- b. They, so they missed the announcement. (*not / pay attention*)
- c. I for a while when the phone rang. (*read*)
- d. We were happy because we just a flat. (*buy*)
- e. She asked the children where they until then. (*be*)



5. Complete the sentences using the correct form of the verbs in brackets (past perfect continuous or past continuous).

- a. She while he was cleaning the windows. (*tidy up*)
- b. I a film when I heard someone at the door. (*watch*)
- c. They for an hour when the alarm went off. (*sleep*)
- d. We long before they arrived at the meeting. (*not / wait*)
- e. He a lot and he needed to rest. (*train*)

6. Fill in the blanks with the correct article, where needed.

- a. I have had headache since this morning.
- b. We are on our way to office.
- c. They always eat breakfast at the same time.
- d. It wasn't far, so we went there on foot.
- e. We usually meet in afternoon.

7. Complete the sentences using the correct form of the verbs in brackets (future or future perfect).

- a. If I finish my chores today, I with my friends. (*go out*)
- b. They Ghana by September next year. (*visit*)
- c. We our homework by the weekend. (*finish*)
- d. By this time tomorrow, we the match. (*win*)
- e. They say all week. (*snow*)

8. Rewrite the sentences using the second or the third conditional, as needed.

- a. It was cold yesterday, so we stayed inside.
- b. They have work to do, so they won't leave the office.
- c. I take the bus to work because I don't own a car.

- d. He didn't study enough, so he failed the exam.
- e. I didn't call her because I didn't have her number.

9. Rewrite the sentences using an I wish / if only structure.

- a. I have trouble waking up in the morning.
- b. I don't speak Finnish.
- c. I live far away from my parents.
- d. I won't see my friends tomorrow.
- e. I don't understand this article.
- *f. I forgot to set my alarm, so I woke up late.
- *g. We didn't do our research, and our project failed.
- *h. They were upset, and behaved badly.
- *i. I didn't return my book on time, so I was fined.
- *j. I lost their phone number, so I couldn't call them.

** Curriculum de specialitate*



I can...	Yes, I got it!	I need more practice	I need to revise
use phrasal verbs			
express preference			
describe past events / experiences (<i>used to & would</i> ; past perfect & past perfect continuous)			
emphasise effects and duration (past perfect continuous vs. past continuous)			
use articles in phrases and expressions			
express future events (future & future perfect)			
express unreal conditions (second & third conditionals)			
express wishes <i>*and regrets</i>			



unit 6

Always connected

- **Themes:** digital worlds, technologies, social media, communication
- **Grammar:** modals (expressing ability, obligation, advice, degrees of certainty)
- **Listening & Speaking:** giving advice; making suggestions
- **Writing:** a gadget review



Teens and video games

1. Discuss these questions with a partner.

- How often do you play video games? What devices do you play them on? ■ What kind of video games do you prefer? Why?

2. Read the text quickly. What prompted the thread?



Anime_Mila
Tasmania

Hey, my fellow gamers, I have a question for you 🙄

I've just read a study on U.S. teens' video game habits, and it turns out that about half of the teens they surveyed think video games have a positive impact on their life. You know, like improving their problem-solving skills, their friendships, their mental health, stuff like that.

What do you guys think? How do video games impact your life?



Pete Benson
Australia

My family lives in a remote rural area and I'm homeschooled, so for me, playing online video games has been great for socializing. I get to talk to other players in real time. I know it's not the same as hanging out in-person, but we're still friends and we usually end up chatting about a bunch of other stuff, not just the game. I'm naturally shy, but these days I find it easier to interact with people I don't know.



GamerBob
USA

Actually, I've been trying really hard to cut down on my gaming time. The thing is, for the past year, I've been having sleep problems. Now, I'll never admit it out loud, especially in front of my parents 😊 but I know gaming has something to do with it, because whenever I go without it for a while, I sleep just fine.

I hate being so tired and cranky all the time, but the worst part is I've lost friends along the way. I mean, you're not much of a friend if you're never available, so I can't blame them. It's really difficult giving it up, though... 😞



cyberpunk_cat
India

Most gamers I know are sleep deprived. I used to be the same, playing for hours each day, well past midnight, until it started to affect my school performance. I was just too tired to concentrate, and my grades dropped. That's where I drew the line, when I was almost kicked out of my school's robotics team. I still play video games sometimes, but mostly on weekends, if I've got time to spare.

@GamerBob you can do it too! I'm rooting for you!



Frannie J
UK

I love playing video games, but I'm really just a casual gamer. For me, it's just a hobby, just the same as the other hobbies I have. I mean, I might choose to listen to music instead, or read a book, watch a TV show, or go out with my friends. Also, I share a laptop with my brother and we both need it for homework. So, yeah, video games are fun, but they're not life changing...



C_streamer
Haiti

When I first started learning English, I figured gaming would be a great way to develop my language skills. I played on my own at first, just to learn some words and phrases used by players, then I joined games with English speakers. In the beginning, to be honest, it was disheartening, because they spoke so fast... it helped that my teammates appreciated my skill, so they usually slowed down when talking to me. Well, guess what? It was great listening practice and now I can hold my own in conversations.

3. Find in the text words that have the following meaning:

- causing a person to lose confidence, hope, and energy
- to show support for someone who is in a competition or who is doing something difficult
- easily annoyed or upset
- to spend a lot of time in a place or with someone
- a person who does something irregularly
- to reduce the size, amount, or quantity of something
- lacking something considered to be a necessity
- to force someone to leave a place or group

4. Check the Word Bank. What do these sentences mean?

WORD BANK

- to be not much of a...** = used to say that someone or something is not very good
It's not much of a holiday, because I still have work to do.
She's a skilled dancer, but she is not much of a singer.
- to hold one's own** = to do reasonably well, despite opposition, competition, or criticism
He's not a professional cook, but he can hold his own in the kitchen.

- "GamerBob was not much of a friend" means:
 - GamerBob didn't have any good friends;
 - GamerBob was not a very good friend;
 - GamerBob's friends were mean to him.
- "C_streamer can hold their own in a conversation" means:
 - C_streamer's English is very good;
 - it is difficult for C_streamer to keep up with English speakers;
 - C_streamer does well in conversations with English speakers.

5. Read the text again. What impact do video games have on the repliers?

	positive	negative	no impact
cyberpunk_cat			
Frannie J			
Pete Benson			
C_streamer			
GamerBob			

6. Which of these benefits (+) and negative effects (-) of video games are not mentioned in the text?

- 

☐ help with stress relief
☐ develop language skills
☐ improve problem-solving skills
☐ increase social interaction
☐ improve mental health
- 

☐ sleep deprivation
☐ mental health issues
☐ addiction
☐ poor school performance
☐ isolation and loss of friends

7. Classroom discussion

- In exercise 6, why do you think certain topics appear in both categories?
- If you play video games, do you find they have a positive or negative impact on your life?

*** 8. Read and fill in the blanks. Then listen to check your answers.**

- 

hurt

report

troubling

problem
- social

time

positive

Video games as a part of daily teen life: 85% of U.S. teens playing video games, and 41% say they play them at least once a day.

Gaming as a experience: 72% of teens who play video games say that one of the reasons why they play them is to spend with others.

Helpful with problem-solving, less so for sleep: Over half of teens who play video games say it has helped their problem-solving skills, but 41% also say it has their sleep.

Bullying is a problem: 80% of all teens think harassment over video games is a for people their age.

Boys' and girls' experiences differ: Most teen boys and girls play video games, but a larger share of boys play every day (61% vs. 22%). Boys are also more likely to experience things from it, like making friends, and more things like harassment.

(adapted from
www.pewresearch.org)

* Curriculum de specialitate

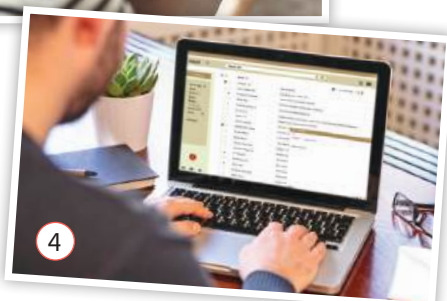


Digital worlds - Networking and staying in touch

1. Discuss with a partner.

- How do you stay in touch with friends and family?
- Match the photos to the type of communication. Which do you prefer? Why?

- a. video call b. texting c. emailing
d. talking on the phone



WORD BANK

Social media refers to websites and applications that allow users to create and share content (text, photos, videos, etc.) or to connect with online communities.

Streaming is the activity of listening to / watching audio / video content directly from the internet (without having to download it).



2. a. Listen to five people talking about how they stay in touch. Say which of them...



	Speaker				
	1	2	3	4	5
a. is retired.					
b. has family living abroad.					
c. is often moving schools.					
d. loves singing.					
e. thinks texting is informal.					

b. Listen again and choose the correct answer.

- Speaker 1...
 - wants to become a professional dancer;
 - uses several streaming platforms;
 - knows all his subscribers personally.
- Speaker 2...
 - finds international calls expensive;
 - never sees his grandchildren;
 - complains about his internet connection.
- Speaker 3...
 - avoids writing text messages to friends;
 - thinks texting is complicated;
 - prefers calling her grandma instead of texting.
- Speaker 4...
 - is interested in cooking;
 - doesn't use social media;
 - keeps in touch with old classmates.
- Speaker 5...
 - has a public Instagram account;
 - has a private Instagram account;
 - has lived in the same place his whole life.

3. Discuss in pairs.

- Which of the websites / apps mentioned by the speakers in exercise 2 do you use?
- What advantages do they have, according to the speakers? Do you agree?
- Can you think of any disadvantages?

Vocabulary related to communication and technology

4. Complete the phrasal verbs using the correct preposition(s).

on up down off in

- turn / the TV
- plug the device
- log / to / from your email
- look some information
- turn / the volume
- take the video
- switch / the monitor
- shut the computer
- set a password

5. Replace the words in bold with phrasal verbs from exercise 4 that have the same meaning.

- I can't hear a word they're saying, **increase** the volume!
- You shouldn't **close** the computer; the updates are not installed yet.
- The phone is **connected** to a socket, but not charging.
- Stop** the TV and go to bed, it's late!
- I can hear your music from outside, please **decrease** the volume.
- Let me **start** my laptop and I'll show you how to edit photos.

6. Fill in the sentences using the computing words below.

password virus

folder podcast link data website

- The band has scheduled several concerts this summer; check their for details.
- I'm always listening to a while I'm jogging.
- A can spread through infected files, email attachments, or even other computer programs.
- The pictures are stored in a on my desktop.
- Click on the below to choose your seat and book a train ticket.
- My doesn't work, I can't log in to my email account.
- You need to install an antivirus to protect the on your computer.



7. Which of the words doesn't belong?

- install a(n) • film • antivirus • app
- download a • video • file • link
- share a • photo • website • post
- write a • review • computer program • search
- upload a • file • password • podcast
- post a • comment • virus • picture

8. Ollie, the beagle, has had enough. Complete the sentences using the words below. Make the necessary changes.

browsing video computer-illiterate
technology forums uploading gaming
picture turn on unplug downloading



HELP! MY HUMAN IS A COMPUTER NERD!

There, I said it! I'm Ollie and my human is addicted to She her computer as soon as she wakes up in the morning. Here's a of us (I'm the handsome one with the long ears); I was trying to get her to everything and take me on my walk. Her excuse? Online school, which means calls with her teachers and discussion with other students. Then, it's homework and a million documents.

You'd think at least her spare time would be for me, right? Wrong! It's for the internet and music and films. I won't lie, I love a good bird video, but she prefers romantic comedies and tutorials.

How much more can a beagle take? So, I'm letting everyone know I'm looking for a new human: someone who is and loves long walks in the park.

9. Classroom discussion

- What do "addicted to technology" and "computer-illiterate" mean to you?
- What advice would you give in each case?



Modal verbs

1. Which of the following apply to modal verbs?

- ☐ change form based on tense and subject (singular or plural)
- ☐ have multiple meanings, depending on the context
- ☐ never change their form (no -s in third person singular, no past participle or -ing form)
- ☐ use the auxiliary verb *do* / *does* to form questions
- ☐ are auxiliary verbs that add meaning to the main verb
- ☐ have a past participle form
- ☐ form questions by inversion (verb + subject)
- ☐ have active and passive forms
- ☐ are followed by the short infinitive (no *to*) of the main verb

Ability: *can('t), could(n't), could(n't) have*

MODALS OF ABILITY

CAN	► used for real ability / inability Present: <i>I can play chess.</i> <i>She can't / cannot draw.</i> Past: <i>I could run a marathon in my twenties.</i> <i>My grandmother couldn't ride a bike.</i>
COULD	► is used for hypothetical ability / inability (in conditional sentences) Present: <i>I could drive if I had a car.</i> Future: <i>If they took lessons, they could speak Spanish by next year.</i>
COULD HAVE + past participle	► used for hypothetical ability / inability in the past She could have sung, but she wasn't feeling well. We couldn't have cooked, even if we had found all the ingredients.

Remember!

- **can** only has present and past forms, so we need to use **be able to** for all other verb forms
*I enjoy **being able to** dance.*
*They **have been able to** travel more lately.*

2. Read the *Grammar Panel*. Then, choose the correct option for expressing ability.

- a. Eve play several instruments.
1. must 2. will 3. can
- b. I dance before I was five.
1. might 2. could 3. can
- c. After the training, you create your own website.
1. can 2. could 3. will be able to
- d. She the exam even if she had arrived on time.
1. couldn't have passed 2. could have passed
3. was able to pass
- e. I wanted to read my study notes, but I find them.
1. wouldn't 2. couldn't 3. shouldn't

3. Complete the sentences using *can, can't, could or couldn't*.



- a. My brother swim, but he loves going to the seaside.
- b. you ride a horse when you were my age?
- c. Paul cook really well; we keep asking him to invite us to dinner.
- d. Last week I lost my glasses; I see a thing without them.
- e. My grandpa was a tailor. He make beautiful clothes.
- f. This athlete run faster than anyone I know.
- g. He cook until he started living on his own.
- h. I hate karaoke night! I sing at all.



Obligation: *must(n't), (don't) have to*

4. Read the sentences. Which of them express an obligation / a lack of obligation?

- They don't have to wait for us.
- You can play in the garden.
- I must be at school at 8.
- You don't have to move if you don't want to.
- She may go to London next week.
- He has to work all day.
- The weather is nice; we could go for a walk.
- Guests *mustn't* enter the restaurant kitchen.
- They will find a new place to store their books.

OBLIGATION

► we use **must** and **have to** to express **obligation, necessity, or duty**

MUST / MUSTN'T

- often refers to something the speaker thinks is necessary to do
 - also used for written rules, laws, and official requirements
 - only has present form
- I **must** win the competition. (personal necessity)*
*You **must** have a valid passport to travel. (law)*
*Visitors **mustn't** touch the items on display. (it is not allowed; official rule)*
***Must** you study?*
*Yes, I **must**. No, I **mustn't**.*

HAVE TO / DON'T HAVE TO

- strong obligation often based on someone else's opinion (external obligation)
 - used for all verb forms
- I **have to** go to school.*
*You **don't have to** wear a uniform. (it is not necessary to wear it, but you can, if you want to)*
***Does** he **have to** work on weekends?*
*Yes, he **does**. No, he **doesn't**.*

Remember!

► **must** and **have to** may be used interchangeably when referring to external obligation, but *have to* generally implies practical duties

5. Read the Grammar Panel. Complete the sentences using *must, mustn't, have to, and don't have to*.

- They bring dessert; I've baked an apple pie.
- I leave now; it's way past my bedtime.
- We be in the office early in the morning; the manager said so.
- You use your mobile phone while driving.
- I go to the supermarket; my mum asked me to buy some milk.
- You wear a helmet while riding a motorcycle; it's the law.
- He go to work today. It's Sunday.
- You talk loudly in the library.



6. Rewrite the sentences using *must, mustn't, have to, and don't have to*.

- It is not mandatory for guests to visit all the tourist attractions in the brochure. (*Guests...*)
- It is my job to walk the dog twice a day. (*I...*)
- By law, passengers are required to wear seatbelts while riding in a car. (*Passengers...*)
- It is forbidden to damage public statues. (*You...*)
- The teacher asked his students to submit their reports by Monday. (*The students...*)
- Do not feed the animals at the zoo! (*You...*)

7. Imagine that, for a week, you are the adult in your family. Write a list of rules you want everyone (parents, siblings, etc.) to follow. Use *must, mustn't, have to, and don't have to* (at least twice each). Work in pairs.

Advice, suggestions, recommendations: *should, ought to, had better, would, could*

ADVICE, SUGGESTIONS, RECOMMENDATIONS

For advice, suggestions, and recommendations we use:

- **should** (general advice and recommendations)
*You **should** pay more attention in class.*
*They **shouldn't** spend so much time watching TV.*
- **ought to** (same meaning, but more formal)
*He **ought to** tell the truth.*
- **had better** (stronger than *should* / *ought to*; also acts as a warning: ignoring the advice will have bad consequences)
*You **had better** be on time for the meeting.*
*They'd **better** not miss the deadline.*
- **would** (for advice and suggestions, often in conditional structures)
*If I were you, I **would** talk to Nancy.*
*I **would** bring a warmer jacket, it's cold outside.*
- **could** (mild, polite suggestions)
*He **could** ask Peter for help.*
*You **could** get a dog if you're feeling lonely.*

8. Read the *Grammar Panel* and answer the questions. Which of the following...



- a. expresses advice?
 1. You have to take a break.
 2. You would take a break.
 3. You should take a break.
- b. correctly uses "had better"?
 1. She had better had an answer.
 2. She's better have an answer.
 3. She had better have an answer.
- c. is the most formal?
 1. They should work harder.
 2. They ought to work harder.
 3. They could work harder.
- d. is an example of a mild suggestion?
 1. You should find a new hobby.
 2. You could find a new hobby.
 3. You'd better find a new hobby.
- e. implies a warning?
 1. He'd better answer the phone.
 2. He ought to answer the phone.
 3. He should answer the phone.

9. Find and correct the errors.

- a. Do I should send them an email?
- b. You have better go straight home.
- c. If you feel ill, you could see a doctor.
- d. They ought look for a new bike.
- e. If I were you, I should ask for help.
- f. You had better not to forget to feed the cat.

10. Give advice for the following situations (2-3 sentences each). Use the suitable modals based on the context.



11. Role play: how to start a podcast.

In pairs, act out a dialogue between a famous podcaster and someone who wants to start their own podcast. Use modal verbs to give and receive advice, suggestions, and information about making a podcast.

Degrees of certainty: *will, may, could, might, can't*

12. Match the statements.



- a. He won the dance competition.
- b. You're not dressed warmly enough.
- c. They have been working hard on their new app.
- d. She used to live in my neighbourhood.
- e. They were out of town at the time of the crime.

- 1. No doubt they will fix any glitches.
- 2. They can't be guilty.
- 3. You could catch a cold.
- 4. He must be very talented.
- 5. She might know my parents.

DEGREES OF CERTAINTY

► we use modal verbs to show how certain we are of what we are saying

(almost) sure it's true	► will / won't* <i>It will probably rain tomorrow.</i> <i>They definitely won't arrive in time.</i> ► must <i>John must still be upset with me.</i> (because he hasn't been answering my calls since we fought) *often paired with certainty adverbs, see Unit 4, Listening & Speaking
maybe (it's possible)	► may, might, could <i>She may have some good news for you. They might not go for a walk today.</i> <i>He could be with his friends, have you checked?</i>
(almost) sure it's NOT true	► can't <i>That can't be her jacket. (because she hates red)</i>

13. a. Read the Grammar Panel.

b. Rewrite the sentences to include a modal verb.
More than one answer might be possible.

- a. Maybe she speaks German.
*She **may / might / could** speak German.*
- b. The forecast definitely predicts rain for tomorrow.
- c. It is not possible for you to be cold.
- d. Perhaps they want to go camping.
- e. It appears this is the house we are looking for.
- f. It is not possible for them to be late.
- g. It is possible that he is not a writer.
- h. It appears this is the answer.
- i. Maybe they need help with their homework.



Giving advice / Making suggestions

EXPRESS YOURSELF!

ASKING FOR ADVICE

- What do you think (I should do)?
- What should I do?
- Do you have / Could you give me some advice / a suggestion?
- What would you do (if you were me)?

GIVING ADVICE / MAKING SUGGESTIONS

- I think you should...
- You should / shouldn't...
- I (would) suggest / advise...
- You ought to...
- You'd better...
- If I were you, I'd...
- It's usually a good idea to...
- My advice / suggestion is to...
- One thing you could do...
- One thing that always works for me is...
- Have you tried...?

1. Look at the pictures. In pairs, use the expressions in the panel to ask for and give advice for each situation.



2. Listen to six conversations. Which of them match the pictures in exercise 1? Does the advice, in those cases, match yours? 

3. Listen again. For each situation, choose the correct piece of advice.

- a. You should go to sleep earlier.
 - b. You shouldn't wake up so early in the morning.
 - c. Take a walk before going to sleep.
 - d. You could watch TV before bed.
- a. Ask for help if you need it.
 - b. You should study alone.
 - c. Just ignore it.
 - d. Find a new school.
- a. Get a pet yourself.
 - b. You shouldn't ask for a dog for your birthday.
 - c. Wait for Christmas and ask then.
 - d. You ought to prove you're a responsible pet owner.
- a. Don't move to a foreign country if you can't speak the language.
 - b. You should sign up for a French course.
 - c. Start learning once you move to Belgium.
 - d. You don't need to learn French.
- a. Ask your parents for a new phone.
 - b. You don't need a phone.
 - c. You'd better look for a phone you can afford.
 - d. Look for a newer model.
- a. If you broke something, you ought to replace it.
 - b. Don't worry about it, it was an accident.
 - c. You should have it repaired.
 - d. Deny that it was you who broke it.

4. Listen and fill in the conversation using the correct modal.

Joe: Are you excited about the big party tomorrow?

Allie: Yeah, but I'm a bit nervous.

Joe: You really worry. Dad is going to love it.

Allie: I know I be more relaxed, but you know the whole family are coming. What if they're late and ruin the surprise?

Joe: Well, then you' call them again, and make sure they know what time it starts.

Allie: Maybe you call them? Please, I still have so much to do.

Joe: All right, then. I just tell everyone to come earlier?

Allie: No, but I remind them to bring their jackets; it gets cold in the evenings.

Joe: Right. Anything else?

Allie: Well, only that they bring any uninvited guests this time.

Joe: They' not.

Allie: Thank you. Now, the cake. I ask aunt Mary to pick it up?

Joe: No, I do that, first thing in the morning. Also, you really go to sleep early. Tomorrow will be very busy.

5. Listen again and choose the correct option.

1. The party is for...
 - a. the family
 - b. dad
 - c. aunt Mary
2. Allie is nervous because...
 - a. dad might hate the party
 - b. they don't have a cake
 - c. the family might ruin the surprise
3. Allie expects the family...
 - a. to leave their jackets at home
 - b. to be early
 - c. not to bring uninvited guests
4. Allie asks Joe to...
 - a. call the family
 - b. pick up the cake
 - c. call dad
5. The cake is going to be picked up by...
 - a. Allie
 - b. Joe
 - c. aunt Mary

6. Look at the pictures and identify the issues they show. Make notes of the advice you could give in each situation.



7. Work with a partner. Use your notes to ask for and give advice for each of the situations above.



Writing a review of a gadget you own

1. Discuss with a partner.

- Should people read product reviews before buying something? Do you?
- Have you ever written a product review?

2. Read the tablet reviews below. Which of them is positive / negative / mixed?



Amber H.

The new Q tablet is a joke



I decided to try the new Q tablet because the price was good, and I've used this brand before. What a disappointment! It takes forever to connect to Wi-Fi and it freezes up all the time. I only use it to stream music and to scroll through social media, but it's soooo slow... I also had a problem with the charger – it stopped working after two days.

Based on my experience, I absolutely do NOT recommend.



J. Suarez

A little slow, but usable



After using the Q tablet for almost a month:

Pros: very good price; nice solid design; easy to set up

Cons: slow performance; not enough memory; low battery life

Overall, this is a decent tablet, for basic use; definitely not for you if you expect more.



Mr. Beams

Great tablet for everyday tasks



I bought the Q tablet for my ten-year old daughter, and she is thrilled with it. Good quality, solid design, perfect for schoolwork, watching videos, and browsing. Could use a little more memory, but it's still much better than my daughter's old tablet.

Highly recommended if you need a cheap, reliable tablet for everyday tasks!

3. Read again the reviews in exercise 2. Which of the key elements in the *Writing tip* do they include? Which elements can be found in all three?



WRITING TIP



When writing a product review:

- ✓ Start with an engaging title that summarizes your experience.
- ✓ Introduce the product, explaining why you bought it or how long you've been using it.
- ✓ Describe your experience using the product (refer to specific features such as appearance and functionality).
- ✓ Make a list of pros and cons, showing the product's positive and negative aspects.
- ✓ Compare it with similar products you've used before.
- ✓ End with your final opinion and a recommendation. (Are you satisfied with the product? Would you recommend it?)

Remember!

- Real-life reviews don't necessarily include all the steps above. The important thing is to give an honest opinion, supported by specific examples.
- Be respectful, even when writing negative reviews.

Now it's your turn!

4. Follow the steps in the *Writing tip* to review a gadget you own.

- choose something you have been using for a while, so you can give an informed opinion
- be specific: mention details you'd like to know if you were interested in buying that gadget

Add it to your portfolio.

5. In groups, discuss your reviews. Which is the most useful / convincing? Why?



Creating a quick start guide for a gadget

LEAD IN

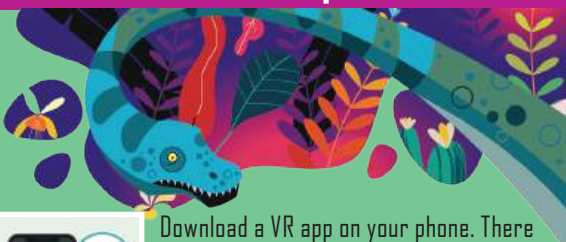
1. Discuss with a partner.

- When you get a new gadget, do you use it right away or read the manual first? Why?

PREPARATION

2. Read the quick start guide and answer the questions.

How to use a VR headset with a smartphone





Download a VR app on your phone. There are many VR apps available for iPhone and Android devices. Launch the VR app and select content (the video, game, or virtual environment you want to explore from the app's menu).



Open the VR headset and insert your smartphone. Some VR headsets open from the front. Others have a tray that slides out from the side.



VR apps display two images separated by a line. Match the vertical line between the two images with the middle divider of the headset to align the screen in the centre.



Place the headset on your head and adjust the straps.



Calibrate the lenses (focus and distance) for a clear picture. Some headsets have a round switch that you can turn; others require you to do it manually.



Use your head movements to control the cursor and interact with the content.



- What is the next step after inserting the smartphone into the VR headset?
- Why do we need to calibrate the lenses?
- How do we control the cursor?

3. Read the text again and fill in the table using the words below.

- align • calibrate • download • insert • interact • launch • put on

How to use a VR headset with a smartphone

Step	Key terms	Description
1		Download a VR app on your phone.
2		Open the VR app and select content.
3		Place your smartphone in the holding tray.
4		Fix your phone alignment.
5		Place the VR headset on your head.
6		Adjust the lens focus (focus and distance).
7		Use head movements to navigate content.

DO THE TASK

4. In groups, you are going to design a quick start guide for a smartphone using the plan below.

- a. Fill in the table. Look up the description for the given steps (1-2 sentences each).

How to use a smartphone

Step	Action	Description
1	turn on	
2	unlock	
3	make a call	
4	send a text	
5	connect to wi-fi	

- b. Use the information in the table to design a quick start guide. Include images.

FOLLOW UP

5. Present your work to the class and get feedback from the other groups.



1. Read the paragraphs quickly and label them using:

- Braille today
- What is braille?
- A history of braille

BRaille IN THE AGE OF TECHNOLOGY

A.

Braille is a reading and writing system typically used by blind and partially sighted people.

It is read by touch, usually with the index finger of one or both hands. Braille symbols are formed within a braille 'cell' of six raised dots, arranged in two vertical columns of three dots. Combinations of dots within the cells are used to represent individual letters, numbers, punctuation signs, groups of letters, or even whole words. This code can be written in a variety of ways, using specialist equipment or specific computer software.

Braille is available in nearly every language and is used all over the world by millions of people.

(adapted from *sensesatlas.com*)

B.

Braille was developed by Louis Braille, who was born in France in 1809. At the age of three, he accidentally damaged one of his eyes with a leather-piercing tool in his father's workshop. As the infection spread to both eyes, Louis went completely blind. While he was a student at The Royal Institution for Blind Youth in Paris, he learnt of 'night writing' (a code of raised dots and dashes set on thick paper, devised by Captain Charles Barbier of the French army, to be used at night for battlefield communications). This inspired Louis to invent, by the time he was fifteen, a six-dot cell system, which he would later adapt for music and mathematics.

Despite its popularity with blind pupils, Louis' code was strongly contested, at first, by sighted teachers. It was finally introduced at the Royal Institution in 1854 (two years after his death) and, by the late 19th century, braille had expanded to countries all over the world.

C.

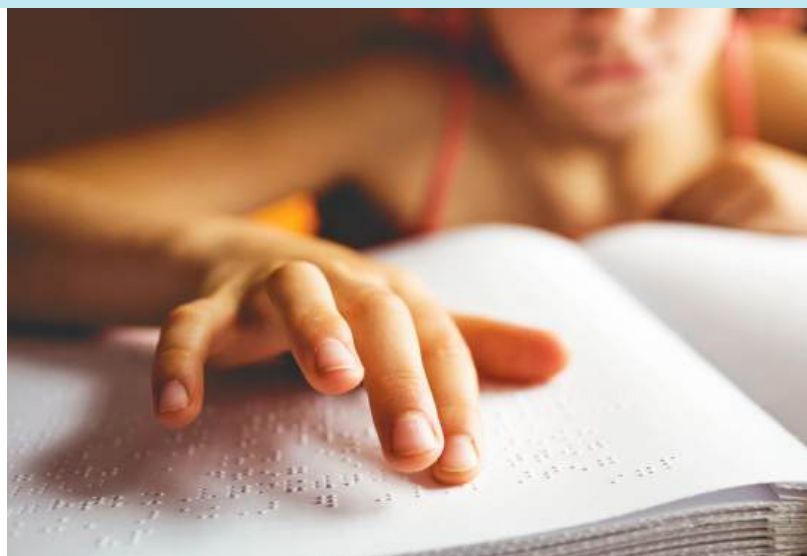
Nowadays, braille is not limited to reading materials – it is also used on signage in public spaces, such as lift keypads, door signs, on restaurant menus, and for labelling everyday items like medications. It is also used as an accessible format for various documents, such as contracts. This helps blind and partially sighted people to identify objects quickly, work out where something is when out and about, remain safe, and maintain their independence.

Technological developments in the computer industry have revolutionised the use of braille.

Software programmes and portable electronic devices enable blind and partially sighted people to browse the internet. They can read webpages, check their emails, and edit their written work.

Braille is here to stay!

(adapted from *www.sightscotland.org.uk* and *www.afb.org*)



A B C D E F G H I J K L M
1 2 3 4 5 6 7 8 9 0



2. Find in the text words that have the following meaning:

- signs, especially ones that give instructions or directions to the public
- to invent something new or a new way of doing something
- light and small enough to be easily carried or moved
- to make someone able to do something, or to make something possible
- able to see
- completely change the way that something is done

3. Read again and decide if these statements are true or false.

- Braille is a language for blind and partially sighted people.
- Louis Braille's writing system evolved from Charles Barbier's 'night writing.'
- Braille is only used in France.
- A full braille cell consists of nine raised dots.
- Braille symbols are read with the fingertips.

4. Listen to Quinn talking about different levels of Braille and check the correct box.



*U – uncontracted; C – contracted

- it's shorter
- most people start with it
- it's used for most publications
- it takes up a lot of space
- it uses abbreviations

U C

☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

5. Read and complete the sentences using the words below.

text countries create refreshable
dots hand labelling cell
punctuation reading technologies

Did you know?

- The standard braille has 63 possible combinations of raised to form the alphabet, numbers, marks, and abbreviations.
- The average speed for a braille user is about 125-150 words per minute.
- Braille can be written by, using a slate and a stylus to punch the dots into the paper.
- Modern braille include: braille printers, handheld braille machines, braille keyboards, electronic braille notetakers, braille displays (devices which convert digital to braille using one line of pins that constantly raise and lower to braille symbols).
- English-speaking use the Unified English Braille (UEB) code, published in 2004.

6. In pairs, answer the questions.

- How was braille invented?
- What makes it suitable for blind and partially sighted people?
- What is braille used for?
- What is the difference between contracted and uncontracted braille?
- How did new computer technologies change the way braille is used?

N O P Q R S T U V W X Y Z



Here is what you should do...

In groups, write a list of tips (5-7) for a friend trying to cut back on the amount of time they spend gaming / on their phone / scrolling on social media. Use slides or a poster format and add emojis, photos, or graphs to make it more engaging.

Use modal verbs for advice, suggestions, and recommendations.

SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and organise the list.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our list is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our list is creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the project was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* My advice is...

Your neighbours have asked for your advice on buying their teenage grandchild a mobile phone as a birthday gift.

Create a short video advising them on the type of phone their grandchild would need or like, based on your own experience.

Use modal verbs.

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully researched and planned my video.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My advice is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. My video is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. Based on this experience, there are things I will do differently next time I work on a project.

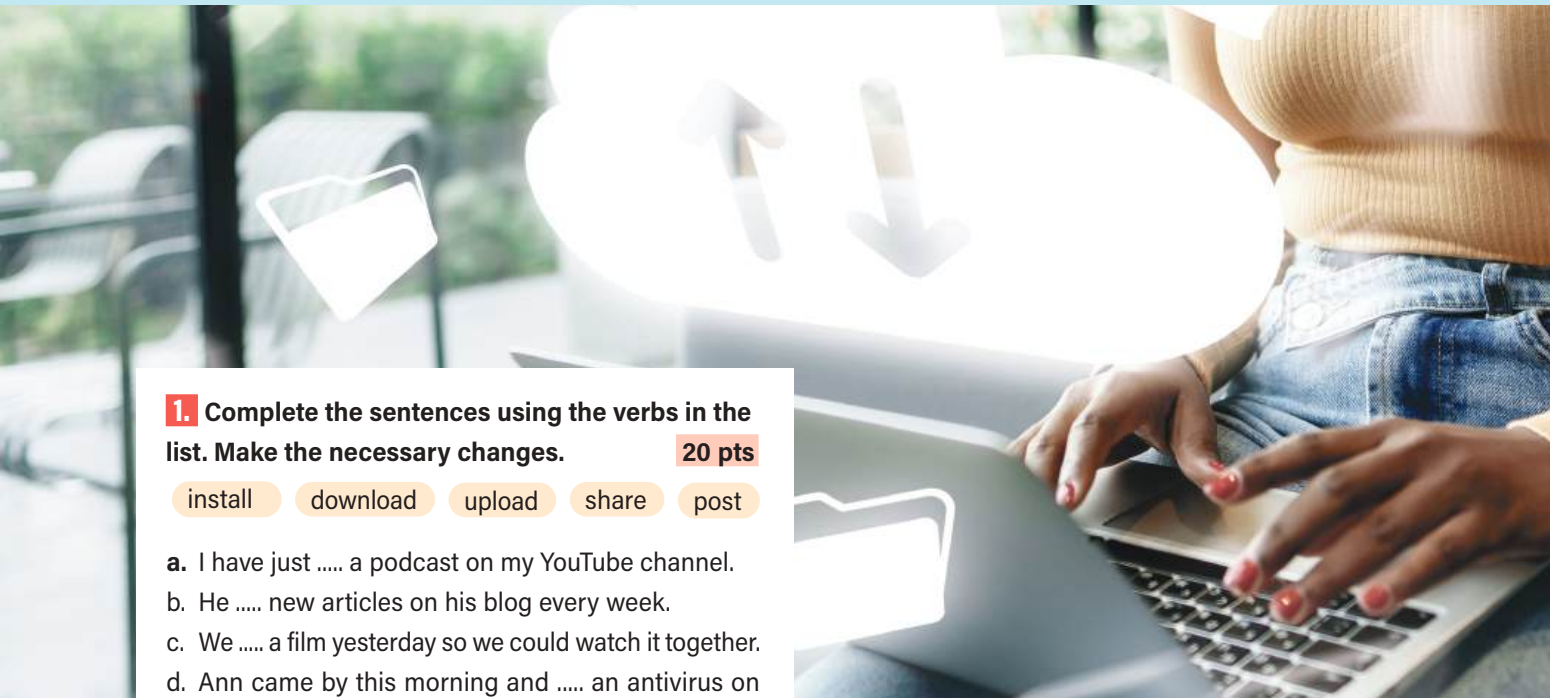
1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Curriculum de specialitate

Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.

EVALUATION 3



1. Complete the sentences using the verbs in the list. Make the necessary changes. 20 pts

install download upload share post

- I have just a podcast on my YouTube channel.
- He new articles on his blog every week.
- We a film yesterday so we could watch it together.
- Ann came by this morning and an antivirus on my new computer.
- My cousin created a family group so he could holiday photos.

2. Complete the sentences using the correct form of the verbs in brackets to form **second (A)** and **third (B)** conditionals. Make the necessary changes. 20 pts

A.

- If my friends (*not / live*) in another city, I (*visit*) them every weekend.
- What (*you / say*) if you (*meet*) your favourite writer?
- If you (*be*) ill, I (*take*) you to the hospital.
- I (*not / need*) subtitles for films if I (*speak*) Polish.
- They (*get*) better results if they (*train*) more.

B.

- We (*not / say*) that if we (*not / be*) so angry.
- She (*arrive*) earlier if she (*find*) the address.
- If I (*know*) John was in town, I (*invite*) him to my birthday party.
- If we (*hear*) from Flora, we (*call*) you.
- They (*enjoy*) the party if their friends (*be*) there.

3. Find and correct the mistakes. 20 pts

- I wish I am a famous singer.
- If only they can come to my graduation.
- I wish she find a solution.
- If only I have a brother or a sister.
- I wish you don't live in another country.

4. Complete the sentences using the correct modal. 20 pts

A. Modals of ability: *can('t)*, *could(n't)*, *could(n't) have*

- I speak French, but I love listening to French songs.
- She read by the time she was five.
- They won the competition even if they had trained harder.
- I see very well until I got glasses.
- He swim at all.
- We walked to school, but it was raining, so we took the bus.

B. Modals of obligation: *must(n't)*, *(don't) have to*

- Do you work next weekend?
- All visitors have a valid parking permit.
- They come if they are too tired.
- I be late for the meeting, it's rude.

5. Choose the correct verb. 20 pts

- She lived in Beijing for a while; *she might / should* speak Mandarin, but I don't think so.
- Do you think I *could / ought to* tell the teacher what happened?
- Elsie plays the piano beautifully; she *can / must* practice a lot.
- I've already checked my bag twice, so the keys *may / can't* be in there.
- You *shouldn't / couldn't* drink coffee so late at night.

EVALUATION 3*

1. Add the correct negative prefix (*dis-* or *mis-*).

20 pts

- | | <i>dis-</i> | <i>mis-</i> | |
|----|--------------------------|--------------------------|-----------|
| a. | ☐ | ☐ | lead |
| b. | ☐ | ☐ | like |
| c. | ☐ | ☐ | read |
| d. | ☐ | ☐ | label |
| e. | ☐ | ☐ | agreeable |
| f. | ☐ | ☐ | approve |
| g. | ☐ | ☐ | honest |
| h. | ☐ | ☐ | respect |
| i. | ☐ | ☐ | connect |
| j. | ☐ | ☐ | appear |

2. Choose the correct options.

20 pts

- If he had asked his siblings, they
 a. would help
 b. did help
 c. would have helped
- If I you, I would accept the offer.
 a. would be
 b. was
 c. were
- If I an archaeologist, I would have discovered lost cities.
 a. had been
 b. were
 c. would have been
- We very disappointed if you missed the trip.
 a. would have been
 b. would be
 c. were

3. Complete the sentences to express regret.

Use the verbs in brackets and make the necessary changes.

20 pts

- I wish I my grandpa's old compass. (*not / sell*)
- If only I more for the exam. (*study*)
- I wish I at home today and watched TV. (*stay*)
- Do you wish you? (*not / come*)
- If only I my career years ago. (*change*)

4. Choose the correct option to complete the sentences.

40 pts

- She be a great tennis player; she has won many competitions.
 a. could b. must c. may
- It be him; I saw him leave the country yesterday.
 a. can't b. mustn't c. hasn't
- You tell the truth if you want their help.
 a. might b. ought to c. could
- It rain later; don't forget your umbrella.
 a. must b. should c. might
- You order pizza; there is food in the fridge.
 a. mustn't b. don't have to c. couldn't
- You don't need a car; you walk to the bank, since it's not far.
 a. may b. might c. can
- You listen to your music so loudly; it's bad for your ears.
 a. shouldn't b. wouldn't c. couldn't
- I'm sorry, but I come with you; I'm too tired.
 a. couldn't b. don't have to c. can't
- I see them together all the time; they be related.
 a. have to b. must c. ought to
- They have just left; they be back already.
 a. don't have to b. mustn't c. can't

* Curriculum de specialitate





What an inspiration!

unit 7

- **Themes:** passions; people, things, or events we find inspiring
- **Grammar:** comparatives and superlatives; intensifiers (*so, such, too, enough*)
- **Listening & Speaking:** asking for and giving opinions
- **Writing:** an opinion paragraph



What's your passion?

A. I get really excited about collecting small model ships. I own about a hundred models of different types and styles. Most come from antique markets and specialized stores, but I also enjoy building them myself. It takes a lot of research and hard work to build accurate replicas – not to mention how expensive it is! – but it's totally worth it. My most prized model is a Viking ship my dad and I built together the summer I turned 13.

B. Does balloon twisting count? I've been making balloon animals since I was seven, that's my thing. It's fun, easy to learn, and it's a hit at parties. I'm really good at making dinosaurs, although most kids ask for dogs. I know it's silly, but it makes me – and everyone else – happy.

D. These days, I'm all about creating YouTube content. I started with action figure reviews, but now I'm mostly making gaming videos. YouTube is filled with gamer channels, so I had to find my own niche – playing and reviewing video games from the 1990s. I'm at 400 subscribers and 10k views. Not a lot, I know, but I love the challenge of growing my channel.

1. Discuss with a partner.

- What does 'to be passionate about something' mean to you?
- Is 'passion' the same as 'hobby'? Why / Why not?

2. Read the texts. Are there any passions you share?

C. I'm passionate about writing; it's my dream to become an accomplished writer. It all started with my love for storytelling; when I was a kid, I used to come up with different versions of the stories I read, so I could fit in as a character – or just change the ending, if I didn't like it. When you write, you can create entire worlds from scratch just by using your imagination. Stories set you free, and they also help you connect with other people.

E. Street dance – that's my jam. It's fun, exciting, great for making friends, and for connecting with like-minded people. But it takes a lot of practice and some impressive skills. It's also very competitive and physically demanding. I've been training with a crew at my local dance studio, and I'm hoping to become a professional dancer someday.

F. I'm enthusiastic about everything related to fashion: clothing, footwear, accessories, jewellery... you name it! I'm planning to study fashion design and create my own brand in the future. For me, everything we wear tells a story: who we are, who we want to be, where we come from, the mood we're in that day. Some people believe that fashionable means 'vain' or 'superficial', but that is simply not true. Fashion is a form of art that requires both creativity and technical skills.

G. I have always had a passion for acting. One of my earliest memories is watching my mum, a drama teacher, helping students with their lines. By the time I was 10, I could recite entire scenes from memory. That's when I decided to become an actor. I'm shy, but that's the beauty of acting: on stage, I'm a different person. I can say and do things that I would never do in real life. It's magic!

3. Match the two columns. Which two words have the same meaning?

- | | |
|-----------------|---|
| a. crew | 1. the words an actor says in a play or film |
| b. vain | 2. a copy of something (usually smaller than the original object) |
| c. replica | 3. a group of street dancers performing together |
| d. accomplished | 4. very good at something |
| e. line | 5. too proud of your own appearance |
| f. model | |

4. Read again and choose the correct answer.

- a. Model ships...
 1. are easy to make.
 2. come in different types and styles.
- b. Gaming videos...
 1. are all the same.
 2. are very popular on YouTube.
- c. To write stories...
 1. you need to use your imagination.
 2. you must disconnect from people.
- d. Making balloon animals...
 1. is hard to learn.
 2. is a fun thing to do at parties.
- e. Fashion...
 1. is a form of art.
 2. only refers to clothing and footwear.
- f. To become a street dancer...
 1. you need to train alone.
 2. you need a lot of practice.
- g. Actors...
 1. cannot be shy.
 2. must learn their lines.

5. In pairs, read the text again. Make a list of expressions used to show the speakers' passion for something. Decide if they are more likely to be used in a formal or an informal context.

WAYS TO EXPRESS PASSION	informal	formal
I get really excited...		

6. Listen and match the speakers to the correct paragraphs (A-G) in exercise 2.

Speaker 1 ... Speaker 2 ...

7. Listen again and decide if these statements are true or false.

- a. Street dancers have to follow strict rules.
- b. Making up your own dance moves is called *freestyle*.
- c. *Popping* means you quickly contract and relax your muscles to make your body 'pop' to the music, like a statue coming to life.
- d. Teens use fashion to express their individuality.
- e. You can't tell which social group teens belong to based on their clothes.
- f. Teens don't like to copy their favourite celebrities' fashion style.

8. Passion Quest Gallery

Create a digital board with one 'exhibit' representative of your passion: a short description (50–80 words), an image, and a quote. Do an online 'gallery walk' and leave comments/questions on classmates' posts. Add it to your portfolio.

► **Digital Tools:** Padlet, Canva, Genially



Describing someone. Word families

1. Discuss with a partner.

- Do teens find inspiration in celebrities (musicians, film stars, etc.)? Do your favourite celebrities inspire you? In what way? / Why not?

2. a. Listen and match the speakers to the pictures. b. Listen again and complete the summaries



(one word in each blank).



A

Speaker ☐ 's love of opera was inspired by a soprano, Diana Damrau, and her incredible as the Queen of the Night in Mozart's

The Magic Flute. She was fierce and passionate, using her powerful and expressive to bring the character of the wicked to life. Off stage, however, she was friendly and polite.



C

Speaker ☐ is really into K-pop and especially South Korean Kyuhyun. He first gained international as one of the main vocalists of a boy group. Thousands took in the audition; the ones who were selected went through an intense, so they had to be hard-working and resilient to Kyuhyun went on to play lead in musicals and star in shows. He is very talented, but his discipline and perseverance are even more impressive.



B

Speaker ☐ studies the, but takes inspiration from one of the greatest cellists of our, Yo-Yo Ma. A brilliant musician, once considered a prodigy, Yo-Yo Ma has performed as a soloist with orchestras the world. He also helped introduce

classical music to wider, by collaborating with artists such as Sting or Miley Cyrus. Yo-Yo Ma has recorded folk music as well. On a personal level, he is caring and generous, working with several charities.



D

Speaker ☐ is not a fan of pop, but really likes Billie Eilish because she's not your typical pop star. She comfortable, baggy clothes which many young people also prefer. Billie is well liked because she is authentic, goofy, and kindness to people. She is a creative singer-songwriter who speaks openly about her and emotions. Billie's honesty makes her relatable to her and teaches them that it's all right to be

3. In exercise 2b, find adjectives used to describe:

- someone who makes new things or comes up with unusual ideas.
- someone who does things that are morally wrong; evil.
- someone who likes to share with others.
- someone who shows no fear, can be aggressive, and frighten people.
- someone who is easy to understand and feel connected with.
- someone who shows their thoughts and feelings clearly and openly.
- someone who shows kindness and concern for others.
- someone who is honest and doesn't pretend to be someone they are not.
- someone who has good manners.
- someone who can adapt to difficult situations and easily recover from them.

4. Match each personality adjective to its opposite.

- | | |
|-----------------|---------------|
| a. hard-working | 1. unfriendly |
| b. shy | 2. serious |
| c. polite | 3. quiet |
| d. kind | 4. stingy |
| e. cheerful | 5. impatient |
| f. friendly | 6. lazy |
| g. dull | 7. unkind |
| h. wicked | 8. rude |
| i. brave | 9. grumpy |
| j. funny | 10. uncaring |
| k. patient | 11. confident |
| l. generous | 12. calm |
| m. talkative | 13. good |
| n. nervous | 14. creative |
| o. caring | 15. fearful |

5. a. For each noun, write the correct adjective form.

noun	adjective
perseverance	
honesty	
kindness	
patience	
talent	
creativity	
authenticity	
generosity	

*** b. Growth Word Poster**

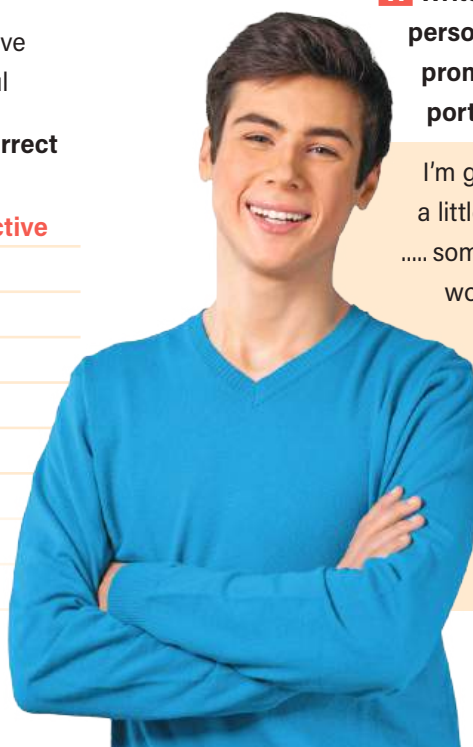
Choose one word family (e.g. *creative / creativity / create*) and design an A4 poster or mini-presentation that includes: the different forms of the word, your own definition of the newly formed words, and personal sentences using the words (or possibly symbols that represent the words). Add it to your portfolio.

6. Use the adjectives in exercises 4 and 5 to fill in the blanks.

- My little cousin is very; she only speaks to people she knows well.
- They're; they wouldn't lie to us.
- Don't be! Say "please" if you want more cake.
- Jody never does chores. She is
- Abby is very to her family, always buying them gifts. Her sister is very, she never shares anything.
- I'd like to read my book in peace, but Terry keeps talking. He is very
- You kept training every day, no matter how tired you were. You were
- These kids are so! They made their own costumes for Halloween.
- The stepmother didn't want Cinderella to go to the ball.
- Please, be! I haven't finished yet. Just wait in your room until I call you.
- Jo is very She wrote her first poem when she was nine.
- I've never seen him sad; he's always despite his problems.

7. Write a description of yourself using personality adjectives. Adjust the prompts as needed. Add it to your portfolio.

I'm generally a and person. I'm a little too, but I'm not I can be sometimes, but this is something I'm working on. When meeting new people, I talk / don't talk a lot, because I'm With my friends and family, I'm and In school, I like / don't like to work hard, so you can say I'm I think my best quality is that I'm





Comparatives and superlatives

Adjectives

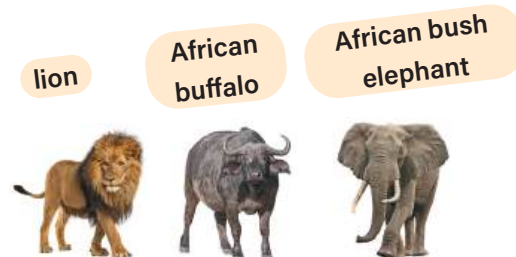
1. Read the *Grammar Panel* and fill in the blanks.

COMPARATIVE & SUPERLATIVE ADJECTIVES	
1 syllable + -er / -est	- old, older, the oldest - strong,,
2 syllables ending in y + -er / -est	adj. ending in cons.-vowel-cons. - big, bigger, the biggest - hot,,
2 or more syllables more / the most	- busy, busier, the busiest - friendly,, - happy,,
Irregular adjectives	- interesting, more interesting, the most interesting - careful,, - generous,,
Comparative & Superlative of inferiority	less + adjective + than the least + adjective (+ of) - less strong, the least strong - less interesting, the least interesting - heavy,, - comfortable,,

2. Complete the sentences using the comparative or the superlative form of the adjectives in brackets.

- The brochure says this is the resort in the country. (*beautiful*)
- We need a car than yours if we want to drive to Greece. (*good*)
- Flavoured yoghurt is than chocolate cake. (*sweet*)
- This is documentary I have ever seen. (*interesting*)
- It hasn't stopped raining all month; it's spring on record. (*wet*)
- The way to get to my grandma's is by bike. (*easy*)
- Fresh fruit is generally than canned fruit. (*healthy*)

3. Look at the table and compare the three animals. Complete the sentences using the correct form of the adjective in brackets. Add *than* or *the* where needed.



Mass	190 kg	900 kg	6000 kg
Height	1.2 m	1.7 m	3.2 m
Speed	80 km/h	56 km/h	40 km/h
Lifespan	8-10 years	11-22 years	60-70 years

- The buffalo is the lion, but the elephant is (*heavy*)
- The lion is, but the buffalo is the elephant. (*small*)
- The buffalo is the lion, but the elephant is (*slow*)
- The buffalo has a lifespan than the lion, but the elephant has lifespan. (*long*)
- The lion is, but the buffalo is the elephant. (*fast*)
- The elephant is, but the buffalo is the lion. (*tall*)
- The lifespan of a buffalo is that of an elephant, but the lion has lifespan. (*short*)

Adverbs

4. Read the *Grammar Panel* and fill in the blanks.

COMPARATIVE & SUPERLATIVE ADVERBS	
► we follow the same rules as for comparative and superlative adjectives	
- early, earlier, the earliest - quickly, more quickly, the most quickly - efficiently,, - loudly,, - low,,	
► irregular forms:	
• well, better, best	• badly, worse, worst
	• little, less, least

5. Choose the correct answer.



- a. Ben studies in our class.
1. harder 2. most hard 3. the hardest
- b. This perfume smells the others.
1. nicest than 2. nicer than 3. nicer
- c. She speaks Italian us.
1. as good than 2. better than 3. best of
- d. Of all the rooms, this one looks
1. the worst 2. the baddest 3. worse

6. Find and correct the mistakes.

- a. Maria sings best than any other vocalist in the band.
b. Please drive carefullier, the roads are slippery.
c. Of all my friends, Jake has lived the longer on his own.
d. I always finish my chores fastest than my brother.

Intensifiers: so, such, enough, too

INTENSIFIERS

We use **so**, **such**, **enough**, and **too** before nouns, adjectives, or adverbs to indicate the degree or quantity.

► **SO** ("very" or "really")

+ **adjective** / **adverb** (+ *that...*)

+ **much** / **many** + **noun** (+ *that...*)

*You are **so** funny!*

*He is eating **so** fast that he is going to be sick.*

*There is **so much** work to do!*

*I had **so many** meetings that I missed lunch.*

*She is **so** much better at dancing than he is.*

(in comparisons)

► **SUCH** ("very" or "really")

+ **a/an** + **adjective** + **noun** (sg. / countable) (+ *that...*)

+ **adjective** + **noun** (pl. / uncountable) (+ *that...*)

*Ezra is **such** a nice little boy!*

*It was **such** terrible weather that we had to return.*

► **ENOUGH** ("the right amount")

enough + **noun** (+ *for* and / or + long infinitive)

adjective / adverb + **enough** (+ *for* and / or + long inf.)

*We ordered **enough** pizza to feed an army.*

*The water is warm **enough** for a swim.*

*He speaks clearly **enough** to be understood.*

► **TOO** ("excessive")

+ **adjective** / **adverb** (+ *for* and / or + long infinitive)

+ **many** / **much** + **noun** (+ *for* and / or + long inf.)

*They are **too** young to travel alone.*

*You're speaking **too** fast; I can't understand what you're saying.*

*There is **too** much sugar in the tea.*



7. Read the Grammar Panel. Then complete the sentences using **so** (*much/many*), **such** (*a*), **enough**, **too** (*much/many*).

- a. There are ice cream flavours that I don't know what to choose.
b. You can't fall asleep because you drank coffee.
c. This is wonderful news!
d. We can't afford this car; it's expensive.
e. She's great writer! I wish I could get her autograph.
f. He spends time playing video games that he never sees his friends.
g. Do you have plates for everyone?
h. There are boxes; I can't carry them alone.
i. You didn't work fast to finish on time.
j. This village is beautiful that I could live here forever.

8. Rewrite the sentences to include the words in brackets.

- a. The apples are ripe; we can pick them. (*enough*)
b. This painting is valuable; it belongs in a museum. (*such*)
c. The puppy is very cute; everyone wants to play with it. (*so*)
d. We were upset, so we didn't go to the party. (*too*)
e. They barely studied for the exam, so they didn't pass. (*enough*)
f. He didn't come with us because he was very tired. (*too*)
g. She is a huge fan of video games; she is thinking of designing her own. (*so*)
h. My brother invited us to his party; we all had a lot of fun. (*such*)



Asking for and giving opinions

EXPRESS YOURSELF!

ASKING FOR OPINIONS

- What's your opinion (on...)?
- What do you think (of/about...)?
- How do you feel about...?
- What are your thoughts/views (on...)?
- What would you do (in this situation)?
- How would you handle this?

GIVING OPINIONS

- I (really) think/believe that...
- In my opinion.../My opinion is...
- I feel that...
- I imagine/ I guess that...
- It seems to me that...
- I agree that...
- I could be wrong, but...
- I'm sure/ absolutely certain that...
- I'm pretty sure that...
- This is just my opinion, but...
- The way I see this...
- I don't think/believe that...
- You may not agree, but...
- Actually, I think...

1. Listen and identify the topic.



1. a. learning a foreign language
b. going to university
2. a. virtual reality
b. video games
3. a. safaris
b. zoos
4. a. streaming music
b. going to a concert

2. Listen and decide if the speakers are *for* or *against* the topics below.



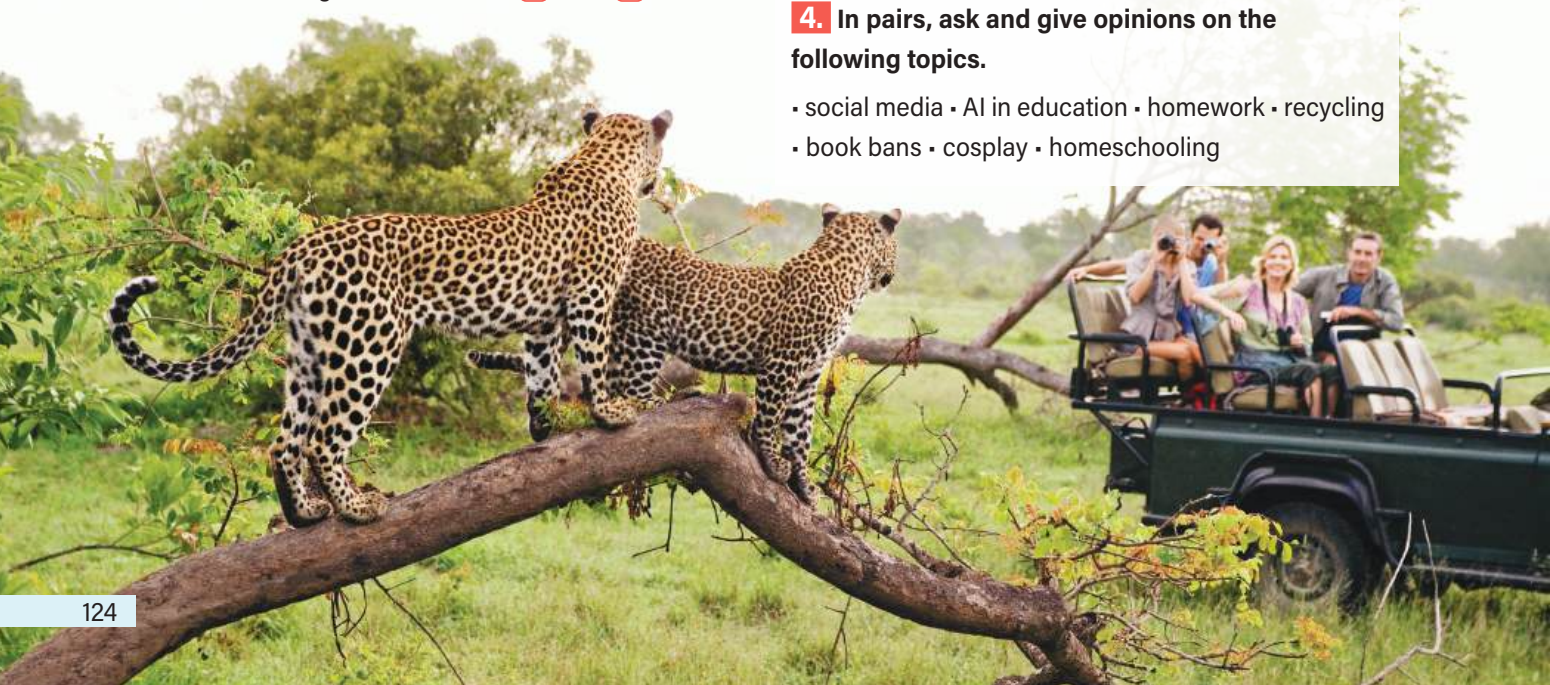
- | | for | against |
|---------------------------------|--------------------------|--------------------------|
| a. role models | ☐ | ☐ |
| b. social media age restriction | ☐ | ☐ |
| c. book bans | ☐ | ☐ |
| d. zoos | ☐ | ☐ |
| e. homeschooling | ☐ | ☐ |

3. Listen again and identify the reason each speaker gives.

1. a. People we admire tell lies.
b. People we admire are not always what they seem.
c. We don't need inspiration.
2. a. The content is designed for kids.
b. The content is boring.
c. The content can be harmful.
3. a. We don't need to consider different viewpoints.
b. We have a right to access information freely.
c. We don't have any critical thinking skills.
4. a. They help to protect endangered species.
b. They look like a museum.
c. They cost too much to maintain.
5. a. Kids need to stay at home.
b. Kids make few friends at school.
c. Parents cannot teach all the subjects properly.

4. In pairs, ask and give opinions on the following topics.

- social media • AI in education • homework • recycling
- book bans • cosplay • homeschooling





Writing an opinion paragraph

- 1. Read the paragraph below. Which sentence states both the topic and the writer's opinion (the topic sentence)?**

School uniforms should be mandatory for all students. One reason is that uniforms promote equality because they eliminate differences in clothing and fashion. In this way, they reduce the risk of bullying. A second reason is that uniforms create a sense of identity and belonging. Feeling part of a group can boost self-esteem and confidence in students. Finally, studies show that uniforms help students perform better in school. When everyone is dressed the same, students focus more on education and less on appearance. Some people say that uniforms suppress self-expression, but I believe that students can express themselves through schoolwork and creative projects. In the end, students need a safe environment in which to learn, and uniforms help provide that.

- 2. In pairs, answer the questions.**

- a. What is the writer's opinion on school uniforms?
b. Find the *reasons* used to support the opinion and fill in the table.

Reason	Supporting details
1. promote equality	eliminate differences in clothing and fashion
2.	
3.	

- c. Which sentence refers to *verifiable facts*?
d. Which sentence presents an *opposing viewpoint*?
e. How does the writer *challenge the opposing viewpoint*?
f. Do you agree or disagree with the author's opinion? Why?

WRITING TIP



Structure of an opinion paragraph

- topic sentence** (agreement or disagreement)
- reason** (why you agree or disagree with the topic)
 - *first, firstly, first of all, to begin with*
 - *second, secondly, the second / another reason is that..., in addition*
 - *thirdly, the third reason is that..., finally*
- supporting details** (if you provide factual information, your paragraph will be stronger)
- opposing viewpoint** (this may also appear at the beginning; it is not mandatory, but it shows you are well informed and your opinion is valid)
 - *some (people) may say / argue that...*
- challenging the opposing viewpoint** (explain why the opposing view is wrong or weak)
 - *however, on the other hand*
- conclusion** (restate the topic sentence and / or offer a solution)
 - *in the end, to sum up, all in all (informal / verbal); to conclude, in conclusion (formal / writing)*

- 3. Decide if these statements are true or false.**

- a. All opinion paragraphs need a topic sentence.
b. You only need to give reasons if you disagree with the topic.
c. When adding supporting details, it is better to state your personal opinion.
d. The opposing viewpoint can appear either at the beginning or at the end of the paragraph.
e. The conclusion restates the supporting details for your reasons.

4. a. Put the sentences in **order** to form an  opinion paragraph. Then indicate the type of sentence by adding **T** (topic sentence), **R** (reason), **S** (supporting details), or **C** (conclusion). Listen to check your answer.



Hint! For each reason, there is a sentence with supporting details (evidence, examples, or explanations).

- ☐ ☐ Cycling instead of driving improves air quality and reduces noise pollution, as shown by recent data.
- ☐ ☐ Second, it is a lot cheaper than driving or even taking the bus.
- ☐ ☐ Finally, it is great for your health.
- ☐ ☐ Riding bikes to work and school saves money on fuel, parking, and repair costs.
- ☐ ☐ According to the World Health Organization, cycling is an exercise suitable for all ages, which helps reduce stress and improve mental well-being.
- ☐ ☐ The city should encourage cycling as the preferred mode of transport.
- ☐ ☐ All in all, I strongly believe that cycling in cities is the best long-term solution for urban transport.
- ☐ ☐ To begin with, switching to a bike is better for the environment.

b. Based on the structure described in the *Writing tip*, what is missing from the paragraph?

c. Write 1-2 sentences to complete the paragraph with the missing element. You may add it at the beginning or at the end of the paragraph. The new sentence(s) must fit logically with the paragraph.

5. a. Fill in the definitions using **fact** or **opinion**.

..... – a thought or belief about something or someone

..... – a piece of information that is known to be true

b. Decide if these sentences are **facts** (F) or **opinions** (O). 

- ☐ Rome is the capital city of Italy.
- ☐ London is the best city in the world.
- ☐ There are 206 bones in the adult human body.
- ☐ The Earth revolves around the Sun.
- ☐ Chocolate cake is better than ice cream.

c. In pairs, read again the paragraphs in exercises 1 and 4 and find examples of **facts** and **opinions**.

Now it's your turn!

6. Choose a topic from *Speaking*, exercise 2, to write an opinion paragraph.

- decide if you are for or against the topic
 - make a list of reasons and find supporting details; look for facts
 - include an opposing viewpoint
 - write your opinion paragraph using the model in exercise 1 and the instructions in the *Writing tip*
- Add it to your portfolio.

7. Swap paragraphs with a partner and check each other's work.





Creating a presentation about someone who inspires you

LEAD IN

1. Discuss with a partner.

- What does it mean when we say that someone is inspiring?
- What makes a person inspiring?

PREPARATION

- Here is Alec's brainstorming map for his presentation about someone he admires. Read and answer the questions.

WHY I ADMIRE HER

- she was a trailblazer: she showed women they can achieve everything they put their minds to
- determined: she followed her passion and never gave up on her dreams
- brave: she took risks to fly
- ambitious: she set many flying records

= the first to do something and so made it possible for others to follow



Amelia Earhart
aviator, aviation pioneer,
author

LIFE STORY

- born in 1897, in Kansas, US
- nicknamed "Meeley" or "Millie"
- loved reading; homeschooled until seventh grade
- saw her first aircraft at 10
- started taking flying lessons in 1920
- bought first plane in 1921
- newspapers called her "the Queen of the Air"
- promoted commercial air travel, particularly for women
- helped found the Ninety-Nines, an organization for female pilots
- wrote several books
- disappeared over the South Pacific Ocean on 2 July, 1937 while trying to fly around the world
- declared dead on 5 January, 1939

very expensive back then, she had to take several jobs to save for it

named "The Canary"

do we know what happened?? to check!

in a Lockheed Electra 10E airplane look for pictures!!!

ACHIEVEMENTS

- first woman to fly solo across the Atlantic (1932)
- first person to fly solo from Hawaii to the US mainland (1935)
- first person to fly solo from Los Angeles to Mexico City (1935)
- first person to fly solo nonstop from Mexico City to Newark, New Jersey (1935)
- first woman awarded the Distinguished Flying Cross

any other awards / medals / distinctions? to check!!

- What do you think is most impressive about Amelia Earhart?
- Do you know any other historical personalities who are inspiring?
- Is all the information on Alec's brainstorming map relevant / necessary?
- Is there any information you feel is missing?

DO THE TASK

3. Prepare a presentation about a person who inspires you (a poster, short video, slides, etc.).

- choose the subject of your presentation (a friend, family member, teacher, historical personality, celebrity, etc.)

- create a brainstorming map to help with your research; use reliable sources for your investigation
- add supporting materials, like photos, videos, interviews, etc.

FOLLOW UP

- Present your work in class and get feedback from your classmates and teacher.



1. Discuss with a partner.

- Have you ever been to / watched a concert? Where did it take place? Look at the pictures. Do they seem like suitable venues for a concert? Why?

2. Read the text quickly. Do you recognize any of the artists mentioned in the article?

A PASSION FOR MUSIC: LEGENDARY GIGS IN THE CRAZIEST PLACES

The Beatles on the roof of their multimedia company's offices

On 30 January 1969, the Beatles gave their final live performance – a 42-minute concert on the rooftop of their company's headquarters, in central London. The brief lunchtime show was unannounced, but crowds of onlookers gathered to listen, either in the streets or on the rooftops of nearby buildings. The group managed to do several takes of five new songs before the police arrived and stopped the concert. The Beatles' rooftop gig, however, which has since been released in various formats, achieved an iconic status among music enthusiasts.



Pink Floyd in the Pompeii amphitheatre

In 1971, the British rock band Pink Floyd performed in the ancient Roman amphitheatre of Pompeii, Italy. While playing outdoors was not unusual, choosing a gigantic, 2,000-year-old venue certainly was. But that was not all: the band made history by putting on a show without spectators. The performance, filmed and recorded over four days, using the band's regular touring equipment, was featured in the concert film *Pink Floyd: Live at Pompeii*.

Jean-Michel Jarre at the Pyramids of Giza

On New Year's Eve 1999, the French composer and performer Jean-Michel Jarre played a 31-song concert at the Pyramids of Giza, in Egypt. It was a huge event, where 120,000 fans greeted the new millennium together with the pioneer of electronic music. They also experienced a fascinating light show, with laser displays and sensational images projected onto the pyramids steeped in history.



Alicia Keys on the Great Wall of China

In September 2004, the R&B star Alicia Keys performed eight of her greatest hit songs at The Great Wall of China Concert, which also featured Boyz II Men, Cyndi Lauper, and other world-class artists. The event was staged at the foot of the Great Wall, north of Beijing, with an invite-only audience of thousands. It was the first international pop concert to be held in this ancient Chinese setting.

Metallica in Antarctica

In December 2013, the American band Metallica delivered a one-off concert at the Carlini Base in Antarctica. They played ten songs to an audience of about 120 people, mostly researchers working on the base. To avoid disturbing the colonies of penguins and sea lions located nearby, no traditional amplification was allowed. Instead, the audience listened to the *Freeze 'Em All* concert through wireless headphones. With this show, Metallica made the Guinness Book of World Records as the first band to perform on all seven continents.



(adapted from *thomann.de*)

3. Find in the text words with similar meaning:

- | | | |
|-------------|--------------|----------------|
| a. audience | c. innovator | e. singer |
| b. group | d. fan | f. performance |

4. Match the two columns. There is one extra definition; find its corresponding word / phrase in the text.

- | | |
|-------------|---|
| a. take | 1. travel from place to place to perform and/or meet your fans |
| b. release | 2. someone who watches an event take place but does not take part in it |
| c. tour | 3. include someone or something as an important part |
| d. onlooker | 4. something done, made, or happening only once |
| e. feature | 5. a complete performance of a song during the recording process |
| | 6. make information available to the public |

5. Which performance do these sentences refer to?

- a. It involved laser displays.
- b. It was a silent concert.
- c. It took four days to be completed.
- d. It was stopped by the police.
- e. It was an invite-only event.

6. In pairs, answer the questions.

- What made Pink Floyd's performance at Pompeii unique at the time?
- Why was the *Freeze 'Em All* concert transmitted through headphones?
- How was Jean-Michel Jarre's show different from a traditional concert?

7. a. Here is Liam talking about the music he likes. Read and fill in the blanks using the words below.

b. Listen to check your answers.

classical elements folk formula
generic music genre hits pop
melody social number songs

My favourite is pop. It's a type of "popular" music – that's where the name comes from. Now, if you're wondering what popular music is, to begin with – well, simply put, it's music designed to appeal to a large of people and distributed through radio/TV, streaming, and media. It's also very commercially successful. Popular covers many genres: pop, rock, hip-hop, rap, dance, blues, jazz, reggae, and so on. It's really just a term that was originally used to show it was different from music (which is the traditional music of a specific community) and from music (think Mozart). Now, back to, my favourite. Nowadays, it's the most common form of popular music, producing most hits (well-known that sell millions of copies). Pop often incorporates from other genres, like rock, dance, or rap music, based on the artists' personal style. However, a successful pop-music usually includes a catchy, a chorus that is repeated several times, and rhythms that can be danced to. The thing about these, though, is that many don't stay popular for long – just until a new song comes along.

8. In pairs, use the information in exercise 7 to create a simple concept map about pop music.

Include details on the name / origin, genres, and features. Add it to your portfolio.

► **Digital Tools:** Canva, Miro

PROJECT WORK

A passion for...

Create a mini-documentary to present at the "Passion Film Festival".

Work in groups. Choose a shared passion, research it, and write a script in English. Film and edit a 3–5-minute documentary. Present it and vote for: "Most Inspiring" and "Most Creative".

► **Digital Tools:** WeVideo / iMovie / Canva Video

Show off your passion

Prepare and deliver a mini-presentation, poster, or short video about your passion. (2-3 minutes)

Use comparatives and superlatives to describe:

- what it is
- what you do
- how you got into it
- why you love it.

SELF-ASSESSMENT INDIVIDUAL WORK

1. I carefully planned and prepared my project.
1 ☐ 2 ☐ 3 ☐ 4 ☐
2. I followed instructions and met task requirements.
1 ☐ 2 ☐ 3 ☐ 4 ☐
3. My presentation is clear and easy to understand.
1 ☐ 2 ☐ 3 ☐ 4 ☐
4. My presentation is creative and visually attractive.
1 ☐ 2 ☐ 3 ☐ 4 ☐
5. Based on this experience, there are things I will do differently next time I work on a project.
1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Influencer for a day

In groups, design a brief "influencer post" (e.g., poster, slide, or short video script), including a slogan, hashtags, and visuals.

The aim is to share your first time (real or imagined) trying an unusual hobby (toy voyaging, cliff camping, geocaching, exploring haunted houses, etc.).

Use comparatives and superlatives.

Then, present your post to the class as if addressing your online followers, using persuasive and engaging language.

SELF-ASSESSMENT GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the influencer post.
1 ☐ 2 ☐ 3 ☐ 4 ☐
2. We followed instructions and met task requirements.
1 ☐ 2 ☐ 3 ☐ 4 ☐
3. Our post is clear and easy to understand.
1 ☐ 2 ☐ 3 ☐ 4 ☐
4. Our post is creative and visually attractive.
1 ☐ 2 ☐ 3 ☐ 4 ☐

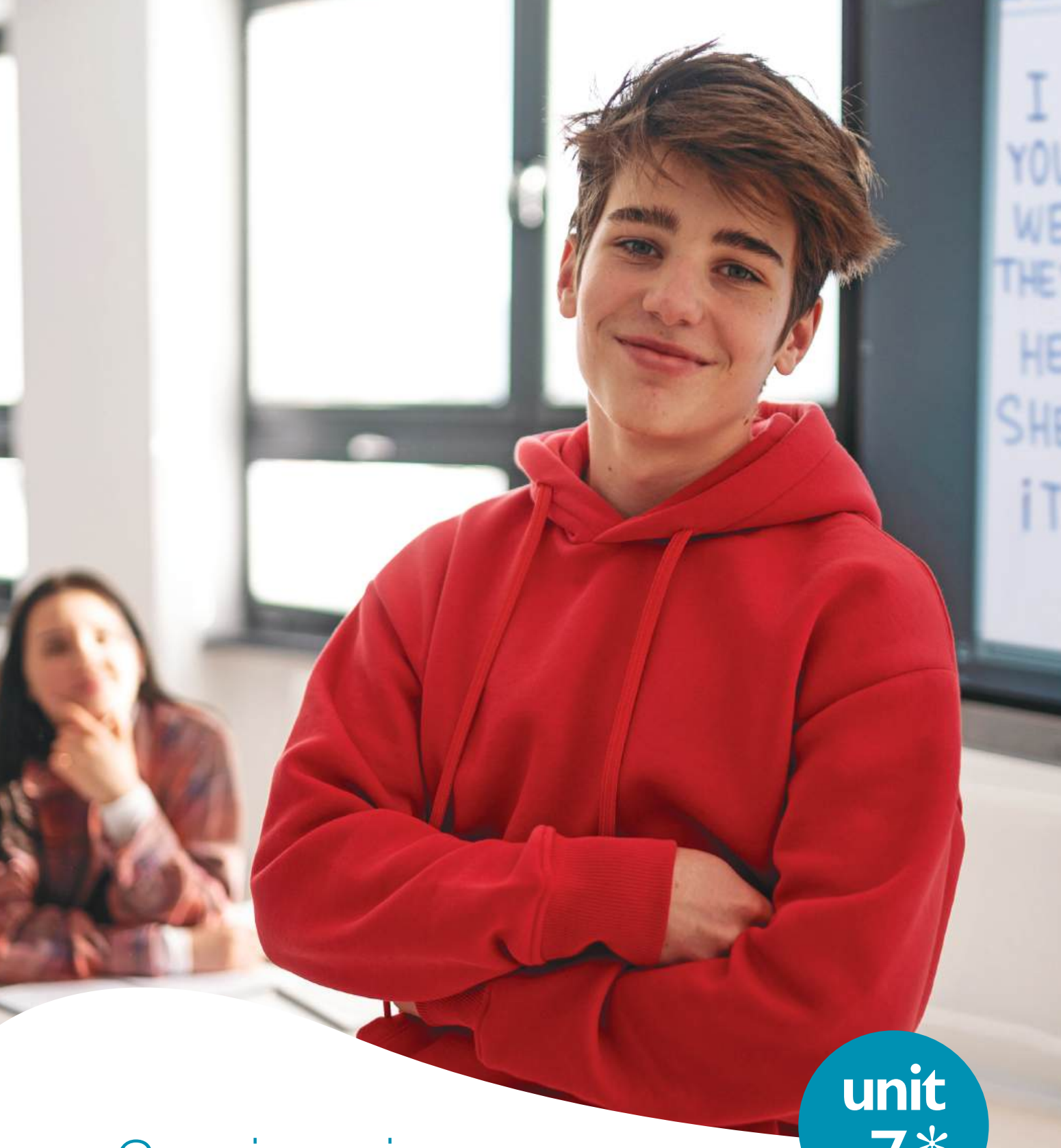
B. Rate these statements about yourself.

5. My overall contribution to the project was significant.
1 ☐ 2 ☐ 3 ☐ 4 ☐
6. I mostly used English to do this project.
1 ☐ 2 ☐ 3 ☐ 4 ☐
7. Based on this experience, there are things I will do differently next time I work on a project.
1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Curriculum de specialitate

Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.



unit 7*

Growing wiser

- **Themes:** growing up, life experiences
- **Grammar:** modals (expressing logical assumption, criticism)
- **Listening & Speaking:** telling an anecdote
- **Writing:** a newsletter

** Curriculum de specialitate*



A story of growth

1. Read the text. Why is Erica interviewing Layla?

Erica hits the button on her phone. We're recording.

"And you are?"

"Layla Louise Bailey."

"The girl from the biome video. How did you come up with the idea?"

"I... I just thought about how each organism interacts with its environment, like we were studying in biology. And I realized that my environment was different from most people's, and that it was kind of interesting."

"Are you embarrassed at all, now that it's out there and so many people have seen it?"

"I am, yeah. It's weird. It's like being... exposed. Like everyone knows something about me that used to be secret. But it's the truth, and I needed to tell it. So, I told."

"Where is the rest of your family? Your father?"

"I know my grandparents died a long time ago. I barely remember my father. I know he was in the Army."

"Interesting. And you're how old?"

"I'll be fifteen on the winter solstice."

"That's a cool birthday. So, what do you want to be when you grow up?"

"A scientist. I'd really like to work in a lab that studies weird living things. Slime molds. Or viruses."

"So, when you made the video, what was in your mind? What were you hoping to get out of it?"

"I was hoping to find a new home. I know how stupid that sounds. But there are those commercials on TV with the sad music and the skinny dogs and sick cats in their dirty cages, and people call in with their credit-card numbers or show up to the shelter to adopt some three-legged puppy. So, I kind of thought I could show my own living conditions and the same kind of thing could happen. I wanted something I can't really have, which is a safe, clean place where I can take care of my brother while I finish high school. I know Child Protective Services will probably find him a home."

"And you? Why not let them find you a home?"

"Nobody is going to want me. Andy's little, and he can still be

somebody's kid. I made that video with my report card to show people that I'm not a loser. I'd be fine if somebody could offer me a closet to sleep in, and I won't burn down their house or go to jail or anything, but I can't become part of somebody's family. Andy is gonna be like one of those baby monkeys that gets released into the wild and the other monkeys accept him and he forgets there was ever a before-time. I won't ever forget, because it's been my whole life. I'll always be weird, like one of those gorillas that learned too much sign language to go back to the forest."

I can't say anything for a minute. I wanted to sound like a scientist. I wanted to describe my observations without having feelings about them. But I'm the subject and the observer, and there's no way to separate me from me.

"You know, lots of people don't think you're a loser. In fact, your social worker told me that she has a list of foster families who saw your video who really want you to come live with them."

"They don't know what they're signing up for."

Erica taps the red button on her phone and stops the recording.

"Okay, Layla. Listen to me. Are you listening?"

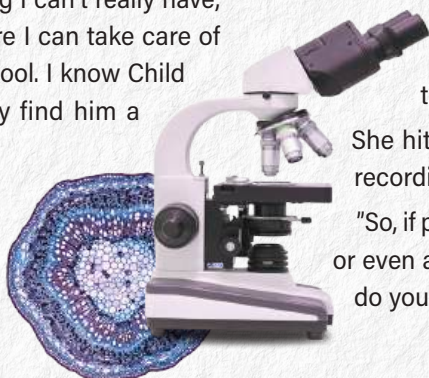
"Yes."

"Look, I know it seems like the worst thing that has ever happened, and that nothing will ever get any better, and that you'll always be what you are right now. That's not true. It gets better. And it's not just about being homeless. It's about getting bullied or being poor or being just really weird. The point is, this is probably the worst it's ever going to be. You're going to make it through this. You're going to get a better shot than other kids who aren't as smart as you, whose videos didn't go viral. You're having a moment. That's why I'm talking to you today."

She hits the button on her phone again. We're recording.

"So, if people who are interested in fostering you or even adopting you read my article today, what do you want them to know about you?"

(adapted from Meg Elison, *Find Layla*, 2020)



2. Read again and answer the questions.

- a. What is the video about?
 1. Layla's biology lessons.
 2. Layla's future plans.
 3. Layla's living conditions.
- b. What inspired Layla to make the video?
 1. She wanted to show off her beautiful home.
 2. Other viral videos – she wanted to become famous.
 3. The interactions between organisms and their environment, which she had studied in biology.
- c. Why does she feel embarrassed?
 1. Because her video wasn't very good and people didn't like it.
 2. Because now everyone knows her secret.
 3. Because it was all a lie.
- d. What was Layla hoping to achieve by making the video?
 1. Find her parents.
 2. Find a new home.
 3. Get lots of views.
- e. What are Layla's plans for the future?
 1. To go to college and become a scientist.
 2. To find a nice family for her and her brother.
 3. To become a famous youtuber.

**3. Decide if these statements are true or false.**

- a. Layla was raised by her father.
- b. Layla does well in school.
- c. Andy is Layla's older brother.
- d. Layla has been living with her grandparents.
- e. Layla's video went viral.

4. Match the words to the meanings.

- | | |
|----------------|----------------------------|
| a. exposed | 1. ashamed, self-conscious |
| b. embarrassed | 2. strange, odd, funny |
| c. weird | 3. revealed, discovered |

5. Fill in the sentences using words / phrases from the text.

- a. A is a video that spreads very rapidly across the Internet and becomes popular through shares, likes, and comments.
- b. take care of someone else's child, usually for a limited time, in their own home.
- c. A is a large natural area (like a forest or a desert) that has a certain climate and certain types of plants and animals.

6. Answer the questions.

- Why does Layla believe no family would want her?
- Why did she include her report card in the video?
- What advice does Erica have for Layla?
- Should Layla feel proud of herself? Why/Why not?

PLAY TIME: GROWTH BOARD GAME

In groups, complete the game board with similar questions / prompts. Then, roll a die, land on a colour, and answer the prompt.





Compound words

1. In pairs, read the panel. Do you know any other examples of compound words?

COMPOUND WORDS

► A compound word is two or more **words linked together** to form a word with a new meaning.

black + *berry* = *blackberry*

small + *talk* = *small talk*

► Most compound words are **nouns** and **adjectives**, but we also find compound:

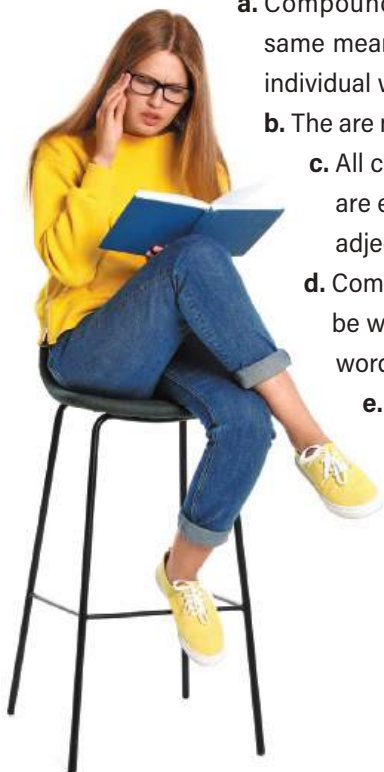
- pronouns: *somebody, anyone, everything*
- verbs: *baby-sit, daydream, outlast*
- adverbs: *somewhere, outside, self-consciously*
- prepositions: *into, in front of, next to*
- conjunctions: *however, although, as long as*
- numerals: *twenty-three, ninety-nine*

► Compound words can be **open** (separate words: *ice cream*), **hyphenated** (*user-friendly*) or **closed** (written as one word: *airplane*).

NB! Always check the dictionary if in doubt about the spelling of compound words.

2. Read the panel again and decide if these statements are true or false.

- a. Compound words have the same meaning as the original, individual words.
- b. There are no compound verbs.
- c. All compound words are either nouns or adjectives.
- d. Compound words can be written as separate words.
- e. We can check the spelling of compound words in a dictionary.



3. Match the two columns to make compound words.

- | | |
|-----------|--------------|
| a. check | 1. by |
| b. well | 2. long |
| c. time | 3. shore |
| d. open | 4. worthy |
| e. life | 5. in |
| f. passer | 6. lasting |
| g. sea | 7. capsule |
| h. home | 8. base |
| i. news | 9. engine |
| j. search | 10. educated |
| k. long | 11. sick |
| l. data | 12. minded |

4. Sort the words into the correct categories. Use the dictionary to check the spelling if needed.

	nouns	adjectives
open		
hyphenated		
closed		

5. Fill in the compound nouns in the sentences using the words below. Pay attention to the spelling (check hyphens, etc.).

- thunder ginger vending sleeping
- help father coffee take green

- a. If you forget your password, or the website doesn't work, call the __desk.
- b. Every winter, we move the potted plants into the __house to protect them from frost.
- c. Her __in-law is an interpreter; he speaks several languages.
- d. You can't go camping without a __bag.
- e. The plane is preparing for __off.
- f. My sister and I are making a __bread house for Christmas.
- g. He was sitting in an armchair by the __table, drinking tea.
- h. The train station has a __machine that sells books.
- i. All flights to Europe were cancelled due to a severe __storm.



COMPOUND NOUNS

► The most common ways to form a compound noun is to put together:

- noun + noun → *bookstore, car park, singer-songwriter*
- verb + noun → *swimsuit, washing machine, go-kart*
- adjective + noun → *blackboard, hot dog*
- Other examples of compound nouns: *mother-in-law, lady-in-waiting* (noun + prepositional phrase); *rainfall, haircut* (noun + verb); *take-off, lookout* (verb + adverb); *public speaking, dry-cleaning* (adjective + verb); *input, overthrow* (adverb + verb); *onlooker, underworld* (preposition + noun)

► PLURAL FORMS

- for closed compound nouns we add -s at the end
notebooks, goalkeepers, toolboxes
- for open or hyphenated compound nouns, we generally add -s to the main (most meaningful) word
mothers-in-law, full moons, rites of passage

BUT:

- if the compound noun consists of a verb + preposition, we add -s at the end
check-ins, take-outs, build-ups

6. Find and correct the mistakes.

- While we were swimming, the children were building sand castles on the beach.
- Mary wants to be a fire-fighter when she grows up.
- He bought two waters melons and some grapes.
- When the policemen arrived, the thieves were still in the jewellery store.
- They must be in the living room, watching TV; their favourite soap opera is on.

7. What does this mean? Complete the sentences with an explanation.

- A one-armed man is a man *with one arm*.
- A six-storey building is a building
- A sugar-free cake is a cake
- A slow-moving vehicle is a vehicle
- A Portuguese-speaking student is a student
- A world-famous artist is an artist
- A well-educated candidate is a candidate

COMPOUND ADJECTIVES

► Examples of compound adjectives:

- *dark green, bitter-sweet* (adjective + adjective);
- *long-distance, first-time* (adjective + noun);
- *long-lasting, fast-talking* (adjective + present participle);
- *deep-fried, old-fashioned* (adjective + past participle);
- *sky-blue, ice-cold* (noun + adjective);
- *Spanish-speaking, time-consuming* (noun + present participle);
- *sun-dried, middle-aged* (noun + past participle);
- *overcooked, overpopulated* (adverb + past participle);
- *third-place, five-year* (number + noun);
- *two-headed, three-legged* (number + body part + -ed)

REMEMBER!

► We don't add -s at the end of compound adjectives formed with numbers.

a two-room flat, a six-month course

► We use a hyphen when the compound adjective comes **BEFORE** the noun; when the words forming the compound come **AFTER** the noun, no hyphen is needed.

*She is a **well-known** writer.*

*This writer is **well known** for her concise style.*

*It was a **brightly-lit** library where children could play and listen to stories.*

*The library was **brightly lit**; children loved it there.*

8. Match to make compound adjectives.

- a. life; b. drop; c. open; d. user; e. old; f. all; g. part
1. fashioned; 2. inclusive; 3. friendly; 4. down; 5. time;
6. size; 7. minded

9. Use the adjectives in exercise 8 to complete the sentences.

- Holly's favourite place was the sweet shop in the middle of the town.
- Travelling and meeting people from other cultures make you more
- We need a job to save for our dream holiday abroad.
- There is a statue of a dolphin in front of the aquarium.
- My family booked an holiday to Ibiza.
- It's a app, designed for everyone, not just computer whizzes.
- When buying a ticket online, you need to select your age from the list.



Modals

Logical assumption: *must, can't, may, might, could*

1. Match to make complete sentences.



- a. You've just had five slices of pizza;
- b. Call before you visit;
- c. It must be cold outside;
- d. The exam is tomorrow;
- e. She can't be awake;
- f. Joe lived in Amsterdam for eight years;
- g. There's someone at the door;

- 1. he might be at the library, studying.
- 2. it's too early.
- 3. it could be Maurice.
- 4. they may not want to see anyone.
- 5. he must speak Dutch.
- 6. you can't be hungry.
- 7. the lake is frozen.

LOGICAL ASSUMPTIONS

► we use **must, can't, may, might, could** to make logical guesses about something based on information we have

*The lights are off; they **must** be asleep.*

*They **can't** be tired already; they haven't even started work.*

*She **may** travel to Canada for Christmas; her family lives there.*

*We **might** be the first to arrive; I don't see Ann's car. Ben is not in the office; he **could** be working from home.*

2. Sort the sentences in exercise 1 into categories, based on how sure the speaker is of their assumption.

	a	b	c	d	e	f	g
almost certainly true							
almost certainly not true							
possible							

3. Choose the correct option to complete the sentences.

- a. They look so similar, they be siblings.
1. would 2. should 3. could
- b. You ran all the way here? You be worn out.
1. may 2. can't 3. must
- c. The roads are covered with snow, so I be late.
1. might 2. should 3. must
- d. It be her in the photo; she was abroad at the time.
1. may 2. can't 3. could
- e. Don't go hiking alone at night; it be dangerous.
1. must 2. may 3. can't
- f. I've only met him once, but this be him, I suppose.
1. could 2. can't 3. must

4. Write assumptions based on each of the sentences below. Use **must, can't, may, might, could** and the given prompts.

- a. Eddie wants to be a veterinarian. (*he / love / animals*)
- b. I don't know where my keys are. (*they / be / the table*)
- c. This is just a copy of the original painting. (*it / be worth / a lot of money*)
- d. What is that thing on the wall? (*it / be / spider*)
- e. We've just seen Holly in town. (*she / be / school*)
- f. I'm not sure where Tom is. (*he / be / park*)

Criticism: *can, could, might, could have*

5. Read the sentences. Which of them express criticism or annoyance?

- You could at least put your phone away and listen.
- He might be on holiday.
- Why can't you be serious for once?
- She can play several instruments.
- Next time, you might remember to take off your shoes.
- You can be so infuriating!
- They could have swum, but the water was too cold.
- At least they could have said "hello".
- I couldn't understand what they were saying.



6. Read the Grammar Panel. Which of the sentences in exercise 5 criticise a present / future behaviour? Which refers to past behaviour?

CRITICISM

We use **can, could, might, could have** to express criticism or disapproval

► of present / future behaviour

*He **can** be annoying sometimes.*

*Why **can't** you be on time for once?*

*You **could** at least wash the dishes after dinner.*

*You **might** want to do your chores next time.*

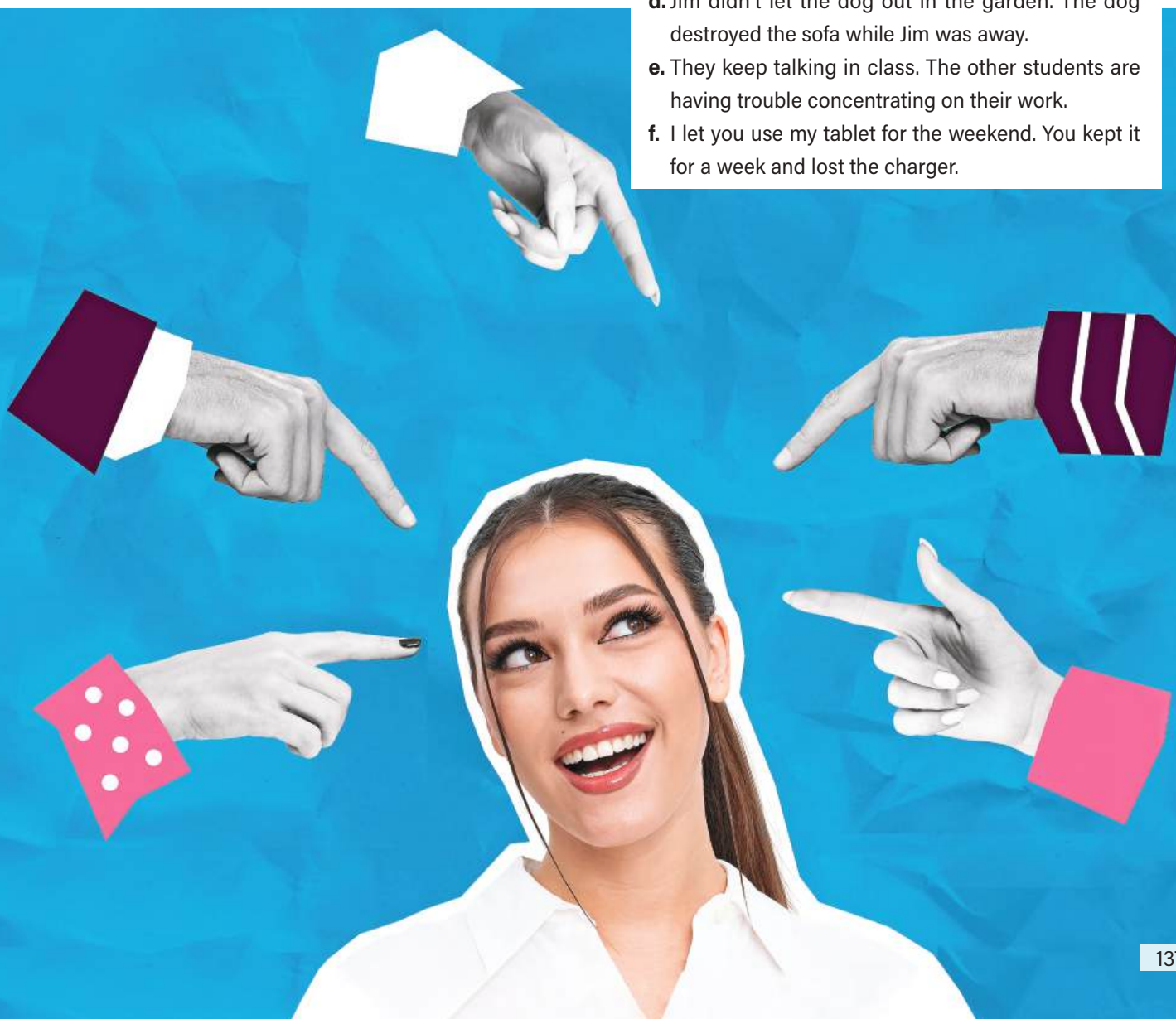
► of past behaviour

*You **could have** at least tidied your room before the guests arrived.*

7. Rewrite the sentences to express criticism.

More than one answer is possible.

- You forgot to bring your umbrella. Now it's raining.
- He listens to music on speaker. His flatmates are trying to sleep.
- Amy waited too long to send in her school project. Now the deadline has passed.
- Jim didn't let the dog out in the garden. The dog destroyed the sofa while Jim was away.
- They keep talking in class. The other students are having trouble concentrating on their work.
- I let you use my tablet for the weekend. You kept it for a week and lost the charger.





Telling an anecdote

EXPRESS YOURSELF!

INTRODUCING THE ANECDOTE

- Did I ever tell you / Have I ever told you about the time I...
- I'll never forget the time I...
- That reminds me of...
- I'd like to share a quick story about...
- You're not going to believe this, but...
- Have you heard about...

TELLING THE STORY

- It happened when...
- This took place...
- At the time, I was...
- It all started when...
- Suddenly (out of nowhere) ...
- Imagine my surprise when...
- The next thing I knew...
- In the end, it turned out that...
- It seems funny now, but...

REACTING TO THE ANECDOTE

- And then what happened?
- No way! Are you serious?
- You're kidding me.
- I can't believe that.
- Is this true?
- This can't be true.
- I didn't know that.
- This is (so) funny / hilarious / interesting / terrible.
- I didn't expect that.

anecdote – a short, interesting, or funny story about a real person or event

1. Listen to three conversations and match them to the pictures.



1. Lucy and Victor ☐ 2. Chloe and Tom ☐
3. Hugh and Patty ☐



a



b



c

2. Listen again.

1. Lucy and Victor

Decide if these statements are true or false.

- Lucy's best friend was a dog.
- Sunny belonged to Lucy's neighbours.
- Mr. Panda was a real bear.
- Sunny and Mr. Panda got along well.
- Lucy eventually adopted Sunny.

2. Chloe and Tom

Answer the questions.

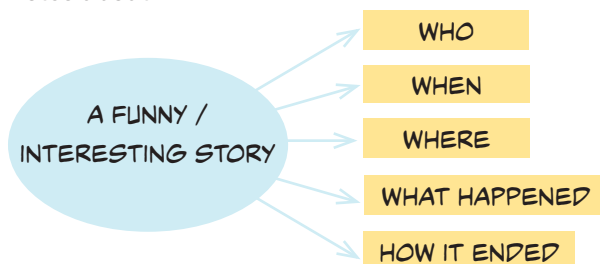
- What was Tom planning to do on his trip to New Zealand?
- Why did Tom's friends decide to throw him a party?
- What went wrong at the beginning of the trip?
- Why did Tom miss his birthday party?
- What did his friends do?

3. Hugh and Patty

Fill in the blanks (one word each).

Hugh and his (a) spent (b) years carefully tending to what they believed was an (c) tree. To their surprise, it (d) out to be a walnut tree. This means they cannot use the fruit because Hugh's sister has a (e) allergy.

3. Think of an anecdote (real or imagined). Make notes about:



4. Work in groups. Share your anecdote and receive feedback from your classmates. Use the Express yourself box.

TIPS

- start with a "hook": a question or a surprising statement to grab people's attention
- keep it short; only include relevant details
- use narrative tenses (especially past simple and past continuous)
- use linking words to organise your ideas



Writing a newsletter

1. What does “newsletter” mean? Use the dictionary if needed.

- ☐ a written message from one person to another, usually put in an envelope and sent by post
- ☐ a short, regular report, usually sent by email to a specific group of people to share news and updates
- ☐ new information about something that has happened recently
- ☐ a description of an event or situation

2. Read the newsletter. What is it about?



APPLETREE YOUTH CLUB

Unlock Your Potential!

We are excited to announce the opening of the new APPLETREE YOUTH CLUB!

A safe and welcoming place to **socialise, play, learn, and be heard.**

WHY JOIN US?

- ✓ make new friends
- ✓ join fun activities like games, crafts, sports, and trips
- ✓ take part in workshops and certified courses (coding and programming, robotics, music lessons, filmmaking, creative writing, cooking)
- ✓ connect with tutors and get after-school academic support

Sign up now

Get in touch

 **APPLETREE YOUTH CLUB**

Connect with us on Instagram @appletclub

Appletree Youth Club, 17 Main St, Northamptonshire

Open daily. Mon–Fri, 4–8 pm. Sat–Sun, 9 am – 8 pm.

You received this email from Appletree Youth Club. If you want to stop receiving these emails, click [here](#).

3. Fill in the blanks using words from the newsletter (one word each).



- a. Teens can join the club to make new and take part in activities.
- b. There are several and certified available for club members.
- c. Dedicated offer after-school support.

4. Answer the questions.

- What is the purpose of the Appletree Youth Club?
- When is the club open?
- How can people contact the club?
- What workshops and courses are available?
- What kind of activities can members join?

5. Read the *Writing tip*. Check the newsletter in exercise 2 and identify the key elements on the numbered list.

WRITING TIP



When writing a newsletter:

1. use a strong subject line
2. start with a banner (logo, company name, engaging slogan, etc.)
3. organize content with headings
4. use relevant, high-resolution images
5. include a clear call to action (CTA)
6. add contact / social media details
7. include an unsubscribe link

Keep it short and simple!

Remember:

All newsletters, no matter their purpose (share updates, build a community, sell a product, etc.), use the same basic structure.

6. Read the *Writing tip* again and decide if these statements are true or false.

- a. Newsletters need a good subject line.
- b. Newsletters should be short and clear.
- c. There are no images in a newsletter, only text.
- d. The text should be organised into detailed paragraphs.
- e. We don't need to include an unsubscribe link in a newsletter.

Now it's your turn!

7. Work in pairs. Design a newsletter to promote an event organised by your local youth club (a trip, a workshop, a competition, etc.). Include:

- an exciting subject line
- a banner
- a short paragraph on why people should attend
- relevant images
- key details (date, location, etc.)
- a clear call to action.

► **Digital Tools:** [Canva](#), [Google Docs](#)

Add it to your portfolio.

ENGLISH, PLEASE!

8. Go to page 75 and read the advert in exercise 1.

In pairs, create a newsletter to let the subscribers to your personal blog know about the course advertised in the newspaper.

► **Digital Tools:** [Canva](#), [Google Docs](#)



Designing an advertising poster

LEAD IN

1. Discuss with a partner.

- What are posters generally used for? • What information should a poster include?

PREPARATION

2. Look at the poster. What is it advertising?

STEP INTO THE SPOTLIGHT!

Unlock your creativity and build up your confidence

at the **TEEN THEATRE WORKSHOP**

What you'll do: **improvisation and acting • playwriting • stage performance**

Who: teens aged **13 to 17**

When: **July 20 - August 10** (Monday - Thursday, 2 pm to 6 pm)

Where: **Appletree Youth Club**

SECURE YOUR SPOT TODAY!
LIMITED PLACES AVAILABLE.


APPLETREE YOUTH CLUB

Call (555) 123-4567 today or connect with us on Instagram @appletclub
Appletree Youth Club, 17 Main St, Northamptonshire

3. Answer the questions.

- Who is the target audience for the poster? • What will participants learn during the course? • What does the poster instruct readers to do?

DO THE TASK

4. Design an advertising poster for a school event. Structure your poster like this:

- headline / title (designed to grab the reader's attention)
- sub-headline (placed under the headline, providing supporting information)
- visual (a photo, illustration, or graph)
- body text (the main message of the poster: event details)
- call to action (a clear instruction telling the reader what to do, e.g., *Sign up today; Visit our website; Buy tickets, etc.*)
- brand and contact information (school name and logo, address, etc.)

► **Digital Tools:** Canva, Padlet

FOLLOW UP

5. Present your poster to the class and get feedback from your classmates.



HOW TO BECOME THE WORLD'S GREATEST SPEAKER

ONCE UPON A TIME, THERE WAS A BOY WHO DREAMT OF BECOMING A SKILLED ORATOR...

DEMOSTHENES

O FRIENDS
LIVES IN: ATHENS,
GREECE
BORN: 384 BC
HOBBIES: ΠΕΤΤΕΙΑ
CONTEMPORARY
THEATRE

a really,
really, good
public speaker

boardgame,
kinda like
checkers
Hates: sports,
chariot races

BUT NO MATTER HOW HARD HE TRIED...

I... I... I... am
Dem... Dem...
Demos...

What do you
want, stammer
boy?

Go home!

Shut up!

Look, guys!
It's Dem...
Dem... Dem...

DEMOSTHENES DID GO
HOME... BUT HE DIDN'T
SHUT UP. INSTEAD, HE TOOK
RHETORIC LESSONS...

how to use
your words
to influence
people

Now, repeat
after me...

I am Demos...
Demosthenes...

Sing,
Goddess,
sing...

...SPOKE OVER THE ROAR
OF THE WAVES TO
STRENGTHEN HIS VOICE...

Citizens of
Athens...

...UNTIL FINALLY...

All speech is
useless and empty
unless it is
accompanied by
action.

Who's this
young man?

He's so
brave!

Long live
Athens!

He's right!

DEMOSTHENES

10K+ FOLLOWERS
WORKS AT:
SPEECHWRITER,
ORATOR,
POLITICAL LEADER

he really
did say
that!

1. Read the comic and answer the questions.

- What was Demosthenes' dream?
- What prevented him from achieving his dream initially?
- How did he manage to overcome this challenge?

2. In pairs, read the text. Who provides us with information about Demosthenes' childhood?

Demosthenes (384-322 BC) was a famous Greek orator and politician from ancient Athens.

Most of what we know about his early life comes from the Greco-Roman historian Plutarch (2nd century). As a child, Demosthenes faced many difficulties, including the loss of his father at age seven. He was shy and people often made fun of him because he had a stammer. However, he managed to improve his speech by talking with pebbles in his mouth and reciting verses while running. He eventually became a brilliant speechwriter and orator.

When King Philip II of Macedonia threatened Greece, Demosthenes became a key figure in the defence of Athenian democracy. Through his passionate speeches, he encouraged his countrymen to resist the Macedonian invasion and build an army to protect their freedom.

Demosthenes delivered his greatest oration, "On the Crown," in 330 BC in response to charges made against him by his rival Aeschines. In his speech, Demosthenes defended his political career and principles, and strongly criticized Aeschines, who had argued that Athenians should avoid fighting the Macedonians.

Today, Demosthenes is remembered as one of the greatest orators in history, and modern speakers still use his oration techniques.

(adapted from www.ebsco.com)

3. Read again and decide if these statements are true or false.

- Demosthenes was from ancient Sparta.
- As a child, Demosthenes was made fun of because of his appearance.
- Plutarch lived at the same time as Demosthenes.
- Demosthenes wanted to save Athens from a Macedonian invasion.
- Demosthenes is considered one of the greatest orators in history.
- Athens was threatened by Macedonia, ruled by King Philip II.
- Aeschines was Demosthenes' supporter.

4. The treasure chest of skills

Just as Demosthenes built a remarkable set of skills over time, what personal "treasures" have you gathered? In a short paragraph, describe 3-4 key skills or values you would pack in your own treasure chest (e.g., problem-solving, courage, patience) and explain why these tools are essential for your future success.



In my treasure chest of skills, I have packed determination, diligence, patience, and self-confidence. Being determined helps me achieve my goals. When I was younger, people made fun of me because I had a weak voice and I stammered. Still, I never gave up on my dream of becoming an orator.

To become a great speaker, I need to study history, philosophy, and literature and practice my speeches every day. I have packed diligence because hard work prepares me for any challenge.

Being patient is also very important. It takes a lot of time and effort to learn how to speak beautifully.

Finally, I need self-confidence. When I speak in front of a big crowd, I have to believe in myself and not be afraid to share my thoughts.

PROJECT WORK

Growth Graphic Journal / Comic Strip

In groups, create a short, illustrated story or comic showing a moment of personal growth. It can be real or fictional, but must include: a challenge, feelings, a solution or action, a result, a short reflection. Add it to your portfolio.

My growth documentary

In groups, create a short 2-3-minute video or slideshow (with narration or subtitles) showing how you have grown in time. You can include photos, drawings, or captions along with the moments that shaped you.

The other students peer-review the 'documentary,' filling in the *Project assessment* sheet.

PROJECT ASSESSMENT

GROUP No.

A. Task fulfilment and content

1. The documentary was completed on time.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. The documentary meets all task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. The content is relevant to the topic.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. The content is rich and varied.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Clarity and language

5. The content is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. The content shows good control of grammar and punctuation.

1 ☐ 2 ☐ 3 ☐ 4 ☐

C. Creativity and visual appeal

7. The documentary is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

8. The project is visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

EVALUATION 4



1. Match each adjective to its opposite. 20 pts

- | | |
|-----------------|--------------|
| a. brave | 1. lazy |
| b. shy | 2. unkind |
| c. hard-working | 3. quiet |
| d. talkative | 4. fearful |
| e. kind | 5. confident |

2. Choose the correct adjective to fill in the sentences. 20 pts

funny creative grumpy
friendly patient

- I can be very when I don't get enough sleep.
- Please be; it is not your turn to speak yet.
- My new friends are very; their jokes always make me laugh.
- My new neighbours seem; they have invited me over for coffee.
- We need a web designer to help us build our website.

3. Fill in the sentences using the correct form of the adjective in brackets (comparative or superlative). Make the necessary changes. 20 pts

- She's jazz singer in the country. (*famous*)
- Their flat is their friends', but it also costs less. (*small*)
- I'm a dancer my sister because I started lessons two years after she did. (*experienced*)
- I'm not laughing because this is joke I've ever heard. (*bad*)
- The couch is the chair. (*comfortable*)

- He is student in my class. (*good*)
- We bought cake we could find; we have guests for dinner this evening. (*big*)
- They are people I know; they never share anything. (*generous*)
- My brother is me, so I always ask him to change the light bulbs. (*tall*)
- This film is the book because it left out many important details. (*interesting*)

4. Find and correct the mistakes. 20 pts

- Jim left for work earliest than Victor.
- You ran more faster than me in the competition.
- This is the most attractive dress; the print is too large and the colours don't go together.
- It's raining more hard than yesterday; I don't want to go out.
- My brother cooks best than I do.

5. Choose the correct option to fill in the blanks. 20 pts

- There are old castles in this part of the country!
 - so
 - so much
 - so many
- Do we have chairs for everyone?
 - enough
 - not enough
 - too many
- This is work for one person; I need help.
 - too many
 - too little
 - too much
- This song is beautiful, I could listen to it forever.
 - too
 - so
 - such
- It was long day; I'm glad it's finally over.
 - such
 - such a
 - so

EVALUATION 4*

1. Fill in the blanks to form compound words.

20 pts

A. ice machine sleeping speaking

swimming table talk tennis

- | | |
|-----------------|----------------|
| a. court | e. small |
| b. public | f. bag |
| c. washing | g. coffee |
| d. pool | h. cream |

B. cold dried fashioned

fast long user

- | | |
|------------------|------------------|
| a.-distance | d. old-.... |
| b. ice-.... | e.-friendly |
| c.-talking | f. sun-.... |

C. air black cut rain suit store

- | | |
|---------------|---------------|
| a. hair_____ | d. _____fall |
| b. _____board | e. book_____ |
| c. swim_____ | f. _____plane |

2. Fill in the blanks using the adjectives below.

20 pts

cheerful fearful

honest nervous quiet

- To be, I'd rather you went home.
- Many people feel about speaking in public.
- She seems until you get to know her.
- His attitude made his guests feel welcome.
- They are that they might fail.

3. Find and correct the mistakes.

20 pts

- You're such funny! You tell the best jokes.
- I had so many work to do that I forgot to call my parents.
- You are enough old to be acting like this.
- I bought too much apples; do you want some?
- They can't afford to buy this house; it's much expensive.

4. Match to make complete sentences.

20 pts

- He can't be at school;
- She may take the day off tomorrow;
- They must love that film;
- The keys can't be on the table;
- They look tired;

- I've just checked.
- they might not want to go out tonight.
- it's Sunday evening.
- it's her birthday.
- they have seen it five times.

5. Choose the correct option.

20 pts

- I think there be an issue with the email attachment; I can't open it.
a. might b. can't c. should
- If Anna says the dog ate her homework, it be true; she does have a dog and she never lies.
a. can b. can't c. must
- You be right, but I still need to check the answer.
a. must b. might c. can't
- The lights are out; she be off to her sister's, she goes there sometimes.
a. can't b. could c. must
- You be very proud of your children; they are very talented.
a. must b. could c. might

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unit 8

Words and pictures

- **Themes:** books, films
- **Grammar:** sequence of tenses; reported speech
- **Listening & Speaking:** asking for and giving instructions
- **Writing:** a news report



1. Discuss with a partner.

- What kind of books do you usually read?
- What are you currently reading?

What do teens read these days?



A. Rhys, 15: I wasn't much of a reader when I was younger. I hated doing book reports for school; it felt like chores. But then, a couple of years ago, my brother got me *The Divergent Series* for Christmas, as a joke.

Well, I guess the joke was on him, because I absolutely loved it; I couldn't put it down. So, I've been reading ever since. Dystopian fiction is still my favourite genre, but I like science fiction and adventure books too.

B. Morag, 15: I've been reading some of the original *Nancy Drew Mysteries*, written about a century ago, and they're brilliant. You know, just your typical teen detective stories, only it was the 1930s, and girls weren't supposed to be detectives at all.

That's why Nancy is such an inspiring character: she's smart, independent, and resourceful; she gets into trouble sometimes, but never gives up. Nancy's passion is solving mysteries, of course. She spends her time finding stolen jewellery, exploring haunted houses, looking for lost treasures, solving kidnapping cases... Nothing like fast-paced mystery fiction to keep you on the edge of your seat.

2. Read the text. Have you read any of the books mentioned in it? Would you be interested in reading any of them?

C. Yara, 16: I usually prefer non-fiction: history and biographies, mostly, because I want to learn about the world we live in. You could say I'm a bit of a bookworm. I've recently started exploring historical fiction and there is one author I really, really love: Ruta Sepetys. Her novel, *Between Shades of Gray*, showed me that fiction can also educate, not just entertain. Great characters, gripping plot, and very accurate historical details. I can't recommend it enough!

D. AJ, 15: I guess we all have a favourite book we read over and over. For me, that book is *The Catcher in the Rye*. It's a classic coming-of-age novel that I've read four times, and I still find it exciting. It doesn't have an exciting plot; it's about a 16-year-old boy, Holden Caulfield, who has just been expelled from school and spends two days alone in New York City, feeling sad and confused.

Here's why I find it addictive: it's written in the first person, so Holden "talks" directly to us, the readers. A lot of times, he says exactly what I and any other teenager would say – because growing up really is confusing, and a bit sad sometimes.

E. Leyla, 14: I'm reading *The Folk of the Air* series at the moment, by Holly Black, and I can't put it down. It's about a mortal girl named Jude, who is taken from her home as a child and brought to a magical kingdom. It's a dangerous world where no one can be trusted, so there are loads of plot twists that keep me turning the pages.

And that's the thing about fantasy books: they're like modern fairytales, where the setting is magical, but the characters feel real and relatable. Even fairies get sad or happy or scared, just like us.

F. Arno, 14: I am a slow reader, so it takes me a lot of time to finish a book. I usually give up after a few chapters. I tried audiobooks, but I couldn't keep my focus long enough.

What really got me into reading is graphic novels. They combine pictures and text, so they're fun, engaging, and easier to read than a text-only book. Some people say graphic novels are "just for little kids", but that's not true at all. They're actually very sophisticated and have complex plots as well as beautiful art. So, if you're struggling with regular books, pick up a graphic novel; you might love it.



3. a. Find words in the text with the following meaning.

- a. someone who reads a lot
- b. a category or style of literature, film, art, or music
- c. the time and place where the story happens
- d. the main events of a story
- e. refers to a story that moves quickly
- f. a surprising change or development in the story

b. Which of the following sentences mean that a story / book is very exciting or suspenseful?

- ☐ I couldn't put it down.
- ☐ It's not exactly an exciting plot.
- ☐ It keeps me turning the pages.
- ☐ It's a bit slow-paced.
- ☐ I couldn't really get into it.
- ☐ It has me on the edge of my seat.

4. Use the literary genres mentioned in exercise 2 to complete the sentences.

- a. In, the plot is centred on solving a puzzle or a crime (like theft or murder).
- b. Common themes in include space exploration and time travel.
- c. A story follows the main character from childhood into adulthood, often focusing on a moment of personal crisis.
- d. In, usually set in the future, protagonists fight against an unfair and oppressive society.
- e. Magic kingdoms, wizards, and supernatural creatures are staples of fiction.

5. In pairs, answer the questions.

- Why does AJ feel that Holden Caulfield "talks" directly to him?
- How did Rhys get into reading?
- Why does Yara love Ruta Sepetys' books?
- What are graphic novels?
- Who is Nancy Drew?



6. Listen to Tom answering questions about his reading habits. Then answer the questions.



a. What reading format does Tom prefer?



- 1. printed books
- 2. e-books
- 3. audiobooks

b. How does Tom usually get his books?

- 1. borrows them from the library
- 2. buys them online
- 3. buys them from the bookstore

c. When does Tom prefer to read?

- 1. while using public transport
- 2. at bedtime
- 3. at weekends

d. How does Tom choose what books to read?

- 1. by genre
- 2. by author
- 3. by browsing around

e. Does Tom read book reviews?

- 1. sometimes
- 2. never
- 3. always

7. a. In pairs, ask and answer questions about your own reading habits.

*** b. In groups, compile the answers. Each group chooses one type of reading habits (for example, the preferred format) and presents the data in a pie chart.**

► **Digital Tools:** Canva, Padlet, Google Slides, PowerPoint

8. The 60-second challenge: What was one book you couldn't put down?

Create a 60-second video about a book that kept you turning the pages. Mention the title, the author, the genre, the plot / main character, and why you liked it. Share your video link with the class.

► **Digital Tools:** Flip, the camera app on your device.

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Books and films vocabulary

- 1.** Discuss with a partner. How would you describe a book or a film you like in 3 words? What about a book or a film you dislike?

WORD BANK

Words to describe books or films

Positive: • *moving* • *action-packed*

• *hilarious* • *award-winning* • *heartwarming*

• *insightful* • *fast-paced* • *educational* •

captivating • *realistic* • *brilliant* • *entertaining*

Negative: • *predictable* • *boring* • *disappointing* •

slow-moving • *silly* • *confusing* • *depressing*

- 2.** Find the words in the *Word Bank* that mean the following:

- a. moving or happening very quickly
- b. showing a very clear understanding of something
- c. it causes feelings of happiness and pleasure
- d. extremely funny
- e. it causes strong, often sad, feelings
- f. full of exciting events
- g. extremely clever or impressive
- h. it deals with real-life issues

- 3.** Complete the sentences using the words below.

TV series

fantasy film

drama

action film

thriller

comedy film

sci-fi film

adventure film

- a. This is a great, but I wouldn't take my little nephew to see it; the fight scenes are much too violent.
- b. It is a classic plot: aliens invade Earth and people have to fight for their life.
- c. My favourite is about a man looking for a lost city in the Amazon jungle.
- d. The supernatural characters in this are inspired by Celtic mythology.
- e. I enjoy watching a in the evenings; a good laugh is all I need after a long day at work.
- f. I'm only up to the third episode, but this is probably the best I've seen this year.
- g. The new had us on the edge of our seats; we never could have guessed who the spy was.
- h. I wouldn't recommend this; the acting was good enough, but the story was depressing.



Prepositional verbs

4. In pairs, read the **Verb Zone** panel. Find two differences between *prepositional verbs* and *phrasal verbs* (refer to Unit 1, *Grammar*, if needed).



VERB ZONE

- prepositional verbs are verbs followed by a specific preposition; they have the same meaning as the original verb
- they always have an object (a pronoun, a noun phrase or the *-ing* form of a verb)
- as a general rule, prepositional verbs cannot be separated (the **object** comes after the preposition)

She **insisted on** *meeting* us downtown.

- however, some prepositional verbs take an object between the verb and the preposition

He **reminds** *me* of my brother.

I **thanked** *them* for their help.

5. Pair the verbs with the correct prepositions. Some verbs may be used with more than one preposition. Use the dictionary if needed.

to for in at on

with of about after

agree	_____	look	_____
respond	_____	pay	_____
apologise	_____	provide	_____
approve	_____	refer	_____
argue	_____	result	_____
ask	_____	run	_____
base	_____	shout	_____
believe	_____	smell	_____
care	_____	smile	_____
consist	_____	specialise	_____
deal	_____	spend	_____
decide	_____	succeed	_____
go	_____	talk	_____
laugh	_____	prepare	_____
think	_____	wait	_____
listen	_____	worry	_____

6. a. Listen to a podcast segment and say who (Sam or Ellie):



- a. loves visiting bookstores _____
- b. thinks reviews are useless _____
- c. relies on friends for suggestions _____
- d. likes coming-of-age stories _____
- e. finds superheroes inspiring _____

b. Listen again and decide if the statements are true or false.

- a. *Coyote Summer* is also the name of a film made in the 1990s.
- b. *Captain America* is set in Kansas.
- c. The protagonist of *Coyote Summer* is a superhero.
- d. *Captain America* is a coming-of-age story.
- e. *Captain America* is based on Marvel comics.

c. Fill in the summaries using the correct prepositions.

A. Ellie prefers reading. Her favourite book at the moment is *Coyote Summer* by Mimi Thebo. It's about a girl named Jules who dreams becoming a ballet dancer. At first, Ellie didn't relate the protagonist. Jules keeps causing trouble and her mother doesn't know how to deal her behaviour. After being expelled her school in London, Jules is sent away to the US to live with relatives. The story is set her aunt's farm in Kansas. Here, she reflects her mistakes and learns some hard life lessons. Ellie decided to read this book because everyone commented how good it was.

B. Sam loves watching films. He doesn't believe checking reviews because people never seem to agree anything. Instead, he watches trailers or asks his friends suggestions. The last film he really liked was *Captain America: Brave New World*. It is a superhero film based Marvel comics. When they first watched it, Ellie claimed it was unrealistic and they argued it. Sam agrees the film is not very deep, but he likes the "good versus evil" story set in a fantasy world. People come to identify superheroes because they focus what they represent rather than on their superhuman abilities.

7. In pairs, talk about a film you love. Use at least 4 prepositional verbs (each). Mention: name; setting (place / time); main characters; plot (what happens); why you like it.

*** 8. Debate: Read the book or watch the film?**

In two teams, prepare 3–5 arguments for both sides. Organise a class debate during which each team presents its arguments, formulates counterpoints to opposing ideas, and defends its opinions.



ENGLISH, PLEASE!

*** 9. Go to page 188 and read the texts.**

a. Match the highlighted words/expressions to their English equivalents. Use the dictionary if needed. Then fill in the English version of the text, making the necessary changes.

- ☐ fall into a deep sleep
- ☐ take off
- ☐ have no intention of
- ☐ get bored to tears
- ☐ safe and sound
- ☐ get the urge
- ☐ light as a feather
- ☐ scared out of one's mind

Grandma, lively and , was getting ready to go home.

Once grandma left, mum would go to her bedroom, where she would . Just then, Anton and I would start to , so we'd to play football with a tennis ball in the long hallway, using two goals: the kitchen door and the dining room door.

"Let's play until 5 o'clock, and whoever wins is the champion!" suggests Anton. "Pick a goal!"

We hear Mom say: "Stop it, guys, I'm trying to sleep!" He shoots the ball at Bambi [the hamster] and scores!

Bambi's jar falls onto the carpet; in the pile of sawdust, you can see a tiny white creature with an enormous head, covered in bits of carrot and apple; Bambi is and —he just wants to be back in his jar, .



b. Match the highlighted proverbs / sayings to their English equivalent (some have more than one). For each proverb, write a sentence that explains its meaning. Use the dictionary if needed.

- ☐ Once bitten, twice shy.
- ☐ You can't teach an old dog new tricks.
- ☐ Early to bed and early to rise makes a man healthy, wealthy, and wise.
- ☐ The scalded dog fears cold water.
- ☐ The early bird gets the worm.
- ☐ An hour in the morning is worth two in the evening.



Sequence of tenses. Reported speech

1. Read and complete the Grammar Panel.

SEQUENCE OF TENSES

- ▶ sequence of tenses: the verb tense in a subordinate clause depends on the verb tense in the main clause
- ▶ the sequence of tenses commonly occurs in reported speech, where we use a reporting verb (*say, tell, ask, think, claim, believe, admit, etc.*) to tell someone what another person said

- if the main clause is in the *present* or *future* tense, the verb of the subordinate clause can be in any tense (depending on the overall meaning)
- if the main clause is in the *past*, the tense in the subordinate clause also changes to a past tense

REPORTED SPEECH

■ Present simple → Past simple

He said, "I'm tired." → He said (that) he was tired.

■ Present continuous → Past continuous

She added, "I'm going home." →

■ Past simple → Past perfect

They told us, "We saw that film." →

■ Present perfect → Past perfect

He said, "I have rented a flat." →

■ Past perfect → Past perfect

She said, "I had just moved abroad." →

■ Present perfect continuous → Past perfect continuous

He said, "I have been practising for days." →

■ Past continuous → Past perfect continuous

She said, "I was living on a boat." →

■ will → would

He said, "They will help me." →

■ can → could

She said, "You can take the bus." →

■ may → might

He said, "I may be late." →

■ must → had to (when expressing obligation, necessity or duty)

They said, "We must hurry." →

■ could, might, should → could, might, should

I said, "He should get a job." →

EXCEPTION:

If the subordinate clause expresses a universal truth, a scientific fact, a habit, a permanent situation, something that is true at the moment of speaking, we don't need to change the tense.

She explained, "The Sun sets in the west." → She explained that the Sun sets in the west.

He said, "I like apple crumble with vanilla ice cream." →



2. Fill in the sentences using the correct tense form.



- a. When they looked out the window, they the children playing.
 1. were seeing 2. see 3. saw
- b. What did you do with the gift he you?
 1. gives 2. has given 3. gave
- c. I checked if the students their project yet.
 1. had submitted 2. have submitted 3. submitted
- d. We noticed the sun already up.
 1. is 2. was 3. had been
- e. He was tired because he for hours.
 1. had been working 2. has been working 3. was working

3. Adverbs of time and place also change when we report what someone says. Match the adverbs / expressions to the correct reported speech equivalent.

- | | |
|-------------------|---|
| a. now | 1. the week after / the following week |
| b. today | 2. there |
| c. tomorrow | 3. the following Wednesday |
| d. yesterday | 4. that night |
| e. tonight | 5. that morning |
| f. last night | 6. the previous Wednesday |
| g. last Wednesday | 7. that day |
| h. next week | 8. the day before / the previous day |
| i. next Wednesday | 9. then / at that moment |
| j. this morning | 10. the night before / the previous night |
| k. here | 11. the next / following day |

4. Put the sentences into reported speech.

- a. She said, "I must go to the library tomorrow."
 b. My brother asked, "Can we go to the park on Saturday?"
 c. They told me, "The guests will be here in the morning."
 d. Susie said, "We went fishing yesterday."
 e. I explained, "They have been living here since 2020."
 f. We admitted, "We didn't do our homework."
 g. The doctor warned me, "You should exercise more."
 h. He said, "I wasn't here last night."
 i. She told me, "I haven't seen Beth since last month."
 j. John informed me, "The meeting starts tomorrow morning at 9."



**REPORTED SPEECH
QUESTIONS AND IMPERATIVES**

Questions

Indirect questions (in reported speech) use statement word order (subject + verb).

► **YES / NO questions**

"Do you like coffee?" → They asked *if / whether* I liked coffee.

► **WH questions**

"Where are you going?" →

She wanted to know where I was going.

"Who are they?" → He wondered who they were.

Imperatives

► **reporting verb** (tell, ask, order, instruct, request, warn, advise, etc.) + **object** (me, us, them, etc.) + **(not) to-infinitive**

"Be quiet!" → She told us to be quiet.

"Don't touch anything!" → He warned us not to touch anything.

5. Change to reported speech, with the reporting verb in the past tense.

- a. "Is the door closed?" →
 b. "Where are my glasses?" →
 c. "Have you read this book?" →
 d. "When did he leave?" →
 e. "How are your parents?" →
 f. "Write the answer on a piece of paper." →
 g. "Don't open the door." →
 h. "Fasten your seatbelts." →
 i. "Don't walk on the grass." →
 j. "Stop eating my leftovers." →

*** 6. The Digital Reading Journal Vlog**

Create a 3-minute vlog (video blog) for your Digital Reading Journal in which you act as the main character of your favourite book, explaining the turning point of the storyline. Use the sequence of tenses to narrate events/experiences in a logical timeline, including before, during, and after. Share your video link with the class.

► **Digital Tools:** Flip / the camera app on your device.





Asking for and giving instructions

EXPRESS YOURSELF!

ASKING FOR INSTRUCTIONS

- How do I...?
- Do you know how to...?
- Can / Could you show / tell me how to...?
- What is the best way to...?
- What do you suggest?
- How do you suggest I...?

GIVING INSTRUCTIONS

- First, you... / Start by... / The first thing you do is...
- Then, ... / Next, you...
- The next thing you do is... / The next step is...
- After that... / Once you've done that, then... / After you have done that...
- Finally, ... / The last step is... / The last thing you do is...
- Don't forget to... / Make sure you... / Try not to...

1. Look at the pictures. In pairs, use the expressions above and the prompts to ask for and give instructions.

▪ how to search for something online



▪ how to make a video call

2. Listen to Esme helping Donny learn how to use an e-book reader. Then decide if the statements are true or false.



- a. It is Donny's first e-book reader.
- b. The power button is on the side.
- c. Esme doesn't know how to use the e-book reader.
- d. Donny thinks Esme's instructions are complicated.
- e. There are apps used to borrow e-books from libraries.

3. a. Listen again and fill in the blanks (one word each).

b. Put the instructions in the right order.

- ☐ Complete the setup by following the on-screen; select your and connect to Wi-Fi.
- ☐ Organise the library; you can free samples, or borrow e-books online.

- ☐ Enter your account ... to be able to access books.
- ☐ Tap on the book ... in your library to open the ... and start reading.
- ☐ Turn on the e-book ... by pressing the power button.

4. a. Fill in the blanks using the following words:
card • content • icon • screen • installation • library • magazines • menu • mobile • users

Libby is a application developed by OverDrive that allows to borrow digital e-books, audiobooks, and ... from their local library. It is compatible with Android and iOS. Users need a valid card from an institution that partners with OverDrive. The app requires before borrowing content. After installation, the Libby app will appear on your home or in your app drawer. Tap the icon to open it, then select your library and enter your library number. Finally, search for; tap the Search icon in the footer and start looking for specific titles, authors, or subjects.

b. Listen to check your answers.



c. In pairs, use the information in 4a to ask for and give instructions on how the Libby app works.

Make up a dialogue focusing on a new user trying to set up their account.

*** 5.** Group work. Create a quick guide for using a digital app of your choice (3-4 simple steps).

- ▶ only include essential information
- ▶ use screenshots, diagrams, and photos to illustrate the steps
- ▶ present your quick guide to the class.

► **Digital Tools:** PowerPoint, Google Docs

* Curriculum de specialitate



Writing a news report

1. Discuss with a partner.

- Do you read / watch / listen to the news? If yes, what kind of news? If no, what kind of subjects would you be interested in?

2. Read the news report and match it to the correct headline.

Experts Discuss the Impact of AI on Filmmaking at the Fairfield Conference

Conference Reveals AI Is Taking Over the Film Industry

Hundreds Attend Conference on Screenwriting

3. a. Read again and answer the questions.

- What was the name of the event?
- When and where did it take place?
- Who organised the event?
- What was its purpose?
- Who participated in the event?
- How did the event end?

The Daily News

9/25

FAIRFIELD, KENT — This past weekend, the Appletree Youth Club organized an international conference titled “From Script to Screen in the Age of AI” at the City Exhibition Hall. The event brought together more than 30 speakers from the film industry: writers, directors, producers.

The two-day conference, designed and run entirely by teenagers, explored the way AI is transforming storytelling and creativity in filmmaking. Hundreds of participants of all ages attended expert presentations, workshops, and panel discussions.

“Meeting all these film professionals—and being able to ask



them questions—is so exciting,” said Oliver Ryan, 15, an aspiring scriptwriter. “I have a better understanding now of what I want to achieve.”

The event ended with a two-hour

“I have a better understanding now of what I want to achieve.”

screening of several short films written and directed by young local filmmakers. Many participants stated that the conference provided a fresh outlook on the film industry.

The organisers have confirmed that the Appletree Youth Club conference will become an annual event, and are encouraging proposals for next year’s themes.

* b. Here is a short report on the film screening. Read and complete the infographic.

Find a suitable headline.

On Sunday, a short film screening was organised in the auditorium of the City Exhibition Hall.

A selection of six films was shown, all written and directed by local filmmakers aged 14-17.

The event, which ran from 3 pm to 5 pm, was followed by a panel discussion and a Q&A session. The panel featured Aisha Patel (writer of "Spring on My Street"), Ian Jones (director of

"School Nights"), Aidan Smith (writer and director of "Green") and Alyssa Martin (writer of "Silly Jokes"), and was moderated by Mr. David Shaw, an award-winning producer.

An audience of 250 attended the film screening. The organisers announced that 75% of the ticket cost will support a fund for young filmmakers.



4. a. Read the news report in exercise 2 again. In pairs, decide if it includes all the key elements in the *Writing tip*.

*** b.** What about the report in exercise 3b?

WRITING TIP

General structure of a news report:

Headline

- tells what the story is about; it is designed to grab attention

Lead (paragraph 1)

- summarises the most important facts (typically who, what, when, where, why, and how)

Body (2-5 paragraphs)

- describes the event in more detail; also includes official information or statements about the event

Conclusion (last paragraph)

- a recommendation / statement about the future

Remember!

- write short, concise paragraphs (1-3 sentences)
- use the past tense to summarize the event
- only state facts, not your personal opinions

- The headline is designed to...
 - describe the event in detail
 - provide a recommendation
 - grab attention
- Official statements are included...
 - in the conclusion
 - in the body of the report
 - in the lead
- To summarize the event, we need to use...
 - the past tense
 - the past perfect
 - the present
- A news report should include...
 - the author's personal opinions
 - only facts
 - both facts and the author's personal opinions

Now it's your turn!

6. Write a news report on a school event, real or imagined. Follow the example in exercise 2 and the structure in the *Writing tip*.

Add it to your portfolio.

7. Swap reports with your partner and check each other's work.

5. In pairs, choose the correct answer.

- The most important facts in a news report are summarized...
 - in the headline
 - in the body of the report
 - in the lead





Writing a book review

LEAD IN

1. Which of the following belong in a book review?

- | | |
|---|--|
| ☐ name of the author | ☐ plot summary |
| ☐ spoilers | ☐ price information |
| ☐ publication date | ☐ book genre |

PREPARATION

2. Read the review and check your answers in exercise 1.

A Book Review

by Dervla

Find Layla is a coming-of-age novel written by Meg Elison and published in 2020.

The novel is set in present-day Southern California. A 14-year-old girl called Layla is the narrator and main character. Her classmates post mean tweets about her shabby appearance, and life at home is very difficult for her. But Layla is bright, resilient, and has a passion for science. When the video she makes for a science project at school goes viral, people understand at last what her life is like. It also means that all the things she didn't want people to know about her are now online. The plot follows Layla as she tries to find her own place in the world and build a better future for herself. All while dealing with poverty and bullying.

My favourite part of the book is Layla finally confronting her bullies. This is a thought-provoking story about resilience and survival, which I recommend to older teens and adults.

3. Answer the questions.

- What type of book is *Find Layla*?
- Where is the story set?
- Who is the main character?
- What is the story about?
- What does Dervla think of the book?

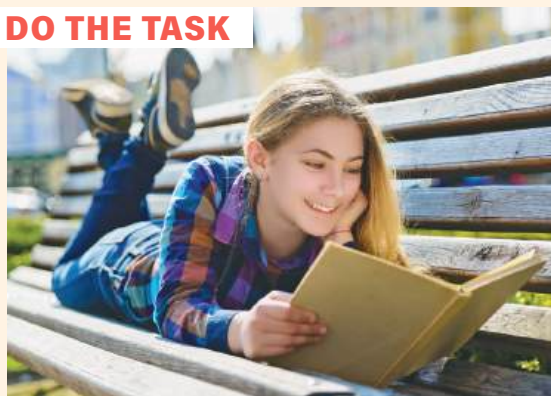


4. Choose the correct answer.



- The novel is in Southern California.
a. published b. set
- The name of the narrator is
a. Layla b. Dervla
- Layla loves
a. literature b. science
- Layla makes a video for
a. a contest b. a science project

DO THE TASK



5. a. Write a review of a book. Use the plan below. Add it to your portfolio.

Paragraph 1: general information – title, author, type of book (genre), publication year

Paragraph 2: story and characters – setting, plot, main character(s), without revealing the ending

Paragraph 3: your opinion – give specific reasons why you liked / disliked it

WRITING TIP

Use the *present simple* to summarise the plot of a book or a film.



- * b. Use the structure in exercise 5a to write a review of a film you know. Refer to **Vocabulary** if needed. In paragraph 1, include the film title, the director or scriptwriter, the film type, and the release year.

FOLLOW UP

6. Swap reviews with your partner and check each other's work.

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1. Read the text.

THE MOST FAMOUS BOOKSHOP IN THE WORLD: SHAKESPEARE AND COMPANY

Shakespeare and Company is an English-language bookshop in Paris, on the left bank of the Seine, opposite Notre-Dame Cathedral.



It was founded by American George Whitman in 1951 at 37 Rue de la Bûcherie. When the shop first opened, it was called *Le Mistral*. The name was changed in April 1964—on the four-hundredth anniversary of William Shakespeare's birth—in honour of Sylvia Beach, an American-born bookseller and publisher who had founded the original *Shakespeare and Company* in 1919.

Her store and lending library at 12 Rue de l'Odéon was a gathering place for the great expat writers of the time—James Joyce, Ernest Hemingway, Gertrude Stein, F. Scott Fitzgerald, T.S. Eliot, Ezra Pound—as well as for leading French writers. Beach also championed the rise of modernist literature: in 1922, she published James Joyce's novel *Ulysses*. The bookshop was forced to close in 1941, during the German occupation of Paris in World War II, when Beach refused to sell books to a Nazi officer.

As George Whitman aimed to carry on the spirit of Sylvia Beach's shop, his bookstore quickly became a centre for expat literary life in Paris. Allen Ginsberg, William Burroughs, Anaïs Nin, Richard Wright, William Styron, Julio Cortázar, Henry Miller, William Saroyan, and Lawrence Durrell were among early visitors to the shop.

From the first day the store opened, writers, artists, and intellectuals were invited to sleep among the shop's shelves and piles of books, on small beds that doubled as benches during the day. Since then, an estimated 30,000 writers and artists have stayed in the bookshop. These guests are called *Tumbleweeds* after the rolling thistles that "drift in and out with the winds of chance," as George described. Three things are asked of each *Tumbleweed*: read a book a day, help at the shop for a few hours a day, and produce a one-page autobiography. Thousands and thousands of these autobiographies have been collected and now form an impressive archive, capturing generations of writers and travellers who have visited the store.

Since 2006, *Shakespeare and Company* has been run by George's daughter, Sylvia Whitman. The bookstore now regularly hosts literary festivals. In 2011 it launched the Paris Literary Prize, a novella contest open to unpublished writers from around the world.

(adapted from shakespeareandcompany.com)

2. Read again and find words with the following meaning.

- a short novel
- most important
- to support, defend, or fight for someone or something
- someone who lives outside their native country
- an increase in an amount, a number, or a level



3. Decide if these statements are true or false.

- The original *Shakespeare and Company* was founded in 1951.
- The bookshop no longer exists today.
- Shakespeare and Company* hosts writers from around the world.
- Nowadays, *Shakespeare and Company* is called *Le Mistral*.
- Joyce's novel *Ulysses* was published in 1922 by Sylvia Beach.



4. Answer the questions.

- Why did George Whitman change his bookshop's name in 1964?
- What were Sylvia Beach's key contributions to literature?
- Who are the Tumbleweeds?

5. In pairs, create a timeline of *Shakespeare and Company*.

6. Listen to three announcements. What are they about? Select one main topic for each announcement.

- Announcement 1: ☐ a. library closing early
- Announcement 2: ☐ b. a book club
- Announcement 3: ☐ c. library renovation
- d. bookshop hours
- e. a book signing
- f. a documentary

7. Listen again and complete the table.

	Announcements		
	1	2	3
Type of event			
Location			
Time			
Participants / target audience			

*** 8. Listen to three school announcements and organize the events in an interactive calendar.**

For each event, add key information such as:

- event title / type of event
- start and end times
- location
- organisers/participants
- relevant notes (meeting time, special equipment, etc.)
- links or attachments, where possible (pictures, maps, links to the event's official website, etc.)

PROJECT WORK

- Imagine you are a team of filmmakers. You want to turn an old short story / novel into a modern, exciting movie.
 - Choose the book you want to adapt.
 - Create the script logline*.
 - Present a scene from another movie to show one of the visual effects you will use.
 - Convince the studio producer (a teacher / guest) to greenlight your project.
- Add it to your portfolio.

*script logline – (one- or two- sentence summary that captures the story's central conflict, protagonist, goal, and stakes)





From script to review - story retelling

Work in groups.

Starting with a short movie / book / script extract, write a news article and present / act it as a "TV entertainment news report." (150-200 words)

- follow the structure outlined in the *Writing* section
- use reported speech (at least 3 structures) and proper tense sequencing

► **Digital Tools:** Google Docs

SELF-ASSESSMENT

GROUP WORK

A. Discuss and rate these statements with the other members of your group

1. We worked well together to research and plan the news report.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our news report is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our news report is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself

5. My overall contribution to the project was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

* Twist the story

Choose a book you know and write a different ending for it. (120-150 words)

- create a new outcome for the story; make sure it matches the existing plot (e.g., avoid introducing characters who have not been mentioned before)
- use adjectives to describe how the character(s) feel(s) (*confused, hopeful, etc.*)
- use reported speech and sequencing words (*suddenly, then, afterwards, finally*)

SELF-ASSESSMENT

INDIVIDUAL WORK

1. I carefully planned the new ending.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My work is well-organised and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. The new ending fits the theme of the story and the characters' traits.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. The new ending is creative and engaging.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. Based on this experience, there are things I will do differently next time I complete a writing task.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

* Curriculum de specialitate

Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.



Living green

unit 9

- **Themes:** environmental issues
- **Grammar:** the passive voice; causative like passive*
- **Listening & Speaking:** catching up
- **Writing:** an email asking for information



1. Discuss the pictures with a partner.

- What can you see in these pictures? ■ How do these cities compare to the ones we have today?

2. Read the text.

SUSTAINABLE CITIES OF THE FUTURE

By 2050, it is anticipated that 9.8 billion people will inhabit the planet. Nearly 70 percent of this population (6.7 billion people) is expected to live in urban areas. Here is how expert architects and urbanists would design a city of the future.



(adapted from www.nationalgeographic.com)

3. Find synonyms in the text for the following words.

- | | |
|--------------|---------------|
| a. absorb | d. include |
| b. blend | e. reorganise |
| c. encourage | f. imitate |



4. Fill in the sentences using phrases from the text (two words).

- is the practice of growing food within and around cities; it can take many forms, including community gardens, rooftop plots, and small balcony containers.
- A is designed to collect and allow rainwater to soak into the ground; it is usually bowl-shaped and requires water-loving plants.
- is energy derived from natural sources (such as the sun, wind, and water) that never run out.
- A is a device that captures the sun's energy and turns it into electricity.
- A is a garden built on the roof or on an intermediate floor of a building.

5. Decide if these statements are true or false, according to the text.



- An estimated 6.7 billion people will inhabit the planet by 2050.
- Fewer than half of these people will live in rural areas.
- Solar panels are placed only on the roof of the buildings.
- Hydroponics is a method of growing plants without soil.
- Drones replace high-speed trains.

6. a. Read and fill in the blanks using the words below.

- save buy wear
consider reduce



JOSIE'S TIPS FOR A SUSTAINABLE LIFESTYLE

Living sustainably involves making smart choices. Saving energy or reducing waste will keep the environment healthy and preserve resources for future generations.

Here are my top five tips for sustainable living:

TIP#1

... energy (it can be as simple as unplugging unused devices).

TIP#2

... locally-grown food; it travels a shorter distance than imported foods, so it is generally more climate-friendly.

TIP#3

... plastic waste by choosing reusable bags and bottles.

TIP#4

... clothes made from natural fibres like wool and cotton; unlike synthetic alternatives, they are biodegradable and renewable.

TIP#5

... walking or cycling over short distances to avoid using a car.

b. Read again and answer the questions.

- What does it mean to live sustainably?
- Why does sustainability matter?
- Are Josie's tips easy to follow? Why / Why not?
- Are you already following any of these tips? If yes, which one(s)? If not, which one(s) are you most likely to follow?



Environment vocabulary

1. a. Look at the pictures and use the words below to complete the collocations. There are two extra words on the list.

environmental storm warming rise

water plastic destruction endangered

b. In pairs, answer the questions.

- Which of these issues do you think are more damaging to the environment? Why?
- Which have a greater effect on your community? How?



habitat ...



... species



sea level ...



... waste



dust ...

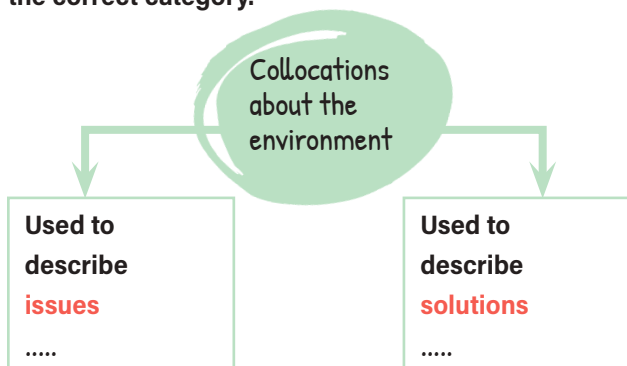


... pollution

2. Match the two columns.

- | | |
|------------------|-----------------|
| a. climate | 1. warming |
| b. renewable | 2. program |
| c. reforestation | 3. pollution |
| d. organic | 4. conservation |
| e. global | 5. change |
| f. wildlife | 6. prevention |
| g. pollution | 7. farming |
| h. air | 8. energy |

3. Place the collocations in exercises 1 and 2 in the correct category.



4. a. Complete the word families. Use the dictionary if needed.

b. Listen to check your answers.

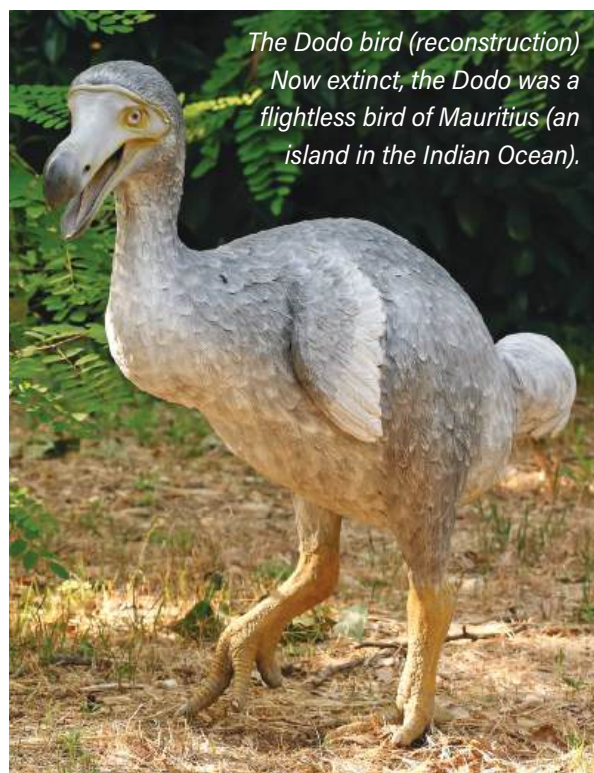


verb	noun	adjective
...	...	polluting
...	recycling	...
destroy	...	...
...	renewal	...
...	conservation	...

5. Complete the sentences using the words / phrases below. Make the necessary changes.

fossil fuel • greenhouse gas • habitat • extinction • carbon footprint • pesticide

- The natural of the polar bear is the Arctic sea ice.
- A is a substance that is sprayed on crops to protect them from insect damage.
- A is the amount of carbon dioxide that a person adds to the atmosphere through everyday activities, like driving or using electricity.
- like coal, oil, and natural gas are non-renewable energy resources.
- The increase in, such as carbon dioxide and methane, is the main cause of global warming.
- Many plant and animal species face because of deforestation.



*The Dodo bird (reconstruction)
Now extinct, the Dodo was a flightless bird of Mauritius (an island in the Indian Ocean).*

VERB ZONE

Phrasal verbs we use to talk about the environment:

- | | | |
|----------------------------------|-----------------------------------|--------------------------------------|
| ☐ use up | ☐ clean up | ☐ dry up |
| ☐ die out | ☐ heat up | ☐ cut down on |

Match them to their meaning.

- remove dirt or waste from somewhere
- use less or do something less often
- become hot or warm
- gradually become extinct
- become dry
- use all of something so that nothing is left

6. Choose the correct option to fill in the sentences.

- To reduce our carbon footprint, we need to fossil fuel use.
1. heat up 2. use up 3. cut down on
- Many species in the past hundred years due to hunting and habitat destruction.
1. died out 2. cleaned up 3. dried up
- The Sahara Desert was once covered by a sea, but it millions of years ago.
1. used up 2. dried up 3. heated up

7. In pairs, talk about the environmental problems we are facing and possible solutions.



Tenses of the passive voice

1. Read and complete the Grammar Panel.

TENSES OF THE PASSIVE VOICE

► We use the **passive voice** to change the focus from the **subject** of the sentence (the **doer** of the action) to the **object** (the **receiver** of the action).

• **active voice:** *Colin bakes a cake.*

• **passive voice:** *A cake is baked by Colin.*

► **Form:**

subject + BE + past participle (+ by doer)

receiver → conjugated to match the original tense

■ Present simple

active → *I write a letter.*

passive → *The letter is written (by me).*

■ Present continuous

active → *I am writing a letter.*

passive → *The letter is being written (by me).*

■ Present perfect

active → *I have written a letter.*

passive → *The letter ...*

■ Past simple

active → *I wrote a letter.*

passive → *The letter ...*

■ Past continuous

active → *I ...*

passive → *The letter was being written (by me).*

■ Past perfect

active → *I had written a letter.*

passive → *The letter ...*

■ Future simple

active → *I will write a letter.*

passive → *The letter ...*

■ Future perfect

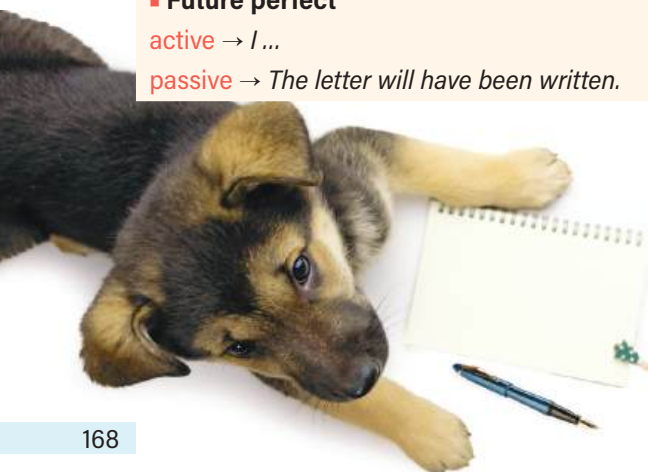
active → *I ...*

passive → *The letter will have been written.*



2. Choose the correct passive voice form.

- a. They on the beach this morning.
 1. have been seen
 2. have been seeing
 3. had seen
- b. A story to the children.
 1. is been told
 2. is being told
 3. has being told
- c. The wallet before the police arrived.
 1. has been returned
 2. was being returned
 3. had been returned
- d. These leather purses in a local workshop.
 1. are being make
 2. are make
 3. are made
- e. My favourite song in the coffee shop as I entered.
 1. is being played
 2. was being played
 3. had played
- f. The window this morning.
 1. has been broken
 2. has being broken
 3. had been broken
- g. The house five years ago.
 1. be sold
 2. was being sold
 3. was sold
- h. The dishes yet.
 1. weren't done
 2. haven't been done
 3. won't be done
- i. The book by that time.
 1. is reviewed
 2. is being reviewed
 3. had been reviewed
- j. The article tomorrow.
 1. will have been published
 2. will be being published
 3. will be published





3. Complete the sentences using the correct passive form of the verb.

- a. I can't go into my room at the moment; it (*clean*)
- b. The new film next month. (*release*)
- c. Lunch every day at noon. (*provide*)
- d. The IT lab available yesterday. (*be*)
- e. The candidate as we speak. (*interview*)
- f. My car without permission last week. (*borrow*)
- g. They waited outside while their house (*search*)

4. Find and correct the mistakes.

- a. The restaurant will been renovated next year.
- b. He had been teach Spanish before moving to South America.
- c. Hamlet was wrote by Shakespeare.
- d. I have being living here for a while.
- e. All documents must been signed.
- f. Plastic bottles should being recycled.
- g. This solution is discussed at the last meeting.

5. Use the prompts to form sentences in the passive voice.

- a. the meal – often eat – at Christmas (*present simple*)
- b. my dog – just – find (*present perfect simple*)
- c. he – see – at the train station (*past perfect simple*)
- d. my poem – read (*present continuous*)
- e. the milk – must keep – in the fridge (*present simple*)
- f. dinner – serve – at 8 (*future simple*)
- g. when we arrived – the TV – repair (*past continuous*)

6. Change the sentences into the passive voice.

- a. People take lots of photos on holiday.
- b. The hotel will provide dinner for the guests.
- c. She had left her glasses on the desk.
- d. Amy was drawing a map.
- e. The children will have found the missing toy by then.
- f. John rented the apartment last week.
- g. We are planning an end-of-school party.
- h. The travellers have booked the flights in advance.

7. Greening our town – a role-play meeting

Students are assigned roles: Mayor, Council Members, Citizens, Reporter, Architect/Engineer, Environmental Group Representative. Each role comes with secret notes. The students write them together, place them in a jar, and draw them out before the "meeting". This can be about bits of community news related to environment and sustainability, such as "New neighbourhood garden project begins", "Air pollution getting worse" or "Wind turbines now producing clean energy for 3000 homes". Students discuss achievements from the previous year, recent changes, ongoing projects, and plans for the future. Use mixed passive tenses where possible.

* The passive causative

8. In pairs, compare these sentences referring to the **doer** and **receiver** of the action.

Bill wrote a newsletter.

Bill had his secretary write a newsletter.

A newsletter was written by Bill's secretary.

Bill had a newsletter written (by his secretary).

9. Read and complete the **Grammar Panel**.

THE PASSIVE CAUSATIVE

► We use the **causative** structures (with *get* and *have*) to talk about something that someone else did for us or for another person, usually because they were paid, persuaded or asked to.

Jack had the mechanic repair his car.

(somebody caused someone to do something)

► Causative structures can also be used in the **passive voice**; the focus is on the **action**, while the **doer** is unknown or irrelevant.

► **Form:**

subject + have/get + object + past participle

Jack had his car repaired (by the mechanic).

(somebody caused something to be done)

Jack was having the mechanic repair his car when I called.

→ *Jack was having ...*

I have had Betsy cut my hair before the party.

→ *I have had ...*



10. Change the sentences into a passive structure. Use the causative verbs in brackets.

a. I am cutting the grass. (have)

I am having the grass cut.

b. I made my dress.

c. I was painting my living room.

d. I had baked a pie before dinner.

e. I clean the windows every week.

f. I have booked a holiday.

11. Choose the correct option to complete the sentences.

a. We had while we were away.

1. our new car to steal
2. our new car stolen
3. to steal our new car

b. Our neighbours are having between our properties.

1. a fence to build
2. a fence build
3. a fence built

c. She will have her wedding dress by a fashion designer.

1. make
2. to make
3. made

d. He had his to the latest model.

1. phone upgraded
2. phone upgrade
3. phone to upgrade

e. They have just at their house.

1. had an alarm install
2. had an alarm installed
3. have an alarm installed



12. Rewrite the sentences in the passive voice, using the causative structure. Omit the doer.

a. The manager made the IT department update the software.

The manager had the software updated.

b. My sister had asked the servers to bring out the food before the guests arrived.

c. Every spring, the family hires cleaners to clean the house.

d. Michael paid someone to change his bike tires.

e. Sarah arranged for the flower shop to deliver lilies to her mother.

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Catching up

EXPRESS YOURSELF!

- Is that you...?
- Welcome back!
- It's great to see you again!
- I/We have missed you!
- How are things?
- How have you been?
- How long has it been?
- I haven't seen you for...
- What have you been doing?
- How is/ are...?
- It's been a long time since we last met.
- It's been ages!
- It's good to catch up.
- I have so much to tell you.

1. Look at the pictures and discuss the questions with a partner.

- What is the relationship between these people? ▪ What do you think they are talking about?



2. Listen to three conversations. Match the conversations to the pictures A-C in exercise 1.

Conversation 1 ... Conversation 2 ... Conversation 3 ...

3. Listen again and find the correct pair.

a. Ashley & Marie

c. Walter & Lionel

b. David & Kate

1. both work at the same place
2. they each have two grandchildren
3. haven't seen each other for a month
4. are planning an engagement party
5. met in kindergarten
6. haven't seen each other in 15 years

☐
☐
☐
☐
☐
☐

4. Listen a third time and decide if these statements are true or false. Correct where needed.

- a. Ashley spent a month in New Zealand.
- b. Marie has got a job at her aunt's café.
- c. Kate's sister is not excited about the engagement party.
- d. Annie is Kate and David's coworker.
- e. Walter's son is a plumber.
- f. Lionel's daughter lives abroad.



INTONATION TIP

- ▶ To express enthusiasm, we emphasize certain words, usually by saying them slowly and clearly, or by raising our voice.
- ▶ Emphasizing one word over another can change the meaning of a sentence.
*It **is** great to see you!* (someone said it wasn't)
*It **is great** to see you!* (I am very glad to see you)
*It is great to **see** you!* (instead of just talking on the phone)

5. Listen and decide which speaker (A or B) sounds enthusiastic. Which word does the enthusiastic speaker emphasize?

- | | A | B |
|--------------------------------|--------------------------|--------------------------|
| a. I have so much to tell you! | ☐ | ☐ |
| b. I haven't seen you in ages! | ☐ | ☐ |
| c. You've brought me flowers! | ☐ | ☐ |

6. a. Make a list of questions you would ask a friend you haven't seen in years.

b. In pairs, take turns asking and answering these questions.



Writing an email to ask for information

1. Discuss with a partner.

- Have you ever written an email asking for information? If yes, what were you enquiring about? If not, what do you think such an email should include?

2. Read the email. Why does Alfie need to know these things?

New message

From: Alfie
To: The Shepherds
Subject: questions about my visit

Dear Aunt Katie and Uncle Harry,

Thank you again for inviting me to your farm for the summer. I can't wait!

I have some questions, though, since it's my first time visiting.

- Mum says you keep cattle, and I'd like to help. Do I need to bring any special clothing and footwear like a waterproof jacket, overalls, and rubber boots?
- Cousin Jamie told me there's a stream nearby; will we go fishing? If yes, should I bring my fishing rod or can I just borrow one?
- I know the closest city is Leeds but how close is it, really? Will I be able to get there by bus sometimes and spend the day? There are some places there I'd like to visit.

Thanks for letting me know. I'm really excited about this!

Love,
Alfie

we could use some help, thanks

no need, you can use Jamie's

we'll teach you how to make one

sure!

no buses come around here

we could all drive there one weekend

Send

3. Read again and decide if these statements are true or false. Correct where needed.

- a. It is Alfie's second visit to the Shepherds' farm.
- b. Harry is Alfie's cousin.
- c. Alfie owns a fishing rod.
- d. Alfie hates farmwork.
- e. The Shepherds keep sheep.

4. Read the *Writing tip*. Check the email in exercise 2 and find examples for each of the numbered items on the list.

WRITING TIP

When writing an email enquiring about something:

- 1. choose a subject line that shows what the email is about
- 2. state the reason why you are writing
- 3. when asking multiple questions, consider using bullet points or numbered lists
- 4. if possible, explain why you need this information (justify your request)

Remember to:

- ▶ be clear and concise
- ▶ consider the person you are writing to (a friend, a family member, someone you don't know very well, etc.), and adjust your tone accordingly

5. In pairs, write a reply to Alfie's email.

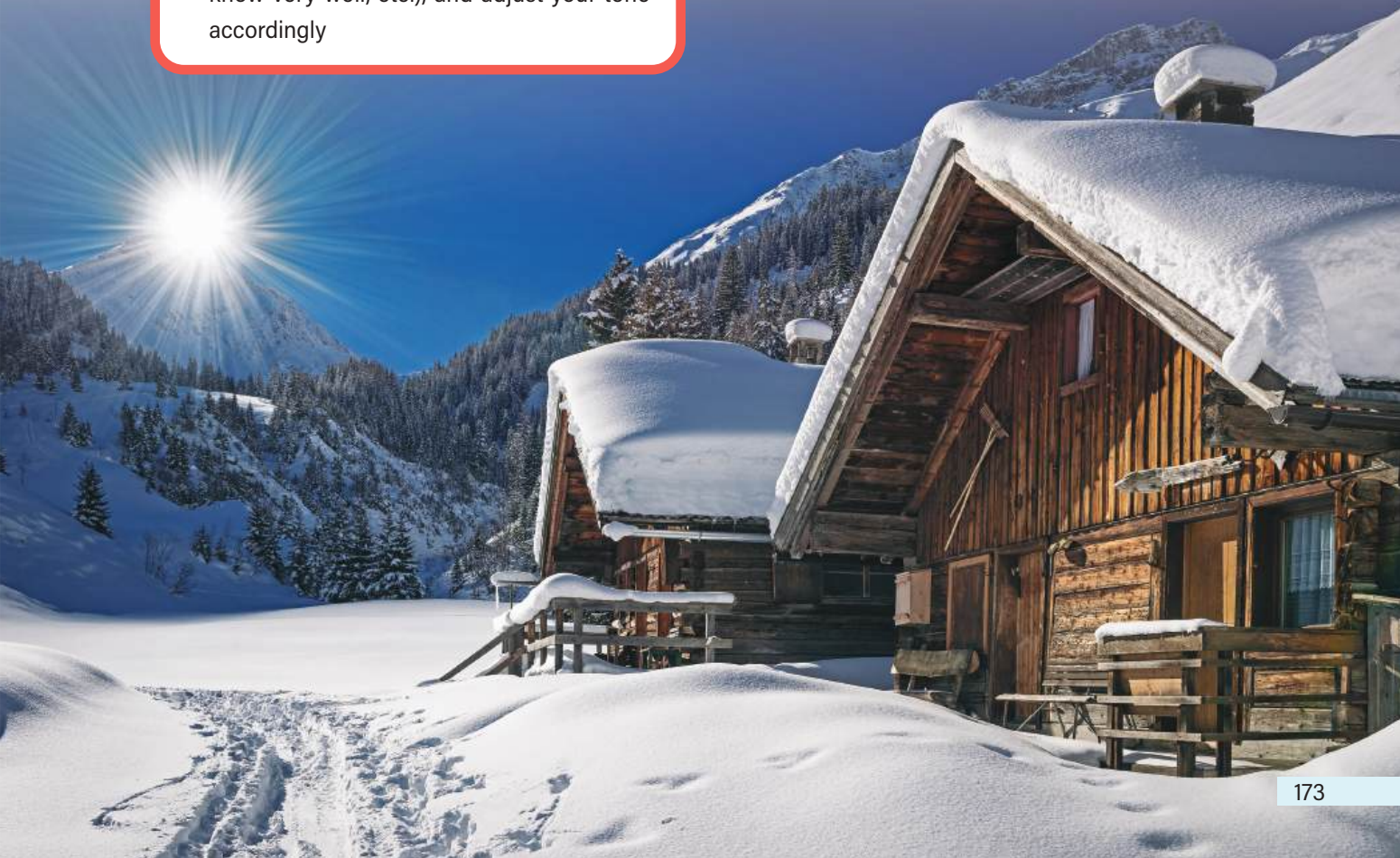
- answer Alfie's questions using the notes in exercise 2; keep the bullet points for clarity
- add personalised details
- sign the email like this: "Love, Aunt Katie and Uncle Harry"

Now it's your turn!

6. Imagine your cousin Michelle invited you to her family's cabin, in the Alps, for a one-week ski holiday. Write an email to ask for details (you have already accepted the invitation). Use the *Writing tip* and the plan below.

- a. opening formula
 - b. opening line / introductory paragraph (state the reason you are writing)
 - c. body of the email (ask your questions)
 - d. closing line (thank her again for the invitation, tell her how you feel about it)
 - e. closing formula
- Add it to your portfolio.

7. Swap with a partner and reply to each other's emails.



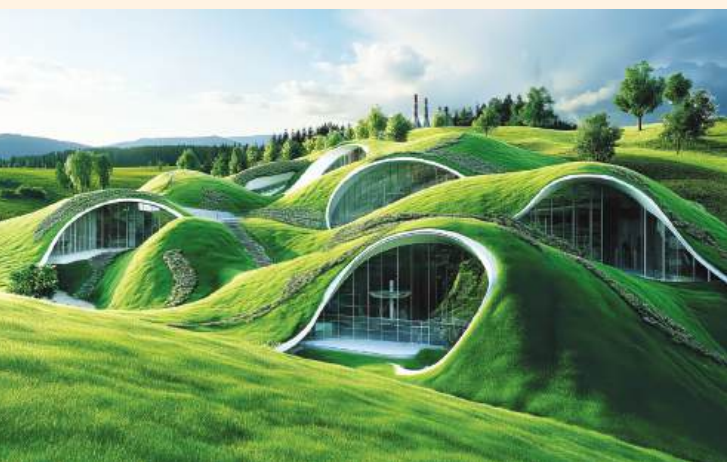


Designing a sustainable house for the future

LEAD IN

1. In pairs, discuss the pictures.

- Would you like to live in one of these houses? Why / Why not?
- How are they different from the ones we have today?
- What do you think makes them sustainable?



PREPARATION



2. Listen to a presentation about sustainable housing and fill in the blanks (one word each).

- Sustainable focuses on reducing the environmental impact of buildings.
- Sustainable houses are designed to with the landscape.
- Home refers to technological innovations which can be applied to the home.
- The of the house is a key factor in sustainable housing.
- Sustainable houses do not rely on systems.

3. a. Listen again. Which sustainable house features are mentioned in the presentation?

- ☐ local, renewable materials
- ☐ solar water heaters
- ☐ renewable energy sources
- ☐ efficient heating systems
- ☐ recycling systems
- ☐ green roofs and walls
- ☐ smart irrigation systems
- ☐ heat pumps
- ☐ automated blinds
- ☐ solar panels
- ☐ smart plumbing fixtures

b. In groups, create a list of "must have" and "nice to have" features, focusing on different aspects such as automation, energy sources, etc.

DO THE TASK

4. In groups, design a sustainable house using AI tools.

Consider location, materials, energy sources, and smart innovations. Present your ideas in a poster or Padlet board (images and text, at least 5 eco-solutions). Add it to your portfolio.

► **Digital Tools:** Canva, Padlet

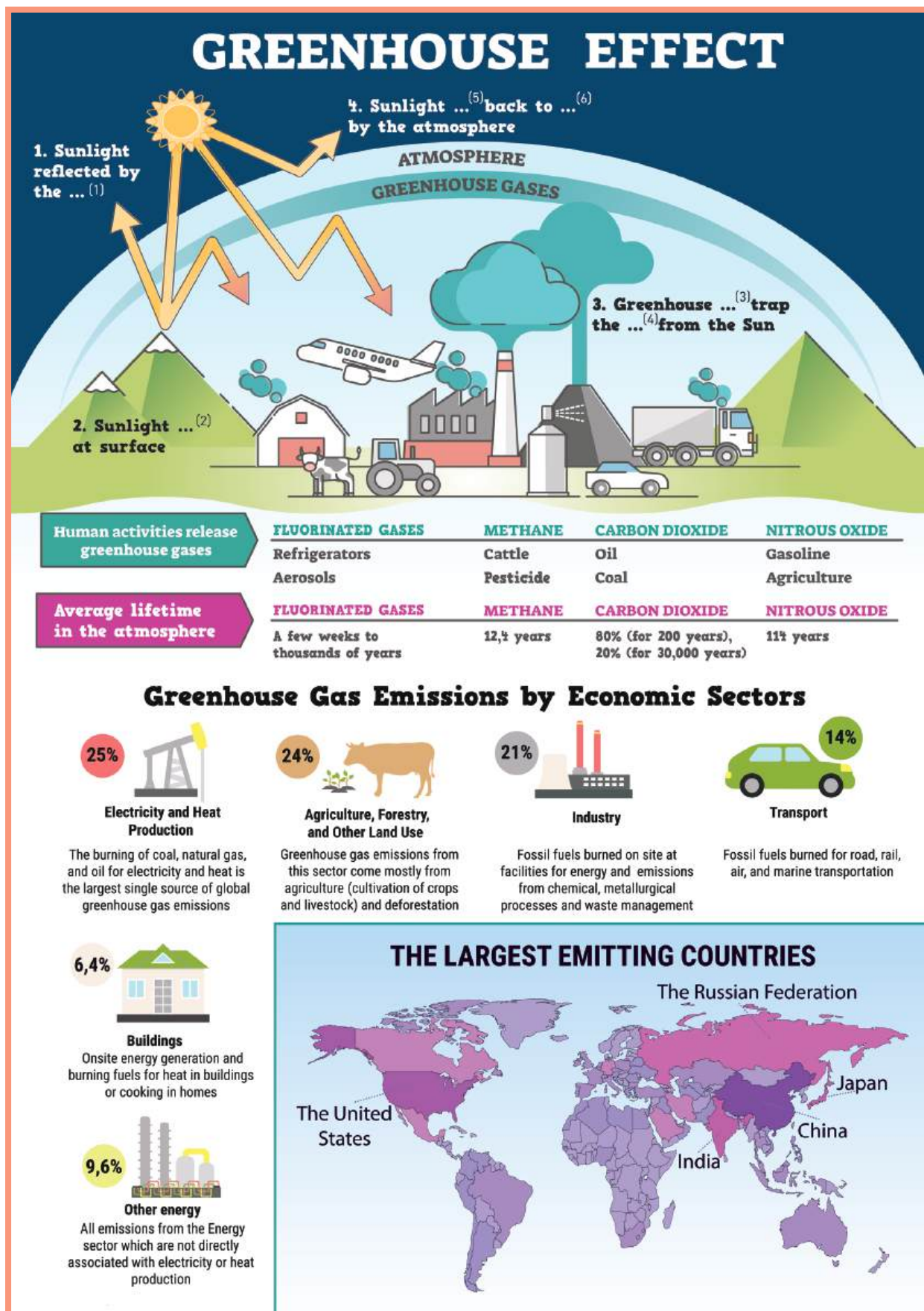
FOLLOW UP

5. Do an online "gallery walk" and leave comments / questions on your classmates' posts.



1. In pairs, scan the infographic and answer the questions.

What is the main topic? Is this a timeline, comparison, or informative infographic?



For reading practice. Note that some information may be outdated.

2. Read again and fill in the blanks in the infographic (1-6) using the words below. There is one extra word.

absorbed • gases • heat • atmosphere • reflected • space • surface

3. Decide if these statements are true or false.

- Electricity and heat production are the largest source of global greenhouse gas emissions.
- All sunlight is absorbed by the Earth's surface.
- Human activities do not produce greenhouse gases.
- The Earth reflects a portion of the sunlight back into space.
- Germany is a leading greenhouse gas emitter.

4. Choose the correct option based on the infographic.

- Cattle and pesticide contribute to emissions.
 - methane
 - nitrous oxide
 - carbon dioxide
- Greenhouse gases remain for up to thousands of years after being released.
 - on Earth
 - in space
 - in the atmosphere
- Burning coal and oil releases
 - nitrous oxide
 - carbon dioxide
 - methane

RESEARCH TIP

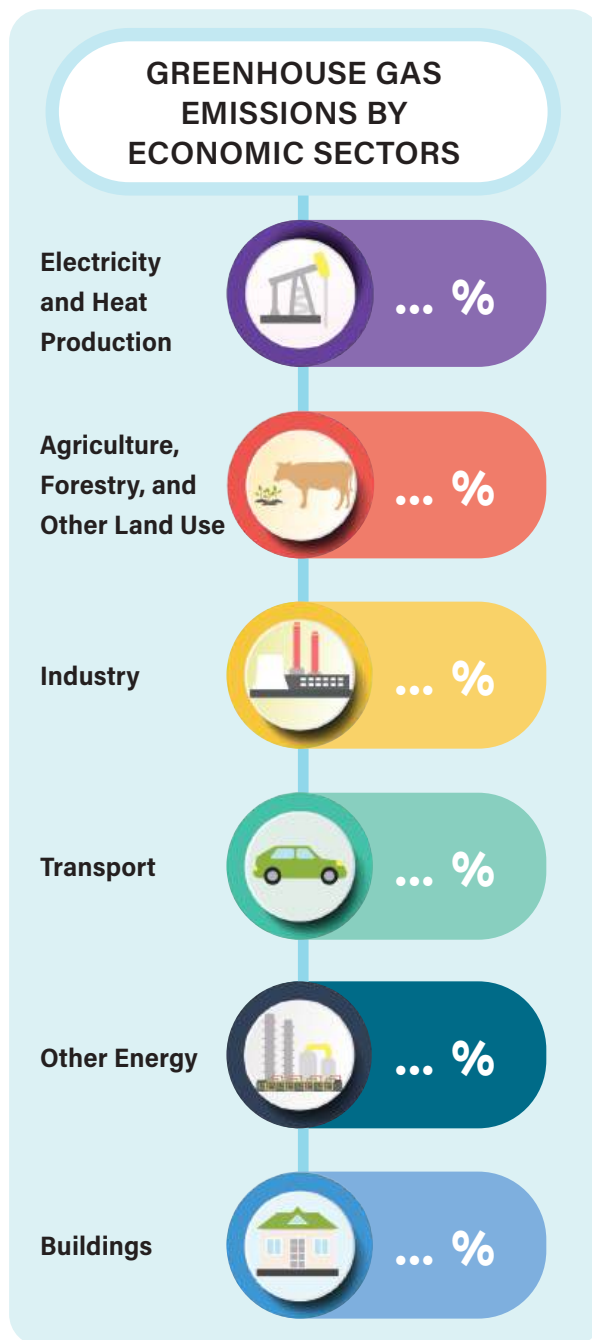
It is important to check the source of an infographic (or any other information) to make sure it is reliable.

5. In pairs, answer the questions.

- What is the greenhouse effect?
- What are the main sources of greenhouse gases?
- What happens to greenhouse gases after they are released?



*** 6. Fill in the infographic below using the information in exercise 1.**



PROJECT WORK

Think green, act now! Become eco-influencers!

- In groups, design a digital campaign with a catchy hashtag, creative memes / GIFs, and a short reel to encourage the greening of life (saving water, cycling, reducing waste etc.). Post the materials on a shared Padlet wall or Canva board as your Eco Social Media Feed.

► **Digital Tools:** Canva, Padlet, Genially

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ENGLISH, PLEASE!

1. Read the product label.

MATCHA CEAI VERDE PUDRĂ ECOLOGICĂ
60g

Ingrediente: 100% matcha*
(frunze de ceai verde măcinate foarte fin)
*din agricultură ecologică

Sugestie de folosire:
Peste o linguriță de matcha se toarnă 250 ml de apă fierbinte și se amestecă până la omogenizare. Cantitatea de pudră poate fi ajustată după gust.
A se folosi înainte de / Țara de origine / Lot:
Vezi în partea de jos a ambalajului
A se păstra la loc uscat și răcoros, ferit de razele soarelui.

Distribuitor certificat ecologic RO-ECO-008

Valori nutriționale / 100 g

Energie: 1260 KJ / 301 Kcal
Grăsimi: 3,4 g
- din care saturate: 0,8 g
Carbohidrați: 25 g
- din care zaharuri: 3 g
Fibre: 37 g
Proteine: 25 g
Săruri: 0 g

 Vă rugăm să reciclați acest ambalaj.





a. Match the symbol to its meaning.



- The food was grown using natural methods, avoiding artificial pesticides and fertilizers.
- The product contains no animal-derived ingredients and was not tested on animals.
- The packaging (bag, container, bottle, etc.) is recyclable.

KIT DE PLANTAT semințe de plante aromatice

Plantele aromatice răsar în 7-28 zile și au creștere rapidă în condiții prielnice. Plantele obținute sunt comestibile și pot fi consumate în preparate culinare. Semințele vor avea nevoie de 6-8 ore pe zi de lumină directă a Soarelui (pe un pervaz sau în balcon) și de udare zilnică cel puțin până la germinare. Pachetul conține: 6 ghivece biodegradabile, 6 plicuri cu semințe (cimbru, busuioc, rozmarin, mărar, oregano, mentă) și 12 capsule de sol deshidratat. Capsulele își măresc volumul atunci când se înmoaie în apă, iar solul astfel rezultat este folosit la plantare.

ATENȚIE! Plantele pot crește până la 30-50 cm. La câteva săptămâni după ce au răsărit, trebuie mutate în ghivece de ceramică sau de plastic, cu găuri de scurgere. Plantele aromatice au în general nevoie de ghivece mai adânci, cu diametru de 15-20 cm. Ele pot fi grupate și în jardiniere (dimensiuni recomandate: 40-60 cm x 17-20 cm) pentru o mai bună utilizare a spațiului.

b. Answer the questions.

Based on the label...

- What is matcha made from?
 - granulated tea
 - loose leaf tea
 - finely ground green tea leaves
- How was the tea grown?
 - we don't know
 - using artificial pesticides and fertilizers
 - using organic farming methods
- What information can we find at the bottom of the packaging?
 - best before dates; country of origin; batch number
 - ingredients; country of origin; batch number
 - batch number; nutritional values; ingredients
- Where should the tea be stored?
 - in the fridge
 - in a cool, dry place
 - it should be consumed shortly after opening
- What is the reference quantity for the nutritional values?
 - 100 g
 - 100 ml
 - the suggested serving size (one teaspoon)



* 2. Read the product label. Use the information to create a beginner's guide on how to grow herbs indoors (4-5 simple steps).

- only include essential information
- use screenshots, diagrams, and photos to illustrate the steps

► Digital Tools:

PowerPoint, Google Docs



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DIN 2013

KIT DE PLANTAT
semințe de plante aromatice

GRĂDINA DE LA TINE DIN CASĂ
6 plante aromatice pentru gătit

Kit-ul mai conține:
• 6 ghivece biodegradabile • 12 capsule de sol deshidratat

Eco-manifesto

In groups, design a manifesto poster (120-150 words) with eco-friendly rules and advice for a greener future city.

Structure your manifesto:

- introduction: state your goal or your belief (e.g., the need for a greener lifestyle, sustainability, etc.)
- body: specific rules or advice (e.g., reduce waste, buy local, etc.)
- conclusion: a call to action (reiterate the need for change and ask people to join your cause)

Use a clear headline, fonts that are easy to read, images and strong colours to make your manifesto poster stand out.

► **Digital Tools:** Google Docs, Microsoft Word, Padlet

SELF-ASSESSMENT

GROUP WORK

A. Discuss and rate these statements with the other members of your group.

1. We worked well together to research and plan the manifesto.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. We followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. Our manifesto is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. Our manifesto is creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

B. Rate these statements about yourself.

5. My overall contribution to the project was significant.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

7. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

* Alpedia entry

Create a simple 120-150 word Wiki page-like poster with a prototype AI invention that would contribute to a greener future. Include:

- the name
- how/why you came up with the idea (e.g., to solve an environmental issue your community is currently facing)
- what it can do
- how it contributes to solving an environmental issue/creating a more sustainable lifestyle.

Use at least two passive voice structures and one causative passive.

► **Digital Tools:** Canva, Padlet

SELF-ASSESSMENT

INDIVIDUAL WORK

1. I carefully researched and planned my poster.

1 ☐ 2 ☐ 3 ☐ 4 ☐

2. I followed instructions and met task requirements.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3. My poster is clear and easy to understand.

1 ☐ 2 ☐ 3 ☐ 4 ☐

4. My poster is creative and visually attractive.

1 ☐ 2 ☐ 3 ☐ 4 ☐

5. I mostly used English to do this project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

6. Based on this experience, there are things I will do differently next time I work on a project.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1 – strongly disagree, 2 – disagree, 3 – agree, 4 – strongly agree

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Be sure to check the assessment rubric on page 186 to see how your work aligns with the criteria.

EVALUATION 5



1. Fill in the blanks using the words / phrases below. 20 pts

TV series

sci-fi

drama

adventure

comedy

- a. This historical explores the life of a rural community during wartime.
- b. If you're a fan of history and treasure hunting, you'll love this new film.
- c. It's a great; I haven't laughed this much in ages.
- d. It's a film about a dystopian future in which people are not allowed to use their creativity.
- e. The third season of my favourite starts tonight.

2. Choose the correct preposition to complete the sentences. 20 pts

1. Please be quiet, I'm listening a podcast.
a. for b. to c. of
2. They spend all their money holidays.
a. in b. on c. at
3. We have been waiting you, where have you been?
a. about b. to c. for
4. We talked our childhood in the countryside.
a. about b. of c. on
5. I apologize being late.
a. about b. in c. for

3. Find and correct the mistakes. 20 pts

- a. He complained that he didn't have dinner yet.
- b. Paul explained that they are studying for their exams.
- c. She informed us that she works in a factory.
- d. The weather report said it will rain in the evening.
- e. They admitted that they haven't been doing their job.

4. Rewrite the sentences in the passive voice. 20 pts

- a. Astronomers have just discovered a new planet.
- b. A student left the door open.
- c. They will deliver my new TV on Friday.
- d. My brother is washing our car.
- e. We clean our room every week.

5. Fill in the blanks using the correct passive form of the verb. 20 pts

- a. This software currently by our clients. (*use*)
- b. The pastries daily by our local bakery. (*make*)
- c. These houses ten years ago. (*build*)
- d. The forms when the power went out. (*print*)
- e. The email before the team arrived. (*send*)



1. Fill in the blanks using the words / phrases below.

20 pts

extinction fossil fuels habitat

carbon footprint greenhouse gas

- The most common is carbon dioxide.
- The high mountains of Central Asia are the natural of the snow leopard.
- The three main types of we use are coal, oil, and natural gas.
- The of the dinosaurs, some 66 million years ago, was caused by a large asteroid.
- In order to reduce your, try walking and cycling instead of driving or taking the bus.

2. Complete the sentences using the verbs below. Make the necessary changes.

20 pts

belong agree remind

prepare laugh

- I have been for my job interview all morning.
- Why are you at me?
- This house to my friends.
- She me of my sister Grace.
- We need to on a schedule before starting the project.

3. Fill in the blanks using the correct form of the verb.

20 pts

- They said they their neighbours for many years.
a. knew b. have known c. had known
- I wanted to see my friends, but I didn't know if they home.
a. are b. had been c. were
- When Jessie was eight, she already she wanted to be an archaeologist.
a. has known b. knew c. had known
- We went to see if the parcels yet.
a. had arrived b. arrived c. have arrived
- I asked if they with me to the bank, and they said no.
a. will be going b. will go c. would go

4. Rewrite the sentences in the passive voice.

20 pts

- The children have asked many questions.
- My niece painted my sister's portrait.
- They will have reviewed the documents by Monday.
- Ath the time, my friends had just bought the house opposite the park.
- Julie invited me to the concert.

5. Find and correct the mistakes.

20 pts

- I have my room paint every two years.
- He is have his hair cut right now.
- Yesterday, they have had their homework corrected by an online tutor.
- We will have our computer check by the IT department.
- You had your kitchen renovating last summer.

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FINAL REVISION

1. Complete the sentences using the correct modal verb.

- a. *Can / Could* you swim when you were a child?
- b. I *could have run / might run* the marathon, but I decided to rest instead.
- c. You *might / must* turn off your phone during the performance.
- d. They *mustn't / don't have to* book a hotel room, they can stay with us.
- e. If your teeth hurt, you *should / could* see a dentist.
- f. If you're bored, you *could / you'd better* watch a film.
- g. I can't remember where I left my keys; they *might / ought to* be in the office.
- h. They *can / should* be here by now.
- *i. It doesn't *have to / can't* be her at the door; she's not back in town yet.
- *j. John *must / can* still be in a meeting; he's not answering his phone.
- *k. Why *can't / shouldn't* you keep your promise for once?
- *l. They *must / might* want to be on time next time they have a meeting.
- *m. He *can / should* be a little boring sometimes.

2. Fill in the blanks using the correct comparative or superlative adjective or adverb. Make the necessary changes.

- a. I'm wearing pair of shoes I own. (*nice*)
- b. Please speak; I can't hear you. (*loudly*)

- c. What is day of the year? (*short*)
- d. The book is the film. (*interesting*)
- e. Of all the students in the class, she speaks (*clearly*)

3. Choose the correct option to complete the sentences.

- a. It's *so / too* hot to go for a run.
- b. She is *such a / so* good actress that I want to see all her films.
- c. We don't have *enough / such* time to finish the project.
- d. There are *so many / so much* options that I don't know what to choose.
- e. We always have *so many / so much* fun exploring new cities.

4. Change the sentences into reported speech.

- a. She informed us, "You will receive further information by email."
- b. They admitted, "We missed the deadline."
- c. He announced, "The train leaves tomorrow at 7 am."
- d. She said, "You didn't come yesterday."
- e. We added, "It has been raining all morning."
- f. We asked, "Have you seen this film?"
- g. They warned us, "Don't speak loudly in the library."



5. a. Change the sentences into passive voice.

- a. My friends bought me a gift.
- b. I feed my pet turtle twice a day.
- c. They are fixing my car now.
- d. I have already sent the email.
- e. They will build a new city hall next year.

***b. Rewrite the sentences using the causative passive structure.**

- a. The doctor checked my eyes.
- b. My sister asked my mum to take her picture.
- c. The mechanic repaired the broken brakes on my bike.
- d. My friend pierced my ears last week.
- e. The hairdresser colours my hair.

6. Choose the correct preposition.

- a. I love listening *of / to* music.
- b. We are thinking *of / at* you.
- c. She specialises *in / on* law.
- d. I insisted *for / on* meeting the new manager.
- e. He had to move back home and care *for / about* his aging parents.

*** 7. Match the two columns to make compound words. Then, use them in sentences.**

- | | |
|---------|-------------|
| a. book | 1. book |
| b. song | 2. distance |
| c. note | 3. writer |
| d. user | 4. shop |
| e. long | 5. friendly |



I can...		Yes, I got it!	I need more practice	I need to revise
use modals to express	ability			
	obligation			
	advice, suggestions, recommendations			
	probability			
	*assumption			
	*criticism			
form comparatives and superlatives				
use intensifiers (<i>so, such, too, enough</i>)				
place events in time (the sequence of tenses and reported speech)				
use the tenses of the passive voice				
*form the causative like passive				
use prepositional verbs				
*use compound words				

FINAL EVALUATION

1. a. Complete the sentences using the correct form of the verbs in brackets to form second conditionals.

10 pts

1. If I (have) my camera, I (take) some pictures.
2. George (come) to her birthday if she (invite) him.
3. If the weather (be) nice, we (go) hiking.
4. I (wear) this jacket if I (like) the colour.
5. If they (live) near the sea, they (swim) every day.

b. Change the sentences in exercise 1a to the third conditional.

10 pts

2. Fill in the blanks using the future perfect form of the verbs in brackets.

10 pts

- a. By this time, next month, my sister high school. (graduate)
- b. You don't need to give them a lift in the car; they already by bus. (leave)
- c. I hope when I'm 50, I a famous writer. (become)
- d. You'd better send this email right away; otherwise, by tomorrow, you about it. (forget)
- e. By the end of the day, we our work. (finish)

3. Complete the sentences using the correct verb.

15 pts

- a. All right, you take the rest of the day off. (can / must)
- b. If you want to win the dance competition, you practise more. (should / could)
- c. If your friends need help, you lend them a hand. (may / ought to)
- d. Until I took lessons, I speak Portuguese very well. (couldn't / can't)
- e. Your brother depends on you, so you keep your promise. (would / ought to)

4. Choose the correct option.

15 pts

- a. Running is not allowed in the hallways.
You *mustn't* / *don't have to* run in the hallways.

- b. It's not necessary to buy a train ticket; we'll drive you.
You *mustn't* / *don't have to* buy a train ticket, we'll drive you.

- c. The instructions require you to sign the form before sending it.

You *must* / *mustn't* sign the form before sending it.

- d. We had missed the last train, so we were forced to wait until morning.

We *ought to* / *had to* wait until morning because we had missed the last train.

- e. You can show us your work if you want to, but it is not necessary.

You *needn't* / *don't have to* show us your work.

5. Fill in the blanks using the correct form of the verb.

20 pts

1. When I the cafe, my friends had already left.
a. was reaching b. had reached c. reached
2. John Reykjavik before, so we asked him to recommend some local restaurants.
a. visited b. had visited c. has visited
3. Amy said she would call when she from London.
a. will return b. had returned c. returned
4. We knew they, because the house smelled of fresh bread.
a. had been baking b. baked c. would bake
5. He admitted he because he had been working all day.
a. is tired b. was tired c. had been tired

6. Rewrite the sentences in the passive voice.

20 pts

- a. Mary bought the tickets yesterday.
- b. The dog was chasing the chickens.
- c. Jim teaches German to high school students.
- d. We have already washed the dishes.
- e. My siblings will watch the new film tomorrow.



FINAL EVALUATION*

1. Fill in the blanks using the correct comparative or superlative adjective or adverb. 15 pts

- a. This was ... day of the summer. (*hot*)
- b. My aunt drives ... than my uncle. (*fast*)
- c. Is this ... jacket you own? (*comfortable*)
- d. He arrived ... than you did. (*early*)
- e. It's ... decision I've ever made. (*bad*)

2. Complete the sentences using the correct form of the verbs in brackets (past perfect simple or continuous). Make the necessary changes. 20 pts

- a. they for an hour in front of the restaurant? (*wait*)
- b. I for miles when the rain started. (*run*)
- c. He ... before the phone rang. (*wake up*)
- d. I well and I was tired. (*sleep*)
- e. When we got home, Vincent already for Leeds. (*leave*)

3. Complete the sentences to express regret. 20 pts

- a. It was a beautiful party. I wish I the time to talk to everyone. (*take*)

- b. I missed the deadline. If only I the date. (*check*)
- c. We don't know where they are. I wish they us. (*call*)
- d. I failed my math test. If only I harder. (*study*)
- e. They missed their flight. If only the traffic better. (*be*)

4. Find and correct the mistakes. 20 pts

- a. My sister said she will be here on time.
- b. They mentioned that they were to Manchester twice.
- c. We explained that we prefer coffee.
- d. They said they haven't bought tickets to the show yet.
- e. I told them that I am waiting for the bus.

5. Fill in the blanks using the correct passive form of the verb. 25 pts

- a. By tomorrow, the parcels to my house. (*deliver*)
- b. My birthday dinner last night by my aunt. (*cook*)
- c. By the time I arrived home, my dog already (*find*)
- d. The article next Tuesday. (*publish*)
- e. Your room as we speak. (*prepare*)



ARTICLES IN PHRASES & EXPRESSIONS

Many phrases and fixed / idiomatic expressions do not follow standard grammar rules regarding article usage (a / an; the). Some depend on context; others need to be memorized as such. Here are a few examples:

Phrases and expressions with *the*

► with common places in a town, when considering their activity

go to *the* bank (to make a transaction)

to *the* post office (to send a letter)

to *the* theatre (to see a show)

to *the* station (to take the bus)

BUT: *I'm going to a bank on Lake Street.*

I went to an open-air theatre last night. (when referring to the actual building)

► with musical instruments

play *the* piano / *the* violin / *the* harmonica / *the* trumpet, etc.

► when there is only one of something

• on *the* ground; in *the* sea; on *the* moon; in *the* world; in *the* sky; on *the* horizon, etc.

BUT: *The ship will remain at sea for several weeks.* (idiom meaning "on or under the sea, far away from land")

The news came out of a clear blue sky. (idiom meaning "suddenly", "without any warning")

► adverbial & prepositional phrases

- at *the* moment; at *the* (present) time
- at/in *the* beginning; in *the* middle; in *the* centre; at *the* end
- at *the* same time; in *the* meantime
- in *the* morning; in *the* afternoon; in *the* evening
- on *the* left; on *the* right
- on *the* move; on *the* run
- on *the* one hand; on *the* other hand
- by *the* way

Phrases and expressions with *a / an*

► for quantity / amount

• a lot of; a little; a few; a dozen

► for frequency, speed, rate

• once a day; 60 km an hour; €10 a month

► with *what / such* + singular countable noun

- *What an idea!*
- *He's such a good writer!*

► for certain actions/states

• ride a bike / a motorcycle; drive a car; take a taxi

- give a ride / a lift
- have a cold / a headache
- take a shower / a bath; take a break
- have a good time; be in a good mood; be in a hurry
- have a chat / a talk / a word with someone
- make a mistake; make a promise; make a living; make an appointment

► adverbial phrases

- as a result; as a rule; at a glance; at a loss; at a time; for a long time

Phrases and expressions with no article

► with *home, bed, school, university, work, hospital, church, prison / jail* when considering their purpose

- *She left home early.* (the place used for living)
- *We stayed in bed all day.* (to sleep or to rest)
- *Ben's very young; he's still in school.* (to learn)
- *Annie is in hospital.* (to receive medical treatment)
- *They were caught and sent to prison.* (to be imprisoned)

BUT: *I'm looking for a home for my grandma's cat.*

The new bed is wider than the old one.

Is that a school over there?

The hospital was closed for renovation.

The prison was right outside town.

(when referring to a specific example)

► for activities (related to meals, sports and school subjects)

- eat (have, make) breakfast / lunch / dinner
- play tennis / football / basketball / golf, etc.
- do yoga / gymnastics / judo / aerobics, etc.
- study (teach) science / literature / biology / history, etc.

► for means of transport

- on foot; by train; by car; by plane; by bike; by bus, etc.

► for time and manner

- at night; at midnight; at noon
- at present; at times; from time to time; on time
- by phone; by radio; by email; by post; by letter
- by heart; by chance; by mistake; by accident
- on purpose; on principle; on credit; on sale
- out of place; out of town; out of order; out of date

► for noun followed by number

- *Go to page 85.*
- *They booked room 17.*
- *The train leaves from platform 3.*

	Criteria	Areas for improvement	Proficient (meets expectations)	Excelling (beyond expectations)
1	Grammar & Accuracy	Incorrect or very limited use of target structures. Many errors hinder comprehension.	Uses the required number of target structures with general accuracy. Meaning is clear despite some minor errors.	Uses target structures with a high degree of accuracy and creativity. Effectively uses a variety of sentence structures.
2	Task Fulfilment & Content	Does not fulfil the task requirements. Ideas are irrelevant or underdeveloped.	Fulfils all task requirements. Ideas are relevant and developed satisfactorily.	Fully addresses the task with rich, engaging, and insightful content. Adds unexpected creative details.
3	Creativity & Modern Appeal	Work is basic and does not utilize the digital tool effectively. Lacks a modern or engaging feel.	Work is visually clear and uses the digital tool appropriately. The final product is neat and functional.	Work is highly creative, polished, and engaging. The use of the digital tool enhances the presentation and impact of the message.
4	Clarity	Final product is difficult to follow or understand.	Language is generally clear and comprehensible.	The final product is exceptionally clear, well-paced, and easy for the reader to enjoy and understand.





UNIT 1, Reading, p. 11

Programul de burse „Vreau în clasa a noua!” își propune prevenirea abandonului școlar pentru elevii de liceu din mediul rural. Elevii sunt absolvenți de gimnaziu cu rezultate școlare bune, care își doresc continuarea studiilor la liceu, însă nu au resursele financiare necesare. Bursierii primesc asistență și suport material continuu pe tot parcursul ciclului liceal.

Daniela și Denisa sunt surori gemene. Eleve în clasa a X-a, profil Științe Sociale la un liceu din Băilești, fetele își fac părinții mândri prin rezultatele școlare foarte bune, dar și prin destoinicia cu care îi ajută în îndeletniciri gospodărești. Surorile au o pasiune comună pentru istorie, iar Danielei îi place foarte mult și limba română. După terminarea liceului, ambele vor să urmeze studiile Academiei Militare – Daniela motivează că îi place mult uniforma militară. Denisa spune că ea vede în această carieră un viitor sigur și astfel va putea să își ajute familia...

În timpul liber, Denisei îi place să îndeplinească părul prietenelor sau al surorii sale în diferite moduri – curioasă din fire, a învățat cum să facă asta din tutoriale de pe YouTube. Spune că e un mod de a se relaxa, pe lângă ieșirile cu prietenii.

Daniela este pasionată de dansuri populare și de lectură. Adesea, atunci când nu e la școală sau la

activitățile propuse de Fundația World Vision România ori nu își ajută părinții prin gospodărie, alături de sora sa, Denisa își împarte timpul cu cărțile ei.

Cele două surori își dedică timp pentru studiu zilnic. Ele afirmă că implicarea în proiectul „Vreau în clasa a 9-a” le-a adus o și mai mare atracție față de școală, căci activitățile realizate cu reprezentanții fundației și colegii de proiect le captivează și determină să fie și mai curioase față de procesul dezvoltării și educației lor.

(adapted from *blog.worldvision.ro*)

UNIT 1, Kaleidoscope, p. 23

Anul acesta, de Crăciun, ne-am strâns cu toții, de la mic la mare, în casa bunicilor. Noaptea de Anul Nou însă, o vom petrece la un restaurant. Noi, „tineretul”, suntem cei mai nerăbdători. De-abia așteptăm să ne punem la patru ace și să dansăm până la cântatul cocoșilor.

UNIT 2, Vocabulary, p. 30

Invitații au petrecut de minune și au promis să revină și la anul. Până și cei mici s-au distrat pe cinste, căci gazdele nu s-au dat în lături de la nicio cheltuială: animatori costumați în super-eroi, animale din baloane răsucite și stand de înghețată cu arome la alegere. Sărbătoritul s-a simțit în al nouălea cer și toată lumea s-a amuzat copios când, la final, nu se mai dădea dus acasă.



UNIT 3, Kaleidoscope, p. 57

☐ Din ce în ce mai neliniștit, a intrat în parc, hotărât să-i caute. S-a dus mai întâi la Pavilionul Japonez, dar nu i-a găsit. Apoi a încercat la terenurile de baschet, nimic. În sfârșit, s-a îndreptat spre Grădina de vară, dar nici acolo nu erau. Supărat, s-a așezat pe o bancă pe marginea lacului. Deodată, a auzit:

— Alex, unde ai fost?! De când te așteptăm!
Surprins, s-a uitat în spate. Toți prietenii lui erau acolo, iar picnicul începuse deja, fără el.

☐ Duminică dimineață, la 11.30 fix, Alex se afla în fața parcului. În mână avea un coș plin cu brioșe și biscuiți cu ciocolată. El și prietenii lui organizaseră un picnic, iar Alex aducea desertul.

☐ — În fața parcului, cum am vorbit! Unde ați fost voi? a răspuns Alex nervos.

Ceilalți l-au privit nedumeriți.

— La intrarea dinspre Strada Mărului, unde era întâlnirea.

Alex a râs cam stânjenit.

— Măcar ne-am întâlnit la timp pentru desert.

☐ La ora 12 încă nu apăruse nimeni și Alex a început să se îngrijoreze. Prietenii lui nu întârziu niciodată! A încercat să-i sune, însă nu i-a răspuns nimeni.

UNIT 8, Vocabulary, p. 152

a. „Bunica, vioaie și ușoară ca un fulg (1), se pregătea să meargă la ea acasă.

După ce pleca bunica, mama se ducea în dormitor, unde cădea într-un somn adânc (2). Tocmai atunci, eu și Anton ne plictiseam (3), așa că ne venea chef (4) să jucăm fotbal cu mingea de tenis, pe holul cel lung, cu două porți – una la bucătărie și una la sufragerie.

— Jucăm până la 5 și cine câștigă, ăla-i campionul! propune Anton. Alege poarta!

O auzim pe mama:

— Mai terminați, băi, că încerc să dorm!

El șutează în Bambi [hamsterul] și dă gol!

Borcanul lui Bambi e prăbușit pe mocheta, în mormanul de talaș se vede o mogâldeață albă cu un cap enorm, plin cu bucăți de morcov și de măr, care e paralizată de frică (5) și nu are de gând (6) s-o tlească (7) nicăieri – vrea doar să fie înapoi în borcanul lui, la adăpost (8).”

(adapted from Adina Popescu, *Povestiri de pe Calea Moșilor*)

b. „Cine pleacă de dimineață departe ajunge. (9)

Pentru că

Un ceas al dimineții plătește cât trei după prânz.” (10)

„Calul bătrân nu se învață la buiestru.” (11)

„Iar cel ce

Lapte fierț l-a opărit

Suflă și-n cel covășit.” (12)

(Anton Pann, *Povestea vorbii*)

UNIT 1

Reading, ex. 7a

We are currently visiting India, and we will be based in New Delhi for the next two months. I'm probably as excited as my students, if not more so, about integrating local culture into my lessons. Our plans include a day trip to the Asola-Bhati wildlife sanctuary, where we will work on a science project. After that, we will visit the National Crafts Museum for an engaging history lesson. This week, however, we are all looking forward to Holi, the festival of colours, for a unique and immersive cultural experience.

Listening & Speaking, ex. 2

Carly

I usually spend my summers in the mountains, at my grandparents' cottage. I'm keen on mountain biking, so I'm often out, exploring the trails around the village. The scenery is amazing and I love being outdoors. I've tried camping a few times, but I don't really like it. I also can't stand climbing; it makes me too nervous.

Mike

My family loves playing card games and doing puzzles. I'm not at all keen on playing cards. I find the rules too complicated, and I lose interest. Puzzles, I don't mind, but I prefer board games; I'm a big fan, actually. I also collect them, even though they can be expensive and take up a lot of space.

Dan

I've always been into sports. Over the years, I've tried judo, rock climbing, water polo, golf, tennis, and football. What I learnt is that you don't need special equipment to keep active. I like jogging better than going to the gym. Recently, my friends got me into hip-hop dancing. We meet twice a week at the local youth club to practise our dance moves. I'm crazy about it.

Leah

I love designing elegant clothes, the kind you might see in an old black and white film. My style is inspired by 1930s fashion. I also enjoy tailoring and sewing my own clothes, but I don't fancy knitting.

Listening & Speaking, ex. 5a*

Interviewer: Now, let's talk about hobbies. What do you two like to do in your spare time?

Girl: Lots of things. For example, at the moment, I'm really into geocaching.

Interviewer: What is geocaching, exactly?

Girl: It's like treasure-hunting, but with a GPS. You use a digital map to locate hidden treasures.

Interviewer: It sounds exciting. What kind of treasures?

Girl: Well, they're not exactly treasures. They're just small containers, and when you find one, you have to sign the logbook inside. What's important is the hunt – you know, the adventure. It makes me feel like a true explorer.

Interviewer: Is this something you enjoy too, Ben?

Boy: No, that's Julie's thing. I prefer gaming. My cousins and I play video games all the time.

Interviewer: What else do you do when you're not in school?

Boy: Dancing, most of the time. I've been taking part in ballroom competitions since I was 8, so my partner and I have to train a lot.

Girl: And they're really good, too, you should see their cha-cha. I could never do that!

Interviewer: I'm impressed. So, Julie, you don't dance?

Girl: I do, actually. I'm really into street dance. I mean, I don't compete, but I do train a couple of times a month in a studio.

Interviewer: Sounds like you two spend a lot of time indoors. Any outdoors activities you enjoy?

Boy: Of course. My family goes camping every summer. I love it!

Girl: And I'm a big fan of hiking. We all need a break from the city sometimes.

Interviewer: You both sound so busy... Now, be honest... between school and everything, do you ever help out with chores at home?

Boy: Actually, I'm keen on gardening; that's what I do, mostly. It also means I get to spend time with my grandpa, so I'm always looking forward to it.

Girl: Well, my family doesn't have a garden, but I help out in the kitchen. I sometimes do the cooking on my own, at weekends, just because I love trying new recipes.

Task, ex. 1

Susie: Hey, Jake, wait up! This thing is heavy.

Jake: Oh, hi, Susie! Here, let me help. What's in this box, anyway?

Susie: It's my Geography project, a diorama.

Jake: A dio... what?

Susie: A diorama. It's a three-dimensional scene, see? Mine shows a portion of a river, including the banks.

Jake: Wow, Susie, this is really good. There's even a dam here... and little people in canoes... I'm impressed.

Susie: It's because I've had a lot of practice. Making dioramas is my hobby.

Jake: Hobby?! More like schoolwork, if you ask me. I mean, it looks great, but this is hard to make. Why do you do it?

Susie: Because I love it. Just try it once and see for yourself. It can be very relaxing... And it's a great way to use your creativity. It also improves your focus and problem-solving skills, since there's always something you need to figure out, like finding the right supplies.

Jake: Oh, yeah, that's another thing. The supplies are probably quite expensive.

Susie: Not at all. I usually build my dioramas in old shoeboxes, since they're the right size. I use paper, cardboard, matchsticks, some paint... I sometimes need to buy miniature figures, as I cannot make them myself yet, but they're quite cheap.

Jake: How about time? I bet it takes forever to make something like this.

Susie: It depends, I guess... Right now, I'm working on a scene from my favourite book, *To Kill a Mockingbird*, and it's complicated... lots of details. It's going to take me a couple of months to finish, but that's on top of everything else I do, so, if you think about it... it's really not that long.

Jake: Well, I'm still not sure about dioramas, but I love that book too... Say, maybe I could help?

Kaleidoscope, ex. 6a

- "Prom" is short for promenade, the formal march of couples at the beginning of a ball.
- The first proms were held in the late 1800s, at universities in the Northeastern United States.
- Their purpose was to teach good manners to young men and women.
- In the 1900s, proms became popular in high schools as well. The senior class, dressed in their fanciest clothes, gathered in the gym to dance and socialize under the supervision of teachers and parents.
- During the 1950s, proms started to resemble the dances of today. They became an elaborate event, often held in hotels and ballrooms, with themes related to popular culture, such as movies or music.

(adapted from *mentalfloss.com*)

UNIT 2

Reading, ex. 7b

I used to live in Kent growing up, with my parents and my three sisters. Our best friends were the kids next door, the Dunns. Well, they didn't all live next door, their grandparents did, but all the cousins – about nine of them – gathered there. Birthdays were the best! My mum's family is Mexican, so we always had a piñata filled with candies for all the children in the neighbourhood. We would all take turns hitting it with a stick until it broke open. But everyone's favourite tradition was 'la mordida', 'the bite', when my

sisters or I – depending on whose birthday it was – had our face shoved into the cake. The messier it was, the more fun we had.

I remember our last summer in Kent, before my family moved away. One of the Dunn cousins had invited us to his birthday party. Their entire family were there – more than 40 people... We had a separate table just for us, kids, and had a wonderful time together. But what I remember most about that day was their great-aunt, I forget the name, who seemed convinced something terrible was going to happen to one of us... Apparently, 13 people sitting at the same table brings major bad luck. Nothing happened, obviously, but it did make a wicked Halloween story!

Vocabulary, ex. 6

My dad and I, we've been dedicated Marvelites ever since I can remember. We used to read Marvel comics every night before bed and spend our weekends watching Marvel movies. So, this year, to celebrate Father's Day, I'm going to push the boat out and buy us both tickets to a comic con. My cousins went once, and they had the time of their life. Now, if you don't know what this is: a 'comic con' (or a 'fan convention') is an event centred around a theme – films, TV shows, manga, video games, or comic book series – where fans get to meet the creators, the cast and crew, attend Q&A panels, buy themed merchandise, and enjoy all kinds of fun activities. Cosplay (meaning 'costume play') is the best part – many people show up dressed as their favourite characters. I'm going as Thor Girl, of course! My dad doesn't know anything yet, it's a surprise – but we're going to have a whale of a time!

Listening & Speaking, ex. 2

Macy: I, Macy Simmons, lover of flowy dresses, knitted bags, and all things vintage, got to be Robin Hood for three whole days and I absolutely loved it. No, I didn't rob anyone, if that's what you're thinking. I only wore a Robin Hood costume, but still... I also entered an archery contest and came third, if you really want to know. How did all this happen, you're wondering? Well, my friends and I bought tickets to England's Medieval Festival at Pippingford Park, in Sussex, of course. It runs for three days every August and aims to recreate and celebrate aspects of medieval life. It features historical reenactments, like medieval battles and jousting tournaments, craft demonstrations, musical performances (with traditional instruments like lutes and harps) and educational talks (I, for one, learnt a lot about medieval architecture). Oh, and did I mention that pretty much everyone wore a period costume? Knights, nobles, peasants, monks, artisans, troubadours, they were all there!

Victor: My parents are fourth-generation circus performers and naturally, I want to follow in their footsteps – I'm a clown who also trains to become a magician. Well, last year we finally made it to the Fringe festival, in Edinburgh, and performed together, as a family. It was incredible! The Fringe lasts for about three weeks every August, and is the world's largest performing arts festival. There were thousands and thousands of artists from all over the world, actors, stand-up comedians, dancers, singers, circus performers, artisans, street artists, you name it. Anyone can perform there, as long as they pay a registration fee and find a suitable venue for their show. My family and I performed in the High Street, but some friends of ours, actors, put on a play in a bus. They gave me a small part in it, too – I was an ice cream thief dressed as a clown. Shocking, right? We performed mainly in the morning, so in the afternoon I got to walk around and enjoy the festival. I saw a stand-up comedy show, went to a few concerts, had my caricature made by a street artist and loved every minute of my time at the Fringe.

Listening & Speaking, ex. 5

Amy: I couldn't take time off work yesterday, so it was just some reheated pizza for me, instead of turkey. Did you get to celebrate with your family?

Ben: Yes, we all went to my grandparents', like every year.

Amy: 'All' of you? How many is that?

Ben: Oh, around twenty, I guess. You know, the extended family, aunts, and uncles and all the cousins.

Amy: It sounds wonderful. And I can only imagine how good the food was.

Ben: Yes, all our old-time favourites: turkey, gravy, stuffing, potatoes, veggies, and pie. Oh, this reminds me, I brought you some leftover turkey, with all the trimmings.

Amy: Thank you! But that's a lot of work for your poor grandma.

Ben: Oh, no, the rule is we all get there early in the morning and cook everything together. My specialty is cranberry sauce.

Amy: I thought that came in a can?

Ben: Well, yes, but my grandma always asks me to open the cans – and we need lots of them! Anyway, we have dinner at around 4 in the afternoon and then we all stay behind to do the dishes and clean up. And, of course, my grandpa organises all kinds of games for my little cousins, to keep them entertained.

Amy: What kind of games?

Ben: You know, sack races in the backyard, drawing and crafting, charades, stuff like that.

Amy: I bet you end up joining in.

Ben: You know me so well!

Task, ex. 1

Jo: You know, I've been trying to come up with a plan for our day trip to the festival, and I just can't seem to get it right.

Corey: So, we'll just go and have fun... plenty to see there. Why do we need a plan?

Jo: Yes, plenty to see... and that's exactly the problem. There are several events taking place at the same time, at different venues, and there are four of us.

Corey: Let's split up, then. I, for one, am going to a pantomime show and a comic book exhibition in the afternoon. You don't need to come with me. Laurie and Dan have their heart set on some classic film screenings. And I know you want to see that jazz band and visit the artisan stalls. We all meet up afterwards. See? All set.

Jo: Honestly, Corey... have you forgotten Dan's sister is driving us? The venues we're interested in are in different parts of the city. I checked the brochure. And no, we can't wander around on our own; we don't know the city, so our parents would never allow it. Splitting up is out of the question.

Corey: Oh, now I understand... Come on, Jo, we need to find a solution. What have you got so far?

Jo: Well, the first thing is transport. We could definitely use a second car.

Corey: Transport, right. I'll try and ask my uncle. What else?

Jo: I'm thinking maybe we can see some of these shows another time. These mimes of yours, for example, are performing in our town next month.

Corey: That's clever. Then, I could just go with any of you, no splitting up.

Jo: Exactly. And finally, the cost of the tickets. Some of these events are free, some are not. If we attend a different show than what we planned for, we might end up paying more.

Corey: Right. So, transport, checking alternative show dates, and comparing costs. I'm calling my uncle right now.

Jo: And I'll get Dan and Laurie to discuss everything.

UNIT 3

Reading, ex. 8

Tabitha: July 20, 1969... after all these years, I still have a crystal-clear image of that day – it was a Sunday, you know. I was 14 when Apollo first landed on the Moon – and the biggest science-fiction nerd you can imagine. I had my head filled with spaceships and aliens, but to actually watch someone walk on the Moon... that was astonishing. We didn't have a TV at home, so my brothers and I went to my aunt's house to watch the Moon landing. She had this shabby black-and-white TV set, image all blurry, could barely hear the sound. But we were glued to it all the same;



we didn't want to miss anything. The part I remember the most was how long it took Armstrong, after touchdown, to get out of the spacecraft – Eagle they called it – and step on the Moon. We all held our breath as it happened, because some believed that the Moon could have a deep layer of dust... What if he sank into it? And then, Armstrong's famous words: "That's one small step for man, one giant leap for mankind." It made us feel like we could take over the world, do anything, go anywhere. After all, one of us had just conquered the Moon. It was all we talked about for months.

Vocabulary, ex. 4

Zach: Hi, mum, dad! Oh, great. Grandpa is here, too! I need to talk to you.

Grandpa: Hello, Zach. What's on your mind?

Mum: Oh, I think I know where this is going...

Dad: Does it have anything to do with your birthday next month, by any chance?

Zach: Well, yes. You see, now that I can finally take my driving test (which I've already booked, by the way), all I need is a car.

Dad: That's a lot to ask, Zach. You know how expensive...

Mum: ...and you're just too young to be driving around on your own. How about next year, when you'll be moving away for university? I feel that's the right time to get your first car.

Zach: But grandpa started driving when he was 15. Tell them, grandpa! Besides, the law says I'm old enough.

Grandpa: That's true. My parents needed help on the farm, so I had to learn. Zach has always been a responsible lad and 18 is the perfect age to get him a car. I was planning to give him some money for his birthday. It can go towards the car.

Zach: I don't even need a brand-new one. And I can take a part-time job to help with the payments, delivering pizza or something. Please, mum!

Mum: I don't know, Zach. We can talk some more about the car if it's that important to you, but getting a job to pay for something you don't actually need... with all the exams coming up...

Dad: Your mother is right. Wait until you settle into university, make sure you can manage the workload, then find a part-time job. We'll help as much as we can.

Zach: So... yes to the car, no to getting a part-time job right away? OK, I can live with that!

Grammar, ex. 13b

Last week, my family and I went for a day trip to the Lake District. We go there at least three or four times a year because it's only a two-hour drive from our city, Liverpool.

We left home early in the morning, after we had breakfast. The sky was clear and the sun was out, so everyone was in a good mood, because, obviously, who doesn't love sunny days?

We reached Windermere by car, then took a long walk around the town. By noon, the rain had started, so we stopped at a pub for lunch. Once the sun came out again, we took a scenic cruise on Lake Windermere. We chose the one-hour round trip, so there was plenty of time left, in the afternoon, for a quick stop at Hill Top, the home of Beatrix Potter. We always go there before heading back, it's a sort of family tradition.

It was such a lovely day!

Listening & Speaking, ex. 3

Conversation 1

Mike: What? We're lost?

Jessie: What I mean is I'm not sure where to go next. Edinburgh is such a beautiful city; there are lots of places to visit.

Mike: I don't follow. Where exactly are we, on the map?

Jessie: We're right over here, on the Royal Mile.

Mike: Say that again?

Jessie: The Royal Mile. You know, Edinburgh's most famous street – actually, a series of streets in the historic part of the city. It connects Edinburgh Castle with the Palace of Holyroodhouse.

Mike: Right. So, now that we know where we are, what do you want to do next?

Jessie: I say we go towards Edinburgh Castle.

Mike: I don't get it. We visited the castle yesterday, didn't we?

Jessie: Yes, but not all the museums near the castle. And there's one I really, really want to see.

Mike: Is it far from here?

Jessie: Not at all. We go along the Royal Mile, past the Museum of Childhood and Gladstone's Land, on the left, until we get to St. Giles Cathedral. At the cathedral, we turn right on Bank Street. It's the building opposite the Museum on the Mound.

Mike: I don't know, Jessie. The others are waiting for us. And I'm tired, I'd like to rest for a bit.

Jessie: What are you saying?

Mike: We can visit some more tomorrow. Let's turn left, then left again on East Market Street. We go straight ahead and take the first right onto North Bridge. The hotel is at the end of the bridge.

Jessie: Well...

Conversation 2

Instructor: Okay, so now that dinner is cooking, we are going to prepare the dessert: a very easy to make, but delicious banana bread. First, we want to mash the ripe bananas in a mixing bowl. Then we will stir in the melted butter. We add the sugar, the beaten egg, and the vanilla extract. After that, we mix in the dry ingredients: baking soda, salt, and flour. We want to let the batter rest for a few minutes before baking.

Student A: Pardon me. When you say to mash the bananas, do you mean with an electric mixer?

Instructor: You can use a mixer, of course, but a fork works just fine. In other words, it's really up to you.

Student B: Excuse me, could you be more specific about the beaten eggs? Do we use the yolks and the whites?

Instructor: Yes, there's no need to separate the eggs, like we do for more complicated recipes.

Student A: I'm sorry, but I'm a bit lost. Why do we add salt if this is a sweet treat?

Instructor: A little salt brings out the flavours of other ingredients. Simply put, it makes our banana bread taste richer, not just sweet.

Student B: Sorry, I didn't catch how long it takes to bake it.

Instructor: That's because I didn't say. The baking time depends on the type of oven, the pan size, the temperature... Let me explain it all in more detail and demonstrate it for you.

UNIT 4

Reading, ex. 7

Banksy is a British graffiti artist known for his witty, satirical art, usually done in public places. He once described himself as a 'quality vandal,' challenging the authority of political and art institutions. Banksy's art often features soldiers, policemen, rats, politicians, and children; the images, sometimes combined with slogans, raise awareness of contemporary issues such as war, oppression, poverty, immigration, etc. His art typically appears unexpectedly, and it causes a flurry of media attention. He generally claims the work on social media after it has been spotted.

Over the years, he has merged graffiti with art installation and performance. In the 2003 'Turf War' exhibition he painted on the bodies of live pigs. At his 'Crude Oils' exhibition in London in 2005, which featured altered replicas of famous paintings, he released two hundred live rats in the gallery.

Banksy is also a book author and a film director – his documentary film *Exit Through the Gift Shop* (2010) was nominated for the Academy Award for Best Documentary Feature.

Vocabulary, ex. 4

Speaker A: It was built to serve as a main venue for the 2008 Summer Olympic Games and has a seating capacity of 80,000. Due to its extraordinary shape, resembling a lattice of small, thin branches, the stadium is known as the 'Bird's Nest.' It is set on a gently sloped foundation, giving the impression of an organic structure emerging from the soil. The design consists of huge steel columns that rise from the ground and curve at the top, before blending into the roof.

Speaker B: It is a crown-like structure designed by the Brazilian architect Oscar Niemeyer and completed in 1970. It has 16 curved concrete columns and walls of coloured glass, in blue, white, and brown. Inside the cathedral, there are three hanging statues of angels, suspended by steel cables; on the outside, in front of the entrance, there are four bronze sculptures representing the four Evangelists – Matthew, Mark, Luke, and John. The cathedral can house up to 4,000 people at a time.

Speaker C: Designed by Frank Gehry, it opened in 1997 and currently hosts a vast and varied collection of modern and contemporary art. It is one of the largest museums in Spain, known for its innovative structure and often described as an architectural masterpiece of the 20th century. It consists of interconnected buildings, covered in glass, titanium, and limestone, with curves that are designed to catch the light.

Vocabulary, ex. 7

Victor: So, Alice, I guess it's that time of the year again... We need to start planning our summer holidays. What do you recommend?

Alice: Well, Victor, as a travel agent, I always prioritise my clients' personal preferences. But I also encourage them to consider something I'm really passionate about – cultural tourism.

Victor: I don't know, Alice. To me it sounds a bit like the annual school trip to the museum. A bunch of lectures on broken pots and ancient bone fragments, then a test the next day.

Alice: Oh, dear... that does sound rather boring. But I can assure you cultural tourism is nothing like that. It's fun and exciting, it challenges you to engage with the world and experience different cultures. I mean, what is the point of travelling if you're not going to learn anything new?

Victor: Well, if you put it like that... Tell us more, then. How does this work, exactly?

Alice: It's really just regular tourism, you know – checking



dates, organising transport, finding accommodation... except the purpose is to discover and experience the cultural attractions offered by a tourist destination. Also, sometimes it might be a good idea to hire a local tour guide.

Victor: So, when you say 'cultural attractions,' you mean old castles and stuff like that?

Alice: If that's what you're interested in, then yes. But if you think about it, 'culture,' in its broadest sense, refers to all mankind's creations, whether physical, like a statue or intellectual, like music or traditions. So, you see, 'cultural attractions' include lots of things – historical sites, monuments, landmarks, art galleries, traditional festivals, concerts, theatre performances, sporting events, theme parks, even culinary activities...

Victor: You know what, this is exciting! Wait, so all those times, in my teens, when I was begging my parents to let me go on an overnight trip out of town to some concert... I should have just called it 'cultural tourism?' How did I not know that?

Listening & Speaking, ex. 2

Speaker 1

No doubt it will be widely used in the real world, not just in gaming. Schools, museums, theme parks... wherever people can benefit from an authentic experience. Imagine a history lesson where, instead of being lectured on the Roman Empire, the students get to see ancient Rome, walk around the streets and enter its buildings.

Speaker 2

There will definitely be fewer personal cars and more public transport options. This will reduce pollution levels in urban areas and make travel more affordable and efficient.

Speaker 3

They will probably be everywhere: in homes, workplaces, and public spaces. They will perform tasks usually done by humans, from cooking and driving to healthcare, customer service, or science. This means that, in the short run, people will have to deal with significant job losses in certain industries.

Speaker 4

Outfits will be fully adjustable. They will change shape, size, and colour according to our needs. This will reduce waste, cut costs, and contribute to a more sustainable fashion industry.

UNIT 5

Vocabulary, ex. 2

The word "community" has two different meanings. A community can be defined as a group of people living in the same place or having a particular characteristic in common. It can also be defined as a feeling of fellowship with others, based on sharing common attitudes, interests, and goals. In fact, many adolescents find a community of their own with peers who share their interests (such as video games, makeup, art, or other activities). Overall, a community is characterized by a group of people who care about each other and feel that they belong together. A group can give teenagers a sense of belonging and mutual support.

Vocabulary, ex. 4

Here are just a few of the many benefits of creating a sense of community for teenagers.

First, community meets social and emotional needs. A healthy community can help develop a teenager's socialization skills. On the other hand, it is critical that teens learn transparency, vulnerability, emotional maturity, and trust. As much as we need to be available within our community for others, we also need to have the courage to ask and reach out when we're the ones in need of support. When part of a strong community, teenagers can also learn a lot about compassion.

At the same time, community protects against selfishness, because it gives teenagers the responsibility and opportunity to look outward. A good idea is to get them involved in community service; research has shown it benefits both the teens and those they serve.

Community also teaches conflict resolution. If you bring any group of people together, conflict is inevitable. Being part of a healthy community can teach teenagers effective conflict resolution and decision-making skills.

Similarly, community provides the opportunity to learn how to forgive, in order to maintain healthy relationships with others. Learning to forgive, rebuild trust, and move forward is imperative to becoming a well-rounded individual later in life.

Finally, community challenges us, so it can push teens out of their comfort zones. A strong community should challenge them to become a better person.

(adapted from *allforkids.org*)

Vocabulary, ex. 5

ONE

Annika: I live on a houseboat here, in Rotterdam, with my parents. Which is kind of funny, I guess, considering I used to be afraid of water...

Interviewer: How long have you been living on a houseboat?

Annika: We only moved here two years ago, to be closer to family. Before that, we lived in an apartment in Amsterdam.

Interviewer: That's nice, having your extended family nearby. Do they also live on houseboats?

Annika: No. My grandparents, my uncles, and their families live in a village just outside the city. I see them every weekend.

Interviewer: So, what is it like living on a houseboat? Is this like a regular boat? Can you navigate the canals and just dock wherever?

Annika: Oh, no, it's nothing like a regular boat. It's just like a small house, built on a floating platform. It doesn't even have a motor. So, it doesn't sail, just floats on water, always anchored in the same place.

Interviewer: Oh, I see. But you still love it?

Annika: To be honest, at first I hated it. I mean, it gets pretty damp and cold in winter, and the space is very limited.

Interviewer: And now?

Annika: Now, I can't imagine going back to a conventional lifestyle.

Interviewer: What's your favourite thing about living this way?

Annika: The close-knit community, probably. Houseboat owners always help each other out. And they're good fun, too; they organize all kind of community events. Last month, for example, we had a kite-making contest.

Interviewer: Sounds exciting. Did you enter it?

Annika: No, but my father did. He placed second. First prize went to our neighbours' kid... he's eleven.

TWO

Jack: I've been living in Brisbane for two years now. I'm attending a boarding school here, in the city.

Interviewer: That sounds fancy!

Jack: No, not really. Most of the students living at school come from remote rural areas, so they have no other choice.

Interviewer: What do you mean?

Jack: Well, take me, for example. My family lives on a vineyard in Outback Queensland. And the nearest town, about 200 kilometres away, doesn't even have a high school. Int: So, when you say "Outback" ...

Jack: I mean exactly that: the most remote areas of Australia where few people live, usually on ranches – which we call "stations" here, by the way.

Interviewer: How often do you get to go home?

Jack: Only on summer breaks... But this means, at least, I'm always home for Christmas. So, I'm lucky, I guess.

Interviewer: Must be hard – not seeing your family.

Jack: Yes, I miss them a lot. But we have video calls twice a week. Besides, I really enjoy being a boarder. I feel like I'm building a community for myself away from home and making lifelong friends.

Interviewer: Do you think all teenagers could benefit from attending boarding school?

Jack: No, not necessarily, because we all have different needs. My older brother, for example, hated it. But for someone like me, it's the best choice. It has taught me to be independent, resilient, and resourceful.

Interviewer: What are your plans for the future?

Jack: I plan to study agriculture at university and then move back home, to help my father run the vineyard.

Grammar, ex. 4

Heidi: Hi, Peter! You're back early from your camping trip. How was it?

Peter: All I can say is... never, ever trust weather forecasts! If I had known there was a storm coming, I would have stayed at home. Also, never listen to your little brother.

Heidi: Oh, no! What happened?

Peter: Well, if my genius brother hadn't insisted we set up camp on a mountain ridge, the wind wouldn't have flattened our tent, with us inside. Then, heavy rain started. I would have tried to put the central tent pole back in place if my brother hadn't left the flashlights in the car. Mind you, the car that was parked four hours away, at the foot of the mountain.

Heidi: That's terrible. What did you do?

Peter: We took shelter under a rock until morning. If the wind hadn't carried my backpack away, at least we would have had our waterproofs, but we spent the rest of the night soaking wet, freezing and miserable.

Heidi: I'm just glad you're back safely. If it had been me there, in the dark, with the storm raging around me, I would have been terrified.

Peter: To be honest, we were too. But now we know what not to do when going camping. And it makes a great story for family reunions.

Listening & Speaking, ex. 2

Hugh: I'm going to miss this apartment. But I'm so excited that we're finally looking into buying a house...



Callie: I know, right? Speaking of which, I've been thinking... There's a house up for sale in my parents' neighbourhood...

Hugh: Absolutely not. We're not moving next to your parents, Callie.

Callie: Just hear me out, OK? This house is exactly what we need: three bedrooms, newly renovated, big yard in the back... We did agree this is what we're looking for, right?

Hugh: That's true, but you know very well we can't afford a house in that neighbourhood.

Callie: I'm not so sure, actually. The people selling the house are my parents' friends. I think we can get a good deal.

Hugh: OK, maybe you've got a point there. But it's kind of far away from the city centre. And there's no public transport in the area. How am I supposed to get to work?

Callie: You know, I thought about that. With a bit of planning, I'm sure we can afford a car. Besides, that is the point of us finally buying a house, isn't it? To move away from the city centre?

Hugh: Can't argue with that. But what about the kids? I doubt we can keep our nanny if we move. And you can't watch them during the day, even if you do work from home.

Callie: Well, that's the best part. With my parents living next door, we won't have to worry about childcare anymore.

Hugh: Have you asked them? I mean, the kids can be a bit much sometimes...

Callie: Yes, I have. And they can't wait to have their grandkids over every day. Still not convinced?

Hugh: Actually, I was just about to ask when we can move in...

Kaleidoscope, ex. 6

Interviewer: So, Li Thau, how long have you been studying the Hakka culture?

Li Thau: Well, from an anthropological point of view, for more than fifteen years now. But as a Hakka myself, I've always been interested in my people's traditions, so I guess a lot more than that.

Interviewer: Which means you know quite a bit about Fujian tulou.

Li Thau: I actually grew up in one. A four-hundred-year-old rectangular tulou, surrounded by an extra defensive wall, built later to protect a small farm area.

Interviewer: Do people still live in tulou?

Li Thau: Absolutely. There are still Hakka people living in their ancestral homes, though significantly fewer than before.

Interviewer: Young people everywhere seem to prefer city life, don't they?

Li Thau: In a way, yes. But more often than not, moving away is a necessity, not a preference. Young people usually

leave the tulou to find work in the big cities and end up building a life away from home. On the other hand, tulou have very basic facilities, so as they grow older, residents find it easier to live in regular houses, where they benefit from indoor plumbing or heated rooms in winter, for example. As a result, most tulou have been abandoned and are now falling into decay.

Interviewer: And those who stay? How do they manage?

Li Thau: Traditionally, the Hakka were farmers – they kept livestock, planted beans, and sowed seeds. Nowadays, tourism rather than farming supports tulou residents. Some of these structures, especially the ones listed by UNESCO as World Heritage sites, have become major tourist attractions.

Interviewer: What is so special about the tulou?

Li Thau: The building technique, for one. The innovative use of local building materials. The architecture that blends into the landscape. For me, it's the sense of community. Modern society has lost that.

Interviewer: Is the tulou unique to the Hakka?

Li Thau: No. Other ethnic groups in China, such as the Minnan people, built similar earthen structures. The Fujian tulou, which is the name generally associated with the Hakka, is just a specific type of tulou.

UNIT 6

Reading, ex. 8*

Video games as a part of daily teen life: 85% of U.S. teens report playing video games, and 41% say they play them at least once a day.

Gaming as a social experience: 72% of teens who play video games say that one of the reasons why they play them is to spend time with others.

Helpful with problem-solving, less so for sleep: Over half of the teens who play video games say it has helped their problem-solving skills, but 41% also say it has hurt their sleep.

Bullying is a problem: 80% of all teens think harassment over video games is a problem for people their age.

Boys' and girls' experiences differ: Most teen boys and girls play video games, but a larger share of boys play every day (61% vs. 22%). Boys are also more likely to experience positive things from it, like making friends, and more troubling things like harassment.

Vocabulary, ex. 2

Speaker 1

I want to be a professional singer, so I'm trying to get as many people as possible to listen to my music. I use several

streaming platforms to upload my songs, but my favourite is YouTube. For me, it also counts as social media, because it allows me to engage with my subscribers through comments and likes. I've built my own online community there, which is crazy, if you think about it; these people have become some of my biggest fans, even though I usually only know them by their username.

Speaker 2

My daughter lives abroad with her family, and we use WhatsApp to stay in touch. My grandson showed me how it works last time they visited. Mind you, international calls are expensive, but WhatsApp is free. It's easy to use and I can actually see everyone, not just hear them, which is wonderful. Of course, it all depends on the internet connection, so if it's slow or there's no internet... well, no more video calls with the grandkids. It usually works just fine, though, so I'm not complaining.

Speaker 3

I'm always on my phone, texting my friends. It's quick, it's quiet, and no one knows what you're saying. You can also create groups and text several people at the same time. For me, it's the best way to keep in touch. But, you know, I wouldn't text my grandma... her eyes are not very good. And, anyway, she prefers talking to people, so I just call her. I wouldn't text someone I don't know very well, either, just because texting is so... informal. To my teachers, for example, I'd write an email.

Speaker 4

When I retired a few years ago, I started using social media a lot; I missed the people at work, so I kept in touch through Facebook. I also found friends I hadn't seen in years, even old classmates from high school. It's easy to use, that's why I like it, and there are all kinds of online communities you can join. I follow a few groups on gardening, home renovations... it's nice to connect with people who have the same interests as me.

Speaker 5

My father is in the military, so we move a lot. I feel like I'm always switching schools and leaving friends behind. So, to keep in touch with everyone I care about, I've created an Instagram account. I upload photos, short videos, I post stories about my family's travels... This way, my friends always know what I'm up to and I can see their content, too. My mum used to worry about me putting all this personal information out there, but my account is private: only people I approve as followers can see my posts.

Listening & Speaking, ex. 2

ONE

Girl: I'm so tired all the time, I can barely wake up in the morning.

Boy: Have you tried going to sleep earlier? You probably need more rest.

Girl: I'm trying, but I can never fall asleep before midnight.

Boy: It's usually a good idea to turn off all screens at least half an hour before bed. You know, just read a book instead of scrolling on your phone.

Girl: Hey, I might just try that, thanks!

TWO

Boy: Oh, no, I failed my exam, AGAIN! What should I do?

Girl: For one thing, you shouldn't ignore it, like you did last time. If you need help, just ask for it!

Boy: Actually, I'm thinking of finding myself a science tutor. Maybe a couple of sessions a week, until I catch up. What do you think?

Girl: Good plan! If I were you, I'd start looking right away.

THREE

Girl: I really, really want a dog, but my parents won't hear of it. My birthday is coming up though, so I'm thinking of asking again. I just need to come up with some good arguments. Any thoughts?

Boy: One thing you could do is convince them you're responsible enough to care for a pet. Maybe do some extra chores around the house or help out with your little sister.

Girl: Good thinking. Anything else?

Boy: You should also have some money saved up. Owning a dog can be expensive, so you ought to be helping with the bills.

FOUR

Boy: My family is moving to Belgium next year. I can't wait!

Girl: How exciting! I suggest you start learning some French, then. You know, there's a language school close to where I live; you could sign up for one of their beginner courses.

Boy: Actually, I've already called them, but they don't accept any new students at the moment. Any more suggestions?

Girl: Well, I think you should look into online courses. You can learn from home, study at any time.

Boy: That's a great idea, thank you!

FIVE

Girl: Nooo! That's the second phone this year... Look at it... the screen is all cracked, and it won't even start now. How can I be so clumsy?



Boy: If I were you, I'd start thinking about replacing it. I don't think your parents are going to gift you a third one just yet.

Girl: But I can't afford to replace it, I don't have enough savings. What should I do?

Boy: My advice is to look for an older model, they're cheaper. Another thing you could do is find a second hand phone.

Girl: Right, I can do that. Thanks!

SIX

Girl: You've broken grandma's vase?! Wait till mum finds out!

Boy: I didn't mean to! It was an accident! What should I do? Do you think it can be repaired?

Girl: It doesn't look like it. You ought to replace it. I've seen vases like this in antique shops, but they're expensive.

Boy: How expensive? I'm a high schooler, I don't have a lot of money...

Girl: Then, you'd better find a part-time job. Or two. Quickly.

Listening & Speaking, ex. 4

Joe: Are you excited about the big party tomorrow?

Allie: Yeah, but I'm a bit nervous.

Joe: You really shouldn't worry. Dad is going to love it.

Allie: I know I ought to be more relaxed, but you know the whole family are coming. What if they're late and ruin the surprise?

Joe: Well, then you'd better call them again, and make sure they know what time it starts.

Allie: Maybe you could call them? Please, I still have so much to do.

Joe: All right, then. Should I just tell everyone to come earlier?

Allie: No, but I would remind them to bring their jackets; it gets cold in the evenings.

Joe: Right. Anything else?

Allie: Well, only that they shouldn't bring any uninvited guests this time.

Joe: They'd better not.

Allie: Thank you. Now, the cake. Should I ask aunt Mary to pick it up?

Joe: No, I could do that first thing in the morning. Also, you really ought to go to sleep early. Tomorrow will be very busy.

Kaleidoscope, ex. 4

There are two levels (or grades) of braille.

When every letter of every word is expressed in braille, it is referred to as Grade 1 or uncontracted braille. People learning braille usually start with Grade 1. However, this form takes up a lot of space, which makes uncontracted braille books much bulkier than print books.

Grade 2 or contracted braille uses abbreviations and contractions in addition to the alphabet. A combination of cells can be used to form contractions or whole words. For example, the word 'braille' is written as 'brl'. Since it takes up less space, Grade 2 braille is the standard system used for most textbooks and publications.

(adapted from www.betterhealth.vic.gov.au and www.afb.org)

UNIT 7

Reading, ex. 6

Speaker 1

The reason I love it so much is because there are no strict rules. You just dance to cool music like Hip-Hop and R&B, but also modern Pop or Electronic music. You can make up your own moves – that's called *freestyle* – and dance with your friends in the streets or parks, outside your school, wherever you feel like it. There are lots of street dance styles: robotic moves, flowing moves, spins, acrobatics... Right now, I'm working on perfecting my popping, which basically means you contract and relax muscles quickly to make your body "pop" to the music, like a statue coming to life.

Speaker 2

For teens, fashion is a way of expressing their individuality. Style is a statement: "This is me!" or, better yet: "This is what I want the world to know about me." What teens wear plays a key role in exploring their identity and shaping their self-image. Clothes show they have certain interests or that they belong to social groups (like "rockers" or "goth" or "athletes"). Their choices are influenced by social media, music, and films, as very often, teens tend to imitate their favourite celebrities' fashion choices. In the end, clothes are never just clothes – this is what makes me so excited about fashion.

Vocabulary, ex. 2

Speaker 1

One of my favourite artists at the moment is Billie Eilish. I don't really listen to pop music, but she's not your typical pop star. In fact, she usually wears baggy jeans, a backward baseball cap, and sports socks – which is a style many of us feel comfortable with. She may not have the best singing voice in the world, but people like her because she's authentic, goofy, and always shows kindness to her fans. She is also very creative (she's a singer-songwriter), and speaks openly about her feelings and emotional struggles; her honesty makes her relatable to young people. Mostly, I think, she sets an example for her fans by not being afraid to be different.

Speaker 2

I'm really into K-pop (you know, South Korean pop music) and my favourite singer is Kyuhyun. He started with Super Junior, a boy band which gained international fame. K-pop groups are usually formed by entertainment companies, so thousands audition for a spot in the group. The ones who are selected go through an intense training – singing, dancing, rapping, and performing. Which means that they need to be hard-working and resilient to succeed. Kyuhyun was one of the main vocalists of the group. He then went on to play lead roles in musicals and star in TV shows. Kyuhyun is very talented – he has a beautiful voice and great dance moves – but it's the discipline and perseverance behind his success that make me look up to him.

Speaker 3

I study the violin, but the musician I find most inspiring is Yo-Yo Ma, probably the greatest cellist of our time. He was a child prodigy who began to study the cello when he was five. After he grew up he performed as a soloist with orchestras around the world. Yo-Yo Ma is a brilliant musician with perfect technique. This is the result of a lifetime of practice, of course. Still, the thing I admire the most about him is this – he made classical music look *cool* to wider, younger audiences. He collaborated with popular artists like Bobby McFerrin, Carlos Santana, Miley Cyrus, and Sting. Besides, he doesn't only play classical music – he's recorded international folk music as well. Apart from being a gifted musician, Yo-Yo Ma is also a very generous and caring person, who actively supports several charities.

Speaker 4

I love listening to classical music and I especially enjoy opera. At first, it was Diana Damrau, a German soprano, who inspired my love for this type of performance. Years ago, my parents took me to see Mozart's *Magic Flute* – and there she was, playing The Queen of the Night. She was incredible – fierce and passionate, bringing life to the scenes with her expressive movements and powerful voice. I was amazed – and a little scared, too, because there, on the stage, she really was the wicked Queen. Imagine my surprise when I got to meet her afterwards for a signed photo. She was so friendly and polite, one of the nicest people I'd ever met.

Listening & Speaking, ex. 1

ONE

I think it's a great way for people to get to know other cultures. It also makes travelling easier. You don't have to be proficient; even some basic knowledge can help you read signs, order food, or use transport.

TWO

In my opinion, they're bad for kids. I mean, it's fine to play for a couple of hours on weekends, but it's rarely just one session, is it? Besides, some of them are really violent. Why would we expose kids to that?

THREE

Well, they're great for people who look for adventure and love wildlife. Seeing lions and elephants in their natural habitat is a once-in-a-lifetime experience.

FOUR

I guess it's very convenient; it's cheap, and you can listen to your favourite songs without even leaving your room. The problem is it can never replace the feeling of listening to live music with friends.

Listening & Speaking, ex 2

ONE

"I feel that having role models is dangerous."

"Really? Why?"

"Because the people we admire are not always who we think they are. Take celebrities, for example. We don't actually know them, but we want to be them because they're famous and successful. So, we try to imitate them instead. If we're looking to find inspiration and become better people, this is not the way."

TWO

"The way I see it, setting age restrictions on social media is a great idea."

"Oh, yeah? Why is that?"

"There's a lot of harmful content out there. Young kids don't need to be exposed to that. Also, it reduces the risk of cyberbullying."

THREE

"I can't stand book bans."

"Why do you say that?"

"Because we have the right to explore information freely. It is important to consider different viewpoints, even if we don't agree with some of them. This is how we build critical thinking skills."

FOUR

"I believe that zoos are beneficial."

"In what way?"

"Well, the main thing is they help protect endangered species from habitat loss or climate change. They're also like a living museum where people can learn about animals and how to care for them."



FIVE

"I feel that homeschooling is a bad idea most of the time."
"How come?"

"Because parents aren't teachers. They cannot teach all the subjects properly. Also, kids need to be in school with other kids their age, to learn, play, and make friends."

Writing, ex. 4

The city should encourage cycling as the preferred mode of transport. To begin with, switching to a bike is better for the environment. Cycling instead of driving improves air quality and reduces noise pollution, as shown by recent data. Second, it is a lot cheaper than driving or even taking the bus. Riding bikes to work and school saves money on fuel, parking, and repair costs. Finally, it is great for your health. According to the World Health Organization, cycling is an exercise suitable for all ages, which helps reduce stress and improve mental well-being. All in all, I strongly believe that cycling in cities is the best long-term solution for urban transport.

Kaleidoscope, ex. 7

My favourite genre is pop. It's a type of "popular" music, that's where the name comes from. Now, if you're wondering what popular music is to begin with – well, simply put, it's music designed to appeal to a large number of people and distributed through radio/TV, streaming, and social media. It's also very commercially successful. Popular music covers many genres: pop, rock, hip-hop, rap, dance, blues, jazz, reggae, and so on. It's really just a generic term that was originally used to show it was different from folk music (which is the traditional music of a specific community) and from classical music (think Mozart).

Now, back to pop, my favourite. Nowadays, it's the most common form of popular music, producing most hits (well-known songs that sell millions of copies). Pop often incorporates elements from other genres, like rock, dance, or rap music, based on the artists' personal style. However, a successful pop-music formula usually includes a catchy melody, a chorus that is repeated several times, and rhythms that can be danced to. The thing about these hits, though, is that many don't stay popular for long – just until a new song comes along.

UNIT 7*

Listening & Speaking, ex. 1

ONE

Lucy: Have I ever told you about the time I tried to kidnap my best friend?

Victor: No way! Now, this I have to hear.

Lucy: I was 6 at the time and I should probably say "dognap"... my best friend was Sunny, the neighbours' dog.

Victor: Oh, no. What happened?

Lucy: I decided best friends must all live together. And that Sunny belonged in my room, with my other best friend, Mr Panda, the stuffed bear. So, I went over to the Joneses, managed to open the gate, gave him a half-eaten cookie and brought him home.

Victor: Lucy, age 6, leading a life of crime. This is hilarious. Did your parents find out?

Lucy: Actually, no, because the whole thing lasted less than half an hour. See, it turned out that Sunny didn't want to be friends with Mr Panda. In fact, he tore my stuffed bear into shreds.

Victor: That's terrible!

Lucy: I know, right? So, I took Sunny back to the Joneses and made sure they knew he was a really bad boy. That dog knew what he'd done. He even seemed proud about it.

TWO

Chloe: Oh, no. Is it Thursday already? I thought it was Wednesday... I am never going to finish setting up for my party on time.

Tom: Come on, I'm sure it's not that bad. Hey, this reminds me of that time, a few years ago, when I missed my own birthday party.

Chloe: No way! Are you serious? How did it happen?

Tom: Well, I had decided to spend my summer holiday in New Zealand, exploring the country for a bit. It was also my birthday, so my friends in Auckland thought it was the perfect excuse for a party. I was so excited about this trip!

Chloe: What happened?

Tom: The flight there was terrible. Everything was delayed, and by the time I reached Auckland, I'd been awake for almost two days. So, I went straight to the hotel because I wanted to get a good night's sleep before the party the next day. Imagine my surprise when I woke up the next morning to a ton of texts from my friends asking where I was. The party had been the day before. I had missed my birthday completely because I had forgotten that New Zealand is a day ahead of the UK.

Chloe: This is hilarious! So, what did your friends do?

Tom: They threw me a second party, of course!

THREE

Patty: Hey, Hugh! I noticed that the tree you planted in your backyard is getting huge. It must be nice to finally have some shade in summer. What kind is it?

Hugh: You won't believe what happened. My sister and I planted it four years ago, convinced it was an apple tree.

We were so excited for fresh fruit. We took care of it, protected it from the wind and the frost... We even found a name for it.

Patty: That's so nice. Did you get any apples yet?

Hugh: No, because it turns out it's a walnut tree. I have no idea how this happened.

Patty: You're kidding me. Still, walnut trees are great.

Hugh: Yeah, except my sister is allergic to nuts.

UNIT 8

Reading, ex. 6

Interviewer: What is your preferred format for reading?

Tom: Printed books, definitely. I have an e-book reader as well, for when I travel, but it's just not the same.

Interviewer: Where do you usually get your books?

Tom: I just buy them online, mostly.

Interviewer: When do you think is the best time to read?

Tom: I always read a few chapters before I go to sleep.

Interviewer: How do you choose what to read next?

Tom: By browsing around, usually. If I know the author, or if it's a genre I enjoy... I often choose a book just because I like the cover, or the title sounds interesting.

Interviewer: Do you read book reviews?

Tom: Sometimes, but I don't really pick books based on reviews.

Vocabulary, ex. 6

Host: Today we are discussing teens' favourite books and movies. Our guests are Ellie and Sam, who had to skip their usual weekend activities to join us here on this Saturday morning. So, thank you, guys.

Sam: Sure, no worries, it's great to be here.

Ellie: Thank you for having us.

Host: Now, first things first. Do you prefer reading books or watching films?

Ellie: Oh, I don't know. I like both. But if I had to choose, I'd say books.

Sam: Films, definitely.

Host: That was fast. So, no books for you then, Sam?

Sam: It's not that I don't like reading, but like Ellie said... if I have to pick one, then it's films.

Host: Right. So, favourite book or film at the moment?

Ellie: For me, *Coyote Summer*, by Mimi Thebo.

Sam: Wait, I think I know it. Something about a horse...

Ellie: No, I think you're referring to a film made in the 90s. Same name, but a different story altogether.

Sam: Right...

Host: Why don't you tell us a bit about it?

Ellie: It's a coming-of-age story set on a farm in Kansas. The protagonist is a fourteen-year-old girl, Jules, who dreams of becoming a ballet dancer.

Host: Is Jules a character you relate to?

Ellie: Well, she's not very likeable at first. She is kind of spoilt and keeps getting into trouble. So, after being expelled from her fancy school in London, Jules is sent away to live on her aunt's farm in Kansas.

Sam: And I thought my mum was harsh...

Host: But it wasn't really a punishment, was it?

Ellie: No, it was just that her mum didn't know how to deal with this type of behaviour anymore. And it worked. It gave Jules the opportunity to reflect on her mistakes and learn some hard life lessons. This is where I really started to identify with the character, because growing up is never easy.

Host: What made you read this book?

Ellie: I found some reviews online and everyone commented on how good it was. Turns out they were right.

Host: Is this how you usually choose your books? Based on reviews?

Ellie: It depends. I sometimes read reviews, yes, but mostly I just love flipping through books in a bookshop, see what stands out to me.

Host: How about you, Sam? How do you choose which films to watch?

Sam: I never read reviews. For some reason, people never seem to agree on which films are best.

Host: OK. So, you don't believe in reviews. Then...?

Sam: I usually watch trailers. If I find something I like, I add it to my "to watch" list. And sometimes I ask my friends for suggestions.

Host: What was the last film you watched that you really liked?

Sam: Oh, let me think...

Ellie: Hey, what was the name of that superhero film? You know, the one you and I ended up arguing about...

Sam: Right, of course, *Captain America: Brave New World*. I loved that!

Host: Why did you two argue about it?

Sam: Well, Ellie here said it wasn't very good because it was "unrealistic."

Host: And you thought it wasn't?

Sam: Of course it is unrealistic, it's based on Marvel Comics, that's the whole point.

Ellie: No, he's right. I'm just not into comics, that's why I didn't like it.

Host: Now tell me, Sam, why do you love this film? Is it the plot? The characters?

Sam: It's just a classic "good versus evil" story, where the good guys have superpowers and lots of cool gadgets and the villains are always punished in the end. I know it's not very deep, but it doesn't have to be. It's a fantasy world. Also, I think superheroes can be very inspiring.

Host: Do you think people identify with these characters?

Sam: I mean... we don't possess their superhuman abilities, obviously, but I think we need to focus on what they represent. You know, superheroes fight for the good side and try their best to make the world a safer place. In a way, this is what we should all be doing.

Listening & Speaking, ex. 2

Donny: Argh! How do I turn this on?

Esme: Are you all right, Donny?

Donny: Yeah, it's just my e-book reader. I've never had one before, and I'm not sure how it works. Do you know how to use it?

Esme: Sure, I'll show you.

Donny: Thanks.

Esme: Ok. First, you turn it on. This model has the power button on the back.

Donny: Oh, I see. That's why I couldn't find it.

Esme: The next step is the setup. You just follow the on-screen instructions to select your language and connect to Wi-Fi. Here, try it.

Donny: Right, just let me... aaaand, done.

Esme: After that, you need to enter your account details to be able to access books.

Donny: Right, OK.

Esme: Once you've done that, you can start organising your library. See, this button here on the home screen. This is where your books are. You can buy them online, or download free samples. You can even borrow e-books from local libraries; there are some apps for that.

Donny: OK, this seems simple enough. I'll download a free sample, then, just to see how this works.

Esme: Good idea. Now tap on the book cover in your library to open the book and start reading. It's easy. Tap or swipe the right side of the screen to go forward, and the left side to go back. And here is the menu toolbar.

Donny: Right, this is where I can change the font size and stuff.

Esme: Exactly.

Donny: Thanks, Esme!

Esme: No worries. Don't forget to charge your battery.

Listening & Speaking, ex. 4b

Libby is a mobile application developed by OverDrive that allows users to borrow digital e-books, audiobooks, and magazines from their local library. It is compatible with Android and iOS. Users need a valid library card from an institution that partners with OverDrive. The app requires installation before borrowing content. After installation, the

Libby app icon will appear on your home screen or in your app drawer. Tap the icon to open it, then select your library and enter your library card number. Finally, search for content; tap the Search icon in the footer menu and start looking for specific titles, authors, or subjects.

Kaleidoscope, ex. 6

Announcement 1

Good afternoon, visitors! We are thrilled to welcome author Liam Smith to the Clark and Finch bookstore today. Liam Smith will be signing copies of his latest book, *Sunny Sunday*, starting at 4 pm. Join us in the Fiction Section to meet the author and pick up your personalized copy. Books are available for purchase at the front of the store.

Announcement 2

Welcome to City Media Centre! The next showing of *The World's Oldest Book* documentary will begin at 6.30 pm in screening room 5. Tickets are available at the counter or online. Film students are especially encouraged to attend.

Announcement 3

Attention, students! We are happy to announce the launch of our new book club, *The Reading Corner*, designed for students of all levels. The first meeting will be held this Wednesday at 2 pm in the library. Sign-up forms are available at the front desk.

Kaleidoscope ex. 8*

Announcement 1

Good afternoon, students! This is a reminder about our day trip to Kew Gardens in London this Friday. We will meet at the school's main entrance at 8 am sharp. The bus will leave at 8.15 am. The trip will include several activities, such as a visit to the Palm House, a live theatre show, and a picnic lunch. Remember to bring comfortable clothes, a hat, and sunscreen. Expect to be back at school by 6.30 pm. If you have any questions, please contact Ms. Ellis in Room 201.

Announcement 2

Attention, students! The annual cricket competition will take place this Saturday on the school's playing field. Events will start at 8 am and end at 5 pm. Players should wear their cricket uniforms and arrive 30 minutes before the start time. Friends and families are welcome to join and cheer for their teams.

Announcement 3

Good morning, students! This Wednesday, we are hosting our annual Career Day. Professionals from various fields are scheduled to present in classrooms from 9 am to 1.30 pm. The full list of speakers is available on the school's website. Lunch will be provided at 2 pm. Q&A sessions and workshops will be held in the afternoon.

UNIT 9

Vocabulary, ex. 4

pollute – pollution – polluting
recycle – recycling – recyclable
destroy – destruction – destructive
renew – renewal – renewable
conserve – conservation – conserved

Listening & Speaking, ex. 2

Conversation 1

Ashley: Marie, over here!

Marie: Ashley, hi, how was your flight?

Ashley: Long... I'm just glad to be home. I haven't seen you in a month!

Marie: Oh yeah, a whole month of backpacking around New Zealand with your cousins must have been sooo boring!

Ashley: Marie Ann Perkins, I've known you since kindergarten and you're always picking on me! Keep this up and you won't be invited to my next backpacking trip. Now, tell me everything! How are things? What have you been doing?

Marie: Oh, I have so much to tell you! I've got a part-time job at my aunt's bakery.

Ashley: Marie, this is great! It's your dream to own a bakery someday. And so it begins... What are we talking about? Cookies, pies... those muffins I like, with the red thing inside?

Marie: Well, more like washing the pots and pans to start with, but I love it.

Conversation 2

David: Welcome back, Kate! I've missed you. Here, these are for you.

Kate: My favourite, thank you. It's so good to see you, David! It's only been a week, but...

David: I know! Now, tell me, how is everyone back home?

Kate: They're fine; they're all excited about our engagement party next month. My sister especially, she's already bought several dresses. And how's everyone at the office?

David: Well... Harold and Bert have been arguing about the 'right' way to make coffee... Annie has been asking me

about your favourite colour because she has some surprise engagement present for you...

Kate: See, this is why I love that we both work at the same place. Makes catching up so much easier!

Conversation 3

Walter: Lionel? Is that you?

Lionel: Nooo... Walter Potts? Well, well, well... I haven't seen you for... how long?

Walter: At least fifteen years. I've just moved back to town.

Lionel: How have you been? How are Elsie and the boy... Peter, was it?

Walter: Not too bad. Peter is an electrician; he lives in Bristol, with his family. Elsie and I are retired, so we spend a lot of time with the grandkids... we've got two. How about you?

Lionel: Oh, can't complain. Wife and I are retired as well and we've got Ginny, our girl, and her two boys living with us. Grandkids sure keep you young!

Walter: They sure do!

Task, ex. 2

If we talk about sustainable housing, we need to refer to sustainable architecture, which focuses on reducing the environmental impact of buildings.

Sustainable houses are integrated into nature, blending with the landscape. They use local, renewable materials like stone, timber, or earth. They offer better energy efficiency, as well as optimum thermal and acoustic insulation.

Sustainable houses also rely on technology, as home automation has great benefits. One example is automated blinds. They can be opened and closed with a switch or programmed to keep houses warm in winter and cool in summer. The same goes for smart devices such as air conditioning and ventilation, which allow us to adjust energy consumption. Smart irrigation systems detect the humidity of the soil and are turned on automatically, if necessary.

In addition to architecture, other factors play a role in sustainable housing. One of these is the location of the house. Sustainable houses are meant to be passive. As a result, they take advantage of natural surroundings for lighting, heating, and cooling. They don't rely completely on artificial systems.

Another factor is the use of renewable energy sources. This includes solar panels, efficient heating systems, and recycling systems that manage water.

(adapted from www.neolith.com)



UNIT 9

INVESTIGATION

1. Choose the subject of your investigation according to the task requirements.
2. Create a brainstorming map to help with your investigation.
3. Research your topic and gather information; make sure you use reliable sources.
4. Organise your findings into a presentation. Depending on the task requirements, you can add supporting materials such as photos, videos, and interviews.

PROJECT WORK

1. Understand what you have to do; break the task into smaller steps.
2. Set deadlines to avoid falling behind. For group projects, assign specific tasks to every member.
3. Do your research and make sure you use reliable sources.
4. Do the task by following the specific instructions.
5. Review your project. Check your work against the assessment rubric on page 186 (when applicable).

SUGESTII DE FIȘE PENTRU OBSERVAREA SISTEMATICĂ A ACTIVITĂȚII ȘI A COMPORTAMENTULUI ELEVILOR

FIȘĂ DE OBSERVARE A ACTIVITĂȚII INDIVIDUALE

Indicator	Frecvent	Rar	Deloc
Folosește corect termenii specifici disciplinei.			
Este implicat în îndeplinirea sarcinilor de lucru.			
Exprimare socială și emoțională adecvată.			
Are o atitudine adecvată față de ceilalți colegi.			

FIȘĂ DE OBSERVARE A ACTIVITĂȚII GRUPULUI

Indicator	Frecvent	Rar	Deloc
Fiecare membru al grupului este implicat în rezolvarea sarcinii.			
Elevii formulează idei clare și ușor de înțeles de către ceilalți.			
Toate ideile propuse sunt luate în considerare.			
Elevii se sprijină și se încurajează pentru a fi productivi și creativi.			
Rezultatul activității de grup este relevant și prezentat într-o manieră care facilitează înțelegerea.			
Elevii urmăresc cu atenție prezentările celorlalte grupuri.			
Elevii acordă feedback colegilor.			

LIMBA MODERNĂ 1

ENGLEZĂ

Trunchi comun (TC), 2h/săptămână și curriculum de specialitate (CS) 1h/săptămână, pentru filiera teoretică, profilul umanist, specializarea științe sociale și specializarea filologie – clasa a IX-a

STARTER UNIT – My teenage life

UNIT 1 – To each their own

UNIT 2 – The stories we tell

UNIT 3 – The stories we tell

UNIT 4 – An eye for hidden beauty

UNIT 5 – Making a difference

UNIT 6 – Always connected

UNIT 7 – What an inspiration!

UNIT 7* – Growing wiser

UNIT 8 – Words and moving pictures

UNIT 9 – Living green

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