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# English

## Teacher's Book

Level **B1.2**

11th Form



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*Dear teachers,*

We would like to begin by expressing our sincere appreciation for the tremendous work you are doing in your English language classrooms. You are the unsung heroes who play a vital role in shaping your students' personalities. Your attitude, professionalism, creativity, and dedication are the key ingredients that inspire students to fall in love with English.

When we decided to create this guide, we asked ourselves how we could help you scaffold your students' English language learning process. We understand how challenging it can be to navigate the myriad of approaches and methods in the EFL field, all claiming to offer the ultimate solution to the daily challenges you may face in the classroom. However, your unique context and circumstances might call for something different.

Our guide does not offer ready-made solutions. Instead, we aimed to provide a brief description of each activity, highlighting its primary purpose so that you can identify the most suitable approach for your specific educational context. We also included suggestions for how the activities might be further developed, along with possible answers.

Tapescripts for the listening activities are included, and we'd like to note that we used YouTube videos as listening material – links are provided in the guide. In addition, you will find answer keys for the grammar and vocabulary exercises featured in the coursebook.

We recognize the importance of a holistic approach to education today. You will notice that the activities are designed to help learners develop their 4Cs alongside the four basic language skills. We hope that the descriptions we provide, along with suggestions for how each activity can be further developed or adapted to better suit your learners' needs, will support you in your efforts to make English learning a truly transdisciplinary endeavour. Some of these suggestions may include ideas for extension, integration with other subjects, or adding elements that foster creativity and collaboration.

We promote teacher autonomy, as you are the only ones who truly know your particular educational settings. That is why we chose a descriptive rather than a prescriptive approach in this guide. You are the ones best placed to make strategic decisions based on your learners' specific needs.

We encourage you to use the SARS technique when working with the coursebook, which involves:

- Selecting material that responds to your learners' needs;
- Adapting material to suit your learners' needs;
- Rejecting material that does not meet your learners' needs;
- Supplementing with additional material to support your learners' needs.

Ultimately, we trust that this guide, combined with your professional judgment and creativity, will support you in making informed, strategic decisions that best serve your learners and enrich their English learning journey.

*Viorica & Viorica*

## Lesson 1

## English as a Lingua Franca

## SPEAKING

- 1 This is a good brainstorming activity whose purpose is to bring the class together and to stimulate the learners' interest. Allot one minute to write down on the board the learners' suggestions, then together decide on a variant considering the arguments that have been put forward. **Some possible variants can be:** *English is everywhere; The importance of the English language; The reasons I learn English.*
- 2 Invite students to work in pairs. This activity is meant to activate the learners' schemata. It also contributes to the development of their speaking skills and critical thinking. It can also enhance their self and personal identity, helping them to see themselves as high-achieving. By asking them to report each other's findings you develop their mediation skills.

## READING

- 3 It is a prereading activity meant to revise the notion of *lingua franca* and understand the difference between EFL and ESL. Similarly, the learners will become familiar with the notion of *the Anglosphere*.
- 4 This exercise helps check the learners' understanding of the concepts. It is also a way to boost their critical thinking.
- 5 Invite the students to skim text first and say what type of the text it is and what its writing tone is. **Possible answers:** *Non-*

*fiction, Expository/ Explanatory text, a rather formal writing tone.*

Encourage students to ask any questions that occurred to them after skimming the text. Write down the questions on the board. **Possible questions:** *What do the numbers represent? Why is Mandarin mentioned? Who is David Crystal? Why are the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries mentioned in the text? Why is English important?*

Invite the students to read the text. Ask them to say how and why English has become the lingua franca of the 21<sup>st</sup> century. This will help develop their mediation skills. Then ask them to answer the questions on the board. This way you will be able to check understanding.

- 6 This exercise will enhance the students' collaboration. Tell them they can use the Internet in their work. This exercise will also help them in their project work from Exercise 17. This is a transdisciplinary activity as the students will have to recall their knowledge in geography.
- 7 **The answers:** 1. *asset*, 2. *native language*, 3. *priority*, 4. *facilitate*, 5. *strengthen*, 6. *worldwide (adj., adv.)*, 7. *enable*, 8. *walk of life*.
- 8 **The answers:** 1. What is your *native language*? 2. Knowledge of languages is a real *asset* in this sort of work. 3. Knowledge of English *enables* people to move up the career ladder. 4. My top *priority* this year is to improve my English-speaking skills. 5. People from

all *walks of life* use the public library. 6. How many people speak English *worldwide*? 7. Speaking a common language *facilitates* understanding in intercultural communication. 8. The position of English on the international arena has *strengthened* recently.

## VOCABULARY

This topic is to be implicitly taught to the learners. Invite them to deduce the rules themselves. For example, draw their attention to the doubling of the final consonant when the suffix *-y* is added on condition it is preceded by a short vowel in stressed position. The final *-e* is dropped out when the suffix *-ous* is added. The final *-y* is dropped out when the suffix *-ic* is added.

**9 The answers:** 1. *N→-al→global, geographical, international, political, industrial, cultural, professional*; 2. *N→-ic→economic*; 3. *N→-ful→powerful*; 4. *V→-ous→various*.

**10 The answers:** 1. How can knowledge of English contribute to your *personal* development? 2. Do you think it is possible to become more *successful* if you know English? How? 3. In what ways can learning English be a *powerful* tool for achieving your professional goals? 4. How can you make learning English an *enjoyable* experience? 5. What are some *helpful* tips to learn new vocabulary in a foreign language?

**11** This is a follow-up exercise intended to develop the learners' speaking skills.

## WRITING

**12 Possible answers:** 1. the impact – *considerable, dramatic, powerful, substantial, minimal, marginal, favorable, cultural, economic, financial,*

*social, political*; 2. the communication – *effective, global, international, intercultural, formal, informal*; 3. the process of learning – *continuous, enjoyable, motivational*. Challenge the students to write a coherent paragraph in which they will justify the choice of the adjectives they have made.

## GRAMMAR

**13 The answers:** 1. Some people hold the view that English has become a global language *because of* its structure. 2. To be more exact, they believe that English has become an international language *because* its grammar and vocabulary are easy to learn. 3. Others believe that English has become an international language *because of* the political power of the British empire. 4. People learn English *because of* the benefits knowledge of English brings. 5. People learn English *because* the knowledge of English brings them a lot of benefits.

## LISTENING

**14** This activity has the purpose to arouse the learners' interest by asking them to make predictions.

**15** This exercise is also designed to cover numerals. Draw the learners' attention that numerals are not used in the plural. **The answers:** 1. *a) More than 1 500 000 000*; 2. *a) About 400 000 000*; 3. *b) Approximately 1 000 000 words*; 4. *b) 4 000*; 5. *c) About 1 700 words*.

Invite students to take up an extra challenge. Ask them to make their own top ten set expressions coined by William Shakespeare. Let them make posters and encourage them to use those expressions in their speech

or writing. Some examples of words coined by the bard of Avon: *belongings, dawn, hostile, lonely*. Some expressions: *All that glisters is not gold; break the ice; fair play; a laughing stock; in a pickle; it's Greek to me; what's done is done; wear one's heart on one's sleeve; brevity is the soul of wit; heart of gold*.

- 16 This exercise is meant to develop the learners' listening skills. They will have the opportunity to check their answers.

### PROJECT WORK

- 17 This is an interdisciplinary activity meant to increase students' collaboration, critical thinking, and communication. They will have to divide their tasks come up with a final product, and present it to the whole class.

### TAPESCRIPT FOR UNIT 1/LESSON 1

At present more and more people all over the world speak English. About 1.5 billion people use it as a first, second, or foreign language, which is one in four of the world's population.

The total number of English mother-tongue speakers in the world (approximately 400 million) is steadily falling as a proportion of world English users. For the majority of speakers, English is a second language or a foreign language.

According to the Merriam-Webster Dictionary, the vocabulary of English includes roughly 1 million words. Editors from the Oxford English Dictionary have estimated that about 4,000 new words are added to the dictionary every year.

A lot of new words and phrases in the English language were first used by William Shakespeare. It is believed that the Bard of Avon introduced over 1,700 words that are still used in English today.

## Lesson 2

### The more we study, the more...

#### SPEAKING

- 1 The activity can boost the learners' creativity through personalization. It is intended resonate with their own feelings, thus arousing their interest in the topic of the lesson. Pay attention to the way they understand the words *priority, experience, focus, resonate with*.
- 2 This matching exercise will enable students to memorize five sayings in English. By finding the equivalent in their native language, draw the learners' attention to the fact that a word-for-word translation is not always possible.

- 3 This activity will enable learners to assimilate the sayings. It is a good way to boost their critical and creative thinking.

#### READING

- 4 The pre-reading activity challenges students to think of the reasons for lack of motivation. It will enhance their collaboration skills as they will have to work together to complete the task. Moreover, it is intended to arouse their interest in the text they're going to read. Again, it is a personalized activity which

is generally engaging for learners to do. Challenge the students to come in front and present their findings. It will develop their mediation skills. It will be great to stick their answers on the board so that they can see the mind maps while doing the task from Exercise 6.

**5** While reading the text, the students will keep in mind the task they need to accomplish, which will keep them focused on their reading. By comparing their own mind maps with the reasons presented in the text, their critical thinking will be enhanced.

**6** Draw the learners' attention to the characteristics of writing a blog post. Carolina definitely knows her audience, these are her peers and probably teachers. She directly addresses the audience from the very start to catch their attention. There's no headline. But the first paragraph is the hook; she uses an anonymous quote which is contradictory and she also uses a rhetorical question at the end of the paragraph. It is clear that she has researched the issue, she mentions this herself. She supports her opinion with the evidence she found. Yet, she uses a rather informal tone, which is appropriate for this type of writing. At the end, she makes a call to action by inviting both students and teachers to openly communicate the issues they have.

**7** Probably the best title would be *Four reasons you may be demotivated to study* as it is addressing directly the audience. Thus, it is intended to resonate with their own feelings. The next two create more distance between the author and the readers. The proverb, however, is rather irrelevant to the posed problem.

**8** **The answers:** 1. The statement has become viral. 2. It appears that students lack motivation because the course is

not interesting to them. 3. There is too much unnecessary stuff to learn. 4. In a way, the first reason resonates with the statement I mentioned at the beginning. 5. Students should be kept accountable for their lack of motivation. 6. Another reason seems to be their inability to sort out their priorities. 7. In addition, they are bad at time management. 8. When they see they are not quite successful in doing everything properly, their level of anxiety increases.

**9** **The answers:** 1. *excuse*; 2. *heart*; 3. *viral*; 4. *experience*; 5. *try*; 6. *jump*.

**10** **The answers:** 1. *as well*; 2. *previously*; 3. *to fail*; 4. *excuses*; 5. *belief*; 6. *reasons*; 7. *at once/ proper*; 8. *admit*.

**11** **The answers:** 1. *motivation*; 2. *ability/inability*; 3. *successful*; 4. *demotivated*.

**12** **The answers:** 1. *She came across some old photos in that bag*. 2. *Please don't give up on her*. 3. *It's quite difficult for some young people to sort out their priorities*. 4. *She tried to sort out her problems*. 5. *She came across five new words in that text*. 6. *They may win. It's too early to give up on them now*.

## GRAMMAR

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**13** **The answers:** 1. *While scrolling down his feed, Nick came across this statement*. 2. *After finding several good articles on the life of plants, Julia started preparing for the conference*. 3. *While searching for information on the Internet, Liz found an article on time management*. 4. *Before writing a report on time management, Bill looked for information on the Internet*.

## LISTENING

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**14** This activity is intended to arouse the learners' curiosity. Revise ways of expressing agreement and

disagreement in English. As an extra task, you can prepare handouts with lines and ask the learners to determine the appropriate context for that speech act.

**15** The answers: 1. Being late, she took a taxi to work. 2. Seeing a dog, the child smiled happily. 3. Hearing a strange noise, they looked around in fear. 4. Being hungry, we stopped for a snack.

**16** The answers: He walked in the park, listening to music. 2. They stood by the window, watching the sunset. 3. He drove, singing his favourite song. 4. She sat at her desk, working on her laptop. 5. I heard them talking in the next room. 6. She noticed him waiting for the bus. 7. He watched the kids playing in the yard.

**17** The listening activity should keep the learners focused as they have to compare what they hear with their own beliefs.

**18** By answering these questions, it becomes clear whether or not the learners have understood the recording well.

## WRITING

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**19** While assigning the writing task, check the learners' understanding of the peculiarities of writing a blog post that were covered earlier. The pre-writing stage can be done in the classroom in the form of a brainstorming activity.

## TAPESCRIPT FOR UNIT 1/LESSON 2

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A: Welcome to another episode of *Student Life*. I hope your high school experience is enjoyable and your level of motivation is quite high. Yet, there are voices dissatisfied with their experience, feeling totally demotivated. So, what is there to be done to increase one's motivation? Professor Smith is our special guest joining me today to tackle this crucial issue. Hello and welcome.

Prof. S.: Hello. Thank you for having me.

A: So, professor Smith, do you think students are becoming more and more demotivated?

Prof. S.: That's quite a bold claim to make. I'm afraid I don't have enough data to back up such a claim, but I do agree that a lot of students today feel rather demotivated to study. However, there's no need to panic. Instead, we should come up with concrete solutions that will help solve the problem. Moreover, my belief is that teenagers themselves have to act in order to change the situation.

A: Hm, interesting. Tell us what they should do.

Prof. S.: Well, first of all, it is important to believe in yourself and in your ability to improve. You can change your attitude towards yourself by paying attention to the language you use to describe yourself and what you can do. Playing the 'yet' game can help.

A: The 'yet' game? I wonder what this game is all about.

Prof. S.: Add the word 'yet' to your thoughts. For example, if you hear yourself say 'Maths isn't one of my strengths', correct it to 'Maths isn't one of my strengths yet' and continue with 'If I keep practicing Maths problems, I know I will grow and improve'.



A: One reason some young people give for being demotivated is lack of talent.

Prof. S.: Oh, talent isn't everything. Researchers have shown that talent plays a small role in exceptional performance. A much more important factor is the effort you put into achieving your goals. Regular work will help you improve a little bit every day and after a longer period of time you will see the progress you have made.

A: How helpful is setting goals?

Prof. S.: Setting goals is really important. Smart goals. Your goals should be challenging and achievable. For example, the goal 'I am going to learn 100 English words today' is challenging, but hardly achievable. A more realistic one would be 'I am going to practice English for two hours today'.

A: How about getting rewards?

Prof. S.: This is a good strategy too, especially rewarding oneself. If there is something you really enjoy doing and a study task that you don't like, pair them up. For example, if you don't like learning irregular verbs in English, but you love watching A Netflix Series, you will be allowed to watch an episode if you have learnt 15 irregular verbs that day. And be strict with yourself. Allow yourself to have or do what you like only after doing what you had to.

A.: Thank you, Professor Smith. It looks like these are really great tips that can help teenagers maintain or strengthen their motivation to study.

Prof. S.: Thank you and good luck!

## Lesson 3

### Choosing the color of your parachute

#### SPEAKING

- 1 This task is intended to activate the learners' background knowledge about extreme sports. The emotion they are likely to name is fear. You can emphasize that this is a normal emotion, as extreme sports are associated with risks. **The answers:** *bungee jumping, snowboarding, (tandem) skydiving / parachuting, kayaking.*
- 2 By sharing their ideas while discussing the posed questions, the learners will develop their speaking skills as well as critical thinking. Encourage students to summarize each other's ideas. This way their mediation skills will be enhanced.

Help them understand that one needs to be physically and mentally capable of performing the necessary tasks. Thus, preparation is the most important thing.

- 3 This task is intended to make the students connect their life experiences to a sport activity. It is also an opportunity to reinforce the previously studied grammar topic: V-ing / Participle I.

#### READING

- 4 Invite students to fill in the table. Challenge them to come up with a name for each category of the skills in the table.

5 Invite the students to read the text. After reading the text, check their understanding of the message.

6 This task will help them assimilate the information they got from the text and apply it to their own context.

7 This task is intended to develop the learners' critical and creative thinking. Similarly, they will have to transfer the acquired knowledge to new situations.

8 **The answers:** 1. undecided; 2. confident; 3. successful; 4. careful; 5. stressful; 6. effective; 7. skillful; 8. reliable.

9 **The answers:** 1. confident; 2. undecided; 3. stressful; 4. successful.

This task is also designed to contribute to a better assimilation of the vocabulary, challenging the students to answer the given questions. Similarly, it will boost their speaking skills.

10 **The answers:** 1. *put down – write*; 2. *come up with – think of / suggest*; 3. *come across – find by chance*; 4. *sort out – separate and arrange*; 5. *give up on – abandon some task*.

11 **The answers:** 1. *given up on*; 2. *come across*; 3. *sort out*; 4. *come up with*; 5. *put down*.

This follow-up activity will enable learners to use phrasal verbs appropriately.

12 **The answers:** 1. *in/at*; 2. *to*; 3. *at*; 4. *on*; 5. *on*; 6. *in*.

The follow-up task will enable learners to use prepositions appropriately.

## WRITING

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13 Challenge the learners to describe themselves. This task is meant to boost their self-esteem, on the one hand, and to develop their fluency in writing when describing their skills.

## LISTENING

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14 **The answers:** 1. *b. to use as much time as required before making a decision*; 2. *a. people from different backgrounds*; 3. *b. nobody*; 4. *a. decides he wants to achieve something and focuses all his attention on achieving it*.

15 The purpose of this task is to encourage learners to express their opinions using the vocabulary and information covered at the lesson. It will increase their fluency. Similarly, it is an opportunity to develop their critical thinking.

## GRAMMAR

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16 **The answers:** 1. *work*; 2. *have worked*; 3. *be*; 4. *have been*; 5. *have*; 6. *have done*; 7. *be*; 8. *have been*.

17 **The answers:** 1. *There must be a mistake*. 2. *There must have been a mistake*. 3. *He must have done well in the exam*. 4. *She must like her job*.

## TAPESCRIPT FOR UNIT 1/LESSON 3

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### Dialogue 1.

A: This year I have to decide what I will do after leaving school.

B: Please don't make hasty decisions. Take your time.

### Dialogue 2.

A: Who are your customers?

B: People from all walks of life: cartographers, teachers, doctors, cooks, farmers, vets.

### Dialogue 3.

A: It's quite a lot of work. Do you think you will manage to do everything? I could help you if you like.

B: No, thanks. My secretary offered her help, but I'll do everything on my own.

### Dialogue 4.

A: He is very determined. Once he sets his mind to something, nothing can stop him.

B: It's a good quality. It helps him reach his goals.

## Lesson 4

### Career portfolio ideas

#### SPEAKING & WRITING

1 The discussion of Alexander Bell's quotations is meant to raise the learners' awareness of the importance of preparation in a person's life. The follow-up questions are intended to elicit information on what is important to succeed in life. The primary focus of this task is the development of the learners' speaking skills.

2 By accomplishing this task, the learners will develop their collaboration skills alongside the speaking skills. Similarly, the fact that they need to decide on a list of the best brands, providing solid arguments, will enhance their critical thinking. Finally, reporting on their findings to the rest of the class is meant to boost their mediation skills.

3 The concept of *personal branding* has gained more and more popularity. Challenge the learners to write a short memorable statement advertising themselves. You can suggest analyzing the following example first: *Challenges only build my character. I constantly look for the best way to tackle a problem. I've always been an asset to my team by coming up with original ideas.*

4 This task will contribute to the development not only of speaking skills but also of critical thinking. Elon Musk's advice — 'Tell me about some of the most difficult problems you worked on and how you solved them' — can be discussed with the students to explore how it helps identify if a person is lying.

5 This task will connect the learners to the actual demands of the 21<sup>st</sup> century. It is good to discuss with them in what situations they will need to write a CV and a cover letter. Some possible answers: *when applying for: a scholarship; a summer job; an international camp; a position as a volunteer. Some universities abroad ask for the applicant's CV as well.*

On completing the task, spare some time to analyze the learners' CVs. Help them understand what they should work on more in order to create a good CV.

#### READING

6 This is a pre-reading activity meant to activate the learners' schemata. They will be able to compare their answers with the suggestions made in the text.

- 7 A way of engaging the readers with the text is to leave out some words and ask them to fill in the blanks while reading. Their understanding can be checked when they say why it is good to keep a portfolio. This activity will also contribute to the development of mediation skills. **The answers:** *expertise, build, engagement, talents, store, achievements, awards, evidence, software, ethic, digital, progress.*

## VOCABULARY

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- 8 **The answers:** 1. You will be surrounded by new people. 2. It is extremely important to constantly update your portfolio. 3. It has never been easier to keep a portfolio. 4. Please notice what additions you will make to your portfolio.
- 9 **The answers:** 1. *informative*; 2. *promising*; 3. *ethic*; 4. *core*; 5. *expertise*; 6. *achievement*; 7. *click*.
- 10 **The answers:** 1. *right*; 2. *keep*; 3. *have*; 4. *learning*; 5. *easily*; 6. *motivated*; 7. *well*; 8. *hard*; 9. *carefully*; 10. *being*.

## GRAMMAR

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Draw the learners' attention to the fact that adverbs determine a verb. This will help learners understand when *hard/late* are used as adjectives and when they are used as adverbs. Then let them determine the difference between *hard/hardly* and *late/late*. Draw the students' attention to the position of *hard/hardly*, e.g. *He works hard. I can hardly hear you.*

- 11 **The answers:** 1. *hard*, 2. *late*, 3. *hardly*, 4. *hardly*, 5. *late*, 6. *late*, 7. *late*, 8. *hard*.

- 12 **The answers:** 1. *hard*, 2. *hardly*, 3. *late*, 4. *late*, 5. *late*, 6. *I could hardly believe*, 7. *You should work hard...*

## LISTENING & SPEAKING

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- 13 This task will contribute to the development of the students' mediation skills as well as their listening skills.
- 14 By answering the questions, you will be able to check the learners' understanding. **Optional:** you can challenge the learners to watch the two-minute video in which Jack Ma speaks about the skills that need to be developed at school. Tell them to agree or disagree, and explain why they think so. YouTube link: <https://www.youtube.com/watch?v=rHt-5-RyrJk>.
- 15 **The answers:** 1. *communication*, 2. *negotiation*, 3. *teamwork/collaboration*, 4. *leadership*, 5. *creativity*, 6. *problem solving/decision making*, 7. *stress management*, 8. *time management*.
- 16 This task will enhance their speaking skills as well as critical thinking.

## INDIVIDUAL PROJECT

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- 17 This project is meant to encourage learners to keep their progress on track. It is a good way of transferring the knowledge they have acquired or are going to acquire to this real-life situation. This will also boost the learners' digital skills. Similarly, encourage learners to follow each other's portfolio, and leave comments on their fellows' posts. The final presentation at the end of the school year is meant to boost their mediation skills.

## TAPESCRIPT FOR UNIT 1/LESSON 4

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P: *Your career architect* is your weekly podcast coming up with tips and strategies that will help you climb your career ladder. My name is Paula Sanders and today I have a special guest joining me to find out more about the skills potential employers look for in candidates. Tom Brown is a professional coach whose job is to inspire and maximize people's potential as professionals. Thank you for finding time in your busy schedule to share some tips with us today.

T: Hello, there. Actually it's my pleasure to be here today.

P: Tom, I guess a lot of job-seekers would like to know what is expected of them when they apply for a job. Could you tell us what skills employers look for?

T: Well, first of all, I should say that all employers look for people who have two types of skills: hard skills and soft skills.

P: Interesting. What would be the difference between the two?

T: Hard skills include the knowledge, abilities and expertise that a particular job requires. For example, a software developer should know specific programming languages. An electrician needs to know how to install electrical systems and fix any issues that might happen. People acquire hard skills through learning.

P: And soft skills?

T: Soft skills are also called interpersonal skills. They show how you can interact with people. Examples of soft skills include communication skills, flexibility, motivation, problem-solving abilities, teamwork, time management, emotional intelligence, responsibility, strong work ethic.

P: Of these two types of skills, which one is the more important?

T: Hard to say. Both of them are valuable. Frankly speaking, some employers value soft skills more than hard skills. As one of my colleagues puts it, soft skills are the difference between adequate candidates and ideal candidates.

P: Why are the soft skills so important?

T: Because in most jobs people interact, be it with colleagues, or customers. Being able to work with people is vital. It has a strong contribution to the success of the whole organization.

P: Indeed, life is all about interaction with others and we should be able to do it. Thank you very much, Tom, for pointing to this today.

T: My pleasure.

# Lesson 5

## The very core of being human

### SPEAKING & READING

- 1 This is a prereading activity meant to activate the learners' schemata on the topic of volunteering. The task is meant to boost their speaking skills, critical thinking and mediation skills. They will have to choose the best statement their team resonates with and make the rest of the class agree with their decision by providing solid arguments.
- 2 This task will develop the learners' speaking skills. They will practice note taking. Finally, they will enhance their mediation skills when they report on their findings.
- 3 A good way to arouse the learners' interest is to begin by reading the poem to them. Ask them how the poem made them feel. What did the poet try to communicate? Then ask them to predict what the text, might be about. After reading the text invite students to explain why Olly likes his volunteer work. This will help you check their understanding, on the one hand, and develop mediation skills, on the other. Check that it is correctly understood that Maddy is one of the patients at the hospice to whom Olly reads.

**Extensive reading:** Encourage learners to read James Thurber's fable *The Peacelike Mongoose*. This is a short fable dealing with the issue of discrimination and how cruel people can be when somebody behaves differently.

### VOCABULARY

- 4 Encourage the students to deduce the way compound adjectives are formed by analyzing the given examples.

They should conclude that compound adjectives can be ending in: *-ing*: thought-provoking; past participle: narrow-minded, a noun: full-time; an adjective: world-famous. The two compound adjectives in the text are: *life-limiting* and *well-known*.

- 5 **The answers:** *long-term, English-speaking, brand-new, well-balanced, second-hand, consumer-friendly, short-term, part-time.*

- 6 **The answers:** *a 20-minute walk, a world-famous museum, a hard-working person, a 10-speed bicycle, long-lasting effects, a user-friendly app, a four-week course, a thought-provoking question, a French-speaking country.*

- 7 **The answers:** 1. *short-term, long-term*; 2. *well-balanced*; 3. *brand-new, second-hand*; 4. *English-speaking*. By having the learners ask and answer questions in pairs, this exercise becomes more communicative and student-centered. Moreover, reporting interesting facts contributes to the development of mediation skills.

- 8 **The answers:** 1. *eventful life*; 2. *minor setbacks*; 3. *steady progress*; 4. *life-limiting illness*; 5. *do research*; 6. *realize one's dream*; 7. *lose a race*; 8. *overcome a challenge*; 9. *share stories/ sorrows/ happy moments*.

- 9 **The answers:** 1. *steady progress*; 2. *eventful life*; 3. *minor setbacks*; 4. *realize*; 5. *share sorrows/happy moments*; 6. *lose a race*. Just like in Exercise 7, the task can be more communicative when students are asked to engage in a conversation, using the given collocations in their speech.

- 10 This task will enable the learners to assimilate the vocabulary better.

## GRAMMAR

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- 11 Draw the learners' attention to the position of *with* in sentences. **The answers:** 1. *compete with*; 2. *interfere with*; 3. *share with*; 4. *interacted with*; 5. *deal with*.

## LISTENING & SPEAKING

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- 12 This speaking activity is intended to arouse the learners' interest in the interview they will listen to. Similarly, it is also an opportunity to transfer the knowledge acquired during Lesson 4 about personal branding statements to a new context. It will boost the learners' creativity.
- 13 The learners listen and then share their opinions.
- 14 **The answers:** 1. *cheer up*; 2. *have*; 3. *ease*; 4. *share*.

- 15 This task contributes to the development of the learners' speaking skills and critical thinking. This will also be a revision of how well they can identify the skills needed for a specific job.

## WRITING

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- 16 This task will help learners understand how inappropriate it is to compare slavery to volunteer work. Dwell on the meaning of 'volunteer', which implies that the person is doing that work on their free will, they are not imposed to do it, they have a choice. Slavery, on the other hand, is not a choice. It is a deprivation of a person's rights. It is also worth pointing to the proper way to leave a critical comment on social media. Learners need to understand that even when they strongly disagree with something, they should use appropriate language to express their disapproval without offending others.

## TAPESCRIPT FOR UNIT 1/LESSON 5

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P: Good morning everyone and welcome to our weekly programme *Teens and their free time*. Our guest today is Samantha White. Good morning, Samantha.

S: Good morning.

P: Samantha, you have an unusual occupation in your free time. Can you tell us a little about it?

S: Yes, it is a volunteering activity. A lot of people consider it unusual. Some say it does not involve any work at all, it's just entertainment. Well, I don't think they are right.

P: To make things clearer, what exactly does your volunteering activity involve?

S: I work in a hospital. As a clown doctor.

P: A clown doctor?

S: Yes, that's right.

P: Many of our listeners would be curious to know what a clown doctor does.



S: Well, my job is to cheer up sick children by creating opportunities for them to play and have fun. It eases their pain and makes them forget about their illness. And an important thing is that treatment works better when the sick children are in a good mood.

P: This is not difficult to do, I believe.

S: Well, to tell you the truth, it's not easy at all. At the end of the day I feel tired both physically and emotionally. It hurts me to see children suffering. But of course, I don't show it. I have to be happy all the time and share my happiness with them. The reward comes when I see smiles on their faces, and when I hear them laugh. It's an extraordinary sense of achievement.

P: I understand. What greater joy than easing the pain of other people? It's so noble!

S: Yes. That's why I am into it.

P: Thank you, Samantha, for being with us today.

S: Thanks for having me.

## Round-Up

### GRAMMAR

- 1 The answers:** 1. *a*; 2. *b*; 3. *c*; 4. *b*; 5. *b*; 6. *c*; 7. *c*; 8. *c*; 9. *a*; 10. *c*.

### VOCABULARY

- 2 The answers:** 1. *enjoyable*; 2. *helpful*; 3. *beneficial*; 4. *powerful*; 5. *attractive*; 6. *reliable*.
- 3 The answers:** 1. *excuse*; 2. *heart*; 3. *achievement*; 4. *priority*; 5. *balanced*.
- 4 The answers:** 1. *jump*; 2. *experience*; 3. *share*; 4. *do*; 5. *loses*.
- 5 The answers:** 1. *across*; 2. *out*; 3. *down*; 4. *up with*; 5. *up on*.

### INTEGRATED SKILLS

- 6 The answers:** 1. *ability to think clearly and solve problems in stressful situations*; 2. *strong planning and organizational skills*; 3. *punctuality*; 4. *teamworking skills*; 5. *willingness to learn*; 6. *good communication skills*; 7. *commitment*.
- 7 The answers: Matei.** Weak points: *unorganized; unable to concentrate in the morning*; Strong points: *willing to change his bad habits; has the ability to understand things quite easily*; Proverb: *The early bird catches the worm*; **Ioana.** Weak points: *insecure; afraid to speak in public*; Strong points: *determined; looks for ways to solve her problem; keeps practicing*; Proverbs: *Fortune favours the bold; Practice makes perfect*.



# 2 UNIT SHAPING THE FUTURE

## Lesson 1

### The future we live in

#### SPEAKING

- 1 This activity is intended to arouse the learners' curiosity and activate their schemata, on the one hand, and develop their creativity, on the other. It refers to two great masterpieces of humanity, i.e. *Venus de Milo* *The creation of Adam* by Michelangelo, and *The Thinker* by Rodin. These works from the past are connected to the present with some variations. Encourage learners to make the connection. Point to the fact that all the ideas are accepted.
- 2 Invite the learners to think critically and to decide whether or not humankind has made progress. Draw their attention to the technological development and its consequences. You can also challenge them to consider whether they would like to live in a past century or in the remote future. Ask them if there is anything that they do not like at present. Ask them to arrive at a common conclusion at the end of the discussion.
- 3 This task needs to be prepared beforehand. Help the learners organize themselves for the debate. The task from the exercise will help them get into groups and brainstorm some ideas. Then, encourage them to research the issue and prepare arguments to support their choice. Emphasize the need to research the counterarguments the other group might give as well. Make sure the learners are familiar with the debate structure. Here is an example:

- ✓ First, the affirmative group receives two minutes to present their case to the audience.
- ✓ The negative group then receives two minutes to present their case.
- ✓ After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary.
- ✓ The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.
- ✓ The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

#### READING

- 4 In this exercise, the learners will get familiar with Isaac Asimov's name and main preoccupations. The learners are invited to think and guess the writer's potential intentions in writing his works.  
**Extensive reading:** Encourage learners to read Isaac Asimov's short story *The Fun They Had*. This is a short story that addresses the issue of the dehumanization of the education system. Ask learners to keep their reading journals, noting down their impressions of the book and later on discuss it in a literary club organized as an extracurricular activity.
- 5 By completing this task, the learners will be able to develop their mediation skills by summarizing the key predictions

made by Isaac Asimov in their own words. Similarly, it will boost their critical thinking when they have to agree or disagree with some of his predictions.

- 6 This task is supposed to help learners gain a better understanding of how scientists can make predictions about the future. Encourage the learners to research the matter in order to help them understand why the prognoses made by various researchers yearly should be carefully considered and in what way they can help in the development of a country. It is important to draw their attention to the serious data analysis that is done while making these prognoses.

## WRITING

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- 7 Encourage the learners to take into consideration everything that has been discussed so far related to the topic of how it is possible to make predictions.

## VOCABULARY

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- 8 This exercise will help learners acquire the specific patterns that were mentioned in the text, and develop the skill of paraphrasing.
- 9 **The answers:** 1. different; 2. domination; 3. importance; 4. appliance; 5. information; 6. beneficial; 7. useful; 8. safety. You can challenge your learners to answer the following questions on the text: (a) What do you use digital technology for? (b) What digital technology do you use for learning? (c) How do you use digital technology for learning? (d) What are digital footprints?
- 10 **The answers:** 1. digital footprint; 2. digital literacy; 3. cyberbullying. Encourage the learners to discuss the importance of raising awareness of these notions in the 21<sup>st</sup> century.

- 11 **The answers:** 1. has access to; 2. refers to; 3. similar to; 4. according to / linked to; 5. dedicated to.

## GRAMMAR

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As this is a revision of Passive Voice, encourage the learners to find examples of passive voice in the text. The answers: was intended, would be done, would be programed, would be used, would be deprived. Challenge the learners to identify the form of the passive voice as well as in what case passive voice is preferred to active voice.

- 12 **The answers:** 1. Tim Berners-Lee, a British physicist, invented today's World Wide Web. 2. Tim Berners-Lee is also known as the "Father of the Web." 3. A smart home uses devices that are connected to the internet. 4. The first e-book in the world was released on July 4, 1971. It is the US Declaration of Independence. 5. When was the telephone invented?
- 13 This exercise is intended to revise the role of *by* in passive constructions.

## LISTENING

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- 14 This is a pre-listening task meant to activate the learners' schemata.
- 15 This is a post-listening task meant to validate what is already known and add the new information.
- 16 This is a reinforcement task. The answers: 1. respectful, 2. bully, 3. trolls, 4. belong, 5. submit, 6. advantage, 7. reliability.
- 17 This exercise is a great opportunity to challenge the learners to reflect on the negative impact of plagiarism, internet trolling, and fake news.

## **Tapescript for Unit 2/Lesson 1**

A digital citizen is someone who is skilled in using the internet in order to communicate with others, buy and sell things, take part in politics, and who understands how to do this in a safe and responsible way. Here are some tips on how to be a good digital citizen:

1. Treat others as you'd like to be treated. As you go through forums, comments sections or social media, remember you are interacting with real people. Be respectful and speak as you would if you were face to face.
2. Don't insult, bully and argue with people. This makes things worse and can have real-life consequences.
3. Don't feed the trolls you meet. Trolls are people who enjoy sending messages that make others angry. If you meet a troll, it's best not to interact with them because any response will encourage them to continue their bad behaviour.
4. Don't take material that doesn't belong to you. You need permission to use material that isn't yours.
5. Always think carefully about what you post online. Remember that when you submit something, you lose control of it. That's one big reason why your digital footprint can last for many years. So don't post anything that could hurt you if someone found it many years later.
6. Be careful with your personal information. Avoid posting your mailing address, phone number or driving license number. People may use that information to take advantage of you.
7. Don't believe everything you read online. Always take time to investigate the reliability of the information.

Essentially, being a good digital citizen means being respectful and safe wherever you go online.

# **Lesson 2**

## **Environmental sustainability matters**

### **SPEAKING**

- 1 This task helps activate the learners' schemata. It can help them predict the topic of the lesson. The picture represents the environmental conservation symbols, calling people to recycle, use organic products, save energy and water, use solar and wind sources of energy, protect the environment.
- 2 This task aims to boost the learners' creative and critical thinking.

- 3 This task is designed to enhance the learners' speaking skills as well as mediation and pragmatic skills.

### **PROJECT WORK**

- 4 Start a discussion with your learners concerning what is done at present to protect the environment. Introduce the 17 sustainable goals adopted by the United Nations in 2015 (for further

information go to: <https://sdgs.un.org/goals>; [https://en.wikipedia.org/wiki/Sustainable\\_Development\\_Goals](https://en.wikipedia.org/wiki/Sustainable_Development_Goals)). Challenge the learners to complete the project by the end of Unit 2. First, invite learners to form groups of four. Explain that their final product will be an infographic presenting the results of their research as well as the conclusion they arrived at. Explain the steps they should follow:

- ✓ Design a plan for the project.
  - ✓ Create a schedule.
  - ✓ Ask for help if they need it.
- During the process you should:
- ✓ Monitor the students and the progress of the project.
  - ✓ Assess the outcome.

Project work will help develop the learners' basic skills, as well as critical thinking, creativity and mediation skills.

## READING

- 5** Reading the text also targets the development of mediation skills in learners as they are asked to complete a task. Before reading you can draw the spidergram of the concept of sustainability and see what words the learners associate with it. After reading the text you can come back to the spidergram and see how correct the learners were as well what changes and additions can be made.

## WRITING

- 6** This task will develop the learners' skills to write an article about the results or consequences of a certain course of action. This will enhance their ability to properly express their opinion in writing.

## VOCABULARY

- 7** The answers: 1-c, 2-d, 3-a, 4-b.
- 8** The answers: 1. *ecosystem*; 2. *sustainability*; 3. *greenhouse*; 4. *drought*; 5. *flood*.
- 9** The answers: 1. *global warming*; 2. *greenhouse gases*; 3. *drought*; 4. *floods*; 5. *ecosystem*.
- 10.** The answers: 1. *to*; 2. *to*; 3. *on*; 4. *for*; 5. *for*.

## GRAMMAR

- 11. The answers:** 1. *so windy*; 2. *so severe*; 3. *such a dark*; 4. *such a hot*; 5. *so*; 6. *such nice weather*.
- 12. The answers:** 1. *such a*; 2. *so*; 3. *so*; 4. *such*; 5. *so*.

## LISTENING

- 13 and 14** These are pre-listening tasks meant to arouse the learners' interest, on the one hand, and reinforce the studied vocabulary, on the other. It is also a great opportunity to boost their speaking skills.

- 15** The answers: 1. Glaciers have become smaller, trees are flowering sooner, heat waves are longer and more intense, floods have become more frequent. 2. Droughts, heavy rains and floods. 3. They can worsen the health conditions of people suffering from chronic diseases and can increase the number of infectious diseases. 4. Floods can increase the number of deaths and injuries. They can damage property and destroy crops.

- 16** This task is designed to boost collaboration, creativity and critical thinking in learners. It also summarizes what has been covered in the entire lesson.

One of the challenges of this millennium is the climate change. Climate change has a significant impact on the environment. Its effects can already be seen: glaciers have become smaller, trees are flowering sooner, heat waves are longer and more intense, floods have become more frequent.

The people of Moldova, too, are already experiencing the impact of climate change. Severe weather events, such as droughts, heavy rains and floods, occur more often. They have a direct impact on people's life and health conditions. High temperatures can worsen the health conditions of people suffering from chronic diseases and can increase the number of infectious diseases. Droughts cause a significant crop reduction. In its turn, crop reduction leads to market price rises, affecting people's lives directly. As a result, droughts can lead to increased hunger and malnutrition. Floods can increase the number of deaths and injuries. They can damage property and destroy crops.

# Lesson 3

## What's your carbon footprint?

### SPEAKING

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- 1 This task aims to boost the learners' speaking skills and activate their schemata. In addition, when asked to give arguments, they develop critical thinking; whereas when asked to imagine, they develop their creativity.
- 2 This task focuses on the development of the learners' interactive skills. Similarly, it is supposed to arouse the learners' interest concerning the topic of the lesson.
- 3 By doing this task, students boost their critical thinking. It is designed to reinforce the material studied in the previous lesson and connect it to this lesson.
- 4 Apart from the development of speaking skills, this task focuses on the development of critical thinking as they have to (1) understand the message in the infographic, and (2) define the notion of *carbon footprint*. This activity also boosts the learners' mediation skills.

### READING

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- 5 The text will develop the learners' reading skills as well as mediation skills as they have to read and accomplish a task. You can check understanding while reading the text together with your learners.

### VOCABULARY

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- 6 **The answers:** 1. Do you always buy clothes that are in vogue? 2. insignificant; 3. fancy, manufactured; 4. committed; 5. was striving.
- 7 **The answers:** 1. (b) travel with very little luggage; 2. (a) are interested in something; 3. (a) you are aware of it but it is not what you are mainly thinking about; 4. it astonishes you.
- 8 **The answers:** 1. took me by surprise; 2. travel light; 3. is into; 4. at the back of my mind; 5. takes me by surprise. You can challenge the learners to make up dialogues in which they would use these idioms. You can also challenge them to

describe the pictures using the idioms, thus boosting their creativity.

**9 The answers:** 1. pedestrian-friendly; 2. user-friendly; 3. pet-friendly; 4. eco-friendly; 5. user-friendly; 6. family-friendly; 7. pet-friendly.

**10 The answers:** follow fashion, travel light, cover long distances, overseas products, reusable bag, have a shower.

**11** This is a good recap activity regarding the topic that has been covered at the lesson.

## GRAMMAR

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**12 The answers:** 1. greenhouse effect; 2. traffic jams; 3. global warming; 4. heatwave; 5. public transport; 6. rainfall; 7. speed limit.

**13 The answers:** 1. greenhouse effect; 2. traffic jams; 3. global warming; 4. heatwave; 5. public transport; 6. rainfall; 7. speed limit.

## LISTENING

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**14** Encourage the learners to listen to the audio transcripts twice before answering the questions. You can ask them to work in pairs and compare their answers and then check the results.

**15 The answers:** 1. T; 2. F – Bogdan agrees; 3. T; 4. F – Japan; 5. F – two years.

## WRITING

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**16** Encourage the learners to read the article again before writing their own. Discuss the author's perspective and how it relates to the concept of carbon footprint.

## TAPESCRIPT FOR UNIT 2/LESSON 3

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Bogdan: What are you reading? You seem to be so into it.

Nadia: It's an interesting article on circular economy.

B: On what?

N: It's just dealing with what've covered during today's lesson.

B: And how is circular economy related to carbon footprint?

N: In fact, it is. The term means that all the products are used to their maximum in order to minimize waste. So, a product is designed so that it can be reused in the future. Simply put, their motto might be "make, use, remake."

B: Does it mean that circular economy reuses and recycles products and materials?

N: Exactly. They give an interesting example here. All the medals awarded in the Olympic games Tokyo 2020 were made of metals from recycled smartphones and laptops. The Japanese stated a national campaign two years before the Olympiad collecting electronic gadgets they didn't use any more. In two years, they donated enough smartphones and laptops to make all the medals for the winners. Thus, 5000 gold, silver and bronze medals were made from the metals extracted from people's used small electronic devices.

B: Unbelievable. But it makes one think what they can do to save the planet.

# Lesson 4

## Empowering dreams

### SPEAKING

- 1 The answers:** 1. Venus, because of its similar size, mass, proximity to the Sun, and bulk composition; 2. Saturn, Jupiter, Uranus, and Neptune (4 planets); 3. 27 days; 4. one, the Moon; 5. Venus; 6. Our solar system formed about 4.5 billion years ago from a dense cloud of interstellar gas and dust; 7. Saturn has 82 moons. Fifty-three moons are confirmed and named and another 29 moons are awaiting confirmation of discovery and official naming; 8. Pluto used to be the smallest planet, but it's not a planet any more. That makes Mercury the smallest planet in the Solar System.
- 2** This task targets the development of speaking and mediation skills as well as critical thinking. Analyse the ironic message conveyed in the poem about humans' tendency to be indcisive. Contrast it with the serious, yet friendly tone in Stephen Hawking's quote related to the way humans can shape their future.

### WRITING

- 3** Encourage the learners to look for additional information related to Stephen Hawking and Benjamin Disraili in order to write their potential bio notes. Challenge them to write their own bio notes as well. This way, they will be able to see their goals more clearly. Point to the fact that it will be nice to keep these bio notes and see how they progressed in 10 years' time.

### READING

- 4** Read the text closely with the learners and encourage them to express their viewpoint on it. Emphasize the importance of bringing solid evidence when stating their point of view.

### VOCABULARY

- 5 The answers:** 1. landline telephone; 2. tech-free world; 3. assiduous work; 4. set goals; 5. achieve success; 6. pursue one's dreams.
- 6 The answers:** 1. achieved success; 2. landline phone; 3. landline phones; 4. goal you set; 5. tech-free world; 6. pursue. Encourage the students to work in pairs and answer the questions. Tell them to use the phrases for managing conversations in their interactions.
- 7 The answers:** 1. make it better; 2. advises; 3. short; 4. problems; 5. most important; 6. become successful; 7. without any doubt.
- 8** This task will help learners to use some of the vocabulary as well as the phrases for managing conversations in their own speech.
- 9 The answers:** 1. with; 2. for; 3. on; 4. to, in, of; 5. to. You can develop this exercise by asking the learners to answer questions related to the statements they've worked with, e.g. 1. What ambitious goals did you set? 2. What do you pine for? 3. What do you use electronic devices for? 4. How do you understand Eleonore Roosevelt's statement? 5. What would you like to devote your life to?



## GRAMMAR

Ask learners to remember Benjamin Disraeli's poem. Draw their attention to the word *man*. Most probably the author referred to people in general and not to one gender exclusively. Draw their attention to the pronoun *he* replacing the noun *man*. Help them understand that it is a generic pronoun, i.e. one that refers to a person of unspecified sex. However, at present it is wrong to use *he* as a generic pronoun, it is politically incorrect and can be viewed as sexist. Instead, the pronoun *they* is preferred. You can also mention that sometimes *he/she* is used when replacing a noun like *person*. Then introduce the other impersonal pronouns in English. Reinforce the topic by asking the learners to do the follow-up exercise, **Ex 10** and **11**. Similarly, challenge them to find additional information related to this grammar topic.

- 10 The answers:** 1. impersonal pronoun; 2. personal pronoun; 3. impersonal pronoun; 4. impersonal pronouns; 5. personal pronoun; 6. impersonal

pronoun; 7. personal pronoun; 8. impersonal pronoun; 9. impersonal pronoun; 10. impersonal pronoun.

- 11** Impersonal pronouns are used in proverbs.

## LISTENING

**Link:** <https://www.youtube.com/watch?v=WYQ3O8U6SMY>

- 12** The discovery of other galaxies was nothing short of spectacular. The scientists were not expecting that. It shows how small our galaxy is when compared to what is out there in the universe. This is really mind-blowing.
- 13** By asking learners to summarize the video and then present it in class, you help them develop their mediation skills above all. Help them through the process by offering feedback to their drafts.
- 14** By connecting the ending of the TED-Ed to the ending of the text they read, you help them develop critical thinking. They will analyze two messages, one by Stephan Hawking and the other from the video, and draw their own conclusions.

# Lesson 5

## Finding the spark

### SPEAKING

- 1** This task helps you prepare the learners for the topic to be discussed further. It will boost their speaking skills as well as their creativity and critical thinking.
- 2** By asking learners to divide the pictures into two groups, they will be subconsciously guided by the stereotypes they might have about the U.S. and their own cultures.

- 3** This task is designed to develop the learners' critical thinking. Formulating their own definition will require higher order thinking skills.
- 4** This task will help them reflect on any stereotypical thinking they may have shown while doing Exercises 1 and 2.



## WRITING

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- 5 Challenge the learners to research the issue of stereotypes in their own classroom. Invite them to interview one another, and then write their own conclusions based on the information they will get from their peers. This way, the learners will develop their analytical skills alongside writing skills.

## READING

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- 6 The text is depicting the lifestyle of an American teenager. Before reading you can ask your learners about their lifestyles, particularly how they prefer to spend their free time. Ask them if they like to go to the movies. Why? /Why not? You can ask them to summarize their own preferences. After reading, you can come back to their preferences and compare with what they read in the text.

Another interesting subject to discuss is the degree to which movies can influence one's life. What makes a movie inspirational? You can ask them if they would like to see the film *Soul*. Why? / Why not?

Finally, you can ask them about the tradition of movie going and how relevant it is in the 21<sup>st</sup> century. You can debate whether or not movie theaters will still be working.

- 7 Challenge the learners to imagine the reply they will leave to Adele's post. Encourage them to give arguments when replying to it.

## VOCABULARY

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- 8 **The answers:** 1. *movie theater*; 2. *manhole*; 3. *middle school*; 4. *boyfriend*; 5. *lifetime*; 6. *birthday*; 7. *lifestyle*.

- 9 **The answers:** 1. *movie theater*; 2. *middle school*; 3. *lifetime*; 4. *birthday*.

- 10 **The answers:** 1-c, 2-f, 3-b, 4-e, 5-g, 6-h, 7-a, 8-d.

- 11 **The answers:** 1. *received*; 2. *were given/received*; 3. *arrive at*; 4. *prepares*; 5. *become*; 6. *buy*.

- 12 **The answers:** 1. *to*; 2. *for*; 3. *of*; 4. *with*; 5. *of*; 6. *on*.

- 13 **The answers:** 1. *touched upon*; 2. *pine for*; 3. *ended up in*; 4. *decide on*.

- 14 **The answers:** 1. *reminded*; 2. *recall*; 3. *remember*; 4. *remind*; 5. *remember*; 6. *remember*; 7. *reminds*.

## GRAMMAR

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Ask the learners to revise one sentence from the text they read, i.e. 22 *will try to find her spark and then give the badge to Joe so that he can come back to Earth*. Invite them to deduce what the meaning of *so that* is in the sentence.

- 15 **The answers:** 1. *I should study hard now so (that) I can find a good job in future*. 2. *I should develop more soft skills so (that) I can find a good job*. 3. *He worked hard at his English last year so (that) he could pass the CAE test*. 4. *I borrowed some money from my friend so (that) I could buy that dictionary*. 5. *She sent her CV to several companies so (that) she would get a job*. 6. *They went to the seminar 'A successful CV' so that they would learn how to write a good CV*. 7. *Nick decided to walk rather than drive to work so that he would reduce his carbon footprint*. 8. *Follow the three Rs principle so that we will live in a safe environment*.

## LISTENING

Link: <https://www.youtube.com/watch?v=aFXmyNUaXFo>

- 16** This task will develop the learners' listening and mediation skills.
- 17** **The answers:** 1. *Black students – aggressive and stubborn, Asian students – meek and shy, White students – selfish*

*and materialistic. 2. Asian students. 3. Through English language classes, patriotic exercises, and lessons on how to behave in white American society. 4. The model minority is perceived as the minority that has been successfully integrated into the society. The problem minority is perceived by the majority as a threat, without actually being one.*

## Round-Up

### GRAMMAR

- 1** **The answers:** 1. so that; 2. is radiated; 3. such an; 4. will be done; 5. so; 6. so; 7. was produced; 8. so.
- 2** **The answers:** 1. The book *Brief Answers to Big Questions* was written by Stephen Hawking. 2. Always buy products that can be reused or recycled. 3. He saved up some money so that he could buy a new computer. 4. Ben was so lazy that he lost his job. 5. It was such a lovely day yesterday that I decided to go for a walk.
- 3** **The answers:** 1. that; 2. so; 3. such; 4. one; 5. by.

### VOCABULARY

- 4** **The answers:** 1. heatwaves; 2. reminded; 3. Remember; 4. face; 5. hope; 6. follow; 7. similar; 8. light; 9. landline; 10. lifetime.
- 5** **The answers:** 1. upon; 2. for; 3. on; 4. up.
- 6** **The answers:** 1. generation Z; 2. digitally literate; 3. digital native; 4. appliance; 5. gadgetry.

### INTEGRATED SKILLS

- 6** This task is designed to assess the learners' reading comprehension as well as writing skills. In addition, it can boost their critical thinking and creativity. Make sure they understand that they should think of how to justify their answers within the framework of what has been covered in Unit 2.

# 3 UNIT ALL I WANT IS ...

## Lesson 1

### The pursuit of happiness

#### SPEAKING & WRITING

- 1 This activity is intended to activate the learners' knowledge of the topic related to the main three branches of powers in a democratic country. The learners are invited to share what they know about the division of powers in their own country. They will work in groups and prepare short presentations introducing the legislative, executive, and judicial branches to a foreigner. They will identify the role of each branch. It is important for the learners to state that Moldova is a parliamentary representative democratic republic and that the president of the Republic of Moldova does not hold important powers.
- 2 This task is intended to develop the learners' critical thinking and mediation skills. Similarly, it will further activate their schemata related to the topic of this lesson. Another purpose is to show an example of an infographic so that learners consider it when preparing their own infographic (see Exercise 17). By encouraging learners to write an article, you will boost their writing skills.
- 3 This exercise introduces the phrase *pursuit of happiness* stipulated in the US constitution. The learners will be able to communicate their ideas on the role the state can play in a person's pursuit of happiness. This can be viewed as a pre-reading activity.

#### READING

- 4 While reading the text, encourage learners to note the similarities and differences between the American and Moldovan constitutions. This text will help the learners make connections between various subjects they have covered (e.g. history, civic education) and develop their civic engagement.
- 5 This post-reading task is supposed to help learners gain a better understanding of the role of the state in society. It will boost their research skills as well.

#### VOCABULARY

- 6 **The answers:** 1. rights; 2. liberty; 3. enforcing; 4. separation; 5. government.
- 7 **The answers:** 1. Founding; 2. protects; 3. adopts, voice; 4. election; 5. branches; 6. democratic; 7. life.
- 8 **The answers:** 1. importance; 2. democratic; 3. protection; 4. amendments.
- 9 **The answers:** 1. into; 2. with; 3. for; 4. on.
- 10 **The answers:** 1. away; 2. with; 3. for; 4. out.
- 11 **The answers:** 1. carried out; 2. break away; 3. endowed with.

## GRAMMAR

- 12 The answers:** 1. being elected; 2. being involved; 3. being understood; 4. being paid; 5. being interrupted.
- 13 The answers:** 1. protecting; 2. being told; 3. talking; 4. being involved; 5. learning; 6. taking; 7. being invited; 8. seeing; 9. being misunderstood; 10. breaking.
- 14 The answers:** 1. I like waking up early in the morning. 2. I remember being asked to smile. 3. Ann enjoys going for long walks every day. 4. She enjoys being appreciated. 5. She looks forward to being offered a good job.

## LISTENING

- 15** Encourage learners to watch the video of students like them sharing their ideas on what the preamble means to them. This task is supposed to develop learners' note-taking as well as mediation skills. <https://www.youtube.com/watch?v=SG198OyY82c&t=113s>
- 16** This task will help learners reinforce the knowledge they have acquired and develop their critical thinking.

## PROJECT WORK

- 17** Challenge learners to create their own infographic comparing and contrasting the branches of power in the USA and Moldova. In this way, the learners will be able to synthesize what has been covered in the lesson and use the vocabulary in a meaningful way.

# Lesson 2

## A fundamental human right

### SPEAKING & LISTENING

- 1** This task aims to activate the learners' schemata on the topic of education, on the one hand, and to develop their speaking skills, on the other. They will work collaboratively to list the purpose of education, the role of teachers in the educational process, and the cost of education. They will also compare their understanding of what education was like in the past with what it is in the present. Encourage students to support their ideas with arguments.
- 2** This task will further develop learners' communicative and collaboration skills while discussing the messages conveyed in the suggested quotes. The purpose is to raise learners' awareness of the role

of education in the 21<sup>st</sup> century context. Connect their ideas to the arguments presented in Exercise 1.

**3 Ioana's speech:**

*The primary purpose of education is to help people fully develop their personality and achieve their true potential. The right to education is a fundamental human right everyone is entitled to regardless of their nationality, gender, origin, colour or religion as stipulated in Article 26 of the Universal Declaration of Human Rights. It is important to note that elementary education is compulsory and free, whereas higher education should be accessible to all on the basis of merit. One should always remember that the pursuit of knowledge is as important*

as the pursuit of happiness. It appears that students' success is linked to the compulsory education they receive. Indeed, this is the period when their critical thinking is developed, which enables them to make strategic decisions regarding their future course of action. Although there are voices criticizing compulsory education claiming that it limits the children's freedom and that it is politically charged, its role is essential in sparking the children's curiosity, laying the foundation for lifelong learning. In the end, education should focus on teaching children how to think and not what to think.

By asking the learners to summarize the speech, you will develop their mediation skills. It will also help you check learners' understanding.

- 4 Encourage learners to come back to the table from Exercise 1 and imagine what Ioana would have written in it. This task will boost their creativity as well as critical thinking.
- 5 In this exercise learners get familiar with six tips of writing an effective speech. By asking them to talk on the information in the box, you will enhance their mediation and speaking skills. Challenge learners to further research this issue and add other tips they will find important. This way you will enhance their research skills as well.
- 6 This task is designed to make learners apply the knowledge they learned about what makes a good speech. They will work collaboratively and will have the opportunity to enhance their writing skills as well as creativity. Some possible answers could be related to the lack of a memorable opening (maybe a quote from Exercise 2). They can suggest adding some evidence.

## READING

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- 7 Encourage learners to read individually and do the task. This way, you will enhance their mediation skills. You will also help them develop their critical thinking when encouraging them to compare the education systems in Moldova and Great Britain.
- 8 This task is supposed to further check learners' understanding and develop their critical thinking.
- 9 Encourage learners to compare the two pictures. Some useful vocabulary they might need: *motivation, motivated, student-centered / modern classroom, teacher-centered / traditional classroom, interaction, interactive, engaging, order, autonomy, communication, freedom.*

## VOCABULARY

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- 10 **The answers:** 1. elite; 2. issue; 3. milestone; 4. truancy; 5. child labour.
- 11 **The answers:** 1. truancy; 2. child labour / issue; 3. milestone; 4. elite.
- 12 **The answers:** 1. compulsory; 2. harsh; 3. completed; 4. apart from; 5. aspire; 6. primarily.
- 13 **The answers:** 1. to; 2. from; 3. on; 4. to.
- 14 **The answers:** 1. is entitled to; 2. provided us with; 3. thoroughly study; d. minimum number of A Level.

## GRAMMAR

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Encourage students to compare and contrast. Let them arrive at the conclusion that after *although* and *even though*, we use a subject and a verb. After *in spite of* and *despite*, we use a noun, gerund (-ing form of a verb) or a pronoun. However, *in spite of* and *despite* used with the expression *the fact that* is followed by a subject and verb.

**15 The answers:** 1. (a) although; (b) despite; 2. (a) despite; (b) although; 3. (a) despite; (b) although; 4. (a) despite; (b) although; 5. (a) although; (b) despite.

**16 The answers:** 1. She passed the test even though she made a lot of mistakes; 2. In spite of being a nurse, she can't stand the sight of blood; 3. I'm a terrible singer although both of my parents are good musicians; 4. He won the race despite coming last in the practice run; 5. I completely forgot to post the letter though he reminded me in the morning; 6. I handed my report in on time despite the fact that I had been ill all day.

**17** Students' own ideas.

**18 The answers:** 1. Despite having problems with her classmates, Ann manages to stay in a good mood. 2. Though I wasn't very busy yesterday,

I forgot to send the report. 3. In spite of the hot weather, we went for a walk and enjoyed it. 4. Although they made a huge effort, they were not offered the grant. 5. Despite knowing each other for a long time, we are not close friends. 6. Though she was very tired, she kept working until she finished her homework.

## WRITING

**19** Encourage students to write their speech drawing on the ideas discussed while covering the topic of the lesson. Ask them to use linking phrases in their speech. Discuss the way the speech will be delivered. You can organize a competition. Come up with concrete criteria to evaluate the best speech. You can ask the students to choose the winner themselves following those criteria.

# Lesson 3

## All I want is education

### SPEAKING

**1** This task aims to boost the learners' speaking skills and collaboration. You act as a resource letting the students freely express their opinions. It is important to elicit from them that statues are erected to honor a person if they did something significant for the country or for the entire world. In order to do this, they should display a lot of courage.

**2** This task focuses on the activation of the learners' schemata as well as on the development of the learners' interactive

skills. Similarly, it is supposed to arouse the learners interest concerning the topic of the lesson. The answers: 1. Nelson Mandela; 2. Joan of Arc; 3. Rosa Parks; 4. Harriet Tubman; 5. Martin Luther King Jr. If the students cannot recognize all the people, offer them your support.

**3** This task is supposed to further activate the learners' schemata. It keeps the learners' interest in the topic.

**4** By doing this task, the learners enhance their collaboration and communication skills. While preparing their

presentation they will also boost their mediation skills. You can guide your learners through the process. Invite them to:

- ✓ do their research first;
- ✓ draft the plan of the presentation within the group;
- ✓ create together a presentation in Canva;
- ✓ review the presentation and make the final changes;
- ✓ share your presentation with the rest. You can challenge learners to select the best presentation.

## READING

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- 5** The text will develop the learners reading skills as well as mediation skills. It will enable them to think critically while reading for specific information.

## WRITING

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- 6** While doing the task, the learners will enhance their writing skills. You can encourage them to use the questions from Exercise 4 to guide them in their writing.

## VOCABULARY

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- 7 The answers:** 1. bring; 2. stood; 3. take; 4. came; 5. stand; 6. comes.
- 8 The answers:** 1. pseudonym; 2. well-known; 3. extremely; 4. anonymous; 5. terrible; 6. bravery; 7. standing up for.
- 9 The answers:** 1. making; 2. give; 3. make; 4. follows; 5. make; 6. making.
- 10 The answers:** 1. for; 2. for; 3. for; 4. to; 5. of; 6. from; 7. to.

## GRAMMAR

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- 11 The answers:** 1. although; 2. because; 3. until; 4. so that; 5. while; 6. although; 7. before; 8. so that; 9. although.

- 12 The answers:** 1. We went out despite the rain/We went out although it was raining; 2. correct; 3. I used to live near the sea when I was a child.; 4. correct; 5. Although the traffic was bad, we arrived in time.; 6. I couldn't sleep although I was very tired/ despite being very tired.

- 13 The answers:** 1. Although it rained, we had a good time.; 2. I didn't apply for the job in spite of having the required qualifications.; 3. We didn't go out because of the rain.; 4. As I was hungry, I decided to find somewhere to eat.; 5. Since it's late and we are tired, let's take a taxi home.; 6. Although she has a difficult job, she isn't well-paid.

## LISTENING

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**Watch Malala Yousafzai's Nobel Peace Prize acceptance speech**

**The link:**

<https://www.youtube.com/watch?v=8hx0ajieM3M>

- 14** Encourage the learners to listen to the audio transcripts twice before answering the questions. **The answers:** 1. F – Malala received the Nobel Peace Prize together with Indian children's rights activist Kailash Satyarthi; 2. T; 3. T; 4. F – she calls to fight for their rights; 5. T – her brothers; 6. T.
- 15** While doing this exercise, you can ask the learners to work in pairs and compare their answers and then check the results. **The answers:** 1. They are working on solving the conflicts that arise among them; 2. Malalai of Maiwand, the Pashtun Joan of Arc; 3. Her grandfather; 4. For forgotten children who want education, frightened children who want peace, voiceless children who want change; 5. The girl who was shot by the Taliban,



the girl who fought for her rights, a Nobel Laureate, annoying and bossy; 6. A committed, even a stubborn person, who wants to see every child getting quality education, who wants to see women have equal rights, who wants peace in every corner of the world.

- 16 This task will develop the learners' analytical skills. It will enable them to note the features of a good speech and try to use these tips when preparing their own speech. You can also draw their attention to some linguistic features, like the use of parallel constructions in Malala's speech, as

well as to the paralinguistic features, like her body language, gestures, facial expressions, tone and pitch of voice.

## WRITING & SPEAKING

- 17 This task will develop the learners' public speaking skills. Emphasize the idea of connecting with the audience. In class, organize a discussion and invite students to self-assess their speeches and the delivery of the speeches. It can be a great idea if you prepare a rubric beforehand which will allow the students to self-assess their performance.

# Lesson 4

## The magic of the book

### SPEAKING

- 1 As is known, metaphors encode our underlying beliefs about something. By doing this task, the learners will develop their critical and analytical skills. Similarly, it will target their mediation skills as they will have to collaboratively present the key points made in the picture.
- 2 By drawing their own metaphors of reading, the students will be able to express their own underlying beliefs, on the one hand, and see how others feel about reading, on the other. By challenging them to sum up their classmates' beliefs of reading, they will be able to see how accurately they can decode the messages encoded by their fellow students.
- 3 By interviewing their peers, the learners will develop their speaking skills.

Similarly, they will enhance their mediation skills when reporting their conclusions.

- 4 Ask learners to discover spaces that will inspire them to read. Challenge them to compare and contrast reading or studying at home and in a library. What are the advantages? What are the disadvantages. **The answers:** 1. Stuttgart City Library; 2. New York Public Library; 3. Bibliotheca Alexandrina (Library of Alexandria); 4. Oodi library in Helsinki; 5. Public Library Stadsbiblioteket in Stockholm; 6. the Library Orchard in Singapore.
- 5 The task primarily focuses on the development of speaking skills and critical thinking. Encourage learners to give solid arguments describing the advantages and disadvantages for reading/studying at home and in the library.



- 6 Encourage learners to do some additional research on the topic and make an engaging presentation. You can choose the best presentation as a whole class.

## READING

- 7 Read the text with the learners and encourage them to express their viewpoint on it. When describing Alexandru's character, the learners will enhance their mediation skills. Challenge the learners to guess the meaning of the word "bibliophile". You could suggest the word "anglophile" first, drawing the learners' attention that the word means "lover of". You could ask the learners to find evidence in the text proving whether or not Alexandru is a bibliophile.

## VOCABULARY

- 8 **The answers:** 1. in; 2. with; 3. in; 4. into; 5. from; 6. for.
- 9 **The answers:** 1. passed away; 2. We get along fine together; 3. turned out; 4. looked up; 5. grows up.
- 10 **The answers:** 1. get along with; 2. turned out; 3. grow up; 4. passed away.
- 11 **The answers:** 1. void; 2. site; 3. must-see; 4. gaps; 5. bookworm.
- 12 **The answers:** 1. legendary; 2. consuming; 3. avid; 4. massive; 5. unique.
- 13 **The answers:** 1. thrilled; 2. precisely; 3. site; 4. every single word; 5. I'm still considering.

## GRAMMAR

- 14 **The answers:** 1. would stop opening the fridge door. 2. would speak louder. 3. you would listen to me. 4. you wouldn't leave your shoes here.

## LISTENING

- 15 *Yeah, I know my brother is the smartest guy in the family, but I still think he's annoying and quite bossy. I love him dearly, but sometimes he's impossible. He thinks that if he's passionate about reading, everybody should be like him. I admire his hobby, but I don't like when he makes fun of mine. He thinks that I'm exaggerating, that I'm addicted to TikTok. It is true that whenever I have a spare minute, I either make a TikTok video or watch what others have done. However, I don't ignore my duties and obligations. I know that I have to study, for example. So, I devote enough time to studying. I also do my household chores. It is true, I'm not that much into reading. But I think one avid reader is more than enough in our family. Besides, I love listening to my brother reading aloud. These are some very special moments that we share. They remind me of my grandfather who used to read to us before bedtime. I think my brother took after our grandfather. He was also passionate about reading and history. Just don't tell my brother, but I find history boring. I might be wrong though. But it's not my cup of tea. I'm more into dancing and singing, you know. To be honest, I'm happy that my brother reads to me. This way, I learn history among others. So, I'm truly blessed to have a brother like him. I only wish he accepted my hobby. I'm happy with his.*
- The learners are expected to develop their mediation skills when they have to summarize the key points of Daniela's speech. Similarly, they will boost their critical and communication skills when they characterize Daniela providing evidence from what they have listened to.

**16** These are the follow-up questions meant to check the learners' understanding.

**Suggestion:** (1) Encourage learners to determine what addiction is and what being addicted to can result in. Challenge them to think if addictions can be good as well. (2) You could organize a debate on the topic "TikTok addiction is worse than the addiction of reading books". Let the learners give arguments why their view is valid. There is no way any addiction can do good. Guide the learners, if necessary, to realize that any addiction is bad.

Similarly, let them conclude if all books are equally good.

## WRITING

**17** Probably learners might have concluded that not all books are worth reading, and sometimes they can do more harm than good. You could brainstorm some ideas in the classroom so that they can use them in their essay. It might be a good idea to revise the structure of an essay. Consider writing the topic statement in the classroom.

# Lesson 5

## All I want for Christmas is...

### SPEAKING

**1** This task is intended to activate the learners' schemata. It will enhance the learners' speaking skills and critical thinking. It will also reinforce the previously studied topics like sustainability. Similarly, it will focus on Christmas traditions.

**2** By asking learners to act out possible interactions in the pictures they can see, they will develop their speaking skills as well as critical thinking. In addition, this is a good opportunity to talk about Christmas in times of a pandemic, like Covid-19 pandemic, for example.

**3 The answers:** 1. All I want for Christmas is you; 2. Last Christmas I gave you my heart; 3. It's beginning to look a lot like Christmas; 4. Have yourself a merry little Christmas; 5. It's the most wonderful time of the year.

You can play passages of some songs and discuss them in class.

**4** This task will help activate the learners' schemata on how to organize a debate (see Unit 2. Lesson 1). The learners should engage in a debate bringing forward solid arguments to prove their point of view.

### WRITING

**5** This task aims to develop the learners' research and analytical skills. Invite them to interview one another, and then write their own conclusions based on the information they will get from their peers. They can research the issue further on the Internet. Draw their attention to the fact that if they use some information from the articles they read, they must give proper citation of the source in their writing. Remind them what plagiarism is.

## READING

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- 6 The text is depicting a rather challenging moment in a teenager's life. Try to elicit how the learners feel about the situation Ecaterina went through. Invite them to openly discuss the problems teenagers meet, and how they are able to communicate them to their peers and to their parents. It would be a good idea to touch upon the importance of keeping a diary, upon how it can contribute to a person's emotional wellbeing. You can challenge the learners to keep a diary and discuss if it helped their emotional state at the end of the academic year.

## VOCABULARY

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- 7 **The answers:** 1. *ghosted him*; 2. *vanished*; 3. *recover from*; 4. *cancelled*.  
8 **The answers:** 1. *break up with*; 2. *rely on*; 3. *bump into*; 4. *cheer up*.  
9 **The answers:** 1. *broke up with*; 2. *cheer up*; 3. *rely on*; 4. *bumped into Bill*.  
10 **The answers:** 1. *cheer up*; 2. *break up with*; 3. *rely on*; 4. *bumped into*.  
11 **The answers:** 1. *feel blue*; 2. *overall*; 3. *wholeheartedly*; 4. *heartbroken*; 5. *constantly*; 6. *guts*; 7. *an urge*.

## GRAMMAR

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While dealing with **Participle I perfect** help learners see that it is used more commonly in written English.

- 12 **The answers:** 1. *Having lost/Having spent*; 2. *Having heard*; 3. *Having worked*; 4. *Having seen*; 5. *Having finished/Having done*; 6. *Having completed*; 7. *Having worked*; 8. *Having travelled*; 9. *Having finished*.  
13 **The answers:** 1. *Having travelled a lot*; 2. *Having spent all our money*; 3. *Having found what I was looking for, I*

*went back home*. 4. *Having finished lunch, we played different games*. 5. *Having seen that things got better, they changed their mind*. 6. *Having practiced regularly, the athlete improved her performance significantly*. 7. *Having received positive feedback from her mentor, Lisa felt more motivated to pursue her goals*. 8. *Having solved the complex problem, the engineer was ready to move on to the next challenge*. 9. *Having volunteered for several community projects, Tom gained valuable experience and made many new friends*. 10. *Having enjoyed a restful vacation, Sarah returned to work feeling refreshed and energized*.

- 14 **The answers:** 1. *Having done this, he didn't say anything*. 2. *After seeing the incident, people were afraid and in shock*. 3. *Having done this many times, we didn't find it difficult*. 4. *Having seen her photos, he felt better*. 5. *Having watched the show, he decided to train*. 6. *Having travelled to Spain several times, Helen knows a lot about this country*. 7. *Having finished her work, Sarah went home*. 8. *Having spent almost all our money, we couldn't afford to stay at a hotel*. 9. *Having completed the project, John took a break*. 10. *Having studied for the exam, Maria relaxed*. 11. *Having cleaned the house, I watched a movie*.

## LISTENING

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The link:

<https://www.youtube.com/watch?v=QtJqBiF6EF0>

- 15 This task will develop the learners' listening and mediation skills.  
16 **The answers:** 1. F – Druid priesthood in ancient England. 2. F – A Scandinavian goddess. 3. T. 4. T; 5. F – By the end of the 18<sup>th</sup> century.

## Round-Up

### GRAMMAR

- 1 The answers:** 1. you would come in time/ you would arrive in time; 2. you would learn to pay attention; 3. wouldn't drop litter in the street; 4. you would stop complaining/ you wouldn't complain all the time; 5. you would tell me the truth/ you wouldn't lie to me.
- 2 The answers:** 1. Although she was very good at biology, 2. although she found it hard to remember everything, 3. although her mark wasn't very high, 4. Although a lot of people tried to convince Bob he was not right, 5. although they worded it differently, 6. Although it was difficult.
- 3 The answers:** 1. being spoken; 2. being seen; 3. being told; 4. cooking; 5. being noticed; 6. being laughed; 7. being invited; 8. improving; 9. passing; 10. going.
- 4 The answers:** 1. Despite; 2. Although; 3. Although; 4. despite; 5. although; 6. although; 7. Despite; 8. although.

- 5 The answers:** 1. mind; 2. shoulder; 3. say; 4. turned; 5. on; 6. help; 7. a sudden.
- 6 The answers:** 1. bookworm; 2. void; 3. milestone; 4. empowered; 5. pursuit.

### INTEGRATED SKILLS

- 7** 1. I focus on what I can do, not on what I cannot do. 2. Let the obstacle overcome you, or overcome the obstacle. 3. There is not dishonor in having a disability. 4. I will not use the obstacles I face as an excuse for having a pity party. 5. If someone thinks you can't overcome the obstacles, prove them wrong.
- 8** This task will assess how well they are familiar with some of the elements of a good speech.
- 9** Encourage students to use the vocabulary covered in this unit which relates to human rights, education, and personal relationships.

### Lesson 1

#### Blood is thicker than water

##### SPEAKING

- 1 This activity is designed to boost students' creativity. Organize a classroom discussion. Divide the board in two parts and invite students to write in the first column what can bring siblings together, and in the second – what can divide them.
- 2 Invite students to work in pairs. This activity is meant to activate the learners' schemata. It also contributes to the development of their speaking skills and critical thinking. Draw the students' attention to the communication strategies that could be possibly used when acting out the possible conversations between the siblings. Invite them to draw special attention to the last picture clearly showing a conflicting situation. Invite them to come up with a strategy of solving the conflict.
- 3 Before doing the exercise, write on the board the phrase "sibling rivalry", and ask students to say what they associate it with. Put their associations on the board. Then, together come up with the definition of sibling rivalry. Divide students into groups of four and ask them to come up with four reasons causing sibling rivalry. **A possible definition on sibling rivalry:** *competition and arguments among brothers and sisters.* **Possible causes for sibling rivalry:** 1. *Competing for parents' attention;* 2. *Fighting over toys;* 3. *Lack of abilities to*

*solve conflicts;* 4. *Reporting wrongdoings;* 5. *Age gap;* 6. *Jealousy.*

- 4 While doing this activity, students might need a bit of assistance from your part. You could suggest that there are both positive and negative effects of sibling rivalry. This activity is a lead-in to the next where students will have to suggest what to do to prevent the negative effects of sibling rivalry.
- 5 Invite students to work in the same groups. Encourage them to list four solutions for parents to make sure that sibling rivalry is helpful. **Possible solutions:** 1. *Not to make comparisons between kids;* 2. *Know the age peculiarities;* 3. *Have rules related to how each member of the family should be treated;* 4. *Spend an equal amount of individual time with each sibling;* 5. *Spend time together as a family;* 6. *Celebrate strengths.*

##### READING

- 6 It's a pre-reading activity meant to activate the learner's prior knowledge of the proverbs. Challenge students to guess what the text is going to be about. **Answers:** 1. *Blood is thicker than water.* 2. *Charity begins at home.* 3. *Like father, like son.* 4. *The apple doesn't fall far from the tree.* 5. *You can't choose your family.* One of the ideas these proverbs may have in common is that the family bonds are the strongest.
- 7 This activity is supposed to activate the students' schemata. They should

recognize the royal brothers Prince William and Prince Harry, as well as Princess Catherine, the wife of Prince William. Similarly, it should arouse the students' interest in the text. Check their previous predictions and encourage them to make new predictions about the text. <https://www.youtube.com/watch?v=wxUtr7Qq798>

- 8 While reading the text, encourage students to think about the nature of the relationship between the two brothers. You can encourage them to determine what unites them and what divides them. The students might need to do some research on the Internet to find more information about the two brothers.
- 9 This activity will boost students' critical thinking, as they will need to draw conclusions based on the text and the information they previously researched. You should expect different points of view as there are quite conflicting ideas related to the rift between the brothers.

## VOCABULARY

- 10 **The answers:** 1. bonds; 2. attend; 3. follow; 4. control; 5. affected; 6. make; 7. protective; 8. duties; 9. faced; 10. avoid.
- 11 **The answers:** 1. heir/air; 2. here/hear; 3. knew/new; 4. cent/scent; 5. whether/weather. Challenge students to come up with their own examples of five homophones. Encourage them to work in pairs.
- 12 **The answers:** 1. step back; 2. build up; 3. be carried out; 4. carry out; 5. is building up; 6. step back from.

## GRAMMAR

You could introduce the grammar topic by drawing the students'

attention to the sentence from the text: "Prince Harry said that he did not want to witness history repeating itself." Ask the students to tell Prince Harry's words. Then ask them in groups to tell some rules of reported speech. If they aren't familiar with some regularities, introduce them.

- 13 **The answers:** 1. Liviu said he had found a new job. 2. He said he liked his new job. 3. He said he couldn't go to the cinema that night. 4. He said he didn't have much free time.
- 14 **The answers:** 1. Alex said: 'I am going to visit Edinburgh'. 2. Eddie said: 'I emailed you yesterday'. 3. Tim said: 'Susan, I'm leaving tomorrow'. 4. Margie said: 'John, I want to find another job'. 5. Nick said: 'Bill, I can play the guitar'. 6. Michael said: 'I wasn't/haven't been at home this morning'. 7. Paul said: 'See you this evening, Diana'. 8. Eddies said: 'Fiona, I found the book you were looking for'.
- 15 **The answers:** 1. Nicu said (that) he went to the British Museum whenever he visited London. 2. Ann said she was reading a book about the British royal family then. 3. Bill said he had already read that article. 4. Linda said the earth moves around the sun. 5. John and Betty said they were going to the theatre that night. 6. Emma said her sister had visited London several times. 7. Bob said he had watched the changing of the guard at Buckingham Palace when he was in London. 8. Helen said she could phone him if I liked. / Helen offered to phone him.

## LISTENING

**Tapescript: Guest 1:** I think Prince Harry betrayed his family. He didn't



think it through when he stepped back from royal duties. He acted on impulse. He keeps complaining about his life as a royal and he thinks people are against him. But the worst part of all is that he betrayed his brother with whom he shared a special bond after his mother died. He seems to be jealous of his brother. Somehow he can't stand the idea that he isn't the heir to the throne. It seems like their sibling rivalry has never been healed.

**Guest 2:** I think things are a bit different. First and foremost, he didn't betray anybody. He just felt his family's life was in danger and he thought that the best solution would be to step back. I also think you'll agree with me that royal life is very challenging and probably he and his wife weren't able to cope with that. He was born into the family, whereas his wife found it difficult to adjust to all the rules. He wanted a different life for his children. As to sibling rivalry, we all have been there. I think he simply shares how being second to the throne made him feel at the time.

- 16** 1. Guest 1 said that prince Harry betrayed his brother. 2. Guest 1 said that the brothers became very close

after their mother's death. 3. Guest 1 believed that the sibling rivalry between the two brothers has never healed. 4. Guest 1 stated that Prince Harry can't stand the idea that he isn't the heir to the throne. 5. Guest 2 said that Prince Harry found the royal life very challenging. 6. Guest 2 said that Prince Harry's wife found it difficult to adjust to all the rules. 7. Guest 2 believed that Prince Harry shared how being second to the throne had made him feel at the time. 8. Guest 2 stated that Prince Harry wants a different life for his children.

- 17** This exercise is meant to develop the learners' mediation skills as well as critical thinking. It might be a good idea to revise how to summarise two contrasting points of view. You could suggest some useful phrases, such as: **on the one hand .... on the other; however; yet; on the contrary, etc.**

## WRITING

- 18** Encourage students to revise all the material covered in Lesson 1 and write their opinion essay. Make sure to remind them to support their point of view with arguments.

# Lesson 2

## Reaching a common understanding

### SPEAKING & LISTENING

- 1** The first activity is a simulation of a conflict situation. It targets the development of creativity and communication skills in students. Encourage the students to use the

following words and phrases in their simulation: *be in the right / wrong, avoid, prevent, intense, be at odds with, tolerate, owe an apology, stand one's ground*. Make sure the students

correctly define the emotions in a conflict situation. Analyze the simulations as a class.

2 Relying on their background knowledge as well as the simulations in Exercise 1, ask students to stay in the same groups and determine the causes of conflicts and what can be done to solve them. Discuss their ideas as a class.

3 Introduce Plutchik's Wheel of Emotions. Let students work in pairs and identify the emotions felt before, during and after a conflict situation.

4 The picture reflects how dangerous an unresolved conflict can be. It can affect not only the two people involved in that conflict, but also those around them. Encourage the students to recall similar situations that have happened in their classroom and openly discuss what they felt. This activity is also effective at eliciting more information regarding how students perceive conflicts when they are asked to come up with their own metaphors. The skills developed in this activity are: speaking, critical thinking, creativity, mediation.

5 This activity is designed to boost their critical thinking and speaking. Make sure they can support their point of view with arguments. Then suggest the following variants:

1. Absence of conflict is bad.
2. Conflicts not always result in anger and frustration.
3. In a conflict situation, people feel uncomfortable.
4. The best way to solve a conflict is to openly discuss the issue.
5. Conflicts usually arise from misunderstanding.

6 This is a pre-listening activity meant to arouse the students' interest as well as familiarize them with two key notions.

First, let them deduce the differences between the relationship and task conflicts by analyzing the meaning of the words. Then help them understand that relationship conflict tends to get personal and hurt people, whereas task conflicts are professional and aim at solving the differences in behavior that will help a team accomplish the task they have to do.

7 This is the listening task. Make sure students listen to the recording at least twice. Assist them when necessary. The primary focus is on the development of mediation skills and critical thinking.

*Alex: Hey, everybody, and welcome to Your Daily Dose of Wellness podcast. I'm Alex, and today we'll be focusing on what we normally tend to avoid: conflicts. My guest today is the clinical psychologist, and expert in conflict resolution, Dana Morari. Hello, Dana, and thank you for accepting our invitation.*

*Dana: Hello, Alex, and thank you for having me here.*

*Alex: So, conflicts are tough. I personally tend to avoid them even when I'm in the right.*

*Dana: I don't think this is a good idea. Avoiding conflicts means that the conflict is still unresolved, and sooner or later it will arise. I understand the reason you want to avoid them. It is because they can make you feel emotions we as humans prefer to avoid, such as: anger, sadness, fear, disgust.*

*Alex: Exactly, my fear is that there's more to lose than to gain in a conflict situation.*

*Dana: But don't you think there's more to gain when the conflict is solved? Imagine you have to work on a project with your peers. You see that they do not*



do the work properly. First, you don't tell them anything. Then you feel frustrated that you have to redo all their work. You avoid conflict, but the tension builds up. So, you'll end up either shouting at them or becoming extremely irritable. The problem is that your peers won't understand your behavior. Moreover, they will think that you're in the wrong.

Alex: I see. I should get to the core of the problem. We should openly discuss the problem and come to an understanding.

Dana: Right. Moreover, absence of conflicts in a team doesn't necessarily mean that everybody agrees with everything. It actually can show that people simply don't care.

Alex: Does it mean that I should provoke conflicts?

Dana: Not quite. We should distinguish between two types of conflicts: relationship and task conflicts. Relationship conflicts are disruptive. They don't help anyone. People do not listen to one another. They just want to prove why they are right and why the other is wrong. They insult one another, saying words they will regret later on. Task conflict, on the other hand, is good because people listen to one another attentively. They want to show how they are right, and how the other is wrong. They give concrete arguments, and are open to listen to what the other party has to say. They will see their differences in opinions, attitudes, and behaviors, and will try to find a solution to the problem that will help them with their project.

Alex: I see. You helped me see the benefits of task conflict.

- 8 The answers:** 1. False. He prefers to avoid conflicts. 2. True. 3. True. 4. False. Relationship conflicts are about proving why one is right and why the other is

wrong. 5. False (They suppress their emotions, and can either shout at others or become sick with anger.)

## READING

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- 9** You can ask the students to silently read the text and then discuss their impressions with their desk mates before starting a class discussion on the type of conflict reflected in the post.
- 10** When doing this task, encourage the students to use the information they learned about types of conflicts and what the best way to solve a conflict is.

## WRITING

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- 11** Encourage the students to be in Jake's shoes and write his post on the incident.

## VOCABULARY

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- 12 The answers:** 1. a; 2. b; 3. b; 4. a.
- 13 The answers:** 1 - d; 2 - c; 3 - a; 4 - b.
- 14 The answers:** 1. make plans; 2. gave me a knowing look; 3. shook his head; 4. scrolled through messages.
- 15 The answers:** 1. owe; 2. make; 3. cover; 4. come; 5. resolve; 6. tolerate.

## GRAMMAR

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- 16 The answers:** 1. 'Do you like visiting castles?' asked Nica. 2. 'Did you do anything yesterday?' 3. 'Does the book belong belong to you?' asked the librarian. 4. 'Have you seen my book anywhere?' my sister asked. 5. 'When did you arrive?' my friend asked. 6. 'Where are you going?' asked John. 7. 'What is your new teacher like?' my

friend asked. 8. 'When did you see this film?' asked Bill.

- 18 The answers:** 1. He asked me what time my flight was. 2. He asked her if she had ever travelled by plane. 3. They asked him what he was doing. 4. Mum asked dad how the machine worked. 5. The students asked the teacher when they

would know the test results. 6. She asked me if I was reading anything in English then. 7. She asked him if he watched TV every evening. 8. They asked her if she had seen him the day before. 9. She asked me when I had visited the Tower of London. 10. He asked her who would do it for her.

## Lesson 3

### The cost of love

#### SPEAKING & LISTENING

- 1** This task is intended to activate the learners' background knowledge about what a love declaration is. Similarly, it aims to activate students' general knowledge of universal culture. Challenge them to identify the figures. If they don't know them, encourage them to make guesses. Ask them such leading questions as: *When did they live? How old were they? What did love mean at the time?* **The answers:** 1. Elizabeth Bennet and Mr. Darcy ("Pride and Prejudice"); 2. Paris and Hellen; 3. Romeo and Juliet; 4. Hermione and Ron.

The acting out aims to develop learners' speaking skills and creativity.

- 2** This task is to help learners develop their writing skills, namely writing captions to pictures online (e.g. on social media such as Instagram). Draw their attention to the rather informal style of the captions describing the pictures. Encourage them to look for similar captions online and analyze them. This will prepare them to write their own captions.
- 3** This task is intended to help students develop their writing skills in a real-

world context. Encourage students to write captions to their social media pictures in English. Help students get a better understanding of Queen Victoria and Prince Albert's love story. You can draw a parallel between their love story and that of Queen Elizabeth II and Prince Philip. You can point to the fact that the queens' husbands do not have the title of a king (consort). You can also mention that both Prince Albert and Prince Philip supported their wives and helped them with their duty.



#### LISTENING

- 4** This is a pre-listening activity, meant to arouse the students' interest, and connect with the previously covered topics. While doing this task, the students are expected to develop their

analytical thinking. They should be able to detect the formality of the love declaration, which at present might be perceived as cold.

- 5 This reading task is also a pre-listening activity. As the vocabulary is rather complex, it is a good idea to have some chunks analyzed beforehand so that students are fully prepared to listen to the whole video clip. Challenge the students to look for words that reflect how Elizabeth felt about Darcy's love declaration. Ask them why she thanks him, and then rejects his proposal. Explain that because he had a higher social status than Elizabeth's family, it was considered rude for her to reject his proposal. Draw their attention that she even apologizes for having made Darcy fall in love with her, even if she didn't have that intention at all. Also draw the students' attention to the fact that she is also extremely formal, following the norms of communication in the 19<sup>th</sup> century high society.

- 6 The task is meant to primarily boost the students' creativity and mediation skills. You might consider offering some scaffolding while watching the video clip as the language is very formal. Help students realize that Darcy feels superior to Elizabeth, and that while he confesses his love for her, he offends her by saying that she and her family are inferior to his. Moreover, he seems to be greatly unhappy because he fell in love with her. At first, Elizabeth feels sorry for his pain, but then she finds the courage to tell Darcy how humiliating his love declaration was to her. You can find the video here: <https://www.youtube.com/watch?v=JF3ueHjUc3k&t=45s>

- 7 Encourage students to transfer the characters to the 21<sup>st</sup> century and make a love declaration using a more informal language so that it sounds appropriate to the present context.

## GRAMMAR

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- 8 **The answers:** 1. *They want to know where you live.* 2. *Do you know where the police station is?* 3. *He didn't tell us where he was going.* 4. *He asked me how old she was.* 5. *She chose where she wanted to go.* 6. *We never discussed when I would return home, for which holidays.* 7. *She wondered why the changes had been made.* 8. *Bob tried to remember why he hadn't told her about it.* 9. *Her presentation helps you realize how precious life is.* 10. *Everyone should understand why we are doing something.*

- 9 **The answers:** 1. incorrect; 2. incorrect; 3. correct; 4. incorrect; 5. incorrect; 6. correct; 7. incorrect.

- 10 **The answers:** 1. *She advised me to go to the dentist.* 2. *She reminded me to water the flowers.* 3. *She explained to me why she hadn't taken it.* 4. *He promised that he would help me.*

## READING

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- 11 It is a pre-reading task meant to elicit the students' perception of love. Draw their attention to the fact that love isn't exclusively linked to romantic feelings. People feel love for their parents, siblings, pets, etc. Allow the students to brainstorm as many ideas as possible. As a class, try to determine the average cost of love.
- 12 The reading task is intended to help develop their critical and mediation

skills, as the students are challenged to summarize the key points in the article.

- 13** This is a post-reading task targeting the development of mediation and critical thinking skills as well as creativity. Before asking them to start working on the task, you should consider reminding them what an infographic should include:

- Visual: color coding, graphics, reference icons.
- Content: time frames, statistics, references.
- Knowledge: facts, deductions.

### VOCABULARY

- 14** The answers: 1. *fell*; 2. *makes*; 3. *kept*; 4. *struck*; 5. *have*.

- 15** The answers: 1. *turned out*; 2. *came up with*; 3. *going out*; 4. *carry out*; 5. *brought about*.

- 16** The answers: 1. *on*; 2. *on*; 3. *on, in*; 4. *in*; 5. *with*; 6. *with*.

### PROJECT WORK

- 17** Challenge the students to create a plan for their project. Encourage them to interview people as well as shop-assistants to get concrete statistical data regarding the amount of money that is spent on St Valentine's in the town. Encourage them to look for information online, drawing their attention to the validity of the sources. Remind them they could look for popular searches on this day for the Republic of Moldova.

## Lesson 4

### In the news

### GRAMMAR

- 1** The answers: 1. *He must have a problem*. 2. *She must be from Scotland*. 3. *She must be disappointed*. 4. *You must still be tired*. 5. *Something must be wrong with his car*. 6. *He must be worried about something*.
- 2** The answers: 1. *They can't be hungry*. 2. *She can't be American*. 3. *They can't know many people*. 4. *He can't be at home*. 5. *We can't need petrol*.
- 3** The answers: 1. *She may/might be right*. 2. *They may/might be at home*. 3. *He may not/might not like it*. 4. *They may/might be wrong*. 5. *He may not/might not speak Spanish*. 6. *They may/might be late*. 7. *She may not/might not like cooking*.

8. *She may like painting*. 9. *He may/might be angry with her*. 10. *She may not/might not come*.

- 4** The answers: 1. *might*; 2. *can't*; 3. *may*; 4. *must*; 5. *must*; 6. *might not*; 7. *must*.

### SPEAKING & LISTENING

- 5** This task aims to activate the students' schemata regarding the risk of spreading fake news. Make sure they explain in their own words the way they understand these concepts. When it comes to answering the questions, you could help them by suggesting they fill in a table in which they have to determine which of the words are formed by means of suffixation, prefixation, and

compounding. Help them see the way the grammatical meaning of *fake* changes in *fake news* and *deep fake*. Similarly, help them understand that *infodemic* can't be included in any categories as it is a blend word, i.e. a word that blends *information* and *epidemic*. When it comes to the difference between *misinformation* and *disinformation*, both refer to misleading information. *Misinformation* is spreading false information unknowingly—the person may not realize that what they are sharing is false. *Disinformation*, on the other hand, is false information that is spread intentionally. In this case, the speaker knows the information is false and deliberately seeks to deceive the audience.

6 You can prepare a spidergram for each pair for this activity. You could add some video clips depicting propagandists, and ask the students to observe the behavior and describe their traits (e.g. Charlie Chaplin in *The Great Dictator* <https://www.youtube.com/watch?v=isLNLpxpndA>. Definitely the dictator is ridiculed, but the exaggerated traits can help them get a better understanding of what a propagandist is).

7 This is a pre-listening task meant to activate the students' prior existing knowledge. Encourage them to share their ways of determining whether or not a piece of news is fake. Apart from targeting the development of speaking skills, this task helps boost critical thinking, collaboration, and mediation.

8 This speaking task is meant to help students conclude that thinking critically is vital at present. The constant infodemic we're exposed to requires us to be able to develop the skills that will

help us detect fake news from genuine news.

9 Apart from targeting the development of speaking skills, this task helps boost creativity and collaboration. Students may act out a situation where one person spreads misinformation and another helps them realize they are mistaken. They may also perform a scenario in which someone deliberately tries to manipulate another person, followed by the latter's reaction.

10 **The answers:** 1. False: *She doesn't blame her because her grandmother didn't have other reliable sources to rely on.* 2. True. 3. True. 4. False: *She always double-checks the piece of news she comes across. She is concerned about the rapid spread of fake news.* 5. False: *She makes a recommendation on how to spot a piece of fake news.*

11 This task will reinforce the information the students have listened to. In addition, it will enable them to apply the knowledge in practice. This can be assigned as a home task. You may encourage them to also watch the video online, and then determine if their piece of news is fake or not. This activity will target primarily the development of mediation skills.

#### **The link:**

<https://www.youtube.com/watch?v=xf8mjbVRqao>

The 5Cs of critical consuming: context, credibility, construction, corroboration, compare.

#### **The tapescript:**

I think we shall always stay fully alert. I remember hearing about fake news for the first time when I was a kid. My grandmother called my parents and started telling them that 30.000 Syrian refugees were coming

to Moldova to destroy the country. When my parents tried to calm her down and said that it was fake news, she wouldn't listen to them. The main argument she gave was that she had heard it on TV. She can't be blamed for that as all the channels reported the same news. When a person is told from every corner that the sun moves around the earth, they believe it even if it is absolutely false.

The lesson I learned from my grandmother's experience is that I should always double-check the information I come across. Sometimes, even if the source is reliable, it is worth corroborating the story in the news. As I am really concerned about the rapid spread of fake news, I am looking for information that can help me identify fake news. There are plenty of useful resources online. You can either read or watch useful tips concerning this issue. I would recommend one video that can be a great starting point for all those who want to get a better understanding of what fake news is and why it is dangerous.

The video is entitled *Helping Students Identify Fake News with the Five C's of Critical Consuming*. It helped me pick up helpful tips on spotting false information. I found the fact that all tips begin with the letter "C" extremely useful. Thus, I should be aware of the context in which the news appeared. Second, I should check the credibility of the source. Thirdly, I need to analyze the construction of the article. Fourthly, I should corroborate the report with other news sources. Finally, I should compare the article with other articles on the matter.

I'm doing my best to follow all the advice and I can say that I have been rather successful at spotting fake news in my social media feed. So instead of simply sharing something sensational, as I used to in the past, I now report it as fake news. I think that we should bear responsibility for the things we share on our social media, which has become the primary source of news at present.

## READING

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**12** This pre-reading task is intended to arouse the students' interest in George Orwell's personality, and particularly in his novel *1984*. Similarly, it targets the development of speaking skills, critical thinking and collaboration. Provide scaffolding while they work in groups. They should be able to detect the contradictory statement of the first quote, which can mean that some governments manipulate people to think in a certain way. The second quote emphasizes the importance of free speech, a fundamental human right. In the third quote, emphasize the importance of the verb *control*, which again means that those who manipulate people control the narrative. Finally, the last quote is also tricky as it also shows the consequences of manipulation. People do not think critically, and end up believing what they are told. They simply consume the news and confirm what they have been already told.

As seen, this task also is supposed to activate the previously covered topics of government rule, and human rights.

**13** While reading the text, the students should fill in the blanks in the



following order: *problems, infodemic, information, totalitarian, fake news, will, goal, to manipulate, television, life*. By completing the task, the students will develop their critical thinking and mediation skills.

### FOOD FOR THOUGHT

This extra-task is an interdisciplinary task as the students are encouraged to recall what they studied in history regarding the Middle Ages, in particular, about the inquisition. They might not know the word inquisition in English, so you might help them, taking into account that it resembles the word in their mother tongue(s). In case they find difficult to recall any incident or figure, you could mention Joan of Arc. This figure was mentioned in the previous unit, so revisiting it is a way of consolidating the information through discussion.

### VOCABULARY

- 14 The answers:** 1. *misinformation*; 2. *sought*; 3. *harsh*; 4. *an enormous*; 5. *came to an end*; 6. *surveillance*; 7. *manipulates*.
- 15 The answers:** 1. *dangerous*; 2. *understanding*; 3. *reliable*;

4. *credibility*; 5. *criticism*; 6. *helpful*; 7. *belief*.

- 16 The answers:** *impair something - to damage something or make something worse; expose - to put someone at risk from something harmful or unpleasant; confront - face, meet, or deal with a difficult situation or person; process - to understand the meaning of something that has happened or been said; spot - to see or notice a person or thing, especially suddenly or when it is not easy to do so*
1. *exposed*; 2. *process*; 3. *spot*; 4. *confronting*; 5. *impaired*.

### WRITING

- 17** This task primarily focuses on the development of the students' writing skills. Similarly, it targets the development of their critical thinking and mediation skills. There are plenty of examples of deep fake online. They can examine those created in Moldova and analyze the purposes behind them to understand how they are intended to deceive the audience. They can look for examples in other countries as well. Sometimes, the purpose may simply be to entertain. So, they have to analyze and write a coherent article reporting their findings.

## Lesson 5

### Digital literacy

### SPEAKING & READING

- 1** This task is meant to activate the students' schemata. First, encourage them to explain what the word *literacy* means. Help them see how the meaning has changed from the ability to read

and write to knowledge of a particular subject, or a particular type of knowledge.

Consider giving them the definition offered by UNESCO and discuss it: the ability to identify, understand, interpret, create, communicate and compute,



using printed and written materials associated with varying contexts (<https://uis.unesco.org/node/3079547>)

Some possible answers: digital literacy; health literacy; computer literacy; financial literacy; media literacy; civic literacy; cultural literacy.

**2 The answers:** 1. *digital literacy*; 2. *digital tools*; 3. *digital skills*; 4. *digital native*; 5. *digital content*.

**3 The answers:** 1. *digital natives*; 2. *digital skills*; 3. *digital tools*; 4. *digital literacy*; 5. *digital content*.

The task is aimed at developing the students' speaking skills and helping them use the vocabulary in context. Encourage them to use the phrases asking for clarification in their interaction to ensure they understand each other correctly.

**4 The answers:** 1. *Web browsers*; 2. *Search engines*; 3. *In the search box*.

**5** This is a pre-reading activity meant to elicit what students know about digital content. The steps are later on described in the text. At the same time, this task will contribute to the development of their speaking skills and critical thinking. First, they will have to justify why they think certain podcasts are popular. Secondly, they will have to define the possible steps in the creation of digital content. You can remind them to recall the podcasts they listened to while using this coursebook.

**6** This reading task targets the development of not only the students' reading skills but also their mediation skills. You may read the text aloud while the students follow along. Be sure to ask clarification questions to check their understanding.

**7** This is a real-world task that will make the students apply a transdisciplinary

approach in the process of work. They will solve problems and create content. Give the students enough time to work on the task. We suggest one month for it. Set the concrete the deadline and help them trace their own progress in their portfolios. Provide the necessary scaffolding in the process. You could help them by offering suggestions concerning their topics, or provide some sources that may be useful for their podcast.

## VOCABULARY

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**8 The answers:** 1. *lack*; 2. *dramatically*; 3. *challenging*; 4. *enable*; 5. *substantial*; 6. *evaluate*; 7. *preparation*; 8. *Eureka*; 9. *appropriately*.

**9 The answers:** 1. *take*; 2. *provide*; 3. *develop*; 4. *robbed*; 5. *do*; 6. *follow*.

## GRAMMAR

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**10 The answers:** 1. *must*; 2. *must*; 3. *can't*; 4. *can't*; 5. *must*; 6. *must*; 7. *must*; 8. *can't*.

## LISTENING & SPEAKING

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**12 The answers:** 1. *offline*; 2. *enable*; 3. *networks*; 4. *netiquette*; 5. *persona*; 6. *safety*; 7. *consumers*; 8. *data*; 9. *consumers*; 10. *cyberbullying*.

**13 The answers:** 1. *(identity) theft*; 2. *netiquette*; 3. *cyberbullying*; 4. *phishing*.

**14** This task aims to help the students reinforce the vocabulary related to the digital world and use it in context. Encourage them to use word cloud generators online (e.g. Word Art: <https://wordart.com/>)

**15** Encourage students to go back to Unit 1 when they discussed the skills they

should develop in order to succeed in life, and add the new skills that have been discussed during the lesson.

## WRITING

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- 16** This task primarily focuses on the development of the students'

writing skills. Similarly, it targets the development of their critical thinking and mediation skills. You might consider reminding students the principles of the process approach to writing, and use it in their process of writing.

## Round-Up

### GRAMMAR

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- 1 The answers:** 1. *tell*; 2. *said*; 3. *told*; 4. *said*; 5. *asked*; 6. *said*; 7. *say*; 8. *tell*; 9. *ask*; 10. *said*.  
**2 The answers:** 1. *must*; 2. *can't*; 3. *must*; 4. *may*; 5. *must*; 6. *must*; 7. *can't*; 8. *must*.

### VOCABULARY

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- 3 The answers:** 1. *truth*; 2. *disapproval*; 3. *disrespectful*; 4. *various*; 5. *solutions*; 6. *disruptive*; 7. *reminder*; 8. *survival*; 9. *traditional*; 10. *pricey*.  
**4 The answers:** 1. *reach*; 2. *succeeded*; 3. *learn*; 4. *follows*; 5. *do*; 6. *bear*; 7. *trace*; 8. *point*.  
**5 The answers:** 1. *about*; 2. *for*; 3. *at, to*; 4. *of*; 5. *on*; 6. *at*.

# 5 UNIT

## YES, YOU CAN!

### Lesson 1

#### The Wind of Change

##### SPEAKING

- 1 This activity is intended to activate the students' schemata related to *change*. Collect their ideas. Similarly, this is the opportunity for you to introduce some idiomatic expressions. You may consider the following: *the tide of change, change for the better, a change of heart, to change one's tune, to change gears, to change horses in the midstream, to change the scenery, to change one's mind*. Ask students to think of the connotations each idiomatic expression implies. Are they positive or negative? Then invite students to share their experience using one of the expressions.
- 2 This activity will help students decide on how easily they can embrace change. It will boost their speaking skills. Encourage students to guess who could have said that the only constant in life is change. Tell them that it was the ancient Greek philosopher Heraclitus. Challenge them to think on the continuous natural movement and the way it impacts people.
- 3 The expressions are:  
(*Jump*) *out of the frying pan into the fire*. – has a negative connotation as it means moving from a bad or difficult situation to one that is worse. It's an unwelcome change.  
*The bamboo that bends is stronger than the oak that resists*. – has a positive connotation as it implies that being flexible and open to change will most

probably impact a person's wellbeing. You can challenge the students to encourage to guess the origin of this proverb (Japanese). Similarly, draw their attention to the fact that once again nature seems to show the positive side of change.

This activity also aims to encourage students to work collaboratively and develop their storytelling skills. Encourage students to give feedback to their peers' stories.

- 4 This activity aims to develop students' critical thinking alongside the language skills. Encourage students to give concrete examples of changes that have happened in the suggested areas. You can create a spidergram showing the risks and challenges at each level. Usually, people are more resistant to personal changes, followed by societal ones. Challenge students to explain the reasons behind this. Undeniably, this activity will also help develop the students' mediation skills.
- 5 This is a pre-reading activity meant to activate students' schemata. Similarly, it will also help students with the listening and writing tasks they will be encouraged to do later on.

##### READING

- 6 Before reading, you can challenge the students to think again of the personal change they described in 4. Ask them what coping mechanism they used

to adapt to that change. Then you can encourage them to read the text individually and express their point of view on why/why not writing a detailed plan can be of great help when embracing a change.

- 7 This activity is meant to help learners get a better understanding of their own perceptions of change and connect them with the reading. Encourage them to consider the picture with the flipped letter in “change” and explore the relationship between change and chance. Help them understand that it’s natural to experience fear, and that people shouldn’t be afraid of it.

## VOCABULARY

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- 8 **The answers:** 1. settle into; 2. planned out; 3. write down; 4. came up with; 5. looking for.
- 9 **The answers:** 1. tackling; 2. follow; 3. provide; 4. keep; 5. develop; 6. raise; 7. lifts; 8. riding.
- 10 **The answers:** 1. to stay cheerful; 2. made him feel unhappy; 3. is interested in; 4. general health and happiness; 5. tell your secrets to.
- 11 **The answers:** 1. out of; 2. under; 3. in, out of; 4. over; 5. from, to; 6. at, under.

## LISTENING

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- 12 Change can be painful indeed, but it does not mean that people are not able to cope with it. Evolutionarily they have proven to adapt to it. By the way, at present they are under more pressure than their ancestors were. Yet, they can successfully overcome their struggles if they follow some steps. Staying physically active is of paramount importance. It does not actually matter what sport you do,

what counts is to do it. If one is not into any kind of sports, then simply walking or riding one’s bike can keep their spirits up. Generally speaking, any physical activity contributes to raising one’s self-esteem, helping one stay focused, and lifting one’s mood.

One should not isolate themselves. On the contrary, connecting with one’s community will help one ease the transition from fear of the unknown to something less frightening. Good relationships can provide the emotional support one might need during this period. They also create a sense of belonging. Confining in one’s family and friends can give one support and boost their self-worth.

Another recommendation would be to practice mindfulness. This is the process of being fully aware about what one feels and thinks in the present moment. Every emotion, either positive or negative, is acknowledged and validated. It can help clarify, set or reaffirm one’s goals. It helps one cultivate self-compassion. One becomes able to turn understanding, acceptance, and love inward.

It is worth keeping in mind that putting up resistance will only get one down. In addition, avoiding change can result in so many regrets in the future, so many “I should have done it” and “it may have played out differently”.

- 13 **Possible answers:** On the left: 1. regrets, 2. getting one down. On the right: 1. development and growth; 2. can raise one’s self-esteem; 3. can lift one’s mood; 4. can help people become more mindful; 5. can help people become more active; 6. can help people become more connected with the people around.

- 14 Take this opportunity to introduce the grammar topic. Let the students notice that the form and the construction refers to the past.

## GRAMMAR

- 15 **The answers:** 1. He may have made a mistake. 2. I may have lost my keys. 3. They may have gone on holiday. 4. This house may have been a museum once. 5. She may have found a new job. 6. They may have been right.
- 16 **The answers:** 1. He must have passed it. 2. She must have gone home. 3. She can't have got the job. 4. John must

have taken it. 5. You can't have watered them. 6. I must have been asleep. 7. He can't have said such things.

- 17 **The answers:** 1. must have; 2. must have; 3. can't have; 4. may have; 5. should have; 6. shouldn't have; 7. may have; 8. can't have; 9. may have.

## WRITING

- 18 Encourage the students to write an article. Emphasize that they should use the vocabulary covered during the lesson. Similarly, encourage them to use the knowledge gained while covering the topic of change through discussion, reading, and listening. Point out the importance of peer commenting on their posts.

# Lesson 2

## The Romantic Change

### SPEAKING & LISTENING

- 1 The activity is meant to arouse students' interest in the topic by actively engaging them in identifying the emotions evoked by a natural landscape as opposed to those evoked by an industrial landscape. This will help students understand the Romantics' resistance to the rapid industrialization of the period, as well as their profound admiration for nature. It is a personalized semi-controlled activity as they will have to produce their own language to the given prompts reflecting their personal point of view. While they do the task, play Jerusalem in the background. The link: <https://www.youtube.com/watch?v=sERiPuOQyvo>
- 2 Play the music for a second time. Ask the students to listen carefully and fill in the missing words **The answers:** green; pastures; hills; mills; pleasant.

Help them with any words they don't understand.

- 3 This task is designed to enhance the learners' speaking skills as well as their ability to understand poetry. You may consider providing more scaffolding in the process. Draw their attention to the positive connotation of the words (green, pastures, Lamb of God, Countenance Divine), which were supposed to emphasize the natural beauty of the landscapes. Help them see that Blake considered them heavenly. Draw their attention to the stark contrast he creates with the help of the metaphor *Satanic mills*, meant to represent the destroyed beauty of the natural landscape because of industrialization.

**Possible answers:** people should preserve the natural beauty of their country / people should be more

patriotic / people should take care of nature more / people should prioritize nature over industrialization.

- 4 Reading the text also targets the development of mediation skills in learners as they are asked to complete a task. Before reading you can draw the spidergram of the concept of sustainability and see what words the learners associate with it. After reading the text you can come back to the spidergram and see how correct the learners were as well what changes and additions can be made.

- 5 **The transcript:** One of Blake's most iconic poems reflects his love for nature, particularly the extraordinary beauty of English landscapes, his religious creed, the impact of the Industrial Revolution, and the rebellious spirit of human beings ready to go all out to realize their ultimate goal.

Indeed, the lines of the poem can make one feel empowered. This is what most probably Sir Charles Hubert Hastings Parry experienced in 1916 when he wrote the music to this poem. It has come to be known as the hymn Jerusalem. At present it is considered to be one of the most patriotic English songs. What is more, it is believed to be the unofficial anthem of England. King George V is said to have preferred *Jerusalem* to the official national anthem *God Save the King*.

If only a single poem can stir so many emotions, what could a collection of remarkable poems do? Probably it is high time people turned to poetry to understand what really matters in life.

## READING

- 6 This is a pre-reading activity meant to activate the students' schemata as well

as to arouse their interest. As they have gained some knowledge in the listening activities, they should be encouraged to apply it here.

- 7 This activity is meant to emphasize the importance the romantics gave to emotions. Help the students see the difference between a romantic and a realist. Draw their attention to the poem they worked with previously. Encourage them to identify what characteristics from the first column of the table the narrator of the poem has. For example, they can say that the narrator is emotional, idealistic, and passionate.

- 8 Encourage the students to read the text individually, and share their insights with the rest of the class. The purpose of the activity is to help develop mediation skills and critical thinking alongside reading skills.

**Possible answers:** 1. They opposed Industrialization. They believed that it did more harm than good, particularly to the natural world. 2. They admired nature the most. 3. They certainly did. Their fight against industrialization is a proof. 4. They fought through their poetry. 5. Emotions had primacy for the romantics. They were guided by emotions solely. 6. *Here, students should explain why they think industrialization was beneficial or harmful.*

## VOCABULARY

- 10 **The answers:** 1. – c; 2. – a; 3. – e; 4. – b; 5. – d.
- 11 **The answers:** 1. – legacy; 2. – awe; 3. – vehemently; 4. – depicts; 5. – enduring.
- 12 **The answers:** 1. a single; 2. iconic 3. foresee; 4. prominent; 5. primary; 6. tremendous.

- 13 The answers:** 1. gave; 2. experience; 3. tried; 4. stir.
- 14 The answers:** 1. connection; 2. development; 3. disconnected; 4. injustice.

### WRITING

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- 15** This activity is meant to boost the students' writing skills as well as their mediation skills. Encourage them to take into consideration the knowledge they gained about the poem and Romanticism.

### GRAMMAR

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- 16 The answers:** 1. exercise / should exercise; 2. know / should know; 3. not go / shouldn't go; 4. be / should be; 5. tell / should tell; 6. go / should go; 7. not stay / shouldn't stay.
- 17 The answers:** 1. I start / should start exercising regularly; 2. we go/ should go for a walk; 3. I stay / should stay

to the end of the party; 4. they visit / should visit the Art Gallery on Saturday; 5. I pay / should pay the rent by Friday.

### PROJECT WORK

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- 18** Encourage students to use both online and offline resources. Each group should create a poster summarizing their findings. The posters are going to be displayed on the hall walls, and everybody will have the possibility to walk their Museum of Romantic Art. Instruct them to identify and discuss elements of Romanticism present in their chosen work, such as themes of nature, individualism, emotion, and supranatural. After presentations, give students time to discuss their posters. Facilitate a class discussion on the impact and legacy of Romanticism, encouraging students to reflect on how Romantic ideals continue to influence modern culture.

## Lesson 3

### Generation Equality

#### SPEAKING & WRITING

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- 1** This task aims to boost the students' speaking skills and activate their schemata on what they know about discrimination. Observe what vocabulary they use in their interactions, and help them if necessary. The activity aims at boosting their speaking skills, and critical thinking.
- 2** Help your students understand what scenario related to discrimination each picture may represent. **Some possible answers can be:** Scenario 1. A family

discussion about career choices where a young woman is discouraged from pursuing a male-dominated field. Scenario 2. A discussion among friends about whether or not girls can play football. Scenario 3. A family discussion about race discrimination and how to deal with it at school. At this stage, their critical thinking is boosted as well as their ability to story tell collaboratively. Give each group 5 minutes to prepare their role-play. After performing, have a brief discussion on the scenario and



issues raised. Focus on how the issues can be solved.

- 3 This is a task that requires more time. You may consider the following suggestions: Introduce the task to the students and encourage them to work on it individually. Point to the fact that they can use the insights they are going to gain in the whole lesson (e.g. the reading and listening section). Follow the task cycles: encourage students to do the pre-task in the classroom, and work on the task itself individually. In the classroom, at the next lesson during the post-task cycle, you may focus on language and point out what needs improvement.

- 4 This is another example of task. Encourage students to use a Google Doc so they can draft their group's manifesto collaboratively. Make sure that each has a certain role, e.g. one can focus on describing the intentions, another – the beliefs, another – the goals, etc. It is important for them to understand that they are going to revise their draft after finishing the lesson, and make the final corrections. Then encourage them to post it on their classroom website, and provide peer comments on the manifestos. This task, apart from developing writing skills and critical thinking, also aims to foster global citizenship and civic engagement.

## READING & LISTENING

- 5 This activity is intended to activate the students' schemata. You can take the opportunity to encourage the students to predict what they are going to read about. Remind them what the elements of a good speech are. You may find this link useful: [10 Tips for Improving Your Public Speaking Skills](#)

- 6 **Possible answers:** a. gender stereotypes young people can have; b. most probably she addresses people of the same age as she is; c. she chose humor to get to her audience.

- 7 **Possible answers:** a) she chose an informal style to connect better with her audience; b) she addresses direct questions to her audience in order to engage with them better, to arouse their interest; c) she refers to a well-known document to be more factual, i.e. the Universal Declaration of Human Rights; d) she describes the survey she conducted.

- 8 This activity can be used as a pre-listening activity as the students will predict what follows in the speech. It can arouse the students' interest. Similarly, they'll have to be creative and think critically to come up with their own ideas.

- 9 **The transcript:** Will you be surprised to find out that 29 students glued the bow on the girl's head? Or that 31 colored the girl's bow in pink? Shall I tell you that the boy's bow was glued to his neck, whereas the chosen color was blue? Then what a girl with a pink bow on her head can dream of becoming? The most popular answers were the following: an actor, a teacher, a model. The boys with the blue neck bows were dreaming to become pilots, engineers, lawyers. Don't you find this is unfair? Aren't these some stereotypes that are deeply rooted in our society and hard to get rid of?

Only 5 students out of 44 spoke about equal opportunities for both of them. These are the answers they wrote: 'I can be whatever I want to be in the future', 'No difference', 'Successful people', 'Everything he/she wants', and 'Human being'. This means that only 11.36%

think that boys and girls have equal opportunities. The others stick to the conservative belief that girls should be beautiful and boys should be strong.

I realize this is a simplistic way of dealing with a very complex issue in our society. But maybe if we start speaking about this in plain language and pointing to the absurdity of such beliefs in the context of the 21st century, we might end up changing the old mindsets that are holding all of us back.

In the end, I would like to ask you to think about one small change you can make today to create a better tomorrow. So, I'm asking you to stand up for your rights. Don't accept to be judged on the basis of your sex, origin or religion. You can become whatever you want to as long as you have grit and determination.

**The answers:** 1. 29; 2. 31; 3. a; 4. 5, 44; 5. 11,36.

- 10** This is a transdisciplinary activity. In addition, it will help them get a better understanding concerning how to present their data in Exercise 3. You could elicit from them how Laura got 11,36% first. That will help them make the other calculations.

- 11** **The answers:** 1. /baʊ/ - /bəʊ/ or /boʊ/; 2. /waɪnd/ - /waɪnd/; 3. /beɪs/ - /bæɪs/; 4. /lɪv/ - /laɪv/.

## VOCABULARY

- 12** **The answers:** 1. stereotypes; 2. grit; 3. peers; 4. milestone; 5. mindset; 6. determination.
- 13** **The answers:** 1. devoid of; 2. clipped her wings; 3. are deeply rooted in; 4. got rid of all the old furniture.
- 14** **The answers:** 1. on; of; 2. of; 3. at; 4. of; 5. to; 6. between.

- 15** **The answers:** 1. stand up for; 2. dealing with; 3. stick to; 4. ended up; 5. hold back.

## GRAMMAR

You can introduce the grammar topic by encouraging the students to examine the form of the indefinite infinitive first. Thus, they should observe that it can be used with *to* or without *to*. Similarly, encourage them to determine the meaning. Tell them that the indefinite infinitive is generally used when the time is not specified. E.g. *I need to talk to you* it's not clear when, just that the person needs to talk to someone.

Then examine the form of the continuous infinitive. Help the students see that the action is ongoing or happening over a period of time. For example, *The baby seems to be sleeping* suggests that the baby is sleeping at the time.

- 16** **The answers:** 1. to be working; 2. to learn; 3. work; 4. to be doing; 5. be reading; 6. to be working; 7. be working; 8. not to be; 9. to be reading; 10. be sleeping.
- 17** **The answers:** 1. Rachel seems to be enjoying her job. 2. My English seems to be getting better. 3. Ana may be playing football outside. 4. He must be joking. 5. He can't be listening to music now.
- 18** This is a semi-controlled activity targeting the development of speaking skills alongside grammar. E.g. the students can produce such an answer to the first question: I believe it is important to promote gender equality to create a fairer society.

# Lesson 4

## RBG

### SPEAKING

- 1 You can first start by asking students to make guesses regarding the topic they are going to deal with during the next two lessons. This will activate their schemata and will arouse their interest. They could recall the gained knowledge in Unit 3. Lesson 1. Yet, they may notice the picture of a female judge and the one of jewelry, and infer that the topic probably relates to women in the justice system. They should be familiar with the notion of the Supreme Court from Unit 3. Lesson 1. Organize a Trivia Discussion to see how many answers the students can get. **The answers:** 1. The Supreme Court; 2. nine; 3. Sandra Day O'Connor; 4. Fairness in the protection of rights and the punishments of wrongs; 5. The U.S. Supreme Court.
- 2 This activity aims to develop the students' creativity alongside their speaking skills. Emphasize that the purpose is not to test how good they are at drawing. The idea is to see their perception of a judge. Observe how many draw male judges and how many draw female judges. You may connect the insights you'll gain with the previous lesson. Similarly, note attributes the students' judges have.
- 3 This activity is supposed to familiarize the students' more with the items / accessories that are associated with a judge. **The answers:** 1. **Items that are symbolic of their authority** *gavel, bench, robe, wig (mention that a wig is not a mandatory item, it depends on the*

*state), judge collar.* 2. **Items that aren't symbolic of their authority** *glasses, scales (even though the scales of justice are associated with the system of justice, they are not the item you are likely to find on a judge's bench).*

- 4 a) This activity is meant to arouse the students' interest. On the one hand, they are expected to perform the role of a judge (you may consider bringing a similar collar, earrings, and glasses). On the other, they should think of the appropriate intonation to pronounce the two statements. After their performance, start a discussion related to the importance of the items, and what their acting made them feel. Now, the significance of the items is going to be disclosed in the listening and reading sections.  
b) Encourage each pair to share their analysis and guesses with the rest of the class.
- 5 This activity is supposed to make students think outside the box. It is supposed to emphasize that neither the job nor the age can be a factor preventing a person from positively impacting a whole nation. After hearing their ideas, encourage the students to read the note on the side about Ruth Bader Ginsburg.

### LISTENING

- 6 The song can be found on this link: [https://www.youtube.com/watch?v=vlrNyx\\_sLWw](https://www.youtube.com/watch?v=vlrNyx_sLWw) . Encourage the students to follow the subtitles while listening to the song. Their answers can point to the

fact that RBG fought for gender equality, or that she was still a powerful voice in her 80s.

- 7 The answers:** 1. F: when you put women on a pedestal, you put them in a cage. 2. T. 3. F: The first female Supreme Court Justice was Sandra Day O'Connor (this is a good opportunity to see how attentive the students were in 1). 4. F: She was actively involved in her job and highly motivated to pursue her cause till her death. 5. T: in the song, she is said to have become the nation's greatest dissenter. 6. T: you could tell students the following: Despite her academic achievements, Ginsburg had difficulty finding jobs out of Columbia. Supreme Court Justice Felix Frankfurter famously turned her down for a position as his law clerk because of her gender. By her count, 41 firms rejected her application. 7. T: you may consider also telling the students the following: The late United States Supreme Court Justice Ruth Bader Ginsburg was enrolled at HLS from 1956 to 1958. An outstanding student, she was editor of the Harvard Law Review. She also cared for her young daughter, Jane (who graduated from HLS in 1980), and her husband, Martin '58, who had been diagnosed with cancer. Her husband recovered from cancer, graduated from Harvard, and moved to New York City to accept a position at a law firm there. Ruth Bader Ginsburg had one more year of law school left, so she transferred to Columbia Law School and served on their law review as well.
- 8 Possible answers:** 1. She saw that women were discriminated, and started a fight against it. 2. Grit, determination, strength of character, toughness,

sense of fairness. 3. She disagreed with the Supreme Justices who were predominantly male when they would take some discriminatory decisions.

## READING

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- 9** While reading the text, the students will gain extra information about RBG. They are expected to develop not only their reading skills but also their critical thinking, and mediation skills. Similarly, they implicitly may pick up on the structure of the article and thus improve their article writing skills.
- 10 The answers:** This is an example of a task. Students can start working on it in the classroom, by pointing to some of the dates that were mention in the class. Encourage the students to look for extra material. You can suggest watching the following video:  
<https://www.youtube.com/watch?v=XZ9FS6eeCGI>  
Tell the students that they will display the timelines in the classroom and have a gallery walk. They can view and discuss each other's work.

## VOCABULARY

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- 11 The answers:** 1-c; 2-e; 3-a; 4-b; 5-d.
- 12 The answers:** 1. pursue a career; 2. delivered a speech; 3. make a change; 4. set an example; 5. impact people's lives.
- 13 The answers:** 1. following; 2. stand; 3. pave.
- 15 The answers:** 1. follow, footsteps; 2. paved the way; 3. stand in your way; 4. paved the way; 5. stand in your way.
- 16 The answers:** 1. to; 2. in; 3. on, of; 4. by; 5. to; 6. to.

## GRAMMAR

- 17 The answers:** 1. As/Since it's Mary's birthday on Saturday, let's give her a party. 2. Schools will be closed because Tuesday is a national holiday. 3. John, since you are very good at maths, perhaps you could help me with this problem. 4. As we don't have classes tomorrow, we won't have to wake up early. 5. He doesn't want to go to the concert because he is not interested in classical music. The exercises that follow are based on Grammar Topic from Unit 1: Lesson 1, and Unit 3: Lesson 2. The students will have to activate their prior knowledge.

It will enable them to get a better understanding of the topic.

- 18 The answers:** 1. to buy; 2. although; 3. so; 4. in spite of; 5. so that; 6. though; 7. since; 8. although; 9. because; 10. in spite of.
- 19 The answers:** 1. because of; 2. because; 3. although; 4. since / because; 5. in spite of; 6. although; 7. since; 8. as.

## WRITING

This is the link to the video to be reviewed by the students:

<https://www.youtube.com/watch?v=XZ9FS6eeCGI>

# Lesson 5

## Chariots of Fire

## SPEAKING

- 1 You may consider the Think-Pair-Share technique. First, ask students to reflect individually on the quote and question. Then invite them to pair up to discuss their ideas with a partner. Finally, pairs share their key takeaways with the class. This is a lead-in activity. You can additionally ask what they know about Pierre de Coubertin (the father of the modern Olympic Games).
- 2 This is already a context-setting activity. Let the students activate their schemata. Apart from developing their speaking skills, they will develop collaboration. Do not encourage them to use other resources than their memory at this stage.
- 3 This task may require some time for preparation. Yet, the primary purpose is to make the students think and express

themselves fluently while presenting their argument. This can be viewed as another context setting activity.

## READING

- 4 This activity can be treated like a quick trivia session. Emphasize that the students should not worry about the answers. At this stage, they should be encouraged to view their answers as predictions they make about the text. They will come back to their answers after reading the text.
- 5 Encourage the students to read the text individually and then share their understanding of it with a partner. Ask them to share one thing they missed, but were able to learn from their partner.
- 6 This is the stage when students are able to revise their previously expressed viewpoints, and gain more knowledge on the topic of Olympic Games.

- 7 All the pictures represent some instances from Rio de Janeiro Olympic Games from 2016. **The answers:** 1. *opening ceremony*; 2. *the US team at the opening ceremony carrying the flag*; 3. *medal ceremony*; 4. *competition*. Encourage the students to name the athletes they could recognize in the picture, e.g. Michael Phelps, Simone Biles. Ask them to imagine and describe the feelings of both the athletes and spectators.

## VOCABULARY

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- 8 **The answers:** 1. – e; 2. – c; 3. – f; 4. – a; 5. – b; 6. – d.
- 9 **The answers:** a. equestrianism; b. Olympian; c. hosted; d. field.; e. sportsmanship; f. envisioned.
- 10 **The answers:** 1. outset; 2. footing; 3. day; 4. part; 5. place.
- 11 **The answers:** 1. at the end of the day; 2. from the outset; 3. take place; 4. took part; 5. on an equal footing.
- 12 **The answers:** 1. rely on; 2. make up; 3. notched up; 4. breaking through.
- 13 You may consider revising with your students what homophones are first (covered in Unit 4: Lesson 1) **The answers:** 1. peace; 2. piece; 3. whole; 4. hole.

## GRAMMAR

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- 14 **The answers:** 1. is; 2. are; 3. was; 4. is; 5. are; 6. are; 7. was; 8. remains; 9. were; 10. are.
- 15 **The answers:** 1. is; 2. are; 3. is; 4. are; 5. are; 6. are; 7. is; 8. is.

- 16 **The answers:** 1. correct; 2. were; 3. correct; 4. were; 5. were; 6. is; 7. correct.

## LISTENING

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- 17 The link to the video:  
<https://www.youtube.com/watch?v=Y8ZZS0qrVNw>  
You may consider using Think-Pair-Share in this activity. You may also remind them of the meaning of the idiom: the sky is the limit - used to say that there are no limits and that anything is possible. You can achieve anything if you really want to.
- 18 **The answers:** 1. True; 2. False: He says that there are many talented people who take part in the Olympics, but who can't deal with the stress and pressure happening there. 3. True; 4. False: He throws his win 'in the back of his head' and concentrates on the next race. 5. False: There were days when he hated him. 6. False: he will call them a liar.

## WRITING

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- 19 The link:  
[https://www.youtube.com/watch?v=uPe27x0\\_W2M](https://www.youtube.com/watch?v=uPe27x0_W2M)  
The trailer does not give many details about the story itself, just some glimpses. This may arouse the students' curiosity, and let them come up with their own stories. You may consider watching the film at an extracurricular meeting with your students.

## Round-Up

### GRAMMAR

- 1 The answers:** 1. He may have caught a cold. 2. He can't have missed the bus. 3. I must have left it at home. 4. I shouldn't have told him the truth. 5. They must have had a quarrel. 6. I may have made a mistake. 7. I should have prepared for the test.
- 2 Possible answers:** 1. I should have finished the project on time. / I should have followed the plan I made. 2. I shouldn't have followed my friend's advice. / I should have joined the reading club. 3. I should have spent more time to get ready for my exam. 4. I shouldn't have missed the deadline.
- 3 The answers:** 1. correct; 2. submit; 3. correct; 4. not take; 5. correct.
- 4 The answers:** 1. May be working. 2. Must be burning; 3. Should be studying. 4. Must

be kidding. 5. may be studying/ may be sleeping.

- 5 The answers:** 1. Although I was tired, I exercised. 2. As it was cold outside, we didn't go out. 3. He accepted the job because of the high salary. 4. We are not close friends although we have known each other for a long time. 5. Despite feeling ill, Ann insisted on going to work.

### VOCABULARY

- 6 The answers:** 1. inevitable; 2. resist; 3. improved; 4. tackle; 5. substantially; 6. enable; 7. paramount; 8. virtually.
- 7 The answers: (I)** 1. – b; 2. – c; 3. – a. **(II)** 1. – brought about; 2. – speak out; 3. – come out of; 4. has brought about; 5. spoke out.
- 8 The answers:** 1. differences; 2. successful; 3. beliefs; 4. absurdity; 5. impression.



## Lesson 1

## Cross-Cultural Exchanges

## SPEAKING

- 1 This activity is designed to boost students' speaking skills. They should activate their prior knowledge related to what culture means and what exactly is exchanged. You may nudge them to give the tangible cultural elements that can be "exchanged", such as: food, language, traditions, festivals. Ask them what is the first element that foreigners coming to a country are exposed to (e.g. the language, and the traditional food).
- 2 The activity is intended to activate students' schemata. Students are expected to recognize some traditional food of the English-speaking countries as well as Moldovan culture. **The answers:** 1. *The traditional English tea*; 2. *The so-called American summer barbecue*; 3. *The traditional Moldovan food, including placinte and vertute*; 4. *The traditional Canadian maple syrup served on pancakes*. Encourage the students to identify the food on the pictures.
- 3 This activity is meant to boost the students' speaking skills and creativity. It targets also the development of mediation skills. Scaffold the preparation process by monitoring their group work.
- 4 This speaking activity activates the knowledge the students have about their own culture. It encourages them to think critically about the pluses and what they see as minuses in their culture.

## PROJECT WORK

- 5 Students need extra time to prepare the cultural fair. Offer the scaffolding they need in the process of preparation. Encourage them to study their chosen culture thoroughly. Provide a list of resources including links to trustworthy websites. Set the timeline. For example, you may consider organizing the fair in a week. This means that in other lessons you may allot some time to checking on their progress and seeing if they need your help.

## READING

- 6 It's a pre-reading activity meant to arouse the students' curiosity. They are expected to speak and think critically. It's also a creative task as they are asked to imagine what a foreigner may say and how they may react to our culture.
- 7 This is also a pre-reading activity, only it aims to activate their schemata related to the concept of the American Dream. Encourage the students to come back to their spidergram after having read the text, and see if they would like to add anything to it.
- 9 **Possible answers:** 1. It looks like Valeria didn't experience a cultural shock as she didn't feel disoriented. Instead, she was shocked by the extremely cold weather. She humorously recounted what helped her: worm clothes, hot chocolate and her

dogs. 2. The Americans' involvement in their community, their eagerness to engage in volunteering. 3. She was thrilled to talk to the members of Congress, to attend a basketball match, and to walk the streets of Washington DC. 4. It's all about courage and the commitment one puts into their work. 5. She wanted to raise awareness of one of the biggest issues in our country, i.e. corruption. This is her way of fighting it.

You may challenge the students to go the extra mile and look for and listen to one of Valeria's podcasts in English or listen to her short presentation on Hague's Talk. The link: <https://www.youtube.com/watch?app=desktop&v=unGwpT5t-uQ>

- 10** This activity targets the revision of reported speech. **The Answers:** 1. Radu said that Valeria had worked hard to realize her goal to study in the USA. 2. He said she had applied for the FLEX program to broaden her horizons. 3. He said he admired her desire to change something in our country (you can explain why "our" is the correct variant in this context). 4. He said he wondered what the Moldovan Dream is (you may explain why "is" is the most appropriate variant, and not "was").
- 11** You can encourage the students to imagine that they were asked to help Radu determine what the Moldovan Dream would be. This activity will boost their 21<sup>st</sup> century skills alongside speaking skills.

## VOCABULARY

- 12 The answers:** 1. main, most important, essential; 2. the majority of; 3. harsh/intolerable; 4. affect, to have an effect; 5. worldwide.
- 13 The answers:** 1. for; 2. to; 3. to; 4. with; 5. towards.
- 14 The answers:** 1. raise; 2. rise; 3. set; 4. sit; 5. adapt.

## GRAMMAR

- 15 The answers:** 1. USA; 2. Republic of Moldova; 3. Romania; 4. Mississippi; 5. Sahara; 6. UK; 7. Hague; 8. USA.
- 16** Encourage them to use names of places from English speaking countries when naming the places they'd like to visit.

## LISTENING & WRITING

- 17** Suggest the following vlog: <https://www.youtube.com/watch?v=qoqiWVvF5IA>  
You suggest they skip the commercial part.
- 18** Encourage students to create their own comprehension questions and ask their partner. This way they will learn from one another some details they might have overlooked.
- 19** Ask students to write down extensive comments, pointing to concrete moments in the vlog they particularly like. You may revise the netiquette rules with them.
- 20** This task is meant to develop their speaking skills, collaboration and creativity. It may require more time. You may consider it as a task for integrated-skills section in the ROUND-UP part of this unit.

# Lesson 2

## Diversity. Inclusion. Equity.

### SPEAKING

- 1 This is a lead-in activity. The students get the first glimpse of the topic through discussion and collaboration. You may consider having the definitions ready in case the students find it difficult to come up with their own understanding. However, insist on eliciting from them how they understand these terms.
- 2 This activity is context setting. It targets the development of the students' speaking skills, critical thinking, collaboration, and mediation skills. Monitor their group work. Scaffold the process by providing the necessary help. E.g. you can point some points to start their discussion, such as: in order to have a more inclusive society, more inclusive policies should be adopted, or in order to have equity, people should be provided resources on their individual needs.
- 3 This activity is designed to boost students' speaking skills.
- 4 The role play will boost students' speaking skills, on the one hand, and will raise awareness of the problems people with disabilities face, on the other. The purpose of this activity is to show how much still needs to be done in our society on this issue. The students are expected to come up with their own conclusions through discussion and interaction. Similarly, through the role play, they can develop empathy and a deeper understanding of the problems people with disabilities face.

### LISTENING & WRITING

- 5 This is a pre-listening activity, aimed at arousing the students' interest and creativity. It prepares students for their listening activity. From the picture they could get an understanding of the story of Blake Leeper who succeeded against all odds. Nudge them to use the vocabulary activated through previous discussions and pair work (e.g. a person should not identify with the failure).
- 6 The video can be found on YouTube. The link: <https://www.youtube.com/watch?v=ims7lH-G6A&t=2s>  
Encourage the students to engage in a discussion and decide on the main message reflected in the video. Remind them they can use the subtitles or follow the tapescript.
- 7 **The answers:** 1. False: USA; 2. True; 3. False: He was born without legs; 4. False: In the video, Blake says that he experienced being discriminated several times in the past. 5. True; 6. True.
- 8 Offer scaffolding in the preparation process. Provide guidance and feedback as needed. Make sure the groups assigned their roles, and that everybody participates in the creation of the script. Make sure to set the time limit for the presentation (3 minutes per group). Encourage active listening from the peers. In the discussion part, ask students to reflect on the themes of perseverance, determination, and resilience as they highlighted them in their stories. Conclude by emphasizing the importance of sharing stories of overcoming adversities and educating others.

- 9** This activity should connect Blake's story with Michael Phelps' story. Encourage them to fill in the blanks and present their results. The idea is to show that most probably they all share the same commitment, yet, in Blake's case he didn't allow his disability to stay on the way to his success. Probably one of the main conclusions would be that they excelled in different sports, and that Blake had a disability. Otherwise, they share the same personality traits winners have.
- 10** This activity helps the students to express their empathy, support, and admiration through writing. It will also target the revision of the specific structure and language used in letters. You may consider revising that.

## READING

- 11** You may consider using Think – Pair – Share after reading. Students are encouraged first to think, then to pair up with a partner and discuss their ideasxxx. Finally, they share the conclusion they arrive at. They should remember Pierre de Coubertin's idea that taking part in a competition is not so much about winning as it is about the resilience and effort one is ready to put in to fight against all the odds.

- 12** This activity is intended to make the students think critically. They are expected to share their own perception of Ben's story and the way it impacted them. Alongside the development of speaking skills and critical thinking, it also targets the development of empathy.

## VOCABULARY

- 13** **The answers:** 1.- c; 2. – d; 3. – a; 4. – e; 5. – b.
- 14** **The answers:** 1. alter; 2. impair; 3. posture; 4. compassion; 5. siblings.
- 15** **The answers:** 1. over and over again; 2. doesn't come easy; 3. bear in mind; 4. let alone; 5. against all odds.
- 16** **The answers:** 1. doesn't come easy to me. 2. to bear in mind; 3. over and over again.

## GRAMMAR

- 17** **The answers:** 1. The Empire State Building. 2. The Savoy. 3. The Louvre. 4. The White House. 5. Luton Airport. 6. The Royal Mile. 7. The Colosseum.
- 18** **The answers:** 1. *Heathrow Airport*; 2. *Richmond Park*; 3. *the Tower of London*; 4. *the BBC World Service*; 5 *the University of Oxford*; 6. *McDonald's*; 7. *Oxford Street*; 8. *the London Gazette*; 9. *the British Museum*; 10. *Harrods*; 11. *Windsor Castle*; 12. *the Statue of Liberty, the United States, France*.

# Lesson 3

## Defining Beauty Standards

### SPEAKING

- 1** This is a lead-in activity. Encourage the students to express their own ideas and imagine what the young girl is feeling (e.g. sadness, low self-esteem)

- 2** This activity sets the context for the topic of the lesson. Encourage students to share personal views and experiences. It targets primarily the development of the students' speaking skills.

3 This group activity is meant to boost further their communication and get a better understanding of the topic. Play the ads to the students and ask them to reflect on the key messages they reflect. The links:

<https://www.youtube.com/watch?v=X-qX-nzWUdc>

<https://www.youtube.com/watch?v=z2T-Rh838GA>

4 This debate has the purpose to help students develop their critical thinking and articulate arguments. The topic of the debate is both educational and engaging. The students are expected to relate to it. As it requires time to prepare, you may devote two lessons for this task. At the first lesson, you split the class into two teams. Help them assign roles, explain the rules, and, if needed, offer the links to credible sources worth considering. Organize the debate at the next lesson, having the role of moderator and timekeeper. After the debate, offer constructive feedback focusing on language use, argument structure, and delivery. Encourage the students to give each other feedback.

5 This reading activity is meant to help the students gain knowledge related to why social media can have a negative effect on young people's perception of their own body. This is also an interdisciplinary activity as the students are asked to insert the right numbers in the right chart. Encourage the students to say what they think about the figures. You may ask them to reflect why young girls are more affected than young boys in the findings presented in the article.

**You can also divide the reading in two parts.** Before reading Ana's story, you can ask them to predict what the second part of the article is about.

6 This activity is meant to boost the students' critical thinking while speaking in English. The answers aren't necessarily found in the text. **Possible answers:** 1. They are the most vulnerable at this age. They lack self-confidence, they are insecure. They still try to understand themselves. 2. The students will rely on their own perception and experience when answering this question. 3. She was under the influence of the socialite. 4. Her parents and specialized doctors. 5. To help other young people who may feel like she had. To raise awareness of the problem and help tackle it.

7 This is an interactive activity meant to boost the students' communication, collaboration, and creativity. Similarly, it develops their empathy as they are bound to get a better understanding of Ana's problem and how serious eating disorders can be.

## VOCABULARY

8 **The answers:** 1. face; 2. put; 3. follow; 4. make; 5. lost; 6. tackle.

9 **The answers:** 1. among; 2. correct; 3. like; 4. under; 5. correct; 6. as.

10 **The answers:** 1. weight; 2. nutritionists; 3. behavior; 4. painful; 5. anxiety; 6. various.

11 **The answers:** 1. about; 2. to; 3. in; 4. to; 5. to; 6. with; 7. of; 8. to; 9. at.

12 This activity aims to make the students reflect on the vocabulary that can be used while discussing the topic of the lesson. Encourage them to use the words they learned during the speaking and reading parts of the lesson. The purpose of asking them to explain their word choice is to help their critical thinking.

## GRAMMAR

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- 13 The answers:** 1. quite often; 2. quite late; 3. quite surprised; 4. quite old; 5. quite cold; 6. quite tired.
- 14 The answers:** 1. Cities of the future will probably have more parks. 2. It will possibly rain later. 3. The ice caps probably won't melt completely.

## LISTENING

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### **14 The tapescript:**

**Ana:** Hi everyone, welcome back to "The Road to Recovery." I'm your host, Ana. Today's episode is really special to me because I have with me Dr. Emilia Marcu, one of the doctors who helped save my life when I was battling anorexia. Dr. Marcu, thank you so much for joining us today.

**Dr. Marcu:** Hi Ana, thank you for having me. I'm really glad to be here and proud to see how far you've come.

**Ana:** Thank you, Dr. Marcu. It means a lot to me. So, let's start from the beginning. I remember how it all started with me following this famous social media influencer who constantly posted about her strict diet and exercise routines. Even though I had a normal weight for my age, I felt I was too fat. How common is it for teenagers to feel this way because of social media?

**Dr. Marcu:** Unfortunately, it's very common. Social media can have a significant impact on body image, especially for teenagers. Influencers often portray an unrealistic and highly curated version of their lives and bodies, which can lead to feelings of inadequacy and the desire to change one's appearance to match those ideals.

**Ana:** Yeah, that's exactly what happened to me. I started skipping meals, and soon

I wasn't eating at all. It felt like I was in control at first, but then it spiraled out of control. When I was taken to hospital, I was really scared. Can you explain what happens to the body when someone stops eating?

**Dr. Marcu:** When someone stops eating, their body starts to use stored energy to keep vital organs functioning. Over time, this can lead to severe malnutrition, weakening of the heart, muscle loss, and damage to organs. In severe cases like yours, it can be life-threatening. Your body was essentially shutting down when you arrived at the hospital.

**Ana:** That's really scary to think about. I remember feeling so weak and tired all the time. But it wasn't just physical; mentally, I felt trapped. How do you approach treating someone with anorexia, both physically and mentally?

**Dr. Marcu:** Treating anorexia requires a multidisciplinary approach. Physically, we focus on stabilizing the patient's health by reintroducing nutrition gradually and monitoring vital signs. Mentally, it's about addressing the underlying issues related to body image and control. This often involves therapy, including cognitive-behavioral therapy, to help patients develop a healthier relationship with food and their bodies.

**Ana:** Therapy definitely helped me a lot. I remember being so resistant at first, but eventually, it started to make sense. What advice would you give to someone who's in the same situation I was in, or to their friends and family?

**Dr. Marcu:** For someone struggling with anorexia, I would say it's crucial to seek help early. Talk to someone you



trust, whether it's a family member, friend, or healthcare provider. Don't be afraid to ask for help. For friends and family, be supportive and understanding. Encourage the person to seek professional help and avoid making comments about their appearance, which can sometimes make things worse.

**Ana:** That's such good advice. I'm so grateful to my family and friends who supported me through my recovery. And of course, to you and the medical team. One last question, Dr. Marcu: what can we do to help prevent eating disorders in the first place?

**Dr. Marcu:** Prevention starts with education. Educate young people about the dangers of eating disorders and the importance of a balanced diet and healthy body image. Encourage open conversations about how social media can distort reality. Promote body positivity and self-acceptance. It's also important to create an environment where people feel valued for who they are, not how they look.

**Ana:** That's so true. Thank you so much for being here today, Dr. Marcu. Your insights are invaluable, and I hope our listeners find them helpful too.

**16 The answers:** 1. The doctor who saved her life is her guest. 2. Ana was influenced by a famous social

media influencer who posted about strict diet and exercise routine. 3. The body starts using stored energy, leading to malnutrition, weakening, weakening of the heart, muscle loss, and organ damage. 4. Seek help early. Talk to someone you trust, and get professional help. 5. Be supportive and understanding, encourage professional help, and avoid making comments about their appearance. 6. Educate young people about eating disorders, promote open conversations about social media, encourage body positivity, and create a supportive environment.

### **17 The link:**

<https://www.youtube.com/watch?v=MWASeaYuHZo>

This is another listening activity. Students should understand that it calls for self-acceptance and self-love.

## **WRITING**

**18** This task primarily focuses on the development of the students' writing skills. Similarly, it targets the development of their critical thinking and mediation skills. Encourage the students to reflect on their own experience as well as include the conclusions they arrived at after class discussions.

# **Lesson 4**

## **Rethinking Museums**

### **SPEAKING & WRITING**

**1** This is a personalized activity meant to boost the students' interaction. It targets the development of their speaking and

mediation skills, and critical thinking. Encourage them to think of a question they could ask their partner. Monitor the students' interaction and provide help if necessary.



**2 The answers:** 1. The Mauritshuis Museum; 2. The Uffizi Gallery, Florence, Italy; 3. The British Museum, London, UK; 4. The Louvre, Paris, France. Point to the fact the pictures were taken at night. Ask them what they know about the European Museums Night. You can encourage them to read the info note on top of the page.

**3** This activity is supposed to activate students' background knowledge and develop their speaking skills through discussion about famous museum items. The activity, however, is meant to test their attention as well. For example, they should state that **item a** isn't displayed in any of the museums from Exercise 2. It's the Capitoline Wolf that is displayed in front of the National History Museum of Moldova and that Romania donated in 1990. The items b and d are well-known paintings (*Mona Lisa* by Leonardo Da Vinci exhibited in the Louvre and *The Girl with the Pearl Earring* by Vermeer exhibited in the Mauritshuis Museum). However, they should note that there's something unusual about these pictures. Tell them they were created by AI. Finally, item c is the famous *Primavera* (Spring) by Sandro Botticelli that is exhibited in the Uffizi Gallery. Item e is the 2.5-meter, 7-tonne statue of Ramses II displayed in the British Museum.

**4** This writing task may require more time for preparation. It is believed that such a writing task is meaningful and engaging. It provides the context for students to be creative in their writing. In addition, it enhances collaboration and communication.

Encourage the students to brainstorm ideas in the classroom. Monitor their work. Let the groups give feedback and suggestions to each other. Provide help

if needed. Tell them that they should present their booklets in two lessons. Encourage them to offer the booklets to the local museums.

## LISTENING

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**5** This is a pre-listening activity meant to activate the students' background knowledge through collaborative discussion in their small groups. Draw their attention to the time limit. Collect the answers. Do not give them the answers as they are going to watch the TED-Ed and check for themselves. The link:

<https://www.youtube.com/watch?v=MHo928fd2wE>

**6 The answers:** 1. Greek, muses; 2. 530 B.C.; 3. curiosity; 4. 1940s; 5. Louvre; 6. 19.

**7 The answers:** 1. offerings of sculptures, poetic and literary inscriptions, and other tribute paid to the muses; 2. Mesopotamian antiquities; 3. exotic animals; 4. natural specimens, human skeletons, ancient runic texts, and artifacts from the New World; 5. zoo, lecture hall, wax museum, theatre, modern machinery and scientific instruments, and freak show consisting of bears, elephants, acrobats, giants, Siamese twins, a Fiji mermaid, and a bearded lady.

**8** This is another post-listening activity, meant to boost students' creativity, collaboration, and communication skills. Encourage the students to be as creative as possible. Monitor their preparation, and provide help if needed.

## GRAMMAR

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**9 The answers:** 1. news; 2. bread; 3. stairs; 4. paper; 5. toast; 6. chess; 7. lightning; 8. thunder; 9. grass; 10. chocolate.

- 10 The answers:** 1. piece; 2. blade; 3. item; 4. lumps; 5. slice; 6. cubes.

## READING

- 11** It is a pre-reading lead-in activity meant to boost the students' speaking skills through discussion on the topic of virtual museums. Encourage each group to come up with one conclusion and give the reasons why they think so.
- 12** Encourage the students to read the text individually. Consider using the Think-Pair-Share technique here. This activity is meant to develop their critical thinking and communication through reading and discussion.
- 13 The answers:** 1. True; 2. True; 3. False – they love listening to his captivating stories; 4. False – he was challenged by one of his friends; 5. False – he managed to gather a group of think-alike enthusiasts and they work together; 6. True.
- 14** This post-reading activity is meant to enhance the students' speaking skills, boost their creativity and critical thinking. In addition, by narrating

the story in the first-person, they will activate the necessary grammar knowledge.

- 15** This post-reading activity is meant to enhance the students' writing motto skills, boost their creativity and critical thinking. Encourage them to come up with something catchy and memorable. Emphasize the concept reflected in the picture, i.e. teamwork leads to success. You can also tell the students to re-read Dorin's words from the text before doing this activity.

## VOCABULARY

- 16 The answers:** 1. unachievable; 2. gondolier; 3. unstoppable; 4. exhibits; 5. competition; 6. failure, development; 7. certainty; 8. passionate; 9. enthusiast; 10. creation.
- 17 The answers:** 1. have a strong desire; 2. you will surely; 3. Pete was happy; 4. stop you; 5. to remember; 6. forever.
- 18 The answers:** 1. in; 2. about; 3. in; 4. up; 5. with; 6. with.
- 19 The answers:** 1. correct; 2. liking; 3. got used to; 4. make it work; 5. they'll do their best; 6. hold you back.

# Lesson 5

## The Last Frontier

## SPEAKING

- 1** This lead-in activity is meant to raise the students' interest in the topic and activate their schemata. The success spidergram should be presented to the class alongside the plan that can help a person achieve success. The activity aims to develop speaking skills, alongside 21<sup>st</sup> century skills, such as: critical thinking, communication, and

collaboration. Similarly, they have to be creative when thinking about the way they plan to make their presentation.

- 2** This personalized activity is intended to engage students in communicating their own success stories. Emphasize that their success story can be linked to any field, e.g. education, personal life (conflict resolution), sports, hobby, etc. You may consider reminding them that

they started their own journey towards success when they covered the first unit (particularly Lesson 4) and were asked to work on the individual project meant to record their own progress in the development of both hard and soft skills that could be included in their career portfolio.

- 3 This activity gradually leads the students to the grammar topic that is going to be covered during this lesson. **Possible answers:** persistence (n) – determined (adj); discipline (n) – self-controlled (adj); adaptability (n) – adaptable, flexible (adj); resilience (n) – strong-willed (adj); goal-setting (n) – ambitious, focused (adj); work ethic (n) – hardworking, diligent (adj); time management (n) – organized, efficient (adj).
- 4 The students may notice that some adjectives are synonyms to what they have suggested previously. They may notice the way they were formed (e.g. un/in+Adj or N+less). If they do not notice that these are examples of ungradable adjectives, take the opportunity to introduce the grammar topic after the discussion.

## GRAMMAR

- 5 **The answers:** 1. – g; 2. – e; 3. – d; 4. – b; 5. – h; 6. – c; 7. – i; 8. – f; 9. – a; 10. – j.
- 6 **The answers:** 1. – tiny; 2. – brilliant; 3. – essential; 4. – fascinating; 5. – huge; 6. – infuriating.
- 7 This is a semi-controlled activity as you give them the situation, but you do not totally control the language they are going to use. The only condition you set for them is to use non-gradable adjectives in their reaction.
- 8 **The answers:** 1. extremely surprised; 2. very cold; 3. extremely tasty; 4. very crowded; 5. extremely dirty. Pay

attention that *very* and *extremely* can be used interchangeably. You may also explain that non-gradable adjectives and the qualifiers for non-gradable adjectives serve the function of reflecting the speaker's attitude, how strongly they feel about something.

## READING

- 9 This is a pre-reading activity. Encourage the students to make their guesses. Emphasize they should not worry about how correct their answers are. This activity is meant to boost their speaking skills as well as creativity. It will activate their background knowledge schemata. It is also supposed to arouse their curiosity and make the reading more meaningful and interesting.
- 10 In the while-reading activity the students are expected to connect what they read with what they have done in the speaking part and in the previous activity. You may ask some extra questions like: What have you learned about Richard Branson? What surprised you most about him in Sandu's article?
- 11 This is a free activity. The students discuss the qualities they believe made Richard Branson successful.
- 12 This activity is meant to foster the students' creativity and communication skills. Similarly, you can encourage them to use online resources while preparing the interview. This means that their digital skills are targeted as well.

## VOCABULARY

- 13 **The answers:** 1. strengthens; 2. inexperienced; 3. entrepreneurial; 4. achievements; 5. weightlessness; 6. reduction; 7. combination.

- 14 The answers:** 1. – d; 2. – c; 3. – a; 4. – b.
- 15 The answers:** 1. set his mind; 2. makes fun of; 3. achieve success; 4. think outside the box.
- 16 The answers:** 1. took; 2. come; 3. stay; 4. achieved; 5. sets; 6. make; 7. shattered; 8. turn; 9. cover.

## LISTENING

- 17** This is a pre-listening activity meant to boost the students' speaking skills as well as raise their interest.
- 18 The link:**  
<https://www.youtube.com/watch?v=v7kYDBYLM-k>
- 19 The answers:** 1. True; 2. True; 3. False: if you create something exceptional; 4. False: he gives his company as an example of a successful company making a difference; 5. False: contrary to what they teach in business schools, Richard Branson claims he

didn't create business plans for his companies. He simply knew that he had to create the best product, and as a result, more money comes in than goes out at the end of the year.

## WRITING

- 20** This personalized activity primarily focuses on the development of the students' writing skills. Similarly, it targets the development of their critical thinking. Encourage them to reflect, and bring their own stories. Tell the students that they can go an extra mile and learn more details about Richard Branson. For example, a fact about him is that he is dyslexic.
- 21** This is a creative writing task. Encourage students to think outside the box when approaching the task. You may ask them to share their stories on the class site and comment on each other's story.

# Round-Up

## GRAMMAR

- 1 The answers:** 1. *Netherlands*; 2. *Republic of Ireland*; 3. *Portugal*; 4. *Thames*; 5. *Sahara*; 6. *UK*; 7. *Hague*; 8. *USA*; 9. *Pennines*; 10. *Bahamas*.
- 2 The answers:** 1. *loaf*; 2. *piece*; 3. *flight*; 4. *clap*; 5. *sheet*.
- 3 The answers:** 1. *extremely*; 2. *very*; 3. *absolutely*; 4. *quite*; 5. *quite*; 6. *really*; 7. *really*; 8. *absolutely*.

- 4 The answers:** 1. *like*; 2. *among*; 3. *between*; 4. *among*; 5. *like*; 6. *as*.

## VOCABULARY

- 5 The answers:** 1. *failure*; 2. *celebration*; 3. *unbearable*; 4. *enthusiastic*; 5. *development*; 6. *growth*; 7. *humanity*.
- 6 The answers:** 1. *won*; 2. *launch*; 3. *ahead*; 4. *do*; 5. *find*; 6. *going*; 7. *takes*; 8. *big*; 9. *similar*; 10. *hold*.