

Intro unit: First impressions - 1.1

Learning English

-Listening:

-1-

- Speaker 1: A doctor
- Speaker 2: A travel enthusiast
- Speaker 3: A high school teacher
- Speaker 5: A university student

-2-

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

-3-

1
3
2

-Language:

-1-

used / allows / enhances / fluent / their / increasingly

-2-

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

Unit 1: Holidaying & Art show - 1.1

Holidaying

-Starter:

-1-

B
G
I
A
E
F
J
D
C
H

-Listening:

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

-2-

F
E
A
B
D
C

-3-

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

-4-

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

-Reading:

-1-

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

-2-

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

-3-

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

-4-

Grammar focus!

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



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

-Language:

-1-

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

-2-

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

Unit 1: Holidaying & Art shows - 1.2

Space tourism

-Starter:

-1-

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

-2-

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

-3-

exorbitant / expensive / overpriced / costly

-4-

The prefix: Un

Unfair / Unreasonable / Unaffordable

-Reading:

-1-

Space tourism: past milestones and future prospects

-2-

-Name: Dennis Tito

-Nationality: American

-Occupation: Engineer/ entrepreneur

-Cost of flight: 20 million US dollars

-Duration of flight: Almost 8 days

-Means of transport: A Russian Soyuz capsule

-3-

-” deeply moved by the experience”

-” the most thrilling experience of my life”

-4-

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

-5-

-Company 1: Blue Origin / Owner: Jeff Bezos

-Company 2: SpaceX / Owner: Elon Musk

-Company3: Virgin Galactic / Owner: Richard Branson

-7-

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

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

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

-8-

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

-Language:

-1-

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

-2-

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

Unit 1: Holidaying & Art shows - 1.5

Walking tour(1)

-Starter:

-1-

-(1): Atlantic ocean

-(2): The North sea

-(3): The English Channel

-(A): England

-(B): Scotland

-(C): Wales

-(D): Northern Ireland

-(E): Republic of Ireland

-(A B C): Great Britain

-(D E): The island of Ireland

-(A B C D): The British Isles

-2-

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

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

-3-

Language builder!

- **Location:** is located = is situated
- **Land borders:** shares a land border + with + (country) + to + (direction)
- **Sea borders:** is bordered by + (sea) + to + (direction)

-Listening:

-1-

D
A
C
B

-3-

-A- Step into

-B- Explore the historic

-C- Begin your journey

-D- Stroll through

-E- Marvel at

-4-

-Breathtaking

-Language:

-1-

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

-2-

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

Unit 1: Holidaying & Art shows - 1.5

Walking tour (2) - Festivals

-Starter:

-1-

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

-Reading:

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

-2-

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

-3-

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

-Language:

-1-

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

-2-

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

Unit 1: Holidaying & Art shows - 1.6 A
package tour

-Starter:

-1-

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

They usually include:

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

-Listening:

-1-

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

-2-

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

-3-

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

-Writing:

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

-Language:

-1-

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

-2-

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

-Reading:

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

-2-

B / C / D / E / F

-3-

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

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

-5-

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

Language builder!

-Asking for information (Formal):

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

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

-Starter:

-1-

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

-Listening:

-1- The package that the customer chose is:

A city break in New York

-2-

B / C / E

-3-

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

-4-

- included
- suitable

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

-Starter:

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

-Listening:

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

-2-

What happened:

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

-3-

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

-4-

would

-5-

" You will enjoy an exclusive island-hopping tour."

-Language:

-1-

-Reported speech:

- Simple past
- Past continuous
- Past perfect
- Past perfect continuous
- Past perfect
- Would
- Could
- Must/ Had to
- That day
- The day before/ The previous day
- The following day/ The next day
- There
- Then/ At that moment

-2-

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

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

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

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

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

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

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

Unit 2: Education matters - 1.1

School-related words

-Starter:

-1-

• **Developing countries:**

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

• **Developed countries:**

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

-Reading:

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

-2-

A- "addresses immediate hunger"

B- "encourages school attendance"

C- "improves academic performances"

-3-

A- Afford

B- Evade

C- Commitment

-4-

• **Noun / Adjective**

- development / developed
- hunger / hungry
- nutrition / nutritious

• **Noun / Verb**

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

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

-6-

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

-Language:

-1-

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

-2-

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

-3-

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

Unit 2: Education matters - 2.2
Education for all

-Starter:

-1-

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

-2-

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

-Listening:

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

-2-

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

-3-

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

Grammar focus!

-4-

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

-5-

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

Unless + Positive verb = If + Negative verb

-Language:

-1-

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

-2-

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

-2-

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

-3-

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

-Reading:

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

-2-

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

-3-

-A: "Successful vaccination of millions of children against diseases"

-B: "Reduced child mortality rates"

-C: "Improved access to clean water and education"

-4-

-A: Milestones

-B: Initiatives

-C: Impactful

Unit 2: Education matters - 2.3
Virtual schools

-Starter:

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

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

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

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

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

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

-Listening:

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

-2-

• **Sarah:**

-Age: 35

-Obstacle in traditional schools: Job / family responsibilities.

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

• **Micheal:**

-Age: 22

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

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

-3-

M
S
M
S
M

-4-

diverse / flexible

-Language:

-1-

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

-2-

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

Unit 2: Education matters - 2.4
Online learning

-Starter:

-1-

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

-Against virtual learning: David / Lisa / Rachel

-2-

-Arguments FOR:

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

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

- "The ability to learn from top institutions globally"

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

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

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

- "Eliminates the need for long commutes"

- "Study in a comfortable environment"

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

-Arguments AGAINST:

- "The frequent technical difficulties"

- "Lack of immediate feedback"

- "Difficult to build relationships with instructors and peers"

- "The quality of learning and engagement was compromised"

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

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

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

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

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

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

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

-Language:

-1-

- As far as I'm concerned

- To begin with

- Secondly

- Another major issue is

- In fact

- Last but not least

- In a nutshell

-Writing:

-1-

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

-2-

• I'm of the firm belief

• It seems to me that

• I do believe that

• In my opinion

• From my perspective

Unit 2: Education matters - 2.6 Age or _____?

-Reading:

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

-2-

- **A:** Assessment
- **B:** Teacher input

-3-

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

-4-

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

Vocabulary builder!

-5-

- **Noun / Adjective**
- innovation / innovative
- enthusiasm / enthusiastic
- collaboration / collaborative

- **Noun / Verb**
- implementation / implement
- assessment / assess
- instruction / instruct

Grammar focus!

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

-7-

- | | |
|----------------------|---------------------------|
| - Succeed in | - Depend on |
| - Rely on | - Believe in |
| - Approve of | - Communicate with |
| - Suffer from | - Differ from |
| - Deprive of | - Result to |

- Think **of / about**
- Agree **with / that**
- Talk **to / about**
- Work **on / for**
- Care **for / about**

-Language:

-1-

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

-2-

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

-3-

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

Unit 2: Education matters - 2.7 Lifelong learning

-2-

-The benefits of pursuing lifelong learning:

A / D / E / G / H / K

-The drawbacks of not pursuing lifelong learning:

B / C / F / I / J / L

-Listening:

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

-2-

- Margaret Thomson:

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

-3-

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

-4-

-A: “Navigating modern technology”

-B: “Balancing academic demands with personal responsibilities”

-5-

pursuit / growth

-Language:

-1-

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

-2-

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

Unit 2: Education matters - 2.9 Alexander Graham Bell

-Starter:

-1-

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

-Listening:

-1-

- The inclusion of disabled students through technology.

-2-

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

- **B +** facilitate interactions with teachers and peers.

- **C +** enable active participation in discussions.

- **D +** provide crucial access to written materials.

- **E +** enable virtual sign language interpretation.

-3-

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

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

-4-

Empowered

-Reading:

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

-2-

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

-3-

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

-4-

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

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

-C- His wife:

Vocabulary builder!

-5-

- **Noun / Adjective**
- Passion / Passionate
- Curiosity / Curious
- Humanity / Humanitarian

- **Noun / Person**
- Invention / Inventor
- Elocution / Elocutionist
- Teaching / Teacher

Unit 3: Creative inventive minds - 3.1

Invention related words (1)

-Listening:

-1- The power of Artificial Intelligence

-2-

- **Emily:**

-Job: Marketing Executive

-AI she used: ChatGPT

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

-3-

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

-4-

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

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

-5-

innovation / powerful

-Language:

-1-

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

-2-

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

Unit 3: Creative inventive minds - 3.1

Invention related words (2)

-Starter:

Grammar focus!

-2-

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

-Reading:

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

-2-

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

-3-

-A: "The comparison game began to take a toll on his self-esteem"

-B: "Tommy's grades began to slip"

-C: "His real-world friendships started to suffer, too"

-D: "The pressure to maintain a flawless online persona left Tommy feeling anxious and isolated"

-E: "Depression soon followed, as the gap between his real self and Instagramself widened "

-4-

-A: All-consuming obsession

-B: Take a toll on

-C: Flawless

-D: Widened

-E: Distort

-Language:

-1-

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

-2-

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

Unit 3: Creative inventive minds - 3.3

The father of playStation

-Starter:

-1-

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

-Reading:

-1-

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

-2-

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

-3-

• **Arguments FOR:**

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

• **Arguments AGAINST:**

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

-Listening:

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

-2-

1 + C / 2 + A / 3 + A

-3-

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

-4-

educational / off-line

-Language:

-1-

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

-2-

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

Unit 3: Creative inventive minds - 3.4

Prize winners (I) - Awards

-Starter:

-1-

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

-Reading:

-1-

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

-2-

recognition / categories / The laureates

-3-

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

-4-

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

• **Verb / Noun**

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

Grammar focus!

-5-

To be + past participle

-Language:

-1-

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

-2-

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

-3-

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

Unit 3: Creative inventive minds - 3.4

Prize winners (2) - Laureates

-Starter:

-1-

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

-Listening:

-1- Einstein: A legacy of genius

-2-

- **Albert Einstein:**
- **Date of birth:** March 14th, 1879
- **Country:** Germany
- **Date of death:** April 18th, 1955

-3-

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

-4-

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

-5-

Conventional / understanding

-Language:

-1-

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

-2-

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

Unit 3: Creative inventive minds - 3.5

Women choose to opt out

-Starter:

-1-

barrier / qualifications / transparent / out

-Reading:

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

-2-

- **Sarah:**
- **Job:** Executive at a major tech company
- **Decision:** Leave her prestigious position
- **Reason:** to launch a boutique software development firm.

-3-

Women opting out of companies

- **Push factors:**
- "Stagnant career growth" / "Limited recognition" / "Inflexible work hours" / "Lack of career advancement opportunities" / "Glass ceiling issues"

• **Pull factors:**

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

-4-

-**A:** "Offering flexible arrangements, clear career progression paths, and equitable pay."

-**B:** "Creating a supportive and inclusive workplace culture that acknowledges and values women's contributions"

-5-

-**A:** Stagnant

-**B:** Equitable

-**C:** Crucial

Grammar focus!

It is essential that

It is important that

It is necessary that + Subject + Present subjunctive

I suggest that

I insist that

-Language:

-1-

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

Unit 3: Creative inventive minds - 3.6

The brain drain

-Starter:

-1-

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

-2-

• **Push factors:**

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

• **Pull factors:**

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

-3-

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

-Reading:

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

-2-

• **Amina:**

-**Job:** Software engineer

-**Nationality:** Tunisian

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

-3-

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

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

-4-

-A: palpable

-B: fueled

-C: scarce

-D: combat

Grammar focus!

-5-

So + adjective + that : Cause and effect clause

Clause + so that + clause : Intention clause

-Language:

-1-

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

-2-

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

-Writing:

-1-

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

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

-Starter:

-1-

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

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

-C: Radioactivity

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

-Reading:

-1-

• **Richard Feynman:**

- **Invention/ Discovery:** Quantum electrodynamics

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

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

• **Tim Barners-lee:**

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

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

- **Award:** The Turning Award

-2-

-A: Indelible

-B: Impact

-C: Backbone

-D: Visionary meaning

Grammar focus!

-3-

A- "who revolutionized quantum electrodynamics"

B- "which transformed the understanding of how particles interact"

-Language:

-1-

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

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

-1-

-The key words:

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

-3-

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

Unit 4: Life issues - 4.1 Life concerns **(1) - Health**

-Reading:

-1-

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

-2-

- **Fresh:** Berries / a handful
- **Canned / Frozen:**
- **Dried:**
- **Juiced:**

-3-

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

-4-

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

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

-5-

-A: Amount

-B: Nutritious

-Language:

-1-

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

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

-Starter:

- **The negative effects of smoking:**

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

-Listening:

-1-

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

-2-

A / B / D

-3-

1 + C / 2 + A / 3 + B

-4-

taste / make

Vocabulary builder!

-5-

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

-Language:

-1-

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

-2-

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

Unit 4: Life issues - 4.2 Attitude

-Listening:

-1-

- The impact of a small act of kindness.

-2-

1 + C / 2 + A / 3 + B

-3-

-A: True

-B: False

-C: True

-4-

Compassionate / Selfless / Helpful

-5-

kindness / profound

-Language:

-1-

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

Unit 4: Life issues - 4.5 Ecodriving (1)

-Starter:

-1-

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

-Listening:

-1-

- The challenges of overconsuming natural resources.

-2-

A / C / D

-3-

-Resource: Water

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

-4-

sustainable / consumption

Vocabulary builder!

-5-

- **Noun / Adjective:**

- Sustainability / Sustainable

- Shortage / Short

- Scarcity / Scarce

- **Verb / Noun:**

- Consume / Noun

- Deplete / Depletion

- Threaten / Threat

-Language:

-1-

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

-2-

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

Unit 4: Life issues - 4.5 Ecodriving (2)

-Starter:

-1-

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

-B: Deflated tire / Flat tire.

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

-D: Greenhouse gas emissions from cars.

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

-Reading:

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

-2-

- **Overconsumption of fuel.**

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

- **Solution:** Ecodriving

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

-3-

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

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

-**Pic3:** Avoiding high speeds

-**Pic4:** Driving smoothly

-**Pic5:** Avoiding traffic jams

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

-4-

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

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

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

-5-

-**A:** Sparingly

-**B:** Crucial

Grammar focus!

-6-

If + past simple = would + infinitive

-Language:

-1-

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

-2-

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

-3-

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

Unit 4: Life issues - 4.6 Urban exodus

-Starter:

-1-

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

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

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

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

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

-Reading:

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

-2-

- **Sarah:**

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

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

-3-

- **Push factors:**

- Suffocating noise / pollution / relentless pace.

- **Pull factors:**

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

-4-

-**A:** A decline in population

-**B:** The deterioration of infrastructure

-**C:** Rise of pollution levels

-5-

-**A:** Life expectancy

-**B:** Deterioration

-**C:** Allure

Grammar focus!

-6-

Despite + noun phrase

Although + clause

-Language:

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

Unit 4: Life issues - 4.7 A newscast

-Starter:

-1-

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

-Listening:

-1-

- The devastation caused by typhoon Ketsana in Seaview.

-2-

- **Place:** Seaview

- **Event:** Typhoon

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

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

-3-

A / B / D

-4-

damages

Grammar focus!

-5-

The passive voice : Verb to be + past participle

-Language:

-1-
unleashing / under / still / continue / extremely / evacuated / further

-2-
struck / leaving / to collapse / reported / overwhelmed / preparing / recovery

Unit 4: Life issues - 4.8 Staff management

-Reading:

- 1-**
- **Problem:** Nearly 60% of employees report having a difficult, even adversarial relationship with their bosses.
 - **Effects on employees:** Employees feel undervalued and demotivated.
 - **Effect on company:** A serious toll on company performance and productivity.

-2-
A / B / C

- 3-**
- A:** They communicate clearly, and set realistic goals.
 - B:** Provide the necessary support for their employees to succeed.
 - C:** Recognizes and appreciates their team's hard work.

Vocabulary builder!

- 4-**
- **Noun / Adjective:**
 - Necessity / necessary
 - Productivity / Productive
 - Effect / Effective
 - **Verb / Noun**
 - Manage / Management
 - Perform / Performance
 - Expect / Expectation

-Language:

-1-
just / to / valued / but / when / likely / directly

-2-
had always been / began / little / dreading / unfulfilled/ for / healthier

Unit 4: Life issues - 4.9 Job ads

-Starter:

- 1-**
- **Qualities:** A / D / F / I / J
 - **Qualifications:** B / C / E / G / H

-2-

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

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

-Reading:

- 1-**
- **Jamie Brown:**
 - **Position:** IT Engineer
 - **Company:** TechVision Solutions

-2-

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

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

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

-Language:

-1-
for / interest / Additionally / contact / actively / remaining / expressing