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VOICES AND IDEAS: ENGLISH FOR MODERN LEARNERS

Study aid

Recommended by the Methodological Council of the Igor Sikorsky Kyiv Polytechnic Institute
as a study aid for bachelor's applicants
on the educational programme “Germanic languages and literatures (including translation),
primary – English”
of the specialty B11 Philology

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The study aid contains a series of structured units designed for the third part of the core language course, presented with an emphasis on practical application. Each unit is accented on holistic skills development and includes dedicated sections: Lead-in, Reading, Vocabulary, Grammar, Listening, Literature corner, English in Use, and Writing. A wide range of communicative tasks and exercises is suggested to ensure active language acquisition. This edition is developed in accordance with the educational programme “Germanic languages and literatures (including translation), primary – English” and is intended for a bachelor's degree by specialty B11 Philology. The manual will also be useful for English language instructors and students aiming to improve their professional language skills.

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VOICES AND IDEAS: ENGLISH FOR MODERN LEARNERS

Навчальний посібник

(Англійською мовою)

Цей навчальний посібник розроблений відповідно до навчальної програми «Германські мови та літератури (переклад включно), перша – англійська» та призначений для здобувачів першого бакалаврського рівня освіти спеціальності В11 «Філологія» (за спеціалізаціями) та суміжних спеціальностей. Посібник також буде корисним для викладачів англійської мови та студентів, які прагнуть удосконалити свої професійні мовні вміння.

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PREFACE

The mastery of a foreign language at a professional level requires not only a deep understanding of linguistic structures but also the ability to navigate complex social, historical, and environmental contexts. This course book is specifically designed to support students of the “Germanic Languages and Literatures (including translation), Primary – English” programme during the fourth stage of their academic journey. Developed as a comprehensive study aid, this manual serves as a vital supplement to the core curriculum, providing the practical reinforcement necessary for achieving a high level of communicative competence.

The content of this manual is structured around four thematic pillars, each reflecting a crucial aspect of the human experience and global discourse:

- UNIT 1: “History” – Explores the past's influence on the present, encouraging students to analyse historical narratives and expand their formal vocabulary.
- UNIT 2: “Live and Learn” – Focuses on the philosophy of education and lifelong personal development, challenging students to discuss modern learning trends.
- UNIT 3: “Planet Issues” – Addresses the urgent environmental crises of the 21st century, fostering the ability to engage in complex debates regarding sustainability.
- UNIT 4: “The Cycle of Life” – Examines the various stages of human existence, from biological processes to social transitions, providing a rich context for descriptive and reflective language use.

To ensure a holistic approach to language acquisition, each unit is divided into specialized sections that target specific linguistic skills. The Lead-in activates prior knowledge and sets the stage for discussion. Reading and Listening tasks provide authentic input, while the Vocabulary and Grammar sections offer the tools for precise expression. Special attention is given to the Literature Corner, which bridges the gap between language and culture, and English in Use, which focuses on functional language. Finally, the Writing section guides students through the nuances of academic and creative production.

This course book is more than just a collection of exercises; it is an interactive platform for critical thinking and cultural reflection. It is intended for bachelor's degree students specializing in 035 Philology, yet it will also be useful for educators and independent learners who wish to polish their professional English skills. By integrating these units into their study routine, students will find a reliable study aid that transforms theoretical knowledge into fluent, professional practice.

UNIT 1. History



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Lead-in

➡ The Weight of the Past

● Task 1

Look at the following categories of historical influence. In pairs, discuss which one has the most historic (important) impact on our lives today. Rank them from 1 to 5 and justify your choices.

- Scientific Breakthroughs (e.g., Franklin's lightning rod).
- Political Documents (e.g., Treaties or Declarations of Independence).
- Military Conflicts (e.g., The Spanish Armada or World Wars).
- Personal Narratives (e.g., Autobiographies and diaries).
- Unsolved Mysteries (e.g., Disappearances or archaeological puzzles).

● Task 2

a. You are going to watch 1-minute video from BBC Learning English about the difference between History and Story. After watching the video say whether the following statements are true or false:

1. History is primarily used for entertainment and includes imagined events.

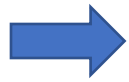
2. Both “history” and “story” are used to describe events.
3. A “story” can describe events that are either real or completely made up.

b. In groups identify if this is History or a Story:

- 1) The Roman Empire fell in 476 AD after years of political instability and invasions.
- 2) Once there was a Roman soldier who could talk to horses and used them to find hidden gold.
- 3) The Declaration of Independence was signed on July 4, 1776, in Philadelphia.
- 4) A brave cat during the Blitz saved its owners by meowing loudly before the bombs fell.
- 5) During the Industrial Revolution, many people moved from the countryside to cities to work in factories.
- 6) Abraham Lincoln was the 16th President of the United States and led the country through the Civil War.
- 7) A lonely ghost in an old castle waited a thousand years for someone to find his lost letter.
- 8) The Great Wall of China was built over many centuries to protect against invasions from the north.
- 9) Two kings met in a secret garden and decided to swap identities for a day.
- 10) The Black Death killed nearly half of Europe’s population in the 14th century.

c. Read the following History sentences (factual and objective). Rewrite each one as a Story sentence by adding creative details, characters’ feelings, or dramatic action.

- **Example:**
 - *History:* “The Great Fire of London started in a bakery in 1666.”
 - *Story:* “Thomas looked on in horror as a tiny spark from his oven suddenly leaped onto the curtains, turning the quiet bakery into a wall of roaring flames.”
- 1. **History:** In 1912, the Titanic hit an iceberg and sank in the North Atlantic.
 - **Story:** _____
- 2. **History:** Benjamin Franklin conducted an experiment with a kite during a thunderstorm to prove that lightning is electricity.
 - **Story:** _____
- 3. **History:** The Berlin Wall fell in 1989, leading to the reunification of Germany.
 - **Story:** _____
- 4. **History:** Sherlock Holmes was a fictional detective created by Arthur Conan Doyle in the late 19th century.
 - **Story:** _____
- 5. **History:** The two armies reached a stalemate in the trenches during the winter of 1915.
 - **Story:** _____



The Wisdom of the Past

● Task 3

In small groups, read the three quotes below. Discuss whether you agree or disagree with them. Why (not)?

Napoleon Bonaparte: *"History is a set of lies agreed upon."*

Winston Churchill: *"History will be kind to me for I intend to write it myself."*

George Santayana: *"Those who cannot remember the past are condemned to repeat it."*

Reading

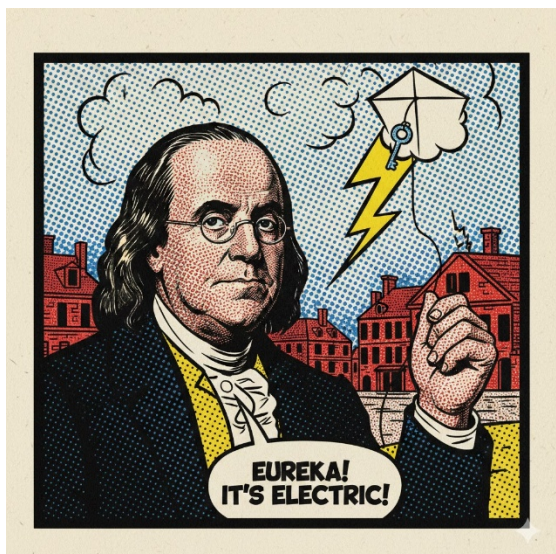


Image is created with <https://gemini.google.com/>

➡ Historical Figure

● Task 1

a. You are going to read the extract from autobiography of Benjamin Franklin. Before reading, look at his quotation: *“Either write something worth reading or do something worth writing.”* What do you think it means?

b. What makes a person “historic”? Is it their character or their circumstances? Discuss.

● Task 2

Look at the word “Tallow-chandler” (a person who makes candles from fat). In the 18th century, children often followed their father’s trade or were “apprenticed” to a master.

Discuss with a partner:

1. If you were born into a family with 16 siblings, how do you think your parents would decide your future?

2. Based on the first paragraph, what was Franklin's father's original “intention” for him? Why might a father choose the Church for his most “ready” son?



Image is created by <https://app.pixverse.ai/>

The Autobiography of Benjamin Franklin

By Benjamin Franklin

My elder brothers were all put apprentices to different trades. I was put to the grammar-school at eight years, my father

intending to devote me, as the **tithe** of his sons, to the service of the Church school. My early readiness in learning to read (which must have been very early, as I do not remember when I could not read), and the opinion of all his friends, that I should certainly make a good scholar, encouraged him in this purpose. My uncle Benjamin, too, approved of it, and proposed to give me all his short-hand volumes of sermons. I continued, however, at the grammar-school not quite one year, though in that time I had risen gradually from the middle of the class of that year to be the head of it.

Considering the high cost of college and the poor **prospects** for graduates, my father decided he could not afford such an

education for one of so many children. He therefore moved me to a school run by the famous Mr. George Brownell, who was well known for his successful and encouraging teaching style. Under him I acquired fair writing pretty soon, but I failed in the arithmetic, and made no progress in it.

At ten years old I was taken home to assist my father in his business, which was that of a tallow-chandler and soap-boiler; a business he was not bred to, but had assumed on his arrival in New England, and on finding his dying trade would not maintain his family, being in little request. Accordingly, I was employed in cutting wick for the candles, filling the dipping mold and the molds for cast candles, attending the shop, going of errands, etc.

I disliked the trade, and had a strong inclination for the sea, but my father declared against it. Sea however, living near the water, I was much in and about it, learnt early to swim well, and to manage boats. And when in a boat or canoe with other boys, I was commonly allowed to govern, especially in any case of difficulty. And upon other occasions I was generally a leader among the boys, and sometimes led them into scrapes, of which I will mention one instance, as it shows an early projecting public spirit, though not then justly conducted.

There was a salt-marsh that bounded part of the mill-pond, on the edge of which, at high water, we used to stand to fish for minnows. By much trampling, we had made it a mere quagmire. My proposal was to build a wharf there, and I showed my comrades a

large heap of stones, which were intended for a new house near the marsh. Accordingly, in the evening, when the workmen were gone, I assembled a number of my play-fellows, and working with stones diligently, we brought them and built our little wharf. The next morning the workmen were surprised at missing the stones, which were found in our wharf. ... We were discovered and complained of; several of us were corrected by our fathers; and though I pleaded the usefulness of the work, mine convinced me that nothing was useful which was not honest.

I think you may like to know something of his person and character. ... He was ingenious, could draw prettily, was skilled a little in music, and had a clear pleasing voice, so that when he played psalm tunes on his violin and sung withal, as he sometimes did after the business of the day was over, it was extremely agreeable to hear. He had a mechanical genius too, and, on occasion, was very handy in the use of other tradesmen's tools; but his great excellence lay in a sound understanding and solid judgment in prudential matters, both in private and public affairs. In the latter, indeed, he was never employed, the numerous family he had to educate and the straightness of his circumstances keeping him close to his trade. But I remember well his being frequently visited by leading people, who consulted him for his opinion in affairs of the town or of the church he belonged to, and showed a good deal of respect for his judgment and advice...

Taken and modified from: <https://dn790001.ca.archive.org/0/items/autobiobenfran00miffrich/autobiobenfran00miffrich.pdf>

Text Analysis

Task 3

Now read the text and for questions 1-8 choose the correct answer A, B, C, D. Explain your choice, underlying the parts of the text which helped you.

1. What was the original career path Franklin's father intended for him?

- A) A sea captain
- B) A tallow-chandler
- C) The Church
- D) A grammar-school teacher

2. Why did Franklin's father move him from the grammar school to a writing and arithmetic school?

- A) Benjamin was failing his grammar classes.
- B) The high cost of college and poor job prospects for graduates.
- C) Benjamin expressed a desire to learn math instead.
- D) The grammar school was too far from home.

3. What subject did Franklin find particularly difficult at Mr. George Brownell's school?

- A) Writing
- B) Reading
- C) Arithmetic
- D) Shorthand

4. What were the primary products made in Franklin's father's business?

- A) Books and shorthand volumes
- B) Ships and boats
- C) Candles and soap
- D) Grammar textbooks

5. What did Franklin's father argue against when Benjamin was ten years old?

- A) His desire to go to sea
- B) His interest in reading
- C) His leadership among other boys
- D) His move to New England

6. What moral lesson did Franklin's father teach him after the "wharf incident"?

- A) Hard work is the only way to succeed.
- B) Nothing is useful which is not honest.
- C) Leading others always leads to trouble.
- D) Stealing is only wrong if you are caught.

7. How does Franklin describe his father's musical abilities?

- A) He was a professional musician.
- B) He played the violin and sang psalm tunes.

- C) He disliked music and focused only on tools.
- D) He taught music at the local school.

8. Why was Franklin's father never employed in public affairs despite his “solid judgment”?

- A) He was not respected by the town leaders.
- B) He lacked the necessary mechanical genius.
- C) His large family and financial situation kept him busy with his trade.
- D) He preferred to spend his time playing music.

 Task 4

Find words or phrases in the text that match the following definitions. The first one is done for you.

1. A tenth part of something, often given to the church: **The tithe**
2. A person who is learning a trade from a skilled employer: _____
3. Success or chances of success in the future: _____
4. Short trip to complete a task: _____
5. Rule or manage a country or organization: _____
6. A soft, wet area of low-lying land that sinks underfoot: _____
7. Clever, original, and inventive: _____
8. Wise and careful in practical affairs: _____

 Task 5

Franklin writes about the “wharf incident” with his friends.

- **The History:** Summarize the factual events of the “wharf incident” in two objective sentences.
- **The Story:** Why does Franklin include the detail about “pleading the usefulness of the work” and his father’s response? How does this change the text from a dry record of facts into an entertaining and moral story?



Character Analysis

 Task 6

In groups, discuss the character of Benjamin Franklin’s father.

- **How does Franklin describe his father's sensible nature?**
- **Franklin says his father had a “mechanical genius” but was never employed in public affairs due to the “straightness of his circumstances” (lack of money). In retrospect, do you think his father was satisfied with his life? Use the text to support your opinion.**

Vocabulary



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➡ Confusing Words in a Historical Context

● Task 1

Choose the correct word to complete the sentence based on the context of history, power, and society.

1. The signing of the Magna Carta was a **historic** / **historical** event that changed the English legal system forever.
2. We spent the afternoon looking through **historic** / **historical** documents in the city archives to find our family tree.
3. During the war, the government had to be very **economic** / **economical** with resources like coal and sugar to avoid waste.
4. The country's **economic** / **economical** growth slowed down significantly after the revolution.
5. To understand the roots of Western philosophy, one must study the **classical** / **classic** period of Ancient Greece.
6. The king's decision to retreat was a **sensible** / **sensitive** move that saved his army from total destruction.
7. **Beside** / **Besides** the king and his immediate family, only a few high-ranking advisors were allowed into the secret meeting.
8. The government's new propaganda campaign was very **effective** / **efficient** at changing public opinion about the war.
9. Historians believe the revolution began because the monarch continued to **rise** / **raise** taxes during a time of famine.

10. During the 19th century, the borders of European empires changed **continuously** / **continually** as new territories were conquered and lost.

Error Correction

Task 2

In the following short biography of Benjamin Franklin, there are 8 mistakes involving the confusing words. Find the incorrect words and replace them with the correct ones.

Benjamin Franklin was a historical figure whose influence on American history cannot be understated. He is often remembered as a sensitive leader who made many practical decisions for the new nation. Beside being a politician, he was a prolific inventor.

Franklin was known for being very economic with his money and time; he famously wrote that one should "work while it is called today." He preferred to study classic literature and science, which helped him develop the lightning rod – a very efficient invention that actually worked to protect houses from fire.

During his time in Europe, he saw that the borders of countries were changing continuously due to various wars. He believed that if a government wanted to improve society, it shouldn't just rise taxes, but rather encourage innovation.

Fixed Phrases in Historical Context

Task 3

Fill in the blanks with the correct phrase from the box. There is one extra phrase you do not need to use.

by and large in the long run at any rate for the time being in retrospect > against all odds at the height of with a view to on the whole in the heat of the moment once in a blue moon

1. _____ her power, Queen Elizabeth I controlled one of the most sophisticated spy networks in Europe.
2. The peace treaty was not perfect, but _____ it prevented further bloodshed for at least a decade.
3. _____, the decision to invade during the winter was the main reason for the army's eventual defeat.
4. The soldiers were exhausted, but they managed to hold the fortress _____, proving their incredible bravery.
5. The revolution may seem chaotic now, but _____, it will lead to a more democratic society.
6. The king signed the execution warrant _____, a decision he deeply regretted until his final days.

7. The diplomat travelled to the enemy's capital _____ negotiating a secret alliance.
8. The ceasefire is only a temporary solution _____; we still need to find a permanent way to end the conflict.
9. _____, the Victorian era was a period of immense scientific and industrial progress for Britain.
10. The negotiations might fail, but _____, we have shown the world that we are willing to talk.

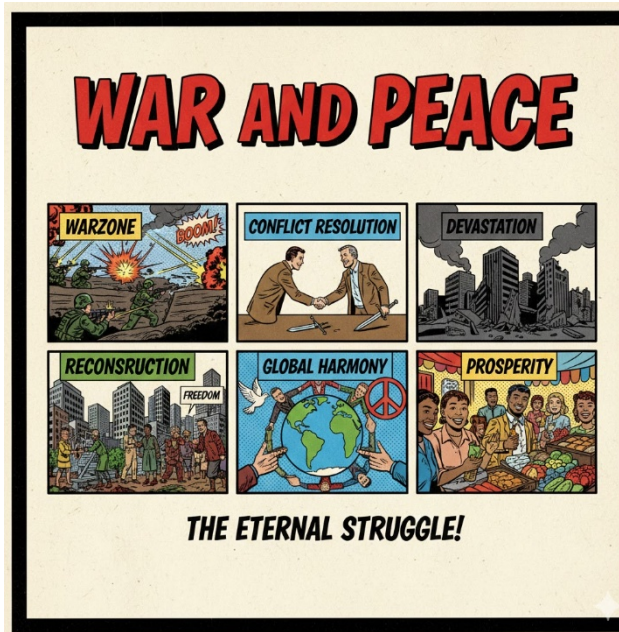


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➡ Matching & Context

● Task 4

Choose the correct word from brackets that best fits the context of the sentence.

1. During the Napoleonic Wars, the British (**Navy / Infantry**) was considered the most powerful fleet in the world, dominating the seas.
2. After years of fighting, the two nations finally signed a (**treaty / skirmish**) to establish permanent borders.

3. A (**mercenary / private**) is a soldier who fights for a foreign country primarily for personal profit rather than political reasons.
4. The number of (**allies / casualties**) reached thousands after the first day of the battle, including both dead and wounded.
5. In 1914, a brief Christmas (**truce / ultimatum**) took place, where soldiers from both sides stopped fighting to celebrate.
6. The (**infantry / cavalry**) were the soldiers who fought on foot, often bearing the brunt of the most intense combat.
7. During the occupation, a local (**guerrilla / diplomat**) movement was formed to sabotage the enemy's supply lines.
8. Before the full-scale invasion, the government sent a final (**manifesto / ultimatum**) demanding the immediate withdrawal of troops.
9. To win the war, it was crucial to find a strong (**ally / foe**) that could provide extra troops and financial support.
10. The city was under (**siege / stalemate**) for months, with no food or medicine allowed to enter through the blocked gates.

Gap-Fill

Task 5

Fill in the gaps with the appropriate words from the box. One word is the odd one.

ceasefire | armistice | civilians | reconnaissance | uprising | stalemate | paratroopers | pillage
| intelligence | reserves | veterans

1. The military used specialized _____ to drop behind enemy lines and capture the strategic bridge.
2. After months of fighting without either side gaining an advantage, the war reached a weary _____.
3. During the retreat, the undisciplined soldiers began to _____ local villages, taking everything of value.
4. It is a war crime to intentionally target _____ who are not participating in the hostilities.
5. Historical _____ gathered by spies revealed that the enemy was planning a surprise attack at dawn.
6. The 1918 _____ marked the end of fighting on the Western Front, though the formal peace took longer to negotiate.
7. A temporary _____ was declared to allow the Red Cross to evacuate the wounded from the city.
8. The local _____ against the oppressive regime was quickly suppressed by the regular army.
9. Small teams were sent on _____ missions to map the enemy's hidden defensive positions.
10. When the main army was exhausted, the general decided to call in the _____ to bolster the front line.

Matching Idioms to Meanings

Task 6

Match the military-inspired idioms (1–10) with their correct everyday definitions (A–J).

Idiom	Definition
1. To bite the bullet	A. To destroy all possible ways of going back to a previous situation.
2. To dodge a bullet	B. To narrowly avoid a very difficult or disastrous situation.
3. A double-edged sword	C. To be very angry or to protest strongly about something.
4. To fight a losing battle	D. To refuse to change your mind despite pressure from others.
5. To be up in arms	E. To accept something difficult or unpleasant because it is unavoidable.
6. To stick to your guns	F. Something that has both favourable and unfavourable consequences.
7. To be caught in the crossfire	G. To be trapped between two struggling parties or opposing views.
8. To burn your bridges	H. To try to achieve something that is almost certain to fail.
9. To keep your powder dry	I. A situation where two people refuse to give in to the other.
10. A battle of wills	J. To remain prepared for a future emergency or action.

Idioms in Context

Task 7

Complete the sentences using the idioms from the previous exercise. You may need to change the verb form (e.g., *biting*, *stuck*).

- After the ministry announced the budget cuts because of the crisis, the entire society was _____ about the higher taxes.
- He decided to _____ and finally go to the general to tell that painful truth about their losses.

3. The peaceful protesters were _____ when the police and the rioters started clashing in the square.
4. If you quit your job by insulting your boss, you are definitely _____; you'll never be able to work there again.
5. Invention of a high-speed internet is _____; it makes work faster, but it also means you are reachable 24/7.
6. The scientist _____ regarding her controversial theory, even though her colleagues mocked her.
7. We almost bought that house, but the inspection revealed a crumbling foundation – we really _____ there!
8. Negotiations reached a _____ when neither the society nor the parliament would agree to a compromise.
9. I know you want to complain to the captain now, but it's better to _____ until we have more evidence.
10. The doctor felt she was _____ against the rare virus, as the patient's condition continued to worsen.

Personal History Connection

Task 8

Answer the following questions individually, then share your thoughts with the class.

1. Have you ever had to **stick to your guns** when everyone else was telling you that you were wrong? What was the result?
2. Can you think of a modern technology that is a **double-edged sword**?
3. Have you ever **burned your bridges** with a former school or job? **In retrospect**, was it the right thing to do?
4. When was the last time you felt you **dodged a bullet** regarding a test or a difficult situation?

GRAMMAR



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➔ Past Forms

● Task 1

Put the verbs in brackets into the correct past form.

- A. **Benjamin Franklin** 1. _____ (not/come) from a wealthy family. By the time he 2. _____ (reach) the age of 24, he 3. _____ (already/establish) his own printing business. One day, while he 4. _____ (work) in Philadelphia, he 5. _____ (conceive) the idea for his "Thirteen Virtues." He 6. _____ (be) a man of habit; for years, he 7. _____ (track) his daily progress in a small notebook he 8. _____ (carry) with him everywhere. Before he 9. _____ (retire) from business, he 10. _____ (contribute) to the invention of the lightning rod and bifocals.
- B. **The Discovery of the Rosetta Stone** In 1799, Napoleon's army 1. _____ (conduct) a military campaign in Egypt. While a group of soldiers 2. _____ (rebuild) an old fort near the town of Rashid, they 3. _____ (stumble) upon a large stone covered in strange writing. Before this discovery, scholars 4. _____ (try) to decipher Egyptian hieroglyphs for centuries, but they 5. _____ (fail) because the key was missing. However, by the time the stone reached experts, the soldiers 6. _____ (work) in the heat for weeks to secure the area. It 7. _____ (turn) out that the stone contained the same message in three different scripts. This was the "historic" breakthrough everyone 8. _____ (wait) for.

Historical Detective

Task 2

1. Work in pairs. Student A chooses one of the “mysterious” historical events below.
2. Student A sets the scene using the Past Continuous (what was happening at the time) and the Past Perfect (what had happened before).
3. Student B must ask questions using the Past Simple to find out the “climax” of the event.

Scenarios to choose from:

- **The Mary Celeste (1872)**
 - *Prompt:* “The sun **was shining** and the sea **was calm** when another ship found the Mary Celeste. The crew **had disappeared**, even though they **had been sailing** towards Italy.”
- **The Fall of the Berlin Wall (1989)**
 - *Prompt:* “Thousands of people **were gathering** at the checkpoints. They **had been protesting** for weeks, and finally, the guards **had received** new orders.”
- **The Moon Landing (1969)**
 - *Prompt:* “The whole world **was watching** their television sets. The astronauts **had travelled** for three days before they finally touched the lunar surface.”

Past Modals

Task 3

Rewrite the sentences using a past modal (must have, might have, can't have, should have, or shouldn't have).

1. It's almost certain that the soldiers were exhausted after the month-long siege.
 - *The soldiers...*
2. I'm sure the Queen didn't sign the treaty willingly; she was under immense pressure.
 - *The Queen...*
3. It was a mistake for the Empire to expand its borders so quickly without enough troops.
 - *The Empire...*
4. There's a slight possibility that the lost colony moved further inland to find water.
 - *The lost colony...*
5. It was wrong of the advisors to hide the truth about the rebellion from the King.
 - *The advisors...*

● Task 4

Read the following observations about the text you have read in the Reading section. Use Past Modals of Deduction (*must have, could have, might have, can't have*) to complete the sentences based on the evidence in the extract.

1. Franklin started reading before he was eight. He _____ (**be**) a very gifted child.
2. His father moved him to a writing school. He _____ (**stay**) at the grammar school if the fees had been lower.
3. Franklin built a wharf using stones meant for a house. The workmen _____ (**be**) very angry when they saw their materials missing.
4. Franklin's father was often consulted by town leaders. He _____ (**possess**) a very high level of intelligence and "solid judgment."
5. Franklin's father was a tallow-chandler, but he didn't study for it. He _____ (**learn**) the trade quickly on his own after arriving in New England.
6. Franklin had a "strong inclination for the sea," but he never became a sailor. He _____ (**become**) a great captain if his father hadn't declared against it.
7. Franklin mentions that he "made no progress" in arithmetic. He _____ (**find**) the subject very boring or difficult compared to reading.
8. When Franklin's father played the violin and sang after work, he _____ (**feel**) very relaxed despite his "straitened circumstances" and large family.

● Task 5

Work with a partner. Think about real situations from your past that were confusing, surprising, or where you made a choice, you still think about. Choose one of the situations below and use the prompts to discuss them using *must have, could have, might have, and should have*.

Situation 1: Small Mysteries

Think of a time you lost something, or something strange happened at home/school/university etc.

- *Example:* "I once found my keys in the fridge. I **must have put** them there when I was distracted by the phone."

Prompts:

1. A time you forgot someone's name or a special date. (*I might have been too tired...*)
2. A time you saw a friend in the street but they didn't say hello. (*They could have been in a hurry...*)
3. A time you lost a personal item and found it in a strange place.

Situation 2: Alternative Histories (The “Sliding Doors” Moments)

Think of a major decision you made (like choosing a university, a hobby, or a job). How would your life be different now?

- *Example:* “If I hadn't moved to this city, I **might have stayed** in my hometown and worked as a seller in local store.”

Prompts:

1. If you had chosen a different subject to study, what **could you have become**?
2. If you **hadn't met** your best friend, how **might** your social life **have been** different?

Situation 3: Past Regrets and Lessons

Following Benjamin Franklin's example (the “wharf incident”), think of a mistake you made as a child.

- *Example:* “I **shouldn't have lied** to my parents about my grades. It **could have ended** much better if I had been honest.”

Prompts:

1. A childhood “scrape” (trouble) you got into. What **should you have done** instead?
2. A time you were "corrected" by your parents. Do you agree with them now, **in retrospect**?

Listening

➔ The History of Jeans



Image is created with <https://gemini.google.com/>

● Task 1

a. You are going to watch the video [“Everything You Need to Know About Jeans”](#). Before watching look at the list of words below taken from the video. In pairs, categorize them into three groups: Materials, People/Groups, and Concepts. Then, try to predict how they are connected to the history of jeans.

- Rivets, Miners, Indigo, Hippies, Sharecroppers, Canvas, Counter-culture, Industrialization

b. Read the following historical statements. Before watching the video [Everything You Need to Know About Jeans](#), use Past Modals of Deduction (*must have, might have, could have*) to guess if they are true or false.

1. Jeans were named after cities in Europe.
2. The first “modern” jeans were made of silk.
3. Hollywood movies helped make jeans popular for leisure.
4. Enslaved people played a role in the early denim trade.

● Task 2

While watching, put the following eras of denim history in the correct order (1–6) as they appear in the video:

- () Designer denim becomes a signifier of sex and status (MTV generation).
- () Miners in the American West need durable work wear during the Gold Rush.
- () Hippies use patches and embroidery to show individuality.
- () Luxury labels and “Dad jeans” appear in the late 2000s.
- () Hollywood Westerns create the myth of the “rugged individual.”
- () Black-owned brands like FUBU make denim more inclusive and mainstream.

● Task 3

Complete the summary of the video using the correct Past Tense or Past Modal.

Denim 1. _____ (have) international roots long before it 2. _____ (become) an American icon. While miners 3. _____ (toil) in the Gold Rush, Jacob Davis 4. _____ (add) rivets to reinforce the fabric. Historians argue that early narratives 5. _____ (must / omit) the contributions of enslaved people, whose labour was essential to the cotton trade. By the 1950s, teenagers 6. _____ (start) wearing jeans because they 7. _____ (might / see) stars like James Dean on screen. If designers 8. _____ (not / introduce) stretch denim in the 80s, the "skinny" look 9. _____ (could / not / happen).

● Task 4

Listen to the section between 2:56 and 4:21 and answer the following questions:

1. Why did activists in the Civil Rights movement wear denim?
2. What happened to the “fit” of jeans in the 1980s?
3. According to the speaker, what was the “shining example” of high-low dressing in 1988?
4. How did the 1990s change the “niche demographic” of designer denim?

➡ History vs. Christopher Columbus

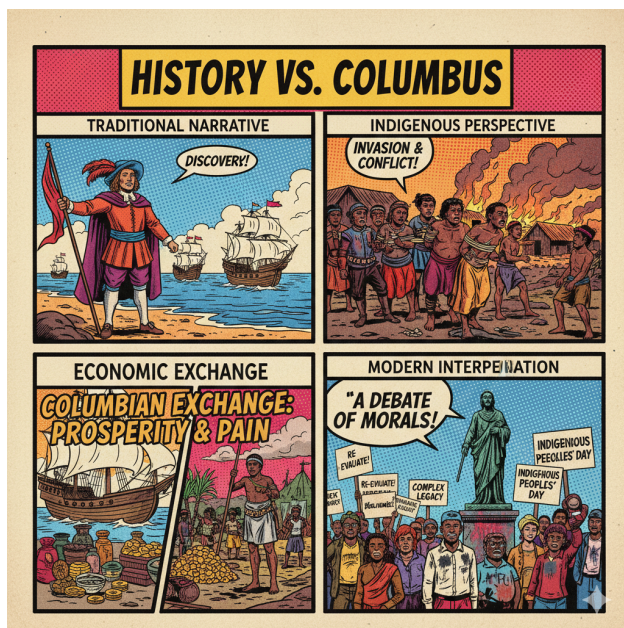


Image is created with <https://gemini.google.com/>

● Task 5

a. You are going to watch the video “[History vs. Christopher Columbus](#)”. Before you watch, look at the two titles given to Columbus in the video. In groups, discuss what you think each role involved.

A) “An intrepid explorer”

B) “A ruthless exploiter”

Based on these titles, do you think the video will be a one-sided biography or a debate? Use Past Modals to guess: “*The video might have been made to...*” or “*The creators could have chosen this format because...*”

b. Read these common “facts” about Columbus. Use Past Modals of Deduction (*must have, might have, can't have*) to discuss whether they are true or false before you hear the evidence.

1. People in 1492 **must have thought** the world was flat.
2. Columbus **might have been** the first European to reach America.
3. The Spanish King **could have sent** him to find a new route to India.

Task 6

Now, watch the video “[History vs. Christopher Columbus](#)”. While watching, number the following historical events in the order they are mentioned:

- () The Norse settled in Newfoundland.
- () Columbus was removed from power and thrown in jail.
- () Columbus Day became an official holiday in the U.S.
- () The missionary Bartolomé de las Casas recorded the death of millions.
- () Aristotle proved the world was round.

Task 7

Fill in the gaps in this summary using the correct Past Tense or Past Modal of Deduction.

By 1492, educated people 1. _____ (know) for centuries that the Earth was round. When Columbus 2. _____ (sail) west, he 3. _____ (think) he 4. _____ (find) a route to India, but he actually 5. _____ (land) in the Caribbean. The prosecutor argues that Columbus 6. _____ (must/write) in his journal about enslaving the natives as soon as he 7. _____ (meet) them. While he 8. _____ (govern) Hispaniola, he 9. _____ (be) so brutal that he 10. _____ (must/horrify) even the other colonists, leading to his arrest.

Task 8

Watch the video once again for the different perspectives provided and answer the following:

1. Why did the defence argue that Columbus was a hero for immigrants?
2. What evidence did the prosecution give to show Columbus was "bad even by old standards"?
3. What is the meaning of Día de la Raza in Latin America?
4. According to the judge's closing remarks, how does our view of a “hero” change over time?

Literature Corner



Images are created by <https://monica.im/>

➡ Reading

● Task 1

Before reading the story about adventures of famous detective Sherlock Holmes, look at the list of items found at the scene of a mysterious “non-crime.” Work with a partner to match the Victorian vocabulary with the modern definitions. Then, predict how these items might be connected to a jewel robbery.

Victorian Term	Modern Definition
1. Commissionaire	A) A state of great worry or nervous excitement.
2. Tallow	B) A person employed as a door-keeper or uniformed messenger.
3. Agitation	C) Animal fat used to make candles and soap (common in the 19th century).
4. Crop	D) A muscular pouch in a bird's throat where food is stored before digestion.

Discussion Questions:

- If a **commissionaire** found a **crop** full of **tallow** and a diamond, what would you deduce?

- Why might a thief be in a state of **agitation** during the Christmas season?

● Task 2

Sherlock Holmes famously said, “*You see, but you do not observe.*” Look at the description of the hat found at the beginning of the story and use Past Modals of Deduction to make guesses about the owner.

The Evidence:

- It is a very large, hard-felt hat.
- It is covered in thick dust (it hasn't been brushed in weeks).
- There are grey hairs inside the lining.
- The initials “H.B.” are scribbled inside.

Complete these sentences using *must have*, *might have*, or *could have*:

1. The owner _____ been a man with a large head; therefore, he _____ been quite intelligent.
2. He _____ been living alone or unhappy at home because his hat is so dirty.
3. He _____ been elderly because of the colour of the hairs in the lining.
4. His name _____ been Henry or Herbert because of the initials.

● Task 3

Read the text. Six sentences have been removed. Choose appropriate sentences (A-G) to fill each gap (1-6). There is one sentence which you do not need to use.

A Holmes looked at the shivering man with a mixture of pity and contempt.

B He collapsed into a chair, his face ghostly pale, and confessed everything.

C This man will never steal again; he is far too frightened.

D He was too intelligent, but too kind to fight with the unfair system.

E Seeing the police everywhere in his mind, he had forced the stone down the throat of one of the geese, thinking he could retrieve it later.

F By examining the hat, he concluded that the owner, a Mr. Henry Baker, was a man of high intelligence who had recently suffered a decline in fortune.

G The items had been brought by Peterson, a local commissionaire, who had witnessed a scuffle in the street on Christmas Eve.

The Adventure of the Blue Carbuncle

(Adaptation)

On the second morning after Christmas, I paid a visit to my friend Sherlock Holmes at 221B Baker Street. I found him in his purple dressing gown, peering through a magnifying glass at a very battered, hard-felt hat. Beside it lay a massive white Christmas goose. 1)_____ A tall man had dropped them while fleeing from a gang of thugs.

“The hat is a mystery,” Holmes remarked, “but the goose was a dinner. Or so we thought.” He held up a brilliant, sparkling blue stone. It was the Blue Carbuncle, a priceless gem stolen from the Countess of Morcar at the Hotel Cosmopolitan. A plumber named John Horner had already been arrested, yet the jewel had miraculously appeared inside the goose’s crop when Peterson’s wife was preparing it for the oven.

Holmes’s powers of deduction were immediately on display. 2)_____ When Baker arrived in response to an advertisement, it was clear he was innocent; he was delighted to receive a replacement bird and knew nothing of the gem. He revealed he had purchased the original goose at the Alpha Inn.

We followed the trail through the freezing, fog-filled streets of London. At the inn, we learned that the birds came from a salesman in Covent Garden named Breckinridge. Our arrival there was perfectly timed. We found Breckinridge arguing with a small, rat-faced man who was desperately inquiring about a particular white goose with a barred tail.

Holmes recognised the man’s guilt instantly. “I think I can provide the information you seek,” Holmes said coolly, leading the trembling stranger back to our rooms. The man was James Ryder, the head attendant at the Hotel Cosmopolitan. Once settled by the fire, Ryder’s nerves shattered. 3)_____.

He and a maid had conspired to steal the stone and frame the plumber. In a state of absolute panic, Ryder had fled to his sister’s poultry farm. 4)_____ However, the bird had become mixed up with the rest of the flock. He had chosen the wrong one, and the “jewel-bearing” goose was sold to the Alpha Inn and eventually found its way to Peterson.

Ryder burst into tears, begging for mercy and claiming he would die of shame if he were imprisoned. 5)_____ In a sudden, unexpected gesture, Holmes walked to the door and flung it open.

“Get out!” he commanded. Ryder did not need to be told twice. He sprinted down the stairs and vanished into the night.

“I suppose, Watson, that I am commuting a felony,” Holmes said, picking up his clay pipe. “But I am also likely saving a soul. 6)_____ Besides, it is the season of forgiveness, and we have the evidence to clear the innocent plumber. At any rate, it is a most singular little problem.”

Taken and modified from: <https://sherlock-holm.es/stories/pdf/a4/1-sided/blue.pdf>

● Task 4

a. Scan the text to find words that match these descriptions.

1. The process of reaching a conclusion by using logic and evidence.
2. A short, confused fight or struggle at close quarters.
3. So valuable that the price cannot be determined.
4. In a legal sense, reducing a judicial sentence or punishment.
5. With great urgency or need.
6. Destroy or disrupt something completely.
7. Serious crime punishable by over a year in prison

b. Complete the following sentences using the correct form of the verb in brackets (Past Simple, Past Continuous, Past Perfect, or Past Perfect Continuous) or an appropriate Past Modal of Deduction (must have, could have, might have, shouldn't have).

1. If James Ryder **(not/steal)** _____ the jewel, the innocent plumber **(not/be)** _____ in prison now.
2. Sherlock Holmes **(examine)** _____ the hat for quite some time before Watson arrived at Baker Street.
3. Ryder **must have felt** extremely _____ when he realized he **(choose)** _____ the wrong goose from the flock.
4. Henry Baker **couldn't have been** the thief because he **(seem)** _____ genuinely surprised when Holmes offered him a replacement bird.
5. Peterson, the commissionaire, **(walk)** _____ home when he suddenly **(witness)** _____ a scuffle between a tall man and a gang of thugs.
6. The Countess of Morcar **(ought to/be)** _____ more careful with her gem, as she **(already/warn)** _____ about the lack of security at the hotel.

● Task 5

a. Look at the adjectives below. Based on the story *The Adventure of the Blue Carbuncle*, choose the three adjectives that best describe Sherlock Holmes. For each choice, write a sentence using a Past Modal of Deduction to justify your answer with evidence from the text.

Astute	Indifferent	Merciful
Arrogant	Analytical	Negligent
Obsessive	Prejudiced	Cynical

b. Which of the adjectives above cannot describe Holmes in this story? Explain why using the Past Simple.

Example: "Holmes wasn't negligent because he didn't stop investigating until he found out exactly how the jewel ended up in the goose."

Task 6

Discuss in your groups:

1. **In retrospect**, do you think Holmes was too soft? Should he have let the law take its course?
2. **In the long run**, do you think James Ryder became an honest man, or did he just get away with a crime?
3. Use **Past Modals** to speculate: What **might have happened** if Peterson had never found the jewel?

English in Use



Image is created with <https://gemini.google.com/>

Key Word Transformations

Task 1

For questions 1–10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words.

- I am certain that Benjamin Franklin was a very busy man.
MUST Benjamin Franklin _____ a very busy man.
- It was a mistake for the boys to steal the stones for the wharf.
SHOULD The boys _____ the stones for the wharf.
- The rain started during our historical walking tour of London.
WHILE The rain started _____ a historical walking tour of London.
- I'm sure the soldiers didn't enjoy living in the cold trenches.
CAN'T The soldiers _____ living in the cold trenches.
- It's possible that the Vikings reached America before Columbus.
MIGHT The Vikings _____ America before Columbus.
- By the time the professor arrived, the students had finished the test.
ALREADY When the professor arrived, the students _____ the test.
- Perhaps the ancient library burned down in a tragic accident.
COULD The ancient library _____ down in a tragic accident.

8. We waited for an hour, and then the museum finally opened.
BEEN We _____ for an hour when the museum finally opened.
9. I'm disappointed that you didn't tell me about the history project earlier.
OUGHT You _____ me about the history project earlier.
10. Napoleon was in the middle of a battle when he received the news.
FIGHTING Napoleon _____ a battle when he received the news.

Historical Verdicts

Task 2

Look at the historical scenarios below. With a partner, decide which idiom from the Vocabulary section best describes the situation. Explain your reasoning using Past Modals of Deduction (*must have, might have, could have*).

- The Spanish Armada (1588):** After failing to invade England, the massive fleet attempted to return home by sailing around the stormy coast of Scotland and Ireland, even though their ships were heavily damaged and they were running out of fresh water and food.
 - Which idiom fits? _____
Sample deduction: "They **must have been fighting a losing battle** because the Atlantic storms were too severe for their broken ships to survive."
- Rosa Parks on the Montgomery Bus (1955):** She refused to move to the back of the bus, even when the driver threatened to have her arrested.
 - Which idiom fits? _____
- The Invention of the Internet:** It has revolutionized communication and medicine, but it has also led to cybercrime and the loss of privacy.
 - Which idiom fits? _____
- The Cuban Missile Crisis (1962):** For 13 days, the world watched as Kennedy and Khrushchev refused to back down, bringing the world to the brink of nuclear war.
 - Which idiom fits? _____
- The Titanic's Lifeboats:** The ship had many luxury features but saved space by only carrying lifeboats for half the passengers.
 - Which idiom fits? _____ (e.g., they **should have bitten the bullet** and spent the money on safety).

Open Cloze

Task 3

Read the text and fill in the word that best fits each gap. Use only one word.

The Eradication of a Global Menace

Throughout human history, smallpox was a pathogen of unparalleled ferocity. It is widely 1. _____ to have emerged in human settlements millennia ago, leaving a trail of devastation across ancient civilizations. By the late 18th century, the disease was at its 2. _____,

claiming roughly 400,000 lives annually in Europe alone. Those who managed to survive were often 3. _____ with permanent disfigurement or blindness, a fate that many considered worse than death itself.

A pivotal turning point occurred in 1796, thanks to the 4. _____ observations of Edward Jenner. While he was investigating local folk wisdom, Jenner noticed that milkmaids appeared to be naturally protected against the virus. He hypothesized that they 5. _____ have acquired immunity through exposure to cowpox. In 6. _____, his decision to test this theory on a young child might be viewed as a grave breach of medical ethics, but at the time, it was hailed as a revolutionary triumph.

However, the road to total eradication was long. By the 1960s, the World Health Organization 7. _____ been spearheading a rigorous vaccination programme for over a decade. Success was not immediate, but 8. _____ the long run, the strategy proved effective. In 1980, the global community officially declared smallpox extinct, marking a historic victory that has yet to be replicated with any other human disease.

Word Formation

Task 4

Read the text below and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

The Boy King: The Life and Legacy of Tutankhamun	
For centuries, the name Tutankhamun remained in relative (1) _____.	OBSCURE
He was a minor figure in the long line of Egyptian pharaohs until his tomb was found. The (2) _____ of the tomb in 1922 by Howard Carter was a global sensation. Unlike other royal burial sites, this one was (3) _____ intact, containing treasures of unimaginable wealth.	DISCOVER
Tutankhamun ascended to the throne during a time of great (4) _____ instability. His father, Akhenaten, had introduced a (5) _____ religious reform that was deeply unpopular. The young king's task was to restore the traditional gods and ensure the (6) _____ of his people.	REMARK
His reign, however, was (7) _____ short. He died at the age of nineteen, and for years, his death was a mystery. While some suspected (8) _____, recent scientific analysis suggests he died from a combination of a broken leg and malaria. Despite his brief life, the (9) _____ items found in his tomb have provided historians with (10) _____ insights into the daily life of ancient Egyptians.	POLITICS
	CONTROVERSY
	PROSPER
	TRAGEDY
	MURDER
	COUNT
	VALUE

Task 5

In groups of three, choose one of the historical figures or events below. Discuss the choices they made using the Functional Language and Idioms provided.

Topics:

1. Benjamin Franklin choosing to rebel against the British Crown.
2. A leader deciding whether to sign a truce or continue a siege.
3. An explorer like Magellan deciding to sail into unknown waters.
4. The Library of Alexandria: the decision to save the scrolls.
5. Rosa Parks choosing her seat on the bus.
6. Marie Curie pursuing science despite the health risks.
7. The Wright Brothers deciding to test a flying machine when everyone else thought it was impossible and dangerous.

Required Language for the Debate (but not limited to these examples):

- “In the **long run**, he **should have**...”
- “He **could have dodged a bullet** if he had...”
- “It was a **battle of wills** between...”
- “**By and large**, his decision was **sensible** because...”
- “**In retrospect**, she **might have believed**...”
- “**All things considered**...”
- “It’s hard to say, but **in the heat of the moment**...”
- “People **must have thought** they were fighting a losing battle...”

Writing: Narratives



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➡ The Anatomy of a Story

● Task 1

A good narrative isn't just a list of events; it follows a specific structure. Match the narrative components to their definitions.

1. Exposition	A) The “turning point” or highest point of tension.
2. Inciting Incident	B) The background info (setting, characters).
3. Rising Action	C) The event that starts the main conflict.
4. Climax	D) The final outcome where loose ends are
5. Resolution	E) A series of events that build suspense.

Descriptive Precision: Adjectives & Adverbs

Task 2

In narration, we avoid “weak” words like *good*, *bad*, *big*, or *very*. Instead, we use sensory language. Rewrite the following “flat” sentences into “vivid” ones by replacing the underlined words with advanced adjectives and descriptive adverbs from the table.

Base Word	Vivid Alternatives (Adjectives/Adverbs)
Bad (weather)	<i>Treacherous, dismal, turbulent, ferocious</i>
Quickly	<i>Hastily, frantically, briskly, darted</i>
Old	<i>Ancient, dilapidated, weathered, archaic</i>
Bright	<i>Radiant, dazzling, luminous, shimmering</i>
Angrily	<i>Fiercely, indignantly, bitterly, wrathfully</i>

1. The weather was **bad** when the pioneers crossed the mountains in 1840.
2. The archaeologist **walked quickly** towards the **old** stone entrance.
3. The crown of the Pharaoh was **bright** in the torchlight.
4. The General spoke **angrily** to his soldiers after they lost the battle.
5. During the Great Fire of London, people **ran quickly** through the **old** streets to save their belongings.
6. The sea was **bad** and the waves were high as the explorers sailed into the unknown.
7. The ancient gold coins were **bright** when the chest was finally opened.

The Power of Verbs

Task 3

The choice of verb tense and “action verbs” controls the speed of your story.

- **Slow Pacing (Atmosphere):** Use *Past Continuous* and *Past Perfect Continuous* to stretch time and describe the setting.
- **Fast Pacing (Action):** Use a sequence of *Past Simple* verbs to make the scene feel urgent and rapid.
 - a. Choose the most evocative action verb from the list to complete the passage. These verbs help create a sense of urgency: *stumbled, lunged, vanished, echoed, peered, scrambled*

“He 1. _____ through the thick fog, his breath coming in ragged gasps. Behind him, the sound of heavy boots 2. _____ against the cobblestones. He 3. _____ up a narrow alleyway and 4. _____ behind a stack of wooden crates. Just as a shadow 5. _____ toward his hiding place, he turned a corner and 6. _____ into the darkness of the London night.”

b. Fill in the blanks using the Past Simple (for fast action) or Past Continuous (for slow, descriptive pacing).

“The moon 7. _____ (shine) pale and cold over the silent docks. A low mist 8. _____ (drift) across the water, hiding the ships from view. Suddenly, a whistle 9. _____ (pierce) the silence. The guard 10. _____ (spin) around, 11. _____ (grab) his lantern, and 12. _____ (sprint) toward the gate. He 13. _____ (not/notice) that someone 14. _____ (watch) him from the shadows the entire time.”



Specifications – Point of View & Perspective

In narration, the Point of View (POV) determines how much information the reader receives. Choosing the right perspective is a deliberate technique used by authors to control suspense and emotional distance.

- **First Person (I/We):** The narrator is a character in the story.
 - *Effect:* Creates high intimacy and immediate empathy.
 - *Constraint:* The reader only knows what the narrator sees, feels, or thinks. It is **subjective** and potentially unreliable.
- **Third Person Limited (He/She/They):** The narrator is outside the story but follows one character closely.
 - *Effect:* Maintains focus on one hero while allowing for a more poetic or descriptive style.
- **Third Person Omniscient (All-Knowing):** The narrator is like a “god” who sees everything.
 - *Effect:* The narrator can jump between characters' minds, describe events happening simultaneously in different places, and reveal **hidden atmospheric details** or historical secrets that the characters themselves are unaware of.



Task 4

Rewrite the following First Person snippets into the Third Person Omniscient.

- **The Shift:** Change the pronouns from “I” to a character name or “He/She.”
- **The Expansion:** Add details about the sinister atmosphere or “hidden” elements that an all-knowing narrator would notice, but the character might miss.

1. *I felt a cold shiver as I opened the heavy door. I wondered if I should have stayed in the carriage.*
2. *I walked into the dusty library, searching for the archaic map. I didn't think anyone was watching me.*
3. *I touched the weathered surface of the stone altar and heard a strange humming sound. I felt a sudden urge to run.*
4. *I looked at the radiant diamond in the palm of my hand, ignoring the dark stains on the floor.*
5. *I shouted wrathfully at the empty hallway, but only my own echo answered me.*

The Creative Narrative Task

Task 5

Choose one of the following prompts and write a 180–220-word narrative. You must include:

- At least two different Past Modals of Deduction (e.g., *It must have been...*, *He could have...*).
- A variety of Past Tenses (Simple, Continuous, and Perfect).
- Three advanced adverbs and four descriptive adjectives.

Option A: The Discovery

You are an explorer in 1920s Egypt. You have just found a door that has been sealed for 3,000 years. What happens when you open it?

Option B: The Lost Heirloom

A family dinner is interrupted when a priceless ring disappears. Write the story from the perspective of a guest who notices something suspicious.

Option C: The Time Traveller’s Mistake

You have arrived in the year 1850. You realize you have forgotten something essential for your return. How do you survive?

UNIT 2. Live and Learn



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Lead-in

Critical Thinking

Task 1

- a. Look at the image provided. Based on the visuals, what do you think will be the main focus of this unit?
 - Will we focus more on history or the future of technology in schools?
 - How do you think the “narrative” of education has changed over the last 50 years?
- b. Read the following quotes about education. Working in pairs, discuss which one best reflects your personal experience. Be ready to justify your choice using specific examples.

- *“Education is not the filling of a pail, but the lighting of a fire.” – W.B. Yeats.*
- *“The roots of education are bitter, but the fruit is sweet.” – Aristotle.*
- *“I have never let my schooling interfere with my education.” – Mark Twain.*

Discussion Questions:

- What is the difference between “schooling” and “education” according to Mark Twain?
- Do you agree that the process of learning must be “bitter” or difficult to be effective?

The Great Debate: “The Ideal System”

Task 2

Imagine you have been appointed as educational consultants to redesign the national curriculum. Rank the following aspects of education from 1 (most important) to 8 (least important) for a student’s future success. Compare your ranking.

- ☐ Academic excellence (high grades in core subjects).
- ☐ Practical life skills (financial literacy, emotional intelligence).
- ☐ Digital literacy and AI ethics.
- ☐ Creative arts and self-expression.
- ☐ Physical education and mental well-being.
- ☐ Specialized vocational training (learning a specific trade).
- ☐ Competitive environment and standardized testing.
- ☐ Collaborative project-based learning.

The Philosophy of Learning

Task 3

a. You are going to watch the short clip “[AI and the Future of Learning](#)”. While watching, identify the three groups of people the narrator mentions who must work together to shape the future. What is their shared responsibility?

b. In pairs, discuss what these expressions from the video mean in the context of education:

1. *“Learning that adapts to each individual”* (How does this differ from the current “one-size-fits-all” model?).
2. *“To break down barriers”* (What kind of barriers? Physical, financial, or cognitive?).
3. *“Unlock human potential”* (Do you feel the current education system ‘locks’ or ‘unlocks’ your potential?).

c. Based on the video's message, discuss these questions in small groups:

1. **Human vs. Machine:** The narrator says AI empowers educators “to do what only they can.” In your opinion, what are the things a human teacher can do that an AI will **never** be able to replicate?
2. **The Responsibility Gap:** The video mentions that this moment “demands great responsibility.” What are the potential “Challenges we must face” regarding AI in your own studies? (Consider issues like *plagiarism*, *loss of critical thinking*, or *data privacy*).
3. **The Final Message:** Do you agree with the closing statement: “*To learn is to be human*”? If AI starts learning for us, do we risk losing a part of our humanity?

Reading



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➡ Concept Mapping

● Task 1

- a. Before reading the text, look at the following terms. Based on your general knowledge, which region/country do you associate them with?
 - Apprenticeships, Cram schools, Standardized curriculum, Equity, Decentralized, High-stakes tests, Play-based learning.
- b. The text mentions “The reform paid off” regarding Finland. What kind of “pay off” do you expect to read about? (Grades? Happiness? Economic growth?)

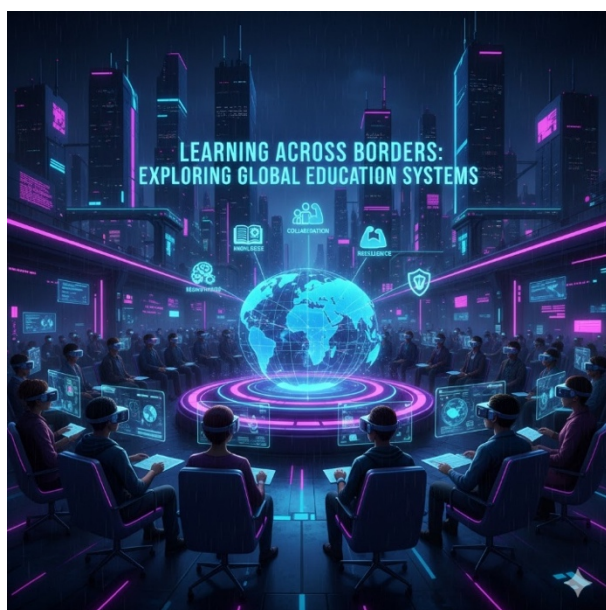
● Task 2

As you read, fill in the table with brief notes to compare the systems:

System	Primary Goal/Value	Teaching Style	Assessment Method
Nordic (Finland)	Wellbeing & Equity	Teacher-led / Play	Continuous assessment
East Asian			
American			
German			
French			

Learning Across Borders: Exploring Global Education Systems

By *Cassidy Rush*



The image is created with <https://gemini.google.com/>

Did you know that schools in Finland don't use standardized testing until students are 16, while in South Korea, many children study over 12 hours a day? These examples show how diverse global education systems are and why it's crucial to understand them in today's interconnected world.

The Nordic model: Learning through play and trust

Nordic countries like Finland, Sweden, and Denmark treat education as public good.

While learning approaches vary, most schools emphasize play-based learning in the early years and focus on fostering collaboration to develop curious, resilient learners, rather than focusing solely on test preparation.

Finland exemplifies this educational philosophy. Its education system avoids frequent high-stakes tests, focusing on student wellbeing through teacher-led continuous assessment. In the 1970s, Finland moved from average schools to a system built on equity and teacher training. The reform paid off. By 2025, Finland ranked 8th among the world's top education systems, and a key part of this success is the trust placed in teachers and the high value they have in society.

Teachers design projects, mix group work with outdoor lessons, and adjust pacing to students' needs, with evaluations focusing on problem-solving and social skills rather than competition. As a result, students report low stress and positive school experiences.

East Asian excellence: Discipline and high expectations

In Singapore and South Korea education is viewed as the road to success, stability, and

respect in society. From an early age, students learn discipline, focus, and the value of diligence, mastering concepts through consistent practice.

Each system has its own edge. Singapore's math curriculum encourages complex problem-solving. In South Korea, school days are long, and students may spend 12 to 16 hours a day studying. Many students attend after-school programmes, tutoring centres, and cram schools, while parents actively monitor homework and guide study goals. This creates a culture of constant learning and high expectations, driving both academic performance and workforce competitiveness.

But the intensity has downsides. There are reports of students struggling with stress in South Korea, prompting efforts to reduce exam pressure and promote student wellness.

The American approach: Diversity and local control

The US education system is highly decentralized. Each state, and often each school district, sets its own rules, curriculum, and standards. That flexibility helps schools adapt to local needs, but it also means quality can vary widely. For example, math standards and teaching methods in California might differ from those in Massachusetts.

US schools emphasize creativity, critical thinking, and extracurricular activities. Students often explore sports, music, theatre, or robotics alongside academics. This balance builds well-rounded skills. The country also boasts top universities like Harvard, MIT, and Stanford, which attract talents worldwide and drive innovation.

Education comes in many forms. Public schools serve the vast majority of US children and are funded by local taxes. Private schools offer small classes and specialized programmes, but charge tuition. Charter schools sit in between – they're

publicly funded but run independently, giving them the flexibility to innovate.

European traditions: Balancing structure and individual growth

Germany's education system is known for its dual approach, blending classroom learning with real-world projects. Students split their time between school and apprenticeship, learning theory in class and gaining real-world experience at companies. For example, if you're learning mechanical engineering, you'll study the principles in class while also getting hands-on experience in an auto shop.

The French education system takes a centralized approach. Schools follow a standardized curriculum with a strong focus on math, literature, and science. At the end of secondary school education, you'll face the baccalauréat, a national exam that opens doors to higher education. This system builds consistency and rigor.

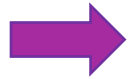
The UK education system has embraced diversity and flexibility. Students take core exams, but schools also offer creative and vocational paths, from art programmes to apprenticeships. Curricula like the International Baccalaureate (IB) add even more choices, letting students match their education to their strengths and goals.

What can we learn from each system

Many international strategies can inspire local improvements. Recognising that students learn in different ways helps educators design lessons that reach everyone, whether through collaboration, independent study, or real-world application. Looking at education systems worldwide, shows that effective education adapts to community needs and values. Each approach offers lessons in balancing academics, wellness, and personal growth.

Taken and modified from:

<https://www.remitly.com/blog/en-gb/education/education-systems-around-the-world/>



Comprehension Check

● Task 3

Choose the correct answer (A, B, or C) based on the information provided in the text. Explain your choice.

1. **What is a defining characteristic of the Nordic educational model in the early years?**
 - A) Frequent standardized testing to ensure equity.
 - B) A focus on play-based learning and collaboration.
 - C) Intensive preparation for high-stakes exams.
2. **According to the text, what happened in Finland during the 1970s?**
 - A) The system shifted toward competition and private schooling.
 - B) The country adopted the East Asian “cram school” model.
 - C) Reformers moved the system toward equity and improved teacher training.
3. **In South Korea and Singapore, education is primarily seen as:**
 - A) A way to explore hobbies like music and theatre.
 - B) The fundamental path to social respect and stability.
 - C) A decentralized system managed by local districts.
4. **What is mentioned as a “downside” of the East Asian excellence model?**
 - A) A lack of workforce competitiveness.
 - B) High levels of student stress due to exam pressure.
 - C) Low academic performance in mathematics.
5. **Why can the quality of education vary in the United States?**
 - A) Because the system is highly decentralized and controlled locally.
 - B) Because all schools are funded by the federal government.
 - C) Because students spend too much time on robotics and sports.
6. **The German “dual approach” is best described as:**
 - A) A mix of public funding and private management (Charter schools).
 - B) A combination of classroom theory and practical apprenticeships.
 - C) A focus on both French literature and American sports.
7. **What is the main purpose of the “baccalauréat” in the French system?**
 - A) It serves as a national exam required for higher education.
 - B) It allows students to design their own independent projects.
 - C) It is a vocational certificate for mechanical engineering.
8. **What is the author’s final conclusion about effective education?**
 - A) Every country should adopt the Finnish model to be successful.
 - B) Digital technology is more important than community values.

C) Success comes from adapting education to specific community needs and values.

Vocabulary in Context

Task 4

- a. Scan the text “Learning Across Borders” to find the words or phrases that match the following definitions. The paragraph numbers are provided to help you.
 1. **Fairness and impartiality** within an educational system where everyone gets what they need to succeed (Para 3).
 2. **Centres that provide intensive**, often late-night, short-term preparation for difficult exams (Para 6).
 3. **A period of time** spent working for a master or a company to learn the specific skills of a trade (Para 10).
 4. **The quality of being extremely thorough**, exhaustive, or accurate in an academic sense (Para 11).
 5. **Important tests** where the results have a significant impact on a student's future (Para 3).
 6. **The ability to recover quickly** from difficulties or to be a "tough" learner (Para 2).
 7. **Transferred from a central authority** to local offices or districts (Para 7).
 8. **The constant and dedicated effort** to achieve something; "hard work" (Para 5).
- b. Clarify the meaning of the highlighted expressions and provide your own examples for each.

Critical Analysis

Task 5

- a. In groups, discuss the “pros” and “cons” mentioned in the text for each model. Use the following prompts to help you:
 - While the East Asian model produces **academic excellence**, it often leads to...
 - The US system offers **flexibility**; however, the downside is that...
 - Unlike the French system, the Nordic model **prioritizes**...
 - The German dual approach is highly effective for gaining practical experience; on the other hand, a **potential drawback** might be...
 - In contrast to the highly centralized French curriculum, the UK system **allows for more** diverse paths, which means that students...

b. If you were to create a “Global Dream School,” which *three elements* from different systems mentioned in the text would you combine? Justify your choice.

- *Example: “I would choose the German apprenticeship model for practical skills, but combine it with the Finnish focus on teacher trust.”*

Vocabulary



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➡ Global Variations

● Task 1

- a. Though they speak the same language, the UK and US use very different terminology when it comes to schooling. Match the British English term on the left with its American English equivalent on the right.

British English (UK)	American English (US)
1. Primary School	A. High School
2. Secondary School	B. Grade / GPA
3. Headteacher	C. Public School (State-funded)
4. State School	D. Principal
5. Marks / Results	E. Elementary School
6. Revision	F. Tuition
7. University Fees	G. Studying / Reviewing
8. Timetable	H. Schedule

b. Complete the following sentences using the correct terms from the matching table. Pay close attention to the cultural context (UK vs. US) mentioned in each sentence.

1. In the US, if you want to know if you passed your math test, you check your _____; in the UK, you look for your _____.
2. A British student stays up late doing _____ before a final exam, while an American student is _____ for the big test.
3. In London, most children attend a _____, which is funded by the government. In the US, this is simply called a _____.
4. If a student in New York has a problem, they might go to the _____'s office. In Manchester, they would see the _____.
5. American students often worry about the high cost of _____ when applying to Ivy League colleges.
6. A child in the UK starts their education at a _____ around age 5; however, their American cousin would be starting _____ at the same age.
7. In a British school, you look at your _____ to see which room your next lesson is in, but in the US, you check your _____.
8. Once a student reaches age 14 in the US, they enter _____; in the UK, this stage of education is simply called _____.

c. Did you know? In the US, a “Public School” is free and open to everyone. In the UK, historically, “Public Schools” (like Eton or Harrow) are actually very expensive, prestigious private schools. This is one of the most confusing differences in English!

In your country, is there a clear distinction between the names of state-funded and private schools? Does the name of a school (e.g., “Academy,” “College,” “Lyceum”) change how people perceive the quality of education there?

Education Idioms

Task 2

a. Idioms help you sound more natural and expressive. Match the idioms in the box with their definitions below.

To pass with flying colours | To learn the hard way | Teacher's pet | To hit the books | By heart | To make the grade | In a class of one's own | To get one's nose in a book | To teach someone a lesson

1. _____ : To start studying intensely.
2. _____ : Much better than anyone else; unique in excellence.
3. _____ : From memory (without needing to read it).
4. _____ : To achieve the necessary standard or be successful.
5. _____ : To succeed brilliantly or with a very high score.
6. _____ : To discover the truth through a painful or difficult experience.

7. _____ : A student who is the teacher's favourite (often used negatively by other students).
8. _____ : To punish someone for a mistake so they don't do it again.
9. _____ : To be deeply absorbed in reading.



Image is created with <https://gemini.google.com/>

b. Complete the following story about a student in a futuristic education system using the correct form of the idioms from the previous exercise.

Max wasn't naturally the smartest student; he wasn't exactly a (1) _____ who always sat at the front to please the instructor. In fact, early on, he (2) _____ that ignoring his digital assignments led to a system lockout – he definitely (3) _____ about responsibility that day!

However, when the final global exams approached, Max decided he had to (4) _____.

He would (5) _____ every morning and spend hours with his VR goggles on. He even memorized the entire coding manual (6) _____.

When the results were released, Max had (7) _____. Not only did he (8) _____, but he actually (9) _____. His project on AI ethics was so advanced that his professors said he was (10) _____.

➡ Collocations

● Task 3

In each list below, one verb does not naturally collocate with the noun in bold. Identify and cross out the incorrect verb.

1. AN EXAM: sit / take / pass / do / fail / resit
2. A DEGREE: obtain / gain / pursue / hold / make
3. A COURSE: enroll in / attend / drop out of / practice / sign up for
4. A DEADLINE: meet / miss / extend / set / stay
5. A LECTURE: attend / give / skip / deliver / watch (Note: usually 'attend' or 'view' for live vs. recorded)
6. A SCHOLARSHIP: apply for / win / be awarded / earn / lose
7. FEEDBACK: provide / receive / give / act on / spend
8. A GOAL: set / achieve / reach / work towards / perform

9. A CURRICULUM: design / follow / develop / implement / learn (*Note: students follow a curriculum, they don't "learn" it as a whole*)
10. A SKILL: acquire / master / develop / hone / win

Task 4

a. Match the verbs in Column A with the appropriate phrases in Column B.

Column A (Verbs)	Column B (Phrases)
1. Acquire	A. tuition fees
2. Conduct	B. knowledge / new skills
3. Submit	C. an assignment / a paper
4. Pay	D. research / an experiment
5. Fall	E. behind with studies
6. Major	F. in a specific subject (e.g., Physics)
7. Give	G. a presentation / a speech
8. Take	H. a gap year
9. Meet	I. the entry requirements
10. Broaden	J. one's horizons

b. Complete the gaps with the correct collocations, then discuss the questions in pairs.

- Do you think it's a good idea to _____ **a gap year** before starting university?
- What happens if a student doesn't _____ **the entry requirements** for their dream college?
- How can traveling to another country help a student _____ **their horizons**?
- Is it easier to _____ **knowledge** through online courses or traditional classrooms?
- Have you ever had to _____ **a presentation** in front of a large audience?
- Is it common for students to _____ **behind with studies** during the flu season?
- Do you prefer to _____ **research** individually or as part of a team?
- Should students have to _____ **tuition fees** even if they study online?
- Is it stressful for you to _____ **an assignment** just minutes before the deadline?
- Why did you decide to _____ **in** your current field of study?

Phrasal Verbs

Task 5

a. Read the sentences below and match the bolded phrasal verbs with their definitions.

1. Most students **brush up on** their grammar before the final exam.
2. If the work is too difficult, some students find it hard to **keep up with** the rest of the class.
3. It's easy to **fall behind** if you miss more than two weeks of lectures.
4. She decided to **drop out** of the course because it didn't meet her expectations.
5. He needs to **hand in** his assignment by Friday afternoon.
6. If you don't know the meaning of "equity," you should **look it up** in the glossary.
7. I need to **go over** my notes one more time before the presentation.
8. The teacher had to **break down** the complex theory into simpler parts for the students.

Definitions:

- A. To fail to do something fast enough or stay at the same level as others. ____
- B. To submit a piece of work to a teacher. ____
- C. To leave a school or university before finishing your studies. ____
- D. To improve your knowledge of something you haven't studied for a while. ____
- E. To examine or check something carefully. ____
- F. To search for information in a book or online. ____
- G. To move or progress at the same rate as others. ____
- H. To explain something by dividing it into smaller, manageable parts. ____

b. Complete the sentences using the correct form of the phrasal verbs from Task 5a.

1. If you don't understand the German vocational system, you can _____ the details in the text.
2. I missed three days of school, and now I'm struggling to _____ my classmates.
3. Don't forget to _____ your essay before the portal closes at midnight!
4. He had to _____ his French because he hadn't spoken it since high school.
5. The professor is going to _____ the exam results in tomorrow's meeting.
6. Because of the high pressure in some systems, many students unfortunately _____ before graduating.
7. If you procrastinate, you will eventually _____ with your research project.
8. Could you _____ this math problem for me? I don't understand the individual steps.

Global Education Debate

Task 6

Work in pairs or small groups. Discuss the following questions using the target vocabulary (collocations and phrasal verbs) from the previous sections.

Questions for Discussion:

1. **The Stress Factor:** In many East Asian systems, students often **hit the books** until late at night. Do you think this is the only way to **pass with flying colours**, or does it lead to students **dropping out** due to pressure?
2. **Theory vs. Practice:** Some argue that the German model of **hands-on experience** is better for **acquiring skills** than just **attending lectures**. Would you prefer a system where you **split your time** between work and study?
3. **Modern Challenges:** With the rise of AI, is it still necessary to learn facts **by heart**, or should we focus on how to **look up** information and **break down** complex problems?
4. **Financial Barriers:** If a student cannot afford to **pay tuition fees**, should the government **provide a scholarship**? Does high cost prevent people from **meeting the entry requirements** of top universities?
5. **Study Habits:** When you have to **hand in** a big assignment, do you usually **meet the deadline** easily, or do you find yourself **falling behind** and having to **brush up on** the material at the last minute?
6. **Personal Path:** If you could **take a gap year** before you **major in** a specific subject, where would you go to **broaden your horizons**?

Grammar

The Passive

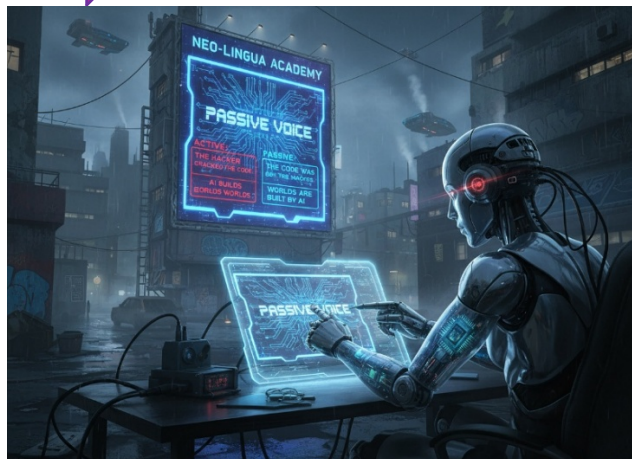


Image is created with <https://firefly.adobe.com/>

● Task 1

Scan the original text “Learning Across Borders” (Reading section) and identify five sentences written in the Passive Voice. Write them down and underline the passive construction (be + past participle).

● Task 2

The following sentences describe various education systems in the Active Voice. Rewrite them into the Passive Voice, keeping the tense the same.

1. Many schools in the UK require students to wear uniforms.
2. The government funds state schools through taxpayer money.
3. Teachers are currently assessing students based on their project work.
4. The university has recently updated the entry requirements.
5. In the future, AI will likely guide personalized learning paths.
6. The school board cancelled the field trip due to a lack of budget.
7. The professor is delivering the lecture via a holographic projection.
8. By next year, the ministry will have implemented the new curriculum.
9. They teach coding and robotics in most primary schools now.
10. The principal was interviewing the new candidates all morning.

● Task 3

In academic English, we often use “it is said/thought/believed that...” to report general opinions. Rewrite these sentences using the formal passive structure.

1. People believe that the Finnish education system is the most equitable.
2. Experts consider vocational training to be the backbone of the German economy.
3. They report that 90% of students in Singapore attend private tutoring.
4. Many think that standardized testing puts too much pressure on children.
5. Historians claim that the first universities were established in the 11th century.

6. Critics suggest that the current grading system is outdated.
7. Observers note that digital literacy is now as important as reading.
8. They expect that the number of international students will double by 2030.
9. Some argue that homework does not actually improve academic performance.
10. Researchers have proved that early childhood education leads to long-term success.

● Task 4

Each of the following sentences about global education contains one mistake in the passive voice. Find the mistake and correct it.

1. The graduation ceremony was attend by over five hundred students.
2. New digital textbooks are been developed for the next semester.
3. The scholarship was gave to the most hardworking student in the class.
4. English is speak as a primary language of instruction in many schools.
5. The research project must be finish by the end of the month.
6. The classrooms were being decorate when the inspector arrived.
7. Has the new software already being installed on the lab computers?
8. These certificates are issue by the Ministry of Education.
9. A lot of money is spend on private tutoring in South Korea.
10. Students should not be expect to learn everything in one day.

● Task 5

Imagine you are designing a new, high-tech “Cyber-School.” Write 5 rules for the students using the Passive Voice with Modal Verbs (*must be, should be, cannot be*).

- Example: Mobile phones *must be* switched to ‘Hologram Mode’ during lectures.



Causative Form

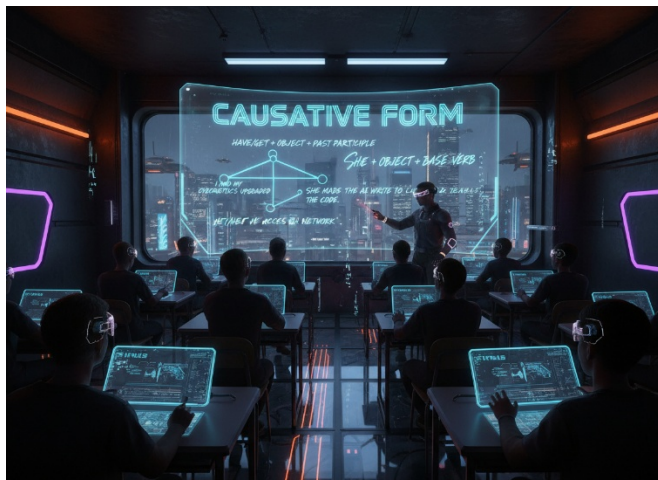


Image is created with <https://firefly.adobe.com/>

● Task 6

Rewrite the following sentences using the causative structure (*have/get something done*). Pay attention to the tense provided in the active sentence.

1. Parents in South Korea pay tutors to teach their children after school.

Causative: Parents have their children tutored after school.

2. The school board asked a local artist to paint a mural in the hallway.
3. The university is checking the students' diplomas for authenticity.
4. Students should ask a professional to proofread their thesis before submission.
5. The principal will ask the technicians to install new smartboards next week.
6. A professional photographer took the students' graduation portraits yesterday.
7. The school has asked a catering company to provide lunches for all the children.
8. The IT department manages the teachers' online portals every month.

Task 7

Match the problem on the left with the appropriate causative solution on the right.

Problem / Situation	Causative Solution
1. The school roof is leaking after the storm.	A. She had her research paper translated.
2. His grades in math are very low this term.	B. They are having the roof repaired.
3. The student's laptop is broken and won't start.	C. He needs to get his eyes tested.
4. She doesn't understand the original French text.	D. He is getting his computer fixed.
5. The student can't see the board clearly from the back.	E. His parents are having him tutored.
6. The university needs to verify the applicant's ID.	F. She is getting her application reviewed.
7. The old textbooks are outdated and full of errors.	G. The school is having the ID verified.
8. The student wants to check her essay for mistakes.	H. He is having his transcript sent.
9. An employer needs a copy of a student's grades.	I. The board is having them replaced.
10. A student is unsure if her college essay is good.	J. She is getting her work proofread.

Task 8

Choose the correct form to complete the sentence based on the context of the global education.

1. In many decentralized systems, schools _____ their curriculum approved by local boards.
a) have b) get to c) having

2. To ensure equity, the government _____ the schools inspected every three years.
a) gets b) has c) is having
3. Many students in competitive systems _____ their schedules managed by private consultants.
a) get b) have been c) having
4. If you graduate from a foreign university, you must _____ your degree recognised.
a) have b) get c) both a and b are correct
5. Before the baccalauréat, French students often _____ their notes reviewed by peers.
a) have b) get c) having

Task 9

Write 5 sentences about your own education life using the causative form. Think about things you don't do yourself (e.g., grading, repairing, organizing).

- *Example: I have my English essays checked by a native speaker.*



The “School of the Future” Committee

Task 10

In this task, you will work in pairs to plan the opening of a brand-new, high-tech international school. Use the Passive Voice to describe the school's general rules and the Causative Form to describe the services provided.

The Scenario:

You are members of a school board. You need to finalize the “Student Handbook.”

- **Student A (The Director):** Focuses on school standards and regulations.
- **Student B (The Operations Manager):** Focuses on services and maintenance.

Preparation:

Look at the prompts below and prepare at least three sentences for each category using the target grammar.

Category	Grammar to Use	Ideas / Prompts
School Rules	Passive Voice	Uniforms, attendance, grading, AI use, behaviour.
Campus Services	Causative Form	Laptop repairs, tutoring, lunch delivery, laundry.

Example Dialogue:

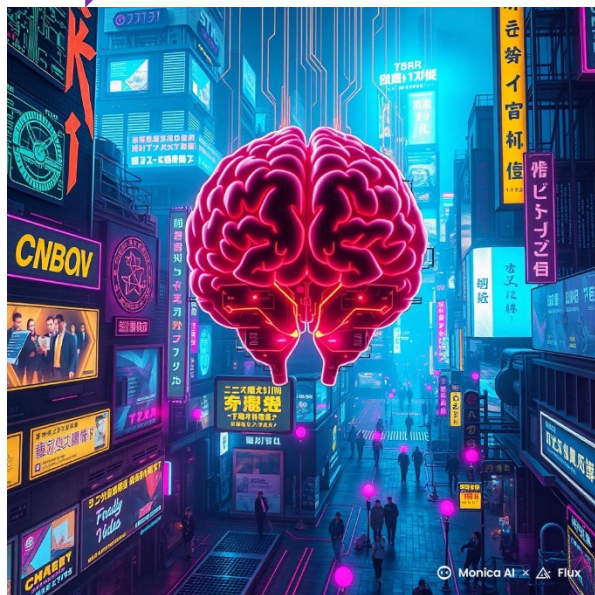
- **Director:** “First, we must ensure that all assignments **are submitted** (Passive) via the neural-link by Friday.”
- **Manager:** “Good point. And if a student's link breaks, they can **have it repaired** (Causative) at the IT hub instantly.”

The “Board Meeting” Discussion Points:

1. How will students **be assessed**? (e.g., *Students will be assessed via VR simulations.*)
2. What services will parents **have provided** for their children? (e.g., *Parents will have healthy meals delivered to classrooms.*)
3. How will language barriers **be handled**? (e.g., *Lectures will be translated in real-time.*)
4. How often will students **get their progress reviewed** by a mentor?

Listening

The IQ Controversy



The image is created with <https://monica.im/>

● Task 1

Before watching the video “[Does IQ Really Measure How Smart You Are?](#)”, discuss these questions in pairs to activate your background knowledge.

- What does IQ stand for? What is considered an “average” score?
- Do you think a single test can measure how “smart” a person is? Why or why not?

- Match these terms from the video with

their meanings:

- Egalitarianism: _____
- Heritable: _____
- Shorthand: _____
- Meta-analysis: _____

- Passed from parents to children through genes.
- A quick way of saying or explaining something complex.
- The belief that all people are equal and deserve equal rights.
- An examination of data from a number of independent studies of the same subject.

● Task 2

Watch the video and decide if the following statements are True (T) or False (F). Correct the false statements.

- Albert Einstein’s IQ was exactly 130.
- The first IQ test was created to help the French government group students by ability rather than age.
- In modern IQ tests, your score is calculated by dividing your test result by your age.
- The American Psychological Association’s definition of intelligence includes “social intelligence.”

5. A 2011 study found that offering a \$10 reward could increase IQ scores by up to 20 points.
6. Environmental factors like trauma and family income do not significantly impact IQ.

Task 3

Listen to the section on Environmental Factors (around 3:48) and list at least four factors mentioned that can influence a person's IQ score.

Task 4

Listen to the segment from 1:48 to 4:22 and fill in the missing words or phrases. You may need to write up to three words in each blank.

“On early versions of the test, IQ was calculated by taking a person's score on a standardized test, dividing it by their (1) _____, and then multiplying the result by 100. In more modern versions, you're basically (2) _____ other test takers. The scores of a group of people are (3) _____ so that 100 is the average...

But here's the thing: whether or not IQ tests actually measure your intelligence depends on how you're defining intelligence. In simple definitions, intelligence is the ability to learn new things or (4) _____. But the definition can also include the ability to use logic or reason, or to think (5) _____.

It also turns out that your IQ score can be affected by a lot of different things. There's some evidence that says cognitive abilities are somewhat (6) _____, meaning there might be some kind of genetic component to IQ. But it's not that simple! Recent studies have shown that IQ tests are affected by (7) _____.

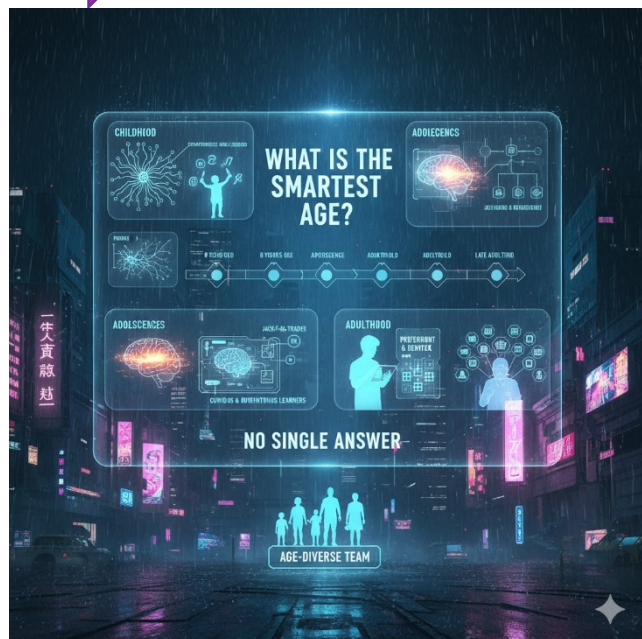
IQ also seems to be affected by (8) _____. Cultural values can influence your IQ scores... How much education you get—and the (9) _____ of that education—may have an effect, too. Even your family environment can affect your IQ, like whether you grow up in a (10) _____ household or whether you experience a lot of trauma as a kid.”

Task 5

Use the idioms and phrasal verbs you studied earlier to discuss the following:

- The video suggests IQ isn't “set in stone.” If someone **falls behind** in educational institution, should they **hit the books** harder, or should the institution **break down** the curriculum differently?
- Do you think schools or other educational institutions should **teach a lesson** on “growth mindset” (the idea that intelligence can change) to help students **make the grade**?

➡ The Smartest Age



The image is created with <https://gemini.google.com/>

● Task 6

Imagine you are entering the “Brain Clash” – a high-stakes mental decathlon where teams of two compete in various challenges, including logic puzzles, trivia, language tasks, and strategy games (like chess). You need to choose one partner to help you win. Read the profiles of the three potential candidates below. Discuss with a partner: Who would you choose and why? Consider which skills might be most useful for a multi-disciplinary competition.

- **Gabriela (8 years old):** She is a “polyglot” (speaks two languages fluently)

and is famous for “outside-the-box” thinking. She isn't afraid to try unusual solutions.

- **Ama (30 years old):** A satellite designer who has mastered complex mathematics. She has a high level of focus and can recite 100 digits of Pi.
- **Mr. Taylor (70 years old):** A five-time “Brain Clash” champion and a local chess master. He has a lifetime of experience and an incredible memory for facts.

● Task 7

- a. Now, watch the video “[What’s the smartest age?](#)” and fill in the blanks with the correct technical terms or numbers.

1. In the first years of life, the brain forms more than (1) _____ new neural connections every second.
2. The process of removing unused neural connections is called (2) _____.
3. When pathways are (3) _____, they are wrapped in insulation to help information travel faster.
4. The (4) _____ is the region of the brain responsible for cognitive control and inhibition.
5. Children are often more (5) _____ learners, meaning they are less afraid to make mistakes.
6. The (6) _____ is the brain's memory centre, which may shrink in late adulthood.

- b. Listen for the strengths associated with each age group and complete the table.

Age Group	Brain Characteristic	Key Strength / Skill
Childhood	Rapid language region growth	(7) _____
Adolescence	Reward regions develop fast	(8) _____
Adulthood	Developed prefrontal cortex	(9) _____
Late Adulthood	Lifetime of accumulated info	(10) _____

● Task 8

The video describes biological processes. Rewrite these facts using the Passive Voice or Causative Form as indicated.

- Passive:** Experience and environment strengthen used neural connections.
Used neural connections... _____.
- Causative:** Amir wants a teammate to solve puzzles for him.
Amir wants to... _____.
- Passive:** Nature prioritizes different skills at various ages to meet life's challenges.
Different skills... _____.
- Causative:** The scientist asked the lab assistant to measure the child's brain growth.
The scientist... _____.
- Passive:** Scientists wrap frequently used neuronal pathways in a layer of insulation called myelin.
Frequently used neuronal pathways... _____.
- Causative:** Parents often pay experts to test their children's IQ levels.
Parents often... _____.

● Task 9

The video calls teenagers a “jack-of-all-trades.” Discuss the following:

- In your country's education system, are students encouraged to be “jacks-of-all-trades,” or are they expected to major in one subject very early?
- Do you think schools break down information in a way that matches how the brain develops (e.g., teaching languages to kids and logic to teens)?

Literature Corner



Image is created with <https://firefly.adobe.com/>

➡ Reading

● Task 1

Before you read the extract from a novel “Adventures of Huckleberry Finn” written by American author Mark Twain, discuss these questions with a partner:

- What do you know about the story of Aladdin or the book Don Quixote? How do these stories involve “enchantment” or “illusion”?
- Mark Twain uses dialect (informal, non-standard English). Can you guess the modern equivalent of these “Huck-isms”?
 - *A numskull / saphead:* _____
 - *I reckoned / I judged:* _____
 - *To lick a crowd:* _____
 - *To hive something:* _____

● Task 2

Read the text. Six sentences have been removed. Choose appropriate sentences (A-G) to fill each gap (1-6). There is one sentence which you do not need to use.

- | |
|--|
| <p>A. And when we got the word, we rushed out of the woods and down the hill.</p> <p>B. And we would go to the cave and powwow over what we had done.</p> <p>C. So, there were no camels, nor elephants.</p> |
|--|

- D. And so, we would lay in ambuscade, as he called it, and kill the lot and scoop the things.
- E. So, then I judged that all that stuff was only just one of Tom Sawyer's lies.
- F. And they had turned the whole thing into an infant Sunday-school, just out of spite.
- G. They don't think nothing of pulling a shot-tower up by the roots, and belting a Sunday-school superintendent over the head with it.

The Adventures of Huckleberry Finn

(Adapted extract)



The image is created with <https://chatgpt.com/>

We played robber about a month, and then I resigned. All the boys did. We hadn't robbed nobody, hadn't killed any people, but only just pretended. We used to hop out of the woods and go charging down on hog-drivers and women in carts taking garden stuff to market, but we never hived any of them. Tom Sawyer called the hogs "ingots," and he called the turnips and stuff "jewellery." 1) _____. But I couldn't see no profit in it.

One time Tom said he had got secret news by his spies that next day a whole parcel of Spanish merchants and rich Arabs was going to camp in Cave Hollow with two hundred elephants, and six hundred camels, and over a thousand mules, all loaded down with diamonds. 2) _____. He said we must slick up our swords and guns, and get ready, though they were only lath and broomsticks...

I didn't believe we could lick such a crowd of Spaniards and Arabs, but I wanted to see the camels and elephants, so I was on hand next day, Saturday, in the ambuscade. 3) _____. But there weren't no

Spaniards and Arabs, and there weren't no camels nor no elephants. It wasn't anything but a Sunday-school picnic, and only a primer class at that. We busted it up, and chased the children up the hollow; but we never got anything but some doughnuts and jam, though Ben Rogers got a rag doll, and Jo Harper got a hymn-book and a tract; and then the teacher charged in, and made us drop everything.

I didn't see no diamonds, and I told Tom Sawyer so. He said there was loads of them there, anyway; and he said there was Arabs there, too, and elephants and things. I said, why couldn't we see them, then? He said if I wasn't so ignorant, but had read a book called Don Quixote, I would know without asking. He said it was all done by enchantment. He said there was hundreds of soldiers there, and elephants and treasure, and so on, but we had enemies which he called magicians. 4) _____. I said, all right; then the thing for us to do was to go for the magicians. Tom Sawyer said I was a numskull.

"Why," said he, "a magician could call up a lot of genies, and they would hash you up like nothing. They are as tall as a tree and as big around as a church."

“Well,” I said, “suppose we got some genies to help us...How you going to get them?”

“I don’t know. How do they get them?”

“They rub an old tin lamp or an iron ring, and then the genies come tearing in, with the thunder and lightning a-ripping around and the smoke a-rolling, and everything they’re told to do they up and do it. 5) _____.”

“Who makes them tear around so?”

“They belong to whoever rubs the lamp or the ring, and they’ve got to do whatever he says. If he tells them to build a palace forty miles long out of diamonds, and fill it full of chewing-gum, or whatever you want, ...they’ve got to do it...”

“Well,” said I, “I think they are a pack of flat-heads for not keeping the palace themselves. And what’s more, I wouldn’t drop my business and come to man for the rubbing of an old tin lamp.”

“Shucks, it ain’t no use to talk to you, Huck Finn. You don’t seem to know anything – perfect saphead.”

I thought all this over for two or three days, and then I reckoned I would see if there was anything in it. I got an old tin lamp and an iron ring, and went out in the woods and rubbed and rubbed till I sweat like an Injun, calculating to build a palace and sell it; but it wasn’t no use, none of the genies come. 6) _____. I reckoned he believed in the Arabs and the elephants, but as for me I think different. It had all the marks of a Sunday-school.

Taken and modified from: <https://contentserver.adobe.com/store/books/HuckFinn.pdf>

Task 3

Scan the text again and complete the table below to show how Huck (the realist) and Tom (the dreamer) see the same events differently.

Event / Object	What Huck sees (Reality)	What Tom sees (Imagination)
The Hogs	Hogs / Pigs	(1) _____
The Picnic	(2) _____	Spanish merchants & Arabs
The “Enemies”	A Sunday-school teacher	(3) _____
The Crowd	Children & a primer class	(4) _____
Reason for failure	It was just a lie.	(5) _____

Task 4

Match the underlined words from the text with their modern-day definitions. Use the context of the story to help you.

1. “...next day a whole parcel of Spanish merchants...”
2. “...we would lay in ambuscade, as he called it...”
3. “...I didn’t believe we could lick such a crowd...”
4. “...just out of spite.”
5. “...and everything they’re told to do they up and do it.”

Definitions:

- A. A desire to hurt, annoy, or offend someone.
- B. To act suddenly or without hesitation.

- C. A group or collection of people/things.
- D. A surprise attack from a concealed position (an ambush).
- E. To defeat or beat someone in a fight.

● Task 5

Huck and Tom use several colourful insults and verbs. Based on how they are used in the conversation, categorize the following words into the correct column.

Word List: *Numskull, Resigned, Power-wow, Saphead, Flat-head, Reckoned, Judged*

Words for “Thinking” or “Deciding”	Words for “Being Foolish”	Words for “Meeting” or “Quitting”
1. _____	4. _____	6. _____
2. _____	5. _____	7. _____
3. _____		

● Task 6

In the story, Tom Sawyer uses high-level vocabulary to make boring things sound exciting. Complete the “Imagination Map” below.

1. Ingots are actually: _____
2. Jewellery is actually: _____
3. Lath and broomsticks are actually: _____
4. An infant Sunday-school is actually (according to Tom): _____

● Task 7

Fill in the blanks with the correct word to complete the phrasal verbs used in the text (or inspired by it).

1. The boys used to hop _____ (exit quickly) of the woods to surprise the drivers.
2. The teacher charged _____ (entered forcefully) and made the boys stop their game.
3. The children were chased _____ (followed/driven away) the hollow by the boys.
4. Huck decided to think it _____ (consider carefully) for two or three days before trying the lamp.
5. Tom told Huck to slick _____ (clean/polish) his sword to get ready for the battle.

● Task 8

Reflect on the themes of education and intelligence and discuss the questions below.

- a. In the one of the videos from this unit, you learned about “outside-the-box” thinking. In your opinion, is Tom Sawyer a genius or just a liar? Is Huck “ignorant” (as Tom says) or is he more intelligent because he relies on evidence?
- b. At the end, Huck tries to rub the lamp himself. What does this tell us about his willingness to learn? Why does he eventually decide it was a “lie”?
- c. Why does Tom mention *Don Quixote*?

Note: Don Quixote is a famous character who attacked windmills because he thought they were giants.

English in Use



The image is created with <https://monica.im/>

➡ Key Word Transformations

● Task 1

For questions 1–10, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. Most people believe that the Finnish education system is excellent.
BELIEVED The Finnish education system _____ be excellent.
2. A local artist is painting the school's main hall this week.
HAVING The school _____ the main hall painted this week.
3. The university will not allow students to use AI during the exam.
NOT Students _____ to use AI during the exam.
4. A professional checked my graduation essay for errors.
GOT I _____ for errors by a professional.
5. They are currently renovating the old science laboratory.
BEING The old science laboratory _____ renovated.
6. Someone stole the professor's laptop from the staff room.
HAD The professor _____ stolen from the staff room.

7. In the past, people thought that the Earth was flat.
IT In the past, _____ that the Earth was flat.
8. The school board has just approved the new curriculum.
BEEN The new curriculum _____ approved by the school board.
9. You should ask the IT department to fix your tablet.
GET You should _____ by the IT department.
10. They expect the number of international students to rise next year.
EXPECTED The number of international students _____ rise next year.

The Academic Upgrade

Task 2

Rewrite the following scenarios into a single, cohesive sentence. You must use the Grammar requested in brackets and the Correct Idiom from the list below. You may need to change the form of the idiom (e.g., changing the verb tense).

The Idiom Bank:

- *To pass with flying colours*
 - *To hit the books*
 - *To learn the hard way*
 - *To fall behind*
 - *To teach someone a lesson*
1. **Scenario:** The teacher gave the students a very difficult exam to show them they shouldn't be lazy.
 - **Grammar:** [Passive Voice]
 - **Sentence:** The students **were taught a lesson** by the teacher with a difficult exam.
 2. **Scenario:** Everyone expects that Maria will succeed in her final exams with top grades.
 - **Grammar:** [Passive Voice with Reporting Verb: *It is expected...*]
 - **Sentence:** _____
 3. **Scenario:** Tom didn't study, so his parents hired a private tutor to help him reach the class level again.
 - **Grammar:** [Causative Form: *have/get*]
 - **Sentence:** After Tom **fell behind**, his parents _____
 4. **Scenario:** The professor insists that all students must start studying intensely before the semester ends.

- **Grammar:** [Passive Voice: *The books...*]
 - **Sentence:** The professor insists that **the books must** _____
5. **Scenario:** The school didn't fix the security system, and then they suffered a break-in. It was a painful experience, but they learned from it.
- **Grammar:** [Causative Form: *The school had...*]
 - **Sentence:** The school **had the truth** _____
6. **Scenario:** The university is organizing a ceremony for the students who achieved perfect scores.
- **Grammar:** [Causative Form: *The university is having...*]
 - **Sentence:** The university is **having a ceremony held** for those who _____

➡ Open Cloze

● Task 3

Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

The British Schooling System



The image is created with <https://firefly.adobe.com/>

In the United Kingdom, education is compulsory for all children between the ages of five and sixteen (or eighteen in England). The system is largely divided (0) **into** two sectors: state and private. State schools are funded by the government and are free (1) _____ all pupils. Within this sector, “comprehensive schools” are the most common, as they do not select students based (2) _____ academic ability.

In contrast, “grammar schools” require students to pass an entrance exam, known as the 11-plus, to (3) _____ admitted. Private schools, often confusingly referred to as “public schools” in England, are funded by tuition fees. Here, many students (4) _____ their education managed by elite tutors and have their progress monitored closely.

Most British students (5) _____ their GCSE exams at the age of sixteen. After this, they may choose to stay at school for two more years to study for A-levels. These results are crucial, as students are (6) _____ to meet specific entry requirements to enter university. At this stage, many students find themselves (7) _____ behind if they do not manage their time well.

At the university level, students often have their papers (8) _____ by professors who are experts in their fields. If a student's work (9) _____ not meet the required standard, they

may be asked to resubmit it. Ultimately, the goal is for every student to pass their finals (10) _____ flying colours and enter the professional world.

Word Formation

Task 4

Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Unusual Education Methods

In recent years, there has been a significant (1) _____ in the popularity of non-traditional schooling. While some parents prefer the (2) _____ of the state system, others seek methods that prioritize (3) _____.

One such method is “Forest Schooling,” where the (4) _____ of the lessons take place outdoors. Proponents argue that being in nature is (5) _____ to a child’s mental health. In this environment, children are (6) _____ to explore and solve problems independently. Instead of sitting at desks, they (7) _____ participate in building shelters or identifying plants.

Another method is “Sudbury” schooling, where students have complete (8) _____ over their own learning. No exams are given, and no (9) _____ curriculum is followed. Critics worry about the (10) _____ of such a system, but graduates often boast about their high levels of self-motivation and adaptability.

GROW

**STABLE
CREATE**

MAJOR

**BENEFIT
COURAGE**

ACTIVE

**FREE
STAND
EFFECTIVE**

➡ Multiple Choice

● Task 5

For questions 1–10, read the text below and decide which answer (A, B, C or D) best fits each gap.

Choosing the Right Path



The image is created with <https://chatgpt.com/>

For many school-leavers, the decision to (1) _____ higher education is one of the most significant steps in their lives. Before they can even attend their first lecture, they must ensure they (2) _____ the strict entry requirements set by their chosen institutions. This often involves achieving high grades in their final school exams to (3) _____ a place at a top-tier university.

Once enrolled, students must quickly adapt to a more independent style of learning. Unlike school, where teachers often provide constant guidance, university students are expected to (4) _____ their own research and manage their schedules. Those who fail to do so may find that they soon (5) _____ behind with their coursework, making it difficult to catch up before the end of the semester.

Financial management is another challenge. Many students (6) _____ out a loan to cover their tuition fees and living (7) _____. To save money, some choose to live in a shared (8) _____ hall rather than renting a private flat.

Despite the pressure of exams, university life offers a unique opportunity to (9) _____ one's horizons. By joining societies and meeting people from different backgrounds, students gain a(n) (10) _____ into the world that books alone cannot provide.

Gap	A	B	C	D
1	pursue	go	track	attend
2	match	meet	win	fit
3	secure	safe	grab	catch
4	make	carry	conduct	perform
5	drop	stay	fall	get
6	take	give	borrow	lend
7	costs	prices	expenses	values

Gap	A	B	C	D
8	house	residence	dormitory	home
9	widen	grow	stretch	broaden
10	view	insight	outlook	vision

Error Correction

Task 6

The following extract is from a student's personal statement and a reply from the admissions office. There are 10 grammatical or lexical errors related to the topics you have studied in this unit. Find the mistakes and correct them.

"I believe I am a strong candidate for your Law programme. Throughout my school years, I was always passing my exams with flown colours and never dropped behind in my studies. Last year, I even had my research paper publish in a local student journal, which helped me widen my horizons regarding international law.

My teachers expected to provide me with extra challenges because I am a fast learner. I am also someone who likes to get things done by myself, though I understand that at university, many assignments are being submitted through a portal and must be checked for plagiarism.

I reckon that my commitment to justice was learnet the hard way during my internship at a local firm, where I was had to manage complex files. I look forward to be admitted to your prestigious institution."

The Global Summit on Education

Task 7

The year is 2035. You are members of an international committee tasked with redesigning a failing school system. The current system is outdated, and students are falling behind globally. You must present a "Modernization Plan" to the Ministry of Education.

The Task: "The Modernization Pitch"

In groups of 3-4, prepare a 5-minute presentation. Your plan must address the following three pillars using the specific grammar and vocabulary required.

Pillar	Grammar Focus	Required Vocabulary
Pillar 1: School Rules	Passive Voice (e.g., "AI <i>will be used</i> ...")	<i>Standardized testing, Compulsory, To meet requirements.</i>
Pillar 2: Student Services	Causative Form (e.g., "Students <i>will have their progress tracked</i> ...")	<i>To get something fixed, To have something tailored, Tutors.</i>
Pillar 3: Success Philosophy	Idioms & Phrasal Verbs	<i>To pass with flying colours, To hit the books, To broaden horizons.</i>

Preparation Guide (Role Play)

- **The Reformer (Student A):** Focuses on changing how knowledge is assessed. Use the **Passive Voice** to explain new examination rules.
- **The Tech Specialist (Student B):** Focuses on services. Explain what students can have done for them (e.g., *having* their laptops repaired or *getting* their language skills translated).
- **The Counsellor (Student C):** Focuses on the “Growth Mindset.” Use idioms to describe how students will be encouraged not to learn the hard way.

Example Discussion Starters:

- *In our new system, students won't be judged solely on one exam.* (Passive)
- *Every week, they will have their mental health checked by a professional.* (Causative)
- *We want students to broaden their horizons, not just hit the books for grades.* (Idioms)

Writing: The Opinion Article



Image is created with <https://chatgpt.com/>

Building the Foundation

Task 1

Identify which of these phrases are appropriate for a formal article (F) and which are too informal (I).

1. I reckon this is a bad idea. ()
2. It is widely maintained that... ()
3. To my mind, the benefits outweigh the risks. ()
4. It's a total waste of time. ()
5. In my honest opinion, schools are boring. ()
6. Research suggests a clear correlation between... ()
7. I'm gonna talk about why tests are rubbish. ()
8. One must consider the long-term implications. ()
9. It's high time we changed the system. ()
10. Nevertheless, the evidence remains inconclusive. ()

● Task 2

Rewrite these opinions using the formal “It + Passive” structure.

1. People expect that the new curriculum will be harder. *It is expected that...*
2. Experts believe that forest schools are beneficial.
3. Many claim that IQ tests are culturally biased.
4. Scientists assume that the brain stops growing at 25.
5. Historians know that the first IQ test was simple.
6. Observers note that students are more stressed today.
7. Educators suggest that creativity is declining.
8. Some argue that age is just a number.

● Task 3

Categorize the following linkers into the correct column.

List: *Furthermore, However, On the other hand, Moreover, Nevertheless, In addition, Consequently, Conversely, Additionally, Despite this.*

Addition (Adding info)	Contrast (Showing the opposite)
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

● Task 4

Evaluate the following introductory statements. Choose the sentence (A or B) that would be most effective in capturing a reader's attention. Justify your answers.

1. (A) Is a century-old test still the best way to measure potential? / (B) I will write about IQ.
2. (A) Education is important for everyone. / (B) It is often argued that the classroom is the forge of future society.
3. (A) Imagine a world where grades did not exist. / (B) In this article, I'll tell you about grades.
4. (A) Everyone knows schools are old. / (B) The current educational framework is arguably a relic of the industrial age.
5. (A) Why do we still sit in rows? / (B) Schools have chairs and desks in lines.
6. (A) Intelligence is a complex thing. / (B) Few concepts are as misunderstood as the nature of human intelligence.
7. (A) This essay is about British schools. / (B) British education has undergone a radical transformation recently.

8. (A) Can a child's creativity survive the school system? / (B) Some kids are creative but then they go to school.

Task 5

Change these active sentences into the more formal Causative (Have/Get something done).

1. The government should pay experts to redesign schools. *The government should have schools redesigned by experts.*
2. Parents pay tutors to help their children.
3. The principal told the staff to renovate the lab.
4. Schools ask doctors to test students' eyesight.
5. Students ask professionals to check their essays.
6. The Ministry told the company to build new gyms.
7. Universities pay scientists to conduct the research.
8. I will ask the teacher to explain the grades.

Developing the Argument

Task 6

Write a strong topic sentence (the first sentence of a paragraph) for the themes below. The first one is done as an example.

1. **Theme: Benefits of Creativity.** *Creativity allows students to solve real-world problems more effectively.*
2. **Theme: Dangers of Standardized Testing.**
3. **Theme: Importance of Teachers.**
4. **Theme: Role of Technology in Class.**
5. **Theme: Social Skills in Education.**
6. **Theme: The “Nurture” side of IQ.**
7. **Theme: Discipline in Schools.**
8. **Theme: Homework Load.**

Task 7

Complete the sentence to show two sides of an argument.

1. While some argue exams are necessary, others ***maintain that they cause stress.***
2. While technology can help learning, it can also _____.
3. While IQ is a useful tool, it fails to _____.
4. While uniform promotes equality, it may _____.
5. While creativity is vital, students still need _____.
6. While private schools offer resources, they can _____.

7. While teenagers learn fast, they often _____.
8. While history is important, schools should _____.

Task 8

Rewrite these “too strong” sentences using: *arguably, tend to, likely, often, potentially*.

1. Students who fail are lazy. *Students who fail **tend to be** viewed as lazy.*
2. Technology destroys attention spans.
3. Private schools are better than state schools.
4. IQ tests predict future success perfectly.
5. Creativity is the only skill we need.
6. Older teachers cannot use computers.
7. Higher education leads to a better salary.
8. Music lessons make children smarter.

Task 9

Finish these concluding phrases.

1. In conclusion, although the system has flaws, it *can be improved if we prioritize students' needs*.
2. To sum up, it is clear that intelligence _____.
3. Ultimately, the goal of education should be _____.
4. Taking everything into account, I believe that _____.
5. For these reasons, it is vital that we _____.
6. On balance, while tests are difficult, they _____.
7. Finally, we must ensure that all children _____.
8. As we have seen, the smartest age is _____.

Opinion Article

Task 10

Write an opinion article for a student magazine. Choose one of the topics below. Use 120–180 words.

Structure Requirements:

1. **Introduction:** State the topic and your opinion.
2. **Body Paragraph 1:** First reason with examples.
3. **Body Paragraph 2:** Second reason (or a counter-argument).
4. **Conclusion:** Summarize your view with a final recommendation.

Grammar/Vocabulary Checklist:

- At least **two** uses of the **Passive Voice**.
- At least **one** use of the **Causative Form**.
- At least **two** “Education” **Idioms**.
- Formal linkers (*Furthermore, However, etc.*).

Select Your Topic:

- **Topic A:** “IQ tests are an outdated way to measure a person's intelligence.” Do you agree?
- **Topic B:** “Modern schools/universities should focus on creativity and ‘outside-the-box’ thinking rather than standardized testing.” What is your opinion?
- **Topic C:** “Age-diverse teams (like Amir’s ‘Brain Clash’ team) are more successful than groups of the same age.” Discuss.

UNIT 3. Planet Issues



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Lead-in

The “Silent” Warning

Task 1

Look at the list of ecological scenarios below. Choose the one that you believe best illustrates the concept of a “Tipping Point” (the moment when a series of small changes becomes significant enough to cause a larger, more important, and often irreversible change). Justify your choice using the vocabulary provided.

Vocabulary Box: irreversible damage, catastrophic, urgent, wake-up call, trigger, chain reaction.

1. A single honeybee on a withered flower.
2. A massive crack forming in an Antarctic ice shelf.
3. A lush rainforest viewed through the smoke of a wildfire.
4. A futuristic city skyline partially submerged in ocean water.

● Task 2

Rank the following environmental issues from most critical (requiring immediate global intervention) to least critical. Work in pairs and try to reach a consensus on your top two priorities.

- **Microplastics** entering the global food chain.
- **Deforestation** in the Amazon basin.
- **Air pollution** and smog in megacities.
- **Loss of biodiversity** (rapid extinction of species).
- **Rising sea levels** threatening coastal populations.

● Task 3

Read the following three statements about our planet. One of them is a common misconception, while the other two are scientific facts. Can you identify the myth? Discuss why you think this specific idea is so widely believed.

1. **Statement A:** The “Ozone Hole” is the primary cause of global warming.
2. **Statement B:** Livestock farming generates more greenhouse gases than the entire transportation sector combined.
3. **Statement C:** We are currently witnessing the “Sixth Mass Extinction” in Earth's history.

● Task 4

What does the term “Sustainability” mean to you? It is often defined as the balance between three pillars: Environment, Economy, and Society. Complete the following sentences with your own thoughts and be prepared to defend your logic.

- *Sustainability is not just about recycling; it's about...*
- *The biggest obstacle to a sustainable future is...*
- *If I could change one human habit to save the planet, I would...*

Climate Change

● Task 5

- a. You are going to watch the video “[Climate Change: It's Real. It's Serious. And it's up to us to Solve it](#)”. Your goal is to catch the “Data Points” that the speaker mentions to prove climate change is real and that solutions are working. Fill in the blanks below.

1. **The Heat Record:** In the last 20 years, we have experienced _____ out of the 15 hottest years ever recorded.
2. **The 2050 Crisis:** Drought and water shortages could impact _____ people by the year 2050.

3. **The Renewable Power:** If we use solar and wind to their full potential, we can cut global carbon emissions by _____.
 4. **National Goals:** Germany aims to generate _____% of its electricity from renewables by 2050.
 5. **Mexico City's Impact:** One building in Mexico City erases the pollution caused by _____ cars every single day.
 6. **The Individual Impact:** If every American driver drove _____ miles less per week, 100 billion pounds of carbon would be eliminated annually.
- b. Watch the video a second time. This time, focus on the innovations. Match the city/country with the specific technology or action they are implementing.

Location	Action / Technology
1. Denmark	A. Building the world's biggest offshore wind farm.
2. England	B. Installing Street tiles that harvest energy from footsteps.
3. Mexico City	C. Producing more wind energy than the country actually needs.
4. Paris	D. Paving streets with concrete that "eats" smog.
5. Other Cities	E. Using a building exterior that breaks down air pollutants.

c. After watching, discuss the following questions in groups:

1. **The Shift in Tone:** How does the speaker's tone change from the first 30 seconds to the middle of the video? What visual images help make this shift?
2. **The Conclusion:** The speaker mentions a "shared sense of urgency." Based on the video, who is responsible for this change?
 - o A) Only Governments
 - o B) Only Tech Companies
 - o C) Everyone (Individuals, Cities, and Countries)
3. **Critical Thinking:** Which of the technologies shown (wind farms, street tiles, smog-eating buildings) do you think would be most effective in your city? Why?

Reading



Image is created with <https://dreamstudio.stability.ai/>

The Corporate Green-print

Task 1

Before you read the text, discuss these questions in pairs.

1. What is the difference between a business being “climate-neutral” and “climate-positive”?
2. Can you name any companies that are famous for their environmental efforts? What exactly do they do?
3. Look at the title: “*Top Sustainable Businesses: Inspiring Practices.*” Do you think these companies are sustainable because they **want** to be, or because they **have** to be? Use the term “**compliance**” (following the law) vs. “**stewardship**” (taking care of something) in your answer.

Task 2

Read the text and match the company to their specific strategy or achievement mentioned in the article.

Company	Key Strategy / Achievement
1. Patagonia	A. Aiming to reduce emissions beyond what they produce by 2030.

Company	Key Strategy / Achievement
2. IKEA	B. Using electric vehicles to prove eco-principles are economically feasible.
3. Tesla	C. Focusing on engagement and social responsibility via storytelling.
4. Seventh Generation	D. Woven sustainability into their "fabric" since 1973 via repurposing.

Top Sustainable Businesses: Inspiring Practices

by KnowESG



Image is created with <https://chatgpt.com/>

Sustainable business practices are essential for long-term success, offering cost savings, enhanced reputation, and competitive advantages. Leading companies demonstrate that integrating sustainability into business models can drive significant growth and innovation. In the current climate, adopting sustainable business practices is not simply a passing fad, but an essential component for corporate longevity. Such measures are pivotal in combatting environmental dilemmas like climate change and dwindling resources, enabling companies to prosper indefinitely. The pursuit of eco-friendly principles transcends basic compliance; it represents active participation in shaping a healthier planet for future generations.

Patagonia's Sustainability Journey

Patagonia has garnered the support of countless consumers who prioritize environmental consciousness, thanks to its unwavering dedication to sustainable practices. Established in 1973, the company has consistently woven sustainability into the fabric of its business

operations. By harnessing narrative techniques to highlight both their merchandise and green values, they highlight a deep-seated commitment to eco-friendly principles. Through vigorous initiatives for recycling and repurposing products, Patagonia guarantees that its apparel and equipment are given renewed purpose. Their consistent efforts in minimizing waste and advocating for long-lasting solutions elevate them as frontrunners in addressing climate change and broader ecological concerns.

IKEA's People & Planet Positive Strategy

IKEA has set a goal to become climate-positive by the year 2030, with an objective to decrease greenhouse gas emissions beyond what is produced by its value chain. The company's pledge to exclusively use renewable and recycled materials by 2030 underscores its commitment to sustainability. IKEA is incorporating measures designed for energy conservation throughout its business processes while prioritizing waste reduction via circular supply chains and recycling initiatives. These aggressive goals and efforts emphasize IKEA's dedication to engendering a beneficial effect on the environment.

Tesla's Electric Vehicles Revolution

Tesla has transformed the electric vehicle sector, serving as a pivotal force in advancing sustainable transport. By manufacturing electric vehicles, Tesla substantially reduces its dependence on fossil fuels and champions the use of cleaner energy sources. Their strategy demonstrates that sustainability principles are not only practical but also can be economically feasible when applied broadly.

Seventh Generation's Eco-Friendly Products

Committed to creating products that emphasize ecological principles, Seventh Generation integrates eco-friendly approaches in both their goods and company operations. By using storytelling as a tool, it shares its passion for environmental stewardship, making the narrative of its sustainability journey engaging and motivational. Seventh Generation differentiates itself by striving to reduce its carbon footprint and increase social responsibility among local populations. The commitment to sustainability is deeply ingrained in both the design of their products and the core values of the corporation.

Calculating Holistic Returns

Committing to sustainable practices yields comprehensive benefits, not only by bolstering social aspects like community involvement and worker contentment but also by increasing earning potential and decreasing vulnerabilities. The adoption of sustainable practices within company procedures is crucial for ensuring prosperity. Sustainability presents a multitude of benefits, including cost reduction, improved brand reputation, satisfying customer expectations, and delivering constructive impacts on the environment. Engaging in sustainability now will contribute to the worldwide shift toward an increasingly sustainable tomorrow.

Taken and modified from: <https://knowesg.com/featured-article/top-10-sustainable-businesses-inspiring-practices>

Task 3

Choose the best answer (A, B, C, or D) based on the information in the text.

1. According to the introduction, sustainable business practices are currently considered:

- A. A passing fad for modern companies.
- B. An optional strategy for brand reputation.
- C. A vital requirement for long-term corporate survival.
- D. A method used only for legal compliance.

2. What is Patagonia’s primary method for ensuring their products have a “renewed purpose”?

- A. Using narrative techniques in marketing.
- B. Aggressive recycling and repurposing initiatives.
- C. Manufacturing only high-tech sports equipment.
- D. Outsourcing their production to green factories.

3. IKEA’s “climate-positive” goal for 2030 means they want to:

- A. Stop all carbon emissions entirely.
- B. Lower prices for recycled furniture.
- C. Only use solar energy in their warehouses.
- D. Remove more greenhouse gases than they produce.

4. How does IKEA plan to achieve waste reduction in its operations?

- A. By ending the use of all plastic packaging.
- B. By focusing on circular supply chains.
- C. By reducing the number of products they sell.
- D. By moving their factories closer to consumers.

5. What does Tesla’s strategy prove about sustainability principles?

- A. They are only successful in the luxury market.
- B. They rely heavily on government subsidies.
- C. They can be both practical and economically successful.
- D. They are difficult to apply to the wider transport sector.

6. Which tool does Seventh Generation use to engage customers in their sustainability journey?

- A. Competitive pricing and discounts.
- B. Advanced chemical engineering.
- C. Storytelling and narrative.
- D. Direct community lobbying.

7. Seventh Generation differentiates itself from competitors by focusing on:

- A. Reducing carbon footprints and social responsibility.
- B. Producing the cheapest cleaning supplies.
- C. Using exclusively electric delivery trucks.
- D. Eliminating the need for packaging.

8. According to the text, what is one of the “holistic returns” of community involvement?

- A. Guaranteed stock market growth.
- B. Increased worker contentment.
- C. Absolute immunity to economic crises.

D. Lower taxes for the corporation.

9. What does the word “transcends” mean as used in the first paragraph?

- A. To follow a set of rules strictly.
- B. To fail to meet expectations.
- C. To change a business name.
- D. To go beyond or rise above a certain limit.

10. What is the overall message of the final section “Calculating Holistic Returns”?

- A. Sustainability is a costly but necessary burden.
- B. The shift to a sustainable future is impossible without Tesla.
- C. Sustainable practices lead to comprehensive prosperity and global shifts.
- D. Companies should prioritize community over earning potential.

 Task 4

Find words or phrases in the text that mean the same as the following definitions. Each term can be found within the specific section indicated in brackets.

- 1. A short-term trend or obsession (Introduction).
- 2. Crucial or of central importance (Introduction).
- 3. Decreasing or wasting away (Introduction).
- 4. Goes beyond or exceeds the limits of (Introduction).
- 5. Steady and constant (not changing) (Patagonia section).
- 6. The full range of activities required to bring a product from conception to use (IKEA section).
- 7. Causing or producing a particular feeling or situation (IKEA section).
- 8. Something that is possible and likely to work in practice (Tesla section).
- 9. Firmly established or deeply fixed (of an attitude or habit) (Seventh Generation section).
- 10. Careful and responsible management of something entrusted to one's care (Seventh Generation section).

 Task 5

- a. **The final paragraph mentions that sustainability yields “comprehensive benefits.” According to the text, list three non-financial benefits and three financial/business benefits of going green.**

Social / Environmental Benefits	Economic / Business Benefits
1.	1.
2.	2.
3.	3.

b. The text mentions that both Patagonia and Seventh Generation use “narrative techniques” or “storytelling.”

- Why is telling a story more effective than just listing scientific data about CO2 reduction?
- Does this help prevent greenwashing, or could it actually make greenwashing easier for dishonest companies?

c. IKEA's goal is set for 2030. Based on your knowledge from the “Planet Issues” video we watched earlier, do you think these corporate goals are enough to reach the “Tipping Point” in time, or is the “shared sense of urgency” still missing?

Vocabulary



Images were created with <https://sider.ai/>

➡ Words Often Confused

● Task 1

Choose the correct word to complete each sentence. These words are frequently mixed up in environmental contexts.

1. The government needs to take more **economic/economical** measures to support green energy.
2. The heavy rains had a devastating **affect/effect** on the local harvest.
3. We must ensure that our natural **resources/sources** are managed sustainably.
4. The **climate/weather** in the Arctic is changing faster than anywhere else on Earth.
5. It is **quite/quiet** clear that we have reached a tipping point.
6. The company was accused of ignoring environmental **regulations/rules**.
7. Many species are losing their natural **habitat/inhabitant** due to urban sprawl.
8. We need to find a **continual/continuous** solution to the plastic problem, not just a temporary fix.
9. Scientists are **discovering/inventing** new ways to capture carbon from the air.
10. The **price/cost** of environmental inaction will be far higher than the investment in green tech.

Idioms of the Earth

Task 2

Complete the sentences with the correct idiom from the box. You may need to change the form of the verb.

Idioms: down to earth, a drop in the ocean, out of the woods, the tip of the iceberg, vanish into thin air, back to nature, beat around the bush, neck of the woods, a breath of fresh air, under the weather.

1. Recycling one bottle is good, but compared to global waste, it's just _____.
2. The recent report on melting glaciers is likely just _____; the reality could be worse.
3. After living in the city for years, she decided to move to a farm and get _____.
4. Although emissions have slowed down, we are certainly not _____ yet.
5. We don't have time to _____; we need to discuss the climate crisis directly.
6. The new law banning single-use plastics was _____ for environmental activists.
7. Some endangered species are simply _____ because of illegal poaching.
8. How are the environmental conditions in your _____?
9. Our environmental consultant is very _____ and gives us practical, realistic advice.
10. I'm feeling a bit _____ today; perhaps it's the high levels of smog in the city.

Environmental Phrasal Verbs

Task 3

Fill in the gaps with the correct particle (up, out, off, away, down) to complete the phrasal verbs.

1. We are using _____ our natural resources at an alarming rate.
2. Many factories still emit toxic fumes that give _____ a terrible smell.
3. We need to phase _____ coal-powered plants over the next decade.
4. If we don't act, many island nations will be wiped _____ by rising sea levels.
5. It's time to crack _____ on companies that engage in greenwashing.
6. We should try to cut _____ on the amount of meat we consume.
7. Don't just throw _____ your old electronics; they contain harmful chemicals.
8. Environmental groups are calling _____ the government to ban offshore drilling.
9. The solar panels ended _____ saving the school thousands of dollars.
10. We must face _____ to the fact that our lifestyle is unsustainable.

Fixed Phrases & Collocations

Task 4

Match the words to form common environmental collocations, then complete the sentences.

Column A	Column B
1. Greenhouse	A. warming
2. Fossil	B. energy
3. Global	C. gas
4. Renewable	D. development
5. Sustainable	E. fuels
6. Carbon	F. change
7. Solar	G. footprint
8. Climate	H. panel
9. Toxic	I. waste
10. Nuclear	J. power

- Burning _____ is the leading cause of air pollution.
- Every individual should look for ways to reduce their _____.
- Methane is a very potent _____.
- The United Nations promotes _____ to ensure a better future for all.
- Many homeowners are installing _____ on their roofs.
- The melting of the polar ice caps is one of the most visible signs of _____.
- We must shift toward _____ like wind and tidal power to achieve energy independence.
- Scientists warn that _____ will lead to more frequent and more severe natural disasters.
- Illegal dumping of _____ into rivers can destroy local ecosystems for decades.
- While it is low-carbon, many people are still concerned about the safety and waste management of _____.

Prepositions in Context

Task 5

Fill in the blanks with the correct preposition (*on, in, for, of, to, with*).

- There is an urgent need _____ a global agreement on plastic waste.
- We must protect the oceans _____ further contamination.
- The rise _____ sea levels is a direct result of melting ice caps.
- Many people are still indifferent _____ the plight of endangered animals.
- We are highly dependent _____ non-renewable energy sources.

6. The city was praised _____ its innovative waste management system.
7. We need to invest more _____ electric vehicle infrastructure.
8. What is the impact of deforestation _____ local weather patterns?
9. We are running out _____ time to prevent irreversible damage.
10. There is a conflict _____ economic growth and environmental protection.

● Task 6

Read the following report about a city's transition to sustainability. Fill in each gap with the correct preposition: *on, in, for, of, to, with, from*. Some prepositions may be used more than once.

Last year, the city council announced an ambitious plan to protect the local environment (1) _____ the effects of industrialization. There was an urgent need (2) _____ a complete overhaul of the waste management system. Initially, some residents were indifferent (3) _____ the changes, but as the rise (4) _____ air quality became noticeable, public opinion shifted.

The city decided to invest heavily (5) _____ a new fleet of electric buses, reducing its dependence (6) _____ diesel engines. However, a conflict arose (7) _____ the local transport union and the council regarding the cost of training drivers. Despite this, the council was praised (8) _____ its persistence.

Furthermore, the impact of the new "green roofs" (9) _____ the urban temperature was significant. Scientists warned that we are running out (10) _____ time to act, but this project proves that even a small city can have a constructive impact (11) _____ the planet. We no longer have to choose between economic growth and being in harmony (12) _____ nature.

● Task 7

Rewrite the sentences below using the word in brackets and the correct preposition. Do not change the meaning.

1. The forest is threatened by illegal loggers. (**PROTECT**)
 - We must _____ illegal loggers.
2. We rely too much on oil. (**DEPENDENT**)
 - We are _____ oil.
3. Why don't people care about the dying coral reefs? (**INDIFFERENT**)
 - Why are _____ the dying coral reefs?
4. Building more bike lanes will affect the city's traffic. (**IMPACT**)
 - Bike lanes will have _____ the city's traffic.
5. They said the mayor did a great job with the recycling programme. (**PRAISED**)
 - The mayor _____ the recycling programme.



Eco-Dilemmas

● Task 9

In small groups, discuss the following scenarios. Use at least three phrases or idioms from the previous exercises in each of your answers.



Image is created with <https://gemini.google.com/>

1. **The Fast Fashion Dilemma:** A popular clothing brand is accused of **greenwashing**. They claim to be eco-friendly, but they use **fossil fuels** in their factories. Would you stop buying their clothes, or is their "conscious" line better than nothing?
2. **The Local Impact:** If a company wanted to build a **nuclear power** plant in your **neck of the woods**, would you support it to reduce **carbon emissions**, or would you protest against it?
3. **The Individual vs. The System:** Some say that personal efforts, like recycling, are just **a drop in the ocean**. Do you agree, or do you think individual actions can lead to **sustainable development**?
4. **Technology vs. Nature:** Would you prefer to live in a city full of "smog-eating" buildings and **solar panels**, or would you rather move **back to nature** and live in a rural area with no tech?
5. **The Price of Progress:** If **cutting down on** plastic meant that your favourite products became 30% more expensive, would you still support the ban? Is the **price** of environmental protection too high?

Grammar



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Future Forms

● Task 1

Choose the most appropriate future form (Will, Going to, or Present Simple) based on the context of the sentence.

1. Look at those dark clouds! It **is going to rain** / **rains** acid rain if the factory emissions aren't filtered.
2. The International Climate Summit **will start** / **starts** at 9:00 AM next Monday.
3. I've decided: I **am going to join** / **will join** the local "zero-waste" initiative this weekend.
4. Scientists believe that temperatures **are rising** / **will rise** by another 2°C by the end of the century.
5. "Wait, I forgot my reusable bag." – "Don't worry, I **am going to lend** / **will lend** you mine."
6. The new law banning plastic straws **comes** / **is going to come** into effect on January 1st.
7. I can't meet you tomorrow; I **am volunteering** / **will volunteer** at the beach clean-up all morning.
8. Do you think governments **are going to ever take** / **will ever take** greenwashing seriously?
9. Research suggests that renewable energy **becomes** / **is going to become** the primary power source soon.
10. My flight to the ecology conference **is leaving** / **leaves** at noon, so I need to head to the airport now.

● Task 2

Complete the sentences using the Future Continuous (will be + -ing) to describe actions that will be in progress at a specific time in the future.

1. In ten years' time, more people **(drive)** electric cars than petrol ones.
2. By 2030, many coastal cities **(struggle)** with rising sea levels.
3. This time next month, we **(install)** solar panels on the roof of our office.
4. Throughout the next decade, governments **(invest)** billions in carbon-capture technology.
5. In fifty years, will we **(still / use)** plastic for food packaging?
6. At the summit tomorrow, the delegates **(discuss)** the new treaty all day.
7. Soon, companies **(pay)** much higher taxes for their carbon emissions.
8. In the future, robots **(sort)** our recycling more efficiently than humans.
9. Scientists **(monitor)** the melting glaciers via satellite for the next several years.
10. This time next week, I **(walk)** through the rainforest on a conservation trip.

● Task 3

Complete the sentences with the Future Perfect (will have + past participle) to describe actions that will be finished by a certain point.

1. By the year 2050, many species **(disappear)** unless we act now.
2. Hopefully, by the end of this year, the city **(ban)** all single-use plastics.
3. By the time I retire, I hope we **(achieve)** a carbon-neutral economy.
4. Millions of people **(migrate)** from drought-stricken areas by the mid-century.
5. Before the next summit, will the world leaders **(agree)** on a binding carbon tax?
6. In twenty years, the average temperature **(increase)** significantly.
7. By next summer, our school **(stop)** using all non-recyclable materials.
8. How much forest **(we / lose)** by the time the reforestation project begins?
9. Scientists **(find)** a way to clean up the Great Pacific Garbage Patch by 2040.
10. By 2035, many countries **(phase out)** coal power plants completely.

● Task 4

Complete the sentences with the correct form of the verb. Use the Future Perfect to show completion or the Future Continuous to show an ongoing action.

1. By the end of the day, the volunteers **(pick up)** over 500kg of trash.
2. Tomorrow afternoon, the activists **(protest)** outside the oil company's headquarters.
3. By next year, the company **(reduce)** its waste by half.
4. In five years, we **(generate)** 80% of our power from wind energy.
5. This time tomorrow, the scientists **(collect)** samples from the polluted river.
6. By the time the law changes, many animals **(already / lose)** their habitats.
7. At 10 PM tonight, the documentary on deforestation **(air)** on Channel 4.

8. By the time we realize the danger, it **(become)** too late to reverse the damage.
9. In the 2030s, we **(live)** in a world much warmer than today.
10. Before the end of the decade, the team **(complete)** their research on ocean acidification.

Task 5

Each of the following sentences about the environment contains ONE mistake related to future tenses. Find the mistake and correct it.

1. Scientists are thinking that the ice caps will have melted by 2070.
2. We will have been using renewable energy when the sun rises tomorrow.
3. The environmental conference is going to start at 10 AM sharp.
4. By next month, I am going to finish my project on sustainable farming.
5. Will you be help me carry these recyclables to the bin?
6. This time next year, many countries will have signed the pact. (No error here? Check again: *Is it "will be signing" or "will have signed"?*)
7. I'll lend you my "Earth Day" t-shirt as soon as I am finding it.
8. The sea level is going to be rising by 30cm by the end of the century.
9. I am promise I will start composting my food waste from today.
10. Next Monday, we will have visited the recycling plant as part of our school trip.



The 2075 Time Capsule

Task 6

Work in pairs or small groups. You have been asked to predict the state of the planet in the year 2075. Use the prompts below and make sure to use a variety of future tenses (Future Continuous, Future Perfect, will/going to, etc.).

1. **Transport:** How will people be getting around? Will we have phased out private car ownership completely?
2. **Diet:** What will we be eating? Will scientists have developed a perfect lab-grown meat by then?
3. **Cities:** Where will people be living? Will many populations have migrated inland due to sea levels?
4. **Energy:** What will be the primary power source? Will we still be using any fossil fuels at all?

Mixed Conditionals

Task 7

a. Match the past “if” clause with the most logical present result to form Mixed Conditionals.

If Clause (Past Condition)	Result Clause (Present State)
1. If we had protected the dodo,	A. we wouldn't have to wear masks today.
2. If the factory hadn't dumped waste,	B. the river would be safe to swim in now.
3. If they had signed the treaty years ago,	C. the species would still be alive today.
4. If I had remembered my reusable bottle,	D. our air quality would be much better now.
5. If we hadn't invented plastic,	E. I wouldn't be thirsty right now.

b. Complete the remaining sentences using the correct mixed conditional forms:

- If the government (**invest**) in solar power ten years ago, electricity (**be**) cheaper today.
- If we (**not / destroy**) so many forests, the climate (**not / be**) in such a crisis now.
- If he (**take**) that ecology course last semester, he (**know**) more about composting now.
- If the oil spill (**be**) cleaned up properly, the beach (**not / be**) closed to the public today.
- If people (**listen**) to scientists in the 90s, the planet (**not / suffer**) so much right now.

Task 8

In this type, a permanent state or character trait (If + Past Simple) affects a past event (would have + V3). Complete the sentences.

- If humans (**be**) more responsible, we (**not / create**) so much plastic waste in the first place.
- If the CEO (**care**) about the environment, the company (**not / ignore**) the safety regulations last year.
- If she (**not / be**) so indifferent to nature, she (**join**) the protest last Friday.
- If the city council (**be**) more forward-thinking, they (**build**) a better recycling plant years ago.
- If the climate (**not / be**) so complex, scientists (**predict**) these changes much earlier.
- If I (**not / be**) so forgetful, I (**not / leave**) my canvas bags at home this morning.
- If the country (**be**) wealthier, it (**invest**) more in green tech last decade.
- If fossil fuels (**be**) less profitable, big corporations (**switch**) to wind power long ago.
- If you (**be**) more careful with water, you (**not / use**) so much during the drought last month.
- If education (**be**) better, people (**understand**) the risks of global warming sooner.

● Task 9

Rewrite the following real-life situations as Mixed Conditionals.

1. We didn't stop deforestation, so the air is more polluted now.
 - If we...
2. I am not a scientist, so I didn't understand the technical report yesterday.
 - If I...
3. They didn't install filters, so the water tastes terrible today.
 - If they...
4. You aren't interested in ecology, so you didn't watch the documentary.
 - If you...
5. The world ignored the warnings, so we are facing a crisis now.
 - If the world...
6. (Create your own based on a current local issue).

Wishes & Regrets

● Task 10

Write a sentence using *Wish* or *If Only* for each situation.

1. I want the government to ban single-use plastics right now.
 - I wish...
2. It's a pity we didn't start recycling earlier.
 - I wish...
3. I'm annoyed that people keep throwing trash on the street. (Expressing annoyance)
 - I wish people...
4. I regret not buying an electric car when I had the chance.
 - If only...
5. I want it to stop raining acid rain.
 - I wish...
6. Our city doesn't have enough green spaces.
 - I wish our city...
7. I didn't know about the impact of fast fashion before.
 - If only...
8. I want the weather to be cooler this summer.
 - I wish...
9. Corporations don't take responsibility for their waste.
 - I wish corporations...
10. I didn't bring my own coffee cup today.
 - If only...

● Task 11

Complete the sentences with your own ideas using the correct grammar structures.

1. I wish the world **(be)**...
2. If only we **(not / waste)**...
3. I wish the local government **(would)**...
4. If I had known more about ecology when I was younger, I **(be)**...
5. If the planet **(not / be)** in danger, we **(not / have to)**...
6. I wish everyone **(take)**...
7. If only big businesses **(not / care)**...
8. I wish I **(can)**...
9. If we had respected the environment more in the past, the world **(look)**...
10. I wish my neighbours **(stop)**...

The “Eco-Restoration” Council

● Task 12

Work in groups. Imagine that you are a team of environmental consultants hired by a fictional city, “Industria,” which is currently suffering from extreme pollution, no green spaces, and a failing waste system. You must present a “Recovery Manifesto” to the citizens.

Phase 1: The Retrospective (Wishes & Regrets)

Look at the current state of Industria. Write three statements expressing regrets about how the city was managed in the past.

- *Example: “We wish the previous mayor hadn't sold the central park to a factory developer.”*
- *Example: “If only the citizens had protested against the river pollution in the 90s.”*

Phase 2: The Reality Check (Mixed Conditionals)

Explain to the citizens why things are so bad right now by linking past mistakes to present problems.

- *Example: “If the city had invested in a tram system 20 years ago, our air wouldn't be so toxic today.”*
- *Example: “If we weren't so dependent on coal, our energy bills would have dropped years ago.”*

Phase 3: The Vision (Future Tenses)

Outline your plan for the next 50 years. Use Future Continuous and Future Perfect to show the timeline of improvement.

- *Example: “By 2035, we will have planted one million trees across the city.”*
- *Example: “In 2050, children will be swimming in the river again.”*

Listening

➡ The “Cuddly” Brand Trap



Image is created with <https://chatgpt.com/>

● Task 1

a. Before you watch the video “[Five ethical brands owned by unethical companies](#)”, discuss these questions in pairs:

1. What makes a brand “ethical” in your eyes? (e.g., packaging, fair wages, animal rights).
2. Do you have a favourite eco-friendly brand? Do you know who owns it?

3. What is “Greenwashing”? How might a large corporation use it?

b. Watch the [video](#) once. Which of the following best describes Sarah's main argument?

- A) Small ethical brands are failing because they cannot compete with multinationals.
- B) Large unethical corporations often buy ethical brands to improve their image or enter new markets.
- C) It is impossible to shop ethically in the modern world, so consumers should stop trying.
- D) Ethical consumerism is a marketing myth created by big businesses like Coca-Cola.

● Task 2

Watch the section on each brand (1–5) and match the Parent Company to the Ethical Concern mentioned in the video.

Ethical Brand	Parent Company	The Ethical Issue (Allegation)
1. Green & Black’s	A. Unilever	I. Aggressive marketing of baby formula.
2. Pukka Herbs	B. Mondelez	II. Being the world’s largest plastic polluter.
3. Alpro	C. Coca-Cola	III. Links to child labour and deforestation (palm oil).
4. Ecover / Method	D. Danone	IV. Use of private security against striking workers.

Ethical Brand	Parent Company	The Ethical Issue (Allegation)
5. Innocent	E. SC Johnson	V. Openly admits to continuing animal testing.

Task 3

Watch the video again and decide if the following statements are True (T) or False (F).
Correct the false ones.

1. Ethical Consumer rates companies based on their current products, regardless of who owns them.
2. Green & Black's chocolate recently added more organic labels to their "Velvet Edition" range.
3. More than 10% of Unilever's global workforce was employed on a plantation in Kenya in 2007.
4. Danone is the world's leading retailer of fresh dairy products.
5. Ecover and Method saw their ethical score drop by more than 50% after being bought by SC Johnson.
6. Coca-Cola was convicted in court for the murder of Trade Union leaders in Colombia.
7. According to a study, El Salvador could run out of water within 80 years.

Task 4

Complete the information from the video using the words/phrases from the box.

subsidiary | supply chain | complicity | siphoning off | boycott | pioneers | guzzlers | sustainable

1. Green & Black's was known as an ethical _____, becoming the first to have a fair trade chocolate bar.
2. Mondelez has been criticized for issues in its palm oil _____.
3. The Green & Black's brand is now just a _____ of Mondelez International.
4. Ecover and Method face an ongoing _____ call due to their parent company's animal testing.
5. Coca-Cola has been accused of _____ in violence against unions.
6. The company is criticized for _____ vital water supplies in regions with shortages.
7. The local bottling company is described as one of the biggest industrial water _____.

Task 5

In groups, use the grammar from the previous section (Mixed Conditionals & Future Tenses) to discuss:

1. If these big companies **hadn't bought** the smaller brands, would those ethical products **be** as widely available as they are today?
2. Do you think Ecover **will have convinced** SC Johnson to stop animal testing by 2030?
3. If you **were** a vegan, **would you have bought** Alpro milk yesterday if you had known Danone owns them?
4. **I wish** large corporations **would...** (Complete this thought).

➡ Svalbard – Life at the Edge of the World



Image is created with <https://chatgpt.com/>

● Task 6

Before watching the [video](#), look at the title: “*The remote visa-free island at the top of the world.*” Discuss with a partner:

1. Where in the world do you think this island is located?
2. What does “visa-free” imply for people moving there?
3. What challenges would you expect to face living in a place where “Nature rules”?

● Task 7

Watch the [video](#) once. Tick the topics that are mentioned by the residents:

- ☐ The difficulty of finding a job.
- ☐ The presence of polar bears in and out of town.
- ☐ The lack of a maternity ward (no one is born there).
- ☐ The extreme weather and months of darkness/light.
- ☐ The high cost of living compared to Europe.
- ☐ The visible effects of climate change.

● Task 8

Watch the [video](#) again and decide if these statements are True (T) or False (F). Correct the false ones.

1. One resident from Brazil moved there because it was easier to get a work permit than elsewhere.

2. Longyearbyen is home to people from over 50 different nationalities.
3. If you die in Svalbard, you are buried in the local town cemetery.
4. It is mandatory to carry a gun when leaving the town limits for protection.
5. The manager of the sporting store has lived on the island for 5 years
6. One resident used a “lottery” system with pieces of paper to decide where to travel next.

● Task 9

- a. Match the words and idioms from the video to their definitions. Pay attention to how the speaker uses them to describe the harsh reality of the Arctic.

Word/Phrase	Context from Video	Definition
1. Maternity ward	“...you don't have a maternity ward here.”	A. To grow or develop successfully in a difficult environment.
2. Squeezed in	“...different nationalities squeezed in one place.”	B. A person or thing that consumes a large amount of a resource.
3. Flourish	“...how life can flourish in such a harsh climate.”	C. A hospital department for women giving birth.
4. Guzzler *	“...industrial water guzzlers polluting the area.”	D. To gradually stop using or providing something.
5. Phase out	“...they are trying to phase out coal mining.”	E. To be packed together in a very small or tight space.
6. Permafrost	“...the permafrost makes it impossible to bury bodies.”	F. A place that provides protection or a safe way out.
7. Work permit	“...it was easier to get a work permit here.”	G. Ground that remains completely frozen for at least two years.
8. Safety valve	“...the island acts as a safety valve for the restless.”	H. An official document giving a foreigner permission to be employed.

**Note: This term appears in the “Ethical Consumer” video context but relates to the “Industrial Guzzlers” mentioned in global environmental reports.*

- b. Complete the following paragraph about Arctic conservation using the correct form of the words from Part A.

The rapid melting of the (1) _____ is the biggest threat to Svalbard’s infrastructure today. As the ground softens, many buildings that were once stable are now being (2) _____ by shifting soil. To combat this, the local government has decided to (3) _____ the use of heavy-duty diesel engines, which are notorious fuel (4) _____. Despite these challenges, rare Arctic plants continue to (5) _____ in the valleys. Many international scientists apply

for a (6) _____ to study here, but they must be careful; there is no (7) _____ on the island, so any researcher who is pregnant must travel to the mainland weeks before their due date. For many, this remote island remains a (8) _____, a place to escape the suffocating pressure of modern city life.

Task 10

Use **Mixed Conditionals and Future Tenses** to discuss these questions in groups:

1. If Svalbard **weren't** a visa-free zone, do you think it **would have attracted** such a diverse population?
2. The resident says he might not be able to show the ice to his grandchildren. By 2060, do you think the ice **will have disappeared** completely?
3. **I wish I could/couldn't** live in a place with 4 months of total darkness because...

Literature Corner



Image is created with <https://dreamstudio.stability.ai/>

A Fable for Tomorrow

Task 1

You will read the extract from the book “*Silent Spring*” by Rachel Carson, an American marine biologist, writer, and conservationist. Before reading, discuss the following with a partner:

1. **Imagery:** Look at the title of the book, “*Silent Spring*”. What does it suggest to you? What sounds should you normally hear in spring?
2. **Vocabulary Prediction:** You will see the following words in the text. Which ones do you think describe the **beginning** of the story, and which describe the **end**?
 - *Prosperous / Blight / Abundance / Moribund / Throbbled / Stricken / Withered / Harmony*
3. **Concept:** What is a “fable”? Why might an author choose to start a scientific book with a fictional story?

● Task 2

Read the text and complete the following tasks to analyse the narrative shift.

a. Complete the table below to show how the town changes.

Feature	The “Past” (Harmony)	The “Future” (The Blight)
Vegetation	White clouds of bloom; blaze of colour.	
Animals/Livestock	Foxes barked; deer silently crossed fields.	
Birds		
Humans		
Water/Streams		

b. Scan the text for the penultimate paragraph (starting with “In the gutters...”).

1. What physical evidence of the disaster is left behind?
2. According to the author, who or what is responsible for this "evil spell"?

A Fable for Tomorrow

(Extract)



Image is created with <https://dreamstudio.stability.ai/>

THERE WAS ONCE a town in the heart of America where all life seemed to live in harmony with its surroundings. The town lay in

the midst of a checkerboard of prosperous farms, with fields of grain and hillsides of orchards where, in spring, white clouds of bloom drifted above the green fields. In autumn, oak and maple and birch set up a blaze of colour that flamed and flickered across a backdrop of pines. Then foxes barked in the hills and deer silently crossed the fields, half hidden in the mists of the fall mornings.

Along the roads, laurel, viburnum and alder, great ferns and wildflowers delighted the traveller's eye through much of the year. Even in winter the roadsides were places of beauty, where countless birds came to feed on the berries and on the seed heads of the dried weeds rising above the snow. The countryside was, in fact, famous for the abundance and variety of its bird life, and when the flood of migrants was pouring through in spring and fall people travelled from great distances to observe them.

Others came to fish the streams, which flowed clear and cold out of the hills and contained shady pools where trout lay. So it had been from the days many years ago when the first settlers raised their houses, sank their wells, and built their barns.

Then a strange blight crept over the area and everything began to change. Some evil spell had settled on the community: mysterious maladies swept the flocks of chickens; the cattle and sheep sickened and died. Everywhere was a shadow of death. The farmers spoke of much illness among their families. In the town the doctors had become more and more puzzled by new kinds of sickness appearing among their patients. There had been several sudden and unexplained deaths, not only among adults but even among children, who would be stricken suddenly while at play and die within a few hours.

There was a strange stillness. The birds, for example – where had they gone? Many people spoke of them, puzzled and disturbed. The feeding stations in the backyards were deserted. The few birds seen anywhere were moribund; they trembled violently and could not fly. It was a spring without voices. On the mornings that had once throbbed with the dawn chorus of robins, catbirds, doves, jays, wrens, and scores of other bird voices there was now no sound; only silence lay over the fields and woods and marsh.

On the farms the hens brooded, but no chicks hatched. The farmers complained that they were unable to raise any pigs – the litters were

small and the young survived only a few days. The apple trees were coming into bloom but no bees droned among the blossoms, so there was no pollination and there would be no fruit. The roadsides, once so attractive, were now lined with browned and withered vegetation as though swept by fire. These, too, were silent, deserted by all living things. Even the streams were now lifeless. Anglers no longer visited them, for all the fish had died.

In the gutters under the eaves and between the shingles of the roofs, a white granular powder still showed a few patches; some weeks before it had fallen like snow upon the roofs and the lawns, the fields and streams. No witchcraft, no enemy action had silenced the rebirth of new life in this stricken world. The people had done it themselves.

...This town does not actually exist, but it might easily have a thousand counterparts in America or elsewhere in the world. I know of no community that has experienced all the misfortunes I describe. Yet every one of these disasters has actually happened somewhere, and many real communities have already suffered a substantial number of them. A grim spectre has crept upon us almost unnoticed, and this imagined tragedy may easily become a stark reality we all shall know. What has already silenced the voices of spring in countless towns in America? This book is an attempt to explain.

Taken and modified from:

https://ia902801.us.archive.org/13/items/fp_Silent_Spring-Rachel_Carson-1962/Silent_Spring-Rachel_Carson-1962.pdf

Task 3

a. Search the text to find the precise words Carson uses to describe the decay of the town. The first and last letters are provided.

1. **B** _ _ _ _ **T**: A diseased or ruined state; a botanical disease or a thing that spoils/damages something.
2. **M** _ _ _ _ _ **D**: Dying, at the point of death, or in a terminal decline.

3. **S** _____ **R**: A ghostly, frightening presence or a haunting possibility.
4. **P** _____ **N**: The transfer of pollen for plant reproduction (which failed because the bees were gone).
5. **S** _____ **N**: To be hit or deeply affected by a disease, trouble, or misfortune.
6. **W** _____ **D**: Shrivelled, shrunk, or dried up (describing the vegetation).
7. **M** _____ **Y**: A disease or ailment (often used to describe the livestock in the text).
8. **A** _____ **E**: A very large quantity of something; the opposite of the "stillness" that followed.

b. Using the text as a base, complete the table with the correct forms of the words.

Noun	Verb	Adjective
Abundance	—	(1) _____
Pollination	(2) _____	—
Stillness	—	(3) _____
(4) _____	—	Moribund
Harmony	(5) _____	Harmonious
Destruction	(6) _____	Destructive

c. Carson uses specific words to make the chemicals seem like a “supernatural” evil before revealing they are man-made.

1. Find three words in the text related to **magic** or **religion** (e.g., *Spell, Witchcraft*). Why does she use these?
2. Look at the word **Spectre**. In environmental science, we often talk about a “spectre” hanging over a region. What is the current “spectre” hanging over our planet today?

d. Reflect on the text using the grammar points from this unit.

1. **Mixed Conditional**: If the people **hadn't scattered** the “white granular powder,” the town **would still be...**
2. **Wish**: “The farmers wish their chicks **would hatch...**” (Is this a wish for the past or the present? Explain).
3. **Future Tense**: According to the final paragraph, what **will happen** if we do not notice the “grim spectre”?

Task 4

Rachel Carson says this town “does not actually exist, but it might easily have a thousand counterparts.”

- Do you think using a “fable” or a “horror story” is an effective way to communicate scientific facts?
- Some people in the 1960s accused Carson of being “too emotional” and “not scientific enough.” If you were a scientist at that time, would you have defended her? Why or why not?

English in Use



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Word formation

Task 1

Complete the sentences by changing the form of the word in CAPITALS.

1. The _____ of the rainforest is happening at an incredible speed. (**DESTROY**)
2. Many countries are moving toward _____ energy sources. (**RENEW**)
3. Air _____ is a major health risk in developing cities. (**POLLUTE**)
4. It is _____ to think we can continue consuming at this rate. (**LOGIC**)
5. The _____ of rare plants is vital for medical research. (**PRESERVE**)
6. We need an _____ approach to solve the water crisis. (**INNOVATE**)
7. The government's _____ to sign the treaty was criticized. (**REFUSE**)
8. Some chemicals have a _____ effect on the soil. (**HARM**)
9. We must take _____ action to stop illegal logging. (**DECIDE**)
10. The _____ of the ozone layer has slowed down recently. (**DEplete**)



Key Word Transformation

● Task 2

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1. I'm sorry we didn't start the recycling programme earlier.
WISH I _____ the recycling programme earlier.
2. We destroyed the forests, and now the local climate is changing.
IF The local climate wouldn't be changing _____ the forests.
3. It's a pity people don't care more about carbon footprints.
ONLY If _____ more about carbon footprints.
4. By the end of this decade, they will finish building the new wind farm.
HAVE By the end of this decade, the new wind farm _____ built.
5. I am not an expert, so I didn't give a speech at the climate summit.
WOULD If I were an expert, I _____ a speech at the climate summit.
6. The government plans to gradually stop using coal over the next five years.
PHASE The government is going _____ coal over the next five years.
7. I want my neighbours to stop using chemical pesticides.
WOULD I wish my neighbours _____ chemical pesticides.
8. We didn't invest in solar energy, so we still depend on oil today.
DEPEND If we had invested in solar energy, we _____ on oil today.
9. Scientists expect the ice caps to melt completely before the next century.
WILL By the next century, the ice caps _____ completely.
10. It was a mistake for the company to ignore the environmental regulations.
SHOULD The company _____ the environmental regulations.

Open Cloze

Task 3

Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Living in the Shadow of the Spectre

There was a time (0) **when** humanity believed that nature was an infinite resource. However, as Rachel Carson famously pointed out in *Silent Spring*, we have often behaved (1) _____ though we are masters of the earth rather than its guardians. In her "fable," she describes a town where the birds have stopped singing (2) _____ to the unintended consequences of chemical use.

Today, we face similar dilemmas. Many people wish that large corporations (3) _____ take more responsibility for their environmental impact. (4) _____ the rise of "ethical brands," many of these are owned by multinational giants (5) _____ primary focus remains on profit. If these companies (6) _____ not started "greenwashing" their image, consumers might have found it easier to make truly sustainable choices.

Looking toward the future, the situation is critical. Scientists warn that (7) _____ we take decisive action now, the damage to our ecosystems will (8) _____ become irreversible. By the middle of this century, it is predicted that many coastal cities will (9) _____ been flooded due to rising sea levels. We must ask ourselves: if we had listened to the warnings fifty years ago, (10) _____ our planet be in such a crisis today?

Task 4

Read the text below and decide which answer (A, B, C, or D) best fits each gap.

In recent years, the corporate world has undergone a significant (1) _____ in its approach to the environment. No longer seen as a niche concern, sustainability is now at the (2) _____ of global business strategies. Many companies are attempting to (3) _____ out old, carbon-heavy technologies in favour of cleaner alternatives.

However, this transition is not without its challenges. Some firms have been accused of "greenwashing," a practice where they (4) _____ claims about their eco-credentials that are not backed up by reality. This can (5) _____ consumers, making it difficult for them to distinguish between truly ethical brands and those that are simply trying to (6) _____ into the lucrative "green" market.

To ensure long-term success, businesses must look beyond short-term (7) _____ and consider their "triple bottom line": people, planet, and profit. If corporations (8) _____ to ignore these factors in the past, they are certainly paying the price now through lost reputation and

legal (9) _____. By the time the next decade arrives, it is hoped that sustainable practices will have become the (10) _____ rather than the exception.

Gap	A	B	C	D
1	shift	swing	move	variation
2	forehead	frontline	forefront	foreground
3	cancel	phase	wipe	break
4	make	do	give	tell
5	mistake	mislead	mesmerize	mistrust
6	tap	hit	knock	strike
7	benefits	gains	winnings	earnings
8	refused	rejected	denied	resisted
9	actions	acts	activities	accounts
10	rule	norm	habit	custom

Error Correction

Task 5

In each line, there is one extra, unnecessary word. Find it and cross it out.

1. Some companies they claim to be eco-friendly but are actually polluting.
2. If we had been started recycling sooner, the oceans would be cleaner now.
3. The government is going to be phase out the use of coal by 2030.
4. I wish that people would to take more interest in the climate crisis.
5. The destruction of the rainforest it is happening at a terrifying rate.
6. By the next year, scientists will have been discovered more about the ice caps.

Register Transfer (Formal vs. Informal)

Task 6

Rewrite the following informal observations into a formal, academic style suitable for an environmental report. Use the prompt words provided in brackets to guide your transformation.

1. **Informal:** I'm really sorry we didn't listen to Rachel Carson's warnings back in the 60s.
 - o **Formal (HEED):** It is deeply regretted that Rachel Carson's warnings _____ in the 1960s.

2. **Informal:** If we don't stop cutting down trees right now, the weather is going to get much worse.
 - **Formal (UNLESS):** _____ immediate action is taken to halt deforestation, climatic conditions will deteriorate significantly.
3. **Informal:** Big companies just want to make a quick buck and don't really care about the earth.
 - **Formal (PRIORITIZE):** Many large corporations continue to _____ environmental integrity.
4. **Informal:** People are seeing more and more strange sicknesses in towns near the factories.
 - **Formal (INCIDENCE):** There has been a marked increase in the _____ in areas adjacent to industrial plants.
5. **Informal:** We need to find new and clever ways to fix the problem of not having enough water.
 - **Formal (INNOVATIVE):** The _____ implementation of _____ address the issue of water scarcity.
6. **Informal:** The government said "no" to the new treaty and everyone got really angry about it.
 - **Formal (REFUSAL):** The government's _____ widespread public and international criticism.
7. **Informal:** If we had put money into solar power years ago, we wouldn't be in this mess with oil prices today.
 - **Formal (INVESTED):** Had _____ in solar energy decades ago, the current dependency on fossil fuels would be greatly reduced.

Gapped Sentences

Task 7

For each set of sentences (1–5), find one word that can be used to complete all three gaps. The word must be used in its original form (no pluralizing or changing tense).

Set 1

- The company decided to _____ out its old, coal-burning machinery over the next two years.
- The moon entered a new _____ during the solar eclipse, casting a shadow over the valley.
- Many scientists believe this heatwave is just a _____ the planet is going through, but others disagree.

Set 2

- There has been a major _____ in public opinion regarding the use of single-use plastics.
- I need to _____ my focus away from consumerism and toward more sustainable living.
- The factory workers had to work a double _____ to finish the order of eco-friendly packaging.

Set 3

- A strange _____ crept over the area, and soon the once-green fields began to turn brown.
- The abandoned factory remains a _____ on the landscape of an otherwise beautiful national park.
- Many experts believe that rising sea levels will _____ the future of coastal communities.

Set 4

- We must _____ more trees if we want to offset our carbon emissions from this flight.
- The chemicals were manufactured at a large industrial _____ located just outside the city.
- The biologist decided to _____ a hidden camera to monitor the movements of the local fox population.

Set 5

- The “Silent Spring” described by Carson is a grim _____ of what might happen if we ignore the warnings.
- I tried to _____ the old camera lens to get a clearer view of the rare birds in the distance.
- Environmentalists argue that we need to _____ the way we distribute resources to ensure equality.



The “Long Turn” Reflection



Task 8

In pairs discuss the following questions. Try to use at least one Mixed Conditional or Wish structure in your discussions.

1. **On Corporate Responsibility:** “If major corporations **had prioritized** the planet over profit fifty years ago, do you think our modern lifestyle **would be** significantly different today?”
2. **On Individual Action:** “Some people argue that individual actions (like recycling) are useless unless governments take the lead. To what extent do you agree?”
3. **On the Role of Literature:** “Rachel Carson used a 'fable' to warn the world. Do you think stories and films are more effective at changing public opinion than scientific data?”
4. **On Future Tech:** “Looking at the transition to renewable energy in places like Svalbard, do you believe technology **will have solved** the climate crisis by the end of this century?”

Useful Language

To express Regret/Hypothesis	To express Opinion/Nuance	To talk about Change
<i>If only we had listened...</i>	<i>It's a double-edged sword...</i>	<i>A significant shift in...</i>
<i>Had we known the risks...</i>	<i>I'm in two minds about...</i>	<i>To phase out old habits...</i>
<i>I wish governments would...</i>	<i>From my perspective...</i>	<i>The incidence of...</i>

Writing: Review



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The Critical Review

Task 1

- a. Read the task below. Who is the target reader? What is the purpose of the review?

Review Wanted: Have you seen a documentary or read a book recently that deals with environmental issues? Write a review for our student magazine describing the content, explaining what you learned, and deciding whether you would recommend it to other students.

- b. Match the following “Planet Issues” topics to the most appropriate title style for a student magazine. Propose one alternative title to every topic.

- | | |
|--|---|
| 1. Topic: A documentary on ocean plastic. | A. The “Witty” Title: <i>Ignoring the End of the World: A Review of ‘Don't Look Up’.</i> |
| 2. Topic: A book on the melting permafrost in Svalbard. | |

3. Topic: A satirical movie about climate change.	B. The “Dramatic” Title: <i>A World Underwater: Is it Too Late for our Oceans?</i> C. The “Direct” Title: <i>Ice on the Edge: My Journey to the Top of the World.</i>
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● Task 2

In a review, standard adjectives like “good” or “sad” are too weak. Match the standard word with its “High-Impact” equivalent.

Standard Adjective	High-Impact Review Equivalent
1. Good / Effective	A. Devastating
2. Bad / Unpleasant	B. Exceptional
3. Sad / Tragic	C. Thought-provoking
4. Interesting / Smart	D. Catastrophic
5. Long / Boring	E. Compelling
6. Very clear / Obvious	F. Tedious
7. Scaring / Realistic	G. Stark
8. Moving / Emotional	H. Chilling

● Task 3

Complete these common review “building blocks” using the unit's vocabulary.

- The documentary is set in **Svalbard**, where the ecosystem is on the v ____ of collapse.
- What s _____ me most was the i _____ approach to solving the plastic crisis.
- The book is f _____ with vivid imagery of a world without nature.
- I would h _____ recommend this to anyone interested in corporate ethics.
- The film s _____ a light on the d _____ effect of fast fashion on the soil.
- The author t _____ into the public's fear of a "Silent Spring."
- The plot is p _____ with tension as the characters face a s _____ of famine.
- Ultimately, the message f _____ short because the ending feels like g _____.

● Task 4

A review usually follows a 4-paragraph structure. Reorder these paragraphs into the correct logical flow:

- [] **The Verdict:** Final recommendation and “star rating.”
- [] **The Analysis:** What you liked/disliked (use Mixed Conditionals here!).
- [] **The Introduction:** Basic facts (Title, Author/Director, Topic).
- [] **The Summary:** A brief overview of the main plot or message.

● Task 5

Read the following review snippets (A–H). For each one:

1. **Identify the Tone:** Is the reviewer **Optimistic, Critical, or Sceptical**?
 2. **Highlight the “Doubt”:** Identify the specific words or phrases that suggest the reviewer does not fully believe the “green” message.
- Snippet A: “The film presents an innovative look at plastic, though some might find the happy ending a bit unrealistic.”
 - Snippet B: “The documentary feels like a corporate advertisement, clearly attempting to greenwash the company's image rather than offer a decisive solution.”
 - Snippet C: “While the brand claims to use recycled ocean plastic, the lack of transparency regarding its supply chain is concerning.”
 - Snippet D: “The author’s prosperous vision for the future of solar energy is compelling, yet it ignores the stark reality of mineral mining.”
 - Snippet E: “The campaign is merely a PR stunt designed to distract consumers from the company's harmful core practices.”
 - Snippet F: “This book offers a superficial take on sustainability, glossy in its presentation but shallow in its actual scientific data.”
 - Snippet G: “The director’s refusal to interview environmental activists makes the film feel one-sided and biased toward the industry.”
 - Snippet H: “It is illogical to celebrate this 'green' initiative when it only addresses 1% of the total carbon emissions produced.”

● Task 6

Moving from a “simple” to an “advanced” review style is about shifting from basic emotional reactions to sophisticated analysis.

An Advanced Review Style uses:

- **Precise Vocabulary:** Replacing “good” or “bad” with context-specific terms like *convincing* or *detrimental*.
- **Complex Grammar:** Using Mixed Conditionals to link past environmental mistakes to present consequences.
- **Hypothetical Structures:** Using Wishes and Inversions (e.g., *Had we known...*) to express regret or a desire for change without sounding repetitive.

Transform these simple opinions into “Advanced Review” style.

1. **Simple:** I wish the director had shown more solutions.
 - **Advanced:** I **wish** the director _____ more practical solutions.
2. **Simple:** If the acting were better, the movie would be more popular.
 - **Advanced:** If the acting **were** more convincing, the movie _____ more impact.
3. **Simple:** We didn't listen to the experts, and now we have this problem.
 - **Advanced:** If we **had heeded** the warnings, we _____ in this crisis now.
4. **Simple:** I want companies to stop lying about being green.
 - **Advanced:** I **wish** corporations _____ "greenwashing" their products.
5. **Simple:** If Carson hadn't written that book, things would be worse today.
 - **Advanced:** **Had** Carson not written *Silent Spring*, the environmental movement _____ today.
6. **Simple:** If it weren't so expensive, more people would buy organic food.
 - **Advanced:** If organic food **weren't** so pricey, its consumption _____ significantly.
7. **Simple:** I wish people cared more about the ozone layer.
 - **Advanced:** **If only** the general public _____ more concern for the ozone layer.
8. **Simple:** Because they ignored the leak, the river is now dead.
 - **Advanced:** If they **hadn't ignored** the leak, the river **would still** _____.

 Task 7

Instructions: Write a review (140–190 words) for a student website. Choose one of the following options:

- **Option 1: The Visual Masterpiece.** Review a documentary like *Our Planet* (Netflix) or *A Life on Our Planet* (David Attenborough). Focus on the imagery and the **stark** reality of biodiversity loss.
- **Option 2: The Satirical Warning.** Review the movie *Don't Look Up*. Discuss how it uses a comet as a metaphor for the **spectre** of climate change and how politicians **refuse** to act.
- **Option 3: The Modern Brand.** Review a “sustainable” brand you use (clothing, tech, or food). Is it truly **innovative**, or is it just a clever attempt to **greenwash** their image?
- **Option 4: The Literary Classic.** Review *The Lorax* (Dr. Seuss) or *Silent Spring*. Explain why these stories are still **compelling** for readers today.

Your review must include:

1. An engaging, **minimalist** title.
2. A brief summary using at least two **polysemous** words (e.g., *phase*, *shift*, *plant*).
3. An analysis of the **harmful** or **prosperous** future it describes.
4. One **Mixed Conditional** and one **Wish** structure.
5. A final recommendation based on the “triple bottom line” (People, Planet, Profit).

Unit 4. The Cycles of Life



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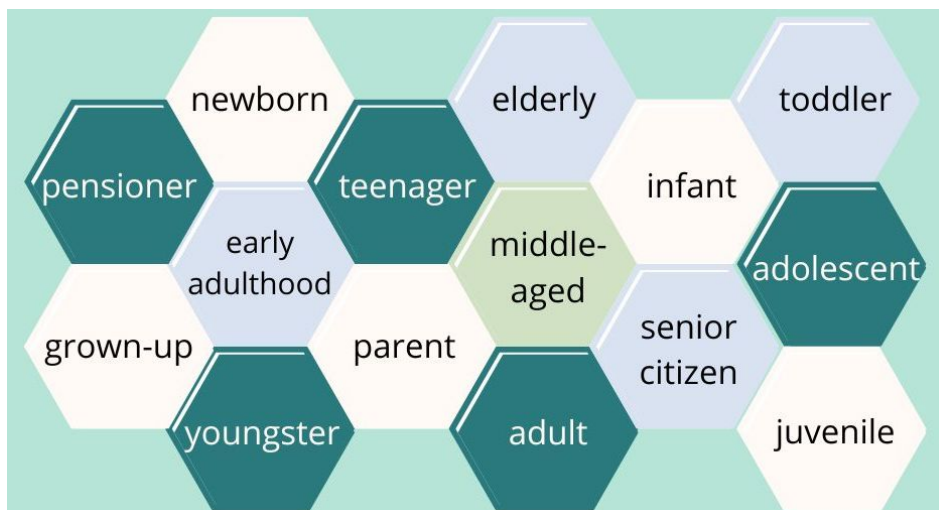
Lead-in



The Human Life Cycle: What Shapes Us Most?

● Task 1

Look at the following stages of the human life cycle. In pairs, discuss which stage has the greatest impact on a person's identity.



● Task 2

a. You are going to watch a short video [the Human Life Cycle Explained: From Birth to Old Age](#):

1. By the age of 5, a child's brain reaches almost its adult size.
2. Adulthood is described as a period where physical abilities peak and the brain stops developing.
3. Later life can bring increased happiness and emotional wisdom despite physical decline.
4. A newborn is one of the most vulnerable stages of life and is completely dependent on others.
5. The human body remains exactly the same throughout adulthood, without replacing its cells.

b. In groups, read each statement carefully. Decide whether it describes a biological fact (something supported by science) or a social perception (a belief, stereotype, or cultural expectation). Discuss your reasoning with your group.

- 1 Babies rely entirely on caregivers.
- 2 Teenagers are always rebellious.
- 3 Adults are expected to be financially independent.
- 4 Older people are less productive.
- 5 Children learn languages faster than adults.
- 6 Puberty always happens at exactly the same age for everyone.
- 7 Men are naturally better at math than women.
- 8 Sleep patterns change as people get older.
- 9 Young children are more creative than adults.
- 10 People in middle age are usually more responsible than teenagers.

c. Rewrite the following factual statements as short mini-stories.

Example:

Fact: "A child learns to walk at around one year old."

Story: "Little Emma took her first shaky step, her parents holding their breath before bursting into applause."

1. **Fact:** Newborns can recognise their mother's voice within a few days.
Story: _____
2. **Fact:** Toddlers learn to walk by experimenting and falling repeatedly.
Story: _____
3. **Fact:** Children develop basic moral understanding around age 4–5.
Story: _____
4. **Fact:** Adolescents experience rapid growth in both body and brain.
Story: _____
5. **Fact:** Teenagers' decision-making abilities continue to develop into their 20s.
Story: _____
6. **Fact:** Adults often take on leadership roles at work or in families.
Story: _____
7. **Fact:** People in middle age may experience a decline in metabolism.

- Story: _____
8. **Fact:** Older adults can still learn new skills and languages.
Story: _____
9. **Fact:** Emotional intelligence tends to increase with age.
Story: _____
10. **Fact:** Life experiences shape personality and outlook over time.
Story: _____

The Journey of Wisdom: Life Lessons Across the Years

Task 3

In small groups, read the three quotes below. Discuss whether you agree or disagree with them. Why (not)?

“The afternoon knows what the morning never suspected.” – *Robert Frost*

“Do not grow old, no matter how long you live. Never cease to stand like curious children before the Great Mystery into which we were born.” – *Albert Einstein*

“How old would you be if you didn't know how old you were?” – *Satchel Paige*

Reading



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➔ Stages of Life

● Task 1

- a. You are going to read the text about ageing. Before reading, look at the famous quote by David Bowie: *“Aging is an extraordinary process whereby you become the person you always should have been.”* What do think it means?
- b. Do you think society allows people to become who they truly are as they age, or does it impose limitations? Discuss in pairs.

● Task 2

- a. Look at the term *“The Silver Tsunami”*. What do you think it means in relation to age and population changes?
- b. Discuss with a partner:
 1. How do people in your society usually feel about getting older? Do you think these attitudes are mostly positive or negative? Why?
 2. At what stage of life (e.g., childhood, adolescence, adulthood, older age) do you think people face the most stereotypes? Give examples.

3. Do you think age influences how people are treated in everyday situations (e.g. work, social life, media)? In what ways?

Ageing is not a destructive force': How defying ageism can help you live longer

The image was generated by <https://gemini.google.com/>



It's true that you can be any age and experience ageism. Take Gen-Z for example who are often branded as “lazy” by older generations. In the UK, one in three people experience age-based prejudice or discrimination. In a US study, 93% of 2,000 adults aged between 50 and 80 years old said they experienced some form of everyday ageism.

Ageism is also closely tied to identity and social expectations. Age groups can protect spaces they believe to be theirs, for example, through the idea that older people shouldn't be in nightclubs. Or think about the clothes we wear through norms around what's age-appropriate, what people should and shouldn't be wearing.

Many of these assumptions are rooted in socially constructed stereotypes. It's worth remembering that many of the negative stereotypes around ageing are socially constructed – for example, if someone was to say a person is “too old to be studying”, who dictates what age is too old?

In fact, one study on individuals' personal perception of their age versus their actual age, found that those with a positive attitude towards ageing felt younger. Another 10-year longitudinal study in the US found that those with an older subjective age predicted lower life satisfaction.

A self-fulfilling prophecy

Ageism can cause older adults to internalise and confine themselves to negative stereotypes. For example, they may become less willing to accept new learning opportunities when they are perfectly capable of doing so, which can lead to low levels of self-esteem and self-confidence. This is referred to as the stereotype embodiment theory – where stereotypes are unconsciously assimilated, internalised and then influence day-to-day functioning and health.

In other words, it can be a self-fulfilling prophecy.

The consequences of this process can be serious. Ageism and self-stereotyping can cause people to suffer from health problems such as reduced physical performance and impaired cognitive function. It can also lead to symptoms of poor mental health like depression and anxiety, and affect how often older people seek social contact – the exclusion can make them more prone to loneliness and isolation.

On the other hand, people with positive perceptions of ageing might even live longer. Individuals with positive age beliefs lived on average 7.5 years longer than those with less positive perceptions on ageing. They had an advantage in memory performance – they typically had lower levels of biomarkers in

the brain that are associated with Alzheimer's disease.

What Is the Silver Tsunami?

The term “silver tsunami” refers to the profound social and economic changes driven by the ageing of the baby boomer generation, a large demographic group now entering older adulthood. This shift is not limited to one country but reflects a global trend. As a result, societies are facing significant transformations, including increased healthcare demands, pressure on pension systems, and a shrinking workforce as more experienced employees retire.

At the same time, this demographic wave is not purely a challenge but also an opportunity. People are living longer, often healthier lives, and many remain active contributors to the economy and their communities. Older adults represent a powerful consumer group and can support economic growth through spending, work, and investment. While the term itself is sometimes criticized for its negative connotations, the overall message is more balanced: the “silver tsunami” highlights both the risks and the potential benefits of an ageing population, suggesting that societies must adapt rather than resist this inevitable change.

Taken and modified from: <https://www.bbc.com/future/article/20260122-how-defying-ageism-can-help-you-live-longer>



Text Analysis



Task 3

Now read the text and for questions 1-8 choose the correct answer A, B, C, D. Explain your choice, underlying the parts of the text which helped you.

1. What is the main focus of the text?

- A. The biological process of ageing
- B. The causes of population growth
- C. The impact of ageism and attitudes towards ageing
- D. The lifestyle of younger generations

2. What does the example of Gen-Z show?

- A. That young people are more affected by discrimination
- B. That ageism can affect people of different ages
- C. That older people misunderstand technology
- D. That stereotypes are only negative for adults

3. Why are age-related stereotypes described as socially constructed?

- A. They are based on scientific research
- B. They are created and reinforced by society
- C. They only exist in certain cultures
- D. They are always accurate

4. What is the main idea of the “self-fulfilling prophecy” section?

- A. People ignore stereotypes completely
- B. Stereotypes can influence people’s behaviour and self-image
- C. Older adults are physically weaker
- D. Learning ability decreases with age

5. According to the text, what is one possible effect of internalised ageism?

- A. Increased motivation
- B. Better social relationships
- C. Reduced willingness to learn
- D. Improved mental health

6. What contrast does the text make about attitudes to ageing?

- A. Ageing is either entirely negative or entirely positive
- B. Only scientists have a positive view of ageing
- C. Negative views can be harmful, while positive ones can be beneficial
- D. Attitudes to ageing do not affect behaviour

7. What is suggested about the “silver tsunami”?

- A. It only creates economic problems
- B. It refers to a temporary demographic change
- C. It represents both challenges and opportunities
- D. It mainly affects young people

8. What conclusion does the text reach about ageing?

- A. It should be avoided whenever possible
- B. It is controlled only by biological factors
- C. It is shaped by both social attitudes and personal beliefs
- D. It has little impact on people’s lives

Task 4

Find words or phrases in the text that match the following definitions. The first one is done for you.

1. Unfair treatment or negative opinion about someone based on their characteristics:
prejudice
2. Continuing over a long period of time: _____
3. A theory explaining how stereotypes become part of a person’s thinking and behaviour:

4. A situation in which a belief causes itself to become true: _____
5. Reduced ability of the brain to think, remember, or make decisions: _____
6. Likely to experience something negative: _____
7. Biological indicators used to measure health or disease: _____
8. The later stage of life after middle age: _____
9. Becoming smaller in size, number, or importance: _____



Rethinking Age: From Stereotypes to Strengths

Task 5

In groups, discuss and make notes on:

Group A (Causes and Examples of Ageism):

1. Where do ageist attitudes come from? (*e.g., childhood, media, society*)

2. What stereotypes exist about different life stages (*childhood, adolescence, adulthood, older adulthood*)?
3. How does ageism affect people's identity and behaviour?

Group B (Solutions and Positive Perspectives):

1. How can individuals challenge ageism in everyday life?
2. What are the benefits of having a positive attitude towards ageing?
3. How can society change its perception of older adulthood (e.g., education, media, workplace)?

Vocabulary



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➔ Healthy Lifestyle

● Task 1

a. Choose the correct word to complete the sentences about a healthy lifestyle.

1. Maintaining a **balanced** / **balancing** diet that includes all essential nutrients is crucial for long-term health.
2. Regular exercise has a **positive** / **sensible** effect on both physical and mental wellbeing.
3. Highly **processed** / **processing** food often contains excessive sugar, salt, or unhealthy fats.
4. It is important to maintain a **healthy** / **health** lifestyle rather than focusing only on short-term goals.
5. Physical activity is highly **effective** / **efficient** in reducing stress and improving mood.
6. A **sensible** / **sensitive** diet incorporates a wide variety of nutrients and food groups.
7. He decided to **loose** / **lose** weight gradually by combining exercise with proper nutrition.
8. The doctor gave him useful **advice** / **advices** about improving his diet and lifestyle.

b. Complete the sentences with your own ideas.

1. People who follow a balanced diet usually _____
2. Avoiding processed food is important because _____
3. Adopting a healthy lifestyle involves _____

4. People often try to lose weight by _____
5. Listening carefully to a doctor's advice about nutrition can _____

Eating Healthy

Task 2

a. Read the comments about four cult diets. Which diet do you think would be appropriate for a) an athlete, b) a student, c) an old person, d) a person who wants to lose weight.

1. This **balanced diet** emphasizes nutrient-dense foods like whole grains, lean proteins, fruits and vegetables to maintain energy for study and daily sport or exercise. Adequate hydration and fibre-rich foods support concentration, while limiting ultra-processed foods enhances overall **healthy lifestyle** habits.
2. A **vegetarian or plant-based diet** rich in fruits, vegetables, whole grains, legumes, nuts and seeds to meet energy, protein and micronutrient needs while supporting training recovery. Research suggests plant-based eating can reduce chronic disease risks and align with balanced nutrition and physical activity goals.
3. A **Mediterranean-style balanced diet** prioritizes fruits, vegetables, whole grains, lean proteins and healthy fats, limiting added sugars and ultra-processed food. Sustainable weight loss also depends on consistent exercise and other healthy lifestyle habits for long-term results.
4. This diet focused on high-quality **healthy food**, such as seafood, lean proteins, whole grains, vegetables and legumes, supports muscle mass, bone strength and cardiovascular health. A nutrient-rich routine plus regular physical activity is key to maintaining energy, vitality, longevity and independence as part of an active lifestyle.

b. Make true sentences about your eating habits. Use words/phrases from the box to make sentences.

I	sometimes rarely occasionally often never don't really always only	like drink love hate enjoy can't stand don't mind eat	dairy products fish meat sweets fruit and vegetables salads fizzy drinks junk food greasy foods savoury snacks	all the time at work on a daily basis on holiday at university when on a diet
---	---	--	---	--

c. How do you like to eat the food: raw / fired / baked / roast/ steak?

Words often confused

Task 3

Choose the correct word from the options given. Only **one answer is correct** in each sentence.

1. For the main **starter** / **course** / **appetiser** / **dessert**, he ordered grilled salmon with vegetables.
2. After finishing the first serving, he asked the waiter if he could have another **plate** / **dish** / **helping** / **course** of pasta.
3. Before attempting to bake the cake, she carefully reread the **instructions** / **recipe** / **prescription** / **receipt** to make sure she had all the ingredients.
4. You can usually find ready-made meals in the **freezing** / **cold** / **icy** / **frozen** foods aisle near the back of the store.
5. I prefer **gassy** / **flat** / **sparkling** / **bubbly** water with my meals because I enjoy the carbonation.
6. After such a serious illness, it may take months to **heal** / **cure** / **recover** / **mend** completely.
7. The **wound** / **injury** / **pain** / **ache** on his arm was bleeding heavily and required immediate medical attention.
8. Each **course** / **plate** / **dish** / **helping** of the tasting menu was carefully designed to complement the next one.
9. After following the **recipe** / **instructions** / **prescription** / **receipt**, she realized she had misunderstood one of the steps.
10. Drinking **flat** / **gassy** / **sparkling** / **bubbly** water is often recommended if you have a sensitive stomach.

Idioms and fixed phrases

Task 4

a. Match each sentence beginnings (1-10) with the correct ending (a-j). Then explain the meaning of the *idiom in italics* in your own words.

1. Since he started working from home, he has turned into a real <i>couch potato</i> ,	a. so they often feel exhausted and stressed.
2. She has always had a <i>sweet tooth</i> ,	b. which is why she finds it difficult to give up desserts.
3. After recovering from the illness, he decided to <i>get back on track</i> with his fitness routine,	c. and started exercising regularly again.
4. Many teenagers try to <i>burn the candle at both ends</i> ,	d. and now prefers a more relaxed lifestyle.
5. As people reach their <i>golden years</i> ,	e. you can avoid many health problems.
6. He joined a gym because he wanted to <i>get in shape</i> before summer,	f. and improve his overall level of fitness.

7. During the long wait at the airport, they played games to <i>kill time</i> ,	g. so he spends most of his time sitting and watching TV.
8. If you <i>watch what you eat</i> ,	h. they often focus more on maintaining their health and wellbeing.
9. After years of unhealthy habits, she finally decided to <i>turn over a new leaf</i> ,	i. and distract themselves from boredom.
10. As a child, he was very active, but in his twenties, he began to <i>slow down</i> ,	j. and adopt a healthier lifestyle.

b. What habits should a person change to live a healthier lifestyle? Discuss the question in pairs or small groups. In your answer, try to use at least two-three idioms from task 4a. Discuss the question below in pairs or small groups. In your answer, try to use at least two-three idioms from Task 4a. Speak for 1–2 minutes.

Phrasal verbs

Task 5

Complete each sentence with one of the following particles: *out, over, with, up, off, on, without*. Then explain the meaning of the phrasal verbs in bold.

1. After years of drinking coffee every day, she finally managed to **do** ____ it completely.
2. When he retired, he decided to take ____ yoga to stay active and reduce stress.
3. During the holidays, many people tend to **put** ____ weight due to overeating.
4. It took him several months to **get** ____ the illness and return to his normal routine.
5. She refuses to **put up** ____ unhealthy habits in her family and always promotes a balanced lifestyle.
6. The spoiled milk in the kitchen began to **give** ____ an unpleasant smell.
7. Doctors often advise patients to **cut** ____ sugar to improve their overall health.
8. If you want to improve your diet, you should **keep** ____ junk food for at least a few weeks.
9. After a long and exhausting workout, I could really **do** ____ a refreshing drink.
10. He is so passionate about Italian cuisine that he feels he could **live** ____ pasta alone.

Prepositions

Task 6

a. Fill in: *on, in, to, with, out, under, from*, then make sentences with them.

- 1 _____ good shape; 2 to be _____ pressure; 3 _____ of date; 4 go to _____ a diet; 5 to be addicted _____ sth; 6 to recover _____ sth; 7 to be allergic _____ sth; 8 keep _____ a healthy weight; 9 _____ time _____ time; 10 to cope _____.

b. Fill in the sentences with: at, for, under, with.

1. He started learning to play the piano ____ an early age.
2. Children ____ the age of 12 are not allowed to use this equipment.
3. She is considered very mature ____ her age.
4. He achieved remarkable success ____ a young age.
5. It is illegal to sell alcohol to anyone ____ the age of 18.
6. She has always been very independent ____ her age.
7. Students ____ the age of 16 must attend school full-time.

GRAMMAR



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➔ Defining / Non-defining Relative Clauses

● Task 1

Read each sentence carefully and choose the correct interpretation. Pay attention to **defining** and **non-defining** relative clauses.

1. **While following a strict diet, she avoided processed food, which was difficult at first.**
A The diet was difficult at first.
B Avoiding processed food was difficult at first.
2. **The athletes who followed a balanced diet performed better in the competition.**
A All the athletes performed better.
B Only some of the athletes performed better.
3. **It is the only fitness centre in the area that offers personalised training programmes.**
A There are several fitness centres in the area.
B There is only one fitness centre in the area.
4. **He prepared a healthy meal with fresh ingredients, which was very satisfying.**
A The meal was very satisfying.
B The ingredients were very satisfying.
5. **The students who regularly exercise tend to feel more energetic during the day.**
A All the students feel more energetic.
B Only some of the students feel more energetic.

6. **My brother, who follows a vegetarian diet, cooks very nutritious meals.**

A I have one brother.

B I have more than one brother.

7. **I had a pizza at the new restaurant, which was enormous.**

A The pizza was enormous.

B The restaurant was enormous.

Clauses of Purpose

Task 2

a. **Combine the two sentences using the words in brackets. Make sure the new sentence is grammatically correct.**

1. Lucy prepared a smoothie. She wanted to get enough vitamins. (**in order to**)
2. He ate quietly. He didn't want to disturb his family while they were sleeping. (**to avoid**)
3. Let's bring some water and snacks for our hike. We might get thirsty or hungry. (**in case**)
4. We walked quickly to the gym. We didn't want to miss the fitness class. (**so as not to**)
5. Rachel started a meal delivery service. She wants her customers to have healthier food options. (**so that**)
6. You should drink plenty of water during summer. You won't get dehydrated. (**to prevent**)
7. John exercises every morning. He wants to improve his cardiovascular health. (**for the purpose of**)
8. Sarah always stretches before running. She doesn't want to injure her muscles. (**in order not to**)
9. Bring a hat and sunglasses to the park. You might be exposed to strong sunlight. (**just in case**)
10. They plan their meals carefully. They want to maintain a balanced diet. (**so as to**)

b. **Ann is going on holiday. Why is she taking these objects: *sunscreen / flippers / beach umbrella / phone charger / a book / straw hat / camera*? Make sentences using the clauses of purpose.**

Clauses of Result

Task 3

Complete each sentence with the correct word: *so, such, or such a(n)*.

1. He follows ___ healthy a lifestyle that he never feels tired during the day.
2. The morning workout was ___ intense that everyone felt completely exhausted afterwards.
3. She eats ___ balanced a diet that her energy levels remain stable all week.
4. The new fitness programme is ___ effective that participants notice results within a month.
5. They live in ___ a hectic city that it is hard to find time for regular exercise.
6. His daily schedule is ___ well-organised that he never misses any meal or workout.
7. The smoothie she prepared was ___ delicious that everyone asked for the recipe.

Clauses of Concession

Task 4

a. Fill in the gaps with *although, even though, though, while, however, or despite*. More than one word can be used.

1. ___ he exercises regularly, he still feels tired at the end of the day.
2. She eats healthily ___ she sometimes indulges in chocolate.
3. ___ it was raining, they went for a run in the park.
4. He enjoys fast food ___ he knows it is unhealthy.
5. ___ she has a busy schedule, she always finds time to meditate.
6. The smoothie tasted amazing ___ it contained no sugar at all.
7. ___ he is very active, he sometimes skips his workouts due to fatigue.
8. She stays hydrated ___ she doesn't like drinking plain water.
9. ___ he prefers to work out in the morning, he sometimes goes to the gym in the evening.
10. ___ the gym was crowded, they managed to complete their exercises.
11. He wanted to join the yoga class; ___, it was already full.
12. ___ being very tired, she completed her 10,000 steps for the day.

b. Work in pairs or small groups. Discuss the question below. Try to include *at least 3–4 concessive clauses* in your speech using: *although, even though, though, while, however, despite, in spite of*. Give examples from your own life, habits, or observations.

People often struggle to maintain a healthy lifestyle. What challenges do they face, and how can they overcome them?

Question Tags

Task 5

Complete each sentence by adding the correct question tag.

1. Leading a balanced and sustainable lifestyle promotes long-term wellbeing, ___?
2. You don't spend most of your day sitting, ___?
3. Regular exercise significantly improves both physical fitness and mental resilience, ___?
4. Following a nutrient-rich diet isn't always easy, ___?
5. Staying properly hydrated supports optimal cognitive function, ___?
6. You shouldn't underestimate the importance of restorative sleep, ___?
7. Practising mindfulness regularly can effectively reduce stress, ___?
8. Many people choose walking or cycling instead of driving to work, ___?
9. Maintaining consistent wellness habits requires deliberate planning, ___?

Listening



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➔ Your Genes are Not Your Fate

● Task 1

You are going to watch the video [Your genes are not your fate](#) about new research that shows how adopting healthy lifestyle habits can affect a person at a genetic level. Before watching look at the list of words below taken from the video. Match the words 1-8 with their definitions a-h.

1. genes	a. blocked or narrowed by fatty deposits
2. blood flow	b. an abnormal mass of tissue formed by uncontrolled cell growth
3. saturated fat	c. slowed down or prevented from developing normally
4. clogged	d. units of DNA that carry information determining inherited traits
5. tumor	e. a medical condition caused by interrupted blood supply to the brain
6. inhibited	f. a type of fat that is solid at room temperature and can raise cholesterol levels
7. a stroke	g. a natural tendency to develop a particular condition or disease
8. predisposition	h. the movement of blood through the body's vessels

● Task 2

Watch the video [Your genes are not your fate](#) and answer the questions:

1. How do lifestyle changes influence both physical health and gene expression, according to the text, and why is this considered significant?
2. Which lifestyle factors mentioned in the text can improve brain function, and how might they affect long-term wellbeing?
3. The text suggests that “our genes are not our fate.” To what extent do you agree with this idea, and how can individuals take control of their health through lifestyle choices?

● Task 3

Watch the first part (00:00-00:35) of the [talk](#) again and complete the summary with the missing information.

There are two ways to change our genes – to make new ones or (1) _____. These changes can be powerful and (2) _____ and it won't take much time to see the benefits. When you eat healthier, manage stress, exercise and love more, your brain actually gets more blood flow and more (3) _____. What is more, your brain gets (4) _____ bigger. Things that were thought impossible just a few years ago can actually be measured now.

● Task 4

Watch the second part (00:36-01:47) of the [talk](#) and complete the sentences using the words below.

<i>saturated</i>	<i>clogged</i>	<i>inhibited</i>
<i>tumour</i>	<i>cells</i>	<i>reverse</i>

1. And other things that can make it worse, that can cause you to lose brain (1) _____. The usual suspects, like (2) _____ fat and sugar, nicotine, opiates, cocaine, too much alcohol and chronic stress.
2. We've shown that you can actually (3) _____ heart disease. That these (4) _____ arteries that you see on the upper left, after only a year become measurably less clogged.
3. We've found that (5) _____ growth in vitro was (6) _____ 70 percent in the group that made these changes, whereas only nine percent in the comparison group.

● Task 5

Watch the third (01:48 to the end) part of the [talk](#) again. According to Dean Ornish are the sentences True (T) or False (F)?

1. Nicotine can contribute to serious cardiovascular problems by constricting the arteries.
2. The study mentioned provides evidence that gene expression cannot be changed through lifestyle factors.
3. A heat map is used in the study to represent changes in different genes.
4. Fewer than 100 genes were affected by the lifestyle changes described in the study.
5. The findings suggest that individuals have some control over how their genes are expressed.

● Task 6

Read these comments about the TED Talk. How might Dean Ornish respond to each of them? What do you think of each comment?

Viewers' comments
Mike – This is a compelling and optimistic perspective on the relationship between lifestyle and health. The idea that gene expression can be influenced by everyday choices is particularly encouraging, as it empowers individuals to take greater responsibility for their wellbeing. The integration of scientific evidence with practical advice makes the argument both convincing and highly relevant.
Anna – I can see why this perspective is appealing, but some of the claims feel a bit too strong. The idea that lifestyle changes alone can reverse conditions like cancer or significantly alter gene expression seems somewhat oversimplified. It would be more convincing if the argument acknowledged the complexity of these processes and the limits of current evidence.
Alex – The report offers an interesting overview of recent developments in lifestyle medicine and gene expression. It highlights the potential impact of behavioural changes on health outcomes, although some points would benefit from further clarification and supporting data. Overall, it raises important questions about the extent to which individuals can influence their genetic predispositions.

Literature Corner



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● Task 1

Read the Fact Box about Oscar Wilde. Have you read any of his works or seen any of his plays?

Fact Box: Oscar Wilde (1854–1900)

Oscar Wilde was a towering figure of the late Victorian era, celebrated for his razor-sharp wit, flamboyant style, and masterful contributions to English literature and drama.

- **Literary Brilliance:** Wilde is perhaps best known for his only novel, *The Picture of Dorian Gray* (1890), a philosophical tale of aestheticism and morality. He also dominated the London stage with sparkling social comedies, most notably *The Importance of Being Earnest* (1895).
- **The Aesthetic Movement:** A leading proponent of "Aestheticism," Wilde championed the philosophy of "art for art's sake." He was famous for his distinctive dress sense and his belief that life should copy art, rather than the other way around.

● Task 2

Before reading the story about *The Picture of Dorian Gray*, look at the list of words related to the story. Work with a partner to match these words with their definitions. Then, predict how these items might be connected to the story about *Dorian Gray*.

1. self-indulgence	c. acting without thinking about the possible dangers or consequences
2. hedonism	d. the habit of allowing oneself to enjoy pleasures without restraint
3. reckless	e. the belief that pleasure is the most important goal in life
4. visage	f. physical attractiveness seen on the surface, without considering character or personality
5. outward beauty	g. a person's face or facial expression

● Task 3

Read the text carefully and decide whether the following statements are True (T) or False (F).

1. Dorian Gray remains physically youthful while a portrait of him reflects the consequences of his actions.
2. Lord Henry encourages Dorian to live a morally responsible life focused on ethics rather than pleasure.
3. Dorian's obsession with beauty leads him to indulge in excessive pleasures and superficial relationships.
4. The portrait becomes more beautiful as Dorian's lifestyle becomes increasingly corrupt.
5. Despite his eternal youth, Dorian experiences emptiness and loses the ability to form genuine connections.
6. Dorian ultimately destroys the portrait, which eliminates all evidence of his moral corruption.
7. Wilde's novel explores the tension between external appearance and internal moral decay.
8. Dorian's desire to remain young protects him from any negative consequences of his choices.
9. The story suggests that lifestyle choices can profoundly affect both the body and the soul.
10. In the end, Dorian's physical appearance finally reflects the passage of time and his moral failings.

The Picture of Dorian Gray

The image was generated by <https://gemini.google.com/>



Dorian Gray was a young man of extraordinary beauty, with a face so flawless that it seemed almost unreal. He lived in the heart of London's high society, a world of elegance, parties, and endless fascination with appearances. From the moment he met Lord Henry Wotton, a charming and persuasive aristocrat, Dorian was drawn into a philosophy that glorified youth, pleasure, and self-indulgence. Lord Henry's words lingered in his mind: life was to be lived fully, with no regard for conventional morality, and beauty was the most precious possession one could have.

One day, Dorian admired a portrait painted by his friend Basil Hallward. The painting captured Dorian's youthful perfection in exquisite detail. Struck by a sudden, unsettling thought, Dorian whispered a wish: what if he could remain forever young, while the portrait aged instead of him? Miraculously, his wish came true. From that day on,

Dorian's face stayed untouched by time, while the painting began to reflect every cruelty, every indulgence, and every moral failing.

Dorian's life quickly became one of **hedonism**. He sought out pleasures of every kind: lavish parties, forbidden loves, fine wines, and opium-laced nights. Society **envied** his youth and charm, yet none could see the dark transformation hidden in the portrait locked away in his home. With each **reckless** act, the portrait grew more grotesque, a silent testament to the decay of his soul, while Dorian himself remained eternally handsome.

As years passed, Dorian became aware of the paradox of his existence. His youth allowed him to pursue every desire without consequence, yet it could not shield him from **emptiness**. He lost the capacity for genuine relationships, and his conscience, though suppressed, weighed ever more heavily. Wilde's narrative explores this tension: the allure of external perfection versus the inevitable inner deterioration that comes from a life devoted solely to pleasure.

Confronted by the horrifying **visage** of the portrait, Dorian realizes that no charm, no beauty, and no wealth can erase the moral consequences of his lifestyle. In a desperate attempt to destroy the evidence of his corruption, he **stabs** the portrait. In a final, dramatic reversal, the painting returns to its original form, pure and untouched, while Dorian himself is found old, wrinkled, and lifeless, a vivid embodiment of the years and sins he had tried to evade.

Wilde's tale is as much a meditation on youth and aging as it is a story of moral decay. It asks readers to consider the cost of a life devoted entirely to pleasure, the power of influence, and the fragile distinction between **outward beauty** and inner corruption. Through Dorian Gray, the novel presents a haunting reflection on how lifestyle choices shape not only the body, but the very essence of the self

Task 4

Complete the sentences with the correct forms of the highlighted words from the text.

1. The restaurant is known for its _____ cuisine, which attracts visitors from all over the city.
2. A lifestyle based on constant _____ often leads to poor health and lack of self-discipline.
3. His calm _____ suggested that he was in control of his emotions despite the pressure.
4. Many people _____ those who appear to lead balanced and successful lives.
5. The philosophy of _____ encourages people to seek pleasure as the primary goal in life.
6. It was a _____ decision to ignore medical advice and continue unhealthy habits.
7. Society often places too much importance on _____ rather than inner qualities.
8. She _____ recovered from exhaustion after taking a proper break and improving her routine.
9. Despite his achievements, he could not escape a sense of _____ in his daily life.
10. In a moment of frustration, he tried to _____ the canvas, damaging it permanently.

● Task 5

In pairs, discuss the questions.

1. In what ways do a person's lifestyle choices influence their physical appearance and overall wellbeing over time?
2. Why do many people place such a high value on youth and outward beauty, and what are the possible consequences of this attitude?
3. Would you like to have a portrait like Dorian's and live forever? Say why.
4. If you had a portrait like Dorian Gray's that aged instead of you, how would it affect your lifestyle choices and behaviour?

● Task 6

Work in pairs or individually. Rewrite the ending of the story. Imagine that Dorian makes a different choice instead of destroying the portrait.

- What does he decide to do?
- How does this decision affect his lifestyle and future?
- What message does your new ending convey about ageing and responsibility?

English in Use

Multiple choice

Task 1

Choose the correct words to complete the text.

Unlocking the Secrets of Longevity

The image was generated by <https://gemini.google.com/>



Growing older is a natural **(0) process** that we cannot avoid. However, some people are able to preserve their youthful appearance longer than others, and live to a **(1)** old age. So, what's the secret behind it all? Age is **(2)** by many to be a mental attitude. As our minds and bodies are not **(3)** from each other, if you feel content, you are more likely to be healthy and therefore to live a long life. Others stress the **(4)** of having an interesting occupation. Having a deep interest in whatever you do **(5)** to a more fulfilled and active life.

Lots of people say yoga or regular workouts really do the trick. Everybody, young or old, can **(6)** from regular exercise and spending time with others.

Some, on the other hand, **(7)** old age without taking special care of their health. But research has shown that people who **(8)** to a low-calorie diet have a greater chance of living longer. Of course, having access to good medical care **(9)** a difference, too.

New findings hint that high-achievers in high-powered careers are more likely to stay in excellent shape, as are people who have **(10)** a good education. But scientific opinion **(11)** changing. Some suggest that the secret to a long life lies deep within our genes or perhaps it's **(12)** down to good luck.

0	A process	B operation	C system	D algorithm
1	A ready	B ripe	C plump	D prime
2	A valued	B mentioned	C suggested	D considered
3	A separate	B individual	C different	D divided
4	A greatness	B importance	C strength	D power
5	A results	B runs	C directs	D leads
6	A benefit	B advance	C win	D take
7	A get	B grab	C touch	D reach
8	A stick	B stay	C hold	D remain
9	A makes	B has	C shows	D is
10	A received	B made	C taken	D owned
11	A maintains	B stays	C keeps	D continues
12	A usually	B hardly	C simply	D only

➡ Open cloze

● Task 2

Fill in the gaps with only one word.

The Secret Health Perk of a Mid-Afternoon Snooze

The image was generated by <https://gemini.google.com/>



We devote roughly one-third of our lives to sleep, yet its true purpose remains unclear. Could it be the greatest flaw in the course of evolution? What function does sleep actually serve?

Napping, in other words snoozing, or taking short periods of sleep (0) **during** the day, is a fundamental biological need and an indispensable pillar of human physiology. According (1) _____ numerous studies, taking nap reduces tiredness and boosts energy levels. Napping is based on common sense and (2) _____ animal on the planet does it. (3) _____ many people prefer to resist tiredness rather (4) _____ take a nap during the day.

For the (5) _____ of workers a nap in the afternoon improves productivity, creativity and problem-solving abilities. One expert (6) _____ suggested

adding a new part to the working day, a period known as 'nap time'. He argues that the modern work system (7) _____ not designed with the real physical needs of the human body in mind. People take coffee breaks, (8) _____ what they really need is nap breaks. Having a regular chance to have a lie-in can help compensate for mild sleep deprivation, but it cannot fully replace consistent, high-quality sleep during the week.

Chronobiologists, scientists (9) _____ study sleep patterns, say that 'morning' people can benefit from a twenty (10) _____ nap around noon, while 'night owls' need a nap around three or four in (11) _____ afternoon. The key is to (12) _____ out what kind of nap you need and for (13) _____ long. It has been established that even very short breaks reduce errors and accidents and are (14) _____ especially useful if taken about eight or nine hours (15) _____ you wake up.

➡ Key word transformations

● Task 3

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word in bold. Use two to five words, including the word given.

- 1 Harry is as old as James.
same James _____ Harry.
- 2 It is more than a year since I saw Jake.
for I _____ a year.
- 3 You should visit a doctor.

- were** If _____ visit a doctor.
- 4 Alex doesn't often drink soda.
- unusual** It _____ drink soda.
- 5 All the players joined the training session except Alex.
- exception** With _____ all the players joined the training session.
- 6 We hope to visit Canada instead of the USA.
- rather** We _____ the USA.
- 7 It was a waste of time to wait for him.
- point** There was _____ him.
- 8 "Whose is that house" he asked.
- to** "Who _____?" he asked.
- 9 The tourists continued to go up the mountain even though it was raining.
- carried** The tourists _____ the mountain even though it was raining
- 10 I've decided that in future I'm not going to smoke.
- give** I've decided that in future I'm going to _____.
- 11 I regret not buying those dumbbells when I had the chance.
- wish** I _____ those dumbbells when I had the chance.
- 12 Travelling by plane is becoming increasingly expensive.
- getting** Travelling by plane _____ expensive.

Word Formation

Task 4

Read the text below and use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Beyond the Scoreboard: Athletics as a Social Engine	
The role of sport in modern society has changed out of all (0) ____	RECOGNISE
The idea of sport as 'just a game' seems outdated - to be watched	
or played for the sake of (1) _____. In fact, sport is now a global business	ENJOY
It has become common practice for (2) _____ companies	LEAD
to provide sponsorship. Media giants pay big sums of money to	
broadcast important matches or (3) _____. The result has been huge	COMPETE
(4) _____ rewards for athletes, some of whom are now very	FINANCE
(5) _____, particularly top footballers, golfers and tennis players. In addition,	WEALTH
it is not (6) _____ for some sportsmen to receive large bonuses on top of their	USUAL
salary, to promote products or appear in public events.	
A shift towards reduced working hours means that people (7) _____ tend	GENERAL
to have more free time to watch and enjoy sporting activity;	
sport has become a (8) _____ part of the recreation industry that we now	SIGNIFY
rely on to fill our free time. (9) _____ sport is a crucial element of that field,	PROFESSION
providing (10) _____ for millions of ordinary people all over the world.	PLEASE

Writing



The image was generated by <https://gemini.google.com/>

➔ A Magazine Article: Vocabulary Focus

● Task 1

a. Read the phrases that can help talk about your lifestyle. Match the phrases (1–10) with their meanings (a–j).

1. cut down on calories	a. continue improving without losing motivation
2. do a regular workout	b. reduce the amount of food energy you consume
3. do a sedentary job	c. improve your knowledge and experience of the world
4. expand your horizons	d. maintain good physical condition
5. keep mentally active	e. change the way you live in a significant way
6. keep up my progress	f. include different types of food in what you eat
7. stay in shape	g. have a job that involves little physical movement
8. transform my lifestyle	h. exercise regularly as part of a routine
9. vary my diet	i. remain intellectually engaged and stimulated
10. work long hours	j. spend many hours working

b. Rewrite the sentences using the words in brackets.

1. In an effort to maintain both physical fitness and a sense of discipline, I make time to exercise consistently, regardless of my schedule. (*stay in shape*)
→ I make time to _____.
2. Having realised the long-term impact of poor eating habits, he began reducing his daily intake of sugar and processed foods. (*cut down on calories*)
→ He began to _____.
3. After years of unhealthy routines, she made a conscious decision to completely change the way she lives. (*transform her lifestyle*)
→ She decided to _____.
4. Spending most of my working day seated in front of a screen has inevitably affected my posture and energy levels. (*do a sedentary job*)
→ I _____.
5. Nutritionists often emphasise the importance of including a wide range of foods in one's daily meals. (*vary your diet*)
→ It is essential to _____.
6. Despite an increasingly demanding schedule, he makes a point of exercising on a regular basis. (*do a regular workout*)
→ He makes a point of _____.
7. In order to avoid intellectual stagnation, she actively seeks out new experiences and learning opportunities. (*expand your horizons*)
→ She tries to _____.
8. Even after noticeable improvement, it can be difficult to remain consistent and continue developing healthy habits. (*keep up my progress*)
→ It can be difficult to _____.
9. In a world dominated by routine and repetition, it is crucial to remain intellectually engaged. (*keep mentally active*)
→ It is crucial to _____.
10. Balancing a demanding career often means dedicating extended periods of time to professional responsibilities. (*work long hours*)
→ Many people _____.

c. Complete the sentences with your own ideas using the phrases from the box.

1. To improve my health, I have decided to _____.
2. Even though I work long hours, I try to _____.
3. One way to expand your horizons is to _____.
4. Despite doing a sedentary job, I try to _____.
5. If you really want to transform your lifestyle, you should _____.

 Task 2

- a. Read two texts (Text A and Text B). What is the writer's main message? Underline the phrases that helped you decide.**

Text A: Small Changes, Lasting Impact

In a world that rarely slows down, maintaining a healthy lifestyle can feel like an impossible ambition. For many, long working hours and a sedentary job leave little time or energy for self-care. Yet, contrary to popular belief, meaningful change does not require radical transformation. The most effective approach is often built on small, consistent habits. Making time to do a regular workout – even a short one – can gradually help you stay in shape. Similarly, choosing to cut down on calories and vary your diet can lead to noticeable improvements in both energy levels and overall wellbeing. These adjustments may seem minor, but over time they can reshape daily routines in a sustainable way.

Equally important is the need to keep mentally active. Engaging with new ideas, developing skills, or simply seeking out new experiences can help you expand your horizons and maintain a sense of purpose. As these habits become part of your routine, it becomes easier to keep up your progress without constant effort.

Ultimately, transforming your lifestyle is not about perfection or drastic change. It is about consistency, balance, and the willingness to make better choices every day.

Text B: The Myth of the Perfect Routine

Scroll through any lifestyle column, and you are likely to encounter a familiar prescription: do a regular workout, cut down on calories, and stay in shape – preferably while maintaining a flawless work-life balance. Yet for many, particularly those who work long hours or do a sedentary job, such ideals feel less like guidance and more like quiet reproach.

The pursuit of perfection, in this context, can be counterproductive. A rigid approach to health often leaves little room for spontaneity or pleasure, turning self-care into yet another obligation. Instead, a more sustainable approach may lie in moderation. Allowing for flexibility – while still making an effort to vary your diet and keep mentally active – can foster a sense of balance that strict routines rarely achieve.

Rather than attempting to transform your lifestyle overnight, it is often wiser to adopt gradual, manageable changes. This not only reduces the pressure associated with self-improvement but also increases the likelihood of long-term success.

In the end, a well-lived life is not defined by discipline alone, but by the ability to adapt, to enjoy, and to find equilibrium in an otherwise demanding world.

b. Read two models again and find examples of:

- giving advice (e.g., *it is essential to...*)
- sequencing ideas (*firstly, in addition, finally*)
- expressing results (*this will help you...*)



Writing Skills Box

Articles are written to give information (e.g. news reports) or express opinions (e.g. argumentative articles). They can be either formal or informal depending on the audience they are addressed to and the topic they deal with. A good article consists of:

- an eye-catching headline which suggests the topic of the article that follows;
- an interesting introduction;
- a main body consisting of two or more paragraphs in which the topic is presented in detail; and
- a conclusion which gives an appropriate ending to the article.

Such pieces of writing can be found in newspapers, magazines or newsletters.

Points to consider

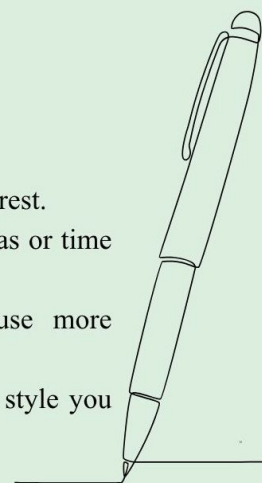
Decide on the style of the article before you start writing.

Always think of a short, clear, appropriate headline which attracts the reader's interest.

Each paragraph should deal with one aspect of the topic. You can use linking ideas or time expressions to join your ideas or introduce paragraphs.

Avoid using simplistic adjectives (good, nice, bad, etc). Always try to use more sophisticated vocabulary instead, (splendid, gorgeous, awful, etc)

Address the reader in the second person (you) if the topic of the article and the style you have adopted permits this.



Task 3

Read Writing Skills Box. Write a magazine article (200–250 words) for a student lifestyle magazine. Choose ONE of the topics below.

A. Title: *From Exhausted to Energised: Rethinking Your Daily Routine*

Focus on how modern habits (e.g., doing a sedentary job, working long hours) affect physical health. Suggest realistic ways to improve fitness, diet, and energy levels.

B. Title: *A Healthier Mind in a Busy World*

Focus on the importance of mental health in today's fast-paced lifestyle. Discuss how to keep mentally active, reduce stress, and achieve balance despite a demanding schedule.

C. Title: *Reinvent Yourself: Small Changes, Big Results*

Focus on how people can transform their lifestyle over time. Include ideas about building habits, staying motivated, and expanding your horizons.

Appendix A

VOCABULARY

Unit 1 “History”

Lead-in

Word / Phrase	Definition in English
Scientific Breakthrough	A sudden, dramatic, and important discovery or development in science.
Lightning rod	A metal rod or wire fixed to an exposed part of a building to divert lightning harmlessly into the ground.
Treaty	A formally concluded and ratified agreement between states or countries.
Declaration of Independence	A formal statement or document declaring a nation's freedom from the control of another country.
Archaeological Puzzle	A historical mystery involving artifacts, structures, or ancient civilizations that scientists cannot fully explain.
Industrial Revolution	The transition to new manufacturing processes in Europe and the US, occurring in the period from about 1760 to 1840.
Stalemate	A situation in which no progress can be made or no advancement is possible (often used in war or chess).
Trenches	Long, narrow ditches used in war for soldiers to hide in and protect themselves from enemy fire.
Reunification	The process of bringing together parts of a country under one government after they have been divided.
Factual	Concerned with what is actually the case; based on or containing documented evidence.
To be condemned to	To be forced to experience something very unpleasant or to suffer a particular fate.

Reading

Word / Phrase	Definition in English
Apprentice	A person who is learning a trade from a skilled employer, having agreed to work for a fixed period at low wages.
Tithe	Traditionally, a tenth part of one's annual income or produce, contributed to support the church.

Word / Phrase	Definition in English
Scholar	A person who is highly educated or has an aptitude for academic study.
Shorthand	A method of rapid writing using abbreviations and symbols, used especially for recording speeches or sermons.
Prospects	The possibility or likelihood of some future event occurring, especially in terms of career success.
Tallow-chandler	A person who makes and sells candles, specifically those made from animal fat (tallow).
Soap-boiler	A person whose trade is making soap by boiling fats with lye.
Errands	Short trips taken to deliver or collect something, often on behalf of someone else.
Inclination	A person's natural tendency or urge to act or feel in a particular way (e.g., <i>an inclination for the sea</i>).
To govern	To conduct the policy, actions, and affairs of a state, organization, or people; to lead or control.
Scrape (n.)	(Informal) An embarrassing or difficult situation caused by one's own unwise behaviour.
Quagmire	A soft, boggy area of land that gives way underfoot; a difficult or complex situation.
Wharf	A level area to which a ship may be moored (tied) to load and unload.
Diligently	In a way that shows care and conscientiousness in one's work or duties.
Ingenious	(Of a person) clever, original, and inventive.
Prudential	Involving or showing care and forethought, especially in business or financial matters.
Straightness of circumstances	(Archaic) A state of financial hardship or having very little money.

Vocabulary

Word / Phrase	Definition in English
Historic	Famous or important in history; likely to be significant for future generations.
Historical	Concerning history; belonging to the past; based on documented facts.
Economic	Relating to the economy, finances, or the wealth of a country.

Word / Phrase	Definition in English
Economical	Giving good value or service in relation to the amount of money, time, or effort spent; thrifty.
Classical	Relating to ancient Greek or Roman literature, art, or culture.
Classic	Judged over a period of time to be of the highest quality and outstanding of its kind.
Sensible	Done or chosen in accordance with wisdom or prudence; likely to be of benefit.
Sensitive	Quick to detect or respond to slight changes, signals, or influences; easily offended or upset.
Effective	Successful in producing a desired or intended result.
Efficient	Achieving maximum productivity with minimum wasted effort or expense.
Continuously	Without interruption or gaps (forming an unbroken whole).
Continually	Repeated frequently; happening many times in a way that is often annoying.
Casualties	People killed or injured in a war or accident.
Mercenary	A professional soldier hired to serve in a foreign army.
Infantry	Soldiers who fight on foot.
Cavalry	(Historically) Soldiers who fought on horseback.
Truce	An agreement between enemies or opponents to stop fighting or arguing for a certain time.
Armistice	An agreement made by opposing sides in a war to stop fighting for a certain time; a formal truce.
Siege	A military operation in which enemy forces surround a town or building, cutting off supplies.
Ultimatum	A final demand or statement of terms, the rejection of which will result in retaliation.
Reconnaissance	Military observation of a region to locate an enemy or ascertain strategic features.
Pillage	To rob a place using violence, especially during wartime.
Stalemate	A situation in which further action or progress by opposing or competing parties seems impossible.
Against all odds	Despite very low probability; achieving something that seemed impossible.

Word / Phrase	Definition in English
In retrospect	When looking back on a past event or situation; with the knowledge one has now.
A double-edged sword	A situation or decision that has both positive and negative consequences.
To bite the bullet	To accept a difficult or unpleasant situation that is unavoidable.
To burn your bridges	To destroy all possible ways of returning to a previous state or relationship.
To dodge a bullet	To narrowly avoid a disastrous or highly unpleasant situation.
To stick to your guns	To refuse to compromise or change your mind despite criticism or pressure.
To be up in arms	To be extremely angry and protesting strongly about something.
Battle of wills	A situation where two people or groups refuse to give in to each other.
To keep your powder dry	To remain prepared for a future emergency or wait for the right moment to act.

Grammar

Word / Phrase	Definition in English
To conceive an idea	To form or devise a plan or idea in the mind; to imagine.
Thirteen Virtues	A list of moral traits (such as temperance, silence, and order) that Benjamin Franklin aimed to master.
To decipher	To succeed in understanding, interpreting, or identifying something obscure or difficult (like a code or ancient script).
To stumble upon	To find something by chance or unexpectedly.
Scene-setting	The act of describing the background, atmosphere, and context at the beginning of a story.
Checkpoints	Places where travellers are stopped for inspection (often mentioned in the context of the Berlin Wall).
Lunar surface	The outside or top layer of the moon.
Deduction	The process of reaching a conclusion by using available evidence and logic.
In retrospect	Thinking about a past event with the benefit of current knowledge.
“Sliding Doors” moment	A term for a seemingly small moment that alters the entire path of a person's life.

Listening

Word / Phrase	Definition in English
Rivets	Small metal pins used to join pieces of fabric or leather together for extra strength (key to denim durability).
Indigo	A tropical plant used to create a deep blue dye; the traditional colour of jeans.
Miners	Workers who extract coal, gold, or other minerals from the earth (the original users of jeans).
Sharecroppers	Tenant farmers who give a part of each crop as rent; often associated with the early use of denim in the US South.
Canvas	A strong, coarse unbleached cloth made from hemp, flax, or cotton, used for sails, tents, and early work pants.
Counter-culture	A way of life and set of attitudes opposed to or at variance with the prevailing social norm (e.g., Hippies).
Rugged individual	A person who is tough, self-reliant, and independent (a myth often created by Hollywood Westerns).
Signifier	A symbol or sign that represents a specific quality or status (e.g., designer jeans as a signifier of wealth).
Inclusive	Aiming to include and integrate all people and groups in activities, organizations, or processes.
Niche demographic	A specific, small group of people at which a product or service is aimed.
Intrepid	Fearless and adventurous; often used to describe explorers.
Ruthless exploiter	A person who unfairly uses others or resources for their own profit without showing pity.
Toil (v.)	To work extremely hard or incessantly.
Decipher (v.)	To succeed in understanding, interpreting, or identifying something obscure (like a new route or code).
A one-sided biography	A story of someone's life that only presents one perspective, ignoring opposing facts.

Literature corner

Word / Phrase	Definition in English
Commissionaire	A uniformed door-keeper or messenger, often an ex-soldier, employed at a hotel or office.
Tallow	A hard fatty substance made from rendered animal fat, used in making candles and soap.
Agitation	A state of anxiety or nervous excitement; being visibly upset or disturbed.
Crop	A muscular pouch in a bird's throat where food is stored or partially digested before passing to the stomach.
Battered	Damaged by age and repeated use; out of shape (e.g., <i>a battered hat</i>).
Carbuncle	A bright red or deep blue precious stone, specifically a garnet cut in a rounded shape.
Scuffle	A short, confused fight or struggle at close quarters, often between a few people.
Thugs	Violent people, often criminals, who attack or threaten others.
To frame someone	To produce false evidence against an innocent person so that they appear guilty of a crime.
Shattered nerves	A state of extreme exhaustion, fear, or mental breakdown (e.g., <i>Ryder's nerves shattered</i>).
To commute a sentence	To reduce a judicial punishment (like a prison term) to one that is less severe.
Felony	A serious crime, such as murder or high-value robbery, typically punishable by imprisonment.
Singular	Remarkable, extraordinary, or unusual; strange.
Astute	Having or showing an ability to accurately assess situations or people and turn this to one's advantage.
Merciful	Showing or exercising mercy; compassionate and forgiving toward someone in one's power.

English in Use

Word / Phrase	Definition in English
Pathogen	A bacterium, virus, or other microorganism that can cause disease.

Word / Phrase	Definition in English
Eradication	The complete destruction or elimination of something (especially a disease).
Disfigurement	The action of spoiling the appearance of something or someone; a permanent mark or scar.
Pivotal	Of crucial importance in relation to the development or success of something else.
Breach of ethics	An act that breaks the rules of right and wrong behaviour in a particular profession (e.g., medicine).
Spearheading	Leading a project, campaign, or attack.
Obscurity	The state of being unknown, inconspicuous, or unimportant.
Intact	Not damaged or impaired in any way; complete.
Foul play	(In the context of death) Dishonest or criminal behaviour, especially murder.
Countless	Too many to be surveyed or numbered; very many.
Invaluable	Extremely useful; indispensable (so valuable that its worth cannot be measured).

Writing

Word / Phrase	Definition in English
Exposition	The beginning of a story where characters, setting, and basic situations are introduced.
Inciting Incident	The specific event that starts the main conflict or sets the plot in motion.
Rising Action	A series of events that build tension, suspense, and interest leading up to the climax.
Climax	The most intense, exciting, or important point of a story; the turning point.
Resolution	The unfolding or solution of a complicated issue in a story; the conclusion.
Treacherous	(Of weather or ground) extremely dangerous and unpredictable.
Dilapidated	(Of a building) in a state of disrepair or ruin as a result of age or neglect.
Luminous	Full of or shedding light; bright or shining, especially in the dark.
Wrathfully	Doing something in a way that shows intense, extreme anger.

Word / Phrase	Definition in English
Pacing	The speed at which a story is told or the speed at which the events take place.
Evocative	Bringing strong images, memories, or feelings to mind.
Omniscient	All-knowing; having infinite awareness and understanding of all characters and events.
Subjective	Based on or influenced by personal feelings, tastes, or opinions (typical of 1st person POV).
Heirloom	A valuable object that has belonged to a family for several generations.

Unit 2 “Live and Learn”

Lead-in

Word / Phrase	Definition
Core subjects	The basic and most important areas of study in a school curriculum, such as Math, Science, and English.
Curriculum	The subjects comprising a course of study in a school or college.
Emotional intelligence	The capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously.
Financial literacy	The ability to understand and effectively use various financial skills, including personal financial management and budgeting.
Interfere	To prevent a process or activity from continuing or being carried out properly.
One-size-fits-all	(Adjective) Describing an approach or system that is intended to work for everyone but often ignores individual differences.
Vocational training	Education that focuses on providing students with the specific technical skills required for a particular job or trade.
To replicate	To make an exact copy of something; to reproduce or repeat a process or action.
To unlock potential	To provide the conditions or tools necessary for someone to achieve their full capability.

Reading

Word / Phrase	Definition
Apprenticeship	A system of training a new generation of practitioners of a trade or profession with on-the-job training.
Baccalauréat	The national academic qualification that French students obtain at the completion of their secondary education.

Word / Phrase	Definition
Charter school	A publicly funded independent school established by teachers, parents, or community groups under a specific charter.
Cram school	A specialized school that trains its students to meet particular goals, most commonly to pass the entrance examinations of high schools or universities.
Diligence	Careful and persistent work or effort; “hard work” and dedication to a task.
Extracurricular	Activities pursued in addition to the normal course of study, such as sports, music, or clubs.
High-stakes tests	Examinations with important consequences for the test taker, such as graduation or university admission.
Resilient	(Adjective) Able to withstand or recover quickly from difficult conditions; mentally “tough.”
Rigor	The quality of being extremely thorough, exhaustive, or accurate in academic study.
Well-rounded	(Adjective) Having a personality or education that is fully developed in many aspects, including academic, social, and physical.

Vocabulary

Word / Phrase	Definition
Academic excellence	The demonstrated ability to perform, achieve, and excel in scholastic activities.
Acquire (knowledge/skills)	To learn or develop a new skill or habit; to gain information through study or experience.
Broaden one's horizons	To expand one's range of interests, knowledge, and experience.
Brush up on	(Phrasal Verb) To improve or refresh your knowledge of something you have learned in the past.
By heart	(Idiom) To learn something so well that it can be written or spoken from memory.
Drop out (of)	(Phrasal Verb) To abandon a course of study or leave school/university before finishing the degree.
Elementary school	(US) A school for children in their first four to six years of formal education (UK equivalent: Primary School).
Fall behind	(Phrasal Verb) To fail to keep up with a pace or a schedule; to be slower than others in a group.
Hand in	(Phrasal Verb) To submit or give a piece of work (assignment, test) to a teacher or person in authority.

Word / Phrase	Definition
Hit the books	(Idiom) To begin studying hard or intensely.
In a class of one's own	(Idiom) Much better than all others; unique and superior in quality.
Keep up with	(Phrasal Verb) To move or progress at the same rate as others in a class or group.
Learn the hard way	(Idiom) To discover what is right or how to do something by making mistakes or through a painful experience.
Look it up	(Phrasal Verb) To search for information in a reference book, dictionary, or online.
Make the grade	(Idiom) To reach a necessary standard; to be successful enough to participate in something.
Meet a deadline	(Collocation) To finish a task or assignment by the required time.
Pass with flying colours	(Idiom) To succeed brilliantly; to pass a test or exam with a very high score.
Public school	(US) A state-funded school that is free for all children. (UK note: Historically refers to elite private schools).
Resit / Retake	(Collocation) To take an exam again after failing it the first time.
Scholarship	A grant or payment made to support a student's education, awarded on the basis of academic or other achievement.
Secondary school	(UK) A school for pupils aged between 11 and 16 or 18 (US equivalent: High School).
State school	(UK) A school funded and controlled by the government (US equivalent: Public School).
Teacher's pet	(Idiom) A student who is clearly the favourite of a teacher and receives special treatment.
Tuition fees	The money paid to a school or university for teaching or instruction.

Grammar (The Passive & Causative)

Word / Phrase	Definition
Authenticate	To prove that something (like a diploma or ID) is genuine and not a copy or fake.
Backbone	The most important part of a system or organization that provides support and strength.
Equitable	Dealing fairly and equally with everyone.
Mural	A large painting or artwork applied directly to a wall or ceiling.
Proofread	To read a text carefully to find and correct spelling, grammar, or punctuation mistakes.
Thesis	A long piece of writing on a particular subject, especially one that is done for a university degree.

Listening

Word / Phrase	Definition
Cognitive	Relating to the mental processes of perception, memory, judgment, and reasoning.
Egalitarianism	The doctrine that all people are equal and deserve equal rights and opportunities.
Heritable	(Adjective) Capable of being passed from a parent to a child through genes.
Hippocampus	The part of the brain that is primarily involved in forming and storing memories.
Inhibition	The ability of the brain to restrain or stop a behavioural impulse or a mental process.
IQ (Intelligence Quotient)	A total score derived from several standardized tests designed to assess human intelligence.
Jack-of-all-trades	(Idiom) A person who can do many different types of work but is not necessarily a specialist in any of them.
Meta-analysis	A statistical procedure that combines data from multiple scientific studies to identify common trends.
Myelin	A fatty substance that wraps around nerve fibres (axons) to increase the speed of electrical communication.
Neural connections	The links between brain cells (neurons) that allow information to travel through the brain.
Polyglot	A person who knows and is able to use several languages fluently.
Prefrontal cortex	The front part of the brain responsible for complex decision-making, planning, and personality expression.
Pruning (Synaptic)	The biological process where the brain removes extra or unused neurons and connections to increase efficiency.
Shorthand	A quick or short way of representing or referring to something complex.

Literature Corner

Word / Phrase	Definition
Ambuscade	(Archaic/Huck-ism) An ambush; a surprise attack from a hidden position.
By spite	To do something with the intention to annoy, upset, or hurt someone.
Enchantment	A feeling of great pleasure or delight; in literature, a state of being under a magic spell.
Hive	(Huck-ism) To catch, rob, or take possession of something.
Hollow	A small valley or a low-lying area of land.

Word / Phrase	Definition
Injun	(Archaic/Dialect) A historical, now offensive, slang term for a Native American.
Lath	A thin, flat strip of wood used in building (in the text, used to make toy swords).
Lick	(Slang) To defeat or beat someone in a fight or competition.
Numskull / Saphead / Flat-head	(Informal/Insults) A person who is considered foolish, stupid, or slow to understand.
Parcel	A group or collection of people (e.g., "a parcel of merchants").
Powwow	(Dialect) A meeting or discussion (historically referring to a Native American social gathering).
Reckon / Judge	(Dialect) To think, believe, or come to a conclusion about something.
Resign	To voluntarily leave a job or, in this context, to quit a game or group.
Slick up	(Huck-ism) To clean, polish, or make something look neat and ready.
Tract	A short piece of writing, typically on a religious or political subject.

English in Use

Word / Phrase	Definition
Cohesive	(Adjective) Characterized by parts that fit together well to form a united whole.
Compulsory	Required by law or a rule; obligatory.

Writing

Word / Phrase	Definition
Academic Register	The formal style of writing used in schools and universities, avoiding slang and personal contractions.
Arguably	Used when stating an opinion that may be questioned by others; a way to "hedge" or soften a claim.
Forge	(Metaphorical) A place where something is created or shaped (e.g., "The classroom is the forge of society").
Hedging	The use of cautious language (e.g., <i>tend to</i> , <i>likely</i> , <i>potentially</i>) to avoid making absolute or "too strong" statements.
Inconclusive	Not leading to a firm conclusion; not ending doubt or dispute.
Nurture	The care and encouragement given to someone while they are growing; environmental influences on development.
Outside-the-box	(Idiom/Metaphor) Thinking in a creative, non-traditional, or unconventional way.
Relic	An object or system surviving from an earlier time, especially one that is of historical interest or out of date.

Unit 3 “Planet Issues”

Lead-in

Word / Phrase	Definition
Tipping Point	The critical moment in a situation or process beyond which a significant and often unstoppable effect or change takes place.
Irreversible damage	Harm or destruction that is so severe that it cannot be repaired, undone, or returned to its original state.
Wake-up call	An event that acts as a warning, making people realize that they need to take action to change a situation.
Trigger (v.)	To cause an event or situation to happen or exist, especially a chain of events.
Chain reaction	A series of events in which each one causes the next one to happen.
Microplastics	Extremely small pieces of plastic debris in the environment resulting from the disposal and breakdown of consumer products and industrial waste.
Deforestation	The action of clearing a wide area of trees, usually for agricultural or industrial purposes.
Biodiversity	The variety of plant and animal life in the world or in a particular habitat.
Livestock farming	The practice of breeding and raising farm animals (such as cows, pigs, or sheep) for food or other products.
Greenhouse gases	Gases (like carbon dioxide or methane) that trap heat in the atmosphere and contribute to the greenhouse effect.
Mass Extinction	The disappearance of a large number of species within a relatively short period of geological time.
Sustainability	The ability to be maintained at a certain rate or level; specifically, meeting current needs without compromising the ability of future generations to meet theirs.
Renewable power	Energy from a source that is not depleted when used, such as wind or solar power.
Carbon emissions	The release of carbon (specifically carbon dioxide) into the atmosphere, primarily from burning fossil fuels.
Offshore wind farm	A collection of wind turbines located in the ocean (usually on the continental shelf) to harvest wind energy for electricity.
Air pollutants	Substances in the air that can have adverse effects on humans and the ecosystem (e.g., smog, chemicals).

Shared sense of urgency	A common feeling among a group of people that a particular problem is very serious and must be dealt with immediately.
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Reading

Word / Phrase	Definition
Climate-neutral	Achieving net-zero carbon emissions by balancing a measured amount of carbon released with an equivalent amount offset.
Climate-positive	An activity or company that goes beyond achieving net-zero carbon emissions to actually create an environmental benefit by removing additional carbon dioxide from the atmosphere.
Compliance	The act of obeying an order, rule, or law; in business, following environmental regulations set by the government.
Stewardship	The job of supervising or taking care of something, such as the organization's responsibility to protect the environment.
Passing fad	Something that is very popular for a short time, then forgotten.
Longevity	Long life; the ability of a business to continue existing and being successful over a long period.
Dwindling resources	Natural materials or energy sources that are becoming gradually less in amount or strength.
Transcends	To go beyond or rise above a certain limit, expectation, or standard.
Woven into the fabric	(Idiom) To be a fundamental, inseparable part of something (e.g., a company's culture or operations).
Repurposing	Adaptation of an item, material, or product for a use different from the one for which it was originally intended.
Value chain	The full range of activities (design, production, marketing, distribution) that businesses go through to bring a product from conception to delivery.
Circular supply chain	A model where a company recycles or reuses waste materials from its production process to create new products.
Economically feasible	Something that is possible, likely to work, and capable of being done profitably.
Carbon footprint	The total amount of greenhouse gases produced to directly and indirectly support human activities, usually expressed in equivalent tons of carbon dioxide.
Holistic returns	Benefits that take into account the “whole” system (social, environmental, and financial) rather than just profit.

Vulnerabilities	The quality or state of being exposed to the possibility of being attacked or harmed (e.g., economic or environmental risks).
Greenwashing	(Contextual) Conveying a false impression or providing misleading information about how a company's products are more environmentally sound than they actually are.

Vocabulary

Word / Phrase	Definition
Economic	Relating to the economy, trade, or finance (e.g., economic growth).
Economical	Giving good value or service in relation to the amount of money, time, or effort spent; thrifty.
Affect (v.)	To produce a change or influence something (usually a verb).
Effect (n.)	The result or consequence of an action or cause (usually a noun).
Natural resources	Materials or substances such as minerals, forests, water, and fertile land that occur in nature and can be used for economic gain.
Habitat	The natural home or environment of an animal, plant, or other organism.
Continual	Forming a sequence in which the same action happens again and again (with interruptions).
Continuous	Forming an unbroken whole; without interruption in time or space.
A drop in the ocean	A very small amount that will not have much effect.
The tip of the iceberg	A small, visible part of a much larger, hidden problem or situation.
Out of the woods	Out of danger or difficulty.
Back to nature	Returning to a simpler way of life, closer to the natural world.
Beat around the bush	To avoid talking about what is important; to speak indirectly.
A breath of fresh air	Someone or something that provides a refreshing change.
Vanish into thin air	To disappear suddenly and completely.
Down to earth	Practical, reasonable, and friendly.
Under the weather	Feeling slightly ill or not as well as usual.
Use up	To finish a supply of something.
Give off	To produce something such as a smell, heat, or light.
Phase out	To stop using or doing something gradually in stages.
Wipe out	To destroy or remove something completely.

Crack down (on)	To start dealing with bad or illegal behaviour in a more severe way.
Cut down (on)	To reduce the size, amount, or number of something.
Call on / Call upon	To formally ask someone to do something.
Face up to	To accept and deal with a difficult situation or problem.
Fossil fuels	Natural fuels such as coal or gas, formed in the geological past from the remains of living organisms.
Sustainable development	Economic development that is conducted without depletion of natural resources.
Toxic waste	Chemical waste material capable of causing death or injury to life.
Urban sprawl	The uncontrolled expansion of urban areas (cities) into the surrounding countryside.

Grammar

Word / Phrase	Definition
Zero-waste initiative	A movement or set of principles focused on waste prevention that encourages the redesign of resource life cycles so that all products are reused.
Carbon-capture technology	The process of trapping waste carbon dioxide (CO ₂) at its source (like factories) and depositing it where it will not enter the atmosphere.
Drought-stricken	An area or region that is suffering from a severe, long-term lack of rain.
Ocean acidification	A reduction in the pH of the ocean over an extended period, caused primarily by the uptake of carbon dioxide (CO ₂) from the atmosphere.
Binding treaty	An official agreement between countries that must be obeyed according to the law (unlike a “voluntary” agreement).
Carbon tax	A fee imposed by a government on any company that burns carbon-based fuels (coal, oil, gas).
Forward-thinking (adj.)	Thinking about and planning for the future, especially in a way that is innovative or progressive.
Manifesto (n.)	A public declaration of policy and aims, especially one issued before an election by a political party or candidate.

Listening

Word / Phrase	Definition
Ethical Consumerism	The practice of purchasing products and services that are produced in a way that minimizes social and environmental damage.

Parent Company	A company that owns enough voting stock in another firm (subsidiary) to control its management and operations.
Subsidiary	A company that is completely or partly owned by another (parent) company.
Supply chain	The entire sequence of processes involved in the production and distribution of a commodity.
Complicity	The state of being involved with others in an illegal activity or wrongdoing.
Siphoning off	(Idiomatic) To dishonestly take money or resources from one place and use them for another purpose.
Boycott	A punitive ban that forbids relations with certain groups or the buying of certain products as a form of protest.
Pioneers	People or organizations that are among the first to explore or settle a new area or develop a new method/product.
Industrial guzzler	A term for a factory or machine that consumes an excessively large amount of resources (usually water or fuel).
Maternity ward	A specialized department in a hospital that provides care for women during pregnancy and childbirth.
Permafrost	A thick subsurface layer of soil that remains frozen throughout the year, occurring chiefly in polar regions.
Visa-free zone	A region where people can enter and stay without needing a travel visa or a specific work permit.
Work permit	An official document giving a foreigner permission to take a job in a country.
Safety valve	(Metaphorical) A way of releasing pressure or tension; a place where people go to escape the stresses of modern life.
Flourish (v.)	To grow or develop in a healthy or vigorous way, especially in a challenging environment.
Squeezed in	(Phrasal verb) Packed or crowded into a small space.

Literature corner

Word / Phrase	Definition
Blight	A plant disease, typically one caused by fungi or bacteria; (metaphorically) a thing that spoils or damages something.
Moribund	(Of a person or thing) at the point of death; in a terminal decline; lacking vitality.

Spectre	A ghost or a ghostly, frightening presence; something widely feared as a possible unpleasant or dangerous occurrence.
Pollination	The transfer of pollen to a stigma, ovule, flower, or plant to allow fertilization.
Stricken	Seriously affected by an undesirable condition or unpleasant feeling (e.g., stricken by a disease).
Withered	(Of a plant) become dry and shrivelled; (of a part of the body) shrunken or wrinkled from age or disease.
Malady	A disease or ailment; a serious problem in a society or situation.
Abundance	A very large quantity of something; a state of having plenty.
Prosperous	Successful in material terms; flourishing financially; bringing wealth and success.
Throb (v.)	To beat or sound with a strong, regular rhythm; (in text) the “throb” of bird songs represents the pulse of life.
Brood (v.)	(Of a bird) to sit on eggs to hatch them; (metaphorically) to think deeply about something that makes one unhappy.
Granular	Resembling or consisting of small grains or particles (like the "white powder"/DDT described in the text).

English in Use

Word / Phrase	Definition
Depletion	A reduction in the number or quantity of something (e.g., ozone layer depletion).
Decisive action	Action that is taken quickly and with confidence to achieve a definite result.
Triple bottom line	A business concept that posits firms should commit to measuring their social and environmental impact in addition to their financial performance (People, Planet, Profit).
Forefront	The leading or most important position or place (e.g., at the forefront of technology).
Lucrative market	A sector of business that produces a great deal of profit.
Deteriorate (v.)	To become progressively worse in quality or condition.
Integrity (Environmental)	The state of being whole and undivided; the healthy, functioning state of an ecosystem.
Incidence	The frequency or rate of occurrence of something undesirable (e.g., incidence of disease).

Blight (n./v.)	A thing that spoils or damages something (already met in Silent Spring, but used here in a gapped sentence context).
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Writing

Word / Phrase	Definition
Thought-provoking	Stimulating careful consideration or relevant thoughts; making you think seriously about a particular subject.
Compelling	Evoking interest, attention, or admiration in a powerfully irresistible way.
Tedious	Too long, slow, or dull; tiresome or monotonous.
Stark reality	A harsh, plain, and unpleasant fact that cannot be ignored.
Shed a light on	(Idiom) To clarify or help people understand something by providing new information.
Fall short	To fail to meet an expectation or reach a particular standard.
PR stunt	Something done to get people's attention or publicity, rather than for a genuine or practical reason.
Superficial	Appearing to be true or real only until examined more closely; lacking depth.
Biased	Unfairly prejudiced for or against someone or something.
Heed (v.)	To pay attention to; to take notice of (e.g., to heed a warning).

Unit 4 “The Cycles of Life”

Lead-in

Word / Phrase	Definition in English
Adolescent	A young person who is developing from a child into an adult; typically, between 13 and 18
Infant	A very young child, especially one under one year old
Toddler	A young child who is learning to walk
Juvenile	Young person who is not yet an adult; often used in formal or legal contexts
Youngster	A child or young person (informal)
Newborn	A baby that has just been born or is only a few weeks old

Word / Phrase	Definition in English
Rebellious	Showing a tendency to resist authority or rules
Elderly	Used to describe people who are old or advanced in age
Early adulthood	The period of life after adolescence, typically from the late teens to around thirty
Senior citizen	An older adult, usually someone who has retired from work
Vulnerable	Likely to be harmed, influenced, or affected easily due to weakness or lack of protection

Reading

Word / Phrase	Definition in English
Prejudice	An unfair or unreasonable opinion about a person or group, formed without enough knowledge
Longitudinal	Involving the study of the same subjects over a long period of time
Internalise	To accept and make a belief, attitude, or standard part of your own thinking
Embodiment theory	The idea that physical experiences and the body influence thoughts, feelings, and behaviour
Self-fulfilling prophecy	A belief or expectation that causes itself to become true through one's actions
Impaired cognitive function	Reduced ability to think, remember, or process information clearly
Prone to	Likely to experience or be affected by something, especially something negative
Biomarkers	Measurable biological signs (e.g., in blood or tissue) that show a condition or process in the body
Older adulthood	The later stage of adult life, typically after middle age
Shrinking	Becoming smaller in size or amount
Assimilated	Having become part of a different group, culture, or system by adopting its characteristics
Anxiety	A feeling of worry, nervousness, or unease about something uncertain
Inevitable	Certain to happen and impossible to avoid
Ageism	Discrimination or prejudice against people based on their age, especially against older adults

Vocabulary

Word / Phrase	Definition in English
Appetiser	A small dish served before the main course to stimulate the appetite
Main course	The most important and largest dish of a meal
Starter	A small dish served at the beginning of a meal (similar to an appetiser)
Helping	An amount of food given to one person at a meal
Flat water	Water without gas or bubbles; still water
Sparkling water	Water that contains bubbles of gas
To mend	To repair something that is broken or damaged
To heal	(Of a person or body) to become healthy again; (of a wound) to recover
Receipt	A written or printed record showing that something has been paid for
A couch potato	A person who spends a lot of time sitting and watching TV and does little physical activity
Get back on track	To return to the right or intended course of action
Burn the candle at both ends	To work too hard or stay up late and get up early, leading to exhaustion
Golden years	The later period of life, especially after retirement, seen as a time of comfort and enjoyment
To get in shape	To become physically fit
To kill time	To spend time doing something unimportant while waiting
Watch what you eat	To be careful about your diet for health reasons
Turn over a new leaf	To start behaving in a better or more responsible way

Listening & Literature Corner

Word / Phrase	Definition in English
Clogged	Blocked so that nothing can pass through easily
Saturated fat	A type of fat found in foods that is considered unhealthy in large amounts
Tumour	An abnormal mass of tissue in the body
Inhibited	Prevented from spreading, acting naturally or freely
Stroke	A medical condition caused by interrupted blood flow to the brain
Predisposition	A natural tendency to develop a particular condition or behaviour

Word / Phrase	Definition in English
Blood flow	He movement of blood through the body
Genes	Units of heredity that carry information about characteristics
Cells	The smallest basic units of living organisms
Wit	The ability to say clever and amusing things
Flamboyant	Very noticeable, colourful, and confident in style or behaviour
Self-indulgence	Allowing oneself too much pleasure or comfort
Hedonism	The belief that pleasure is the most important thing in life
Reckless	Careless about danger or consequences
Visage	A person's face, especially in a formal or literary context
Outward beauty	Physical attractiveness visible on the outside
Stab	To push a sharp object into someone or something
Exquisite	Extremely beautiful or delicate
Glorify	To praise or honour something excessively
Conventional	Following traditional or widely accepted ways
Unsettling	Causing feelings of worry or discomfort
Decay	The process of becoming gradually damaged or destroyed
Wrinkled	Having lines or folds in the skin
Vivid	Very clear, detailed, and easy to imagine
Evade	To avoid something, especially by cleverness or trickery
Shield	To protect someone or something from harm
Allure	A strong, attractive quality that draws attention
Deterioration	The process of becoming worse
Lavish	Large in amount, or very generous and expensive
Envy	A feeling of wanting what someone else has
Grotesque	Very strange or ugly in a disturbing way

English in Use & Writing

Word / Phrase	Definition in English
High-achievers	People who are very successful and perform at a high level
Napping	Taking a short sleep, especially during the day
Snoozing	Sleeping lightly for a short time

Word / Phrase	Definition in English
Indispensable	Absolutely necessary; impossible to manage without
Physiology	The study of how the human body functions
Common sense	Basic practical knowledge and judgment
To have a lie-in	To stay in bed longer than usual in the morning
Deprivation	A lack of something necessary or desirable
Consistent	Always behaving or happening in the same way
Sedentary	Involving little physical activity
Stay in shape	To remain physically fit and healthy
Cut down on calories	To reduce the amount of food energy consumed
Counterproductive	Having the opposite effect to what was intended
Equilibrium	A state of balance or stability
Vary	To change or be different depending on the situation

Appendix B

GRAMMAR

Unit 1 “History”

Past Tenses: The Narrative Engine

Tense	Narrative Function / Definition	Historical Usage Example
Past Simple	Used for main events and completed actions that happen one after another. It moves the story forward.	<i>The king signed the treaty and left the room.</i>
Past Continuous	Used to describe the background scene , atmosphere, or an action that was in progress at a specific moment.	<i>The sun was setting over the harbour while the sailors were preparing the ship.</i>
Past Perfect	Used for an action that happened before another action in the past (the "past of the past").	<i>By the time the guards arrived, the spy had already vanished into the night.</i>
Past Perfect Continuous	Used to show a long, continuous action that led up to a specific point in the past.	<i>The explorers had been travelling for months before they finally reached the coast.</i>

Quick Guide for Students: Choosing the Right Tense

- **Action Scene?** Use a sequence of **Past Simple** verbs (Fast Pacing).
- **Creating Atmosphere?** Start with **Past Continuous** (Slow Pacing).
- **Explaining Backstory?** Use **Past Perfect** to show what happened earlier.
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Past Modals

Modal Structure	Meaning / Definition in English	Historical Usage
Must have + V3	Used when we are almost certain that something happened based on strong evidence.	<i>Columbus must have felt relieved when he finally saw land.</i>
Might / May have + V3	Used when something was possible , but we are not sure.	<i>The Norse might have abandoned their settlements due to the harsh climate.</i>
Could have + V3	Used to describe a possibility or an ability that existed but wasn't necessarily realized.	<i>He could have escaped, but he chose to stay and fight.</i>
Can't have + V3	Used when we are certain that something did not happen (negative deduction).	<i>The sailors can't have known that a whole new continent lay ahead.</i>

Unit 2 “Live and Learn”

The Passive Voice

The Passive Voice shifts the focus from the person doing the action to the **action itself** or the **object** being affected.

Basic Structure

The passive is formed using the appropriate tense of the verb **to be** + the **Past Participle (V3)** of the main verb.

Tense	Active	Passive
Present Simple	They test students.	Students are tested .
Past Simple	They tested students.	Students were tested .
Present Continuous	They are testing students.	Students are being tested .
Present Perfect	They have tested students.	Students have been tested .
Future (Will)	They will test students.	Students will be tested .
Modals	They must test students.	Students must be tested .

Passive Reporting Verbs

In academic articles, we avoid saying “People think.” Instead, we use formal, impersonal structures:

- **Structure 1:** It + Passive Verb + that + clause.
 - *Example:* **It is widely maintained that** education is a human right.
- **Structure 2:** Subject + Passive Verb + to-infinitive.
 - *Example:* The Finnish system **is considered to be** the most equitable.

When to use it

- When the "agent" (the person doing it) is unknown or obvious.
- When the "agent" is less important than the result.
- To sound objective, professional, and detached.

The Causative Form

The Causative is used when we do not perform an action ourselves, but instead **arrange for someone else** (usually a professional) to do it for us.

The “Have/Get Something Done” Structure

This is the most common causative used in exams and formal writing.

Subject + Have/Get + Object + Past Participle (V3)

- **Formal (Have):** “The government should **have** the curriculum **redesigned**.”
- **Informal/Active (Get):** “I need to **get** my laptop **fixed**.”

Including the “Agent”

If it is important to mention who is performing the service, use the preposition **by**:

- *Example:* “The university **had** the exam results **verified by** an external board.”

Causative vs. Passive

- **Passive:** “The school was painted.” (Focus on the school).
- **Causative:** “The principal **had the school painted**.” (Focus on the fact that the principal organized/arranged the service).

Quick Reference Comparison Table

Structure	Focus	Example
Active	The person doing the action.	<i>A tutor helped the student.</i>
Passive	The person receiving the action.	<i>The student was helped by a tutor.</i>
Causative	The arrangement of the service.	<i>The parents had the student helped by a tutor.</i>

Unit 3 “Planet Issues”

Future Forms

1. Basic Future Intentions & Predictions

We use different forms depending on **how certain** we are and **when** the decision was made.

Form	Usage	Example
Will + Verb	Spontaneous decisions, promises, or general predictions.	<i>I'll lend you my reusable bag.</i>

Form	Usage	Example
Be going to + Verb	Intentions made before speaking or predictions based on current evidence.	<i>Look at those clouds; it's going to rain.</i>
Present Simple	Timetables, schedules, or fixed laws.	<i>The climate summit starts at 9:00 AM.</i>
Present Continuous	Personal arrangements (fixed time and place).	<i>I'm meeting the activists at noon.</i>

2. Future Continuous: Actions in Progress

Form: Subject + will + be + Verb-ing

We use this to talk about an action that will be **in the middle of happening** at a specific moment in the future. It emphasizes the duration or the routine nature of the event.

- **Specific Time:** *This time tomorrow, we **will be installing** solar panels.*
- **Polite Inquiry:** *Will you **be using** the car later?* (Asking about plans without bordering on a request).

3. Future Perfect: Completed Actions

Form: Subject + will + have + Past Participle (V3)

We use this to look back from a point in the future and talk about an action that will be **finished** by that time. It is almost always used with time expressions starting with “**By...**” (by 2050, by the time, by next week).

- **Deadline:** *By the end of the century, the ice caps **will have melted**.*
- **Achievement:** *Hopefully, we **will have phased out** coal by 2035.*

4. Future Perfect Continuous: Ongoing Duration

Form: Subject + will + have + been + Verb-ing

This describes how long an action will have been in progress at a certain point in the future. It emphasizes the **continuity** leading up to a deadline.

- *By next month, I **will have been volunteering** at the animal shelter for a whole year.*

Important Usage Notes

A. The “Time Clause” Rule

In clauses starting with **when, as soon as, before, after, unless, or until**, we **never** use "will." Instead, we use the **Present Simple** to refer to the future.

- ❌ *I'll tell you as soon as I will know.*
- ✅ *I'll tell you as soon as I **know**.*

B. Stative Verbs

Remember that verbs describing states (believe, know, exist, be) are rarely used in the Continuous forms.

- ❌ *By 2070, the island will be being underwater.*
- ✅ *By 2070, the island **will be** underwater.*

Quick Summary Table

If you want to say...	Use...
"I just decided now!"	Will
"It's on the schedule."	Present Simple
"I'll be in the middle of it."	Future Continuous
"It will be finished by then."	Future Perfect

Mixed Conditionals

Mixed conditionals are used when the **time** in the ‘if’ clause is different from the **time** in the result clause. There are two primary types your students will encounter.

Type 1: Past Action → Present Result

Usage: To describe how a specific action in the past has changed or created a situation in the present.

Structure:

If + Past Perfect (had + V3), Subject + would + Verb (base form)

- **Real Situation:** We didn't listen to Rachel Carson in the 1960s, so our planet is in a crisis now.
- **Mixed Conditional:** *If we **had listened** to her, our planet **wouldn't be** in such a crisis now.*

Type 2: Present/Permanent State → Past Result

Usage: To describe how a permanent character trait or a long-term situation influenced a specific event in the past.

Structure:

If + Past Simple, Subject + would + have + Past Participle (V3)

- **Real Situation:** The company doesn't care about the environment (permanent state), so they ignored the leak last month (past action).
- **Mixed Conditional:** *If the company **cared** about the environment, they **wouldn't have ignored** the leak.*

Summary Comparison Table

Type	'If' Clause (Condition)	Result Clause	Meaning
Standard 2nd	Past Simple	would + Verb	Imaginary present.
Standard 3rd	Past Perfect	would have + V3	Imaginary past.
Mixed (1)	Past Perfect	would + Verb	Past action → Present result.
Mixed (2)	Past Simple	would have + V3	Permanent state → Past action.

Common Pitfalls

1. Mixing up the “would” placement

Students often try to put "would" in the 'if' clause. Remind them: **No “would” in the “if” woods.**

-  *If the government would have invested...*
-  *If the government **had invested**...*

2. Confusing Type 1 and Type 2

- **Type 1** is about **regret**: “If I had done X then, life would be Y now.”
- **Type 2** is about **identity**: “If I were a different person, I would have acted differently then.”

Advanced Tip: Inversion

For formal academic writing (like the “Advanced Review” style), students can replace “If” with an inversion to sound more sophisticated:

- **Standard:** *If we had known the risks...*
- **Inverted:** ***Had we known** the risks, we would be more prepared today.*
- **Standard:** *If the law were stricter...*
- **Inverted:** ***Were the law** stricter, the company would have been fined.*

Practice Transformation for Students

- **Context:** "The ice melted (past), so the sea level is higher (present)."
- **Challenge:** Rewrite using Type 1.

*Answer: If the ice **hadn't melted**, the sea level **wouldn't be** so high.*

Unit 4 “The Cycles of Life”

Relative clauses

Relative clauses are introduced with either a **relative pronoun** or a **relative adverb**.

Relative pronouns

We use:

- i. **who(m)/that** to refer to people.
 - ii. **which/that** to refer to things.
 - iii. **whose** with people, animals and objects to show possession (instead of a possessive adjective).
- **Who, which** and **that** can be omitted when they are the object of the relative clause. *It's the company (**that**) I am working for.*
 - **Whom** can be used instead of **who** when it is the object of the relative clause. **Whom** is always used instead of who or that after a preposition. *That's the woman **to whom** John got engaged.*
 - **Who, which** and **that** are not omitted when they are the subject of a relative clause. *The man **who** owns the company is my neighbour.*
 - **Whose** is never omitted. *That's the woman **whose** son got married to my colleague.*

Relative adverbs

We use:

- i. **when/that** to refer to a time (and can be omitted). *That was the year (**when/that**) we moved to Madrid.*
- ii. **where** to refer to a place. *The resort **where** we spent spring holidays is closing down.*
- iii. **why** to give a reason, usually after the word reason (**why** can be omitted). *That's the reason (**why**) I left early.*

Defining and Non-defining Relative Clauses

A **defining relative** clause gives necessary information essential to the meaning of the main sentence. It is not put in commas and is introduced with **who, which, that, whose where, when** or the **reason (why)**. *The man **who** won a lottery lives next door.*

A **non-defining relative clause** gives extra information and is not essential to the meaning of the main sentence. It is put in commas and is introduced with **who, whom, which whose, where** or **when**. *The man, **who** was very impatient, had left before the manager came in.*

Clauses of Purpose

Clauses of purpose are used to explain why somebody does something. They are introduced with the following words expressions:

- **to-infinitive** – *Colin went to the post office **to send** some letters.*
- **in order to/so as to + infinitive** (formal) – *The boss requested that everyone work overtime **in order to finish** the project on time.*
- **so that + can/will** (present/future reference) – *Take my number **so that you can call** me if you have any questions.*
- **so that + could/would** (past reference) – *They left at 5 o'clock **so that they would be** at the airport in plenty of time.*
- **in case + present tense** (present or future reference) – *Take an umbrella **in case it rains**.*
- **in case + past tense** (past reference) – *She **had taken** some warm sweaters **in case it was** cold there.*

Note: **in case** is never used with **will** or **would**.

- **for + noun** (expresses the purpose of an action) – *They went to John's **for a drink**.*
- **for + -ing form** (expresses the purpose of something its function) – *The mouse is used **for controlling the cursor**.*
- **with a view to + -ing form** – *The Tailors booked the hotel **with a view to spending** their holidays there.*

We can, express **negative purpose** using:

- **in order not to/so as not to + infinitive** – *He made a list of the guests **so as not to forget** anyone.*
- **prevent + noun/pronoun (+from) + -ing form** – *Bad weather **prevented the plane from departing**.*

Causes of result

Causes of result are used to express result. They are introduced with the following words/phrases:
a result, therefore, consequently/as a consequence, so, so/such ... that, etc

- **as a result/therefore/consequently/as a consequence** – *The mayor had a serious accident and, as a result/therefore/ consequently/as a consequence the opening of the new local sports centre was cancelled.*
The mayor had a serious accident. As a result/therefore/ as a consequence / consequently the opening of the new hospital was cancelled.
- **so** – *He was exhausted, so he went to bed early.*
- **such a/an + adjective + singular countable noun** – *Buddy is such a cute dog that everybody loves him.*
- **such + adjective + plural/uncountable noun** – *They were such hospitable people that I will never forget them.*
It was such heavy suitcase that she couldn't lift it.
- **such a lot of + plural/uncountable noun** – *He has got such a lot of books that he has to buy a new bookcase.*
There was such a lot of information that I couldn't keep up with it.
- **so + adjective/adverb** – *He felt so embarrassed that he left without saying goodbye.*
The man spoke so fast that nobody was able to understand him.
- **so much/little + uncountable noun**
- **so many/few + plural noun**
There was so much noise that I couldn't hear him.
I've got so little time that I can't talk to you now.
There were so many clients in the bank that they had to queue.
He made so few mistakes that he will pass the exam and get the certificate.

Clauses of concession

Clauses of concession are used to express a contrast. They are introduced with the following words/phrases:

but, although/even though/though, however, while/whereas, in spite of/despite, yet, nevertheless, on the other hand

- **but**
It was cold but he wasn't wearing a coat.
- **although/even though/though + clause.** **Even though** is more emphatic than **although**. **Though** is informal and is often used in everyday speech. It can also be put at the end of a sentence.
Although/Even though/Though it was very hot, he felt comfortable.
He felt comfortable although/even though/though it was very hot.

*It was very hot. He felt comfortable, **though**.*

- **in spite of/despite + the fact that + clause**

In spite of/Despite the fact that he had qualifications, he couldn't get a job.

- **in spite of/despite + noun/-ing form**

***In spite of/Despite his experience and qualifications, he couldn't find a well-paid job.**
He couldn't find a well-paid job in spite of/despite (his) experience and qualifications.*

- **however/nevertheless.** A comma is always used after however/nevertheless.

She left early. However/Nevertheless, she missed her train.

- **while/whereas**

She is tall, while/whereas her father is short.

- **yet (formal)/still**

***It was November, yet it was quite warm.**
My car is quite old. Still, it is in very good condition.*

- **on the other hand**

Planes aren't comfortable to travel in. On the other hand, trains are ...

Question tags

- **Question tags** are formed with an auxiliary verb and the appropriate personal pronoun. They take the same auxiliary as in the statement or, if there isn't an auxiliary in the statement, they take **do/does** (present simple) or **did** (past simple).

- After affirmative statements we use a negative interrogative tag and after negative statements we use a positive interrogative tag.

He works as a teacher, doesn't he?

She couldn't run fast, could she?

Note:

- *Let's* has the tag **shall we?** – *Let's have a break, shall we?*
- *Let me/him* has the tag **will you/won't you?** – *You'll let me use your pen, won't you?*
- *I have (possess)* has the tag **haven't I?** **BUT** *I have (used idiomatically)* has the tag **don't I?** – ***He has a car, hasn't he? He had lunch with friends, didn't he?***
- *This/That is* has the tag **isn't it?** – ***This resort is very cheap, isn't it?***
- *I am* has the tag **aren't I?** – ***I am busy, aren't I?***
- A **negative imperative** has the question tag **will you?** – ***Don't forget to call him, will you?***

Appendix C

WRITING

Unit 1 “History”

Narrative Writing

Narrative writing tells a story. Whether it is a fictional short story or a personal anecdote, the goal is to engage the reader's imagination through **sequencing**, **description**, and **climax**.

The Narrative Arc (Plot Structure)

Every good story follows a specific “shape” to keep the reader interested.

Element	Description
Exposition	Setting the scene and introducing characters (The “Who, Where, When”).
Inciting Incident	The event that starts the action or creates a problem.
Rising Action	A series of events (and obstacles) that build tension.
Climax	The turning point or the most exciting part of the story.
Falling Action	The events following the climax as the story moves toward a conclusion.
Resolution	The “denouement” where the conflict is resolved (or not).

Descriptive Techniques: “Show, Don't Tell”

Instead of telling the reader how a character feels, **show** it through their actions, senses, and the environment.

- **Tell:** "The Roman soldier was tired after the battle."
- **Show:** "The weight of his bronze cuirass pressed into his bruised chest, and the scent of iron and mud clung to his tunic like a second skin."

To make a story immersive, include details for:

- **Sight:** *The flickering torchlight reflecting off the damp stone walls of the Bastille.*
- **Sound:** *The rhythmic clatter of horse-drawn carriages on cobblestone streets.*
- **Smell:** *The pungent aroma of gunpowder and woodsmoke hanging over the battlefield.*
- **Touch:** *The rough, yellowed texture of a 17th-century parchment scroll.*
- **Taste:** *The stale, salty crunch of hardtack on a long voyage across the Atlantic.*

Narrative Tenses

To sequence events correctly, you must master these three tenses:

1. **Past Continuous (Atmosphere):** *"In 1789, the people of Paris **were starving** while the King feasted at Versailles..."*
2. **Past Simple (Sudden Action):** *"...a woman suddenly **shouted** for bread, and the march began."*
3. **Past Perfect (Context):** *"They were angry because the bread prices **had risen** beyond their reach months before."*

Student Checklist for Narratives

- ☐ **Historical Accuracy:** Did you check the technology, clothing, and social norms of the era? (No smartphones in 1914!)
- ☐ **Atmosphere:** Did you "show" the dirt, the grandeur, or the danger of the period?
- ☐ **Human Element:** Did you focus on the emotions of the person living through the history, rather than just the dates?
- ☐ **Pacing:** Does the story build toward a significant historical "moment"?

Unit 2 “Live and Learn”

Opinion Article

An opinion article (or "op-ed") is a piece of writing where the author expresses a personal viewpoint on a public issue. Unlike a neutral report, it is **persuasive**, **provocative**, and **structured** to lead the reader to a specific conclusion.

The Golden Structure

Section	Purpose	Key Content
The Hook	Captivate the reader.	A rhetorical question, a shocking statistic, or a bold statement.
Introduction	Define the issue.	A brief overview of the debate and your clear "Thesis Statement" (your opinion).
Body Paragraphs	Build the case.	Each paragraph starts with a Topic Sentence . Support your points with logic, evidence, or causative/passive structures.
Counter-argument	Show balance.	Briefly mention the opposing view ("While some argue...") before explaining why your view is stronger.
The Punchline	Final impact.	A summary of your main points and a "Call to Action" or a final thought-provoking sentence.

Academic “Softening” (Hedging)

Avoid “Black and White” statements like *“Tests are bad.”* Academic articles use **hedging** to appear more professional and well-reasoned.

- **Instead of:** *Technology destroys focus.*
- **Use:** *Technology **can potentially** disrupt attention spans.*
- **Useful words:** *Arguably, tend to, likely, often, potentially, it appears that.*

Linking for Cohesion

To get a high score, you must connect your ideas smoothly using transition signals.

- **To add ideas:** *Furthermore, Moreover, Additionally.*
- **To contrast:** *However, Nevertheless, Conversely, On the other hand.*
- **To show result:** *Consequently, Therefore, As a result.*

Style Checklist for Students

- [] **Catchy Title:** Does it summarize the theme? (e.g., *The IQ Trap*).
- [] **No Personal Slang:** Use “One might argue” instead of “I think.”
- [] **Range of Grammar:** Did you include a **Passive Reporting** verb (e.g., *It is claimed that...*) and a **Causative** (e.g., *Students should have their skills nurtured*).
- [] **Rhetorical Power:** Use a question at the start or end to leave the reader thinking.

Unit 3 “Planet Issues”

Reviews

A review is more than just an opinion; it is an **evaluation**. Your goal is to provide a balanced analysis that helps the reader decide if the work is worth their time or money.

1. The 4-Paragraph Blueprint

Paragraph	Purpose	Key Elements
1. The Intro	Set the stage.	Title, Director/Author, Genre, and the “Hook” (Why is this relevant <i>now</i> ?).
2. The Plot	Brief summary.	Highlight the main premise without giving away the ending (No spoilers!).
3. The Analysis	Deep dive.	Discuss the strengths (imagery, acting, data) and weaknesses (pacing, bias).

Paragraph	Purpose	Key Elements
4. The Verdict	Recommendation.	A final star rating or a “Must-watch/Avoid” statement based on specific criteria.

2. High-Impact Vocabulary for Reviewers

Avoid using “good,” “bad,” or “interesting.” Use these “**Reviewer’s Power Words**” instead:

- **To describe a strong message:** *Compelling, thought-provoking, poignant, hard-hitting.*
- **To describe visuals/imagery:** *Stark, vivid, breathtaking, haunting.*
- **To describe a failure:** *Superficial, biased, tedious, derivative, oversimplified.*
- **To describe the impact:** *Chilling, devastating, eye-opening, transformative.*

3. Advanced Stylistic “Hooks”

To achieve a higher grade (C1/C2 level), incorporate these structures into your review:

A. The “Balanced” Sentence (Using Contrast)

Instead of two short sentences, use a complex structure to show nuance.

*“While the documentary’s cinematography is **breathtaking**, its failure to address corporate accountability makes the message feel **superficial**.”*

B. Expressing Regret (Mixed Conditionals)

Use this in your “Analysis” section to link the work’s themes to reality.

*“Had the director interviewed local activists, the film **would have offered** a much more balanced perspective.”*

C. The “Recommendation” Inversion

End your review with a strong, inverted structure for emphasis.

*“**Rarely have I encountered** a book that challenges our modern lifestyle so effectively.”*

4. Checklist: The “Triple Bottom Line” Filter

In environmental reviews, evaluate the work based on these three criteria:

1. **People:** Does it consider social justice and human impact?
2. **Planet:** Is the environmental science accurate and urgent?
3. **Profit:** Does it address the economic reality/corporate greed involved?

5. Sample Opening Phrases

- *“The latest offering from [Director] sheds a much-needed light on...”*

- “Few works have managed to capture the grim specter of...”
- “At first glance, [Title] appears to be an innovative look at...”
- “Ultimately, the message falls short because...”

Unit 4 “The Cycles of Life”

Writing an Article

An article is a piece of writing created for publication in sources such as magazines, newspapers, newsletters, leaflets, or brochures. Articles can address a wide range of topics and may target either a general audience or a specific group of readers (e.g. students, professionals, or tourists).

Depending on the purpose, articles may:

- present an opinion or balanced argument
- describe a place, event, or experience
- provide information
- offer advice or suggestions

The style and tone of an article depend on its target audience and context. It can be **formal or informal, descriptive, narrative, or discursive**.

2. Structure

A well-written article typically includes:

1. Title

- Short and engaging
- Attracts attention
- Clearly reflects the topic

2. Introduction

- Introduces the topic
- Engages the reader (e.g. with a question or surprising fact)

3. Main Body (2–4 paragraphs)

- Each paragraph focuses on one main idea
- Starts with a clear topic sentence
- Develops ideas with examples, explanations, or details

4. Conclusion

- Summarises the main points
- May include a recommendation, opinion, or final thought

Optional: Subheadings can be used to organise ideas and improve readability.

3. Vocabulary

Use vocabulary appropriate to the purpose and audience:

- **Neutral/formal:**
It is widely believed that...

One major advantage is...
This approach may result in...

- **Semi-formal/informal:**

Have you ever wondered...?
The good news is...
What makes this even better is...

- **Linking devices:**

Firstly, moreover, however, as a result, in addition, on the other hand

- **For advice:**

It is advisable to...
You should consider...
One effective way to...

4. Samples of Opening

- *Have you ever wondered why some people seem to...?*
- *In today's fast-paced world, more and more people are...*
- *For many students, the transition to university life can be...*
- *There is no doubt that... plays an important role in our lives.*
- *Imagine a place where...*

5. Stylistic Hooks

To make your article more engaging, use:

- **Rhetorical questions:**
What would you do in this situation?
- **Direct address:**
You might be surprised to learn that...
- **Interesting facts or statistics:**
Studies show that...
- **Anecdotes or brief examples:**
Take Anna, for example...
- **Contrast:**
While some people believe..., others argue that...

6. Checklist

Use this checklist to evaluate your article:

1. Does the title attract attention and reflect the topic?
2. Is the introduction engaging and relevant?
3. Are ideas clearly organised into paragraphs?
4. Does each paragraph have a clear topic sentence?
5. Is the style appropriate for the target audience?
6. Have you used a range of vocabulary and linking words?
7. Is the tone consistent (formal/semi-formal/informal)?
8. Does the conclusion effectively summarise the article?
9. Is the language clear and accurate?

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