

English

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UNIT 1

FRIENDSHIP



I can identify and describe essential qualities of a good friend.

Unit 1.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What do you value in your friends?
2. Do you agree with the saying "A friend is someone who understands your past, believes in your future, and accepts you just the way you are."

2

Read the quiz and choose the sentences that are most true for you.

What kind of friend are you?

I would do anything to help my friends, even if it seems impossible.

I love spending time with a big group of friends.

Sometimes I feel a bit **anxious** when there are many people around.

I will always listen if my friends have a problem.

I enjoy laughing, especially when I feel joyful!

I like to hear what others think, even though I often have good ideas myself.

I love my friends but I prefer spending time alone.

I am lucky to have lots of best friends both girls and boys.

I tell my friends when their behaviour is **annoying**. But I am also **sensitive** to their feelings.

Answers

Mostly

Brilliant best friend

You're kind, honest, and caring, and your friends know you're **sensible**. You're a nice person who enjoys being around lots of people.

Mostly

Cheerful close friend

You have an easy-going personality. You enjoy having a good time and are never cruel to anyone or **jealous** of others. Because you are sociable, you're the life of parties.

Mostly

Perfect friend

You like having a few close friends. You are **trustworthy**, skilled and always stand by your friends. You love spending time with them but you also enjoy your own company.

3 PRONUNCIATION Listen and put the adjectives into groups ABCD depending on the stress.

trustworthy

responsible

optimistic

sympathetic

adventurous

impatient

sociable

ambitious

A



B



C



D



optimistic

4 Match the highlighted words in Activity 2 with their meanings.

- 1 anxious worried and nervous
- 2 ___ behaving in a careful way that shows good judgment
- 3 ___ making you feel angry
- 4 ___ able to understand people's feelings and problems
- 5 ___ someone you can rely on and believe
- 6 ___ angry or sad because somebody has something you don't have

5 Fill in the blanks with the correct words from Activity 4.

- 1 My best friend is always there for me, he is very trustworthy.
- 2 Emily felt _____ when she saw her friends with the new gadgets.
- 3 I become _____ before taking exams, but I try to stay calm and focused.
- 4 Ann's _____ heart makes her a great listener and a source of comfort.
- 5 It's important to be _____ when discussing sensitive topics with your friends.
- 6 Adam's _____ behavior was hurtful to his classmates.

6  **SPEAKING** Discuss the questions in pairs/groups.

Interview a peer and choose 5 adjectives that best describe your friend. Use the questions below.

1. How would you describe yourself? What is your best personal quality?
2. How do these qualities make your friendships strong and healthy?

7  **INDIVIDUAL WORK** Write a paragraph (about 100 words) describing your friend. Give examples that show his/her positive qualities as a good friend.

My friend Sarah is a really good friend. She's loyal and always stands by my side. She's very kind and caring. If anyone needs help, she's the first to offer a hand. I can trust her with anything. She never talks about my secrets to anyone else. Sarah is someone I can count on...

Grammar

I can talk about past experiences with my friends using Present Perfect and Past Simple.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some of the places you have visited outside Armenia?
2. Which one/ones did you like the best? Why?

2 1.1 Listen to the conversation between two friends and choose the correct option.

1. The purpose of Aram's trip to the US was *business/sightseeing*.
2. This *is/is not* Aram's first trip to the US.
3. When Aram is in the US, he always *goes shopping/visits his friend*.



3 1.1 Listen to the conversation again and match Hike's questions (1-5) with Aram's answers (a-e).

- | | | | | |
|--|--|---|--|---|
| <div style="background-color: #007bff; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">1</div> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">e</div> | <p>Hike: Hello Aram, how're you doing?</p> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">a</div> | <p>Aram: Yes, I was on a business trip. I have some business interests in this country.</p> |
| <div style="background-color: #007bff; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">2</div> | | <p>Hike: I'm good. Thanks. How was your trip to the US? I guess you were on a business trip.</p> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">b</div> | <p>Aram: Yes, I've been to the US a few times. Actually, this was my second trip this year.</p> |
| <div style="background-color: #007bff; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">3</div> | | <p>Hike: I see. Have you been to the US before?</p> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">c</div> | <p>Aram: Yeah. I visited him. I always visit him when I am there. You know how much our friendship means to me.</p> |
| <div style="background-color: #007bff; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">4</div> | | <p>Hike: Did you meet any interesting people during your US trip?</p> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">d</div> | <p>Aram: Sure. I met quite a few interesting people during this trip. It was a great experience.</p> |
| <div style="background-color: #007bff; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">5</div> | | <p>Hike: Your close friend lives in the US, right? Did you visit him?</p> | <div style="background-color: #ffc107; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-bottom: 10px;">e</div> | <p>Aram: Fine. I have just returned from the US. How are you?</p> |

Grammar Reference

PRESENT PERFECT

I have just returned from the US.
Have you been to the US before?
I've been to the US a few times.

Visible results, unstated time in the past.

Present Perfect is used to talk about past events that have *a link with the present* and
Past Simple is used to talk about events that are *completed in the past*.

(+) I have seen her.
(?) Has she met him?
(-) We have not (=haven't) practiced.

Time adverbs and expressions used with Present Perfect

just, ever, never, always, already, yet, for, since, so far, how long, lately, recently, today, this week/month/year, once, several times, etc.

- * If the verb ends in /t/ or /d/, the past simple ending is pronounced /**ɪd**/ (wanted, ended).
- * If the verb ends in a voiceless sound (/p/, /f/, /s/, /ʃ/, /tʃ/ or /k/) the past simple ending is pronounced /**t**/ (stopped and washed).
- * If the verb ends in another voiced sound (l, n, m, r, b, v, g, v, w, y, z), the past simple ending is pronounced /**d**/ (played, believed)

Retrieved from: <https://www.english-efl.com/>

PAST SIMPLE

How was your trip to the US? I guess you were on a business trip.
Did you meet any interesting people during your trip?
I met quite a few interesting people and visited my close friend.
Stated time in the past. (WHEN exactly?)

(+) I worked/ saw.
(?) Did she work/ see?
(-) We did not (=didn't) work/ see.

Time adverbs and expressions used with Past Simple

yesterday, last week/month/year/Monday, etc., ago, how long ago, just now, then, when, in 2020, etc.

4 Use the Past Simple and Present Perfect of the verbs to complete the pairs of sentences.

- live**
 - Ann lived in England when she was a child.
 - I am living in Yerevan now. I have lived in many countries.
- cut**
 - Ow! My friend _____ his finger!
 - He _____ his hair last week.
- read**
 - I _____ three books last week.
 - Ben _____ this article many times.
- break**
 - Bill _____ his leg, so he can't go skiing.
 - The boys _____ the window yesterday morning.

5 **SPEAKING** Work in pairs/groups.

Discuss with your partner some interesting experiences you **have had** with your friends and **when** exactly you **had** them.

Example: I want to share some fun times I've had with my friends this year. During the summer, we went camping in July. We've also taken a few road trips this year. Can't wait to hear what's been up with you too!

6 **INDIVIDUAL WORK** Write a paragraph (about 100 words) about your experiences and memories with a close friend using the present perfect and past simple tenses.

7 **SPEAKING** Discuss the questions in pairs/groups.

1. Have you and your friend already made plans for the weekend?
2. How long ago did you and your friend start this tradition of weekend plans?

Grammar Reference

How long is used to ask questions about periods of time.

Since is used to express a starting point.

For is used to express a period of time.

Already is used in statements. (+)

Yet is used in questions and negations.(?-)

Just + Present Perfect

Just now + Past Simple

How long have you known Sue?

I've known Sue **since** 2019.

I've known Sue **for** three years.

I've **already** posted the letters.

Have you met the new teacher **yet**?
I haven't met him **yet**.

I've **just** seen my friends.

He left for Washington **just now**.

8 Fill in **since** or **for**.

1. for two months
2. ____ lunch-time
3. ____ ages
4. ____ I was three
5. ____ four hours
6. ____ yesterday

9 Complete the second sentence so that it has a similar meaning to the first one. Use **for** or **since**.

1. Robert and I started a wonderful journey filled with memorable moments two months ago. We have been (be) friends for two months.
2. Lisa had breakfast at 8 a.m. She ____ (not eat) anything ____ 8 a.m.
3. Jack met his best friend five years ago. He ____ (know) him ____ five years.
4. Bella and Eric started their friendship in 2020. They ____ (be) friends ____ 2020.
5. Ella gave me this book two weeks ago. I ____ (have) it ____ two weeks.

10 Look at Helen's to-do list. Write sentences with already and yet.

Example: She has already made the beds.

My To-Do List

- ✓ Make the bed
- ✓ Clean the room
- ✗ Start a blog
- ✗ Go on a picnic with friends
- ✓ Call a friend



11 Fill in the blanks with *since*, *already*, *just*, *yet*, *ever*, or *never*.

- Nelly has just vacuumed the floor. Her hands are still dirty.
- I haven't seen Ben _____ last month.
- My friends haven't booked the tickets for the theater _____.
- My American friends have _____ visited Armenia.
- Jacob is the most supportive person I have _____ met.
- We've _____ been to that cafe. Can we go somewhere else?

Grammar Reference

have gone to / have been to / have been in

She's **gone to** Armenia. (*She hasn't come back yet. She is still in Armenia.*)

He's **been to** the USA once. (*He's visited the USA. He's back now.*)

I've **been in** London for a month. (*I am in London.*)

Retrieved from: <https://www.english-eft.com/>

12 Fill in the blanks with **has/have gone to**, **has/have been to** or **has/have been in**.

- My American friend has been in Yerevan for two months now.
- Emma's parents _____ Italy twice.
- Olivia isn't at home. She _____ the supermarket to buy some bread.
- James and Henry _____ the stadium to play football. They'll be back by 3 o'clock.
- Ann's sister _____ hospital since Tuesday.
- _____ you ever _____ the theater?

13



SPEAKING

Discuss the questions in pairs/groups.

Work with your peers, discuss the prompts below and share interesting details of past events related to friendships using both present perfect and past simple tenses.

1. Have you ever supported a friend during a challenging time? Tell us about it.
2. Have you ever had a funny misunderstanding with a friend? Share the story.
3. Talk about a time when you've learned something valuable from a friend.

14



INDIVIDUAL WORK

Write short descriptions of memorable moments with your best friend using present perfect and past simple tenses. Include details like where and when the event happened, what you did, and how you felt.

Example: Last weekend, my best friend Sarah and I had a fantastic movie marathon. We've known each other since elementary school, and our love for movies has always brought us closer. This time, we watched a series of classic comedies that we've always enjoyed. The laughter and joy we shared were priceless. It's amazing how our friendship has grown stronger over time.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify and describe the essential qualities of a good friend.				
Talk about past experiences with my friends using present perfect and past simple tenses.				

Unit 1.3

Listening

I can identify key details in the conversation between two old friends and express my opinion on it.



1 **SPEAKING**

Discuss the questions in pairs/groups.

You can make a new friend but you can't make an old one.

The best mirror you can have is an old friend.

One old friend is better than two new ones.

1. Which sayings mentioned above do you like best? Why?
2. How would you complete the sentence: 'An old friend is someone who.....'?

2 Look at the picture and try to guess who these people are and what they are telling each other.



3 Choose the correct explanation for the highlighted words.

1. For **a couple of** years.
a. around ten
b. around two
2. It **didn't work out**.
a. was successful
b. was not successful
3. The dream job wasn't really **a dream**.
a. perfect
b. boring
4. Time **flies**.
a. goes quickly
b. goes slowly
5. You should **come round** to the house.
a. go outside
b. visit

Adapted from: <https://learnenglish.britishcouncil.org/skills/listening/b1-listening/meeting-old-friend>

4 1.2 Listen to the conversation and answer the questions.

1. Who was the conversation between?
2. How did they feel when they met?
3. What news did Robert share with Emma?

5 1.2 Listen to the conversation again. Correct the wrong sentences.

1. Emma still lives in Yerevan.
Wrong: Emma has been back now for almost seven months.
2. Emma liked her job in Yerevan very much as it was her dream job.
3. Emma is living alone.
4. Robert is sure Emma knows his wife.
5. Robert has only a daughter named Sophie.
6. Robert invites Emma to his house at once.

6 Match the beginnings of the sentences (1-5) with their endings (a-e).

- | | |
|---|-------------------------------|
| 1. They have not seen each other for <u>c</u> | a) seven years. |
| 2. Emma was in Yerevan for | b) three and five years old. |
| 3. Emma has been back for | c) <i>over fifteen years.</i> |
| 4. Robert has been married for | d) a couple of years. |
| 5. Robert's children are | e) almost seven months. |

7 **SPEAKING** Discuss the questions in pairs/groups.

1. How do you keep in touch with some of your old friends? Explain.
2. How important are your friends to you? Explain.

8 **INDIVIDUAL WORK** Write a short paragraph about meeting an old friend. Describe what you talked about and how you felt.

Example: Meeting my old friend was amazing. We chatted about our favorite memories and shared with each other the latest news about our lives. It felt like no time had passed since we last saw each other.



Grammar



I can use the Zero Conditional to communicate general truths about friendships, the First Conditional to express possible future outcomes within friendships, the Second Conditional to describe hypothetical scenarios and their potential impacts on friendships.

1 **SPEAKING** Complete the question and discuss it in pairs/groups.

What will you do tomorrow if...?

2 Look at the examples. Which tenses are used in each pair? Match each example with the rule a or b.

1. If friends share common interests, they enjoy spending time together.
2. If John needs help, I'll be there for him no matter what.
3. If friends support each other, they overcome challenges more easily.
4. If my friend studies hard, she will do well on the upcoming exam.

1	2	3	4
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grammar Reference

CONDITIONALS

Conditionals describe the **result** of a certain condition. The **if-clause** tells you the **condition** (*If you study hard*) and the **main clause** tells you the **result** (*you will pass your exams*). The order of the clauses does not change the meaning.

a) We use the zero conditional to talk about things that are generally true, especially for laws and rules. We use: **if/when + present simple + present simple**

b) We use the first conditional when we talk about future situations we believe are real or possible. We use: **if/when + present simple + will + bare infinitive**

We put a comma (,) after if-clause when it comes first.

3 Write the sentences of the conversation between two friends in the correct order.

- 1 **Anahit:** Hey Aram, what will you do this weekend if the weather is nice?
- Aram:** Absolutely, Anahit! I have a few great options you might enjoy.
- 7 **Anahit:** Thanks! What time do you usually start reading on weekends?
- Aram:** Well, if the weather is nice, I'm planning to go hiking in the mountains.
- Anahit:** Ow! Snacking and reading go well together. Have a great weekend!
- Aram:** I usually start reading in the afternoon, around 3 PM.
- Anahit:** That sounds adventurous! And what will you do if it rains?
- 10 **Aram:** If I get hungry, I'll make a quick snack or order some takeout.
- Anahit:** And, what will you do if you get hungry while reading?
- 4 **Aram:** If it rains, I will stay in and read some books.
- Anahit:** Reading sounds good! Could I borrow one of your books?

4 Match the beginnings (1-6) with the ends (a-f) of the sentences.

- | | |
|---|--|
| 1. <u>f</u> If I go on vacation, | a) he will be happy to help you. |
| 2. If we listen to each other's stories, | b) trust is built over time. |
| 3. If you explain the problem to Ben, | c) they feel happy and closer. |
| 4. If friends smile at each other, | d) we'll understand each other better. |
| 5. We'll finish the project before the deadline | e) if we work on it together. |
| 6. If friends communicate honestly, | f) <i>I always ask my closest friend to water my plants.</i> |

Grammar Reference

Unless= Ifnot

You will be cold **unless** you wear a coat.= You will be cold **if** you do **not** wear a coat.

5 Fill in the blanks with **unless** or **if**.

- Unless you try, you will never win.
- _____ I have enough time tomorrow, I will come and see you.
- I won't be able to paint like that _____ I practice painting a lot.
- I will miss the school bus _____ I don't leave right now.
- She will fail the exam _____ she doesn't study.
- _____ I meet him, I'll tell him the whole truth.

6 **SPEAKING** Work in pairs/groups.

Complete the sentences and discuss them.

1. I get very angry if ____ .
2. If I go shopping ____ .
4. If my best friend leaves the mobile phone at my home ____ .
5. I'll tell you the truth if ____ .
6. If my friend has enough time, ____ .

7 **INDIVIDUAL WORK** Complete the sentences to describe a typical day spent with a close friend.

If my friend and I meet up, we start the day with smiles and laughter. If we're both free, we ____ . If it's a sunny day, we ____ . If it's raining, we ____ . If we're feeling adventurous, we ____ . If one of us has a problem, the other ____ . If it's late, ____ . With a friend like this, every day is a new adventure.

Grammar Reference

SECOND CONDITIONAL

If I **had** only one friend left, **I'd want** it to be you.

8 **SPEAKING** Discuss the questions in pairs/groups.

1. If you could choose any place in the world to visit with your friend, where would it be and why?
2. If you had to plan a surprise for your friend, what kind of surprise would it be?



9 Match the words (1-5) with their descriptions (a-e).

- | | |
|-----------------------------|---|
| 1. <u>c</u> blessed | a) not to be certain about something |
| 2. to see something through | b) to know about someone nearly everything |
| 3. to give a helping hand | c) <i>lucky in having a particular thing</i> |
| 4. to know inside out | d) to give help to sb for a particular period of time |
| 5. to doubt | e) to help someone |

10 1.3 Listen to the song and say how it makes you feel.

Grammar Reference

If I **had** a day off tomorrow, I **would spend** this day with my best friend. (IMPROBABLE SITUATION)

If I **were** you, I **would get** a part-time job to help your parents. (GIVING ADVICE)

The Second Conditional is used

- to talk about **imaginary** situations that are **contrary to facts in the present** and unlikely to happen in the present or future;
- to give advice.

'd= would

If I/he/she/it **were...**

If-clause
IF+ Past Simple

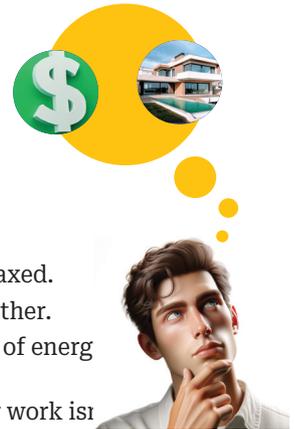
Main clause
WOULD/COULD/MIGHT + bare infinitive

11 Complete the statements with the correct Second Conditional form of the verbs in brackets.

1. Would you work in France if you had (have) the chance?
2. Robert _____ (buy) a laptop if he had more money.
3. If Aram could play the guitar, he _____ (join) a band.
4. If Mary _____ (have) more time, she would read more.
5. I _____ (not go) to that party if I were you.
6. Sam and Ann would wake up early if they _____ (work).

12 Rewrite these real situations as imaginary situations. Begin each sentence with *if*.

1. I don't have much money, so I don't buy a bigger house.
If I *had* much money, I *would buy* a bigger house.
2. I don't buy a bigger house, so I don't invite my friends every week.
3. I don't invite my friends every week, so we don't chat a lot and feel relaxed.
4. We don't chat a lot and feel relaxed, so we don't spend a nice time together.
5. We don't spend a nice time at the weekend, so we don't go to work full of energy enthusiasm the next day.
6. We don't go to work full of energy and enthusiasm the next day, so our work is



13 Fill in the correct tense of the verbs in brackets.

1. If my friend knew (know) the answer, she would tell (tell) us.
2. Unless friends _____ (help) each other, they _____ (struggle) with challenges.
3. If you _____ (invite) Robert, he _____ (attend) the party.
4. If friends _____ (support) one another, they _____ (feel) closer.
5. If Mary _____ (join) the team, our chances of winning _____ (improve).
6. If I _____ (be) braver, I _____ (introduce) myself to new people and make more friends.

14 Complete the sentences with the correct form of the verbs in brackets and your own ideas.

1. If I could (can) go anywhere in the world with my friends, I would go to New York.
2. If I _____ (not have) a phone, I _____.
3. If my friend _____ (not trust) me, I _____.
4. If I _____ (want) advice on which computer to buy, I _____.
5. If I _____ (decide) to change one thing about my life, I _____.
6. If I _____ (need) to borrow some money, I _____.

15 **SPEAKING** Work in pairs /groups.

Use the prompts and give advice to your friend who wants to lose weight.

Example: I think you could... / I think it would be best if...

start swimming

eat fruit and vegetables

walk to school

stop eating sweets

go to the gym

go jogging

16 **INDIVIDUAL WORK** Choose 5 famous people and write what you would do with them if you were friends.

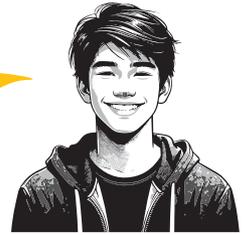
Example: If I were friends with Cristiano Ronaldo, life would be a thrilling ride! We could challenge each other on the soccer field, pushing our limits and honing our skills.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify key details in the conversation between two old friends and express my opinion on it.				
Use the Zero Conditional to communicate general truths about friendships.				
Use the First Conditional to express possible future outcomes within friendships.				
Use the Second Conditional to describe hypothetical scenarios and their potential impacts on friendships.				

Reading

I can identify the main points in an article concerning friendship and express my opinion on it.



1 **SPEAKING** Work in pairs/groups.

Write three rules which help to be a good friend. Discuss them with your partner/s.

Example: Friends should motivate each other.

2 Read the text. Compare your ideas with the information in the article.

9 How to be a good friend

RULES

1. Keep your promises. If you say you'll **hang out** with a friend, don't change your mind. If you say you'll do a friend a favor, be sure to do it.

It's OK to **back out of things** every once in a while. But do not make it a regular thing. Your friend won't trust you anymore if it happens too often.

Being Honest and Loyal

2. Say you're sorry if you do something wrong. Don't act as if you're perfect. If you've done something wrong, **admit** it. You should really mean it when you say sorry.

3. Talk about your feelings. If something is upsetting you, don't be afraid to talk about it. Tell your friend how you feel.

4. Don't gossip. If your friend tells you a secret, don't tell anyone else. Also, don't **spread** stories about your friend.

Helping Your Friends

5. Be a good listener. Don't do all the talking. Listen carefully to what your friend has to say. Let your friend know you care what he or she thinks.

6. Be there when they need you. If your friend is in hospital, visit. If your friend's dog runs away, help find it. Let your friends see they can **count on** you. If they're true friends, you'll be able to count on them, too.

7. Give your friend some space. Your friend won't always want to be with you. You should accept that. Let your friend be alone sometimes. Also, don't worry if your friend have lots of other friends. It doesn't mean they don't care about you.

8. Learn to forgive. You should be able to forgive your friends if they do something that hurts you. First, let them know how you feel. If your friends are sorry for what they did, you should forgive them. Everyone makes mistakes.

9. Stay in touch. If your friends move away, be sure to **stay in touch**. Write them or call them. They will be very happy to hear from you!

Adapted from: <https://newsela.com/view/ck9nooia905fm0iqjpb8h85rp/?levelId=ck7ecwiec0swg14p7dhr2bcv5>

3 Read the text again. Match the statements (1-9) with the rules (a-i).

- | | |
|---|--|
| 1. <u>h</u> Let your friend be on his own sometimes. | a) Be a good listener. |
| 2. Don't change your mind. | b) Talk about your feelings. |
| 3. Let your friend see you care about his problems. | c) Don't gossip. |
| 4. Admit your mistake. | d) Be there when they need you. |
| 5. Tell your friend what is upsetting you. | e) Stay in touch. |
| 6. Don't forget your friends if they move. | f) Keep your promises. |
| 7. Don't share your friend's secrets. | g) Learn to forgive. |
| 8. Let your friends know they can count on you. | h) Give your friend some space. |
| 9. You should stop being angry with your friends if they feel they have done a wrong thing. | i) Say you're sorry if you do something wrong. |

4 Match the highlighted words from the article with their definitions.

to back out of things
to admit

to spread
to count on

to stay in touch
to hang out

1. to spread to pass from person to person
2. ___ to continue to talk to or write to someone
3. ___ to spend a lot of time with someone
4. ___ to agree, often unwillingly, that something is true
5. ___ to trust
6. ___ to decide not to do something that you have said you will do

5 Complete the sentences with the highlighted words from the article.

1. I never spread personal information about my friends.
2. My friends can always _____ me when they need me.
3. If I say I'll _____ with a friend, I always spend much time with him.
4. I never _____ I have promised to do.
5. Modern technology helps _____ with my friends even if they move away.
6. I always _____ my mistakes not to break up with my friend.

6 **SPEAKING** Work in pairs/groups.

Which three rules from the article are the most important for you? Provide reasons and examples.

7 **INDIVIDUAL WORK** Choose the statement from the article which is typical of you and write a paragraph explaining why you think so.

Example: My friends know **they can count on me** because I always keep my promises and I'm always there to help. I believe in the value of keeping my word and being there when they need support. I care about them and want to make sure they're happy.

8 **SPEAKING** Discuss the questions in pairs/groups.

1. Where did you meet most of your friends, online or offline? Why?
2. Are there any differences between your online friends and your real friends? Explain.

9 **Read the article and check if any of your ideas were mentioned there.**

Friendship in the 21st Century

The concept of 'friend' has changed since the appearance of social media. And what about friendship? If we look back, we will notice that our parents developed most of their friendships at school, playing with others, or at work, people they worked and communicated with on a daily basis in real life. Now, things have changed, sometimes for the better or worse, since virtual relationships rule.

It is during **adolescence** that we understand the importance of being included in social circles, which is **essential** to build our identity and form our values and opinions about others and the world around us. Now more than ever, teens are using social platforms both to find those circles and as a way of feeling part of them.

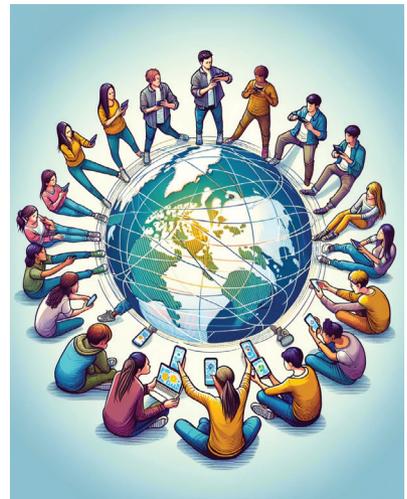
Firstly, who do you call a friend? A person you have never met in real life but who is **linked** to your online social profile, or someone you have known since kindergarten or school and have never lost touch with? Probably both...am I right?

There is nothing wrong in experiencing different types of relationships. Interestingly, social networks introduced a new form of communication that gave young people several advantages:

- Distance is no longer a problem.
- You can think before you say something, which doesn't happen in real-life conversations.
- Teens can overcome **lack of confidence** and **self-esteem** issues as they are 'protected' behind their computer screens.
- Parents seem more relaxed with their children staying at home.

Unfortunately, while in real life we believe in the old saying "Books and friends should be few but good", what we see online is a different reality, where teens usually look for many friendships, where quality is less important than quantity.

We can't **deny** the influence of social networks in the shaping of new friendships. However, they should not replace real-life ones.



Adapted from: <http://paneuyouth.eu/friendship-in-the-21st-century/>

10 Read the text again and answer the questions.

1. How has friendship changed because of social media?
2. What are some benefits of using social platforms to find friends?
3. How might online conversations help with shyness?
4. Why do some online friendships focus more on quantity?
5. What does the author seem to think about online friendships?
6. What differences can you see between real-life and online friendships?

11 Match the highlighted words from the article with their meanings.

to deny
adolescence

linked
self-esteem

essential
lack of

1. *adolescence* the period of time in a person's life when they are developing into an adult
2. ___ connected
3. ___ to say that something is not true
4. ___ the fact that there is not enough of
5. ___ necessary, needed
6. ___ a feeling of being happy with your own character and abilities

12 Complete the sentences with words of Activity 11.

1. I can't *deny* that friendship brings happiness.
2. Food is ___ for life.
3. ___ knowledge is darker than night.
4. During ___ teenagers' bodies are actively growing.
5. The two towns are ___ by a railway.
6. Having friends who care about you is essential for building your ___ and feeling good about yourself.

13 SPEAKING Discuss the questions in pairs/groups.

Work with a partner or in groups to express PRO and CON opinions.

1. Do you think your online friendships are different to your real-world friendships?
2. What are the disadvantages of having online friends?
3. Do you think you will have the same online/real friends in five years' time? Why?

14 INDIVIDUAL WORK Interview your parents to find out their opinions on both real-life and online friendships.

1. Who was your best childhood friend? Why?
2. How would you describe him/her and your relationship with him/her?

I can make predictions about my friend's future actions, reactions, and decisions using conjunctions in the Present Simple with future reference.



1

**SPEAKING**

Work in pairs/groups.

Look at the photo on the right. Discuss what you think they are speaking about. Use the ideas below.

going shopping

party

playing tennis after classes

visiting a museum

exams

business meeting



2



Listen to the conversation and check your ideas.

3



Listen to the conversation again and choose the correct option.

1. Alice will be very *upset/happy* **unless** Rick comes.
2. **If** Rick goes to Alice's party, he won't have enough *energy/time* to prepare.
3. **As soon as** Rick passes his exams, they'll *go on a picnic/meet at his place* and have fun together.
4. He'll call Alice *tonight/tomorrow* **when** he has a minute.

Grammar Reference

if**when****as soon as****+ Present Tense****unless (=if...not)****before****after**

The clause with the conjunction can come before or after the main clause. When it comes before, put a comma (,).

4

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

1. **As soon as** my friend arrives, we'll start preparing for the surprise party.
2. **When** you ____ (see) Robert, give him a warm hug to show your appreciation.
3. **Unless** you ____ (have) other plans, let's meet up for lunch tomorrow.
4. **Before** my friend and I ____ (go) to the cinema, we ____ (book) our seats.
5. Jane and I ____ (support) each other through this challenge **until** we ____ (find) a solution.
6. **After** we ____ (finish) our work, we ____ (go) out and celebrate our achievements together.

5 Choose the most appropriate conjunction and write the correct tense form.

1. ~~As soon as~~ / If we stay (stay) in touch, our friendship will remain (remain) strong.
2. When/ Until Ella ___ (share) the news, we ___ (plan) a celebration to congratulate her.
3. We ___ (discuss) the plans as soon as/ unless Ben ___ (give) the presentation.
4. I ___ (have) to finish the reports before/ as soon as my friends ___ (come).
5. My friend ___ (buy) a new computer if/ before the prices ___ (go) down.
6. After/ Before we ___ (set) up the tents and gather some firewood, we ___ (relax) by the campfire.

6 Complete the second sentence with the correct conjunction so that it has the same meaning to the first.

1. Have a lot of friends or you will be unhappy. You won't be happy unless you have a lot of friends.
2. First, I will finish my project. Then I will meet Dan. I will meet Dan _____ I finish the project.
3. Come to Yerevan. In Yerevan I will invite you to my new house. I will invite you to my new house _____ you come to Yerevan.
4. The moment I am admitted to the university, I will be the happiest person. I will be the happiest person _____ I am admitted to the university.
5. First, he wants to speak to Ted, then he plans to make a decision. He thinks he will speak to Ted _____ he makes a decision.

7 **SPEAKING** Work in pairs /groups.

Interview your friend using the questions below. What will you do...

1. **as soon as** your friend and you find a lot of money?
2. **when** your friends want to organize a party but do not know how to make it more fun?
3. **if** you miss your friend who has moved to another city?

8 **INDIVIDUAL WORK** Write instructions on how to make fun with friends when you do not have a lot of money. Use conjunctions.

Example: Host a karaoke night at home when you're in the mood for singing. Plan a picnic in the park if the weather is nice.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify the main points in an article concerning friendship and express my opinion on it.				
Make predictions about my friend's future actions, reactions, and decisions using conjunctions in the Present Simple with future reference.				

Unit 1.7

Writing

I can write a short personal email, a letter to a friend addressing his concerns.



1 **SPEAKING** Discuss the questions in pairs /groups.

1. How often do you write email messages?
2. Do you think people will write less in the future? Why/Why not?

2 Write the phrases in the correct group.

1. It was great to hear from you the other day.
2. Say hello to your family and friends.
3. Take care.
4. Hope to hear from you soon.
5. Sorry I haven't written sooner. I've been away on holiday.
6. Thanks for your letter and telling me all your news.
7. How's everything going?
8. Please, write back soon.

to begin a letter



to end a letter



3 Read a part of an email that Steve has received from her friend Olivia.

To: Steve

From: Olivia

.....
*Tell me about your favorite day of the week.
I'd like to hear all about it.*
.....





4 Read Steve's reply. Does he answer Olivia's question?

Message

To: Olivia **Subject: C U soon!**

Dear Olivia,

Thank you for your letter. It was nice to hear from you. You asked me to tell you about my favorite day of the week. Well, it's definitely Friday.

One reason I like Fridays is because I have my favorite subjects at school: PE and Chemistry. Chemistry's great because we do experiments in the science lab and our teacher, Mrs. Murphy, is so nice and intelligent. In PE we usually play volleyball, which is my favorite sport. I'm good at it because I'm quite quick. Our team usually wins.

We also have German on Fridays which is actually my least favorite subject because it's difficult for me. After German, we have ICT which is much more interesting. At the moment I'm creating a webpage for our volleyball team. After school, I usually hang out with my friends, and then in the evening I play football at the sports center. On Friday nights my friends and I love going to the cinema. We can relax a bit on Friday evenings because there's no school on Saturday. What do you enjoy doing at weekends?

I can't wait to see you next month! I'm sure we'll have fun together. OK, time to finish. Write soon :)

Bye 4 now,
Steve

5 Put the sentences summarizing the email in the correct order (1-5).

- say you are looking forward to seeing her
- greeting and information why you are writing
- finish with a friendly good-bye
- additional information about what you usually do on the preferred day
- say which day of the week you prefer and why

Writing Strategy

Informal letters are sent to people you know well (e.g. friends, relatives).

Informal emails/letters give personal news, ask for information or give advice.

Start the letter/email with a friendly greeting. (Dear Ben. Hi Jack)

Don't use full forms. Use contractions. (you're, I'm)

Use emoticons :) or abbreviations (C U soon)

Ask a lot of questions. They show interest and familiarity. (What do you enjoy doing on weekends?)

Finish the letter with a friendly goodbye. (All the best.)

6 Correct the punctuation mistakes and rewrite the sentences. Remember to use capital letters, apostrophes, full stops, and question marks.

1. you asked about my favorite day of the week. well, its definitely thursday
2. on thursday we study french, english and chemistry
3. after school we often go to davids house
4. at the weekend i visit my grandparents house
5. whats your favorite day of the week
6. hope to hear from you soon

7 **INDIVIDUAL WORK** Read the letter from your English-speaking friend and answer her email.

From: Annie

Subject: Hello!

It's great to hear that you are coming to stay with me and my family for your summer holidays.

Please tell me about yourself.

What subjects do you like at school? What do you do in your free time? What hobbies do you have?

I'd like to plan some cool activities for us :)

Let me know if you have any questions for me.

See you soon,

Annie



8 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think it is important to show empathy to our friends during difficult periods? Why?
2. How can showing support to a friend make a difference? Explain.
3. Why might writing a letter be more impactful than a quick message or conversation?

Letter Structure

Heading: Your address and the date.

Salutation: A warm greeting (Dear...,)

Introduction: Express how much you value the friendship and briefly mention a positive memory.

Main Body: Share your concern and offer your support. Use empathetic language.

Closing: Wrap up the letter with a caring closing (“Thinking of you” or “Take care.”)

Signature: Sign your name.

9 Write a letter to your friend addressing his/her worries. Follow the prompts.

**Start with a Friendly Greeting
and a Happy Memory:**

“Hi” or use his/ her name.

Share a memory you both enjoyed, like a fun day together.

Show You Care:

“I’ve noticed you’ve seemed a little down lately...”

Let him/ her know you’re paying attention to how he/ she feels.

Offer Support:

“I want you to know I’m here for you.”

Assure him/ her you’re ready to help and listen.

Encourage Sharing:

“If you’re comfortable, you can talk to me.”

Let him/ her know it’s okay to share his/ her feelings.

Be Always Available:

“Anytime you want to talk, I’m just a message away.”

Remind him/ her that you’re always available to chat or provide assistance.

Finish with a Warm Closing:

“Take care and know you have a friend here.”

Finish the letter with a kind and caring note.

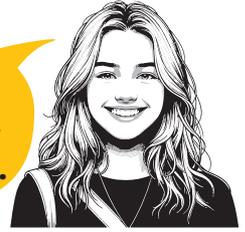
10 **SPEAKING** Exchange letters with a partner. Provide feedback by answering the questions.

1. Did the letter show understanding towards your worries? How?
2. Was the tone of the letter comforting, supportive, and caring? Why/Why not?
3. Was the message clear and easy to understand? Why/Why not?

11 **INDIVIDUAL WORK** Write a letter to a real or fictional friend, addressing his/her concerns. Use correct letter structure and empathetic language.

Speaking

I can express interest in a conversation and engage in discussions about similarities or differences with my friends.



1

SPEAKING

Discuss the questions in pairs/groups.

Use the activities below and answer the questions.

traveling shopping watching films being online listening to music eating

- How much of your free time do you spend on each activity?
- What other things do you do in your free time?
- How similar or different are you to your friends?

2 1.5

Listen to the two conversations and answer the question.

- What do Emma and Nelly have in common?

3 1.5

Listen to the conversation and fill in the blanks with the responses (a-f).

Me too:

Do you? That's interesting

Wow, that's interesting.

Really? That's cool!

Me neither.

Is she?

- Nelly:** I love traveling and meeting new people.
Emily: *Me too.*
- Emily:** I've got loads of friends and they are excited to meet you.
Nelly: _____.
- Emily:** I don't really like rock or heavy metal.
Nelly: _____.
- Nelly:** I prefer classical music. I play the piano.
Emily: _____.
- Emily:** Do you have any brothers or sisters? I've just got one sister. She's a student.
Nelly: _____.
- Nelly:** Oh. I've got a sister too – she's a psychologist.
Emily: _____.

Useful Expressions

A: I've got loads of friends and they want to meet you.

A: I've just got one sister. She's a student.

A: She's a psychologist.

A: I love traveling and meeting new people.

A: I don't really like rock or heavy metal.

A: I'm not very keen on coffee.

A: I play the piano.

Showing interest

B: Really? That's cool!

B: Is she?

B: Wow, that's interesting.

Saying you are similar

B: Me too.

B: Me neither.

Saying you are different

B: Aren't you? Oh, I am.

B: Do you? Right

4 Cross out the response which is NOT possible in each situation.

- A:** There are thirty-six students in my class.
B: Really? ~~Is it?~~ Are there?
- A:** My friend can play the violin.
B: Is he? Cool! Can he?
- A:** I enjoy reading books and spending time with my friends.
B: Do you? Are you? Really?
- A:** My parents have been to Italy twice.
B: Have they? Wow, that's interesting. Did they?
- A:** She has got hundreds of followers on Instagram.
B: Is she? Cool! Has she?
- A:** She is a designer.
B: Does she? Wow, that's interesting. That's cool!

5 Complete the table.

Statement	Say you are similar	Say you are different
I love listening to music	Me too.	Do you? <u>I don't.</u>
I don't love listening to music.	1. _____	Don't you? I do.
I have got lots of friends.	2. _____	3. _____ I haven't.
I haven't got many friends.	4. _____	5. Haven't you? _____
I am interested in traveling.	6. _____	7. Are you? _____

Similar

A: I am really into playing computer games.

B: Me too. I play for hours.

A: I am not very keen on reading poetry.

B: Me neither. I love reading science fiction.

Different

A: I am really into playing computer games.

B: I am not. I think it's a waste of time.

A: I am not very keen on reading poetry.

B: Aren't you? I love reading poetry.

6 SPEAKING Work in pairs/ groups.

Complete the sentences to make them true for you and compare them with your peers. Make a conversation.

Example:

Student A: "I really like spending time with my friends and having conversations."

Student B: "That's great! I also enjoy meaningful conversations with my friends."

- I really like ...
- I am excited about...
- I'm really into ...
- I have got ...
- I'm not very keen on ...
- I haven't been to ...

7 **INDIVIDUAL WORK** Write any similarities or differences you noticed between your experiences or feelings and those of your classmates.

Example: I noticed both similarities and differences in our experiences and feelings. Some of us shared similar interests or preferences, such as liking certain hobbies or activities. However, there were also differences, for example, some classmates had different ideas or experiences that I didn't know about. Talking with everyone helped me think about things in new ways.

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- Friends are as important as family.
- Real friendship is formed during school years.
- You should help your friend even if he/ she is wrong.
- Friendship means always being available.
- A good friend never disagrees.
- Friendships are the same everywhere.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write a short personal email effectively.				
Write a letter to a friend, addressing his/her concerns.				
Express interest in a conversation and engage in discussions about similarities or differences with my friends.				

Unit Review

SPEAKING

1 Choose the answer A, B, or C that is closest in meaning to the underlined words.

1. They stay in touch through social media and text messaging.
A. stay at home
B. travel to other countries
C. continue to talk to or write to someone
2. If you say you'll **hang out** with a friend, don't change your mind.
A. spend a lot of time
B. do homework
C. visit someone
3. If Alex is a true friend you should always be able to **count on** him.
A. believe
B. trust
C. remember
4. A good friend mustn't **back out of things**, especially in difficult situations.
A. decide not to do what he has said he will do
B. go home
C. stay silent.
5. I'll **admit**, without my friends, life would be less colorful and enjoyable.
A. agree
B. say
C. disagree
6. In **adolescence**, I felt alone and misunderstood.
A. school years
B. childhood
C. the period of time in a person's life when they are developing into an adult

GRAMMAR

2 Choose past simple or present perfect to complete the sentences below.

1. This is the most delicious dish I have ever eaten/ *ever ate*.
2. *Did you have*/ *Have you had* a holiday recently?
3. *We arrived*/ *have arrived* last week. *We were*/ *have been* here for 5 days.
4. '*Have you finished*/ *Did you finish* painting the living- room yet?' 'No, I'll finish it tomorrow.'
5. My mother *grew up*/ *has grown up* in Armenia.
6. He loves gardening. He *has been*/ *was* a gardener all his life.

3 Match the two halves of the conditional clauses.

1. e If I had enough money,
 2. Ann always screams
 3. They would be happier
 4. If I am in the USA,
 5. If I had her number,
 6. If you tell him a joke,
- a) John usually laughs for a long time.
 - b) if she sees a spider.
 - d) I would call her immediately.
 - c) if they moved to a bigger flat.
 - d) I will go to Hollywood.
 - e) *I would buy that car.*

READING

4



Read the text and choose the correct option to continue the statements.

Friendship Day takes place on the first Sunday of August every year. It is one day of the year we can say thank you to our friends. The tradition began in the USA in 1935 and has slowly spread around the world. The U.S. Congress declared Friendship Day as a national celebration. It still has a way to go before it is as popular as Mother's Day and Father's Day. On Friendship Day people spend time with their friends and exchange presents. Some people send cards, write special songs or bake friendship cakes. One great way to celebrate is to make a poster or create an album about your friend or friends. Perhaps include Winnie the Pooh on it because the United Nations made Pooh the world's Ambassador of Friendship in 1997.

Friends are extremely important to us. They are often like members of our own family. In fact, many people spend more time with their friends than with their relatives. People also tell their friends more secrets. We start friendships almost from the time we can walk. Everyone has special childhood friends, and some of them become lifelong friends. We usually meet our best friends early on in our life. Best friends usually stay best friends forever. Nowadays the Internet has changed the way we make friends. Many people **strike up** friendships online. The Web is also useful to find long-lost friends. There are many sites to find old friends.

Adapted from: https://eslholidaylessons.com/08/friendship_day.html

1. Friendship day takes place
 - a) every Sunday.
 - b) every August.
 - c) once a year.
2. Friendship day is
 - a) as popular as Mother's Day
 - b) less popular than Mother's and Father's Day.
 - c) more popular than Father's Day.
3. On Friendship Day people
 - a) give their friends presents and receive presents from them.
 - b) exchange money.
 - c) spend the weekend with their friends.
4. People who have been your friends since childhood
 - a) will never become your lifelong friends.
 - b) will not communicate with you when you are an adult.
 - c) can also become lifelong friends.
5. **Strike up** in the second paragraph means
 - a) begin
 - b) continue
 - c) finish
6. We can find our long-lost friends with the help of
 - a) the telephone.
 - b) the Web.
 - c) friends.

SPEAKING

5

Ask your partner the following questions and compare the answers with your own.

1. Which three adjectives best describe you?
2. Are you usually optimistic or pessimistic? Give an example.
3. Do you think it's ok to be self-confident? Why/why not?
4. Are you often forgetful? Give an example.
5. What would you do, if your friend told you a lie?

WORD LIST

VOCABULARY

achieve /ə'tʃi:v/
aggressive /ə'gresɪv/
ambitious /æm'bɪʃəs/
annoyed /ə'nɔɪd/
arrogant /'ærəgənt/
biology /baɪ'ɒlədʒi/
caring /'kærɪŋ/
cheerful /'tʃɪr.fəl/
concept /'kɒn.sept/
cruel /'kruəl/
determined /dɪ'tɜːmɪnd/
dissatisfied /dɪs'sætɪs.faɪd/
generous /'dʒenərəs/
illegal /ɪ'liɡl/
impatient /ɪm'peɪnt/
insecure /,ɪn.sə'kjʊr/
irresponsible /,ɪrɪ'spɒnsəbl/
intolerant /ɪn'tɒlərənt/
jealous /'dʒeləs/
legal /'liɡl/
loyal /'liəl/
mean /mi:n/
modest /'mɔːdɪst/
patient /'peɪnt/
quality /'kwɒlətɪ/
quiet /'kwaɪət/
relaxed /rɪ'læksd/
reliable /rɪ'laɪəbl/
serious /'sɪrɪəs/
stressed /strest/
supportive /sə'pɔːtɪv/
self-confident /
,self'kɒ:nfədənt/
talented /'tæləntəd/
tolerant /'tɒlərənt/

GRAMMAR

actually /'æktʃəli/, /'ækʃəli/
admire /əd'maɪər/
business /'bɪznəs/
completely /kəm'plɪtli/
guess /ges/
jogging /'dʒɑɡɪŋ/
rubbish /'rʌbɪʃ/

Russia /'rʌʃə/
sightseeing /'saɪt,sɪŋ/
stadium /'stɛrdɪəm/
vacation /ver'keɪʃn/

LISTENING

adventurous /əd'ventʃərəs/
amazed /ə'meɪzd/
anniversary /,ænə'vɜːsəri/
celebrate /'selə,breɪt/
conversation /,kɒnvər'seɪʃn/
exchange /ɪks'tʃeɪndʒ/
human /'hju:mən/
optimistic /,ɒptə'mɪstɪk/
perfect /'pɜːfɪkt/
predictable /prɪ'dɪktəbl/

READING

accept /ək'sept/
admit /əd'mɪt/
adolescence /,ædə'lesəns/
advantage /əd'ventɪdʒ/
century /'sentʃəri/
constantly /'kɒn.stəntli/
correct /kə'rekt/
count on /kaunt ɒn/
define /dɪ'faɪn/
develop /dɪ'veləp/
empower /ɪm'paʊər/
essential /ɪ'senʃl/
establish /ɪ'stæblɪʃ/
forgive /fə'gɪv/
gossip /'gɒsəp/
however /,haʊ'evər/
hurt /hɜːt/
identity /aɪ'dentətɪ/
include /ɪn'klud/
issue /'ɪʃu/
kindergarten /
'kɪndə,gɑːrtən/
profile /'prəʊfaɪl/
reality /rɪ'ælətɪ/
regular /'regjələ/
secret /'sɪkrət/
self-esteem /,selfɪ'sti:m/

spread /spred/
technology /tek'nɒlədʒi/
typical /'tɪpɪkl/
value /'væljuː/
virtual /'vɜːtʃuəl/
worry /'wɒri/
youth /ju:θ/

GRAMMAR

accident /'æksədənt/
alarm /ə'lɑːrm/
chance /tʃæns/
especially /ɪ'speʃəli/
fail the exam /feɪl ði ɪg'zæm /
gym /dʒɪm/
law /lɑː/
lottery /'lɒtəri/
particular /pə'tɪkjələ/
productive /prə'dʌktɪv/

ENGLISH IN USE

energy /'enədʒi/
government
project /'ɡʌvənmənt/
presentation /,prezən'teɪʃən/

WRITING

abbreviation /ə,briːvi'eɪʃən/
Chemistry /'keməstri/
emoticon /ɪ'mouʃə.kɑːn/
empathy /'empəθi/
experiment /ɪk'sperɪmənt/
familiarity /fə,mɪli'erɪtɪ/
German /'dʒɜːmən/
ICT /,aɪ.sɪ'tiː/
intelligent /ɪn'telədʒənt/
subject /'sʌbdʒekt/

SPEAKING

psychologist /saɪ'kɒlədʒɪst/

UNIT REVIEW

immediately /ɪ'mɪdiətli/
pessimistic /,pesə'mɪstɪk/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 2

WORLD CUISINE



I can identify and describe a typical dish from different countries and describe my favorite dish.

Unit 2.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What is your favorite type of food and/or dish? Why?
2. How does the food you eat affect your health? Explain.

2

Look at the photo. Which of the following can you see in the picture below?



raspberry
tomato
nuts

strawberry
cucumber
noodles
cod

peach
pepper
parsley
pork

pear
beans
cheese
beef

grapes
broccoli
ketchup
lentil

garlic
carrot
olive oil

3

Read the descriptions and match the dishes (1-5) with the pictures (a-e).

1

I'm from the US. A typical dish from my country is the "hot dog". It is a common food item found in backyard barbecues all over America. They are a cheap and easy way to feed many people, but they can also taste incredible. A hot dog is made in many ways, they are pork or beef sausage cooked and placed between a long bread **bun**.

Mark

2

I'm from France. A typical food from my country is the "croissant". We usually eat this delicious pastry with raspberry, strawberry or peach jam, and the ideal and common time to eat it is in the morning for breakfast.

Sophie

3

I'm from Spain. A typical dish from my country is 'gazpacho'. 'Gazpacho' is a cold soup. It's made by blending **raw** tomatoes, peppers, cucumbers, and garlic with bread, olive oil, and **vinegar**. It's very refreshing in the summer.

Pedro

4

I'm from the UK. A typical dish from my country is fish and chips. Fish and chips is often a **takeaway** dish. You buy it in fish and chip shops. The fish is usually cod. The fish is fried in **batter** and you put vinegar on the chips.

Karen

5

I'm from North India. A typical dish from my region of India is 'parathas'. These can be described as a type of pancake. 'Parathas' are made from wheat and filled with **mashed** vegetables. You usually eat 'parathas' with lentils and beans.

Amba



a



b



c



d



e

4 Match the highlighted words in Activity 3 with their meanings.

- | | |
|--------------------|--|
| 1. <u>d</u> batter | a) pressed very hard so that its shape is destroyed |
| 2. mashed | b) a sharp-tasting liquid, made especially from sour wine |
| 3. takeaway | c) a small, round piece of bread |
| 4. raw | d) a mixture of flour, eggs, and milk, used to cover food before frying it |
| 5. vinegar | e) (of food) not cooked |
| 6. bun | f) a meal cooked and bought at a shop or restaurant but taken somewhere else |

5 Complete the sentences.

- When the batter is smooth, it's time to cook.
- We use vinegar ...
- Mashed potatoes are ...

4. Takeaway food is ...
5. Raw vegetables are ...
6. For breakfast buns ...

6



SPEAKING

Discuss the questions in pairs/groups.

1. What popular or traditional dish from Armenia do you enjoy eating? Why?
2. What other dishes would you like to have on your birthday table? Why?

7



INDIVIDUAL WORK

Write a paragraph (80-100 words) describing a traditional Armenian dish. Include the ingredients and preparation.

Example: Armenian Lavash is a thin and soft flatbread. It's made from simple ingredients like flour, water, and salt. The dough is rolled out into large, thin sheets and then baked until it becomes soft. Lavash can be used for wrapping kebabs or rolling up your favorite sandwich fillings in it. It's a delicious and essential part of Armenian meals, often served warm and fresh from the oven.

I can discuss my future food-related plans using Future Continuous.



1

**SPEAKING****Discuss the question in pairs/groups.**

lemon juice honey dark chocolate raw mushrooms crunchy biscuits fresh fruit and vegetables

Which of the food items mentioned above would you recommend to someone who wants to lose weight? Add your own ideas to the ones given below and compare your ideas with a partner.

2

2.1

Listen to the conversation between two friends and answer the questions.

1. Why did Jane decide to sit for a while in the café?
2. What does Margaret think Mariam will probably be doing next week?
3. What advice does Jane give to Margaret about losing weight?

3

2.1

Listen to the conversation between Margaret and Jane again. Answer the questions below.

1. What time did Jane arrive at the café?
 - a) 10 o'clock
 - b) 11 o'clock
 - c) 12 o'clock
2. What topic did Jane think about while sitting there?
 - a) "What did Mariam have for breakfast?"
 - b) "What is Mariam doing right now?"
 - c) "What will Mariam be doing next week?"
3. According to Margaret, what does she plan to do in the near future?
 - a) Follow a diet
 - b) Start a new job
 - c) Learn a foreign language
4. Why does Margaret want to change her eating habits?
 - a) She wants to follow her doctor's advice and improve her health.
 - b) She's tired of unhealthy food.
 - c) She's planning to become a chef.
5. What does Jane say will happen if Margaret doesn't follow her advice?
 - a) Margaret won't lose weight.
 - b) Margaret will lose weight quickly.
 - c) Margaret will start eating more sweets.

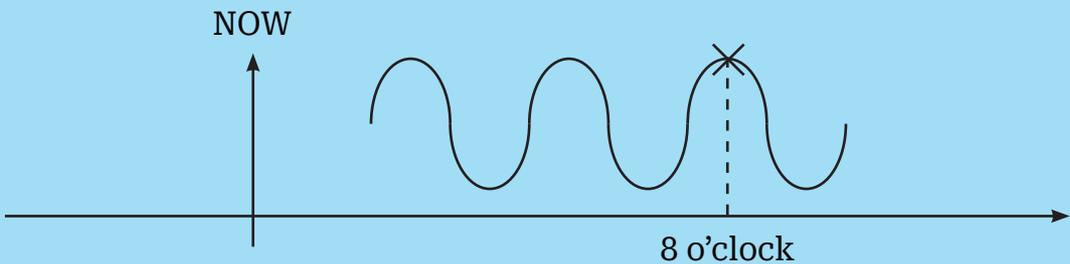
Grammar Reference

FUTURE CONTINUOUS TENSE

- What **will** Mariam **be doing** this time next week?
- She **'ll probably be having** a meal in some foreign restaurant. She **'ll be writing** a long email to one of her friends in Armenia describing all her adventures.
- I'm not so sure what I **'ll be doing** this time next week. Perhaps, I **'ll be following a diet**. I **will be eating** only healthy food.

Future Continuous is used for an action that **will be in progress at a specific time in the future**.

I **'ll be having** dinner at 8 o'clock



will + be + present participle

type	subject	will be	present participle
(+)	I/you/he/she/it/we/they	will ('ll) be	doing/writing/drawing/eating.
(?) Will	I/you/he/she/it/we/they	be	doing/writing/drawing/eating?
(-)	I/you/he/she/it/we/they	will not (won't) be	doing/writing/drawing/eating.

4 Fill in the blanks with the correct form of the verb in the future continuous tense.

1. While you're at work, I (cook) will be cooking dinner for us.
2. Tomorrow, all afternoon the chef (prepare) ___ a special dish from Italy for the food festival.
3. This time next week, I (eat) ___ a traditional Indian meal at my favorite restaurant.
4. Next month, our local bakery (bake) ___ fresh bread and pastries.
5. While we're on vacation, we (enjoy) ___ the local food.
6. At the party, the host (serve) ___ international dishes from different countries.

5 Look at people in the photos below and write what they will be doing in ten minutes.

Example: A bartender will be mixing a cocktail in ten minutes.



Bartender mix a cocktail



Mother set a table



Chef Ben chop vegetables



Ann decorate a cake



Emily bake cookies



Robert taste wine

6 **SPEAKING** Work in pairs/groups.

Discuss with your partner/s what you will be eating at a specific time in the near future.

Example: Tomorrow, I will be having a picnic with my friends, and we will be eating sandwiches and fruit.

7 **INDIVIDUAL WORK** Write a paragraph (about 100 words) titled “Future Food Plans” using the future continuous tense to describe a future food-related event/activity you’ll be participating in next week (having a picnic with friends, trying a new recipe, or enjoying a family dinner). Mention the time of day, the food you will be enjoying, and any other details you find interesting.

Example: Next week, I will be having a picnic with my family in the park. We will be sitting on a blanket and eating sandwiches. It will be a sunny day, and we will be enjoying the fresh air. My favorite part will be the chocolate cake that we’ll be sharing for dessert. It’s going to be a fun and tasty time together! Then, we’ll be playing a game of soccer and enjoying the beautiful day.

8 **SPEAKING** Discuss in pairs/groups.

Think about a future food event or get-together you have planned, like a picnic with family or friends. Choose one of the suggested places for your picnic: a *city park*, *beach*, *forest*, *botanical garden*, or *local lake*. Describe what you’ll be doing during the picnic, including any activities, preparations, or special details you have in mind for the event.

9 Match the words (1-6) with their definitions (a-f).

- | | |
|------------------------|--|
| 1. <u>e</u> delightful | a) hard and makes a sharp sound when you bite it |
| 2. treat | b) a flying disc |
| 3. crunchy | c) a light wind |
| 4. frisbee | d) something very special to enjoy eating |
| 5. s’mores | e) <i>very pleasant</i> |
| 6. breeze | f) a cooked marshmallow eaten with chocolate between two crackers, traditionally cooked over a fire when camping |

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Describe a typical dish of people from different countries/ my country.				
Use the future continuous while discussing my future picnic plans and activities.				

Listening

I can distinguish and describe traditional Armenian cuisine.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is the most popular national dish in Armenia? Why?
2. How popular is it in other countries? Explain.

2 Match the words (1-6) with the definitions (a-f).

- | | |
|---------------------------------|---|
| 1. <u>e</u> flavorful | a) the small hard seeds of food plants such as wheat, rice, etc. |
| 2. protein | b) a set of instructions that tells you how to cook something and the ingredients you need for it |
| 3. recipe | c) a substance in food such as sugar, potatoes, etc. that gives your body energy |
| 4. bean | d) a seed of a climbing plant, eaten as a vegetable |
| 5. grain | e) <i>having a strong pleasant taste</i> |
| 6. carbohydrate (informal carb) | f) one of the substances found in foods such as meat, cheese, fish, or eggs, that is necessary for the body to grow and be strong |

3 2.2 Listen to the recording and write the names of the dishes of Armenian cuisine.



4 2.2 Listen to the recording again. Read the given descriptions numbered from 1 to 10. Categorize each description by matching it with one of the dishes (Dolma, Khash, Ghapama, Harissa, and Gata).

- (1) the tradition of eating this dish comes from old times, but the cooking methods haven't changed till now
- (2) it was served during weddings in order to make the bride's and groom's life sweet and colorful
- (3) it is the symbol of the strength of the family

- (4) it was made while giving presents to gods
- (5) the name of the dish has an Urartian origin
- (6) according to many legends only the poor used to eat this dish
- (7) to have a peaceful year they cooked it in a different way in New Year
- (8) its ingredients symbolize the world, its population and the people of different races and nations
- (9) one of its varieties is made from beans and grains
- (10) in order to protect their families from an evil eye people made even crosses on it

Dolma

Khash

Ghapama

Harissa

Gata

5



SPEAKING

Discuss the questions in pairs/groups.

Some people say that cuisine is not just food, it is a part of culture and a national mentality that can help you recognize a country and its people. Do you agree? Why/Why not?

6



INDIVIDUAL WORK

Make a presentation describing what traditional food is prepared and served on special holidays in your country.

- Start by naming the holiday.
- Discuss the importance of the day.
- Give examples of any traditional foods that people enjoy.

Unit 2.4

Grammar

I can talk about my future decisions and plans by using the Future Simple and Future Continuous tense forms.



1



SPEAKING

Discuss the question in pairs/groups.

What are the people in the pictures below speaking about? Share your ideas with your partner.



2



Listen to the conversations. What is their common topic of conversation?

3



Choose the correct future form. Listen to the conversations again and check your answers.

Conversation 1

Waiter: Are you ready to order?

Diner: Yes! To start, I'll have/I'll be having the soup, please. For main, I'll have/I'll be having fish with vegetables. And for dessert, I'll have/I'll be having the chocolate cake, please.

Waiter: Of course. Anything to drink?

Diner: To drink, I think I'll have/I'll be having water, please.

Conversation 2

Ani: What will you do/be doing tomorrow evening?

Gayane: Hmm... I will cook/I'll be cooking my favorite meal.

Ani: I know what that is...

Gayane: It's curry! I've got all the ingredients already.

Ani: Will you eat/be eating alone?

Gayane: No, I'll eat/I'll be eating with a couple of friends. I hope you will join/be joining us, too.

Ani: With pleasure!

Grammar Reference

FUTURE SIMPLE VS FUTURE CONTINUOUS

To start, I'll **have** the soup, please.

And for dessert, I'll **have** the chocolate cake.

- What **will** you **be doing** tomorrow evening?

- I'll **be eating** with a couple of friends.

Future Simple is used to talk about decisions taken at the moment of speaking.

(e.g. For main, I'll **have** the fish with vegetables.)

future predictions based on what we think/imagine will happen.

(e.g. To drink, I **think** I'll **have** water.)

hopes, fears, offers, promises, etc.

especially with: expect, hope, believe, I'm sure, I'm afraid, probably, perhaps, etc.

(e.g. I hope you **will join** us too.)

Future Continuous is used to talk about actions in progress at a stated future time.
(e.g. I'll **be cooking** my favorite meal tomorrow evening.)

when you ask politely about someone's plans to see if they can do something for you.

(e.g. **Will** you **be eating** alone?)

Will + verb

(+)	I/you/he/she/it/we/they	will have.
(?) Will	I/you/he/she/it/we/they	have?
(-)	I/you/he/she/it/we/they	will not (won't) have.

Will + be + verb + ing

(+)	I/you/he/she/it/we/they	will be cooking.
(?) Will	I/you/he/she/it/we/they	be cooking?
(-)	I/you/he/she/it/we/they	will not (won't) be cooking.

Shall is used with **I/we** in questions that express suggestions, offers or when we ask for advice.

(E.g. Shall we go to the cinema? What shall I do?)

Source: <https://www.expresspublishing.co.uk/en/grammarway>

4 Read the conversation and match the sentences (1-6) with the corresponding rules (a-f).

Anita: Where is Bill going to meet you?

Tom: He **will be waiting** for us when our train arrives. I am sure he **will be standing** on the platform when we get to the station.

Anita: And then what? **Will** we **be passing** by Sophie's office at around one o'clock on your way into town?

Tom: Sure.

Anita: **Shall** we **pick** Sophie up at work and go out to dinner together?

Tom: Great idea! I know a good restaurant not far from her office. They have a varied menu. We'll **go** there.

Anita: I think Sophie **will be** glad to see you.

Tom: I hope we'll **like** the food and the place.

1. d He **will be waiting** for us when our train arrives.
 2. **Will we be passing** by Sophie's office on our way to the town?
 3. **Shall we pick** Sophie up at work and go out to dinner together?
 4. We'll **go** there.
 5. I think Sophie **will be** glad to see us.
 6. I hope you **will like** the food and the place.
- a) asking politely about someone's plans to see if they can do something for you
 - b) future predictions based on what we think/ imagine will happen
 - c) hopes, fears, offers, promises, etc.
 - d) *actions in progress at a stated future time*
 - e) decisions taken at the moment of speaking
 - f) questions, suggestions, offers

5 Complete the conversations using the future simple or future continuous form of the verbs in parentheses.

Rose: If you need to contact me next week, I (1) (stay) will be staying at the Holiday Inn.

Tigran: I (2) (call) _____ you if there are any problems.

Rose: This is the first time I have ever been away from the kids.

Tigran: Don't worry, they (3) (be) _____ fine.

Tina: When we get to the party, Aram (4) (watch) _____ TV, Tom (5) (make) _____ drinks, and my brother (6) (complain) _____ about his day at work.

Brian: Maybe this time they won't be doing the same old things.

6 **SPEAKING** Work in pairs/ groups.

Think of a family gathering and tell your partner what Armenian dish you decide to prepare for the occasion using the future simple and the future continuous tense. Discuss your plans with your partner.

Example: I'll **be making** Armenian dolma. I'll **start** by preparing the filling in the morning and then rolling the dolma in the afternoon. When my family arrives, the dolma **will be ready** to serve, and we **will enjoy** it together.

7 **INDIVIDUAL WORK** Imagine you are opening a restaurant with a robot chef. Give specific instructions what he will do/will be doing at different times throughout the day (Morning (7:00 AM - 9:00 AM); Lunchtime (11:00 AM - 2:00 PM); Afternoon (2:00 PM - 4:00 PM); Dinnertime (4:00 PM - 9:00 PM); Closing (9:00 PM - 10:00 PM)).

Example:

- The robot chef will clean all surfaces at 7:00 AM.
- It will be preparing ingredients, chopping vegetables, and marinating meat from 8:00 to 8:30 AM.

8



SPEAKING

Discuss the question in pairs/groups.

1. Have you ever written a plan of action (to-do list)? Why/Why not?
2. Do you think it is useful? Why/Why not?

9

Tom is preparing for his mother's birthday. Choose the actions that you think Tom will do/be doing for his mother.

1. I will be cleaning the house in the morning.
2. I will do my lessons early.
3. I will be helping my mother in the kitchen during lunchtime.
4. I will buy flowers for my mother.
5. I will watch my favorite cooking blog.
6. We will have fun with my friends.
7. I will be chatting with my friends from 1 to 2 p.m.

10

Fill in blanks with shall or will.

1. Mum, what shall I prepare for our family gathering?
2. _____ you kindly pass me the pepper for the soup? It needs a little extra spice.
3. I think I _____ try my hand at making homemade pasta for dinner tonight. It _____ be an interesting experiment.
4. _____ we order some appetizers to share before our main courses arrive?
5. This time tomorrow, I _____ be sipping a glass of fine wine and enjoying a delicious meal at our favorite restaurant.
6. A: _____ we organize a barbecue this weekend?
B: Sorry, but I _____ be hosting a wine and cheese-tasting party for my friends.

11

Use the verbs in parentheses in the future simple or future continuous tense forms.

1. This time next year, I (attend) will be attending a culinary school to learn more about cooking techniques.
2. I believe I (enjoy) _____ trying new recipes from different cuisines in the future.
3. Shall we (taste) _____ the dishes before serving them at the party?
4. Next week, I (experiment) _____ with a new smoothie recipe to include more fruit and vegetables into my diet.
5. Tomorrow before dinner you (prepare) _____ the main course, and I (make) _____ a special dessert for everyone.
6. A: What (you/do) _____ for dinner tonight?
B: I (cook) _____ a healthy stir-fry with lots of veggies.

12



SPEAKING

Work in pairs/groups.

Use the prompts and discuss with your partner what you will be doing next weekend.

what/to do

how/to get there

who/to go with

how long/to stay

Model:

A: What **will** you **be doing** next weekend?

B: I **will be attending** a barbecue party in my colleague's backyard.

A: Great. Who **will** you **go** with?

B: He's inviting some close friends from our work.

A: How **will** you **get** there and how long **will** you **stay**?

B: The party **will start** in the early afternoon, and we'll **keep** it going until the evening. We'll **be grilling** burgers, hot dogs, and vegetables. There **will be** outdoor games, music, and lots of delicious food!

13



INDIVIDUAL WORK

Write a paragraph describing what you will be doing next weekend. Use a to-do list as a prompt.

Example: Next weekend I'll be cleaning the house and doing my lessons in the morning. During lunch, I'll be helping my mom in the kitchen, and I will probably buy her favorite flowers for her. In the afternoon, I'll be enjoying watching my favorite cooking blog. It's going to be a nice weekend with a mix of chores and relaxation.

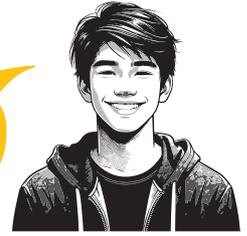
SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Distinguish and describe traditional Armenian cuisine.				
Talk about my future decisions and plans by using the Future Simple and Future Continuous tense forms.				

Unit 2.5

Reading

I can describe and categorize key nutrients in food, recognize, and define food groups.



1



SPEAKING

Discuss the questions in pairs /groups.

1. What is a “healthy” diet in your opinion? Explain.
2. Do you eat enough fruit, vegetables, dairy, grains, and protein? Explain.

1

Carbohydrates



2

Proteins



3

Fats



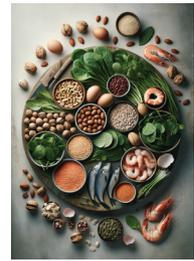
4

Vitamins



5

Minerals



b

- a) ___ are like little helpers that keep your body working well. They are in fruit, vegetables, and other foods.
- b) ___ provide energy and are in foods like bread, rice, and potatoes.
- c) ___ help your body do important things like keeping your bones strong (calcium) and helping your blood carry oxygen (iron).
- d) ___ help your body grow and repair itself. You get them from foods like meat, beans, and eggs.
- e) Some ___ are good for your body, like the ones in nuts and olive oil. Others, like trans ___, are not so good and you should avoid them.

3



SPEAKING

Discuss the question in pairs/groups.

Look at the title of the article in activity 4. What do you think the text is going to be about? Share your thoughts with a partner.

4



Read the article and check your ideas.

To eat is a necessity but to eat intelligently is an art

Food provides the fuel for you to function, to move, to think, to grow and repair our body, and if we don't eat we die.

6



SPEAKING

Discuss the questions in pairs/groups.

1. Have you ever thought about your eating habits? Why/Why not?
2. Choose the things you regularly do. Add your own examples.

a

Include fruit and vegetables, whole grains, lean proteins, fish, nuts and water in your diet.

b

Avoid processed, refined and fast food.

c

Limit caffeine intake.

d

Stay away from anything that says “sugar-free” since it contains the ingredient aspartame.

e

Read food labels carefully and watch for “trans” and “saturated” fat.

f

Reduce your salt intake by eating more fresh produce and less freezer foods.

7



INDIVIDUAL WORK

Ask different age groups in your community about their eating habits and present to the class what preferred food categories different age groups have.

Example: Babies usually eat dairy products. But their parents also give them fruit and vegetables for vitamins.

- Teenagers ...
- Adults ...
- Older people ...

8



SPEAKING

Work in pairs/ groups.

Work with a partner and discuss what a healthy diet should consist of.

9

Match the name of the food groups (1-6) with the corresponding picture (a-f).

- | | | |
|--------------------------|----------|-------------------|
| 1) Fats, oils and sweets | <u>d</u> | 4) Grains |
| 2) Meat and beans | | 5) Vegetables |
| 3) Fruit | | 6) Dairy products |

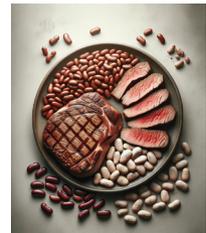
a



b



c



d



e



f



10

Read the descriptions and write the names of the food groups (1-6).

- 1) Fats, oils, and sweets In this group, you'll find foods like butter, oils, and nuts. They provide healthy fats that our bodies need, but it's important not to eat too much of them. These foods are high in calories due to the amount of fat or sugar they contain. They do not give you many vitamins or minerals. You should eat very little of the foods in this group.
- 2) ___ This food group includes foods like bread, rice, and pasta. They are great sources of energy and provide carbohydrates for our bodies.
- 3) ___ In this food group, you'll find items like chicken, fish, and beans. They are excellent sources of protein, which helps us grow and stay strong.
- 4) ___ These foods are colorful and delicious! They include things like apples, carrots, and broccoli. They are packed with vitamins and minerals and help keep us healthy.
- 5) ___ This food group is all about products like milk, cheese, and yogurt. They are rich in calcium, which is good for our bones and teeth.
- 6) ___ Treats like candies, cookies, and sugary drinks belong to this group. While they can be tasty, it's essential to enjoy them in small amounts because they are high in sugar.

11

SPEAKING

Work in pairs/groups.

Read the statements again and say why you agree or disagree with them. Add your own ideas.

1. Energy Foods, like bread, rice, and pasta mainly provide carbohydrates for our bodies and are good sources of energy.
2. Foods like apples, carrots, and broccoli are colorful and are an important part of a balanced diet.
3. Foods such as chicken, fish, and beans are rich in calcium, which benefits our bones and teeth.
4. Dairy products, such as milk, cheese, and yogurt are generally excellent sources of protein, which is important for our bodies.
5. Treats like candies, cookies, and sugary drinks can be enjoyed in large quantities as they are not high in sugar and aren't harmful to our health.
6. Fats and Oils, like butter, oils, and nuts provide fats that our bodies need, but it's essential not to consume them too much.

12

INDIVIDUAL WORK Surf the internet and find eating recommendations for teenagers. Then, create a list of practical tips to share with your peers to help them make better food choices and develop healthy eating habits.

Example:

- Eat more fruit and veggies for good health.
- Don't eat too many sweets; they're okay once in a while.
- Listen to your body; eat when you're hungry.

English in Use

I can use linking words to connect ideas when discussing topics related to food and famous chefs.



1 **SPEAKING** Work in pairs /groups.

Choose any five qualities from the box which in your opinion describe a good chef. Explain why.

- | | | | |
|----------------------|--------------------------------|-----------------|-------------------|
| Willingness to Learn | Ability to Skilfully Multitask | Genuine Passion | Creativity |
| Organisation | Time Management | Teamwork | Leadership Skills |

2 Match the words (1-6) with their definitions (a-f).

- | | |
|----------------------|--|
| 1. <u>f</u> charisma | a) a person who owns and manages a restaurant |
| 2. fiery tempered | b) to be chosen for a particular job |
| 3. restaurateur | c) easily made angry |
| 4. to be appointed | d) to be shown, for example in a newspaper article or on TV |
| 5. to be featured | e) during the whole period of time of something |
| 6. throughout | f) a natural ability to attract and interest other people and make them admire you |

3 Read the information about the most famous chefs in the world based on the number of Google searches. Point out one similarity and one difference between these people.



Gordon Ramsay is the most ultra-famous chef and TV personality. He is probably the most well-known celebrity chef ever **because** his career includes a total of 16 Michelin stars*, numerous other awards, **and** a long list of popular TV shows, including *Hell's Kitchen*, *MasterChef US*, and *Kitchen Nightmares*.

Ramsay is well-known for his cooking talent, his on-screen charisma, and his fiery temper. He was appointed Officer of the Order of the British Empire in 2006 by Queen Elizabeth II, he has a black belt in karate, and he loves cycling and fitness. **Moreover**, he's even competed in several Ironman events.



Guy Fieri, an Emmy-award-winning American restaurateur, is one of the most beloved TV personalities. He's appeared in various cooking programs on the Food Network, such as *Guy's Big Bite*, *Diners, Drive-Ins and Dives*, and *Minute to Win It*. **Besides** his television work, Fieri has written several cookbooks. He has made quite a name for himself. **On the one hand**, he owns more than 70 restaurants and 14 brands. **On the other hand**, a new three-year, \$80 million contract with the Food Network signed in 2021 makes him the highest-paid chef on cable television.

* Michelin Star is the highest honor within the international culinary industry; the so-called "Oscar of the culinary world".



Italian-American chef Giada De Laurentiis is the most popular female chef in the world. Born in Rome, Italy, De Laurentiis grew up in Los Angeles and got her start in the cooking industry by studying at Le Cordon Bleu in Paris. Throughout her career, De Laurentiis has been featured on various Food Network shows, **such as** *Chefography*, *Behind the Bash*, and *Giada's Weekend Getaways*.

Consequently, her outstanding TV work earned her three Daytime Emmy awards. She is **also** the author of several cookbooks, **including** *Everyday Italian Recipes*. **Therefore**, Giada De Laurentiis has had a highly successful career in both television and cooking.

Adapted from: <https://www.chefspencil.com/most>

4 Read the information again and write the name of the chef in the blank space. Who...

1. ...is the highest-paid chef on cable television? _____
2. ...has been awarded Michelin stars? _____
3. ...was born in one country, grew up in another and got a start in the cooking industry in a third country? _____
4. ...has achievements in spheres other than culinary? _____
5.has written several cookbooks but doesn't own any restaurants or brands? _____
6. ...has skills and interests beyond just cooking? _____

5 Read the information in Activity 3 again and decide which highlighted word...

adds information **and**,
gives a reason _____

gives a result _____
contrasts ideas _____

Remember

Linking words show the logical relationship between sentences or parts of a sentence. They can be used to give more information (**and, also, as well as, too, moreover**, etc.), give alternatives (**but, however, on the one hand, on the other hand**, etc.), give reasons (**because, as, since**, etc.), give results (**so, therefore, consequently**), etc.

6 Fill in **and, because, so, therefore, on the one hand, on the other hand, moreover**.

1. Fruit and vegetables are rich in fiber, **moreover**, they are very tasty.
2. Chefs are the happiest people _____ they prepare and eat the tastiest food in the world.
3. Helen wants to be fit, _____ she must keep a diet.
4. Eat a variety of food _____ your diet will be balanced.
5. Takeaway food, cakes, biscuits and soft drinks are unhealthy food _____ they should only be eaten from time to time.
6. _____ she wants to be in good shape, _____ she eats food and drinks rich in carbs every day.

7



SPEAKING

Discuss the questions in pairs/groups.

1. Do you watch any food, cooking, or restaurant television shows on TV? Why/Why not?
2. What do you think about a Chef's job? Explain.
3. What dish made by your favorite chef or by your mom would you recommend a foreigner to try?

8



INDIVIDUAL WORK

Find out and present some interesting facts about famous Armenian chefs. Use linking words to speak in connected and structured paragraphs.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Describe and categorize key nutrients in food, recognize, and define food groups.				
Use linking words to connect ideas.				
Discuss topics related to food and famous chefs.				

Writing

I can write a recipe for a traditional dish in my country.



1 **SPEAKING** Discuss the questions in pairs /groups.

1. Have you ever cooked a dish using a recipe? Why/Why not?
2. Do you have a family recipe for any dish? If yes, have you tried making it?

2 Which of the following are components of a recipe? Choose all that apply.

- | | |
|-------------------------------|------------------------------------|
| a List of Ingredients | d Amount of the Ingredients |
| b Recipe Name | e Preparation Instructions |
| c Personal information | f Cooking temperature |

3 2.4 Listen to the prompts on how to write a recipe. As you listen to an extract, write the order of the component (1-5) next to the components of the recipe it describes.

Title	<input type="text"/>	Ingredients	<input type="text"/>	Introduction	<input type="text"/>
Getting ready	<input type="text"/>	Instructions	<input type="text"/>		

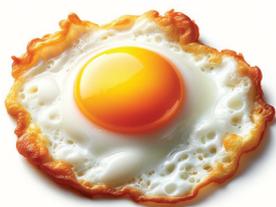
4 2.4 Listen to the prompts again and identify various components used by the speaker when discussing a recipe. Some components may be repeated.

1. show your personal relationship to the dish introduction
2. use specific cooking/baking times and temperatures _____
3. tell about the importance of the dish and the occasion it can be cooked/baked on _____
4. use abbreviations _____
5. write the exact measurements of the ingredients _____
6. think of something fun and creative _____

5 Read the following recipes and add the missing ingredients.



Summer salad
Ingredients:
 tomato, _____, oil, greens, _____, spices, oil.



Fried eggs

Ingredients:

eggs, _____, salt.



Pizza

Ingredients:

dough, tomato sauce, _____, olives, _____

6 Add more ingredients according to your taste in Activity 5.

7  **INDIVIDUAL WORK** Write a list of ingredients of a traditional dish from a different culture.

8  **SPEAKING** Discuss the questions in pairs /groups.

1. What are the most common ingredients in Armenian cuisine? Why?
2. What are your favorite ingredients? Why?

9 Match the words (1-6) with their definitions (a-f).

- | | |
|-------------------|--|
| 1. <u>c</u> stock | a) to improve the flavor of food by adding salt, herbs, or spices |
| 2. mustard | b) pastry with a lot of thin layers that becomes larger when baked |
| 3. thyme | c) <i>water with added flavor of meat, fish, etc.</i> |
| 4. puff pastry | d) a thick yellow sauce that tastes spicy and is usually eaten with meat |
| 5. celery | e) a herb used in cooking |
| 6. to season | f) a vegetable with long, green stems that can be eaten raw or cooked |

10 Read the recipe for Chicken Pot Pie and write the names of its components.

Chicken Pot Pie



Enjoy this chicken pot pie for an easy dinner. A family favorite, it can be made ahead of time and even frozen for another day to make mealtimes easy.

2 tbsp vegetable oil	2 carrots, finely chopped	1 tbsp mustard
8-10 skinless, boneless chicken thighs (about 1kg)	50g butter	small bunch of thyme, or use 1 tsp dried thyme
2 onions, finely chopped	50g plain flour	1 egg, beaten
2 celery sticks, finely chopped	500ml milk	375g sheet ready-rolled puff pastry
	1 chicken stock cube	

- Heat 1 tablespoon of vegetable oil in a frying pan over high heat. Brown the chicken pieces on both sides, season, and set aside.
- Reduce the heat to medium. Fry onions, celery, and carrots for 8-10 minutes, then transfer to the chicken's bowl.
- Melt butter in the pan and mix in flour to create a golden paste. Add a little milk and stir until the sauce becomes smooth.
- Break a stock cube into the sauce, add 250ml of water, and bring to a gentle simmer. Return the chicken and vegetables to the pan, add mustard and thyme, season, and simmer with a lid for 15-20 minutes.
- Preheat the oven to 200°C if baking immediately. Tear the chicken into bite-sized pieces using two forks.
- Transfer the filling to a pie dish, cover with pastry, and bake for 35-40 minutes until golden brown and bubbling.

11 Complete the recipe Meatball with Spaghetti with the words given: cook, add, heat, cook, pour, boil, and serve.

1. Heat vegetable oil in a large frying pan over medium heat. 2. _____ the meatballs until they're brown and cooked through on all sides, which takes about 10-12 minutes. Take them out of the pan.

In the same pan, 3. _____ chopped onion and garlic. 4. _____ for a few minutes until they become soft and smell good.

5. _____ in the crushed tomatoes and add dried basil, dried oregano, salt, and pepper. Let the sauce simmer for about 15-20 minutes.

While the sauce simmers, 6. _____ the spaghetti in a big pot of salted, boiling water following the package instructions.

When the sauce is ready, put the cooked meatballs in it and let them simmer together for a few minutes.

7. _____ the meatballs and sauce over the cooked spaghetti. Top with fresh basil leaves and grated Parmesan cheese for extra flavor. Enjoy!



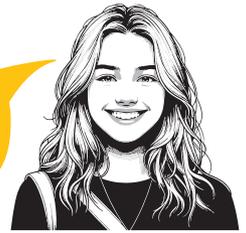
12 **SPEAKING** Work in pairs/groups.

Work with a partner to draft a recipe of one of your favorite dishes and present it to the class.

13 **INDIVIDUAL WORK** Use Activity 11 as a model and write a detailed recipe for your favorite dish from Armenian or international cuisine. Be sure to make the recipe clear and easy to follow for someone who wants to recreate the dish.

Speaking

I can make reservations at a restaurant.



1



SPEAKING

Discuss the questions in pairs/groups.

1. When was the last time you or your family member reserved a table in a restaurant? Give details.
2. On what occasions do we have to reserve a table? Explain.

2



Listen to the conversation between a customer and a café manager. Decide what the problem is and how it is resolved.

3

Match the As with the Bs and read the conversation.

- | | |
|--|---|
| 1. A: This is Sherep Restaurant. <u>e</u> | a) B: Our first choice would be 7:00, or perhaps 7:30. |
| 2. A: Can you tell me what night you will be coming? | b) B: Great! My last name is Petrosyan. |
| 3. A: Let me check. What time will you be dining with us? | c) B: Four of us will be coming. |
| 4. A: How many guests will be at your party? | d) B: I look forward to having dinner at your restaurant. Thank you for your help. |
| 5. A: Please just give me your name, and we will have a table for you at 7:00 on Wednesday! | e) B: Hello, I need to make a dinner reservation. |
| 6. A: Thank you, Mr. Petrosyan, see you this Tuesday at 7:00. | f) B: We will be coming to your restaurant on Wednesday night. Do you have any tables available on that day? |

Table Reservation at a Restaurant

Reservation Request:

“I’d like to book a table for 7 pm tonight under the name (name).”

Cancellation Request:

“I want to cancel my reservation for tonight under the name (name).”

Number of Guests:

“I’d like to book for 23 people. My name is (name).”

Menu Inquiry:

“Can I have the menu, please?”

Non-Smoking Preference:

“I prefer a non-smoking table, please.”

Seating Preference:

“We’d like a window table if available.”

Availability Check:

“Do you have tables this afternoon? What about tomorrow for 50 people?”

4



SPEAKING

Work in pairs/ groups.

- Follow the instructions below to make a table reservation at a restaurant. Use the expressions for reserving a table and Activity 3 as a model.
- Work with a partner and act it out.

Example:

Student A: You are planning to reserve a table for 5 people today at 7 p.m. at your favorite restaurant. First, check availability. Also, further specify where you would like to sit: inside or outside, in a smoking or non-smoking area, especially if you would like a particular table.

Student B: You are answering confidently and politely the customer's questions, checking availability. If the answer is no, tell the customer your earliest availability.

5



INDIVIDUAL WORK

In pairs, prepare a conversation where you have to make a reservation for a special occasion. Ask if you could reserve their biggest hall and if you have to make extra payment. Mention the number of guests you plan to accommodate and the preferred reservation time.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write a list of ingredients of a traditional dish from a different culture.				
Write a recipe for a traditional dish in my country.				
Make reservations at a restaurant for different occasions.				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- Bread holds symbolic importance in Armenian culture and cuisine.
- Special occasions are marked with unique Armenian dishes.
- Learning to cook Armenian dishes is a tradition passed from elders to younger generations.
- Communal dining and hospitality are central to Armenian culture.
- Armenians love eating and sharing food.
- Armenian cuisine values fresh, seasonal ingredients.
- Preservation techniques are a part of Armenian cuisine.

Unit Review

VOCABULARY

1 Complete the words in the sentences. The first letter of each word is given.

1. The batter on my fish was too greasy.
2. My brother's best dish is m_____ potatoes.
3. These vegetables can be eaten both r_____ or cooked.
4. Lisa always prefers t_____ food when she has no time to cook.
5. Mix all the i_____s and cook for 20 minutes.
6. Add red wine v_____ to the salad and season to taste.

2 Complete the conversation using the expressions in the box.

main course
have my glasses

Just the bill
I'd like a glass of Coke

Can I help you?
some lunch

Waiter: Hello, Can I help you?

Customer: Yes, I'd like to have _____.

Waiter: Would you like a starter?

Customer: Yes, I'd like a bowl of chicken soup, please.

Waiter: And what would you like for a _____?

Customer: I'd like a grilled cheese sandwich.

Waiter: Would you like anything to drink?

Customer: Yes, _____, please.

Waiter: Can I bring you anything else?

Customer: No thank you. _____.

Waiter: Certainly.

Customer: I don't _____ . How much is the lunch?

Waiter: That's \$6.75.

Customer: Here you are. Thank you very much.

Waiter: You're welcome. Have a good day.

Customer: Thank you, the same to you.

GRAMMAR

3 Complete the sentences using the verbs in the parentheses in the future simple or future continuous tense forms.

1. Tomorrow evening, I (to cook) will be cooking a delicious Italian pasta dish.
2. For the main course, I (to enjoy) _____ sushi .
3. I am sure she (to bake) _____ a cake for the party next Saturday.
4. At 7 pm tonight, I (to have) _____ dinner at my favorite restaurant.
5. At this time tomorrow, I (to write) _____ a food blog post.
6. Saturday evening my mother (to prepare) _____ a special seafood dinner.

READING



4 Read the text and choose the correct option to continue the statements.

There are not many nations that can say their national dish has become an international phenomenon. Italy has two such dishes, pasta and, of course, pizza. Both are famous all over the world, and both are part of the history of Italian food.

In America pizza usually falls into two categories: thick and cheesy Chicago style or thin and more traditional New York pizza. In Italy pizza also falls into two distinct categories: Italian pizza and pizza like in the rest of the world. It might seem silly considering the basic ingredients, but one taste of a true Italian pizza and that's it. You will never feel the same about this simple and delicious food again.

Pizza in its most basic form is a seasoned flatbread that has a long history in the Mediterranean. Several cultures including the Greeks and Phoenicians ate flatbread made from flour and water. The **dough** would be cooked by placing it on a hot stone and then seasoning with herbs. The Greeks called this early pizza plankuntos and it was basically used as an edible plate when eating stews or thick broth. It was not yet what we would call pizza today but it was very much like modern focaccia. These early pizzas were eaten from Rome to Egypt.

The introduction of tomatoes to Italian cuisine in the 18th and early 19th centuries finally gave us the true modern Italian pizza. Even though tomatoes reached Italy by the 1530's, it was widely thought that they were poisonous and were grown only for decoration. However, the innovative (and probably starving) peasants of Naples started using the "deadly" fruit in many of their foods, including their early pizzas.

Adapted from: https://eslholidaylessons.com/08/friendship_day.html

1. Which national Italian dish is NOT famous all over the world.
 - a) Pasta.
 - b) Pizza.
 - c) Risotto.
2. In America pizza is usually
 - a) American or Italian.
 - b) thick or thin.
 - c) New York or Chicago style
3. In Italy pizza is usually
 - a) Italian and American.
 - b) Italian and the others'.
 - c) cheesy and traditional.
4. The word **dough** in the 3rd paragraph may best be replaced by
 - a) mashed vegetables
 - b) a mixture of flour and liquid
 - c) meat or chicken
5. The early pizza could be used as
 - a) a plate which could be eaten.
 - b) a plate for salads.
 - c) a plate for herbs.
6. In the sixteenth century Italians thought
 - a) tomatoes were expensive.
 - b) tomatoes were tasty in pizza.
 - c) tomatoes couldn't be eaten.

SPEAKING



SPEAKING

Work in pairs/groups.

Tell your partner about your favorite restaurant, and explain why you like it and when you usually go there.

WORD LIST

VOCABULARY

achieve /ə'tʃi:v/
aggressive /ə'grɛsɪv/
ambitious /æm'bɪʃəs/
annoyed /ə'nɔɪd/
arrogant /'ærəgənt/
biology /baɪ'ɒlədʒi/
caring /'kerɪŋ/
cheerful /'tʃɪr.fəl/
concept /'kɒ:n.sept/
cruel /'kruəl/
determined /dɪ'tɜ:mɪnd/
dissatisfied /dɪs'sætʃəd.sfaɪd/
generous /'dʒenərəs/
illegal /'ɪlɪgl/
impatient /ɪm'peɪʃnt/
insecure /ɪn.sə'kjʊr/
irresponsible /,ɪrɪ'spɒnsəbl/
intolerant /ɪn'tɒlərənt/
jealous /'dʒeləs/
legal /'li:gl/
loyal /'lɔɪl/
mean /mi:n/
modest /'mɒ:dist/
patient /'peɪʃnt/
quality /'kwɒlətɪ/
quiet /'kwaɪət/
relaxed /rɪ'læksɪd/
reliable /rɪ'laɪəbl/
serious /'sɪrɪəs/
stressed /'strest/
supportive /sə'pɔ:tvɪv/
self-confident /,self'kɒ:nfədənt/
talented /'tæləntəd/
tolerant /'tɒlərənt/

GRAMMAR

actually /'æktʃəli/ , /'ækfəli/
admire /əd'maɪər/
business /'bɪznəs/
completely /kəm'plɪtli/
guess /ges/
jogging /'dʒɒgɪŋ/
rubbish /'rʌbɪʃ/
Russia /'rʌʃə/
sightseeing /'saɪt.sɪŋ/
stadium /'steɪdɪəm/
vacation /ver'keɪʃn/

LISTENING

adventurous /əd'ventʃərəs/
amazed /ə'meɪzd/
anniversary /,ænə'versəri/
celebrate /'seləbreɪt/
conversation /,kɒnvə'seɪʃn/
exchange /ɪks'tʃeɪndʒ/
human /'hju:mən/
optimistic /,ɒptə'mɪstɪk/
perfect /'pɜ:fɪkt/
predictable /prɪ'dɪktəbl/
swap /swɒp/

READING

accept /ək'sept/
admit /əd'mɪt/
adolescence /,ædə'lesəns/
advantage /əd'ventɪdʒ/
century /'sentʃəri/
constantly /'kɒ:nstəntli/
correct /kə'rekt/
count on /kaʊnt ɒn/
define /drɪ'faɪn/
develop /drɪ'veləp/
empower /ɪm'paʊər/
essential /ɪ'senʃl/
establish /ɪ'stæblɪʃ/
forgive /fɔ'gɪv/
gossip /'gɒsɪp/
however /,haʊ'evə/
hurt /hɜ:t/
identity /aɪ'dentɪti/
include /ɪn'klud/
issue /'ɪʃu/
kindergarten /'kɪndə,gɑ:rtən/
profile /'prəʊfaɪl/
quantity /'kwɒntəti/
reality /rɪ'æləti/
regular /'regjələ/
secret /'sɪkrət/
self-esteem /,self'sti:m/
spread /spred/
technology /tek'nɒlədʒi/
typical /'tɪpɪkl/
value /'vælju:/
virtual /'vɜ:tʃʊəl/
worry /'wɒri/
youth /ju:θ/

GRAMMAR

accident /'æksədənt/
alarm /ə'lɑ:rm/
chance /tʃæns/
especially /ɪ'speʃəli/
fail the exam /feɪl ði ɪg'zæm /
gym /dʒɪm/
law /lɑ:/
lottery /'lɒtəri/
particular /pə'tɪkjələ/
productive /prə'dʌk.tɪv/

ENGLISH IN USE

energy /'enədʒi/
government
project /'gɒvənmənt/
presentation /,prezən'teɪʃən/

WRITING

abbreviation /ə,bri:vi'eɪʃən/
Chemistry /'keməstri/
emoticon /ɪ'mouʃə.kɑ:n/
empathy /'empəθi/
experiment /ɪk'sperɪmənt/
familiarity /fə,mɪli'erəti/
German /'dʒɜ:mən/
ICT /,aɪ.sɪ'ti:
intelligent /ɪn'telədʒənt/
subject /'sʌbdʒekt/

SPEAKING

psychologist /saɪ'kɒlədʒɪst/

UNIT REVIEW

dough /dou/
edible /'ɛdəbl/
flour /'flaʊər/
focaccia /fou'katʃə
innovative /'ɪnə'veɪtɪv/
Mediterranean /
,medətə'reɪniən/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 3

AROUND THE WORLD



I can identify the types of travel and tourism and state the reasons for traveling.

Unit 3.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What types of travel do you know? Explain.
2. Have you ever gone on a long journey by car/bus/train, or other mode of transportation? Explain.

2

Complete the questions with the words given in the box and then ask your partner these questions.

destinations package homesick transportation accommodation overseas

1. If you haven't been overseas, which country would you most like to visit?
2. What are the most popular _____ for people from your country?
3. What is the longest time you have been away from home? Did you feel _____?
4. What forms of _____ do you prefer to use when you travel?
5. What kind of _____ do you choose to stay in when you go somewhere?
6. Do you like _____ holidays when everything is arranged for you? Why/Why not?

3



3.1

Listen and mark the stressed syllable in each word.

Example: des-ti-**NA**-tion /,desti'neɪʃn/

package homesick transportation accommodation overseas

4

Label the definitions.

tourism travel

1. _____ is the movement of people or objects (such as airplanes, boats, trains, etc.) between relatively distant geographical locations
2. _____ is traveling for recreational, leisure or business purposes

5

Read the information about the different types of tourism and travel. Complete the table with the correct type of tourism and travel for each person.

Types of Tourism

Domestic Tourism - Taking Holidays and trips in your own country. An example of domestic tourism for Armenia residents would be, a family from Yerevan taking a short break to the mountain resort of Tsakhkadzor.

Inbound Tourism - Visitors from overseas coming into the country. Generally, this refers to the people from different countries travelling to your country, for instance, a tourist coming from the USA to Armenia.

Outbound Tourism - Traveling to a different country for a visit or a holiday. Generally, this refers to traveling out of the country. For example, you are an outbound tourist from Armenia if you go to Georgia on holiday.

Types of Travel

Leisure Travel - includes travel for holidays, cultural events, recreation sports.

Business Travel - includes travel for business reasons such as meetings, conferences and exhibitions; usually business travelers' expenses pay their company.

Visiting Friends and Relatives (VFR) - includes travel for the purpose of meeting friends and relatives, either within your own **country** or **abroad**.

Adapted from <https://www.henleycol.ac.uk/media/2960/travel-and-tourism.pdf>

	Type of Tourism	Type of Travel
Aram is going on Holiday to Sevan. He lives in Vanadzor.	Domestic tourism	Leisure travel
Anahit and Armen are going to Tbilisi for a weekend break. They live in Yerevan.		
Mary is a sales director for an Armenian company. She is going to a sales conference in Russia.		
The Ayvazyan family are going on holiday to Disneyland, Paris.		
Tigran lives in Gyumri. He is going to visit his father in Ashtarak every Christmas.		
Mary is visiting Armenia from Russia to take a language course.		
Marianne is taking a holiday in Armenia. She lives in Italy.		

6



SPEAKING

Work in pairs/groups.

Choose a type of tourism (Domestic/Inbound/Outbound) and a type of travel (Leisure/Business/Visiting friends or relatives) that you would like to plan in the near future. Tell your partner about it.

Example: I would like to go on a tour around Europe next summer and see its famous sights. I want to visit Germany to see Berlin's Brandenburg Gate, Italy to see the Colosseum, France to see the Eiffel Tower, and the United Kingdom to see Stonehenge. Also, I will be happy to visit my friends who live in Italy. I haven't seen them for two years, and I think it will be fun to see them again. What about you?

7



INDIVIDUAL WORK

Imagine you are going anywhere in the world and you can do anything you want. Write a paragraph describing this imaginary trip. Remember to include information such as:

- where you go
- how you get there
- who you are with
- what fun things you do on your imaginary trip
- how it makes you feel

Grammar

I can use modals of certainty and probability when speaking about my travel plans.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What differences and/or similarities can you find in the pictures below? Explain.
2. Which places in these photos would you be interested in traveling to? Why?



2 3.2 Listen to the conversation between two friends and decide what they plan to do on the weekend.

DEFINITELY AND PROBABLY COME AFTER WILL

I **will definitely** borrow a large tent.
We **will probably** leave on Friday.

DEFINITELY AND PROBABLY COME BEFORE WON'T

I **definitely won't** buy a new sleeping bag.
We **probably won't** go far from the campsite.

3 3.2 Listen to the conversation again and decide:

- where they usually go,
- what they decide to try this time,
- where they are going to get a tent,
- whether they have sleeping bags,
- what they are planning to bring with them,
- who they are going to invite.

4 Match the sentences with the degrees of certainty they express.

- | | |
|-----------------------|---|
| 1. <u>b</u> very sure | a) I think I will probably leave on Friday, after work.
We probably won't want to go far from the campsite. |
| 2. almost sure | b) I will definitely be able to borrow a large tent from my friend. I know he has.
I definitely won't buy a new sleeping bag; I will borrow one. |
| 3. not sure | c) We may try something different this time.
We might be able to invite all of our friends.
All of them may/might not be able to make it. |

5 Write *may*, *might*, or the correct form of *will+definitely/probably*.

1. She probably won't go to Venice next month. (*not, probably*)
2. They _____ stay at home. (*definitely*)
3. Alex _____ have a meeting tomorrow. (*probably*)
4. My friend and I _____ go to the park. We don't like many people. (*not, probably*)
5. Nick's family _____ travel abroad for the summer vacation. (*not, definitely*)
6. On Sunday it _____ be sunny and we can spend a nice time in the mountains. (*definitely*)

6 Paraphrase the following sentences using the corresponding modal verb or adverb to express different degrees of certainty.

1. I am very sure that *I will* book a direct flight for our journey.
I will definitely book a direct flight for our journey.
2. I am almost sure that *I won't* forget to pack a first aid kit.
I _____ forget to pack a first aid kit.
3. I am not sure if *I will* book our accommodations well in advance.
I _____ book our accommodations well in advance.
4. I am very sure that *I won't* forget to pack my passport.
I _____ forget to pack my passport.
5. I am not sure if *I will* explore the historical sites in the city.
I _____ explore the historical sites in the city.
6. I am almost sure that *I will* explore local markets during our trip.
I _____ explore local markets during our trip.

7 **SPEAKING** Work in pairs/groups.

Talk to your partner. Think of 5 possible changes in the way people will travel in the future. Ask your partner about those changes. Use modal verbs (might and may) and adverbs (probably and definitely) in your answers.

Example:

S1: Do you think we'll have self-driving cars for our road trips in the next decade?

S2: Yes, definitely. / Yes, probably. / Maybe. / No, probably not. / No, definitely not.

8 **INDIVIDUAL WORK** Imagine your future travel adventures using a special map. Write a short paragraph about the places (jungles, Mars, underwater cities, etc.) you will probably/will definitely/might/ may visit.

Example: One day, I **will definitely** go to a green jungle. It **might** have big trees, colorful birds and funny monkeys running around. After that, I **may** visit Mars, the red planet. It **will probably** be very different, with rocky ground and maybe aliens! Then I **may** explore an underwater city. Imagine colorful fish swimming around tall buildings under the sea. These adventures **will definitely** be amazing.

9



SPEAKING

Discuss the questions in pairs/groups.

1. Do you like to plan everything in advance before you travel? Why/Why not?
2. Do you know anyone who prefers to go on trips without planning ahead? Why do you think they prefer this?

10



Listen to the conversation and choose the correct option in the statements below.

1. Eric is sure/is not sure/feels it is not true that the person knocking at the door is Mike.
2. Jane is sure/is not sure/feels it is not true that it is Mike because Eric called him five minutes ago.
3. Then Eric says that he is sure/thinks it is possible/feels it is not true that it is Jane's sister.
4. Jane is sure/is not sure/feels it is not true that it is her sister as she is out of town.
5. Eric finally suggests opening the door because he is sure/is not sure/feels it is not true that it is important for their travel arrangements.

11

Match the two halves of the rule.

- | | |
|---|---|
| 1. We use must ____ | a) when we are not sure about something, but we think it is possible . |
| 2. We use can't ____ | b) when we feel sure about something because there is some kind of evidence . |
| 3. We use may, might,
and could ____ | c) when we feel sure something is not true . |

Grammar Reference

We use modal verbs of certainty and probability to show how sure we are about the present and future possibility.

We use **must** when we feel sure that something is true or it's the only realistic possibility.
(E.g. You have been working all day. You **must** be very tired.)

We use **can't** when we feel sure that something is not possible.
(E.g. You have been sleeping all day. You **can't** be tired.)

We use **could, may** or **might** to say that we think something is possible but we're not sure.
(E.g. They **may/might/could** win the match. They are quite good but so is the other team.)

CERTAIN



UNCERTAIN

MUST

COULD

MAY

MIGHT

MUST

95% SURE

MAY

50% SURE

Adapted from : <https://medium.com/@gmbly/modal-verbs-levels-of-certainty-ba14047dd134>

12 Fill in the blanks with the correct modal verbs of certainty (must/can't).

1. If he drives a fancy sports car, he must be quite rich.
2. What an amazing trip! You _____ have some incredible photos.
3. She _____ be our tour guide! She looks about twelve!
4. He _____ live near here because he always walks to work.
5. It _____ be far now. We've been driving for hours.
6. She's not here yet. She _____ be stuck in traffic– she's never late!

13 Look at the photos below. Describe them using the following modal verbs: could be/ might be/ can't be/must be.

Example: The people in picture 1 must be tourists because they are holding a city map in their hands.



14 SPEAKING Work in pairs/groups.

Talk about a specific time in history or the future, for example ancient times, the Middle Ages, or a century from now. Explain how people lived or will live and how they traveled or will travel during that time. Ask your peers to guess which period of time you talk about.

Example:

Student A: High-speed trains and tube systems connect cities at incredible speeds.

Student B: I think it could become possible in the 22nd century.

Student A: That's true. Thank you.

15 INDIVIDUAL WORK You are planning a three-day trip to one of the regions in Armenia (Lori, Shirak, Syunik, etc.) with your parents. Say what you *may*, *might*, *could*, *must*, *can't* do there.

Example: We must visit a famous historical site in the chosen region on the first day. We may visit a museum to learn more about the region's history and culture. I might bring my camera to take photos of great moments. We might explore local markets for unique souvenirs. We can't go swimming though because it's very cold up in the mountains.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify the types of travel and tourism and state the reasons for traveling.				
Use modals of certainty and probability when speaking about my travel plans.				

Listening

I can identify key information when listening to people talk about dream vacations and discuss my travel preferences.



1



SPEAKING

Discuss the questions in pairs/groups.

1. What kind of travel activities did you do in the past? Explain.
2. What kind of travel activities would you like to do in the future (e.g. swimming in the sea, skiing, visiting museums, etc.)? Explain.

2

Choose the option that best substitutes the word in bold.

1. I have always wanted to **rent** a boat and sail in a place where there is nothing around.
 - a) buy a vehicle
 - b) choose a vehicle
 - c) pay to use a vehicle for a short period of time
2. It's important to escape from the **hustle and bustle** of the city.
 - a) noise and pollution
 - b) noise and activity
 - c) peace and quiet
3. I'd also love to go on an around-the-world **crui**se.
 - a) a journey on a tiny boat, during which you explore several places
 - b) a journey on a large ship for pleasure, during which you visit several places
 - c) a journey on a large ship for business purposes, during which you visit a lot of places
4. I always prefer an **all-inclusive** package where everything is taken care of for you.
 - a) including only breakfast
 - b) including everything
 - c) including three meals a day
5. I have so many places on my **bucket list**.
 - a) a list of things that a person would like to do in his/her life
 - b) a list of things that a person would not like to do in his/her life
 - c) a list of things that a person cannot do in his/her life
6. I like to travel to places away from the tourist **hotspots** and experience the real culture of the place.
 - a) an interesting and unknown place
 - b) a popular and exciting place
 - c) a mysterious and dangerous place

3



3.4

Listen to Armen, Nairi, and Gayane, and choose the statement that summarizes their talk best.

- a) They talk about their wish list for the coming holiday.
- b) They talk about their dream vacations.
- c) They talk about their future summer vacations.

4



Listen to Armen, Nairi, and Gayane again, and decide who would like to...

1. rent a boat and sail in a place where there is nothing around
2. enjoy visiting destinations that are not crowded with tourists
3. go on a round the world cruise
4. experience the real culture of the place
5. have an all-inclusive package
6. go to a place far from the busy and noisy city life

5



SPEAKING

Discuss the question in pairs/groups.

Which of the vacations listed below would you like to take? Explain your choice.

- A tour of historic sites in Europe
- A relaxing stay at a beach resort in Southeast Asia
- Going on a safari in Africa
- Mountain hiking in Armenia

6



INDIVIDUAL WORK

Imagine you are planning your dream vacation. In a short paragraph (about 100 words), describe the destination, activities, and experiences you would like to have.

Example: My dream vacation is in a magical forest. I want to go to a place where the trees are so tall that they touch the sky. I could walk on paths covered with soft leaves and find hidden waterfalls. I'll probably find secret places and be able to understand the animals living there. I would love to make friends with them and talk to them in their language. At night, I'll look at the stars. I might find interesting shapes and imagine stories about them. It will be like stepping into a fairytale, full of adventures and surprises.

Grammar

*I can talk about my past travel experiences using **used to** and **would**.*



1

**SPEAKING**

Discuss the questions in pairs /groups.

1. Do you think people traveled more or less in the past? Explain.
2. What did people travel for in the past? Explain.

2



Listen to a conversation between two friends and answer the questions.

1. Where did Mr. Lewis usually travel?
2. How did Alex feel about travel before, and how does he feel about it now?
3. What does Mr. Lewis tell Alex about exploring far-off lands?

Grammar Reference

USE/USED TO ...

- I **used to take** boat trips on the Amazon River very often.
- **Did you use to** travel much in the last two years?
- I **didn't use to watch** programs on travel experiences when I was 10 but now that sometimes I travel with my family, I find them quite interesting.

We use **used to + base form of the verb** to talk about past habits or actions that happened regularly in the past but do not happen any longer.

(e.g. He **used to go** on safaris but he *doesn't go* now.)

Used to + Verb

(+) She **used to watch** TV programs about traveling.

(?) **Did** he **use to visit** many countries?

(-) They **didn't use to go** to school by bus.

Adapted from: <https://dictionary.cambridge.org/grammar/british-grammar/used-to>

3



Listen to the conversation again and fill in the blanks with *used to + the base form of the verb* from the box.

dream

go

read

take

not watch

have

Mr Lewis: Hey there, young adventurer! I heard you're interested in stories about exploration. Well, let me share a bit of my own journey. I've traveled to many fascinating places. I even went to the Amazon rainforest twice. Look at these photos.

Alex: Wow! Mr. Lewis, (1) did you use to go on exciting expeditions like Marco Polo?

Mr. Lewis: No, I didn't do that. But I (2) _____ boat trips on the Amazon River quite often. What about you, Alex? (3) _____ you _____ any travel adventures?

Alex: No, I didn't. I (4) _____ even _____ TV programs about traveling but now they are my favorite programs. Also, I (5) _____ books about famous adventurers, and I (6) _____ about exploring far-off lands. I hope one day my dream will come true.

Mr.Lewis: Well, Alex, keep dreaming and learning from various explorers. You never know where your curiosity might take you. Who knows, maybe you'll have your own exciting stories to share one day!

4  **3.5** Listen to the conversation again and check.

5 Look at Ted's present and past experiences and write sentences about what Ted said five years ago compared to what he says today. Use *used to/didn't use to* in the first part of your sentence.

Example: He **used to** travel a lot, but he doesn't go away much these days.

6  **SPEAKING** Work in pairs/groups.

Work with a partner and tell him/her about your past experiences using Activity 5 as an example.

Example: I used to read adventure stories more but now I read more scientific articles for my lessons.

I did not use to think about traveling because I did not know much about the world.

7  **INDIVIDUAL WORK** Interview your parents, friends, or neighbors to explore their past travel destinations/ preferences. Ask about the activities they *used to/ didn't use to* do while traveling. Record the details.

Example: My grandparents used to visit interesting places and try local food when they traveled.

They didn't use to book guided tours or stay in luxurious hotels during their travels.

8  **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think everybody could afford to travel to other countries in the past? Explain.
2. How did people save their memories about their travels?

9

3.6

Listen to the article about travel in the past, choose the correct option. Then listen to the article again and check your answers.

- Travel in the past *used/ didn't use* to be mostly for rich people.
- Explorers *would/ wouldn't* travel looking for treasure.
- Adventurers *would/ wouldn't* collect objects from around the world for selling them.
- Everyone *would/ wouldn't* choose to be an adventurer.
- Riding horses, camels and elephants *used/ didn't use* to be tiring and dangerous.
- Floating on rafts and riverboats *used/ didn't use* to be a fun and pleasant experience.

10 Read the grammar rules below and answer the questions.

Which sentences in Activity 9 describe past actions? _____

Which sentences in Activity 9 describe past states? _____

Grammar Reference

Explorers **would travel** looking for treasure rather than discovering new lands.

Travel in the past **used to be** mostly for rich people.

We can use **used to + verb** or **would + verb** to talk about regular **past actions** that don't happen any more.

*e.g. Explorers **used to/would travel** looking for treasure rather than discovering new lands.*

We can use **used to + base form of the verb** (NOT ~~would + verb~~) to talk about **past states** that are no longer true. (Usually with stative verbs like **be, have, love**, etc.)

*e.g. Travel in the past **used to be** mostly for rich people.*

Would + Verb

(+) Travelers **would ride** horses, camels, elephants and other animals.

(?) **Would** they **float** on rafts and riverboats?

(-) They **wouldn't sail** ships and yachts.

Adapted from: <https://dictionary.cambridge.org/grammar/british-grammar/used-to>

11 Complete the statements with *used to* or *would*. Sometimes both can be correct.

- In the 19th century, wealthy individuals *used to/would* go on the Grand Tour to make their cultural knowledge richer.
- Explorers like Marco Polo _____ meet people from different cultures and bring back tales of their journeys.
- Sailing across oceans _____ be a risky journey for early sailors.
- Tourists in the 1920s _____ travel by trains and steamships for their international journeys.
- In the early stages of aviation, passengers _____ have long and adventurous flights.

12



SPEAKING

Work in pairs/groups.

Work with a partner and write at least three sentences about the activities you think people *would* or *used* to do while traveling.

Example: Hey Tigran! When I was ten, we used to take road trips every summer. We used to visit different cities, explore nature parks, and spend cozy evenings playing board games in our little cottage. What kind of family trips did you use to have, and what fun things did you all use to do?”

13



INDIVIDUAL WORK

Ask your parents or grandparents what people would or used to do while traveling in the past and share your findings.

who

used to/ would

did not use to / would not

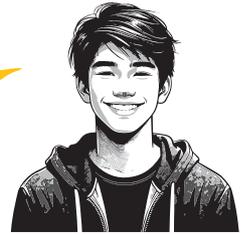
SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify key information when listening to people talk about their dream vacations and discuss my travel preferences.				
Talk about my past travel experiences using used to and would.				

Unit 3.5

Reading

I can identify travel planning tips and guides for tourists and describe my favorite travel destination.



1



SPEAKING

Discuss the questions in pairs/groups.

1. How do you choose where to go? Explain.
2. Do you think planning in advance is a good idea? Why/Why not?

2

Match the words (1-6) with their definitions (a-f).

- | | |
|-------------------------|--|
| 1. <u>e</u> restriction | a) to promise that something will happen or exist |
| 2. exchange rate | b) physical or mental activity attempting to achieve something |
| 3. ATM | c) what the value of one currency is equal to in another |
| 4. to guarantee | d) to become smaller in size, amount, degree, etc. |
| 5. to reduce | e) <i>an official limit on something</i> |
| 6. effort | f) a money machine where you use a special card to get cash |

Adapted from: <https://www.oxfordlearnersdictionaries.com/definition>

3



Read the travel planning tips and match the headings (1-7) with the paragraphs (A-G).

- | | | |
|-----------------------|---|----------------------------|
| 1) Learn the language | 2) Plan in advance | 3) Get off the beaten path |
| 4) Pack light | 5) It's often cheaper to use an ATM than a currency exchange office | |
| 6) Travel off-season | 7) Book in advance to save money | |

A) Plan in advance

It is very important. In fact, if it's just a weekend getaway, you probably need to do it even more carefully! You also need to check the deadlines for visa **restrictions**, depending on where you're from. Don't leave it to the last minute!

B) _____

After you've planned your trip, you should think about it! You can save money on accommodation, transport and attractions if you do it in advance. Leaving it to the last minute can double the cost of your trip!

C) _____

Another money saving tip for traveling is doing it during low season which is good not only for your wallet but also for touristy areas to avoid over-crowding. Everything is a little less busy and a little more relaxed, giving you the chance to explore more. Sure, you might not be able to **guarantee** the weather, but you often get lucky with these things.

D) _____

Doing it is a good way to **reduce** your travel costs. A small suitcase, or even better a backpack, is much easier to get around with! Don't worry about packing too little; by nature, we overpack anyway, and most hostels and Airbnbs offer washing facilities!

E) _____

Try to learn the following phrases in the **local** language:

Hello/goodbye

Good morning/ afternoon/ evening/night

Please/thank you

Do you speak English?

Can I have...? water/tea/coffee etc. (whatever you usually order!)

Where is the...? toilet/bathroom

No one is expecting you to be fluent, but a few phrases will really help you if you find yourself in a situation where the locals cannot speak English. Also, most people really appreciate your **effort** trying to speak their local language!

F) _____

Make sure to check the **exchange rates** at the currency exchange office and compare them to what your bank will charge at a foreign ATM. Often, it's cheaper to get money at your destination!

G) _____

Once you've explored the main areas of a city, explore the surrounding areas. Unusual backstreets full of local eateries, bars and stores are home to wonderful adventures!

Adapted from: <https://weareglobaltravellers.com/2020/04/tips-travelling-europe/>

4 Match the activities (a-g) with the corresponding tip (1-7).

- | | |
|---|---|
| a) checking the deadlines for visa restrictions | 1) <u>b</u> Learn the language |
| b) <i>getting to know some everyday language</i> | 2) Plan in advance |
| c) thinking about accommodation, transport and attractions beforehand | 3) Get off the beaten path |
| d) planning a trip at the time when there are more opportunities to explore | 4) Pack light |
| e) avoiding taking more things than needed | 5) Book in advance to save money |
| f) traveling to less-visited places | 6) Travel off-season |
| g) checking and comparing host and your country exchange rates | 7) It's often cheaper to use an ATM than a currency exchange office |

5 Put the travel tips suggested in Activity 3 in order of importance, with 1 being the most important and 7 being the least important. Discuss your choices with your partner.

6  **SPEAKING** Discuss the questions in pairs/groups.

1. What other travel planning tips can you think of? Describe them.
2. What challenges can people face when planning a trip?

7  **INDIVIDUAL WORK** Write two travel planning tips that you would advise your friends who are visiting Armenia. Give reasons for your choices.

8  **SPEAKING** Work in pairs/groups.

Look at the photos. Choose the destination you would like to visit and explain your reasons.



Washington



New York



Chicago

9 Match the words (1-6) with their definitions (a-f).

- | | |
|----------------------------|--|
| 1. <u>f</u> roller coaster | a) extremely interesting |
| 2. to survive | b) correct, exact, and without any mistakes |
| 3. lighthouse | c) to continue to live or exist |
| 4. fascinating | d) a boat/ship for taking passengers or vehicles across water |
| 5. accurate | e) a tall building near the coast or shore with a flashing light at the top to warn ships of rocks and other dangers |
| 6. ferry | f) a type of ride at an amusement park, like a fast train on tracks that curve, and go from a very high position to very low |

10  Read the guide for tourists visiting California and write the destination where you can

- see people working to improve their body muscles _____
- eat at cool places, shop for stylish things, and watch street shows _____
- discover film production _____
- ride on the Giant Dipper roller coaster _____
- listen to yourself sing and learn to dance _____
- take the ferry and visit dark cell blocks _____
- enjoy one of the most attractive and pleasant places in the world _____
- experience a breathtaking view while crossing the bridge _____

Discovering the USA



1. San Francisco

Fisherman's Wharf is a historic marketplace on the seafront in the middle of the city with modern restaurants, shops, and street performers. Visit Ghirardelli Ice Cream

and Chocolate Shop, and Pier 39, a lively marketplace with shops, restaurants and music. From here you can take a cruise around the Bay.



2. Golden Gate Bridge

Connecting San Francisco and Marin County, this is the largest suspension bridge in the world and one of the most famous California landmarks.

As you cross the 4200-ft bridge below the famous orange towers, you will enjoy awesome views of the whole Bay Area.



3. Alcatraz Island

Once a high-security prison, Alcatraz Island is one of the Bay Area's most interesting tourist attractions. Take the ferry from Pier 41 and visit the dark cell blocks

that were once home to America's most wanted criminals.



4. Santa Cruz

Go to the Santa Cruz surfing museum, which is in a lighthouse, and see classic surfboards including one eaten by a shark—the surfer survived! Next stop, the

Santa Cruz Beach Boardwalk for a ride on the Giant Dipper roller coaster.



5. Venice Beach

This is where skateboarding started, so you must visit the famous skate park right on the beach. Also watch the bodybuilders at Muscle Beach Gym,

which is where Arnold Schwarzenegger, an actor and later politician, started his career.



6. Los Angeles

Have you ever wanted to record yourself? Now you can at the fascinating Grammy Museum. You can also learn how to dance like Michael Jackson, and

find out the connections between blues and rap.



7. Hollywood

You can stand in the footprints of Johnny Depp at Grauman's Chinese Theater and then meet his strangely accurate wax model, along with Hugh Jackman and others, all

at Madame Tussauds Hollywood. Discover how films are made at the working movie studio at Universal Studios Hollywood, where there are also exciting park rides and shows.



8. Disneyland

One of the most magical places in the world, Disneyland Park has hundreds of rides such as Space Mountain, Indiana Jones Adventure, Matterhorn and Pirates of

the Caribbean. A day in Disneyland is a day you will never forget!

Adapted from: <https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/travel-guide>

11 Read the guide again and match the person (1-7) with the place they would enjoy most. Write a recommendation for them.

- a. Grammy Museum b. Fisherman's Wharf c. Santa Cruz d. Golden Gate Bridge
e. Grauman's Chinese Theater f. Venice Beach g. Alcatraz Island h. Disneyland Park

*Recommended
place to visit*

1. "Trying all the exciting rides would be a really special day." *h. Disneyland Park*
2. "I'd love to go to the place where skateboarding began, especially the famous skate park on the beach."
3. "I really like busy places with lots of shops and places to eat."
4. "Going to a museum about surfing in a lighthouse sounds fantastic."
5. "I want to see the biggest suspension bridge in the world."
6. "I find it interesting when places that used to be jails become cool spots for tourists."
7. "Learning about how blues and rap are connected sounds fun."
8. "It is very interesting to stand where famous people left their footprints."

12 **SPEAKING** Discuss in pairs/groups.

You have three days to visit the sights mentioned in Activity 10. In your groups, choose three of them and give at least two reasons why these places may be interesting for teenagers to visit.

Example: We would like to visit Hollywood because it's known for the movie industry, and we might enjoy seeing famous landmarks and the Hollywood Walk of Fame. Also, Disneyland would be a great choice as it offers thrilling rides and a magical atmosphere that most teenagers enjoy. Finally, we would visit Alcatraz Island because it has so much history in it.

13 **INDIVIDUAL WORK** Surf the internet and prepare a presentation on a favorite tourist destination in the USA.

Unit 3.6

English in Use

I can speak more about travel experiences using topic-related phrasal verbs.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. How do you decide on a travel destination? Explain.
2. What is the first thing you do when you arrive in a new city? Why?

2 Read the text and decide how they feel at the end of the trip. Explain.

Jack and Julia love going somewhere warm every year (they spend most of the year **looking forward to** it). This year, their choice fell on the Greek Island of Kos. They **set out** early in the morning. Julia's brother drove them to the airport. After saying goodbye to him, they boarded the plane and **took off**. As soon as the couple arrived at the hotel, they **checked into** the room, had a short rest after their long flight, and went out to explore the town.

Kos had a lot of sights to visit, and they did not realize how fast the time flew by before it was already time to return home. The hotel organized a shuttle for them, and they had to **check out** early in the morning to catch their flight back home, where Julia's brother was waiting to **pick them up** from the airport.

Adapted from: <https://www.ecenglish.com/learnenglish/lessons/travel-phrasal-verbs>

3 Read the text again and match the words (1-6) with their definitions (a-f).

- | | |
|-----------------------------|---|
| 1. <u>c</u> look forward to | a) to leave and pay for your stay at a hotel |
| 2. check into | b) to start a journey |
| 3. check out | c) <i>to expect something with pleasure</i> |
| 4. pick up | d) to leave the ground and begin to fly (of a plane) |
| 5. set out | e) to register at a hotel |
| 6. take off | f) to go and fetch someone from a place and take them somewhere |

Phrasal Verbs

Jack and Julia **checked into** the room.

Julia's brother **picked them up** from the airport.

Phrasal verbs are made up of a **verb** and a **particle** or, sometimes, **two particles**. The particle often **changes the meaning** of the verb.

There are two main types of phrasal verbs: **separable** and **non-separable**.

Separable

Julia's brother **picked them up** from the airport.

If the object is a **noun** it can come *before or after* the particle.

picked Julia and Jack **up** or **picked up** Julia and Jack

Non-separable

Jack and Julia **checked into** the room.

If the object is a **pronoun** it can **ONLY** come *before* the particle.

picked them up NOT ~~picked up them~~

Adapted from: <https://myenglishgrammar.com/lessons/separable-and-non-separable-phrasal-verbs/>

4 Complete the passage with the correct phrasal verb from the box making the necessary changes.

check into take off check out look forward to pick up set out

Last summer, I was given a unique opportunity to travel to the United States of America for a two-week exchange program, and I was 1) looking forward to my new experiences in the country. After getting on the plane, I made myself comfortable and sent a few goodbye text messages to my friends and family members. After a short while, the pilot announced that all electronics should be switched off as the plane was ready to 2) _____.

When our plane landed at JFK International Airport in New York, a program representative was already waiting to 3) _____ me _____. He drove me to the Holiday Inn where I was going to meet with other exchange program participants. After I 4) _____ the hotel, I joined the group to explore New York for the rest of the day. During my two weeks' stay in the USA, I gained a lot of knowledge, valuable experiences, and wonderful friends from all over the world. On the last day, I had to 5) _____ of the hotel. The entire journey, from the moment I 6) _____ to explore the USA up to saying goodbye to my new friends was filled with unforgettable memories. I will always remember my travels to the USA.

Adapted from: <https://www.ecenglish.com/learnenglish/lessons/phrasal-verbs-travel>

5 Replace the bolded phrases in questions with the phrasal verbs from Activity 3.

1. Do you usually **expect** your holidays **with pleasure**?
Do you usually look forward to your holidays?
2. Have you ever explored a city to the fullest, and then it was time **to leave and pay for your stay at the hotel**?
3. Have you ever experienced the moment when a plane **is leaving the ground and beginning to fly**? Describe your feelings.
4. What do you find important when **registering at a hotel** during your travels?
5. How do you typically organize and plan your travel when **starting a journey** to an unfamiliar place?
6. How do you feel when someone **is driving** you **from the airport or another location** after your journey?

6 **SPEAKING** Work in pairs/groups.

Answer the questions in Activity 5. Switch roles.

7 **INDIVIDUAL WORK** Think about a travel experience you had either with your school or family. Write an 80-word paragraph where you describe the trip in detail using Activity 4 as a model.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify travel planning tips and guides for tourists and describe my favorite travel destination.				
Speak more about travel experiences using topic related phrasal verbs.				

Writing

I can write an opinion essay on traditional and virtual traveling.



1



SPEAKING

Discuss the questions in pairs /groups.

1. Is traveling a waste of time and money? Why/Why not?
2. What do you know about virtual traveling? Explain.

2



Read the essay and explain how the author compares virtual trips to traditional trips.

Have you ever thought about traveling the world? Many people find this idea attractive, but it is more than just visiting interesting places. It requires a lot of planning and effort, and in my opinion, it can be a waste of money and time.

Firstly, traveling is not cheap. Nowadays, an average person can afford to travel the world because it is not as expensive as it used to be, but from the moment you set out on a journey until you get back home, you are spending money. You have to pay for transportation, accommodation, food, tourist attractions, and other unexpected expenses. In return for all your hard work, you reach your destination and visit a place that you could also visit virtually by watching a good documentary on TV. Moreover, places and things that you watch on TV are often free of charge, whereas visiting them in person costs money and time.

Secondly, traveling takes a lot of time. Instead of doing things at home, you spend long hours sitting in your car, on the bus, on the plane, or waiting at airports, train or bus stations, or just trying to figure out where you are. Every traditional trip takes time. On the other hand, any virtual trip saves you a lot of time. Without leaving your home, you can find yourself on the other side of the world, visiting a rainforest or a desert within a few minutes. What is more, you can also see the places that may not be available for tourists at all.

In conclusion, I believe that traveling is often considered more enjoyable than it really is and might not be worth trying. There are many cheaper ways to visit and learn about the places that interest you without spending as much. Instead of wasting your time on planes and buses, you can attend a slide show, visit a travel blog, or watch a documentary. You can travel virtually and still enjoy it.

3

Read the essay and answer the questions.

1. How many paragraphs are there in the essay? What does each of them do?
2. Match the paragraphs with the corresponding parts of the essay (Introduction, Body paragraphs, and Conclusion). Write the name of the part of the essay next to the paragraph, one of them may be used twice.
3. What is the purpose of this essay?

Paragraph 1 _____

Paragraph 3 _____

Paragraph 2 _____

Paragraph 4 _____

- a) To give information to the reader about traveling in general.
 - b) To convince the reader of the author's point of view on the discussed topic.
 - c) To ask the reader's opinion about the topic.
4. In which part of the essay do you

- a) state your opinion? _____
- b) give reasons and support your view? _____
- c) summarize your arguments and repeat your opinion using different words? _____

Adapted from: <https://winton.at/wp-content/uploads/2018/08/essay-on-travelling.pdf>
<https://test-english.com/explanation/b1-writing-explanations/writing-an-opinion-essay/>

4 Identify the number of paragraphs in the essay and briefly summarize the main idea of each paragraph.

5 **SPEAKING** Discuss in pairs/ groups.

Work in pairs and decide if the author of the essay agrees or disagrees with the statement “Traveling is a waste of time and money.” Find evidence in the essay to support your answer.

6 **INDIVIDUAL WORK** Write two reasons why you believe “Traveling is/ is not a waste of time and money.” Provide examples for each reason.

Example: Traveling is not a waste of time and money because traveling is like a big adventure where you have a lot of fun. Last summer, my family went to a theme park, and I rode thrilling roller coasters and tried new exciting rides. I am sure, you can’t have that kind of excitement by staying at home or watching videos.

7 **SPEAKING** Discuss the questions in pairs /groups.

1. Have you ever had a really cool trip or explored a fascinating place online? What was it?
2. Which one of these experiences did you like most? Why?

8 Read the instructions on how to write an opinion essay and answer the questions.

Which words in the essay

- connect your ideas?
- say what you think?
- express contrast, purpose and reason?

How to write An Opinion Essay

An opinion essay has three parts:

- Introduction
- Body paragraphs (usually two to three)
- Conclusion

Introduction

Introduce the topic and say whether you agree or disagree with the statement or question. It can be a good idea to use a question to grab the reader’s attention.

Paragraph 1

*Have you ever thought about traveling the world? Many people find this idea attractive, **but** it is more than just visiting interesting places. **It requires a lot of planning and effort, and in my opinion, it is a waste of money and time.***

Body Paragraph 1

Give the first argument to support your opinion. Include at least two facts or examples to show that your reason makes sense.

Body Paragraph 2

Give more reasons and again provide examples, facts or supporting ideas.

Conclusion

Summarize your ideas and repeat your opinion.

Paragraph 2

Firstly, *traveling is not cheap*. Nowadays, an average person can afford to travel the world **because** *it is not as expensive as it used to be*, but from the moment you set out on a journey until you get back home, you are spending money. You have to pay for transportation, accommodation, food, tourist attractions and other unexpected expenses. In return for all your hard work, *you reach your destination and visit a place that you could also visit virtually watching a good documentary on TV*. **Moreover**, places and things that you watch on TV are often free of charge, **whereas** visiting them in person costs money and time.

Paragraph 3

Secondly, *traveling takes a lot of time*. Instead of doing things at home, you spend long hours sitting in your car, on the bus, on the plane, or waiting at airports, train or bus stations, or just trying to figure out where you are. Every traditional trip takes time. **On the other hand**, *any virtual trip saves you a lot of time*. Without leaving your home, you can find yourself on the other side of the world, visiting a rainforest or a desert within a few minutes. **What is more**, you can also see the places which may not be available to tourists at all.

Paragraph 4

In conclusion, **I believe that** *traveling is often considered more enjoyable than it really is and might not be worth trying. There are many cheaper ways to visit and learn about the places that interest you without spending as much*. Instead of wasting your time on planes and buses, you can attend a slide show, visit a travel blog, or watch a documentary. You can travel virtually and still enjoy it.

Sequencing your text

Firstly/First of all, ...

Secondly, ...

Thirdly, ...

In addition, ...

Moreover, ...

In conclusion

Giving your opinion

In my opinion, ...

In my view, ...

I think/feel that ...

I (truly) believe that ...

I am convinced that ...

I agree that ...

I disagree with/about ...

Expressing contrast, purpose and reason

Contrast: although, however, despite, etc.

Purpose: to, in order to, so that, etc.

Reason: because (of), since, due to, etc.

9



WRITING

Work in pairs/groups.

Draft an opinion essay on “Which is more important: traditional traveling or virtual traveling?” based on two reasons supporting your opinion as well as facts and /or examples. Present your essay to the class.

10

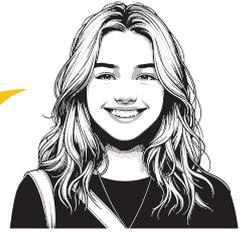


INDIVIDUAL WORK

Use Activity 6 as a model and write an opinion essay on “Which is more important: traditional traveling or virtual traveling?”

Speaking

I can identify and talk about the benefits of domestic travel.



1



SPEAKING

Discuss the questions in pairs /groups.

1. What makes domestic travel enjoyable or different from traveling abroad? Explain.
2. Have you ever traveled within your own country? If yes, where did you go, and what was the experience like?

2

You are a travel adviser for a group of teenagers visiting Armenia. Please review the photos, provide recommendations and explain the reasons for your suggestions.



3



Listen to Ben asking Helen for advice on which places to visit in Armenia. Which places and events do they mention?

4

3.7

Listen again and choose the expressions mentioned.

Asking for advice

- Can you do me a favor? **a**
- Can you give me some advice? **b**
- What do you think I should...? **c**
- Do you think I need...? **d**

Giving advice

- The first thing you should do is... **a**
- If I were you, I would/wouldn't... **b**
- I think/don't think you should... **c**
- You need/ don't need to... **d**
- The best thing would be to... **e**
- It's a good idea to ... **f**
- Why don't you...? **g**

Accepting advice

- Good idea! **a**
- Good thinking! **b**
- That's really helpful! **c**
- Oh, I didn't think of that! **d**

5

Complete the advice with one or two words from Activity 4.

- The first thing you should do is check the travel destinations.
- If _____, I would start with a few days in Yerevan.
- It's _____ to spend a day on sparkling Lake Sevan, Armenia's jewel.
- The _____ to visit Haghpat and Sanahin monasteries that are on the UNESCO heritage list.
- You _____ to see Khor Virap, Noravank, Geghard, and Tatev monastery.
- Why _____ visit the Wine Festival in Areni, usually held in October?

Adapted from: <https://wander-lush.org/visit-armenia-travel-guide/>

6



SPEAKING

Work in pairs/groups.

Follow the instructions below to prepare a conversation “Planning a Day Trip to Garni and Geghard”. Then act it out in class.

- Find a partner in the class - one of you will be the well-traveled friend (Student A), and the other will be the curious friend (Student B) looking for advice.
- Get with your partner and imagine you're planning a day trip to Garni and Geghard in Armenia.
- If you're Student A (well-traveled friend), share advice and tips about the trip using the key phrases you learned in Activity 4.
- If you're Student B (curious friend), actively ask your partner for advice using the given key phrases.

Example:

B: Can you give me some advice on planning a day trip to Garni and Geghard? What do you think I should do for a memorable experience?

A: The first thing you should do is start early to avoid the crowds.

B: Good idea! Anything else?

A: If I were you, I would explore Garni first and then travel to Geghard in the afternoon.

B: That's really helpful! Thanks. Any recommendations for local snacks?

7

INDIVIDUAL WORK Imagine you are a travel expert sharing your wonderful journey in Armenia. Create a blog post with the title “Armenia: A Perfect Travel Destination.”

- In your blog, share the exciting places you visited in Armenia, describe the delicious local foods you tried, describe any unexpected surprises or hidden jewels you discovered.
- Include moments where you asked for advice or gave advice during your journey. This could be suggestions for fellow travelers, tips for exploring specific areas, or recommendations for unique experiences.
- Feel free to add visuals like photos or drawings to make your blog post visually attractive.

NEW POST

Armenia: A Perfect Travel Destination.



Hi friends! 😊 I had a super cool trip to Armenia, and I want to share it with you! Here is a glimpse at my awesome journey.

EXCITING PLACES

I visited Yerevan and it was cool! Lots of markets and old stuff. Then, Garni, and Geghard were like going back in time!

DELICIOUS FOOD

Armenian food is tasty! I ate dolma, fresh lavash, and khorovats. It was so tasty!

SECRET SPOTS

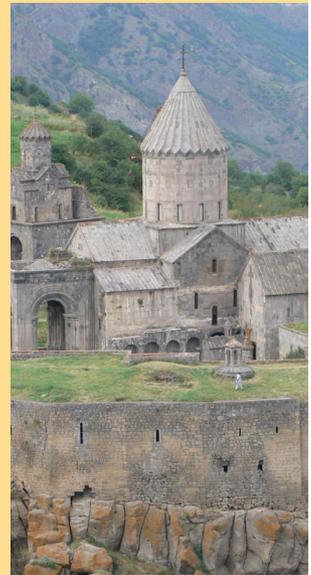
Guess what? I found a cozy teahouse in Dilijan. It was like a hidden treasure! People there are really nice.

ADVICE MOMENTS

I asked for help finding hiking trails. Locals were like friendly guides! I also shared tips-best spots for sunsets!

COOL PICS

Look at my pics—old temples, delicious food and smiling faces! Can't wait to tell you more about Armenia!



[READ MORE](#)

#ARMENIAFUNTIMES #TRAVELBUDDIES

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an opinion essay on traditional and virtual traveling.				
Identify and talk about the benefits of domestic travel.				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- Armenia is a country rich in historic sites, traditions and cultural heritage.
- People in Armenia are very friendly and hospitable, which makes anyone feel at home.
- Armenia's uniqueness is truly special and worth experiencing.
- Armenian national cuisine is a big part of the adventure.
- Exploring ancient sites is a fantastic way to discover Armenia's rich culture.
- Sometimes, it can be a little hard to travel in Armenia because of problems with some roads and buildings.

Unit Review

VOCABULARY

1 Complete the passage using the words and word collocations from the box.

take-off passport check-in luggage departure lounge boarding pass

When you go to the airport, first you go to the (1) check-in desk where they weigh your (2) _____. Usually you are permitted 20 kilos, but if your bags weigh more, you may have to pay extra. The airline representative checks your ticket and gives you a (3) _____ for the plane with your seat number on it. Then you go through passport control, where an official checks your (4) _____, and into the (5) _____. Here, you can also buy things at the duty-free shops, e.g. perfume, alcohol, cigarettes. About half an hour to forty minutes before (6) _____ you are told to go to a gate number, where you wait before you get on the plane. When you board the plane, you take your seat.

GRAMMAR

2 Complete the second sentence so that it has the same meaning as the first, using the word given.

1. I am sure our guests will arrive at our place in time. (definitely)
Our guests will definitely arrive at our place in time.
2. I am almost sure more people will travel into space in the near future. (probably)
3. It's possible that in the future millions of people will travel more to other countries. (may)
4. It's possible that Sue will be hiking with Joe this weekend. (might)
5. Eleanor is certain that Jack will pick her up from the airport. (definitely)
6. Bill is almost sure that he will not go camping next week because of bad weather. (probably)

3 Write sentences with *used to*.

1. My parents / travel / a lot when they were younger.
My parents used to travel a lot when they were younger.
2. We / not / stay in Paris for such a long time.
3. you / explore remote places?
4. Jane/ go overseas when she was a child?
5. My friends / take a lot of photos when they were abroad.
6. We / not / worry while we were traveling.

READING



Read the text “World Walker” and choose the correct option.

Right now, somewhere in the world, Tom Turcich is walking. He started his hike in April 2015 and is still going. His intention is to walk across every continent in the world. Tom made the decision to travel the world after one of his close friends died at the age of 17. The tragedy encouraged Tom to make the most of his own life. He spent the next few years completing college and working to save money, and in 2015, he finally quit his job, packed a few belongings and set out on foot from his home in New Jersey, USA.

He took a route south through the USA and Central America and down the west coast of South America. After that, he traveled to Antarctica and Europe aboard a ship, and he is currently walking across North Africa. From there, he'll hike east through Asia and Australia.

Tom isn't walking alone. He picked up a dog called Savannah from an animal shelter in Texas. At first, he thought it would be useful to have a dog protecting him. Soon the two became perfect travel companions. He thought he would have trouble crossing borders with the dog, but he got a certificate proving it was free of disease and since then the process has been surprisingly simple.

Turchich usually walks about 38 kilometers a day, burning 5000 calories daily. He carries just a tent, a sleeping bag and a few basic supplies, all of which he pushes in a baby stroller, as he found that it requires less effort than carrying a backpack.

When he first started out, his legs ached at the end of the day. But he is now used to the exercise, although he makes sure to spend time at the end of the day stretching his legs. Each pair of hiking boots lasts about 800 kilometers. Tom has an arrangement with a friend in the States who mails him new pairs of boots whenever he needs them.

Tom keeps a blog where he documents his travels and posts wonderful photographs that he has taken along the way. He hopes that he will be able to work as a travel writer or photographer.

- Tom set off on his journey ...
 - right after his friend died.
 - after completing college and working to save money.
 - at the age of 17.
- Tom has already walked across South America, Europe and ...
 - Antarctica.
 - Australia.
 - Asia.
- He has a dog with him...
 - that he'd had for years.
 - that he picked up on his way.
 - that he picked up from a place where homeless animals are kept.
- He thinks a baby stroller ...
 - is not as convenient as a backpack.
 - is more convenient than a backpack.
 - is less convenient than a backpack.
- He used to have to stretch every day, but he no longer needs to.
 - true
 - false
 - not mentioned.
- ... whenever he wears out a pair.
 - He buys new shoes or boots locally
 - Tom's friend sends him new pairs of boots
 - Tom buys new pairs of boots via mail.

Adapted from: <https://test-english.com/reading/>

5



SPEAKING

Discuss the questions in pairs/groups.

- Do you prefer traveling alone or in groups? Why?
- What are the advantages and disadvantages of traveling alone?
- Things can go wrong when you travel. Have you had any bad travel experiences?

WORD LIST

VOCABULARY

abroad /ə'brɔ:d/
accommodation /
ə,kɑ:mə'deɪʃn/
conference /'kɑ:nfərəns/
destination /,destɪ'neɪʃn/
either /'i:ðər/, /'aɪðər/
exhibition /,eksɪ'bɪʃn/
expense /ɪk'spens/
exploration /,eksplə'reɪʃn/
facility /fə'sɪləti/
geographical /,dʒi:ə'græfɪkl/
homesick /'həʊmsɪk/
inbound /'ɪnbəʊnd/
leisure /'li:ʒər/, /'leɪʒər/
location /ləʊ'keɪʃn/
outbound /'aʊtbaʊnd/
overseas /,əʊvər'si:z/
package /'pækɪdʒ/
recreational /,rekri'eɪʃənl/
refer /rɪ'fɜ:r/
relative /'relətɪv/
resident /'rezɪdənt/
resort /rɪ'zɔ:rt/
transportation /
,træns'pɔ:t'eɪʃn/

GRAMMAR

advance /əd'væns/
ahead /ə'hed/
aliens /'eɪlɪənz/
barbecue /'bɑ:rbɪkju:/
campsite /'kæmpsaɪt/
decade /'dekeɪd/, /dr'keɪd/
definitely /'defɪnətli/
explore /ɪk'splɔ:r/
guide /gaɪd/
incredible /ɪn'kredəbl/
journey /'dʒɜ:ni/
knock /nɔ:k/
region /'ri:dʒən/
restriction /rɪ'strɪkʃn/
souvenir /,su:və'nɪr/, /
'su:vənɪr/
suggest /sə'dʒest/
tube /tu:b/
unique /ju:'ni:k/

https://www.oxfordlearnersdictionaries.com/definition/american_english

vacation /veɪ'keɪʃn/, /və'keɪʃn/

LISTENING

adventure /əd'ventʃər/
all-inclusive /,ɔ:l ɪn'klu:sɪv/
attraction /ə'trækʃn/
bucket /'bʌkɪt/
bustle /'bʌsl/
cruise /kru:z/
during /'dʊrɪŋ/
escape /ɪ'skeɪp/
experience /ɪk'spɪəriəns/
hustle /'hʌsl/
interviewer /'ɪntərvju:ər/
interviewee /,ɪntərvju:'i:
mysterious /mɪ'stɪəriəs/
path /pæθ/
pollution /pə'lju:ʃn/
relax /rɪ'læks/
safari /sə'fɑ:ri/
teenager /'ti:neɪdʒər/
tiny /'tɪni/
vehicle /'vi:əkl/, /'vi:hɪkl/

GRAMMAR

adventurer /əd'ventʃərə/ /
aristocrat /ə'rɪstəkræt/
aviation /,eɪvi'eɪʃn/
conquer /'kɔ:ŋkər/
curiosity /,kjʊrɪ'ɑ:səti/
dangerous /'deɪndʒərəs/
enthusiast /ɪn'θu:ziæst/
expedition /,ekspe'dɪʃn/
fascinating /'fæsɪneɪtɪŋ/
float /fləʊt/
individual /,ɪndr'vɪdʒuəl/
private /'praɪvət/
raft /ræft/
rainforest /'reɪnfɔ:rɪst/
steamship /'sti:mʃɪp/
treasure /'treɪzər/
various /'veriəs/, /'væriəs/
wealthy /'welθi/

READING

accurate /'ækjərət/
appreciate /ə'pri:ʃiət/

ATM /,eɪ ti:'em/
awesome /'ɔ:səm/
breathtaking /'breθeɪtɪŋ/
cell /sel/
currency /'kɜ:rənəsi/
double /'dʌbl/
effort /'efɔ:t/
exchange /ɪks'tʃeɪndʒ/
fluent /'flu:ənt/
guarantee /,gærən'ti:
lighthouse /'laɪthaʊs/
muscle /'mʌsl/
reduce /rɪ'du:s/
roller-coaster /'rəʊləər kəʊstər/
survive /sər'vaɪv/
suspension /sə'spenʃn/
thrilling /'θrɪlɪŋ/
value /'vælju:
visa /'vi:zə/
wax /wæks/

ENGLISH IN USE

entire /ɪn'taɪər/
register /'redʒɪstər/

WRITING

documentary /,dɔ:kju'mentri/
due /dju:
virtually /'vɜ:rtʃuəli/

SPEAKING

heritage /'herɪtɪdʒ/
jewel /'dʒuəl/
monastery /'mɔ:nəstəri/
sparkling /'spɑ:rkɪŋ/

UNIT REVIEW

arrangement /ə'reɪndʒmənt/
disease /drɪ'zi:z/
lounge /laʊndʒ/
route /rut/
stroller /'strəʊlə/ /
supply /sə'plai/



UNIT 4

COMMUNICATION



I can identify elements of effective communication.

Unit 4.1

Vocabulary

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Which is more important in communication: listening or speaking? Explain.
2. What makes a person a good communicator? Explain.

2 Match the two halves of the expressions.

- | | |
|---------------------|----------------------------|
| 1. <u>b</u> prevent | a) ideas |
| 2. share | b) <i>miscommunication</i> |
| 3. respond | c) feedback |
| 4. receive | d) to others |

3 Label the definitions using the expressions in Activity 2.

1. To "share ideas" means to exchange thoughts, opinions, and suggestions with others.
2. To "_____" means to avoid misunderstandings or confusion.
3. To "_____" means to accept opinions or comments from others.
4. To "_____" means to reply or react when someone talks to you.

4 Read the article and fill in the blanks with the expressions from the Activity 2.

5 Read the article again and explain what makes communication effective.

People learn and share information through communication. All forms of communication have one thing in common: the sending and receiving of a message. Effective communication is when we receive and understand the message with clarity and purpose, and as a result both the sender and receiver feel satisfied.

Effective communication is key to any relationship, both personal and professional. When we (1) share ideas with others, it's important to (2) _____ to make sure they understand our message. We also need to understand the meaning of the feedback that we receive in order to (3) _____



and misunderstandings. So, we need to listen actively and (4) _____ thoughtfully. Communication is not only a human activity. Animals communicate through sounds, scents, and actions. Computers communicate with other computers through electronic networks.

Adapted from <https://kids.britannica.com/kids/article/communication/399411>

6

 4.1

Complete the sentences with the words given in the box. Listen and check your answers.

share ideas

receive feedback

respond to others

prevent miscommunication

1. We can prevent miscommunication when we improve communication skills and build stronger relationships.
2. It's important to _____ in a way that is clear and simple so that people can understand what you mean.
3. When we _____, we learn from others, find ways to improve, and change our approach or behavior.
4. If we _____ and brainstorm together, it helps to come up with a creative solution to any problem.

7



SPEAKING

Discuss the questions in pairs/groups.

1. "We have two ears and one mouth so that we can listen twice as much as we speak." Explain.
2. What characteristics should a person have to be a better communicator?

8



INDIVIDUAL WORK

Describe at least three skills you need to be a good communicator. Provide supporting statements.

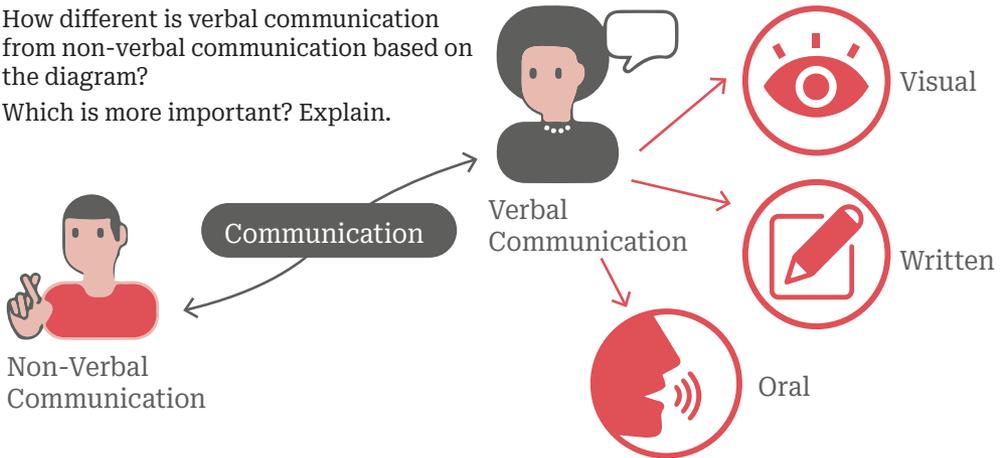
Example: To be a good communicator, you need to listen carefully, speak clearly, and know people's true feelings. When you listen carefully, you really understand what others say. It also shows you care about them. Speaking clearly helps others understand your ideas without getting confused. Moreover, knowing people's true feelings helps you connect with them and makes your conversation better.

I can describe verbal and non-verbal communication using Past Perfect.



1 **SPEAKING** Discuss in pairs/groups.

1. How different is verbal communication from non-verbal communication based on the diagram?
2. Which is more important? Explain.



2 Label the two types of communication: verbal and non-verbal.

_____ communication is when we use words, spoken or written, to express a message. We use conversations, speeches, emails, or text messages.

_____ communication is when we use our body language, facial expressions, and other signs to express a message. We communicate using gestures, posture, eye contact, and tone of voice. We also express our emotions or attitudes that we cannot express through words only.

3 **4.2** Listen to the conversation between two friends and decide what problem they had.

4 **4.2** Listen to the conversation again and choose the correct option.

1. What was Emma’s reaction when Ben pointed out the importance of using a variety of communication tools?
 - a) She disagreed with him.
 - b) She thought he was right.
 - c) She felt offended.
2. What did Ben offer to do for Emma next time?
 - a) Work together on her presentation.
 - b) Laugh at her mistakes.
 - c) Pay no attention to her presentation.
3. How did Emma feel about Ben’s offer to help her?
 - a) She felt indifferent.
 - b) She felt grateful.
 - c) She felt annoyed.
4. What communication tool did Ben mention using in his presentation?
 - a) Slides with pictures and graphs.
 - b) Only verbal communication.
 - c) Written essays.

Grammar Reference

PAST PERFECT

By the time I finished my presentation, the audience **had** already **lost** interest.

I **had prepared** a few slides with pictures and graphs to help explain my ideas better before the presentation.

Past Perfect is used

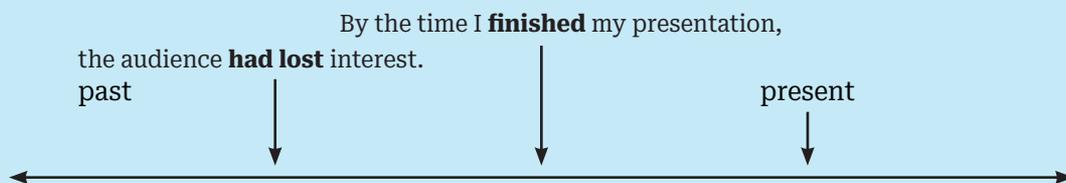
- for actions/states which happened before a stated past time/another action in the past.
- to show the order of two past events. The past perfect shows the earlier action (1) and the past simple shows the later action (2).

had + past participle

(+) I/ you/ he/ she/ it/ we/ they **had (=’d) lost**.

(?) **Had** I/ you/ he/ she/ it/ we/ they **lost**?

(-) I/ you/ he/ she/ it/ we/ they **had not (=hadn’t) lost**.



Note: By the time + past simple, past perfect

Source: <https://learnenglish.britishcouncil.org/grammar/b1-b2-grammar/past-perfect>

5 Arrange the sentences in the order they happened. Pay attention to the use of past perfect.

- Even though the people had already left, I had a good time in the end.
- By the time I arrived at the party, the new people I wanted to meet had already left.
- 1 My friends had invited me to a party and I was very excited to meet new people.
- So, I had to walk to the gas station.
- It took me a long time to get ready and I left the house a little bit late.
- When I started my car engine, I realized that my car had run out of gas because my brother had borrowed it and had not filled it up.

6 Fill in the blanks using the correct form of the verbs in parentheses.

1. Before the meeting, the team had already discussed the main points. (already/discuss)
2. _____ you _____ the email before I reminded you? (send)
3. By the time Alex arrived, we _____ the conversation. (already/start)
4. The message _____ before the event, causing confusion. (not/arrive)
5. _____ the students _____ about the news before the announcement? (hear)
6. My classmates _____ the instructions until the teacher explained them again. (not/understand)

7 **SPEAKING** Work in pairs/groups.

Talk to your partner and tell him/her what you had done *by a certain age*. Use past perfect and the verb phrases in the box and your own ideas. Also, use both verbal and non-verbal communication (gestures, facial expressions, and intonation) to express your thoughts clearly.

learn how to read/swim/ski buy/have my first phone/laptop/bike
go to another city/the capital/a foreign country

Student 1: By the age of six I had learned how to swim.

Student 2: By the age of ten I had had my first phone.

S1: By the age of...

8 **INDIVIDUAL WORK** Provide a list of activities you had done by a certain age. Give a short description of those activities.

learn to ride a bike have a pet play a musical instrument
visit a zoo try a new food attend a live concert

Example: By the age of eight, I had learned to ride a bike. It was a thrilling experience that opened up new adventures for me.

9 **SPEAKING** Discuss the questions in pairs/groups.

Can you recall a time when you and a friend had to work together on a school project? What preparations had you made before the official work began?

10 Look at the picture and ask and answer questions as in the example.



Yesterday, Ben and Emily had a meeting about a special project. What had they done and what hadn't they done before the meeting officially began?

1. Ben and Emily / share / their thoughts about important things.
Had Ben and Emily shared their thoughts about important things? Yes, they had shared their thoughts.
2. Emily/ check/ her iPhone?
3. Ben and Emily/ finish/ some tasks on the iPad?
4. Emily/ drink/ her coffee/ yet?
5. Ben/ read/ important documents on his iPad ?
6. They/ order/ dinner?

11 Choose the correct tense form to complete the sentences.

- The company *struggled/had struggled* with miscommunication until they *spoke/had spoken* about the importance of active listening and providing constructive feedback.
- By the time I *finished/had finished* my presentation, the audience *already asked/had already asked* several questions.
- We *communicated/had communicated* through email before we finally *met/had met* in person.
- They *already discussed/had already discussed* the matter before I *arrived/had arrived* at the meeting.
- He *called/had called* his friend, but there was no answer, so he *left/had left* a message.
- Everyone *already exchanged/had already exchanged* nonverbal greetings by the time I *arrived/had arrived* at the party.

12 Complete the sentences using the past perfect.

- Before my friend called, I...
- When I received the message, I...
- When we met online, I...
- By the time I opened the letter, my pen pal...
- When I checked my voicemail, I...
- By the time I joined the conversation, they...

13 **SPEAKING** Work in pairs/groups.

Interpret Anna's schedule asking and answering the questions based on the information provided.

Example:

S1: What had Anna done last Tuesday before she went shopping?

S2: Last Tuesday before Anna went shopping, she had made a shopping list.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07.00-09.00	get up, breakfast	get up, breakfast	get up, breakfast	get up, breakfast	get up, breakfast	sleep	sleep
09.00-11.00	English lesson	make shopping list		French lesson	History lesson	get up, breakfast	sleep
11.00-13.00	French literature	shopping	English literature	meet teacher		tennis practice	get up, breakfast
13.00-15.00	lunch, meeting with friends		lunch, reading in library		lunch, shopping		5-mile run, lunch
15.00-17.00	tennis practice	Music		tennis practice	Art	tea with friends	
17.00-19.00	homework	read in library	read in library		homework	homework	
19.00-21.00		supper, homework	supper, go to cinema	supper, evening walk	party	supper, read	
21.00-23.00	sports club meeting	early night	cinema	write letters	chat with friends	party	restaurant with family

14 **INDIVIDUAL WORK** Create your own schedule and write what you had done before a certain event in the past week.

Example: Last Monday before I chatted with my friends, I had already done my homework.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify elements of effective communication				
Describe verbal and non-verbal communication using past perfect.				

Listening

I can identify and discuss key details about how communication has changed, and predict future changes in technology.



1

SPEAKING

Discuss the questions in pairs/groups.

1. What is your favorite means of communication? Why?
2. Which one do you find more effective now? Explain.

2 Match the words (1-5) with their definitions (a-e).

- | | |
|-----------------------|---|
| 1. <u>b</u> instantly | a) a group of people, often a family, who live together |
| 2. era | b) <i>immediately</i> |
| 3. revolutionary | c) a period of time known for particular events or developments |
| 4. household | d) to develop gradually |
| 5. to evolve | e) completely new and having a great effect |

3 4.3 Listen to the article about the evolution of communication and identify which means of communication your parents and grandparents relied on the most in the past.

4 4.3 Listen to the article again and rearrange the sentences in chronological order.

- 3 Other means of communication were messenger pigeons. They were first used in 776 BC.
- With smartphones, we've got it all in our pockets. Video calls, texting, and social media keep us connected wherever we go.
- In the early 1900s, radios became a must-have in households, bringing news, music, and entertainment right into people's homes. Then came television, which changed how we received visual information.
- 7 The era of social media like Facebook, Twitter, and Instagram began. They allow us to share information instantly and to make friends from all corners of the world.
- Another means of early communication was during the era of camel messengers. People used to give their message to a person who delivered it while riding a camel.
- During the Stone Age, early humans started to communicate and express their thoughts and feelings with signs or gestures. They were able to send signals across distances with the help of fire and smoke, drums, or whistles.
- The late 20th century marked the birth of the internet, and that changed everything. It connected people worldwide like never before, and email made sending messages faster than ever.
- Alexander Graham Bell's invention of the telephone in 1876 took distance communication to new heights. The ability to speak directly to someone far away was revolutionary. Telephones evolved over time.

5  4.3 Listen to the article again and check.

6  **SPEAKING** Discuss the questions in pairs/groups.

1. How have the internet and social media influenced communication in the modern era?
2. What new technologies or innovations do you think will shape the future of communication?

7  **INDIVIDUAL WORK** Interview a family member to find out what means of communication they used when they were young. Write a reflection, comparing his/her experiences with those of yours. Consider how technology has changed over time, and how it has impacted the way we interact with each other.



Grammar

I can report back to what I have learned or found out using reported speech.



1

**SPEAKING**

Discuss the questions in pairs /groups.

1. Are there any challenges in communication between people of different ages? Explain.
2. What challenges in communication do you think you have as a teenager? Explain.

2



4.4

Listen to the article about communication across generations and decide if your ideas align with the article.

3



4.4

Listen to the article again and match the people from the text with direct speech (1–6).

an older participant a younger participant a middle age group participant all participants

1. “Communication across generations can be challenging,” said _____.
2. “I have to adapt my communication style depending on who I am talking to,” said _____.
3. “Messaging apps are more convenient and efficient for communication,” said _____.
4. “I prefer face-to-face conversations as I find it easier to read body language and facial expressions,” said _____.
5. “It is difficult to communicate with older people, as they use more formal language and are not as familiar with the latest technology,” said _____.
6. “I use more formal language and tone when communicating with older people,” said _____.

Grammar Reference

REPORTED SPEECH: STATEMENTS

Direct Speech: One of the older participants **said**: “***I prefer*** face-to-face conversations.”

Reported Speech: One of the older participants **said** (that) ***s/he preferred*** face-to-face conversations.

Direct Speech: A younger participant **said to us**: “Messaging apps ***are*** more convenient and efficient for communication.”

Reported Speech: A younger participant **told us** (that) messaging apps ***were*** more convenient and efficient for communication.

Direct speech is the **exact words** someone said. We **use** quotation marks in direct speech.

Reported speech is the **exact meaning** of what someone said but not the exact words. We do **not use** quotation marks in Reported speech.

In reported statements, verb forms change if the reporting verb is in the past.

Direct Speech	→	Reported Speech
Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	Past Perfect
Past Simple	→	Past Perfect
<i>can/can't</i>	→	<i>could/couldn't</i>
<i>will/won't</i>	→	<i>would/wouldn't</i>
<i>am/is/are going to</i>	→	<i>was/were going to</i>

Note:

To report statements, we use reporting verbs *say/tell/explain/add/mention*, etc. + that clause. In spoken English **that** can be omitted

tell sb sth - *She told me (that)*

say sth - *She said (that)*

(**NOT** *She said me that*)

REMEMBER

In reported statements there may be other changes depending on the context. For example:

time: yesterday → the day before

last night / week / month / year → the night / week / month / year before

tonight, today, this week / month / etc. → that night, that day, that week / month

now → then, at that time

tomorrow → the day after / the following day

next week / month / etc. → the next / following week / month

two days / months / years, etc., ago → two days / months / years, etc., before

place: here → there

pronouns: I/me → he or she/him or her, you/you (pl) → s/he / they

possessive adjectives: my → his or her, your → their

4 Choose the correct words in italics to complete the rules.

In Reported speech we ...

- usually *keep/change* the verb tense.
- generally move the verb one tense *back into the past/forward into the future*.
- sometimes need to change the *pronouns/adjectives*.
- never/always* use quotation marks.

5 Choose the correct option.

- Jane *said/told* her boss that she was sorry but she couldn't come to the meeting.
- Sally *said/told* she was really enjoying the conversation with her new friend.
- Susan *said/told* her colleagues that she couldn't attend the conference in May.

- Robert *said* /*told* his assistant had sent him an email with the details.
- The team leader *said*/ *told* they needed to improve their communication skills.
- The professor *said*/ *told* the student that he was really impressed with her presentation.

6 **SPEAKING** Work in pairs/groups.

Tell your partner about your favorite film/ TV program/ app, etc. Listen and make notes while your partner speaks. Report what s/he said to the class.

7 **INDIVIDUAL WORK** Interview your family/neighbors to find out interesting facts about them. Record your findings using reported speech.

Example: My father said that he had traveled to over 20 countries.

8 **SPEAKING** Discuss the questions in pairs/groups.

- How do you think communication styles have changed over the years?
- Do you think this affects communication between generations? Explain.

9 Read the passage and report what Areg says.



I see my grandparents and my parents communicate differently. My grandparents prefer talking face-to-face or on the phone. My parents use their phones a lot for texting and social media. But I like using video calls and messaging apps. It's fun to see how communication has changed for each generation.

10 Complete the reported speech with the missing verbs.

- "I always text my friends after school." → He said he always texted his friends after school.
- "We're chatting with our classmates on a group video call." → He said they ____ with their classmates on a group video call.
- "I've shared my project ideas with the teacher." → He said he ____ his project ideas with the teacher.
- "I called my cousin to wish her a happy birthday." → He said he ____ his cousin to wish her a happy birthday.
- "I will email my teacher to ask about the upcoming test." → He said he ____ his teacher to ask about the upcoming test.
- "I can explain the math problem to you." → He said he ____ the math problem to me.

11 Rewrite the sentences as reported speech making the necessary changes.

- “I will meet you at the station at 7 pm,” said Tom.
Tom said that he would meet me at the station at 7 pm.
- “I have never been to Paris before,” said John.
- “I am reading a book about space exploration,” said Lisa.
- Robert said to me: “Ben needs some help with this project.”
- “Active listening is crucial in effective communication,” said the teacher.
- “I am late for the meeting because I was stuck in traffic,” said Tom.

12 **SPEAKING** Work in pairs /groups.

Create statements about what Areg’s grandparents might say about communication. Student 1 gives a direct statement and Student 2 must report it to Student 3. Switch roles.

Example:

S1: “Areg’s grandmother has always enjoyed face-to-face communication.”

S2 (to S3): He said that Areg’s grandmother had always enjoyed face-to-face communication.

13 **INDIVIDUAL WORK** Make a list of questions and ask your parents about their challenges in communication. Write down their answers and report them.

Example:

Question: “How will communication develop and change in the future?”

Answer: “I think communication will become more instant and interconnected.”

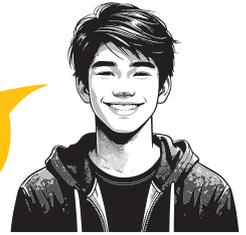
Report: My mother said she thought communication would become more instant and interconnected.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify and discuss key details about how communication has changed, and predict future changes in technology.				
Report back to what I have learned or found out using Reported Speech.				

Reading

I can use different modes of communication to decode meaning.



1 SPEAKING

Work in pairs/groups.

1. Have you ever heard of Morse code? What do you think it's used for?
2. What other codes do you know?

2 Read the descriptions and match the communication code with the corresponding picture.

1. Morse code is a system of dots (...) and dashes (--) that represent letters and numbers. It was originally used for telegraph communication and is still used today in some forms of radio communication. b

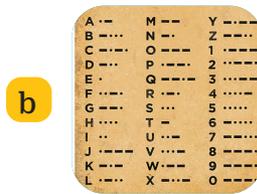
2. Binary code, is a system of ones and zeroes that is used to represent data in computer systems. It is the basis for all digital communication systems.

3. Unicode is a standard code that gives a unique number to every character in every language, including emojis and symbols. Unicode makes it possible for computers to display text in any language.

4. Braille is a system of raised dots that represent letters and numbers and is used by people who are not able to see, read and write.

5. Barcodes are a system of lines and spaces that represent numbers and are used to identify products in buying and selling goods.

6. QR codes (Quick Response) are a type of barcode that, can be scanned with a smartphone to access information such as a website or product information.



3 Read the article about the most popular communication codes and say which one/s you have used before and for what purpose.

Samuel Morse developed the **Morse code** in the 19th century. It was used in telegraphy, especially during World War II. It is still used in aviation.

Braille was developed by Louis Braille in the early 19th century. People who are blind or **visually impaired** use it. Braille characters consist of up to six raised dots arranged in a **pattern**. It is widely used in education and professional settings.

Barcode was developed in the mid-20th century. It completely changed the **retail** industry by allowing products to be **scanned** quickly at **checkout**. It is still widely used today and we can find it on almost every product in a grocery store.

QR code is a type of barcode that a smartphone can read. It can store more information than traditional barcodes and can link to websites, social media pages, and other online content. QR codes are popular in business and provide quick access to information.

Unicode is a standard used to represent characters and symbols from different writing systems. It was developed in the 1980s. Today, it is used in almost every computing device and allows users to type in many languages.

Binary code uses ones and zeros to represent information in a computer. It is the basis of all computer programs and systems, used to show text, images, audio, and video.

Codes are important tools for communication in our society.

Adapted from: <https://en.wikipedia.org/>

4 Read the article again, look at the words in bold, and guess the meaning of the words from the context. Match the words (1-6) with their definitions (a-f).

- | | |
|----------------------|--|
| 1. <u>e</u> binary | a) to have a limited vision or blind |
| 2. pattern | b) to change images or text into electronic form |
| 3. retail | c) a repeated decorative design |
| 4. visually impaired | d) the place in a shop where you pay for your goods |
| 5. checkout | e) using only 0 and 1 as a system of numbers |
| 6. to scan | f) the selling of products in stores or online, usually in small quantities. |

5 Label the definitions of communication codes from the text in Activity 2.

- 1) Braille is a communication code that uses raised dots to represent letters and numbers. It is used primarily by people who are visually impaired.
- 2) ____ is a way to make sure that computers can read and display text in any language by giving a special number to each letter, symbol, or punctuation mark.
- 3) ____ is a visual representation of data that can be read by a scanner or smartphone camera. It is used mainly in retail.
- 4) ____ is a type of barcode that can be scanned by a smartphone camera to access information, such as a website or contact information. It is used in marketing, advertising, etc.
- 5) ____ is a way to show data using only two numbers, which are 0 and 1. This method is commonly used in computing to store and process information.
- 6) ____ is a communication code that uses dots and dashes to represent letters and numbers. It is used mainly in telegraphy.

6 **SPEAKING** Work in pairs/groups.

Code a short message with the help of the QR code. Present it to your peers and have them decode the message.

7 **INDIVIDUAL WORK** Choose one communication code (e.g. Morse code, binary code, QR code, Braille, Unicode, or barcode), surf the Internet and do research on it. Prepare a short presentation on how it works, and what it is used for, include some examples of its use in everyday life.

8 **SPEAKING** Discuss the questions in pairs /groups.

1. What is body language and why is it important in communication?
2. Are there cultural differences in body language? If so, what are some examples?

9 Match...

a) the body language (1-4) with their meanings (a-d).

- | | |
|--------------------------------|--------------------------|
| 1. <u>b</u> shoulder shrug | a) Oops, I messed up |
| 2. arms crossed | b) <i>I don't know</i> |
| 3. foot tapping | c) I'm not pleased |
| 4. hand to forehead (facepalm) | d) Hurry up, I'm waiting |

b) facial expressions (1-4) with their meanings (a-e).

- | | |
|--|-------------------------|
| 1. <u>c</u> wrinkled brow | a) I'm so surprised |
| 2. eyes and mouth wide open | b) Brr, it's cold |
| 3. rolling eyes | c) <i>I am confused</i> |
| 4. teeth clenched and head shaking quickly | d) I'm annoyed with you |

c) the hand gestures (1-4) with their meanings (a-e).

- | | |
|---------------------------|-------------------------------|
| 1. <u>d</u> thumbs up | a) Nice to meet you |
| 2. palm held out to shake | b) Congratulations/We did it! |
| 3. high-five | c) Please give me some money |
| 4. palm cupped | d) <i>Sounds good/Yes</i> |

10 Read the article about body language and label the paragraphs (1-4).

Body Language

Gestures

Posture

Facial Expressions

1 Body language is a form of non-verbal communication that uses gestures, facial expressions, and posture to express information. It can help you understand better the emotions and intentions of others, and can also help you communicate more effectively.

2 _____ are perhaps the most important aspect of body language. Our faces are very expressive, and our expressions can show a lot of emotions, including happiness, sadness, anger, and fear. A smile, for example, can mean that a person is happy, while rolling eyes can mean that he is angry.

3 _____ are another important aspect of body language. These include movements of the hands and arms and other physical movements such as shaking the head. They can communicate different messages, such as agreement, disagreement, or uncertainty.

4 _____ is the way in which we hold ourselves. It can tell a lot about our confidence, our mood, and even our level of interest in a situation. For example, standing up straight with our shoulders back can mean that we are confident and attentive.

11 Read the article again and match the corresponding body language (1-5) with their descriptions (a-e).

- | | |
|-------------------------------|---|
| 1. <u>d</u> Physical distance | a) Stand up straight and confident. |
| 2. Smile | b) Show a friendly expression. |
| 3. Posture | c) Look in the eyes of a person to show you're listening. |
| 4. Hand gestures | d) <i>Stand close to or far from the person.</i> |
| 5. Eye contact | e) Use your hands to be more expressive in your ideas. |

12 SPEAKING Work in pairs/groups.

Choose a role: one person will be the speaker, and the other person will be the observer.

Speaker: Choose a topic (memorable childhood experience/ hobbies and interests/ important achievements, etc.) and talk about it for one minute.

Observer: Watch the speaker's body language closely. After one minute, describe what you noticed about the speaker's body language, like posture, facial expressions, and hand gestures.

Speaker: Think about your body language during the talk. Explain why you think you used that body language to communicate your messages.

13 INDIVIDUAL WORK Talk to one of your family members or neighbors about their childhood and take note what verbal and non-verbal forms of communication they use.

Write down your observations for the situation to be able to report it to the class. Use the following questions as a guide:

What are the main facial expressions you see?
What is the posture of each person?

Do they use any gestures? If so, what do they mean?

Do you notice any eye contact?

Example:

Observations

My mom is smiling and nodding her head a lot when she talks about the food her mom used to make.

Analysis

My mom's smile and nods show that she is happy remembering the food her mom used to make.

I can use tag questions to confirm my statement or opinion. I can use interjections and emojis to express my emotions and reactions.



1  **SPEAKING** Discuss the questions in pairs /groups.

1. What are some of the most common interjections in your language?
2. Do you think that emojis and interjections are an effective way to express tone and mood in written communication? Why/Why not?

2 Read the information about interjections and emojis and decide what message or emotions they express.

INTERJECTIONS AND EMOJIS ARE BOTH FORMS OF NON-VERBAL COMMUNICATION THAT EXPRESS EMOTIONS OR REACTIONS.

Interjections are words or phrases that are used to express strong feelings or emotions such as surprise, excitement, joy or anger. They are typically used in spoken language to add a tone to a conversation. Examples of interjections include “wow,” “oh no,” “yay,” “ouch” and “oops.”

Emojis are pictorial representations of emotions or objects that are used in written communication. They are used in digital communication such as text messages, emails and social media posts. Emojis can express a wide range of emotions such as happiness, sadness, anger, confusion, and humor. Some popular emojis include the smiling face, heart, thumbs up and crying face.

Source: <https://en.wikipedia.org/>

3 Emotions, enthusiasm, surprise, and appreciation can also be expressed in conversations with interjections. Read the information in the bubbles and fill in the blanks (1-6) with interjections.

“Wow!” - surprise, amazement, or admiration.

“Oops!” - regret.

“Phew!” - relief or gratitude.

“Aww!” - positive emotion

“Yay!” - joy, happiness, or excitement.

“Ugh!” - annoyance.

1. “ Yay , I finally finished my project!”
2. “ _____ , the new messaging app has so many new emojis!”
3. “ _____ , I accidentally sent a text to the wrong person.”
4. “ _____ , I finally managed to schedule a video call with my friends.”
5. “ _____ , my grandma sent me a sweet text message wishing me good luck on my exam.”
6. “ _____ , I can’t hear you clearly on this phone call, there’s too much background noise.”

4 Read the conversation and say which sentence expresses

enthusiasm _____

excitement _____

surprise _____

appreciation _____

1. John: "Oh my God, have you seen it yet?" 😱
2. Mary: "Seen what?" 🤔
3. John: "I just got an email from our teacher saying we're getting an extra weekend for the class project!" 🎉
4. Mary: "Really? That's amazing news!" 😲
5. John: "I know, right? I can't believe it!" 🤔
6. Mary: "That's so great! We're lucky that we have this teacher, aren't we?" 😊
7. John: "Yeah, we really are. Don't you think so?" 🙄
8. Mary: "Absolutely! I heard the other class has too much work, but we don't, do we? We always have time to rest after we're done studying." 😍
9. John: "That's for sure. We're lucky we're in this class together, aren't we?" ❤️

Grammar Reference

TAG QUESTIONS

"That's so great! We're lucky to work here, **aren't we?** "

"We do not have too much work, **do we?** "

Tag questions are used to confirm the information you already think is true.
("We're lucky to have this teacher, **aren't we?**")

When the statement is affirmative, the tag is negative. When the statement is negative, the tag is affirmative.

Use the same verb tense or modal in the tag question as in the main statement.

Affirmative statements

You're happy, **aren't you?**
She speaks English, **doesn't she?**
He's going to drive, **isn't he?**
They'll come soon, **won't they?**
There are a lot of rules, **aren't there?**
You were speaking, **weren't you?**
They finally spoke, **didn't they?**
It's been a great project, **hasn't it?**
Helen would like to go, **wouldn't she?**
Mark and Tim can hear me, **can't they?**

Negative Statements

You're not angry, **are you?**
I don't want it, **do I?**
We're not going to eat here, **are we?**
It won't be long, **will it?**
He wasn't joking, **was he?**
There isn't any water in the jar, **is there?**
We didn't know, **did we?**
She hasn't told me about that, **has she?**
You wouldn't do that, **would you?**
He can't speak Japanese, **can he?**

Note:

"I am" "aren't I?"
"I used to" "didn't I?"
Imperative "will/won't you?"
"Let's" "shall we?"
"Let me/him", etc "will/won't you?"

If we are **sure** of what we are asking and we don't expect an answer, the voice goes **down** (falling intonation).

*This computer works properly, **doesn't it?*** ↘
(**sure**)

If we are **not sure** and we expect an answer, the voice goes **up** (rising intonation).

*She is a journalist, **isn't she?*** ↗
(**not sure**)

5 Complete each statement with the correct tag question.

1. "It's not clear what we need to do, is it?"
2. "We should discuss this further, _____?"
3. "You understand what I'm saying, _____?"
4. "That makes sense, _____?"
5. "We had to find a solution, _____?"
6. "Let's meet tomorrow, _____?"

6 4.5 Listen to the pronunciation of the sentences in Activity 5 and check whether the speaker is sure or not sure of what he is asking.

7 **SPEAKING** Work in pairs /groups.

Take turns making statements about your tasks at school and creating tag questions to go with them. Incorporate interjections into the tag questions. Present the tag questions with interjections to the class using different intonations and facial expressions to show different emotions.

Example: "We need to finish the project by Friday, don't we? Ugh!" or "She's presenting her research findings tomorrow, isn't she? Wow!"

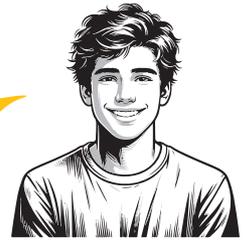
8 **INDIVIDUAL WORK** Write down any statements with tag questions or interjections you hear during the day from your family, friends or teachers, translate them into English.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Use different modes of communication to decode meaning.				
Use tag questions to confirm my statement or opinion.				
Use interjections and emojis to express my emotions and reactions				

Writing

I can write a blog post expressing my own voice and style.



1



SPEAKING

Discuss the questions in pairs /groups.

1. What types of blogs do you like to read? Explain.
2. What makes a blog post interesting and engaging to read?
3. Do you think blogging is a good way to express yourself and share your ideas? Why/Why not?

2

Match the words (1-5) with their definitions (a-d).

- | | |
|-----------------------|---|
| 1. <u>d</u> chat room | a) to take a picture of something using a camera |
| 2. blogger | b) to start using a computer system by giving a password |
| 3. to log into | c) someone who writes and shares content on a blog |
| 4. to capture | d) <i>a part of the internet where people can communicate by writing messages to each other</i> |

3

4.6

Listen to the blog about the news in the blogosphere and answer the questions. There may be more than one right answer.

1. What are some tools bloggers can use to create posts?
 - a) Only a computer
 - b) Only a digital camera
 - c) Both a computer and a digital camera
2. How can bloggers connect with their followers?
 - a) By sending emails
 - b) Via social media
 - c) By sending text messages
3. What are some ways that bloggers can create and post content to their blog?
 - a) By downloading an app
 - b) By uploading an app
 - c) By using a high-speed internet connection
4. What is a digital assistant and how can it help bloggers?
 - a) A tool that helps bloggers find new followers
 - b) A tool that assists with research or answering questions in blog posts
 - c) A tool that helps bloggers delete unwanted comments on their posts
5. What are some examples of topics that bloggers might cover on their blog?
 - a) Personal experiences or social issues
 - b) News reviews
 - c) Cooking recipes
6. What are some tips for bloggers to be successful?
 - a) Behave negatively towards their audience
 - b) Engage with their audience
 - c) Be unresponsive to their audience

- 4 Read the steps on how to write a blog post and say how you should choose a topic, plan and write your post, edit and revise it, add visuals, publish your post, and, finally, promote it.

Blog Post

.....

Writing a blog can be a great way to share your thoughts, ideas and experiences with others. Here are some steps to help you create or write a blog



PRODUCTIVITY TIPS

Choose a Topic: Choose a topic that interests you and that you have some knowledge or experience with. This could be a hobby, a personal experience, a news story or anything else that you like.

Plan Your Post: Before you start writing, make a plan for your blog post. Decide on the main points you want to cover and organize them in a logical order.

Write Your Post: Start writing your blog post, keeping in mind your audience and your topic. Use clear language and avoid difficult sentences or vocabulary. Use paragraphs to break up your text and make it easier to read.

Edit and Revise: Once you have written your post, take a break and then come back to it later to edit and revise. Check for grammar and spelling errors, and make sure your ideas are presented clearly.

Add Visuals: Consider adding visuals, such as images or videos, to make your blog post more engaging.

Adapted from: <https://www.hostinger.com/tutorials/how-to-write-a-blog-post>

5 Read the parts of a blog and fill in the blanks with the missing expressions below.

summarizes the main

sets the tone and context

presents the author's ideas

How to write A Blog

A blog typically consists of:

- a title
- an introduction that _____ of the post
- the main body (which _____ and arguments)
- a conclusion (that _____ points)

Additionally, a blog may include **an author bio**, **a comments section**, **tags/categories** for easy navigation, **images/visuals** to improve the quality of the post and make it more engaging, and **links** to other relevant content.

6 **WRITING** Work in pairs/groups.

Discuss different topics for a blog that might interest teenagers like yourselves.

7 **INDIVIDUAL WORK** Do some research on the topic of your choice and write down the important information you would like to include in your blog post.

8 **SPEAKING** Work in pairs/groups.

Brainstorm and choose a topic for your blog. It can be related to current events, a hobby, or something you have experienced.

9 **WRITING** Work in pairs/groups.

Take a few minutes to prepare your blog post. You should include the following information:

- Topic of your blog post (*Example*: Communicating Better with Friends Online)
- Target audience (*Example*: Teenagers who use social media and messaging apps)
- Main ideas or arguments (*Example*: Tips for polite online communication, how to handle disagreements, staying safe online)
- Supporting evidence or examples (*Example*: Examples of positive and negative online interactions, real-life stories from teens)
- Call-to-action (*Example*: Practice kindness online, ask for help if needed, share tips with friends)

Present the blog to the class. After each presentation, the class provides feedback. (Did you understand the topic? Was the targeted audience clear? Did they provide enough evidence or examples to support their argument?)

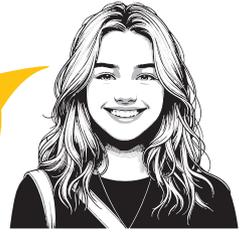
10 **INDIVIDUAL WORK** Use Activity 9 as a model and write a blog post on a topic of your choice. Decide who you want to read your post and what tone you'll use. Will it be serious or fun? Follow these steps:

- Research your topic using reliable sources.
- Organize your ideas into an introduction, body, and conclusion.
- Write your post clearly.
- Include images or videos if needed.
- Edit and proofread your post for errors.
- Share your blog with your classmates.

Unit 4.8

Speaking

I can show cultural awareness and sensitivity in communication in today's globalized world.



1 **SPEAKING** Discuss the questions in pairs /groups.

1. Have you ever been to another country or talked with people from a different culture? What were the challenges you faced?
2. What are some of the ways people communicate without words?

2 Match the words (1-6) with their definitions (a-f).

- | | |
|-------------------------|--|
| 1. <u>e</u> complicated | a) willing to listen to other people and consider new ideas |
| 2. awareness | b) interested in learning about people or things around |
| 3. open-minded | c) to watch carefully the way something happens |
| 4. curious | d) to get something that is useful, especially over a period of time |
| 5. to observe | e) <i>difficult to understand</i> |
| 6. to gain | f) knowing that something exists and is important |

3 4.7 Listen to the article about the importance of intercultural awareness and decide whether the statements below are True or False.

- | | |
|--|-----|
| 1. When people go backpacking around the world, they meet people who behave similarly in different cultures. | T/F |
| 2. Learning about other cultures requires being respectful and open. | T/F |
| 3. To avoid misunderstandings, it is essential to pay no attention to cultural differences. | T/F |
| 4. Exchanging different points of view and working on them together as one big community helps gain intercultural awareness. | T/F |
| 5. A very simple thing such as greeting somebody is the same everywhere. | T/F |
| 6. Never share your own customs and culture or your intercultural experiences with friends or other people. | T/F |

4 Read the article about the value of communication in Armenian culture and answer the questions.

1. How do Armenians use non-verbal communication to express their emotions?
2. What role do family gatherings play in Armenian culture?
3. How do Armenians use communication to maintain strong relationships with family and friends?
4. How do Armenians show respect to elders and authority figures in their communication?
5. What are some examples of how Armenians express hospitality, respect, and kindness through communication?

CULTURE VALUES

Armenians place a high value on communication, both verbal and non-verbal, as it is an important part of their culture. Communication is seen as a way to establish and maintain strong relationships with family, friends and the community. Armenians are generally warm and hospitable, and communication is a necessary tool for expressing hospitality, respect and kindness.

Armenians are known for their direct and emotional communication style, and they often use gestures, facial expressions and intonation to express their thoughts and feelings. Non-verbal communication is particularly important in Armenian culture, and it is often used to express emotions that are not easy to put into words.

Family and community ties are very valuable for Armenians. This is often done through regular communication, such as frequent visits and phone calls. Family gatherings are an important part of Armenian culture, and they provide an opportunity for people to come together and communicate with one another.

Armenians' attitude towards communication is honesty, authenticity, and sincerity in their interactions with others. They are often direct in their communication style and expect the same from others. Respect for elders and authority figures and communication with these individuals is often characterized by politeness.

Overall, communication in Armenian culture plays a significant role in maintaining strong relationships within families and communities.

5 **SPEAKING** Work in pairs/groups.

Compare Armenian communication style with other cultures you know. Find three similarities and three differences.

6 **INDIVIDUAL WORK** Write a paragraph (100-120 words) about why it is sometimes hard for people from different cultures to understand each other. Give examples of problems this can cause. Then, suggest ways to make communication better.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write a blog post expressing my own voice and style.				
Show cultural awareness and sensitivity in communication in today's globalized world.				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- It's important to listen carefully to others when they speak, whether it's face-to-face or written communication.
- Understanding both words and body language helps us connect better with others and build trust.
- Adapting to different communication styles means we respect how others express themselves.
- Showing respect for someone's culture and customs, even if they're different from yours, is essential for building good relationships.
- Being open-minded and curious about other cultures can lead to exciting discoveries and new friendships.
- Different cultures may have unique ways of communicating but technology has made the world more connected.

Unit Review

VOCABULARY

1 Fill in the blank with the correct word in the box.

blog *posture* *feedback* *emoji* *code* *gesture*

1. A blog is a website where a person writes regularly about recent events or a particular topic.
2. _____ is the response or reaction given to a message or a person, which can be either verbal or non-verbal.
3. _____ is the position in which you hold your body when standing or sitting.
4. An _____ is a small digital image used to express an idea or emotion on social media, on the internet, in emails.
5. A _____ is a movement of the hands, arms, or head, etc. to express an idea or feeling.
6. A _____ is a system of words, letters, or signs used to represent a message in a secret form.

2 Match the type of communication (1-6) with its examples (a-f).

- | | |
|--------------------------------|--|
| 1. <u>b</u> Mass Communication | a) images, videos, graphs |
| 2. Digital communication | b) <i>use of media, such as television, radio, newspapers, and the internet to give a message to many people at once</i> |
| 3. Written communication | c) spoken or written words |
| 4. Verbal communication | d) emails, letters, memos, reports |
| 5. Visual communication | e) body language, facial expressions |
| 6. Non-verbal communication | f) technology, such as email, instant messaging, social media, and video conferencing |

GRAMMAR

3 Complete the following sentences with the past simple or past perfect tense.

1. We had finished (finish) the project before the deadline.
2. The conference had started by the time we ____ (arrive) at the venue.
3. The team ____ (communicate) for weeks before the important presentation.
4. Bill realized that he ____ (misunderstand) the message after he left the meeting.
5. Janet ____ (call) her friend after she had heard the news.
6. Emily ____ (practise) her speech several times before she gave the big presentation.

4 Write sentences using tag questions.

1. You didn't send the email to your boss, did you?
2. Lisa's a great listener, _____?
3. They can't understand the information properly, _____?
4. Roger spoke clearly during the presentation, _____?
5. We need to confirm the details, _____?
6. She will give you feedback on the proposal, _____?

5 Report the sentences below.

1. Jenna said to me: "I had a long phone conversation with my grandma yesterday."
Jenna told me that she had had a long phone conversation with her grandma the day before.
2. Helen said to Ann: "Bill has just left a voice message for his teammate to discuss their group project."
3. Ava said: "Emma will have a virtual study session with her classmates over Zoom tomorrow."
4. Sophia said to her mother: "I am writing a letter to my pen pal in another country now."
5. Mary said to David: "Betty's best friend chatted with her on a video call."
6. Maya said: "My sister is practising her presentation in front of the mirror to improve her speaking skills."

READING



6 Read the tips on how to communicate effectively and match the headings (1-5) with the paragraphs (a-e).

1. Listen actively
 2. Be clear
 3. Use nonverbal communication
 4. Be respectful
 5. Stay focused
- a. ____ Take the time to understand how others see things and listen carefully when they talk. Paying attention to what they say shows you care about their thoughts and feelings, and it helps build trust.
 - b. ____ Making eye contact with the person you are communicating with is a simple yet powerful way to show that you are engaged and present in the conversation. Using facial expressions such as smiling or raising your eyebrows can add depth and meaning to your words. Similarly, using body language such as leaning forward, gesturing, or nodding can help show you're actively listening and participating in the conversation.
 - c. ____ Using a respectful tone shows that you respect the other person and value their opinions. It creates a positive atmosphere for communication and helps to build trust between you and the person you are communicating with.
 - d. ____ People are more likely to understand what you are trying to say if you use language that is easy to understand. This is particularly important when communicating with people who may not speak the same language as you or who may have difficulty understanding complex language.
 - e. ____ If you are multitasking or checking your phone, it can give the impression that you are not interested in what they say or that you don't value their time. Also, it is easy to miss important details or misunderstand their message. This can cause problems in your relationship or communication.

SPEAKING



SPEAKING

Discuss the questions in pairs/groups.

1. How does technology affect our ability to communicate effectively? Are we better or worse at communicating with others now than we were in the past?
2. How does culture impact the way we communicate with others? What misunderstandings can arise from cultural differences in communication styles?

WORD LIST

VOCABULARY

approach /ə'prəʊtʃ/
behavior /bɪ'heɪvjər/
characteristic /
,kærəktə'rɪstɪk/
clarity /'klærəti/
confused /kən'fju:zd/
engage /ɪn'geɪdʒ/
equally /'i:kwəli/
essential /ɪ'senʃl/
instant /'ɪnstənt/
prevent /prɪ'vent/
process /'prɑ:səs/
receive /rɪ'si:v/
respond /rɪ'spɑ:nd/
scent /sent/
solution /sə'lju:ʃn/

GRAMMAR

aid /eɪd/
announcement /
ə'naʊnsmənt/
audience /'ɔ:diəns/
emotion /ɪ'məʊʃn/
exchange /ɪks'tʃeɪndʒ/
facial /'feɪʃl/
gesture /'dʒestʃər/
graph /græf/
posture /'pɑ:stʃər/
sign /saɪn/
visual /'vɪʒuəl/

LISTENING

deliver /dɪ'lɪvər/
drum /drʌm/
entertainment /
,entər'teɪnmənt/
era /'ɪrə/, /'erə/
evolve /ɪ'vɑ:lʌv/
gradually /'grædʒuəli/
immediately /ɪ'mɪdiətli/

increased /ɪn'kri:st/
influence /'ɪnfluəns/
innovation /,ɪnə'veɪʃn/
instantly /'ɪnstəntli/
media /'mi:diə/
pigeon /'pɪdʒən/
revolutionary /,rɛvə'lju:ʃənəri/
whistle /'wɪsl/

GRAMMAR

adapt /ə'dæpt/
anecdote /'ænik,dəʊt/
colleague /'kɒliɡ/
crucial /'kru:ʃl/
efficient /ɪ'fɪʃnt/
exact /ɪɡ'zækt/
impersonal /ɪm'pɜ:sənəl/
generation /,dʒenə'reɪʃn/
preference /'prɛfərəns/
quotation /kwəʊ'teɪʃn/

READING

access /'æksɛs/
advertising /'ædvər,tæɪzɪŋ/
aspect /'æspɛkt/
basis /'beɪsəs/
binary /'bɪnəri/
brow /braʊ/
dash /dæʃ/
data /'deɪtə/, /'dætə/
emoji /ɪ'məʊdʒi/
impaired /ɪm'peəd/
retail /'ri:teɪl/
rolling /'rəʊlɪŋ/
scanner /'skænər/
shrug /ʃrʌɡ/
society /sə'saɪəti/
straight /streɪt/
telegraphy /tə'legrəfi/
wrinkled /'rɪŋkld/

ENGLISH IN USE

absolutely /,æbsə'lutli/

admiration /,ædmə'reɪʃn/
amazement /ə'meɪzmənt/
annoyance /ə'nɔɪəns/
appreciation /ə,pri:'fi:ɪʃn/
confirm /kən'fɜ:m/
excitement /ɪk'saɪtmənt/
enthusiasm /ɪn'θu:ziæzəm/
gratitude /'grætɪ,tud/
interjection /,ɪntər'dʒɛkʃn/
regret /rɪ'grɛt/
research /'risɜ:rtʃ/, /rɪ'sɜ:rtʃ/
sympathy /'sɪmpəθi/

WRITING

capture /'kæptʃər/
dial /'daɪəl/
digital /'dɪdʒɪtəl/
inspiration /,ɪnspə'reɪʃn/
paragraph /'pærə,græf/
promote /prə'məʊt/
proofread /'pru:fri:d/
reliable /rɪ'laɪəbl/
via /'viə/, /'vaɪə/

SPEAKING

awareness /ə'wɛrnəs/
authority /ə'θɔ:rəti/
curious /'kjʊəriəs/
gain /geɪn/
hospitable /'hɔ:spɪtəbl/

UNIT REVIEW

atmosphere /'ætməs,fɪr/
complex /kəm'pleks/, /
'kɒmpleks/
depth /depθ/
eyebrow /'aɪbraʊ/
virtual /'vɜ:tʃuəl/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 5

MEDIA AND NEWS



I can use media-related words to talk about current events.

Unit 5.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. Do you like watching or reading the news? Why/Why not?
2. Why do many people not watch TV now? Explain.

2



Read the text and answer the questions.



Media plays a significant role in providing information, entertainment, and connecting people across the globe.

Who is the **viewer**?

If you watch television shows, movies, or videos, you are a viewer. As a viewer, you can enjoy a wide range of content; you can see educational programs to get more information. You can see thrilling adventures and hear heartwarming stories that can entertain you, or you can watch the news to know what is going on in the world.

What is a **subscription**?

Once you really like a particular TV show or online channel, you may want to subscribe to it. Subscribing means signing up to receive regular updates and access to the content that the channel provides. By subscribing, you won't miss any episodes of your favorite show or any new videos from your favorite content creator.

What does **'live'** mean?

In today's fast world, the media also offers the opportunity to watch events as they happen, sometimes in real time. This feature, commonly known as "live", allows you to see important moments, such as sports events, concerts, or news conferences as if you were there personally.

What is a **headline**?

A headline is a short title or summary that attracts attention. Its main aim is to get the reader's interest and provide a quick overview of the main point. A headline also helps attract readers to read the content further. Headlines are carefully written to be interesting, informative, and engaging. They are an important tool in keeping the audience's attention.

What are **'current affairs'**?

Current events refer to the events and topics that are happening at the present time. Media covers current events to help people stay updated on the latest news, politics, and societal issues. Being aware of current events is essential for active citizenship and participating in discussions about the world around us.

What is a **'leak'**?

A 'leak' is when secret information about important events is shared with the media before it's supposed to be. When this happens, people become really curious and excited about things they didn't know before.

3 Match the pictures below with the words given.

viewer

subscription

live

headline

current events

leak

Example: viewer - a



4 Fill in the blanks with the words given below.

leak

subscription

headline

viewer

current events

live

- Media is a way to share information with many people. When you watch a movie on TV or on a computer, you become a _____.
- Some people pay for a _____ to see their favorite shows or movies.
- News channels often show events happening _____, which means they are going on as you watch them.
- A _____ is the title of a news story.
- _____ are events happening in the world today.
- Sometimes, secret information may _____ out to the public.

5 5.1 Listen and check.

6 5.2 PRONUNCIATION Tick the words you hear and mark the stressed syllable.

Example: sub - **SCRIBE**

- subscribe
- view
- leak
- viewer
- subscription
- current

- afraid
- events
- headache
- live
- headline

7 Complete the sentences so that they are true.

1. My _____ is the most enthusiastic viewer in our family.
2. I have subscribed to _____ .
3. I sometimes watch live streams because they are _____ .
4. I hate headlines that start with _____ .
5. In our family my _____ always watches current events on TV.
6. I want to read the news that leaks from _____ .

8 **SPEAKING** Work in pairs/groups.

In your groups, describe what means of media different age groups in your neighborhood follow and why you think they prefer that one.

Example: Old people in my community usually watch TV; they are TV viewers. They do not need to subscribe to the channels. They watch the news every day and then discuss it with their neighbors...

9 **INDIVIDUAL WORK** Choose one age group and give details about their news preferences and who they typically discuss it with and why.

I can use the Passive to speak about different means of media.



1

**SPEAKING**

Discuss the question in pairs/groups.

1. What means of modern media do you know? Explain.
2. Which ones do you like using most? Explain.



2



Listen to the text on different means of media and fill in the blanks.

Social media, like Facebook, Instagram, Twitter, and TikTok, (1) _____ by a lot of people who post photos, videos, as well as like, comment, or share any content to connect with others.

YouTube is a large platform where videos of all kinds (2) _____, from tutorials to learn different skills to humorous skits and music covers. The videos (3) _____, comments are left, and channels (4) _____ to for new videos.

Podcasts are like audio shows that cover all kinds of topics, such as news reports, stories, interviews, and hobbies. People can listen to podcasts whenever they want: being in the car or working out. Podcasts are a way for people to have deep conversations and share knowledge with others.

All of these digital platforms e) _____ to share information, connect with others, and learn new things. They make the internet a fun and interesting place for lots of people.

3

Read the statements and underline the verbs. Then, think about and decide who does the actions in the sentences below.

- 1) The videos **are watched**, comments **are left**, and channels **are subscribed** to for new videos.
- 2) Videos of all kinds **are uploaded** online.
- 3) All of these digital platforms **are used** often.

THE PASSIVE

We use Passive forms when the person or thing that causes the action is either unknown, unimportant, or obvious.

We use **by + person (or thing)** if we want to mention who (or what) did the action.

Present: We use Passive forms in the present to refer to the action/s that is/are done by the subject in the present.

to be (am, is, are) + Verb 3.

e.g.

The video **is uploaded**.

The comments **are left**.

/? /Is a congratulatory message sent to you?

/-/ Her post **is not liked** by many people.

Past: We use Passive forms in the past to refer to the action/s that was/were done by the subject in the past.

to be (was, were) + Verb 3.

e.g.

The video **was uploaded**.

The comments **were left**.

/? /Was a congratulatory message sent to you?

/-/ Her post **was not liked** by many people.

Adapted from: <https://www.perfect-english-grammar.com/passive.html>

4 Choose the correct form of the verb.

Example: The latest blockbuster movie was shown/showed at the local cinema.

1. An exciting adventure story *was told*/told by a well-known storyteller at the public library.
2. The talented graphic designer *created*/was created a great digital artwork.
3. The breaking news story *was reported*/reported on the evening news broadcast.
4. The viral video *was shared*/shared by millions of users across social media platforms.
5. The wonderful podcast series *produced*/was produced by a team of talented audio engineers.

5 Tick those sentences where the doer of the action is not important. Give reasons.

Example:

- The cake was baked by a local baker. (The baker may not be important since the name is not given)
- The report was written by the team who finished the work.
- The building is constructed by a construction company.
- A mistake in passive voice is usually made by students.
- The movie was directed by Steven Spielberg.
- The prize was won by a talented musician.
- The letter was sent by the secretary.

6 **SPEAKING** Work in pairs/groups.

In your groups, choose one means of media (Instagram, YouTube, Twitter, etc.) and write a short description of how and why it is used.

Example: YouTube is used all over the world for watching and sharing videos. Videos on various topics are uploaded, and they can be watched at your convenience. Comments are left and videos are shared with others. YouTube helps talents and ideas be shared with a global audience.

11



SPEAKING

Work in pairs/groups.

Create a to-do list for those who want to stream interesting videos. Some ideas are given:

- What is shown in the video? →
Decide on a video topic
- Which platform is used to upload the video?



12



INDIVIDUAL WORK

Think of an idea you would like to shoot a video on. Use the questions created from Activity 10 and describe your plan to the class.

Example: I would like to prepare a video about a school day. The video is uploaded on YouTube. It is recommended for school children. The school's typical day is shown in the video. Children are asked questions. Interesting moments are recorded. The video is shown so that other children can share their own videos about their schools.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Use the words related to the media to talk about it.				
Use the Passive to speak about different means of media				

Unit 5.3

Listening

I can identify key elements of cyber security and give reasons why it is important.



1



SPEAKING

Discuss the questions in pairs/groups.

1. Do you think that using media is safe? Why/Why not?
2. Is it safe to share personal information on social media? Why/Why not?

2

Read the sentences and try to guess the meaning of the underlined words.

1. There's a lot of malware online, bad software that can harm your computer.
2. To keep your secrets safe, there's an advanced computer system called encryption.
3. A firewall acts like a strong wall, blocking bad things from entering your computer.
4. Phishing is a trick where people send fake emails or text messages to steal your information.
5. A VPN is a special tunnel that hides your location when you're using the internet.
6. Botnets are like armies of zombie computers working together to do bad things.

3

Match the words 1-6 with the pictures a-f.

1. firewall

2. malware

3. phishing

4. VPN

5. encryption

6. botnets

a



b



c



d



e



f



4

5.4

Listen and decide whether the statements are true (T) or false (F).

- | | |
|---|-----|
| 1. Malware is good software. | T/F |
| 2. Phishing is a trick to steal information. | T/F |
| 3. Encryption makes messages public. | T/F |
| 4. Botnets are armies of real people. | T/F |
| 5. Staying safe in the online world is not important. | T/F |

5

5.5

Listen and choose the recommendations that are mentioned in the audio. What other recommendations can you think of?

- a Keep personal information private.
- b Avoid sharing sensitive information online.
- c Regularly review your online accounts.
- d Use strong passwords.
- e Report any suspicious or fake information.
- f Avoid suspicious links or emails.
- g Install an antivirus program.



6



INDIVIDUAL WORK

In your groups, prepare a poster presentation on “Why is Cybersecurity important?”.

Grammar

I can talk about the future of the media using Future Passive.



1

**SPEAKING**

Discuss the questions in pairs /groups.

1. What kind of fun things do you think we will see in the media in the future? Explain.
2. Do you think we will see more robots in the media? Why/Why not?

2



Read the text and decide if the actions in bold will happen in the future.

Media **will be transformed** in the future by advanced technology. News **will be delivered** to people in new and exciting ways. Instead of just watching the news on television, people **will be shown** interactive holograms of reporters giving updates right in their living rooms.

Magazines **will be replaced** by digital screens that will display animated articles and videos. People will be able to touch the screen to interact with the content.

Books **will be read** in a whole new manner. Instead of going through pages, stories **will be told** by artificial intelligence, bringing characters to life through voice and sound effects.

Overall, the way we receive information **will be revolutionized** by technology, making the media a more interactive and engaging experience for everyone.

Grammar Reference

THE FUTURE PASSIVE

We use **will be + past participle** of the main verb.

Example:

The media **will be organized** by robots.

The media **will be made** more fun.

We use Future Passive forms to refer to something that will happen to the subject in the future without saying who will do it.

/?/ **Will** the media **be organized** by robots?

/-/ The media **will not be organized** by robots.

Adapted from: Michael Swan 'Practical English Usage' Third Edition, Oxford University Press, 2005

3

Make these statements future passive.

1. They will make better films in the future. → *Better films will be made in the future.*
2. Robots will make more interesting movies.
3. They will report the news faster.
4. The news will tell people more crazy stories.
5. Robots will tell people how to make funnier news.
6. They will create better and faster online platforms.

4 Correct the mistakes in the sentences.

1. Will more news be *show shown* on TV?
2. Documentary films will be not made in the future.
3. Will be more cartoons shown on TV?
4. Will interesting podcasts made by teenagers?
5. V-blogs on teenagers' lives will seen by more teenagers.
6. Fake news will be not reported as often

5 Read the statements and decide which ones might happen in the future. Explain why.

1. Smarter robots will be invented.
2. Interactive news will be made.
3. More aggressive videos will be made.
4. Smarter programs will not be watched very often.
5. More online lessons will be shown on TV.

6 **INDIVIDUAL WORK** Write 5 statements describing how the news will be delivered in the future using future passive forms of the verbs. Give reasons.

Example: The news will not be broadcast very often because people will not be interested in it anymore.

7 **SPEAKING** Discuss in pairs/groups.

In your groups, predict possible future uses of social media.

Media will be used for:

- a. *sharing information about the community we live in.*
- b. ...

8 Imagine that you are going to post news on social media. Choose the headline and add more information to make people on social media read your news post.

Example: A playground will be constructed next month. More children will be made happy as they will play outside and get enough fresh air. More swings will be installed.

*A new school will be built
in our community*

**A PLAYGROUND WILL BE CONSTRUCTED
NEXT MONTH**

*More houses will be built
in your street*

**A new shop will be
opened soon**

9



SPEAKING

Discuss in pairs/groups.

In your groups, think about what kind of developments you would like to see in your community in the future. Make a list of possible changes and discuss your list with another group.

Example: More playgrounds will be constructed.
Better roads will be built.

10



INDIVIDUAL WORK

Write an 80-word paragraph that can be posted in the private Facebook group on “Future developments of my community”.

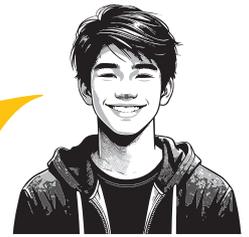
SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify key elements of cyber security and give reasons why it is important				
Talk about the future of the media using future passive.				

Unit 5.5

Reading

I can distinguish between facts and opinions, and identify reliable sources to better analyze the media.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. How do you usually decide if something you read or see online is true or not? Explain.
2. Why is it important to make sure that the news is not fake? Explain.

2 Look at the news headlines and guess whether they are fake or not. Explain.

“Eating Chocolate Makes You Lose Weight, Say Scientists!”

“NEW MEDICINE BEATS CANCER QUICK, BUT IT’S A SECRET!”

“Alien Spaceship Found in Desert”

“Some Medicine Might Not Be Safe for Kids, A doctor says!”

3 Read the text and answer the questions.

Media reliability is about how we can trust the information we find. We can find information in books, websites, and videos. The information we read or hear in the media should be fair and accurate. However, quite often we can find news that shows favor for one side or opinion, and this we call biased information. We must understand that it’s important to look at different points of view and get information from places we can trust.

We can also look at a web address, called a domain name. It can help us know if the information is trustworthy. Websites with domain names like *.gov* for government domains or *.edu* for school domains are usually more reliable than ones with different domain names.

Moreover, when we write about something, we need to show the sources the information was taken from, such as the book, article, or website. By including our sources, we express our respect and gratitude to the authors for the work done and allow others to learn about it.

In addition, citations are very important. They help readers to know where the specific piece of information is taken from and allow them to find and access the source easily in case they need to learn more about it. Citations also make sure the writer is acknowledged for their own work.

By understanding what biased information is, and which domain names, sources, and citations to trust, we can become better at making choices about the information we possess.

- a. What does media reliability mean?
- b. How can biased information affect the way we understand news or information?
- c. How can we make sure a website is trustworthy?

4 Read the text again and choose the statement that best summarizes the main idea.

- a The text talks about how we can trust all the information we find in the media.
- b The text suggests checking for domain names like *.gov* or *.edu* to find reliable sources and always giving credit to the original writers by citing our sources.
- c By understanding what biased information is and knowing which sources to trust, we can make better choices about the information we come across.

5 **SPEAKING** Discuss the questions in pairs/groups.

1. What is biased information, and why is it important to be aware of it when consuming media?
2. Why are sources and citations essential when creating and sharing information?

6 **INDIVIDUAL WORK** Do some research online and find one example of biased news/article/video and one example of objective/trustworthy news/article/video. Bring your arguments to explain your choices.

7 **SPEAKING** Discuss in pairs/groups. Create a checklist that you can use to evaluate the reliability of different media sources.

Example:

- Read carefully.
- Look for emotional or exaggerated words or phrases.

8 Read the following text and decide if the statements below are true (T) or false (F).

When we want to learn about something, we need to use sources that we can trust. Trustworthy sources help us understand the whole truth about what we are learning and give us the right information. But it's not always easy to know if a source is reliable or not. There are a few ways to check if a source is trustworthy when we do research. First, it's important to know who wrote the information and where it came from. The person who wrote it should know a lot about the topic. It's also important to think about why they wrote it. Did they just want to give information, or did they have other reasons, like trying to convince you of something? Even sources that seem serious, like educational websites, government websites, and news websites, might have their own reasons for sharing information. We need to know what these reasons are and look at different sources to find the real truth. We should also look for information that is the same in different sources and evidence that supports what the author is saying. When something is written can also tell us if it's likely to be true or not. Things that were written right when something happened are usually more accurate than things written later. For things that are happening now, newer sources are usually the best.

It's also really important to know about sources that are not good for research. Advertisements usually try to convince you to buy something, so they might not give you the real story. Personal blogs show what one person thinks, but might not be what most people think. Social media posts can have information that is not true or that is trying to make you think a certain way about something. As researchers, it's very important to check every source to make sure it's good and that we are using the right information to support what we find out.

1. Good sources always provide accurate and unbiased information. T/F
2. Educational websites, government websites, and news websites are always reliable sources of information. T/F
3. It doesn't matter when something was written for it to be trustworthy. T/F
4. Newer sources are generally more reliable than older sources, especially for current events. T/F
5. Advertisements and personal blogs are considered trustworthy sources for research. T/F
6. Social media posts always provide accurate and unbiased information. T/F

9  **SPEAKING** Discuss in pairs/groups.

In your groups, choose one misconception and prepare a one-minute talk to question the idea.

Misconception 1: All information found on the internet is true and reliable.

Misconception 2: Just because something is printed in a book or newspaper, it must be accurate.

Misconception 3: Images and videos can never be manipulated or edited to deceive.

10  **INDIVIDUAL WORK** Find a blog or article that uses facts to support its message. Check if the facts are true and tell the class what you have discovered.

English in Use

I can use prepositional phrases to speak about my interest in media.



1



SPEAKING

Discuss the questions in pairs /groups.

1. What piece of news or information are you interested in? Explain.
2. What types of news or information are usually uninteresting for teenagers? Why?

2



Read the paragraph and match the phrases in bold with the definitions below. One phrase is extra.

Media and news play a significant role in our daily lives. Many people are **keen on** staying updated with the latest happenings around the world. Whether it's through television, newspapers, or the internet, individuals who **are interested in** learning about current events rely on various sources of information. Some people are **good at** distinguishing reliable news from misinformation, while others may struggle with this skill. However, with practice, one can improve their ability to identify credible sources. Furthermore, individuals who are **fond of** reading and exploring different topics are more likely to be aware of the wide range of issues covered by the media. News outlets are **full of** stories about politics, science, culture, and more, providing us with valuable insights and knowledge. Sometimes, certain news stories can raise strong emotions within us, and we might find ourselves feeling **angry with** or passionate about a particular situation. Additionally, the media often seeks to find a **response to** their coverage, encouraging people to take action or engage in discussions about important matters. Overall, media and news serve as essential sources for information, education, and raising awareness in our society.

1. to be interested in to want to know more about something
2. _____ really enjoy something or someone
3. _____ eager or enthusiastic about something
4. _____ have a lot of something
5. _____ know about something
6. _____ an answer to something

3

Match the questions with the answers.

- | | |
|--|---|
| 1. <u>c</u> "Did you catch the article about the upcoming movie releases?" | a. "Yes, I'm aware of it. It's important to stay informed about potential risks." |
| 2. "Do you have a favorite TV host?" | b. "Yes, I'm angry with the authorities for not taking stronger action to improve air quality." |
| 3. "Have you heard about the recent health educational program?" | c. "No, I missed it. I'm interested in finding out what's coming out this month." |
| 4. "What did you think of the article about healthy eating?" | d. "Yes, I'm really keen on watching it. I love learning about animals and their habitats." |
| 5. "Did you see the report on pollution levels in the city?" | e. "Yeah, I'm quite fond of the morning show host. They always start my day with a smile." |
| 6. "Have you heard about the new show on wildlife conservation?" | f. "I found it full of useful tips, but also full of advertisements for unhealthy snacks." |

4 Complete the sentences so that they are true for you.

1. My newsfeed is full of ...
2. I am really keen on ...
3. My parents are fond of ...
4. My friend is interested in ...
5. My father is usually angry with ...

5 **SPEAKING** Work in pairs/groups.

Work with a partner and discuss what type of news you both are interested in. Explain your reasons and share them with the class.

6 **INDIVIDUAL WORK** Use the phrases of the lesson to describe how people you know generally feel about the media nowadays.

Example: My family is usually interested in watching daily news. For example, my father is keen on watching political news and enjoys discussing it with us in spite of the fact that he is usually angry with the news. My mother, on the other hand, is fond of watching cooking shows and likes discussing different recipes with her friends and our neighbors. Because of this, my family is usually well aware of what is happening in our country and in the world.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Distinguish between facts and opinions, identify reliable sources to better analyze the media.				
Use prepositional phrases to speak about my interest in media.				

Writing

I can create engaging and informative posts for an online platform.



1



SPEAKING

Discuss the questions in pairs /groups.

1. What posts do you like reading online? Why?
2. Have you ever written an interesting post online? Explain.

2

Which elements do you find important when planning to write a post for an online platform and explain why.

Audience Fonts Respect Your mood Tone Clarity Purpose Pictures Impact/Effect

3

Match the factors with their explanations.

- | | |
|----------------------|---|
| 1. <u>e</u> Audience | a. Keep it simple: Use clear and short words to say what you mean. Don't use fancy words or complicated sentences that might confuse people. |
| 2. Respect | b. Think about how what you post might affect you and others. Imagine how people might see or share it, and how they might understand it differently. |
| 3. Tone | c. Be nice about what others think and who they are. Don't say mean or rude things that could upset them. |
| 4. Clarity | d. Decide why you're posting: to teach, to make people laugh, to convince them of something, or to start a conversation. Make sure your message is clear and matches with what you want to achieve. |
| 5. Purpose | e. <i>Think about who will read what you write. Use words and a style that fit them. Consider how old they are, what they like, and where they come from.</i> |
| 6. Impact | f. Pick a tone that fits what you're saying and where you're saying it. Think about how it will make people feel, and try to be nice and polite. |

4

Read the tips and order them in sequence.

- 1 Start with something cool: Begin your introduction with something really interesting that makes people want to read more. It could be a surprising fact, a funny story, or a question that gets them thinking.
- 2 Why it's important: Next, explain why your topic is important. Maybe it helps animals, or it's about something they care about, like sports or their favorite hobby.
- 3 Keep it easy to understand: Make sure everything you say is easy to understand. Don't use big words or make it too complicated. Just be clear and to the point.
- 4 What's coming up: Give them an idea of what they'll learn in the rest of the article. Tell them the main points or some cool things they'll find out about.
- 5 Tell them what it's about: After the cool start, tell them what your article is going to be about. Keep it short and simple so they know what to expect.

5 Which introduction do you like best. Support your opinion.

- a Have you ever thought about how the universe works? In this article, we'll talk about a science called astrophysics. It's all about studying things like stars, galaxies, and black holes. Astrophysics helps us understand the universe better. We'll learn some cool stuff about it!
- b Hey, did you know our sun is super powerful? It gives off enough energy every second to power Earth for 500,000 years! Cool, huh? Well, get ready to learn all about space in astrophysics! We'll talk about stars, galaxies, and even black holes. But why does space matter? It's not just about far-away stuff—it helps us understand everything around us, even Earth! So, let's dive into this awesome space adventure together!

6 **SPEAKING** Work in pairs/ groups.

Prepare a list of topics that can be interesting for teenagers to read about. Give reasons for your choices.

7 **INDIVIDUAL WORK** In your groups, choose a topic you would like to write about. Each of you writes your version of an introduction of the topic.

8 **SPEAKING** Work in pairs/ groups.

In your groups, choose the introduction you would like to explore more. You can make any changes and/or write another one.

9 Fill in the blanks with these words:

support

in order

interested

main

simple

Talk more about main Ideas: After you have introduced the important points at the beginning, write more about each one in separate paragraphs. Each paragraph should focus on just one main idea.

_____ **Your Points:** Use facts, examples, or stories to back up what you're saying. This could be numbers, quotes from experts, or real-life examples that show why your points are important.

Put Things _____: Arrange your paragraphs in a way that makes sense. Start with the most important idea first, then move on to the next important one. You can organize them by time, importance, or how they connect to each other.

Keep It _____: Use clear and interesting words that everyone can understand. Don't use big words or complicated language. Make your writing colorful and exciting so people are interested in reading it.

Keep Them _____: Keep your readers curious by asking them questions, making them think, or inviting them to share their own thoughts and experiences.

Adapted from: <https://opentextbc.ca/writingforsuccess/chapter/chapter-3-putting-ideas-into-your-own-words-and-paragraphs/>

10 Think about the body paragraph for your introduction. Complete the sentences so that they develop your idea.

1. Another interesting thing to mention is ...
2. For example ...
3. Because of this ...
4. However ...
5. As a result ...
6. To sum up ...

11 SPEAKING Discuss in pairs/groups.

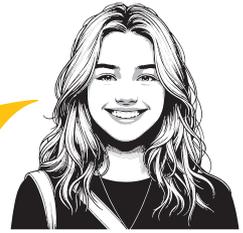
In your groups, decide on the best way to finish an article. Explain.

- **Summarize the Main Points:** Quickly go over the main ideas of the article. This helps to make sure your reader remembers the important stuff.
- **Tell Them What to Do Next:** Ask readers to do something after they finish reading. It could be to check out more articles, to share the article on social media, or to support a related cause.
- **Make Them Think:** Ask a question that makes readers think about what they just read. This helps them connect the article to their own lives and ideas.
- **End with a Cool Quote:** Finish off with a quote that sticks in readers' minds. Choose a quote that sums up the article and makes them think.

12 INDIVIDUAL WORK Write an article of 100 words about a topic you are interested in.

Speaking

I can identify what online bullying is and talk about it.



1 **SPEAKING** Discuss the questions in pairs /groups.

1. What do you know about online bullying? Explain.
2. How can online bullying affect someone? Explain.

2 Match the questions with the answers.

1. What are some common forms of online bullying?	a. If someone is bullied online, they should remember they're not alone and it's not their fault. They can talk to a grown-up they trust or a friend about what's happening. They should block or unfriend the bully and keep evidence of the bullying to show to adults if needed. It's okay to take a break from social media if it's upsetting at the moment.
2. How does online bullying affect individuals emotionally and psychologically?	b. Online bullying happens in different ways, like saying mean things, spreading rumors, leaving someone out of online groups, sharing embarrassing pictures or videos without permission, or making threats.
3. What can be done to prevent or combat online bullying?	c. To stop online bullying, let's all team up to make the internet a nicer place. That means being nice to others online, sticking up for someone who's being bullied, and not spreading mean messages. If we see bullying, we can tell adults or the website to help stop it.
4. What strategies can victims use to protect themselves from online bullying?	d. Online bullying can make people feel very sad, scared, and alone. It can hurt their feelings, make them lose confidence, and even cause anxiety or depression. It might even make them be afraid to use the internet or talk to others.

3 **SPEAKING** Work in pairs/ groups.

Read the statements and choose **THREE** statements that you most agree with and give your arguments.

- a If someone is being mean to you online, you should respond and tell them to stop.
- b People who bully others online can always see your personal information if you use the Internet.
- c Telling a trusted adult about online bullying can help to stop it.
- d If you see someone else being bullied online, it's not important to tell an adult.
- e Posting mean comments about someone's appearance on social media is a form of online bullying.
- f Screenshots can be used as evidence of online bullying.
- g You can easily identify online bullies because they always use their real names online.
- h It's only considered online bullying if it happens more than once.

4

INDIVIDUAL WORK In your groups prepare a poster to inform your peers at school about online bullying. Make sure you answer the following questions

- What is online bullying?
- What should you do if you are bullied online?
- How can we help those who are bullied?
- Why is online bullying dangerous?

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify what online bullying is and talk about it				
Create engaging and informative posts for an online platform				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- We must think carefully before sharing news, making sure it's true and respectful.
- We must be kind online, respecting people's feelings and differences.
- We do not need to check if news is real before believing it and using reliable sources.
- We should recognize online bullying and support those who are bullied.
- Everyone can share what they want because everyone is free.

Unit Review

VOCABULARY

1



Read the text and choose the examples of hate speech below the text.

What is hate speech? Hate speech is when someone says mean or hurtful things about others because of who they are. It can be really hurtful and make people feel sad and scared. Sometimes, people use hate speech to be mean on purpose or to accuse others of things they didn't do.

So, should people be allowed to say whatever they want, even if it hurts others? Or should the government stop them from saying mean things? It's a tricky question. We want to protect people's feelings, but we also believe in freedom of speech.

Hate speech is a complicated issue that raises lots of questions. How do we decide what's okay to say and what's not? It's something we need to think about and find a solution for.

- a Saying mean things about someone's skin color or where they're from.
- b Saying nice things about someone's work or what they do.
- c Thanking someone for being helpful or doing something kind.
- d Using unkind words to talk about who someone loves or how they feel inside.
- e Saying bad things about someone's beliefs or how they pray.
- f Making fun of someone because they need help with some things.
- g Making jokes about people who speak a different language or saying they shouldn't be here.

GRAMMAR

2

Fill in the blanks with the correct form of the verb in the Passive.

1. The news is reported by journalists every day. (report)
2. The article _____ by the journalist two days ago. (write)
3. Movies _____ by millions of people around the world every day. (watch)
4. This social media post _____ by users all over the world next week. (share)
5. Music videos _____ by artists in the coming months. (create)
6. The movie _____ last week. (release)

3

Match the two halves of the sentences.

- | | |
|---|---|
| 1. <u>c</u> We learn about animals and space | a. by watching cooking shows on TV or online. |
| 2. Social media helps us share adventures | b. in the stadium, cheering for our favorite teams. |
| 3. We can learn how to cook tasty recipes | c. <i>from cool videos on the internet.</i> |
| 4. Watching sports on TV or online is almost like being | d. to control video games and computers. |
| 5. In the future, we will have robots that help us create | e. with friends and see what they're doing. |
| 6. We will use mind-reading devices | f. and share our own music, art, and stories. |

4 Complete the sentences so that they are true about you.

1. I love watching _____ videos because _____.
2. My favorite thing to do on the internet is _____ because _____.
3. The best thing about social media is _____ because _____.
4. If I create my own video game, it will be about _____.
5. I think playing online games is _____ because _____.

5



SPEAKING

Discuss in pairs/groups.

Share your statements from the previous activity with your peers and ask questions to find out more about each other. Report one piece of interesting information about your peer to the class.

WORD LIST

VOCABULARY

access /'ækses/
affair /ə'fer/
content /'kɑ:ntent/
current /'kɜ:rənt/
headline /'hedlɑ:n/
heartwarming /'hɑ:rt
wɔ:rmɪŋ/
informative /ɪn'fɔ:rmətɪv/
issue /'ɪʃuː/
leak /li:k/
live /,laɪv/
range /reɪndʒ/
significant /sɪg'nɪfɪkənt/
subscribe /səb'skraɪb/
subscription /səb'skrɪpʃn/
tool /tu:l/
update /,ʌp'det/
viewer /'vju:ər/

GRAMMAR

available /ə'veɪləbl/
community /kə'mju:nəti/
connect /kə'nekt/
digital /'dɪdʒɪtl/
download /,daʊn'ləʊd/
network /'netwɜ:rk/
podcast /'pɔ:dkæst/
promote /prə'məʊt/
share /ʃer/
skit /skɪt/
streaming /'stri:mɪŋ/

LISTENING

botnet /'bɔ:tnet/
firewall /'faɪərwɔ:l/
malware /'mælwɛr/
phishing /'fɪʃɪŋ/
suspicious /sə'spɪʃəs/

trick /trɪk/

GRAMMAR

advanced /əd'vænst/
artificial /,ɑ:rtɪ'fɪʃl/
community /kə'mju:nəti/
deliver /dɪ'lɪvər/
development /dɪ'veləpmənt/
engaging /ɪn'geɪdʒɪŋ/
fake /feɪk/
intelligence /ɪn'telɪdʒəns/
interactive /,ɪntər'æktɪv/
screen /skri:n/
transform /træns'fɔ:rm/

READING

accurate /'ækjərət/
biased /'baɪəst/
blog /blɔ:g/
citation /saɪ'teɪʃn/
consuming /kən'su:mɪŋ/
domain /dəʊ'meɪn/
essential /ɪ'senʃl/
evidence /'eɪvɪdəns/
express /ɪk'spres/
fair /fer/
favor /'feɪvər/
original /ə'rɪdʒənəl/
possess /pə'zes/
post /pəʊst
reliability /rɪ,ləɪə'bɪləti/
rely /rɪ'laɪ/
trust /trʌst/
trustworthy /'trʌstwɜ:rði/

ENGLISH IN USE

aware /ə'weər/
awareness /ə'weənəs/
authority /ə'θɔ:rəti/

conservation /,kɑ:n sə'r'veɪʃn/
daily /'deɪli/
insight /'ɪnsaɪt/
keen /ki:n/
misinformation /
,mɪsɪnfər'meɪʃn/
passionate /'pæʃənət/
pollution /pə'lju:ʃn/
source /sɔ:rs/
struggle /'strʌgl/
valuable /'væljuəbl/

WRITING

audience /'ɔ:diəns/
clarity /'klærəti/
complicated /'kɑ:mplɪkətɪd/
curious /'kjʊəriəs/
effect /ɪ'fekt/
font /fɔ:nt/
impact /'ɪmpækt/

SPEAKING

bully /'bʊli/
confidence /'kɔ:nfɪdəns/
embarrassing /ɪm'bærəsɪŋ/
fault /fɔ:lt/
rumor /'ru:mər/
threat /θret/

UNIT REVIEW

accuse /ə'kyuz/
purpose /'pɜ:pəs/
recipe /'resəpi/

https://www.oxfordlearnersdictionaries.com/definition/american_english



UNIT 6

HUMAN RIGHTS



I can identify different types of crimes and talk about them.

Unit 6.1

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What types of crimes do you know? Explain.
2. What kind of trouble do teenagers usually get into? Explain.

2



6.1

Listen and mark the stressed syllable in each word.

Example: **BUR**-glar-y / ['bɜːgləri/

1. burglary

2. arson

3. shoplifting

4. pickpocketing

5. vandalism

6. robbery

7. kidnapping

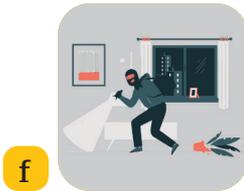
8. murder

3



6.2

Match the pictures with the words in Activity 2. Listen, check, and repeat.



4

Read the statements and decide what type of crime they describe.

1. Have you seen the school? They've spray-painted graffiti all over it.
2. They broke a window to get in, but they only took the TV and the laptop.
3. As soon as I got off the bus, I found out that my wallet wasn't in my purse.
4. The police think the school fire wasn't an accident.
5. The police advise parents to watch over their children more closely.

Vandalism

Grammar

I can discuss people's regrets about committing crimes using Third Conditional.



1 **SPEAKING** Discuss the question in pairs/groups.

1. What are the main reasons why people commit crimes? Explain.
2. Do you think people regret their actions after committing crimes? Explain.

2 6.4 Listen to three extracts from interviews with criminals. Which of the reasons you thought of in Activity 1 are mentioned?

3 6.4 Listen again. Complete the table with the information from the interviews.

	1. Eric	2. Brian	3. Ashley
1. Crime?			
2. Age of criminal?			
3. Reason for crime?			
4 Plans for the future?			

Grammar Reference

THIRD CONDITIONAL

The third conditional is formed in the following way:

If-clause + main clause

If + past perfect would/could/might + have + past participle

Use the third conditional to talk about unreal situations in the past.

e.g. *If the police **hadn't arrived** so quickly, the thief **could have stolen** the painting. (The police arrived quickly. The thief didn't steal the painting.)*

Adopted from: 'Practical English Usage' Michael Swan, Third Edition, Oxford University Press, 2005

We often use the third conditional to:

- **Talk about regrets**

e.g. *If I **had learned** to control my temper when I was a kid, I **wouldn't have hit** the police officer.*

- **Criticize**

e.g. *If you **had listened** to me, you **wouldn't have gotten** into trouble.*

- **Make excuses**

e.g. *If shoplifting **hadn't been** considered cool in my friend group, I **wouldn't have** become a criminal.*

4 Look at these examples and answer the questions.

1. If they had done the job more quickly, they would have left on time.
 - a) Did they do the job quickly?
 - b) Did they leave on time?
2. If I had wanted to, I could have become a top businessman.
 - a) Did he want to become a top businessman?
 - b) Did he become a top businessman?
3. If I hadn't been unemployed, I wouldn't have started stealing again.
 - a) Did she live in a different place?
 - b) Did she become lawful?

No

No

5 Match the beginnings (1-6) of the sentences with their endings (a-f).

- 1) b If Robert and Jack had broken into the house, a) he wouldn't have faced disciplinary action.
- 2) If Nick hadn't bullied his classmates, b) *they would have been arrested.*
- 3) If you and Aram had damaged property, c) he would have been caught by the police.
- 4) If the kids hadn't broken the window, d) you would have been fined.
- 5) If Brian had robbed the bank, e) they wouldn't have been in trouble.
- 6) If the boys hadn't stolen the candy from the store, f) their parents wouldn't have had to pay for the damages.

6 Complete the sentences with your own ideas.

1. If I hadn't stayed up so late playing video games, I wouldn't be so tired in school today.
2. If she had listened to her parents and finished her homework earlier,
3. If I hadn't ignored my friend's warning,
4. If he had double-checked his backpack before leaving,
5. If you hadn't gone out without telling anyone,

7 Choose the activities you regret doing last week and rephrase them using the third conditional:

j *Sleeping late*
If I had not slept late, I would not have felt tired the next day.

- | | |
|---|--|
| a Not working hard | f Being online most of the time |
| b Being impolite to someone you know | g Not being organized |
| c Not reading much | h Not spending time with family |
| d Not being very active | i Arguing with a friend |
| e Eating a lot of sweets | |

8 **INDIVIDUAL WORK** Imagine a criminal who has committed a serious crime and asked you to help write a *Letter of Regret* to the victims because he/she cannot write. Write this letter in his/her name.

9 **SPEAKING** Discuss the questions in pairs/groups.

Choose the regrets that you think are sincere:

- If I was a better criminal, the police would not have caught me.
- If I had considered the harm I caused to people, I would not have committed the crime.
- If I had chosen a different house, they would not have found me.

10 Complete the sentences using the correct form of the verbs in parentheses.

1. If they ____ (not to commit) the robbery, they ____ (not to be sent) to prison.
If they hadn't committed the robbery, they wouldn't have been sent to prison.
2. If they ____ (to do) graffiti on public property, they ____ (to have) fines and community service.
3. If he ____ (to pick-pocket), he ____ (to be caught) by the police.
4. If he ____ (not to drive) so fast, he ____ (not to have) an accident.
5. The police ____ (not to catch) him if he ____ (not to leave) his fingerprints on the door.
6. If the same crime ____ (to happen) in my country, they ____ (to get) five years in prison.

11 There is one mistake in each sentence. Correct it.

1. If the burglar had entered through the door and not the window, he had set off the alarm.
2. If he hadn't left so much evidence, the police wouldn't caught him.
3. I might have become a lawyer if I would worked harder at school.
4. If I had seen the man, I would stop him from stealing the car.
5. What would you say if you had met the burglar in your house?
6. If I had known she was the criminal, I would never invite her to my house.

12 Make third conditional sentences about what would have happened if the situation described below had been different.

Example: If the elderly woman from the 5th floor hadn't noticed suspicious activity in the building, the police wouldn't have caught the burglar.

An elderly woman from the 5th floor noticed suspicious activity in the building.
She didn't report to the police.
One of the apartments was robbed during the day.
The burglars stole all the valuables.
The residents were very disappointed and upset.

13 SPEAKING Discuss the questions in pairs/groups.

Role play: Imagine you meet one of the characters in Activity 3 after they have gotten out of prison. Work with a partner, and decide what kind of questions you would ask that person. The questions below can help you lead the interview.

1. Do you think your life might have been different if you hadn't decided to commit that crime? Explain.
2. What do you regret most? Why?

14 INDIVIDUAL WORK Write a paragraph of 100 words on the following topic: 'Do you agree or disagree that criminals who regret committing a crime will never do it again?'

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different types of crimes and talk about them.				
Discuss people's regrets about committing crimes using the third conditional.				

Listening

I can listen to and discuss news about crime using topic-related expressions.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you like to listen to stories about crime? Why/Why not?
2. If you were the victim of a crime, what would you do? Explain.

2 **6.5** Listen to the conversations and match them with the photos.



3 **6.5** Listen again and take notes.

<p>Conversation 1 Crime: _____ What was taken/done?</p> <p>Conversation 2 Crime: _____ What was taken/done?</p>	<p>Conversation 3 Crime: _____ What was taken/done?</p> <p>Conversation 4 Crime: _____ What was taken/done?</p>
---	---

4 Put the words to form expressions for giving news from the conversations.

1. last/happened/never/You'll/month/guess/what/to/us.
2. Wall/happened/on/Street/believe/the/You/ won't/what/at/bank.
3. day/happened/hear/Did/you/what/to/Lisa/ the/other?
4. disappointing/A/really/other/happened/thing/at/school/our/high/the/day.

5 **6.6** **PRONUNCIATION** Listen to the expressions of surprise and practice the intonation.

- a) What?
- b) No way!
- c) Tell me.
- d) Oh, really? That's awful!
- e) It's been really difficult for her.
- f) Oh, no! That's terrible.

6**SPEAKING****Discuss the questions in pairs/groups.**

1. Look back at your notes in Activity 3. Which crime sounds the most scary to you? Explain.
2. How would you react if one of your friends told you they wanted to commit any of these crimes?

7**SPEAKING****Work in pairs/groups.**

Use the expressions from Activities 4 and 5 to make conversations. Take turns to give your news, react and ask for more details.

Some ideas and an example are provided below:

- Someone hit my new car.
- They say our neighbor used to be a serious criminal.
- My bike was stolen from the yard.
- My friend lost his wallet on the bus.
- A criminal has broken out of the prison.

Example:

Man: You'll never guess what happened to us last month.

Woman: What?

Man: Someone broke into our house.

Women: No way!

Man: Yes, we had just gotten back from vacation and we saw the front door open.

Woman: What did they take?

Man: They didn't take anything but they left the house in a real mess.

8**INDIVIDUAL WORK**

Find an article online or ask your parents about a crime that has happened recently in your community. You should say what type of crime it was, when the crime happened, how many people were involved, etc. Share your crime story with your peers and ask questions about the crimes they report about.

Grammar

I can talk about Restorative Justice using reported questions.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is the punishment if you get in trouble at school? Explain.
2. Do you think that some of the punishments are too strict? Explain.

2 **6.7** Listen to a radio interview. What program is mentioned and who is it for?

3 **6.7** Listen again and answer the questions below.

1. How did Andrew feel about Restorative Justice at first?
2. What is the main idea of Restorative Justice?
3. How did Andrew feel about meeting his victim?
4. How did Mrs. Anderson feel about meeting her robber?
5. Why did Andrew rob Mrs. Anderson?
6. Who suffered most from the crime?

Restorative justice means making things right after someone does something wrong. It's about fixing the harm caused and helping everyone involved feel better.

4 Match 1-3 with a-c. Then complete the grammar rule with **if, wh-word, and whether.**

- | | |
|--|--|
| 1. ___ Mrs. Anderson asked why I had | a) to go to prison. |
| 2. ___ The judge asked me whether I wanted | b) who had suffered most from what I had done. |
| 3. ___ She asked me if I knew | c) robbed her. |

Grammar Reference

REPORTED QUESTIONS

In reported **yes/no questions**, we use *asked* + 1) _____ or _____ and the same word order as in the statement.

In reported **wh-questions**, we use 2) _____ and the same word order as in the statement.

5 Look at the questions the reporter asked Ryan Turner, the social worker. Rewrite them in reported speech.

1. The presenter asked, 'Have you had much success with the program?'
2. The presenter asked, 'Can you tell us more about it?'
3. The presenter asked, 'When did something really important happen during the Restorative Justice program?'

6 Correct the mistakes in each sentence.

1. She asked if I knew who has taken the bike.
2. My lawyer explained to me that the robber will get community service.
3. The police told me what has happened.
4. The police asked the robber where he hid the stolen phone.
5. The police asked my neighbor if she saw the burglar.

7 **SPEAKING** Discuss in groups/pairs.

Think of 5-6 questions that Mrs. Wilson would ask Andrew in the reported speech. Then rewrite them in direct speech. Switch roles.

Example: “She looked into my eyes and asked why I had robbed her.” → She looked into Andrew’s eyes and asked, “Why did you rob me?”

8 **INDIVIDUAL WORK** Do research on Restorative Justice and present its advantages and/or disadvantages to the class.

9 **SPEAKING** Discuss in groups.

In groups, discuss whether Restorative Justice helps criminals. Group A agrees, Group B disagrees. Use reasons to convince the other group.

10 Yesterday, reporter Robert White interviewed experts in the field of Restorative Justice for these questions. Turn them into reported speech using the verbs provided.

1. “How does Restorative Justice help criminals understand the impact of their actions on others?” (*want to know*)
Robert wanted to know how Restorative Justice helped criminals understand the impact of their actions on others.
2. “Can Restorative Justice prevent criminals from committing more crimes in the future?” (*wonder*)
3. “Does Restorative Justice create safer and more connected communities?” (*want to know*)
4. “Can Restorative Justice offer a better alternative to traditional punishment for offenders?” (*ask*)
5. “Are Restorative Justice programs practical and efficient?” (*inquire*)
6. “Is Restorative Justice fair to everyone involved?” (*wonder*)

11 The policewoman stopped a driver and asked him some questions. Report these questions.

1. What is your name? *She asked him what his name was.*
2. Where are you coming from?
3. What is the purpose of your journey?
4. Can I see your driver’s license and registration, please?
5. Have you been drinking alcohol?
6. Do you know how fast you were driving?

12



SPEAKING

Discuss the questions in groups.

- Split into two groups: Group A and Group B.
- Group A believes traditional punishments work best. Group B disagrees.
- Choose one person from your group to speak for you.
- When it's your turn to speak, report what your group thinks using reported speech.
- Listen carefully to the other group's arguments.
- After each speaker, share a brief response to the other group's points.
- Finish with a quick talk about what you've learned.

Example:

Group A

"We think jail time keeps society safe."

"Our research shows traditional punishments make people think twice."

Group B

"We believe traditional punishments don't always stop crime."

"Studies suggest other methods might work better."

13



INDIVIDUAL WORK

Do research on the consequences of sending people to prison and write a 100-word paragraph describing its pros and cons.

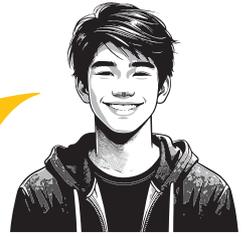
SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Listen to and discuss news about crime using topic-related expressions.				
Talk about Restorative Justice using reported questions.				

Unit 6.5

Reading

I can identify different human rights and talk about outstanding human rights defenders.



1



SPEAKING

Discuss the questions in pairs/groups.

1. What do you know about human rights and why are they important?
2. How can education help young people protect their own rights? Explain.

2

Read the human rights statements and match them with the corresponding rights.

- | | |
|---|--|
| 1. <i>Everyone is born free and equal, with the ability to think and act kindly towards others.</i> | A. Right to equal protection under the law |
| 2. All people have the same rights and freedoms. | B. Right to a fair trial |
| 3. Everyone has the right to life, freedom, and staying safe. | C. Right to be free from slavery and torture |
| 4. Slavery and hurting people on purpose are illegal. | D. Accepting innocence |
| 5. All people are the same before the law. | E. Right to be free from arrest |
| 6. Everyone can ask for help if their rights are violated. | F. Right to have justice |
| 7. Nobody should be taken by the police without a good reason. | G. <i>Right to freedom</i> |
| 8. Everyone has the right to a fair and public court hearing. | H. Right to equality |
| 9. Everyone is seen as innocent until proven guilty. | I. Right to life, liberty, and security |
| 10. Everyone can move freely in their country. | J. Right to freedom of movement |

3

Read the statements and match the bolded words with their explanations.

Respecting others' **dignity** means valuing their worth and treating them well.

In a **fair** society, everyone has the same opportunities and rights.

A **declaration** is a clear statement about what people believe is important or right.

Treaties help countries to solve problems and live peacefully together.

Dignity, Fair, Treaty, Declaration

_____ an announcement, often one that is written and official

_____ a written agreement between two or more countries

_____ serious, and controlled behavior that makes people respect you

_____ treating someone in a way that is right or reasonable

4

Read the text and answer the questions.

HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is a special paper made by the United Nations (UN) on December 10, 1948. It talks about basic rights and freedoms for everyone and has been translated into over 500 languages. The UDHR says that all people have the same rights and dignity. It says we need freedom, fairness, and peace in the world. The paper also talks about how important it's to work together, be proud of your country, get married, talk freely, think freely, follow your religion, speak your mind, gather peacefully, team up, have a good government, be safe with money and health, and have a cultural life.

The main idea is that everyone should have a good community and do their part to keep each other safe, and nobody should try to take away the rights and freedoms talked about in the paper.

CHILDREN'S RIGHTS

The United Nations Convention on the Rights of the Child (CRC or UNCRC) is a paper that shows a promise made by many countries to protect children's rights all around the world. It states how children should be treated fairly, have access to healthcare and education, and not be hurt. When countries agree to this promise, they have to follow the rules to make sure children are looked after properly. These rules say that every child has the right to life, to have a name, and a family to grow up with. Children also have the right to share their thoughts and be kept safe from harm. Even though some places might see the rules differently, many countries follow them, and they're applied in important legal decisions, like in the European Court of Human Rights.

RIGHTS of PERSONS with DISABILITIES

The United Nations Convention on the Rights of Persons with Disabilities (CRPD or UNCRPD) is a global treaty that protects the rights and dignity of individuals with disabilities. When countries agree to this treaty, they commit to ensuring that people with disabilities have all their human rights protected and are treated equally before the law. This agreement has played a crucial role in changing how people view those with disabilities. Instead of considering them as individuals who rely on charity, it encourages us to see them as valued members of society with the same rights as everyone else. This treaty is significant as it was the first of its kind in the twenty-first century from the United Nations.

*Adapted from: <https://www.un.org/en/about-us/universal-declaration-of-human-rights>
<https://www.unicef.org/child-rights-convention#learn>*

1. What is the main reason for creating the Universal Declaration of Human Rights (UDHR)?
2. Why is it necessary for countries to agree to the United Nations Convention on the Rights of the Child (CRC or UNCRC), based on the text?
3. How does the United Nations Convention on the Rights of Persons with Disabilities (CRPD or UNCRPD) aim to change how society sees people with disabilities?
4. What are some basic rights mentioned in the UDHR that apply to everyone?
5. How do the ideas in the UDHR and other human rights declarations work together to make society fair and safe for everyone?

5 Read the text again and choose the correct answer.

1. What is the main idea of the Universal Declaration of Human Rights (UDHR)?
 - a. It talks about the importance of animals.
 - b. It emphasizes the rights and freedoms for everyone.
 - c. It discusses the history of the United Nations.
 - d. It focuses on the benefits of technology.
2. What does the United Nations Convention on the Rights of the Child (CRC) focus on?
 - a. Protecting children's rights worldwide
 - b. Ensuring equal rights for adults
 - c. Promoting only child labor
 - d. Ignoring children's well-being
3. Why is the United Nations Convention on the Rights of Persons with Disabilities (CRPD) significant?
 - a. It emphasizes charity for persons with disabilities.
 - b. It promotes unequal treatment of individuals with disabilities.
 - c. It recognizes the rights and dignity of individuals with disabilities.
 - d. It disregards the human rights of individuals with disabilities.

6 In your groups give a minimum of 3 reasons why these rights are important.

Group A

Rights of Children

Group B

Rights of Persons with Disabilities

7 **GROUP PROJECT** In groups, do research on organizations that are engaged in defending human rights in Armenia. Prepare a 3-minute presentation on what they do.

8 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you know any important people who fought for human rights or equality? Explain.
2. What did they do to become famous in the field of human rights? Explain.

9 Look at the three people in the passages and predict what they might have in common.

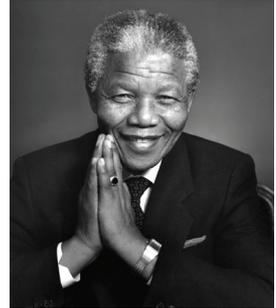
10 Read the passages and complete the blanks 1-6 in the passages with the statements a-f.

- a. The police responded with dogs and water hoses to stop the protestors. Similar responses to protests in other places led to a march in Washington, DC, with over 250,000 people.
- b. He studied law at the University of Fort Hare and the University of Witwatersrand before working as a lawyer in Johannesburg.
- c. Today, she uses an electric wheelchair and a machine to help her breathe.
- d. In 1955, King's powerful speeches gained national attention when he was arrested with other civil rights leaders for leading a boycott against a Montgomery, Alabama, bus company.

- e. Wong fought for and supported many university changes, including education about disability, creating text phones for people who can't hear well, and better elevators and buttons for people who use wheelchairs.
- f. Mandela became South Africa's first black president in May 1994, leading until 1999.

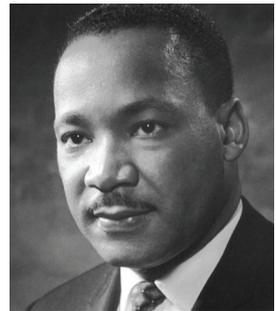
NELSON MANDELA (1918–2013)

Nelson Mandela is one of the most well-known human rights defenders of the twentieth century. He was born in Transkei, South Africa and was the son of a tribal chief. (1)_____ In 1944, he joined the African National Congress (ANC) and actively worked to end the apartheid policies of the ruling National Party, policies that separated the country by race and gave white people more rights and more power than others. Mandela went on trial for his actions, where he said, “I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and achieve. But if need be, it is an ideal for which I am prepared to die.” Mandela was sentenced to life imprisonment. When he was released from prison in February 1990, he remained faithful to his beliefs and continued his fearless and endless fight for unity and equality. (2)_____ He put an end to white minority rule and apartheid. In 2008, people around the world celebrated his life and his selfless dedication to freedom and equality on his 90th birthday.



MARTIN LUTHER KING, JR. (1929–1968)

Martin Luther King, Jr., is one of the most famous advocates for nonviolent social change. He was born in Atlanta, Georgia. (3)_____ This company required nonwhites to give their seats to whites and sit or stand at the back of the bus. For the next 10 years, King wrote, spoke, and organized nonviolent protests to bring attention to racial discrimination and to show that it was illegal and there was a need for new laws, laws that would protect the human rights of people of all skin colors. In 1963, King led peaceful protests in Birmingham, Alabama. (4)_____ There, King gave his famous “I have a dream” speech. Sadly, King was murdered for his work to fight for the human rights of all people. King’s life symbolizes the need to fight against injustice and for equality and fairness, which is significant to the American—and global—dream of equality.



Adapted from: <https://www.humanrights.com/voices-for-human-rights/martin-luther-king-jr.html>

ALICE WONG (1974–Today)

Alice Wong was born in 1974 and grew up in Indianapolis, Indiana. Wong was born with spinal muscular atrophy, a condition that causes the body and muscles to get weaker and weaker over time. She stopped walking around the age of seven or eight. (5)_____

After graduating from university, Wong helped create digital education resources for people with disabilities. She also taught people about personal care services that help people with disabilities live in a community rather than alone in a medical setting. (6)_____



Adapted from: <https://www.womenshistory.org/education-resources/biographies/alice-wong>

11 Scan the three passages and decide whether the following statements are true (T) or false (F).

- Nelson Mandela was born in Cape Town, South Africa. T/F
- Nelson Mandela was sentenced to life imprisonment. T/F
- Martin Luther King, Jr died when he was 72 years old. T/F
- Martin Luther King, Jr., led violent protests in Birmingham, Alabama, in 1963. T/F
- Alice Wong stopped walking around the age of eight due to spinal muscular atrophy. T/F
- Alice Wong served on the National Council on Disability from 2013 to 2015. T/F

Word Formation

Adjectives

Suffixes

-ible	responsible
-able	reliable
-ful	powerful
-less	fearless
-al	legal
-ic	democratic
-ty	equality

Negative Prefixes:

un-	unlawful
non-	non-violent
in-	injustice
im-	imprisonment
ir-	irresponsible
il-	illegal
dis-	disability

e.g. For the next 10 years, King wrote, spoke, and organized *nonviolent* protests to bring attention to *racial discrimination* and to show that it was *illegal* and there was a need for new laws.

e.g. She also taught people about *personal care* services that help people with *disabilities* live in a community rather than alone in a medical setting.

12 Look at the words in Activity 12 and categorize them under the correct column.

Suffixes	Negative Prefixes	Both
Example: tribal	nonviolent	Imprisonment

13 6.8 **PRONUNCIATION** Look at the words below and decide what category the word belongs to. Then listen and check.

unlawful injustice unity irresponsible illegal democratic faithful
 disability responsible reliable powerful fearless legal national society
 minority racial equality imprisonment discrimination significant slavery

						
unity	tribal	injustice

14 Use the correct adjective form of the words in parentheses to complete the sentences from the text in Activity 10.

1. In 2008, people around the world celebrated his life and his ____ dedication to freedom and ____ on his 90th birthday. (*SELF/ EQUAL*)
2. ... King wrote, spoke, and organized nonviolent protests to bring attention to ____ discrimination. (*RACE*)
3. I have cherished the ideal of a ____ and free ____ in which all persons live together in harmony and with equal opportunities. (*DEMOCRACY/ SOCIETY*)
4. He remained ____ to his beliefs and became a symbol for fighting apartheid. (*FAITH*)

15 Form the adjectives from the following words. Refer to the word formation if needed. A. the same suffix for all three words in each group. B. Choose any three and use them to write your own sentences.

- | | | | | | |
|----------|-------|-------|----------|--------|--------|
| 1. unite | equal | minor | 3. digit | person | nation |
| 2. power | law | peace | 4. fear | self | end |

16 Use any of the negative prefixes to complete the sentences with the adjectives below.

Negative prefixes: *un-* *in-* *im-* *ir-* *un-* *dis-*
Adjectives: *visible* *organized* *fair* *reliable* *polite* *responsible*

1. I wouldn't trust that website. It's full of unreliable information.
2. The lawyer was so ____ that he brought the wrong papers to the court session.
3. The burglar was almost ____ as he was dressed in black.
4. In many countries it's ____ to point or stare at people.
5. It's ____ to blame David for losing his computer because it was stolen.
6. It was very ____ of him to arrive at court so late.

17 Complete the text with the correct form of the words in parentheses. Use the following suffixes and prefixes:

un- *-al* *-ful (x2)* *-ty* *-less*

On December 1, 1955, Rosa Parks, a 42-year-old African American, was ____ (fear) and refused to give up her seat to a white man on a Montgomery bus. Rosa Parks was arrested, and that's how the civil rights movement started in Montgomery, Alabama. From 1955-1956 African Americans continued to fight against ____ (law) social and ____ (race) discrimination. This ____ (peace) movement for ____ (equal) and human rights inspired the Black community. Although Rosa Parks lost her job, she became a symbol of strength in the fight against racial discrimination.



Adopted from: <https://centerforblackliterature.org/rosa-parks-bus-boycott-civil-rights-facts/>

18 **SPEAKING** Discuss the questions in pairs/groups.

1. Why is it important to know about human rights? Explain.
2. What makes people fight for the rights of others? Explain.

19 **INDIVIDUAL WORK** Do research on a famous human rights defender and present him/her in class.

I can present a case in court and discuss the evidence to reach a verdict.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. Have you ever helped your friend who did something wrong and got in trouble at school? Explain.
2. Would you ever tell anyone if you saw/heard that one of your friends had done something wrong? Why/Why not?

2 Read a passage about the US criminal court system and decide if this is similar to the one in Armenia.

In the US, criminal trials happen in federal or state courts. There is **a judge** and a 12-member **jury**. The jury listens to all the **witnesses**, arguments, and evidence presented by the **prosecution** and **defense** lawyers. To deliver the verdict, guilty or not guilty, the jury discusses the case thoroughly. The judge makes sure that both the prosecution and the defense act fairly and decides on the punishment if the **defendant** is found guilty.

3 Match the words in bold in Activity 2 with the pictures a-f.



4 Look at the definitions below and decide which word is used from Activity 2.

1. ___ is the side who accuses or says that someone did something wrong.
2. ___ is the side who defends the accused and makes sure their rights are protected.
3. ___ is the person who listens to the arguments of both sides and ensures fair trial.
4. ___ is the group who decides whether or not the defendant is guilty based on the evidence.
5. ___ is the person who is accused of committing a crime.
6. ___ is a person who provides evidence to the case.

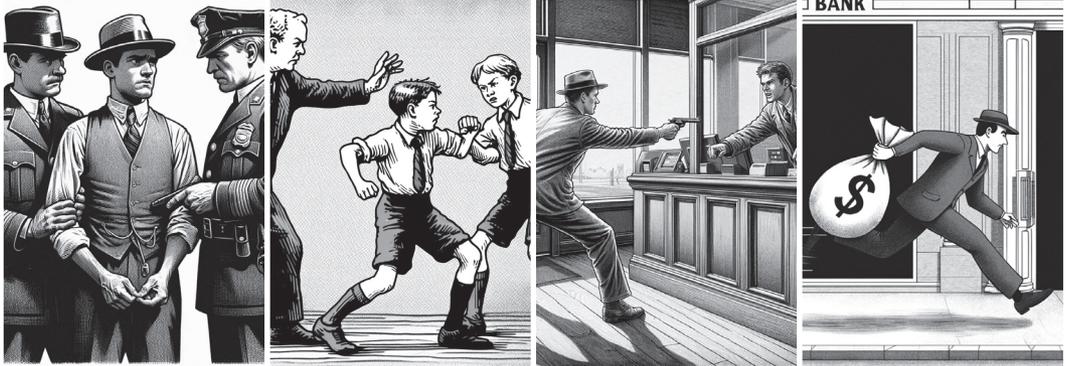
5 **6.9** Listen to three extracts from a court case. A homeless man is accused of stealing a postcard from a book store.

Which extract is:

- a) Prosecution presenting a case? b) The defense presenting the case? c) Members of the jury presenting the case?

6**6.10**

Listen to a judge summing up a case for the jury. Number the pictures 1 to 4 in the order she mentions them.

**7**

Read the information about the three court cases below. Which crime involves:

- injuries?
- a vehicle?
- ticket?
- compensation?
- kids?

Case 1

Carla crosses the street in the wrong place and gets hit by a car. She's not seriously hurt but needs to see a doctor.

Case 2

During a football match, Jack accidentally injures his opponent and that puts an end to the player's professional football career. The injured player sues Jack for compensation.

Case 3

Tom is late to pick up his kids from school. He drives too fast, going 10 miles per hour over the speed limit. A police officer stops him and gives him a speeding ticket.

8

a) Work in groups of five to discuss each of the cases following the steps below:

Example:

For case 1:

Student A: (Prosecution)

- Carla broke the rules, causing the accident.
- Following the rules is crucial for safety.
- The driver had to be careful, but Carla's actions made it hard.
- Carla's actions could have serious consequences for everyone involved.
- Carla needed to see a doctor because of the accident.

Useful Expressions

Presenting a case

Let me summarize the facts/events for you.

There is no evidence that a crime was committed.

There is no doubt that...

Members of the jury, the facts of this case are simple...

Discussing verdict

On the one hand... On the other hand

I don't think the facts of the case are clear.

We reached a verdict

Student B: (Defense)

- Carla didn't intend any harm; it was unexpected.
- The driver likely didn't anticipate Carla's actions either.
- Since Carla wasn't seriously injured, the accident wasn't severe.
- Carla was simply crossing the street, not intending harm.
- Ask the jury to see that Carla didn't mean any harm.

Students C, D, E (the jury) see your instructions below.

Jury Instructions:

Listen to the prosecution and defense lawyers. You may have some questions to ask. When they finish, you should think about the following:

1. Judgment: You should give a verdict of guilty or not guilty.
2. Sentence: If you reach a 'Not Guilty' verdict, you should explain your reasons. If you reach a guilty verdict, you should also take the role of the judge and decide the most appropriate sentence, e.g. prison, a fine, community service (unpaid work in the community).

b) Reflecting on the evidence presented during the trial, how confident are you in the verdict reached for this criminal case, and what factors influenced your decision-making process?

9  **SPEAKING** Discuss the questions in pairs/groups.

1. What are the key roles and responsibilities of the judge, the defense attorney, and prosecution in a courtroom?
2. What factors influence a jury's decision-making process before delivering the verdict?

10  **INDIVIDUAL WORK** Imagine you are a member of the jury in the case in Activity 5. Make your decision about whether the defendant is innocent or guilty and write the speech you would give to present your verdict to the court.

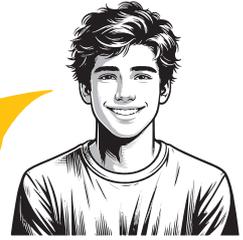
SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Identify different human rights and talk about outstanding human rights defenders.				
Present a case in court and discuss the evidence to reach a verdict.				

Unit 6.7

Writing

I can write an essay describing a problem and suggesting a solution for it.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are some problems that your community faces/experiences? Explain.
2. How would you solve any of those problems? Explain.

2 Review components of an opinion essay.

1. What are the three parts of an essay that we learned in Unit 3?
2. What do the three parts of an essay do?

3 Decide which are not the main three parts of an argumentative essay:

- | | |
|--------------------|-----------------|
| a. Body paragraphs | d. Conclusion |
| b. Purpose | e. Introduction |
| c. Blog audience | f. Main ideas |

4 Put the questions in the right category:

What are some problems connected with the main issue?
What issues does this cause?
How can the situation be solved?

How can this problem be solved?
Why is this happening?
What can be done?

Problems

Solutions

5 Which verbs/action words go with the following words: *challenge, problem, and issue*? Make as many phrases as possible.

- | | | |
|---------------|-------------------|-------------------|
| a Face | d Address | g Come |
| b Do | e Overcome | h Raise |
| c Make | f Prepare | i Identify |

6 In your groups prepare a list of problems that your community faces connected with human rights.

Example:

Polluted air
Trash in the streets
Some children not going to school

7 **INDIVIDUAL WORK** Think and write three issues you can see in your community and give reasons why you consider them problems.

8



SPEAKING

Discuss the questions in pairs/groups.

1. Who do you think is responsible for the main problems in your community? Explain.
2. Why should common people be involved in solving the problems? Explain.

9

Fill in the blanks with the following words:

to make sure instead of *strict* find help should

- a. The government needs to make strict rules to protect the environment.
- b. We can ____ people out of poverty by teaching them new skills and helping them find jobs.
- c. Cities should encourage people to walk or ride bikes ____ driving cars.
- d. Communities can grow gardens together and share food to ____ everyone has enough to eat.
- e. Everyone ____ be able to see a doctor when they need to, so we need to make healthcare cheaper and easier to get.
- f. We can help people who don't have homes by giving them places to live and helping them ____ jobs and support.

10

What grammar can we use to suggest solutions?

- a. Modal verbs
- b. Adverbs and adjectives
- c. Passive voice
- d. Negative sentences
- e. Conditional sentences

11

In your groups choose one serious problem that exists in your community and write at least THREE solutions.

Example:

Children not going to school:

- a. Education authorities should talk to these families.
- b. These families should be supported.
- c. If these children need it, they should receive special education.

12

Extend your sentences answering the questions WHY or HOW.

Example:

- a. Education authorities should talk to these families. They should visit these families with experts who will talk to them to understand the problems. (How?)
- b. These families should be supported because they do not have enough money to send their children to school. (Why?)
- c. If these children need it, they should receive special education. Some children may need to have special support. That is why they should be visited by experts to help them with their education. (Why?)

13



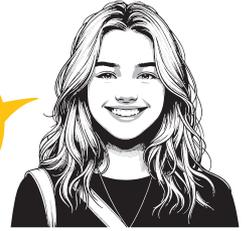
INDIVIDUAL WORK

Write a 150-word essay describing a problem in your community and suggesting solutions for it.

Unit 6.8

Speaking

I can identify John Locke's philosophy of human rights and talk about my own beliefs.



1 **SPEAKING** Discuss the questions in pairs/groups.

1. In your opinion, is it fair for everyone to have equal rights from birth? Explain.
2. How protected do you think your rights are? Explain.

2 Read the passage and answer the questions.

1. What were some of the key beliefs of the philosopher John Locke?
2. How did his beliefs differ from the governments of his time?



Human rights has been a topic of government and philosophy for a long time. The Declaration of Independence, one of the most important documents that started the United States government, was inspired by the writings of a human rights philosopher named John Locke. He was born in England in 1632 and died in England in 1704.

Locke is among the most influential political philosophers of today. He believed that men are by nature free and equal. At the time this went against many governments, where people were ruled by a King or a Queen, specifically the government in England. He believed that people are born with rights, such

as the right to life, liberty, and property. He believed that all humans have these rights by birth, even if their government doesn't allow everyone these equal rights.

Adapted from: <https://plato.stanford.edu/entries/locke-political/>
<https://www.britannica.com/topic/state-of-nature-political-theory/The-state-of-nature-in-Locke>

3 Match the steps (1-8) with their descriptions (a-h). How to conduct a debate.

- | | |
|--------------------------------------|--|
| 1. Introduction | a) Speakers, Researchers, and Timekeepers. |
| 2. Division into two groups | b) Affirmative Group (supporting the idea) Negative Group (opposing the idea) |
| 3. Assigning roles within each group | c) Participants consider how their opinions may have changed or developed based on the arguments presented. |
| 4. Research | d) <i>Equal human rights throughout history.</i> |
| 5. Preparation | e) Each group presents a brief summary of their main points. |
| 6. Debate Format | f) Affirmative and Negative |
| 7. Conclusion | g) Each group is given time to research their position using books, articles, or online resources. |
| 8. Reflection | h) Each group selects a speaker to present their arguments. Each speaker is given a specific amount of time to present. After each speaker, a brief period for counter arguments from the opposing group is allowed. |

Adopted from: <https://m.busyteacher.org/7245-conducting-class-debate-essential-tips.html>

4



SPEAKING

Work in groups.

DEBATE: Discuss whether equal human rights have always been respected in history and reflect on how people have been treated with unequal rights throughout history.

- **Choose Your Side:** Divide the class into two groups. Group 1 is assigned to argue that equal human rights have always been respected in history (Positive) and Group 2 is assigned to argue that they have not (Negative).
- **Form Your Group:** Join the group that shares your chosen position. Each group should have a mix of speakers, researchers, and timekeepers.
- **Research Your Position:** Use books, articles, or online resources to gather information that supports your group's position. Take notes on key points to use during the debate.
- **Prepare Your Arguments:** Affirmative Group: Prepare arguments supporting the idea that equal human rights have always been respected in history. Negative Group: Prepare arguments opposing the idea, suggesting that equal human rights have not always been respected.
- **Debate Format:** Choose a speaker from your group to present your arguments during the debate. Each speaker will have a set amount of time (e.g., 2-3 minutes) to present their case. After each speaker, be prepared to provide counterarguments to the opposing group's points.
- **Engage in the Debate:** During the debate, listen carefully to the arguments presented by the opposing group. Stay respectful and focused, even if you disagree with their points. Use evidence and reasoning to support your own arguments during your speaking turns.
- **Conclude the Debate:** Summarize your group's main points at the end of the debate. Reflect on what you've learned and how your perspective may have developed during the activity.
- **Reflect on the Experience:** Discuss with your group members how the debate went and what you could improve next time.

5



INDIVIDUAL WORK

Write a short paragraph explaining your opinion on whether everyone should be born with equal rights. Explain your thoughts.

Example: After our debate, I've been thinking a lot about equal rights. I used to think that everyone should have the same rights, but now I understand it better. Even though things haven't always been fair in history, I still believe everyone should have equal rights from the start. It's not fair for some people to have more opportunities than others just because of who they are. Everyone deserves to be treated equally.

SELF-ASSESSMENT

Which box accurately describes your skills?				
Competencies	I can do without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do it.
Write an essay describing a problem and suggesting a solution for it.				
Identify John Locke's philosophy of human rights and talk about my own beliefs.				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples of how and why these statements may be true or false.

- We must speak up when we see someone is doing something wrong.
- We must help make sure all people have equal human rights.
- We do not need to treat all other people with respect and dignity.
- We should know how human rights have not been given to people in the past so we can make sure that doesn't happen again.
- Everyone can do whatever they want because that is a human right.

Unit Review

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What makes people commit crimes? Explain.
2. How can schools educate students so they don't get into crime? Explain.

VOCABULARY

2 Complete the sentences with the prepositions below.

against (x3) for (x2) from (x2) to with on

1. Mandela went on trial for his actions, where he said, "I have fought ___ white domination, and I have fought ___ black domination.
2. Mandela was sentenced ___ life imprisonment.
3. When he was released ___ prison in February 1990, he continued fighting for his goals.
4. In 1955, King's powerful speeches gained national attention when he was arrested with other civil rights leaders for leading a boycott ___ a Montgomery, Alabama, bus company.
5. Sadly, King was murdered ___ his work to fight ___ human rights for all people.
6. After graduating ___ the university, Wong helped create digital education resources for people ___ disabilities.

3 Complete the blanks with the words below.

nonviolent *shoplifting* pickpocketing burglary arson faithful

1. *Shoplifting* is a form of theft where individuals unlawfully take items from a store without paying for them.
2. John remained _____ to his principles even when people tried to bribe him.
3. The civil rights activists organized _____ protests to demand equality and justice.
4. Tourists should be cautious of _____ in crowded tourist areas.
5. The authorities suspect that the _____ was an act of rebellion against the local government.
6. There has been a rise in _____ incidents in our neighborhood so we should be more cautious about it.

GRAMMAR

4 Complete the following sentences using the third conditional form.

1. If the police _____ (not enforce) stricter laws, the rate of burglary _____ (not decrease).
If the police had not enforced stricter laws, the rate of burglary would not have decreased.
2. If the judge _____ (sentence) the criminal to community service, he _____ (learn) the consequences of his actions.
3. If people _____ (report) cases of discrimination, authorities _____ (be able to) address them more effectively.
4. If individuals _____ (have) equal access to education and opportunities, people _____ (commit) less crimes.
5. If human rights _____ (not protect) everyone equally, there _____ (be) widespread injustice and inequality.
6. If everyone _____ (respect) the rights of others, the world _____ (become) a safer, fairer, and more peaceful place.

READING



5 Read the passage and answer the questions.

The Mystery of the Missing Heirloom

Sherlock Holmes sat in his armchair looking at the fireplace flames. Suddenly, someone knocked at the door, and Dr. Watson entered, his coat wet from the London rain.

“What’s the matter, Watson?” Holmes asked, seeing his friend’s worried face.

“It’s Mrs. Hargrove, Holmes,” Watson began. “She’s upset. Her family’s heirloom, the priceless diamond necklace, has been stolen!”

Holmes, curious about the case, said, “Bring her to us, Watson. We shall solve this mystery together.”

A bit later, Mrs. Hargrove arrived, her face looked very confused. She told them about the evening: a fancy dinner with important guests, the display of the family necklace, and how it suddenly disappeared during a short power outage.

Holmes listened carefully, and his mind was already putting together the clues of the case. He examined the scene of the crime and noticed that there were no signs of burglary and the strange footprints leading towards the garden.

As it was getting dark, Holmes and Watson rushed to the garden with a lantern in their hands. In the rose bushes, they came across a hidden box, its lock was broken and a scrap of fabric caught on its edge.

“Ah, Watson, this is getting more interesting,” Holmes said while holding up the fabric for inspection. “I am sure this belongs to Lord Pembroke, a guest at the dinner party.”

The next morning, Holmes invited Lord Pembroke to his house. With both charm and observation, Holmes questioned the nobleman and, as a result, discovered a web of lies. Eventually, Lord Pembroke confessed he was the thief, and he was motivated by envy and greed.

As Mrs. Hargrove’s diamond necklace was returned to its rightful place, Holmes reflected on the complex workings of the human mind and the lengths people would go to for money and status.

Retrieved from: <https://www.eastoftheweb.com/short-stories/UBooks/BoscVall.shtml>

- What was stolen from Mrs. Hargrove?
 - A painting
 - A diamond necklace
 - A gold watch
 - A silver bracelet
- How did the necklace disappear?
 - It was taken during a power outage.
 - It vanished while Mrs. Hargrove was sleeping.
 - It was accidentally dropped into a river.
 - It was stolen by an unknown guest.
- What clue did Holmes find in the garden?
 - A hidden treasure map
 - A torn piece of fabric
 - A mysterious footprint
 - A broken lantern
- Who confessed to the theft?
 - Dr. Watson
 - Mrs. Hargrove
 - Lord Pembroke
 - The housekeeper
- What was Lord Pembroke's motive for stealing the necklace?
 - He wanted to impress Mrs. Hargrove.
 - He was jealous of the necklace's worth.
 - He needed money to pay off debts.
 - He wanted to frame someone else.

6 Rewrite the sentences in the direct speech making them reported speech.

7 **SPEAKING** Discuss the questions in pairs/groups.

- What are your thoughts on the relationship between crime and easy wealth factors? Explain.
- How can technology be utilized to both prevent crime and protect human rights in modern society? Explain.

WORD LIST

VOCABULARY

arrest /ə'rest/
 arson /'ɑ:r.sən/
 burglary /'bɜ:rgləri/
 commit /kə'mɪt/
 community /kə'mju:nəti/
 crime /kraɪm/
 criminal /'krɪmɪnl/
 graffiti /grə'fi:ti/
 injury /'ɪndʒəri/
 innocent /'ɪnəsnt/
 jewelry /dʒu:əlri/
 kidnapping /'kɪdnæpɪŋ/
 murder /'mɜ:rdər/
 pickpocketing /'pɪkpə:kɪtɪŋ/
 probation /prəʊ'beɪʃn/

punishment /'pʌnɪʃmənt/
 responsible /rɪ'spɑ:nsəbl/
 robbery /'rɒ:bəri/
 shoplifting /'ʃɔ:plɪftɪŋ/
 society /sə'saɪəti/
 vandalism /'vændəlɪzəm/

GRAMMAR

damage /'dæmɪdʒ/
 evidence /'eɪdɪns/
 fingerprints /'fɪŋgəprɪnt/
 ignore /ɪg'nɔ:r/
 regret /rɪ'gret/
 steal /sti:l/
 valuable /'væljuəbl/

LISTENING

citizen /'sɪtɪzn/
 disappointing /,dɪsə'pɔɪntɪŋ/
 vandalize /'vændəlaɪz/
 victim /'vɪktɪm/

GRAMMAR

judge /dʒʌdʒ/
 justice /'dʒʌstɪs/
 restorative /rɪ'stɔ:rətɪv/
 scared /skerd/
 suffer /'sʌfər/

READING

advocate /'ædvəkət/
 apartheid /ə'pɑ:rtɑɪt/

atrophy /'ætrəfi/
 boycott /'bɔɪkəʊt/
 convention /kən'venʃn/
 declaration /,deklə'reɪʃn/
 defender /dr'fendər/
 democratic /,demə'krætɪk/
 dignity /'dɪgnəti/
 disability /,dɪsə'bɪləti/
 discrimination /
 dɪ'skrɪmɪ'neɪʃn/
 disregard /,dɪsrɪ'gɑːrd/
 domination /,dɑːmɪ'neɪʃn/
 equality /i'kwɑːləti/
 faithful /'feɪθfl/
 fearless /'fɪrləs/
 freedom /'friːdəm/
 guilty /'gɪlti/
 illegal /'ɪliːgl/
 imprisonment /
 ɪm'prɪznmənt/
 injustice /ɪn'dʒʌstɪs/
 irresponsible /,ɪrɪ'spɑːnsəbl/
 legal /'liːgl/
 liberty /'lɪbərti/
 minority /maɪ'nɔːrəti/
 national /'næʃnəl/
 nonviolent /,nɑːn 'vaɪələnt/
 outstanding /aʊt'stændɪŋ/
 powerful /'paʊəfl/

protection /prə'tekʃn/
 racial /'reɪʃl/
 reliable /rɪ'laɪəbl/
 security /sɪ'kjʊərəti/
 significant /sɪɡ'nɪfɪkənt/
 slavery /'sleɪvəri/
 spinal /'spɑːml/
 torture /'tɔːrtʃər/
 trail /'traɪəl/
 treaty /'triːti/
 tribal /'traɪbl/
 unity /'juːnəti/
 unlawful /ʌn'lɔːfl/
 wheelchair /'wiːltʃər/

verdict /'vɜːrdɪkt/
 witness /'wɪtnəs/

WRITING

authority /ə'θɔːrəti/
 challenge /'tʃælɪndʒ/
 encourage /ɪn'kɜːrɪdʒ/

SPEAKING

deserve /dɪ'zɜːrv/
 philosophy /fə'lɑːsəfi/
 property /'prɑːpərti/

REVIEW UNIT

cautious /'kɔːʃəs/
 enforce /ɪn'fɔːrs/
 decrease /dɪ'kriːs/
 inequality /,ɪnɪ'kwələti/

ENGLISH IN USE

compensation /
 ,kɑːmpen'seɪʃn/
 confident /'kɒnfɪdənt/
 consequences /
 'kɒːnsɪkwensɪz/
 influence /'ɪnfluəns/
 judge /dʒʌdʒ/
 jury /'dʒʊəri/
 summarize /'sʌməraɪz/
 defendant /dr'fendənt/
 defense /dr'fens/
 prosecution /,prɔːsɪ'kjuːʃn/
 vehicle /'viːəkl/

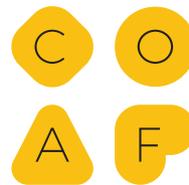
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* Some of the illustrations used in the textbook are generated via Artificial Intelligence and the photos used in the textbook are taken from the following sources: Wiki Commons, Pexels.com, Unsplash.com

Հեղինակներ՝

Քրիստինա Խոխիաշվիլի
Լուսինե Ստեփանյան
Աննա Առաքելյան



Ձևավորում՝

Սեդրակ Մկրտչյան
Կարեն Պետրոսյան

ՀԱՅԱՍՏԱՆԻ
ՍԱՆՈՒԿՆԵՐ
ՀԻՄՆԱԴՐԱՄ

Ձայնագրությունների
պատասխանատու՝

Էվելին Բըրդ

Անգլերեն: Դասագիրքը հանրակրթական ուսումնական
հաստատությունների 8-րդ դասարանի համար:
Դասագիրքը ստեղծվել է «Հայաստանի մանուկներ»
բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից:

**Երաշխավորված է ՀՀ կրթության, գիտության, մշակույթի և սպորտի
նախարարության կողմից**

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Տպագրությունը՝ օֆսեթ
Թուղթը՝ օֆսեթ
Չափսը՝ 170մմ x 240մմ
Էջերի քանակը՝ 176 էջ
Ծավալը՝ 11 տպագրական մամուլ
Տպագրական գույները՝ 4x4

Այս հղումով հասանելի են
ձայնային բոլոր նյութերը:



English 8