

English

Student Book



11

as the main
foreign language



Azərbaycan Respublikasının Dövlət Himni

*Musiqisi Üzeyir Hacıbəylinin,
sözləri Əhməd Cavadındır.*

Azərbaycan! Azərbaycan!
Ey qəhrəman övladın şanlı Vətəni!
Səndən ötrü can verməyə cümlə hazırız!
Səndən ötrü qan tökməyə cümlə qadiriz!
Üçrəngli bayrağınla məsud yaşa!

Minlərlə can qurban oldu,
Sinən hər bə meydan oldu!
Hüququndan keçən əsgər,
Hərə bir qəhrəman oldu!

Sən olasan gülüstan,
Sənə hər an can qurban!
Sənə min bir məhəbbət
Sinəmdə tutmuş məkan!

Namusunu hifz etməyə,
Bayrağını yüksəltməyə
Cümlə gənclər müştəqdir!
Şanlı Vətən! Şanlı Vətən!
Azərbaycan! Azərbaycan!



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English

Student Book

as the main foreign language for the **11th** grades
of general secondary schools

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We thank you for the cooperation.



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Scan it!



UNIT 1

THE WHYS AND WHEREFORES

FOCUS ON THE TOPIC

Work in small groups. Look at the people in the pictures and discuss the questions.

- What questions do you think they might be asking?
- How do you think they might be feeling?



VOCABULARY

1 Match the questions (A- G) to the people (1-7) who might be asking them.

- A) Why are some people so **resistant**¹ to change? They don't even want to try out the new series of the shampoo we are offering.
- B) Why do they keep asking me so many questions? Why are they so **curious**² about a person they have nothing to do with?
- C) What do I need to do to **foster**³ better relations with my employees? Every time when I see them, I feel that they are **self-conscious**⁴ in my presence.
- D) What should I do to make a good **impression**⁵ in the job interview? I want to get this job very much !
- E) What can I do to **broaden**⁶ their awareness of mental health? They need to be mentally strong so that they can achieve academic success.
- F) Is the sense of humour the most important **trait**⁷ for a leader? Should I give up my dream if I am not a fun-loving person?
- G) Could you please explain this problem to me again? It's really hard to understand. I have been trying to **figure it out**⁸ since morning, but I haven't been able to solve it yet.



- 1 A student who needs some assistance
- 2 A director of a newly established company
- 3 A person who has moved into a neighbourhood recently
- 4 A person who has decided to stand as a candidate for the local government elections
- 5 A young man who has just graduated from university
- 6 A salesperson who is in charge of promoting a new product
- 7 A teacher who wants to help his students



2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1 resistant (adj.)

- a) ready to accept new ideas and changes
- b) not wanting to accept something, especially changes or new ideas

2 curious (adj.)

- a) interested in learning about people or things around you
- b) uninterested in learning about people or things around you

3 foster (v.)

- a) fail to develop a skill, feeling, idea, etc.
- b) help a skill, feeling, idea, etc. develop over a period of time

4 self-conscious (adj.)

- a) embarrassed or worried about how you look or what other people think of you
- b) feeling sure about your own ability to do things and be successful

5 impression (n.)

- a) the ability to form pictures in the mind
- b) an idea or opinion of what something or someone is like

6 broaden (v.)

- a) increase the range of one's knowledge or understanding
- b) demonstrate one's knowledge or understanding

7 trait (n.)

- a) particular quality in someone's character
- b) the way someone or something looks

8 figure out (phr. v.)

- a) be able to start doing something
- b) understand or solve something

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words/phrases from Task 2.

0. *Reading and writing broaden the thinking of children and adults.*
1. The teacher went on talking while I tried to ★★★ what he meant.
 2. Arriving late at the meeting doesn't create a very good ★★★.
 3. Some people are very ★★★ to the idea of doing morning exercise.
 4. A crowd of ★★★ people gathered in the park to see what was happening.
 5. Most parents want to ★★★ an interest in national music in their children.
 6. Aziz has been learning English for many years, but he is still ★★★ about his accent.
 7. Honesty is a ★★★ that most parents greatly value in their children.

READING

- 1 Discuss the question with a partner.
- Is it important to ask questions? Why or why not?

- 2 Read the magazine article “Why Questioning Is Important” and match the titles (a-h) to the paragraphs (1-6). 0 is an example. One title is extra.

- a) Asking questions can increase happiness
- b) Questioning leads to innovation
- c) Questioning strengthens the learning process
- d) ~~Asking questions is the sign of a good leader~~
- e) Asking questions improves memory
- f) Questioning broadens your mind
- g) Questioning might bring an end to the problems
- h) Asking questions makes you more pleasant to others



0. **d. Contrary to** what you might think, the best leaders aren't the ones who think they have all the answers. Leaders who think they know all are more limited and resistant to innovation. Good leaders, however, are curious. They're always asking questions and searching for new and interesting ideas. They're aware of the gaps in their knowledge and aren't self-conscious about using questions to analyse different situations.

1. Most of us worry about other people liking us. For some, it can be a source of serious anxiety and make even everyday conversations stressful. If you aren't sure what to do when making small talk, ask questions. According to a 2017 study, people who ask questions make a better first impression than those who don't. A person is more likeable when questioning is combined with active listening and **responsiveness**.

2. Children gain knowledge by asking questions. When this trait is encouraged, it develops good study habits in school. How? When a teacher **supports** questioning in the classroom, it fosters a stronger sense of **participation**. As a result, students take a more active role; it isn't just a one-way street where a teacher talks and never engages with students. By asking good questions, students learn more, and they understand that it results in better academic performance.

3. It's easy to get distracted and feel lost in life. Asking questions like "What's my purpose?" can help a person figure out what brings them joy. Using questions, they'll identify the areas in their life that they want to change. Without questioning, a person's life is unlikely to improve and they are more likely to experience **misery** and depression.

4. If you lived your life without ever asking questions, your world would be very small. Asking questions – whether it's about yourself, about others, or how things are done in the world – helps you think about new possibilities. That's an important part of personal growth.

5. The act of questioning inspires ideas. **Digging into** why things are the way they are and how they can be different encourages creativity. If nobody asked questions about how things were done, everything would stay the same. Everything would be as usual and there wouldn't be anything new or unique.

6. Asking questions might inspire progress. The first step in solving any social issue is to ask questions like, "How did this happen? How can we make it better?" A huge number of activists and policymakers are **experts** at using questions to collect information and develop strategies for improvement.

3 Read the text again and mark the sentences as True, False or Not Given.

1. Good leaders are likely to identify their weaknesses and work on them.
2. People make better impressions if they ask specific questions.
3. Asking questions contributes to self-development.
4. People who can identify personal problems may often face disappointment.
5. Not many policymakers tend to question if there is a social problem.

4 Match the definitions to the boldfaced words/phrases in the text.

1. the act of taking part in an activity
2. people with special knowledge, skill or training in something
3. to find out information by searching or asking questions
4. extreme suffering
5. to give encouragement to someone or something because you want him, her, or it to succeed
6. different from something
7. the quality of reacting quickly and positively

5 Pay attention to the underlined phrase in the text and choose TWO situations that are not a one - way street.

- a) I have always received as much support and encouragement from her as I have given.
- b) My elder sister always decides what we're going to do next. She never asks for our opinion on any topics.
- c) The management keeps putting demands on us, but they've given us very little support in return.
- d) Teachers who respect and appreciate their students get respect and appreciation in return.

6 Discuss the quotations with a partner.

"Judge a man by his questions rather than his answers."

Voltaire

"No man really becomes a fool until he stops asking questions."

Charles P. Steinmetz

1 Discuss the questions with a partner.

- Do you like watching quiz programmes on TV? Why or why not?
- Would you like to take part in a quiz programme? Why or why not?

2 Read the conversation between two friends, one of whom attended a quiz programme on TV and complete the sentence with a, b or c.

At the quiz programme, Asra was asked the questions, all of which required ★★★.

- a) the knowledge of Biology
- b) critical thinking
- c) *yes or no* answers

Amy: Hi, Asra. I heard you attended a quiz programme yesterday. How was it?

Asra: It was really challenging, but I am happy that I was able to answer most of the questions.

Amy: What kind of questions did they ask?

Asra: The questions mainly checked general knowledge. There were some questions which were quite easy for me. For instance, they asked if the Statue of Liberty was a gift of France for the United States of America. Since I know history very well, that question was a cup of tea for me.

Amy: What other questions did they ask?

Asra: They asked whether "Happy Birthday" was the first song ever sung in space. First, I doubted if I should say *yes* or *no*. Then I decided to take a risk and say *yes*. Luckily, that was the right answer. They also asked me if Albert Einstein failed most of the subjects in school. I said *yes* because I knew he was good only at Physics and Maths.

Amy: The questions were indeed challenging.

Asra: One of the questions was really hard for me. I was not sure whether lungs are the largest internal organ in the human body or not. To tell the truth, that question was the hardest of all.

Amy: Please tell me if you said *yes* or *no*.

Asra: Would you like to know if I won or not?

Amy: Certainly.

Asra: Then be patient and wait. The programme is on *BestTV* tonight.



3 Look at the underlined sentences in the conversation and complete the sentences.

1. They asked Asra ★★★ Albert Einstein studied well ★★★ not.
2. Asra was not sure ★★★ her answer was right ★★★ not.
3. Amy wondered ★★★ Asra became a winner.

**An included yes/no question**

Study the rules and examples on Page 140 before you do the following tasks.

4

A quiz programme presenter is asking Murad some questions before inviting him to take part in the programme. Write these questions as included questions using the phrases given.

0. *Have you ever taken part in any TV programmes?*
I want to know if you have taken part in TV programmes.
1. Do you have permission from your parents?
Please tell me ★★★.
2. Do you always get high grades in all subjects?
I'd like to know ★★★.
3. Have you ever failed an exam?
Please tell me ★★★.
4. Will you have time to attend the programme next week?
Do you know ★★★.
5. Are you going to have any support groups during the programme?
I wonder ★★★.

**5**

Read the sentences. Write a yes/no question about each sentence. Then complete the included questions.

0. *I might attend the Quiz programme next month.*
Question: *Are you going to take part in the quiz programme next month?*
Included question: *I'd like to know if you are going to attend the quiz programme next month.*
1. It is possible that he didn't study Physics and Maths in school.
Question: Did ★★★?
Included question: I have no idea ★★★.
2. We may or may not figure out the problem.
Question: Will ★★★?
Included question: I am not sure ★★★.
3. It is possible that they asked some questions related to Biology.
Question: Did ★★★?
Included question: I don't remember ★★★.
4. They may or may not be able to answer challenging questions.
Question: Will ★★★?
Included question: I wonder ★★★.
5. They might organise a quiz programme for school children next year.
Question: Are ★★★?
Included question: Please tell me ★★★.
6. It is possible that he won first place.
Question: Did ★★★?
Included question: I'd like to know ★★★.

6

Role-play the situation.



Student A: You want to take part in a quiz programme. Answer the presenter's questions and also ask him/her included yes/no questions about the programme.



Student B: You are a quiz programme presenter. Ask Student A included yes/no questions to see whether he/she is a suitable person to invite to the programme or not.

GRAMMAR B

1 A. Answer these questions with your best guess. Say **Yes** or **No**.

1. Would it be warmer inside a plane if the plane were painted in black?
2. Do only humans enjoy listening to music?
3. Does a walk at the seaside help sleep better?
4. Does being left-handed mean that the right side of your brain works better?

B. Read the text and check if your guesses are right or wrong.



Have you ever wondered why most passenger planes are painted white?

It is firstly because this colour is the colour that best reflects sunlight. White paint is the best way to minimise cabin heating and prevent potential damage from solar radiation. You can compare the effect of white on the warming up of the cabin to wearing a white T-shirt in summer. It is always warmer when wearing a dark coloured T-shirt.



Do you know why music makes us feel good? Enjoying music is unique to humans. Our favourite melodies increase dopamine levels. Dopamine, which is often called the happy hormone, activates our brain's pleasure and reward system. Music can have a positive impact on our mental state; fast tempos can psychologically and physiologically energise us for the day.



Do you remember when you last walked at the seaside? Did you sleep better that night? According to a 2015 study by the UK's National Trust, if you take a coastal walk, the chances that you will sleep better that day are much higher. However, there is no evidence that sea air in itself will make you sleep better. In fact, we sleep better after a trip to the seaside because we have had enough exercise and have been calmed by the sound of waves. Those who live their lives by the seaside don't tend to report improved sleep.



Do you know why some people are left-handed? The answer may be in the way the brain works. The brain has two halves – the right brain and the left brain. The right half controls the left side of the body, and the left half controls the right side of the body. One half is usually stronger than the other. When the right side of the brain is stronger, the person will have a strong left hand and may be left-handed. Left-handed people are more likely to prefer art, music, and literature.

2 Pay attention to the word order in the boldfaced sentences in Task 1 B and choose the correct option.

1. a) Do you know why horses don't have toes?
b) Do you know why don't horses have toes?
2. a) Have you ever wondered why do we yawn?
b) Have you ever wondered why we yawn?



GRAMMAR TARGET

An included Wh question

Study the rules and examples on Page 141 before you do the following tasks.

3 Write these questions as included questions after the words given.

0. How many questions below can you answer?

It is interesting to know how many questions below you can answer.

- | | |
|--|---|
| 1. Who invented weekends?
I wonder ★★★. | 4. How did Wi-Fi get its name?
Can you tell me ★★★? |
| 2. Why do ants walk in a straight line?
I want to know ★★★. | 5. What makes most children afraid of clowns?
Do you know ★★★? |
| 3. Why do little girls like pink?
I'd like to know ★★★. | 6. When was the first selfie taken?
Nobody knows ★★★. |

4 A. The words in the Trivia Quiz are jumbled. Put them in the correct order to make included questions.

1. tell/Can/me/how much water/you/a camel/can store/in its hump?
2. is/colour/tell/Please/me/what/the sun.
3. don't charge/wondered/you/ever/how much/you/can/if/you /your mobile phone/at home/Have/save money/?
4. the human body/you/are/know/what/Do/the five senses of?
5. you/how many/Can/colours/say/in the rainbow/are?
6. how long/you/it takes/know/to reach/Do/for/the sun's light/the Earth?
7. in their bodies/anyone/know/sharks/Does/how many bones/have?

Trivia quiz is one where the competitors are asked questions about interesting but unimportant facts in many subjects.

B. Test your partner.

C. Listen and check the answers.



5 Work in groups and prepare a Trivia Quiz to check other group's knowledge. Write included questions.

LISTENING

1 Discuss the questions with a partner.

- What kind of questions do you usually ask when you meet someone for the first time?
- What kind of questions do you avoid asking at your first meeting?



2 Listen to the talk and answer the question. Choose a, b, c or d.



What does the speaker think about the topic?

- a) It's advisable to prepare some questions before having a conversation.
- b) Telling stories will make your conversations more fun.
- c) Good communicators are likely to ask a lot of funny questions.
- d) Asking the right questions will help you have more effective talks.

3 Listen to the talk again and complete the notes. Use 1-3 words.



There is a common belief that in conversations, others expect us to share **1** ★★★★★.

The first type of questions requires a *yes* or *no* answer or **2** ★★★★★.

The speaker struggled a lot in social settings before he started to ask a question that required **3** ★★★★★.

The second type of questions starts with **4** ★★★★★ or *How*, which requires more **5** ★★★★★.

The speaker advises against asking *Why* questions since they make the other person feel **6** ★★★★★.

The speaker's friend didn't have an effective conversation on the first day because he wasn't asking **7** ★★★★★.

4 Read the audio script on page 175 and guess the meaning of these words/phrases. Choose a or b.



1 to keep the ball rolling

- a) to cause an activity or process to end suddenly
- b) to cause an activity or process to continue

2 to justify

- a) to show that something is right
- b) to understand that something is wrong

3 to notice

- a) to ignore what is happening
- b) to become aware of something

4 to reflect on something

- a) to forget about something
- b) to think deeply about something

5 Role-play one of the situations. Ask the right questions as discussed in the listening passage.

Participants:

Two university students

Location:

At a party

Situation:

At a party in someone's house two people meet for the first time.

Participants:

Two business people

Location:

At the conference hall

Situation:

During the break time, two people meet for the first time.

Participants:

Two volunteers

Location:

At the seaside

Situation:

While cleaning the coastal area, two people meet for the first time.



SPEAKING

1 Both of these photos show famous quiz programs. Compare the photos and say

- why the people might choose to attend these programs.
- what might the advantages and disadvantages of attending such programs be.



2 **A.** Read the tips about asking good questions. Put the tips in order of importance for you.
B. Compare your list with a partner and justify your answers.

The questions should be clear and short.

Ask open-ended questions.

Do research about the topic before asking questions.

Ask follow-up questions.

Think about what you want to know.

3 Read the situations and discuss the question with a partner.

How might asking questions be important in each situation?

You have been invited to a party. You only know the date and the location of the party.

You have been assigned to work on a project with a group of students from a different school. You know nothing about them.

Your friend is behaving strangely today.

Useful Language

Giving an opinion

In my opinion, ★★★.
If you ask me, ★★★.

Listing advantages

A good thing about ★★★ is that ★★★.
The best thing about ★★★ is that ★★★.

Listing disadvantages

The worst thing about ★★★ is that ★★★.
A major disadvantage is ★★★.

- 1 Discuss the question with a partner.**
 - Is it important to study at university? Why or why not?
- 2 Read the paragraph written by Raya Mammadova, a university student, and answer the questions.**

Why You Should Choose University



There are several reasons why you should choose to study at university. The first reason is that you can have better career opportunities. According to makehappen.org, 66% of university graduates are in high-skilled jobs, and it is more likely that they earn more money. The second reason is that you can study the field that you like most. According to grows.ac.uk, there are 50,000 different courses available at universities all over the world. So, you can choose any major which you want and study it. Another reason is that you

can meet new people. While studying at university, you can become friends with people from different countries and cultures and make unforgettable memories. This experience can help you expand your outlook and gain new knowledge. Overall, these are the reasons why it is a good idea for you to choose to study at university.

Sources: www.makehappen.org; www.grows.ac.uk

1. What is the topic sentence of this paragraph?
 2. Which sentences support the main idea in the topic sentence?
 3. What is the concluding sentence of this paragraph?
-
- 3 Read the essay written by the same student and compare it with the paragraph above. Decide if the sentences are true or false.**
1. An essay is longer and tells more information than a paragraph.
 2. The second paragraph introduces the topic that the author plans to discuss in the rest of the essay.
 3. The paragraph describes the topic briefly.
 4. In the last paragraph of the essay, the author concludes her ideas.
 5. There are more details in the paragraph than in the essay.



Why You Should Choose University

Every year thousands of secondary school students decide to get higher education as their next step after school. In fact, you don't have to go to university to build a career; however, the opportunities that universities can offer are more than just a career path. University can give you not only knowledge but also experiences that you will not forget throughout your life.

The first reason why you should choose university is better career opportunities. By studying at university, you can learn the secrets of the field you want to work in. Additionally, university education can help you find a highly qualified job. For instance, according to makehappen.org, 66% of university graduates are in high-skilled jobs, and it is more likely that they earn more money than low-skilled employees.

The second reason is that you can study what you enjoy. According to grows.ac.uk, there are 50,000 various courses available at universities all over the world. You can choose the field that you are interested in and want to follow as a career path. Moreover, by studying what you love, you can spend your time pleasantly. Studying will definitely become enjoyable and fun for you if you have chosen the right university and the field.

The last reason is that you can meet new people. While studying at university, you can become friends with people from different countries and cultures and make unforgettable memories. Having new friends can help you expand your outlook, gain new knowledge and start lifetime relationships.

To sum up, by going to university, you can have better life opportunities. These opportunities will help you throughout your life. As a university student, I can assure you that choosing university as the next step of your life will be the best decision that you will make.

Sources: www.makehappen.org; www.grows.ac.uk

4 Read the essay again and answer the questions.

1. Label the introduction, body paragraphs and conclusion.
2. What has been added to the essay from the paragraph on page 20?
3. Which transition words have been used in this essay?
4. Why do you think the author included the sources at the end of the paragraph and essay?

- 5
- A. Brainstorm the reasons why you should choose university and write one more paragraph that you would add to the sample essay.
 - B. Exchange your paragraph with a partner. Read your partner's paragraph and write your suggestions to help your partner improve his/her paragraph.

WORD INSPECTOR

1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	resistance	★★★	resistant	★★★
2	curiosity	X	★★★	curiously
3	★★★	impress	impressive	impressively
4	responsiveness response	★★★	responsive	responsively
5	★★★	distract	distracted/distracting	distractedly
6	defence	★★★	defensive	defensively
7	justification	justify	justifiable	★★★

2 Complete the sentences using the correct form of the word in brackets. Refer to the chart in Task 1.

0. I study in the library as there are too many distractions (distract) at home.
- Vitamins can build up your ★★★ (resist) to colds and flu.
 - Children have a natural ★★★ (curious) about the world around them.
 - Her answers to the hard questions were really ★★★ (impress).
 - Their actions were quite ★★★ (justify) in the circumstances.
 - Don't be so ★★★ (defend) ! I'm just asking why you didn't vote.
 - I kept asking him questions, but he wasn't very ★★★ (respond).
 - The brothers walked up and down ★★★ (distract), waiting for news.

3 Use the prepositions below to complete the sentences. You can use some of them more than once.

to against about from by

0. The club is responsive to suggestions and new ideas.
- The little girl was too curious ★★★ everything around.
 - The contestant was clearly impressed ★★★ the host's question.
 - Avoid criticising his work. He is extremely defensive ★★★ it.
 - Male birds defend their territory ★★★ other males.
 - The quiz show managed to distract me ★★★ these problems for a while.
 - You don't need to justify yourself ★★★ me.

4 Rewrite the following sentences using the words given in brackets.

0. Fear of the unknown is one of the reasons why people cannot adapt to new circumstances. (*resistant*)
Fear of the unknown is one of the reasons why people are resistant to new circumstances.
1. Do not talk to me. You are taking my attention away from what I am trying to do. (*distract*)
 2. I asked her what the time was, but she didn't say anything. (*respond*)
 3. Don't ask him about the problem. He'll start blaming others. (*get defensive*)
 4. We just want to know why you never called us. (*curious*)
 5. The great richness of details in the story really caught our attention. (*impress*)

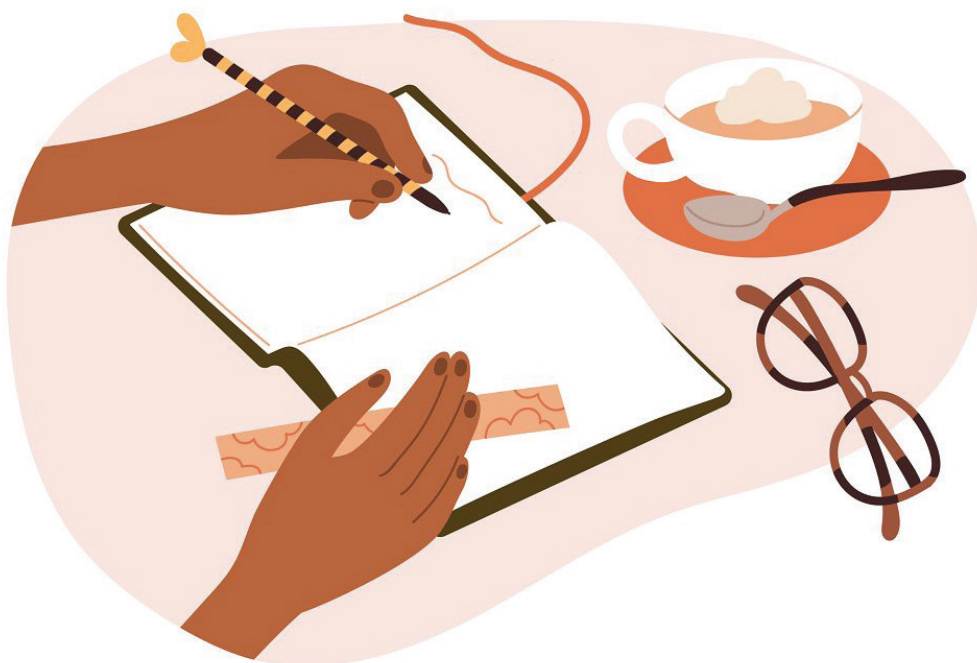
5 Write answers to the questions. Use the words in Task 1.

1 What were you curious about as a child? How did the adults in your life respond to your curiosity? How has your curiosity changed as you are getting older?

2 How often do you get distracted from studying? What do you do to avoid distractions?

3 Is there anyone in your life (a parent, teacher, friend) with a fixed mindset – anyone who won't take risks, who can't admit mistakes, and who gets defensive?

4 Can lies ever be justified? How can you tell if someone is lying to you?



TIME TO WATCH

- 1 You are going to watch a game show called “Are you smarter than a fifth grader?”. Before that, read the text about the show and decide if the sentences are **True** or **False**.

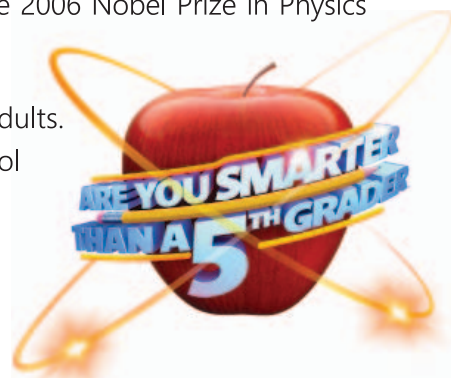
Are You Smarter Than a 5th Grader? is a big money quiz show where contestants answer questions from school-related subjects, sometimes with the help of 5th grade “classmates”.

In each game, an adult contestant is asked a series of eleven questions taken from textbooks for first through fifth grade students.

Five fifth graders (some of whom are also professional child actors) appear on each show and play along on stage – in general, each episode in a season has the same cast of children. Prior to the show, the children are provided with textbooks which contain a variety of material, some of which could be used in the questions asked in the game.

Two people have won the \$1 million prize: Kathy Cox, superintendent of public schools for the U.S. state of Georgia; and George Smoot, winner of the 2006 Nobel Prize in Physics and professor at the University of California.

1. All the questions in the show come from the books for adults.
2. The main contestant of the show is not studying at school anymore.
3. The fifth graders change in every episode of the show.
4. The child contestants know all the answers in advance.
5. One of the winners of the highest prize was a scientist.

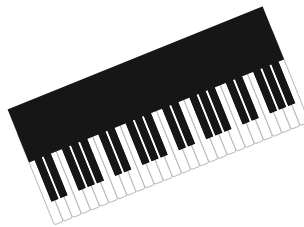
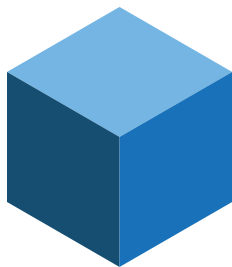


- 2 Read the sentences. The words in bold are used in the video. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

- | | |
|---|--|
| 1. He attended a quiz show in order to prove that he was smart. | a) more important than anything else; main |
| 2. If anyone tries to cheat , he or she will be immediately disqualified from the show. | b) insane or extremely silly |
| 3. We all agreed with him as his explanation seemed to be reasonable . | c) an ability to understand or know something immediately based on your feelings rather than facts |
| 4. The contestant's primary reason for attending the show was to win some money for the charity project. | d) based on or using good judgement, and therefore fair and practical |
| 5. My intuition is telling me that the answer is A. | e) to show that something is true |
| 6. Are you going out in this weather? You must be bananas! | f) to behave in a dishonest way in order to get what you want |

3

A contestant has to answer several questions, some of which are related to the things/ideas illustrated below. Can you guess what questions he has to answer?



4

Watch an episode from the show and complete the sentences.

1. The contestant's job involves travelling and training people how to ★★★.
2. The host asks him to promise to say "★★★" if he loses.
3. Cody suggests that the contestant should choose the topics about ★★★, ★★★ and ★★★.
4. After the contestant reads the question about the woodpecker, he remembers that he used to ask his teacher the question "★★★?"
5. When he has a question about the piano, he is certain that he knows the answer because ★★★.
6. The contestant regrets not ★★★ when he was in New York.



5

Work in groups. Prepare questions from the subjects studied in grades 1-5 to check if another group's students are smarter than fifth graders.



1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. My friend is an **impression** at finding any kind of information.
2. The children are encouraged to follow their natural **expert**.
3. His constant criticism made her life a **trait**.
4. Patience is a very attractive personality **misery**.
5. I must correct a false **curiosity** that I gave you just now.

2 Choose the correct word to complete the sentences.

1. They claim that I am wrong, but I will **prove/resist** to them that I am right.
2. I need a break to **dig/reflect** on what I have done so far.
3. He found it very difficult to **justify/foster** his decision.
4. Everyone was so busy that none of them **noticed/impressed** the changes.
5. The police thought that his explanation was perfectly **curious/reasonable**.

3 Write included questions using the phrases given in brackets.

0. Did you have any trouble with your last assignment? (I'd like to know)
I'd like to know if you had any trouble with your last assignment.
1. Will the library be closed during vacation? (Do you know)
2. Is the teacher going to show a film today? (I have no idea)
3. Do we have any assignments for tomorrow? (Could you tell me)
4. Have you received your feedback yet? (I wonder)
5. Did I miss anything important yesterday? (Can you tell me)

4 Look at the pairs of job interview questions and decide which is correct.

1. a) Please tell me what you studied at university.
b) Please tell me what did you study at university.
2. a) Can you tell me how long you have been working in the banking sector?
b) Can you tell me how long have you been working in the banking sector?
3. a) Could you tell me why you want this job?
b) Could you tell me why do you want this job?
4. a) I'd like to know how long were you with your last company.
b) I'd like to know how long you were with your last company.
5. a) I am just wondering why did you leave your previous job.
b) I am just wondering why you left your previous job.
6. a) And finally, can you tell us what salary you expect?
b) And finally, can you tell us what salary do you expect?



5 Read the text below and decide which answer (a, b or c) best fits each gap.

Self-concept is the image or the idea that we have about ourselves. Charles Horton Cooley (1964) **0.** b that our self-concept comes from looking at how others **1.** ★★★ to us. This process, which is known as the looking-glass self, involves looking at how others view us and making judgements about **2.** ★★★ we are good or bad, strong or weak, beautiful or ugly, and so on. Of course, we do not always interpret their **3.** ★★★ correctly, so our self-concept is not a reflection of the views of others. After forming an initial self-concept, we use our existing self-concept to sort out responses that do not fit our ideas of **4.** ★★★ we are.



Think of times in your life when you felt more **5.** ★★★ and found yourself standing in the corner at a party, waiting for someone to talk to you. In fact, preschool is when we experience the process of the looking-glass self **6.** ★★★. Later in life, we also experience this process when we are in a new school, new job, or are taking on a new role in our personal lives and are trying to **7.** ★★★ our own performance. When we **8.** ★★★ more self-confidence and feel more sure of who we are, we focus less on how we appear to others.

0.	a. wondered	b. <u>suggested</u>	c. asked
1.	a. respond	b. impress	c. distract
2.	a. that	b. whether	c. what
3.	a. resistance	b. participation	c. responses
4.	a. where	b. that	c. who
5.	a. self-conscious	b. defensive	c. curious
6.	a. little	b. the most	c. few
7.	a. broaden	b. support	c. judge
8.	a. gain	b. resist	c. question



Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.

1 Before I moved to Italy, I had a lot of decisions to make. I wasn't sure whether I should sell my furniture or not. I wandered if it would be cheaper to buy new furniture after I arrived in Italy. However, I was surprised when I found out how much did new furniture cost.

2 Ever since I remember, I've been an extremely curiosity person. Even if I knew my parents would be angry that I was breaking something apart to learn how it works, that never stopped me from feeding my curious mind.

3 I have always wanted to know why was Robert so narrow-minded. Well, part of the reason might be that travel broadens the mind, and he's never stepped foot outside of this town.

4 The zoo makes a really good first impression, with wonderful exhibits as you enter the park. But the more you explore, the less impressively it becomes.

5 Contrary with popular belief, wild animals do not often attack humans. When they do, human actions are often responsible, according to a new study. Threatening acts like feeding bears or trying to take a selfie with a bear are clearly bad life choices.

6 Ask follow-up questions to learn more about the situation. However, it's important to be friendly and choose questions that inspire additional conversation rather than causing the person to become defence.

7 Leaders are typically people-oriented and team players. They're able to foster a team culture, involve others in decision-making, and show concern for each team member. By being people-oriented, leaders are able to energise and motivated others.

8 People who ask questions have higher emotional intelligence and a greater understanding of the world around them – plus, people like them more.

9 I often wonder that how he was able to win the quiz show as he didn't study well at school.

10 I have no idea that whether my answers were reasonable in the job interview. I hope they will hire me.

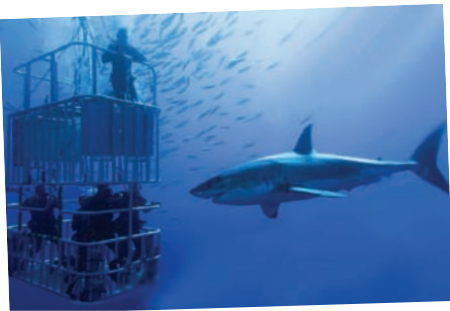
UNIT 2

LIFETIME
EXPERIENCES

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- Why do you think people choose to do these activities?
- How might they feel while doing these activities?
- What might be the benefits of doing such kinds of activities?
- What might be the dangers of such kinds of activities?



1 Read the paragraphs and answer the questions.

1. What is the best title for Paragraph A?

- a) How we should protect ourselves from a dolphin attack
- b) Why we shouldn't swim with dolphins
- c) The importance of spending time with dolphins to keep your stress level low

2. What is the best title for Paragraph B?

- a) Tips for those who want an adventure in the deserts
- b) The stars can guide us in bad weather
- c) Health problems that nomads have because of the exposure to strong sandstorms

A.

No matter how **tempting**¹ the advert looks, how "happy" the dolphin looks in the **vivid**² photographs or how excited you are to jump in the pool or sea, science proves that it is not a good idea to swim with these wonderful and mysterious creatures. We should learn to appreciate them from a safe distance to ensure their stress levels remain as low as possible.

Also, just because these mysterious creatures have an overall friendly behaviour, it doesn't mean that they are safe. When they are nearby and you are having a great time playing with them, the situation can be **reversed**³ at any time and they can bite you. They have been responsible for a surprising number of attacks so far.



B.

If you have decided to **embark on**⁴ a journey to a desert, you need to follow these tips for travelling through the desert and stay safe. As you probably know, there are always **fierce**⁵ sand storms in the desert. A sandstorm can move a big amount of sand and therefore, it can be difficult to find which direction to go in. The stars which are **constant**⁶ and remain unchanging can be used as a compass for guidance as there is a real danger of getting lost. In addition, to survive a sandstorm, one has to cover exposed skin, and then sit and wait for the storm to pass. Getting exposed to such conditions for an **extended**⁷ period can cause serious health problems for those who have never experienced such weather conditions. It is hard to believe how nomads got **adjusted**⁸ to living in such a place all the time.



2 Pay attention to the boldfaced words in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1 tempting (adj.)

a) If something is tempting, you want to do or have it.
b) If something is tempting, you would never try it.

2 vivid (adj.)

a) pale and not attractive
b) brightly coloured

3 reverse (v.)

a) continue in the same way
b) change something to its opposite

4 embark on/upon sth (phr. v.)

a) start something new or important
b) refuse to do an unusual activity

5 fierce (adj.)

a) powerful and strong
b) mild and weak

6 constant (adj.)

a) happening a lot or all the time
b) not occurring very often

7 extended (adj.)

a) short-lived
b) long or longer than usual

8 adjust (v.)

a) have difficulty doing something
b) become more familiar with a new situation

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words/phrases from Task 2. You may need to change the verb forms.

0. Many people think that an eating disorder can be **reversed** simply by eating normally again.
1. I moved to a new country a month ago. I still cannot ★★★ to living here.
2. With my new team, we have ★★★ a new project. It is a whole new adventure for us.
3. Spending ★★★ periods of time sitting and playing with your phone is bad for your neck and back.
4. Look at this chocolate pie. It looks so ★★★. I cannot stop myself from eating it.
5. It is boiling today. Look ! Even the sand is baked dry by the ★★★ heat of the sun.
6. I hurt my foot yesterday. I was in ★★★ pain all day long.
7. In all his drawings, he uses ★★★ colours. He doesn't prefer soft and pale colours.

READING

- 1 Read the excerpt from a novel by Knut Hamsun and discuss the questions with a partner.

"Night was coming on again; the sun just dipped into the sea and rose again, red, refreshed, as if it had been down to drink. I could feel more strangely on those nights than anyone would believe."

- What does the writer want to say with this sentence – "the sun just dipped into the sea and rose again.."?
- Which natural phenomenon does he describe?
- Do you like watching the sunset or sunrise? Why or why not?

*If something **tilts**, it moves so that one side is lower than the other.*

- 2 Read the text and answer the question. For 1-8, choose from the paragraphs (A-E). Each paragraph may be chosen more than once.

Which section contains the following information?

1. the reason of the polar day
2. a mention of the midnight sun outside its usual place
3. a mention of two different names for the same phenomenon
4. a mention of a top tourist destination
5. a mention of a less favourable place for observing the midnight sun
6. a suggestion that can help have a perfect memory of the visit
7. an explanation of the occurrence of the midnight sun away from the Arctic Circle
8. a comparison of local people with tourists

*inverse - opposite in relation to something
glow - brightness of colour*

A. Roughly speaking, every place on Earth spends half the year in daytime, and half the year in nighttime. At the equator, the periods of daytime and nighttime are more or less equal to about 12 hours each throughout the year. As you move away from the equator, the balance changes every day. Eventually, as you get close to the North Pole or South Pole, periods of daytime and nighttime can last a full 24 hours. This phenomenon is called polar day and polar night. The popular term for polar day is the midnight sun, when the sun stays above the horizon 24 hours a day – meaning no sunrise or sunset, just constant daylight.

B. The midnight sun is a result of the Earth's tilt. Due to this fact, one of the Earth's poles is normally tilted toward the Sun, while the other is tilted away. In June, when the North Pole is pointed toward the Sun, no matter how much the Earth rotates, the Sun never appears to set: the midnight sun. The South Pole, on the other hand, is in 24-hour darkness: polar night. Six months later the situation is reversed. Now the North Pole is pointed away from the Sun, and the Sun does not rise at all. Meanwhile, the other pole of the planet, however, witnesses an inverse effect: the South Pole is bathed in the continuous sunlight of polar day.

C. The midnight sun can be experienced in either the Arctic or Antarctica. In the northern hemisphere, the midnight sun can be seen in Greenland, Svalbard, Russia, Canada, Alaska, and the Scandinavian countries. In Svalbard, a key destination for cruises to the Arctic, the sun does not set for sixty days. The closer a place is to the North Pole, the longer the period of polar day. In the northernmost town in the world, Ny-Ålesund, the midnight sun lasts for 131 days or so. The people who live in these areas eventually get used to the constant sunlight or darkness for extended periods of time. Newcomers or visitors, though, often find it hard to adjust and may have trouble sleeping.

D. Locations that are outside the Arctic and Antarctic Circles also experience polar days. It is due to an optical effect where the light from the Sun is bent by the Earth's atmosphere. In other words, the Sun remains visible even though, in reality, it lies below the horizon. For instance, Stevens Village in Alaska is about 60 km south of the Arctic Circle. Nevertheless, it enjoys midnight sun for approximately 17 days, from about June 12 to 29. Eagle Summit in Alaska is one of the few places outside the Arctic Circle where you can experience the midnight sun. However, the summit would not be a comfortable place to witness the midnight sun due to its fierce winds and rain.

E. It's tempting to see all the sights under the midnight sun. Thus, tourists are embarking on adventurous voyages to "the lands of the midnight light" to enjoy the sights and make new discoveries, when they literally get to see nature and wildlife in a different light. The golden glow of the golden hour is what many tourists remember most about their midnight sun experiences. It is a great time to take pictures. To capture the magic of the golden hour, book your journey now. Just remember, since colours are more vivid in the midnight sun, keep images simple, concentrating on two or three colours at the most to avoid a messy image.

3 Read the text again and complete the sentences with the words/phrases in the box. There is one extra word/phrase.

polar day, toward, golden hour, polar night, polar days,
optical effect, away, the Earth

If the North Pole is tilted (1) ★★★ from the Sun, there is a (2) ★★★ in the South Pole. When the North Pole is tilted (3) ★★★ the Sun, the South Pole witnesses a (4) ★★★. (5) ★★★ is what causes the midnight sun in places outside the Arctic and Antarctic. The places nearer to the North Pole also have (6) ★★★ of continuous sunlight. The (7) ★★★ is when travellers create bright memories.

4 Read the situation and follow the instructions.

Imagine that you are in the Arctic Circle in summer. The sun is up 24 hours a day 7 days a week. Make a list of the advantages and disadvantages of living in a place with so much sunlight. Then decide whether you think you could enjoy living in an area where you wouldn't see night for many months.

1 Discuss the questions with a partner.

- What is the most adventurous thing you have ever done?
- If you could go on an adventure anywhere in the world, where would you go?
- If you could try one extreme activity, what would it be? Why?

Bucket list is a list of the things that a person would like to do or achieve before he/she dies.

overseas – in, from, or to other countries

determined – showing a strong desire to do something even if it is difficult

2 Read the text by Samuel Moss and put the sentences below in the correct order.

As a real adventurer, I have always had a constant desire for extreme activities in unusual places. When I created my bucket list, I put a New Zealand trip on the top of my list. I knew that New Zealand was filled with countless adventures. I also knew that nothing was as popular as bungee jumping. I had been reading all sorts of different articles and watching different videos about bungee jumping before I finally decided to go bungee jumping¹. I didn't have enough money to travel to New Zealand, but I was so determined that I decided to save up. I had been saving up for 2 years when I finally booked my flight to New Zealand².



By 1987, bungee jumping had been unknown outside New Zealand. It was made popular by A.J. Hackett with his jump from the Eiffel Tower. He had been planning this jump for six months as he needed proper preparation to realise his jump from the Eiffel Tower³.

Together with his team members, they had been secretly getting ready for the jump before they could realise the jump in the morning⁴. They also recorded the video of the jump.

A.J. Hackett later had problems with the police as he had done the jump illegally. The video of his jump was shown on TV to warn people not to try any jumps from the bridges. However, this brought fame to A.J. Hackett and people got interested in the idea of bungee jumping. In November 1988, A.J. Hackett opened the world's first commercial bungee operation at the Kawarau Gorge Suspension Bridge, near Queenstown. The company later opened sites in different parts of the country and overseas.

I was so happy to try bungee jumping exactly in Queenstown. It was the most exciting thing in my life. Now I am saving up to realise the second activity on my bucket list.

- A.J. Hackett planned to jump from the Eiffel Tower.
- Samuel Moss read about bungee jumping.
- A.J. Hackett had problems with the police.
- Samuel Moss decided to try bungee jumping.
- A.J. Hackett opened the first bungee jumping centre.
- Samuel Moss realised his dream.

3 Look at the numbered sentences and complete the rule. Choose a or b.
Past Perfect Progressive is used to describe a past action that already

- a) started and continued up to another action or time in the past.
- b) finished before another action or time in the past.



GRAMMAR TARGET

Past Perfect Progressive

Study the rules and examples on Page 142 before you do the following tasks.

4 Complete the sentences with the Past Perfect Progressive forms of the verbs in brackets.

- 0. I **had been planning** to travel to Canada for 3 years when I was offered a job there.
- 1. The roads were closed as it ★★★ (snow) all day long.
- 2. How long ★★★ you ★★★ (wait) on the mountain when rescuers arrived?
- 3. They ★★★ (not/sleep) for 25 hours since they arrived in Svalbard.
- 4. Ella was completely exhausted as she ★★★ (travel) continuously for three days.
- 5. She ★★★ (try) to realise the first dream on her bucket list for more than 2 years before she finally found the right opportunity.

5 Complete the sentences with **since, before, for** or **when**.
You can use some words more than once.

- 0. I had been planning to travel to Canada for a long time **when** I got a job offer there.
- 1. Martha had been trying all sorts of different extreme activities ★★★ she broke her leg.
- 2. We had been waiting for our flight ★★★ morning ★★★ they announced it was delayed for two more hours.
- 3. I had been working as a travel guide ★★★ seven years when I finally decided to change my profession.
- 4. I had been watching all travel videos ★★★ I decided to create my own vlog.
- 5. I had been surfing for 40 minutes ★★★ they announced a storm.

6 Complete the sentences with your own words.

- 1. I needed a good rest as ★★★.
- 2. I ★★★ for a long time when ★★★.
- 3. I ★★★ before I decided to ★★★.
- 4. I ★★★ since ★★★, but I still couldn't ★★★.



7 Read the situation. Then answer the questions and make up a story.

Imagine you have realised one of your dreams on your bucket list. It was an extreme activity in an interesting place.

- A. How long had you been waiting before you realised your dream?
- B. What had you been doing before you decided to do this activity?
- C. What did you do on the day of the activity?
- D. Did you like the experience? Why or why not?

1 Discuss the questions with a partner.

- What makes an activity memorable?
- Memories make the man. What do you think this means?
- Which memories would you like to relive?

2 Read the text and decide if the sentences are True or False.

There were 7 of us. My friends were new in scuba diving, but me and Mike had gained some experience at the Great Barrier Reef back in 2016. Before diving, we had been instructed to swim closer to each other. Two instructors were also with us. I was swimming a little ahead of my friends. When I turned back, I saw that Mike wasn't around. I panicked and looked around. I couldn't see him. Suddenly, I saw a rock. With the hope that he had been having some rest around the rock, I started swimming toward the rock. When I reached there, I was amazed by the beauty of marine life. Hundreds of transparent glassfish were swimming around Mike. They were all turning around Mike with the same speed. They had enveloped Mike in a way that he was hardly seen among them. Luckily, I had taken a camera with me. I started recording a video of them. That was one of my favourite memories.



Elias, 32

Last week, I visited¹ Fethiye, Türkiye together with Lily. We had chosen² this place on purpose. It was time for us to try tandem paragliding. Though we had been trying³ different extreme sports for almost 5 years, that was a completely new experience for us. It was a sunny Monday morning, and we were getting ready to fly almost 2000 m above the sea on Babadag. We were strapped in our little seat of the parachutes that had gone through careful safety checks. Lily was the first. I saw her running towards the edge and paragliding away into the air. Then it was my turn. I found myself in the air just after my pilot had instructed me to run. It was amazing. While my pilot was doing⁴ some acrobatic movements, I was enjoying the beauty of the breathtaking landscape. The pilot had taken a selfie stick with him and an attached camera was filming all the process. When we landed, Lily had been waiting for me with a big smile on her face. It was an unforgettable bucket-list experience for both of us.



Mirana, 27

1. Elias and Mike had done scuba diving before.
2. Mike and Elias were swimming together.
3. Elias recorded a video of all his friends with the glassfish.
4. Mirana and Lily had never tried paragliding before.
5. Mirana and Lily jumped in the air at different times.
6. Lily had landed earlier than Mirana.

3 Which of the underlined forms in the text in Task 2

- a) refers to something which happened before a point in the past?
- b) describes an action already in progress when one or more events happened?
- c) describes a past action, already started and continued up to another action or time in the past?
- d) refers to a finished event in the past?

**GRAMMAR TARGET****Narrative tenses**

Study the rules and examples on Page 143 before you do the following tasks.

4 Read the text in Task 2 again and find the examples of

- | | |
|---------------------|-----------------------------|
| 1. Past Simple | 3. Past Perfect |
| 2. Past Progressive | 4. Past Perfect Progressive |

5 Read the beginning of the sentences and choose the correct answers to complete them.

- | | |
|---|---|
| 1. I was feeling tired because
a) I had been flying all night.
b) I was flying all night. | 3. I was taking photos from the glass bridge when
a) I heard a strange sound under my feet.
b) I was hearing a strange sound under my feet. |
| 2. When I was about to jump,
a) my heart had beaten faster and faster.
b) my heart was beating faster and faster. | 4. I was very happy as
a) I had realised my greatest dream.
b) I had been realising my greatest dream. |

6 Listen to the travel story of an Indian traveller Jiten Bansal and decide if the statements are True or False.

1. He visited Paro's tiger nest three years ago.
2. He got some information about treks from travel blogs.
3. The trek was 19 km long.
4. He was travelling alone.
5. He helped the old lady to climb towards the monastery.
6. He took a lot of beautiful photos inside the monastery.

**7 Read the text and complete the gaps with the correct forms of the verbs in brackets.**

Yesterday I **0. realised** one of my dreams. I **1. ★★★** (visit) a glass bridge in China. I **2. ★★★** (wait) to realise this dream for almost 3 years. I **3. ★★★** (watch) a lot of videos of people crossing glass bridges and **4. ★★★** (always/want) to experience it myself. At a point, when I **5. ★★★** (walk) on the bridge, I got really afraid. A boy in front of me started screaming and holding firmly on the handrails. I thought the glass **6. ★★★** (crack). When I **7. ★★★** (look) closely, I **8. ★★★** (see) the special effects on the glass. Probably, the boy **9. ★★★** (see) the effects and got afraid. Though I **10. ★★★** (see) these special effects on the videos before, it **11. ★★★** (be) still scary.

8 Write your answers to the questions.

- When was the last time you realised one of your dreams?
- Was it interesting/boring? Why?
- What preparations had you made to realise that dream?

LISTENING

1 Find someone who knows

- what the Northern lights mean.
- what other term is used for the Northern lights.
- where the Northern lights can be seen.
- about the Orient Express train.
- which African countries are the best for safari trips.

2 Follow the instructions.

A. In 2022, in the UK people were asked the question about the activity they would most like to do abroad during their lifetime. Here are the top 3 things people most wanted to do according to the results of the survey.

What do you think the order on the top list would be like?



African safari trip



Viewing the Northern Lights



Orient Express Train trip

B. Now listen and check your answers.



3 Listen to the first part of the talk about the Northern lights and decide if the sentences are True or False.



1. The Earth's magnetic field keeps us safe from the fast particles coming from the sun.
2. The Northern lights had been described by people in the cave before Galileo invented the term for them.
3. When Galileo Galilei invented the term, he knew the science behind it.
4. Kristian Birkeland's theory was proved correct as soon as he proposed it.



4 Listen to the second part of the talk about the Northern lights and complete the gaps. Use no more than two words.

An 1) ★★ ★ and a magnetic field is all that makes auroras occur.
Though 2) ★★ ★ and 3) ★★ ★ have weak magnetic fields, auroras have also been discovered on both of them.
Magnetic field on Jupiter is 4) ★★ ★ stronger than that of Earth. Thus, auroras there are 5) ★★ ★ than the ones in our skies.

You need to be in the right place at the right time to spot the Northern lights. The best time is between 6) ★★ ★ and April.
7) ★★ ★ also affect the visibility of the Northern lights. If the sky is filled with bright light, you cannot see the Northern Lights well. As well as that, auroras aren't easily spotted through the 8) ★★ ★.

5 Discuss the question with a partner.

- Would you like to see the Northern lights? Why or why not?

6 Follow the instructions.

- A. Create a bucket list of your favourite destinations and activities you would like to try.
- B. Include 3 destinations and 3 activities.
- C. Explain why you want to visit those places and do those activities.

7 Do a class survey about the destinations and activities your class would most like to do abroad during their lifetime. Then prepare a report.

The bucket list of my class

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

★★ ★

Top 3 destinations your classmates would like to see/explore
Top 3 experiences your classmates would like to have

SPEAKING

1 You are planning to go away on holiday. The pictures below present some options you are considering. In small groups, discuss the following questions:

- How enjoyable do you think these options might be for you?
- Which of them would be the best choice?



Useful Language

Giving your opinion

It would be a good idea ★★★.
I would prefer ★★★.

Words to use when giving reasons

because
since
as

- 2 Both photos show an experience of a lifetime.
Compare the photos and say what the differences and similarities are.



Useful Language

Talking about similarities

*I believe they both ★★★.
Some similar aspects about these activities are that ★★★.
They both involve ★★★.*

Words to use when talking about differences

whereas
but
however

- 3 Work in small groups. Read the statements and say whether you agree with them or not. Justify your opinion.

- Passive holidays are better than active ones.
- Extreme activities are very dangerous. No one should ever try them.
- Creating a bucket list can make your life more purposeful.
- Adventurous people have more interesting lives.

Parts of an essay: Introduction

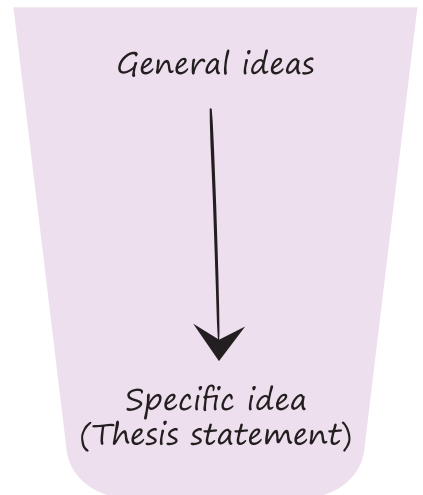
Writing tips

The first paragraph of an essay is called an **introduction**.

The introduction ...

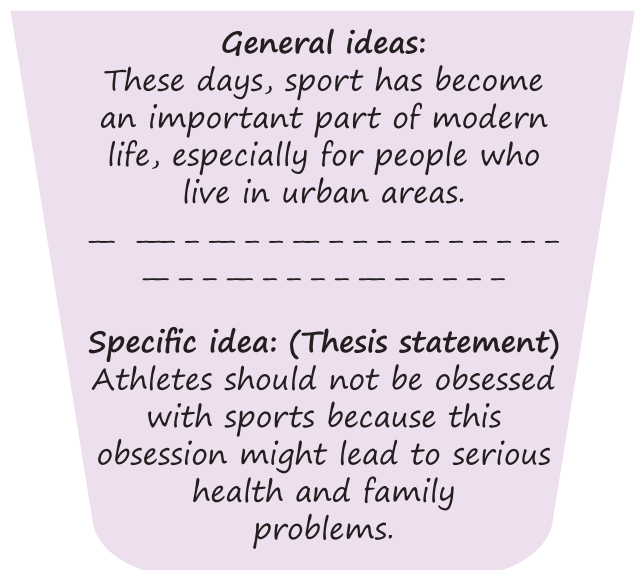
- is usually five to ten sentences.
- catches the reader's interest.
- gives the general topic of the essay.
- gives background information about the topic.
- states the main point (the thesis statement) of the essay.

The introduction is often organised by giving the most general ideas first and then leading to the most specific idea, which is the thesis statement.



1 Read the introduction to the essay and complete the diagram.

These days, sport has become an important part of modern life, especially for people who live in urban areas. They tend to do sport at least twice a week because of its numerous benefits. However, there are some athletes who spend too much time on it, which seems to be excessive. Athletes should not be obsessed with sports because this obsession might lead to serious health and family problems.



Note: Any of the following will make an introduction weak:

- It doesn't give enough information about the topic.
- It gives too much information about the topic.
- It talks about too many different topics.
- It does not state a thesis clearly.

2 Read the introductions below and decide if they are weak or strong.

a) The popularity of extreme sports has continued to grow steadily over the last few decades. A lot of people all over the world are extremely attracted to these types of sports. Young people should take up these activities because they give them the possibility to express themselves in a new way and experience adrenaline rush.

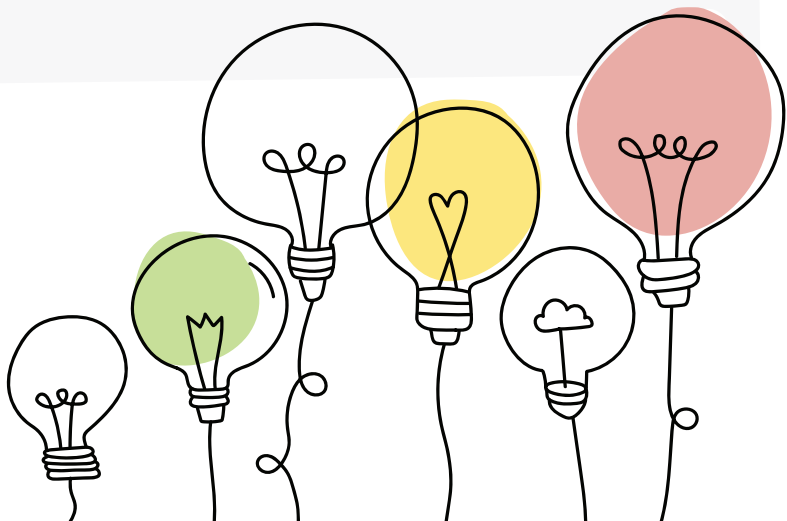
b) People spend their leisure time in different ways. Some people play video games with their family members and friends, while others go for adventures or do dangerous sports. People are attracted towards dangerous sports for many reasons. First of all, some people take these adventurous sports as a challenge. For example, they go mountaineering on Mount Everest. Although it is very risky, they take it as a challenge and go for it.

c) Extreme sports should be banned as they put people's lives at risk. Extreme sports have become popular in the last two decades. For many people, practising them is the only way of living. For them, adrenaline is the most important thing in their lives and that's why they try to do more and more dangerous things.

3 Rewrite one of the weak introductions making necessary changes to improve it. At this stage, don't focus on the thesis statement.

4 Choose one of the topics below and write an introductory paragraph.

- a) Should wildlife tourism be banned?
- b) Should school children be allowed to do extreme sports?
- c) Should students stop playing a sport if their grades aren't high enough?



WORD INSPECTOR

- 1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	temptation	tempt	★★★	temptingly
2	fierceness	X	fierce	★★★
3	vividness	X	★★★	vividly
4	★★★	adjust	adjustable	X
5	extension	★★★	extendable	X
6	★★★	occur	occurring	X
7	continuation	★★★	continuous	★★★
8	visibility	X	★★★	visibly

- 2 Complete the sentences using the correct forms of the words in brackets. Refer to the chart in Task 1.

0. Parachute straps are adjustable (adjust). You can change their size.
 1. He is famous for the ★★★ of his landscape portraits. (vivid)
 2. It is not an easy task to resist the ★★★ of extreme activities. (tempt)
 3. Strong wind made poor ★★★ for surfers. (visible)
 4. The snowboarders had a difficult time due to ★★★ storms. (fierceness)
 5. I got very bored of my job as it was very tiring to travel ★★★. (continue)
 6. I liked this place so much that I want to ★★★ my holiday. (extension)
 7. From time to time accidents ★★★ while performing extreme activities though they are claimed to be completely safe. (occurring)

- 3 Use the prepositions below to complete the sentences. Some prepositions can be used more than once.

on

of

against

to

at

0. I cannot get adjusted to time differences when I travel to other countries.
 1. Three years ago she embarked ★★★ a career as a skydiving instructor.
 2. This guideline will provide you with the information about the potential dangers and how you can protect yourself ★★★ them.
 3. Continual exposure ★★★ adrenaline might cause serious health issues.
 4. Poor training for extreme activities can create the danger ★★★ serious injuries.
 5. If you want to take vivid pictures in the midday sun, it is advisable to concentrate ★★★ 3 colours ★★★ the most.

4 Match the halves and complete the sentences with the words provided.

- 0. vivid d
- 1. ensure
- 2. fierce
- 3. tempting
- 4. constant



- a. offer/suggestion
- b. fights/storms
- c. desire/trouble
- d. **memories/colours**
- e. safety/peace

0. As I was very nervous during skydiving, I have no vivid **memories** of that.
1. Organisers do their best to ensure ★★★ of all participants.
2. Due to fierce ★★★, we couldn't go snowboarding.
3. When I looked at the photos of my sister skydiving, I had a constant ★★★ to try it myself.
4. I couldn't turn this tempting ★★★ of travelling to the Arctic region as a travel guide.

5 Complete the gaps with the words below.

adventure mystery extend rescue safe equal determine danger

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #fce4ec;">word + er/or</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">instructor <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">★★★ 	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #bbdefb;">word + ous</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">adventurous <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">★★★
<div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #c8e6c9;">word + ity/ty</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">visibility <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">★★★ 	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; background-color: #ffe0b2;">word + ed</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">adjusted <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">★★★

6 Complete the sentences. Use the words from Task 5

0. Some activities are very **dangerous** and can cause serious injuries.
1. He had been waiting on the mountain for 14 hours before a ★★★ saved his life.
2. My uncle is a very ★★★ person. He is fond of skydiving.
3. It was announced that there would be reduced ★★★ because of the heavy fog.
4. With all my heart, I want to realise the first wish in my bucket list. I am very ★★★ and nothing can stop me.
5. For your ★★★, we recommend that you keep your seatbelt fastened during the flight.

TIME TO WATCH

- 1 You are going to watch a video about a safari trip to Tanzania. Before that, read the text about the Tanzania safari and complete the sentences.

With its rich wildlife, it's no surprise why many people put an African safari trip on their bucket list and travel across the globe to view **wildlife** in the **wilderness**. They are in search of an **incredible** experience of a lifetime. Tanzania is a country that people mostly choose when they book a safari trip.



There are 22 national parks in Tanzania. The well-known national park is the Serengeti National Park, which hosts a large number of **predators** such as lions, cheetahs, leopards and hyenas. People call this park wild animals' **paradise**.

During a Tanzania safari people can see one of the most **iconic** events on Earth, the Great **Migration**. Every year, over 1,5 million animals migrate from the Serengeti National Park in Tanzania to the Masai Mara in Kenya. They can be seen throughout the year (between July-August and between January-March being the most iconic), and no matter where you see them, this **mind-blowing** event is **spectacular** and will definitely be a memorable experience to remember forever.

To 1. ★★★ people choose Africa as a travel destination.
Tanzania is one of the most visited African countries with its 2. ★★★.
In the Serengeti National Park, people can witness the 3. ★★★.
Animals migrate to 4. ★★★ from 5. ★★★.

- 2 Read the text again and match the underlined words to their definitions.

- a. an animal that hunts, kills and eats other animals
- b. animals and plants that grow independently of people usually in natural conditions
- c. very famous or popular
- d. impossible or very difficult to believe
- e. a perfect place or situation
- f. extremely exciting or surprising
- g. the process of animals' travelling to a different place, usually when the season changes
- h. an area of land where people don't live or grow crops and where there are no buildings
- i. very exciting to look at

3 Watch the first part of the video and decide if the sentences are True or False.

1. Christian started his trip in the Serengeti.
2. Ruby saw some animals when they were on the plane.
3. Christian has been dreaming about the trip since he was a little boy.
4. Zebra was the first animal that they saw on their safari trip on their way to the hotel.
5. Ruby's favourite animals are cheetahs.



4 Watch the second part of the video and complete the sentences.

1. The best time to see lions is in the morning because once it gets hotter they migrate to places which are ★★★.
2. The beginning of the ★★★ season in Tanzania makes the grass beautiful and delicious and that's why a lot of animals migrate there.
3. Female lions in super pride ★★★, but males don't.
4. Ruby wants to see some leopards, elephants, cheetahs, ★★★ and hippos on the next day of the trip.
5. Christian believes that the most dangerous animals for human beings in the savannah aren't lions but ★★★.
6. Christian's favourite animal in the animal kingdom is ★★★.

5 Discuss the questions with a partner.

- Why do you think a lot of people dream about a safari trip?
- Would you like to travel to the Serengeti National Park? Why or why not?
- Which animals would you like to see in their natural environment?
- Are you interested in watching travel vlogs? Why or why not?

6 Research and find top 10 travel destinations people put on their bucket list and the reasons behind their choices. Make a presentation about your research.



USE OF ENGLISH

1 Look at the pairs of sentences and decide which is correct.

1. a) It had been snowing all night, so our instructor didn't let us snowboard.
b) It was snowing all night, so our instructor didn't let us snowboard.

2. a) While they gave me instructions, Leila listened attentively.
b) While they were giving me instructions, Leila was attentively listening to the instructor.

3. a) Mehri had been saving up to travel to Sweden for 6 months when she finally realised that trip.
b) Mehri was saving up to travel to Sweden for 6 months when she finally realised that trip.

4. a) When I landed safely, all my friends were happily clapping.
b) When I landed safely, all my friends had clapped happily.

5. a) I was talking to my brother when someone had shouted.
b) I was talking to my brother when someone shouted.

2 Choose the correct word to complete the sentences.

1. If you want to **avoid/occur** risks, follow the instructions precisely.
2. People most often include **unusual/visible** wishes in their bucket lists.
3. Norway is my favourite destination to **witness/prove** the midnight sun.
4. Now that you have a good job, your situation can **reverse/protect** and you can easily travel the world.
5. As bucket list experiences, people mostly choose **memorable/continuous** activities.

3 Rewrite the sentences using the key words. Use no more than 5 words.

1. It was a very exciting view to look at.
(spectacular)
Such a ★★★!
2. It has always been my dream to see African animals and plants in their natural conditions. (wildlife)
I have always wanted ★★★.
3. I had always dreamt of seeing elephants. When I travelled to the savannah of Africa, I finally realised my dream. (before)
I had never seen any elephants ★★★ to the savannah of Africa.



4 Read the text below and decide which answer (a, b, c or d) best fits each gap.

Having a bucket list is something that can

0. ★★★ us to achieve what is most important to us before it is too late.

New experiences and dreams can boost our spirit in ways that nothing else can. Whatever your goals or dreams are, there are benefits of turning them into a bucket list that can

1. ★★★ you to lead your version of an ideal life. Here are some benefits of having a bucket list.



Gets You Excited: Many people's sleepless

nights are the effects from having a mind filled with **2.** ★★★ tasks for the next day. But, what if what kept you up at night were thoughts of planning your dream vacation or taking up a new course. Then being awake would be because of excitement, a reason to get up early in the morning and stay up late at night.

When you are **3.** ★★★ in the routine of daily life, it can be difficult to get excited about your life. A bucket list can create an excitement **4.** ★★★ in your soul.

Motivates You: Without motivation, your dream will be nothing more than that; it is the necessary energy that helps you **5.** ★★★ your dreams. In order to truly get motivated, you need to know what you really want, and writing a bucket list will help **6.** ★★★ exactly what that is. These goals will then be the **7.** ★★★ of your motivation.

Pushes the Boundaries of Your Comfort Zone: It has been said that life begins at the end of your comfort zone, so then why are so many people afraid of **8.** ★★★ outside of it? I will tell you why. Being inside your comfort zone minimises stress and risk, keeping you at a low anxiety level.

Unfortunately, if you stay inside of these boundaries you'll be missing out on the incredible benefits of **9.** ★★★ a risk. Leaving your comfort zone can lead to personal growth; teaching you valuable lessons, increasing your confidence and limiting regrets. Once you step out of the norm, that's when the world is truly at your feet.

0.	a. bring	b. guide	c. take	d. give
1.	a. push	b. create	c. rescue	d. determine
2.	a. counting	b. countable	c. counted	d. countless
3.	a. stuck	b. keep	c. maintain	d. have
4.	a. end	b. deep	c. bottom	d. top
5.	a. extend	b. realise	c. hope	d. create
6.	a. check	b. reverse	c. avoid	d. determine
7.	a. ground	b. leaf	c. root	d. trunk
8.	a. occurring	b. acting	c. riding	d. stepping
9.	a. taking	b. making	c. putting	d. living



Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.

1 Life begins at the end of your comfort zone. Leaving your comfort zone will make you more adventure. If you continue living inside your comfort zone, it will be very difficult for you to embark with any sorts of new projects.

2 When she started to describe her childhood, I was so impressed by the vividness of her description. It was incredibly how she could remember so many details.

3 The amusement park that had been closed last week was working since 1975. The authorities decided that the damages during the earthquake could not be reversed. Thus they decided to close it.

4 When people write their bucket list, they tend to realise their dreams more often. They say having a bucket list encourages them to create memorise experiences.

5 My first acquaintance with tandem paragliding was in Slovenia. It was a mind-blowing experience. When they fastened the belt, I actually had wanted to stop. Then I remembered that all my friends had been waiting for me with their cameras for at least 30 minutes. That encouraged me and I gave it a go.

6 We had been waiting for our turn before morning when they announced that due to fierce storms no one else will be allowed to walk the glass bridge.

7 It was my first time on the plane. I was so excited that when the plane started to set off, I felt that my hands were shaking so badly.

8 When you like adrenaline in your life, you find all extreme sports very visible. What you do is just dream about them.

9 I had a safari trip last year. It was during the Great Migration. I will never forget that spectacle event.

10 When the South Pole enjoys polar days, the inverse effect is seen in the North Pole.

UNIT 3

THE ART OF CONVERSATION

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- What different means of communication do these people use?
- Why do you think they prefer these particular means of communication?
- What might be the benefits and drawbacks of each means of communication?



VOCABULARY

1 Read the paragraphs and answer the question.

- What are the dos and don'ts of effective communication?

Effective communication is more than just exchanging information. It's about understanding the emotions and intentions behind the information. For many of us, communicating more clearly and effectively requires learning some important skills. Learning the right skills will help you clearly **convey**¹ a message, **grasp**² the real meaning of what's being said and help the other person feel heard and understood. As a result, you will build greater trust and respect with others and improve your overall social and emotional health.

When you are stressed, you're more likely to misread the situation and face problems expressing yourself clearly. To avoid conflict and **misunderstandings**³, you should learn how to quickly calm down before continuing a conversation.

Also, you can't **converse**⁴ with people effectively when you're multitasking. If you're checking your phone, you can miss key information in the conversation. To communicate effectively, you need to avoid distractions and stay focused.

During **in-person**⁵ communication, we often focus on what we should say. However, effective communication is less about talking and more about listening. You can show your interest in what's being said by nodding or smiling at the person and encouraging the speaker to continue with small verbal comments like "yes" or "uh huh."

But remember you shouldn't do this **at the expense of**⁶ your personal satisfaction. There are always polite ways to avoid undesired conversations.

The way you look, listen, move, and react to another person tells people more about how you're feeling than words alone ever can. **Non-verbal**⁷ communication, or body language, includes **facial expressions**⁸, body movement and gestures, eye contact, the tone of your voice and even your breathing.

Developing the ability to understand and use non-verbal communication can help you connect with others, express what you really mean and build better relationships.

2 Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

<p>1 convey (v.)</p> <p>a) understand others' feelings or thoughts during a conversation</p> <p>b) express feelings, thoughts or information to other people</p>	<p>2 grasp (v.)</p> <p>a) understand something, especially something difficult</p> <p>b) pronounce something, especially something difficult</p>	<p>3 misunderstanding (n.)</p> <p>a) an occasion when someone does not understand something correctly</p> <p>b) an occasion when people get all the messages right</p>	<p>4 converse (v.)</p> <p>a) have a joint project with someone</p> <p>b) have a conversation with someone</p>
<p>5 in-person (adj.)</p> <p>a) involving digital communication by phone, email, text, etc.</p> <p>b) involving someone's physical presence rather than communication by phone, email, etc.</p>	<p>6 at the expense of something (idiom)</p> <p>a) If you do one thing at the expense of another, doing the second thing harms the first.</p> <p>b) If you do one thing at the expense of another, doing the first thing harms the second.</p>	<p>7 non-verbal (adj.)</p> <p>a) not using words or speech</p> <p>b) not using body language</p>	<p>8 facial expressions</p> <p>a) expressions made with the help of the movements of the muscles on the face</p> <p>b) expressions made with the help of the movements of the hands and fingers</p>

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words/phrases from Task 2.

0. Don't try to make this conversation last **at the expense of** your mental health.
1. I think I managed to ★★★ the main points of the talk.
2. When I am angry, I cannot ★★★ my feelings in words.
3. Though we live in Sweden, my family members ★★★ with each other in Azerbaijani at home.
4. Her ★★★ made it clear that you had offended her.
5. There must be some ★★★. I haven't asked you to send me these notes.
6. Your ★★★ behaviour should match what you are saying. Otherwise, your message might be unclear.
7. It was incredible to have an ★★★ meeting with my favourite author.

1 Discuss the questions with a partner.

- Is conversation a lost art? Why or why not?
- Can unplugging help people have more in-person communication? Why or Why not?
- What benefits can we get from unplugging?

2 Six sentences have been removed from the text. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you don't need to use.

- A.** Most teens spend over seven hours per day using their phones and tablets for entertainment and communication.
- B.** People forget how to converse properly.
- C.** Keeping a healthy balance between on-screen and off-screen discussions will make you a better communicator.
- D.** Advances in technology have changed how people communicate.
- E.** Their desire to spend time on real-life communications is less than the time they spend on-screen.
- F.** But face-to-face conversations teach other skills that are important for overall well-being.
- G.** Some experts think so.

unplug – to stop using digital or electronic devices for a period of time

urge – to strongly advise or try to persuade someone to do a particular thing

The next time you're in a public place, look around you. What do you see? Pay close attention to other people. How many of them are having face-to-face conversations? How many have their heads down using a smartphone or tablet?

1. ★★★ Thanks to them, we're able to text, email, tweet, and post videos all day long. In many ways, we're more connected than ever.

Have these new types of communication come at the expense of real, face-to-face conversations? **2. ★★★** They say electronic communications aren't as deep as in-person conversations. You can't read body language in a text. You also can't see facial expressions or hear a tone of voice in an email. So, lack of a proper understanding of non-verbal language leaves much more room for misunderstanding.

Do we really spend that much time on electronic devices? A recent study found the answer is yes. **3. ★★★** For children between the ages of 8 and 12, the average is nearly five hours per day. Many kids spend even more time on screens at school.

So what's the big deal? Many people worry that too much screen time can harm social and writing skills. It leads people to use less eye contact and be more distracted during in-person communication. This can make it harder to have healthy relationships at home, school, and work. **4. ★★★** They have difficulty being able to clearly convey a message and grasp it during in-person communication.

Does digital communication have any benefits? Of course! It teaches important skills and habits. After all, many people connect through email or chat software at work nowadays.

5. ★★★ They can turn a bad day into a good day and make people feel more connected to others. Have you ever felt sad or lonely? If so, you know a smile and a few kind words can turn you around.

How can we be sure we don't lose the art of conversation? Experts urge people to unplug more often. Set aside time without devices. Talk face-to-face with friends and family. **6. ★★★**

When was the last time you unplugged? If you're not sure, try it right now. Put down your electronic devices and spend time with the people around you. Take time to go for a walk or play outside.

3 Read the text again and answer the questions.

1. What are the advantages of having in-person conversations?
2. What are the advantages of digital communication?
3. What are the harmful effects of too much screen time?

4 Follow the instructions.

- A. Complete the table by answering the questions.
- B. Compare your answers with at least 4 students.
- C. Write a report about the results using the sentence starters below.

Most of the students ★★★.
 Only a few students ★★★.
 It is easy to ★★★.
 It is difficult to ★★★.




Is conversation a lost art for you or not?	your answers
1. How much time a day do you spend using different electronic devices? (computers, phones, tablets, etc.)	★★★
2. How much time a day do you spend watching TV?	★★★
3. How much time a day do you spend talking to your friends and family members?	★★★
4. Which one is easier for you – digital communication or face-to-face communication?	★★★


distort – to change or affect something, especially in a way that makes it worse

1 Discuss the questions with a partner.

- How often do you look at posts on social media?
- Is it important to check spelling and grammar mistakes while sharing posts or writing messages? Why or why not?
- Do you think that our language has been distorted? Why or why not?

2 Read the comments and answer the questions.


 **Ana Dilim**
Azerbaijan, Baku

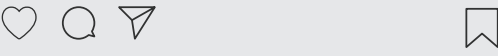
 **Adelina**
Azerbaijan, Baku




5.023 likes

adelina Sevdiiyim insanlarla ~~cox~~ ~~xosh~~ ~~gun~~ keçirdim. ~~En~~ ~~yadda~~ ~~qalan~~ ~~gun~~ ~~lerimden~~ biri kimi ~~omur~~ ~~sehifeme~~ yazildi.

 **Ana Dilim**
Azerbaijan, Baku



10.576 likes
View all 1000 comments
53 minutes ago

It is a pity that people write with so many mistakes. It all started with the wide use of mobile phones in the XX century. At that time, there wasn't Azerbaijani alphabet in the keyboard language of mobile phones.
If they had added Azerbaijani alphabet, people wouldn't have started using 'e' instead of 'ə', 'u' instead of 'ü', 'sh' instead of 'ş', 'c' instead of 'ç', 'i' 'ı' or 'o' instead of 'ö'.⁽¹⁾

It is a pity that you can hardly find a post with proper Azerbaijani. How the language has been distorted ! For me, all blame should lay on social media. If they hadn't invented social media, illiterate people wouldn't have started publicising their thoughts or opinions that widely.
Such people would have had better language skills if they had spent their time reading a book instead of surfing social media.⁽²⁾

1. What are the commenters complaining about?
2. What was the reason for the distorted spelling of the vowels of Azerbaijani alphabet according to the first commenter?
3. What was the reason for the distorted language according to the second commenter?

3 Look at the underlined conditional sentences in Task 2 and choose the correct option.

1. In Third Conditional, the actions in the sentences refer to the **past / present**.
2. The 'if clause' **can come either first or second / always comes first**.
3. We use **would have / past perfect** after 'if'.

**Third Conditional**

Study the rules and examples on Page 144 before you do the following tasks.

4 Complete the sentences with the right forms of the verbs in Third Conditional.

0. If you (convey) **had conveyed** your message clearly, there (not/be) **wouldn't have been** those misunderstandings.
1. If she ★★★ (read) books instead of watching useless TV programs, she ★★★ (not/have) such a bad experience.
2. I ★★★ (understand) her message right if I would have ★★★ (listen) more carefully.
3. If they ★★★ (arrange) an in-person meeting, the company ★★★ (benefit) more.
4. They ★★★ (not/misread) your message if you ★★★ (use) non-verbal language effectively.
5. If I ★★★ (control) my emotions before starting my speech, the performance ★★★ (be) more successful.

5 Listen to 4 speakers and complete the sentences.



1. If I had taken my ★★★ with me, I would have ★★★ to convey all the information I had.
2. If I had accepted ★★★ offer, I wouldn't have ★★★ key information.
3. If I hadn't got ★★★ comments, I wouldn't have ★★★ and improved my language skills.
4. If I had ★★★ birthday parties, I would have had some ★★★.

6 Rewrite the sentences as third conditionals.

0. Her screen time was so much that she didn't have time to talk to her family members.
If she hadn't had much screen time, she would have had time to talk to her family members.
1. As Alina didn't show any emotions, Robert decided not to continue his conversation.
2. His spelling got worse as he continued reading Instagram posts all day long.
3. I couldn't find the right words, so I failed to convey my message clearly.
4. I had a terrible experience there as I didn't know their language.
5. As he raised his voice during the discussion, they didn't give him a chance in the next debate.

7 Follow the instructions.

A. Write 3 statements about how the Azerbaijani language was distorted in the media and everyday life. Mention the possible reasons as well.

B. Work in pairs.



Student A: Read your statements and possible reasons to your partner.

Example: Student A, "People had easy access to Russian channels, so they started to use a lot of Russian words in their speech."



Student B: Change your partner's statement into a third conditional sentence.

Example: Student B, "If people hadn't watched Russian channels too much, they wouldn't have used a lot of Russian words in their speech."



1 Find someone who ...

- tends to scold people.
- is often misunderstood.
- cannot speak when he/she is angry.
- raises his/her voice during discussions.
- never believes rumours.
- prefers communicating by text messages.

rumour – an unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person

gossip – a conversation or reports about other people's private lives that might be unkind, disapproving, or not true

2 Read the comments and answer the questions.

I made the worst mistake of my life some months ago. My friend was having a bad time then. Instead of being with her, I believed the rumours about her and it ended our relationship. **If I hadn't believed them, I wouldn't have lost a very good friend.**¹ Now, I hate people who gossip about others. **If people stopped gossiping, the world would be a perfect place to live in.**²

Musa, 18

I ruined my relationships with my cousin. Once without even listening to him, I scolded him so badly that he got offended. However, it wasn't even his fault. If I had been patient and listened to him, I might have controlled my negative emotions. It is difficult for me to change my habit of scolding people. If I stopped scolding people, I would build lasting relationships with them.

Katrin, 19

Once my sister got offended because of my rudeness in one of my messages. When I read my message later, I realised that it was very rude indeed. If I had talked to her at an in-person meeting, my words wouldn't have had such an effect and my body language would have helped me to convey my message without hurting her feelings. If people didn't share sensitive information by text messages, there would be fewer misunderstandings.

Aera, 17

Commenters	Who did they offend?	What was the reason?
Musa	1. ★★★	2. ★★★
Katrin	3. ★★★	4. ★★★
Aera	5. ★★★	6. ★★★

3 Which of the underlined sentences in the first comment describes

- a) something that is less likely to happen in the present or future?
- b) something that hasn't happened in the past?



GRAMMAR TARGET

Second and Third Conditionals

Study the rules and examples on Page 145 before you do the following tasks.

4 Find the examples of Second and Third Conditionals in Task 2.

5 Complete the sentences with the correct forms of the verbs in brackets.

- 0. *People mostly have disagreements because of misunderstandings.*
There wouldn't be (not/be) a lot of disagreements if people didn't misunderstand (not/misunderstand) each other.
- 1. She rudely interrupted everyone, so no one wanted her in their teams.
If she ★★★ (not/interrupt) people, people ★★★ (not/refuse) to include her in their teams.
- 2. He cannot control his emotions at all. That's why he often offends people around him.
He ★★★ (not/offend) people if he ★★★ (learn) to control his emotions.
- 3. Why didn't she just call Alex and invite him to the party? A text message containing only date and location was rude enough.
If she ★★★ (invite) Alex properly, he ★★★ (participate) in the party as well.
- 4. He spread rumours about everyone. That's why his friends stopped talking to him.
His friends ★★★ (stay) with him if he ★★★ (not/spread) rumours.
- 5. People have lost the ability to listen to others.
If everyone ★★★ (listen) to each other attentively, there ★★★ (be) fewer people with mental problems.

6 Follow the instructions.

- A. Write your answers to the questions.
- B. Compare your answers with other students.

What would you do

- if you heard your friend gossip about you?
- if you gave a speech in front of people?
- if your friend shared a post with a lot of language mistakes?



What would you have done differently

- if you had never started using technological gadgets?
- if you had never built relationships with people?
- if you had learned seven foreign languages before turning 15?

LISTENING

nerve-wracking – causing great anxiety or stress

Reserved people do not often talk about or show their feelings or thoughts.

drained – very tired

to drain – to reduce

1 Do the quiz and go to page 152 to see the results.

1. You are planning to go out. Which option sounds more fun?
- Go out with your best friend only and have a good chat.
 - Go out with a group of friends. The more people, the more energetic you feel.



2. If you were forced to choose one, which would you choose?
- a weekend with zero social plans
 - a weekend full of social plans
3. In general, after attending a large party or networking event, how do you feel?
- tired and drained, even if I had fun
 - energised and ready for more
4. You've just met someone new. How would they describe you?
- quiet, reserved, and calm
 - outgoing, talkative, and friendly
5. In general, which statement is most true for you?
- I like to focus deeply on one thing at a time rather than jump from task to task.
 - I don't mind multi-tasking, and I often do it.
6. How do you feel about meeting new people?
- It's tiring and a little nerve-wracking.
 - It's exciting and interesting.
7. Which statement is true for you?
- I always hesitate to have small talks. It doesn't come naturally to me.
 - I dive right in small talks. I can always think of things to talk about.
8. Which statement describes you best?
- I have a few friends.
 - I have many friends.

recharge your batteries – to rest to get your energy back

chit-chat – informal conversation about matters that are not important

2 Discuss the questions with a partner.

- What is your personality type according to the quiz in Task 1?
- Does the quiz seem to be reliable? Why or why not?
- Which aspects in the descriptions describe your personality type well?
- Which aspects in the descriptions don't you agree with?

3 Listen to the talk about the differences between ambiverts and omniverts and complete the sentences.



1. Ambiverts have ★★★ of introverted and extraverted traits.

2. Omniverts can be at the ★★★ of being introvert or extrovert.

3. It is not a problem for ambiverts to have quiet moments or be ★★★ depending on the situation.

4. Because of the mood changes, omniverts either have an excessively active lifestyle or ★★★ themselves completely from the outer world.

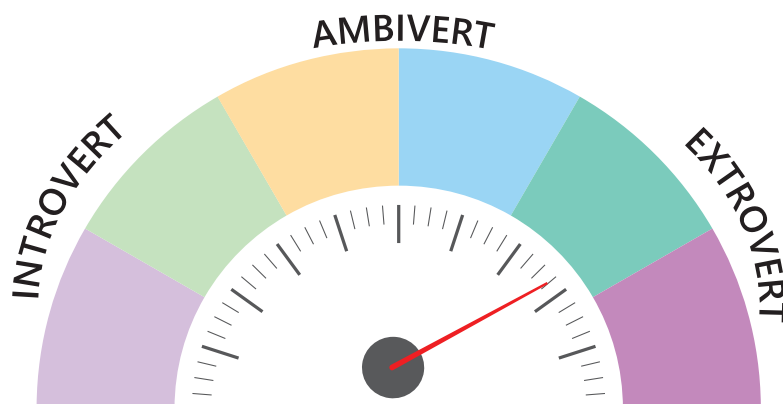
5. Ambiverts have a good balance of social hours and time spent ★★★, so they don't drain their energy much.

6. Omniverts drain their energy too much when they are in an extrovert mood, so they need a lot of time ★★★.

7. While giving speeches, ambiverts' extrovert side makes them confident and thanks to their introvert side, they ★★★ their speech effectively.

8. While giving speeches, omniverts can be very good in an extrovert mood, but they can find it hard to stand and ★★★ themselves in an introvert mood.

4 Prepare a presentation. Include information about the advantages and disadvantages of being an introvert, extrovert and ambivert.



SPEAKING

1 Look at the photo and discuss the questions.



- What means of communication does the photo show?
- What are the advantages and disadvantages of each means of communication?

Useful Language

Talking about the things in the photo

In the picture, I can see ★★★.

Listing advantages

The first advantage of ★★★ is ★★★.
Another advantage is ★★★.

Listing disadvantages

One of the major disadvantages of ★★★ is ★★★.
Another disadvantage is ★★★.

2 The photos below show people who have difficulties in their communication with others. Compare the photos and say how these difficulties can affect their conversation and life.

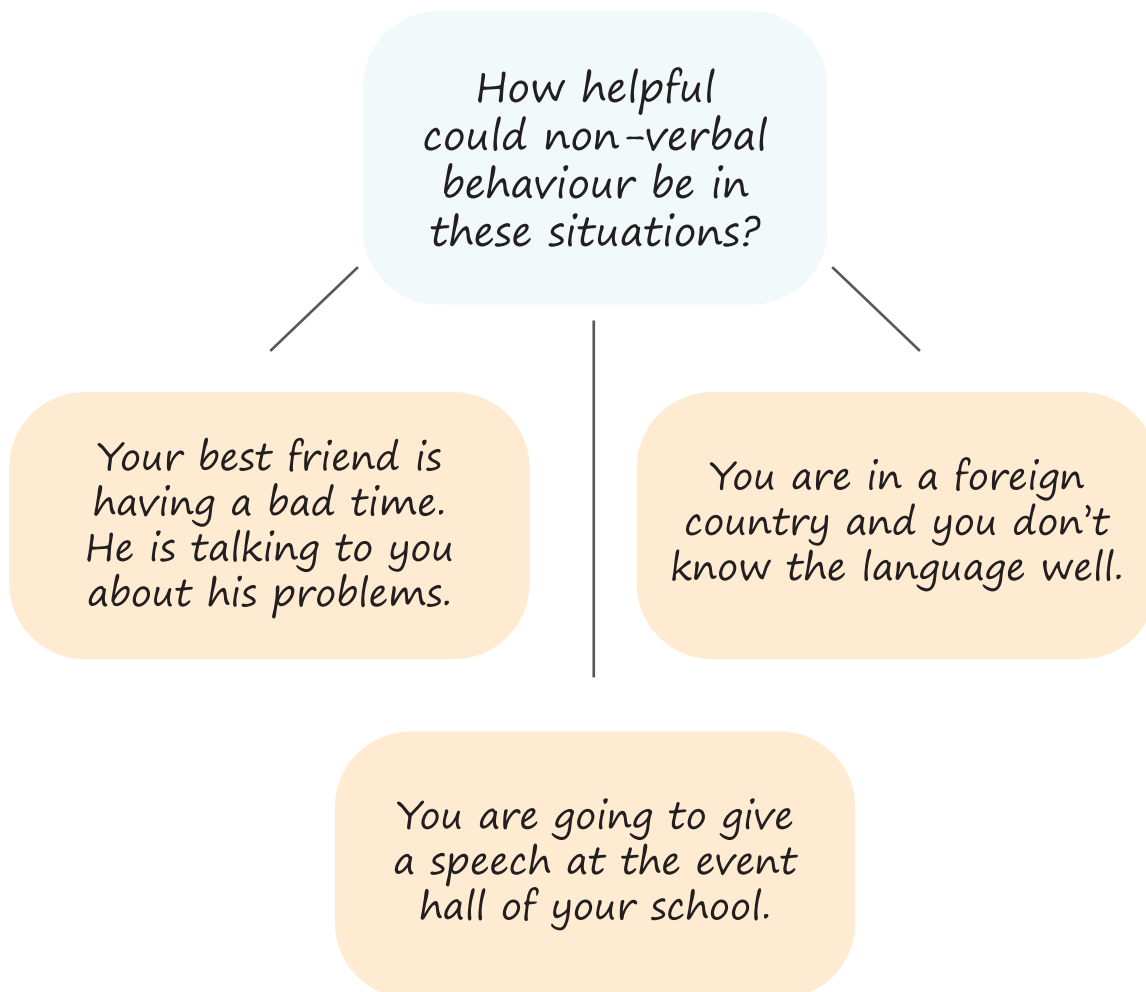


Useful Language

Comparing and contrasting

Both of these ★★★.
Neither of these ★★★.
One of these ★★★, while the other ★★★.
This picture ★★★, whereas the other ★★★.

- 3 Read the situations and discuss the question in small groups.

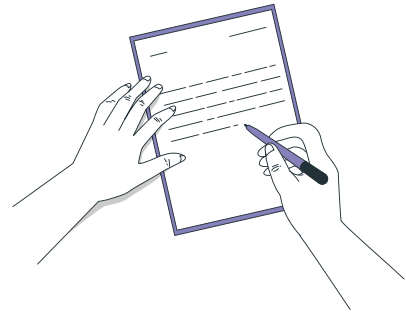


- 4 Work in small groups. Read the statements and say whether you agree with them or not. Justify your opinion.

1. Gossiping can ruin relationships.
2. People who tend to scold others angrily, cannot build long-lasting relationships.
3. Your tone of voice is more important than your words.

- 5 Choose one of the topics from Task 4 and prepare a short speech about it.

Parts of an essay: Thesis statement



Writing tips

- states the main topic;
- often lists the subtopics;
- is usually the last sentence in the introductory paragraph.

The thesis statement is the most important sentence in the introductory paragraph. It states the specific topic and often lists the major subtopics that will be discussed in the body paragraphs of the essay.

topic

Although **online communication** offers convenience, it leads to the problems such as *subtopic 1* *subtopic 2* **misunderstandings** and **social isolation**.

A thesis statement clearly states a position on an issue that people have different views on. In the thesis statement provided above the writer's position is that "Online communication leads to problems". He/She lists the major subtopics which are *misunderstanding* and *social isolation*.

Do



- Know your essay type.
- Make a statement.
- Make a debatable claim.
- Be specific.

Don't



- Announce the thesis, e.g. "This essay will discuss..."
- Announce yourself, e.g. "I am going to prove that..."
- Ask a question.
- Leave your reader asking "How?" or "Why?".

1 Follow the instructions.

A. Choose the sentences that are effective thesis statements.

B. Identify the writer's position on each of them.

C. Identify their topics and subtopics.

1. This essay is about effective communication skills.
2. Online communication has become essential in today's digital age, with virtual meetings, remote work, and online education becoming the norm.
3. January 1, 1983 is considered the official birthday of the Internet.
4. Social media presents various risks such as misinformation and cyberbullying.
5. Face-to-face communication is the most efficient way of communication between people.
6. In this essay, I am going to write about the disadvantages of studying online.
7. Teachers in some countries never use online resources.
8. Should school children be allowed to use social media sites at school?
9. Personality types can influence how people approach decision-making, stress management and social interactions.
10. Online communication via instant messaging and e-mail is the most effective way of communication.

2 In pairs, improve the ineffective thesis statements in Task 1. Then compare them with another pair's sentences.

3 Complete the thesis statements by adding suitable subtopics.

1. Gossiping can be harmful to both ★★★ and ★★★.
2. Social media can be a wonderful tool for ★★★ and ★★★.
3. Social media can be a source of ★★★ and ★★★.
4. Improving communication skills can lead to greater success in both ★★★ and ★★★.
5. Misunderstanding non-verbal communication can lead to ★★★ and ★★★.
6. While negative gossip can be hurtful, positive gossip can help ★★★ and ★★★.
7. Being able to communicate effectively is an important life skill which can improve your ★★★, ★★★ and ★★★.
8. Understanding personality traits can lead to ★★★ and ★★★.

4 A. Write a thesis statement for an essay on each of the following topics.

Online education

Giving a speech in front of people

Face-to-face education

Spending time with friends

B. Choose one of the thesis statements you wrote in Task 4A and develop it into an introductory paragraph.

WORD INSPECTOR

1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	★★★	entertain	entertaining	X
2	communication	★★★	communicative	communicatively
3	distortion	distort	★★★	X
4	understanding	understand	★★★	understandably
5	expense	X	★★★	expensively
6	★★★	converse	conversational	X
7	expression	express	expressive	★★★
8	★★★	recharge	rechargeable	X

2 Complete the sentences with the correct form of the words in brackets. Refer to the chart in Task 1.

0. He was in a bad mood and wasn't very communicative. (communication)
1. From her ★★★, I can tell that she didn't like the dessert. (express)
2. The only bad thing is that the battery is not ★★★. (recharge)
3. He always finds the right topic for his audience and makes his speech ★★★. (entertainment)
4. Language can easily ★★★ reality if you don't use it properly. (distortion)
5. With her lecture, she proved that she had a perfect ★★★ of how to use body language effectively. (understand)
6. Taking this course will help me use non-verbal language effectively. I think it is worth the ★★★ (expensive)
7. He is omnivert and on certain days, it seems that he lacks basic ★★★ skills. (communicative)

3 Match the halves and complete the sentences with the words provided. You may need to use possessive adjectives or articles.

- 0. stay __b__
- 1. drain
- 2. improve
- 3. recharge
- 4. feel
- 5. avoid



- a. batteries
- b. **focused**
- c. drained
- d. distractions
- e. energy
- f. emotional health

0. When the speaker's voice is monotonous, it is hard to **stay focused**.
1. Crowded social gatherings ★★★ of introverts easily.
2. Having strong connections with people will definitely help ★★★.
3. Sometimes, I ★★★ after not talking to anyone for a while and surprising as it might seem, but in such cases, I need a good social gathering to ★★★.
4. You need to ★★★ to listen with your full attention.

4 Complete the gaps with the given words.

inspired understand distort read reserve emotion plug verb

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #fce4ec;">mis+word</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">miscommunication <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 5px;">★★★ 	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #bbdefb;">un + word</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">uninteresting <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 5px;">★★★
<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #c8e6c9;">word + ed</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">drained <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 5px;">★★★ 	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; background-color: #ffe0b2;">word + al</div>	<ul style="list-style-type: none"> <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">facial <li style="border: 1px solid black; border-radius: 10px; padding: 5px; margin-bottom: 5px;">★★★ <li style="border: 1px solid black; border-radius: 10px; padding: 5px;">★★★

5 Complete the sentences. Use the words from Task 4.

0. Because of the miscommunication between the lecturers, both of the topics were almost the same.
1. Babies cannot understand your words, but they can understand you by judging your ★★★ expressions.
2. Though his speech was very informative, the students found it ★★★.
3. She is quite open with her close friends, but her family members describe her as a ★★★ person.
4. As you were not listening carefully, it is not surprising that you ★★★ the situation.
5. Under the influence of foreign languages, some languages get ★★★.

TIME TO WATCH

- 1 You are going to watch a TED talk about how verbal and non-verbal behaviour can affect other people. Before that, read the text about the speaker Vanessa Van Edwards and decide if the sentences are True, False or Not Given.



Vanessa is the bestselling author. Her book, *Captivate: The Science of Succeeding with People*, was translated into 17 languages. Another bestselling book is *Cues: Master the Secret Language of Charismatic Communication*.

More than 50 million people watch her engaging YouTube tutorials and TEDx Talk.

Vanessa's main purpose is to help people acquire necessary skills to improve communication and leadership. She's developed a science-based framework for understanding different personalities to improve emotional intelligence. She thinks that if people try to feel what others feel, they can be kind to each other.

She has a website where she offers different courses to improve your ability to understand people better and become 'people smart'. She also has communication courses on different educational platforms like Udemy, CreativeLive and LinkedIn.

She regularly speaks to innovative companies, including Google, Facebook, Comcast, MillerCoors, Microsoft, Amazon, and Univision.

1. Vanessa's all books were translated into other languages.
2. People can learn leadership and communication skills from Vanessa.
3. Vanessa believes that understanding others' feelings might be harmful.
4. Vanessa's courses are available only on her website.
5. Vanessa uses content from her course when she speaks to different famous companies.

- 2 The words in bold are used in the video. First, guess the meaning of the words. Then match the words (1-7) to their definitions. (a-g)

- | | |
|---|--|
| 1. It was very difficult for her to choose the right outfit for the costume party. | a) to cause the start of something |
| 2. Her mood was contagious and soon everybody started laughing. | b) not real or true |
| 3. Her optimism seemed to infect all those around her. | c) a set of clothes worn for a particular occasion or activity |
| 4. Hand gestures can help you explain your concepts better. | d) such feelings spread quickly among people |
| 5. The new discovery sparked the excitement and curiosity of the public. | e) to get rid of something completely |
| 6. Try to banish all bad thoughts in your mind. | f) to make someone have the same feelings or emotions as you |
| 7. Her smile seemed so inauthentic that no one believed her honesty. | g) a principle or an idea |

3 Watch the first part of the video and answer the questions.

1. What things did Vanessa and her lab researchers analyse in TED talks?
2. What pattern did they find in the most successful TED talks?
3. In how many ways are people contagious, according to Vanessa?
4. What experiment did Vanessa do in the street?
5. What is the facial feedback hypothesis?
6. What is the difference between real and fake happiness facial expressions?
7. In what cases do people become less memorable?



4 Watch the second part of the video and complete the sentences or ideas.

Part 2

The experiment for finding how infectious audios can be

How: Participants say **1) ★★★** in different versions.

Purpose: to find out if people could hear happiness, sadness or **2) ★★★** by just listening to the audios

Findings: When you infect someone with your confidence you also become more **3) ★★★**.

The experiment with speed-networkers

How: - Participants should have conversation with **4) ★★★** using certain conversation starters.

- Participants should **5) ★★★** each conversation starter they were given.

Purpose: - to find out the effect of different conversation starters

Findings: - The conversation starters that we use the most have no effect, no **6) ★★★**.
- The question **7) "★★★ lately?"** will remind people all the bad things in their life. However, the question **8) "★★★ anything exciting recently?"** will make the person look for all the hits of excitement in his/her life.

Benefits of asking positive questions

- creates pleasure, makes you more **9) ★★★**.

The last way we are contagious is **10) ★★★.**

Experiments with students

How: - Students **11) ★★★** to an accuracy software.

Findings: Anxiety and excitement are very similar emotions.
The only difference is **12) ★★★**.

Vanessa's advice

- ask dopamine worthy conversation starters
- use more **13) ★★★**, make authentic **14) ★★★**, never pick up the phone **15) ★★★**

5 Discuss the questions with a partner.

- Do you think that emotions can be contagious? Why or why not?
- Which conversation starters do you mostly use?
- How can we make our conversations more pleasurable and memorable?

USE OF ENGLISH

1 Choose the word that cannot collocate with the given word.

0. ★★★ energy

- a. misunderstand
- b. convey
- c. gain
- d. drain

1. share ★★★

- a. gossip
- b. rumour
- c. emotions
- d. chit-chat

2. ★★★ social skills

- a. unplug
- b. harm
- c. improve
- d. develop

3. ★★★ conversation

- a. face to face
- b. in-person
- c. reserved
- d. non-verbal

4. build ★★★

- a. friendship
- b. relationship
- c. trust
- d. energy

5. ★★★ information

- a. distort
- b. infect
- c. exchange
- d. misread

2 Complete the sentences. You can use only one word.



The human voice is the instrument we all play. It's the **0. most** powerful sound in the world, probably. It's the only one that can start a war or say "I love you." And yet many people have the experience that when they speak, people don't listen to **1. ★★★**.

How can we speak powerfully to make change in the world?

There are a number of habits that we need to move away from. They are deadly mistakes of speaking. The first one is gossiping, speaking ill of somebody **2. ★★★** is not present. Everyone is aware that it is not a nice habit, and they know perfectly well that the person gossiping, will gossip **3. ★★★** them five minutes later.

The second one is judging. It's very hard to listen to somebody **4. ★★★** you know that they are judging you.

The third one is negativity. I remember one day, I **5. ★★★** to my friend, "It's October 1 today," and she said, "I know, isn't it awful?"

It's difficult to listen when somebody is negative. And **6. ★★★** form of negativity is complaining. Well, this **7. ★★★** become a common thing for all of us. We complain about the weather, sport, politics, about everything. Unfortunately, it's not spreading sunshine or lightness in the world; on the contrary, it spreads unhappiness.

The last mistake is making excuses. Some people always blame others. They just pass it on to everybody else and don't take responsibility **8. ★★★** their actions. And again, of course, it is hard to listen to somebody who tends to bring excuses constantly.

If we avoid gossiping, judging, being negative and bringing excuses, we might **9. ★★★** a better conversation with people.

Adapted from: a TED talk by Julien Treasure, international speaker on sound and communication skill

3 Rewrite the sentences using the Second or Third Conditional forms.

0. *I think he wasn't able to convey his message properly. That's why the students misunderstood the message.*

If he had been able to convey his message properly, the students wouldn't have misunderstood the message.

1. I couldn't get up early, so I missed the first lecture.
2. My Internet connection is weak. I cannot send this file.
3. You drain all your energy in social media. That's why you feel tired in real life conversations.
4. Her feelings seemed inauthentic, so no one believed her.
5. You never stay focused during the conversation. That's why you fail grasping the main message of the talks with your mentor.

4 Read the text and decide which answer (a, b, c or d) best fits each gap.

Conversation is an important social 0) c skill, but the art of conversation is about going beyond good 1) ★★★. Here are some tips if you want to master the art of conversation.

1. **Clean Up Your Talk:** It is not only about 2) ★★★ dirty words but also cleaning up the ideas you communicate. In other words, it is about getting rid of the excessive details. When you 3) ★★★ yourself, share only the important details, especially when you have a limited time. As you probably have noticed, intelligent, successful people can say a lot of things in a shorter amount of time.
2. **At First, Assume That You DON'T Understand The Other Person:** A basic technique of conversation is to always 4) ★★★ to understand the other person. However, when you think that you don't understand, you force your 5) ★★★ to find hidden but fascinating details about stories, ideas or whatever the other person is sharing. They're more interesting than anything else that's being said, but you can easily miss out on them if you quickly assume that you get it.
3. **The Art Of Conversation Can Be Rehearsed:** Some very skilled people in conversation tell stories very well and 6) ★★★ their messages brilliantly. In most cases, they've already rehearsed all those stories, expressions and arguments. If you'd like to be like them, 7) ★★★ being prepared and even rehearsed. Even better, whenever you like a new idea or story, quickly imagine how you can tell it to others and rehearse it in a way that will allow others to enjoy it as much as you do.

0.	a. talent	b. interest	c. <u>skill</u>	d. interest
1.	a. communication	b. message	c. converse	d. understanding
2.	a. using	b. avoiding	c. grasping	d. misreading
3.	a. infect	b. understand	c. entertain	d. express
4.	a. try	b. fail	c. pretend	d. spark
5.	a. gestures	b. feeling	c. mind	d. emotion
6.	a. understand	b. distort	c. grasp	d. convey
7.	a. learn	b. consider	c. know	d. think



Read the sentences. Some of the shaded words and phrases have mistakes. Find 12 mistakes and correct them.

1 She is an introvert and she doesn't have many friends. If she were an extrovert person, she would found it easy to build friendships.

The ability to understand facial expressions is an important part of non-verbal communicate. If you only listen to what a person says and ignore what his/her face is telling you, then you really won't get the whole story. 2

3 Improving your social skills is very important, but you shouldn't do it at the expensive of your emotional health.

In-people conversation is always better when you are trying to promote dialogue versus just sharing information. Technology sometimes does a poor job when things need discuss. 4

5 If you spend a lot of time on social media and you feel that your energetic has drained, you should definitely consider unplugging your for a while.

If there had been Azerbaijani alphabet on mobile phones, people wouldn't have distort the spelling. 6

7 It is a pity that Instagram is full of people who cannot write correctly in their own language. If people refused to follow illiterate bloggers or influencers on Instagram, they would learn how to speak and write properly.

Everyone on the ship was conversation with each other, but she was so reserved that didn't even want to be involved in chat-chit. 8

9 Feelings are contagious. If you are sad during the conversation, you can infect others as well. Thus, make sure you are infecting people with positive emotionals, rather than negative ones.

If you want to explain your concepts better, use your face gestures and hand expressions cleverly. 10

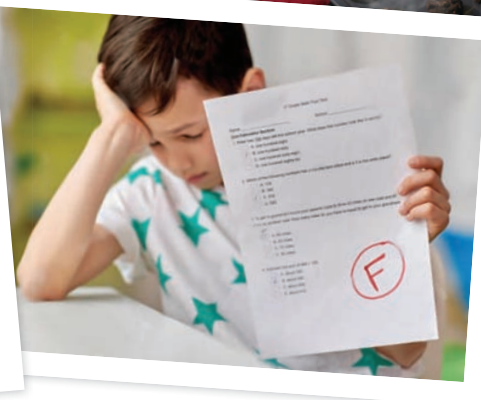
UNIT 4

NO REGRETS

FOCUS ON THE TOPIC

Work in small groups. Look at the people in the pictures and discuss the questions.

- What do you think they regret doing?
- What can they do to feel better?



1 A chalkboard stood in the middle of a city centre asking passers-by to write down their biggest regrets. Read some of the regrets and answer the question.

- What important life lesson do you think these people learned from their mistakes?

WRITE YOUR BIGGEST REGRET:

I hesitated¹ too much and couldn't decide which university to apply to.

I regret not doing any work shadowing³ when I just started working. If I had done it, I would have learned a lot about my job.

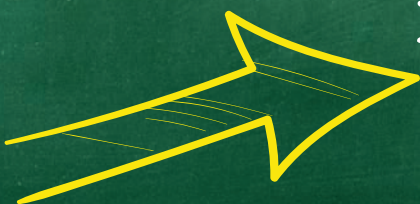
I carried on² blaming others if there was a problem, which ruined all my relationships.

I REGRET CHANGING MY MAJOR⁵ IN MY SECOND YEAR AT UNIVERSITY. MY FIRST MAJOR WOULD MAKE ME MORE EMPLOYABLE⁶ NOW.

I prioritised⁴ my career over my family life. I regret spending too little time with my family.

I have never looked into⁷ the possibilities of moving to another city. I would be much happier now.

I never realised how lucky I was to have a job. I took it for granted⁸.



2 Pay attention to the underlined words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

<p>1 hesitate (v.)</p> <p>a) be certain about doing something, especially because you are sure that it is right and appropriate</p> <p>b) be worried about doing something, especially because you are not sure that it is right or appropriate</p>	<p>2 carry on (v.)</p> <p>a) continue doing something</p> <p>b) stop doing something</p>	<p>3 do work shadowing</p> <p>a) spend time with someone who is doing a particular job so that you can learn how to do it</p> <p>b) spend time with someone who is inexperienced in doing a particular job so that he/she can learn from you</p>	<p>4 prioritise (v.)</p> <p>a) do several tasks at the same time so that you can complete all in a short period</p> <p>b) put tasks, problems, etc. in order of importance, so that you can deal with the most important first</p>
<p>5 major (n.)</p> <p>a) a special place for students to get some training after classes</p> <p>b) a specific area of study in which a student chooses to specialise</p>	<p>6 employable (adj.)</p> <p>a) having the skills and qualifications that will help you employ people</p> <p>b) having the skills and qualifications that will make somebody want to employ you</p>	<p>7 look into sth (phr.v.)</p> <p>a) examine the facts about a problem or situation</p> <p>b) decide what to do in a difficult situation</p>	<p>8 take sb/sth for granted (phr. v.)</p> <p>a) value someone or something too lightly</p> <p>b) value someone or something too much</p>

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words/phrases from Task 2. You may need to change verb forms.

0. *One of the problems with relationships is that after a while you just take each other for granted.*

1. The company ★★★ the possibility of hiring another manager for the sales department.

2. Language and computer skills make university graduates more ★★★ .

3. My brother is in his second year at university and his ★★★ is Economics.

4. She ★★★ a bit before answering the interviewer's question.

5. You need to get quality work experience or ★★★ if you want to succeed.

6. You must learn to ★★★ your work, otherwise you will have some problems.

7. While other kids were playing outside, Nick ★★★ playing on his computer.

READING

1 Discuss the questions with a partner.

- What things do people tend to regret?
- What is worse, regretting doing something or not doing something? Why?
- How do you think regrets change with age?



2 Read the magazine article “The Biggest Regrets of a University Graduate” and match the titles (a-h) to the paragraphs (1-6). 0 is an example. One title is extra.

- a) Choosing the wrong major
- b) Not taking advantage of the resources
- c) Not growing personally
- d) Not staying on campus
- e) Not getting enough academic benefits
- ~~f) Not building a strong network~~
- g) Not asking people for advice
- h) Not getting work experience

A few years ago, I was a student with more than enough time to graduate from university. Today, as I look back to what happened during my university years, I wonder what my life would have been like if I had acted rightly. I am sharing a personal life experience with you, **prospective** students, so that you will not repeat my mistakes.

0. **f** My deepest regret on campus was not making as many friends as possible. I only had two friends during the first year and they were both my former classmates. My stay on campus was **a living hell** and very boring, but I did not realise I needed many friends until I was near graduation. So, be open to friendship, otherwise you will regret not making many friends or not working on developing long-lasting relationships after your graduation. **(A)**

1. Another biggest regret of mine was not having any employment history during my university years. I now realise that having it would be a huge advantage to get the kind of career I would like to have. **(B)** So, a combination of studying and work shadowing will prepare you better for the labour market.

2. I also regret that I didn't spend much time on my studies. **(C)** I feel that I missed a lot in terms of knowledge and skills. Now I **admit** prioritising parties over grades. I carried on wasting my time instead of doing something valuable. My advice is that you shouldn't take education for granted because the power of knowledge is the most powerful thing you can **obtain** as a university student.

3. After graduation, I ended up doing a job that has little or nothing at all to do with my field of study. Sometimes I feel that my current job doesn't excite me at all and I am doing the job that anyone even without a university diploma would do. (D) Now I blame myself for not selecting a more employable field of study. So, it is important to research your intended specialisation and look into the prospects of the related profession before you make your final decision.

4. I often feel sorry for not getting involved in what university offered. Despite having access to a range of facilities, such as a library and sports club, I did not take the time to experience the things that were available for students. (E) Now when I apply for a new job, employers are asking if I was a part of any communities as a student.

5. At university, I often found myself feeling trapped when I didn't get what I wanted, and even then, I hesitated to ask my mentors or professors for advice. But these people were always there to help me out, and I feel sorry for not requesting their help while it was available. So, do not think twice to approach the faculty when you are in a difficult situation.

6. Finally, I regret not spending more time, energy or money to develop myself. I would feel more prepared for everything now. So, once you are a university student, read inspirational books outside your courses or attend inspirational conferences. (F) Before you leave university, you should be at your best in terms of inspiring yourself. Every year, there are thousands of students graduating from universities across the globe. Remember that the world would only open up to you when you are fully developed.

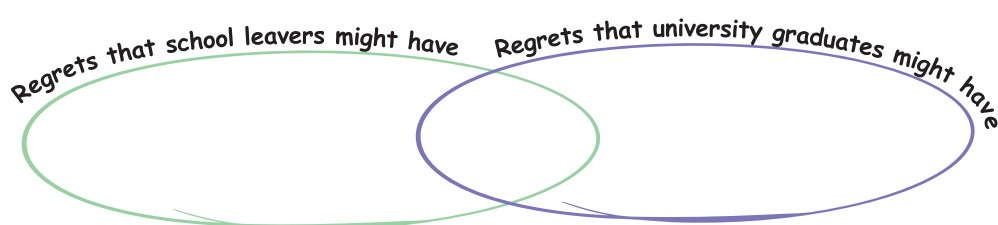
3 Read the article again. Which of the highlighted letters (A- F) indicates where the sentence “Also, I regret the fact that I wasn’t actively involved in campus events and student activities” best fits?

4 Pay attention to the underlined words/phrases in the text and match them to their definitions.

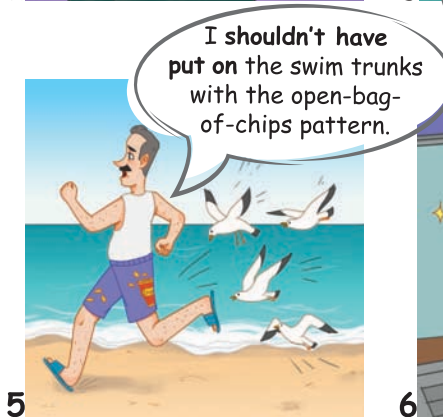
1. a place that is extremely unpleasant or that causes great suffering
2. to agree that something is true, especially unwillingly
3. a person who gives a less experienced person help and advice especially at work or school
4. expected to become
5. to get something, by a planned effort
6. the possibility of being successful, especially at work

5 Discuss the question with a partner and complete Venn Diagram.

- What common regrets do school leavers and university graduates have?



1 Look at the pictures. In which picture do you think Mr Regretto doesn't regret?



2 Look at the boldfaced parts of the sentences in Task 1 and choose the correct option.

The sentences refer to ★★★.

- a) present
- b) past



GRAMMAR TARGET

Past Regrets or Mistakes- Should Have

Study the rules and examples on Page 146 before you do the following tasks.

3 Listen and match the speakers to the responses. One response is extra.



Speaker 1

Speaker 2

Speaker 3

Speaker 4

- a. You should have asked him to clarify his points.
- b. You should have made a reservation in advance.
- c. You should have visited him yesterday.
- d. You should have gone. It's so beautiful.
- e. You shouldn't have walked in the rain.

4 Complete the sentences with **should have** or **shouldn't have** and a past participle form of the verb.

bring

book

water

take

watch

be

laugh

0. I had a terrible headache all day long. I should have taken a painkiller.

1. The flowers died. I ★★★ them more often.
2. I ★★★ that horror movie. It gave me nightmares.
3. It's getting cold. We ★★★ our jackets.
4. Robert isn't happy. I ★★★ at him.
5. This hotel is terrible. We ★★★ a room here.
6. I fell into the river. I ★★★ more careful.

5 Read the situations and make sentences with **should/ shouldn't have**.

0. I didn't make any plans to go out and I am bored now.
I should have made plans to go out.
1. I didn't take notes of the lecture. I've forgotten most of the details.
2. I climbed the ladder and fell down. Now my leg hurts.
3. My mom was angry with me. I didn't do the housework.
4. I didn't study hard and failed the test.
5. I broke my brother's toy car. He is crying now.
6. I didn't let Amy use my computer. She got offended.



6 Role-play one of the situations. Use **should have** and **shouldn't have**.

A)

Participants:

Two former classmates

Location:

In the street

Situation:

You haven't seen each other for twenty years. Talk about the mistakes you have made.

B)

Participants:

Two former millionaires

Location:

In front of the bank

Situation:

You haven't seen each other for several years. Share your regrets about the things that you didn't do when you had a lot of money.

C)

Participants:

Two elderly people

Location:

In a cafe

Situation:

You haven't seen each other for over fifty years. Share your regrets about the things that you didn't do when you were young.

GRAMMAR B

1 Think about the friendships you have had and answer the question. Was there the one which made you say ... ?

- a. "I shouldn't have lost touch with that friend."
- b. "I should have lost all contact with that friend."
- c. "I shouldn't have taken my friend for granted."

2 Read the text and answer the questions.

- Why do you think their friendship ended years ago?
- Was it a real friendship? Why or why not?



One day, I went out to do some exercise. After running for a while, I got very thirsty and stopped to buy something to drink. Suddenly, I saw Banu, the girl who studied with me at the primary school. She was talking to the shop assistant. I remember sitting at the same desk with her for four years. I will never forget sharing my first secrets with her. At the end of grade 4, her father got a job offer, which meant moving to another city. Before she left for a new place, she gave me a phone number so that I would call and talk to her.

Although we were close friends then, I pretended not to see her because I had forgotten to call her. Suddenly, Banu noticed that I was there. She stopped talking to the shop assistant and came up to me. She was very excited and started talking about her life and I didn't know what to do. After a while, I apologised for not calling her for years. Banu said, "I thought that I had offended your feelings. If you remember, at our last meeting, I said I hoped to make new and better friends in the new place. For many years, I regretted saying it. Believe me I didn't mean to hurt you." I calmed her down saying that I wasn't hurt. That was something that I didn't even notice years ago. Banu suggested going for a walk and we enjoyed spending that afternoon together. When it was time to part, she looked at me and said, "I regret to say, but I have to go now." She gave me her phone number and said, "Remember to call me this time." "Sure, I will," I said and we parted.

3 Pay attention to the highlighted words in the text and match them to their definitions.

- | | |
|-----------------------------|---|
| 1) remember + to infinitive | a) remember after you do an action |
| 2) remember + -ing form | b) remember before you do the action |
| 5) forget + to infinitive | a) the action didn't happen |
| 6) forget + -ing form | b) the action happened |
| 9) regret + to infinitive | a) be sorry about an action in the past |
| 10) regret + -ing form | b) be sorry about what you are going to say |
| 3) mean + to infinitive | a) intend to |
| 4) mean + -ing form | b) involve |
| 7) stop + to infinitive | a) no longer do this |
| 8) stop + -ing form | b) stop in order to... |

**GRAMMAR TARGET****Verbs that change meaning with gerund/infinitive**

Study the rules and examples on Page 147 before you do the following tasks.

4 Match the sentences to their explanations.

- | | |
|--------------------------|---|
| 1. I forgot to meet him. | a. I don't have the memory of meeting him before. |
| 2. I forgot meeting him. | b. I didn't meet him because I forgot to do it. |

- | | |
|-------------------------------|--|
| 3. I regret telling you that. | a. I'm sorry that I told you about it. |
| 4. I regret to tell you that. | b. I'm telling you now, and I'm sorry. |

- | | |
|---|-----------------------------------|
| 5. She remembered to visit her grandmother. | a. She didn't forget to visit. |
| 6. She remembered visiting her grandmother. | b. She had memories of her visit. |

- | | |
|---------------------------|---|
| 7. I stopped to call you. | a. I stopped this activity. Maybe we had a fight. |
| 8. I stopped calling you. | b. I interrupted another action in order to call you. |

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

0. An old man who was walking along the road stopped **to talk** (talk) to us.
- There's too much noise. Can you all stop ★★★ (talk), please?
 - I think Banu didn't mean ★★★ (break) that glass. She feels so bad.
 - I'm applying for a visa. It means ★★★ (fill) in this form.
 - I regret ★★★ (spend) all that money. Now I have nothing left.
 - We regret ★★★ (inform) you that your application has not been successful.
 - I must remember ★★★ (post) this letter today. It's important.
 - I remember ★★★ (post) the letter. I posted it on Friday morning.
 - The clothes are still dirty because I forgot ★★★ (switch) on the washing machine.
 - I'll never forget ★★★ (fly) over the Caspian Sea. It was wonderful.

6 Talk to your partner about ...

- something you have stopped doing recently
- something you would stop to do on a long car journey
- an interesting place you remember visiting
- something you regret doing
- something you regret not doing
- something you once forgot to do and were embarrassed as a result
- something you will never forget doing
- something you didn't mean to do but did

LISTENING

- 1 Read the quotations. Which of them do you like most? Why? Do you disagree with any of them?

“**R**egret is a tough but fair teacher. To live without regret is to believe you have nothing to learn, no changes to make, and no opportunity to be braver with your life.”

Brené Brown

“**I**t's better to look ahead and prepare than to look back and regret.”

Jackie Joyner-Kersey

“**W**e should regret our mistakes and learn from them, but never carry them forward into the future with us.”

L. Maud Montgomery

“**W**hen one door closes, another door opens; but we so often look so long and so regretfully upon the closed door that we do not see the ones which open for us.”

A. Graham Bell

- 2 Read the sentences. The words in bold are used in the listening task. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1. My friend **has a thirst** for adventure. She wants to explore new places and have new experiences.

2. **In the course of** the discussions, we became friends.

3. The purpose of my **existence** is to make the world a better place.

4. She was deeply **ashamed** of her behaviour at the party.

5. The old man spent the **entirety** of his life in a remote village.

6. She **devoted** her life to the care of homeless people.

a. during the specified period or activity

b. the whole of something

c. feeling embarrassed about

d. the state or fact of being real or living

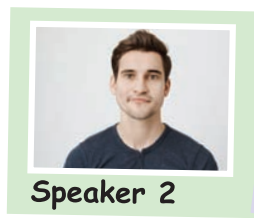
e. to give all of something, especially your time, effort, or love, or yourself, to something you believe in or to a person

f. to feel a strong desire for something

- 3 Listen to five people talking about their biggest regrets. As you listen, match the speakers (1-5) to the regrets (a-f) they have. One letter is extra.



Speaker 1



Speaker 2



Speaker 3



Speaker 4



Speaker 5

a. not building strong bonds with others

b. becoming a sportsperson

c. offending people close to him/her

d. not learning certain technical skills

e. giving up a favourite activity

f. not getting professional support and treatment

- 4 Listen to the recording again and complete the sentences.



Speaker 1. This person's father is good at ★★★.
This person is very much interested in gaining ★★★.

Speaker 2. This person suffered from ★★★ when he/she was a freshman at university.
He/She visited a ★★★ last week.

Speaker 3. This person is ★★★ years old.
He/She regrets not listening to ★★★.

Speaker 4. People who knew him/her believed that he/she would succeed as a ★★★.
He/She decided to take up ★★★ instead of doing something he/she enjoyed a lot.

Speaker 5. This person's job means designing ★★★.
He/She has been doing this job for ★★★.

- 5 Discuss the questions about the speakers in Task 3 with a partner.

- Do you think that their regrets have taught them anything?
- What changes do you think they are going to make in their lives?

SPEAKING

- 1 The photos below show people doing something wrong. What do you think they will regret doing in each situation?



Useful Language

Talking about regrets

This person should have ★★★★★ before starting to ★★★★★.
This person shouldn't have ★★★★★ while he/she was ★★★★★.
This person probably regrets not ★★★★★.

- 2 Read the situations and discuss the question with a partner.

How can making wrong decisions in these situations affect students' lives in the future?

Not choosing the right university

Not joining volunteering projects

Not building friendships

Not learning technical skills

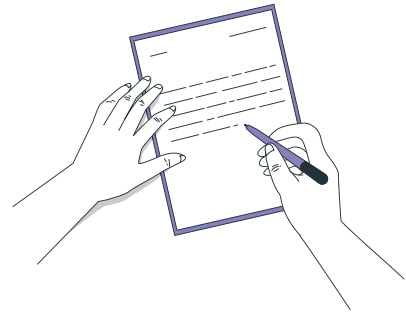
- 3 Read the quotations. Which of them do you like most? Why? Do you disagree with any of them?

“We need the ability to regret our poor decisions – to feel bad about them – precisely so we can improve those decisions in the future.”

“Make it a rule of life never to regret and never to look back. Regret is a waste of energy.”

“Don't regret knowing the people who came into your life. Good people give you happiness. Bad ones give you experience. The worst ones give you lessons and the best people give you memories.”

Parts of an essay: Body paragraphs



Writing tips

- Body paragraphs talk more about the thesis statement.
- They can explain, describe, give reasons or examples for the thesis.
- The first sentence in each body paragraph is the main point and the following sentences are supporting details.

Transitions to start body paragraphs

Going from point to point:

Firstly,

Secondly,

Thirdly,

Finally,

First of all,

In addition,

Also,

Furthermore,

For example,

First, mistakes provide a chance for us to become better versions of ourselves.

In addition, mistakes are a symbol of courage as they show that one is brave enough to take risks.

Transitions in the body paragraphs

For example,

for example, for instance

Reasons: *because, since, due to, because of*

Differences: *but, however, In contrast, on the contrary*

Similarities: *similarly, likewise*

Effect: *therefore, so, consequently, as a result*

1 Complete the outline on the next page with A or B.

A. *Regret can push us out of our comfort zones.*

B. *When we feel regret, we are often able to identify what went wrong, and what we shouldn't have done. This allows us to avoid similar mistakes in the future, and to improve our decision-making skills. For example, if someone regrets not finishing their college degree, they might be motivated to enroll in classes again and finish what they started. By using regret as a teacher, we can transform past failures into future success.*

Thesis statement: Regret can be a powerful motivator which helps us learn from our mistakes and push us out of our comfort zone.

Body:

Main point 1: Regret allows us to learn from our mistakes.

★ **Supporting details:** ★★★★★★★★★★

Main point 2: ★★★★★★★★★★

★ **Supporting details:** When we regret not taking a chance, we are more likely to take risks in the future. Whether it's starting a new business, travelling to a foreign country, or pursuing a new hobby, regret can inspire us to step outside of our usual routines and try something new. By doing so, we may discover new passions or ways of life that will open up new opportunities.



2 A. Look at the sample essay on Page 21 and complete its outline.

Body:

Main point 1: ★★★★★★★★★★

★ **Supporting details:** ★★★★★★★★★★

Main point 2: ★★★★★★★★★★

★ **Supporting details:**

Main point 3: ★★★★★★★★★★

★ **Supporting details:** ★★★★★★★★★★

B. Which transitions have been used ...?

- a. to go from paragraph to paragraph
- b. to provide examples

3 In groups, complete the thesis statement and write two body paragraphs to support the opinion presented in the thesis statement.

Holding onto regrets can be harmful to people's ★★★★★ and ★★★★★.

WORD INSPECTOR

1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	hesitation	hesitate	hesitant	★★★
2	employment/ employer/employee	★★★	employable	X
3	★★★	prioritise	X	X
4	admission	admit	★★★	X
5	★★★	exist	existent	X
6	★★★	X	entire	entirely
7	devotion	devote	★★★	devotedly

2 Complete the sentences using the correct form of the words in brackets. Refer to the chart in Task 1.

0. To reduce stress, you have to rethink your priorities (prioritise) in life.
1. Her reasons to move to another city were not ★★★ (entire) clear.
2. There are limited ★★★ (employ) opportunities in poor countries.
3. The famous footballer had a big number of ★★★ (devote) fans.
4. I have no ★★★ (hesitate) in recommending her for the job.
5. Silence is often interpreted as an ★★★ (admit) of guilt.
6. The number of ★★★ (employ) in the company has doubled over the past two years.
7. Scientists have many theories about how the universe first came into ★★★ (exist).

3 Use the prepositions below to complete the sentences. You can use some of them more than once.

on

in

to

of

into

for

0. They were ashamed of their mistakes.
1. It is possible that ★★★ the course ★★★ time, she will stop regretting her decision.
2. Don't take the generosity ★★★ your grandparents ★★★ granted.
3. Most young people usually have a thirst ★★★ adventure.
4. They will find themselves with no friends at all if they carry ★★★ behaving like this.
5. We are looking ★★★ the possibilities of applying ★★★ university.
6. People living ★★★ Azerbaijan have always been devoted ★★★ their country.

4 Match the phrases to their definitions and then complete the sentences with the prepositions provided.

A

look

into sth

after sb

forward to sth
or to doing sth

through sth

like sb

a) to be similar in appearance to someone

b) to examine the facts about a problem or situation

c) to read something quickly

d) to be responsible for or to take care of somebody

e) to be thinking with pleasure about something that is going to happen

like into through to after

1. The twins look ★★★ their grandmother.
2. I have looked ★★★ some catalogues and now I know what to buy.
3. We're really looking forward ★★★ seeing you again.
4. Don't worry about me. I can look ★★★ myself. I don't need any help.
5. When we looked ★★★ buying a car, we decided to hire one.

B

carry

on sth

out sth

sb away

a) to do and complete a task

b) to cause someone to become very excited and to lose control

c) to continue doing something

on away out

1. The study will be carried ★★★ over a six-month period.
2. His passionate speech carried the audience ★★★.
3. Shams decided to carry ★★★ the family tradition by becoming a teacher.

5 Write answers to the questions. Use the phrases in Task 4.

1. What are you looking forward to next year?
2. Which celebrity would you want to look like?
3. What would you like to carry on doing for many years?
4. What have you carried out recently?

TIME TO WATCH

- 1 You are going to watch an animation based on a story written by an Azerbaijani writer Mir Jalal. Before that, read the text about the writer and complete the notes.

Mir Jalal was born in Andabil, a village not far from Tabriz and moved with his family across the Araz river to Ganja to get an education. Through the highs and lows of life, he eventually became a teacher and a writer, also making his significant mark on Azerbaijani literature as a literary critic and scholar. Although Mir Jalal is mostly associated with his famous novel "Manifesto of a Young Man", many adore him as the king of short stories. Those stories depict a few decades of the life of the Azerbaijani society and are full of characters taken from the same life and presented to the reader in a satirical manner. They are funny and honest at the same time, each emphasising the importance of values.



1. The reason why Mir Jalal left his place of birth: ★★★
2. Contributed to Azerbaijani literature as: ★★★ and ★★★
3. His most popular work: ★★★
4. The theme of his stories: ★★★
5. The message of characters: ★★★

- 2 Read the sentences. The words in bold are used in the animation 'Dried up in meetings'. First guess the meaning of the words. Then match the words (1-6) to their definitions (a-f).

1. He **insisted on** doing all the work on his own.

a) to think that somebody/something is good, acceptable or suitable

2. He has written **extensively** on Azerbaijani literature.

b) to go to somebody for information or advice

3. His speech was often **disrupted** by phone calls.

c) to keep doing something that annoys people

4. He handed her a piece of paper which **certified** that she was in good health.

d) to make it difficult for something to continue in the normal way

5. I told my mother I wanted to leave my job, but she didn't **approve**.

e) in a way that involves a lot of details

6. They never did anything without **consulting** their lawyer.

f) to state officially, especially in writing, that something is true

3 Watch the first part of the animation and complete the notes.

1. Dried-up's appearance: ★★★
2. Things that he doesn't enjoy at all: ★★★
3. His character: ★★★

Choose a or b.

4. The language he preferred to use at home:
 - a) formal
 - b) informal



4 Watch the second part of the animation and answer the questions.

1. What was Dried-up's reaction when he heard the news that his daughter was born?
2. Why did he decide to name his daughter "Maruza"?
3. What didn't Dried-up like about Asgar?
4. What did Dried-up want Asgar to do?
5. What did Maruza inform her father about in the letter?
6. What was Dried-up's reaction to what Maruza wrote in that letter?

5 Read the imaginary ending of the story and act out one of the situations.

... Dried-up was shocked and didn't know what to do. Suddenly, there was a knock at the door. It was his assistant Malumat. He was holding a letter. He handed it to Dried-up and said, "I regret to inform you sir, but you have been dismissed from your job." That was another shock of the day for Dried-up. He was not going to have any meetings any more. How is it possible to carry on without any protocols? For two weeks, he was in deep thought and didn't speak to anyone. "Regret" was the only word he kept saying...

Situation 1:

Student A: You are Dried-up. You regret being wrong to your wife, Mayransa. Talk to her about your regrets.

Student B: You are Mayransa. Talk to Dried up. Tell him all the mistakes he had made.

Situation 2:

Student A: You are Dried-up. You regret being wrong to your daughter, Maruza. Talk to her about your regrets.

Student B: You are Maruza. Talk to Dried-up. Tell him all the wrong he had done to you.

Situation 3:

Student A: You are Dried-up. You regret being wrong to your son in law, Asgar. Talk to him about your regrets.

Student B: You are Asgar. Talk to Dried-up. Tell him all the wrong he had done to you.

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. You will need to **exist** permission from the principal.
2. You need to **obtain** that you didn't do anything to help your friend.
3. I didn't **devote** for a moment about taking the job.
4. The teacher wanted his students to **hesitate** their time to reading.
5. We all hope the human race will continue to **admit** for millions of years.

2 Choose the correct word to complete the sentences.

1. If you are new at a job, you'd better **do/make** work shadowing.
2. Regular meetings with their **employees/mentors** guide young engineers through their early years.
3. Lack of confidence made him **feel/have** trapped and powerless.
4. You would have regretted a lot if you hadn't changed your **graduate/major**.
5. As an **employer/employee**, he was firm on discipline but generous to his chefs and waiters.

3 Look at the pairs of sentences and decide which is correct.

1. **a)** Haven't they given you the money back yet? They should have done it last weekend.
b) Haven't they given you the money back yet? They should do it last weekend.

2. **a)** You should have lent him so much money when he asked. It will take you a lot of time to get it back.
b) You shouldn't have lent him so much money when he asked. It will take you a lot of time to get it back.

3. **a)** You should have called him yesterday. Now it's too late.
b) You shouldn't call him yesterday. Now it's too late.

4. **a)** We should invite them to our last party. Now it looks as if we don't want to see them.
b) We should have invited them to our last party. Now it looks as if we don't want to see them.

5. **a)** You should have not left any documents on your desk when you left the office. There were a lot of confidential details in them.
b) You should not have left any documents on your desk when you left the office. There were a lot of confidential details in them.

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

1. I must remember ★★★ (visit) the bank on my way home because I need to take some money from my account.
2. Could you please stop ★★★ (talk)? I can't concentrate on my project.
3. I regretted ★★★ (buy) the house because it needs painting and decorating.
4. I regret ★★★ (say) that there will not be any meetings.
5. I remember ★★★ (take) my purse out when I stopped ★★★ (buy) some water.
6. I'll never forget ★★★ (fly) over the Alps for the first time.

5 Read the pieces of advice from elderly people and decide which answer (a, b or c) best fits each gap.

"Work hard at school and get a good education. Enjoy life while you are young and just have fun. Dream big and believe **0)** c yourself. Listen to your parents. They truly love you and they want the best for you."

"Lead your life so that when you look at the man in the mirror, you can be proud. Looking back, I don't regret **1)** ★★★ a Nobel Prize, but I feel very satisfied **2)** ★★★ my accomplishments."



"Years go by quickly. Live your life. Visit places. Do things if you have the means or not. Pack a bag and go wherever you can afford to go. While you have no dependents, don't stop **3)** ★★★ any unnecessary stuff. Instead, see the world. Look **4)** ★★★ travel magazines and pick a spot. GO !"

"Nobody ever dies saying "I **5)** ★★★ more when I was young." Work hard, but don't **6)** ★★★ work over family, friends, or even yourself."

"Eat and exercise **7)** ★★★ you're a diabetic heart patient. So, you will never actually become one."

"When you meet someone for the first time, keep in mind that you really know nothing about them. You see race, gender, age, clothes. Forget it all. You know **8)** ★★★. Those first impressions are limiting your life and other people's lives."

0.	a. by	b. for	c. <u>in</u>
1.	a. not winning	b. not to win	c. not win
2.	a. from	b. about	c. with
3.	a. buying	b. to buy	c. buy
4.	a. through	b. for	c. after
5.	a. should work	b. should have worked	c. should have not worked
6.	a. admit	b. hesitate	c. prioritise
7.	a. because	b. like	c. so
8.	a. nothing	b. something	c. anything



Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.

1 When I was at school, I often fell trapped when I didn't know what to do. I hesitated asking my parents for advice. Now I understand that I should have talked to them then.

Mr Mammadov prioritised his job over his family life. When he retired, he regretted not to spend enough time with his family.

3 Jason carried out blaming his friend for whatever went wrong. He took his friendship for granted.

When I saw my classmate, I stopped talking to him. He told me that he had established his own company at the age of 19.

5 When I looked at him, I understood that I had hurt his feelings. I should have said those rude words to him. Believe me I didn't mean hurting him.

Robert has devoted all his money and energy to the reconstruction of the library. He says that anyone who has a thirst for knowledge can use the services in this library.

7 My uncle feels sorry for not getting a university degree. He thinks that if he had a diploma, he would be more employ now.

He remembered buying a bottle of water, but he couldn't remember where he had put it.

9 I wondered why did he hesitate to call his friend so much. He should has called and solved all his problems before it was too late.

I hope that you will have a regret-free life: a life full of happiness and good memories.



UNIT 5

CREATIVITY

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- How important is it to be creative in these jobs?
- Which job requires creativity most of all?

a chef



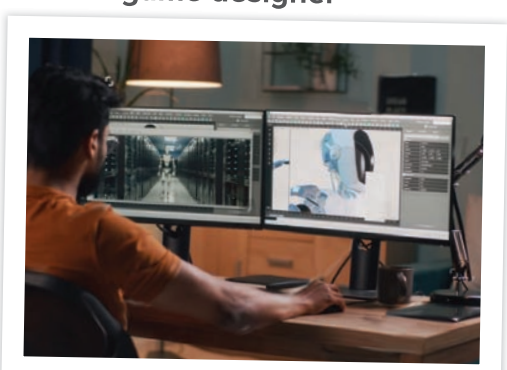
a baby-sitter



a museum guide



a video game designer



1 Read the responses to a job interview question.

What do you think the interview question is?

- a) What makes a person creative?
- b) What do you need from your employer to support your creative thinking?
- c) How creative are you?
- d) Where do you find inspiration for your creativity?



Well, this is my first job application, and I haven't had a chance yet to test my creativity at work. At school, I learned the subjects, formulas and calculations. With the exception of some projects, there was not much room for creativity. But I understand that it is **essential**¹ to be creative and to come up with new ideas. I know that creativity is not a **gift**² but a skill that I hope to develop in this job.



My strengths are responsibility, attention to detail and honesty. Creativity is not in that list. I always try to be realistic about my skills and my chances to succeed in a job. It is one of the reasons why I am applying for the job of an office assistant with you. I honestly believe that creativity plays a little role in this job and you don't expect me to **generate**³ new ideas every day. I don't need to be creative to type a text on a Word document or to take care of other common office duties. Believe me it's within my **capacity**⁴ to do the job that you are offering.



Honestly speaking, creativity does not belong to my strengths. Now it doesn't mean that I never suggest anything, or do not try to improve the way the job is done. But I lack experience, and at this stage of my career I prefer to learn from more experienced colleagues and follow their example at work. Maybe when I get older, I will develop a more creative approach to work and I will **stimulate**⁵ other employees. For the time being, I honestly do not consider not being creative as a **setback**⁶. If you hire me, I will only need some **flexibility**⁷ at work so that I choose how to do things and **dedicate**⁸ myself to my work.

2 Pay attention to the underlined words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word.

1 essential (adj.)

- a) necessary or needed
- b) unimportant and not needed

2 gift (n.)

- a) a way of thinking
- b) a special ability to do something

3 generate (v.)

- a) destroy something completely
- b) produce or create something

4 capacity (n.)

- a) someone's plans to realise in the future
- b) someone's ability to do a particular thing

5 stimulate (v.)

- a) make somebody lose interest in something
- b) make somebody interested and excited about something

6 setback (n.)

- a) an important discovery that helps to solve a problem
- b) a difficulty or problem that delays or prevents something

7 flexibility (n.)

- a) the ability to change to suit new conditions or situations
- b) the ability to work under pressure

8 dedicate (v.)

- a) give all your energy, time, etc.
- b) ignore something

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words from Task 2. You may need to change verb forms.

0. Her comments **generated** a good deal of excitement in the public.
1. The famous designer experienced a serious ★★★ during the economic crisis.
2. It is ★★★ to have creativity if you want to become a fashion designer.
3. After graduating from university, he ★★★ himself to his career.
4. The discussion ★★★ her to pursue a career in the fashion industry.
5. The questions in the job interview were beyond his ★★★.
6. As an interior designer, she enjoyed the ★★★ in the schedule.
7. His main ★★★ was his ability to come up with innovative solutions.



1 Discuss the questions with a partner.

- What is creativity?
- Do you consider yourself a creative person?
- What is something creative that you have done?

2 Read the article and choose the best title.

- a) Your brain and creativity
- b) How to get your creativity back
- c) Creativity is not enough !
- d) How to boost creative thinking

Creative thinking is much more useful than it may seem. And it's not just for the people who work in artistic fields. Creativity is essential for all of us because it helps us solve problems, boost our self-esteem, strengthen our capacity to face challenges and improve our quality of life.

There's a common belief that creativity is a gift that some people are born with. Either you've got it or you don't. However, all people are born with identical possibilities for developing creativity. We can't say whether someone is born with or without creativity because it's not like physical characteristics; we never say, 'I have curly hair and big blue eyes and small creativity'.

Creativity is like a way of thinking. It's defined as the ability to generate new ideas or make new associations between existing ideas, giving rise to original solutions. So, how do we get it?

Developing our creative thinking has a lot to do with the education we receive as children, and the freedom we're given to express how we think and feel. It's related to curiosity and critical thinking. You'll never develop your creativity if you don't try. It's like anything in life: the more time you dedicate to it, the better the results will be. Forget all that 'I'm not a creative person' stuff. If you want to, you can start strengthening your creative thinking today. How about beginning with these tips?

1.

Break your daily routine a bit: It's a good idea to do things a little differently from time to time; like at least twice a week. It doesn't mean that you have to sign up for ballroom dancing, but rather do much simpler things like shopping at a different supermarket, turning off the TV for a while to do something different, or taking a different route home from school.

This tip may be tricky at first because our routines are convenient and comfortable and make us feel safe. But it's also true that routines limit us; if you never do anything new, it'll be very hard for you to have new ideas. Flexibility helps you see things from different perspectives, which is one of the key elements of creative thinking.

2. Make a daily date with your creative side: We might all feel short of time, but try to dedicate some, even 20 minutes a day, to stimulating your creativity. It's important to be aware that you won't achieve anything major in those 20 minutes. But even so, don't think you're wasting time! The benefit lies in just spending the time, and in letting yourself do nothing. In order for inspiration to flow, you need to leave aside any expectations of producing anything and give yourself permission to 'waste time' as such. Something that works very well is creating a little creative routine. Do little acts that you associate with the preparation of your creative process and that will help you get into the mind frame. For example, have a cookie, drink coffee or use a special pen. Whatever it is that you choose, use it only for your creative moment and for nothing else. Why? Because that little routine will help you enter into the situation and unlock your creativity. As the days pass, you'll develop the creative habit and notice that it gets easier each time.

3. Try some "think outside the box" tactics: Any time you have a problem or everyday kind of setback, try to think of absurd solutions. Give yourself the freedom to think of things that make no sense for a while. Practice freewriting – writing without thinking and without stopping to check spelling or punctuation, just letting ideas flow freely. Write down the first thing that comes to your mind. It may be that in this case you don't come up with any valid solutions, but you'll be practising creative thinking. The more you practise, the easier it'll get to apply it, and soon enough you'll actually be coming up with creative solutions to your daily problems.

3 Complete the gaps with the words/phrases from the text.

1. Everyone has the same potential to ★★★.
2. ★★★ influences how creatively we think as adults.
3. According to the first tip, since our ★★★ restrict us, we usually avoid doing experiments.
4. According to the second tip, performing ★★★ will prepare you for the creative process.
5. According to the third tip, by freewriting, you will start thinking of ★★★ to your everyday issues.

4 Refer to the tips in the text and decide which of them each person followed. Explain.

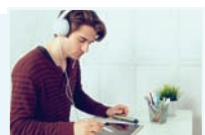
a) Robert's most favourite shoes are old-fashioned and he doesn't want to throw them away because they are his grandpa's present. Instead of getting rid of them, he decides to use them as an Ipad stand.



b) It is 8.a.m. Leyla is on her way to work. She almost always stops at a bakery to buy buns to eat at work. But today she has a different idea. She buys some fruits to eat at work.



c) Murad has been listening to the same piece of music for 3 weeks. He thinks that he can draw better pictures while he is listening to that piece.



1 Discuss the question with a partner.

- How important is it to think creatively in unexpected or life threatening situations?

terrain – an area of land, when considering its natural features

elevation – the height of a place above the level of the sea

2 Read the news article and choose the best headline.

A) A Man Offers Creativity Classes in the Wilderness

B) A Man Saves Lives in Snowy Terrain with No Cell Service

C) A Man Lost the Phone After Attaching it to the Drone

D) A Man Stuck in Snowy Terrain with No Cell Service Gets Creative

A driver wanted to cross a remote road which is **never used**¹ for winter travel because of the snowy terrain.



After his vehicle got stuck in snow, he realised he did not have cell phone service — and his family was out of the country, which made the situation worse.

Nobody in the family **had been informed**² about his whereabouts. So, if he hadn't made it home, they wouldn't have known where he was.

It was getting darker and the man made a few "smart decisions", which were lifesaving.

"In a situation like this one, the drivers are encouraged to stay with their vehicles and

find a way to call for help. So far, many lives **have been saved**³ because the drivers remained near their vehicles and didn't walk away," the head of the police department said.

The driver eventually typed out a text message to his friend explaining his situation, attached his phone to his drone and launched it several hundred feet into the air. Due to the increased elevation, his phone was connected to a tower and sent the message.

"The teams **were sent**⁴ to the place and saved him. Now, he is safe and sound in his home," the head of the police department stated.

"Drivers who cross that road in winter **will be fined**⁵. At the moment, a small police station is **being built**⁶ on that terrain in order to avoid possible accidents," he added.

- 3 Pay attention to the numbered parts of the sentences written in **Passive Voice**. Is the agent (the person who does the action) **a) unknown** or **b) obvious** from the context?



GRAMMAR TARGET

Passive Voice

Study the rules and examples on Page 148 before you do the following tasks.

- 4 Look at the numbered parts of the sentences and find examples of
- | | | |
|---------------------------|----------------------------|--------------------------------|
| a) Present Simple Passive | c) Present Perfect Passive | e) Present Progressive Passive |
| b) Past Simple Passive | d) Past Perfect Passive | f) Future Simple Passive |
- 5 Rewrite the following news story in the passive. Then listen and check your answers.



0. *An important decision was made last month.*



The Government made an important decision last month. They are going to remove all the graffiti from the old part of the city. They are also searching the graffiti artists who have turned the area into a colourful, messy place. They will allow artists to spray graffiti on the walls only in a remote part of the city. So far this week, they have fined three graffiti artists in the old part of the city. The police gave them the last warning. They are investigating all the calls and reports on this issue. The government has already spent a lot of time, money and effort on removing graffiti from the streets.

- 6 Put the verbs in brackets into the correct **Passive Tense forms**.
- The Creativity Award* ceremony 0) *was first organised* in 2001 and 1) ★★★ (hold) ever since. When it started, it 2) ★★★ (attend) by 80 people only. For two days in May every year, a small town on the coast of the Caspian Sea 3) ★★★ (transfer) into a centre full of creative people. The ceremony 4) ★★★ (attend) by over 3000 people every year. During the ceremony, more than twenty creative people and teams 5) ★★★ (recognise) for their creativity and positive impact on the world. The most important award 6) ★★★ (call) King or Queen of Ideas, depending on who wins the award. It 7) ★★★ (present) at the closing ceremony. Since it started, a lot of unique ideas 8) ★★★ (spread) all over the country. There is no doubt that many more creative people 9) ★★★ (discover) in the future.

- 7 Work in groups. Imagine that your group has become the winner of the **Creativity Award**. Prepare a news article about your achievements. Use **Passive Voice** in different tense forms.

1 Discuss the questions with a partner.

- What are the five things you like about your classroom?
- What are the five things you don't like about your classroom?
- What are the five things you would like to change in your classroom?

2 A group of students won the *Redesign Your Classroom* award two weeks ago. Look at the sketch of their plan and read their report to the organisers. Then discuss the questions.

- Which idea do you find the most creative?
- Would you like to have these changes in your classroom? Why or why not?

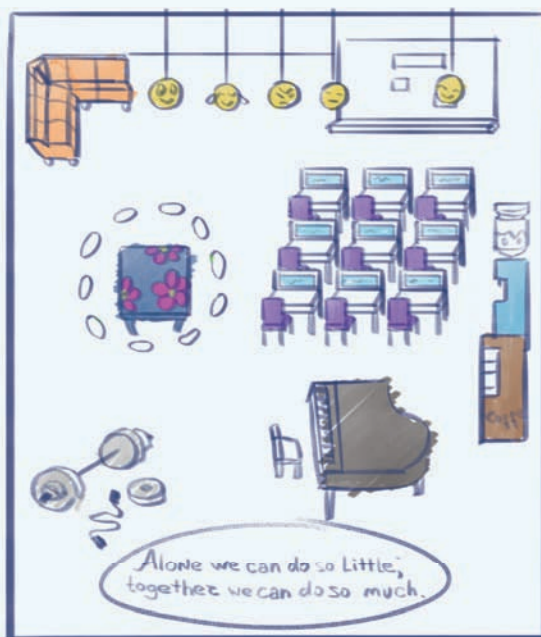
Dear Mr Anderson,

We have already done most of the work. Last week, we had the classroom painted in white. Then we had a motivational quotation written on the wall! We also had a new smartboard installed. Emil uploaded some useful programmes, which we are planning to use during long breaks. We made some funny emojis and wanted to hang them from the ceiling? Although Parviz is very tall, he couldn't reach the ceiling. So, we had the emojis hung by Ms Funda, our Geography teacher.

This week we have had a piano and sofa placed. Tomorrow, we are going to buy a water dispenser and coffee machine. After the classes, we are going to sit on the cosy sofa, drink tea or coffee and listen to Nigar's piano performance. We are also planning to have lifting weights in the classroom. Kanan promised to bring his own, so there is no need to buy new ones.

At the moment, we are having the teacher's table placed. The colourful flower patterns on the table will add a special atmosphere to the classroom. We have already bought new movable chairs and desks for students. We will have them placed next to the walls. Special monitors will be installed for each student. Students will use them to read the electronic versions of textbooks. Once everything is ready, we are going to organise a big party. We hope you will like the new design of our classroom.

Best,
Group C4



3 Which of the underlined sentences in Task 2 means that

- a) they did something themselves?
- b) someone performed a service for them?



GRAMMAR TARGET

Passive Causatives

Study the rules and examples on Page 149 before you do the following tasks.

- 4 Find other examples of causatives in the report in Task 2.
- 5 Replace the underlined phrase with **have something done**.
 0. I didn't recognise Nur. The hairdresser dyed her hair. Nur had her hair dyed.
 1. Her arm was broken, so she asked her sister to comb her hair.
 2. He has made a lot of money recently. An architect has designed a new house for him.
 3. I have been getting a lot of annoying phone calls, so the telephone company is going to change my phone number.
 4. My study room got too hot when the sun shone, so I asked my father to fit blinds on the windows.
 5. The old man had no photographs. The artist has just painted his portrait.
 6. I can't see well. I must ask the optician to test my eyes.
- 6 Take turns to ask and answer questions using the prompts and one of the question phrases. Ask one or more questions to get more information.

Question phrases

- How often do you have...?
- When did you last have...?
- How many times have you had...?
- Have you ever had ...?
- Are you going to have... soon?
- Where is a good place to have...?
- Would you like to have ...?

Prompts

- your room/decorate
- your hair/cut
- your portrait/ paint
- your shoes/polish
- a tooth/take out
- your photo/take
- your eyes/test
- a pizza/deliver
- your arm/x-ray

- 7 Work in groups. Imagine that you have won the *Redesign Your Classroom* award. You have been redesigning your classroom for a couple of weeks. Draw a sketch of your plan and write a report to the organisers. Use causatives in different tense forms.

LISTENING

- 1** Look at the pictures and discuss the questions with a partner.
Which of them do you think might help stimulate your creativity?



- 2** Listen to the talk and answer the question.

What is NOT mentioned in the talk?

- a) The names of works written under the influence of coffee
- b) The findings of research on the effects of noise on creativity
- c) How coffee shops in one country were called
- d) When people started drinking coffee in Europe



3 Listen to the talk again and complete the sentences. Use 1-4 words.



1. According to studies, coffee can lead to health problems such as cancer and ★★★.
2. According to a story, ★★★ began jumping after they ate coffee berries.
3. In the 16th century, people in Türkiye visited coffee shops not only for drinking coffee, but also for learning and having ★★★.
4. Coffee shops were the places where many famous people ★★★.
5. Studies suggest that the noise level of ★★★ decibels is great for fostering creativity.
6. The speaker advises the people who don't want to leave their homes to listen to ★★★ to boost creativity.



4 Read the audio script on page 179 and guess the meaning of these phrases. Choose a or b.

1. to perk sb up

- a) to make somebody become more cheerful or lively
- b) to make somebody become sadder or angrier

2. to make its way

- a) to build new roads to a place
- b) to walk, move or go towards a destination

3. there is more to it

- a) it is less interesting than it seems
- b) it is more interesting than it seems

4. not one's cup of tea

- a) not what one likes or is interested in
- b) not what one likes to drink

5 Write a paragraph about a creative person you know. What makes that person creative?

SPEAKING

1 Work in small groups. Discuss the questions.

Were you more creative as a child or are you more creative now?

What are some things that creative people can do well?

Do you think it's possible to teach people to be more creative? How?

2 Below are the examples of graffiti. In pairs, discuss the following questions.

- Do you think it is attractive and serves a useful purpose, or is it ugly and criminal?
- Should street art be forbidden? Why or why not?



Useful Language

Giving an opinion

I believe that ★★★.
If you ask me, ★★★.

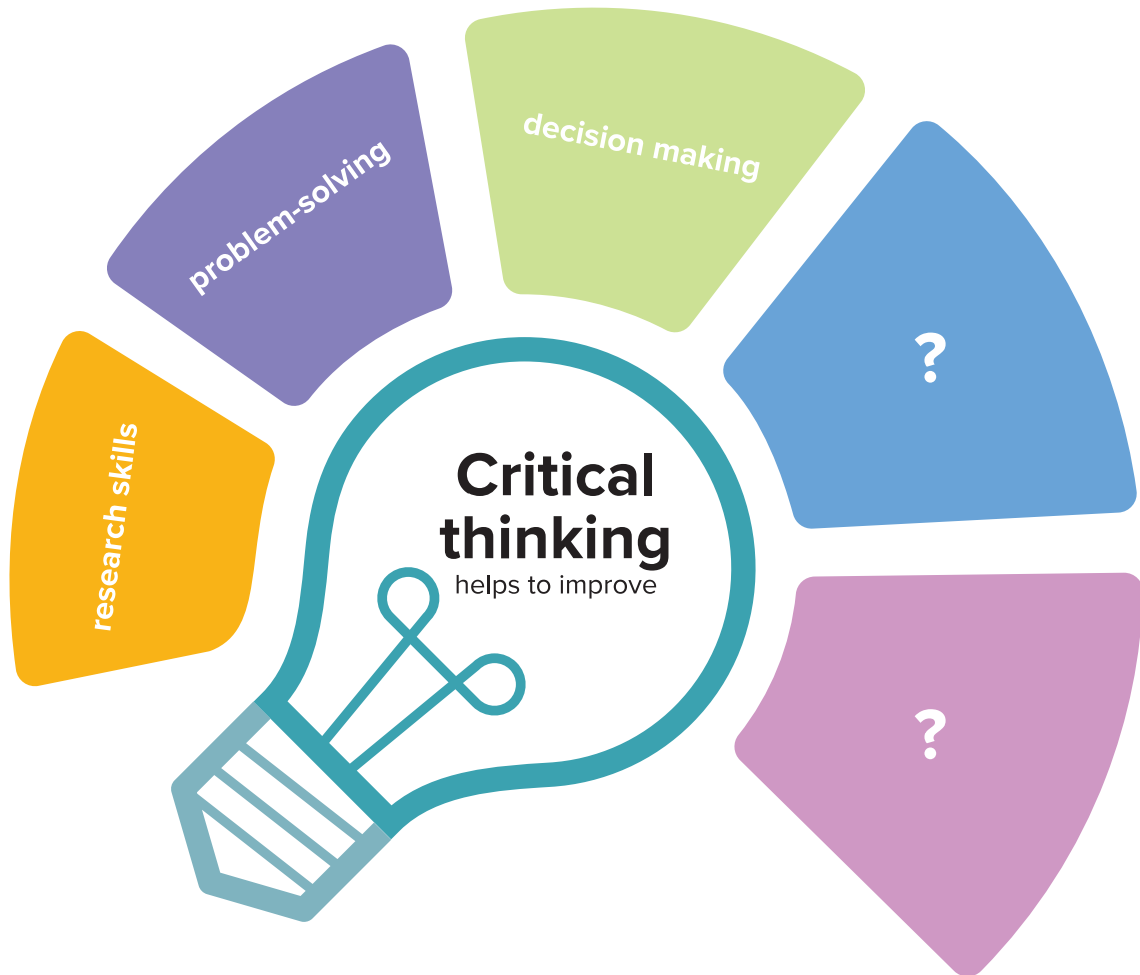
Expressing an agreement

I totally agree with you.
I think so.

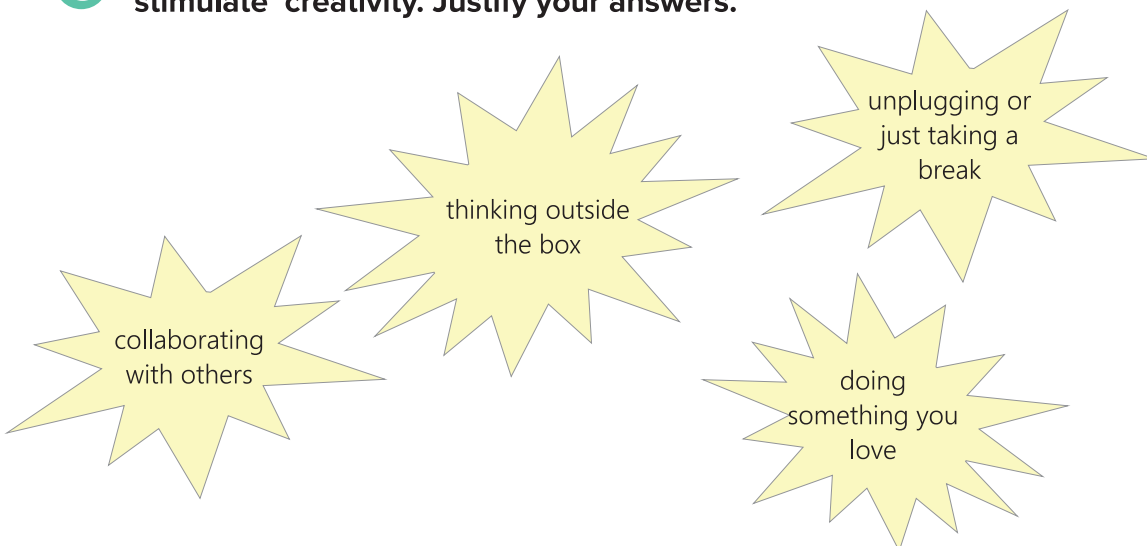
Expressing a disagreement

I see what you mean, but ★★★.
But don't you think it's ★★★?

- 3 The illustration below shows how critical thinking can be helpful. First, in small groups brainstorm and find 2 more skills that critical thinking can improve. Then provide examples and justify all 5 statements.



- 4 Together with your group members discuss how these techniques might stimulate creativity. Justify your answers.



Parts of an essay: Concluding paragraphs



Writing tips

A concluding paragraph ends the essay. It

- is usually two to four sentences in length;
- summarises the main points;
- restates the thesis statement in the introduction in different words;
- may give a final thought or feeling;
- may make a prediction;
- may suggest something;
- may share a hope.

Transition words to start a concluding paragraph:

In conclusion

In short

In brief

To sum up

To conclude

1 Read the introductory and concluding paragraphs and answer the questions.

In today's society where the rapid advancement of technology and the pursuit of economic growth are top priorities, creativity has become a crucial skill for success. It is therefore essential for schools to teach creativity. Having creativity classes will equip students with the skills and tools they need to thrive in an unpredictable and rapidly evolving world.

Body Paragraph 1

Body Paragraph 2

In conclusion, creativity should be taught at schools because it will provide students with the skills required for success in today's society. If this skill is not taught at schools, young people will find it hard to face the challenges of the modern world.

1. How many sentences are there in the concluding paragraph?
2. Which sentence in the concluding paragraph restates the thesis of the introductory paragraph?
3. What does the last sentence in the concluding paragraph present?

2 Read the introductions and write concluding paragraphs.

a) Introduction:

Graffiti is often considered a form of artistic expression. However, promoting graffiti as art is a controversial issue. Although some people argue that graffiti is a form of art that should be encouraged, the reality is that it is a destructive act that causes damage to property and promotes a culture of lawlessness.

Conclusion: ★★★

b) Introduction:

Graffiti is a debated topic these days. While some people advocate for its artistic value, others call for its ban. Certain groups see graffiti as vandalism, not art, calling it illegal. However, graffiti is a form of art that should not be banned. Instead, it should be celebrated as an expression of human creativity on a larger scale.

Conclusion: ★★★



WORD INSPECTOR

- 1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	★★★	generate	generational	X
2	dedication	dedicate	★★★	X
3	flexibility	X	★★★	flexibly
4	★★★	stimulate	stimulating	X
5	★★★	associate	X	X
6	expectation	★★★	expected	X
7	★★★	permit	permitted / permissive	★★★

- 2 Complete the sentences using the correct form of the words in brackets. Refer to the chart in Task 1.

0. They have high expectations for the job. (expect)
1. This painting has been in the family for ★★★ (generate).
2. The party still has its ★★★ (dedicate) followers.
3. Designers must respond ★★★ (flexibility) to new developments in fashion.
4. The programme contains some creative and visually ★★★ (stimulate) materials.
5. She became famous through her ★★★ (associate) with the group of poets.
6. His parents were ★★★ (permit) and allowed him to do whatever he wanted.

- 3 Use the prepositions below to complete the sentences. You can use the prepositions more than once.

with in for to

1. He came up ★★★ a great idea ★★★ a new campaign.
2. We were stuck ★★★ traffic ★★★ over an hour.
3. He dedicated his life ★★★ helping the poor.
4. Most people associate this brand ★★★ good quality.
5. The artist's style belongs only ★★★ himself.
6. Wendy has never been interested ★★★ Japanese festivals.
7. She took creativity classes ★★★ the hope that it will make her more creative.

4 Choose the word that cannot collocate with the given word.

0. ★★★ ideas

- a. come up with
- b. generate
- c. be open to
- d. dedicate

1. ★★★ creativity

- a. launch
- b. boost
- c. stimulate
- d. develop

2. ★★★ expectations

- a. high
- b. low
- c. unrealistic
- d. small

3. ★★★ capacity

- a. within
- b. beyond
- c. date
- d. maximum

4. think ★★★

- a. outside the box
- b. to oneself
- c. loud
- d. carefully

5. ★★★ a setback

- a. experience
- b. invent
- c. receive
- d. suffer

5 Complete the text with the words below. Two words are extra.

expectations	unique	experiences	flexibility	develop
limit	dedication	setbacks	permissible	dedicate

Creativity is all about coming up with ideas that push beyond our 0) expectations. It requires one to think outside the box and push beyond his/her capacity. However, 1) ★★★ are unavoidable in the process of boosting creativity. But rather than letting them discourage us, we can 2) ★★★ ourselves to exploring the wilderness of our imagination.

The wilderness of our imagination is the place where we can 3) ★★★ our creativity. It is where we can discover new ideas and take them to the next level. But, to truly tap into our creative side, we need to be willing to break free from the boundaries that 4) ★★★ our thinking. We need to be open to new perspectives and possibilities.

Creativity can be strengthened by challenging ourselves to do things differently. We can take up new hobbies or activities, learn new skills or try a different approach to solve our problems. The more we expose ourselves to new 5) ★★★, the more we can push our brains to think creatively.

In conclusion, creativity is not something we are born with, but it is a skill that can be developed with time and 6) ★★★. We need to think beyond our limits, push our boundaries, and explore the wilderness of our imagination. Only then we can truly unlock our creative potential and come up with ideas that are truly innovative and 7) ★★★.



TIME TO WATCH

- 1 You are going to watch two news stories about two creative people. Before that, read the text about two forms of art. Which of the letters (A- D) indicates where the sentence “However, the rough and uneven surface of the street can cause a problem” best fits?

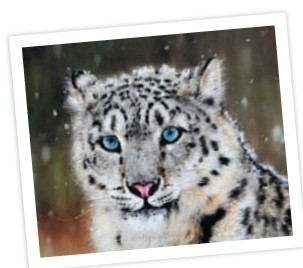
Hyperrealism is an art movement that first appeared in the 1960s and is characterised by an extreme attention to detail, creating images that are almost similar to reality. (A) This style requires a level of passion and dedication that only **prodigies** and true enthusiasts possess. It takes incredible time, **sweat** and effort to create a **realistic** effect, which makes hyperrealistic art truly unique. (B)

Street chalk drawing is a form of art that allows creativity and imagination to run wild. Using chalk, artists create colourful designs and scenes on the pavement. (C) If there is a hole or **crack** in the pavement, it can disrupt the flow of the drawing. Additionally, rain or heavy foot traffic can **wash away** the art, leaving nothing behind. But despite these obstacles, street chalk drawing remains a favourite pastime for many artists who continue to fill the **sidewalks** and streets with beautiful works of art. (D)

- 2 Read the text again and match the underlined words to their definitions. These words are also used in the video.

- a. a flat part at the side of a road for people to walk on
- b. hard work
- c. a line on the surface of something where it has broken but not split into separate parts
- d. young people whose intelligence or skills are unusually good for their age
- e. to remove or carry something away
- f. representing things as they are in real life

3 Watch the first part of the video and complete the sentences.



1. Isabella feels ★★★ and ★★★ when she draws.
2. She wants people to protect and love ★★★.
3. She claims that drawing realistic paintings isn't ★★★.
4. In order to prove that she drew the paintings herself, she ★★★.
5. Her paintings were about ★★★ when she just started drawing.
6. It takes Isabella about ★★★ to complete one drawing.

4 Watch the second part of the video and mark the sentences as True or False.



1. David Zinn's works can be seen only in one country.
2. He has been drawing with chalk on the sidewalks for more than 20 years.
3. He decided to draw with chalk because he wanted to spend time outside.
4. Zinn often talks with the characters he draws.
5. For Zinn, his paintings are more special than famous paintings in museums.

5 Discuss the question with a partner.

- If you had artistic talents, would you take up hyperrealistic or street chalk drawing? Explain why.

USE OF ENGLISH

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. Creativity is one of the **identical** skills that can set you apart from the competition.
2. The two models are absolutely **remote** in appearance.
3. The painter used to go to a **dedicated** village to get new ideas for his paintings.
4. The fashion designer was offered **essential** working hours.
5. Only a truly **flexible** scientist would want to read such a long and detailed report.

2 Choose the correct word to complete the sentences.

1. I recommend you **put up/leave aside** one manat as a rainy-day fund for the future.
2. We need a big victory to **boost/limit** our confidence.
3. Teachers should ask questions that **define/stimulate** students to think.
4. One of his **associations/gifts** was his ability to come up with innovative solutions.
5. Her latest film has **generated/defined** a lot of interest and excitement.

3 Look at the pairs of sentences and decide which is correct.

1.



- a) Aytaj is having her house painted.
- b) Aytaj is painting her house.

2.



- a) Maryam is going to have her car fixed.
- b) Maryam is fixing her car.

3.



- a) Aida has just had her blood pressure taken.
- b) Aida has just taken her blood pressure.

4.



- a) Eda and her mother are washing the dishes.
- b) Eda and her mother are having the dishes washed.

5.



- a) Alex had a new suit made yesterday.
- b) Alex made a new suit yesterday.

6.



- a) Yusif is going to have his tooth taken out.
- b) Yusif is going to take his tooth out.

7.



- a) Orkhan is cleaning the windows.
b) Orkhan is having the windows cleaned.

8.



- a) Aylin has her hair done every week.
b) Aylin does her hair every week.

4

Read the text below and decide which answer (a, b or c) best fits each gap.

Mason is a creative person who is 0) **b** to his work. He has faced several 1) ★★★ in his career as an artist. Despite the obstacles, he kept on finding new ways of making art. 2) ★★★ his creativity, Mason often spends time in nature, which helps him generate new ideas for his paintings. This process has helped him 3) ★★★ some of his best pieces, where he captures the beauty and power of the natural world. Mason's 4) ★★★ to painting has also developed his understanding of materials and techniques, giving him a unique perspective on the art he creates. This ability 5) ★★★ outside the box and experiment with new approaches has set him apart from other artists. Mason's work 6) ★★★ by critics and collectors. Many famous people have had 7) ★★★ by him. His creativity will certainly inspire future 8) ★★★ of creative people.



0.	a. flexible	b. <u>dedicated</u>	c. limited
1.	a. setbacks	b. gifts	c. chances
2.	a. To dedicate	b. To stimulate	c. To produce
3.	a. remove	b. leave aside	c. create
4.	a. dedication	b. generation	c. stimulation
5.	a. to solve	b. to consider	c. to think
6.	a. has recognised	b. has been recognising	c. has been recognised
7.	a. their portraits paint	b. their portraits painted	c. painted their portraits
8.	a. generations	b. definitions	c. expressions



Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.

1 The food at the party was great. My mother made most of the main dishes herself, but she had the rest of the food prepare by her friend.

You need to be creative and flexibility in your approach if you want to succeed. If you don't make any changes, you will being fired soon.

3 My living room has been painted twice, but I still don't like its colour. I am going to have it painted again.

The woman who was visiting the Museum of Art in New York fell on a Picasso's painting called "The Actor" and tore it. Luckily, the tear will be repaired by the museum and will show in the exhibition in summer.

5 When Lee Hadwin was 16 years old, he woke up to find that the floors and walls in his house were covered with amazing drawings. He realised that he had been drawn them in his sleep.

Although some people consider graffiti an act of vandalism, it is a fundamental part of our cultural history. It dates back thousands of years and can be found in paintings of ancient civilizations.

7 There's a common believe that creativity is a gift that some people are born with.

John Myatt is a British artist. He makes copies of famous works of art, but they are not sell as originals. They are painted with ordinary paint and the word "fake" writes on the back.

9 I have bought a new computer and I am going to have some programmes install. So, I am taking it to the computer programmer now.

I have had my car repaired yesterday, and now it isn't working. I need to find a better mechanic.

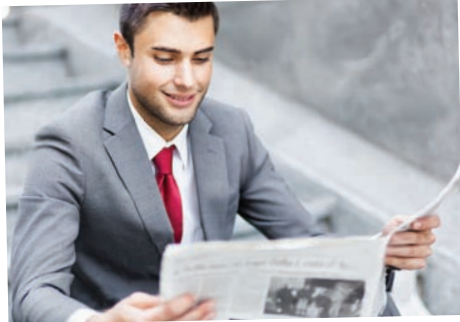
UNIT 6

IN THE NEWS

FOCUS ON THE TOPIC

Work in small groups. Look at the pictures and discuss the questions.

- What is the best way to get information about what is happening in the world?
- Is it important to keep up with current events? Why or why not?



VOCABULARY

- 1 Read the comments and answer the question. You can choose more than one option.

Which of the topics below have been mentioned by the people?

- a) The best source to follow international news
- b) The six categories of news
- c) The main risk of not following sports news
- d) The importance of keeping up with news
- e) A field of interest

1.



With the current development in technology, the world has become a global village, so we are **bombarded with**¹ news and information from all around the world. I think it is essential to stay **up-to-date**² with current events so that we get informed about potential risks that might arise in our community.

2.



I very seldom watch the news, so I have a low news **intake**³. I only **keep an eye on**⁴ the latest developments within my area of interest, which is mainly about saving money. Unlike me, my husband follows news **constantly**⁵ throughout the day. I think he has developed a news **addiction**⁶. He can hardly find any time to engage in activities other than reading or watching news.

3.



I always **consume**⁷ news about social media because I want to keep myself informed about what is happening in the world. From politics, business, health to weather, sports, and entertainment, there's always something new and **engaging**⁸ to discover every day.



2 Pay attention to the boldfaced words/phrases in Task 1. Choose the correct definition that matches the meaning of each boldfaced word/phrase.

1 **bombard with sth (v.)**

a) attack somebody by firing guns or dropping bombs
b) attack somebody by giving them too much information

2 **up-to-date (adj.)**

a) having or including the most recent information
b) not being aware of the most recent news

3 **intake (n.)**

a) the amount or quantity of something being received
b) the price of something being received

4 **keep an eye on sth (phr.v.)**

a) give no attention to something
b) watch something carefully to make sure that they are safe or not causing trouble

5 **constantly (adv.)**

a) all the time; repeatedly
b) not often or regularly

6 **addiction (n.)**

a) medical care given to a patient for an illness or injury
b) the condition of being unable to stop using or doing something as a habit, especially something harmful

7 **consume (v.)**

a) watch or read forms of media or take in information from them
b) keep away from all forms of media and the information from them

8 **engaging (adj.)**

a) pleasant and attracting your interest
b) not attracting or interesting

Listen and check your answers. Pay attention to the pronunciation.



3 Complete the sentences with the words/phrases from Task 2. You may need to change verb forms.

0. We are **bombarded with** propaganda about what we should eat.
1. My nephew successfully overcame his Internet ★★★.
2. You'd better ★★★ the notice boards for forthcoming events.
3. They kept me fully ★★★ with the current news 24/7.
4. My friend has reduced her news ★★★ because she finds news stressful.
5. The mass media allow us to ★★★ news that we like and avoid news that we don't.
6. The news about a man who turned his backyard garden into a community vegetable garden was quite ★★★.
7. He often complained that he was ★★★ followed by the press.

READING

1 Discuss the questions with a partner.

- Do you think the news influences people too much? Why or why not?
- What are the advantages and disadvantages of consuming too much news?

2 Read the magazine article about news addiction and match the titles (a-g) to the paragraphs (1-5). 0 is an example. One title is extra.



- a) Socialise with people who are closest to you
- b) View news only when you feel calm
- c) Pursue your interests without checking the news
- d) Stop using media all the time
- e) Find out ways to deal with your reactions
- f) Don't be afraid to disconnect
- g) Monitor what news you are consuming

Do you find yourself checking your phone after dinner or before going to bed in an effort to stay up-to-date and informed about all the latest headlines? Are you tired of being bombarded with media content 24/7? **(A)** News addiction is a type of **dependency** that develops when you read or watch news about current events.

Your **newsfeed** may be full of interesting stories and engaging topics, but if it has become a source of stress for you instead of peace, then you need to take steps toward recovery. Reducing your intake of news can save you a lot of time every day and reduce stress and anxiety. Here are six ways to stop being a news addict.

0. **f** Every time you check social media to read the news, you're training your brain to **desire** digital excitement. You may feel like you need to stay "informed" in order to avoid missing out on important events, but in reality, it's just setting yourself up for trouble. **(B)** If you feel like you're over-consuming news content, get up from your computer or turn off your television and phone. Stay offline and unplug.

1. You're probably aware that excessive news consumption can lead to a news addiction, but that doesn't mean you should completely stop consuming media. Instead, try to keep your news consumption under control. If you feel like you're stressed out by the news, take a break. When you're ready to return to news consumption, do so in a more relaxed **manner**.

2. When you're constantly checking your phone, watching the news or listening to **podcasts**, you're at risk of experiencing different emotions. You may feel anxious when you hear a news story about current dramatic issues. Be aware of what touches your feelings and develop strategies to help you relax. You may use relaxation techniques or distracting activities to help you get yourself back under control. **(C)**

3. If you find yourself reading an article on the newsfeed, think twice before you click on it. Is it worth your time? Will it **enrich** you in any way? You might also find that you're re-reading the same news articles or watching the same news programs that you've already seen. News, especially the same news and same topics that you repeatedly watch, program your mind. Why allow that? Keep an eye on what you spend your time on.

4. Sure, it's important to stay informed on current events, but you should also focus on the positive aspects of your life, too. Make time for activities that are meaningful to you, such as doing a hobby or developing a healthy lifestyle. **(D)** Make time for your own self-improvement, such as reading books, exercising or taking music classes. Concentrate on your studies or work instead of letting messages and newsfeed to constantly attract your attention.

5. It may be easy to stay busy and distracted when you're always plugged into digital media. If you're constantly checking your phone, or watching TV, you're not connecting with your friends and family in a meaningful way. **(E)** Also, make sure you're getting enough sleep and eating healthy meals and doing the things that are healthy for your mental and physical health. Refocus your attention on the people in your life who are close to you, who are meaningful to you, instead of on media figures who are thousands of miles away.

3 Read the article again. Which letters (A- E) indicate where the sentences best fit?

1. If so, this may be a sign that you're suffering from news addiction.
2. Meet them in-person.

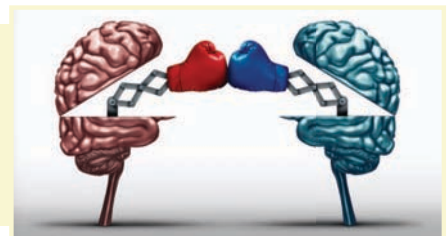
4 Pay attention to the underlined words in the text and match them to their definitions.

1. a digital audio file that can be taken from the Internet and played on a computer or a device that you can carry with you
2. to improve someone
3. to want something
4. the state of being addicted to something
5. the way that something is done or happens
6. a web page or screen that updates often to show the latest news or information

5 Debate: Choose one of the two topics to debate as a class. Your teacher will tell you whether you will be debating for or against the idea. You will have 10 minutes to prepare your arguments.

Topic 1: Teenagers should follow the news about what is going on in the world regularly.

Topic 2: Following the news accounts on social media is the best way to get the news.



1 Discuss the questions with a partner.

- How do you think news reporting will change in the future?
- What do you think a career in journalism will be like?

integrity – the quality of being honest and having strong moral principles

2 Read a part of the conversation between two journalists and answer the question.

- What changes will we observe in the way we receive news?

Robert: So, what do you **expect** the future of news reporting to be like?

Angela: Well, it's hard to **predict** the future, but I hope that we can preserve our integrity as journalists.

Robert: I think it's important that we **intend** to report the facts and not just what will get the most clicks or views on social media.

Angela: Absolutely. We have to **guarantee** accurate information to the public.

Robert: Do you think there will be any changes in the way news is delivered?

Angela: I **anticipate** seeing a greater focus on digital platforms and social media, but I still believe there will be a place for traditional media.

Robert: That makes sense. Do you think news organisations will be able to face these changes?

Angela: I hope so. It's important for us to adapt to the changing world and make sure that we are reaching our audience in the most effective way possible.

Robert: I **hope** to meet you soon to discuss this topic again.

Angela: I **promise** to call you soon.



3 Look at the boldfaced verbs in Task 2 and complete the table.

Verbs	Structure
decide, intend, ★★★, ★★★	verb+to+infinitive
predict, ★★★	verb+noun/-ing form
expect, plan, arrange, ★★★	verb+noun/+to+infinitive



GRAMMAR TARGET

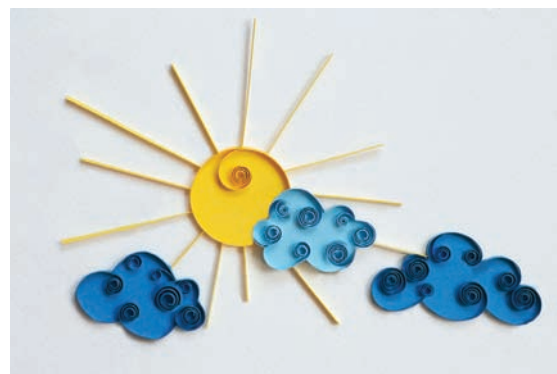
Verbs with future meaning

Study the rules and examples on Page 150 before you do the following tasks.

4 Listen to a weather forecast and complete the sentences.



1. The weather forecast team intends ★★★ on changes in weather patterns.
2. They promise ★★★ the listeners with accurate and up-to-date information so that they can plan ★★★ in advance.
3. Referring to the data they have, they anticipate ★★★ and ★★★ for the next few days.
4. Some meteorologists predict ★★★ by the end of the week.
5. As the weather forecast team expects ★★★ weekend, the listeners can start arranging ★★★.
6. They cannot guarantee ★★★ in their predictions, but they plan ★★★ the weather patterns closely.



5 For each of the sentences below, write a new sentence as similar as possible in meaning to the original sentence, but using the word in brackets.

0. *Scientists anticipate discovering the secret of life.* (expect)
Scientists expect to discover the secret of life.
1. The designer believes that he will be able to finish the sketch by tomorrow. (anticipate)
2. I'm not planning to attend the ceremony because I have a lot to do. (intend)
3. The business promises to return your money if the product is defective. (guarantee)
4. At the end of the following week, they expect there will be a lot of snow. (predict)
5. The teacher believes that one day she will learn that her students have become successful. (hope)
6. I swear to realise my dreams one day. (promise)

6 Use the verbs with future meaning to write news stories about these possible future headlines.

Robots Do All the Housework

Computers in 100% of Homes

Science Can Prevent Earthquakes

No Food Problem in Africa

First Flying Cars in the Skies over Baku

Average Life Expectancy 150 Years

1 Discuss the questions with a partner.

- What is artificial intelligence (AI)?
- Can robots one day replace humans? In what areas?
- In what tasks will humans always be better than robots?
- How might AI solve humanity's problems?

2 Read the news article and answer the question.

What possible changes are mentioned about each of the sectors below?

- Healthcare
- Finance
- Transportation
- Education

By 2040, artificial intelligence (AI) **will have made** significant changes in the way we live and work. Experts predict that AI **will have become** an integral part of most industries.

In healthcare, for instance, AI-powered diagnostic tools **will have improved** early detection rates for diseases such as cancer, stroke and heart disease, which will lead to increased chances of survival.

In the financial sector, AI **will have made** decision-making faster and more accurate, which will allow banks and financial institutions to achieve higher profits.

Big changes will take place in transportation as well, with self-driving cars and unmanned aerial vehicles. These developments **will have ended** traffic problems, especially in big cities by 2040.

In the field of education, AI **will have transformed** the learning experience.

New personalised learning systems will help students learn at their own pace and teachers will deliver personalised support to students. AI-powered grading systems **will have made** assessments more objective by that time.

Overall, by 2040, AI **will have transformed** the world in ways that were once thought impossible.



3 Look at the boldfaced parts of sentences and complete the rule. Future Perfect is used for actions that ★★★.

- a) will be completed before some other point in the future
- b) will be in progress during some time in the future



GRAMMAR TARGET

Future Perfect

Study the rules and examples on Page 151 before you do the following tasks.

4 Complete the sentences with the correct positive or negative forms of the verbs in brackets. Use Future Perfect.

0. I'll tell you my answer tomorrow. I will have decided (decide) by then.
1. I have enough time. I ★★★ (plan) all the activities by the end of the week.
2. The project group is expected to finish the project at the end of the month. Unfortunately, they ★★★ (finish) it on time if they don't start organising the activities today.
3. The team ★★★ (organise) the event by the time guests arrive in the country.
4. I ★★★ (complete) all the work by tomorrow if I don't stop checking my social media accounts every second.
5. By the end of this month, I hope my friend ★★★ (solve) his financial problems on his own.
6. I am short of time. I know I ★★★ (prepare) a detailed report by the end of the day. It seems unrealistic.

5 Complete the sentences with the Future Perfect form of the verbs in the box. Use passive forms if necessary.

learn	invent	settle	travel	solve	eradicate	increase
-------	--------	--------	--------	-------	-----------	----------

Perhaps by the year 2040, people 0) will have settled on the moon. By that time, ordinary citizens 1) ★★★ to space as space tourists. Scientists 2) ★★★ the world's main problems by using the latest technologies. Perhaps they 3) ★★★ how to make drinkable water. The world's food supply 4) ★★★ and poverty 5) ★★★. Perhaps scientists 6) ★★★ a giant space mirror to send heat and light around the world.



6 Complete the sentences with your own ideas.

0. By 2100, a superfast public transportation system will have been built in every city.
1. By 2040, I ★★★.
2. By the time I finish school, ★★★.
3. By the time I retire, ★★★.
4. By 2050, my classmates ★★★.
5. By 2060, most countries ★★★.
6. By 2090, robots ★★★.

7 Imagine that you are a group of experts writing a news story about your predictions. What do you think will have happened by 2060 in the following fields?

career

travelling

housing

communication

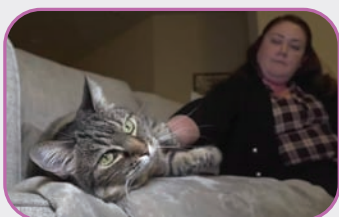
LISTENING

1 Look at the news headlines and photos. Discuss the questions with a partner.

- What do you think each news story is about?
- Would you read these stories or just skip them?

1.

**Woman Reunited
with Long Lost
Pet After 6 Years
Thanks to a
Social Media Post**



2.

**A FAMOUS OLD
CAR FULL OF
GENEROSITY IS
UNDER REPAIR**



3.

**Human Experts
Perform Much
Better than Artificial
Intelligence
at Identifying
Mushrooms**



4.

**An Albino Panda
Photographed in
a crowded city in
China**



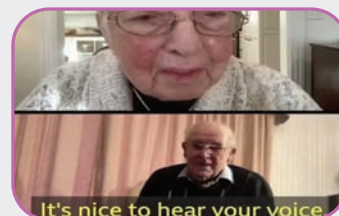
5.

**Faster Than the
Olympic Gold
Medalist**



6.

**84 Years of
Letter Writing**



2 Listen to the news reports. Are the headlines correct?



go viral - to become very popular very quickly

- 3 Listen to the news reports again and decide if the statements are true or false.



1. Kinsey kept on living in the same town all her life.
2. Sarvar Bashirli's car was a 1981 model.
3. The Artificial Intelligence system recognises species by analysing their behaviour.
4. A completely white albino panda has been documented many times.
5. Algerian runner Fouad Baka won the Rio Paralympic Games.
6. Celesta Byrne and Geoff Banks have met in-person.

- 4 Work in small groups and prepare a 5-minute television news broadcast. Make sure that you include international news, domestic news, sports news and a lighter item to finish off the programme. Write a script to help you.

USEFUL EXPRESSIONS

Introductory sentences:

Hi, I'm ★★★.

Tonight's stories include ★★★.

But first of all, our top story.

Our field reporters ★★★ we'll be at ★★★.

We'll also have a report from ★★★ at ★★★.

Presenting different topics:

Let's turn to a story about ★★★.

Excuse me, we have a developing situation.

We'll take a closer look at this after the break.

Connecting a special reporter:

Hi, ★★★! We're on the ground here in ★★★.

We go over a live to ★★★ who is on the scene. Hi, ★★★.

Ending the news:

Thank you for tuning in. We'll be back at eleven with important updates.

(Your name and surname) for Channel ★★★.

SPEAKING

1 Follow the instructions.

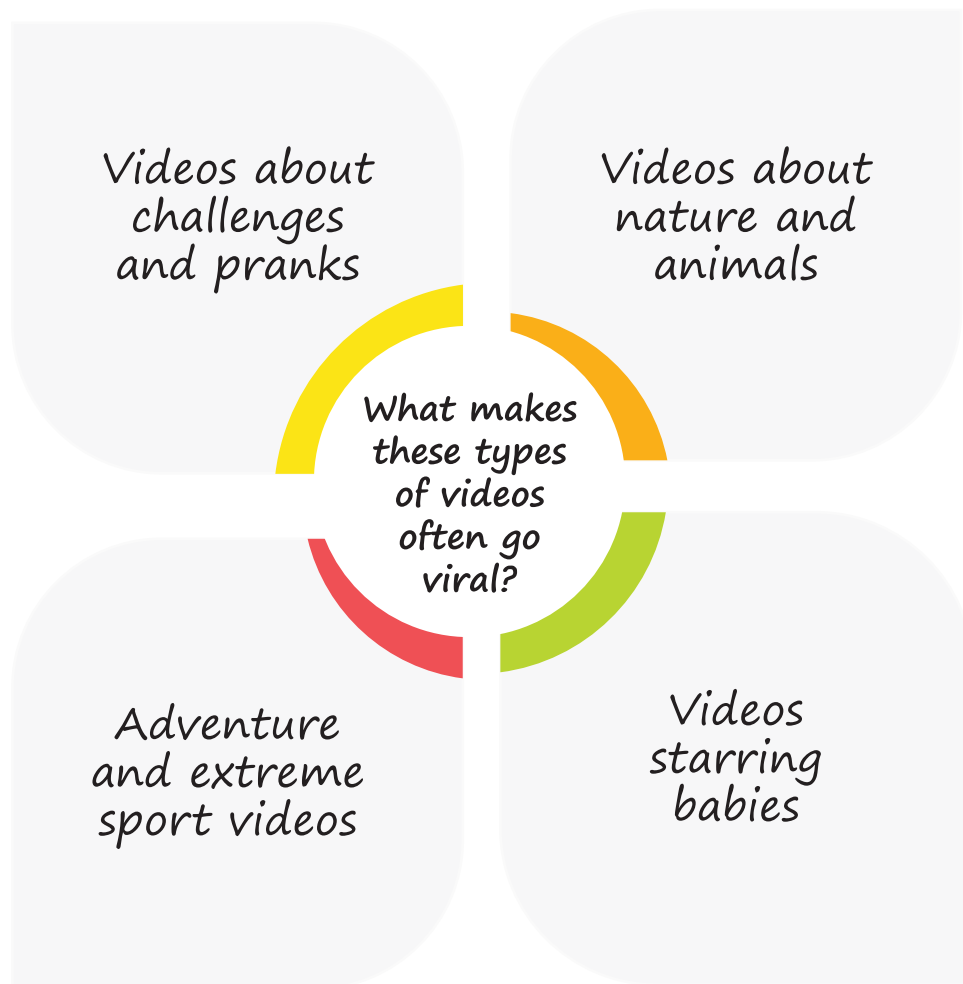
A. These are some ways that people stay up-to-date with the events happening in the world. Put them in the order that you use most.



B. Compare your list with a partner and discuss the questions.

- What are the advantages and disadvantages of each way of consuming news?
- What influences people's choice of different ways of consuming news?

2 Together with your group members discuss the question.



3 Look at the news headlines and discuss the questions in small groups.

- What do you think the story behind each news headline is?
- Which news headline is the most engaging and why?

1.

Woman accidentally joins search party looking for herself

2.

Couple arrested for selling tickets to heaven

3.

Zoo Separates 5 Parrots After the Birds Were Caught Encouraging Each Other to Swear At Guests

4.

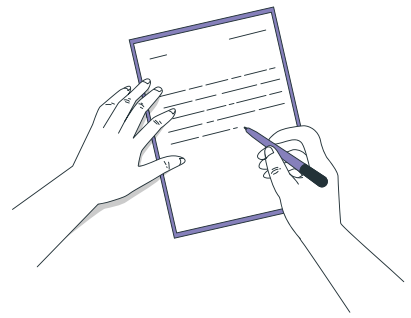
Bear Falls into Party, Then Eats All The Cupcakes

5.

Terrified neighbours call police to 'domestic dispute' - but find man alone screaming at SPIDER

6.

Wedding ceremony stops when owl fails to deliver rings



Citations

Writing tips

When you write an essay, you should use your own words for the most part. Sometimes, however, you might want to use the ideas that you have read in a book, in an article or on a Web site. For instance, if you are writing an essay about food, you may want to use a quotation from a famous dietician. In this case, you must cite the author - mention that the words are not your words and you took them from someone else. So, citations will make your essay more engaging, more factual and interesting to the reader.

Writers who do not cite the sources of information are plagiarising or stealing someone else's ideas. To avoid plagiarism, it is crucial to use quotes or a paraphrase and add a reference at the end of your writing.

Use quotations when you want to keep the source's exact words.

The following verbs are used to introduce quotes.

<i>describes</i>	<i>points out</i>	<i>states</i>
<i>argues</i>	<i>finds</i>	<i>predicts</i>
<i>claims</i>	<i>insists</i>	<i>reports</i>

1 Read the sample essay and choose the best title.

- a) Brain-related Problems Due to Excessive TV Watching
- b) What should parents do to help children with TV addiction?
- c) The Harmful Effects of Television on Children
- d) Why should parents let their children watch TV?



Television has become an integral part of modern life, but it is not without its harmful effects, particularly when it comes to its impact on children. It has been widely debated whether watching TV is bad for children or not. Children who spend more than two hours a day in front of TV are more likely to have brain-related problems and behavioural changes.

To begin with, spending too much time in front of TV has negative effects on children's developing brains. Since a lot of TV programs contain violent language and scenes, it may

have a harmful effect on young minds. Manisha Parulekar points out, "Moderate to high television viewing is associated with increased memory loss." Additionally, sitting in front of a screen for an extended period disrupts sleep and body clock.

Apart from the brain-related problems, watching TV excessively can lead to behavioural changes in children. Exposure to excessive advertising can encourage children to want more and more. As Kelly Hayes reports, "Children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see."

In conclusion, while some studies suggest that moderate television viewing may not be harmful to children, there is sufficient research to indicate that excessive screen time is harmful. So, it's important for parents to limit how much TV their kids watch and what they watch.

2 Read the essay again and answer the questions.

1. How many sources has the writer used?
2. In which paragraphs has the writer referred to the sources?
3. Has the writer made any changes to what was said in the original document?
4. Do you think the sources were used successfully? Why or why not?

3 Choose ONE of the topics below and write an essay. Cite the sources.

1. Some people think that the detailed criminal description on TV has bad influences, so this kind of information should be restricted on the media. To what extent do you agree or disagree?
2. With the development of online media, there is no future for the radio. To what extent do you agree?
3. The news media have too much influence on people's lives today and this is a negative development. To what extent, do you agree or disagree?
4. The media have the right to publish details of people's private life. Do you agree or disagree?

4 A. Exchange your essay with a partner. Read your partner's essay and answer the Peer Editing questions below.

Does your partner's essay have the following?

- Introductory, body and concluding paragraphs
- A clear thesis statement
- At least two reasons to support his/her opinion
- Cited sources

B. Write your suggestions to help your partner improve his/her essay.

WORD INSPECTOR

1 Complete the chart with the correct word forms. An X indicates that there is no form in the category.

	NOUN	VERB	ADJECTIVE	ADVERB
1	constancy	X	constant	★★★
2	★★★	addict	addicted	X
3	consumption	★★★	consumable	X
4	engagement	engage	★★★	engagingly
5	★★★	depend	dependent	X
6	★★★	predict	predictable	X
7	★★★	intend	intended	X

2 Complete the sentences using the correct form of the word in brackets. Refer to the chart in Task 1.

- The only constancy (*constant*) in the news cycle is its ever-changing nature.
- Jack became ★★★ (addict) to video games at quite an early age.
- I began reading with the ★★★ (intend) of finishing the book, but I never did.
- Some people can develop a ★★★ (depend) on social media.
- I prefer consuming news that is both informative and ★★★ (engage).
- The ending of the film was so ★★★ (predict) that I decided not to watch it.
- Doctors say that children need to increase their ★★★ (consume) of fruit and vegetables.
- It is really hard to make ★★★ (predict) about the future of news reporting.

3 Use the prepositions below to complete the sentences. Some prepositions can be used more than once.

of

from

to

with

into

on

- Today we are bombarded ★★★ advice ★★★ what to eat and what to avoid.
- To be successful, you need to keep an eye ★★★ what you want to achieve and not ★★★ what you already have.
- Interior designers spend their working lives keeping up-to-date ★★★ the latest trends.
- Many smokers who are chemically addicted ★★★ nicotine cannot cut down easily.
- Thousands ★★★ children in the world today suffer ★★★ video game addiction.
- If you are constantly plugged ★★★ digital media, it will be hard to get unplugged.

4 Choose the word that cannot collocate with the given word.

0. consume ★★★

- a. health
- b. information
- c. food
- d. news

1. ★★★ news

- a. spread
- b. catch up on
- c. addict
- d. follow

2. ★★★ information

- a. valuable
- b. up-to-date
- c. engaging
- d. addicted

3. ★★★ addiction

- a. cause
- b. intend
- c. overcome
- d. lead to

4. ★★★ manner

- a. facial
- b. relaxed
- c. positive
- d. professional

5. constant ★★★

- a. fears
- b. doubts
- c. pain
- d. life

5 Complete the text with the words below. Two words are extra.

consumption	predict	intention	consume	addiction
constantly	keep an eye on	transform	up-to-date	intake

Information overload is the state of being **0) constantly** bombarded with an excessive amount of data and content. With the rise of digital media, this phenomenon has become an **1) ★★★** that many of us find hard to control.

Most of us want to **2) ★★★** more and more content that enriches our knowledge and understanding of the world around us. However, our **3) ★★★** of information has become unmanageable. We often engage in getting information without any consideration for its value.

This dependency on information may have harmful side effects, as we are often unable to **4) ★★★** the negative consequences it may have on our mental and physical health. Studies have shown that excessive **5) ★★★** of information can lead to stress, anxiety, and exhaustion. Moreover, it can become a serious barrier to productivity, as it distracts us from our work and daily routines.

To cope with this new problem, it is essential that we learn to **6) ★★★** the information that we are presented with. We need to develop skills that help us evaluate the quality of information.

In conclusion, we need to be mindful of the amount of information we receive and to ensure that while we are trying to stay **7) ★★★**, we preserve our mental and physical well-being.



TIME TO WATCH

- 1 You are going to watch some news stories that went viral. Before that, read the comments about them and guess what each news story is about.



katelyn @katelyn-25 Nov

The kids are so adorable¹! 😊 This is how I was raised...colour means nothing to me. Always judge a person by character.

13

36

40



steven @steven-23 Nov

Unfortunately, Judge Cicconeti has retired. 😞 His creative sentences² were amazing. Instead of sending people to jail³, other judges should follow his sentences.

35

52

30



murad @murad-28 Nov

Just put a big smile on my face! Keep on dancing, Jayden! He broke down the house⁴. Bravo parents! 🙌🙌🙌

23

33

45



emil @emil-21 Nov

The alligator was moving so slowly. Many people don't realise that alligators can move quite fast when they want to. I would never risk getting closer to him to capture⁵ his photo. 😞

53

66

82



mary @mary-22 Nov

This is just fantastic! I can listen to this over and over again. It is a great banger⁶! I just wish it was used every day at the end of the programme. Thank you so much, Owen. Your talent is just incredible. 🙌🙌🙌

32

51

95



2

Read the comments again and match the underlined words to their definitions. These words are also used in the video.

a.

a song with a loud, energetic beat that is good for dancing to

b.

the punishment given by a court

c.

a prison

d.

to record accurately in words or pictures

e.

very attractive and easy to feel love for

f.

to get a big applause from an audience; be highly successful



3 Watch the news stories and complete the sentences.

The kids haven't seen each other for **1)** ★★★.
For these kids, **2)** ★★★ is very important.



The news about the judge went viral because of his **3)** ★★★.
Instead of sending the teen to jail, the judge decided to **4)** ★★★.

Jayden danced because he wanted to **5)** ★★★.
He started dancing when he was **6)** ★★★ years old.
Jayden's video got **7)** ★★★ views.
His favourite football team invited him to **8)** ★★★.



Kristi Buckley and her husband called the alligator **9)** ★★★.
The other woman in the video thinks that the alligator has a **10)** ★★★ look.

A BBC weatherman got **11)** ★★★ views on Twitter,
and that was what he hadn't expected to happen.



4 Discuss the questions with a partner.

- Why do you think these news stories went viral?
- What kind of news usually goes viral in our country?

USE OF ENGLISH

1 Each of the words in bold is in the wrong sentence. Put the words in the sentences they belong to.

1. The news headline was **addicted**, but the story itself wasn't.
2. The match will be played on **viral** grass.
3. This video cannot go **artificial**, even if it features a celebrity.
4. I have to combat this **engaging** desire to eat chocolate.
5. If I start watching a soap opera, I immediately become **constant**.

2 Choose the correct word to complete the sentences.

1. The businessman had gone bankrupt three times before his company achieved high **profits/money**.
2. Learning how to **make/increase** faster decisions can help improve your time-management skills.
3. The university decided to deliver **personalised /relaxed** support to students who failed the exams.
4. In order to **make/take** assessment more objective, international experts were invited to assess students' language skills.
5. Staying near your car during a storm usually leads to increased chances of **survival/ arrival**.

3 Look at the pairs of sentences and decide which is correct.

1. **a)** I think we will win the championship this year.
b) I think we will have won the championship this year.

2. **a)** By 10 p.m. tonight, she will have finished writing the report.
b) By 10 p.m. tonight, she will finish writing the report.

3. **a)** Will the weather be fine tomorrow?
b) Will the weather have been fine tomorrow?

4. **a)** They will arrive by 11 p.m. tomorrow.
b) They will have arrived by 11 p.m. tomorrow.

4 Complete the sentences with the correct form of the words in brackets. In two sentences, you need to use the negative prefix -dis.

1. When people hear tragic news, their first reaction is usually ★★★ (believe).
2. The ★★★ (generous) of the foundation made the project possible.
3. Children from low-income families do not have the same ★★★ (education) opportunities as children from wealthier families.
4. The press were slow to understand the ★★★ (significant) of what had happened.
5. By flying low, the plane avoided ★★★ (detect) by enemy radar.
6. I was so lonely that I felt ★★★ (connect) from the world around me.

5 Read the text below and decide which answer (a, b or c) best fits each gap.



A New Zealand couple are having 0) **b** problems registering their new baby's name.

1) ★★★ were told that "4real" can't be used on a birth certificate because numerals are not 2) ★★★.

The government office 3) ★★★ the issue with the parents for a couple of weeks. This is because of a law that says that all unusual names must be given case-by-case consideration. A government official said, "The name 4) ★★★ at this stage yet". We are currently in discussions with the parents to clarify the situation. Under New Zealand law,

all children must be registered 5) ★★★ two months of birth. The baby will be registered as "Real" if no compromise is reached.

The Cheeka family intends 6) ★★★ the discussions, hoping to register their baby as "4real". They predict that if a compromise is not reached, the story will go 7) ★★★ and attract global attention. By next month, the couple 8) ★★★ their baby as "4real" or accepted the alternative name of "Real". Paul and Sally Cheeka wanted to name their baby son "4real".

0.	a. little	b. <u>some</u>	c. any
1.	a. They	b. It	c. He
2.	a. allowed	b. depended	c. predicted
3.	a. has been discussed	b. has been discussing	c. is discussing
4.	a. had not been rejected	b. has not been rejected	c. is not rejected
5.	a. within	b. for	c. since
6.	a. continuing	b. that they will continue	c. to continue
7.	a. up-to-date	b. engaging	c. viral
8.	a. will have either successfully registered	b. will either successfully register	c. will have either successfully been registered



Read the sentences. Some of the shaded words and phrases have mistakes. Find 10 mistakes and correct them.

1 After the news went viral, the construction company guaranteed giving back the money within a short period of time.

The news reporters have to provide up-to-date information. So, by this time tomorrow, they will have been left for the accident scene. 2

3 Young people who are addicted to nicotine are at special risk of getting lung cancer, and special attention should be paid to these groups.

The elderly man intends that he asks his grandson to teach him how to use social media websites. He believes that he will be able to keep himself informed if he has his own accounts. 4

5 My friend never follows the news. He thinks it is a waste of time. Instead he enjoys consuming books, which he believes helps him become more informative.

The news about an elderly women who saved three lives was engagement. Almost all news programmes from all over the world shared a news story about her. 6

7 If you come with me, I will have read to you the best stories of mine. I am going to have them publishing next week.

Doctors recommend that I reduce my news consuming if I constantly feel tired. This is what I think I should have started doing now. 8

9 These days young people are bombarded with advice on what to do. I believe that they should be given freedom to choose their own way.

This is the last sentence in the Mistake Detector Section of this book. Remember that the only real mistake is the one from which we learn nothing. 😊 10



IRREGULAR VERBS LIST

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
beat	beat	beaten	light	lit	lit
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bet	bet	bet	meet	met	met
bite	bit	bitten	pay	paid	paid
bleed	bled	bled	put	put	put
blow	blew	blown	quit	quit	quit
break	broke	broken	read	read	read
bring	brought	brought	ride	rode	ridden
build	built	built	ring	rang	rung
buy	bought	bought	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
dig	dug	dug	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	shrink	shrank	shrunk
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spend	spent	spent
forgive	forgave	forgiven	spin	span	spun
freeze	froze	frozen	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	stick	stuck	stuck
go	went	gone	sting	stung	stung
hang	hung	hung	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	wind	wound	wound
lie	lay	lain	write	wrote	written

GRAMMAR BANK

UNIT 1. GRAMMAR A



Grammar Target

An included yes/no question

Yes/No questions with auxiliaries or be

Rules

We add the word **if** or **whether**. We use statement word order.

We remove *do/does/did*. We add **if** or **whether**.
The verb shows the **-s** ending for he, she, it in the present or uses the past form.

We can add **or not** at the end of an included yes/no question.

We can add **or not** directly after **whether**, but not directly after **if**.

Examples

Are lungs the largest internal organ in the human body?

I was not sure **whether** lungs are the largest internal organ in the human body.

Did Albert Einstein fail most of the subjects in school?

They wanted to know **if** Albert Einstein failed most of the subjects in school.

Does she know all school subjects very well?

I wonder **if** she knows all school subjects very well.

I was not sure **if/whether** lungs are the largest internal organ in the human body **or not**.

I was not sure **whether or not** lungs are the largest internal organ in the human body.

An included question can be used after phrases such as these:

I don't know

I'm not sure

Do you remember

Please tell me

Nobody knows

Can you tell me

I have no idea

I can't understand

Do you understand

I wonder

I'd like to know

Would you like to know

I don't remember

I can't tell you

Does anyone know

You need to decide

It's important to ask

Do you know

UNIT 1. GRAMMAR B



Grammar Target An included Wh question Direct Question

Included Question

Wh- questions with auxiliaries or be

What colour is the sun?
How much water can a camel store in its hump?

We use statement word order. We put the subject before the verb.

I'd like to know what colour the sun is.
Please tell me how much water a camel can store in its hump.

Wh- questions with auxiliaries *do/does/did*

Why do ants walk in a straight line?
How did Wi-Fi get its name?

We omit *do/does/did*. The verb shows *-s* ending for he, she, or it in the present, or uses the past form.

My curious brother wants to know why ants walk in a straight line.
I'd like to know how Wi-Fi got its name.

WH- questions about the subject

Who invented weekends?

There is no change in word order.

Please tell me who invented weekends.

Punctuation Note:

We use a period at the end of the included question if the sentence is a statement.

We use a question mark if a sentence begins with a question word.

How did Wi-Fi get its name?
I'd like to know how Wi-Fi got its name.

Usage Note:

When asking for information, an included question sounds more polite than a direct question.

Direct Question: *Who took my mobile phone?*

More Polite: *Do you know who took my mobile phone?*

GRAMMAR BANK

UNIT 2. GRAMMAR A



Grammar target

Past Perfect Progressive

Past Perfect Progressive is formed using had + been + present participle.

+	Jamal looked very tired as he had been jogging for an hour.
-	They hadn't been talking to each other for the whole day when he started to ask her strange questions about the day.
?	How long had you been waiting there when they finally found you?

Usage	Examples
to describe a past action already started and continued up to another action or time in the past	I had been waiting to realise my dream for 5 years when I finally had the right opportunity.
to describe the cause of something in the past or to emphasise the duration of the past action	He was very tired because he had been working all day long. The ground was wet. It had been raining all night.

Signal words

when, for, since, and before

I had been planning to visit Tibet **for** 3 years **when** I won the lottery.

She had been taking photos in the museum secretly **before** the guide noticed her.

They felt very tired as they had been hiking **since** morning.

Note: Verbs such as **be, cost, know, love, like, hate, have (for possession), own** can't be used with Past Perfect Progressive because they are stative verbs rather than action verbs.

When we decided to travel together, we had known each other for just 2 months. (NOT ~~we had been knowing each other.~~)

Past Progressive or Past Perfect Progressive?

Without a phrase like 'for an hour' or 'since 2005' it is possible to use Past Progressive instead of Past Perfect Progressive, but this can change the meaning of the sentence.

Kevin was tired because he was working hard. (This sentence shows that Kevin was tired because he was working at that moment.)

Kevin was tired because he had been working hard. (This sentence shows that Kevin was tired as a result of working hard. It is possible that he continued working, but the tense implies that he had just stopped.)

UNIT 2. GRAMMAR B

Grammar target
Narrative tenses

Narrative tenses are used to talk about past events and to tell stories. Narrative tenses are **four tenses** that we often use for talking about past events.

Past Simple

We use Past Simple to describe main events of the story in chronological order.

Example: *I **visited** Fethiye last week. It **was** a sunny Monday morning. We **were strapped** in our little seat of the parachutes.*

Past Progressive

We use Past Progressive to set the scene and to describe actions or situations that were in progress (not finished) at a certain point in the story.

Example: *I **was amazed** by the beauty of marine life. Hundreds of transparent glassfish **were swimming** around Mike.*

Past Perfect

We use Past Perfect to show that one action happened before the other.

*My friends **were new** in scuba diving, but me and Mike **had gained** some experience at the Great Barrier Reef.*

Past Perfect Progressive

We use Past Perfect Progressive to show that a past action already started and continued up to another action or time in the past.

*Though we **had been trying** different extreme sports for almost 5 years, it was a completely new thing for us.*

GRAMMAR BANK

UNIT 3. GRAMMAR A



Grammar target Third Conditional

Third conditional is used to describe a past situation that did not happen and its imaginary results. It can be used to express a missed opportunity. The important thing about the third conditional is that both the condition and result are impossible now.

Structure

If clause	Main clause
If + Past Perfect	would/could/might + have + past participle

If I had listened to her carefully, I would have understood the topic better.

Concept checking questions:

- Did she listen to her carefully? – No
- Did she understand the topic better? – No

NOTE: You can change the place of the 'if clause'. Use a comma when you put the 'if clause' at the beginning.

If I had listened to her carefully, I would have understood the topic better.
I would have understood the topic better if I had listened to her carefully.

UNIT 3. GRAMMAR B



Grammar target Second and Third Conditionals

Second Conditional		Third Conditional	
Uses			
- describes something that is less likely to happen in the present/future or imaginary		- describes a past situation that did not happen and its imaginary results	
Structure			
If + Past Simple	would/could/might + bare infinitive	If + Past Perfect	would/could/might + have + past participle
Examples			
<p>If she listened to people attentively, she would understand them better.</p>		<p>If she had listened to people attentively, she would have understood them better.</p>	
<p>Refers to present. She doesn't listen to people attentively, so it is less likely that she can understand them better.</p>		<p>Refers to past. You didn't listen to people attentively, so you didn't understand them better.</p>	

GRAMMAR BANK

UNIT 4. GRAMMAR A



Grammar target
Past regrets or mistakes- should have

Examples	Explanations
<p><i>I should have measured</i> the size of the door before I bought the sofa.</p> <p><i>I should have read</i> the label instructions before washing the sweater.</p>	<p>We use should have + past participle to comment on mistakes or regrets, or to rethink the advisability of a past decision.</p> <p>The speaker did not measure the size of the door before he bought the sofa, so he regrets that he didn't measure the size of the door.</p> <p>The speaker didn't read the label instructions before he washed the sweater, so he regrets that he didn't read the instructions.</p>
<p><i>I shouldn't have put on</i> the swim trunks with the open-bag of-chips pattern.</p> <p><i>I shouldn't have scheduled</i> my surgery on Take Your Child To Work Day!</p>	<p>We use should not have + past participle to say that a past action was not advisable.</p> <p>The speaker put on the swim trunks with the open-bag of- chips pattern, so he regrets that he put them on.</p> <p>The speaker scheduled his surgery on Take Your Child To Work Day, so he regrets that he did it.</p>

UNIT 4. GRAMMAR B



Grammar target Verbs that change meaning with Gerund/Infinitive

verb	+ -ing form	+ to + infinitive
remember	remember after you do an action (remember an earlier action) <i>I remember sitting at the same desk with her for four years.</i>	remember before you do the action (remember to do a future action) <i>She said, "Remember to call me this time."</i>
forget	forget an earlier action (the action happened) <i>I will never forget sharing my first secrets with her.</i>	forget to do an action (the action didn't happen) <i>I felt bad because I had forgotten to call her.</i>
regret	be sorry about an action in the past (feel sorry about the past) For many years, I regretted offending her because of misunderstanding.	be sorry about what you are going to say (announce bad news) <i>"I regret to say, but I have to go now," she said.</i>
stop	finish an action (no longer do this) <i>She stopped talking with the shop assistant.</i>	finish one action in order to do another one (stop in order to do sth) <i>I got very thirsty and stopped to buy something to drink.</i>
mean	involves or will result in <i>His job meant moving to another city.</i>	intend to do sth <i>Believe me I didn't mean to hurt you.</i>

GRAMMAR BANK

UNIT 5. GRAMMAR A



Grammar target Passive Voice

	Active	Passive <i>(Change BE verb to reflect tense. Add past participle form of the original verb.)</i>
Simple Present	Once a week, Sam does the housework.	Once a week, the housework is done by Sam.
Present Progressive	Right now, Shams is writing an email.	Right now, an email is being written by Shams.
Simple Past	One of the neighbours saved the man.	The man was saved by one of the neighbours.
Past Progressive	The salesman was helping the customer when the thief came into the store.	The customer was being helped by the salesman when the thief came into the store.
Present Perfect	So far, the police have saved many lives.	So far, many lives have been saved .
Past Perfect	George had informed nobody.	Nobody had been informed by George.
Simple Future WILL	Someone will finish the work at 10:00 p.m.	The work will be finished at 10:00 p.m.
Simple Future BE GOING TO	The police are going to arrest graffiti artists.	Graffiti artists are going to be arrested .
Future Perfect WILL	They will have completed the project by Friday.	The project will have been completed by Friday.

UNIT 5. GRAMMAR B



Grammar target Passive Causatives

We use **have** + **object** + **past participle** when we want to talk about something that someone else does for us, usually because we pay them, or because we persuade or ask them to do it.

	Active	CAUSATIVE FORM
Present Simple	I clean my room properly.	I have my room cleaned properly.
Present Progressive	I'm cleaning my room properly.	I'm having my room cleaned properly.
Past Simple	I cleaned my room properly.	I had my room cleaned properly.
Past Progressive	I was cleaning my room properly.	I was having my room cleaned properly.
Present Perfect	I have cleaned my room properly.	I have had my room cleaned properly.
Present Perfect Progressive	I have been cleaning my room properly.	I have been having my room cleaned properly.
Past Perfect	I had cleaned my room properly.	I had had my room cleaned properly.
Past Perfect Progressive	I had been cleaning my room properly.	I had been having my room cleaned properly.
Will	I will clean my room properly.	I will have my room cleaned properly.
Going to	I am going to clean my room properly.	I am going to have my room cleaned properly.
Future Perfect	I will have cleaned my room properly.	I will have had my room cleaned properly.
Modals: must, can, could, should, may	I must clean my room properly. I can clean my room properly.	I must have my room cleaned properly. I can have my room cleaned properly.

GRAMMAR BANK

UNIT 6. GRAMMAR A



Grammar target

Verbs with future meaning

Some verbs contain an implied future in their meaning. We understand that they relate to the future even though we do not use a future form.

Verbs	Structure	Examples
decide, hope, intend, promise	verb + to + infinitive	We intend to report the facts. I promise to call you soon.
predict, anticipate	verb + noun/ verb + verb+ing	It's hard to predict the future . Do you predict experiencing any difficulties? The reporters anticipate a large crowd . I anticipate seeing a greater focus on digital platforms and social media.
arrange, expect, guarantee, plan	verb + noun/ verb + to + infinitive	We have to guarantee accurate information to the public. We guarantee to deliver your goods within a week. I will expect your email tomorrow. They never expected to find their dream home.

UNIT 6. GRAMMAR B



Grammar target Future Perfect

Future Perfect is used to talk about a completed action in the future. Here's a look at the form:

The form of Future Perfect is *will/won't + have + past participle*.

I will have finished school by June.

As you can see in the examples above, we often use Future Perfect with time expressions such as:

- By ... (by tomorrow, by next week, by the end of the year, etc.)
- By this time ... (by this time tomorrow, by this time next week, etc.)

By + time expression means 'not later than', 'at' or 'before' certain time.

Positive

subject	'll / will	+have	+verb (past participle)
I/You/He/ She/We/They	'll / will	have	passed the driving test by winter.
It	'll / will	have	stopped raining by tomorrow.

Negative

subject	won't (will not)	+have	+verb (past participle)
I/You/He/ She/We/They	won't (will not)	have	passed the driving test by winter.
It	won't (will not)	have	stopped raining by tomorrow.

Question

will	subject	+have	+verb (past participle)
Will	I/you/he/ she/we/they	have	finished the exams by summer?
Will	it	have	stopped raining by tomorrow?

UNIT 3

If you have chosen the option **a** for 5 or more times, you are most probably an introvert.

If you have chosen the option **b** for 5 or more times, you are most probably an extrovert.

If you have an equal number of **a** and **b** options, you are most probably an ambivert, a person who has features of both an introvert and extrovert.

Introvert

Introverts mostly tend to have a smaller group of friends. One of the major characteristics of this personality type is that social situations drain introverts' energy. They need to recharge after social events.

For introverts, the idea of a good time is a quiet afternoon to enjoy their hobbies and interests. Activities like time alone with a good book, a peaceful nature walk, or watching their favourite television program help feel recharged and energised.

People may find it difficult to get to know introverts. They are often described as quiet, reserved and are sometimes mistaken for being shy. In many cases, they simply prefer to choose their words carefully and not waste time or energy on needless chit-chat.

Introverts tend to be more easily distracted which is part of the reason why they prefer a quieter, less worrying setting.

Introverts spend a great deal of time examining their own internal experiences. Self-awareness is one of the many strengths of introverts.

Introverts typically prefer learning through observations. They prefer to observe before attempting something new.

When introverts face a problem, they think about problems instead of talking about them to someone.

Extrovert

Extroverts tend to have a wide circle of friends. Since they are so good at meeting new people, striking up conversations, and genuinely enjoy the company of others, it probably is no surprise that making friends comes easily for them.

Extroverts don't just enjoy talking to friends, family members and co-workers; they love to start conversations with strangers, meet new people and learn about their lives. Extroverts tend to find such social interactions refreshing, and they actually gain energy from such exchanges.

When extroverts have to spend a lot of time alone, they often begin to feel uninspired.

Extroverts are typically very open and willing to share their thoughts and feelings. Because of this, other people generally find that extroverts are easier to get to know.

When extroverts face a problem, they prefer to discuss the issues and various options with others. Talking about it helps them explore the issue in depth and figure out which option might work best. After a difficult day at school, talking about it with friends or family can help them feel less stressed out.

Adapted from: <https://introvertdear.com/introvert-extrovert-test-quiz/>

WORDLIST

Unit 1

Vocabulary

awareness (n) /ə'weənəs/

broaden (v) /'brɔ:dən/

curious (adj) /'kjʊərəs/

figure out (phr.v) /'fɪgər aʊt/

foster (v) /'fɒstə/

give up (phr.v) /gɪv ʌp/

impression (n) /ɪm'preʃən/

mental (adj) /'mentəl/

resistant (adj) /rɪ'zɪstənt/

self-conscious (adj) /self 'kɒnʃəs/

trait (n) /treɪt/

knowledge or understanding of a particular subject or situation

to increase the range of one's knowledge or understanding

interested in learning about people or things around you

to understand or solve something

to help a skill, feeling, idea, etc. develop over a period of time

to stop trying

an idea or opinion of what something or someone is like related to the mind or thinking

not wanting to accept something, especially changes or new ideas

embarrassed or worried about how you look or what other people think of you

particular quality in someone's character

Reading

a one-way street /,ə wʌn weɪ 'stri:t/

If you describe an agreement or a relationship as a one-way street, you mean that only one of the sides in the agreement or relationship is offering something or is benefitting from it.

anxiety (n) /æŋ'zaɪəti/

aware of (phr.v) /ə'weər əv/

combine (v) /'kɒmbaɪn/

contrary to (phr) /'kɒntrəri tə/

dig into (phr.v) /dɪg 'ɪntə/

engage with (phr.v) /ɪn'geɪdʒ wɪð/

a feeling of worry or nervousness about something

knowing or conscious of something

to mix or join different things together

going against or opposite to something

to find out more about something by investigating

to interact or involve oneself with something or someone

expert (n) /'ekspɜ:t/

a highly skilled or knowledgeable person

fool (n) /fu:l/

someone who does not behave in an intelligent or sensible way

innovation (n) /,ɪnəʊ'veɪʃən/

something new or different that improves a product or process

inspire (v) /ɪn'spaɪə/

to motivate or encourage someone

joy (n) /dʒɔɪ/

a feeling of great happiness or pleasure

judge (v) /'dʒʌdʒ/

to form an opinion or make a decision about something

lead (v) /li:d/

to show the way or direct others

likeable (adj) /'laɪkəbəl/

appealing or pleasant in personality

limited (adj) /'lɪmɪtɪd/

not having much or enough of something

misery (n) /'mɪzəri/

a state of great unhappiness or suffering

participation (n) /pɑː'tɪsɪ'peɪʃən/

the act of taking part in something

progress (n) /'prɒʊgres/

forward movement or improvement

responsiveness (n) /rɪs'pɒnsɪvənəs/

reacting quickly or positively to something

WORDLIST

Grammar A

a cup of tea /ə kʌp əv ti:/
attend (v) /ə'tend/
critical thinking /'krɪtɪkəl 'θɪŋkɪŋ/

doubt (v) /daʊt/
gift (n) /ɡɪft/

Grammar B

cartilage (n) /'kɑ:tɪlədʒ/
consistently (adv) /kən'sɪstəntli/

damage (v) /'dæmɪdʒ/
dopamine (n) /'dɒpəmi:n/
evidence (n) /'evɪdəns/

heating (n) /'hi:tɪŋ/
hump (n) /hʌmp/

indigo (n) /'ɪndɪgəʊ/
minimise (v) /'mɪnɪmaɪz/
potential (adj) /pəʊ'tenʃəl/
reflect (v) /rɪ'flekt/
tend (v) /tend/
tissue (n) /'tɪʃu:/

yawn (v) /jɔ:n/

Listening

advisable (adj) /əd'vaɪzəbəl/
be supposed to /bi sə'pəʊzd tə/
co-worker (n) /,kəʊ'wɜ:kə/

defensive (adj) /dɪ'fensɪv/
explore (v) /ɪks'plɔ:/
follow up (phr.v) /'fɒləʊ ʌp/

guarantee (v) /,gærən'ti:/

ignore (v) /ɪg'nɔ:/

justify (v) /'dʒʌstɪfaɪ/
keep the ball rolling /ki:p ðə bɔ:l'rɒlɪŋ/
notice (v) /'nəʊtɪs/
reflect (v) /rɪ'flekt/

something that one enjoys or is interested in
to be present at or participate in an event
the analysis and assessment of information about a subject in order to reach an objective judgement
to feel uncertain about something
something given as a present

a flexible, rubbery tissue that protects the ends of bones in joints
always or regularly behaving in a certain way or producing a certain result
to harm something
a hormone that helps with pleasure and reward
information or proof that supports an argument or claim
the process of warming something up
a large round part on the back of an animal such as a camel
between dark blue and purple in colour
to reduce to the smallest possible amount or degree
the possibility of something developing or becoming real
to throw back light, heat, sound, etc. from a surface
to usually do a particular thing
a group of cells that work together to perform a specific function
to open the mouth and inhale deeply from tiredness or boredom

wise or sensible to do
to be expected or required to do something
a person who works with you in the same organisation or team
protective or quick to defend oneself or one's actions
to investigate or look into something new
to take further action or investigation after a previous action

to promise or assure that something will happen or be done
not to pay attention to or disregard something or someone
to provide a reason or explanation for something
to continue an activity or task
to become aware of something or someone
to think carefully and deeply about something

WORDLIST

setting (n) /'setɪŋ/
struggle (v) /'strʌɡl̩/

Writing

assure (v) /ə'ʃʊə/

expand (v) /ɪks'pænd/
graduate (n) /'grædʒʊət/
high-skilled (adj) /haɪ skɪld/
low-skilled (adj) /ləʊ skɪld/
outlook (n) /'aʊtlʊk/
path (n) /pɑːθ/
unforgettable (adj) /ʌnfə'getəbəl/

Word inspector

admit (v) /əd'mɪt/
curiosity (n) /,kjʊəri'ɒsəti/
defence (n) /dɪ'fens/
defend (v) /dɪ'fend/
discrimination (n) /dɪs,krɪmɪ'neɪʃn/

distract (v) /dɪs'trækt/
distracted (adj) /dɪs'træktɪd/
fixed mindset /fɪkst 'maɪndset/

impressive (adj) /ɪm'presɪv/

resistance (n) /rɪ'zɪstəns/
response (n) /rɪs'pɒns/
responsive (adj) /rɪs'pɒnsɪv/

Time to watch

be bananas /bɪ bæ'nɑːnəz/
contestant (n) /kən'testənt/

season (n) /'siːzən/

cast (n) /kɑːst/
prior to /'praɪə tə/
superintendent (n) /'suːpərɪn'tendənt/

prove (v) /pruːv/
cheat (v) /tʃiːt/

reasonable (adj) /'riːzənəbəl/
primary (adj) /'praɪməri/
intuition (n) /,ɪn'tjuː'ɪʃn/

the place or surroundings where something happens
to try hard to do something despite difficulties

to make someone feel confident or certain about something

to increase in size or scope

a person who has a university degree

having specialised skills or knowledge

lacking specialised skills or knowledge

one's general attitude or point of view

a way or course of action or conduct

difficult or impossible to forget

to agree that something is true

a strong desire to learn or know more about something

protection or support against something

to protect or support against something

unfair treatment of someone because of their religion, race, or other personal features

to divert attention away from something

having one's attention drawn away from something

a belief or attitude that limits one's ability to learn, change, or grow

having the ability to create a strong effect or to be admired

the ability to withstand or oppose something

a reaction or reply to something

reacting quickly or positively to something

to be crazy or silly

someone who takes part in a competition, especially on television or radio

a period of time in the year when something happens regularly, for example a television series

the group of actors who perform in a play or film

before something

someone who is in charge of a particular department or area of a large organisation, such as a school or police force

to show that something is true or exists

to behave dishonestly, or not to obey rules, to gain an advantage in a competition, game, or situation

fair, practical, and sensible; based on good judgement

the most important or main

the feeling that you know something instinctively, without having evidence or proof of it

WORDLIST

host (n) /həʊst/

a person who introduces a television or radio show, and talks to guests

woodpecker (n) /'wʊd,pekə/

a bird with a strong beak that it uses to make holes in trees in order to find insects to eat

Unit 2

Vocabulary

adjust (v) /ə'dʒʌst/

to become more familiar with a new situation

advert (n) /əd'vɜ:t/

a notice or announcement in a public medium for promoting a product, service, or event

appreciate (v) /ə'pri:ʃiət/

to recognise and be thankful for the value, importance, or worth of something

constant (adj) /'kɒnstənt/

happening a lot or all the time

creature (n) /'kri:tʃə/

a living being, typically an animal or person

danger (n) /'deɪndʒə/

possibility of harm or death to someone

embark on (phr.v) /ɪm'bɑ:k ɒn/

to start something new or important

extended (adj) /ɪks'tendɪd/

long or longer than usual

fierce (adj) /fɪəs/

powerful and strong

guide (v) /gaɪd/

to show people around a place

importance (n) /ɪm'pɔ:təns/

the quality of being important

lifetime (n) /'laɪftaɪm/

the length of time that someone lives or that something lasts

mysterious (adj) /mɪs'tɪəriəs/

difficult or impossible to understand, explain, or identify

nomads (n) /'nɒmədz/

people who travel from place to place without a permanent home

overall (adj) /'əʊvəɔ:l/

taking everything into account, including all the relevant factors

protect (v) /prə'tekt/

to keep someone or something safe from harm or damage

reverse (v) /rɪ'vɜ:s/

to change something to its opposite

sandstorm (n) /'sændstɔ:m/

a strong wind carrying clouds of sand and dust through the air, often causing low visibility and dangerous conditions

tempting (adj) /'temptɪŋ/

If something is tempting, you want to do or have it.

vivid (adj) /'vɪvɪd/

brightly coloured

Reading

adventurous (adj) /əd'ventʃərəs/

willing to take risks or try out new methods, ideas, or experiences

approximately (adj) /ə'prɒksɪmətli/

roughly; more or less

destination (n) /,destɪ'neɪʃən/

the place to which someone or something is going or being sent or taken

dip (v) /dɪp/

to go down or under the surface of a liquid or soft substance and then come back up again

WORDLIST

equator (n) /ɪ'kweɪtə/	an imaginary circle around the earth, equally distant from the poles and dividing the earth into northern and southern hemispheres
favourable (adj) /'feɪvərəbəl/	giving someone or something an advantage or a benefit
glow (n) /gləʊ/	brightness of colour
hemisphere (n) /'hemɪsfɪə/	either the northern or southern half of the earth
horizon (n) /hə'raɪzən/	the line at which the earth's surface and the sky appear to meet
inverse (adj) /ɪn'vɜːs/	opposite in relation to something
literally (adv) /'lɪtərəli/	actually; in a genuine sense
location (n) /ləʊ'keɪʃən/	a particular place or position
meanwhile (adv) /'miːn'waɪl/	at the same time; in the meantime
midnight (n) /'mɪdnɑɪt/	twelve o'clock at night; the middle of the night
natural phenomenon (n) /'nætʃərəl fə'nɒmɪnən/	an event or process that occurs naturally and cannot be explained by human actions
occurrence (n) /ə'kʌrəns/	an event that happens or takes place, especially one that is not planned
perfect (adj) /'pɜːfekt/	having all the required or desirable elements, qualities, or characteristics; without defect
point (v) /pɔɪnt/	If something points in a particular direction, it is turned towards that direction.
polar (adj) /'pəʊlə/	relating to or located at or near a geographical pole
refresh (v) /rɪ'frefʃ/	to give new energy or life to something
roughly (adv) /'rʌfli/	approximately; more or less
sunlight (n) /'sʌnlaɪt/	the light of the sun
sunrise (n) /'sʌnraɪz/	the time in the morning when the sun appears above the horizon, and the sky changes colour
sunset (n) /'sʌnset/	the time in the evening when the sun goes down, and the sky changes colour
throughout (prep) /θruː'aut/	all the way through; in every part of
tilt (v)/tɪlt/	If something tilts, it moves so that one side is lower than the other.
visible (adj) /'vɪzəbəl/	able to be seen
witness (v) /'wɪtnes/	to see or observe something happen

Grammar A

adventurer (n) /əd'ventʃərə/	a person who enjoys taking risks or trying out new experiences
announce (v) /ə'naʊns/	to make something known or tell people about something officially
bucket list (n) /'bʌkɪt lɪst/	list of things a person wants to achieve before he/she dies
bungee jumping (n) /'bʌndʒɪ 'dʒʌmpɪŋ/	a sport in which a person jumps from a great height while attached to a long elastic cord
commercials (n) /kə'mɜːʃlɪz/	advertisements on television or radio
countless (adj) /'kaʊntləs/	too many to be counted
determined (adj) /dɪ'tɜːmɪnd/	showing the strong desire to follow a particular plan of action even if it is difficult

WORDLIST

extreme (adj) /ɪks'tri:m/

fame (n) /feɪm/

illegally (adv) /ɪ'li:ɡəli/

operation (n) /,ɒpə'reɪʃən/

opportunity (n) /,ɒpə'tʃu:nəti/

overseas (adv) /,əʊvə'si:z/

realise (v) /'ri:əlaɪz/

rescuer (n) /'reskjʊə/

unknown (adj) /ʌn'nəʊn/

very large in amount or degree

the state of being famous

in a way that is against the law or rules

a planned activity involving a number of people performing various tasks

an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something

in or to a foreign country, especially one across the sea to become aware of something; to understand something

a person who rescues someone or something from danger or harm

not known or familiar

Grammar B

acrobatic (adj) /,ækrəʊ'bætɪk/

ahead (adv) /ə'hed/

attach (v) /ə'tætʃ/

be amazed (phr.v) /bi ə'meɪzd/

brehtaking (adj) /'breθ,tetɪkɪŋ/

dive (v) /daɪv/

edge (n) /edʒ/

envelop (v) /ɪn'veləp/

instruct (v) /ɪn'strʌkt/

instructor (n) /ɪn'strʌktə/

landscape (n) /'lændskeɪp/

marine (adj) /mə'ri:n/

panic (v) /'pænɪk/

parachute (n) /'pærəʃu:t/

rock (n) /rɒk/

scream (v) /skri:m/

relating to or involving difficult and impressive movements that require skill and control

moving in front of someone and in the same direction to join or fasten one thing to another

to feel very surprised and impressed by something that you see or hear

very exciting or impressive in a way that takes your breath away

to jump into water with your head and body going in first

the part of an object, area, or surface that is furthest from its centre

to cover or surround something or someone completely

to teach or direct someone to do something

a person who teaches or directs someone to do something

the features of an area of land, especially when they are considered in terms of their natural beauty

relating to the sea or ocean and the creatures and plants that live there

to suddenly feel so worried or frightened that you cannot think or behave calmly or reasonably

a device that is worn or carried by a person or attached to a vehicle or object, and that opens up in order to make the falling to the ground slow and safe

a large solid piece of the earth's surface that sticks up out of the ground or the sea

to make a loud, high noise with your voice because you are hurt, frightened or excited, or because you want to get someone's attention

WORDLIST

scuba diving (n) /'sku:bə 'daɪvɪŋ/	a form of underwater diving in which a diver uses an underwater breathing apparatus (scuba) to breathe and move underwater
strap (v) /stræp/	to hold or keep someone or something in position by tying a strap around them
tandem paragliding (n) /'tændəm 'pærə,glɑɪdɪŋ/	a type of paragliding where two people fly together using one parachute and are attached to each other
transparent (adj) /træns'pærənt/	clear enough to see through

Listening

aurora (n) /ɔ:'rɔ:rə/	a natural light display in the night sky, usually seen in the polar regions
forecast (n) /'fɔ:kɑ:st/	a statement of what is expected to happen in the future, based on past experience or present circumstances
magnetic (adj) /mæg'netɪk/	having the ability to attract iron, steel or other metals
particle (n) /'pɑ:tɪkəl/	an extremely small piece of matter
phase (n) /feɪz/	a particular period of time in a process of development
propose (v) /prə'pəʊz/	to suggest or recommend something for consideration
record (n) /'rekɔ:d/	a piece of information or a description of an event that is written on paper or stored on a computer
spot (v) /spɒt/	to see or notice someone or something, usually because you are looking hard
violent (adj) /'vaɪələnt/	happening with great force and having the risks of causing serious damage and destruction
visibility (n) /,vɪzə'bɪləti/	the distance that you can see clearly, or the quality of being easy to see or notice
wave (n) /weɪv/	1. the pattern in which some types of energy, such as sound, light, and heat, are spread or carried: 2. a line of raised water on the surface of the sea or other large body of water, caused by the wind or by a boat

Writing

urban (adj) /'ɜ:bən/	relating to a city or characteristic of city life
numerous /'nju:mərəs/	many in number
be obsessed with /bɪ əb'sest wɪð/	to have an extreme and unhealthy interest in something or someone
popularity (n) /,pɒpjələreɪti/	the state of being liked, enjoyed, or supported by many people
steadily (adv) /'stedəli/	in a gradual or regular way over time
decade (n) /'dekeɪd/	a period of ten years
adrenaline rush (n) /ə'drenələn ,rʌʃ/	a feeling of increased energy and excitement caused by the release of adrenaline in the body
mountaineering (n) /,maʊntɪ'nɪəriŋ/	the sport or activity of climbing mountains
put something at risk /pʊt 'sʌmθɪŋ ət rɪsk/	to do something that might result in harm or danger to something or someone

WORDLIST

ban (v) /bæn/

to officially forbid something from being done, said, or used

Word Inspector

adjustable (adj) /ə'dʒʌstəbəl/

able to be changed to suit particular needs

adjustment (n) /ə'dʒʌstmənt/

the process of making small changes to something in order to improve it or make it more suitable for a particular purpose

continuation (n) /kən'tɪnjʊ'eɪʃn/

carrying on something that has already begun or been started

extendable (adj) /ɪks'tendəbəl/

able to be made longer or extended

extension (n) /ɪks'tenʃən/

the act of making something longer, or adding to it in some other way

fasten (v) /'fɑ:sən/

to close or connect something firmly, or to make something tight or secure

fierceness (n) /'fɪəsnəs/

the quality of being physically violent and frightening; the quality of being strong and powerful

guideline (n) /'gaɪdlaɪn/

a set of rules or principles to follow, especially in the context of a particular situation or industry

injury (n) /'ɪndʒəri/

physical harm or damage to someone's body, caused by an accident or an attack

seatbelt (n) /'si:tbel/

a device in a vehicle that you fasten around yourself or others to keep them safe in the event of an accident

snowboarder (n) /'snəʊ,bɔ:də/

a person who participates in the sport of snowboarding

strap (n) /stræp/

a narrow piece of strong material that is used to fasten or hold something

tempt (v) /tempt/

to make someone want to do or have something that they know they should not do or have

vividness (n) /'vɪvɪdnəs/

the quality of producing powerful feelings or strong, bright colours or images in the mind

Time to watch

iconic (adj) /aɪ'kɒnɪk/

very famous and widely recognised, especially as a symbol of a particular time, place or idea

incredible (adj) /ɪn'kredəbəl/

impossible or very difficult to believe

migration (n) /maɪ'grɛɪʃən/

the movement of people, animals, or birds to a different place, especially regularly

mind-blowing (adj) /maɪnd 'bləʊɪŋ/

very impressive or surprising in a way that is hard to understand or believe

paradise (n) /'pærədəɪs/

a place or situation that is perfect, ideal or beautiful

predator (n) /'predətə/

an animal that kills and eats other animals

spectacular (adj) /spek'tækjʊlə/

very impressive, beautiful or dramatic

wilderness (n) /'wɪldənəs/

a large, undeveloped area of land, usually without buildings or infrastructure, where few or no people live

wildlife (n) /'waɪldaɪf/

all the animals and plants that live in natural conditions without human intervention

Unit 3

Vocabulary

art (n) /ɑ:t/	the expression or application of human creativity, skill and imagination, typically in a visual form
at the expense of something /ət ði ɪks'pens əv 'sʌmθɪŋ/	If you do one thing at the expense of another, doing the first thing harms the second.
calm down (phr.v) /kɑ:m daʊn/ conversation (n) /,kɒnvə'seɪʃən/ converse (v) /kən'vɜ:s/ convey (v) /kən'veɪ/	to become less upset a talk between two or more people to have a conversation with someone to express feelings, thoughts or information to other people
distract (v) /dɪs'trækt/	something that prevents someone from giving their attention to something else
drawback (n) /'drɔ:bæk/	a disadvantage or problem that makes something less effective or desirable
effective (adj) /ɪ'fektɪv/ exchange (v) /ɪks'tʃeɪndʒ/	successful or achieving the results that you want to give something to someone and receive something from that person
facial expression /'feɪʃl ɪks'preʃən/	expressions made with the help of the movements of the muscles on the face
grasp (v) /grɑ:sp/ in-person (adj) /ɪn'pɜ:sən/	to understand something, especially something difficult involving someone's physical presence rather than communication by phone, email, etc.
means (n) /mi:nz/	a way of accomplishing something or achieving a purpose
misread (v) /mɪs'ri:d/ miss (v) /mɪs/ misunderstanding(n) /mɪsʌndə'stændɪŋ/	to interpret something incorrectly or inaccurately to fail to notice or catch something an occasion when someone doesn't understand something correctly
movement (n) /'mu:vmənt/	a change in the place or position of your body or a part of your body; a change in position, place, or time
multitasking (n) /,mʌltɪ'tɑ:skɪŋ/	the act of doing multiple tasks or activities at the same time
nod (v) /nɒd/	to move one's head up and down as a sign of agreement or acknowledgment
non-verbal (adj) /nɒn vɜ:bəl/ satisfaction (n) /,sætɪs'fækʃən/	not involving or using words or speech a pleasant feeling that you get when you receive something you wanted, or when you have done something you wanted to do
stay focused /steɪ'fəʊkəst/ undesired (adj) /,ʌndɪ'zaɪəd/	to remain attentive and concentrated on a task or goal not wanted or desired

WORDLIST

Reading

be connected /bi kə'nektɪd/
unplug (v) /,ʌn'plʌg/

face-to-face (adj) /,feɪs tə 'feɪs/

set aside (phr.v) /set ə'saɪd/
software (n) /'sɒftweə/

urge (v) /ɜ:dʒ/

Grammar A

commenter (n) /'kɒmentə/

discourage (v) /dɪs'kʌrɪdʒ/

distort (v) /dɪs'tɔ:t/

illiterate (adj) /ɪ'lɪtərɪt/
keyboard (n) /'ki:bɔ:d/

Grammar B

disagreement (n) /,dɪsə'gri:mənt/
fault (n) /fɔlt/
gossip (n) /'gɒsɪp/

lasting (adj) /'lɑ:stɪŋ/
manage (v) /'mænɪdʒ/

patient (adj) /'peɪʃənt/
pull yourself together
/pʊl jɔ:'self tə'geðə/

reject (v) /'ri:dʒekt/
rudeness (n) /'ru:dnes/
ruin (v) /ruɪn/
rumour (n) /'ru:mə/

scold (v) /skəʊld/

Listening

ambivert (n) /'æmbɪvɜ:t/

chit-chat (n) /'tʃɪtʃæt/

to be linked or associated with something else
to stop using digital or electronic devices for a period of time
involving or done with people who are physically present and interacting with each other
to save or keep something for a particular purpose
programs and operating information used by a computer
to strongly encourage or persuade someone to do something

someone who leaves comments online or on social media
to prevent or dissuade someone from doing something
to change something so that it is no longer accurate or true
unable to read or write
a set of keys on a computer or typewriter that are used for typing

a difference of opinion or a lack of harmony
a mistake or error for which someone is responsible
a conversation or reports about other people's private lives that might be unkind, disapproving, or not true
continuing to exist for a long time or for ever
to succeed in doing or dealing with something, especially something difficult
able to wait without getting upset
to become calm and behave normally again after being angry

to refuse to accept or consider something
the quality of being offensive or not polite; impoliteness
to damage or destroy completely
an unofficial interesting story or piece of news that might be true or invented, and quickly spreads from person to person
to criticize angrily someone who has done something wrong

a person who has a balance of both introverted and extroverted personality traits
an informal conversation about matters that are not important

WORDLIST

description (n) /dɪs'krɪpʃən/	something that tells you what something or someone is like
drain (v) /dreɪn/	to reduce
drained (adj) /dreɪnd/	very tired
energised (adj) /'enədʒaɪzd/	filled with excitement or enthusiasm
exceptionally (adv) /ɪk'sepʃənli/	unusually, to an unusual degree or extent
extrovert (adj) /'ek.strəvɜ:t/	outgoing and confident and enjoying being around other people
introvert (n) /'ɪntrəvɜ:t/	someone who is shy, quiet, and prefers to spend time alone rather than often being with other people
major (adj) /'meɪdʒə/	more important, bigger, or more serious than others of the same type
needless (adj) /'ni:dləs/	something that is unnecessary or not needed
nerve-wracking (adj) /nɜ:v 'rækɪŋ/	causing great anxiety or stress
networking (adj) /'netwɜ:kɪŋ/	the process of meeting and talking to a lot of people, esp. in order to get information that can help you
omnivert (n) /'ɒmnɪvɜ:t/	a person who is comfortable with both introverted and extroverted behaviour
outer (adj) /'aʊtə/	external, outside of something
outgoing (adj) /aʊt'gəʊɪŋ/	friendly and sociable; enjoying the company of others
peaceful (adj) /'pi:sfʊl/	quiet and calm
personality (n) /,pɜ:sən'æləti/	the type of person you are, shown by the way you behave, feel, and think
recharge one's batteries /ri:'tʃɑ:dʒ wʌnz 'bætəriːz/	to rest to get your energy back
refreshing (adj) /rɪ'freʃɪŋ/	bringing new energy and strength in a pleasant and often unexpected way
reserved (adj) /rɪ'zɜ:vd/	Reserved people do not often talk about or show their feelings or thoughts.
self-awareness (n) /self ə'weənəs/	knowledge and understanding of your own character
strike up (v) /'straɪk ʌp /	to start a relationship or conversation with someone
talkative (adj) /'tɔ:kətɪv/	talking a lot
total (adj) /'təʊtəl/	including everything
trait (n) /treɪt/	a characteristic, esp. of a personality
uninspired (adj) /,ʌnɪn'spaɪəd/	not exciting or interesting
various (adj) /'veəriəs/	many different types of something
Writing	
virtual (adj) /'vɜ:tʃuəl/	made, done, seen, etc. only by using computers, the Internet, and other electronic equipment
remote (adj) /rɪ'məʊt/	far away in distance or time; not closely related or connected
misinformation (n) /,mɪsɪnfə'meɪʃən/	false or incorrect information
efficient (adj) /ɪ'fɪʃənt/	doing something in a way that saves your time and energy
instant messaging (n) /,ɪnstənt 'mesɪdʒɪŋ/	a way of communicating with someone using text messages and a device connected to the Internet, such as a mobile phone, computer, or tablet

WORDLIST

tool (n) /tu:l/
hurtful (adj) /'hɜ:tfʊl/

a device used to carry out a particular function
causing emotional pain or injury

Word Inspector

communicative (adj) /kə'mju:nɪkətɪv/
connection (n) /kə'nekʃən/
conversational (adj) /,kɒnvə'seɪʃənəl/
distortion (n) /dɪs'tɔ:ʃən/
expressive (adj) /ɪks'presɪv/
miscommunication (n)
/,mɪskəmju:nɪ'keɪʃən/
monotonous (adj) /mə'nɒtənəs/
rechargeable (adj) /ri:'tʃɑ:dʒəbəl/

willing or able to communicate
a relationship between two things, people or ideas
related to conversation or involving conversation
a change to the intended meaning of something
able to show emotion and feelings clearly
a failure to communicate ideas or intentions effectively

not changing and therefore boring
able to be recharged or refilled with energy or power

Time to watch

accuracy (n) /'ækjərəsi/

the ability to do something in a very precise and correct way

acquire (v) /ə'kwɪə/

to gradually learn or gain something such as a language or skill

banish (v) /'bænɪʃ/

to get rid of something completely

concept (n) /'kɒnsept/

an idea or principle

contagious (adj) /kən'teɪdʒəs/

such feelings spread quickly among people

engaging (adj) /ɪn'geɪdʒɪŋ/

pleasant, attractive, and charming

framework (n) /'freɪmwɜ:k/

a system of rules, ideas, or beliefs that is used to plan or decide something

hypothesis (n) /haɪ'pɒθəsɪs/

an idea or explanation for something that is based on known facts but has not yet been proved

inauthentic (adj) /ɪnɔ:'θentɪk/

not real or true

infect (v) /ɪn'fekt/

to make someone have the same feelings or emotions as you

outfit (n) /'aʊtfɪt/

a set of clothes worn together, especially for a particular occasion or purpose

spark (v) /spɑ:k/

to cause the start of something

worthy (adj) /'wɜ:ði/

deserving respect, admiration, or support

Unit 4

Vocabulary

appropriate (adj) /ə'prəʊpriət/

suitable, fitting, or acceptable for a particular situation or purpose

blame (v) /bleɪm/

to think or say that somebody/something is

carry on (phr.v) /'kæri ɒn/

responsible for something bad

employable /ɪm'plɔɪəbəl/

to continue doing something

having the skills and qualifications that will make somebody want to employ you

hesitate (v) /'hezɪteɪt/

to be worried about doing something, especially because you are not sure that it is right or appropriate

WORDLIST

look into (phr.v) /lʊk 'ɪntə/
major (n) /'meɪdʒə/

passers-by (n) /'pɑ:səz baɪ/
prioritise (v) /praɪ'ɔrɪ,tʌɪz/

take sb/sth for granted
/teɪk 'sʌmbədi/'sʌmθɪŋ fə 'grɑ:ntɪd/
work shadowing /wɜ:k 'ʃædəʊɪŋ/

Reading

approach (v) /ə'prəʊtʃ/
campus (n) /'kæmpəs/

faculty (n) /'fækʰlti/
former (adj) /'fɔ:mə/
get involved in sth
/get ɪn'vɒlvɪd ɪn 'sʌmθɪŋ/
inspirational (adj) /,ɪnspɪ'reɪʃənəl/
labour market /'leɪbə 'mɑ:kɪt/

living hell /'lɪvɪŋ hel/

mentor (n) /'mentɔ:ʃ/
obtain (v) /əb'teɪn/
prospect (n) /'prɒspekt/

prospective (adj) /prəs'pektɪv/

request (v) /rɪ'kwɛst/
specialisation (n) /,speʃɪ'laɪ'zeɪʃən/

take advantage of
/teɪk əd'vɑ:ntɪdʒ əv/

Grammar A

clarify (v) /'klærɪfaɪ/
in advance /ɪn əd'vɑ:ns/
label (n) /'leɪbəl/

make a reservation
/meɪk ə ,rezə'veɪʃən/
measure (v) /'meʒə/

pattern (n) /'pætən/
swim trunks (n) /swɪm trʌŋks/

unemployed (adj) /,ʌnɪm'plɔɪd/

to examine the facts about a problem or situation
a specific area of study in which a student chooses to specialise

people who are walking past a place, often in the street
to put tasks, problems, etc. in order of importance, so that you can deal with the most important first

to value someone or something too lightly
spending time with someone who is doing a particular job so that you can learn how to do it

to come near to, often in order to speak to someone
the grounds and buildings of a school, college, or university

the staff or teachers of a college or university
no longer in a particular position, role, or situation
to participate or become a part of something

providing motivation or encouragement to others
the supply of people who are available to work and the demand for their skills, knowledge, and abilities
a situation or experience that is extremely unpleasant, difficult or painful

an experienced and trusted advisor or guide
to get or acquire something, often by effort or hard work
the possibility or likelihood of something happening or of achieving success

likely or expected to happen or become something;
potential

to ask for something in a polite or formal way
the act of becoming highly skilled or knowledgeable in a particular area or subject

to make use of something well

to make something clearer or easier to understand
beforehand, with prior planning or preparation
a piece of paper, etc. that is attached to something and that gives information about it
to book a place or time in advance

to find the size, quantity, etc. of something in standard units

a repeated design or motif, often used in textiles or art
a type of clothing worn for swimming or other water activities

without a job or work

WORDLIST

Grammar B

apologise (v) /ə'pɒlədʒaɪz/

to express regret or say sorry for something that one has done wrong

hurt (v) /hɜ:t/

to cause pain or suffering, either physically or emotionally

intend (v) /ɪn'tend/

to have the purpose or plan to do something

involve (v) /ɪn'vɒlv/

to include or require someone or something in an activity or situation

lose touch with sb

to lose contact with someone

/lu:z tʌtʃ wɪð sʌmbədi/

offend (v) /ə'fend/

to upset or cause someone to feel insulted or hurt

pretend (v) /prɪ'tend/

to act or behave as if something is true when it is not

suggest (v) /sə'dʒest/

to put forward an idea or proposal for consideration or discussion

Listening

ashamed (adj) /ə'ʃeɪmd/

feeling guilty or embarrassed because you have done something wrong, or think that you have not reached a standard that people expect

awesome (adj) /'ɔ:səm/

extremely good; inspiring great admiration

defender (n) /dɪ'fendə/

a player who must stop the other team from scoring in games such as football, hockey, etc.

devote (v) /dɪ'veʊt/

to give most of your time, energy, or attention to something or someone

entirety (n) /ɪn'taɪərəti/

the whole of something; complete form or state

existence (n) /ɪg'zɪstəns/

the fact or state of being alive or present

fair (adj) /feə/

treating people in a way that is right or reasonable

hang out (phr.v) /hæŋ aʊt/

to spend time relaxing or enjoying yourself, often with other people

honestly (adv) /'ɒnɪstli/

used for emphasising that what you are saying is true, especially when talking about yourself

in the course of sth

during a period of time

/ɪn ðə kɔ:s əv 'sʌmθɪŋ/

look ahead /lʊk ə'hed/

to plan for the future; to think about what might happen in the future

meaningful (adj) /'mi:nɪŋfʊl/

having a serious, important, or useful quality or purpose; full of significance

thirst (n) /θɜ:st/

a strong desire for something

tough (adj) /tʌf/

difficult or challenging

Writing

comfort zone (n)

a situation in which you feel comfortable and you do not have to do anything new or difficult

/'kʌmfət zəʊn/

identify (v) /aɪ'dentɪfaɪ/

to recognise a problem, need, fact, etc. and to show that it exists

enrol (v) /ɪn'rəʊl/

to put yourself or someone else onto the official list of members of a course, college, or group

WORDLIST

transform (v) /træns'fɔ:m/

to change completely the appearance or character of something or someone, especially so that that thing or person is improved

pursue (v) /pə'sju: /

If you pursue a plan, activity, or situation, you try to do it or achieve it, usually over a long period of time.

hold onto sth
/həʊld 'ɒntʊ 'sʌmθɪŋ/

to keep something you have

Word inspector

admission (n) /əd'mɪʃən/

the act or process of accepting someone into an organisation, school, or other institution

carry out sth (phr.v)
/'kæri aʊt 'sʌmθɪŋ /

to do and complete a task

carry sb away (phr.v)
/'kæri 'sʌmbədi ə'weɪ/

to cause someone to become very excited and to lose control

devote (v) /dɪ'vəʊt/

to give most of your time, energy, or attention to something or someone

devoted (adj) /dɪ'vəʊtɪd/

showing great love, loyalty, or enthusiasm for someone or something; dedicated to a particular purpose or cause

devotion (n) /dɪ'vəʊʃən/
employee (n) /,emplɔɪ'i:/
employer (n) /ɪm'plɔɪə/

love, loyalty, or enthusiasm for someone or something

a person who works for someone else in return for payment

a person or organisation that employs people to work for them

employment (n) /ɪm'plɔɪmənt/

the state of having a paid job or work

entire (adj) /ɪn'taɪə/

whole or complete; with no parts missing

existence (n) /ɪg'zɪstəns/

the fact or state of being alive or present; the state of existing

existent (adj) /ɪg'zɪstənt/

existing or having reality

hesitant (adj) /'hezɪtənt/

unsure or slow in acting or speaking, often due to lack of confidence, certainty, or enthusiasm

hesitation (n) /,hezɪ'teɪʃən/

a pause or delay before doing something, especially because of uncertainty or indecision

look after sb (phr.v)

to take care of someone

/lʊk 'ɑ:ftə 'sʌmbədi/

look forward to sth or to doing sth (phr.v)

to feel excited and happy about something that is going to happen

/lʊk 'fɔ:wəd tə 'sʌmθɪŋ or tə 'du:ɪŋ 'sʌmθɪŋ/

look like sb (phr.v)

to have physical resemblance to someone

/lʊk laɪk 'sʌmbədi/

look through sth (phr.v)

to read, examine, or search through something quickly

/lʊk θru: 'sʌmθɪŋ/

priority (n) /praɪ'ɒrəti/

something that needs attention and is more important than other things

Time to watch

adore (v) /ə'dɔ: /

to love and admire someone intensely

approve (v) /ə'pru:v/

to think that somebody/something is good, acceptable or suitable

WORDLIST

certify (v) /'sɜ:tɪfaɪ/ consult (v) /kən'sʌlt/ critic (n) /'krɪtɪk/ depict (v) /dɪ'pɪkt/	to state officially, especially in writing, that something is true to go to somebody for information or advice a person who judges the qualities or value of something to show or represent something or someone in art, literature, or other forms of media
dismiss (v) /dɪs'mɪs/ disrupt (v) /dɪs'rʌpt/	to force someone to leave their job to make it difficult for something to continue in the normal way
emphasise (v) /'emfəsaɪz/ eventually (adv) /ɪ'ventʃəli/ extensively (adv) /ɪk'stensɪvli/ insist (v) /ɪn'sɪst/ scholar (n) /'skɒləʃ/	to give special importance to something in the end; after a long period of time, effort, or progress in a way that involves a lot of details to keep doing something that annoys people a person who has studied and knows a lot about a particular subject, especially one who has written books or articles about it
significant (adj) /sɪg'nɪfɪkənt/ values (n) /'vælju:z/	important; having a special meaning or effect the principles and beliefs that influence the behaviour and way of life of a particular group or community

Unit 5

Vocabulary

approach (n) /ə'prəʊtʃ/ capacity (n) /kə'pæsəti/ dedicate (v) /'dedɪkeɪt/ duty (n) /'dju:ti/ essential (adj) /ɪ'senʃəl/ exception (n) /ɪk'sepʃən/	a way of considering or dealing with something someone's ability to do a particular thing to give all your energy, time, etc. something that you have to do because it is part of your job necessary or needed a person or thing that is not included in a general statement or rule
flexibility (n) /,fleksə'bɪləti/ generate (v) /'dʒenəreɪt/ gift (n) /gɪft/ lack (v) /læk/ realistic (adj) /rɪə'lɪstɪk/	the ability to change to suit new conditions or situations to produce or create something a special ability to do something to have none or not enough of something relating to things or people as they are in reality, not as you want them to be
room (n) /ru:m/ setback (n) /'setbæk/ stimulate (v) /'stɪmjʊleɪt/ strength (n) /streŋθ/	possibility a difficulty or problem that delays or prevents something to make somebody interested and excited about something the things that someone is good at or has an advantage in, or the qualities they possess that make them successful or effective in something

Reading

absurd (adj) /əb'sɜ:d/ associations (n) /ə,səʊsɪ'eɪʃənz/ convenient (adj) /kən'vi:nɪənt/ define (v) /dɪ'faɪn/	completely ridiculous or unreasonable connections between things or people in your mind fitting in well with a person's needs, activities, and plans to explain or describe something clearly and exactly
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WORDLIST

identical (adj) /aɪ'dentɪkəl/ permission (n) /pə'mɪʃən/ stand (n) /stænd/	exactly the same the act of allowing someone to do something a piece of equipment or furniture that you use for holding a particular type of thing
strengthen (v) /'streŋθən/ think outside the box (idiom) / θɪŋk aʊt'saɪd ðə bɒks/	to make stronger to think or behave in a way that is different from usual or expected; to think imaginatively
tricky (adj) /'trɪki/ unlock (v) /ʌn'lɒk/ valid (adj) /'vælɪd/	difficult to deal with or do to discover something and let it be known based on truth or fact, reasonable or logical

Grammar A

attach (v) /ə'tætʃ/ elevation (n) /,elɪ'veɪʃən/ fine (v) /faɪn/ graffiti (n) /græ'fi:ti/ investigate (v) /ɪn'vestɪgeɪt/ launch (v) /lɔ:ntʃ/	to join or fix one thing to another the height of a place above the level of the sea to make somebody pay money as an official punishment writing or drawing on a wall or other surface in a public place to try to find out the truth about something to send something such as a spacecraft, weapon, etc. into space, into the sky or through water to continue to exist or be left after other parts to formally explain or say something an area of land, when considering its natural features a statement or action that is intended to make someone aware of danger or a problem
remain (v) /rɪ'meɪn/ state (v) /steɪt/ terrain (n) /tə'reɪn/ warning (n) /'wɔ:nɪŋ/	the place where someone or something is

Grammar B

blinds (n) /blaɪndz/ install (v) /ɪn'stɔ:l/ motivational (adj) /,məʊtɪ'veɪʃənəl/ optician (n) /ɒp'tɪʃən/	a covering for a window that can be opened or closed to control light to put something in position and connect it so that it is ready to use encouraging people to succeed or do something well someone whose job is to examine people's eyes and sell glasses
quotation (n) /kwəʊ'teɪʃən/ x-ray (v) /'eks'reɪ/	a group of words taken from a text or speech and repeated by someone else to photograph and examine bones and organs inside the body, using X-rays

Listening

boost (v) /bu:st/ decibel (n) /'desɪbel/ foster (v) /'fɒstə/ goat herder /gəʊt 'hɜ:də/ make its way /meɪk its weɪ/ masterpiece (n) /'mɑ:stəpi:s/	to make something increase, or become better a unit for measuring the loudness of sounds to help someone or something develop or grow a person who looks after goats to walk, move or go towards a destination a work of art such as a painting, film, book, etc. that is an excellent, or the best, example of the artist's work
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WORDLIST

not one's cup of tea

/nɒt wʌnz kʌp əv ti:/

perk sb up /pɜ:k 'sʌmbədi ʌp/

there is more to it

/ðeəri:z mɔ: tə it/

Writing

advancement (n)

/əd'vɑ:nsmənt/

advocate (v) /'ædvəkət/

celebrate (v) /'seləbreɪt/

controversial (adj)

/,kɒntrə'vɜ:ʃəl/

destructive (adj) /dɪs'trʌktɪv/

equip with (phr.v) /ɪ'kwɪp wɪð/

lawlessness (n) /'lɔ:ləsnes/

pursuit (n) /pə'sju:t/

rapid (adj) /'ræpɪd/

scale (n) /skeɪl/

Word inspector

dedication (n) /,dedɪ'keɪʃən/

expect (v) /ɪks'pekt/

expectation (n) /,ekspek'teɪʃən/

flexible (adj) /'fleksəbəl/

generation (n) /,dʒenə'reɪʃən/

generational (adj) /,dʒenə'reɪʃənəl/

permissive (adj) /pə'mɪsɪv/

permit (v) /'pɜ:mɪt/

permitted (adj) /pə'mɪtɪd/

stimulation (n) /,stɪmjʊ'leɪʃən/

Time to watch

crack (n) /kræk/

enthusiast (n) /ɪn'θju:zɪæst/

obstacle (n) /'ɒbstəkəl/

pavement (n) /'peɪvmənt/

possess (v) /pə'zes/

prodigy (n) /'prɒdɪdʒi/

realistic (adj) /rɪə'lɪstɪk/

not what one likes or is interested in

to make somebody become more cheerful or lively

It is more interesting than it seems.

development, progress or improvement

to publicly support or recommend a particular cause or policy

to praise somebody/something

causing disagreement or discussion

causing damage or harm

to provide someone or something with the necessary tools or skills

the state of being without rules, order or control

the act of following or chasing someone or something

happening quickly or in a short time

the size or level of something

the quality of being committed to a particular task or purpose

to think or believe that something will happen or someone will arrive

the belief or hope that something will happen in the future

able to change, adapt or bend easily without breaking

all the people who were born at about the same time

relating to a particular generation

allowing someone to do what they want without criticising or punishing them

to allow someone to do something

having been granted permission or authorisation to do something

the action of encouraging something to start or develop further

a line on the surface of something where it has broken but not split into separate parts

a person who is very interested in and enthusiastic about a particular subject or activity

something that makes it difficult to achieve something else

the hard surface of a road, street, or sidewalk

to have or own something

a young person with exceptional talent or ability, especially in a particular area such as music, mathematics, or chess

representing things in a way that is accurate and true to life

WORDLIST

sidewalk (n) /'saɪdwɔ:k/	a flat part at the side of a road for people to walk on
sweat (n) /swet/	hard work
wash away (phr.v) /wɒʃ ə'weɪ/	to remove or carry something away

Unit 6

Vocabulary

addiction (n) /ə'dɪkʃən/	the condition of being unable to stop using or doing something as a habit, especially something harmful
bombard with (phr.v) /bɒm'bdɑ:d wɪð/	to attack somebody by giving them too much information
constantly (adv) /'kɒnstəntli/	all the time; repeatedly
consume (v) /kən'sju:m/	watch or read forms of media or take in information from them
current (adj) /'kʌrənt/	happening or existing now
engage (v) /ɪn'geɪdʒ/	to actively participate or become involved in something
engaging (adj) /ɪn'geɪdʒɪŋ/	pleasant and attracting your interest
intake (n) /'ɪnteɪk/	the amount or quantity of something being received
keep an eye on /ki:p ən aɪ ɒn/	watch something carefully to make sure that they are safe or not causing trouble
potential (adj) /pəʊ'tenʃəl/	the ability or possibility for something to happen or develop in a particular way
up-to-date (adj) /'ʌptə'deɪt/	having or including the most recent information

Reading

dependency (n) /dɪ'pendənsi/	a need for something or someone in order to function normally
desire (n) /dɪ'zɑɪə/	a strong feeling of wanting or wishing for something
digital (adj) /'dɪdʒɪtəl/	relating to or involving technology, especially computer technology
dramatic (adj) /drə'mætrɪk/	exciting, impressive, or emotional in a way that is intended to have a strong effect
enrich (v) /ɪn'rɪtʃ/	to improve the quality or value of something by adding new or valuable elements
in an effort to /ɪn ən 'efət tə/	in order to achieve or accomplish something
manner (n) /'mænə/	a particular way of doing something or behaving
media figure (n) /'mi:diə 'fɪgə/	a person who is well-known or respected in the world of media, such as a journalist, author, or television host
newsfeed (n) /'nju:zfi:d/	a constant stream of news or information that is delivered to a user's device or account
podcast (n) /'pɒdkɑ:st/	a digital audio file that can be downloaded and listened to on a computer or mobile device
recovery (n) /rɪ'kʌvəri/	the process of returning to a normal or healthy state after a period of illness, injury, or addiction
repeatedly (adv) /rɪ'pi:tɪdli/	occurring or done many times, often in a repetitive or monotonous way

WORDLIST

socialise (v) /'səʊʃəlaɪz/

to spend time with others for social purposes, such as interacting or conversing with them

Grammar A

accurate (adj) /'ækjərət/
anticipate (v) /æn'tɪsɪpeɪt/

correct or exact in every detail; free from error or mistake
to think ahead or predict something that is likely to happen in the future

defective (adj) /dɪ'fektɪv/
deliver (v) /dɪ'lɪvə/

not working properly or having a fault or flaw
to bring or transport something to a particular destination

guarantee (v) /,gʊəntiː/
integrity (n) /ɪn'tegrəti/
observe (v) /əb'zɜ:v/

to promise to do something; to promise something will happen
the quality of being honest and having strong moral principles
to watch, see, or notice something carefully or attentively

Grammar B

aerial (adj) /'eəriəl/

existing or designed to be used in the air, such as an aircraft or drone

assessment (n) /ə'sesmənt/

the process of evaluating or examining something in order to provide feedback or determine its quality or value

at one's own pace
/ət wʌnz əʊn peɪs/

at a speed or rate that is comfortable or convenient for oneself

detection (n) /dɪ'tekʃən/

the process of discovering or noticing something, especially something that is not easy to see, hear, etc.; the fact of being discovered or noticed

eradicate (v) /ɪ'rædɪkeɪt/

to destroy or get rid of something completely, especially something bad

housing (n) /'haʊzɪŋ/

accommodation or lodging, especially for people who need somewhere to live

integral (adj) /'ɪntɪgrəl/

necessary or essential in order for something to function properly or be complete

personalised (adj) /'pɜːsənəlaɪzd/
profits (n) /'prɒfɪts/

customised to an individual's preferences or needs
the money or financial gain earned from a business

rate (n) /reɪt/

a measurement of the speed at which something happens

settle (v) /'setl/

to make a place your permanent home

stroke (n) /strʊk/

a sudden interruption or blockage of blood flow to the brain, often causing temporary or permanent damage

survival (n) /sə'vaɪvəl/

the ability to continue living or existing, especially in difficult or challenging circumstances

take place (phr.v) /teɪk pleɪs/

to occur or happen

transform (v) /træns'fɔ:m/

to change or convert something into a different form or appearance

unmanned (adj) /ʌn'mænd/

not having a person or crew on board; operated by remote control or computer

Listening

centenarian (n) /,sentə'neəriən/

someone who is 100 years old or older

disbelief (n) /,dɪsbɪ'li:f/

a feeling of shock or doubt about something that is difficult to believe

WORDLIST

document (v) /'dɒkjəmənt/	to record something in the form of a written document, photograph, film, etc.
go viral /gəʊ 'vaɪərl/	to become very popular or widely shared on the Internet or social media
heart-touching (adj) /hɑ:t 'tʌtʃɪŋ/	making you feel very emotional, especially because you feel a lot of sympathy for someone
microchip (n) /'maɪkrəʊ,tʃɪp/	a very small piece of silicon that contains electronic circuits, used especially in computers and other electronic devices
recognise (v) /'rekəɡnaɪz/	to know who someone is or what something is when you see or hear them, because you have seen or heard them before
reunite (v) /,ri:ju:'naɪt/	to bring people together again
rush (v) /rʌʃ/	to move or do something quickly and with a lot of energy
update (v) /ʌp'det/	to make something more modern or complete by adding new information or features to it

Writing

body clock (n) /'bɒdi klɒk/	the natural instinct or rhythm of the body to sleep, eat, and wake up at certain times
exposure (n) /ɪks'pəʊʒə/	the condition of being in a place where something harmful can affect you
harmful (adj) /'hɑ:mfəl/	causing damage or injury to someone or something
imitate (v) /'ɪmɪteɪt/	to copy the way someone behaves or something looks, often in order to make people laugh
moderate (adj) /'mɒdərət/	not too much or too little, or not extreme
sufficient (adj) /sə'fɪʃnt/	enough to meet the needs of a situation or a proposed end
unpunished (adj) /ʌn'pʌnɪʃt/	not punished or brought to justice for something wrong or illegal that was done

Word inspector

addict (n) /'ædɪkt/	someone who is unable to stop taking a harmful substance or doing a harmful activity
addicted (adj) /ə'dɪktɪd/	unable to stop taking a harmful substance or doing a harmful activity, due to the presence of addiction
constancy (n) /'kɒnstənsi/	the quality of staying the same; not changing despite different circumstances
constant (adj) /'kɒnstənt/	happening a lot or all the time; always present or available
consumable (adj) /kən'sju:məbəl/	bought regularly because of being quickly used and needing to be replaced often
consumption (n) /kən'sʌmpʃən/	the activity of using something up or eating/drinking something
dependent (n) /dɪ'pendənt/	a person, especially a child, who depends on another person for a home, food, money, etc.
engage (v) /ɪn'geɪdʒ/	to involve someone in a conversation or an activity
engagement (n) /ɪn'geɪdʒmənt/	the act of making a commitment or agreement to do something or to be involved in something
intention (n) /ɪn'tenʃən/	a plan or aim to do something, especially something specific
predictable (adj) /prɪ'dɪktəbəl/	acting or happening in a way that is expected
prediction (n) /prɪ'dɪkʃən/	the act of saying or estimating what will happen in the future

WORDLIST

Time to watch

adorable (adj) /ə'dɔ:rəbəl/

banger (n) /'bæŋə/

break down the house

/breɪk daʊn ðə haʊs/

capture (v) /'kæptʃə/

jail (n) /dʒeɪl/

sentence (n) /'sentəns/

very attractive and easy to feel love for

a song with a loud, energetic beat that is good for dancing to

to get a big applause from an audience; be highly successful

to record accurately in words or pictures

a prison

the punishment given by a court

Track 1

1. resistant – not wanting to accept something, especially changes or new ideas
2. curious – interested in learning about people or things around you
3. foster – help a skill, feeling, idea, etc. develop over a period of time
4. self-conscious – embarrassed or worried about how you look or what other people think of you
5. impression – an idea or opinion of what something or someone is like
6. broaden – increase the range of one's knowledge or understanding
7. trait – particular quality in someone's character
8. figure out – understand or solve something

Track 2

1. Q: Can you tell me how much water a camel can store in its hump?
A: None. A camel's hump does not hold water at all – it actually stores fat.
2. Q: Please tell me what colour the sun is.
A: Most people think of the sun as yellow, but it only seems yellowish to us because of the Earth's atmosphere. In fact, the colour of the sun is white.
3. Q: Have you ever wondered how much money you can save if you don't charge your mobile phone at home?
A: By consistently recharging your cell phone at work instead of at home, you can save less than 50 cents a year.
4. Q: Do you know what the five senses of the human body are?
A: The five senses of the body are sight, sound, smell, taste and touch.
5. Q: Can you say how many colours are in the rainbow?
A: There are seven colours in the rainbow: red, orange, yellow, green, blue, indigo and violet.
6. Q: Do you know how long it takes for the sun's light to reach the Earth?
A: It takes sunlight an average of 8 minutes and 20 seconds to travel from the Sun to the Earth.
7. Q: Does anyone know how many bones sharks have in their bodies?

A: Sharks do not have a single bone in their entire body. Instead, sharks have cartilage, which is the same tissue that a human's nose and ears are made of.

Track 3

The ability to ask good questions is one of the main skills that you can use to keep a conversation going. In conversations, we usually think that we're supposed to tell great stories and show others how amazing we are. The ability to ask good questions in a social situation is one of the main ways to keep the ball rolling.

There are two types of questions that we're going to explore. The first is called an easy question. It is a direct question that you can answer with a yes or no or a short phrase.

I used to have a lot of difficulty in social situations like parties until I realised I'm just going to ask a question with one word answer. So, I asked people questions like this: *How many years have you been living in Baku?* Then it gets very easy for the other person to start the ball rolling. Then you can follow up with an open-ended question, that's the second type of question. After you learn that the person has lived in Baku for 7 years, you can ask another close question like *Where did you live before that?* Then you open up the conversation with what brought that person from that place to Baku. *What* question or *how* question usually requires a lot more detail. It's going to get them talking and opening up and that's when you really see the conversation. Some people say you can also start with a *why* question. I have found however, in my experience that the conversation that starts with *why* sometimes can make the other person feel a little defensive like they have to justify their explanations.

I was talking to a friend of mine just a couple of days ago. He said that he was at work and his co-worker who was showing him around was asking a lot of questions and he was answering the questions. Then he noticed the conversation just died. And he reflected on it and said, "I know why it died. I wasn't asking him the right questions." So, the next time he went to work, he started with easy questions and then followed up

TRACKS

with an open-ended question. It worked well !

So, choose the right questions and you're almost guaranteed to get a nice conversation going.

Track 4

1. tempting – If something is tempting, you want to do or have it.
2. vivid – brightly coloured
3. reverse – change something to its opposite
4. embark on/upon sth – start something new or important
5. fierce – powerful and strong
6. constant – happening a lot or all the time
7. extended – long or longer than usual
8. adjust – become more familiar with a new situation

Track 5

"If you don't hike up to Paro's tiger nest, your Bhutan trip is incomplete." This was the line I had heard from my friends and relatives who visited Bhutan 3 years ago. So, I decided to visit Paro's tiger nest when I was in Bhutan last year.

The day before the trip, I slept late. I had been sleeping for 4 hours when the alarm clock went off. I woke up at 6 a.m., had coffee and took a taxi to the base point. It is always important to start treks in the morning. I had read in some travel blogs that it took almost 4 hours to go up and 2 hours to come down. The trek distance was 9 kms. I reached base camp at 8 a.m. I took the ticket from the ticket office. As I was travelling solo, I met many people from Taiwan, America, Thailand, India and from many countries. After 10 minutes of trekking, I could see Tiger's Nest on the cliff. One of the most interesting parts of my trip was seeing an old lady, aged 86 climbing up towards the Taktsang monastery with the help of a walking stick. That was a huge inspiration for all and people were motivated by her a lot.

After a long trek, we could see the beauty of the monastery. There was a spot where people were taking photos. I took photos as well. They didn't let people take photos inside the monastery. The beauty of the place was breathtaking.

Track 6

A total of 2,088 British adults were asked about the activity they would most like to do abroad during their lifetime.

Most people said the ultimate experience would be to travel north to see the Northern Lights – also known as Aurora Borealis. Travelling on the Orient Express and going on an African safari were the next most-desired trips.

Track 7

Part 1

The Northern lights are beautiful dancing waves of light that have got people's attention for years. Despite its beauty, this exciting light show is a rather violent event.

Energised particles from the sun move toward the Earth's upper atmosphere at speeds of up to 72 million kph. Luckily, our planet's magnetic field protects us from the powerful attack.

It was Italian astronomer Galileo Galilei who used the name "Aurora Borealis" for the first time in 1619. However, the earliest record of the Northern lights is in a 30,000-year-old cave painting in France.

The science behind the Northern lights wasn't clear until the beginning of the 20th century. Norwegian scientist Kristian Birkeland proposed that electrons coming from the sun produced the atmospheric lights as the Earth's magnetic field attracted them to the poles. The theory would eventually prove correct, but not until long after Birkeland's 1917 death.

Track 8

Part 2

Auroras occur on other planets, too. All that's required to make an aurora is an atmosphere and a magnetic field. More surprisingly, auroras have also been discovered on both Venus and Mars, both of which have very weak magnetic fields.

Jupiter's magnetic field is 20,000 times stronger than that of Earth, so the giant planet's auroras are far brighter than the ones that we see in our skies.

The Northern lights occur frequently. But that doesn't mean they're easy to spot; you need to be at the right place at the right time. The best time of year to see the Northern lights is between September and April, when the sky gets

dark enough to see the aurora. Keep the moon phases in mind, as a bright full moon might fill the night sky with light. Check local weather forecasts as well, because you won't be able to spot the aurora through the clouds.

Track 9

1. convey – express feelings, thoughts or information to other people
2. grasp – understand something, especially something difficult
3. misunderstanding – an occasion when someone does not understand something correctly
4. converse – have a conversation with someone
5. in-person – involving someone's physical presence rather than communication by phone, email, etc.
6. at the expense of sth – If you do one thing at the expense of another, doing the first thing harms the second.
7. non-verbal – not using words or speech
8. facial expressions – expressions made with the help of the movements of the muscles on the face

Track 10

Speaker 1. I got so nervous that I forgot everything and I didn't have my notes with me. It took me some time to pull myself together and deliver my lecture. But I didn't manage to convey all the information I had.

Speaker 2. When they offered me an in-person meeting, I refused and we had an online meeting instead. The Internet speed was so weak that I missed a lot of important messages.

Speaker 3. I mostly recorded videos and shared them on my social account. But one day I decided to write a long post. I got so many discouraging comments about my spelling that I was depressed for many days. Then I took courses and improved my language skills.

Speaker 4. I was so shy that I didn't even attend the birthday parties of my classmates. I think I missed a lot of opportunities to build good friendships. I didn't have a single friend at that time.

Track 11

We often hear that a person can only be one of two personalities – introvert or extrovert. If you are neither an introvert or extrovert, you might be an ambivert or omnivert.

An ambivert is somebody who possesses an equal number of traits of both introverted and extroverted people. Omniverts are either at the extreme of being introverted or extroverted. They constantly switch between these two traits depending on their mood and surroundings. Ambiverts have consistent behaviour. They are comfortable with quiet and active moments but tend to be outgoing and social when the situation demands it. However, omniverts are extremely outgoing at the point when their extroverted mode turns on. You won't find them much at home because they'll be having a very active life and hanging out with friends. But as soon as their social energy gets low, they switch to the extreme of introverted mode and completely isolate themselves. Further, they become reserved and quiet and don't even leave their home, pick up calls, or hang out with anyone.

Ambiverts maintain a good balance between spending time with people and spending time alone. So, their social energy doesn't drain too much and they don't require much time to recharge their social batteries. On the other hand, omniverts drain their social energy excessively before switching between modes. So, they take a lot of time to recharge and cut themselves off from the world and focus on their thoughts and avoid even small chit-chats.

Ambiverts might feel stressed and nervous in meetings, speeches, and presentations, but they never give up. Their extroverted side helps them lift their spirits and gain confidence and the introverted side helps them plan effectively. On the other hand, omniverts either perform exceptionally well in public or completely mess up things. They can be confident against a crowd in extroverted mode. But if they're in the introverted mode, they even find it hard to stand and express themselves in front of a small group.

TRACKS

Track 12

1. hesitate – be worried about doing something, especially because you are not sure that it is right or appropriate
2. carry on – continue doing something
3. do work shadowing – spend time with someone who is doing a particular job so that you can learn how to do it
4. prioritise – put tasks, problems, etc. in order of importance, so that you can deal with the most important first
5. major – a specific area of study in which a student chooses to specialise
6. employable – having the skills and qualifications that will make somebody want to employ you
7. look into sth – examine the facts about a problem or situation
8. take sb/sth for granted – value someone or something too lightly

Track 13

Speaker 1: We were only an hour away from Ilisu, but we decided not to go.

Speaker 2: I think I caught a cold over the weekend.

Speaker 3: I couldn't understand a word he was saying.

Speaker 4: The restaurant was busy, and we had to wait over an hour for a table.

Track 14

1. I regret not listening to my dad more when I was younger. He's the kind of person who just knows how to fix cars and computers. He used to try to teach me all these things, but I never listened. I'm the type of person who has a real thirst for knowledge now, but I wish I had been like that when I was younger. Having said that, I guess it's still not too late.
2. Honestly, I regret not getting help during my first year at university. I went through depression during the first three or four months. I knew something was wrong with my mental health, but I was too ashamed and scared to ask for help until it was absolutely necessary. But in the end, I'm glad I finally went to a psychologist last week.
3. I regret not studying harder at school and not getting a better life not only for myself, but

also for my family as well. My mother kept telling me to focus on my studies and not to waste my time hanging out with my friends. Unfortunately, I didn't listen to her. Most of all, I regret hurting so many people I care a lot in the course of my 25 years of existence on this earth. Nothing hurts more than seeing their faces with sadness, horror and shock. Sometimes I lay in bed thinking about all the wrong things I've done.

4. From the 1st grade all the way through high school, I played as a defender in the female team of my school. My classmates and teachers believed that I was going to become a successful footballer one day. I don't know why I decided to give up what I loved doing most of all. Now I think that I should have continued playing football instead of going into computer programming.
5. What I regret most is spending the entirety of my 20s completely devoted to my job. I have been making video games for a living for 10 years and that's really awesome, but along the way I failed to build any really close friendships and failed to add anything else meaningful like hobbies or experiences into my life besides just game design. Now as I am celebrating my 30th birthday on my own, I realise that I've become a boring person who doesn't have any social life.

Track 15

1. essential – necessary or needed
2. gift – a special ability to do something
3. generate – produce or create something
4. capacity – someone's ability to do a particular thing
5. stimulate – make somebody interested and excited about something
6. setback – a difficulty or problem that delays or prevents something
7. flexibility – the ability to change to suit new conditions or situations
8. dedicate – give all your energy, time, etc.

Track 16

An important decision was made last month. All the graffiti from the old part of the city is going to be

removed. The graffiti artists who have turned the area into a colourful, messy place are also being searched. Artists will be allowed to spray graffiti on the walls only in a remote part of the city.

So far this week, three graffiti artists have been fined in the old part of the city. They were given the last warning. All the calls and reports on this issue are being investigated. A lot of time, money and effort has been spent on removing graffiti from the streets.

Track 17

Coffee is one of the world's most popular drinks. The scientific opinion about whether it is healthy or not is always changing. Some researchers say that coffee can lower your risk for some types of cancer. Other researchers claim that it can cause high blood pressure as well as other health problems.

This may be true, but we don't drink coffee because it's good for us. We drink it because it tastes good and for the mental boost that it gives us. Coffee has been famous for perking us up for over a thousand years. According to one story, a 9th-century goat herder in Ethiopia discovered the effects of coffee when he saw that his goats started jumping around after eating some coffee berries.

In the 16th century, the first coffee shop was opened in Istanbul, Türkiye. Coffee shops were not just places for drinking but also for learning and having a conversation. These coffee shops were called 'Schools of the Wise'.

Coffee and – more importantly – coffee shop culture made its way to Europe in the 17th century. Under the influence of coffee, businessmen, artists, writers, and philosophers created some of their masterpieces. Beethoven, Bach, Bob Dylan, Jean-Paul Sartre and JK Rowling all created most of their work in coffee shops.

While many people say that coffee helps them feel more awake, think more clearly, and speak more clearly, too, perhaps there's more to it. Maybe these effects are not all caused by coffee itself.

Many say that coffee shops help them stimulate their creativity. According to research from the University of Illinois, the background noise of a coffee shop can make you think more creatively.

They tested people using different levels of background noise and found that 70 decibels, which is the average level of noise in a busy coffee shop, is ideal for improving creativity. Background noise below this level is so quiet that our focus becomes too narrow. And background noise above this level is too distracting. The mid-level of background noise in a coffee shop allows us to think in a more creative way.

But what if going to coffee shops isn't your cup of tea? Without leaving your home, you can download and listen to coffee shop background sounds with the hope that it will make you more creative.

Track 18

1. bombard with sth – attack somebody by giving them too much information
2. up-to-date – having or including the most recent information
3. intake – the amount or quantity of something being received
4. keep an eye on sth – watch something carefully to make sure that they are safe or not causing trouble
5. constantly – all the time; repeatedly
6. addiction – the condition of being unable to stop using or doing something as a habit, especially something harmful
7. consume – watch or read forms of media or take in information from them
8. engaging – pleasant and attracting your interest

Track 19

Good morning ! Here's your weather forecast for the upcoming week.

We hope to have bright and sunny days. However, there is a possibility of thunderstorms arriving mid-week.

Our team intends to keep a close eye on any potential changes in the weather patterns, so we can adapt our forecasts accordingly.

We promise to provide you with accurate and up-to-date information as soon as it becomes available. This way, you can plan your outdoor activities in advance.

TRACKS

Based on current data, we anticipate clear skies and moderate temperatures for the next few days. But as always, things can change quickly, so keep checking our updates.

Some meteorologists predict a cold from the north by the end of the week, which will bring with it cooler temperatures and some rainfall.

Since we expect to have a mild and pleasant weekend, do not hesitate to arrange a picnic outside with your friends and family.

While we cannot guarantee 100% accuracy in our predictions, we plan to monitor the weather patterns closely and adjust our forecasts accordingly.

Stay safe and stay tuned for our latest updates.

Track 20

1. Jessica Kinsey was reunited with her long lost pet Lily on Saturday. Kinsey said everyone in her family was in disbelief that the cat, now 13 years old, made it home after 6 years. The months Lily was missing turned into years, and Kinsey moved across town. She checked local shelters and social media posts of lost animals over the years. On Friday, a cat was found in an animal shelter. The cat turned out to be Lily, the discovery made thanks to the cat's microchip. Kinsey had her contact information on Lily's microchip and updated it every time it changed. That's what helped bring Lily home. And the best news? Lily recognised her owner straight away.
2. An Azerbaijani citizen named Sarvar Bashirli won millions of hearts with his heart-touching photograph that went viral on social media. In the photo, he was rushing to help the earthquake victims in his 1981 model car with a Turkish flag on top. His actions say a lot about his love for the Turkish nation. Bashirli loaded all he got into his car and drove to deliver the aid to a special centre for the aid collection in Baku.
3. Researchers at the Technical University of Munich have used artificial intelligence (AI) to identify mushrooms thousands of times faster than humans. The team trained an AI system to recognise over 2,000 species using more than 120,000 images. The AI was able to identify species more accurately than human experts. The team believes the technology could be applied to other fields such as medical diagnosis.
4. An albino panda was photographed last month in the Wolong National Nature Reserve. Although albinism has appeared in the giant panda species before in the form of brown and white fur, this is the first time a completely white albino panda has been documented.
5. Algerian runner Fouad Baka finished the Rio Paralympic Games 1500m final in 3:49.59 on Sunday. The Olympic gold medalist Matthew Centrowitz Jr. had a time of 3:50.00. But Baka didn't even get a medal in Rio. Three other visually impaired runners placed ahead of him, meaning they were faster than any of the Olympic runners. Baka's brother Abdellatif Baka was the gold medalist with a time of 3:48.29. Ethiopia's Tamiru Demisse won silver with 3:48.59 and Kenya's Henry Kirwa won bronze with 3:49.59.
6. Pen pals, Celesta Byrne and Geoff Banks celebrated their 100th birthdays with their first video call. They were also celebrating 84 years of letter writing. Celesta in the US and Geoff in the UK began exchanging letters as part of an educational program in 1938 – both at the age of 16. The pair even met twice over the years when Geoff visited the US. Today, both centenarians take advantage of technology to send emails instead of paper and pen letters through the mail. They also make video calls with the help of their family.

Buraxılış məlumatı

İNGİLİS DİLİ 11

Ümumi təhsil müəssisələrinin 11-ci sinifləri üçün
İngilis dili (əsas xarici dil) fənni üzrə

DƏRSLİK

Tərtibçi heyət:

Müəlliflər: **Könül Heydərova**
Günay Qurbanova
Sevinc Məmmədova

İxtisas redaktoru **İradə Vahabova**

Mətnləri səsəndirənlər: **Nəzrin Həşimova, Emin Xəlifəyev, Aysel Abbasova,**
Leyla Yusubova, Fariz Vahidzadə

Buraxılışa məsul **Rafiq Kazımov**
Dizayner və səhifələyici **Gülнар Ələkbərova**
Üz qabığının dizayneri **Nurlan Nəhmətov**
Multimedia mütəxəssisləri: **Yusif Qabilov**
Kənan Yusifzadə
Texniki redaktor **Sevinc Yusifova**
Baş redaktor **Samirə Bektaş**
Texniki direktor **Allahverdi Kərimov**
Nəşriyyat direktoru **Sevil İsmayılova**

Rəqəmsal mobil texnologiyaların (animasiyalar, multimedia və QR kodlar)
dərslik və dərs vəsaitlərində istifadəsinin ideya müəllifi **Rafiq Kazımov**

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Pulsuz

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**O, dərs ili müddətində nəzərdə tutulmuş bilikləri
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