

## Intro unit: First impressions - 1.1

### Learning English

-Listening:

-1-

- Speaker 1: A doctor
- Speaker 2: A travel enthusiast
- Speaker 3: A high school teacher
- Speaker 4: A university student

-2-

- 1) breeze
- 2) peace of cake
- 3) lost in translation

-3-

1  
3  
2

-Language:

-1-

used / allows / enhances / fluent / their / increasingly

-2-

- [be]: has been
- [make]: to make
- [hard]: hardest
- [bare]: barely
- [push]: pushing
- [improve]: improvement

## Unit 1: Holidaying & Art show - 1.1

### Holidaying

-Starter:

-1-

B  
G  
I  
A  
E  
F  
J  
D  
C  
H

-Listening:

-1- The survey is about American's summer holiday preferences.

-2-

F  
E  
A  
B  
D  
C

-3-

- A- Half: 50%
- B- A quarter: 25%
- C- One out of five: 20%
- D- Nearly everybody: 97%

-4-

- [relaxing]: unwinding
- [alternatives]: choices

-Reading:

-1-

Pic 1: Skydiving / Pic 2: Sunbathing / Pic 3: Mountain climbing / Pic 4: Hiking / Pic 5: Unwinding

-2-

- (A) Alex and Sarah
- (B) Maria and Jack
- (C) Alex and Jack
- (D) Alex, Jack and Sarah

-3-

- (A) Swap
- (B) Thrill
- (C) Rejuvenating
- (D) Costs

-4-

### Grammar focus!

- We use **used to + verb** and **did not use to + verb** to talk about past habits and situations that were different in the past.
- We use **would + base form verb** when we mention a specific time when the action would happen.

! We don't use **would + verb** with state verbs.

-Language:

-1-

- [rely]: used to rely
- [not/find]: didn't use to find
- [carry]: would carry
- [take]: used to take
- [be]: used to be
- [seek]: would seek

-2-

significantly / nearly / for / would / used / instant / making

## Unit 1: Holidaying & Art shows - 1.2

### Space tourism

-Starter:

-1-

Pic 1: Stars / Pic 2: Rocket / Pic 3: Astronaut / Pic 4: Galaxy / Pic 5: Orbit / Pic 6: Planet / Pic 7: Spaceship

-2-

- To discover other **planets**.
- To learn about how planets move in **our solar system/galaxy**.
- To look for valuable **natural resources and nutrients** like water and minerals.
- To make scientific **experiments** in physics and astronomy.
- To watch out for potential **hazards** like asteroids.
- For entertainment: Space **tourism**.

-3- exorbitant / expensive / overpriced / costly

-4- **The prefix: Un**  
**Unfair** / **Unreasonable** / **Unaffordable**

**-Reading:**

-1- Space tourism: past milestones and future prospects

-2-

-Name: Dennis Tito

-Nationality: American

-Occupation: Engineer/ entrepreneur

-Cost of flight: 20 million US dollars

-Duration of flight: Almost 8 days

-Means of transport: A Russian Soyuz capsule

-3-

” deeply moved by the experience”

” the most thrilling experience of my life”

-4-

” The new space vehicles built for private flights will be much more comfortable”

-5-

-Company 1: Blue Origin / Owner: Jeff Bezos

-Company 2: SpaceX / Owner: Elon Musk

-Company3: Virgin Galactic / Owner: Richard Branson

-7-

-New Shepard: “designed for pleasure trips” / “extra large windows” / “braked by rockets and parachutes” / “lands close to where it launched”

-VSS unity: “takes off horizontally” / “only needs a regular runway” / “bearing two pilots and six space travelers” / “lands as smoothly as a conventional plane”

-Dragon V2: “will have room for up to seven astronauts” / “no large windows”

-8-

pic (1) + 2 / pic (2) + 3 / pic (3) + 1

**-Language:**

-1-

With / unprecedented / growing / Moreover / economies / globally / encourage

-2-

have solidified / founder / more / privately / sustaining / designed / continues

-(A): England

-(B): Scotland

-(C): Wales

-(D): Northern Ireland

-(E): Republic of Ireland

-(A B C): Great Britain

-(D E): The island of Ireland

-(A B C D): The British Isles

-2-

-England is one of the four constituent countries of

**The British Isles**. It is situated in the **southern part** of the island of Great Britain. It shares a land border with **Scotland** to the north and with **Wales** to **the west**. It is bordered by the North sea to **the east** and the English Channel to the south. The capital city is London.

-Scotland is one of the four constituent countries of the British Isles. It is situated in the northern part of the island of Great Britain. It shares a land border with England to the south. It is surrounded by the Atlantic Ocean, while the North Sea is to the northeast. The capital city is Edinburgh.

-3-

**Language builder!**

- **Location:** is located = is situated

- **Land borders:** shares a land border + with + (country) + to + (direction)

- **Sea borders:** is bordered by + (sea) + to + (direction)

**-Listening:**

-1-

D  
A  
C  
B

-3-

-A- Step into

-B- Explore the historic

-C- Begin your journey

-D- Stroll through

-E- Marvel at

-4-

-Breathtaking

**-Language:**

-1-

effortlessly / where / rich / Street / showcasing / with / captivates

-2-

Bordering / drenched / where / tales / beckons / For / it

### **Unit 1: Holidaying & Art shows - 1.5** **Walking tour(1)**

**-Starter:**

-1-

-(1): Atlantic ocean

-(2): The North sea

-(3): The English Channel

## Unit 1: Holidaying & Art shows - 1.5

### Walking tour (2) - Festivals

**-Starter:**

**-1-**

- Types:** Music / Film / Open field / Traditional food
- Accommodation:** Caravans / Hotel / Self-catering / Tents
- Events:** Concerts / Exhibitions / Parades
- Venue:** Town hall
- Aims:** Traditional food / Celebrate customs / Raise money / Entertain locals

**-Reading:**

**-1-** The text is about **a performing art festival**.

**-2-**

- Festival:** Edinburgh International Festival
- Date:** August
- Place:** Edinburgh
- Venue:** The Queen's Hall / The King's Theatre / Usher Hall
- Events:** "performances that range from timeless classics to innovative new works"
- Aim:** "Bring together exceptional artists from around the globe and provide a platform for cultural exchange and artistic exploration"

**-3-**

- (A):** A beacon
- (B):** Showcasing
- (C):** Plays host
- (D):** World-renowned
- (E):** Continue / running !!!!

**-Language:**

**-1-**

annually / festivals / filled / diverse / around / about / making

**-2-**

transforms / Located / both / Beyond / deeper / enthusiasts / celebrating

## Unit 1: Holidaying & Art shows - 1.6 A

### package tour

**-Starter:**

**-1-**

- A package tour is a holiday arranged by a travel agency at an inclusive price.

They usually include:

- A-** Excursions (Group outing)
- B-** Transport
- C-** Accommodation
- D-** Food
- E-** Tourist guide
- F-** Plane tickets

**-Listening:**

**-1-**

- (+) Speaker 1 / (-) Speaker 2 / (-) Speaker 3 /
- (+) Speaker 4

**-2-**

- Speaker 1 + **B**
- Speaker 2 + **C**
- Speaker 3 + **A/D**
- Speaker 4 + **E**

**-3-**

- A-** ability
- B-** independently
- C-** flexibility
- D-** fantastic

**-Writing:**

- **Date/ place:** A / K
- **Duration:** B
- **Visitors:** F / L
- **Aim:** C / N
- **Events:** E / I / M
- **Adjectives:** D / G / H / J

**-Language:**

**-1-**

in / Recently / ever / travel / just / driven / embracing

**-2-**

told / was sorted out / included / planning / best / are / to catch up

**-Reading:**

**-1-** The text is about: A two-week package holiday in Spain.

**-2-**

**B / C / D / E / F**

**-3-**

- A:** Luxurious
- B:** Mouthwatering
- C:** Vibrant

**-4-** The text is: A formal email asking for more information.

**-5-**

- A:** "The itinerary of the trip"
- B:** "The types of accommodation provided"
- C:** "The meal plan associated with the package"
- D:** "Additional costs or optional extras not covered in the package price"
- E:** "Booking cancellation policies"

**Language builder!**

**-Asking for information (Formal):**

- I am writing to request more information regarding...
- Would appreciate further details...
- I am keen to understand...
- I would like to know more about...
- I am interested in learning about...
- I would appreciate information on...

### Unit 1: Holidaying & Art shows - 1.7 At the travel agency (1)

**-Starter:**

-1-

- on / and / Visit / stunning / guided / traditions / now
- experience / all / your / exploring / whether / offer / in
- break / just / attractions / renowned / dining / through / today

**-Listening:**

-1- The package that the customer chose is:

**A city break in New York**

-2-

**B / C / E**

-3-

- A: 4 people
- B: Family-friendly
- C: \$ 3,200
- D: Check with his family before deciding

-4-

- included
- suitable

### Unit 1: Holidaying & Art shows - 1.7 At the travel agency (2)

**-Starter:**

- (A) + pic 1
- (B) + pic 8
- (C) + pic 7
- (D) + pic 4
- (E) + pic 3
- (F) + pic 5
- (G) + pic 2
- (H) + pic 6

**-Listening:**

-1- The customer went back to the agency to: **Complain about their services.**

-2-

**What happened:**

- “It was several blocks away from the beach”
- “It was canceled with no alternatives or refund”
- “No spa in the hotel”
- “under construction”

-3-

- A: told the customer to contact his agency
- B: nice and understanding
- B: A refund

-4-

**would**

-5-

“ You will enjoy an exclusive island-hopping tour.”

**-Language:**

-1-

**-Reported speech:**

- Simple past
- Past continuous
- Past perfect
- Past perfect continuous
- Past perfect
- Would
- Could
- Must/ Had to

-That day

-The day before/ The previous day

-The following day/ The next day

-There

-Then/ At that moment

-2-

-**B:** They said that the swimming pool at the hotel had been under construction.

-**C:** They said that the hotel staff had been very rude and unfriendly.

-**D:** They said that they hadn't been able to swim because the beach was filthy and covered in rubbish.

-**E:** They said that their flight had been delayed for 2 days and we hadn't been informed.

-**F:** They said that the hotel had been extremely noisy. They hadn't been able to sleep at night.

-**G:** They said that their luggage had been lost and they had gotten it back from the airport after 3 days.

-**H:** They said that the weather had been so bad that they had had to spend their vacation inside the hotel.

### Unit 2: Education matters - 1.1

#### School-related words

**-Starter:**

-1-

**• Developing countries:**

-Poverty / Malnutrition / Limited access to healthcare / Homelessness / Child labour / undeveloped and ineffective education...

**• Developed countries:**

-Job opportunities / Financial stability / availability of advanced public transportation / Great infrastructure / Health care / Advanced technologies / Good education / Healthy Families...

**-Reading:**

-1- WFP's program aims to: **reduce child starvation in Africa.**

-2-

-A- “addresses immediate hunger”

-B- “encourages school attendance”

-C- “improves academic performances”

-3-

-A- Afford

-B- Evade

-C- Commitment

**-4-**

- **Noun / Adjective**
- development / developed
- hunger / hungry
- nutrition / nutritious

**• Noun / Verb**

- food / feed
- performance / perform
- attendance / attend

**-5-** Children in Africa drop out of school mainly because their families are too poor to afford school supplies and proper nutrition.

**-6-**

- He is too poor to afford school supplies.
- He is so poor that he can't afford school supplies.

**-Language:**

**-1-**

to / various / that / Additionally / also / their / ongoing

**-2-**

has dedicated / crises / empowered / offering / that / remains / through

**-3-**

- He is too tired to do homework. / He is so tired that he can't do homework.
- He is too sick to eat. / He is so sick that he can't eat.
- He is too busy to talk. / He is so busy that he can't talk.
- He is too anxious to concentrate. / He is so anxious that he can't concentrate.

## **Unit 2: Education matters - 2.2**

### **Education for all**

**-Starter:**

**-1-**

- pic 1:** Hunger / Starvation / Malnutrition...
- pic 2:** Wars / Conflicts / Political issues...
- pic 3:** Poverty / Deprivation
- pic 4:** Lack of
- pic 5:** Sickness / Limited access to healthcare

**-2-**

- They stay stuck in the cycle of poverty.
- They are often abused and underpaid in illegal labour.
- They lose their chances of getting a well-paid job.
- They lose hope and become socially isolated.
- They often learn bad habits or become delinquent.

**-Listening:**

**-1-** The report is about: **causes of dropping out of school in the world.**

**-2-**

- A + Dropout rates in South Africa.
- B + Dropout rates in Sub-Saharan Africa.
- C + Dropout rates of children from the poorest households.
- D + Dropout rates in Latin America and the Caribbean.

**-3-**

- D + One out of ten
- A + Nearly half
- C + Around 15%
- E + Below 5%
- B + Over a third

**Grammar focus!**

**-4-**

- **Unless** these organizations intervene, countless children will lose the opportunity to complete their education.

**-5-**

-If these organizations don't intervene, countless children will lose the opportunity to complete their education.

**Unless + Positive verb = If + Negative verb**

**-Language:**

**-1-**

- **If** we don't help poor children financially, their future will not be bright.
- **Unless** we help poor children financially, their future will not be bright.

- **If** we don't offer free school meals, many poor children will stay hungry.
- **Unless** we offer free school meals, many poor children will stay hungry.

**-2-**

contributing / affected / nearly / despite / retention / at / more

**-3-**

nearly / causes / driven / include / providing / has fostered / healthy

**-Reading:**

**-1-** The text is about: **UNICEF's mission and achievement.**

**-2-**

- **Organization:** UNICEF (the United Nations International Children's Emergency Fund)
- **Foundation:** December 11, 1946
- **Location:** New York City
- **Presence:** 150 countries
- **Goal:** "The well-being of children and mothers in need"

**-3-**

- A:** "Successful vaccination of millions of children against diseases"
- B:** "Reduced child mortality rates"
- C:** "Improved access to clean water and education"

**-4-**

- A:** Milestones
- B:** Initiatives
- C:** Impactful

### Unit 2: Education matters - 2.3

#### Virtual schools

**-Starter:**

-**Professional athletes:** Tiredness / Busy schedules /school time...

-**Victims of bullying:** Emotional distress / anxiety / fear of school / social isolation...

-**Disabled children:** Accessibility issues / specialized needs / social banners...

-**Travelers:** Tight schedules / lack of flexibility...

-**Rural students:** Transportation issues / teacher shortage...

-**Working mothers:** Limited flexibility / childcare issues / time constraints...

**-Listening:**

-1- Sarah and Micheal are: **two adult online learners.**

**-2-**

- **Sarah:**

-Age: 35

-Obstacle in traditional schools: Job / family responsibilities.

-Solution offered by online education: Studying during evenings and weekends.

- **Micheal:**

-Age: 22

-Obstacle in traditional schools: Mobility challenges / physical barriers.

-Solution offered by online education: accessible and comfortable learning environment.

**-3-**

M  
S  
M  
S  
M

**-4-**

diverse / flexible

**-Language:**

**-1-**

where / driven / after / which / to / Both / allowing

**-2-**

struggling / himself / discovered / pleasantly / to study / has grown / wasn't / most profound

### Unit 2: Education matters - 2.4

#### Online learning

**-Starter:**

**-1-**

-**In favor of virtual education:** Maria / Sam / Joe

-**Against virtual learning:** David / Lisa / Rachel

**-2-**

**-Arguments FOR:**

- "The flexibility to attend classes on my own schedule"

- "Balance my career advancement with personal commitments without the constraints of a fixed timetable"

- "The ability to learn from top institutions globally"

- "The ability to access course materials and participate at any time fits perfectly with my schedule"

- "It's empowering to be able to further my education without having to compromise on family time"

- "I can attend lectures and complete assignments from everywhere"

- "Eliminates the need for long commutes"

- "Study in a comfortable environment"

- "The variety of online resources and interactive tools enhances my learning experience and keeps me engaged"

**-Arguments AGAINST:**

- "The frequent technical difficulties"

- "Lack of immediate feedback"

- "Difficult to build relationships with instructors and peers"

- "The quality of learning and engagement was compromised"

- "It can be isolating and lacks the structured environment of a traditional classroom"

- "Many students struggle with the self-directed nature of online learning"

- "The lack of physical presence can also make it challenging to collaborate effectively and participate in meaningful discussions"

- "Lacks the personal interaction and hands-on experience"

- "Many students miss out on the social aspects of education"

- "Struggle with the absence of face-to-face engagement"

- "Technical issues and the digital divide can hinder effective learning for some students"

**-Language:**

**-1-**

- As far as I'm concerned

- To begin with

- Secondly

- Another major issue is

- In fact

- Last but not least

- In a nutshell

**-Writing:**

**-1-**

(-) / (+) / (+) / (-) / (-)

**-2-**

- I'm of the firm belief

- It seems to me that

- I do believe that

- In my opinion

- From my perspective

### Unit 2: Education matters - 2.6 Age

or \_\_\_\_\_?

**-Reading:**

-1- At Crestwood Elementary, students are taught according to: **their academic ability**.

-2-

- A: Assessment
- B: Teacher input

-3-

- Students + B
- Parents + C
- Teachers + A

-4-

- A: “Easily design and implement lesson plans that cater specifically to the abilities of each group, allowing for more targeted instruction”
- B: “A collaborative learning environment where students can progress at their own speed without feeling held back”
- C: “Helping to close achievement gaps and enhance overall learning outcomes”

#### Vocabulary builder!

-5-

- **Noun / Adjective**
  - innovation / innovative
  - enthusiasm / enthusiastic
  - collaboration / collaborative
  
- **Noun / Verb**
  - implementation / implement
  - assessment / assess
  - instruction / instruct

#### Grammar focus!

-6- At Crestwood Elementary, students are allocated **to** classes according to their ability rather than age.

-7-

- |                            |                           |
|----------------------------|---------------------------|
| - Succeed <b>in</b>        | - Depend <b>on</b>        |
| - Rely <b>on</b>           | - Believe <b>in</b>       |
| - Approve <b>of</b>        | - Communicate <b>with</b> |
| - Suffer <b>from</b>       | - Differ <b>from</b>      |
| - Deprive <b>of</b>        | - Result <b>to</b>        |
| - Think <b>of / about</b>  |                           |
| - Agree <b>with / that</b> |                           |
| - Talk <b>to / about</b>   |                           |
| - Work <b>on / for</b>     |                           |
| - Care <b>for / about</b>  |                           |

#### Language:

-1-

divided / this / on / however / fulfilling / lower / about

-2-

has sparked / in / noticeably / However / continues / committed

-3-

often / also / may / in / which / including / academically

### Unit 2: Education matters - 2.7 Lifelong learning

-2-

**-The benefits of pursuing lifelong learning:**

A / D / E / G / H / K

**-The drawbacks of not pursuing lifelong learning:**

B / C / F / I / J / L

**-Listening:**

-1- Margaret went back to college: **after her retirement**.

-2-

**- Margaret Thomson:**

**Age:** 72 / **Place of residence:** Nashville, North Carolina / **Job:** Retired librarian

-3-

-A: False / -B: False / -C: True / -D: True

-4-

-A: “Navigating modern technology”

-B: “Balancing academic demands with personal responsibilities”

-5-

pursuit / growth

**-Language:**

-1-

had already mastered / left / made / Returning / paid off / was promoted / are transforming

-2-

paced / skills / rather / Beyond / those /with / evolving

### Unit 2: Education matters - 2.9 Alexander Graham Bell

#### Alexander Graham Bell

**-Starter:**

-1-

- **Partial disability:** B / E / G / H
- **Total/ permanent disability:** A / C / D / F

**-Listening:**

-1-

- The inclusion of disabled students through technology.

-2-

- A + allow access to spoken information in the classroom.

- B + facilitate interactions with teachers and peers.

- C + enable active participation in discussions.

- D + provide crucial access to written materials.

- E + enable virtual sign language interpretation.

-3-

-A: “Use technology to create a more accessible and engaging environment”

-B: “Invest in training for both educators and students”

-4-

Empowered

**-Reading:**

-1- The text is: **expository**

-2-

- Paragraph 1 + C
- Paragraph 2 + A
- Paragraph 3 + E
- Paragraph 4 + B
- Paragraph 5 + D

-3-

- **Name:** Alexander Graham Bell
- **Date of birth:** March 3, 1847
- **Place of birth:** Edinburgh, Scotland
- **Occupations:** Teacher / Inventor
- **Invention:** The telephone
- **Death:** August 2, 1922

-4-

-A- **His father:** Influenced Bell's interest in communication.

-B- **His mother:** Influenced Bell's interest in acoustics.

-C- **His wife:**

**Vocabulary builder!**

-5-

- **Noun / Adjective**
- Passion / Passionate
- Curiosity / Curious
- Humanity / Humanitarian
  
- **Noun / Person**
- Invention / Inventor
- Elocution / Elocutionist
- Teaching / Teacher

### **Unit 3: Creative inventive minds - 3.1**

#### **Invention related words (1)**

**-Listening:**

-1- The power of Artificial Intelligence

-2-

- **Emily:**

-**Job:** Marketing Executive

-**AI she used:** ChatGPT

-**What for?** : To create a campaign for her company.

-3-

**A:** True / **B:** False / **C:** False / **D:** True

-4-

-**A:** "AI is diagnosing diseases with remarkable accuracy."

-**B:** "It's analysing vast amounts of data to predict market trends and manage investments."

-5-

innovation / powerful

**-Language:**

-1-

sparked / manufacturing / greater / However / in / not / especially

-2-

have moved / profoundly / are currently becoming / advanced / raise/ altering / enforcement

### **Unit 3: Creative inventive minds - 3.1**

#### **Invention related words (2)**

**-Starter:**

**Grammar focus!**

-2-

- **Used to + verb :** Habits in the past
- **Be / Get + used to + ing :** Habits in the present

**-Reading:**

-1- The best title for the text is: **The dark side of Instagram.**

-2-

- **Tommy:**
- **Problem:** Instagram addiction
- **Who found out:** His parents
- **How he overcame it:** Therapy

-3-

- A:** "The comparison game began to take a toll on his self-esteem"
- B:** "Tommy's grades began to slip"
- C:** "His real-world friendships started to suffer, too"
- D:** "The pressure to maintain a flawless online persona left Tommy feeling anxious and isolated"
- E:** "Depression soon followed, as the gap between his real self and Instagramself widened "

-4-

- A:** All-consuming obsession
- B:** Take a toll on
- C:** Flawless
- D:** Widened
- E:** Distort

**-Language:**

-1-

has transformed / latest / faster / making / 's / questions / increasingly

-2-

well / between / idealized / many / weakening / Even / negatively

**Unit 3: Creative inventive minds - 3.3**
**The father of playStation**

-Starter:

-1-

- A: Yes, I really do!
- B: 1 or 2, but a lot more on the weekend.
- C: Mostly role-playing games.
- D: I love playing Elden Ring.
- E: Not really, but my mom thinks so!
- F: I get to practice my English.
- G: Mr DisRespect.

-Reading:

-1-

- Text A + Teacher
- Text B + Software developer
- Text C + Parent
- Text D + College student

-2-

A: Inappropriate/ B: adapt to/ C: firsthand/ D: unwind

-3-

• **Arguments FOR:**

- “Video games are an excellent way to unwind and de-stress after a long day.”
- “They offer immersive experiences that can enhance creativity and problem-solving skills.”
- “Many games encourage teamwork and strategic thinking, which are valuable in real life.”
- “It’s a fun way to stay connected and build communities.”
- “Games also teach you to think quickly and adapt to new challenges.”

• **Arguments AGAINST:**

- “Video games can negatively impact students’ focus and academic performance.”
- “The addictive nature of certain games can lead to unhealthy habits.”
- “They can be incredibly addictive, leading to isolation from family and friends.”
- “Video games can also expose children to inappropriate content, which is hard to control.”

-Listening:

-1- The interview is with: **a video game creator**

-2-

1 + C / 2 + A / 3 + A

-3-

- A: Creativity
- B: Problem-solving
- C: Social connection

-4-

educational / off-line

-Language:

-1-

beyond / as / coordination / Socially / diverse / being / balanced

-2-

consequences / leads / Additionally / in / as / weakened / Addressing

**Unit 3: Creative inventive minds - 3.4**
**Prize winners (1) - Awards**

-Starter:

-1-

- A:** A sum of money / **B:** A trophy / **C:** A statuette / **D:** A medal / **E:** A certificate

-Reading:

-1-

- **Prize:** The Nobel Prizes
- **Date of establishment:** 1895
- **Founder:** Alfred Nobel
- **Date / Place:** December 10th Stockholm, Sweden / Oslo, Norway
- **Categories:** Peace / Literature / Chemistry / Physics / Medicine / Economic
- **Aim:** Honoring the best and the brightest minds in recognition of their outstanding contributions to their fields

-2-

recognition / categories / The laureates

-3-

- A:** Honored / **B:** Fortune / **C:** Laureates / **D:** Ingenuity
- Vocabulary builder!**

-4-

- **Noun / Adjective**
- Literature / Literary
- Fortune / Fortunate
- Prestige / Prestigious

• **Verb / Noun**

- Recognize / Recognition
- Achieve / Achievement
- Dedicate / Dedication

**Grammar focus!**

-5-

**To be + past participle**

-Language:

-1-

- The Pulitzer Prize has been awarded since 1917.
- The Academy Awards were awarded in June last year.
- The Golden Globes will be awarded in May next year.

-2-

esteemed / across / feature / also / societal / discourse / compelling

-3-

unparalleled / across / biggest / recognizes / but / emerging / conversations

### **Unit 3: Creative inventive minds - 3.4**

#### **Prize winners (2) - Laureates**

-Starter:

-1-

- A + A Golden Globe
- B + A Grammy Award
- C + A Nobel Peace Prize
- D + A Nobel Prize in physics

-Listening:

-1- Einstein: A legacy of genius

-2-

- **Albert Einstein:**

- Date of birth: March 14th, 1879

- Country: Germany

- Date of death: April 18th, 1955

-3-

- A: False
- B: True
- C: False
- D: True

-4-

- Einstein's explanation of the photoelectric effect: (C)

-5-

Conventional / understanding

-Language:

-1-

Awarded / particularly / surviving / worldwide / but / education / for

-2-

whose / Together / leading / became / remains / foundation / have made

### **Unit 3: Creative inventive minds - 3.5**

#### **Women choose to opt out**

-Starter:

-1-

barrier / qualifications / transparent / out

-Reading:

-1- The best title for the text is: **Why Women Are Leaving Corporate Roles For Entrepreneurship.**

-2-

- Sarah:

- Job: Executive at a major tech company

- Decision: Leave her prestigious position to

- Reason: to launch a boutique software development firm.

-3-

#### **Women opting out of companies**

- Push factors:

“Stagnant career growth” / “Limited recognition” / “Inflexible work hours” / “Lack of career advancement opportunities” / “Glass ceiling issues”

- Pull factors:

“Autonomy” / “Chance to pursue personal passions” / “The flexibility to better balance work and family life”

-4-

-A: “Offering flexible arrangements, clear career progression paths, and equitable pay.”

-B: “Creating a supportive and inclusive workplace culture that acknowledges and values women’s contributions”

-5-

-A: Stagnant

-B: Equitable

-C: Crucial

#### **Grammar focus!**

**It is essential that**

**It is important that**

**It is necessary that + Subject + Present subjunctive**

**I suggest that**

**I insist that**

-Language:

-1-

driven / growth / Additionally / more / with / prompting / not

### **Unit 3: Creative inventive minds - 3.6**

#### **The brain drain**

-Starter:

-1-

- A + To move from one country to another
- B + To depart from / leave one's country to live in another
- C + To enter / arrive to a new country in order to live there

-2-

- **Push factors:**

Poverty / High cost of living / Wars and conflicts / Corrupted systems / Climate change / Hot weather / Crime and violence / Economic decline...

- **Pull factors:**

Job opportunities / High technology / Security / Better education / Climbing the social ladder / Good Economy / Better environment...

-3-

The brain drain is the migratory movement of highly skilled and qualified workers from developing countries to the developed world to earn higher wages.

-Reading:

-1- The best title for the text is: **The Impact Of Brain Drain On Tunisia's Development**

-2-

- **Amina:**

- Job: Software engineer

- Nationality: Tunisian

- Decision: Accept a job offer from a tech firm in Silicon Valley and move out of her country.

-3-

**A:** "A significant shortage of skilled workers in critical fields like healthcare and technology."

**B:** "It stifles innovation and economic growth."

-4-

**A:** palpable

**B:** fueled

**C:** scarce

**D:** combat

### Grammar focus!

-5-

**So + adjective + that : Cause and effect clause**

**Clause + so that + clause : Intention clause**

-Language:

-1-

highly / many / When / affecting / countries / skilled / with

-2-

driven / exacerbates / resources / pressing / educational / to reverse / skilled

-Writing:

-1-

1 + E / 2 + A / 3 + D / 4 + B / 5 + C

## **Unit 3: Creative Inventive minds - 3.7 Scientists achievements**

-Starter:

-1-

**A:** The theory of evolution which provided the foundational theory of modern biology.

**B:** Laws of Motion and Universal Gravitation which laid the foundation for classical mechanics.

**C:** Radioactivity

**D:** AC system which is the dominant power system used globally for electricity distribution.

-Reading:

-1-

- **Richard Feynman:**

- **Invention/ Discovery:** Quantum electrodynamics

- **Impact:** Transformed the understanding of how particles interact.

- **Award:** The Nobel Prize in physics

- **Tim Berners-lee:**

- **Invention/ Discovery:** The World Wide Web

- **Impact:** Enabled the global sharing of information via the internet.

- **Award:** The Turing Award

-2-

- **A:** Indelible

- **B:** Impact

- **C:** Backbone

- **D:** Visionary meaning

### Grammar focus!

-3-

**A:** "who revolutionized quantum electrodynamics"

**B:** "which transformed the understanding of how particles interact"

-Language:

-1-

made / him / to capture / has / development / continues / pushing

## **Unit 3: Creative inventive minds - 3.9 writing as a process**

-1-

-The key words:

"modern technologies" / "dominated" / "article" / "your opinion" / "the impact" / "arguments"

-3-

1 + C / 2 + C / 3 + B / 4 + B

## **Unit 4: Life issues - 4.1 Life concerns**

### **(1) - Health**

-Reading:

-1-

- The 5-a-day encourages the consumption of at least five portions of fruits and vegetables daily to improve health.

-2-

- **Fresh:** Berries / a handful

- **Canned / Frozen:**

- **Dried:**

- **Juiced:**

-3-

-**Portion** = An amount of food that counts as one serving towards your 5-a-day.

-4-

-**A:** "Lower the risk of chronic conditions like heart disease, stroke, and certain types of cancer"

-**B:** "A great way to manage your weight, as it encourages replacing high-calorie, nutrient-poor foods with healthier options."

-5-

-**A:** Amount

-**B:** Nutritious

-Language:

-1-

linked / became / has increased / isolated / appearance / especially / is now seeking

### Unit 4: Life issues - 4.1 Life concerns (2) - Smoking

**-Starter:**

- The negative effects of smoking:

Shortness of breath / Tooth **decay** / Risk of heart **attacks** / High blood **pressure** / Lung **cancer** / Bad breath

**-Listening:**

-1-

- The immediate and long-term benefits of quitting smoking.

-2-

**A / B / D**

-3-

**1 + C / 2 + A / 3 + B**

-4-

taste / make

#### **Vocabulary builder!**

-5-

- Quit smoking
- Nasty habit
- Heart attack
- Physical activity
- Balanced diet
- Skip meals
- Lung cancer

**-Language:**

-1-

in / Unlike / causes / concentrating / deeply / These / harder

-2-

severely / started / is paying / struggles / limited / has turned / devastating

### Unit 4: Life issues - 4.2 Attitude

**-Listening:**

-1-

- The impact of a small act of kindness.

-2-

**1 + C / 2 + A / 3 + B**

-3-

-A: True

-B: False

-C: True

-4-

Compassionate / Selfless / Helpful

-5-

kindness / profound

**-Language:**

-1-

how / simply / focused / creating / Furthermore / crises / for

### Unit 4: Life issues - 4.5 Ecodriving (1)

**-Starter:**

-1-

Fossil **fuels** / Global **warming** / Air **pollution** / Oil **spill** / Climate **change** / Natural **disasters** / Extreme **weather** / Renewable **energy** / Energy **consumption** / Water **contamination**

**-Listening:**

-1-

- The challenges of overconsuming natural resources.

-2-

**A / C / D**

-3-

-Resource: Water

-Consequences of overconsumption: Risk of depletion / severe shortages affecting drinking water availability, food production, and sanitation.

-4-

sustainable / consumption

#### **Vocabulary builder!**

-5-

- **Noun / Adjective:**

- Sustainability / Sustainable
- Shortage / Short
- Scarcity / Scarce

- **Verb / Noun:**

- Consume / Noun
- Deplete / Depletion
- Threaten / Threat

**-Language:**

-1-

that / However / sustainable / in / Transitioning / opportunities / needed

-2-

most pressing / disrupted / poses / Additionally / to / to reduce / will not intensify

### Unit 4: Life issues - 4.5 Ecodriving (2)

**-Starter:**

-1-

-A: Heavy baggage stacked on top of the car may lead to some issues while driving.

-B: Deflated tire / Flat tire.

-C: Car accident due to two vehicles crashing into each other.

-D: Greenhouse gas emissions from cars.

-E: Excessive fuel consumption / gasoline is being used up at an unsustainable rate.

**-Reading:**

-1- The aim of the text is: **To introduce ecodriving and its benefits.**

-2-

- **Overconsumption of fuel.**

- **Impact:** Diminishment of fossil fuel reserves and rise of environmental concerns.

- **Solution:** Ecodriving

- **Aim:** Maximizing fuel efficiency and minimizing the environmental impact of driving.

-3-

-**Pic 1:** Maintaining your car regularly

-**Pic2:** Ensuring the tires are properly inflated

-**Pic3:** Avoiding high speeds

-**Pic4:** Driving smoothly

-**Pic5:** Avoiding traffic jams

-**Pic6:** Using the air conditioner sparingly

-4-

-**A:** Save money on fuel and reduce wear and tear on their vehicles.

-**B:** Reduce carbon emissions, contributing to a healthier environment.

-**C:** The global demand for fossil fuels would decrease, slowing the pace of climate change.

-5-

-**A:** Sparingly

-**B:** Crucial

**Grammar focus!**

-6-

**If + past simple = would + infinitive**

**-Language:**

-1-

profound / other / rising / habitat / at / increasingly / our

-2-

driving / maintained / which / for / unnecessary / also / smoother

-3-

significantly / restoration / reducing / would be / our / preserve / greener

### Unit 4: Life issues - 4.6 Urban exodus

**-Starter:**

-1-

-**A:** Trash and litter started throughout the city.

-**B:** Constant noises disrupting everyday life in the city.

-**C:** Polluted air is a constant problem in the city.

-**D:** High rates of crime including theft and robbery.

-**E:** The fast pace of city life often leaves little time for personal activities.

**-Reading:**

-1- The text is about: **The growing trend of people moving from cities to rural areas.**

-2-

- **Sarah:**

- **Decision:** Moving to the countryside.

- **Impact:** Breathing fresh air / Enjoying the peace and quiet / Slower, more meaningful way of living.

-3-

- **Push factors:**

- Suffocating noise / pollution / relentless pace.

- **Pull factors:**

- Better quality of life / lower living costs / longer life expectancy / closer connection to nature.

-4-

-**A:** A decline in population

-**B:** The deterioration of infrastructure

-**C:** Rise of pollution levels

-5-

-**A:** Life expectancy

-**B:** Deterioration

-**C:** Allure

**Grammar focus!**

-6-

**Despite + noun phrase**

**Although + clause**

**-Language:**

had taken / has experienced / more / offers / entirely / isolated / doesn't regret

### Unit 4: Life issues - 4.7 A newscast

**-Starter:**

-1-

**Pic1:** Flood / **Pic2:** Earthquake / **Pic3:** Typhoon / **Pic4:** Tsunami / **Pic5:** Hurricane / **Pic6:** Volcano

**-Listening:**

-1-

- The devastation caused by typhoon Ketsana in Seaview.

-2-

- **Place:** Seaview

- **Event:** Typhoon

- **Casualties:** 25 people have lost their lives with dozens more injured.

- **Government's action:** Declared a state of emergency, urging residents to stay indoors and cooperate with rescue teams.

-3-

**A / B / D**

-4-

damages

**Grammar focus!**

-5-

**The passive voice : Verb to be + past participle**

**-Language:**

-1-

unleashing / under / still / continue / extremely /  
evacuated / further

-2-

struck / leaving / to collapse / reported /  
overwhelmed / preparing / recovery

### Unit 4: Life issues - 4.8 Staff management

**-Reading:**

-1-

- **Problem:** Nearly 60% of employees report having a difficult, even adversarial relationship with their bosses.
- **Effects on employees:** Employees feel undervalued and demotivated.
- **Effect on company:** A serious toll on company performance and productivity.

-2-

**A / B / C**

-3-

- A: They communicate clearly, and set realistic goals.
- B: Provide the necessary support for their employees to succeed.
- C: Recognizes and appreciates their team's hard work.

#### Vocabulary builder!

-4-

- **Noun / Adjective:**
  - Necessity / necessary
  - Productivity / Productive
  - Effect / Effective
  
- **Verb / Noun**
  - Manage / Management
  - Perform / Performance
  - Expect / Expectation

**-Language:**

-1-

just / to / valued / but / when / likely / directly

-2-

had always been / began / little / dreading /  
unfulfilled/ for / healthier

### Unit 4: Life issues - 4.9 Job ads

**-Starter:**

-1-

- **Qualities:** A / D / F / I / J
- **Qualifications:** B / C / E / G / H

-2-

- **Qualities:**  
Problem-solving skills / Creativity / Communication skills / Teamwork.

- **Qualifications:**  
Certificate in software development / Coding and programming skills

**-Reading:**

-1-

- **Jamie Brown:**
- **Position:** IT Engineer
- **Company:** TechVision Solutions

-2-

- **Qualifications:**
  - A bachelor's degree in computer science
  - System Administration
  - Network management
  - Software development
  - Expertise in managing and optimizing IT infrastructure
  - Operating systems, including Windows, Linux, and macOS
  - Proficiency in programming languages such as Python, Java, and C++

- **Qualities:**

- Strong analytical abilities
- Attention to detail
- Problem-solving skills
- Teamwork
- Leadership
- Communication skills
- Highly adaptable

-3-

**A + 6 / B + 2 / C + 4 / D + 1 / E + 5 / F + 3**

**-Language:**

-1-

for / interest / Additionally / contact / actively /  
remaining / expressing