



HEYDAR ALIYEV

THE NATIONAL LEADER OF THE AZERBAIJANI NATION

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English

Student Book

as a second foreign language for the 11th grades
of general secondary schools

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1

Look, listen and say. Pay attention to the use of the words.



TRACK 1



1.interruption

something that stops an activity or process for a short time

Studying in a quiet place helps reduce the risk of **interruptions**.



2.consistent

happening in the same way and continuing for a period of time

Consistent revision over time is more effective than studying only once.



3.precise

exact and accurate, with no mistakes

The student made a **precise** calculation to avoid mistakes.



4.to eliminate

to remove or get rid of something completely

Making a study plan can help **eliminate** wasted time.



5.to cram

to try to learn a lot of information in a short time, usually before an exam

Trying to **cram** before an exam often leads to poor results.



6.to feel refreshed

to feel relaxed and full of energy again, especially after resting or sleeping

Short breaks help students **feel refreshed** and focus better.



7.to look forward to something

to feel happy and excited about something that will happen in the future

Students often **look forward to** holidays after a long study period.



8.to procrastinate

to delay doing something that you should do, usually because you do not want to do it

Students who **procrastinate** often feel stressed before deadlines.

2 Complete the gaps with the words/phrases from Task 1.

0. Having **precise** instructions makes it easier to complete assignments properly.

1. Studying in a quiet place without ★★ allows students to focus better and finish tasks more quickly.
2. Many students turn off their phones and close unnecessary apps to ★★ distractions while studying.
3. A(n) ★★ study routine, followed every day, helps students build good habits and improve their results over time.
4. Students who try to ★★ all the information the night before an exam often feel tired and forget important details.
5. After taking a short break or getting enough sleep, students ★★ and are able to concentrate again.
6. When students ★★ instead of starting early, they usually feel stressed as deadlines get closer.
7. Our teacher gives helpful feedback, so we ★★ the next lesson.

3 Match the speakers to the statements. One statement is extra.



TRACK 2

SPEAKER 1

a. This person is looking forward to getting his/her exam results.

SPEAKER 2

b. This person is cramming for the exam.

SPEAKER 3

c. This person feels refreshed after the break.

SPEAKER 4

d. This person avoids procrastinating.

e. This person tries to eliminate distractions.

4 Answer the questions.

- What kinds of interruptions stop you from studying well (for example, phones or people)?
- Can you think of a time when you were not precise and it caused a problem?
- Is it easy or difficult for you to be consistent with your study routine? Why?
- Have you ever crammed before an exam? How did it make you feel?
- What do you do after a long day of studying to feel refreshed?
- Is there anything about studying that you look forward to, such as learning something new, getting good results, or working with friends?
- Is it easy or difficult for you to eliminate distractions when you study? Why?
- Why do you think students procrastinate?



STUDY HABITS

1 Read the quotations. Discuss the questions with a partner.

- Which quotation do you like the most? Why?
- Do you disagree with any of the quotations? Explain your answer.

"The shorter way to do many things is to do only one thing at a time."

Wolfgang Amadeus Mozart

"Procrastination is the thief of time."

Edward Young

"Rest when you're weary. Refresh and renew yourself."

Ralph Marston

"Success is the sum of small efforts repeated day in and day out."

Robert Collier

2 Read the article about good study habits and match the titles (a-i) to the paragraphs (1-8). One title is extra.

- a. Set a Specific Goal for Each Study Session
- b. Take Breaks
- c. Reward Yourself
- d. Eliminate Distractions
- e. Get Plenty of Rest!
- f. Find a Good Place to Study
- g. Keep Assignments Organised
- h. Don't Procrastinate
- i. Have a Consistent Study Schedule



1. A quiet and comfortable environment helps you concentrate better. Try to work in an area without noise or interruptions. Make sure there is enough light and that you have everything you need nearby. Many students choose the same place so that they can work more effectively.
2. Working at the same time each day makes learning easier. Choose fixed hours and try to follow them every day in order to create a routine and turn learning into a natural part of daily life. Pick hours when you feel most awake and focused. Some students learn better early in the day, while others prefer later hours. Regular timing helps you begin more easily.

3. Clear aims help you stay focused. Instead of saying "I will study maths," choose something more precise, such as completing ten problems or reading one chapter. This gives direction and helps you feel proud when you finish.

Before you begin, think about these questions:

- What topic will I work on?
- How much work will I finish?
- What should I understand at the end?

4. Noise and interruptions make learning harder. Switch off your phone or set it to silent mode **in order not to** lose focus. Stay away from social media while working, and let people around you know when you need quiet time. A tidy desk also helps. Keep only necessary materials nearby so your attention stays on the task.

5. Sleep plays a big role in learning. Try to get about eight hours each night. Going to bed and waking up at similar times helps your mind stay fresh. Late-night cramming is not very helpful. When you feel refreshed, you can think more clearly and remember information better.

6. Working for long periods without stopping can reduce concentration. Short pauses help your brain recover. One helpful method is working for 25 minutes and then resting for 5 minutes. After several rounds, take a longer pause **for** better focus and mental recovery. During these moments, stand up, stretch, or walk around. Try not to look at screens. This helps you return with more energy.

7. Motivation increases when there is something pleasant to look forward to. After finishing a task, allow yourself a small treat. This could be a snack, a short activity, or free time. For example, after completing one chapter, relax for ten minutes. Small treats make learning feel more balanced and enjoyable.

8. Delaying work often happens when tasks feel difficult or uninteresting. Instead of waiting until later, start with a small and manageable step **to** make the task feel easier. Beginning early reduces stress and helps you complete your work more successfully. Setting clear deadlines and focusing on the benefits of finishing on time can also help you stay on track and use your time more effectively.

3 Look at the underlined words in the text and complete the sentences below with **so that**, **in order to**, **in order not to**, **for**, or **to**. In some sentences, more than one answer is possible.

1. She studies in a quiet place ★★☆☆ concentrate better.
2. She makes a study plan ★★☆☆ she can finish her work on time.
3. I take short breaks ★★☆☆ better focus and more energy.
4. They plan their study time carefully ★★☆☆ create a daily routine.
5. He takes short breaks ★★☆☆ become too tired.



STUDY HABITS

1 Complete the sentences with *so that, in order to, in order not to, for, or to*. In some sentences, more than one answer is possible.

0. She studies early in the morning to/in order to feel more focused.
1. He turned off his phone ★★ ★ he could concentrate better.
2. They make a study timetable ★★ ★ manage their time well.
3. She checks her work carefully ★★ ★ make any mistakes.
4. We study in the same place every day ★★ ★ create a routine.
5. He uses a planner ★★ ★ better time management.
6. She sits near the front of the class ★★ ★ hear the teacher clearly.
7. My sister starts doing her homework early ★★ ★ feel stressed later.
8. I keep my desk tidy ★★ ★ I can find my books easily.

2 Look at the pictures and make up sentences using the prompts.

0. **Action:** study in the library
Purpose: focus better
Use: *so that*
She studies in the library so that she can focus better.



1. **Action:** study in a quiet place
Purpose: not lose concentration
Use: *in order not to*



2. **Action:** take short breaks
Purpose: more energy and better concentration
Use: *for*



3. **Action:** keep the desk tidy
Purpose: find materials easily
Use: *so that*



4. **Action:** write notes carefully
Purpose: understand the lesson
Use: *in order to*



5. **Action:** study together
Purpose: help each other
Use: *to*



3 Complete the sentences.

0. I listen to music for relaxation while studying.
1. I revise my notes after class so that
 2. She studies in the evening in order to
 3. He leaves his phone in another room in order not to
 4. We read the instructions carefully to
 5. He keeps his notes organised for
 6. She studies with a friend in order to
 7. He takes short breaks while studying in order not to
 8. They study very hard every day so that



4 Listen to five extracts and answer the questions. Use the expressions given in brackets.



SPEAKER 1

Why does the speaker rewrite her notes after class?
(so that)

SPEAKER 2

Why does the speaker prepare his bag the night before school?
(in order not to)

SPEAKER 3

Why does the speaker listen to calm music while studying?
(for)

SPEAKER 4

Why does the speaker review mistakes after a test?
(in order to)

SPEAKER 5

Why does the speaker explain the lesson to someone else?
(to)

5 Answer the questions. Use *so that*, *in order to*, *in order not to*, *for*, or *to*.

- Do you like studying alone or with other people? Why?
- Do you turn off your phone while studying? Why or why not?
- Do you take short breaks when you study for a long time? Why or why not?
- Do you make a study plan before you start studying? Why or why not?
- Do you avoid social media during study time? Why or why not?



STUDY HABITS

1 Read the statements below. Which ones sound familiar? Then discuss the questions in pairs.

Statements

- "I'll start later."
- "I need to feel motivated first."
- "I have enough time."
- "I'll do it tomorrow."

Questions

- Which sentence do you say to yourself most often?
- Do these thoughts help you or stop you from starting? Why?
- What could you say instead to help yourself start?
- Do you think everyone has these thoughts sometimes?

2 Listen to the lecture on procrastination. As you listen, complete the notes. Use 1–3 words.



Topic:

Procrastination
among teenagers

Procrastination is when a person puts off doing an (1) ★★☆☆, even though this may lead to difficulties later. This behaviour is very common among (2) ★★☆☆, and it is not a sign of being (3) ★★☆☆.

Main causes

School tasks may be too hard or (4) ★★☆☆, especially when students have a lot to do. Instead of studying, many teenagers prefer other activities, such as watching online videos or using their (5) ★★☆☆. A further cause is (6) ★★☆☆, including worry about making mistakes or getting poor results.

Results of procrastination

At first, delaying work may make students feel relaxed for a short time. Later, students often feel (7) ★★☆☆ and complete their work too quickly.

Ways to deal with procrastination

Start working before you feel (8) ★★★.

Small actions, such as opening a book or writing (9) ★★★, can help you focus.

Break large tasks into smaller parts.

Putting the phone in (10) ★★★ helps students focus better.

3

Act out the role play.

Student A

You are a student. You often procrastinate when you need to study or do homework. You know it has a negative effect on your grades and stress level.

- Explain your problem clearly. Give examples (homework, exams, deadlines).
- Talk about how procrastination makes you feel.
- Ask for help or advice.

Useful phrases

- "I usually plan to ... , but then I ... "
- "The problem is that I get distracted by ... "
- "I feel stressed because ... "
- "I want to change this habit, but ... "

Student B

You are a study coach. You listen carefully and show understanding. You ask questions to understand the problem better.

Ask:

- when the problem started;
- what makes it worse;
- how the student feels.

Give two practical pieces of advice.

Useful phrases

- "How does procrastination affect your studies?"
- "What usually stops you from starting?"
- "Have you tried ... ?"
- "I think a good idea would be to ... "
- "Remember that change takes time."

4

A. Complete the form.

My action plan

A task I often put off: ★★★

The main reason: ★★★

One small step I can take: ★★★

I will start on/at: ★★★

B. Share your plan with a partner.



STUDY HABITS

1

Talk about how each study habit can affect teenagers' learning. Discuss whether each one is useful or not. Then decide which study habit is the most effective for both of you and explain why.



Making a study plan or timetable



Taking regular breaks



Studying without a phone



Studying late at night

Giving opinions

- *I think ... is the best study habit because ...*
- *In my opinion, ... helps me focus more.*

Asking for opinions

- *Do you think ... helps you study better?*
- *Which study habit do you find the most useful?*

Agreeing

- *Yes, I agree with you.*
- *That works well for me, too.*
- *I feel the same, especially before tests.*

Making suggestions

- *Maybe we should ... when we study.*
- *I think it's better to ...*
- *We could try ... instead.*

Reaching a decision

- *Let's decide which habit is the most helpful.*
- *I think ... is the best choice for us.*
- *We agree that ... helps us study better.*

What Is a Paragraph?

A paragraph is usually a group of sentences on one topic.

Every sentence in a paragraph is about the same topic.

All of the sentences explain the writer's main idea (the most important idea) about that topic.

A paragraph can give information, express an opinion, explain something, or even tell a short story. The writer organises the sentences logically so the reader can easily understand what the writer wants to say.

A paragraph has a **topic sentence**, which tells the reader the main idea. The topic sentence is usually the first sentence of the paragraph. The last sentence of the paragraph is called a **concluding sentence**, and it restates the main idea in the topic sentence. The other sentences in the paragraph are called **supporting sentences**, and they give more information about the topic. They add specific details and explanations.

1 Read a sample paragraph and decide if the statements are *True* or *False* according to the paragraph.

There are several reasons why students should not procrastinate. To begin with, procrastination makes students feel stressed. If they wait too long to do their work, they must finish it quickly and may make mistakes. They may also not have enough time to check or improve their work. Secondly, procrastination can cause poor results in school. Students who start early usually understand their lessons better and get higher grades. Finally, procrastination can leave students with less time to rest or do something fun. When students manage their time well, they feel more relaxed and confident. These are the reasons why students should not procrastinate.

1. The first sentence introduces the main idea of the paragraph.
2. The paragraph gives three supporting reasons for the main idea.
3. The sentences that begin with "To begin with," "Secondly," and "Finally" introduce supporting reasons.
4. The supporting sentences give examples and explanations about procrastination.
5. The paragraph ends with a concluding sentence.
6. The last sentence introduces a completely new idea.
7. All sentences in the paragraph are connected to one main topic.
8. The paragraph begins with supporting details instead of a topic sentence.

2 A. Read the group of sentences from a weak paragraph about study habits and say what makes it weak.

Firstly, I try to study in a quiet place. I usually study in my room or in the library. Secondly, I take short breaks every 30 minutes. These breaks help me relax and focus again. I also drink water or have a small snack during my break. My favourite snack is chocolate. Finally, I review what I studied at the end of the day.

B. Work in groups and improve the paragraph.



TEST

I. Choose the correct option.

- 1 He studied hard ★★ ★ pass the exam.
☐ a so that ☐ b for ☐ c to ☐ d in order not to
- 2 She turned off her phone ★★ ★ concentrate.
☐ a so that ☐ b in order not to ☐ c to ☐ d for
- 3 He spoke loudly ★★ ★ everyone could hear him.
☐ a in order to ☐ b so that ☐ c for ☐ d because
- 4 They took a taxi ★★ ★ miss the last train.
☐ a in order to ☐ b for ☐ c in order not to ☐ d not
- 5 I'm saving money ★★ ★ buy a new laptop.
☐ a for ☐ b so that ☐ c to ☐ d in order not to
- 6 She wrote the instructions clearly ★★ ★ avoid confusion.
☐ a so that ☐ b in order to ☐ c for ☐ d so
- 7 We need a key ★★ ★ open this door.
☐ a so that ☐ b in order not to ☐ c for ☐ d to
- 8 The company changed its policy ★★ ★ employees could work from home.
☐ a to ☐ b for ☐ c so that ☐ d in order not to

II. Choose the correct option.

1	1. consistent 2. precise 3. refreshed	a. She took a short walk and came back ★★★. b. The weather has been ★★★ this week: cold and rainy every day. c. He used ★★★ words to explain the problem.
---	---	---

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - a, 3 - c
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - c, 3 - a

2	1. cram 2. eliminate 3. procrastinate	a. We need to ★★★ mistakes from the final report. b. Don't ★★★. Start your homework now. c. It's better to study regularly than to ★★★ at the last minute.
---	---	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

3	1. look forward to 2. interrupt 3. put off	a. I ★★★ my favourite class every week. b. Can we ★★★ the discussion until tomorrow? c. Please don't ★★★ me when I'm speaking.
---	--	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

III. Fill in the gaps with the words/phrases below. You may need to change the form of some words/phrases.



Aylin is a student with very good study habits. She studies in a 1) ★★★ way every day, so she does not 2) ★★★. When she studies, she tries to 3) ★★★ distractions, such as her phone or loud noises. She takes very 4) ★★★ notes and always follows a clear study plan.

Aylin never waits until the last minute to 5) ★★★ for exams. Instead, she studies a little every day, which helps her remember information better. After studying, she takes short breaks, and this helps her feel 6) ★★★. Because of her good habits, she feels calm and confident. Last week, she took a very important exam, and now she 7) ★★★ getting her exam results.



1

Look, listen and say. Pay attention to the use of the words.



TRACK 5



1. to value

to think something is important and worth having or doing

I **value** healthy food because it helps me stay strong.



2. in a rush

in a hurry and without much time

When I am **in a rush**, I sometimes choose fast food instead of cooking.



3. convenience

something that makes life easier or saves time

Many people buy ready meals for **convenience**.



4. to consume

to eat or drink something

Doctors say we should not **consume** too much fast food.



5. nutritious

containing many of the substances the body needs to be healthy

Nuts and fruit are **nutritious** snacks.



6. to nourish

to give food or other substances needed for health and growth

Fresh food **nourishes** the body and mind.



7. to challenge

to make something difficult in a way that tests your ability

Changing your eating habits may **challenge** you, but it can improve your health.



8. satisfied

feeling happy because a need or wish has been met

He feels **satisfied** after one portion of food.

2 Complete the gaps with the words/phrases from Task 1.

0. Some people choose fast food for **convenience** instead of cooking traditional meals.
1. People in Azerbaijan ★★☆☆ traditional dishes like plov and dolma.
2. Traditional Azerbaijani dishes ★★☆☆ the body with natural ingredients.
3. I felt ★★☆☆ after eating a big plate of homemade plov.
4. I often skip breakfast when I am ★★☆☆, though I know it is not good for my health.
5. It can ★★☆☆ you to cook every day after work, especially when you feel tired.
6. Even simple food can be ★★☆☆ if it includes fresh and natural ingredients.
7. If you ★★☆☆ too much fast food, you may start to feel tired and unhealthy.

3 Match the speakers to the statements. One statement is extra.



SPEAKER 1

a. This person is often in a rush in the morning.

SPEAKER 2

b. This person values traditional food from his/her country.

SPEAKER 3

c. Preparing healthy meals challenges this person.

SPEAKER 4

d. This person wants to consume more nutritious food.

e. This person avoids consuming unhealthy snacks.

4 Discuss the questions.

- What do you usually eat when you are in a rush before school?
- Do you feel satisfied after eating fast food, or do you get hungry again soon?
- Do you think teens consume too many sugary snacks? Why or why not?
- Is convenience more important than health when choosing snacks? Why or why not?
- Do you value homemade food more than food from restaurants?
- Do you think school cafeterias should sell more nutritious meals?
- Why is it important to eat meals that nourish you during exam time?
- Have you ever challenged yourself to avoid fast food for a month? How did it go?

SLOW OR FAST?

1 Work in pairs and discuss the statements.
Do you agree or disagree? Explain your answers.



Fast food is always bad.

Cooking at home is difficult.

Eating together is important.

Cheap food is usually unhealthy.

2 Read the text and complete it with the missing sentences.
There is one extra sentence.

- A.** Without access to healthy ingredients, people cannot live well or feel strong.
- B.** But there is another way to eat that many people have forgotten.
- C.** In response, Carlo Petrini started a movement to protect local food.
- D.** Many experts also say that cooking at home can help people build healthier habits.
- E.** These moments show that eating can be something to look forward to, not just a quick task.
- F.** Because of this, they sometimes do not notice what they are eating.

"Slow food is a way of life that values good food and enjoyment," said Carlo Petrini, the founder of the *Slow Food* movement. His idea challenges a common habit today: doing everything too fast. Many people choose fast food because it is cheap, easy, and ready in minutes. We all know what it is like to eat a quick burger or order food that comes very fast. 1) ★★ It is called slow food.



In modern society, **a number of** people eat in a rush. They eat while watching videos, checking messages, or using social media. 2) ★★★ As a result, meals become routine actions instead of enjoyable moments. The *Slow Food* movement wants to change this habit. It encourages people to slow down and pay attention to their food. This idea reminds us that eating should engage our senses - taste, smell, and sight - rather than simply fill our stomachs.

The *Slow Food* movement began in 1986 when a fast-food restaurant opened in Rome and upset many Italians. They had always valued traditional cooking, so they worried that fast food would damage their culture. They believed that **neither** convenience **nor** low prices were good reasons to eat fast food. 3) ★★★ **The number of** people who supported his idea was small at first, but over time it grew into a global network with supporters in more than 160 countries.

In 2006, the movement introduced its slogan: "Good, clean, and fair food for all." This message shows that food is more than something we consume. It is important for life and wellbeing. Nutritious food gives us energy, supports our health and helps us grow. 4) ★★★ For this reason, many supporters of the movement believe that good food should be considered a basic human right.

Food also plays an important social role. Sharing meals can bring people together, whether they are family members, friends, or even strangers. In many cultures, people sit together for long conversations during meals. **Not only** the food **but also** the time spent together makes eating enjoyable. 5) ★★★

Choosing slow food does not always mean spending hours cooking; it means giving more time and attention to what we eat. When we slow down and prepare food that nourishes the body and mind, we often feel more relaxed and satisfied.

3 Discuss the questions.

- Do you think slow food is healthier than fast food? Why?
- Is slow food possible for busy people?
- How can slow food help families spend more time together?

4 Look at the sentences with the boldfaced expressions in the text and complete the rules with the phrases below.

neither...
nor

the number
of

not only...
but also

a number
of

Rules

1. ★★★ means many, so use a plural verb with it.
2. ★★★ means "the total number of", so use a singular verb with it.
3. In the expressions *either... or*, ★★★ and ★★★, the verb agrees with the noun closest to it.



SLOW OR FAST?

1 Complete the sentences with *either ... or*, *neither ... nor*, *not only ... but also*.

0. Healthy food is important. ***Not only*** fruit ***but also*** vegetables help your body grow strong.
1. ★★ fast food ★★ sugary drinks can nourish your body properly.
2. I was in a rush this morning. ★★ my sister ★★ I had time for breakfast.
3. A balanced meal can ★★ satisfy you ★★ give you energy for the day.
4. There is only one ticket. ★★ my sister ★★ one of my brothers is going to the cinema.
5. ★★ junk food ★★ snacks with too much sugar are good for your health.
6. There is only one apple, so ★★ the boy ★★ the girl is going to eat it.
7. She values healthy meals because they ★★ nourish the body ★★ improve mood.
8. ★★ your teacher ★★ your friends encourage you to eat nutritious meals.
They all want you to stay healthy.

2 Choose the correct options to complete the sentences.

0. Neither fast food nor sugary drinks ***is / are*** good for your health.
1. A number of teenagers ***prefers / prefer*** snacks to full meals.
2. Not only vegetables but also fruit ***is / are*** important for a healthy diet.
3. Neither skipping breakfast nor eating late at night ***helps / help*** your body.
4. The number of students who eat healthy lunches ***is / are*** increasing.
5. Either your parents or your teacher ***encourages / encourage*** you to eat well.
6. Not only junk food but also sugary drinks ***causes / cause*** health problems.
7. A number of people ***chooses / choose*** quick meals because they are always in a rush.
8. The number of unhealthy snacks in shops ***is / are*** increasing every year.

3 Listen and choose the correct option.



1. a) Neither Ali nor Ahmad is coming to the party.
b) Not only Ali but also Ahmad is coming to the party.
2. a) Either Sara or Lina is bringing snacks.
b) Neither Sara nor Lina is bringing snacks.
3. a) A number of students eat lunch outside.
b) The number of students who eat lunch outside is small.
4. a) Not only my brother but also my friends like juice.
b) Neither my brother nor my friends like juice.
5. a) The number of students who drink water is high.
b) A number of students choose soft drinks.

4 Look at the photos and complete the sentences using the prompts.
Pay attention to subject–verb agreement.

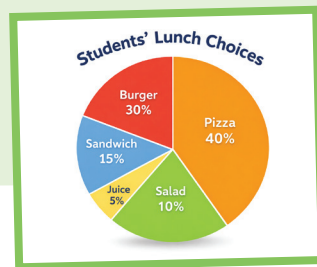
0. *neither / apples / nor / chocolate / be / her favourite snack*
Neither apples nor chocolate is her favourite snack.



1. *a number of / students / bring / lunch boxes from home*



2. *the number of / students who choose salad / be / low*



3. *not only / my brother / but also / my friends / drink / juice*



4. *either / the boy / or / the girl / be going to eat / the sandwich*



5. *neither / the boy / nor / the girl / like / vegetables*



5 Do a survey about the eating habits of your classmates. Then prepare a report.

Use: *a number of..., the number of..., either...or, neither...nor, not only...but also.*

1. How often do you eat fresh fruit and vegetables?
2. How many days a week do you eat fast food or unhealthy snacks?
3. How many glasses of water do you drink in a day? (approximately)
4. How often do you eat meals with your family?
5. On average, what time do you usually have dinner?
6. Do you usually choose healthy food or convenience food?



SLOW OR FAST?

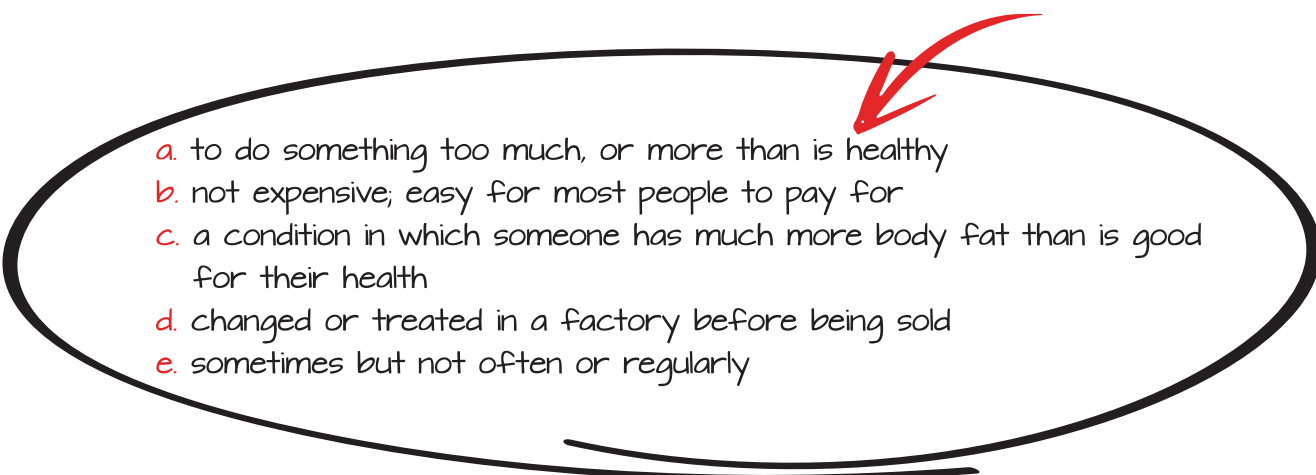
1 Work in pairs and discuss the question.

- Why do teenagers eat fast food? Give at least three reasons.



2 Read the sentences. The words in bold are used in the recording. First, guess the meanings of the words. Then match the words (1-5) to their definitions (a-e).

1. Fast food is often cheap and **affordable**, so many teenagers can buy it without worrying about their budget.
2. Doctors warn that eating too much unhealthy food can lead to **obesity**, which can cause serious health problems later in life.
3. Many ready-made meals are **processed**, so they don't come directly from farms.
4. I enjoy fries, but I try not to **overdo** it because eating too many isn't good for me.
5. I don't eat fast food every day — only **occasionally**, maybe once or twice a month.

- 
- a. to do something too much, or more than is healthy
 - b. not expensive; easy for most people to pay for
 - c. a condition in which someone has much more body fat than is good for their health
 - d. changed or treated in a factory before being sold
 - e. sometimes but not often or regularly

- 3** Listen and decide whether each speaker is mainly for eating fast food, against it, or has a mixed opinion.



- 4** Listen again and match each speaker with the detail they mention.



- A. became interested in healthy eating through lessons.
- B. chooses food after seeing it online.
- C. says eating at a fast-food restaurant is a way to spend time with friends.
- D. realised fast food affected academic performance.
- E. says fast food is an easy solution when people are too busy to cook.

- 5** Act out the role play.

Student A

You love fast food and eat it very often. You don't think it's a big problem.

- Explain why you like fast food so much.
- Describe when and where you usually eat it.
- Give reasons why you think it's okay.
- Defend your opinion when your friend disagrees.

Student B

You are strongly against fast food and you are worried about your friend. You think your friend should stop eating it immediately.

- Explain why fast food is harmful.
- Warn him/her about possible health problems.
- Try to convince him/her to stop eating it.

SLOW OR FAST?

1 Work with your partner. Look at the pictures and compare the different places where people eat. Talk about:

- what people usually eat at each place;
- the advantages and disadvantages of eating there.

Then decide where you would prefer to eat together and explain why.



Eating at home



Eating at a fast-food restaurant



Eating at a school cafeteria



Eating at a fancy restaurant

Describing

- In this picture, people are eating ... It looks like they are having ...
- Usually, people eat ... at this place.

Talking about advantages

- One advantage is that ...
- A good thing about this place is ...
- It's convenient because ...

Talking about disadvantages

- One drawback is that ...
- The problem with this place is ...
- It might be unhealthy because ...

Giving opinions

- I think eating at ... is better because ...
- In my opinion, this place is the best option.

Reaching a decision

- So, which place should we choose?
- Let's choose ... because ...
- I think ... is the best option for us.

What is a Topic Sentence?

- It usually comes at the beginning of a paragraph.
- It tells the topic of the paragraph.
- It gives an idea about what the paragraph will discuss.

Don't say something too obvious in the topic sentence.

Bad: *Fast food is a kind of food.*

Good: *Fast food has significantly changed modern eating habits.*

Don't give too many details in the topic sentence.

Bad: *Fast food restaurants offer burgers, fried chicken, pizza, sandwiches, sugary drinks, desserts, and many other meals that attract customers because they are cheap and quick to prepare.*

Good: *Fast food restaurants attract customers through convenience and affordability.*

Don't start the topic sentence with "This paragraph is about..." or "I will write about..."

Bad: *This paragraph is about the dangers of fast food.*

Good: *Fast food consumption has become a serious public health concern.*

The Elements of a Topic Sentence

The two elements of a topic sentence are:

- the main subject
- a controlling idea

Unhealthy food can have long-term effects on human health.

→ **Unhealthy food** = main subject

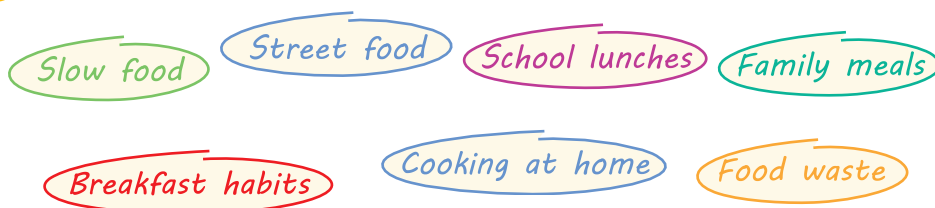
→ **can have long-term effects on human health** = controlling idea

From this topic sentence, we know the paragraph will discuss how unhealthy food affects human health over time.

1 Read the topic sentences and decide whether they are effective or weak. If the topic sentence is effective, identify the main subject and the controlling idea.

1. Many university students depend on takeaway meals because of their busy schedules.
2. I will discuss the advantages of eating homemade food.
3. The slow food movement helps preserve local cooking traditions.
4. Fast food chains provide customers with spicy chicken meals, milkshakes, salads, fries, desserts, and breakfast menus throughout the day.
5. Eating processed meals too often may reduce overall quality of life.
6. This paragraph is about why some families prefer cooking at home instead of eating out.

2 A. Work in pairs and write one effective topic sentence for each topic below.



B. Exchange your topic sentences with another pair and give feedback.

TEST

I. Choose the correct option.

- 1** A number of students ★★ absent yesterday.
☐ a have been ☐ b has been ☐ c was ☐ d were
- 2** The number of cars in the city ★★ increasing since 2020.
☐ a was ☐ b has been ☐ c is ☐ d have been
- 3** Neither the teacher nor the students ★★ ready right now.
☐ a is ☐ b has been ☐ c are ☐ d have been
- 4** Either the managers or the worker ★★ responsible for the mistake last week.
☐ a have been ☐ b has been ☐ c was ☐ d were
- 5** Not only my brother but also my parents ★★ at home at the moment.
☐ a has been ☐ b was ☐ c are ☐ d have been
- 6** A number of problems ★★ appeared recently.
☐ a has ☐ b is ☐ c have ☐ d was
- 7** The number of visitors ★★ very high last year.
☐ a are ☐ b have ☐ c was ☐ d is
- 8** Neither the players nor the coach ★★ happy yesterday.
☐ a are ☐ b were ☐ c was ☐ d has

II. Complete the sentences with the correct words.

1 1. value 2. challenge 3. consume	a. The doctor advised him to ★★★ less sugar. b. This puzzle will ★★★ even experienced problem-solvers. c. Many employers ★★★ workers who can solve problems independently.
--	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - c, 2 - b, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - c, 3 - a

2 1. in a rush 2. affordable 3. nutritious	a. Fresh vegetables are more ★★★ than processed food. b. She left the house ★★★ because she was late for work. c. Public transport should be ★★★ for everyone.
--	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - a, 3 - c
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - c, 3 - a

3 1. obesity 2. convenience 3. occasionally	a. Online shopping offers great ★★★ for busy people. b. The bus is usually on time, but it is ★★★ late. c. Eating too much fast food may increase the risk of ★★★.
---	--

☐ a 1 - c, 2 - a, 3 - b
 ☐ b 1 - b, 2 - a, 3 - c
 ☐ c 1 - a, 2 - c, 3 - b
 ☐ d 1 - b, 2 - c, 3 - a

III. Fill in the gaps with the words below.



Aliya has always cared about her health, but last year her routine changed. She started a new job and was often **1)** ★★★, so she began choosing food for **2)** ★★★ instead of quality. Most days she ate quick meals that were **3)** ★★★, but many of them were processed and not very **4)** ★★★. They filled her up, yet they didn't really help her body stay strong.

After a few months, Aliya noticed she felt tired more often and didn't have much energy. When she visited her doctor, she learned she had gained weight and was at risk of **5)** ★★★. The news really made her rethink her habits. She realised she had started to **6)** ★★★ it with fast food and sugary drinks. Even though she felt satisfied right after eating, the feeling didn't last.

So, Aliya decided to make some changes. Now she cooks simple meals at home and eats fast food only **7)** ★★★. She says the experience taught her an important lesson: quick and easy choices may save time, but taking care of your health matters more.





THE ART OF COMMUNICATION

1

Look, listen and say. Pay attention to the use of the words.



TRACK 9



1.to communicate

to share information with others by speaking, writing, moving your body, or using other signals
It's important to **communicate** clearly so people don't get confused.



2.to react

to act in a particular way as a direct result of something else
It's interesting how she will **react** when she hears the news.



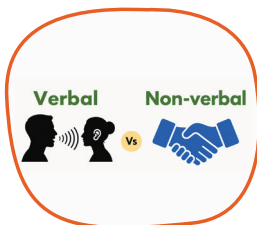
3.gesture

a movement of the hands, arms, or head, etc. to express an idea or feeling
As they didn't understand our language, we used signs and **gestures** to show them the way.



4.to gossip

to talk about other people's private lives often in an unkind way
Stop **gossiping** and do your work.



5.non-verbal

not using words, or not relating to the use of words
Eye contact is an important **non-verbal** signal.



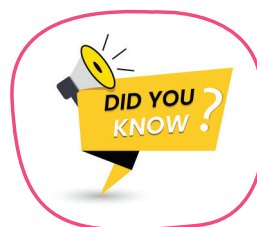
6.to clear up something

to remove doubts, confusion, or wrong ideas
I hope this explanation **clears up** any confusion.



7.misunderstanding

a situation in which a comment, an instruction, etc. is not understood correctly
He explained everything very carefully to avoid any sort of **misunderstanding**.



8.rumour

an interesting story or piece of news that may or may not be true, that spreads quickly from person to person
You need to check facts before believing **rumours** about your friends.

2 Complete the gaps with the words from Task 1.

0. False **rumours** can seriously damage a person's reputation.
1. Body language helps us ★★ better when we talk face to face.
2. Smiling is a type of ★★ communication.
3. She made a friendly ★★ to say hello.
4. A ★★ can happen if people don't listen to each other carefully.
5. An email was sent to ★★ the confusion about the location of the meeting.
6. It can hurt people when others choose to ★★ about them.
7. He needed some time to ★★ to the unexpected comment.

3 Listen and match the speakers to the statements. One statement is extra.



SPEAKER 1

a. Gossip and rumours can damage relationships.

SPEAKER 2

b. Reacting calmly helps avoid problems in communication.

SPEAKER 3

c. Non-verbal communication, such as gestures, helps people get their message across.

SPEAKER 4

d. Talking openly can help clear up a misunderstanding.

SPEAKER 5

e. Communicating clearly helps avoid misunderstandings and problems.

f. A gesture caused a serious misunderstanding for the speaker.

Verb:
to communicate

Noun:
communication

4 Discuss the questions with a partner.

- Can body language cause misunderstandings? How?
- In which situations can non-verbal communication influence meaning more than words? Give examples.
- Is it easier to clear up misunderstandings in person or by message?
- How can poor communication lead to conflicts?
- How do people usually react to criticism and what is the best way to respond to it?
- How can gossiping damage trust in friendships?



THE ART OF COMMUNICATION

1 Walk around and talk to your friends.

Find someone who ...

1. has a pet that understands simple instructions.
2. believes animals can understand human emotions.
3. has heard or read that plants may communicate.
4. knows about how ants communicate with each other.
5. thinks trees can warn other trees about danger.
6. believes technology can help us understand plants and animals better.
7. believes plants can react when people touch them.

fungi – any of various types of organisms that get their food from decaying material or other living things

to interact – to communicate with someone or react to something

2 Read the text and decide if the sentences are True, False or Not Given.

- 1. Data representation through visuals requires detailed planning.
- 2. Sonification can decrease the burden of looking at the screen all the time.
- 3. Plants may exchange information with other plants via signalling.
- 4. Plants make music as humans do.
- 5. Most plant movement is visible to humans.
- 6. Plants create stronger signals when they are active or stressed.

How does sound help us communicate data?

Sonification is the process of turning data into sound so people can understand information by listening instead of looking.

Scientists study sonification because the human ear is very good at noticing patterns. When a sound suddenly changes, people react quickly and sometimes people notice problems faster through sound than through visuals.

Visual data such as charts and graphs require people to look carefully and can sometimes overload attention. If a pilot or doctor had to watch a screen all the time, they would get tired. That is why sonification is often used in medicine, engineering, and environmental monitoring.

Sonification keeps information present through sound, so listeners can notice changes immediately. Visuals are better for showing exact details, while sound is better for awareness and timing. Together, visuals and sound give a more complete understanding.

If plants could talk, how would they do that?

Plants are not silent or passive. They are always reacting to their world. Underground, roots connect with fungi in large networks. These networks may help plants share nutrients and chemical signals. Scientists sometimes call this the “wood wide web.” This is communication — just not with words. It is like when people use non-verbal communication: we interact with each other, but instead of using words we use gestures. Imagine a plant could communicate with you, like your friends do. Not to gossip or spread rumours, not with words or emojis, but through sound. This is where bio-sonification comes in — a cool mix of nature, science, music, and technology.

Bio-sonification is a way to turn data from plants or fungi into sound. Even if it sounds like music, the sounds come from recorded data rather than from plants making music themselves. They send tiny electrical signals inside their bodies. These signals react to light, water, touch, and stress. Special tools can read this data and change it into sound. So when we hear plant sounds, we are not hearing a voice — we are hearing information.

Why does bio-sonification matter today?

As plants move very slowly, we cannot see most of what they do. That is why we often ignore them. Fortunately, bio-sonification makes their activity easier to notice. **If we only looked at plants, we would misunderstand how alive they are.** Listening helps us understand and respect them more.

When plant data becomes sound, hidden activity becomes easier to notice. We can hear when a plant is active or stressed. This helps people feel more connected and respectful toward nature. Listening can build empathy — not because plants are human, but because they are alive.

Musicians and scientists now work together using bio-sonification. Artists use plant data to create music while scientists use sound to study plant health and stress. The important idea is listening, not controlling.

Bio-sonification can help people care more about the environment. It makes problems like climate stress and plant health easier to understand. In this way we can clear up problems more effectively.

Humans are not above nature. We are part of a living system. When we listen closely, we may learn how to protect it better.

3 Time to reflect.

- Why do scientists call plant interaction the “wood wide web”?
- Why do you think the text says listening to nature is more important than controlling it?

4 Look at the underlined sentences in the text and complete the sentences using the same structure. Then answer the questions.

If you 1) ★★ (understand) plants, how ★★ you help them?

If you 2) ★★ (have) a device that helped you hear plants, where ★★ you go first?



THE ART OF COMMUNICATION

1 Complete the sentences with the correct forms of the verbs in brackets to make the Second Conditional sentences.

0. If she reacted (to react) calmly, arguments would stop faster.
1. If she ★★ ★ (stop) gossiping, her friends ★★ ★ (trust) her again.
2. I ★★ ★ (be able) to speak better if I ★★ ★ (practise) English with him more.
3. If she ★★ ★ (interact) more with her classmates, she ★★ ★ (feel) more confident.
4. If people ★★ ★ (use) spoken communication instead of texting, they ★★ ★ (understand) tone better.
5. I ★★ ★ (respond) faster in conversations if I ★★ ★ (not be) so shy.

2 Match each sentence with a or b.

1. If she speaks slowly, I will be able to write down important dates.
2. If she spoke slowly, I would be able to write down important dates.
 - a. She cannot speak slowly, so it is almost impossible to write down important dates.
 - b. She can slow down and this will help me write down important dates.
3. If I had a bio-sonification tool, I would listen to all the plants in our garden.
4. If I have a bio-sonification tool, I will listen to all the plants in our garden.
 - a. It is less likely for me to get a bio-sonification tool.
 - b. I may get a bio-sonification tool and it is more likely for me to listen to all the plants in our garden.

3 Read the situations and with the help of the key words, write sentences using the First or Second Conditionals.

0. I want to take lessons to improve my speaking confidence. I am looking for good courses.
(find a good course/ take lessons)
If I find a good course, I'll take lessons.
1. I'm not good at reading body language, so I don't notice when people are upset.
(read body language/ develop empathy with my friends)
2. When they interrupt you, ask them politely not to.
(people interrupt/ ask politely)
3. I'm very shy, so I can't start conversations with people.
(shy/make friends easily)
4. He promised to help me finish my project. With his help, I can do it on time.
(help me/ finish/ on time)

4

Listen to the speakers and answer the question.
Which sentence reflects the speaker's problem best?

**TRACK 11****Speaker 1**

- a. If she raised her voice, her friends would blame her.
- b. If she apologized, her friends wouldn't have problems with her.
- c. If she controlled her emotions, she wouldn't have communication problems with her friends.

Speaker 2

- a. If he checked his phone during conversations, he would miss a lot of important details.
- b. If he listened attentively, he wouldn't misunderstand instructions.
- c. If he had problems at work, he would get warnings.

Speaker 3

- a. If I sent messages quickly, my words would sound rude.
- b. If my friends got offended, I would be careful with my cold tone.
- c. If I waited before sending messages, I would have fewer problems with my friends.

5

Discuss the questions.

- If you could change one thing about how people talk, what would it be?
- If everyone spoke honestly, would conversations improve or get worse?
- If someone interrupted you constantly, how would you react?
- If people communicated through gestures, what problems would exist?

6

Debate

Follow the instructions:

- A.** Think of arguments for and against the given statements.
- B.** In small groups, discuss and debate the topics.

- 1. If people thought before speaking, they would avoid a lot of problems.
- 2. If people used simpler words, conversations would be easier to understand.
- 3. If people used body language more, they would express their feelings better.



THE ART OF COMMUNICATION

- 1** Read the situations and answer the questions. Then exchange your answers with a partner.

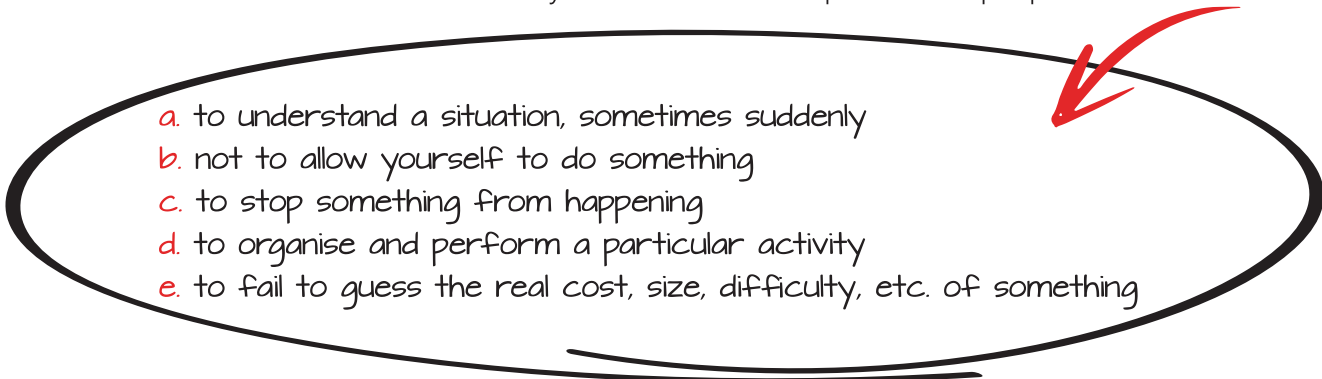
Your friend has bought a new coat. You think it doesn't suit her. But she seems to like it very much. Would you tell the truth or not? Why/Why not?

Your classmate has prepared a presentation and he wants to get your opinion about it. You think that there are a lot of problems and he won't be able to get good marks. How would you help him?

You really like your classmate's new hairstyle. She never gives compliments to anyone. Would you tell her that you like her hairstyle? Why/Why not?

- 2** Read the sentences. The words in bold are used in the recording. First, guess the meanings of the words. Then match the words (1-5) to their definitions (a-e).

1. I **underestimated** the impact of my criticism on my friend. It made her feel so bad.
2. I didn't **realise** how motivating my feedback could be. She started working harder after that day.
3. His serious tone **prevented** me from lying about what happened. I am happy that I didn't lie.
4. He **avoided** direct criticism to protect his friend's feelings.
5. The researchers **conducted** a survey on the effect of compliments on people's mood.

- 
- a. to understand a situation, sometimes suddenly
 - b. not to allow yourself to do something
 - c. to stop something from happening
 - d. to organise and perform a particular activity
 - e. to fail to guess the real cost, size, difficulty, etc. of something

- 3** Listen to the first part of the talk and complete the sentences.



White lies

NUMBER OF WHITE LIES

- can range from 1-2 lies a day up to **1)** ★★☆☆
- for heavy liars, it can reach up to **2)** ★★☆☆ lies a day

A study at the University of Massachusetts

- 60% of people can't continue their conversation for 3) ★★★ without lying

Reasons why people tell white lies

- not to 4) ★★★ and to keep conversations comfortable
- white lies are seen as harmless and necessary in 5) ★★★

Negative effects of white lies for people who tell lies

- feeling 6) ★★★ about themselves
- finding it difficult to 7) ★★★ others

Negative effects of white lies for people who are lied to

- having the sense of being 8) ★★★ or tricked

4 Listen to the second part of the talk and complete the sentences.



Compliments

The purpose of the study

- to better understand how individuals felt 1) ★★★ giving or receiving compliments

The first experiment

- a group of students gave compliments to the 2) ★★★ student on the campus
- their compliments made them more 3) ★★★ than expected

The second experiment

- compliments were given to 4) ★★★
- even 5) ★★★ couldn't change compliment-givers' thoughts about how the receivers might feel

The third experiment

- focused on finding an 6) ★★★
- results showed compliment-givers believed the receiver would feel 7) ★★★ or annoyed

How compliment-givers felt after giving compliments

- they were in a 8) ★★★

5 Debate

Follow the instructions:

A. Think of arguments for and against the given statements.

B. In small groups, discuss and debate the topics.

1. Honesty is the best policy.
2. White lies are harmless.
3. Compliments from strangers are more meaningful than compliments from people we know.
4. Criticism is more helpful than praise.



THE ART OF COMMUNICATION

1 Look at the options below and discuss the questions with your partner.
Explain your choice.

1. Which one would you dislike most in a friend?
2. Which one is the most harmful socially?
3. Which behaviour is the most annoying?



People who tend to speak to others aggressively



People who gossip all the time



People who often tell lies



People who never give compliments

Giving opinions

- *In my opinion, the worst behaviour is ...*
- *I think people who ... are the most annoying because ...*
- *For me, the most harmful behaviour is ...*

Asking for opinions

- *What do you think?*
- *Which one do you dislike the most?*
- *Which behaviour is the most harmful socially?*

Comparing behaviours

- *... is worse than ... because ...*
- *I think ... is more harmful than ...*
- *Compared to ... , ... is more annoying.*

Explaining reasons

- *This is because ...*
- *One problem with this is ...*
- *This often leads to ...*

Agreeing / Disagreeing politely

- *That's a good point.*
- *I see what you mean, but ...*
- *Maybe, but I think ...*

What are Supporting Sentences?

- They talk about the topic sentence in more detail.
- They explain, describe, give reasons and examples.

Supporting sentences should focus on the following:

- They should provide the main supporting points for the topic sentence.
- There are usually 2 - 4 supporting sentences in a paragraph.
- They should come in a logical order.

You should NOT begin a new topic or introduce a new idea in supporting sentences.

1 Read the topic sentences and decide whether the supporting sentences are relevant or irrelevant.

1. Topic sentence:

Effective communication can improve relationships between colleagues.

Supporting sentences:

- A. Clear communication helps prevent misunderstandings.
- B. Employees feel more comfortable sharing ideas openly.
- C. Some companies offer free coffee in the office.

2. Topic sentence:

Poor communication can create problems in group projects.

Supporting sentences:

- A. Team members may become confused about their responsibilities.
- B. Miscommunication can lead to delays and mistakes.
- C. Some students prefer working independently rather than in groups.

2 A. Choose one topic and write a topic sentence, two main points, and two to four supporting sentences for each main point.

- Communication at school
- Online communication
- Misunderstandings between friends
- Communication in families

- B. Exchange your work with another pair.
Underline the topic sentence, main points and supporting details.



TEST

I. Choose the correct option.

- 1 If I ★★★ more organised, I ★★★ my homework on time.
☐ a would be, did ☐ b were, would do ☐ c will be, do ☐ d were, will do
- 2 If she ★★★ gossiping, her friends ★★★ her. But to tell the truth, it seems impossible.
☐ a stopped, would forgive ☐ b stops, will forgive ☐ c would stop, forgave ☐ d will stop, forgive
- 3 She is taking a course on effective feedback strategies. If she ★★★ how to give feedback properly, her team ★★★ comfortable asking her for advice.
☐ a learned, will feel ☐ b learns, would feel ☐ c learned, would feel ☐ d learns, will feel.

II. Choose the correct sentence. Consider punctuation errors as well.

- 1 ☐ a You don't have good relationships with people, unless you stop being aggressive while talking.
☐ b You won't have good relationships with people, if you don't stop being aggressive while talking.
☐ c Unless you stop being aggressive while talking, you won't have good relationships with people.
☐ d If you won't stop being aggressive while talking, you don't have good relationships with people.
- 2 ☐ a If he didn't spread rumours, people trusted him.
☐ b People trust him if he didn't spread rumours.
☐ c Unless he stops spreading rumours, people won't trust him.
☐ d People will trust him, if he doesn't spread rumours.

III. Choose the sentence that best expresses the same meaning using the correct conditional form.

- 1** Mia talks during the lessons, so she doesn't understand the teacher.
- ☐ a If Mia didn't understand the teacher, she would talk during the lessons.
 - ☐ b If Mia doesn't talk during the lessons, she will understand the teacher.
 - ☐ c If Mia talked during the lessons, she would understand the teacher.
 - ☐ d If Mia didn't talk during the lessons, she would understand the teacher.

- 2** He never listens to feedback, so he doesn't improve.
- ☐ a If he listened to feedback, he wouldn't improve.
 - ☐ b If he didn't listen to feedback, he would improve.
 - ☐ c If he listened to feedback, he would improve.
 - ☐ d If he didn't listen to feedback, he wouldn't improve.

IV. Complete the sentences with the correct words.

- 1**
- | | |
|--|---|
| 1. misunderstand
2. react
3. communicate | a. He should learn to ★★★ calmly when he hears unexpected news.
b. People sometimes ★★★ messages when they don't listen carefully.
c. It is important to ★★★ clearly when you work in a team. |
|--|---|
- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c

- 2**
- | | |
|--|---|
| 1. gossip
2. interact
3. underestimate | a. They sometimes ★★★ instead of talking about problems directly.
b. Never ★★★ how important clear communication is.
c. Students ★★★ more when the teacher asks open questions. |
|--|---|
- ☐ a 1 - a, 2 - b, 3 - c ☐ b 1 - b, 2 - a, 3 - c ☐ c 1 - a, 2 - c, 3 - b ☐ d 1 - c, 2 - b, 3 - a

V. Match the words to form collocations.

1. spread 2. give 3. make 4. clear up	a. compliments b. gestures c. misunderstandings d. rumours
--	---

4A

A JOURNEY FROM CHAOS TO CLARITY

1 Look, listen and say. Pay attention to the use of the words.

TRACK 13



1. to integrate

to combine two or more things into one

She **integrates** ideas from personal development books effectively into her daily life.



2. to gather

to collect several things, often from different places or people

Before writing my report, I **gather** information from several sources.



3. to overwhelm

If something overwhelms someone or something, it is too much, or almost too much, for them to manage.

When information is everywhere, it can easily **overwhelm** people.



4. to recall

to bring the memory of a past event into your mind

When I take notes on new ideas, I add pictures or examples so I can **recall** them quickly.



5. clarity

the quality of being clear and easy to understand

Good examples add **clarity** to my notes.



6. extension

the act of adding to something in order to make it bigger or longer

A note-taking app can serve as an **extension** of your memory.



7. consumption

the act of using, eating, or drinking something

Too much information **consumption** can cause overload and make it difficult to think clearly.



8. productivity

the rate at which a person, company, or country does useful work

My **productivity** improves when I organise my ideas.

2 Complete the gaps with the words from Task 1.
You might need to change the forms of the words.

0. If you gather information in a disorganised way, it won't benefit your personal knowledge management system.

1. Knowledge management practices can improve ★★ and decision-making.
2. Critical thinkers ★★ new information with what they already know.
3. Too many things to do in one day can easily ★★ a student.
4. Writing clear notes helps students ★★ information during exams.
5. Many students use apps as a/an ★★ of their brain to store ideas and notes.
6. Reading many articles without thinking leads to passive information ★★.
7. Diagrams can give ★★ when a topic is hard to understand.

3 Match the speakers to the statements. One statement is extra.



SPEAKER 1

a. Too much information can create stress and confusion.

SPEAKER 2

b. My notes help me remember things later.

SPEAKER 3

c. Organised notes make ideas easier to understand.

SPEAKER 4

d. We should link new ideas with our previous knowledge.

e. Storing information without using it is not very useful.

4 Answer the questions and then exchange your answers with a partner.

1. Which speaker is most similar to you?
2. When can information overwhelm us?
3. What techniques help you recall facts or ideas?

5 Choose one of the cases and prepare tips for that student.

- Bill always misses deadlines.
- He is often late to gatherings with his friends.
- He often forgets important family dates.
- Everyone thinks he is irresponsible, but he believes that he has a memory problem.

- Freya is a very curious and hard-working student.
- She tries to learn something new every day.
- She has a lot of saved videos and podcasts.
- She feels overwhelmed and her productivity is very low.

A JOURNEY FROM CHAOS TO CLARITY

1 Look at the title of the text and answer the questions. Then read the text and compare your answers.

1. What do you think the text will be about?
2. What might change from chaos to clarity?

external – existing or happening outside a place
inactive – not being used

2 Read the text again and choose the right option.

From Chaos to Clarity

Earlier this year, I realised that the way I managed information in my life was chaotic. Over the years, I had saved ideas, articles, plans, and notes in many different places—on my phone, in notebooks, and in computer files. When I needed something important, it was really difficult and time-consuming to recall where I had stored it. It overwhelmed me so much that I decided to find a way to solve the problem.

One day I was looking for a tutorial about the effective use of the ‘to-do’ app on my phone so that it could better serve me as a memory extension. While I was researching the topic, I came across the book “Building a Second Brain” by productivity expert Tiago Forte. I had seen a lot of similar content previously. I will be honest with you; it never interested me. This time, however, I wanted to understand the idea behind that knowledge-management method. So I researched the topic a bit.

The idea of his knowledge-management method is simple: instead of trying to remember everything, people can build a trusted place where ideas and information are organised so they can be used later. Although I found the concept interesting, I didn’t manage to integrate it into my daily routines at that time.

Later, I discovered that Azerbaijani memory champion Orxan Ibadov had created a course called “My Second Brain”. I decided to enrol in the course. By the time I enrolled, I had already experimented with different ways of organising my notes, but I had never built a clear and reliable structure.

During the course, instead of trying to remember everything, participants were encouraged to create an external system where knowledge could be collected, organised and easily recalled whenever necessary. We explored ways to organise information so that it could support different areas of life, from planning projects to developing personal interests. I realised that I had collected many valuable notes in the past, but I had rarely used them again. Because of that, much of the information had remained inactive.

Looking back, I realised that I had already taken the first steps toward organising my knowledge before I started the course. However, the course helped me turn those

early attempts into a clear system. What had once felt like confusion slowly turned into something much more useful—real clarity.

If I had to give a piece of advice to young people, I would share this quote by David Allen: “Your brain is for having ideas, not for holding them.”

1. Why did the writer feel overwhelmed?

- A. His life was chaotic.
- B. He couldn't find necessary information.
- C. He had saved a lot of unnecessary ideas.
- D. He didn't have enough time to store useful ideas.

2. What was the author's first reaction to the book “Building a Second Brain”?

- A. He wasn't interested in it.
- B. He found the idea behind it simple.
- C. He tried to remember everything written in it.
- D. He decided to look into the topic further.

3. What does the underlined word “it” refer to?

- A. productivity
- B. knowledge-management method
- C. similar content
- D. memory extension

4. What is the main idea behind “My second brain” course?

- A. improving memory
- B. using information effectively
- C. getting rid of inactive information
- D. storing information in an organised external system

5. What does the writer suggest about the effect of the course?

- A. It introduced a completely new idea.
- B. It helped the author collect valuable notes.
- C. The author started using his past notes again.
- D. It helped the author to create real clarity.

3 Look at the sentences taken from the text and place the events on the timeline.
Fill in the gaps with the name of the tense and its form.

While I *was researching* the topic, I *came across* the book.

I *had seen* a lot of similar content previously.

Earlier past

0. Tense: Past Perfect

Form: had+ past participle

Setting the scene

1. Tense: ★★☆☆

Form: ★★☆☆

Main event

2. Tense: ★★☆☆

Form: ★★☆☆



A JOURNEY FROM CHAOS TO CLARITY

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

0. Before going to sleep, I **had saved** all my ideas.
1. By the end of the day, my brain ★★ ★ (become) completely overwhelmed.
2. Before the meeting started, she ★★ ★ (review) her notes.
3. I felt calmer because I ★★ ★ (organise) everything in my note-taking app.
4. I was relaxed because I ★★ ★ (write) down everything important.
5. Before using digital note-taking apps, I ★★ ★ (forget) many ideas.

2 Complete the sentences with the Past Perfect or Past Simple forms of the verbs in brackets.

0. Before the teacher **started** the lesson about the brain, the students had already gathered some information about memory.
1. The class ★★ ★ (do) some research on productivity by the time the workshop ★★ ★ (start).
2. The teacher ★★ ★ (be) very pleased that her students ★★ ★ (recall) all the necessary information during the quiz.
3. I ★★ ★ (realise) that I ★★ ★ (gather) a lot of necessary notes about the functions of the brain.
4. I ★★ ★ (not/attend) the lecture as I ★★ ★ (not/add) it to my calendar.
5. As he ★★ ★ (not/review) the material, he ★★ ★ (fail) the test.
6. The memory champion ★★ ★ (feel) confident because he ★★ ★ (train) very well.

3 Rewrite the sentences using Past Perfect and Past Simple. Use 'as' to join the sentences.

0. He didn't train his brain. He struggled to focus while doing the long tasks.
As he hadn't trained his brain, he struggled to focus while doing the long tasks.
1. The man lost his memory. The doctor examined him.
2. I studied really hard the night before. Then everything felt easier during the exam.
3. I didn't plan my move carefully. I made the wrong decision.
4. I worked non-stop all day. I felt completely overwhelmed by the evening.
5. I didn't take a break. I started making silly mistakes.

4 Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

A few weeks ago, I 1) ★★ ★ (decide) to become more organised and productive. I 2) ★★ ★ (spend) a lot of time planning my tasks, but I 3) ★★ ★ (not/make) much progress.

I 4) ★★ ★ (create) 'to-do' lists and 5) ★★ ★ (set) clear goals. By the middle of the week, I 6) ★★ ★ (already/ make) several plans, but I wasn't able to complete most of them.

One evening, I **7) ★★★★★ (sit)** at my desk, looking at my list. While I **8) ★★★★★ (review)** my plans, I **9) ★★★★★ (notice)** something strange.

By that point, I **10) ★★★★★ (spend)** more time planning than actually working. I **11) ★★★★★ (realise)** I **12) ★★★★★ (focus)** too much on preparing instead of taking action.

The next day, I **13) ★★★★★ (choose)** just one task and **14) ★★★★★ (start)** working immediately. I **15) ★★★★★ (work)** without overthinking, and I finally **16) ★★★★★ (finish)** something that was important for me.

5 Follow the instructions.



A. Choose the right answer.

B. Listen to the recording and match the speakers to the statements. There is one extra statement.

SPEAKER 1

A. Something they ★★★★★ previously ★★★★★ them understand quickly.

A) were learning, helped

B) had learned, helped

SPEAKER 2

B. They ★★★★★ what they ★★★★★ for a moment.

A) had forgotten, were doing

B) forgot, were doing

SPEAKER 3

C. They ★★★★★ they ★★★★★ one person with another.

A) realised, had confused

B) had realised, were confusing

SPEAKER 4

D. A skill they ★★★★★ earlier ★★★★★ automatic.

A) had practised, became

B) practised, had become

E. They ★★★★★ about too many things and ★★★★★ a mistake.

A) were thinking, made

B) had thought, were making

6 Use the clues to make a short story. Use Past Simple, Past Continuous or Past Perfect.

study a topic
not understand / at first
suddenly / realise
write notes about the topic / before

talk to someone
try to remember something about them
suddenly / remember it
previously / read about this

lose something
look for it everywhere
suddenly / remember
previously / put it somewhere else



A JOURNEY FROM CHAOS TO CLARITY

1 Discuss the questions with a partner.

1. Do you think a human brain has a limit for how much information it can remember? Explain your answer.
2. Why is it difficult for many people to remember large amounts of information?
3. What techniques can help people memorise things easily?

2 Read the sentences. The words in bold are used in the recording. First, guess the meanings of the words. Then match the words (1-5) to their definitions (a-e).

1. After the lecture, I became **familiar** with the basic principles of how memory works.
2. As people get older, their ability to remember things may **decline**.
3. Many people **experience** strong emotions when they remember important life events.
4. Sleep is important for **cognitive** functions such as learning and memory.
5. A **flexible** brain can find different ways to solve problems.

- a. able to change or be changed easily according to the situation
- b. knowing something well
- c. connected with the process of thinking
- d. to gradually become less, worse or lower
- e. to have something happen to you, or to do or feel something

3 Listen to the talk and answer the questions.



1. What is the main purpose of the mind palace?
 - a. to memorise information by linking it to imagined locations
 - b. to remember familiar places more easily
 - c. to store large amounts of information in familiar places
2. Why did the popularity of the technique decline in the past?
 - a. The technique required a specialist approach.
 - b. People began relying more on written materials to store information.
 - c. There was no need to memorise speeches like the ancient Romans did.

3. What helped renew public interest in the technique?

- a. a TV show
- b. memory championships
- c. its benefits for cognitive abilities

4. Which possible health benefit of the mind palace technique is not mentioned?

- a. to help older people with early-stage dementia
- b. to use it as a tool to help people with depression
- c. to help people forget negative experiences from the past

5. Which idea best describes the final point?

- a. Modern life doesn't require people to memorise more information.
- b. Memorising is a super ability of the human brain.
- c. Mental exercises can improve cognitive abilities.

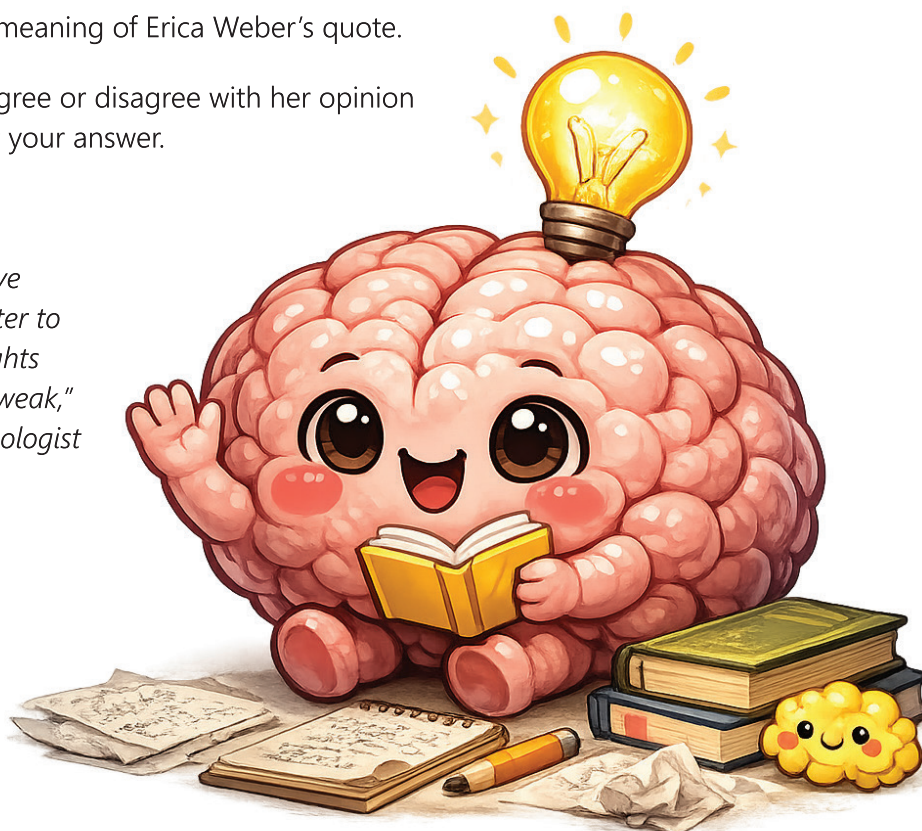
4 Discuss the questions.

- Do you think the mind palace technique is useful?
- How can we use it effectively in our daily life?

5 Read the quote and write your opinion following the points below in 80-100 words.

- A.** Explain the general meaning of Erica Weber's quote.
- B.** State whether you agree or disagree with her opinion and give reasons for your answer.

"Think of it as a cognitive gym membership – better to start lifting mental weights before the muscle gets weak," said clinical neuropsychologist Erica Weber.





A JOURNEY FROM CHAOS TO CLARITY

1 Look at the options below and discuss the questions with your partner.
Explain your choice.

1. Which one is the most important for keeping your mind clear?
2. Which one could be the most difficult for you?
3. Which one might have long-term benefits?



Developing an external system to store information



Reducing consumption of new information



Focusing only on important tasks



Taking proper breaks from work

Giving opinions

- *In my opinion, the most important action is ...*
- *For me, the most meaningful choice is ...*
- *I believe ... has the biggest impact on others.*

Asking for opinions

- *What do you think?*
- *Which one is the most important?*
- *Which one has the strongest long-term impact?*
- *Which one would be the most difficult for you?*

Comparing strategies

- *... is more important than ... because ...*
- *Compared to ... , ... helps people more.*
- *... can influence others more than ...*

Explaining reasons

- *This is because ...*
- *The main reason is ...*
- *This can help people ...*
- *This often leads to ...*

Agreeing / Disagreeing politely

- *I agree with you.*
- *I see what you mean, but ...*
- *I'm not sure I agree because ...*

Transition words

When we write main points and supporting details, we need to write the ideas in a logical order. To do this, we need to use transition words to organise the main points and supporting details.

To add ideas	To compare and contrast ideas	To show time and order	To give an example
firstly, secondly, thirdly, lastly, finally, in addition, also, moreover	but, on the one hand, on the other hand, however	first (second, etc.), next, then, soon, after a few hours, finally, later, at this time, now, at first	for example, for instance

1 Complete the gaps with the transition words. Choose a, b or c.

- A.** Keeping notes organised can make studying less stressful. 1) ★★★, some students create separate folders for each subject on their devices. They also review their notes every week. 2) ★★★, it becomes easier for them to remember important information before exams.

a. For instance	b. Yesterday	c. Instead
a. On the other hand	b. As a result	c. Finally

- B.** There are several ways to improve concentration while studying. 1) ★★★, some students listen to calm music to avoid distractions. Others take short breaks after every study session. 2) ★★★, standing up and stretching for a few minutes can help students feel more focused again.

a. For instance	b. However	c. Later
a. On the other hand	b. For example	c. Suddenly

2 A. Choose one topic and write a topic sentence, two main points, and two to four supporting sentences for each main point.

Study Habits

Mental Exercise

Information Overload

Screen Time

Smart Studying

Concentration Problems



- B.** Exchange your work with another pair.
Underline the supporting details and transition words.

TEST

I. Choose the correct option.

1 I ★★★ Ella not to take the online test yet because she ★★★ enough time for preparation.

- ☐ a told, hadn't spent ☐ b was telling, didn't spend ☐ c had told, spent ☐ d had told, didn't spend

2 He ★★★ that it was him who ★★★ all the notes from the app.

- ☐ a had admitted, deleted ☐ b admitted, had deleted ☐ c admitted, was deleting ☐ d had admitted, had deleted

3 He ★★★ his notes as he ★★★ them properly.

- ☐ a wasn't finding, hadn't stored ☐ b couldn't find, hadn't stored ☐ c didn't find, couldn't store ☐ d hadn't found, didn't store

4 She ★★★ during the presentation because she suddenly ★★★ that she ★★★ the wrong slide.

- ☐ a was pausing, understood, had shown
☐ b had paused, understood, had shown
☐ c paused, understood, had shown
☐ d paused, understood, showed

II. Choose the correct sentence.

- 1 ☐ a While I was surfing the internet, I came across the second book in a series that I previously read.
☐ b While I surfed the internet, I came across the second book in a series that I had previously read.
☐ c While I was surfing the internet, I came across the second book in a series that I had previously read.
☐ d While I was surfing the internet, I had come across the second book in a series that I previously read.

- 2**
- a** While she was organising her digital folders, she realised that she had saved the file in the wrong place.
 - b** While she organised her digital folders, she realised that she saved the file in the wrong place.
 - c** While she was organising her digital folders, she had realised that she saved the file in the wrong place.
 - d** While she had organised her digital folders, she was realising that she saved the file in the wrong place.

III. Complete the sentences with the correct words.

1

1. integrate 2. gather 3. overwhelm	a. She began to ★★★ data from different sources for her research. b. It is important to ★★★ new information with what you already know. c. The amount of unfinished work can ★★★ people like nothing else.
---	--

a 1 - c, 2 - b, 3 - a
 b 1 - b, 2 - c, 3 - a
 c 1 - b, 2 - a, 3 - c
 d 1 - a, 2 - c, 3 - b

2

1. consumption 2. productivity 3. extension	a. The company increased its ★★★ to meet growing demand. b. Too much ★★★ of social media can negatively affect mental health. c. There are a lot of "to-do" apps that can work as a/an ★★★ of your brain.
---	---

a 1 - a, 2 - b, 3 - c **c** 1 - b, 2 - a, 3 - c
b 1 - b, 2 - c, 3 - a **d** 1 - a, 2 - c, 3 - b

IV. Complete the table with the correct forms of the words.

Verb	Noun	Noun	Adjective
integrate	★★★	clarity	★★★
extend	★★★	productivity	★★★
★★★	consumption		

NOBLE GOALS AND LASTING LEGACY

1 Look, listen and say. Pay attention to the use of the words.



1.legacy

something that is a part of your history or that remains from an earlier time

Her kindness to others is her greatest **legacy**.



2.lasting

continuing to exist for a long time or for ever

Her actions made a **lasting** impression on people.



3.sustainable

able to continue at the same level for a period of time

Building good habits is a **sustainable** way to improve yourself over time.



4.to contribute

to be one of the reasons why something happens

Education **contributes** to a better future for everyone.



5.selfish

Someone who is selfish only thinks of their own advantage.

Don't be **selfish** – think about how your actions affect others.



6.noble

having or showing fine personal qualities that people admire, such as courage, honesty and care for others

Helping others is a **noble** act.



7.

to pursue

If you pursue a plan, activity, or situation, you try to do it or achieve it, usually over a long period of time.

She never gives up when she **pursues** her goals.



8.mission

any work that someone believes it is their duty to do

He feels it is his **mission** to stop bullying at schools.

2 Complete the gaps with the words from Task 1.
You might need to change the forms of the words.

0. He made a **noble** decision to save an injured animal.
1. He wants to leave a ★★ of kindness and care for the environment.
 2. Learning good study habits leads to ★★ progress in school.
 3. My ★★ is to improve myself and help others.
 4. It is ★★ to ignore other people's needs.
 5. She worked hard to ★★ her dream of being an astronaut.
 6. Small actions, such as donating books, ★★ to the goal of better education.
 7. Learning important life skills has a ★★ effect on people's lives.

3 Listen to the speakers talking about 'noble goals' and choose the right option to complete the sentences.



TRACK 18

1. **According to the speaker's mentor, noble goals ...**
 - a) can be completed within a few years
 - b) should benefit society more than you
 - c) always have clear results
2. **According to the speaker, ...**
 - a) when you follow personal goals, you ignore your potential to pursue noble missions
 - b) only people who already help the world should focus on improving themselves
 - c) personal growth and self-care can help people contribute more effectively to larger goals
3. **The speaker believes that meaningful goals ...**
 - a) must involve global projects in order to create a lasting legacy
 - b) may benefit small groups without having a global impact
 - c) have a greater effect if people are famous

4 Discuss the questions.

- Which speaker's idea do you agree with most? Why?
- What is a noble goal for you?

5 Design your goal.

My Noble Goal

What problem do you see in your school?

What could the possible results be?

Who does this problem affect?

Why might these results matter?

What small action could you take to help?

What can you do to have lasting results?



NOBLE GOALS AND LASTING LEGACY

1 Discuss the questions with a partner.

- What do polluted rivers or lakes look like?
- Why do they become polluted?
- What can be done to prevent pollution in rivers or lakes?

2 Read the text quickly and decide which title best fits the text.

- A.** One person can make a difference.
- B.** Legacy isn't just money.
- C.** Selfish acts prevent you from achieving bigger goals.
- D.** Nanotechnology brings scientists a lasting reputation.

3 Read the text and choose from the sentences A-H the one which fits each gap. There is one extra sentence which you don't need to use.

contamination – the state of containing unwanted or dangerous substances
to sink – to go to the bottom of a liquid
surface – the outer or top part or layer of something
to be trapped – If someone or something is trapped, they are unable to move or escape from a place or situation.

- ☐ Marino Morikawa grew up near El Cascajo Lake in Peru. In his childhood, he used to go swimming, boating, and fishing in the lake with his father.
- ☐ Morikawa was studying for his doctorate in environmental science at Japan's Tsukuba University when he received sad news from his father. His childhood lake was so polluted that officials planned to cover it with soil to stop the spread of contamination.
- ☐ Morikawa decided to return home and do something to clean the lake. When he saw the lake he was shocked at the size of this human-made disaster. It was 20 years ago that he visited this place last. He remembered having an amazing time there in his childhood. But now, the once blue waters were covered in a green coat, and it smelled terrible. 1) ★★☆☆ Because of the pollution the entire lake is now just 40 hectares, compared to its original size of 150 hectares.
- ☐ Morikawa met with the mayor of Huaral and asked for one year to completely restore El Cascajo. Many scientists before him had tried applying different techniques to clean the lake but they gave up later as it seemed impossible. 2) ★★☆☆
- ☐ Morikawa tried to raise money, first in Peru and then in Japan, but no one was willing to support his project. He didn't stop pursuing his goal and used all his savings, borrowed money from three banks, and started his project at the lake. 3) ★★☆☆ He decided to use two nanotechnology methods in the lake's waters: a micro-nano bubbling system and a biofilter.

The micro-nano bubbling system produces bubbles that are 10,000 times smaller than the bubbles in soda drinks. First, these tiny bubbles sink to the bottom of the lake, and then they slowly move up to the surface. The bubbles act like magnets, attracting viruses, bacteria and other harmful microorganisms in the water. **4)** ★★☆☆ If some are still alive when the bubbles reach the surface after about five to eight hours, they are destroyed by sunlight and ultraviolet rays.

The second method he used was a biofilter. A biofilter contains living materials from a thin biological layer called a biofilm. **5)** ★★☆☆

It took six months for Morikawa to research and develop his nanotechnology system. But in just four months, he cleaned the entire lake and created a sustainable solution that can continue working for a long time.

Today, more than 90 species of migratory birds have returned to El Cascajo, and ten fish species have come back to swim in its waters. **6)** ★★☆☆

Morikawa also inspired local people. Seeing him work long hours all alone in the lake, more than a hundred people of all ages gathered to contribute. **7)** ★★☆☆ And they will never forget being a part of such a noble mission.

A. When they are trapped, they cannot move and eventually die.

B. That's why he was not very hopeful but he agreed with the scientist's request.

C. After studying the water, soil, and winds there, he returned to the labs to analyse his findings and come up with a solution.

D. If you take the first step, others will follow.

E. This helped them to believe him and give him a chance.

F. Morikawa's work proves that nature returns when given a chance to recover.

G. Birds were no longer flying in the air, and fish were no longer swimming in the water.

H. This serves to remove harmful bacteria while protecting helpful microorganisms that support the natural microflora.

4 Look at the underlined verbs in the text and match each pattern with the correct rule.

- | | |
|----------------------------|---|
| 1. remember/forget + to do | a) talking about memories of a past action |
| 2. remember/forget + doing | b) talking about something you must do (before it happens) |

- | | |
|-----------------|--|
| 1. stop + to do | a) finishing or ending an activity |
| 2. stop + doing | b) pausing one activity in order to do another activity |

- | | |
|----------------|--|
| 1. try + to do | a) doing something as an experiment to see if it works or not |
| 2. try + doing | b) making an effort to do something difficult |



NOBLE GOALS AND LASTING LEGACY

1 Read the description and complete the sentences with the correct form of the verbs (to + verb or verb+ing)

REMEMBER

I am talking about memories of a past action.

1. I remembered ★★ (set) my first long-term goal when I was in 9th grade.

I am talking about something I had to do.

2. I remembered ★★ (set) a long-term goal on the 1st of January. I do this every three years.

FORGET

I am talking about something I had to do.

3. I forgot ★★ (follow) my morning routine today, so the whole day didn't go well.

I am talking about memories of a past action.

4. I will never forget ★★ (follow) my first daily habit that helped me stay organised.

TRY

I am talking about making an effort to do something.

5. I tried ★★ (build) a sustainable study habit before the exams, but it was not easy to follow the plan every day as I am not an organised person.

I am talking about experimenting to see if something works.

6. Try ★★ (build) a small sustainable daily habit for a few weeks and see if it improves your productivity.

STOP

I am talking about ending an activity.

7. He stopped ★★ (read) social media posts because they distracted him from doing important tasks.

I am talking about pausing one activity in order to do another.

8. He stopped ★★ (read) an article about building healthy digital habits.

2 Choose the right verb and complete the sentences with the right form of the verbs (to + verb or verb+ing)

reflect

add

write

explore

follow

~~achieve~~

show

0. She will never forget achieving her first big goal as a teenager.

1. I remember ★★ my goals in a notebook when I was a child.

2. Don't forget ★★ kindness. It will change not only other people's lives but yours as well.

3. Try ★★ on your progress at the end of each day. I know it seems difficult but the outcome is worth it.

4. He stopped ★★ routines that were not sustainable.
5. She remembered ★★ the event to the calendar. It helped her save the day.
6. Try ★★ different alternatives if one way proves less effective.

3 Rewrite the sentences using the target grammar.

0. He paused his work because he needed to check his calendar.

He stopped to check his calendar.

1. I experimented with reading leadership books every morning.
2. He made an effort to build a meaningful legacy.
3. I have a memory of writing my first career plan.
4. He ended his habit of complaining.
5. I didn't update my professional profile.

*guidance – help
and advice
about how to do
something or about
how to deal with
problems*

4 Complete the gaps with **to do** or **doing** and then answer the questions.

1. What is something you remember ★★ that shaped your character?
2. Is there something important that you often forget ★★?
3. What things have you stopped ★★ to improve your life?

5 You will hear four people talking about how young people can work towards meaningful goals. Listen to them and match each speaker with the main message of their advice. There is one extra statement.



TRACK 19

SPEAKER 1

a. Young people can learn about themselves by trying new experiences.

SPEAKER 2

b. Reducing everyday distractions can make it easy to stay focused on your goals.

SPEAKER 3

c. Advice from more experienced people can play an important role in personal development.

SPEAKER 4

d. Reviewing your actions regularly can help you achieve your goals more effectively.

e. Young people should make detailed long-term career decisions as early as possible.

6 Follow the instructions:

- A:** Prepare a list of tips for a person who wants to achieve noble goals and build a meaningful legacy. In each of your tips, use one of these verbs: try, remember, forget and stop.
- B:** Work with a partner. Read your tips to them and explain why they are useful.
- C:** After the discussion, choose one useful idea from your partner and report it to the class.



NOBLE GOALS AND LASTING LEGACY

1 Discuss the question with a partner.

1. What does legacy mean to you?

2 Read the quote and answer the questions. Listen to the first part of the talk and check your answers.



1. What do you think the author means by this quote?
2. Why does the author say we should not think of legacy as only one thing?
3. What different kinds of legacies do you think a person can leave behind?

"Stop thinking about your legacy as a singular thing, and start thinking about all the different kinds of legacies you can leave behind."

Katie MacIntosh

3 Listen to the second part of the talk and complete the gaps with the words from it. Use no more than two words.



Financial legacy

Money is an important part of the 1) ★★☆☆.

Financial legacy means using money to help your 2) ★★☆☆ and the wider world.

3) ★★☆☆ means leaving money to charities.



Emotional legacy

Emotional legacy is connected to the way people 4) ★★☆☆ around you.

Job titles or awards can be forgotten but not 5) ★★☆☆ you created.

The speaker remembers feeling calm and 6) ★★☆☆ with her grandmother.



Digital legacy

Every online activity creates a 7) ★★☆☆, which is a part of our digital legacy.

They can be active and passive.

Active: the information you choose to 8) ★★★

Passive: the information is collected without you being 9) ★★☆☆ it

Online behaviour can influence a person's 10) ★★★.



4 Choose one of the topics and prepare a presentation.

Emotional legacy

- how to build it better
- what it might give us
- the long-term impact of positive and negative emotional behaviour

Digital legacy

- how to manage your digital footprint carefully
- how it benefits us
- risks of poor digital legacy management

5 Follow the instructions.

- Research the topic 'Ethical Legacy'.
- Read the script of Track 20.
- Prepare a similar paragraph about 'Ethical Legacy'.

6 Write a paragraph answering the question.

- What kind of legacy would you like to leave?





NOBLE GOALS AND LASTING LEGACY

1 Look at the options below and discuss the questions with your partner.
Explain your choice.

1. Which one is the most important for building a positive legacy?
2. Which one has the strongest long-term impact on others?
3. Which one could be the most difficult for you and why?



Pursuing noble goals that help others



Building sustainable habits every day



Managing your digital footprint



Building a positive emotional legacy

Giving opinions

- *In my opinion, the most important action is ...*
- *For me, the most meaningful choice is ...*
- *I believe ... has the biggest impact on others.*

Asking for opinions

- *What do you think?*
- *Which one is the most important?*
- *Which one has the strongest long-term impact?*
- *Which one would be the most difficult for you?*

Comparing behaviours

- *... is more important than ... because ...*
- *Compared to ... , ... helps people more.*
- *... can influence others more than ...*

Explaining reasons

- *This is because ...*
- *The main reason is ...*
- *This can help people ...*
- *This often leads to ...*

Agreeing / Disagreeing politely

- *I agree with you.*
- *I see what you mean, but ...*
- *I'm not sure I agree because ...*

What is a Concluding Sentence?

A concluding sentence is the last sentence in a paragraph. It summarises the main idea of the paragraph.

DO

- Restate the topic sentence using synonyms.
- Restate the topic sentence using different words or sentence structure.
- Wrap up your paragraph.
- Use transition words to signal the end of your paragraph.

DON'T

- Copy the exact wording of the topic sentence.
- Include a new topic.
- Focus on a small idea.

Transition words for starting a concluding sentence:

To sum up, Overall, In short, In conclusion, To conclude

1 Read the topic sentences and decide whether the concluding sentences are effective or weak.

- Helping other people can improve your community.
 - In conclusion, small acts of kindness can make the community better for everyone.
 - To sum up, I helped my neighbour carry some bags yesterday after school.
- Learning new skills is important for teenagers.
 - Overall, developing new skills helps teenagers become more confident and independent.
 - In short, teenagers often use their phones to watch funny videos online.
- Reading books regularly has many benefits.
 - To conclude, reading books can improve knowledge, vocabulary, and imagination.
 - To sum up, my favourite book is about a magician at a special school.

2 Write a concluding sentence to go with each topic sentence below using a suitable transition word.

- Young people should try different experiences before choosing a career.
- Many students waste time because of digital distractions.
- Helping other people can create a meaningful legacy.
- It is important to reflect on your goals regularly.

3 A. Choose one of the topic sentences in Task 2 and write a paragraph.

- B. Exchange your paragraph with another student for feedback.**



TEST

I. Choose the correct option.

- 1** Before publishing your ideas about building a positive legacy, remember ★★★ your sources carefully.
☐ a checking ☐ b to check
- 2** Ella wanted to experiment something new. So, she tried ★★★ daily reflection in order to develop more meaningful habits.
☐ a to practise ☐ b practising
- 3** He will never forget ★★★ his first community service project with his classmates.
☐ a to join ☐ b joining
- 4** During the discussion about personal goals, the teacher stopped ★★★ an inspiring example.
☐ a explaining ☐ b to explain

II. Choose the sentence that best expresses the same meaning as the original sentence.

- 1** *I have a memory of meeting a mentor who guided my career choices.*
☐ a I remembered to meet a mentor who guided my career choices.
☐ b I remember meeting a mentor who guided my career choices.
☐ c I tried to meet a mentor who guided my career choices.
☐ d I stopped meeting a mentor who guided my career choices.
- 2** *He made an effort to create a programme that supports young leaders.*
☐ a He tried creating a programme that supports young leaders.
☐ b He tried to create a programme that supports young leaders.
☐ c He remembered creating a programme that supports young leaders.
☐ d He didn't forget to create a programme that supports young leaders.

3 *She experimented with writing a weekly plan to become more organised.*

- ☐ a She remembered writing a weekly plan to become more organised.
- ☐ b She tried writing a weekly plan to become more organised.
- ☐ c She tried to write a weekly plan to become more organised.
- ☐ d She forgot to write a weekly plan to become more organised.

III. Complete the sentences with the correct words.

1	1. sustainable 2. lasting 3. noble	a. A ★★★ lifestyle requires balancing work, rest and personal growth. b. Helping others without expecting anything in return is a ★★★ goal. c. The way we treat others can leave a ★★★ emotional impression on people.
----------	---	---

- ☐ a 1 - b, 2 - a, 3 - c
- ☐ b 1 - b, 2 - c, 3 - a
- ☐ c 1 - c, 2 - a, 3 - b
- ☐ d 1 - a, 2 - c, 3 - b

2	1. contribute 2. pursue 3. trapped	a. Without clear goals, people may feel ★★★ in routines they don't enjoy. b. Many young people choose to ★★★ their dreams even when success takes time. c. Small daily habits can ★★★ to a healthier and more balanced life.
----------	---	---

- ☐ a 1 - a, 2 - c, 3 - b
- ☐ b 1 - c, 2 - a, 3 - b
- ☐ c 1 - b, 2 - c, 3 - a
- ☐ d 1 - c, 2 - b, 3 - a

3	1. mission 2. legacy 3. guidance	a. Young people might need ★★★ from more experienced people when making important life decisions. b. A person's ★★★ is often built through values, actions and relationships. c. Their ★★★ is to create a better future for future generations.
----------	---	--

- ☐ a 1 - b, 2 - c, 3 - a
- ☐ b 1 - a, 2 - c, 3 - b
- ☐ c 1 - c, 2 - b, 3 - a
- ☐ d 1 - b, 2 - a, 3 - c

1 Look, listen and say. Pay attention to the use of the words.

TRACK 21



1. to go viral

to spread very quickly and become popular on the internet, especially on social media

Her story about helping a lost child **went viral** and inspired many people.



2. passer-by

a person who is walking past a place, especially by chance

A **passer-by** gave his jacket to a homeless man on a cold winter day.



3. goodwill

a friendly attitude in which you want good things to happen to other people

He showed **goodwill** by bringing food to the elderly neighbour.



4. to pretend

to behave as if something is true when you know it is not

The boy **pretended** to be sad to get attention.



5. willing

ready to do something or happy to do something when it is needed

He was **willing** to stay late to help his classmate finish the project.



6. to hesitate

to pause before doing something because you are not sure or you are nervous

He **hesitated** to go out in such cold weather.



7. indifferent

not interested in or not caring about something or someone

We should not be **indifferent** when someone needs our support.



8. respectable

socially acceptable because of your good character, appearance, or behaviour

Haji Zeynalabdin Taghiyev led a **respectable** public life.

2 Complete the gaps with the words/phrases from Task 1. You might need to change the forms of the words.

0. She didn't **pretend** that she hadn't seen the accident; instead, she immediately offered to help.
1. While some people seemed ★★ to the homeless man's situation, others stopped to give him food and warm clothes.
2. He did not ★★ to give his seat to the elderly woman on the crowded bus.
3. He became a(n) ★★ member of society through honest work and good behaviour.
4. A short video of a teenager helping a blind man cross the street ★★, and thousands of people praised his kindness.
5. Many young people were ★★ to volunteer at the hospital during the busy holiday season.
6. When the cyclist fell off his bike, a(n) ★★ quickly ran over to see if he was hurt and called for help.
7. Offering help during difficult times is a simple way to show ★★.

3 Match the speakers to the statements. One statement is extra.



SPEAKER 1

a. This person pretended to have a respectable job in order to gain trust.

SPEAKER 2

b. This person didn't remain indifferent when he/she saw the accident.

SPEAKER 3

c. This person's video went viral on social media.

SPEAKER 4

d. This person showed goodwill by helping strangers during a difficult time.

e. This person hesitated to approach the person who was in need.

4 Discuss the questions.

- Are you willing to help strangers, or do you prefer to help people you know?
- Do people need to help others to be respectable? Why or why not?
- Do you usually hesitate before helping someone, or do you act quickly? Give an example.
- Have you ever helped a passer-by, or has a passer-by ever helped you?
- Have you ever pretended to understand something when you actually didn't? Why did you do that?
- What do you usually do to show goodwill to people around you, such as neighbours or classmates?
- Do you think helping others makes a person more respectable? Why?
- Have you ever posted something online that became very popular or went viral? What was it about?

WHEN ACTIONS SPEAK

1 A. Look at the photos. What would you do in each situation?

a. Help immediately



1. You see a wallet on the ground.

b. Wait and watch



2. You see a child crying alone.

c. Ignore



3. Someone falls in the street.

B. Work with a partner. Explain your choices. Why would you react like that?

2 Read the text and match each experiment (1–4) with its main aim (A–F).
Two aims are extra.

- A. To explore whether appearance influences people's response to a request.
- B. To learn how comfortable people feel stepping into uncertain situations.
- C. To find out whether people enjoy watching social experiment videos online.
- D. To compare public reactions to two individuals facing the same difficulty.
- E. To see whether people help someone who seems unsure what to do.
- F. To explore whether people follow a public request when there is a personal benefit.

What would you do?

Social experiments are very popular these days. Right now, many **are being filmed** in busy public places to test how ordinary people react in everyday situations. For example, what would you do if you saw some keys on the ground, a £5 note on a board in the street, or a lost child in a shopping centre? These videos, which are often recorded with hidden cameras, aim to capture real reactions. In recent years, many such experiments **have been shared** online, and a lot of them have gone viral because the results are surprising or emotional. Here are four examples.

1. The free money

In this experiment, five £5 notes were attached to a board in the street. A message said, "This money is for people in need only." Many passers-by stopped and stared at the money. Some took photos, but they did not touch it.

In one case, two women took two £5 notes, but they gave them to a nearby homeless man. In another show of goodwill, a man added his own £5 note to the board. However, the experiment did not end well. Later, two men were filmed taking the last £20 and putting it in their pockets. By the end of the experiment, all the money **had been taken** from the board.

2. Lost girls

In another experiment, two young girls pretended to be lost in a busy shopping centre. They took turns looking confused and alone. Hidden cameras filmed what happened.

Over one hour, only one person — a grandmother — stopped to help them. More than 600 passers-by walked past without saying anything. Although the girls **were being watched** by passers-by, no one seemed willing to approach them. Several people slowed down but then hesitated and walked away.

3. The fall

In this experiment, two men who used crutches fell down in the street. One man seemed to be homeless. The other was wearing a smart suit and looked like a businessman. The reactions of passers-by were secretly filmed.

Both men fell ten times. Each time the businessman fell, he was helped (10 out of 10 times). In contrast, when the homeless man fell, only two people helped him (2 out of 10 times), and most people remained indifferent.

4. The bus ride

In a similar experiment, a man dressed in a suit asked bus drivers if he could travel for free because he had lost his wallet. Each time, the drivers let him on the bus and spoke to him kindly. Some even offered to help him look for it.

Later, the same man asked again. This time, he was wearing old clothes and carrying his belongings in a plastic bag. He looked homeless. Earlier, he had been treated kindly because he looked respectable. When he asked for a free ride, every driver said no.

3 Look at the boldfaced parts of the sentences in the article and complete the rules.

a. We form the **Present Continuous Passive** with **am / is / are** + ★★ ★ + ★★ ★.

b. We form the **Past Continuous Passive** with **was / were** + ★★ ★ + ★★ ★.

c. We form the **Present Perfect Passive** with **has / have** + ★★ ★ + ★★ ★.

d. We form the **Past Perfect Passive** with **had** + ★★ ★ + ★★ ★.



WHEN ACTIONS SPEAK

1

Choose the correct option.

1. Right now, volunteers

- a) are packing food boxes for the shelter.
- b) are being packed food boxes for the shelter.

2. The emergency message

- a) has already sent to the rescue team.
- b) has already been sent to the rescue team.

3. By the time we reached the village, warm clothes

- a) had been delivered to the families.
- b) had delivered to the families.

4. This week, free medical checks

- a) are offering to elderly people.
- b) are being offered to elderly people.

5. When the storm started, volunteers

- a) were being helped people leave their homes.
- b) were helping people leave their homes.

6. Before winter arrived, the organisation

- a) had collected hundreds of blankets.
- b) had been collected hundreds of blankets.

2

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

- 0. Food packages are being prepared (prepare) for the homeless right now.
- 1. Many families ★★ ★ (help) by local volunteers right now.
- 2. The injured man ★★ ★ (already / take) to the hospital.
- 3. When we arrived, free meals ★★ ★ (serve) to people outside the shelter.
- 4. Blankets ★★ ★ (collect) before the storm began.
- 5. A charity event ★★ ★ (organise) at our school at the moment.
- 6. The donations ★★ ★ (just / deliver) to the community centre.
- 7. While the storm was getting worse, emergency beds ★★ ★ (set up) for those in need.
- 8. By the time we reached the village, medical supplies ★★ ★ (send) by another group.

3 Rewrite the sentences in the passive voice.

0. *Volunteers are helping the injured people now.*

The injured people are being helped now.

1. They have collected enough food for the shelter.
2. Someone had prepared the blankets before night came.
3. A staff member is checking the supplies at the moment.
4. They have repaired the broken chairs.
5. The nurses were calming the children.
6. Someone had delivered the medicine before morning.
7. The group is sending support to the village now.
8. They have saved several people from the flood.

4 Listen to the people talking in different situations. As you listen, answer the questions.

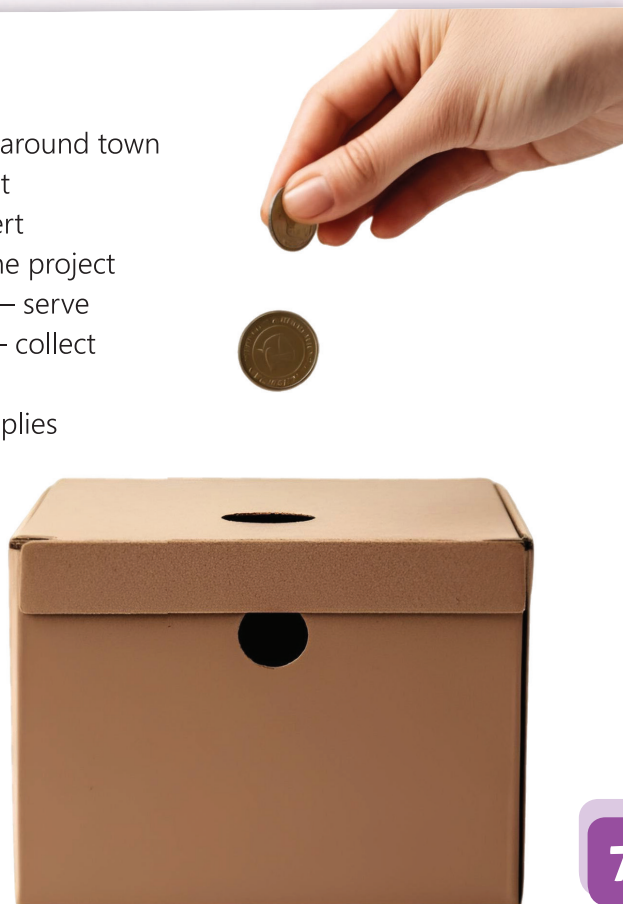


1. What is happening near the river?
2. How many families have been helped this year?
3. What was happening at the community centre when the speaker arrived?
4. What had been done before the storm started?

5 A large charity event was organised in your town to help people in need. Look at the notes below and report the event. Use passive forms.

- last week – organise – charity concert
- before the event – posters – put up – around town
- over 500 people – invite – to the event
- tickets – sell – online before the concert
- several local businesses – support – the project
- during the evening – food and drinks – serve
- while the concert – hold – donations – collect
- so far – more than ₺20,000 – raise
- right now – money – use – to buy supplies

Example: *Last week, a charity concert was organised to support families in need.*



WHEN ACTIONS SPEAK

1 Discuss the questions with a partner.

- Have you ever experienced an act of kindness from someone you didn't know?
- Do you think teenagers today generally trust strangers? Why / Why not?



2 Read the sentences. The words in bold are used in the recording. First, guess the meanings of the words. Then match the words (1-5) to their definitions (a-e).

1. The school decided to **carry out** a kindness project to help the local community.
2. It was **unexpected** when a stranger paid for her bus ticket.
3. His **prediction** was that more people would help if they saw others being kind.
4. She felt **suspicious** when someone she didn't know offered her an expensive gift.
5. He was **cautious** about accepting help, but he still thanked the person politely.

- a. careful to avoid danger or mistakes
- b. a statement about what you think will happen in the future
- c. to do or complete something planned
- d. not expected or surprising
- e. feeling that something may be wrong or dishonest

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



	Details
Location	Took place in one of the busiest (1) ★★★★★ in the city.
Purpose	To study how people react to (2) ★★★★★ from strangers.
Participants	• Students • Office workers • Tourists • (3) ★★★

Examples of kind actions	- Paying for someone's coffee - Giving small (4) ★★☆☆ - Helping carry (5) ★★☆☆
Researchers' predictions	Some thought people would feel (6) ★★★ and refuse. Others believed people would react (7) ★★★.
People's reactions	After the explanation, most people relaxed, smiled, and (8) ★★★.
Interesting finding	Many people wondered why a stranger would be kind because it is not very (9) ★★★ in daily life.
Conclusion	Small acts of kindness can create a positive (10) ★★★ and may spread to others.

4 Work in pairs or small groups. Choose one idea from the list. Speak for about 30–40 seconds. Say:

- whether you would do it
- who it would help
- why it might be easy or difficult

Help someone carry heavy bags

Give a compliment to a classmate

Let someone go first in a queue

Send an encouraging message to a friend

Share your notes with a student who was absent

Thank a worker (bus driver, cleaner, cashier)

Donate old clothes or books

Offer your seat to someone

Help a neighbour with a small task

5 A. Complete the form.

My act of kindness

What I did: ★★★

Who I helped: ★★★

When and where it happened: ★★★

Why I decided to help: ★★★

How the person reacted: ★★★

How I felt afterwards: ★★★

What I learned from the experience: ★★★

B. Share your act of kindness with a partner.

WHEN ACTIONS SPEAK

1 Discuss the options below with your partner and decide which act of kindness would make the biggest positive difference for someone. Explain your choice.



Helping a classmate with homework



Helping with a community project



Writing a heartfelt thank-you letter



Taking time to listen to someone's problems

Giving opinions

- *I think this act of kindness is the best because ...*
- *In my opinion, this would help the most since ...*
- *I believe this choice is more meaningful because ...*

Agreeing

- *I agree with you.*
- *That's a good point.*
- *You're right about that.*
- *I think so, too.*

Disagreeing politely

- *I see what you mean, but ...*
- *That's true. However, ...*
- *I'm not sure I agree because ...*
- *I understand your idea, but ...*

Making suggestions

- *What if we choose this one?*
- *Maybe we should pick ...*
- *Let's consider how it helps people.*
- *How about choosing ... ?*

Reaching a decision

- *So, should we choose this one?*
- *Do we both agree?*
- *Let's decide on this option.*
- *We both think this is the best choice.*

Opinion Paragraphs

Purpose: An opinion paragraph explains what the writer thinks or feels about a topic.

Key features: An opinion paragraph:

- gives the writer's opinion about the topic;
- uses reasons and facts to explain the opinion;
- is often about a controversial issue;
- may mention an opposing view.

1

Read the sample opinion paragraph and answer the questions.

Helping strangers is important for several reasons. First of all, it can make difficult moments easier for people who need support. For example, carrying heavy bags for an elderly person or giving directions to someone who is lost can be very useful. Moreover, small acts of kindness make society kinder and friendlier because people feel supported and respected. In addition, when people see others helping strangers, they may want to do the same. Some people think helping strangers can be risky because not everyone is trustworthy. Although this is sometimes true, people can still offer help in safe and careful ways. To sum up, helping strangers is a good habit because it supports people in need and encourages kindness in society.

1. What is the topic sentence of the paragraph?
2. What are the reasons that support the writer's opinion?
3. Which examples does the writer include to support his/her opinion?
4. Which sentence presents an opposing view?
5. What is your reaction to this paragraph? Do you agree or disagree with the writer's opinion? Why or why not?

2

A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from. You can also come up with your own topic.

1. Should people record and post their acts of kindness online?
2. Should wealthy people be required to donate more money to people in need?
3. Should people be expected to help others in emergencies?

B. Write an opinion paragraph. Make sure that your paragraph has:

- a topic sentence with a controlling idea
- supporting details (reasons and facts)
- an opposing view
- a concluding sentence

C. Exchange your paragraph with another student for feedback.



TEST

I. Choose the correct option.

1 The new bridge ★★★ at the moment.

- ☐ a are being built ☐ b is being built ☐ c has been built ☐ d was being built

2 Several important documents ★★★ since last week.

- ☐ a have been lost ☐ b are being lost ☐ c has been lost ☐ d were being lost

3 The office ★★★ when the fire alarm rang.

- ☐ a was cleaned ☐ b was being cleaned ☐ c had been cleaned ☐ d has been cleaned

4 The problem ★★★ before the manager arrived.

- ☐ a has been solved ☐ b was being solved ☐ c had been solved ☐ d is being solved

5 A new hospital ★★★ in our town this year.

- ☐ a is built ☐ b has been built ☐ c was being built ☐ d had been built

6 The reports ★★★ already ★★★ by the team.

- ☐ a are / being checked ☐ b were / being checked ☐ c have / been checked ☐ d have / been checking

7 The room looked perfect because it ★★★ before the guests arrived.

- ☐ a has been decorated ☐ b had been decorated ☐ c was being decorated ☐ d is being decorated

II. Complete the sentences with the correct words.

1 1. pretend 2. hesitate 3. go viral	a. Her funny video started to ★★★ after many people shared it online. b. He decided to ★★★ that he didn't hear the rude comment. c. Don't ★★★ to ask questions if you don't understand something.
a 1 - a, 2 - c, 3 - b	b 1 - b, 2 - c, 3 - a c 1 - c, 2 - a, 3 - b d 1 - b, 2 - a, 3 - c

2 1. willing 2. unexpected 3. cautious	a. She was ★★★ to help her friend with the project. b. She was ★★★ when walking on the icy road. c. We received a(n) ★★★ gift in the post.
a 1 - a, 2 - c, 3 - b	b 1 - b, 2 - c, 3 - a c 1 - c, 2 - a, 3 - b d 1 - b, 2 - a, 3 - c

3 1. prediction 2. passer-by 3. goodwill	a. The company donated money to show ★★★ to the community. b. A kind ★★★ helped the elderly woman cross the street. c. His ★★★ about the weather was correct.
a 1 - a, 2 - c, 3 - b	b 1 - b, 2 - a, 3 - c c 1 - c, 2 - a, 3 - b d 1 - c, 2 - b, 3 - a

III. Fill in the gaps with the words/phrases below. You may need to change the form of some words.



On February 23, 2026, a short video **1)** ★★★. It showed a passer-by helping an elderly woman during a(n) **2)** ★★★ heavy snowstorm. Because of the ice and snow, people had to be **3)** ★★★ since the streets were very slippery and dangerous.

In the clip, a man saw an older woman who was having trouble walking on the pavement. He did not **4)** ★★★ to help her. He cleared the snow from her path with his hands and walked next to her so she could move safely.

Many viewers said the clip showed real **5)** ★★★ toward others. They described the man as a(n) **6)** ★★★ person and a good example for others. Some said the story gave them hope, and others said they would be **7)** ★★★ to do the same thing in a similar situation.



1 Look, listen and say. Pay attention to the use of the words.

▶ TRACK 25



1. to do the right thing

to act in a way that is morally correct, even if it is difficult or causes problems for you

*Although no one was watching, she returned the lost wallet because she wanted to **do the right thing**.*



2. to praise

to say positive things about someone or something

The community **praised** the volunteers who helped during the fire.



3. to risk one's own life

to do something dangerous that could cause death in order to help or save others

*The firefighter was ready to **risk his own life** to save people inside the building.*



4. ordinary

not special, unusual, or different from others

Courageous acts are often done by **ordinary** people, not superheroes.



5. exhausted

very tired, so that you have no energy left

The rescue worker was **exhausted** after working all night.



6. determined

having a strong desire to do something and not giving up easily

*She was **determined** to improve her English, so she practised every day.*



7. resilient

able to recover quickly from difficulties, stress, or bad experiences

*After losing the match, the team stayed **resilient** and prepared for the next game.*



8. to move someone to tears

If something moves you to tears, it makes you cry.

*The song 'Khudayar tesnifi' **moves me to tears** every time I hear it.*

2 Complete the gaps with the words/phrases from Task 1. You might need to change the forms of the words.

0. She felt tired but stayed **determined** to finish the project on time.
1. Mountain guides often ★★☆☆ to help the climbers.
2. He was ★☆☆ after saving others, but it did not stop him.
3. The coach ★☆☆ the team for staying calm in a dangerous situation.
4. Even after several job rejections, he remained ★☆☆ and continued applying.
5. The soldier's story of heroism ★☆☆ many people ★☆☆.
6. Although he was afraid of getting into trouble, he reported the problem because he believed it was important ★☆☆.
7. She was a(n) ★☆☆ person, just like many others.

**3 Listen and match the speakers to the statements.
One statement is extra.**



SPEAKER 1

a. This person is praising a courageous person.

SPEAKER 2

b. This person feels exhausted after working for long hours.

SPEAKER 3

c. This person's words moved the listeners to tears.

SPEAKER 4

d. This person risked his/her own life to save an animal.

e. This person remained resilient after failure.

4 Answer the questions.

- Do you remember a time when you or someone you know tried to do the right thing, even though it was difficult?
- In your opinion, is a person a hero only if they risk their own life, or can there be other kinds of heroes?
- Why is it important for a hero to be determined in dangerous or stressful situations?
- How can being resilient help someone act like a hero in everyday life?
- Have you ever praised someone for a brave action? What did they do?
- Do you think ordinary people can be heroes? Can you give an example?
- Would you continue helping someone if you felt exhausted? Explain your answer.
- Have you ever watched a film about a hero that moved you to tears? Which one?

1 Look at the photos from the news article and answer the questions.

- What do you think the news story is about?
- What do you think happened, and how do you think the boy feels?



2 Read the news article and choose the best title.

- ☐ A. Family Holiday Turns into a Tragic Accident
- ☐ B. A Dangerous Day at the Beach in Australia
- ☐ C. Awards Ceremony Surprises Young Swimmer
- ☐ D. When Responsibility Matters More Than Fear

Many people in Australia and around the world are praising a 13-year-old boy after he saved his family during a dramatic sea rescue. Austin Appelbee became famous after swimming for almost four hours through dangerous waters to get help for his mother and two younger siblings.

The incident happened when the family was caught in violent waves near the Australian coast. Strong waves suddenly pulled Austin's mother and siblings away from the shore. The water was cold, and the conditions were extremely dangerous. Despite the danger, Austin did the right thing. Without waiting for help, he tried to reach the shore so he could raise the alarm.

Austin had to risk his own life during the rescue. The waves were powerful, and the current kept changing direction. Despite being exhausted and frightened, the teenager stayed focused and swam for hours until he reached the shore.

After the family was brought to safety, Austin's actions received public attention. He was later invited to a public ceremony, where he received awards and praise. Many people described his actions as extremely courageous. During his speech, Austin said, "I don't think I'm a hero. I just did what I had to do." His words received loud applause and moved many people to tears.

Austin also said that he hadn't thought about being brave and had only wanted to protect his family. Austin added that saving his mother and siblings felt like his responsibility as a son and brother.

Austin received hundreds of letters, social media messages, and scholarship offers. However, he said that he did not want special rewards. For him, the biggest prize was seeing his family safe and alive.

Austin's story inspires people around the world and reminds many that real heroes are often ordinary people who act with courage when it matters most.

3

Choose the correct answer.

1. What started the dangerous situation?

- A. The family decided to swim much farther than planned.
- B. A nearby accident in the water caused panic.
- C. The sea suddenly forced the family away from land.
- D. The shore became crowded and unsafe.

2. What did Austin do when he realised his family was in trouble?

- A. He stayed where he was and waited for assistance.
- B. He tried to get help from people nearby.
- C. He swam towards the shore to get help.
- D. He followed instructions from adults nearby.

3. Why was the rescue especially hard for Austin?

- A. The beach was too crowded.
- B. The movement of the sea made swimming hard.
- C. His family members were unable to move on their own.
- D. The rescue took place late in the evening.

4. How did Austin react to people calling him a hero?

- A. He believed his actions were necessary, not special.
- B. He was uncomfortable speaking in public.
- C. He felt proud and accepted the title.
- D. He hoped the attention would bring him opportunities.

5. What mattered most to Austin after the rescue?

- A. Being honoured at the ceremony.
- B. Receiving offers for future education.
- C. Becoming widely known by the public.
- D. Knowing that his family survived.

4

Look at the underlined sentences in the text and answer the questions.

- 1. Which sentence uses Austin's exact words?
- 2. Which sentence tells us what Austin said, but not in his exact words?



WHEN SECONDS MATTER

1 Use **told** or **said** to complete the sentences.

0. The firefighter said he was not afraid to enter the burning house.
1. She ★★ her friends that she had seen a brave act.
2. The hero ★★ that he was not scared.
3. She ★★ the police that she had seen everything.
4. The doctor ★★ that helping people was important.
5. The boy ★★ that he wanted to help.
6. The soldier ★★ his family that he was proud.
7. He ★★ us that he would not leave us there.
8. The man ★★ that he had to act quickly.

2 Change the sentences into Reported Speech.

0. "I am not afraid," the firefighter said.
The firefighter said that he was not afraid.
1. "I helped the man," the woman said.
2. "We will save the child," the heroes said.
3. "I can do it," the boy said.
4. "It is important to help them," the doctor said.
5. "I saw a brave act," she said.
6. "I will stay calm," he said.
7. "I want to help," the girl said.
8. "We are doing the right thing," they said.

3 Listen and write the sentences in Reported Speech. You will hear each sentence twice.



1

2

3

4

5

6

4 Find the mistakes.

hadn't seen that day

0. Tom said that he ~~didn't see~~ Anna ~~today~~.
1. Maria told me that she go to the doctor the day before.
2. Alex said me that he was very tired.
3. The teacher said that we will have a test the next day.

4. Sarah told that she had finished the work.
5. Jack said that he has no time that evening.
6. Emma told to us that she would help us later.
7. David told me he met John yesterday.
8. Lisa said that she want to join the team.

5 Look at the photos and guess what the people said in each situation.
Use the prompts.

0.
(save / the boy's cat)
*The firefighter told the boy
that he had saved the boy's
cat.*



1.
(not understand /
the task)



2.
help / walk



3.
do / well



4.
not expect / a gift



5.
the view / be /
beautiful



- 6** A. Write five questions to interview your partner about experiences, stories, or actions that impressed him/her. Then interview your partner.
- B. Change partners and report your first partner's answers to your new partner.



WHEN SECONDS MATTER

1 Look at the photo and answer the questions.

- What do you think she received an award for?
- How old do you think she is?
- What kind of situation do you think she was in?
- Do you think she did something brave? Why?



2 Listen to the news story and choose the best title.

- a. A Girl Who Loved Geography
- b. A School Trip to Thailand
- c. A Girl Who Spoke Up
- d. A Lesson That Saved Lives



3**Listen to the news story again and answer the questions.****TRACK 28**

1. How old was the girl?
2. What had she learned about at school shortly before the holiday?
3. What happened to the sea that made her feel worried?
4. Who did she warn first?
5. What did the tourists on the beach do?
6. About how many lives were saved?

4**Answer the questions.**

- Do you think Tilly was brave? Why or why not?
- Can school lessons help people in real life? How?
- Have you ever learned something at school that helped you in real life? What was it and how did it help?

5**Work in pairs and act out the role-play.**

Student A

You are a reporter. Interview a person about an unusual or important event he/she experienced.

Ask about:

- where he/she was
- what he/she first noticed
- what he/she said or did
- what happened next
- how he/she feels about the event now

Student B

You experienced an unusual or important event. Answer the reporter's questions.

Talk about:

- where the event happened
- what made the situation unusual
- what you did at that moment
- how other people reacted
- what you learned from the experience

WHEN SECONDS MATTER

- 1** A national committee will give a public-service award to one group this year. Consider the groups below and decide which group should be chosen.



Medical workers who save lives



Teachers who educate future generations



Scientists who make important discoveries



Volunteers and ordinary citizens who help others daily

Giving opinions

- *In my opinion, the most deserving group is ...*
- *I believe that ... make the greatest contribution because ...*
- *From my perspective, ... should be recognised because ...*

Asking for opinions

- *What do you think about ... ?*
- *Which group would you choose?*
- *Do you agree that ... are the most deserving?*

Agreeing

- *I agree with you because ...*
- *That's a good point.*
- *I think you're right about ...*

Disagreeing politely

- *I see your point, but I think ...*
- *I understand your point, but ...*
- *I'm not sure I agree because ...*

Making suggestions

- *Let's consider choosing ...*
- *How about selecting ... ?*
- *Maybe we should choose ... because ...*

Reaching a decision

- *So, we agree that ... is the best choice.*
- *Let's choose ... because ...*
- *We have decided that ... is the best choice.*

Narrative Paragraphs

Purpose: A narrative paragraph describes an event or a series of events in a logical sequence.

Key features: A narrative paragraph answers the question “What happened?” A good narrative paragraph should not confuse the reader about what happened first, what happened next, and so on. Clear organisation is achieved by using transition signals such as *First, Then, Next, After that, While, During* + noun phrase, and *Finally*.

1 Read the sample narrative paragraph and answer the questions.

I will never forget how my neighbour acted during a house fire. One evening, I was doing my homework when I suddenly smelled smoke outside. Then, I looked through the window and saw flames coming from a small house near ours. While many people were standing outside in fear, my neighbour quickly called the emergency services. Next, he warned the people in nearby houses and told everyone to stay away from the fire. He also informed the firefighters that a dog might be trapped inside. After a few minutes, the firefighters arrived and entered the house wearing protective equipment. Soon, they came out carrying the frightened dog. Everyone around them started clapping and thanking them for their bravery. Finally, the firefighters brought the fire under control before it spread to other houses. In short, my neighbour acted responsibly by calling for help and keeping everyone safe.

1. What is the topic sentence of this paragraph?
2. Which tense is mainly used in the narrative paragraph?
3. What words and phrases are used to indicate time?
4. What is the concluding sentence of this paragraph?

2 A. Choose a topic and brainstorm ideas. Here are some ideas to choose from.

- A classmate who showed great courage
- Saving someone during a heavy rain
- The most courageous decision I ever made
- A rescue story that I will never forget

B. Write a narrative paragraph.

C. Exchange your paragraph with another student for feedback.



TEST

I. Choose the correct option.

- 1 She ★★★ me that she was very busy.
☐ a told ☐ b said ☐ c told to ☐ d tell
- 2 "I will call you," he said. He said that he ★★★ me.
☐ a will call ☐ b would call ☐ c calls ☐ d called
- 3 "We have finished the project," they said. They said that they ★★★ the project.
☐ a finish ☐ b finished ☐ c had finished ☐ d have finished
- 4 "I will see you tomorrow," she said. She said she would see me ★★★.
☐ a tomorrow ☐ b the next day ☐ c following day ☐ d soon
- 5 "I met him yesterday," he said. He said that he ★★★.
☐ a met him yesterday ☐ b met him the day before ☐ c had met him the day before ☐ d met him yesterday
- 6 "I am busy now," she said. She said she ★★★.
☐ a is busy then ☐ b was busy at the moment ☐ c was busy then ☐ d had been busy at the moment
- 7 "I like this book," he said. He said he liked ★★★ book
☐ a this ☐ b these ☐ c that ☐ d those
- 8 They said, "We are watching a movie."
☐ a They said that we were watching a movie
☐ b They said that they were watching a movie.
☐ c They told that they were watching a movie.
☐ d They said that we watched a movie.

II. Complete the sentences with the correct words.

1 1. risked his own life 2. praised 3. did the right thing	a. The teacher ★★★ the students for their hard work. b. It was difficult, but we ★★★. c. The firefighter ★★★ to save the child.
--	---

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

2 1. ordinary 2. exhausted 3. resilient	a. After the long trip, we felt completely ★★★. b. She is very ★★★ and always finds a way to solve her problems. c. It was a(n) ★★★ meeting with nothing unusual.
---	---

☐ a 1 - c, 2 - a, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - a, 2 - c, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

3 1. moved 2. determined 3. praised	a. She was ★★★ for helping her neighbours. b. His courageous act ★★★ everyone to tears. c. He was ★★★ to finish the project on time.
---	--

☐ a 1 - a, 2 - c, 3 - b
 ☐ b 1 - b, 2 - c, 3 - a
 ☐ c 1 - c, 2 - a, 3 - b
 ☐ d 1 - b, 2 - a, 3 - c

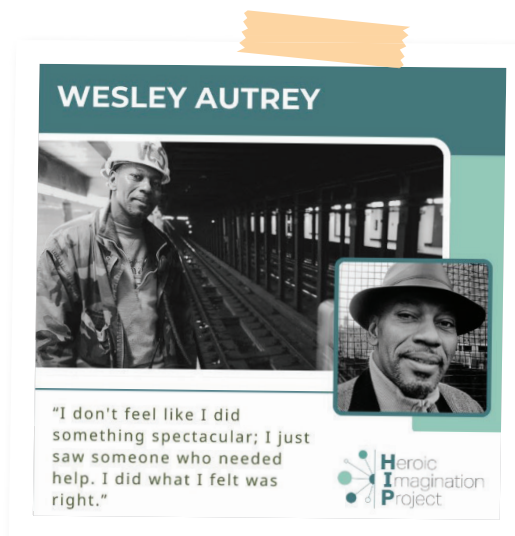
III. Fill in the gaps with the words below. You may need to change the verb form.



In 2007, a man named Wesley Autrey became a hero in New York. One day, a young man fell onto the subway tracks. Wesley was **1)** ★★★ after work, but he was determined to **2)** ★★★. He jumped onto the tracks to help the stranger, ready to **3)** ★★★.

Wesley protected the man as the train passed over them. They both survived. People around the world **4)** ★★★ Wesley for his brave action. Many said he was strong and **5)** ★★★ because he stayed calm in a very dangerous moment. His story shows that real heroes can be **6)** ★★★ people who choose to help others.

Safety note: Alert staff and follow trained professionals.
Do not imitate this action.



1

Look, listen and say. Pay attention to the use of the words.



TRACK 29



1. to respond

to answer or react to something that someone says or does

In some cultures, people take time to **respond** to invitations because they prefer to discuss plans with their family first.



2. to confirm

to say that something is true or correct, often officially

Before travelling, it is good to **confirm** your hotel booking.



3. privacy

someone's right to keep their personal matters and relationships secret

The word "private" on the paper shows that the owner cares about **privacy**.



4. to appreciate

to understand the value or importance of something and feel thankful for it

Students learn to **appreciate** different traditions when they study abroad.



5. to stare at somebody

to look at someone for a long time, usually without moving your eyes

It is not polite to **stare at** strangers in public.



6. to greet

to say hello to someone or welcome them when you meet them

In Japan, people **greet** each other with a bow.



7. request

the act of politely or officially asking for something

It is important to listen carefully when someone makes a **request**.



8. to disappoint

to make someone feel sad because something was not as good as they expected

Forgetting to say "thank you" may **disappoint** your friends.

2 Complete the gaps with the words/phrases from Task 1.

0. She did not know how to **respond** when strangers spoke to her on the bus.
1. He felt uncomfortable when people began to ★★ ★ him because he was wearing traditional clothes.
2. He learned table manners quickly because he did not want to ★★ ★ his new friends.
3. She sent a message to ★★ ★ the time of the traditional ceremony.
4. Travellers begin to ★★ ★ local music after listening to it many times.
5. The guide answered every ★★ ★ from the tourists politely.
6. In many countries, people ★★ ★ guests with food or drinks.
7. He was not used to sharing a room, so he missed his ★★ ★.

3 Match the speakers to the statements. One statement is extra.



SPEAKER 1

a. This person is disappointed about the changes in local culture.

SPEAKER 2

b. This person appreciates living in a multicultural city.

SPEAKER 3

c. This person respects other people's privacy and expects the same in return.

SPEAKER 4

d. This person doesn't like it when people stare at him/her.

e. This person is going to greet the visitors.

4 Discuss the questions.

- How do people in your culture usually respond to compliments?
- What should you do if someone stares at you while you are in another country?
- What actions might disappoint someone from a different culture?
- How do people in your country confirm appointments?
- What is something visitors should appreciate about your culture?
- What is a polite way to make a request in your culture?
- How do people usually greet each other in your culture?
- How important is privacy in your culture?
What questions are too personal to ask in your culture?
- Is it rude to refuse a request in your culture? Why?



ACROSS CULTURES

1 A. Read the proverbs.

- When in Rome, do as the Romans do.
- Different countries, different customs.

B. Work with a partner. Discuss the questions.

- What do these proverbs mean?
- What do they teach us about visiting other countries?
- Can you think of real-life examples that show these ideas?

2 The text describes the experiences of six people (Paragraphs 1–6). Match each statement (A–H) with the correct paragraph. Two statements are extra.

- A. This person learned that indirect replies may be used to avoid sounding rude.
- B. This person was surprised that getting around the city cost more than expected.
- C. This person realised that a polite habit at home could seem unusual abroad.
- D. This person found a useful way to deal with receiving too much.
- E. This person learned that asking private questions at work may seem impolite.
- F. This person realised that not talking can be acceptable in some situations.
- G. This person learned that some questions are used only as social routines.
- H. This person started paying more attention to local customs before entering indoor places.

1

When I first moved to Germany, I often smiled at people on the subway because this is considered polite in my country. However, many people looked surprised and rarely smiled back. One day, I noticed that a woman was staring at me, which made me feel confused. Later, I asked my friend whether smiling at strangers was considered unusual in Germany¹, and he explained that people there usually do not smile at strangers. At first, I thought people were unfriendly, but over time I realised they were simply following their cultural habits.

2

When I visited a friend's home in Japan, I accidentally walked inside with my shoes on. The room suddenly became quiet, and my friend quickly brought slippers for me. Later, she explained that people usually take off their shoes at the entrance of homes and many indoor spaces. I apologised, and we laughed about the situation afterwards. From then on, I carefully checked entrances for shoe racks or signs and noticed that many places provide indoor slippers.

3

When I began working in the United Kingdom, a colleague greeted me and asked how I was. I responded with a long explanation about my problems and how tired I felt. Later, another colleague explained that the question is usually just a polite greeting rather than a request for detailed information. I felt slightly embarrassed at first, but my colleagues were friendly and understanding. After that, I learned to reply briefly—usually saying, “I’m fine, thanks”—and then continue the conversation naturally.

4

While visiting the United States, I ordered a “small” drink at a restaurant and was surprised when the cup turned out to be very large. I asked the cashier whether it was really the smallest size², and she confirmed that it was. Throughout my trip, I noticed that many food and drink portions were larger than I expected. To avoid wasting food, I often shared meals with friends or saved leftovers for later. This experience taught me to check portion sizes before ordering.

5

During my first week in South Korea, I tried to start conversations with people in the lift, but no one responded. The silence felt uncomfortable at first. Later, I asked a colleague why people usually stayed quiet in lifts³, and she explained that remaining silent shows respect for others’ privacy. After learning this, I also stayed silent during lift rides. Over time, I began to appreciate these quiet moments as short breaks during busy days.

6

During a volunteer programme in Indonesia, people often responded to my invitations with “maybe.” I assumed they planned to attend, but many did not. A local friend later explained that people sometimes avoid saying “no” directly because they want to remain polite and avoid disappointing others. After learning this, I began confirming plans more clearly and checking again closer to the date of the event. This helped me understand local communication styles and organise activities more effectively.

3

Look at the underlined sentences in the text and complete the questions.

1. “Is smiling at strangers considered ★★☆☆?”
2. “Is it really the smallest ★★☆☆?”
3. “Why do people usually stay ★★☆☆?”



ACROSS CULTURES

1

Look at the questions and complete the second sentences in Reported Speech.

0. "Do you like learning about other cultures?"
She asked if I liked learning about other cultures.
1. "Do you feel comfortable in this new culture?"
He asked if I ★★☆☆ comfortable in that new culture.
2. "Did you find the customs surprising?"
She asked if I ★★☆☆ the customs surprising.
3. "How do people greet each other in your culture?"
She asked how people ★★☆☆ each other in my culture.
4. "Have you tried traditional food here?"
They asked if I ★★☆☆ traditional food there.
5. "Will you visit another country next year?"
He asked if I ★★☆☆ another country the following year.
6. "Where did you learn about their traditions?"
He asked where I ★★☆☆ about their traditions.
7. "Do you understand the local traditions now?"
He asked if I ★★☆☆ the local traditions then.
8. "When will the festival start?"
They asked when the festival ★★☆☆.

2

Read the reported questions and write the original direct questions.

0. Sara asked, "Do you enjoy traditional festivals?"
She asked if I enjoyed traditional festivals.
1. Lina asked, " ★★☆☆ ?"
She asked if I had tried any local dishes.
2. Elena asked, " ★★☆☆ ?"
She asked why I was surprised by their customs.
3. Mark asked, " ★★☆☆ ?"
He asked whether I could understand the customs.
4. Sofia asked, " ★★☆☆ ?"
She asked how people celebrated weddings in my country.
5. Aiko asked, " ★★☆☆ ?"
She asked if people greeted each other differently in my country.
6. Daniel asked, " ★★☆☆ ?"
He asked if I had visited a cultural museum.

7. Mei asked, "☆☆☆?"
She asked whether I would stay in that country long.
8. Ken asked, "☆☆☆?"
He asked where I had learned about that culture.

3 Look at the photos. Write a possible direct question for each picture.
Then report the question to your partner in Reported Speech.



0. He asked if she had ever played football before.



1.



2.



3.



4.



5.

4 Listen to a conversation between two international students.



Student A: Write down any four questions Aysel asked.

Student B: Write down any four questions Luca asked.

After listening, tell your partner the questions using Reported Speech.

5 Follow the instructions.

- A.** Write two questions to ask your classmates.
- B.** Walk around the class. Ask your questions to different classmates and listen carefully to the questions they ask you.
- C.** Return to your seat and write the questions you remember in Reported Speech.

Example: Ali asked what my favourite fruit was.



ACROSS CULTURES

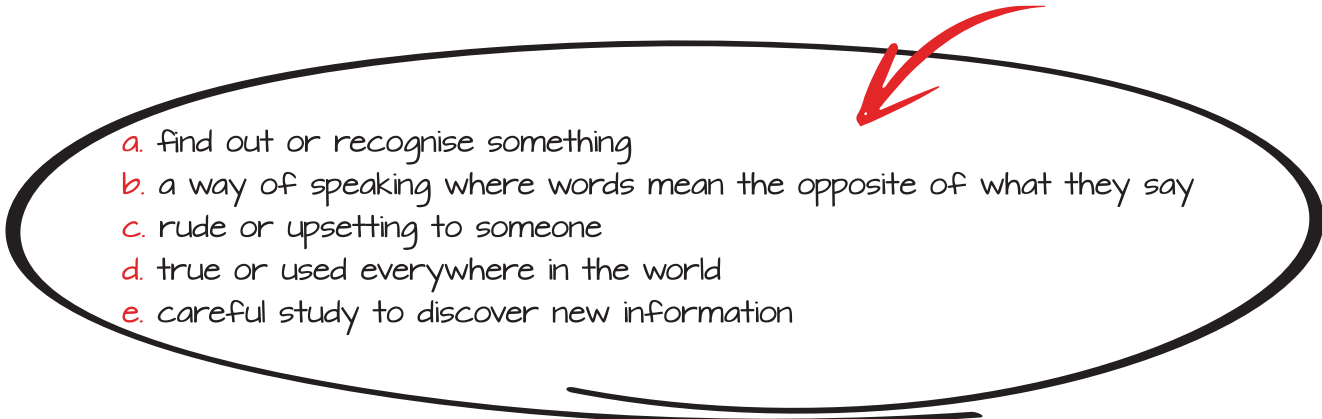
1 Answer the questions.



- Do you prefer sending emojis or writing words to show your feelings? Why?
- Which emoji do you use most often? Why?
- Can emojis replace words in a message? Why or why not?

2 Read the sentences. The words in bold are used in the recording. First, guess the meanings of the words. Then match the words (1-5) to their definitions (a-e).

1. The teacher asked the class to **identify** the symbol that they saw on the screen.
2. The student did **research** before writing an essay about local culture.
3. Music is often called a **universal** language because people everywhere can enjoy it.
4. When he said "Great weather!" during a storm, his voice showed clear **sarcasm**.
5. Making jokes about someone's traditions can be **offensive**, even if you don't mean to hurt them.

- 
- a. find out or recognise something
 - b. a way of speaking where words mean the opposite of what they say
 - c. rude or upsetting to someone
 - d. true or used everywhere in the world
 - e. careful study to discover new information

3 Listen to a talk and answer the question. Choose a, b, c or d. What is the talk mainly about?



- a. How emoji meanings can change across cultures.
- b. Why people should use words instead of emojis.
- c. The history of emojis and how they were invented.
- d. Which emojis are most popular in different countries.



ACROSS CULTURES

1 Discuss the options below with your partner and decide which cultural experience would help you understand another culture best. Explain your choice.



*Living with
a host family
abroad*



*Trying traditional
food from another
country*



*Attending an
international
festival*



*Watching films
from different
cultures*

Giving opinions

- *I think this option is effective because ...*
- *In my opinion, this helps people understand another culture since ...*
- *For me, the most useful experience is ...*

Agreeing

- *I agree with you.*
- *That makes sense.*
- *Good point.*

Disagreeing politely

- *I see what you mean, but ...*
- *That's true, but ...*
- *I'm not sure I agree because ...*

Making suggestions

- *What about choosing this option?*
- *Maybe we should consider ...*
- *Why don't we pick ... ?*

Reaching a decision

- *So, shall we choose this option?*
- *Are we both happy with this choice?*
- *Let's choose this one.*

Comparison Paragraphs

Purpose: A comparison paragraph shows the similarities and/or differences between two people, things, or ideas.

Key features: Comparison paragraphs show the following:

- similarities between two things
- differences between two things

NOTE: Make sure that you focus on either similarities or differences in your paragraph. The topic sentence should indicate whether your paragraph will be about similarities or differences.

1 Read the sample comparison paragraph and answer the questions.

Azerbaijani and Japanese cultures may seem very different at first, but they share some important values. In both cultures, people are taught from an early age to respect their elders and behave politely in social situations. For example, children are expected to speak respectfully to parents, teachers, and guests. Another important similarity is hospitality. In both Azerbaijan and Japan, visitors are warmly welcomed and often offered food or drinks to make them feel comfortable. Family relationships are also very important in both societies, and many people feel responsible for supporting their relatives. In conclusion, although Azerbaijan and Japan are geographically distant, both cultures place great importance on respectful behaviour, welcoming guests, and strong family ties.

1. What is the topic of the paragraph?
2. What is the topic sentence of this paragraph?
3. Does the paragraph focus on similarities or differences?
4. Which linking words or phrases help you follow the ideas?

2 A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from.

- Two cultures
- Two festivals
- Two cities
- (or you can come up with your own topic)

B. Write a comparison paragraph.

C. Exchange your paragraph with another student for feedback.



TEST

I. Choose the correct option.

1 Leo asked, "Where do they celebrate New Year?"

- ☐ a Leo asked where did they celebrate New Year.
- ☐ b Leo asked where they celebrated New Year.
- ☐ c Leo asked where do they celebrate New Year.
- ☐ d Leo asked where they would celebrate New Year.

2 Fatima asked, "How did they greet the guests?"

- ☐ a Fatima asked how did they greet the guests.
- ☐ b Fatima asked how they had greeted the guests.
- ☐ c Fatima asked how they greeted the guests.
- ☐ d Fatima asked how had they greeted the guests.

3 Leo asked, "Is it rude to be late here?"

- ☐ a Leo asked was it rude to be late there.
- ☐ b Leo asked if it was rude to be late here.
- ☐ c Leo asked if it was rude to be late there.
- ☐ d Leo asked whether is it rude to be late there.

4 Elena asked, "When does the festival start?"

- ☐ a Elena asked when did the festival start.
- ☐ b Elena asked when the festival started.
- ☐ c Elena asked when does the festival start.
- ☐ d Elena asked when the festival start.

5 Chloe asked me, "Did you enjoy the ceremony?"

- ☐ a Chloe asked if I had enjoyed the ceremony.
- ☐ b Chloe asked did I enjoy the ceremony.
- ☐ c Chloe asked if you enjoyed the ceremony.
- ☐ d Chloe asked if I enjoy the ceremony.

6 Julia asked me, "Are gifts important in your culture?"

- ☐ a Julia asked if gifts were important in my culture.
- ☐ b Julia asked were gifts important in your culture.
- ☐ c Julia asked if were gifts important in my culture.
- ☐ d Julia asked whether gifts are important in your culture.

II. Complete the sentences with the correct words.

1. disappoint	a. I sent her a message, but she didn't ★★★ for two days.
2. stare at	b. It is rude to ★★★ people on the bus.
3. respond	c. I don't want to ★★★ my parents, so I study hard.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

1. greet	a. Please ★★★ your booking by email.
2. confirm	b. I really ★★★ your help with my homework.
3. appreciate	c. My teacher used to ★★★ her students with a smile.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

1. request	a. Good ★★★ takes time and careful planning.
2. privacy	b. Everyone needs some ★★★ when they are at home.
3. research	c. He made a ★★★ for more time to finish the project.

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - c, 2 - b, 3 - a

III. Rewrite the sentences using the words in brackets. Keep the meaning.

- Please tell me whether you can come to the meeting. (*confirm*)
- He looked at the tourists for a long time without speaking. (*stared*)
- I hope I don't make my teachers unhappy. (*disappoint*)
- Please answer my message about dinner plans. (*respond*)
- I understand the value of learning about other cultures. (*appreciate*)
- They said hello to their guests in the traditional way. (*greet*)
- Smiling occurs across cultures, but its social meaning and appropriate use can vary. (*universal*)
- He could recognise the country from the traditional clothes. (*identify*)

1

Look, listen and say. Pay attention to the use of the words.



TRACK 33



1. approach

a way of doing something or dealing with a problem

The teacher tried a new **approach** to help students understand grammar.



2. shift

a change in position, direction, or way of thinking

A small **shift** in the timetable helped students feel less stressed.



3. concern

a feeling of worry about something important

Parents showed **concern** about the amount of homework students receive.



4. ban

an official rule that says something is not allowed

There is a **ban** on eating in the computer lab.



5. to adopt

to start using something, such as a plan, idea, or method

Our class **adopted** a rule to speak only English during classes.



6. to consider

to think carefully about something before making a decision

The principal will **consider** students' opinions before changing the timetable.



7. debate

a discussion where people express different opinions about a topic

There is a public **debate** about the best way to test students.



8. to result in

to cause a particular situation to happen

Poor attendance can **result in** lower grades.

2 Complete the gaps with the words/phrases from Task 1.

0. Our teacher **adopted** a fun way to review lessons.
1. Students had a(n) ★★★ about school uniforms.
 2. Her ★★★ to studying vocabulary is very effective.
 3. There is growing ★★★ about exam stress among teenagers.
 4. The teacher will ★★★ giving extra time for the test.
 5. There is a(n) ★★★ on running in the school corridors.
 6. Lack of sleep may ★★★ poor performance at school.
 7. A(n) ★★★ to online learning changed how students study.

3 Listen and match the speakers to the statements. One statement is extra.



SPEAKER 1

a. This student has a concern about the group project.

SPEAKER 2

b. This person supports the ban on mobile phones in class.

SPEAKER 3

c. This person is taking part in a debate about school rules soon.

SPEAKER 4

d. This person prefers a different approach to studying.

e. This student wants the school to adopt a new grading system.

4 Discuss the questions.

- What concerns do parents have about teenagers who use technology a lot?
- Can using technology too much result in problems for students? What kind?
- Do you think schools should have a ban on phones during lessons? Why or why not?
- Should schools adopt online platforms for homework?
- Is there a debate in your class about using AI for studying?
- What approach should teachers consider for students who don't like using technology?
- Do you think there will be a shift to fully online classes in the future?

1 Look at the photo from a news article and answer the questions.

- What do you think the article will say about the use of technology in schools?
- Which do you think is better for learning: books or digital devices? Explain your answer.



2 Read the news article and choose the best title.

- ☐ A. Denmark Rethinks the Role of Digital Technology in Schools
- ☐ B. The Harmful Effects of Smartphones on Teenagers
- ☐ C. Schools Worldwide Introduce Strict Phone Bans
- ☐ D. Students in Denmark Learn Better With Technology

Denmark has long been known for its extensive use of technology in education. For many years, Danish students regularly used tablets and computers in class, and digital tools played a central role in learning. Now, however, the country is beginning to change its approach.

Recently, Danish schools have begun introducing stricter limits on mobile phones and other personal digital devices during the school day. This shift means that schools are using fewer digital devices and reducing screen time during lessons. Instead, they are returning to more traditional teaching methods, such as printed textbooks and paper-based materials.

One main reason for the policy change is concern about children's health and academic progress. Experts who reviewed recent data say that too much screen time can negatively affect children's mental wellbeing and school performance. Many young people spend several hours a day on their phones, which can reduce their concentration during lessons.

To improve students' focus, schools across Denmark have introduced new rules, including a ban on mobile phones in schools and after-school programmes. Students must put their phones in a safe place at the start of the day. This policy has already been adopted by many schools nationwide.

Teachers and school leaders report clear benefits from the new rules. According to educators, students are speaking more with classmates, taking part in activities during breaks, and paying closer attention in class. Some teachers also say lessons are calmer and students are more focused on their tasks.

In addition, officials are considering a plan to limit social media access for children under the age of 15. Supporters believe that reducing time spent online could result in better academic results and healthier lifestyles.

Denmark's decision is part of a wider international debate about the role of technology in education. Many countries are rethinking how digital devices influence students' learning and wellbeing. Time will tell whether these new rules really help students.

3 Read the text again. Decide if each statement is True, False, or Not Given according to the text.

1. The new policy completely replaces digital learning with traditional methods.
2. The policy change was influenced by research findings.
3. Social interaction is the only reason for the new phone rules.
4. Teachers believe classroom behaviour has improved since the rules were introduced.
5. The government has already approved a law limiting social media for under-15s.
6. Most Danish parents support limiting children's social media access.
7. Denmark is the only country currently reconsidering technology use in schools.

4 Read the students' comments about this article and decide whether each student agrees or disagrees with stricter limits on phones and digital devices at school.

1. *I have doubts about this policy. The headteacher told us to leave our devices in lockers, but sometimes I need mine. Last week I asked him to let me use it for research, but he said no. It was difficult to complete the task without it.*
2. *I like the new rule. Last month our teacher told us not to bring our phones to the classroom. We put our phones in a box before the lesson. It was difficult at first, but now it is OK. It helps me concentrate better.*
3. *I think the rules are a little strict. In our last writing class, the teacher told us to write the essay on paper. I asked if I could type the essay because it was faster for me, but she said no.*

5 Look at the underlined reporting structures in Task 4. Then complete the sentences.

1. "Be quiet."
The teacher told us
☆☆☆.

3. "Please work in pairs."
The teacher asked us
☆☆☆.

2. "Please sit down."
The teacher asked
us ☆☆☆.

4. "Don't write in pencil."
The teacher
told us ☆☆☆.



TECHNOLOGY IN EDUCATION

1 Change the sentences into Reported Speech.

0. *The teacher said to the students, "Turn on your cameras."*

The teacher told the students to turn on their cameras.

1. The instructor said to the class, "Please mute your microphones."

2. The teacher said to Emma, "Don't open other tabs."

3. The IT assistant said to Ali, "Restart your computer."

4. The teacher said to Maya, "Could you please upload your homework to the platform?"

5. The teacher said to the students, "Close the chat window."

6. The tutor said to me, "Please check your internet connection."

7. The IT teacher said to the class, "Don't share your passwords with anyone."

2 Report what the teacher told or asked the students to do on the first day of class. Use Reported Speech.

0. "Please focus carefully on your tasks."

1. "Do not use your phones during lessons."

2. "Use your printed textbooks instead of tablets."

3. "Please put your phones in the storage box at the start of the day."

4. "Talk with your classmates during activities."

5. "Do not spend too much time on screens."

6. "Please bring a notebook so you can write your work by hand."

7. "Do not rely on screens to complete every task."

0. **He asked them to focus carefully on their tasks.**

3 Listen and write the sentences. Then report them to your partner. **TRACK 35**

1. ★★ ★ 2. ★★ ★ 3. ★★ ★ 4. ★★ ★ 5. ★★ ★ 6. ★★ ★

4 Look at the photos and guess what the people asked or told others to do in each situation. Use the prompts.

0.
point to /
country on the map
*The teacher told the student
to point to a country on the
map.*



1.
take care of /
the plant



2.
not enter /
the area



3.
fasten /
your seatbelt



4.
run /
towards the goal



5.
show /
where the hotel is



5 Work in pairs. Tell your partner about things different people (e.g., teachers, classmates) asked or told you to do. Do not mention any names. Your partner should listen and guess who each person is.



TECHNOLOGY IN EDUCATION

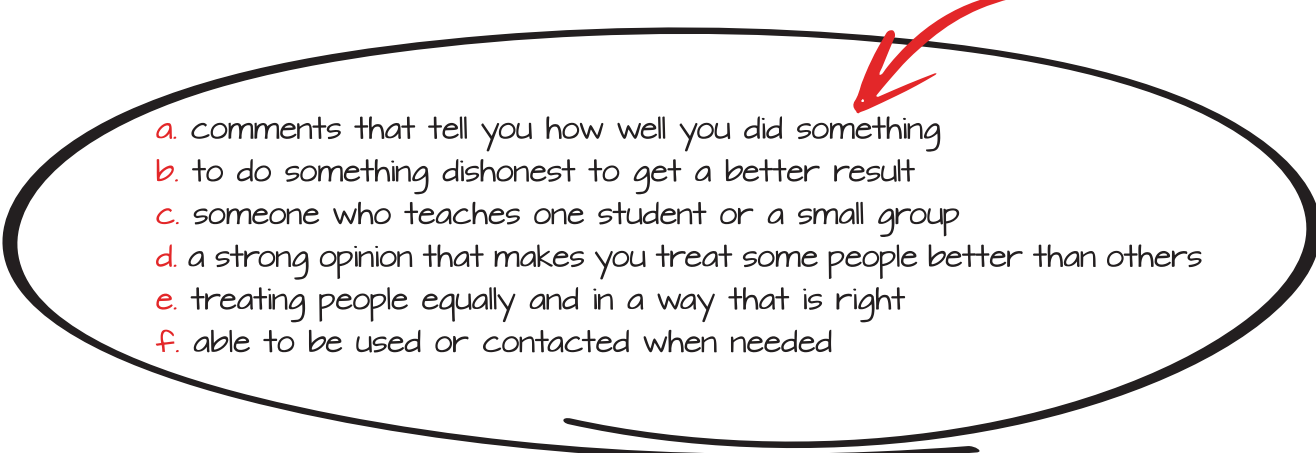


1 Discuss the questions with a partner.

- Do you use AI (Artificial Intelligence) for schoolwork? If yes, what do you use it for? If not, why?
- Do you think AI is helpful for students? Why or why not?

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

1. A private **tutor** helps Ilkin study English every week.
2. I'm not **available** this afternoon because I have a meeting.
3. The teacher gave me helpful **feedback** on my writing.
4. The system showed **bias** because it was kinder to some students than others.
5. A good teacher is **fair** and treats all students the same.
6. Some students **cheat** during tests by looking at other students' answers.

- 
- a. comments that tell you how well you did something
 - b. to do something dishonest to get a better result
 - c. someone who teaches one student or a small group
 - d. a strong opinion that makes you treat some people better than others
 - e. treating people equally and in a way that is right
 - f. able to be used or contacted when needed

3 Listen to the conversation between a teacher and student and answer the question.



What are the teacher and student mainly talking about?

- A. How students can study better
- B. How AI affects learning
- C. Why students should not use AI
- D. Why schools need rules for using AI

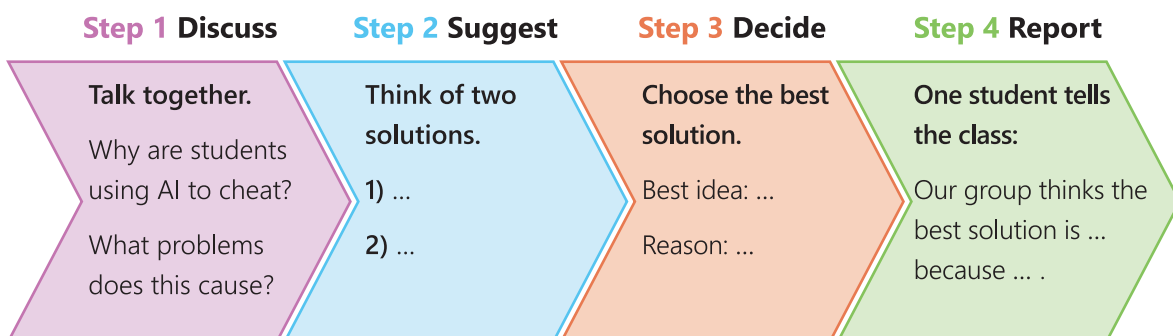
- 4** Listen to the conversation again and complete the table.
Use 1-3 words.



Advantages of AI	Details
• 1) ★★☆☆ learning	AI studies your strengths, weaknesses, and speed.
• Always available	Some AI tools function like 2) ★★☆☆
• Gives 3) ★★☆☆ feedback	Students can fix mistakes quickly.

Disadvantages of AI	Details
• AI can make mistakes or 4) ★★☆☆	Results may not be fair
• Privacy problems	AI collects 5) ★★☆☆ such as grades and learning behaviour
• Risk of cheating	The number of students who cheated last term in their school: 6) ★★☆☆
• Too much AI may reduce 7) ★★☆☆	Important for motivation

- 5** Work in groups and follow the steps.





TECHNOLOGY IN EDUCATION

1

Work with your partner. Read the question and discuss the options below. Talk about the advantages and disadvantages of each. Then decide which option is the best and explain why.

- What is the most effective way to learn a foreign language?



Using AI tools



Studying with a tutor



Learning from books



Watching films or videos

Giving opinions

- I think ... is the most effective because ...*
- For me, ... works best because ...*
- I've found that ... really helps me improve.*

Asking for opinions

- What do you think works best?*
- Which method would you choose?*
- Do you think ... is better than ... ?*

Agreeing

- I agree with you.*
- That's true.*
- You're right about that.*

Disagreeing politely

- I see your point, but ...*
- That might be true, but ...*
- I'm not sure I agree because ...*

Reaching a decision

- Let's choose ... as the best method.*
- We both agree that ... is most effective.*
- So our final decision is ...*

Cause/Effect Paragraphs

Purpose: A cause/effect paragraph serves one of two purposes: either it shows the effects of an action, situation, or event, or it explains the causes of an action, situation, or event.

Key features: The most common cause/ effect paragraphs follow one of the two patterns below:

- reasons (or causes) of an action or event
- results (or effects) of an action or event

NOTE: Make sure that the topic you choose has a cause-and-effect relationship.

1 Read the sample cause/effect paragraph and answer the questions.

The excessive use of artificial intelligence by school students can negatively affect both their education and personal development. First of all, many students become too dependent on AI tools for homework and school projects. Instead of thinking independently, they often use AI to produce quick answers and complete tasks with minimal effort. As a result, their critical thinking and problem-solving skills may gradually weaken. Furthermore, excessive reliance on AI can reduce creativity because students may stop developing their own ideas and imagination when working on assignments. It may also negatively affect communication skills, since students can spend less time discussing topics and exchanging ideas with classmates and teachers. Over time, this dependence on technology may encourage laziness and unhealthy study habits. In conclusion, excessive use of AI can harm students' creativity, independent thinking, communication skills, and overall academic development.

1. What is the topic of the paragraph?
2. What is the topic sentence of this paragraph?
3. What is the concluding sentence of this paragraph?
4. What is the writer's purpose in writing this paragraph?
5. Does the writer focus on causes or effects?

2 A. Choose a topic and then brainstorm ideas for that topic. Here are some topics to choose from.

1. The effects of too much screen time on students
2. The reasons why students use AI to cheat
3. The effects of banning phones in schools

B. Write a cause/effect paragraph.

C. Exchange your paragraph with another student for feedback.



TEST

I. Choose the correct option.

- 1** The teacher said to the students, "Open your textbooks."
- ☐ a The teacher asked the students open their textbooks.
 - ☐ b The teacher told the students to open their textbooks.
 - ☐ c The teacher said the students open their textbooks.
 - ☐ d The teacher asked to the students to open their textbooks.
- 2** The principal said to us, "Do not use your phones during class."
- ☐ a The principal told us not to use our phones during class.
 - ☐ b The principal asked us do not use our phones during class.
 - ☐ c The principal said us not use our phones.
 - ☐ d The principal told not to use our phones.
- 3** "Please help me with this assignment," the student said to the teacher.
- ☐ a The student told the teacher help him with the assignment.
 - ☐ b The student asked the teacher to help him with the assignment.
 - ☐ c The student asked that the teacher helped him.
 - ☐ d The student said the teacher to help him.
- 4** The instructor said, "Did you finish the homework?"
- ☐ a The instructor asked did we finish the homework.
 - ☐ b The instructor asked us to finish the homework.
 - ☐ c The instructor asked if we had finished the homework.
 - ☐ d The instructor said had we finished the homework.
- 5** "Close the door quietly," the librarian said.
- ☐ a The librarian asked close the door quietly.
 - ☐ b The librarian told us closing the door quietly.
 - ☐ c The librarian told us to close the door quietly.
 - ☐ d The librarian said us close the door quietly.

6 The coach said, "Don't talk during the exam."

- ☐ a The coach told us don't talk during the exam.
- ☐ b The coach told us not to talk during the exam.
- ☐ c The coach asked us not talk during the exam.
- ☐ d The coach said us not to talk.

II. Complete the sentences with the correct words.

1	1. feedback 2. approach 3. shift	a. Our teacher uses a new ★★ to make learning English more fun. b. The teacher gave me helpful ★★ on my essay. c. There was a(n) ★★ in my learning when I started studying every day.
----------	--	---

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c

2	1. debate 2. bias 3. ban	a. Some students think there is ★★ when teachers grade speaking tests. b. They supported a ★★ on loud music after midnight. c. The class had a ★★ about the best way to learn vocabulary.
----------	--------------------------------	---

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c

3	1. result in 2. consider 3. adopt	a. Studying regularly can ★★ higher test scores. b. I decided to ★★ a better study routine this year. c. You should ★★ watching videos in English to improve your listening.
----------	---	--

- ☐ a 1 - a, 2 - c, 3 - b ☐ b 1 - b, 2 - c, 3 - a ☐ c 1 - c, 2 - a, 3 - b ☐ d 1 - b, 2 - a, 3 - c

III. Rewrite the sentences using the words in brackets. Keep the meaning.

1. She is worried about your health. (*concern*)
2. They decided to use a new system. (*adopt*)
3. The discussion led to a better solution. (*result*)
4. Some people think the rule is unfair to younger workers. (*bias*)
5. The school doesn't allow phones in exams. (*ban*)
6. He thought carefully about my idea. (*consider*)
7. She told him what was good about his work and how to improve it. (*feedback*)
8. He tried to get answers in a dishonest way during the test. (*cheat*)

IRREGULAR VERBS LIST

Infinitive	Past simple	Past participle
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost

Infinitive	Past simple	Past participle
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
speak	spoke	spoken
spend	spent	spent
spit	spat	spat
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

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LESSON 1

Clauses and Phrases of Purpose



Examples

She makes a study plan **so that** she can finish her work on time.

They plan their study time carefully **in order to (to)** create a daily routine.
She starts her homework early **in order not to** forget about it later.

I take short breaks **for more energy**.
I take short breaks **to feel** more energetic.

Explanation

So that shows purpose. The purpose clause usually contains a modal: **can**, **will**, or **may** for the future; **could**, **would**, or **might** for the past.

In order to shows purpose. The shorter form is **to**. Use **to** + base form of the verb. For the negative form, use **in order not to**.

For + noun or noun phrase shows purpose. Use **to** before a verb.

LESSON 2

Subject-Verb Agreement



Structure

a number of + plural noun

the number of + plural noun

neither ... nor

either ... or

not only ... but also

Explanation

A number of means "many," so it takes **a plural verb**.

The number of refers to the total number, so it takes **a singular verb**.

With **neither ... nor**, the verb agrees with the noun closest to it.

With **either ... or**, the verb agrees with the noun closest to it.

With not **only ... but also**, the verb agrees with the noun closest to it.

Examples

A number of people often **eat** in a rush.

The number of people who supported him **was** small at first.

Neither convenience **nor** low prices **were** good reasons to eat fast food.

Either simple meals **or** a special dish **is** still slow food when it is made with care and attention.

Not only the food **but also** the time spent together **makes** eating enjoyable.

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LESSON 3

Second Conditional



Second Conditional

If she **reacted** calmly,

she **would argue** with her classmates less.

Past simple

+

would + infinitive without to

Note: contracted forms are:
'd = would
wouldn't = would not

Note: Although the verb is in the past, the meaning is present or future.

Note: We can use the *if clause* before or after the main clause. If it is before the main clause, we separate the clauses with a **comma**.

Example: If she **reacted** calmly, she **would argue** with her classmates less.

She **would argue** with her classmates less if she **reacted** calmly.

We use the Second Conditional

- to describe unlikely, hypothetical, unreal or imaginary situations.

Example: If people **stopped** gossiping, the world **would be** a much better place.
(It is unlikely that people will stop gossiping completely.)

- to give advice.

Example: If I **were** you, I **wouldn't trust** him with my secrets.

In formal English, we often use **were** with all subjects after **if**. In informal spoken English, **was** is also common with I/he/she/it.

First Conditional vs Second Conditional

We use the **First Conditional** to talk about possible future situations and the Second Conditional to talk about **less probable** or **imaginary** future situations.

Example: (First Conditional) If she **helps** me with my project, I'll **finish** it on time.
(It's possible that she will help me.)

Example: (Second Conditional) If she **helped** me with my project, I'd **finish** it on time.
(It is less likely to happen because she is busy. So, she probably won't be able to help me.)

LESSON 4

Past Perfect Simple



Affirmative +	Subject + had + past participle form of the verb (V3)	She had organised all her notes by the end of the workday.
Negative -	Subject + hadn't + past participle form of the verb (V3)	She hadn't attended any seminars before she joined the company.
Question ?	Had + subject + past participle form of the verb (V3)	Had she taken any language courses before joining your class last year?

Uses:

- to talk about time up to a certain point in the past

Example: By the time she started university, she *had already built* her personal knowledge management system.

- to show that one action happened before another action in the past

Example: When the meeting started, we *had already prepared* everything.

Common time expressions used with Past Perfect Simple include **already, before, just, ever, never, by the time.**

Past Simple vs Past Perfect Simple

Past Simple describes a completed action in the past.

Example: I **organised** my notes yesterday.

Past Perfect Simple describes an action that happened before another past action or time.

Example: I **had organised** my notes before the workshop **started**.

Past Perfect Simple + Past Simple

We often use these two tenses together to show the order of past events.

Past Perfect Simple = the earlier action

Past Simple = the later action

Example: I **had organised** my notes before the workshop **started**.

First, I organised my notes. Then, the workshop started.

Past Perfect Simple + Past Continuous + Past Simple

These tenses are often used together at the beginning of a story to set the scene and show the sequence of past events.

- **Past Perfect Simple** = an earlier completed action

- **Past Continuous** = a background action in progress

- **Past Simple** = the main event

Example: I **had organised** all my notes, and I **was reviewing** my memory palace when the seminar **began**.

Order of events

1. I **had organised** my notes. (*Past Perfect Simple*)

2. I **was reviewing** my memory palace. (*Past Continuous*)

3. The seminar **began**. (*Past Simple*)

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LESSON 5

Verbs followed by '-ing' or infinitive with a change in meaning



Some verbs have a different meaning depending on whether they are followed by an **-ing** form or **to** + infinitive.

Remember/Forget

Remember/Forget + **to do** is used when we talk about something we must do (before it happens).

Example: Remember **to review** your notes tonight.

He forgot **to save** his files.

Remember/Forget + **doing** is used when we talk about memories of a past action.

Example: I remember **creating** my first study plan.

They forgot **meeting** him before.

Stop

Stop + **to do** is used when we talk about pausing one activity in order to do another activity.

Example: She stopped **to check** her planner.

Stop + doing is used when we talk about finishing or ending an activity.

Example: Stop **wasting** time online and do your homework.

Try

Try + **to do** is used when we talk about making an effort to do something difficult.

Example: I tried **to follow** a strict routine. It was very hard to make it sustainable, but I did my best.

Try + doing is used when we talk about doing something as an experiment to see if it works or not.

Example: Try **writing** your goals down every morning. It can be a good start.

LESSON 6

Continuous and Perfect Passive Forms



The Present Continuous Passive

We use the **Present Continuous Passive** to describe actions that are happening now and focus on the action, not the doer.

Subject

am/is/are + being

past participle form of the verb (V3)

Example: *Many social experiments are being organised in public places.*
The girl is being helped by passers-by.

The Past Continuous Passive

We use the **Past Continuous Passive** to describe actions that were in progress at a specific time in the past.

Subject

was/were + being

past participle form of the verb (V3)

Example: *The girl was being watched by passers-by.*
The reactions were being filmed secretly.

The Present Perfect Passive

We use the **Present Perfect Passive** to describe actions that have been completed and have a result in the present.

Subject

has/have + been

past participle form of the verb (V3)

Example: *Many experiments have been shared online.*
The man has been judged by his appearance.

The Past Perfect Passive

We use the **Past Perfect Passive** to describe actions that had been completed before another action or time in the past.

Subject

had + been

past participle form of the verb (V3)

Example: *All the money had been taken from the board.*
He had been treated kindly.

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LESSON 7

Reported Speech



Reported Statements

Reported Speech is how we represent the speech of other people or what we ourselves say. There are two main ways to report what someone says: **direct speech** and **indirect speech**. Indirect speech is also called **reported speech**.

Direct Speech repeats the exact words the person used. We use inverted commas (" ") in Direct Speech.

Example: Austin said, "I don't think I'm a hero. I just did what I had to do."

Indirect Speech (Reported Speech) focuses more on the content of what someone said rather than their exact words. We **don't use** inverted commas (" ") in Indirect Speech.

Example: Austin said that he hadn't thought about being brave and had only wanted to protect his family.

Indirect Speech (Reported Speech) can be in the form of **statements, questions, commands and requests**.

Reported statements are introduced with **say** or **tell**. We can use **that** to introduce a reported clause. But it can be omitted as well.

Example: Austin **said that** he did not want special rewards. /Austin **said** he did not want special rewards.

We Don't Say

say-somebody

Example: Austin ~~said the reporters~~ that the biggest prize was seeing his family safe.

tell-to-somebody

Example: Austin ~~told to the reporters~~ that the biggest prize was seeing his family safe.

tell + (that) + reported clause

Example: Austin ~~told (that)~~ the biggest prize was seeing his family safe.

We Say

say to somebody

Example: Austin **said to the reporters** that the biggest prize was seeing his family safe.

tell somebody

Example: Austin **told the reporters** that the biggest prize was seeing his family safe.

say + (that) + reported clause

Example: Austin **said (that)** the biggest prize was seeing his family safe.

Changes in Reported Speech		Place	
Direct speech	Reported Speech	Direct speech	Reported Speech
Present Simple	Past Simple	here	there
Past Simple	Past Perfect	Demonstratives	
Present Perfect	Past Perfect		
Present Continuous	Past Continuous	Direct speech	Reported Speech
will	would	this	that
can	could	these	those
have to	had to		
must	had to		
may	might		

Changes in Reported Speech

Direct Speech	Reported Speech
now	then/at that moment
today	that day
tonight	that night
last night	the previous night/the night before
yesterday	the day before
tomorrow	the next day/the following day
this week/this month	that week/that month
next week/next year	the following week/the following year
2 days ago	2 days before

LESSON 8

Reported Questions



Yes/No questions

Direct Speech	Reported Speech
Auxiliary + subject + verb	Subject + asked + if (or whether) + a clause
<i>Example: "Do you know anything about Japanese culture?"</i>	<i>Example: Andrew asked if I knew anything about Japanese culture.</i>

Wh - questions

Direct speech	Reported Speech
Question word + auxiliary + subject + verb	Subject + asked + question word + a clause
<i>Example: "Why do people stay quiet in lifts?"</i>	<i>Example: I asked Andrew why people stayed quiet in lifts.</i>

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LESSON 9

Reported Requests and Commands



Reported requests and **commands** tell us what another person asked or told another person to do.

Affirmative Requests and Commands

Direct Speech	Reported Speech
ask/tell + somebody + to + base verb	
Example: "Please let me use my phone for research," she asked politely.	She asked him to let her use her phone for research.
"Leave your devices in the lockers," the headmaster said to us.	The headmaster told us to leave our devices in the lockers.

Negative Requests and Commands

Direct Speech	Reported Speech
ask/tell + somebody + not to + base verb	
Example: "Don't bring your phones to the classroom," the teacher said to the students.	The teacher told the students not to bring their phones to the classroom.
"Please don't use your phones during the lesson," the teacher said to the students.	The teacher asked the students not to use their phones during the lesson.

WORDLIST

STUDY HABITS

assignment (n.) /ə'saɪn.mənt/	a piece of work given to someone, typically as part of their studies or job
complete (v.) /kəm'pli:t/	to finish doing something
conclude (v.) /kən'klu:d/	to end a speech, meeting, or piece of writing
consistent (adj.) /kən'sɪs.tənt/	happening in the same way and continuing for a period of time
cram (v.) /kræm/	to try to learn a lot of information in a short time, usually before an exam
delay (v.) /dɪ'leɪ/	to make something happen at a later time than originally planned or expected
eliminate (v.) /ɪ'ɪm.i.neɪt/	to remove or get rid of something completely
fear (n.) /fɪə/	an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening or might happen
feel refreshed (phr.) /fi:l ɪ'freʃt/	to feel relaxed and full of energy again, especially after resting or sleeping
further (adj.) /'fɜ:.ðə/	more or extra
interruption (n.) /,ɪn.tə'rʌp.ʃən/	something that stops an activity or process for a short time
look forward to something (phr.v.) /lʊk 'fɔ:.wəd tə 'sʌm.θɪŋ/	to feel happy and excited about something that will happen in the future
manageable (adj.) /'mæn.i.dʒə.bəl/	easy or possible to deal with
planner (n.) /'plæn.ə/	a document or software program that helps you plan something
precise (adj.) /prɪ'saɪs/	exact and accurate, with no mistakes
procrastinate (v.) /prə'kræs.tɪ.neɪt/	to delay doing something that you should do, usually because you do not want to do it
put off (phr.v.) /pʊt ɒf/	to decide or arrange to delay an event or activity until a later time or date
reduce (v.) /rɪ'dʒu:s/	to become or to make something become smaller in size, amount, degree, importance, etc.
regular (adj.) /'reg.jə.lər/	existing or happening repeatedly in a fixed pattern, with equal or similar amounts of space or time between one and the next; even
relaxation (n.) /,ri:læks'eɪ.ʃən/	the feeling of being relaxed
reward (n.) /rɪ'wɔ:d/	something given in exchange for good behaviour or good work, etc.
rush (v.) /rʌʃ/	to (cause to) go or do something very quickly
thief (n.) /θi:f/	a person who steals

WORDLIST

SLOW OR FAST?

affordable (adj.) /ə'fɔː.də.bəl/	not expensive; something most people can pay for
challenge (v.) /'tʃæl.ɪndʒ/	to make something difficult in a way that tests someone's ability
consume (v.) /kən'sjuːm/	to eat or drink something
contain (v.) /kən'teɪn/	to have something inside or include something as a part
convenience (n.) /kən'viː.ni.əns/	something that makes life easier or saves time
convenient (adj.) /kən'viː.ni.ənt/	near or easy to get to or use
convince (v.) /kən'vɪns/	to persuade someone or make someone certain
in a rush (collocation) /ɪn ə rʌʃ/	in a hurry and without much time
movement (n.) /'muː.v.mənt/	a situation in which people change their opinion or the way that they live or work
nourish (v.) /'nʌr.ɪʃ/	to give food or other substances needed for health and growth
nutritious (adj.) /njuː'trɪʃ.əs/	containing many of the substances the body needs to be healthy
obesity (n.) /əʊ'biː.sə.ti/	a condition in which someone has much more body fat than is good for their health
occasionally (adv.) /ə'keɪ.ʒən.əl.i/	sometimes but not often or regularly
overdo (v.) /,əʊ.və'duː/	to do something too much, or more than is healthy
processed (adj.) /'prəʊ.ses.t/	(of food) changed or treated in a factory before it is sold
satisfied (adj.) /'sæt.ɪs.faɪd/	feeling happy because a need or wish has been met
skip (v.) /skɪp/	to not do or not have something that you usually do or that you should do; to avoid
upset (v.) /ʌp'set/	to make someone worried, unhappy, or angry
value (v.) /'væl.juː/	to think something is important and worth having or doing

ART OF COMMUNICATION

awareness (n.) /ə'weə.nəs/	knowledge and understanding of a particular activity, subject, etc.
beforehand (adv.) /bɪ'fɔː.hænd/	earlier (than a particular time)
burden (n.) /'bɜː.dən/	something difficult or unpleasant that you have to deal with or worry about
clear up something (phr.v.) /klɪər ʌp 'sʌm.θɪŋ /	to remove doubts, confusion, or wrong ideas
communicate (v.) /kə'mjuː.nɪ.keɪt/	to share information with others by speaking, writing, moving your body, or using other signals

conduct (v.) /kən'dʌkt/	to organise and perform a particular activity
confusion (n.) /kən'fju:ʒən/	a situation in which people do not understand what is happening, what they should do or who someone or something is
constantly (adv.) /'kɒn.stənt.li/	all the time or often
fix (v.) /fiks/	to repair something
fungi (n.) /'fʌŋ.ɡaɪ/	any of various types of organisms that get their food from decaying material or other living things
gesture (n.) /'dʒes.tʃə/	a movement of the hands, arms, or head, etc. to express an idea or feeling
offended (adj.) /ə'fendɪd/	upset and angry, often because someone has been rude
gossip (v.) /'ɡɒs.ɪp/	to talk about other people's private lives often in an unkind way
interact (v.) /,ɪn.tə'rekt/	to communicate with someone or react to something
lead to something (phr.v.) /li:d tə 'sʌm.θɪŋ /	If an action or event leads to something, it causes that thing to happen or exist.
misunderstand (v.) /,mɪs.ʌn.də'stænd/	to think you have understood someone or something when you have not
misunderstanding (n.) /,mɪs.ʌn.də'stændɪŋ/	a situation in which a comment, an instruction, etc. is not understood correctly
non-verbal (adj.) /,nɒn'vɜ:.bəl/	not using words, or not relating to the use of words
notice (v.) /'nəʊ.tɪs/	to see something and be aware of it
nutrient (n.) /'nju:.tri.ənt/	any substance that plants or animals need in order to live and grow
overload (v.) /,əʊ.və'ləʊd/	to put too great a load in or on something
pattern (n.) /'pæt.ən/	a particular way in which something is done, is organised, or happens
prevent (v.) /prɪ'vent/	to stop something from happening
range (v.) /reɪndʒ/	to have an upper and a lower limit in amount, number, etc.
react (v.) /ri'rekt/	to act in a particular way as a direct result of something else
require (v.) /rɪ'kwaɪə/	to need or demand something
rumour (n.) /'ru:mə/	an interesting story or piece of news that may or may not be true, that spreads quickly from person to person
spread (v.) /spred/	If information spreads or if someone spreads it, it is communicated from one person to another.
trick (v.) /trɪk/	to deceive someone
underestimate (v.) /,ʌndə'restɪmeɪt/	to fail to guess the real cost, size, difficulty, etc. of something
via (prep.) /'vaɪə/	using a particular machine, system, or person to send or receive something

WORDLIST

visible (adj.) /'vɪz.ə.bəl/

able to be seen

visual (adj.) /'vɪʒ.u.əl/

relating to seeing

A JOURNEY FROM CHAOS TO CLARITY

be familiar with something

to know something well

(phrase) / bɪ fə'mɪl.i.ə

wɪð 'sʌm.θɪŋ/

chaos (n.) /'keɪ.ɒs/

a state of total confusion with no order

chaotic (adj.) /keɪ'ɒt.ɪk/

in a state of chaos

clarity (n.) /'klær.ə.ti/

the quality of being clear and easy to understand

cognitive (adj.) /'kɒɡ.nə.tɪv/

connected with the process of thinking

combine (v.) /kəm'baɪn/

to unite or to join together to make a single thing or group

consumption (n.)

the act of using, eating, or drinking something

/kən'sʌmp.ʃən/

decline (v.) /dɪ'klaɪn/

to gradually become less, worse, or lower

early-stage (adj.) /,ɜː.li'steɪdʒ/

used for describing something that has only recently started to happen or develop

enrol (v.) /ɪn'rəʊl/

to put yourself or someone else onto the official list of members of a course, college, or group

experience (v.) /ɪk'spɪə.ri.əns/

to have something happen to you, or to do or feel something

extension (n.) /ɪk'sten.ʃən/

the act of adding to something in order to make it bigger or longer

external (adj.) /ɪk'stɜː.nəl/

existing or happening outside a place

flexible (adj.) /'flek.sə.bəl/

able to change or be changed easily according to the situation

gather (v.) /'ɡæð.ə/

to collect several things, often from different places or people

inactive (adj.) /ɪn'æk.tɪv/

not being used

integrate (v.) /'ɪn.tɪɡreɪt/

to combine two or more things into one

irresponsible (adj.)

not thinking enough or not worrying about the

/,ɪrɪ'spɒn.sə.bəl/

possible results of what you do

management (n.)

the activity of controlling something, or of using or

/'mænɪdʒ.mənt/

dealing with something in a way that is effective

membership (n.) /'mem.bəʃɪp/

the state of belonging to an organisation

memorise (v.) /'mem.ə.raɪz/

to learn something so that you will remember it exactly

messy (adj.) /'mes.i/

untidy

overthinking (n.)

the action of thinking about something too much, in a

/,əʊ.və'θɪŋk.ɪŋ/

way that is not useful

overwhelm (v.) /ˌəʊ.və'welɪn/	If something overwhelms someone or something, it is too much, or almost too much, for them to manage.
prehistoric (adj.) /ˌpriː.hɪ'stɔːr.ɪk/	describing the period before there were written records
previous (adj.) /'priː.vi.əs/	happening or existing before something or someone else
productivity (n.) /ˌprɒd.ʌk'tɪv.ə.ti/	the rate at which a person, company, or country does useful work
recall (v.) /rɪ'kɔːl/	to bring the memory of a past event into your mind
rely on something (phr.v.) /rɪ'laɪ ɒn 'sʌm.θɪŋ/	to need a particular thing or the help and support of someone or something in order to continue, to work correctly, or to succeed
remain (v.) /rɪ'meɪn/	to stay in the same place or in the same condition
renew (v.) /rɪ'njuː/	to begin doing something again
store (v.) /stɔːr/	to put or keep things in a special place for use in the future
time-consuming (adj.) /'taɪm.kənˌsjuː.mɪŋ/	A time-consuming task takes a lot of time to do
tutorial (n.) /tʃuː'tɔːr.i.əl/	a book, video, etc. that teaches you about something

NOBLE GOALS AND LASTING LEGACY

be trapped (phrase) /bɪ 'træpt/	If someone or something is trapped, they are unable to move or escape from a place or situation.
browsing habit (collocation) /braʊzɪŋ 'hæb.ɪt /	the usual way a person looks at or reads things on the Internet
contamination (n.) /kənˌtæm.ɪ'neɪ.ʃən/	the state of containing unwanted or dangerous substances
contribute (v.) /kən'trɪb.juːt/	to be one of the reasons why something happens
digital footprint (n.) /ˌdɪdʒ.ɪ.təl 'fʊt.prɪnt/	the information about a particular person that exists on the internet as a result of their online activities
escape (v.) /ɪ'skeɪp/	to get free from something such as a prison or cage, or from someone who will not allow you to leave
eventually (adv.) /ɪ'ven.tʃu.ə.li/	in the end, especially after a long time or a lot of effort, problems, etc.
growth (n.) /grəʊθ/	the process of developing or of increasing in size
guidance (n.) /'gaɪ.dəns/	help and advice about how to do something or about how to deal with problems
heroic (adj.) /hɪ'rəʊ.ɪk/	very brave or great

WORDLIST

impact (n.) /'ɪm.pækt/	a powerful effect that something, especially something new, has on a situation or person
inappropriate (adj.) /,ɪn.ə'prəʊ.pri.ət/	unsuitable
lack (n.) /læk/	a condition of not having any or enough of something, esp. something necessary or wanted
lasting (adj.) /'lɑː.stɪŋ/	continuing to exist for a long time or for ever
legacy (n.) /'leg.ə.si/	something that is a part of your history or that remains from an earlier time
long-term (adj.) /,lɒŋ'tɜːm/	continuing a long time into the future
mission (n.) /'mɪʃ.ən/	any work that someone believes it is their duty to do
movement (n.) /'muːv.mənt/	a group of people who share the same ideas or aims
noble (adj.) /'nəʊ.bəl/	having or showing fine personal qualities that people admire, such as courage, honesty and care for others
official (n.) /ə'fɪʃ.əl/	a person who has a position of responsibility in an organisation
pursue (v.) /pə'sjuː/	If you pursue a plan, activity, or situation, you try to do it or achieve it, usually over a long period of time.
ray (n.) /reɪ/	a narrow beam of light, heat, or energy
request (n.) /rɪ'kwest/	an act of asking for something, or the thing asked for
restore (v.) /rɪ'stɔː/	to return something or someone to an earlier good condition or position
selfish (adj.) /'sel.fɪʃ/	Someone who is selfish only thinks of their own advantage.
set something up (phr.v.) /set ʌp 'sʌm.θɪŋ/	to create something or start it
sink (v.) /sɪŋk/	to go to the bottom of a liquid
solution (n.) /sə'ljuː.ʃən/	the answer to a problem
surface (n.) /'sɜː.fɪs/	the outer or top part or layer of something
sustainable (adj.) /sə'steɪ.nə.bəl/	able to continue at the same level for a period of time
track (v.) /træk/	to follow the movements of somebody/something, especially by using special electronic equipment

WHEN ACTIONS SPEAK

approve (v.) /ə'pruːv/	to have a positive opinion of someone or something
attach (v.) /ə'tætʃ/	to fasten, join, or connect something
belongings (n.) /bɪ'lɒŋ.ɪŋz/	the things that a person owns, especially those that can be carried
blanket (n.) /'blæŋ.kɪt/	a flat cover made of wool or similar warm material, usually used on a bed
capture (v.) /'kæp.tʃə/	to record or take a picture of something using a camera

carry out (phr.v.) /'kær.i aʊt /	to do or complete something planned
cautious (adj.) /'kɔː.ʃəs/	careful to avoid danger or mistakes
chain reaction (n.) /ˌtʃeɪn ri'æk.ʃən/	a set of related events in which each event causes the next one, or a chemical reaction in which each change causes another
common (adj.) /'kɒm.ən/	the same in a lot of places or for a lot of people
donation (n.) /dəʊ'neɪ.ʃən/	money or goods that are given to help a person or organisation, or the act of giving them
emergency (n.) /ɪ'mɜː.dʒən.si/	something dangerous or serious, such as an accident, that happens suddenly or unexpectedly and needs fast action in order to avoid harmful results
flooded (adj.) /'flʌd.ɪd/	covered with water
get in touch (phrase) /get ɪn 'tʌtʃ/	to communicate or continue to communicate with someone by using a phone or writing to them
go viral (collocation) /gəʊ 'vaɪə.rəl/	to spread very quickly and become popular on the internet, especially on social media
goodwill (n.) /gʊd'wɪl/	a friendly attitude in which you want good things to happen to other people
hesitate (v.) /'hez.ɪ.teɪt/	to pause before doing something because you are not sure or you are nervous
indifferent (adj.) /ɪn'dɪf.ərənt/	not interested in or not caring about something or someone
injured (adj.) /'ɪn.dʒəd/	hurt or physically harmed
judge (v.) /dʒʌdʒ/	to form, give, or have as an opinion, or to decide about something or someone, especially after thinking carefully
lost (adj.) /lɒst/	not knowing where you are and how to get to a place
passer-by (n.) /ˌpɑː.sə'baɪ/	a person who is walking past a place, especially by chance
prediction (n.) /prɪ'dɪk.ʃən/	a statement about what you think will happen in the future
pretend (v.) /prɪ'tend/	to behave as if something is true when you know it is not
queue (n.) /kjuː/	a line of people, usually standing or in cars, waiting for something, or a lot of people who want something
refuse (v.) /rɪ'fjuːz/	to say that you will not do or accept something
respectable (adj.) /rɪ'spek.tə.bəl/	socially acceptable because of your good character, appearance, or behaviour
ride (n.) /raɪd/	a journey on a horse or bicycle, or in a vehicle
shelter (n.) /'ʃel.tə/	(a building designed to give) protection from bad weather, danger, or attack
spread (v.) /spred/	to affect more and more places, people, or things, or to make something do this

WORDLIST

stare (v.) /steəː/

stuck (adj.) /stʌk/

supply (n.) /səˈplaɪ/

suspicious (adj.) /səˈspɪʃ.əs/

treat (v.) /tri:t/

unexpected (adj.)

/ˌʌn.ɪkˈspek.tɪd/

willing (adj.) /ˈwɪl.ɪŋ/

wonder (v.) /ˈwʌn.dəː/

to look directly at someone or something for a long time
unable to move, or set in a particular position, place, or way of thinking

an amount of something that is available for use

feeling that something may be wrong or dishonest

1. to behave towards someone or deal with something in a particular way

2. to use drugs, exercises, etc. to cure a person of a disease or heal an injury

not expected or surprising

ready to do something or happy to do something when it is needed

to ask yourself questions or express a wish to know about something

WHEN SECONDS MATTER

attempt (n.) /əˈtempt/

current (n.) /ˈkʌr.ənt/

determined (adj.) /dɪˈtɜː.mɪnd/

do the right thing (phr.)

/ˌduː ðə ˈraɪt ˈθɪŋ/

dramatic (adj.) /drəˈmæt.ɪk/

exhausted (adj.) /ɪɡˈzɔː.stɪd/

generation (n.) /ˌdʒen.əˈreɪ.ʃən/

honour (v.) /ˈɒn.ə/

rejection (n.) /rɪˈdʒek.ʃən/

resilient (adj.) /rɪˈzɪl.i.ənt/

speak up (phr.v.) /ˌspiːk ˈʌp/

praise (v.) /preɪz/

risk one's own life (phrase)

/ˌrɪsk wʌnz ˌəʊn ˈlaɪf/

the act of trying to make or do something

a movement of water, air, or electricity in a particular direction

having a strong desire to do something and not giving up easily

to act in a way that is morally correct, even if it is difficult or causes problems for you

very sudden or noticeable, or full of action and excitement

very tired, so that you have no energy left

all the people of about the same age within a society or within a particular family

to show great respect for someone or something, especially in public

the act of refusing to accept, use, or believe someone or something

able to recover quickly from difficulties, stress, or bad experiences

to express your opinion

to say positive things about someone or something

to do something dangerous that could cause death in order to help or save others

tragic (adj.) /'trædʒ.ɪk/	very sad, often involving death and suffering
unpredictable (adj.) /ˌʌn.pɪrɪ'dɪk.tə.bəl/	likely to change suddenly and without reason and therefore not able to be predicted (= expected before it happens) or depended on
violent (adj.) /'vaɪə.lənt/	using or involving physical force intended to hurt or damage; for weather, extremely strong and destructive
worn out (adj.) /ˌwɔːn 'aʊt/	extremely tired

ACROSS CULTURES

appointment (n.) /ə'pɔɪnt.mənt/	a formal arrangement to meet or visit someone at a particular time and place
appreciate (v.) /ə'priː.ʃi.ɪt/	to understand the value or importance of something and feel thankful for it
assume (v.) /ə'sjuːm/	to accept something to be true without question or proof
confirm (v.) /kən'fɜːm/	to say that something is true or correct, often officially
disappoint (v.) /ˌdɪs.ə'pɔɪnt/	to make someone feel sad because something was not as good as they expected
greet (v.) /griːt/	to say hello to someone or welcome them when you meet them
identify (v.) /aɪ'den.tɪ.fai/	find out or recognise something
leftovers (n.) /'left.əʊ.vəz/	food remaining after a meal
manner (n.) /'mæn.ər/	the way in which something is done
offensive (adj.) /ə'fensɪv/	rude or upsetting to someone
open-minded (adj.) /ˌəʊ.pən'maɪn.dɪd/	willing to listen to other people and consider new ideas, suggestions, and opinions
privacy (n.) /'prɪv.ə.sɪ/	someone's right to keep their personal matters and relationships secret
private (adj.) /'praɪ.vət/	only for one person or group and not for everyone
respond (v.) /rɪ'spɒnd/	to answer or react to something that someone says or does
sarcasm (n.) /'sɑː.kæz.əm/	a way of speaking where words mean the opposite of what they say
slipper (n.) /'slɪp.ər/	a soft, comfortable shoe worn inside the house
stare (v.) /steər/	to look at someone for a long time, usually without moving your eyes
universal (adj.) /ˌjuː.nɪ'vɜː.səl/	true or used everywhere in the world

TECHNOLOGY IN EDUCATION

adopt (v.) /ə'dɒpt/	to start using something, such as a plan, idea, or method
affect (v.) /ə'fekt/	to have an influence on someone or something, or to

WORDLIST

approach (n.) /ə'prəʊtʃ/
available (adj.) /ə'veɪ.lə.bəl/
ban (n.) /bæn/
bias (n.) /'baɪ.əs/

cheat (v.) /tʃi:t/
concern (n.) /kən'sɜ:n/
consider (v.) /kən'sɪd.ər/

currently (adv.) /'kʌr.ənt.li/
debate (n.) /dɪ'beɪt/

fair (adj.) /feər/
fasten (v.) /'fɑ:sən/
feedback (n.) /'fi:d.bæk/
interaction (n.) /,ɪn.tə'ræk.ʃən/

locker (n.) /'lɒk.ər/

nationwide (adj.) /,neɪʃn'waɪd/
personalised (adj.)
/'pɜ:.sən.əl.aɪzd/

regulation (n.) /,reg.jə'leɪ.ʃən/
result in something (phr.v.)
/rɪ'zʌlt ɪn 'sʌm.θɪŋ/

shift (n.) /ʃɪft/

tutor (n.) /'tju:.tər/

wellbeing (n.) /,wel'bi:.ɪŋ/

cause a change in someone or something
a way of doing something or dealing with a problem
able to be used or contacted when needed
an official rule that says something is not allowed
a strong opinion that makes you treat some people better than others
to do something dishonest to get a better result
a feeling of worry about something important
to think carefully about something before making a decision
at the present time
a discussion where people express different opinions about a topic
treating people equally and in a way that is right
to make or become firmly attached or closed
comments that tell you how well you did something
a situation where two or more people or things communicate with each other or react to each other
a cupboard, often tall and made of metal, in which you can keep your possessions, and leave them for a period of time
existing or happening in all parts of a particular country
designed or adapted for a particular person's needs
an official rule
to cause a particular situation to happen
a change in position, direction, or way of thinking
someone who teaches one student or a small group
the state of feeling healthy and happy

TRACKS

TRACK 1

1. interruption
2. consistent
3. precise
4. to eliminate
5. to cram
6. to feel refreshed
7. to look forward to something
8. to procrastinate

TRACK 2

Speaker 1: The test is very soon, and I still have a lot to study. I'm spending long hours with my books and notes, even late at night. I know this is stressful, but I don't have much time left.

Speaker 2: When I study, I choose a quiet place and put my phone away. I like to work without anything pulling my attention away so I can finish my tasks more easily.

Speaker 3: I always start my work as soon as I get it. I don't wait until the last minute because I feel less stressed that way. When I finish early, I have time to check my work.

Speaker 4: Before the summer break, I felt very tired from studying every day. During the time off, I rested and enjoyed myself. Now I am back, and I am ready to work again.

TRACK 3

Speaker 1: After each lesson, I rewrite my notes at home. I do this because I want to remember the lesson better.

Speaker 2: Every evening, I prepare my school bag before going to bed. I do this because I don't want to forget my books or homework in the morning.

Speaker 3: When I study at home, I sometimes listen to calm music. I do this for relaxation.

Speaker 4: After a test, I always review my mistakes. I do this because I want to improve my results next time.

Speaker 5: After studying, I explain the lesson to a friend or a family member. I do this because I want to check my understanding.

TRACK 4

Many teenagers plan to do their homework early, but then decide to do it later because they feel tired, bored, or distracted. This habit is called procrastination.

Procrastination means delaying an important task even when you know that this decision will probably cause problems in the future. It is very common, especially among students, and it does not mean that someone is lazy. There are several reasons why teenagers procrastinate.

One important reason is that schoolwork often feels difficult or tiring, especially when students do not understand the topic or have a lot of homework to complete. When a task looks too big, the brain naturally looks for something easier and more enjoyable, such as watching videos or using phones. Another reason is fear. Some students are afraid of making mistakes or getting bad results, so they delay starting because waiting feels safer than trying.

At first, procrastination can feel like a good idea because it allows students to relax and forget about school for a short time. However, this feeling does not last long.

When the deadline gets closer, students often feel stressed, and they may rush their work or stay up late to finish it. As a result, procrastination does not reduce stress, but usually makes it worse.

Fortunately, there are simple ways to avoid procrastination.

One helpful method is to start working before you feel ready. Many students wait for motivation, but motivation often appears only after they begin working. For example, opening a book or writing one sentence can help the brain become more focused.

TRACKS

Another useful method is to break large tasks into smaller parts. When a task is divided into short activities, such as studying for ten minutes or completing one exercise, it feels less stressful and easier to start.

It is also important to reduce distractions, especially mobile phones. If a phone is nearby, it is very difficult to concentrate, even if it is not used. Putting the phone in another room can help students focus better.

To conclude, procrastination is common among teenagers, but it can be managed with small and simple habits.

TRACK 5

1. to value
2. in a rush
3. convenience
4. to consume
5. nutritious
6. to nourish
7. to challenge
8. satisfied

TRACK 6

Speaker 1: My eating habits are not very good at the moment, but I want to improve them. I plan to add more fresh vegetables and balanced meals to my daily diet.

Speaker 2: I'm very careful about my diet. I avoid burgers, chips, and sugary snacks, and I always choose fresh meals instead.

Speaker 3: Dishes from my country mean a lot to me. I grew up eating them with my family, and I feel proud when I share these traditional meals with friends.

Speaker 4: I wake up late almost every day, so I have to get dressed quickly and run out of the house. I usually eat something small on my way to school because there isn't time to sit down.

TRACK 7

1. I talked to Ali yesterday, and he said he'd be there. Ahmad told me the same thing later.

2. Sara and Lina are organising the food for the class party. They haven't decided which one of them will bring the snacks, but one of them will do it.
3. Quite a few students prefer sitting outside when they eat lunch.
4. My brother enjoys juice, and actually my friends are big fans of it, too.
5. There are quite a lot of students who usually choose water rather than soft drinks.

TRACK 8

1. Well, honestly, I think fast food is part of teenage life. After school, my friends and I often go to a burger place because it's convenient, affordable, and we don't have to wait long. It's also kind of a social thing — we sit together, talk, and relax. I know it's not the healthiest choice because it contains a lot of calories, salt, and processed ingredients, and sometimes I feel a bit tired afterwards. Still, I don't see it as a serious problem if you only eat it occasionally and try to keep a balanced diet the rest of the time. So, for me, fast food is something fun, not something dangerous.
2. To be honest, I'm quite negative about fast food. I've read that eating it too often can increase the risk of obesity and other health problems, especially for teenagers whose bodies are still developing. Most fast food meals don't have enough vitamins or nutrients, and they often contain too much sugar and fat. I used to eat it almost every day because it was cheap and quick, but I noticed I had less energy and couldn't concentrate well at school. Now I try to avoid it unless there's absolutely no other option, like when I'm travelling or really busy.
3. I'm not completely for or against it. On one hand, fast food is very practical. When my parents work late and nobody has time to cook, it's an easy solution.

It's also quite tasty, which is probably why so many people enjoy it. On the other hand, I know that most fast food is highly processed and not very nutritious. I actually prefer homemade meals because they feel fresher and healthier, even if they take more effort. I don't think fast food is terrible, but I wouldn't want it to become a regular habit in my life.

4. I'm definitely a fan of fast food. I like trying new menu items, especially the ones I see on social media. Some people say it's unhealthy, but I think that depends on how often you eat it. If you exercise, drink water, and don't overdo it, it's just another kind of food. For me, the biggest advantage is convenience — you can get a hot meal in minutes for a reasonable price. Of course it shouldn't replace real meals every day, but I don't agree with people who say it's completely bad or dangerous.
5. I used to eat fast food a lot because it was cheap and easy, especially when I didn't have time or money. But later I started learning more about nutrition at school, and I realised it doesn't really give your body what it needs. Many fast food meals are high in calories but low in important nutrients, so you feel full but not actually healthy. I've been trying to cook simple food at home instead, like vegetables, rice, or soup. It's not always as exciting, but I feel better and have more energy now. So personally, I try to stay away from fast food most of the time.

TRACK 9

1. to communicate
2. to react
3. gesture
4. to gossip
5. non-verbal
6. to clear up something
7. misunderstanding
8. rumour

TRACK 10

Speaker 1: When someone says something that annoys me, I try not to answer straight away. I give myself time before responding and this helps me avoid arguments and deal with the situation in a better way.

Speaker 2: At school, people sometimes talk about others without knowing the full story. These stories can spread quickly and often cause problems between friends. Sometimes these problems can be very difficult to fix.

Speaker 3: I don't always need words to show what I mean. My face and hands help me express feelings and ideas, especially when it's noisy or hard to speak. But this can sometimes cause misunderstandings.

Speaker 4: Once, my friend and I were upset because we didn't understand each other properly. After an honest conversation, everything felt much better between us. We both need to listen to each other attentively and use our body language more carefully.

Speaker 5: I've learned that explaining things in a way that is easy to understand really matters. When people share their thoughts carefully, it reduces the chances of misunderstandings and helps them avoid most problems before they happen. Of course, listening attentively matters as well.

TRACK 11

Speaker 1

She often has arguments with her friends, especially when they are working on a project. She tends to raise her voice and blame people for mistakes that they haven't even made. At least she apologises later. But I think her friends have got tired of such behaviour. They don't want to work with her. I know it seems hard but the only way for her to avoid such communication problems is to learn to control her emotions.

Speaker 2

He tends to check his phone during conversations and that's why he gets distracted easily. As a result, he misses

TRACKS

a lot of details when he needs to listen attentively. So he often misunderstands instructions. This causes a lot of problems for him. Listening carefully is the first thing he needs to work on now. Last week he got a warning from his manager. If things continue like this he will lose his job. Maybe this warning will push him to improve.

Speaker 3

I often send messages quickly when I am emotional. When I read my messages later, I can notice the cold tone myself and sometimes my words sound rude as well. That's why my friends sometimes get offended. Even if I make a promise to myself to read my messages before sending, I cannot keep my promise.

Although it seems very hard, I need to wait for just 5 minutes before sending messages. Then I'd have fewer problems with my friends.

TRACK 12.1

Most people tell small lies in daily life. Studies vary on the number of white lies people tell each day. Some claim people use 1–2 lies daily, while for others it is up to 4 lies a day. For heavy liars, the number can reach as high as 15.

A study from the University of Massachusetts takes it further and claims that 60% of people can't go 10 minutes without lying. These are often "white lies", like saying you like someone's new hairstyle when you actually don't. Psychologists explain that people usually tell lies to avoid hurting people's feelings or to keep conversations comfortable. They think white lies are harmless and sometimes necessary in social life. However, even small lies can have negative effects for both sides.

Lying can make people feel bad about themselves as most people like to see themselves as honest and good. Also, they

might find it difficult to trust others if they themselves tell lies often.

For the person who is lied to, the effects can be even stronger, especially if the lie comes from someone close. If lies happen often, trust can slowly disappear. The person may feel confused, or they might even think that they are being controlled or tricked.

TRACK 12.2

Compliments are an interesting aspect of communication. Two researchers conducted a series of studies to better understand how individuals felt before and after giving or receiving compliments. In the first experiment, a group of students were asked to give a compliment to the fourth student they met on the campus. The results showed that compliment-givers didn't realise how good their compliments would make people feel. In other words, people who received compliments felt much happier and more pleased than the compliment-givers expected. In a second study, compliment-givers were free to offer compliments to anyone and on anything they really liked; this time, they still underestimated the receiver's reaction to the compliment. And even after they got positive reactions, they still underestimated how good the receiver felt.

In a third study, the researchers tried to find an answer to the question why people avoid giving compliments to strangers. They found that compliment-givers strongly believed the receiver would feel uncomfortable or annoyed, and this belief likely prevented people from giving more compliments.

The researchers also found that compliment-givers were in a better mood after delivering a compliment, and reported they would be more likely to give a compliment to a stranger in the future.

TRACK 13

1. to integrate
2. to gather

3. to overwhelm
4. to recall
5. clarity
6. extension
7. consumption
8. productivity

TRACK 14

Speaker 1: I like to gather ideas from different places, like class notes, websites and videos. But I do not just collect them and leave them there. I try to integrate new information with things I already know. For example, if I learn something new in biology, I connect it to an older topic from class. That helps me understand it better.

Speaker 2: Sometimes students spend hours watching videos or saving articles, but that is just information consumption. I used to do that too. I had lots of material, but I was not really learning much. Now I stop more often and ask myself questions or write short notes. It helps me use the information in a more active way.

Speaker 3: I often look at the notes on my phone because they help me recall important ideas. My phone and notebook feel like an extension of my memory. I can't keep all the things I hear or read in my mind, so I write key points as soon as I can. Later, when I look at them again, the ideas come back much faster.

Speaker 4: When my notes are messy, I feel lost. Good organisation gives me clarity. I use short headings and simple diagrams, and that helps me see the main point quickly. If I save things without organising them, my notes can easily overwhelm me. Then I do not feel productive at all.

TRACK 15

Speaker 1: I was walking into my kitchen one evening, and suddenly I couldn't remember why I had gone there. I was holding my phone and thinking about a

photo with some friends I had taken earlier. After a few seconds, I realised I had gone there to make tea, but my brain had already started thinking about something else.

Speaker 2: When I was younger, I learned how to play the piano. At first, I had to think about every note carefully. But after a few years, I didn't need to think anymore. My brain had already learned the patterns, so my fingers just moved automatically while I was listening to the music.

Speaker 3: Last week, I met someone at a café, and I was sure I had seen her before. I started talking to her like we were old friends. But later, I realised my brain had confused her with someone else I had met years ago. It was a bit embarrassing!

Speaker 4: I was studying for an exam, and I was trying to remember a difficult topic. Suddenly, I understood it very quickly. I realised that I had already learned something similar in another class, so my brain connected the ideas without any effort.

TRACK 16

The mind palace technique is a method for memorising large amounts of information by placing facts into locations inside an imaginary "palace" in your mind. Mind palaces are often created in places that you know well, like your home, school, parks, stores, or anywhere that you're familiar with. It's also possible to create virtual mind palaces from pictures.

The technique is also known by many other names, including the method of loci, the memory theatre and the art of memory. The technique has been used since prehistoric times. Later, the method was developed and widely used by the Ancient Greeks and Romans. For example, the Ancient Romans used mind palaces to memorise their speeches.

However, the popularity of the technique declined when writing materials became

TRACKS

cheaper and more widely available. As people began writing information down more easily, there was less need to rely on complex memory systems. For many centuries the technique was rarely discussed outside specialist circles.

It became popular again in recent years after the BBC series *Sherlock* showed the technique. The series was inspired by Arthur Conan Doyle's *Sherlock Holmes* stories. In the modern world, the technique is used by busy students, professionals, and memory champions to memorise large amounts of information quickly.

Researchers and healthcare professionals are also exploring different uses for the technique. In some centres, the mind palace is used to help elderly people with early-stage dementia. It is combined with physical activity and social interaction to slow cognitive decline.

Mental health specialists are exploring the memory palace as a therapy tool. For example, people who experience depression may create mental spaces with positive memories that they can revisit during difficult moments.

In today's digital age, there is no need to store a lot of information in memory. However, techniques like the mind palace remind us of the powerful abilities of the human brain and using these strategies can be seen as a kind of mental exercise, helping the brain stay active and flexible.

TRACK 17

1. legacy
2. lasting
3. sustainable
4. to contribute
5. selfish
6. noble
7. to pursue
8. mission

TRACK 18

Speaker 1: A "noble" goal is a goal that contributes to something greater than yourself. It is not only about your life's work; it is about being part of a process that you may not see the end of in your lifetime.

According to my mentor, examples of noble goals are "Design affordable technology that helps people with disabilities live more independently" or "Start a movement that plants millions of trees in cities around the world." Goals such as "make a lot of money" or "work four hours a week" may be nice personal goals, but they are not "noble" goals, according to my mentor. They benefit you, but they don't do much for the rest of the world.

Speaker 2: Some people think that 'contributing to something greater than you' means ignoring your own needs or not pursuing personal goals. That's not true, of course. In fact, everything should begin with you. When people look after their physical and mental health, they have more energy and motivation to realise their personal goals, such as learning new skills, earning more money, setting up their own business, etc. When people improve themselves, it becomes easy to make a positive and lasting impact on the world and pursue more global missions in life. From this perspective, focusing on sustainable personal growth is not a selfish act but the first step of 'contributing to something greater than you'.

Speaker 3: Many people believe that only large global projects can truly make a difference. It is easy to admire people who have started global movements or solved big world problems, because their actions always create a lasting legacy. However, meaningful impact doesn't always begin in such a big way. Sometimes it starts with small actions, such as helping a younger student with homework or supporting a

friend who is having a difficult time. These actions may not change the whole world, but they improve the lives of people around us and can even encourage others to help. A kind teacher, a responsible business owner, or a creative artist may not be famous, but they can influence many people over time. From this perspective, a goal does not have to sound heroic to be meaningful. What matters is the positive effect it has on others.

TRACK 19

Speaker 1: When I started thinking about my future, I realised that having big dreams isn't enough. Sometimes I also talk to older students or teachers about my plans because their suggestions help me see things differently. But the most helpful habit for me is stopping for a moment and asking myself if what I'm doing actually supports my long-term goal. Writing down my weekly goals and checking them every evening is a great way to do so.

Speaker 2: When people talk about success, they often focus only on personal effort. But I think guidance from others is just as important. When I was younger, a teacher once explained that progress usually happens through many small steps. I still remember that conversation today. Of course, you should try different activities and learn from your own experiences, but listening to people who already faced similar challenges is more helpful, in my view.

Speaker 3: For me, the biggest challenge was not a lack of ideas but lack of discipline. I was open to exploring different activities anyway. I noticed that I often plan to do something useful, but then spend too much time on my phone or start doing more than one thing at a time. First, I limited my screen time and worked on one task at a time. I also write down my goals so I remember why I'm working in the first place.

Speaker 4: A lot of teenagers feel stressed because they think they must choose the perfect career very early. I used to worry about that too. Then I decided to explore different opportunities instead of trying to decide everything immediately. I joined clubs, volunteered at events, and learned some new skills online. Some experiences were not successful, but they still taught me something important about my interests and strengths.

TRACK 20.1

In our culture, we often understand this word in a narrow way. Many people think a person's legacy is mainly their material success in life.

However, loved ones usually do not remember someone because of their material success. They remember the time spent together, how the person made them feel, and their unique personality.

We all have many different sides to our lives and each of these parts deserves to be remembered.

For this reason we build different types of legacies during our lives. Today we will talk about three of them: financial, emotional and digital legacies.

TRACK 20.2

Money is not everything, but it is still an important part of the legacy picture. A person's financial legacy is about how they use their money to help their loved ones and the wider world, both during their life and after their death. Financial legacy is not only about family. It can also help the wider world. One way to do this is through legacy giving, which means leaving money to charities.

A person's emotional legacy is about how they make people feel. People may forget job titles or awards, but they will remember how a person treated them and the emotional connections that person created.

TRACKS

My grandmother died when I was a child, so my memories of her are not very clear. But I clearly remember how she made me feel. She was always happy to spend time with her grandchildren, and I remember feeling calm and safe when I sat on her lap. Today, much of our lives happens online. Every post, comment, and search creates a digital footprint, which becomes part of our digital legacy.

There are two main types of digital footprints. An active digital footprint is information we choose to share online, such as posting photos or writing comments.

A passive digital footprint is information collected about us without us directly sharing it. We are not aware of it in most cases. For example, websites may track our browsing habits through cookies, and apps may collect our location data.

A positive digital footprint can show our achievements, interests, and skills. But negative or inappropriate posts can harm our reputation.

TRACK 21

1. to go viral
2. passer-by
3. goodwill
4. to pretend
5. willing
6. to hesitate
7. indifferent
8. respectable

TRACK 22

Speaker 1: During the winter storm last year, many travellers were stuck at the train station in my town. My family and I decided to help. We brought hot drinks, blankets, and food for them because we wanted to be kind and support them.

Speaker 2: One afternoon, I found a lost dog near my house. It didn't have any contact details, so I filmed a short video and uploaded it to the internet to find the

owner. In the video, I was giving it food and water. Within a few days, a huge number of people watched and shared the post, and the owner finally got in touch with me.

Speaker 3: I was walking home when I saw a car crash on the street. One of the drivers looked shocked and confused, so I stopped immediately. I went over to ask if anyone was hurt and called for help. I couldn't just walk away when someone needed support.

Speaker 4: One evening, I saw a homeless man sitting outside a shop in very cold weather. He looked tired and cold, but at first I was not sure whether I should go up to him because I did not know what to say. After a few minutes, I decided not to ignore him. I approached him politely, asked if he was okay, and gave him my extra jacket.

TRACK 23

1. Right now, volunteers are working very hard in our town. A new shelter is being built near the river to help homeless families.
2. Our organisation has been very active this year. So far, more than 200 families have been helped through our support programmes.
3. Yesterday, I visited the community centre during a busy afternoon. When I arrived, food was being served to people who were waiting inside.
4. Last winter, there was a terrible storm in our area. Before the storm started, emergency supplies had been delivered to the village.

TRACK 24

Last weekend, a small research team carried out an interesting social experiment in one of the busiest shopping areas in the city. Their aim was to find out how people would react to unexpected kindness from strangers.

The team chose a public square where many

different people pass through, including students, office workers, tourists, and families. They prepared several simple but thoughtful actions, such as offering to pay for someone's coffee, giving small gift cards, or helping people carry heavy shopping bags. Each situation was carefully planned so that it would feel friendly and natural rather than strange or uncomfortable.

Before starting, the researchers discussed their predictions. Some believed that people would feel suspicious and refuse the offers because many people today are cautious when strangers approach them.

Others thought that most people would respond positively and feel happy or grateful. The purpose of the experiment was to see which idea would prove more accurate.

When the experiment began, a team member approached passers-by politely and offered help or a small gift. After each person responded, the team member explained that the team was carrying out a kindness project. At first, many people looked surprised or confused, which was understandable because they had not expected anyone to speak to them. However, after hearing the explanation, most of them relaxed, smiled, and accepted the offer. Several participants even said that the small act of kindness improved their mood and made their day better.

Interestingly, many people asked why a stranger would do something kind for them without any special reason. According to the researchers, this reaction suggests that unexpected kindness is not very common in everyday life. The researchers concluded that small acts of kindness can create a positive effect and may spread to others.

TRACK 25

1. to do the right thing
2. to praise
3. to risk one's own life
4. ordinary

5. exhausted
6. determined
7. resilient
8. to move someone to tears

TRACK 26

Speaker 1: I have been on my feet since early morning. I worked all day and even worked late into the night. Now I feel completely worn out and just want to lie down and rest.

Speaker 2: My first attempt didn't go well, and I felt so bad. But I didn't stop trying. I learned from my mistakes and kept going until I finally improved.

Speaker 3: I saw a small puppy stuck in the river. The water was moving very fast, but I couldn't leave it there. I jumped in and pulled it out, even though it was dangerous.

Speaker 4: When I heard what she did, I felt very proud of her. Not many people would step forward like that. She helped a stranger without thinking about herself, and everyone in the town spoke warmly about what she had done.

TRACK 27

1. I feel tired now and I need a rest.
2. I met Anna yesterday and we talked for a long time.
3. I have finished my homework and I have sent it to the teacher.
4. I will visit my grandparents next week and I will stay with them.
5. I can help the team now, but I must leave tonight.
6. I like this café and these chairs.

TRACK 28

In December 2004, a ten-year-old schoolgirl called Tilly Smith was on holiday with her family in Phuket, Thailand. They were staying near Mai Khao Beach. Just two weeks before the holiday, Tilly had learned about tsunamis in her geography lesson at school in the UK.

TRACKS

Her teacher had explained that before a tsunami, the sea can behave in a strange way. The water may suddenly move far away from the beach, and the waves can look unusual. Tilly remembered this lesson very clearly.

One morning, Tilly was walking on the beach with her parents when she noticed something strange. The sea was pulling back very quickly, and the beach was becoming much wider than normal. She also saw fish jumping on the sand. While other tourists were confused or curious, Tilly became very worried.

She told her parents that the sea looked like the pictures from her geography lesson. She said that a tsunami might be coming and that people needed to leave the beach immediately. Her parents listened to her and believed her.

Tilly's father spoke to a hotel worker and explained what his daughter had said. The worker then warned other people on the beach and asked them to move to a safer place. Many tourists followed the warning and left the beach.

Soon after, a tsunami wave hit the area. Because people had left in time, no one on that beach was killed. It is believed that Tilly's warning helped save around one hundred lives.

Later, Tilly received awards for her bravery, and her story became famous around the world. Her experience showed how important school lessons can be – and how one brave child can make a big difference.

TRACK 29

1. to respond
2. to confirm
3. privacy
4. to appreciate
5. to stare at somebody
6. to greet
7. request
8. to disappoint

TRACK 30

Speaker 1: I really enjoy my life here. In my neighbourhood, you can hear many

languages on the street and try food from all over the world. My friends come from different backgrounds, and I learn something new from them every day. Living here has helped me become more open-minded.

Speaker 2: Tomorrow a group from another country is visiting our school. I'm very excited about it. I've prepared a short speech, and I even learned a few words in their language. I want them to feel comfortable and welcome when they arrive.

Speaker 3: When I was younger, our town felt very different. We had small family shops, traditional celebrations, and everyone knew each other. Now there are large shopping centres and many international brands. The old festivals are not as popular as before. I sometimes feel sad because the place where I grew up doesn't feel the same anymore.

Speaker 4: Sometimes when I travel abroad, people look at me for a long time, especially on public transport. It makes me feel uncomfortable. I don't mind if someone is curious, but I prefer when others don't watch me like that.

TRACK 31

Luca: Hi! Is this seat free?

Aysel: Yes, it is. Are you a new student here?

Luca: Yes, I arrived last week. Where are you from?

Aysel: I'm from Azerbaijan. What about you?

Luca: I'm from Italy. Is this your first time studying abroad?

Aysel: Yes, it is. Did you have any problems when you arrived?

Luca: A few. I couldn't understand the bus system at first. How did you learn to find your way around?

Aysel: I use a map app. Have you tried the local food yet?

Luca: Yes, I have. It's very different from Italian food!

Aysel: Are you enjoying the culture here?

Luca: Yes, I am. What do you like most about studying here?

Aysel: I like meeting people from different countries. Do students call teachers by their first names in Italy?

Luca: No, we usually use their last names. What was the most surprising thing for you when you started studying here?

Aysel: The way students talk to teachers. In Azerbaijan, we are usually more formal.

TRACK 32

Hello everyone. Today we are talking about emojis and how people in different countries may understand them. Many people think emojis are understood in the same way everywhere. However, research shows that culture can change their meaning.

For example, in the United Kingdom, the smiling face emoji usually suggests happiness. However, in China, some people may use the same emoji to show politeness, sarcasm, or mixed feelings. So the same emoji can express different meanings.

Another example is the thumbs-up emoji. In the United States, it usually means approval or "good job." However, in Iran, the thumbs-up gesture has traditionally had a rude meaning in some situations. Some people may see it as impolite or offensive. This means a friendly emoji or gesture in one country could seem rude in another.

Researchers also compared how people from the UK and China interpreted emojis. They found that participants from the two countries did not always understand emoji emotions in the same way. The researchers explained that this was not because people misunderstood emotions, but because emojis may be used differently in daily communication.

Here is one more example. In Australia, the crying emoji usually suggests sadness. But in Japan, some young people use this emoji to show that something is very funny. Scientists say these differences happen because culture shapes communication. People learn emoji meanings from friends, social media, and their local online communities.

So, when you send an emoji, remember that someone from another country might understand it differently.

TRACK 33

1. approach
2. shift
3. concern
4. ban
5. to adopt
6. to consider
7. debate
8. to result in

TRACK 34

Speaker 1: In our school, most of our marks come from tests. I don't think one exam can always show what a student really knows. I think teachers should also look at class participation, homework, and daily effort when they decide our final marks.

Speaker 2: I'm not happy with the team I'm working with. Some classmates don't help at all, so I end up doing most of the work. It doesn't feel fair, and I'm worried that our final work may not be good enough.

Speaker 3: Reading my notes again doesn't really help me learn. I understand things more easily when I listen to explanations or talk about the topic with someone.

Speaker 4: Next week I'll be speaking in front of everyone about school regulations. Some students think they are too strict, while others believe they're necessary. I'm preparing my ideas now.

TRACKS

TRACK 35

1. "Please finish your homework before tomorrow's lesson."
2. "Don't spend too much time on your phones this week."
3. "Bring your holiday project on the first day back."
4. "Please read two chapters during the break."
5. "Do not use tablets when you study at home."
6. "Please tell me if you don't understand the task."

TRACK 36

Teacher: Hi, Sam. I was wondering if you use AI to help you with your schoolwork.

Student: Rarely. I know people use it a lot, but I'm not sure how helpful it really is.

Teacher: Well, one big advantage is personalised learning. AI systems analyse patterns in your performance. They look at your strengths, your weaknesses, and how fast you learn. Then they give you tasks that match your level.

Student: So it's like having work that's made just for me?

Teacher: Exactly. It helps students learn in a way that suits them best. Some AI tools work like tutors and are available all the time. So if you're studying at night and don't understand something, you can ask questions and get help right away.

Student: That would be helpful before exams. Does it tell you if your answers are wrong?

Teacher: Yes, many systems give real-time feedback. That means you can see mistakes immediately and fix them. This helps students improve faster.

Student: It sounds good, but are there any disadvantages?

Teacher: There are. For example, AI can sometimes make mistakes or show bias. If

the information used to train it isn't fair, the results might not be fair either.

Student: I guess privacy could also be a problem.

Teacher: You're right. AI often needs student data, like grades or learning behaviour. Schools must protect this information so it isn't misused or stolen.

Student: I've also heard students can use AI to cheat.

Teacher: That can happen. In fact, at our school last term, twenty students were caught submitting AI-generated assignments as their own work. Some students use AI tools to produce writing that looks original, so teachers need clear rules and should show students how to use AI responsibly instead of misusing it.

Student: Does using AI mean less contact with teachers?

Teacher: It can if it's used too much. Human interaction is very important for learning and motivation. AI should support teachers, not replace them.

Student: So AI is helpful, but we have to use it carefully.

Teacher: Exactly.