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ENGLISH

12

Երևան, 2025

«Հայաստանի մանուկներ» բարեգործական հիմնադրամ

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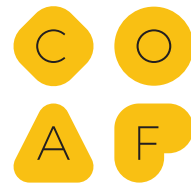
Լուսինե Ստեփանյան
Աննա Առաքելյան

Ձևավորում՝

Սեդրակ Մկրտչյան
Կարեն Պետրոսյան

Չայնագրությունների
պատասխանատու՝

Ռերեկա Հովքինզ



ՀԱՅԱՍՏԱՆԻ
ՄԱՆՈՒԿՆԵՐ
ՀԻՄՆԱԴՐԱՄ

Անգլերեն: Դասագիրք հանրակրթական ուսումնական
հաստատությունների 12-րդ դասարանի համար:
Դասագիրքը ստեղծվել է «Հայաստանի մանուկներ»
բարեգործական հիմնադրամի (ՔՈԱՖ/COAF) կողմից:

**Երաշխավորված է ՀՀ կրթության, գիտության, մշակույթի
և սպորտի նախարարության կողմից**

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Այս հղումով հասանելի են
ձայնային բոլոր նյութերը

Տպագրությունը՝ օֆսեթ
Թուղթը՝ օֆսեթ
Չափսը՝ 170մմ x 240մմ
Էջերի քանակը՝ 192 էջ
Ծավալը՝ 12 տպագրական մամուլ
Տպագրական գույները՝ 4x4
Տպաքանակը՝ 100

UNIT 1 CIVILIZATION

I can talk about a prehistoric community using related vocabulary.



Unit 1.1

LOST IN TIME, FOUND IN HISTORY Vocabulary

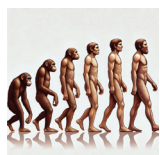
1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think humanity has changed much since prehistoric communities? In what ways?
2. What is appealing about those communities? Why?

2 Think of words or phrases that you associate with prehistoric civilization. Compare them with your peers.

Example: stone tools, tribal communities, fire making, hunting, etc.

3 Match the word or word collocation with its definition.



1
homo sapiens



2
fossils



3
ape



4
tribe



5
worship



6
domestication

- a. showing a strong belief in and respect, and admiration for God
- b. a group of people who live together and share a common culture
- c. remains of plants or animals that have been preserved in rock
- d. large animals like monkeys which have bigger brains and no tails
- e. the process of bringing animals or plants under human control for food, work, and companionship
- f. *the name of the modern human species*

4 Fill in the blanks with the words below.

apes fossils Homo sapiens worship domestication tribe

1. The whole ____ seems to have disappeared off the face of the earth.
2. Chimpanzees and gorillas are both ____.
3. The ____ were found during excavations to make a road/while a road was being constructed.
4. The species that you and all other modern human beings on this planet belong to is ____.
5. On this island the people ____ different gods.
6. The ____ of animals played a crucial role in the development of early civilizations.

5 Read the text and answer the questions.

The history of humankind begins with the prehistoric community. The appearance of new tools and new methods of labor led to the replacement of the human herd by the clan. Several clans, communities, or related individuals formed a tribe. The tribe was governed by the elders who were worshiped by the others. Historians agree that early human beings were nomadic hunter-gatherers. When our ancestors no longer had enough to eat, they migrated to another location.

At least 2 million years ago, people made stone tools for cutting. Later, humans developed more sophisticated tools, such as wooden hunting bows.

These tools gave humans more control over their environment. They also learned to make and control fire, providing heat and light and enabling people to cook food.

Early humans' knowledge of wild animals likely played a key role in the domestication of animals. During a hunt, they may have driven herds of animals into ravines to be slaughtered. However, some animals were probably domesticated; these domesticated animals offered reliable sources of food, clothing, and other products.



Early humans created their own culture as well. This characteristic sets humans apart from other creatures; art, language, and religion are unique to humans. Cave art - images of extinct animals tracing back to the earliest era of humankind - can still be seen today. Moreover, human language probably developed due to the need for people to work collaboratively and communicate. In primitive society there was no private property; therefore there were no classes and no exploitation. What is more, there was also no state system —that is, no military forces, no prisons, no courts, and no state authorities



Adapted from <https://www.history.com/topics/pre-history/stone-age>

1. What role did tools play in the development of early human communities, and how did this shift contribute to the formation of tribes?
2. How did the domestication of animals reflect the changing relationship between early humans and their environment?
3. In what ways did the absence of private property and social classes in prehistoric communities influence the overall structure and dynamics of these societies?

6 Read the text again and highlight the piece of information that you find most intriguing. Share your thoughts with a peer and discuss what you both found interesting and why.



Learn to Think

Abductive reasoning is a type of critical thinking that involves coming to a conclusion that is the most likely or logical based on the small amount of knowledge you have.



7 Read the information and make logical conclusions. Compare your thoughts with your peers.

Finding: Archeologists have discovered a set of sharp stone tools in a prehistoric cave.

Abductive reasoning: If there are sharp stone tools, it is reasonable to think that early humans used this cave for ...

8 SPEAKING Discuss the questions in pairs/groups.

1. How can the discovery of tools lead to an understanding of the daily lives of early humans? Explain.
2. What do their tools reveal about the skills and needs of prehistoric people? Explain.

9 Individual Work

Prepare a list of challenges people in primitive communities faced and explain how they handled them.

Example:

- Finding food
- Finding shelter

Unit 1.2

THE CYCLE OF CIVILIZATION: YESTERDAY, TODAY, AND TOMORROW

Grammar

I can use the correct tense form to talk about the rise, achievements, and lasting influence of ancient civilizations.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What influences of ancient civilizations can we observe today? Explain.
2. Do you think ancient civilizations will continue to influence future societies? Why/Why not?

Grammar Reference

A quick reminder of the main tenses you have studied so far.

	Past	Present	Future
Simple	Past action/ Past habit <i>e.g. Ancient Greece hosted the first Olympic Games in 776 BC</i>	Facts and habits <i>e.g. The Great Wall of China attracts millions of tourists every year.</i> <i>e.g. Historians study ancient civilizations to learn about the past</i>	Future action <i>e.g. Historians will continue to study ancient civilizations to uncover more about their cultures and lifestyle</i>
Progressive	Ongoing past action <i>e.g. Historians were studying ancient texts when they found a reference to a lost civilization.</i> Parallel actions in the past <i>e.g. The Mayans were developing their calendar system when other civilizations were still using simpler methods</i>	Ongoing actions in the present <i>e.g. Scientists are analyzing DNA samples to learn more about the people who lived in ancient Mesopotamia</i>	Ongoing future action <i>e.g. In the next few years, historians will be analyzing newly uncovered artifacts from the Indus Valley</i>
Perfect	Completed action before the action in the past <i>e.g. By the time the Roman Empire fell, it had controlled much of Europe, North Africa, and the Middle East for centuries</i>	An action that happened in the past but we can see the result now / continues in the present <i>e.g. Researchers have discovered many artifacts that reveal how ancient civilizations lived</i>	Completed future action before another action in the future <i>e.g. By the end of this decade, archaeologists will have uncovered more details about the daily life of the ancient Maya.</i>

2 Choose the correct option.

1. Ancient civilizations (exist / **existed** / have existed) thousands of years ago.
2. The Egyptians (build / built / have built) the pyramids over 4,500 years ago.
3. For centuries, historians (study / studied / have been studying) the ruins of ancient cities.
4. The Mayan civilization (decline / had declined / has declined) long before Europeans arrived in the Americas.
5. By the time the archaeologists arrived, they (excavate / excavated / had excavated) most of the site.
6. Many people (believe / believed / have believed) that the Hanging Gardens of Babylon (be / was / were) one of the Seven Wonders of the Ancient World.
7. Historians (try / tried / have tried) to understand how ancient cultures (survive / survived / have survived) in harsh environments.

3 Complete the sentences using the correct tense form of the verbs in parentheses.

1. As we continue to advance, future generations (look back) **will look back** at our achievements just as we (do) **do** at ancient achievements.
2. The Greeks (create) the concept of democracy, which still influences governments today.
3. In the future, researchers (use) advanced technology to recreate the daily lives of people from ancient times.
4. The Romans (establish) one of the most extensive empires in history.
5. The Egyptians (build) the Great Pyramid of Giza while other cultures still (hunt).
6. Today, people (marvel) at the engineering feats of ancient civilizations.
7. Civil engineers study the construction techniques of ancient civilizations to understand how they (build) their structures.

4 **SPEAKING** Discuss the questions in pairs/groups.

1. What aspects of a civilization's culture, technology, or ideas are most likely to be remembered and valued by future generations? Why?
2. How did technological advancements contribute to the success of a civilization? Explain.

5 Write the verbs in the parentheses in the correct tense forms.

Student A/Group A

The single, decisive factor that 1. **made** (make) it possible for humankind to settle in permanent communities was agriculture. A turning point in human history, the invention of farming, and the tremendous changes it 2. (bring) about has been called the agricultural revolution. After farming 3. (to develop) in the Middle East around 6500 BC, people living in tribes or family units 4. (not have to) be on the move continually searching for food or herding their animals. Once people 5. (can control) the production of food and be assured of a reliable annual supply of it, their lives 6. (change) completely.



People 7. (begin) to found permanent communities in fertile river valleys. They 8. (settle) around rivers for several reasons. Rivers 9. (to be) an important source of fresh water for drinking. They 10. (can use) for transportation. Settlers also 11. (learn) to use the water supply to irrigate the land for farming. The sedentary settlement, or settlement in one place, made it possible to domesticate animals to provide other sources of food and clothing.

Farming was indeed a revolutionary discovery. It not only 12. (make) settlements possible—and ultimately the building of cities—but it also made available a reliable food supply. With more food available, more people 13. (can feed).

Student B/Group B

Farming the world over always 1. relies (rely) upon a dependable water supply. For the earliest societies this 2. (mean) living near rivers and streams or regular rainfall. The first great civilizations 3. (grow) up along rivers. Later communities 4. (be) able to develop by taking advantage of the rainy seasons.

All the ancient civilizations probably 5. (develop) in much the same way, despite regional and climatic differences. As villages 6. (grow), the accumulation of more numerous and substantial goods 7. (become) possible. Heavier pottery 8. (replace) animal-skin gourds as containers for food and liquids. Cloth could be woven from wool and flax—permanent structures made of wood, brick, and stone 9. (can build).

The science of mathematics 10. (be) an early outgrowth of agriculture. People studied the movements of the Moon, Sun, and planets to calculate the seasons. In doing so they 11. (create) the first calendars. With a calendar, it was possible to calculate the arrival of each growing season. Measurement of land areas was necessary if property was to be divided accurately. Measurements of amounts—for example, of seeds or grains—12. (be) also a factor in farming and housekeeping. Later 13. (come) measures of value as commodity and money exchange 14. (become) common.

Adapted from: <https://kids.britannica.com/students/article/ancient-civilization>

6 Read the texts again and answer the questions.

1. What were the factors that made it possible for humankind to settle in permanent communities?
 - a) The invention of farming
 - b) The domestication of animals
 - c) The development of agriculture
2. What is another term for the invention of farming and the changes it brought about?
 - a) Agricultural revolution
 - b) Sedentary settlement
 - c) A reliable food supply
3. Around what time did farming develop in the Middle East?
 - a) 650 BC
 - b) 6500 BC
 - c) 1650 BC
4. Why did people settle around rivers?
 - a) Rivers provided a source of fresh water
 - b) Rivers could be used for irrigation
 - c) Both are correct
5. What was the impact of farming on settlements?
 - a) It made settlements possible
 - b) It led to the building of cities
 - c) Both are correct



Learn to Think

Visualizing through abductive reasoning involves giving the best possible explanation based on limited evidence. To do this, follow these steps:

1. **Observe:** Identify the key pieces of information or clues.
2. **Hypothesize:** Think of possible explanations for the situation.
3. **Imagine:** Visualize different scenarios that fit the clues.
4. **Test:** Compare your visualization to new evidence and refine as necessary.

7 **SPEAKING** Discuss the questions in pairs/groups.

1. In what ways did agriculture contribute to the development of trade and economic systems in early civilizations?
2. How did farming practices influence social structures and the division of labor in ancient societies?

8 Individual Work

Research how agriculture influenced civilizations by exploring information online. Create a 7-10-slide PowerPoint presentation and present it to the class.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Discuss prehistoric communities using topic-related vocabulary				
Use the correct tense form to discuss the rise, achievements, and the lasting influence of ancient civilizations				

CIVILIZATION: THE STRUCTURE OF SOCIETY

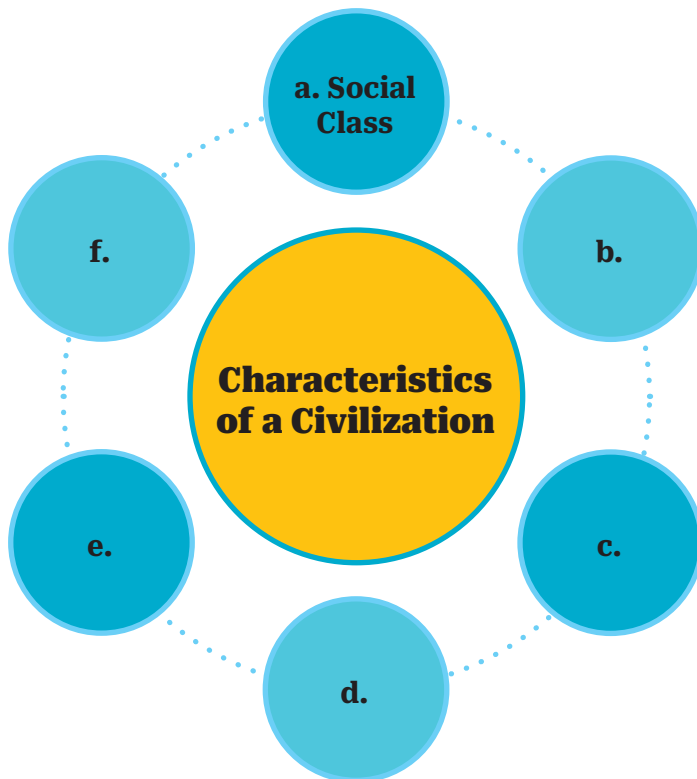
Listening

I can talk about the characteristics of a civilization.

1  **SPEAKING** Discuss the questions in pairs/groups.

1. What do you think are the key characteristics that define a civilization? Explain.
2. How will people describe our civilization in the future? Why?

2 Look at the diagram ‘Characteristics of a Civilization’ and add more features that may characterize a civilization. Compare your answers with your peers.



3 Match the phrases with their antonyms.

1. Surplus food

2. Enclosed area
3. Urban settlements
4. Monumental architecture
5. Division of labor
6. key features

- a. rural areas
- b. trivial elements
- c. unorganized works
- d. open/extended area
- e. primitive architecture
- f. food deficit**

4 1.1 Listen to the description of a civilization and write the missing words.

1. Large population **centers**.
2. Monumental architecture and ____ art styles
3. ____ communication strategies
4. Systems of administering ____.
5. A complex division of ____.
6. Division of people into ____ and economic classes.

5 **SPEAKING** Discuss the questions in pairs/groups.

Which statements describing Armenia reflect the characteristics of a civilization as discussed in Activity 4?

1. Armenia is home to one of the world's oldest civilizations.
2. Armenia is renowned for its monumental architecture, including ancient fortresses, temples, and early Christian churches.

This fact illustrates the characteristic of monumental architecture and unique art styles, showcasing the society's values, beliefs, and technological achievements through significant structures.

3. Scientific research, numerous archaeological findings, and old manuscripts prove that the Armenian Highlands are the very Cradle of Civilization.
4. Armenians developed a sophisticated system of written communication, most notably the Armenian alphabet created by Mesrop Mashtots in the 5th century.

5. Ancient Armenia was organized into various kingdoms and principalities, each with its own system of governance. These administrative systems allowed for the efficient management of territories.
6. Rapid development and unification through trading between the tribes on the Armenian plateau created a rich and prosperous culture that was to last for more than 5000 years.
7. In ancient Armenia, there was a well-developed division of labor, with various groups specializing in agriculture, trade, craftsmanship, and military service.

Adapted from: <https://www.odysseytraveller.com/articles/armenian-ancient-civilisation/>

6 In groups, read the text and arrange the paragraphs in the correct order.

The Armenian civilization is also renowned for its architectural marvels. The country is home to numerous ancient churches, monasteries, and fortresses. The world-famous Geghard Monastery, carved into the surrounding cliffs, stands as a testament to the skill and devotion of Armenian craftsmen. The iconic Etchmiadzin Cathedral, the spiritual center of the Armenian Apostolic Church, is another architectural gem.



- 1 Armenia, a mountainous country situated at the crossroads of Europe and Asia, boasts a fascinating and ancient civilization that has stood the test of time. With a history spanning over three millennia, the Armenian civilization has left a mark on the world through its contributions in various fields such as art, literature, architecture, and religion.
- In conclusion, the Armenian civilization stands as a testament to the power of culture and heritage. From its vibrant arts and awe-inspiring architecture

to its profound literary tradition and spiritual practices, the Armenian people have left an indelible mark on the world. By understanding and appreciating the rich cultural heritage of the Armenian civilization, we can foster a sense of respect and admiration for the diversity and depth of human history.

One of the most notable aspects of Armenian civilization is its rich cultural heritage. Armenians have a deep appreciation for the arts, and this is evident in their diverse artistic traditions. From woven carpets to beautifully crafted pottery, Armenian artisans have mastered the art of creating visually stunning and meaningful works. The Armenian language, with its unique alphabet, has also played a crucial role in preserving and expressing the cultural identity of the Armenian people.

It is important to note that while Armenian civilization has flourished throughout history, it has also faced hardships and challenges. The Armenian Genocide of 1915, during the final years of the Ottoman Empire, resulted in the loss of countless lives and had a profound impact on the Armenian diaspora. Despite these difficulties, the resilience and determination of the Armenian people have allowed them to preserve their cultural heritage and continue to contribute to the global community.

Furthermore, Armenian literature has played a significant role in shaping the cultural landscape of the nation. Dating back to the fifth century, the Armenian alphabet revolutionized the accessibility of knowledge and led to the creation of a vast body of written works. From epic poems to historical chronicles, Armenian literature has preserved the collective memory and identity of the Armenian people. Religion also holds a central place in Armenian civilization. Christianity was adopted as the state religion in the early fourth century, making Armenia one of the first nations to embrace Christianity. The Armenian Apostolic Church, with its rich traditions and rituals, has been a cornerstone of Armenian culture and spirituality for centuries.

Adapted from: <https://www.britannica.com/place/Armenia>

7 **Individual Work**

Research another ancient country and compare its characteristics with those of Armenia in a 150-word essay.

Unit 1.4

TIMELESS AS THE EARTH Speaking

I can discuss the characteristics of ancient Egypt and describe how its geography drove its development.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you know about ancient Egypt? Explain.
2. Do you think the geographic location may shape the future of a civilization? Why/Why not?

2 Read the text and match the headings with the paragraphs.

a Larger communities

b Different political units

c Agricultural benefits

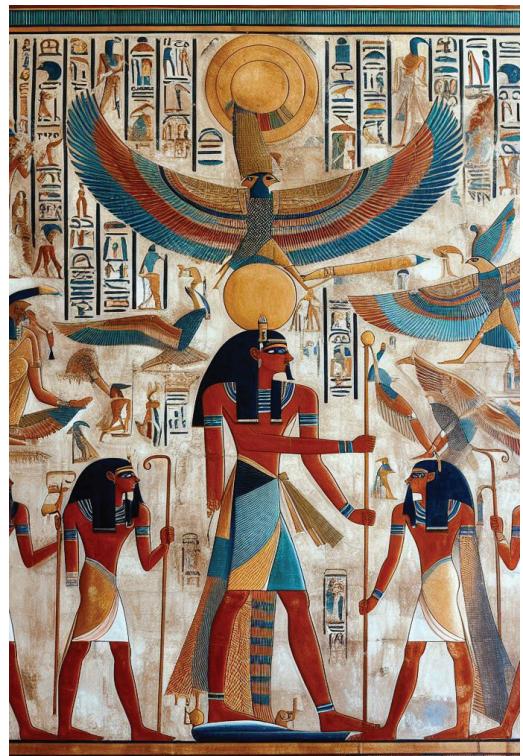
d Rulers

1

By the end of the prehistoric period, around 2925 BC, Egypt was divided into two kingdoms. Lower Egypt had its capital at Buto, while Upper Egypt was centered at Hierakonpolis. In this period travelers brought in ideas from Sumer, including the concepts of writing and the pottery wheel.

2

The Egyptians were ruled by kings known as pharaohs who claimed to be descended from the god Horus. These kings, supported by a priestly class, lived in splendor, and they saw to it that after their deaths they would be buried in splendor. The tombs built for them were designed as storehouses to hold all the things that the kings would need in the afterlife.



3

The ancient Egyptians depended heavily on the Nile River. It was their most important route, and it created an oasis in the surrounding desert, providing water for drinking and farming. Each year, the river rose, flooded, and fell. Its flooding deposited sediments along the riverbank, making the land good for farming. The fertility of the land and the general predictability of the Nile's flooding ensured farmers a high yield from a single annual crop. Eventually, the Egyptians could store large surpluses of grain, to trade and keep in reserve in case of crop failures. Surplus crops would form the chief basis of ancient Egypt's great wealth.

4

Most of the ancient Egyptians lived in the Nile valley and delta, and nearly all were farmers. The primitive farming settlements of Egypt were concerned with the raising of grains, fruits and vegetables, and animals. These settlements slowly gave way to larger groupings of people. It is likely that the need to control the Nile floodwaters through dams and canals eventually led to the rise of government in the region.

Farmers in ancient Egypt had settled in the long and narrow valley of the Nile by 5000 BCE. Within 2,000 years Egyptians had built massive irrigation systems.

Adapted from: <https://kids.britannica.com/students/article/ancient-civilization>

3



The Nile was important both for agriculture and community building. In groups, use relevant examples from the text to complete each category and illustrate how.

Agriculture	Community Building
<i>drinking and farming water</i>	<i>larger groupings of people</i>

4



SPEAKING

Discuss the questions in pairs/groups.

1. Ancient Egyptians built massive irrigation systems to control the Nile. What does this tell us about their engineering skills and understanding of their environment?
2. Most people in ancient Egypt were farmers. What advantages or disadvantages might this have brought to the civilization's development?
3. Imagine the Nile River didn't flood regularly. How might that have affected the growth of Egyptian civilization?
4. Why was it important for ancient Egyptians to store surplus grain? What might have happened if they didn't manage their food supplies effectively?

5 SPEAKING Work in pairs/groups.

What questions would you ask a pharaoh about their ruling of Ancient Egypt?

Example:

What strategies do you use to maintain control over such a vast and diverse empire?

What religious rituals do you find most important to ensure the prosperity of Egypt?

6 Individual Work

Research ancient Egyptian pharaohs online. Choose one pharaoh and prepare 5-7 questions you would ask if you had the opportunity to meet him.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Discuss the characteristics of a civilization				
Discuss the characteristics of ancient Egypt and describe how its geography drove its development				

THE INDUSTRIAL REVOLUTION

Reading

I can recognize and describe the impact of the industrial revolution on civilization.

1 SPEAKING Discuss the questions in pairs/groups.

1. What do you know about the Industrial Revolution?
2. Do you think the Industrial Revolution influenced mankind? Explain.

2 Arrange the following features in the correct column below.

- *There were small-scale farming and artisan handicrafts, and social structures remained essentially as they had been during the Middle Ages.*
- The use of new basic materials, mainly iron and steel
- New energy sources, used both for fuel and for motive power, such as coal, the steam engine, electricity, petroleum, and the internal combustion engine
- Most people produced goods to be consumed by their families.
- A new organization of work known as the factory system which entailed the increased division of labor and specialization of function
- The growing use of science in industry

Before the Industrial Revolution

There were small-scale farming and artisan handicrafts, and social structures remained essentially as they had been during the Middle Ages.

After the Industrial Revolution

3 Read and compare the two texts. Which sounds more convincing and reliable? Why?

Text 1

The Industrial Revolution marked a profound change in the way societies functioned, and it had a significant impact on how people observe, measure, and rely on time. Before this revolution, time was often determined by the movement of the sun and natural rhythms. However, as industries grew, the need for more accurate timekeeping became evident.

Factories and businesses had to measure time more precisely to coordinate work shifts and production schedules. Clocks and watches, which were already invented, became crucial tools for this purpose. People needed to know how long it took to complete tasks and how to use their time efficiently.

The rise of the Industrial Revolution brought about changes in the appropriate allocation of time. As work shifted from agrarian settings to factories, the pace of life changed. Workers had to adapt to the new rhythm of the machines, working set hours dictated by the clock.

In a way, the Industrial Revolution was a testament to humanity's ability to invent solutions to emerging challenges. The demands of industry spurred innovations in timekeeping technology, leading to more accurate and reliable clocks and watches. As societies transformed, they learned to rely on these timekeeping devices to synchronize their activities and streamline production.

In conclusion, the Industrial Revolution not only reshaped economies and societies but also changed how people perceive and measure time. The need for more accurate timekeeping and the ability to observe the passing hours closely intertwined with this period of rapid change, showcasing humanity's capacity to adapt and innovate in the face of new challenges.

Retrieved from <https://vorster.pl/en/industrial-revolutions-how-they-changed-the-world/>

Text 2

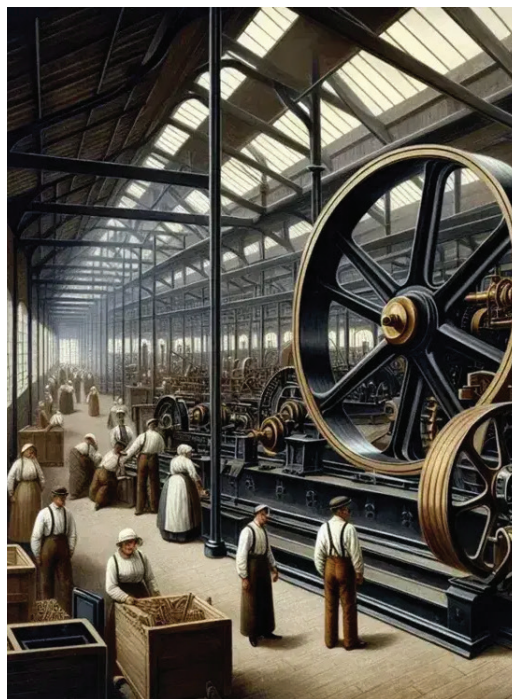
The Industrial Revolution was a big change in how things were made. During this time, people started to use machines in factories. This change also affected how people looked at time.

Before, people used the sun to know what time it was. But with factories, they needed to know the time more exactly. They used clocks and watches that were invented to be more accurate. This helped them know how long it took to do tasks and when to work.

Because of factories, people had to work at specific times. This made them rely on clocks to know when to start and stop working. This was different from before when people worked more with the sun's patterns.

In short, the Industrial Revolution made people invent better ways to tell time. It also made people rely on clocks and watches to do their work on time in the factories. This change in how people used and thought about time was one of the important things that happened during the Industrial Revolution.

In daily life, people used to follow the natural patterns of day and night for their routines. They woke up with the sun and rested when it set. However, with the onset of industrialization, schedules became more structured. People aligned their activities with clock time, allowing for more organized work and leisure. This shift reshaped how they managed their daily routines and household tasks.



Retrieved from <https://vorster.pl/en/industrial-revolutions-how-they-changed-the-world/>

4 **In groups, read the sentences below and identify the corresponding statements in Activity 3 that convey the same meaning.**

- Prior to this revolution, the measurement of time frequently relied on the sun's motion and natural cycles.
- People rose with the sunrise and went to sleep when it set.
- The Industrial Revolution showed how humans can create solutions to address new challenges.
- People aligned their tasks with the clock, enabling better organization of both work and leisure.
- As industries expanded, the demand for better timekeeping became clear.

5 Work in pairs/groups.

Create short time travel stories inspired by the text. Your story should focus on characters traveling between the pre-Industrial Revolution era and the Industrial Revolution era, exploring the differences in the way people perceived and used time.

6 Individual Work

Browse the internet and prepare a poster or a PowerPoint presentation that highlights key events, inventions, and social changes of the Industrial Revolution.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Speak about ancient Egypt and describe how its geography drove its development				
Recognize and describe the impact of the Industrial Revolution on civilization				

PHRASES TO NAIL IT

English in Use

I can enhance my speech using phrasal verbs with 'talk'.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Have you ever convinced someone not to make a bad decision? What was the situation, and how did you do that?
2. Has anyone ever persuaded you to do something you didn't want to? What was the situation, and how did it turn out?

2 Look at the photos and guess the meaning of the phrasal verb.



talk into



talk out of



talk down
to someone



to talk over



to talk through



to talk back

3 Read the sentences with the phrasal verbs and match them with the paraphrased statements.

1. **The real estate agent talked us into buying a more expensive house.**
 2. She is so in love with him no one will be able to talk her out of marrying him.
 3. He thinks he is more intelligent so he always talks down to me.
 4. Please stop talking over me and let me finish my sentences.
 5. He talked back to his mother and it made her very angry.
 6. We need to talk through every detail of this project
- a. We need to discuss every detail of the project carefully and thoroughly.
 - b. The agent persuaded or convinced us to buy the pricier house**
 - c. Stop interrupting me while I'm speaking.
 - d. No one will be able to persuade her not to marry him.
 - e. He responded to his mother in a rude or disrespectful way
 - f. He speaks to me in a superior way.

4 Match the phrasal verbs with the definitions.

1. **to talk down to**
 2. to talk into
 3. to talk over
 4. to talk someone out of
 5. to talk back
 6. to talk through
- a. to discuss smth in detail
 - b. to discuss thoroughly and honestly
 - c. to reply to someone in a rude and impolite manner
 - d. to persuade
 - e. to persuade someone not to do smth
 - f. to talk to someone as if they are less intelligent than you or not important**

5 Complete the sentences using the phrasal verbs in the parentheses in the required tense form.

1. **Talk over**
The team **will be talking over** the prehistoric communities in tomorrow's meeting. (future progressive)
2. **Talk through**
The elderly people in ancient communities ____ complex issues step by step. (habitual past)
3. **Talk back**
It is important that children ____ to their parents. (negative present simple)

4. **Talk out of**

Instead of encouraging her, her parents ____ their child ____ her dream of becoming an artist rather than a hunter. (present progressive)

5. **Talk into**

After much persuasion, the teacher finally ____ the students ____ taking a history class for the weekend. (Past simple)

6. **Talk down**

The news reported that In the parliament, some politicians ____ to their opponents, dismissing their ideas as inferior (past perfect)

6



Complete the sentences so they are true for you.

1. If someone talks down to me, I usually ____
2. When people try to talk over you, it is hard ____
3. The last time I talked back to my parents was ____
4. My friends can easily talk me into ____
5. It is important to talk through ____

7



Write a speech of about 200 words from the perspective of a historical leader facing challenges using phrasal verbs with 'talk'. Use your imagination and be creative.



Example: Today, I was talked into negotiating with the neighboring kingdom, though I have my doubts. The ambassador talked down to me during our meeting, which was quite frustrating. My advisors talked through the potential risks ...

ANCIENT GREECE

Writing

I can write a descriptive paragraph about Ancient Greece using discourse markers.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you know about Ancient Greece? Explain.
2. What would you like to learn about Ancient Greece? Explain.

2 Match the questions regarding Greek civilization with the corresponding answers given.



1. Why were Greek myths essential to the development of ancient Greece as a civilization?
 - a. Yes, dogs were often pets as well as working animals. The Greeks also made pets of birds and other animals.
 - b. Typically, people captured in battles or raids with other cities or outside Greece were made into slaves. In most city-states, children inherited their mother's status, so if the mother was a slave, they were also enslaved. However, this was not universal; some city-states granted freedom to the children of slaves.
2. What were Greek homes like?

3. Did the Greeks keep pets?
 - c. Myths gave the Greeks a common language, a common history, common heroes, and a common religion. In early Greece there were many tribes living on the Greek peninsula. Storytellers began telling stories in Greek so that they had to speak only one language. People loved these stories of the gods and their interactions with one another and with humans. As a result, everyone began to speak Greek to better understand the stories.
4. Did children go to school?
 - d. Children were expected to help around the household. Girls were taught cooking and weaving by their mothers. Boys learned a trade such as farming, metal working, brick making, and others.
5. Who were slaves in ancient Greece?
 - e. Most homes in ancient Greece were built around an open-air courtyard. Houses were built of stone, wood, and clay bricks. They were sturdy and comfortable.
6. What did children do all day?
 - f. There was no single government. Each city-state had its own type of governing system with unique laws, currency, and customs.
7. Who ruled the many city-states in ancient Greece?
 - g. If the family was wealthy, they would send the boys to school. Along with reading, writing, math, and science, tutors had the students memorize speeches and stories. Girls were not educated outside the home.

Adapted from: <https://www.britannica.com/place/ancient-Greece>



Learn to Think

Summarizing creates a new text by condensing the material of the original.

3 Select any two answers from Activity 2 and write a sentence that summarizes their key points.

Example: If the family was wealthy, they would send the boys to school. Along with reading, writing, math, and science, tutors had the students memorize speeches and stories. Girls did not go to school outside the house. As a result, education in wealthy families was a privilege largely reserved for boys, while girls were expected to learn domestic skills within the confines of their homes.

4 Match the two halves of the sentences.

- | | |
|---|---|
| 1. <i>If we study the history of ancient Greece,</i> | a. whereas many other civilizations struggled to reach that level. |
| 2. Ancient Greece became the center of intellectual and artistic achievements | b. as a result, Greek cities developed owing to their landscapes. |
| 3. Due to its geographical location, | <i>c. we should study its philosophy.</i> |
| 4. In order to understand the civilization of ancient Greece, | d. ancient Greece had extensive trade and cultural exchanges. |
| 5. Its location contributed to the remarkable growth of Greece, | e. we discover that it had unique governance based on the freedom of an individual. |

5 Fill in the blanks with the discourse markers below.

whereby since thereby thus nevertheless moreover although

1. The Greeks were quite superstitious about food – some wouldn't eat beans, ***since*** they believed beans contained the souls of the dead.
2. Most ancient Greeks wore a chiton, ____ making a simple tunic from one large piece of cloth.
3. Winners had a rule ____ they got a wreath, free meals, and the best seats when they came home.
4. Whichever model was followed, ____, the gods clearly interacted regularly with the humans who worshiped them, and played a significant role in daily life in ancient Greece.

- 5. This period ____ saw advances in architecture and art with a movement away from the ideal to the realistic.
- 6. ____ many aspects of Greek society were highly progressive for their time, women and slaves were largely excluded from political life.
- 7. Greek mythology is filled with fascinating stories; ____, it provides insight into their beliefs and values

6

 Individual Work

Write a 200-word essay describing ancient Greece using discourse markers.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Use phrasal verbs with “talk” in my speech				
Write a descriptive paragraph about Ancient Greece using discourse markers				

Unit 1.8

THE INDUSTRIAL REVOLUTION: A DOUBLE-EDGED SWORD Speaking

I can discuss the advantages and disadvantages of the Industrial Revolution and state my perspective

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What do you remember about the industrial revolution in history? Explain.
2. Do you think the industrial revolution was crucial for further human development? Why/Why not?

2 Choose the quote about the industrial revolution you like best. Explain why.



The Industrial Revolution comprises two phases: one material, focusing on the production of goods, and the other social, addressing the development of individuals.



Since the Industrial Revolution, most people have worked away from home, which has often left parents to raise small children without the support of multiple adults, resulting in a life lacking adequate support



The Industrial Revolution and the rise of urban concentrations contributed to a growing sense of anonymity.

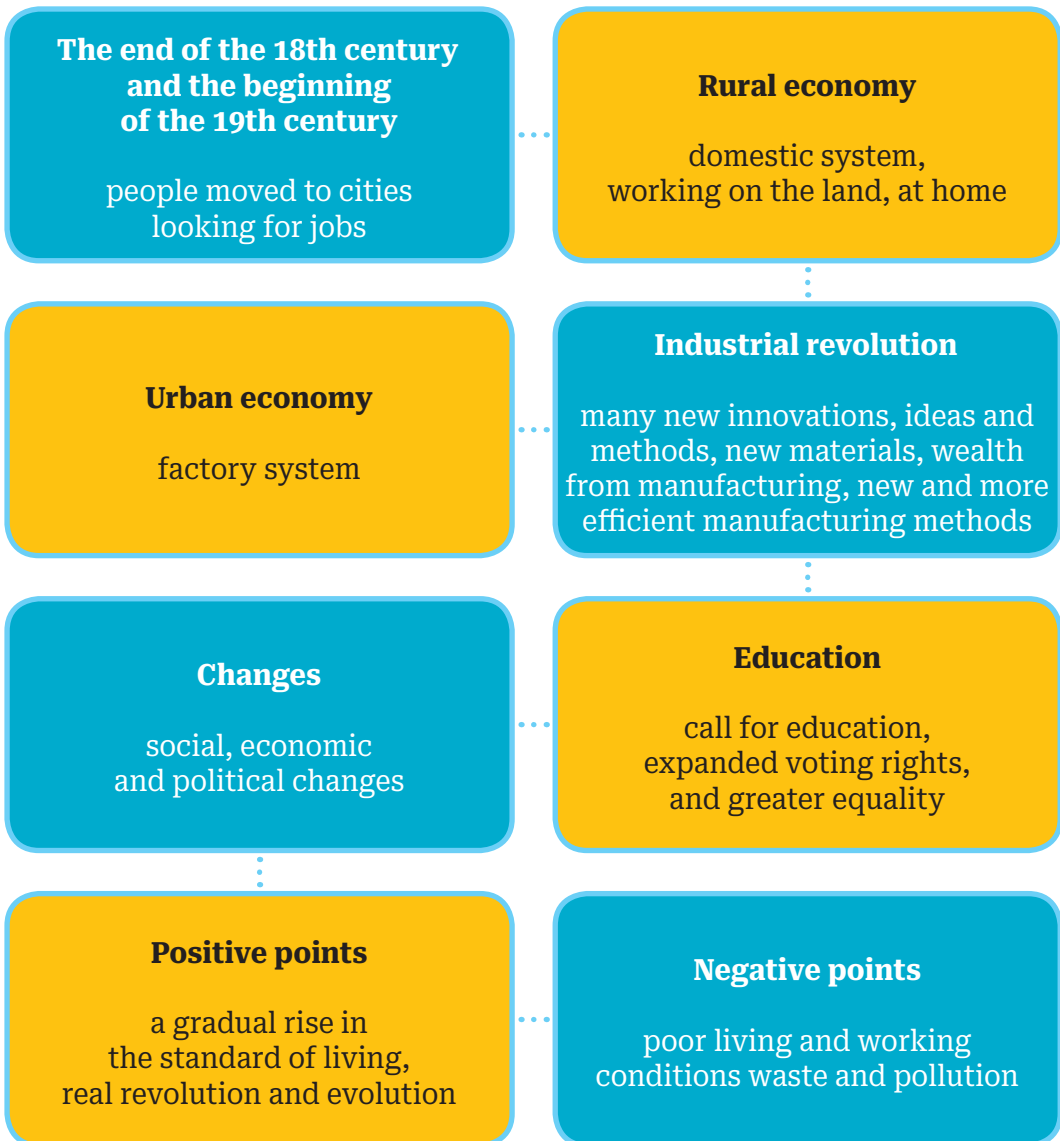


The Industrial Revolution was a significant advancement in the history of civilization

Adapted <https://www.brainyquote.com/topics/industrial-revolution-quotes>

3 Look at the graph below. Prepare a 3-minute speech about the industrial revolution.

INDUSTRIAL REVOLUTION



Useful Tips for Debates

Tip 1: Be open to seeing your opponent's perspective

Tip 2: Use real-life examples to support your arguments

Tip 3: Stay respectful and open-minded

Tip 4: Keep it relevant

Tip 5: Use logical arguments

4



DEBATE
arguments.

Defend either position with well-reasoned

Group 1 - Pro - industrial revolution

Group 2 - Anti - industrial revolution

5



Individual Work

Write a 200-word essay discussing your perspective on the Industrial Revolution based on the debate.

In your essay, include:

- **A summary** of the key arguments presented during the debate. You should highlight at least two pros and two cons that were discussed.
- **Your own opinion:** Were the effects of the Industrial Revolution on society more beneficial or harmful? Provide your reasoning.

VALUES AND CULTURE

Read the statements below. Choose those statements you agree with and comment on them.

1. Art reflects the beliefs, status and power of civilization.
2. Religion serves as the backbone of civilization.
3. The development of tools is a reflection of a civilization's priorities and progress.
4. Civilizations value knowledge differently.
5. Family structure reflects a civilization's social structure.

Unit Review

Mini TBL Lesson

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What words or phrases are associated with the word **civilization**? Explain.
2. What were the key forces that developed civilizations? Explain.

2 **In groups, prepare a poster about one civilization from the unit. The poster should have the following key sections:**

- a. Geography and climate
- b. Government and social structure
- c. Culture and religion
- d. Technological progress
- e. Influence on modern society

3 **Exchange posters. Read the information on the posters you receive and formulate questions related to the content of your new poster.**

Example:

What information would you add if you had more time?

How would you rename your poster?

4 **Return posters to your peers. Review their questions about your poster and prepare your answers.**

5 **Poster presentation. Share your posters with the class and respond to the questions related to your poster in an open discussion.**

WORD LIST

FAMILY/ COMMUNITY / SOCIAL LIFE

crop /krɒp/
dynasty /'daɪn.ə.sti/
expectancy /ɪk'spek.tən.si/ life expectancy
fertility /fər'tɪl.ə.ti/
inhabit /ɪn'hæb.ɪt/
paternity /pə'tɜːr.nə.ti/
pottery /'pɒt.əri/
prosperity /prɒs'per.ə.ti/
sibling /'sɪb.lɪŋ/
soil /sɔɪl/
supply /sə'plaɪ/
annual supply
surplus /'sɜːr.pləs/
surplus food
tomb /tuːm/
tribe /traɪb/
worship /'wɜːr.ʃɪp/
wreath /riːθ/
yield /jiːld/

WARS/CONFLICTS

asylum /ə'saɪ.ləm/
claimant /'kleɪ.mənt/
collapse /kə'læps/
fugitive /'fjuː.dʒə.tɪv/
invasion /ɪn'veɪ.ʒən/
lethal /'liːθəl/
monumental /,mɒn.jə'men.təl/
spell /spel/
warfare /'wɔːr.feər/
wicked /'wɪk.ɪd/

NATURE / BIOLOGY

ape /eɪp/
confine /kən'faɪn/
conserve /kən'sɜːrv/
delta /'del.tə/
fossil /'fɒs.əl/
metabolism /mə'tæb.əl.ɪ.zəm/
saturation /,sætʃ.ə'reɪ.ʃən/
spleen /spliːn/
suckle /'sʌk.əl/
sustain /sə'steɪn/
wean /wiːn/

RELATIONS/ ACTIONS

dilute /daɪ'lʊːt/
incur /ɪn'kɜːr/
infer /ɪn'fɜːr/
pinpoint /'pɪn.pɔɪnt/
rely on /rɪ'laɪ/

REPORTED VERBS

add /æd/
admit /əd'mɪt/
agree /ə'ɡriː/
announce /ə'naʊns/
complain /kəm'pleɪn/
explain /ɪk'spleɪn/
instruct /ɪn'strʌkt/
promise /'prɒm.ɪs/
suggest /sə'dʒest/

PHRASAL VERBS

break down /breɪk daʊn/
shrug off /ʃrʌɡ ɒf/
talk down to /tɔːk daʊn tə/
talk into /tɔːk 'ɪn.tuː/
talk out of /tɔːk aʊt əv/
talk over /tɔːk 'əʊ.vər/

https://www.oxfordlearnersdictionaries.com/definition/american_english/

UNIT 2

THE ART OF TRANSLATION

I can articulate an opinion on whether translation is an art.



Unit 2.1

MORE THAN JUST WORDS

Vocabulary

1  **SPEAKING** Discuss the questions in pairs/groups.

1. Which translation of a foreign author that you read in your literature classes did you like? Explain.
2. What types of challenges might people face when doing a translation? Explain.

2 Choose the letter that does not belong to the group.

- a to write
- b to edit
- c to check
- d to make
- e to review

- a theme
- b topic
- c idea
- d conclusion
- e message

- a to think
- b to concentrate
- c to focus
- d to speak
- e to contemplate



Learn to Think

Inference is the process of drawing logical conclusions based on evidence, reasoning, and prior knowledge. It involves analyzing information, recognizing implicit meanings, and making educated assumptions beyond the directly stated facts.

3 Read the sentences and infer the meaning of the underlined words.

- No report can convey the heart-breaking suffering that the recent war has caused because emotions are too deep for words to fully express.
- He could immediately imitate her accent with such accuracy that he sounded almost identical to her.
- It's simply impossible to concentrate on my work with all that noise around.
- He interpreted her comments as an implicit criticism of the government.
- This situation is likely to dominate the news, by taking over the headlines, and become the primary focus/by taking over the headlines and becoming the primary focus.

4 Match the words with their definitions.

- | | |
|------------------------|--|
| 1. to challenge | a. to copy someone's speech or behavior |
| 2. to convey | b. to invite someone to engage in a contest |
| 3. to imitate | c. to establish control over a place, a person or a situation |
| 4. to concentrate | d. to express a thought, feeling, or idea so that it is understood |
| 5. to interpret | e. to direct your attention or efforts towards a particular activity |
| 6. to dominate | f. to decide what the intended meaning is |

5 Read the text and answer the questions.

In the world of language, translation is a skill that holds great importance. Translators are like bridges, helping to convey meaning from one language to another. Their job is not simply to replace words, but to capture the essence of the original message. To do this, they must carefully imitate the style and tone of the source text. Translators need to concentrate deeply, for even the slightest mistake can alter the intended meaning. In some cases, certain languages dominate the translation field due



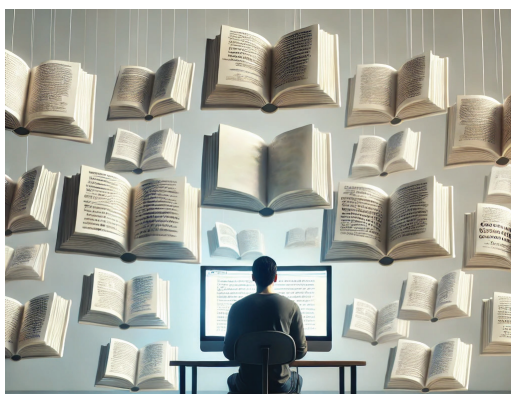
to their widespread use. However, it is crucial to remember that interpretation is not a one-size-fits-all process. Each language has its own unique nuances and cultural references that must be considered. So the next time you read a translated work, take a moment to appreciate the artistry and skill that goes into translating one language into another.

Adapted from <https://www.lexika-translations.com/blog/the-importance-of-translation/>

1. What is the main job of translators?
 - a. To replace words in a different language
 - b. To capture the essence of the original message
 - c. To imitate the style and tone of the source text
2. Why is it important for translators to concentrate deeply?
 - a. To appreciate the artistry and skill of translation
 - b. To alter the intended meaning of the text
 - c. To avoid making the slightest mistake
3. Why is it crucial to consider the unique nuances and cultural references of each language during translation?
 - a. To appreciate the skill of interpretation
 - b. To ensure a one-size-fits-all process
 - c. To avoid altering the intended meaning
4. What does the analogy of translators being like bridges suggest?
 - a. Translators are responsible for replacing words.
 - b. Translators help convey meaning from one language to another.
 - c. Translators imitate the style and tone of the source text.
5. What is the purpose of the last sentence in the text?
 - a. To emphasize the importance of translation skills
 - b. To encourage readers to appreciate the artistry of translation
 - c. To explain why interpretation is not a one-size-fits-all process

6 Complete the sentences with your own ideas.

- If you want to clearly convey what you think about a problem, you should/should not ...
- Those who like to dominate are/are not usually
- If you need to concentrate on what you are doing, you should/shouldn't ...
- Children usually imitate ...



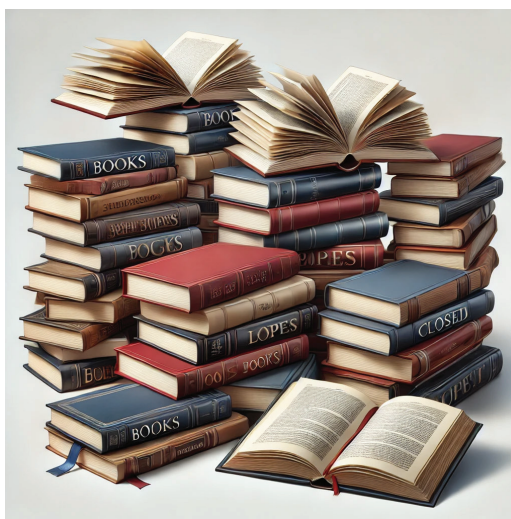
7 Work in groups.

Think of tips for someone who wants to become a translator and /or an interpreter. Provide reasons for why you think your tips are useful. Use the words from the lesson.

Example:

An interpreter should...

- concentrate on every detail in the message to fully convey the idea.
- ...



8 Individual Work

Translate a passage from a literary work of your choice into Armenian, paying attention to your choice of words.

WHAT IF I COULD?

Grammar

*I can translate
conditional statements
from and into English.*

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What might happen if a translator made a mistake at a high-level international event? Explain.
2. What translation mistakes have you heard about? Explain.

2 Read the sentences and underline the parts of the sentences that show the result or outcome.

- If a translator makes serious mistakes, it can lead to harmful consequences.
- When a person wants to become a translator, they need to work really hard.
- If Hasmik worked really hard, she would become a good language specialist.
- They wouldn't have faced that horrible miscommunication if the translator had translated the message accurately.

Grammar Reference

Zero conditional

Form: *If + present simple, present simple*

Use: General or scientific facts and definitions
e.g. If you believe in yourself, you will succeed.

First conditional

Form: *If + a present tense, will + bare infinitive*

Use: Real or likely conditions in the present or future and their results in the present and future
e.g. If you work / are working/ have worked hard, you will pass your test.

Second conditional

Form: *If + past simple or past continuous, would + bare infinitive*

Use: Impossible, unlikely or hypothetical conditions in the present or future and their results in the present and future
e.g. If I were you, I would do it.

Third conditional

Form: *If + past perfect, would + have + past participle*

Use: Hypothetical conditions in the past and their results in the past
e.g. If you had come earlier, you would have seen them.

3 Write **Yes** or **No** to answer the questions about each sentence.

1. *If I do not see him, I will find out the truth.*

Is it possible that you will not see him?

Yes

If you don't see him, will you still find out the truth?

Yes

Is seeing him necessary to find out the truth?

No

2. If he does not come with us, I will be upset.

Is it possible that he won't come with us?

Will I be upset if he comes?

Is it impossible that he comes?

3. If my friend became a millionaire, he would give everyone a million drams.

Is it likely that my friend will become a millionaire?

Is the friend currently a millionaire?

Does the speaker believe that their friend would share their wealth if they became a millionaire?

4. If she were not here, I do not know what we would do.

Is she here now?

If she were not here, would the speaker know what to do?

Is the speaker uncertain about what would happen if she were not present?

5. If Alex had not gone to London, he would not have met his wife.

Did Alex go to London?

Did Alex meet his wife because he went to London?

Did he meet his wife in London?

6. If I traveled alone, I wouldn't have anyone to share my experiences with.

Do I travel alone?

Is it important to the speaker that he will be able to share his experiences with someone?

Does he like the idea of traveling alone?

4 Complete the statements using your own ideas.

- a. If you are happy, ***you are satisfied with what you have.***
- b. If you are a liar, ...
- c. If you are lazy, ...
- d. If you are rich, ...

- e. If you trust someone, ...
- f. If you are Armenian, ...
- g. If you are in Armenia, ...

Grammar Reference

Word/Phrase	Meaning	Example
unless	'Except if' or 'if ...not'	I will be there unless my bus is late. (= if my bus is not late)
in case	Because he/she/it, etc might	Let's take our bikes in case we want to cycle. (= because we might want to cycle)
as long as	"if" or 'only if'	As long as I am happy, my parents do not care what job I do. (= if I'm happy my parents do not care)
provided (that)	'if' or 'only if'	Provided (that) I am happy, my parents do not care what job I do. (= if I'm happy my parents do not care)

5



2.1

Choose the correct word or phrase. Listen and check.

1. This time next month I will be in London **unless/if** I decide to go to the village to see my grandmother.
2. We'd better leave early tomorrow **unless/in case** there is a lot of traffic when we get to Doncaster.
3. You can watch the cartoon **as long as/in case** you promise to go straight to bed when it finishes.
4. **Unless/as long as** I am still healthy, I do not mind how poor I am.
5. You'd better take your jacket with you **if/in case** it gets cold.

6 Translate the sentences from English into Armenian.

- If you had not misheard the speaker, we would have interpreted him correctly.
- If simultaneous translation were easy, many would take up that job.
- If you had provided the text in the original, she would have done a more accurate translation conveying the original meaning.
- If you had chosen the right translator, the translation would have been more precise.
- If you carefully consider your choice of words, your translation will convey the original meaning more effectively.

7 Individual Work

Write as many statements about becoming a translator as you can using all four conditional forms.

Example: If you want to become a translator, you will need to learn about the culture of the target language.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Articulate an opinion on whether translation is an art				
Translate conditional statements from and into English				

EXPLORING TRANSLATION TECHNIQUES

Listening

I can categorize different translation techniques and apply them in context.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think translators should do word-for-word translation? Why/Why not?
2. What type of modifications or techniques do you think are acceptable in translation? Why?

2 Match the phrases with their definitions.

- | | |
|----------------------------|---|
| 1. Target language | a. a change to fit in the particular cultural context |
| 2. Source language | b. the language into which the text is translated |
| 3. To preserve the context | c. keep the context intact |
| 4. Cultural substitution | d. the language from which the text is translated |

3 2.2 Listen to the text and categorize the techniques given below under the correct heading.

borrowing transposition adaptation literal translation compensation

Direct Translation Technique	Indirect Translation Technique

CONNECTING THE DOTS

Speaking

I can translate challenging idioms and culture-specific statements, showing my understanding of cultural context.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Can you think of any word or phrase in your language that might be hard to translate into English? Explain.
2. How easy or difficult do you think it is to translate Armenian phrasal verbs, idioms, sayings, and slang words? Explain.

2 **2.3** Listen to three passages and answer the questions.

1. What is the best advice based on the first passage?
 - a. Determine when and where a particular word will be relevant.
 - b. Don't talk to strangers.
 - c. It's quite simple to talk about abstract things, so don't avoid such topics.
2. What is the best advice based on the second passage?
 - a. Don't be cruel to anyone you talk to.
 - b. Find out how people react to specific words.
 - c. You may use any words in your speech as words do not elicit emotions.
3. What is the best advice based on the third passage?
 - a. Do not rhyme words.
 - b. Research the psychology of words.
 - c. Learn from poets.

Adapted from: <https://shc.stanford.edu/arcade/interventions/reduced-rhyme-contemporary-doggerel/>

3 **In groups, read the incorrect translations of the phrases. Think about what the possible original versions were.**

Example: They probably mean “Do not scream/shout in the room.”

Dead slow,
children playing

For a proper service, turn on the
click when using the shower

Evil saloon for men

Do not take the problem

Sale of chicken babies

Do not cry in the hall

4 **The sentences contain Armenian phrases that cannot be translated directly as they would be misunderstood. How might you translate them?**



1. Նա շատ ձեռք բաց մարդ է:
2. Նա աղուհացով մարդ է:
3. Նրանք լեզու չեն գտնում իրար հետ:
4. Սա ինձ համար մեկից մեկ է:
5. Դու չես կարող չտեսնելու տալ ինձ:
6. Չմռանը ձյուն ուզես, չի տա:



Learn to Think

Analytical thinking is the ability to break down the elements of a text to evaluate its structure, vocabulary, and meaning. Analytical thinking helps in assessing how different translation choices can affect the accuracy and readability of the target text.

Adapted from https://www.researchgate.net/publication/355843940_Accuracy_readability_and_acceptability_in_translation

5 Read the list of the reasons why analytical thinking is important in translation. Add your own ideas.

Example:

- Understanding complex sentences
- Evaluating word choice
- Handling ambiguity
- Interpreting implicit meanings
- ...

6 Individual Work

Think of at least 7 Armenian idioms that are hard to translate directly and provide the translations that would accurately express the meaning of the idioms.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Categorize different translation techniques and apply them in context				
Translate challenging idioms and culture-specific statements, showing my understanding of cultural context				

THE RIGHT INGREDIENTS FOR A GOOD RECIPE

Reading

I can assess and consider the importance of intercultural awareness while translating.

1 SPEAKING Discuss the questions in pairs/groups.

1. What is intercultural awareness? Explain.
2. Why is intercultural awareness essential for translators? Give at least three reasons.

2 Read the title and predict what the text will be about.

Translation and the Culture

When translating sentences, it is important for the translator to understand the cultural context and the true meaning of a phrase, rather than just its literal meaning. The translator must then convey this meaning in a way that not only makes sense in the target language but also aligns with the target culture.

Different cultures have their own unique institutions and practices that may not exist in others. Belief systems and commitments to truth can vary greatly from culture to culture. These cultural elements are deeply rooted and are associated with words that have specific meanings in one language but cannot be accurately translated into other languages. It requires someone who is well-versed in both the source and target cultures to accurately interpret these unique cultural features.

Taboos and value differences also play a significant role in translation. What may be considered a deeply held taboo in one culture may be completely acceptable in another. Translations must take into account the moral and spiritual values, as well as the associations of words and symbols in the language, in order to find



equivalent meanings. The value dimension often poses the most challenging translation difficulties.

One specific mistake made by the interpreter during President Carter's visit to Poland in 1977 involved the translation of the word "peace." In one instance, the interpreter translated Carter's reference to peace as "tolerance," which significantly altered the intended meaning and tone of the message. In another instance, a misunderstanding of a phrase used by the Japanese Prime Minister during the Potsdam Conference in 1945 led to significant consequences; the US interpreted the word as a rejection of the ultimatum. These examples demonstrate how crucial it is to understand the cultural context and accurately convey the meaning in translations.

Culture gives language different contexts, and when words are translated from one culture to another, their meanings can slightly or significantly change. These differences in meaning can reflect important value differences that must be carefully considered during translations.

Adapted from: https://www.researchgate.net/publication/329974189_The_Influence_of_Cultural_Differences_and_its_Application_in_Multinational_Organizations

3 Read the text again and answer the questions.

1. According to the passage, why is it important for translators to understand the cultural context of a phrase?
2. How does understanding cultural context help in accurately interpreting unique cultural features?
3. What role do taboos and value differences play in translation, according to the passage?
4. How can a lack of understanding of the cultural context lead to mistakes and consequences, as shown in the examples provided?
5. In what ways can differences in cultural context affect the meaning of translated words?

4 The sentences below are translated from English into Armenian word for word with no consideration of any translation technique. Decide what the original sentences are.

1. Ավտոբուսները միշտ կուշտ են:
2. Նա տեսնում է պրորեմների դեմքը:
3. Նա հանդիպում է վերջնաժամկետների:
4. Սա մտքի ուտելիք է:
5. Մեքենա վարելը ինձ համար տորթի կտոր է:

5 Read the definition of cultural awareness in the box. Choose the statements that justify why cultural awareness is important. Add your own ideas.



Life Skill

Cultural awareness is the ability to recognize and understand the cultural nuances, values, and context embedded in the source text. Translators must identify cultural references that might not have a direct equivalent in the target language and make appropriate adaptations to maintain meaning.

Adapted from: https://www.researchgate.net/publication/375336535_The_use_of_cultural_conceptualisations_as_a_translation_strategy_for_culture-specific_jokes_and_humorous_discourse_A_remedy_for_a_malady

- Preserves Meaning
- Avoids Miscommunication
- Simplifies Translation Process
- Prevents Offense
- Ensures Appropriate Tone and Formality
- Focuses on Grammar and Syntax Rules
- Navigates Cultural Taboos and Sensitivities

6



Group work

Prepare a poster presentation about "The Feast of the Holy Translators"/ Թարգմանչաց տոն. Your poster should include:

- visuals
- structure
- background/history
- ways of celebration
- its cultural value
- your group's input (your group's opinion)

This holiday is important for Armenians and is celebrated on the Saturday after the fourth Sunday of the Holy Cross. It marks the creation of Armenian writing, the first translation of the Bible into Armenian, the start of translation efforts, and the beginning of Armenian education.

Adapted from: <https://armenianprelacy.org/2024/10/10/feast-of-the-holy-translators/>



DECODING SECRET MESSAGES English in Use

*I can recognize and use
common abbreviations and
acronyms in context.*

1 SPEAKING Discuss the questions in pairs/groups.

1. What are some common abbreviations you see every day in texts or online messages? Explain.
2. Why do you think abbreviations and acronyms are so widely used in modern communication? Why?

2 In pairs, write as many abbreviations and acronyms as you know.

An acronym is a type of abbreviation formed by taking the initial letters of a phrase and creating a new word from those letters. Acronyms are usually pronounced as a single word. *For example: NASA: National Aeronautics and Space Administration, ASAP: As Soon As Possible*

An abbreviation, on the other hand, is a shortened form of a word or phrase, but it may not always be pronounced as a single word. It can include acronyms, as well as shortened forms that are read letter by letter or as a partial word. *For example: Dr. -Doctor FB- Facebook*

Adapted from: <https://www.dictionary.com/e/acronym-vs-abbreviation/>

3 Read the article and decide if the statements are true (T), false (F), or not given (NG).

1. People replace long words with acronyms as they are afraid of making mistakes in them.
2. Twitter was the first social network where people started using acronyms.
3. Millennials have played an important role in the development of acronyms.

The use of abbreviations in the world of digital media is one of the most common forms of communication used today. These tricky and sometimes weird words and acronyms have evolved into a language and culture of their own, largely being spoken by millennials and what are known today as the “Gen Zers”.

But what made people use these barely comprehensible and newly created words? Let's look at their history. With applications such as Twitter setting a maximum of 140 characters in one single message, people had to be creative if they wanted to get their point across. Until 2017, one tweet was limited to 140 characters, and there was a 20-character limit for your username. This number then was doubled to 280 characters, but the habit of shortening expressions was already established and remains rife across the digital platforms. The aim is to save time and effort when typing a message, especially if the writer is multi-tasking or focusing on doing other things at the same time.



Studies have shown that people are living a faster life than, say, 20 years ago. People are doing more things in shorter time frames and it seems they are constantly on the move. To respond even faster, words and expressions such as “nevertheless” and “notwithstanding the fact that” have faded into the pages of history as it's too time-consuming to type them.

Apparently, some acronyms were invented because, with the rise of the era of texting, teenagers were trying to hide messages from their parents. A few concrete examples include “PAW” (Parents are watching), “PITR” (Parent in the room), “KPC” (keeping parents clueless), etc.

It seems that millennials have created and popularized the use of abbreviations in online chat rooms. Think back to the days of the Nokias and Motorolas, the pre-internet phone days. Shortening words, expressions, and sentences became useful where the limit was set at only 70 characters per message. But this instant messaging became hugely popular as it was cheaper than calling with your mobile in the 1980s and 90s.

Below are some useful and interesting abbreviations that might come in handy for you one day.

IIRC – If I remember correctly

TIA – thanks in advance

FYI- For your information

NAGI – Not a good idea

TBH – To be honest

BRB – Be right back

BTW – By the way

IMHO – in my humble opinion

IDK- I don't know

TBD -to be decided

Of course, you can use endless acronyms and shorten everything you want, but don't overdo it. You want other people to get your point, don't you?

Adapted from: <https://aithor.com/essay-examples/the-impact-of-digital-communication-on-modern-language-exploring-the-use-of-abbreviations-and-acronyms>

4 What do you think these abbreviations stand for?

Example: JK – just kidding

FAQ –

ASAP –

DIY –

FYI –

AC –

BFF –

5 Fill in the blanks with the following acronyms: **FAQs**, **ASAP**, **BFF**, **FYI**, **DIY**, **AC**.

1. The teacher wants to see you in her room. And ____, she is really angry.
2. If you need more information, please check the ____ section on our platform.
3. I am taking the test tomorrow, so I need to review all the grammar ____
4. It is so hot in this room; I think we need ____.
5. Mariam and her ____ Hasmik went to Yerevan for a stroll.
6. Mike's house is full of ____ toys. He is good at making things himself.

6 Choose a location from the list and create abbreviations and acronyms for the place.



School



Local municipality



Kindergarten



Library



Cultural center

7 Individual Work

Make up a poem or a story that includes at least 5 abbreviations.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Assess and consider the importance of intercultural awareness while translating				
Recognize and apply common abbreviations and acronyms in context				

RIGHT WORDS, WRONG MEANING

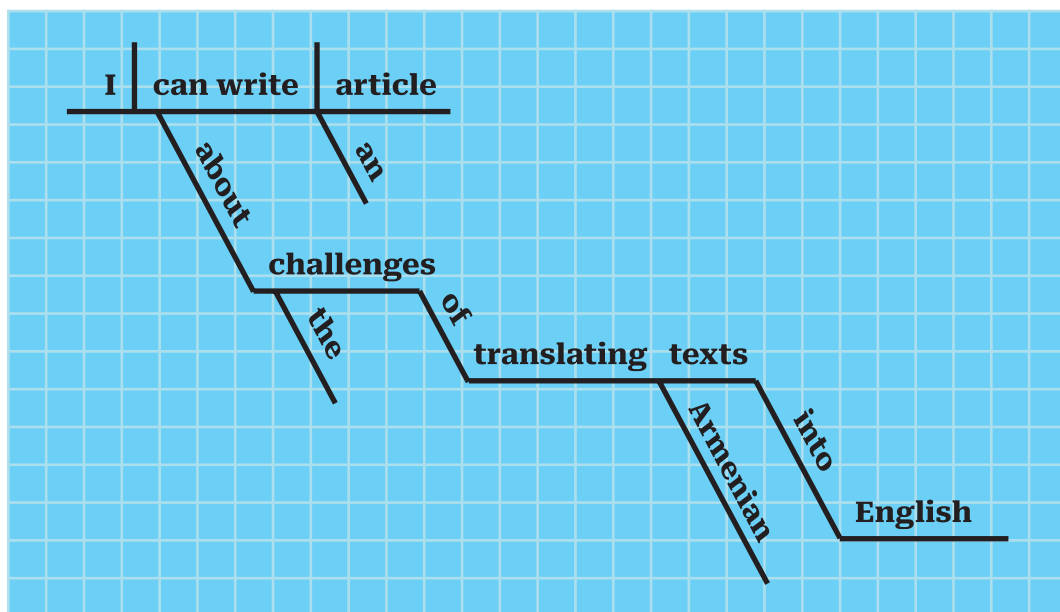
Writing

I can write an essay about the challenges of translating Armenian texts into English.

1 SPEAKING Discuss the questions in pairs/groups.

1. How do you think translators handle phrases or idioms that have no direct translations? Explain.
2. How can translators maintain objectivity when translating emotionally charged texts? Explain.

2 Read the text and decide what things mentioned in the text should be considered when dealing with languages.



Language Structure

Difficulty arises when language becomes intricate. A sentence in English consists of a subject, verb, and an object. In certain languages, the order is different. For instance, in Farsi, a sentence is composed of a subject and an object before the verb. In Arabic and other languages, the subject pronoun is written as part of the verb, which determines the sentence's voice and the subject's gender.

Cultural and Linguistic Context

Numerous spoken dialects are intertwined within various languages, which can impact the content. Culture also plays a significant role in language usage. Each language possesses a distinct structure that directly impacts the simplicity and accuracy level of translation. If the language is uncomplicated, the translation process becomes easier and simpler.

Specific Terms

Certain languages lack terms for specific objects or actions. For example, in the United States, an additional room in a house where guests can sleep is referred to as a *guest room*. In Greek, such a room is called *ksenonas* (*hostel*), while in Italian, it is referred to as *camera per gliospiti* (*room for guests*)

Words with Multiple Meanings

The usage of a word or words within a sentence can give rise to different meanings. Some words have similar sounds and spelling but different meanings (homonyms) such as scale (of a fish) and (weighing) scale. There are also words that are spelled the same but pronounced differently (heteronyms), like windy (day) and windy (road). Examples of other such words include excuse, polish, absent, alternate, minute, contest, record, and many more. Idioms, similes, and metaphors also fall into this category.

Translating Sarcasm

Sarcasm is a sharp, bitter, or cutting style of expression that often conveys the opposite of its literal meaning. Translating sarcasm word-for-word into another language frequently leads to the loss of its intended meaning and can result in unfortunate misunderstandings.

Ideally, when translating, a publisher should eliminate sarcasm from the original text. However, in cases where this style is crucial to the content requirements, the publisher should explicitly highlight sarcastic passages. This way, translators will have the opportunity to avoid literal misunderstandings and suggest a local idiom that may better convey the intended meaning in the target language.

Adapted from: <https://www.translateday.com/challenges-in-translation/>

3 Read the text again and decide whether the statements are true (T), false (F), or not given (NG).

1. The translator faces a problem when the language is challenging.
2. Many languages have complex structures.
3. Cultural context does affect the translator's work.
4. Sometimes the equivalent words do not exist in the target languages.
5. Homonyms add extra challenges for translators.
6. Publishers always remove sarcasm from the text.

4 Match each sentence with the translation difficulty it presents.

- | | |
|---------------------------------------|---------------------------------|
| 1. Այս խնդիրը կախված է նրա որոշումից: | a. culture |
| 2. Ամեն տուն մի օջախ է: | b. language structure |
| 3. Էդ էր պակաս՝ դու ինձ բան ասեիր: | c. words with multiple meanings |
| 4. Մեր հայրենիքը որբի գլուխ չէ: | d. translating sarcasm |
| 5. Մարտի՛ն, նա իրեն վատ էր զգում: | e. missing terms |

5 Match the introductions and conclusions with techniques in the box.

Introductions

- a. Have you ever translated any Armenian text into English? If yes, then you have probably faced some challenges. Did you ever discuss the challenges with a professional translator? ...
- b. Once I wanted to translate a short story from Aksel Bakunts. It seemed to be easy but from the very first sentence, I started to panic. ...

Conclusions

- c. If I ever decide to become a translator, I know what challenges I will face. ...
- d. As I said in the beginning, you should always remember that it is not an easy job. ...

A Guide to an Article

TITLE:

Attract the reader's attention from the start

1. Ask questions
 2. Use vivid adjectives
 3. Summarize the topic
 4. Use rhyme
-

INTRODUCTION:

Define the topic and hold the reader's attention

5. Ask questions
 6. Tell a short anecdote
 7. Give an interesting and surprising fact
 8. Give a question
-

MAIN PARAGRAPHS:

Develop the topic and discuss all the issues mentioned in the question

.....

CONCLUSION:

Give your personal opinion and leave the reader with a food for thought

9. Ask a question
10. Refer to the future
11. Make a suggestion
12. Return to the idea in your title or introduction



6



Individual Work

Write an essay of minimum 250 words in response to the question “What challenges do translators face while translating Armenian texts?”.

DEMOLISHING THE TOWER OF BABEL Speaking

I can discuss the skills and qualities of a translator and support my opinion.

1 SPEAKING Discuss the questions in pairs/groups.

1. What skills and qualities are important for a translator? Why?
2. What else do translators need in order to do their job well? Explain.

2 Match the qualities below with their explanations.

- | | |
|--------------------------------|---|
| 1. Attention to Details | a. Successful translators manage their time well, have good record-keeping, and are efficient in what they do. |
| 2. Good Organization | b. Maintaining confidentiality, observing professional and business ethics, not infringing on copyright laws, and respecting client/supplier relationships - these are all the elements of "playing by the rules" |
| 3. Curiosity | c. Without this quality, translators won't consistently produce fully accurate, well-worded translations |
| 4. Self-motivation | d. The quality that will spur you to always produce high-quality work and present yourself in a professional manner. |
| 5. Dependability | e. The energy and discipline to do what you have to do, and go the extra mile when you need to, can only come from you. |
| 6. Adaptability | f. Translators who are naturally curious find all texts interesting, so they enjoy every translation project. And people who enjoy their work tend to do a better job. |
| 7. Integrity | g. Clients must be able to rely on you to respond promptly to communications and meet translation deadlines. |
| 8. Professional Pride | h. The ability to take non-standard translation projects and unusual client requests in stride, and to keep an open mind when receiving feedback from editors. |

<https://www.pactranz.com/the-translator-skillset/>



Learn to Think

Skills are abilities or competencies that are learned and developed through training, practice, or experience. They are often measurable, specific, and can be demonstrated through tasks or actions (technical skills like coding, writing, or driving, and soft skills like communication, problem-solving, or time management).

Qualities are inherent characteristics or personal attributes that shape a person's behavior and attitude. They are generally more innate or part of one's personality (empathy, patience, resilience, or reliability).

Adapted from <https://www.indeed.com/career-advice/resumes-cover-letters/hard-skills-vs-soft-skills>

3 Match the skills with the definitions.

- | | |
|------------------------|--|
| 1. cultural awareness | a. the ability to translate without errors |
| 2. accuracy | b. a high level of skill or ability in a language |
| 3. analytical thinking | c. coming up with new ways to express ideas |
| 4. proficiency | d. understanding the values and customs of a culture |
| 5. creativity | e. breaking down complex ideas to understand them |

Adapted from <https://m.freecollocation.com/>

4 What skills does a translator need in the following situations?

- | | |
|--------------------------|-------------------------------|
| a. At a conference | d. During travel |
| b. At a business meeting | e. Historical documents |
| c. At lunch | f. A piece of literature work |

5 Read the paragraph and choose two skills that are the most important in your opinion. Compare your choice with your peers.

"To become a successful translator, it is essential to possess strong skills in both the source and target languages. However, language proficiency alone is not enough. Translators must also have a deep understanding of cultural differences, ensuring that idioms, humor, and context are properly conveyed. Analytical thinking is crucial for solving linguistic puzzles, while attention to detail ensures accuracy. Creativity is needed when adapting phrases or expressions that have no direct equivalent."

6



In groups, translate this fable by Vardan Aygektsi and list the skills you used to do it.



Մի այրի կին ուներ տասը այծ և մի որդի: Եվ ամեն օր որդին այծերին տանում էր արոտ և մայրն ամեն օր մի շերեփ ջուր էր լցնում կաթի մեջ և փոխ էր տալիս հարևաններին: Եվ որդին մորն ասաց, թե ինչու ես այդպես ջուր լցնում կաթի մեջ և փոխ տալիս հարևաններին: Մայրն ասաց. «Որդի՛, մեր կաթը քիչ է, նրա համար եմ անում, որ մեր կաթը մի քիչ ավելի լինի, որ ձմռանը մեզ թացան լինի»:

Իսկ մի օր, երբ որդին այծերին արոտ էր տարել, երկնքում ծնվեց մի փոքր ամպ, և անձրև եկավ, և հեղեղ եկավ և այծերը սրբեց լցրեց գետը: Որդին տուն եկավ արևով և դատարկ, ձեռքին միայն փայտը: Մայրն ասաց. «Որդի՛, ո՞ր են այծերը, և ինչո՞ւ դու այսօր արևով եկար»: Որդին ասաց. «Մայրի՛կ, այն մի շերեփ ջուրը, որ խառնում էիր կաթին և փոխ տալիս հարևաններին, հավաքվեց և հեղեղ դարձավ և եկավ մեր այծերը տարավ, լցրեց գետը»:

7



Individual Work

Prepare a two-minute speech about what qualities a good translator should have and give recommendations on how to develop them.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Write an essay about the challenges of translating Armenian texts into English				
Discuss the skills and qualities of a translator and support my opinion				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples to support your ideas.

1. Translating Armenian texts into English presents significant challenges due to linguistic and cultural differences.
2. Intercultural awareness is essential to achieving accurate and meaningful translations.
3. Any bilingual person can be a good translator.
4. Translating requires not only knowledge of both languages but also the ability to interpret cultural nuances.
5. Cultural awareness is not necessary if you're fluent in both languages.

Unit Review

1 **SPEAKING** Discuss the questions in pairs/groups.

1. How has globalization affected the demand for culturally sensitive translations? Explain.
2. Can a translator ever fully capture the cultural essence of the original text, or is some loss inevitable? Why/Why not?

2 Read the texts and answer the questions.

St. Jerome

St. Jerome is widely considered to be the father of translation. This is due to the fact that he was one of the first people to ever translate the Bible into Latin, the language that was most commonly spoken at the time. Jerome completed his translation of the Bible in the year 397 CE. He was also the first person in recorded history to translate the works of the famous Roman playwright, Terence. Jerome was a scholar and loved to study. He was fluent in Hebrew, Greek, and Latin, as well as several other languages. He is widely believed to have been very studious and reclusive in his youth, and had a deeply religious and spiritual nature. His translation of the Bible is still widely used today, especially in the Western Christian churches. The most famous version of Jerome's translation is the Vulgate.

Richard Pevear and Larissa Volokhonsky

Richard Pevear and Larissa Volokhonsky are a husband and wife who both have extensive experience in the world of translation. Pevear has translated works from Russian, French, and Italian, while Volokhonsky has translated works from Russian. The couple have become well-renowned for their translations of the Russian works of authors such as Gogol, Tolstoy, and Dostoevsky. Their translation of the famous novel, *Crime and Punishment* by Fyodor Dostoevsky, in particular, is considered to be the most accurate translation of the novel into English. Their translation has been praised for being very faithful to the original Russian work while still retaining the power and emotion of the novel.

Mark Twain

Mark Twain is remembered as one of America's great authors. He is known for his novels *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*. During his lifetime, he published nearly 30 books. Even though he wasn't a translator, there is a funny anecdote involving his translation skills. Upon discovering a French translation of his story "The Celebrated Jumping Frog of Calaveras County", Twain decided to translate the French version back into English.

He wanted to make fun of back translation by producing an absurd word-for-word final product. He kept the French word order and grammatical structure intact, even when they made no sense in English.

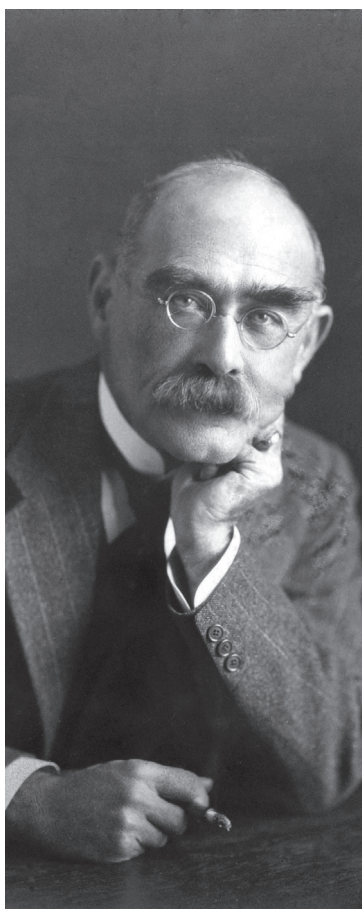
Adapted from: <https://writeliff.com/blog/top-10-famous-translators/>

1. What was St. Jerome's most significant contribution to the field of translation?
 - a. He translated the Bible into Latin.
 - b. He translated the works of Terence into Latin.
 - c. He was the first person to translate the Bible into any language.
2. Which languages was St. Jerome fluent in?
 - a. Hebrew, Greek, and Latin
 - b. Hebrew, Greek, Latin, and several other languages
 - c. Latin, French, and Italian
3. Why is St. Jerome's translation of the Bible still widely used today?
 - a. It was the first translation of the Bible into Latin.
 - b. It was the most accurate translation of the Bible into Latin.
 - c. It was the most widely distributed translation of the Bible.
4. What is unique about the translation work of Richard Pevear and Larissa Volokhonsky?
 - a. They have translated works from Russian, French, and Italian.
 - b. They have become well renowned for their translations of Russian works.
 - c. Both a and b
5. Which novel translation by Pevear and Volokhonsky is considered the most accurate?
 - a. "War and Peace" by Leo Tolstoy
 - b. "Crime and Punishment" by Fyodor Dostoevsky
 - c. "Anna Karenina" by Leo Tolstoy
6. What did Mark Twain do with a French translation of his story "The Celebrated Jumping Frog of Calaveras County"?
 - a. He translated it back into English to make fun of back-translation.
 - b. He published the French translation without any changes.
 - c. He used the French translation as the basis for a new story.

3 2.4 Listen to the audio about the Feast of Holy Translators and answer the questions.

1. What role do translators play in preserving knowledge and promoting peace, according to the text? Give specific examples from the text to support your answer.
2. Why does Koriun mention the first words translated into Armenian? How does this show the importance of translation for cultural identity and access to religion?
3. The Armenian Bible is called the "Queen of the Versions" in the text. What details of beauty and accuracy are given to support this title?

4 Translate the parts from *If* by Rudyard Kipling. Exchange the translations and give feedback to your peers.



Group A

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

Group B

If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with worn out tools

WORD LIST

COMMUNICATING/INTERACTING

adapt /ə'dæpt/
avoid /ə'vɔɪd/
concentrate /'kɒnsntreɪt/ convey /kən'veɪ/
dominate /'dɒmɪneɪt/
edit /'edɪt/
Feast /fiːst/
highlight /'haɪlaɪt/
interpret /ɪn'tɜːprət/
maintain /meɪn'teɪn/

SKILLS AND QUALITIES

adaptability /ə,dæptə'bɪləti/ curiosity /
,kjʊəri'ɒsəti/
dependability /dɪ,pendə'bɪləti/ integrity /
ɪn'tegrəti/
simplicity /sɪm'plɪsəti/

CONCEPT

apparent /ə'pærənt/
appreciation /ə,priːʃi'eɪʃn/
equivalent /ɪ'kwɪvələnt/
holy /'həʊli/
inspiration /,ɪnspə'reɪʃn/
nuance /'nuːɑːns/
review /rɪ'vjuː/
theme /θiːm /

CULTURAL CONTEXT

cruelty /'kruːəlti/
excuse /ɪk'skjuːs/
imitate /'ɪmɪteɪt/
observe /əb'zɜːrv/
rooted /'ruːtɪd/
sensitivity /,sensə'tɪvəti/
slender /'slendər/
spiritual /'spɪrɪtʃuəl/
violence /'vaɪələns/

PROFESSIONAL LIFE

accuracy /'ækjərəsi/
contribute /kən'trɪbjʊːt/
compensate /'kɑːmpenseɪt/
comprise /kəm'praɪz/
determine /dɪ'tɜːrɪnɪn/
handy /'hændi/
infringe /ɪn'frɪndʒ/
intact /ɪn'tækt/
nuance /'nuːɑːns/

https://www.oxfordlearnersdictionaries.com/definition/american_english/

UNIT 3

THE PATH TO SUCCESS

I can identify qualities needed for success and describe the traits of successful people.



Unit 3.1

STRIVING FOR SUCCESS

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. Do you think the path to success is challenging? Why/Why not?
2. How do you deal with failure? Explain.

2

Read the article and infer the meanings of the words in bold from the context.

Your Greatest Allies In Your Quest For Success.

In today's **hypercompetitive** world, it takes more than hard work to succeed. You must be willing to put yourself out there—even when you are faced with the fear of failure. Simply put, to move to the next level, you must take risks. Here, resilience is one of your greatest **allies** in your quest for success.

First, **resilience** is an amazing trait that enables you to recover quickly from difficulties. When you are resilient, you can be at peace with yourself and with humanity. Perhaps you are resilient because your mistakes along the way have humbled you, or life experiences have helped you accept your own weaknesses and learn how to overcome them.

Next, your innate, driving force of **ambition** may be strong, but if you don't know what you want, your ambition can be like a fish flopping on the deck of a boat. Desire is what gives your ambition something to focus on. So, if you want to put your ambition to work, you need to focus on understanding yourself.



Third, **faith** is a critical component of success. Success is impossible to achieve without trust in your abilities. Faith implies that you believe in your aspirations, objectives, and yourself, and strive to achieve them regardless of the obstacles that might stand in your way in the pursuit of success in life.

The final ally that helps a person to flourish is **accomplishment** or a sense of mastery or control over something. Gaining mastery over something is important, even if the accomplishment is not linked to any of the other building blocks of wellbeing.

Adapted from <https://roughnotes.com/resilience-your-greatest-ally-in-your-quest-for-success/>

3 Match the words with their definitions.

- | | |
|-----------------------|--|
| 1. an ambition | a. the ability to recover quickly and be happy, successful etc. after something difficult or bad has happened: |
| 2. an accomplishment | b. a strong desire to do or achieve something |
| 3. an ally | c. a person or thing that helps and supports someone in a difficult situation |
| 4. faith | d. an impressive thing that is done or achieved after a lot of hard work |
| 5. resilience | e. extremely or excessively competitive |
| 6. hypercompetitive | f. trust in somebody's ability or knowledge |

Adapted from: <https://dictionary.cambridge.org/dictionary/english/>

4 Read the article again, answer the questions below, and provide your reasoning for them.

1. According to the text, how do these four traits - resilience, ambition, faith, and accomplishment- work together to enable a person to overcome challenges?
2. Do you agree or disagree with the author? Why/Why not?

5 Complete the sentences using the words below.

objectives faith ally ambition accomplishment resilience

1. You must set realistic aims and **objectives** for yourself.
2. He showed great courage and ____ in fighting back from a losing position to win the game.
3. She did not have much ____ in their chances of success.
4. She had fulfilled her lifelong ____ .
5. Being an ____ to somebody means acting when you see an injustice.
6. There is a real sense of ____ when everything goes right.



Life Skill

Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or do not align with your internal standards. If you are highly self-aware, you can objectively evaluate yourself, manage your emotions, and understand correctly how others perceive you.

Adapted <https://www.counselingphoenixscottsdale.com/self-awareness-quiz/>

6



SPEAKING

Discuss the questions in pairs/groups.

1. What are some qualities you think successful people have in common? Explain.
2. Can you think of a successful person you admire? What traits do they have that you would like to develop?

7



Individual Work

Think about how well you know yourself and your own feelings, such as what makes you happy, upset, or nervous. Write a reflection of about 200 words and think about what is one quality you would like to work on to become more successful.

I AM ABOUT TO MAKE A CHANGE Grammar

I can use “to be on the point of / to be about to/ to be due to” to speak about future plans and expectations.

1 SPEAKING Discuss the questions in pairs/groups.

1. What kind of people are likely to be successful? Why?
2. What kind of people will probably fail? Why?

2 Read the text and guess the meaning of the phrases in bold.

John **is about** to achieve a significant milestone in his career. After years of hard work and dedication, he is **on the point** of achieving a high position. His consistent efforts and outstanding performance **are due to** be recognized, marking a crucial step forward on his path to success. His success is proof of his determination and dedication to doing excellent work.

Grammar Reference

be on the point of + gerund is used to talk about things that we expect to happen very soon.

e.g. He is on the point of getting promotion in the company.

be about to + infinitive means “going to very soon”; “just going to”. It is used to talk about things that we expect to happen very soon.

e.g. He is about to achieve a significant milestone in his career.

be due to is used to talk about things that are expected or planned to happen at a certain time. We often use it with a time expression.

e.g. His consistent efforts and outstanding performance are due to be recognized.

3 Choose the sentence that best paraphrases the main sentence.

1. I am due to make this decision by the end of this month.
 - a. I want to make this decision by the end of this month.
 - b. I must make this decision by the end of this month.
2. She feels nervous when she is about to talk about that.
 - a. She gets nervous when the time comes to speak about that.
 - b. She is nervous when she can speak about that.
3. They are on the point of losing their temper.
 - a. They will soon lose their control.
 - b. They are planning to lose their control.
4. We are about to negotiate this contract.
 - a. We will soon start to negotiate this contract.
 - b. We will negotiate this contract when we can.
5. We are due to hand in this test by Monday.
 - a. We must hand in this test by Monday.
 - b. We may hand in this test by Monday.
6. You are on the point of feeling stressed.
 - a. You feel stressed.
 - b. You will soon feel stressed.



Learn to Think

Learning from different perspectives allows us to overcome the fear of being wrong, understand others, and help others understand us. Our perspectives are a combination of past experiences and our initial glance or understanding of something—anything, everything.

Once we form a perspective, we tend to filter the world around us to reinforce it.

Adapted from <https://www.unicef.cn/en/what-we-do/unicef-emergencies/covid-19/think-training>

4 Read the story. Match the perspectives Armine, Sara, and Mr. Aharonyan have.

Armine sat nervously in the exam hall, her mind racing. She hadn't studied enough for the math test and was feeling the pressure. Glancing over, she was shocked to see her best friend, Sara, pull a cheat sheet from her sleeve. Sara, the top student, never needed help. Why was she doing this?

Armine felt torn. Should she report her friend? Cheating was wrong, but this was Sara. Staying silent didn't feel right either, and guilt gnawed at her.

Sara, meanwhile, regretted her decision the moment she looked at the cheat sheet. She hadn't planned to cheat, but with all the pressure from school, work, and her parents, she had panicked. Now her guilt was overwhelming. She could feel Armine's eyes on her and wished she hadn't made this mistake.

At the front, Mr. Aharonyan, the teacher, noticed Sara's behavior. He saw the flash of paper and felt disappointment. Sara was a great student, but now he had to decide—should he report her or give her a chance to admit her mistake? He pondered whether to act immediately or handle the situation more quietly afterward.

At that moment, all three—Armine, Sara, and Mr. Aharonyan—struggled with the same moral dilemma, each trying to figure out the right thing to do.

Armine	debating whether to confront her publicly or handle the situation discreetly
Sara	feeling torn between her loyalty and moral obligation to report the cheating
Mr. Aharonyan	feeling trapped by guilt and fear

5 **WRITING** Work in pairs/groups.

Write statements using to be about to, on the point of, to be due to about Armine, Sara, and Mr. Aharonyan

Example: Armine is about to raise her hand and report Sara but hesitates since their friendship is holding her back.

6 Write true statements about yourself using **to be about to, to be due to, to be on the point of**.

7 Individual Work

Interview your family members about their future plans. Create a table as given below.

Family Member	to be about to	to be due to	to be on the point of
<i>My dad</i>	<i>... is about to finish a big project</i>	<i>... is due to hand in the project by next week.</i>	<i>... is on the point of changing his job since he is unhappy at work.</i>
<i>My sister</i>			
<i>My mom</i>			

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Identify qualities needed for success and describe the traits of successful people				
Use “to be about, to be on the point of, to be due to ” to talk about future plans and expectations				

MAINTAIN YOUR MENTAL HEALTH Listening

I can state the reasons why mental health is important and should be taken seriously.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What is mental health? Explain.
2. How important is good mental health? Explain.

2 Assign the words to the correct columns. Add your own ideas.

anxiety	diabetes	depression	measles
Covid-19	stress	allergy	eating disorder
Mental Health		Physical Health	
<i>anxiety</i>		<i>measles</i>	

3 **3.1** Listen to the person sharing his experience with mental health and summarize his talk in one sentence.

4 **3.1** Listen to the person sharing his experience with mental health again and complete the sentences with the words below:

community stigma terrifying comfort attacks

1. It is because of social ____ that they are afraid to open up to others, worried that they will hear “It is up to you to deal with it”.
2. Our ____ thought that he was a failure because he did not have enough strength to deal with such a small issue as depression.
3. I thought that my anxiety ____ did not need to be dealt with.
4. Some could even tell him that he had to learn to step out of his ____ zone.
5. You need to talk to a professional and open up to your loved ones, as ____ as it may seem.

5

 3.1

Listen to the person sharing his experience with mental health and answer the questions below.

1. How does the speaker describe their initial perception of mental health?
 - a. The speaker has always been aware of mental health issues.
 - b. The speaker was introduced to mental health after a personal experience.
 - c. The speaker learned about mental health through a community discussion.

2. Which of the following best describes the impact of mental illness on individuals?
 - a. Financial difficulties hinder individuals from overcoming mental illness.
 - b. Mental illness is manageable without external support.
 - c. Mental illness poses a significant obstacle in people's lives.

3. Why do individuals with mental health disorders often hide their condition?
 - a. They feel ashamed and fear social stigma.
 - b. They are uncomfortable discussing personal matters.
 - c. They believe their condition will improve on its own.

4. How does the speaker perceive society's attitude towards mental health disorders?
 - a. Society is compassionate and understanding towards those with mental health disorders.
 - b. Society often blames individuals for their mental health disorders.
 - c. Society is supportive and encourages open discussions about mental health.

5. What advice does the speaker give regarding mental health problems?
 - a. It is essential to seek professional help and open up to loved ones.
 - b. Mental health problems should be dealt with privately and independently.
 - c. Mental health problems are insignificant and do not require attention.

6 Read about Karine, a high school student. List all the problems she has been recently facing. Do you think her problems are common among teenagers? Explain.

Hi, my name is Karine. I am a high school student. Lately, I have been having trouble sleeping. I often wake up in the middle of the night and can't fall back asleep. I never want to eat, I only eat because my mom makes me. I think a lot about what I'm going to do after I graduate but I just don't know. I don't think I can get into college, but I really like to learn. I don't know if my parents could afford to pay my tuition. I don't know what to do; I am feeling really anxious and depressed, I can't get these thoughts out of my head.

Example:

problems with sleep

7 SPEAKING Discuss the questions in pairs/groups.

1. Are the problems Karine has been facing recently of a mental health nature? Why/Why not?
2. What kind of support does she need? Explain.

8 Individual Work

Find a person in your neighborhood whom you consider a successful person. Interview him/her about a time when they were dealing with mental health challenges (depression, anxiety, panic attacks, stress, etc).

NO CHALLENGE, NO GROWTH

Speaking

I can identify different life challenges and achievements, and express my opinion on them.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What role do you think motivation plays in achieving success? Explain.
2. What is the formula for success? Explain.

2 Read these profiles of two people. What predictions can you make?

Example:

If Joanna doesn't find motivation soon, her grades might drop, which will make her feel more stressed.

Johanna may lose confidence if she continues to be tired and moody. It will lead to feelings of anxiety and depression.



Name: Karen

Age: 16 years old

Problem: ...

Complaints:

- struggles with overwhelming anxiety before exams and social situations.
- often feels isolated and has difficulty connecting with friends.
- experiences frequent headaches and stomachaches that disrupt his daily activities.
- avoids discussing his feelings, leading to frustration in his relationships.
- feels a sense of dread when his parents ask about his school performance.

Mom's Words:

"I'm worried about Karen; he seems distant and stressed. When I talk to his teachers, they say he's doing well, but at home, it feels like he's carrying a heavy burden."

3 **In groups, choose the challenges you and your peers face. Share your choices with the other group. Agree on the three most serious ones. Give at least two solutions for each.**

- | | |
|--|---|
| ☐ peer pressure | ☐ identity issues |
| ☐ academic pressure | ☐ lack of money |
| ☐ time management | ☐ inability to choose |
| ☐ stress management | ☐ addiction to gadgets |

4 **Match the two halves of the sentences telling how perspectives help us reflect on life challenges.**

- | | |
|---|--|
| 1. Empathy begins with understanding life | a. to refresh your motivation |
| 2. The greatest tragedy for any human being is going through their entire lives | b. from another person's perspective |
| 3. There is not a single, unifying, | c. but perspective, and maybe objectivity. |
| 4. Even bad times can be an opportunity | d. believing the only perspective that matters is their own. |
| 5. Distance not only brings nostalgia | e. objective truth. We are all limited by our own perspective. |

Adapted from <https://m.freecollocation.com/>



Life Skill

Reflection time is essential because it allows individuals to process their experiences and emotions, leading to deeper self-awareness and understanding. By taking a moment to think about past challenges and interactions, people can consolidate their learning and develop empathy for others.

Adapted from: <https://fastercapital.com/startup-topic/Importance-of-Reflection.html>



5 Match the experience with the tasks.

- | | |
|-------------------------|---|
| 1. Personal Experience | a. Reflect on a belief or opinion you held that changed when you listened to someone else's viewpoint. What led to this change? |
| 2. Empathy in Action | |
| 3. Changing Perspective | |
| 4. Practicing Empathy | b. What steps can you take in your daily life to be more empathetic and understanding toward others? List at least three specific actions. |
| 5. Future Challenges | c. Write about a moment when someone showed you empathy. How did it affect your feelings and your ability to cope with the challenge you were facing? |
| | d. Consider a potential challenge you might face in the future. How can remembering the importance of perspective and empathy help you approach it differently? |
| | e. Think of a time when you faced a challenge. How did understanding another person's perspective help you navigate that situation? |

6 Individual Work

Choose a quote from Activity 4 and prepare a one-minute speech supporting the statement.

Example: There is no single, unifying objective truth. We are all limited by our own perspective. People have different experiences, so what we consider true can be challenged. Knowing this helps us value the different views people have. Embracing these differences challenges us to be open-minded and creates a shared learning experience in which each perspective adds to our understanding of the truth.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
State the reasons why mental health is important and should be taken seriously				
Identify different life challenges and achievements, and express my opinion on them				

Unit 3.5

TO PRIORITIZE OR NOT; THAT IS THE QUESTION!

Reading

I can summarize the main points from the text that discusses strategies and methods for setting and managing priorities effectively.

1



SPEAKING

Discuss the questions in pairs/groups.

1. Do you think setting priorities is crucial? Why/Why not?
2. What do people prioritize most often? Explain.

2

Read the article on how to set priorities and decide if the statements are true (T), false (F), or not given (NG).

As a young person, setting priorities is very important if you want to lead a well-organized life. You are more likely to reach your goals and achieve them faster if you set priorities.

Setting priorities involves deciding what is most important and needs to be done first. You do not need to do everything in one night. Rather, you prioritize what needs to be done early in the week and determine what can be done later. If you are focusing on a few tasks **at a time** rather than worrying about all of them every night, you will do a better job on each assignment.

The first thing to consider when you're learning how to set priorities is to determine what your goals are. You might have big ones and small ones, and you may have one goal or many goals. First you need **to figure out** what they are and write them down. That's the first step because you can't set your priorities without knowing what you want to achieve in the first place. Once you have decided on your goals and priorities, clarify them by stating them as simply as possible. After outlining your goals, it's important to learn how to balance them, especially if you have several. Balancing your priorities is an essential skill in life; if you focus too much on one, others may begin to suffer. Stay aware of your priorities at all times, as this awareness will help you assess your progress at the end of each day or week

Next, you should get organized. This is key when you are learning how to set priorities. Being organized will help you be more efficient; you will eventually learn how to do more with less time, which will allow you to achieve more goals.



Once you have organized your priority list, you might be tempted to focus on too many things at once. You need to realize there are only 24 hours in a day, and while there may be many things you want to accomplish but you cannot do it all in one day. Schedule some for another day and **don't sweat it**. Everyone's mind begins to stray every now and then, which is okay sometimes. However, you don't want to allow procrastination **to creep up on you**. **Keep your eyes on the prize - your priorities**.

Enthusiasm is key when setting priorities. If you are not **jazzed up** about your goals, you may **end up** losing interest. Achieving priorities and goals is pretty challenging without a dose of passion. You can **keep it up** by remembering what really matters.

Lastly, if you've achieved a priority or goal, don't just cross it off your list and move on to the next thing. Take some time to reward yourself for a job well done. You deserve it.

Adapted from: <https://appfluence.com/productivity/prioritization-what-is-prioritization-and-why-its-important/>

- a. To have an organized life, it is important for young people to learn to prioritize. ____
- b. Deciding on what to achieve first is not an effective way to prioritize. ____
- c. You should learn to be disciplined. ____
- d. People who know how to prioritize become better leaders. ____
- e. Prioritizing helps to avoid procrastination. ____

3 Read each statement with an idiom used in the text and choose the option that best defines it.

- 1. If you are focusing on a few tasks at a time rather than worrying about all of them every night, you will do a better job on each assignment.
 - a. ***If you try to complete a few tasks during one time and do not worry about all of them, you will succeed.***
 - b. If you try to complete a few tasks at different times and do not worry about all of them, you will succeed.
- 2. You just need to figure out what they are and write them down.
 - a. You should decide what they are and write them down.
 - b. You should think about what they are and write them down.
- 3. Schedule it for another day and don't sweat it.
 - a. Plan it for another time and do not worry about it.
 - b. Plan it for another time and do not work hard on it.
- 4. However, you don't want to allow procrastination to creep up on you.
 - a. However, procrastination should not control you.
 - b. However, procrastination should not please you.
- 5. Keep your eyes on your priorities.
 - a. Do not care about your priorities.
 - b. Be focused on your priorities.

6. If you are not jazzed up about your goals, you may end up losing interest.
 - a. If you are not enthusiastic about your aims, it will result in losing motivation.
 - b. If you do not know your aims, it will make you lose motivation.
7. You can keep it up by remembering what really matters.
 - a. You can continue working on your goals, always focusing on what is important for you.
 - b. You can quit working on your goals, always focusing on what is important for you.

4 Read the questions and match them with the answers given.

1. Why is prioritizing important?
 - a. Make a list:
 - Write down all the tasks or activities I need to do. Include deadlines if there are any.
 - Identify importance: Think about which tasks are more important than others. Consider due dates, the impact they have on my goals, and how long they will take to complete. If two tasks have the same importance and deadline, working on the easier or shorter task first can help ensure I make as much progress as I can with the time I have.
 - Order tasks: Start with the most important task and put it at the top of my list. Then, arrange the other tasks in order of their importance.
 - Break tasks down: If any of the tasks seem big or overwhelming, I can break them down into smaller, manageable steps.
2. What should I prioritize?
3. How can I prioritize?
4. What if I feel tired or overwhelmed?
 - b. Prioritizing helps me manage my time and responsibilities better. It ensures that I focus on the most important things first and complete them before moving on to others. By prioritizing, I can avoid feeling stressed or overwhelmed.
 - c. Take deep breaths: Deep breathing can help me relax and clear my mind.
 - Take breaks: It's important to allow myself breaks when I need them. Stepping away from a task for a few minutes can help me refocus.
 - d. I should prioritize tasks that are important and have a deadline. These could include assignments, studying for exams, attending classes, or completing projects. It's also important to prioritize self-care and relaxation so that I can stay healthy and recharge.

5 Look at the diagram below and write your own priorities according to the logic in the diagram. Share your list with your partner.

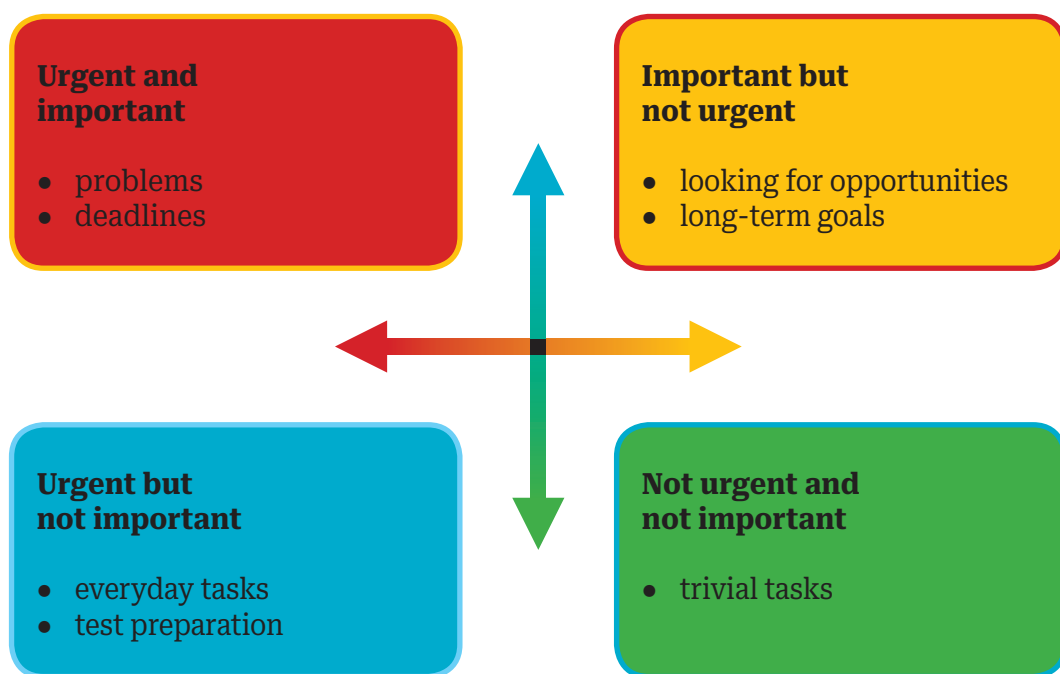
Example:

Urgent and important – to decide what I need to do after school

Important but not urgent – to decide what resources I will need for my decision about career

Urgent but not important – to help my mother

Not urgent and Not important - to fold my clothes neatly



6 **Individual Work**

Prepare a poster ‘How to learn to prioritize’.

THE FUTURE'S SO BRIGHT.

English in Use

I can use phrases and expressions to discuss my own timeline with my peers.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What possible developments may happen in the world? Explain.
2. Do you think the changes are going to be positive or negative? Why/Why not?

2 Choose the correct option.

1. Some international conflicts are likely to happen in the world.
a. Some international conflicts will probably happen in the future.
b. Some international conflicts will surely happen in the future.
2. She will definitely get good grades.
a. She will surely get good grades.
b. She will likely get good grades.
3. You definitely won't have any problems.
a. Very unlikely you will have any problems.
b. Very likely you will have some problems.
4. You will probably find what you are looking for.
a. You will surely find what you are looking for.
b. You will likely find what you are looking for.
5. He probably won't find a job soon.
a. He is unlikely to find a job soon.
b. He is likely to find a job soon.
6. People think they are most likely to win.
a. People think they will definitely win.
b. People think they will probably win.

3 Use **likely, unlikely, bound to, definitely, probably** to fill in the blanks.

1. They are the best team ever, so we think they are **bound to** win the game.
2. He is ____ one of our best students.
3. The new technology is ____ become obsolete very quickly.

4. He is not serious. This ____ won't be his last mistake.
5. If you cannot admit your mistakes you will ____ have problems.
6. He is ____succeed if he keeps working hard.
7. She will ____ get promoted if she continues to show leadership and initiative.



Learn to Think

Paraphrasing involves restating ideas in your own words while keeping the original meaning. It helps demonstrate understanding, simplify complex concepts, and offer new perspectives.

(Anderson, 2008; Paul & Elder, 2014)

4 Match each sentence with its paraphrase.

- | | |
|---|--|
| <ol style="list-style-type: none">1. <i>I cannot today but I will definitely come next time.</i>2. He will definitely try his best to be there.3. We might have problems with the test at the end of the year.4. He is unlikely to stay without a job.5. We are not studying so we will definitely fail the exam.6. I am not sure that they will say yes.7. She will definitely get promoted if she continues to show leadership and initiative. | <ol style="list-style-type: none">a. He might not stay without work.b. <i>I cannot today but I am certain I will come next time.</i>c. They may say yes.d. There is a chance that we will have problems with the test at the end of the year.e. I am sure that he will try his best.f. There is no way we will pass the exam.g. She will surely get a higher position if she keeps on exhibiting leadership talent. |
|---|--|

5 Paraphrase the sentences below.

- a. Success is not final, failure is not fatal: It is the courage to continue that counts.
Paraphrased: Achievements don't mark the end, and setbacks aren't disastrous; what truly matters is having the bravery to keep going.

- b. Hard work and determination are the keys to success.
- c. Success usually comes to those who are too busy to be looking for it.
- d. Achievement is the product of talent and effort.
- e. Believe you can, and you're halfway there.
- f. Set your goals high, and don't stop till you get there.
- g. Success is the result of preparation, hard work, and learning from failure.

6 Complete the sentences with your own ideas.

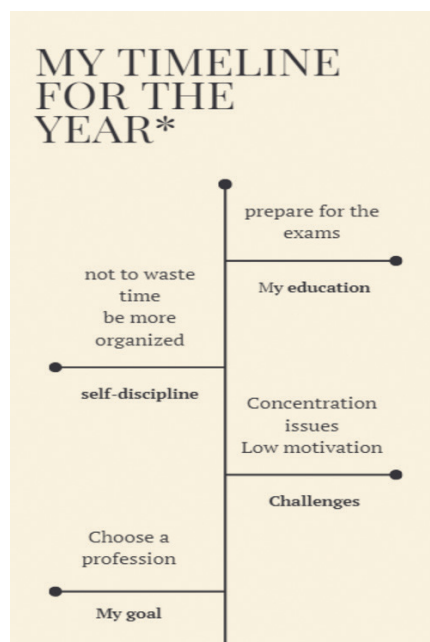
- a. People who succeed in the world aren't trying to keep up with others because **they surely know that they need to overcome their own weaknesses**.
- b. Successful people stand out in one way or another because they are surely ____.
- c. People who succeed in the world only focus on competing with themselves since they definitely ____.
- d. My friend goes above and beyond (does his best) to reach his goal as there is no way ____.

7 **SPEAKING** Work in pairs/groups.

Look at the sample timeline, draw your own, and discuss it with your peers to get their feedback.

8 Individual Work

Prepare a two-minute speech of what will happen in your village/city/ country this year using the phrases from the lesson (probably, likely, unlikely, definitely, surely, etc.)



SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Summarize the main points from the text that discusses strategies and methods for setting and managing priorities effectively				
Use phrases and expressions to discuss my own timeline with my peers				

IS MY MINDSET STILL A PRIORITY?

Writing

*I can write a blog
about rethinking my
mindset.*

1 SPEAKING Discuss the questions in pairs/groups.

1. How does the way you see things affect how you deal with tough times? Explain.
2. When was the last time thinking differently helped you solve a problem more effectively? Explain.

2 In groups, discuss the possible connections between the ideas.

Example: On the one hand, challenges **can positively affect** our abilities by pushing us to grow and improve. On the other hand, our abilities **determine the challenges** because we tend to select those that help us develop specific skills.



3 Read the definition of the word '***mindset***' and write the answer to the question given.

If you **refer** to someone's ***mindset***, you **mean** their **general attitudes** and the **way** they typically **think** about things.



Why is it difficult to change one's mindset?

4 Study the structure of a blog and label the following parts: ***paragraph, introduction, headline, and call for action.***

A. Amazing headline

Your blog headline is the title your audience sees when they come across your article.

B. Captivating introduction

It should interest the reader. You can:

- ask a question
- give some statistics
- start with an allegory

C. Paragraphs

Should be short and concise

D. Call for action

This is the last part and it should give the reader the wish or the intention to do something.

Cultivating Positivity

A positive mindset attracts positivity. Simple practices, such as gratitude and positive affirmations, can shift our perspective and lead to a more optimistic outlook on life.

Embracing Change

Rethinking our mindset means welcoming change. Instead of fearing the unknown, we can see change as a chance for fresh starts and exciting possibilities.

In our busy lives, we're all a bit like clumsy acrobats in life's circus, trying to handle both big and small challenges. But what if, instead of risky tightrope acts, the key to success is a funny flip known as "rethinking our mindset"? Get ready, as we take a lighthearted trip into the world of changing the way we think!

Rethinking our mindset is a journey of self-discovery and personal growth. By challenging fixed beliefs, embracing change, and fostering positivity, we unlock the potential to transform our lives. As we embark on this journey, let's open our minds to new possibilities and embrace the power of a reimagined mindset

Upgrade Your Mindset for a Cheerful You!

5 SPEAKING Work in pairs/groups.

In pairs or in groups, think of a good title and introduction for your blog “Rethinking your mindset” and choose the picture that you might use for it.



6 Individual Work

Write a blog “Rethinking your mindset”.

EVERYONE DESERVES THE TASTE OF SUCCESS.

Speaking

I can describe the character traits successful people share.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think being successful means to be happy? Why/Why not?
2. What might make you feel successful? Why/ Why not?

2 How do these quotes reflect the personalities of the individuals who said them?

Great men are not born great,
they grow great.

Fear is
a mind killer.

Don't let someone tell you you
can't do something. Not even
me. You gotta dream, you
gotta protect it.

After a while you learn
to ignore the names
people call you and
just trust who you are.

I can be a little jealous
sometimes.

There's no place
like home.

3 Choose a quote and elaborate on it. Give at least 3 arguments to support it.

Example: "Don't let someone tell you (that) you can't do something. Not even me. You gotta dream, you gotta protect it." I believe this is true because when you let people instill doubt in your power and skills, you cannot achieve much in your life. You might believe people who say you are weak or your goals are unrealistic. But the only person who is responsible for their own life and goals is you. You are the one who will enjoy the success and the one who will own up to failures.'

~The Pursuit of Happiness

- 4 Choose the characteristics that are needed to become successful. Add at least three more to the list. Compare your choice with your peers.**

ambitious
reliable

reasonable
smart

hardworking
responsible

adequate
communicative

resilient
balanced

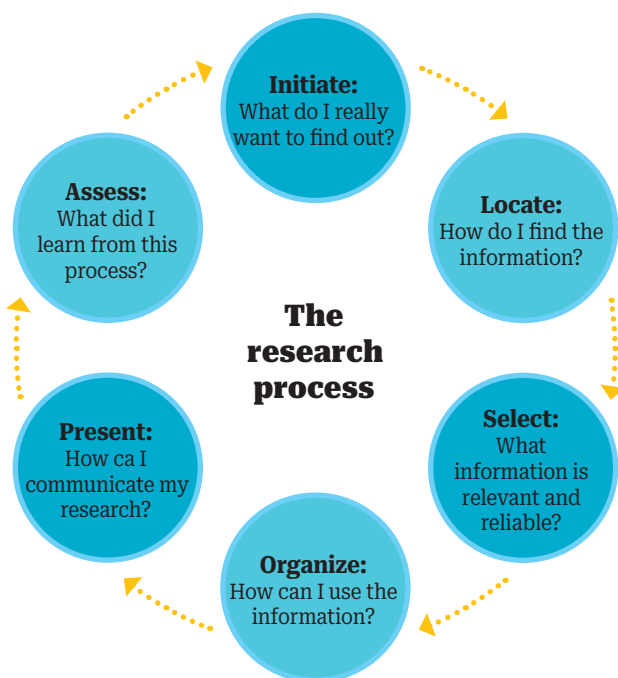
- 5 Choose a successful person you know. It can be a businessman, an athlete, a scientist, a writer, etc. Write 5 questions to ask him/her. Share your questions with your peers.**

Example:

1. Do you consider yourself a successful person? Why/Why not?
2. How happy do you think you are?

6 **Individual Work**

Using the internet, research a successful person and prepare a two-minute presentation on how they achieved their success. Use the research process cycle for reference.



SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Write a blog about rethinking my mindset				
Describe the character traits successful people share				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples to support your ideas.

- 1. Cultural values impact a person’s career choices.
- 2. Success is often defined by how much money a person makes.
- 3. Cultural values influence social norms.
- 4. People may view success as having a large social media following.
- 5. Culture impacts an individual’s definition of success.

Unit Review

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What makes a Vlog interesting and successful? Explain.
2. How are Vlogs different from regular blogs in how they share content and interact with the audience? Explain.

2 Watch the video your teacher has prepared for you and say whether you agree or disagree with the ideas.

3 Plan your video blog on “*The Path to Success*”. Choose the actions you think are important to take:

- ☐ Think of the audience
- ☐ Prepare your list of questions
- ☐ Think of a place where you will make the vlog
- ☐ What will you wear while recording the video?
- ☐ Feel comfortable with
- ☐ Send a message
- ☐ Decide what point you want to make

4 Prepare the questions you will ask people about success.

Example:

- a) What is your idea of success?
- b) Do you think you are successful?
- c) What does it take to be successful?

5 This is the checklist for a good video blog. Choose the most important ones.

- ☐ Make sure you have a defined goal.
- ☐ Include background music.
- ☐ Decide what platforms to use for sharing.
- ☐ Choose an eye-catching title.
- ☐ Create a call for action.
- ☐ Make the video longer than 10 minutes.

6 Match the two halves of the quotes.

- | | |
|--|--|
| 1. <i>The moment you decide to start a vlog,</i> | a. showing you how to deal with them in a funny way. |
| 2. Vloggers are real people with real problems, | b. and being real with your audience. |
| 3. Vloggers are the change makers | c. <i>you are already five steps ahead of everybody else.</i> |
| 4. A vlogger is a person | d. but it's worth it. |
| 5. Vlogging is not an easy thing, | e. the voice for the voiceless. |
| 6. Vlogging is about being authentic, sharing your experiences | f. with your audience like no other medium can |
| 7. Vlogging allows you to create a connection | g. who creates and shares videos on the internet |

7 Individual Work

Prepare a vlog on success.

WORD LIST

CHARACTER TRAITS NECESSARY FOR SUCCESS

Ambition /æm'biʃn/
Aspiration /,æspə'reɪʃn/
Empathy /'em.pə.θi/
Excellence /'eksələns/
Faith /feɪθ/
Humble /'hʌmbl/

TASKS FOR SUCCESS

Accomplish /ə'kɑ:mplɪʃ/
Achieve /ə'tʃi:v/
Assess /ə'ses/
Assignment /ə'saɪnmənt/
Deal /di:l/
Handle /'hændl/
Objectivity /,ɔ:bdʒek'tɪvəti/ Reasonable /
'ri:znəbl/
Reliable /rɪ'laɪəbl/
Resilience /rɪ'zɪliəns/
Trait /treɪt/
Stray /streɪ/
Strive /straɪv/

SETTING GOALS

Accomplishment /ə'kɑ:mplɪʃmənt/
Objective /əb'dʒektɪv/
Pursuit /pər'su:t/
Perspective /pər'spektɪv/

COMPONENTS FOR SUCCESS

Ally /'ælaɪ/
Component /kəm'pəʊnənt/
Priority /praɪ'ɔ:rəti/
Urgent /'ɜ:rdʒənt/
Schedule /'skedʒu:l/
Quest /kwest/

CHALLENGES

Anxiety /æŋ'zaɪəti/
Conclude /kən'klu:d/
Deserve /dɪ'zɜ:rv/
Disorder /dɪs'ɔ:rdər/
Enroll /ɪn'rəʊl/
Haunt /haʊnt/
Stigma /'stɪgmə/

https://www.oxfordlearnersdictionaries.com/definition/american_english/

UNIT 4

IN PURSUIT OF A MINDFUL FUTURE

I can recognize aspects of self-discovery and use new terms to discuss self-identity and self-concept.



Unit 4.1

MY VALUES, MY RULES

Vocabulary



SPEAKING

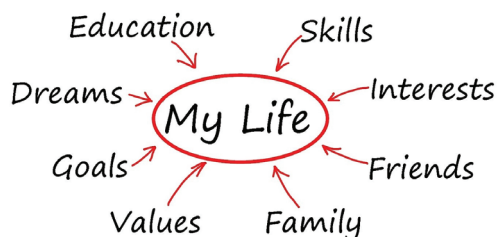
Discuss the questions in pairs/groups.

1. What should a person do to know oneself better? Explain.
2. Is it easy or difficult to discover your own identity? Explain.

2 Read “How to Plan Your Future” and infer the meaning of the words in bold.

1. Define your core values and beliefs

Defining your main values lays a solid foundation for developing a **determined** personality, whereby a person can make his/her own choices, face **dilemmas** in life with common sense, and not panic when a choice seems impossible.



2. Allow yourself to grow

Your identity is not static; your **self-concept** and **personality traits** can change through new experiences and lessons learned as you grow. Sometimes people do not realize that it is time to **investigate** a new passion to discover more about their own identity.

3. Change your environment - not yourself

Our environment shapes our identity; the family, friends, and people we interact with can affect either a positive or negative change. It is important to spend more time with **considerate** and reasonable people, and stay away from constantly **frustrated** and negative ones.

Adapted from: <https://soulsalt.com/how-to-figure-out-who-you-are/>

3 Match the words with the definitions.

1. **determined**

- a. feeling unhappy or discouraged because you cannot reach your goal

2. dilemma
 3. self-concept
 4. traits
 5. investigate
 6. considerate
 7. frustrated
- b. *showing a strong sense of purpose and focus to stick to a plan, even if it is tough*
 - c. examine something carefully, especially to discover the truth about it
 - d. a situation where you have to choose between two difficult options
 - e. a person's belief about themselves, including their qualities and identity
 - f. a particular quality that can lead to a certain type of behavior
 - g. thoughtful and helpful

4 Complete the sentences so that they are true for you.

Example:

- a. Whenever I face a dilemma, I refer to my more experienced peers to help me.
- b. For me, self-concept is ...
- b. To become a determined person, one should ...
- c. The personality trait I am most proud of is ...
- d. I get frustrated when ...

5 In groups, select any three of the images provided to create a story. These pictures serve as symbols rather than literal objects, allowing for deeper associations and interpretations from your readers. Below are suggested story titles to inspire your narrative:

- "Tomorrow's Path"
- "A Future Unlocked"
- "Beyond the Next Step"
- "One Call to Destiny"
- "The Journey Awaits"
- "The Key to What Comes Next"
- "Stairs to the Future"
- "Unlocking Tomorrow's Secrets"
- "A Light for the Road Ahead"
- "Into the Unknown"



6

SPEAKING

Work in pairs/groups.

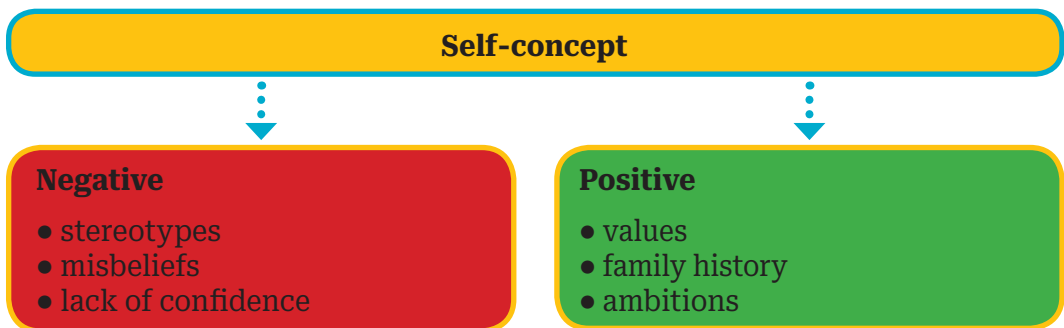
Match the tips with the explanations and share with a partner.

- | | |
|--|--|
| 1. Reflect on Your Core Values and Beliefs | a. Your sense of self is not static; your self-image and character traits have the potential to evolve through new experiences and knowledge gained as you progress. |
| 2. Embrace Personal Growth | b. People around us play a significant role in shaping our being. Our family, friends, and social circle can instigate positive transformations. |
| 3. Adapt Your Surroundings, Not Yourself | c. Define your main principles that form the basis for developing a strong character. |

7 Add your comments to the tips from Activity 6.

Example: Reflect on your core values and beliefs - you should understand what values guide your life and your goals, otherwise, you can get distracted very easily and lose your path.

8 Look at the Mind Map below and add your ideas. Then discuss them with your peers.



9 Individual Work

Write a paragraph of 200 words on your own identity and self-concept using the vocabulary of the lesson.

Example: Self-concept can greatly help me plan for the future, while personal identity is like a moral compass—it guides me to make choices based on my beliefs and values ...

WHAT LIES AHEAD

Grammar

I can discuss my future plans using present tenses.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are your current plans for the future, and how do you envision achieving them? Explain.
2. What can inspire a person to take action? Explain.

2 Read the sentences and underline the phrases that indicate the future.

- a. If you do not understand your values, you may violate them without realizing it.
- b. Researchers claim that when people have a clear set of core values, they are less likely to engage in destructive passions.
- c. A long-term goal can be to achieve financial independence.
- d. He assures us that he plans to establish mindfulness practice.
- e. When it comes to long-term goals, we need to leave space for new opportunities and breakthroughs.

3 Write **YES** if the underlined verb/action refers to the future.

- a. My planning for short-term goals starts at the end of each month. No
- b. My planning for short-term goals starts at the end of this month.
- c. My planning for long-term goals starts at the end of this academic year.
- d. I am definitely reflecting on this idea tomorrow.
- e. I usually reflect on the situations I happen to be in.
- f. I am going ahead with my plans as soon as I have talked with my parents.
- g. Our class party starts at 5 in the evening but I still need to complete my tasks.

4 Choose the correct tense form.

1. a anything today? I thought we could go out in the evening.
a. are you doing b. do you do
2. The meeting is scheduled to start any minute now, so we should hurry up and get to the conference room. It ____ very soon!
a. is beginning b. begins
3. My friend and I have already arranged to get together this evening, so he ____ me for dinner today. So, I'll need to leave work on time.
a. is meeting b. meets
4. The match ____ at 1 pm, according to the official schedule.
a. is kicking off b. kicks off
5. I ____ my granny next week, and can't wait to spend time with her.
a. am visiting b. visit
6. I have just called their office to check their opening hours. The office ____ at 9 am every weekday.
a. is opening b. opens
7. Our classes ____ at 9 am each morning, so make sure you arrive by 8:50 to be on time.
a. start b. are starting

5 Create captions for the photos.

Example: The meeting starts at 10 pm.



meeting/10 pm



friend/at cafe



concert/tomorrow at 1pm



interview/ Monday at 2 pm



prepare for the exam/ this week

6



SPEAKING

Work in pairs/groups.

Complete the table using your ideas. Share them with your peers.

Future fixed actions (timetable or a schedule)	Future arrangements
<i>I try to read a book every month. Next month I will write a historical novel.</i>	<i>I am definitely reading that book next week.</i>

7



Individual Work

Interview your family members to find out about their plans for next week. Report their plans to your peers. Comment on them.

Example:

who	plan	my comment
<i>My sister</i>	<i>is preparing for the test</i>	<i>She needs to work hard as this test is difficult</i>

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Recognize aspects of self-discovery and use new terms to discuss self-identity and self-concept				
Discuss my future plans using present tenses				

WHERE IS MY MIRROR?

Listening

I can identify personal strengths and areas for growth to set clear goals for improvement.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. How important is a strong self-image for a person? Explain.
2. How easy is it to develop a better sense of self? Explain.

2 Match the words to make word collocations.

- | | |
|----------------|----------------------------------|
| 1. gain | a. self-image |
| 2. strong | b. at your best |
| 3. monitor | c. new identities |
| 4. create | d. peak performance |
| 5. perform | e. your own performance |
| 6. reach | f. a better sense of self |

3 **4.1** Listen to the passage and choose the option that best describes the main idea from below.

- | | |
|--|--|
| ☐ personality traits | ☐ personal strengths |
| ☐ self-image | ☐ future goals |

4 **4.1** Listen to the audio again and fill in the blanks.

According to Lyn Christian we cannot reach peak performance without having a ____ self-image. I'm not talking about a grandiose opinion of yourself or delusion. I'm talking about understanding what motivates you and who you are. When you gain a better sense of self, you will find it a lot easier to play to your strengths and lead a life that brings you joy and fulfillment. Over time, it can even feel second-nature. Our sense of self relies heavily on how we feel we are perceived by others. Unfortunately, we gain most of these impressions 2. ____ passively, in everyday situations. We

constantly 3.____ our own performance, compare ourselves to others, and rate ourselves based on very little feedback. As a result, we hold ourselves back from situations where we may find new strengths and create new 4.____ identities.

Can you remember a time when you performed at your A-game? It kind of feels like you’re “in the zone” when you perform at your 5.____.

The last time you reached peak performance, you were in flow. Flow is a wonderful feeling, and it happens when the conscious, subconscious, and self-image work together.



Self-image makes you “act like you” naturally. When you have a strong image, your performance and your self-image are always 6.____.

Because self-image is so important, don’t leave it to chance. Work to establish a sense of what your strengths are, and invest in developing those strengths. Not only will this help you believe in yourself but it will 7.____ your success.

Adapted from <https://soulsalt.com/how-to-figure-out-who-you-are/>

5 Imagine looking at your reflection. Fill in the columns below.

Example: A young face with a warm smile appears in the reflection. The expression on the face is determined and strong. Her/his eyes are clear and focused and she/he knows what she//he wants in this life.

How I see myself	How my peers see me

6



SPEAKING

Work in pairs/groups.

Choose the statements you agree with. Discuss them with your peers.

- a** A strong self-image is essential for achieving peak performance in your personal and professional life.
- b** Developing a better sense of self helps you utilize your strengths and leads to a more joyful and fulfilling life.
- c** Most of our self-perceptions are formed through passive experiences in daily life, where we often compare ourselves to others with little feedback.
- d** We often limit ourselves by avoiding situations that could help us discover new strengths and identities.

7



Individual Work

Choose the idea from the previous task and develop it into a 150-word paragraph.

Example: We often avoid new situations that could help us discover our strengths and create new identities. By playing it safe, we miss out on opportunities to grow and learn. Stepping outside our comfort zones allows us to find hidden talents and redefine ourselves. So, instead of holding back, we should embrace new challenges with courage, knowing they can lead to personal growth and fulfillment.

I SEE NO LIMITS — HOW ABOUT YOU? Speaking

I can discuss strategies for overcoming limiting thought patterns to pursue my future goals.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are limiting thought patterns? Explain.
2. How do limiting thought patterns impact people's ability to pursue future goals? Explain.

2 Arrange the statements in the correct category.

- "I'll never be good at this."
"I can learn from my mistakes."
"I always fail at everything I try."
"I am capable of improving my skills with practice."
"This is too difficult for me; I'll never understand it."
"I can ask for help when I need it."

Limiting thought patterns	Non-limiting thought patterns

3 **4.2** Listen to the podcast about practical ways to release limiting thought patterns and answer the questions.

1. What does polarized "all or nothing" thinking involve?
 - a. Having multiple compromises available
 - b. Thinking in extremes with no middle position
 - c. Finding gray areas and in-betweens
2. Why is it important to sometimes take a break and reset?
 - a. To avoid any interruptions
 - b. To maintain constant speed
 - c. To renew energy, ideas, and focus
3. How can you avoid getting stuck when looking at a big goal?
 - a. By ignoring the goal
 - b. By focusing on the "how" first
 - c. By being super clear on the "what"

4. What restricts our ability to make good decisions, according to the text?
 - a. Self-criticism or self-judgment
 - b. Lack of self-awareness
 - c. Overconfidence
5. What should you release to open yourself to innovative thought?
 - a. Self-criticism
 - b. Creativity
 - c. Structured plans

4 Fill in the blanks with the words below.

hinder innovative addressing self-criticism worthless reset all or nothing

According to Lyn Christian, we cannot reach peak performance without a. **addressing** our limiting thought patterns. In today's program, Lyn discusses several common patterns that can b. ____ our growth. One such pattern is c. " ____ " thinking, which involves seeing things in extremes with no middle ground. For instance, someone may feel they are either successful or d. _____. Another issue is forgetting to take breaks and e. ____ when overwhelmed. Sometimes stepping away from a task can help refresh our minds and allow us to return with renewed energy and focus. Lyn also highlights the tendency to get stuck on f. ____ instead of clearly defining what we want to achieve. By concentrating on what and why, we can allow them to develop later. By releasing self-criticism, we open ourselves up to more experimental and g. ____ ways of thinking, ultimately leading to greater success.

5 In groups, think of real-life examples of the limiting thought patterns provided below.

Example: Polarized thinking - school graduates cannot afford to enter university, and think they cannot do anything else.

Forgetting to rest and reset - some of our friends are stuck in exam preparation and constantly complain about headaches and stress.

Polarized thinking

Self-criticism

Getting stuck on *HOW*

Forgetting to rest and reset

6 Arrange the claims under the correct category and include at least two additional factors for each.

- 1. I'm not outgoing, so I'll never make new friends.***
- I come from a small town, so I won't succeed in the city.
- I may have different strengths than my classmates, but I believe in my abilities and will apply for the program.
- I struggle with math, so why even bother trying?
- Math is challenging for me, but I know with practice and effort, I can improve.
- I worry I may never find a job I love, so I might end up taking any opportunity that comes along.
- It's never too late to learn; I am ready to take on new challenges and grow, regardless of my age.

Limiting thought pattern	Non-limiting thought patterns
1. <i>I'm not outgoing, so I'll never make new friends.</i>	



Learn to Think

Limiting thoughts:

- restricts possibilities
- undermines confidence
- slows growth
- keeps individuals from reaching their full potential.



7 **SPEAKING** Work in pairs/groups.

Read about two other examples of limiting thought patterns. Complete the table below and share your thoughts with your peers.

Blaming others or playing a victim

Blaming others and playing the victim often go hand in hand as ways to avoid responsibility and gain sympathy. Manipulators act helpless or wronged to escape accountability, creating confusion about who is truly at fault. Recognizing these behaviors, especially in abusive relationships, helps real victims see through the manipulation and regain control. In the end, you can't change or control another person-it's better to focus on your own happiness and success.

Adapted from: <https://www.drgeorgesimon.com/playing-the-victim-goes-along-with-blaming-others/>

Everything I need to know, I’ve already learned.

We never fully learn, and our wisdom grows as we remain open and continue to evolve. However, rigid thinking can limit our potential and hinder our success and personal growth. By assuming we know everything, we become our own worst enemies, restricting our future plans. Embracing a mindset of continuous learning allows us to renew our lives, break free from negative thought patterns, and live our true identities with flexibility and freedom.

Adapted from: <https://soulsalt.com/limited-thinking/>

Blaming others.	Everything I need to know, I’ve already learned.
Consequences: • <i>you will not be able to see your own faults</i>	Consequences: • <i>you will not grow since you will see no need in it</i>

8 Individual Work

Spend one day talking to people around you to observe what examples of limiting thought patterns you can detect. Make a list of those patterns. Try to find reasons behind those thinking patterns.

Example: My friend often says, “I’ll never be good at math, so there’s no point in trying.” I think this comes from previous struggles with math in school, which led to a fixed mindset about their abilities in that subject (labeling)



Learn to Think

Examples of Thought-Limiting Patterns:

1. All-or-Nothing Thinking: "If I can't do it perfectly, it's not worth doing at all."
2. Overgeneralization: "Everything I try fails, so I shouldn't even start new things."
3. Catastrophizing: "If I make one mistake, everything will fall apart."
4. Personalization: "If someone is upset, it must be my fault."
5. Labeling: "I'm just not a smart person."
6. Fortune Telling: "There's no way I'll pass this test, so why bother studying?"
7. Mind Reading: "They didn't respond, so they must think badly of me."
8. Disqualifying the Positive: "Sure, I did well, but it was just luck."
9. "Should" Statements: "I should always be able to handle everything on my own."
10. Emotional Reasoning: "I feel incompetent, so I must be."

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Identify personal strengths and areas for growth to set clear goals for improvement				
Discuss strategies for overcoming limiting thought patterns to pursue my future goals				

Unit 4.5

I MAY NOT BE PERFECT, BUT I LIKE IT.

Reading

I can define perfectionism and discuss its advantages and drawbacks.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What does it mean to be a perfectionist? Explain.
2. Why do many people strive for perfectionism? Explain.

2 Read the text and choose the picture that would best describe the idea of the text.



- A** In many cases, it all comes down to perfectionism. Perfectionistic tendencies often arise from a need to avoid failure and criticism at all costs. And what is the best way to avoid ever having to risk failing or being criticized for your efforts? Try to wait until your skills are fully developed. Perfectionism leads to the type of procrastination that says, "If I cannot do it perfectly the first time, I do not want to do it."
- B** Another way to avoid falling short of your goals is never to try anything new or challenging. Perfectionism can leave people paralyzed, and unable to face a challenge when they do. When you have a deep-rooted fear of failure and criticism, any challenge can give you a reason to quit or not even try. When faced with a roadblock, you may not be able to see the value in getting through it. The pain of not being good enough is enough to stop you in your tracks.
- C** Perfectionism can result in a driven and intense work ethic. That is why so many perfectionists are natural leaders with successful businesses and careers. But they can never live up to their own impossible expectations, no matter how successful they seem to others. Low self-esteem haunts perfectionists, even those who seem to have perfect lives.

Adapted from: <https://soulsalt.com/overcoming-perfectionism/>



Life Skill

To be perfectionist or not to be

The main plus of being a **perfectionist** is achieving high-quality work and attention to detail. However, the main minus is the excessive stress, anxiety, and dissatisfaction that often accompany the pursuit of perfection.

3 Read the text again and match the titles with the right paragraphs. One title is extra.

a Resisting challenges

c Stuck in a perfect trap

b Procrastination perfectionism

d Low self-esteem

4 In which paragraphs of the text in Activity 2 can you find the following ideas?

- A. The need to be perfect is often born from a need to avoid failure and criticism in any way. **Paragraph A**
- B. First, develop your skills fully to be able to avoid failure.
- C. Try something new or challenging.
- D. Many perfectionists can become successful people.
- E. Your fears can force you to give up on pursuing your goals.
- F. Perfectionists can suffer from low self-esteem.

5 Answer the questions YES or NO after giving each one careful consideration. Then compare your answers with your peers' and exchange feedback.

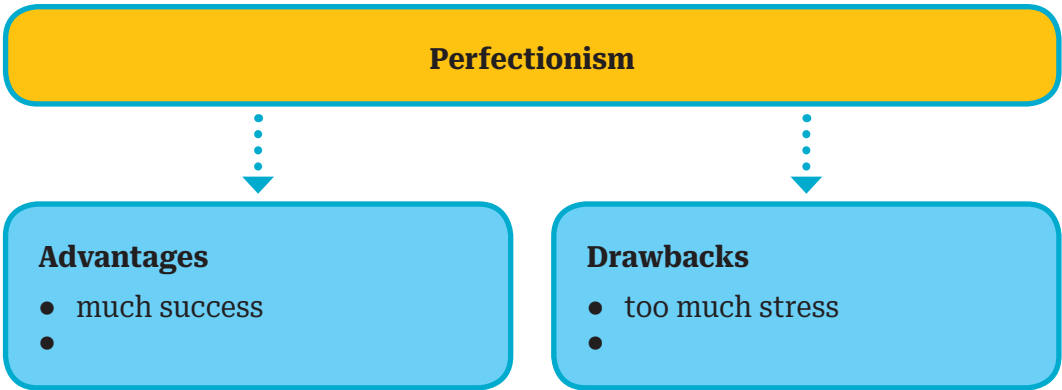
To see if you unconsciously hold yourself back, stuck in the perfect trap, answer the following questions with a simple Yes or No.

- 1. Do you often feel what you accomplish is never quite good enough?
- 2. Do you often find that you rarely feel satisfied with your completed work?
- 3. Do you often believe that if you do not do a perfect job, you are somehow not a strong person?
- 4. Do you often hear people suggesting that you should get out of your own way?
- 5. Do you sense that you try to plan too much activity in your time slots?

6



In groups, fill in the mind map and explain your choices.



7



Individual Work

Prepare a poster titled “How Perfectionism Influences Our Lives”.

Your poster should have:

- visuals
- original ideas
- quotes
- a unifying idea



GO FOR IT!

English in Use

I can apply idioms and expressions in context to praise or encourage someone.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What motivates people more: criticism or praise? Why?
2. Do you think teachers should praise students even for small progress? Why?

2 Choose the quote that you think is the most motivating one and discuss it with your peers.

Get up, dress up,
show up, and
never give up.

Everything will be ok
in the end, if it is not OK,
it is not the end.

You are braver than you believe,
stronger than you seem, and
smarter than you think.

Some days you
just have to create
your own sunshine.

3 4.3 Complete the sentences with the words below. Listen and check.

cheer

all the time

bright

down

light

well

1. My friend was so sad that I sent her a box of chocolates to **cheer** her up.
2. done. I knew you could do it.
3. You study really hard and that is why you are getting better ...
4. Do not let it get you It is not the end.
5. I know things might become more difficult but there is always ... at the end of the tunnel.
6. Always try to look on the side; it helps to see a different perspective.



4 Which of these things cheer up and motivate teenagers. Check your choices with your peers. Add those that cheer you up.

- | | |
|--|---|
| ☐ chatting with friends | ☐ shopping |
| ☐ listening to music | ☐ talking to parents |
| ☐ doing sport | ☐ working at home |
| ☐ going for a walk | |

5 Match the statements with their answers.

- | | |
|---|---|
| 1. <i>I got the highest score on the test.</i> | a. Keep it up. |
| 2. I am thinking of applying for that program abroad. | b. I really liked the way you did it. |
| 3. I am worried about tomorrow's competition. | c. <i>Way to go.</i> |
| 4. I think I did not perform well on the stage. | d. You have done an amazing job. |
| 5. Look at the flowers I have grown. | e. Go for it. |
| 6. I have been working really hard this month. | f. You have practiced hard. You're gonna rock it. |

6 Read the text below and reflect on a challenging situation you faced recently or in the past. Describe the situation and explain how self-motivation could have helped you overcome the challenge.



Life Skill

Self-motivation is important because it helps you to become more independent and confident. It's like having your own personal cheerleader cheering you on to do your best. So remember, when challenges arise, look within to find the motivation to push forward and reach your goals.

7 Individual Work

Prepare a one-minute speech on “The importance of Praising and Encouragement Today.” You may explore the internet to find supporting facts and research for your position.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Define perfectionism and discuss its advantages and drawbacks				
Apply idioms and expressions in context to praise or encourage someone				

IN THE SPOTLIGHT

Writing

I can write a review on my favorite movie and/or video.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What makes a movie enjoyable or memorable to you? Explain.
2. If you could change one thing about your favorite move, what would that be? Explain.

2 Read the descriptions of the characters from the movie **Forrest Gump** and match each of the following traits to one of the characters (Forrest, Jenny, and Lieutenant Dan). Provide a brief explanation of why each trait fits the character.



Resilient



Loyal



Supportive



Optimistic



Free-spirited



Forrest Gump

He's the main character, played by Tom Hanks. Forrest is kind, simple-minded, and always sees the good in people. Although he has a low IQ, his integrity and genuine kindness lead him to experience incredible events, from running across America to unknowingly inspiring famous moments in history. Forrest's unique perspective allows him to connect with people, and he lives by his mother's wisdom: "Life is like a box of chocolates; you never know what you're going to get."



Jenny Curran

Forrest's best friend and love, played by Robin Wright. She's free-spirited but troubled. Her character is complex and she faces challenges throughout her life, which often pull her away from Forrest. Jenny and Forrest have a special connection that lasts a lifetime.



Lieutenant Dan Taylor

Forrest's commanding officer in the Vietnam War, played by Gary Sinise. Through his friendship with Forrest, he begins to accept his circumstances and rebuilds his life. Dan's journey from anger to acceptance is a powerful part of the story, showcasing resilience and the power of friendship.

3 Fill in the blanks with the missing words below from the movie review of *Forrest Gump*.

character moments emotional happy timeless successful memorable

"Forrest Gump" is a great and a) **emotional** movie that shows the spirit of people. Tom Hanks plays Forrest amazingly, making the b) ____ heartwarming and interesting. The director, Robert Zemeckis, combines funny, serious, and romantic c) ____ well, making the story fun and meaningful. The movie includes real historical moments, making the story richer, and talks about ideas that everyone can experience. With a fantastic cast, like Robin Wright and Gary Sinise, "Forrest Gump" is a d) ____ movie that still motivates and makes people e) _____. I recommend this film because it is full of humor, emotion, and inspiring moments. It's perfect for anyone who enjoys great storytelling and f) ____ characters. Don't miss out on this g) ____ classic!

4 **SPEAKING** Work in pairs/groups.

Choose a movie or a video that you all like and write about what makes it appealing.

5 Use ideas from Activity 4 and write the first draft of your review.

Title ____

Plot (What happens?)

Your opinion (Did you like it? What was your favorite part?)

Characters (Who are the main characters? Who are the secondary characters?)

Recommend (Would you recommend it to others? Why?)

6 Individual Work

Write a review of your favorite movie.

Unit 4.8

YOUR VALUES AND ATTITUDE DEFINE YOUR IDENTITY.

Speaking

I can define my personal values and reflect on planning my future.

1 SPEAKING Discuss the questions in pairs/groups.

1. What personal qualities or values do you think are most important in life? Explain.
2. Where do you see yourself in the next five to ten years, and what steps might help you get there?

2 Choose the factor/s below that may impact one's value system.

- ☐ family dynamics
- ☐ traveling experience
- ☐ school lessons
- ☐ books read
- ☐ childhood memories
- ☐ films watched
- ☐ cultural traditions
- ☐ friends



3 Read the text and answer the questions below.

What are personal core values?

Personal values are how you differentiate between “good” and “bad” in your community, culture, or society. They’re what you view as the ideal standards of behavior, like patience and honesty. Your values, along with your beliefs and attitudes, create the moral, guiding principles you follow.

- a. Beliefs are the ideas you accept as true, whether supported by acts or not. For example, you may believe in the importance of honesty above all other qualities, or that stealing is wrong, regardless of the circumstances. Your faith, culture, education, role models, and personal experiences heavily influence your beliefs, and they can change over time.
- b. Your belief system then impacts your personal values. These are the things you identify as important to your personal well-being. If your parents raised you under a certain religion, spirituality may become a core value in your life.
- c. From your value system comes your attitudes. This is how you treat others and approach situations. If you believe money is the key to human welfare, you might approach your job solely as a means to earn a living.
- d. Attitudes then translate into behaviors. Theoretically, your behaviors should act in accordance with your beliefs, values, and attitudes. If environmental conservation is important to you, you might devote your life to studying marine biology.

At the very least, you'll incorporate "green" habits into your life, like recycling or composting. These behaviors reflect what matters most to you.

Adopted from: <https://www.betterup.com/blog/personal-values-example>

1. What are personal values?
 - a. Ideas you accept as true
 - b. The ideal standards of behavior
 - c. How you treat others and approach situations
2. How do beliefs influence personal values?
 - a. They impact your attitude towards others
 - b. They determine your behaviors
 - c. They influence what you view as right or wrong
3. What do attitudes reflect?
 - a. Your faith and culture
 - b. Your personal experiences
 - c. What matters most to you
4. How should behaviors ideally align?
 - a. With your personal well-being
 - b. With your beliefs, values, and attitudes
 - c. With environmental conservation efforts
5. What may become a core value in one's life if raised under a certain religion?
 - a. Spirituality
 - b. Education
 - c. Environment

4 In groups, discuss the questions below and decide what you have in common.

- What beliefs do you have in your life? Explain
- What values dominate in your family? Explain.
- What attitude are you most proud of? Explain
- What behavior would you like to develop? Explain.

5 Arrange the ideas into the correct category.

stealing is bad

giving is better than receiving

honesty

kindness

practical

optimistic

active

loyalty

neurotic

passive

what goes around comes around

one needs to go to school

being a good citizen

beliefs	personal values	attitudes	behaviors
<i>stealing is bad</i>	<i>honesty</i>	<i>practical</i>	<i>neurotic</i>

6 Individual Work

Prepare your own list of personal values, beliefs, attitudes, and behavior. Choose those that may prevent you from planning a better future and comment on how you might work on changing it or giving it up.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Write a review on my favorite movie and/or video				
Define my personal values and reflect on planning my future				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples to support your ideas.

1. Cultural backgrounds influence the way people see themselves and their future aspirations.
2. Cultural norms do not affect career aspirations (e.g., emphasis on stable jobs vs. entrepreneurial spirit).
3. People’s own cultural background and values affect their view of success.
4. Family values influence career choices in different cultures.
5. People cannot balance their personal values with societal expectations when choosing a career.

Unit Review

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What can we do now to make our future safe? Explain.
2. Is it possible to plan everything for the future? Explain.

2 Read the texts and answer the questions below.

Understanding the importance of planning for the future is really important for teenagers as they grow up. The choices they make now can have a big impact on what happens later in life. Planning for the future helps teenagers figure out what they want to do, what they care about, and what they believe in. It gives them a roadmap to follow and helps them set goals they can actually achieve. This way, they can work towards making their dreams a reality.



Planning for the future isn't just about setting goals, though. It also helps teenagers learn important skills that they'll need as they become adults. Skills like managing their time, staying organized, and being able to bounce back when things don't go as planned. These skills are super helpful not just for school and work, but also for dealing with life's ups and downs.

When teenagers have a plan for the future, it gives them a sense of purpose and motivation. It helps them stay focused and gives them something to work towards. This sense of purpose makes them more confident and resilient, which means they're better able to handle whatever challenges come their way.

By planning for the future, teenagers take control of their own lives. They become the boss of their own future and feel more confident about making decisions. Planning gives them the tools they need to turn their dreams into reality and make the most of their lives. It's like having a roadmap to a brighter and happier future!

1. Why is planning for the future considered important for teenagers according to the text?
2. Besides setting goals, what other skills can teenagers learn by planning for the future?

3. How does having a plan for the future impact teenagers' sense of purpose and motivation?
4. In what ways does planning for the future help teenagers become more confident and resilient?
5. How does the text describe planning for the future as giving teenagers control over their own lives?

3 4.4 **Listen to the passage and decide if you agree with the idea expressed.**

4 4.4 **Listen to the passage again and answer the questions.**

1. What is identified as one of the reasons why it's not easy for teenagers to plan for their future?
 - A) Having too many resources
 - B) Feeling no pressure to make choices
 - C) Not knowing exactly what they want to do when they grow up
2. According to the text, what impact can friends have on teenagers when it comes to planning for their future?
 - A) They provide unlimited financial resources
 - B) They make decisions for the teens
 - C) They can influence the direction the teens want to take
3. How does the text suggest that teenagers can overcome the challenges of planning for their future?
 - A) By avoiding trying new things
 - B) By succumbing to overwhelming pressure
 - C) With some help and support

5 **SPEAKING** **Work in pairs/groups.**

Choose a peer and write statements about them, focusing on what they are expected to do in the future. Share your statements with your peer afterward.

Example: I think you will become a good engineer because you study hard and engineering is your hobby.

I am sure you will have a good job and earn a lot of money.

You will definitely get married and live in our city.

WORD LIST

IMPORTANT EVENTS IN LIFE

aspiration /,æspə'reɪʃn/
breakthrough /'breɪkθruː/
dilemma /dɪ'lemə/
failure /'feɪljər/
fulfillment /fʊl'fɪlmənt/
roadblock /'rəʊdblə:k/
spirituality /,sprɪtʃu'æləti/

PERSONALITY TRAITS

considerate /kən'sɪdərət/
destructive /dɪ'strʌktɪv/
determined /dɪ'tɜːrmaɪnd/
frustrated /'frʌstreɪtɪd/
perfectionist /pər'fekʃənɪst/

PROGRESS AND ACTION

attribute /ə'trɪbjʊt/
define /dɪ'faɪn/
haunt /hɔːnt/
incorporate /ɪn'kɔːrpəreɪt/
investigate /ɪn'vestɪgeɪt/
pursue /pər'suː/
quit /kwɪt/
resist /rɪ'zɪst/

REFLECTION AND THOUGHTFULNESS

attitude /'ætɪtʊd/
belief /bɪ'liːf/
concept /'kɒnsept/
mindfulness /'maɪndfʊlnəs/
performance /pər'fɔːrməns/
principle /'prɪnsəpl/

TRANSFORMATION

capacity /kə'pæsəti/
core /kɔːr/
polarize /'pəʊləraɪz/
track /træk/
victim /'vɪktɪm/

https://www.oxfordlearnersdictionaries.com/definition/american_english/

UNIT 5

VOLUNTEERING

I can demonstrate my understanding of volunteering by using topic-related vocabulary.



Unit 5.1

KINDNESS WILL SAVE THE WORLD!

Vocabulary

1



SPEAKING

Discuss the questions in pairs/groups.

1. What do you think about volunteering? Explain.
2. What kind of people usually decide to volunteer? Explain.

2

Read the statements and guess the meaning of the words in bold.

1. **Altruism** is about selflessly helping others without expecting anything in return.
2. **Volunteering** at the local shelter allows me to give back to the community.
3. **Non-profit** organizations rely on donations to achieve their goals.
4. **Community service** projects aim to improve the well-being of our neighborhoods.
5. **Empathy** enables us to understand and share the feelings of others.
6. **Social impact** initiatives address pressing issues in a community to create positive change.
7. **Philanthropy** involves donating resources to support various causes.

3

Match the words with their definitions.

- | | |
|---------------------------|---|
| 1. Volunteering | a. Voluntary work intended to help people in a particular area or within a specific group. |
| 2. Philanthropy | b. The ability to understand and share the feelings of another. |
| 3. Community Service | c. Giving your time and energy to help others without expecting anything in return. |
| 4. Altruism | d. Selfless concern for the well-being of others. |
| 5. Empathy | e. Promoting the welfare of others, often through donations or charitable activities. |
| 6. Nonprofit Organization | f. The effect of an activity on the community or society as a whole. |
| 7. Social Impact | g. An organization that uses its revenue to fulfill its mission instead of giving profits to individuals. |

4 Match the words with their corresponding categories.

Altruism empathy volunteering community service
social impact non-profit organization philanthropy

1. **Altruism:** selflessness, generosity, noble deed
2. ____: service, giving back, contributing
3. ____: charity, NGO, mission-driven
4. ____: local projects, helping others, mutual support
5. ____: understanding, compassion, putting oneself in another's shoes
6. ____: positive change, influence, making a difference
7. ____: charitable giving, donations,

5 Write the missing part of speech for each word.

Noun	Adjective	Adverb
...	philanthropic	philanthropically
impact	impactful	...
altruism	...	altruistically
...	serviceable	serviceably
empathy	empathetic	...
profit	...	profitably
volunteer	...	voluntarily

6 Choose the word from Activity 5 and fill in the blanks.

- a. He made a **philanthropic** donation to the charity.
- b. She demonstrated ____ behavior by helping others without expecting anything in return.
- c. The old car was still ____ despite its age.
- d. The project had a significant ____ on the community.
- e. The company's new strategy proved to be highly ____.
- f. She worked as a ____ at the local food bank every weekend and didn't expect payment.
- g. He listened ____ to his friend's problems and offered support.

7

5.1

Listen to the description of who volunteers are, and write the missing words.

Volunteers are individuals who dedicate their time and energy to helping others without expecting anything in return. This act of **selflessness** is rooted in altruism, which is the belief in caring or practice of caring for the ____ of others. By volunteering, people contribute to various causes and organizations, such as non-profit organizations, that work towards making a ____.

Engaging in community service allows volunteers to connect with their communities and address local needs. Through volunteering, individuals can develop a sense of ____, which enables them to understand and share the feelings of others. This empathy is essential in bridging gaps and creating a more ____ society.



Volunteers play a crucial role in promoting philanthropy, which involves promoting the welfare of others through acts of _____. Their efforts help support different causes, ranging from environmental conservation to education and humanitarian aid. By working together, volunteers can make a significant social impact and inspire others _____ to the well-being of society.

8

Read the two cases in the boxes below and decide which one is real altruism. Explain why.

Jessica volunteered at the local animal shelter because she wanted to impress her friends and boost her social media presence. She spent a lot of time taking selfies with the animals and posting them on social media, and asking for help.

Michael spent his weekends helping his elderly neighbor with household chores, such as mowing the lawn and grocery shopping, simply because he wanted to make her life easier.



Life Skill

Self-awareness is the ability to recognize and understand your own emotions, thoughts, values, and behaviors, and how they impact yourself and others. It involves being mindful of your strengths, weaknesses, triggers, and patterns, as well as how you interact with the world around you.

Adapted from: <https://hbr.org/2018/01/what-self-awareness-really-is-and-how-to-cultivate-it>

9



SPEAKING

Discuss the questions in pairs/groups.

1. What skills, qualities, or talents do you think you have that could be valuable in a volunteer role? Explain.
2. What might motivate you to volunteer: personal fulfillment, giving back to the community, or another reason?



10



Individual Work

Research three big charity organizations on the Internet and present their missions to the class.

Example: UNDP (United Nations Development Program)

UNDP's mandate is to end poverty and build democratic governance, rule of law, and inclusive institutions. We advocate for change and connect countries to knowledge, experience, and resources to help people build a better life...

Adapted from: <https://www.undp.org/about-us>

ACT HUMANELY!

Grammar

I can apply gerunds and infinitives in the context of empathy and kindness.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Do you agree with the quote "Kindness will save the world"? Why/Why not?
2. Do you know any stories about human kindness? Explain.

2 Read the passage and write questions about the structures in bold.

Example: What is essential for building a supportive and compassionate society? -> **Understanding human kindness and empathy**

Understanding Human Kindness and Empathy

Understanding human kindness and empathy is essential for building a supportive and compassionate society. **Empathizing with others** allows us to connect on a deeper level offering comfort and support when needed. In simple cases, we can take the time **to listen to and understand each other**. For example, **lending a sympathetic ear or offering a helping hand** can significantly ease a person's life during challenging times. We should understand that **showing kindness** doesn't always require grand gestures; sometimes, a simple smile at a stranger or a kind word is all it takes **to brighten someone's day**. It's these small acts of kindness that help create a sense of community and belonging for everyone.

Practicing empathy involves putting ourselves in someone else's shoes, and imagining their struggles and challenges. By offering our support and encouragement, we can help lighten the burden for others. **Fostering empathy and kindness** in our daily lives is crucial for creating a more compassionate world. By **embracing these qualities**, we can contribute to a society where everyone feels valued and understood.

Grammar Reference

Gerund: A verb form ending in "-ing" that functions as a noun.

e.g. Reading was a regular activity in my childhood.

Infinitive: The base form of a verb, often preceded by "to", that can function as a noun, adjective, or adverb.

e.g. My aim is to learn English and enroll in a good university.

Remember

Verbs followed by a gerund

Enjoy	Keep on
Consider	Imagine
Avoid	Recommend
Admit to	Suggest
Finish	Practice

Verbs followed by an infinitive

Respect	Listen
Appreciate	Comfort
Forgive	Understand
Include	Support
Share	Care
Guide	Encourage
Assist	Empathize
Advocate	Sympathize

3 Choose the correct option. In some sentences both versions can be correct.

1. She enjoys **helping**/to help her elderly neighbor carry groceries up the stairs every week.
2. He always takes the time to listen/listening attentively when his friends need to talk.
3. Aram was there comforting/to comfort his grieving friend after the loss of his pet.
4. Understanding/to understand the struggles of others, she is committed to participating in various charitable organizations.
5. They believe in caring/to care deeply about environmental issues and volunteer to clean up local parks.
6. The teacher encouraged the shy student to participate/participating in class discussions.
7. He tries to empathize/emphasizing with his coworkers by putting himself in their shoes.

4 Match the two halves of the sentences.

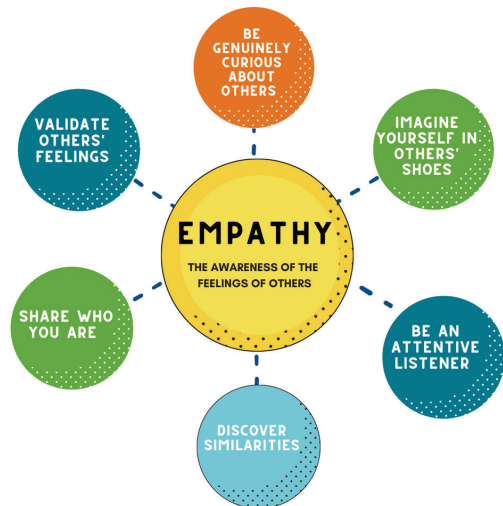
- | | |
|---|---|
| 1. Forgiveness is crucial for both | a. to help them grow. |
| 2. Let's share our resources with those in need | b. accepting our mistakes and pardoning those of others. |
| 3. Volunteers assist elderly residents with daily tasks | c. by speaking out against inequality. |
| 4. She advocates for social justice | d. to make a positive impact. |
| 5. Parents nurture their children's talents and interests | e. providing emotional support. |
| 6. Even when times are tough, they always are there for each other, | f. such as shopping and cleaning. |

5 Complete the sentences using the correct form of the verb in parentheses.

1. She loves **making** (make) people smile.
2. We decided ____ (organize) a fundraiser for the local animal shelter.
3. He offered ____ (listen) to her story without judgment.
4. They encouraged him ____ (join) the community service club.
5. They offered ____ (assist) us with the cleanup after the party.
6. They suggested ____ (volunteer) at the local food bank.

6 Complete the sentences using your ideas.

1. I believe in ____ to make the world a better place.
2. Empathy involves ____ others' feelings.
3. We can demonstrate empathy by ____ in others' shoes.
4. I try ____ others in need whenever I can.
5. Showing kindness can ____ someone's day.
6. It's important to ____ to understand others' perspectives.
7. I appreciate ____ to those who are struggling.



7 **SPEAKING** Work in pairs/groups.

Discuss the statements in Activity 6 and share your thoughts with a bigger group.

8 Individual Work

Write an essay of 250 words answering the question: “Why should we strive to create a culture of kindness and empathy in our communities?”

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Demonstrate my understanding of volunteering by using topic-related vocabulary				
Apply gerunds and infinitives in the context of empathy and kindness				

WHY WOULD I HELP?**Listening**

I can define the concept of volunteering and reflect on its benefits.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Where would you like to volunteer? Explain.
2. Why do you think some universities require volunteering experience? Explain.

2 In groups, choose the quote that you like most and comment on it.

"The meaning of life is to find your gift. The purpose of life is to give it away."

~Pablo Picasso

"Volunteers do not necessarily have the time; they just have the heart."

~Elizabeth Andrew

"The smallest act of kindness is worth more than the grandest intention."

~Oscar Wilde

3 5.2 Listen to the lecture on volunteering and choose the question it answers.

- | | |
|--|--|
| a Why do people volunteer? | c What is volunteering? |
| b In what countries do people volunteer more often? | d When did volunteering become popular? |

4 5.2 Listen to the lecture again and fill in the blanks.

Examples of Volunteering

Helping at a Local ____: You could volunteer to walk dogs, feed animals, or clean their living spaces.

Assisting at a ____: Get involved in planting, watering, and caring for plants in a shared garden space.

Supporting ____: You might offer to spend time chatting with older people who enjoy some company.

Benefits of Volunteering

Learning ____: You can develop new abilities by trying out different tasks.

Making ____: Volunteering often involves teamwork, which can lead to forming new friendships.

Feeling ____: Helping others can make you feel happy and proud of your contributions.

Adapted from: <https://www.ncvo.org.uk/help-and-guidance/involving-volunteers/understanding-volunteering/what-is-volunteering/>

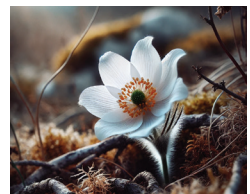
5 Work in groups to add at least three more ideas to the chart below.

Examples of volunteering	Benefits of volunteering
• helping at a local shelter • supporting elderly people • ...	• learning new skills • meeting new people • ...

6 5.3 Listen to the three speakers and choose the types of volunteering the speakers describe.

- | | |
|---|---|
| ☐ Community clean up | ☐ Disaster relief |
| ☐ Environment protection | ☐ Animal shelter |
| ☐ Elderly people care | ☐ Tutoring and mentoring |
| ☐ Soup kitchen | |

7 What types of volunteering do you think these pictures promote? Explain.



8 Individual Work

Choose a type of volunteering and prepare a PPT describing:

- | | |
|---|--|
| ☐ its concept | ☐ their mission |
| ☐ some famous organizations that practice it | |

I CAN DO IT, CAN'T I? Speaking

I can discuss the essential role of social responsibility in the world.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. How can teenagers promote kindness and empathy in their interactions with others? Explain.
2. What are some ways teenagers can engage in volunteer work to benefit their community?

2 Look at the photos and relate them to different types of volunteering.



3 Read the passage about social responsibility and answer the question “What is the role of social responsibility in our communities?”.

In our world, it's important to understand that we all have a role to play in making our communities better. This role is known as social responsibility. Social responsibility means doing things that help others and make the world around us a kinder and safer place for everyone.

When we take care of our communities and the people in them, we create a better world for everyone. This can be as simple as picking up trash on the playground, helping a friend in need, or being kind to others. Every small act of kindness adds up to something big!

4 Look at the table below and study the information.

Main idea	Can do	Can say
Understanding personal responsibilities as part of a social group	I can identify positive behavior in my community.	I can tell my friends when they are doing something wrong.
Understanding global issues	I can demonstrate awareness and I can identify the ways personal behavior can affect the world.	I can discuss the importance of our actions in developing the environment around us.

5 5.4 Now listen to the podcast about the information in the table and answer the questions.

- What are some ways that show social responsibility in our communities?
- How does understanding big problems like pollution and unfairness help us make better choices?
- Why is it important for individuals to notice good things, help friends learn, and understand big problems in society?

6 Match the activities with their goals.

Activity

- Hold a car wash to raise funds for the school football team***
- Bake goods for a bake sale
- Volunteer for blood bank
- Student-initiated service learning projects
- Research into the community to determine the needs

Goal

- Facilitate meaningful social activities.
- Develop leadership skills and become active citizens.
- Set an example to show empathy.
- Effort to contribute to the community.
- Getting to know more people.***

7 Individual Work

Think about a list of activities that you and your peers can undertake to demonstrate social responsibility towards your community. Prepare a poster inviting people to participate in one of those activities. Your poster should include:

A description of the activity

Who can participate

Why they should be involved

How this will contribute to the community well-being

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Define the concept of volunteering and reflect on its benefits				
Discuss the essential role of social responsibility in the world				

Unit 5.5

WE SHOULD, WE MUST, WE HAVE TO!

Reading

*I can analyze the passage on **Virtual Volunteering** by identifying its key concepts and explaining its significance.*

1 **SPEAKING** Discuss the questions in pairs/groups.

1. How far back do you think the history of volunteerism goes? Explain.
2. What institutions do you know in Armenia that engage volunteers? Explain.

2 Read the text and fill in the blanks with the statements below.

- a. The term "volunteer" was first coined in 1755.
- b. The establishment of organizations like the YMCA in 1844 in London marked a significant development.
- c. By enabling global communication and eliminating geographical barriers, the Internet has significantly supported the growth of volunteering.

Volunteering, widely acknowledged as a powerful form of giving, has a rich history stemming back to medieval times in Britain. During this era, there was a notable drive to assist the underprivileged and ill.

In the 19th century, structured volunteering initiatives began gaining momentum. 1) _____. Subsequently, the 20th century witnessed the emergence of numerous voluntary groups dedicated to effecting positive change. Notably, the Rotary Club was founded as a platform for individuals from diverse backgrounds to share ideas, foster friendships, and enact meaningful transformations.

The digital age started a new era for volunteering, with the internet playing a crucial role in its widespread popularity. 2) _____.

The introduction of virtual volunteering opportunities has allowed nonprofit organizations to engage with fresh audiences and extend their impact beyond local boundaries. Additionally, the advent of volunteer management software has facilitated seamless interaction between organizations and volunteers, enhancing engagement with a range of user-friendly tools and features.



Discovering Fascinating Facts About Volunteerism:

- 3) ____.
- Founded by Clara Barton in 1881, the American Red Cross stands as a prominent global humanitarian organization.
- The Great Depression witnessed an increase in volunteer mobilization to support the jobless and impoverished.
- In 2017, a staggering 64.4 million American adults dedicated their time to volunteer work.
- According to the US Census Bureau, the primary national volunteer activities in the U.S. include fundraising (36%), food preparation and distribution (34%), goods or clothing collection and distribution (26.5%), and youth mentoring (26%).

Adapted from: <https://vforvolunteers.eu/2020/09/11/the-history-of-volunteering-in-the-uk/>

3 Read the text again and answer the questions.

1. What was the significant development in volunteerism marked by the establishment of organizations like the YMCA in 1844 in London?
 - a. The introduction of virtual volunteering opportunities.
 - b. The surge in volunteer mobilization during the Great Depression.
 - c. The emergence of numerous voluntary groups dedicated to positive change.
2. How did the digital age contribute to the growth of volunteering according to the text?
 - a. By creating barriers to volunteer engagement.
 - b. Limiting the impact of nonprofit organizations.
 - c. By eliminating geographical barriers through the internet.
3. Which event led to a surge in volunteer mobilization to aid the jobless and impoverished during the Great Depression?
 - a. The founding of the Rotary Club
 - b. The Revolutionary War
 - c. The World War II
4. What fundamental role did the internet play in the evolution of volunteering?
 - a. Hindering communication between volunteers and organizations.
 - b. Limiting the impact of volunteer management software.
 - c. Bolstering the growth of volunteering by enabling global communication.
5. According to the US Census Bureau, what are the primary national volunteer activities in the U.S.?
 - a. Teaching and tutoring
 - b. Environmental conservation
 - c. Fundraising and food preparation

4 Where would you place this paragraph in the text in Activity 2?

- In the beginning? Explain
- At the end? Explain.

People everywhere deal with tough challenges like natural disasters, sickness, and poverty. Volunteer work, where people help others without getting paid, has always been important. It brings groups of people together to make a positive difference. Volunteers work all around the world, making life better for many.

5 Read two short speeches from two teenagers. Who sounds more motivated? Explain.

Hi, I'm Sarah. I am going to talk about volunteering. Volunteering is when people give their time to help others without expecting anything in return. It's a kind and helpful thing to do.

I can volunteer at school, in the community, or even at home. I started volunteering last year when I joined the school's community service club. I remember feeling excited and a little nervous at first, but as soon as I started helping out, those feelings disappeared.

Since then, I have volunteered at various places in my community, such as the local food bank and the nursing home.

Each time I volunteer, I feel a sense of fulfillment and joy knowing that I am making a positive impact on others' lives. When I volunteer, I can help clean up, organize things, or even read to someone. Volunteering makes me feel happy and proud because I am making a difference in someone else's life.

It's great that when I volunteer, I am showing kindness and making the world a better place. If I am unsure about what to do while volunteering, I can always ask for help from a teacher or a grown-up.

I will work on being a helpful volunteer and spreading kindness wherever I go. It's nice that people appreciate my help when I volunteer.

Hi, I'm Arman! Sometimes, I have trouble feeling motivated to volunteer, but I'm learning why it's important.

When I volunteer, I get to help others in my community. It's nice to see the smiles on their faces when I do something kind for them. Volunteering also

helps me gain experience I will need to be accepted into a university. Many colleges and universities value community service and look for students who have made a positive impact in their communities.

Even if I don't feel like volunteering, I can remind myself that it makes a big difference to someone else. It's great that I can be helpful and make someone's day better.

I will work on remembering that even though I may not always feel like volunteering, my actions can bring joy to others and make a positive difference in the world.

6 Individual Work

Read the summary of a talk about volunteerism. Imagine you are the speaker and prepare your speech for the audience to motivate them.

The speaker talks about the importance of volunteering for both earning a living and finding fulfillment in life. Despite efforts by companies and institutions to promote volunteering, there's a global decrease in volunteers, which creates challenges for communities and organizations. Looking ahead to 2050, the speaker imagines a world where communication, education, and healthcare might change significantly. To address the decline in volunteering, the speaker suggests using innovative methods to attract and involve volunteers, especially focusing on what the modern generation prefers. They stress the significance of hands-on service and social interaction, aiming to create a lasting positive impact in communities for a better future.

You may start:

Hi, I am Today I would like to talk about the importance of volunteering for both earning a living and finding

BE THE SUNSHINE!

English in Use

I can use “would rather” and “had better” to discuss my choices related to volunteering.

1



SPEAKING

Discuss the questions in pairs/groups.

1. Where would you choose to volunteer: in an animal shelter or disaster-stricken area? Explain.
2. Do you think volunteers should decide where they want to help? Explain.

2

Arrange the statements in the table under the correct category.

- A. I would rather lend a helping hand to those in need than ignore their difficulties.
- B. We had better try to understand how others feel, showing empathy in our interactions.
- C. I would rather spend my free time volunteering at a local shelter than doing nothing to help the community.
- D. She would rather listen to her friends' problems than avoid them when they are struggling.
- E. Students should show compassion towards classmates who are having a tough time adjusting to new challenges.
- F. We would rather join forces with others to clean up the park than leave it messy for everyone.
- G. Instead of criticizing, he would rather be understanding of the challenges others face in their daily lives.
- H. The community ought to come together to support local charities and volunteer organizations.
- I. I would rather be a source of strength for my family during difficult times than distance myself from them.

Support	Empathy	Volunteerism
A	B	C
—	—	—

3 Fill in the blanks with **would rather** or **had better**.

1. **I would rather** spend my weekends volunteering at the local animal shelter than watching TV at home.
2. She ____ help out at the community garden than go shopping on Saturday.
3. He ____ start volunteering now if he wants to make a difference in the community.
4. They ____ join the volunteer cleanup crew if they want to keep our neighborhood clean.
5. I ____ donate my time to a food bank than spend money on unnecessary things.
6. She ____ volunteer at the youth center than hang out at the mall.
7. He ____ sign up for the beach cleanup if he cares about protecting marine life.
8. They ____ participate in the charity fundraiser than attend a party.

4 5.5 Listen to two people talk about their decisions and choose what goal they are referring to from Activity 2.

1. I would rather help out at an animal shelter than waste my time watching stupid videos.
2. He had better spend more time with children if he wants to understand their challenges.
3. She had better ask for help if she needed it.
4. I would rather help children in the orphanage than go to those meaningless parties.

5 Follow-up with the statements using **had better** or **would rather**.

a. **I understand you're feeling overwhelmed. I had better help you.**

- b. It seems like you're having a tough time making a decision. ____
- c. The weather is awful. ____
- d. I see you are upset. ____
- e. I know you have had a stressful month. ____
- f. There is too much homework. ____



Learn to Think

A constructive mindset is a positive and proactive way of thinking that focuses on growth, problem-solving, and learning from challenges. People with a constructive mindset approach situations with the goal of improving themselves, their circumstances, or their relationships, rather than being stuck in negativity or blame.

Adapted from: <https://www.sciencedirect.com/science/article/abs/pii/S0191886999000410>

6 Choose the heading for a blog that could be interesting for teenagers to read. Give reasons starting with “I would rather choose to read ... because

Example: I would rather choose to read the blog with the heading “Volunteerism in Action: Stories of Service and Inspiration” because I am interested in knowing real-life stories about volunteers and the way they brought changes in the lives of others.

1. "The Power of Giving: Exploring the Impact of Volunteerism"
2. "Volunteerism: Building Stronger Communities, One Act at a Time"
3. "Unlocking Potential: How Volunteerism Transforms Lives"
4. "Volunteerism in Action: Stories of Service and Inspiration"
5. "Making a Difference: The Role of Volunteerism in Social Change"
6. "Volunteerism: A Catalyst for Personal Growth and Development"
7. "The Volunteer Spirit: Fostering Unity and Empathy in Society"
8. "From Passion to Action: Nurturing Volunteerism in Today's World"
9. "Volunteerism Across Generations: Bridging Gaps and Creating Connections"



7 Individual Work

Prepare a one-minute speech on “Why would we rather volunteer and help those in need than waste our time on activities that do not bring any value to people’s lives?”

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Use “would rather” and “had better” to discuss my choices related to volunteering				
Analyze the passage on Virtual Volunteering by identifying its key concepts and explaining its significance				

WHAT IS YOUR STORY?

Writing

I can write a motivational story about volunteerism.

1 SPEAKING Discuss the questions in pairs/groups.

1. How can volunteerism be encouraged in your community? Explain.
2. What factors should be taken into account when helping people who are easily hurt or vulnerable? Explain.

2 Describe the pictures in at least seven sentences.



3 Read the story and answer the questions below.

Hi! My name is Tigran, and I am going to tell you a story about me and a group of my friends. We really loved the village where we lived so much that we wanted to make it as beautiful as it could be. We decided to start a volunteering club so that everyone who loved our village as we did could pitch in. We called the club "Helping Hands".

We were all super excited to get started, and our first project was to clean up the local park. We grabbed our gloves and trash bags and got to it. The work was hard, but we didn't mind, because we knew it would be worth it in the end.

Within a few hours, the park was clean and lovely as new. We were all exhausted, but well satisfied with the result of our labor. We met our challenge head-on, kept up our spirits, and showed what great teamwork can achieve in the end.

And that was just the start! Helping Hands has continued to live up to its name through its volunteer work. Others from the community have joined us and they, too, have learned that, even though the work is hard, the satisfaction you feel when you give back to your community is priceless.

1. Where does the story take place?
2. Who are the main characters?
3. What volunteer project do they undertake?
4. What challenges do they encounter?
5. How do they overcome these challenges?

4 Match the elements of the story with their examples from the story in Activity 3.

- | | |
|----------------|---------------------------------|
| 1. the setting | a. overcoming challenges |
| 2. characters | b. the village |
| 3. plot | c. starting a volunteering club |
| 4. resolution | d. a group of friends |

5 In groups, fill in the elements for your own story.

Setting	Where and when: a description of the place (weather, season, nature, etc.)	
Characters	Who? (age, names if needed, other facts)	
Plot	What is the main conflict or problem that drives the plot? What challenges do the characters face? What obstacles stand in the way of their goals? What are the key events that occur throughout the story?	
Resolution	How do they solve the problem?	

6



5.6

Listen to tips on writing a story and match them with their explanations.

1. Character Diversity
 2. Personal Stories
 3. Impact and Change
 4. Conflict and Growth
 5. Inspiration and Hope
- a. End with a positive message, showing how volunteer efforts make a difference and encourage others to get involved. This leaves readers feeling hopeful and motivated.
 - b. Include characters of different ages and backgrounds who volunteer for various reasons. This adds depth and shows how volunteering is meaningful to everyone.
 - c. Include challenges volunteers face, like self-doubt or resistance. Show how they overcome these obstacles with determination, inspiring readers to do the same.
 - d. Share why characters volunteer, their challenges, and how it changes them. For example, a retired teacher finds purpose in helping students, while a college student learns leadership through environmental work.
 - e. Show how volunteering improves lives, like helping the old, feeding stray dogs, or tutoring kids. Also, describe how volunteers grow personally by building confidence, making new friends, and boosting self-esteem as they see their impact.

7



Write the first draft.

8



Individual Work

Write your story.

- **Use visuals if needed**
- **Give a title to your story**

HELPING HANDS AND CARING HEARTS

Speaking

I can identify and report on volunteer projects in international organizations.

1 SPEAKING Discuss the questions in pairs/groups.

1. What international organizations do you know that involve volunteers in their projects? What kind of work do they do?
2. Why are some celebrities actively involved in volunteering? Explain.

2 What misconceptions are there about volunteering? Choose those you have heard of:

- ☐ Volunteering is only for young people.
- ☐ Volunteering is only for professionals.
- ☐ Volunteering is expensive.
- ☐ Volunteering doesn't make a real difference.
- ☐ Volunteering is only about charity.
- ☐ Volunteering is easy and glamorous.

3 Look at the logos and say which logos you recognize and what you know about these organizations.



**INTERNATIONAL
VOLUNTEER HQ**



**Peace
Corps**



4 5.7 Listen to a report and decide what organization it is about.

5 5.7 Listen to the report again and answer the questions.

1. What role do volunteers play within the Red Cross Red Crescent organization, according to the audio?
2. How do volunteers contribute to the community's resilience and social cohesion, as mentioned in the text?
3. Why are volunteers considered crucial in achieving the Sustainable Development Goals (SDGs), based on the audio?
4. How has the changing environment impacted volunteerism, according to the text? What does volunteerism need to maintain its impact and growth?
5. According to the text, why should volunteers be viewed as genuine partners and drivers of change, rather than just service providers?

6 Read the passage and decide whether you agree or disagree with the following idea? Why/Why not?

Reporting on volunteering offers important data and insights to organizations and communities. It also acknowledges the efforts and impact of volunteers. By recording hours, tasks, and outcomes, individuals add to the story of community service and responsibility. This transparency promotes accountability and inspires others to join in, creating positive change. Embracing volunteer reporting honors volunteers and boosts civic engagement and altruism in society.

7 Individual Work

Choose an international organization (such as the Red Cross, UN Volunteers, or Doctors Without Borders), research one of its volunteer projects, and write a brief summary of the project's goals, location, and activities. You should include the types of volunteers needed and the skills they require.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Write a motivational story about volunteerism				
Identify and report on volunteer projects in international organizations				

VALUES AND CULTURE

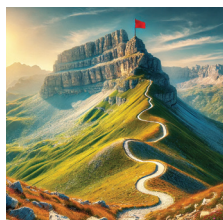
Read the statements below and explain why you agree or disagree with them. Give specific examples to support your ideas.

1. Volunteering is more rewarding for the volunteer than for the people they help.
2. It is better to focus on local volunteering efforts than on global issues.
3. Teaching kindness and empathy in schools is as important as teaching academic subjects.
4. Virtual volunteering is just as impactful as in-person volunteering.
5. Kindness alone can make a significant difference in the world.

Unit Review

1 **SPEAKING** Work in pairs/groups.

Provide titles for the images related to the advantages of volunteering.



1 _____ 2 _____ 3 _____ 4 _____

2 Read the text and match the pictures from Activity 1 with the parts in the text.

Personal Fulfillment: Many individuals find satisfaction and fulfillment in giving back to their communities or helping those in need.

Sense of Purpose: 1) ____ Volunteering can provide a sense of purpose and meaning to one's life, especially if individuals feel they are making a positive impact on others.

Skill Development: Volunteering offers opportunities to learn and develop new skills, such as leadership, communication, or teamwork, which can be beneficial in both personal and professional life.

Networking: Volunteering provides opportunities to meet new people, expand one's network, and connect with like-minded individuals or professionals in various fields.

Building Relationships: 2) ____ Volunteering enables individuals to establish strong relationships and bonds with others, nurturing a sense of community and belonging.

Career Advancement: 3) ____ Volunteering can enhance a person's resume by demonstrating their commitment, skills, and experience, which may lead to better career opportunities or advancement.

Giving Back: Many people volunteer as a way to contribute to their community, society, or a cause they are passionate about.

Social Responsibility: 4) ____ Volunteering is viewed as a means to contribute to society and address social issues, fostering a sense of social responsibility and civic engagement.

Personal Growth: Volunteering provides opportunities for personal development and self-discovery, enabling individuals to challenge themselves, step out of their comfort zones, and gain insights into their strengths and weaknesses.

3 Read the text again and answer the questions below.

1. What are examples of skills that individuals can develop through volunteering?
2. How does volunteering contribute to establishing relationships and a sense of community?
3. In what ways does volunteering help individuals demonstrate social responsibility and civic engagement?
4. Why is volunteering considered to provide a sense of purpose and meaning to one's life?
5. How can volunteering potentially impact an individual's career advancement?

4 Read this letter of gratitude from the community leader. Where do you think Gohar can use this letter? Explain.

 **Message**— ↗ ✕

Dear Gohar,

I hope this email finds you well. I wanted to take a moment to express my sincere gratitude for your recent volunteering efforts at our school. Your time and support are greatly appreciated, and it truly makes a difference in our school community.

I wanted to reach out to you to provide a brief report on your volunteering activities. Throughout the past month, you have dedicated a total of 15 hours to assisting in the school library, helping organize book clubs, and supporting students with their reading. Your positive attitude and dedication have not gone unnoticed, and we are incredibly thankful for all that you do.

Thank you once again for your commitment to our school and our students. Your involvement is invaluable, and we are grateful to have you as part of our school community.

Warm regards,
Community Leader

OK📎📷📢😊🗑️⋮

5 Match the words with their definitions:

- | | |
|---------------|---|
| 1. Gratitude | a. extremely useful or important |
| 2. Invaluable | b. appreciation or thankfulness |
| 3. Dedication | c. commitment or devotion to a task or cause |
| 4. Community | d. assistance or help provided to someone or something |
| 5. Support | e. a group of people sharing common interests, or living in the same area |



6 Write a response sharing your thoughts and feelings about the appreciation expressed by the community leader.

- Begin with a Greeting
- Express Gratitude
- Share Your Feelings
- Mention Future Involvement
- Closing: Conclude your response with a polite closing and a thank you

Example:

Dear _____,

Thank you so much for your thoughtful email. I truly appreciate your kind words.

I'm glad to hear that my volunteering efforts in the school library and with the book clubs have been helpful. It's been incredibly rewarding to be a part of such a wonderful community and to see the positive impact we can make together...

WORD LIST

BEING HUMAN

accountability /əˌkaʊntə'bɪləti/
altruism /'æltrʊɪzəm/
distribution /ˌdɪstrɪ'bjuːʃn/
empathy /'empəθi/
forgiveness /fər'gɪvnəs/
mobilization /ˌməʊbəlaɪ'zeɪʃn/
resilience /rɪ'zɪliəns/

VISION

advent /'ædvent/
contribution /ˌkɒntrɪ'bjuːʃn/
momentum /məʊ'mentəm/
philanthropy /fɪ'lænθrəpi/
transparency /træns'pærənsi/
unity /'juːnəti/

CHALLENGES

boundary /'baʊndri/
distance /'dɪstəns/
grieve /griːv/
hinder /'hɪndər/
inequality /ˌɪnɪ'kwɑːləti/
obstacle /'ɔːbstəkl/
self-doubt /ˌself 'daʊt/

ACTIONS TO TAKE

advocate /'ædvəkət/
bridge /brɪdʒ/
bolster /'bɒlstər/
cleanup /'kliːn ʌp/
eliminate /ɪ'lɪmɪneɪt/
embrace /ɪm'breɪs/
nurture /'nɜːrtʃər/
strive /straɪv/
unlock /ˌʌn'lɒk/

REWARDS

appreciate /ə'priːʃɪət/
pardon /'pɑːdn/
prominent /'prɒːmɪnənt/
self-esteem /ˌself ɪ'stiːm/

QUALITIES

charitable /'tʃærətəbl/
crucial /'kruːʃl/
genuine /'dʒenjuɪn/
glamorous /'glæməərəs/
prominent /'prɒːmɪnənt/
sustainable /sə'steɪnəbl/

https://www.oxfordlearnersdictionaries.com/definition/american_english/

UNIT 6

RELIGIONS

I can demonstrate my understanding of religion by using topic-related vocabulary.



Unit 6.1

WE BELIEVE WHAT WE TRUST.

Vocabulary

1  **SPEAKING** Discuss the questions in pairs/groups.

1. Do you think religion is important? Explain.
2. What different religions do you know? Explain.

2 Look at the photos and choose the type of place you have been to and/or have read about.

1 temple



4 mosque



2 church



5 cathedral



3 synagogue



6 chapel



3 Match the words with their definitions.

1. **temple**
 2. church
 3. cathedral
 4. synagogue
 5. mosque
 6. chapel
- a. a building where Christians gather to worship, pray, and take part in communal religious activities
 - b. a special place where people who follow religions like Hinduism, Buddhism, or Zoroastrianism go to pray and celebrate. It's often a beautiful and colorful building**
 - c. a building where Jewish people gather for prayer, study, and community gatherings
 - d. a small building or room usually in a school, prison, or a large private house where Christians pray
 - e. the main church of a diocese and bishop's official seat, known for its size and architectural beauty
 - f. a building where Muslims gather for prayer, study, and community events

Adapted from: <https://www.oxfordlearnersdictionaries.com/definition/english>; <https://www.oed.com/search/dictionary/>,
<https://www.britannica.com>

4 Match the descriptions with the pictures.

1



3



5



2



4



6



- a. The cathedral in the city is known for its stunning stained glass windows and towering spires.
- b. The local synagogue is hosting a special event to celebrate the Jewish holiday of Hanukkah.
- c. A chapel is a small place of worship often found on a college campus.
- d. The temple is an important place of worship for followers of the Hindu faith.
- e. There is a beautiful mosque in the city center that holds daily prayer services.
- f. The church on the hill has a beautiful bell tower and a peaceful garden.

5 Read the text and fill in the blanks with the missing words below.

synagogue

mosque

chapel

church

cathedral

temple

The 1) ____ in the heart of the city is a stunning example of Gothic architecture, with its towering spires and intricate stained glass windows. Just a few blocks away, a beautiful 2) ____ stands, its minarets reaching towards the sky, calling the faithful to prayer. In a quiet neighborhood, a small 3) ____ provides a peaceful place for reflection and meditation for a believer of any faith. The historic 4) ____ on the corner has been a gathering place for the local Christian community for generations, the bells in its steeple ringing out, calling the faithful to services. A majestic 5) ____, with a large star of David above its door, is a center of spiritual life for many Jewish families in the area. And nestled in the suburbs, a 6) ____ with ornate carving on its colorful facade welcomes Hindu worshippers to offer prayers and leave offerings for their gods. Each of these places of worship adds to the rich tapestry of religious diversity in our city.

6 **SPEAKING** Discuss the questions in pairs/groups.

1. What are the types of religious buildings mentioned in Activity 5, and what makes each one unique?
2. How does the text portray the role of each place of worship in the community? Explain.
3. What does the text imply about the overall religious landscape and diversity in the city?

7 **Individual Work**

Example: Temples have fancy roofs with lots of decorations like carvings, sculptures, and colorful tiles. They can be really pretty and special. They have big, strong columns and pillars that hold up the building. They are often decorated with cool designs and patterns that make the temple look really important

RELIGIOUS HABITS OF THE PAST

Grammar

I can use 'would' and 'used to' to discuss religious habits and traditions that people observed in the past.

1 SPEAKING Discuss the questions in pairs/groups.

1. What religious ceremonies do you know? Explain.
2. How would the people of different cultures incorporate religion into their daily lives? Explain.

2 Combine the two halves to make complete statements.

- | | |
|---|---|
| 1. People would gather at dawn to pray | a. sharing teachings and sacred stories with anyone willing to listen |
| 2. People used to gather every week at the temple, | b. believe the sun was a god. |
| 3. The villagers would walk to the temple every week | c. and offer their morning sacrifices. |
| 4. Monks used to walk from town to town, | d. and traditions from their elders. |
| 5. In many cultures, children used to learn religious stories | e. offering food and flowers as signs of devotion to their gods. |
| 6. In many ancient cultures people used to | f. to listen to stories about their ancestors and gods |
| 7. Believers would gather around the fire | g. to attend the ceremonies. |

Grammar Reference

"Used to" & "Would"

"Used to" is used to describe habits, actions, or states that were true in the past but are no longer true in the present. It emphasizes that something was regularly done or experienced over a period of time.

e.g.

*In many ancient cultures people **used to** believe that the sun was a god.*

***Did** people **use to** believe that the sun was a god?*

*In the past, families **used to** gather around the altar to celebrate religious festivals.*

*People **did not use to** gather around the altar to celebrate religious festivals.*

"Would" is used to describe habitual actions or routines in the past. It is similar to "used to" but often highlights the repetitive nature of the action rather than the state.
e.g.

People **would** gather at dawn to pray and offer their morning sacrifices.

Would people gather at dawn to pray and offer their morning sacrifices?

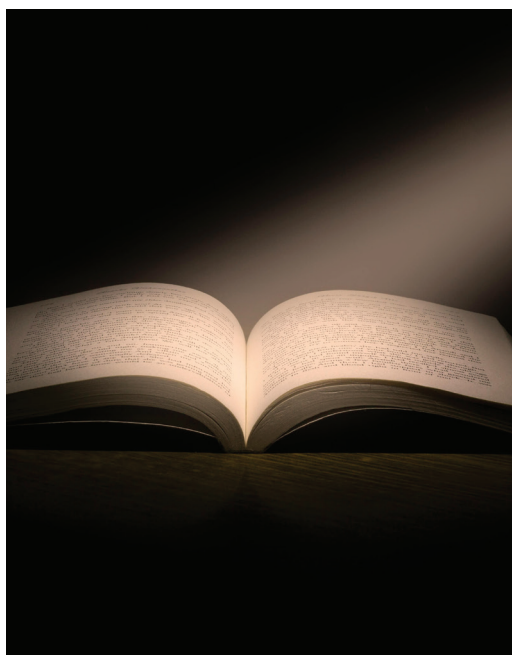
Families **would** decorate their homes with flowers and lights during religious festivals.

Families **would not** decorate their homes with flowers and lights.

Adapted from <https://www.britannica.com/dictionary/eb/qa/the-difference-between-used-to-and-would>

3 Read the text and answer the questions below.

In ancient times, people in various cultures used to have deep-rooted religious beliefs that influenced every aspect of their lives. They used to believe in a multitude of gods and goddesses, each responsible for different elements of the natural world and aspects of human life. For example, the Greeks used to worship Zeus as the king of the gods and believed he controlled the sky and thunder. During religious festivals, families would decorate their homes with flowers and lights, creating a festive atmosphere. Every spring, the Egyptians would celebrate the festival of Osiris, marking the beginning of the agricultural season. They would reenact the story of Osiris's death, believing it ensured the fertility of their land.



In other countries, priests would play a significant role in these ancient societies. They used to perform daily rituals in the temples, to please the gods, and protect the community as a result. People would visit the temples regularly, bringing offerings of food, flowers, and incense. The priests would chant prayers and conduct ceremonies to maintain harmony between the gods and the people.

Children used to learn about their religion through stories told by their elders. These stories would often contain moral lessons and explain natural phenomena. In Hinduism, for example, children would hear the tales of gods like Vishnu and Shiva, to teach them the importance of dharma (righteousness) and karma (action and consequence).

Believing in higher powers helped in difficult times. During times of crisis, such as drought or disease, communities would come together to perform special rituals. They would pray for relief and make larger sacrifices to appease the gods. In some cultures, people would fast or undertake pilgrimages to holy sites, believing these acts would bring divine intervention.

Overall, these religious practices and beliefs used to shape the daily lives of people, guiding their actions and decisions. The communal rituals and festivals would strengthen social bonds and provide a sense of unity and purpose. Although many of these traditions have changed or disappeared over time, their influence can still be observed in modern religious practices.

Adapted from <https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/ancient-egyptian-religion/>

1. How did the ancient Greeks view Zeus?
2. How would families celebrate religious festivals?
3. Why were priests important in ancient societies?
4. How did religion teach children moral lessons?
5. What actions did people take during times of drought or disease?

4 Fill in the blanks with the correct verb phrase. Sometimes both *would* and *used to* are possible.

1. In ancient Egypt, people ***used to worship*** (worship) gods like Ra and Osiris.
2. During the festival, villagers ____ (decorate) the entire village.
3. The monks ____ (spend) years in meditation to achieve enlightenment.
4. Every Sunday, the community ____ (attend) the religious service at the local church.
5. Ancient texts ____ (contain) stories about the creation of the world
6. He ____ practice religious rituals and believed that they brought peace to his life.
7. During my father’s childhood, the family ____ (celebrate) every religious festival with big ceremonies at home.

5 Scan the text again and choose rituals and habits that are not practiced now. Provide a reason for that.

Ritual	A possible reason why it is not practiced
_____	_____



Life Skill

Empathy is the ability to understand and share the feelings, thoughts, or experiences of another person. It involves putting yourself in someone else's shoes to see things from their perspective, fostering a deeper connection and sense of compassion.

Adapted from: <https://www.psychologytoday.com/intl/basics/empathy>

6



Individual Work

Talk to an elderly person in your community to find out about their religious habits in childhood. You may ask what they remember about their parents' or grandparents' practices. Report your findings to the class using "would" and "used to".

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Demonstrate my understanding of religion by using topic-related vocabulary				
Use 'would' and 'used to' to discuss religious habits and traditions that people observed in the past				

UNLOCKING RELIGIOUS MISCONCEPTIONS

Listening

*I can identify
misconceptions
about religion and
discuss them.*

1



SPEAKING

Discuss the questions in pairs/groups.

1. Why do some people think that all religious texts should be interpreted literally?
2. Why is religion often blamed for causing conflicts and wars? What other factors might contribute to religious conflicts?

2



In groups, choose the quote that you like most and comment on it.

“In faith, there is enough light for those who want to believe and enough shadows to blind those who do not.”

~Blaise Pascal

“My religion is very simple. My religion is kindness.”

~Dalai Lama

“When I do good, I feel good; when I do bad, I feel bad. And that is my religion.”

~Abraham Lincoln

3

Match the misconception with the reality.

Misconceptions

1. Religion and science are always in conflict.
2. Religious practices are outdated and irrelevant in contemporary society.

Reality

- a. While some conflicts have religious elements, many are driven by political, economic, and social factors. Religion can be a factor, but it is rarely the sole cause.
- b. Many individuals explore different religious paths throughout their lives, sometimes converting to other religions or choosing to follow none.

3. Religion is the main cause of most historical and modern conflicts.
4. Religious texts should be taken literally in all contexts.
5. People are often born into a religion and are unlikely to change their religious beliefs.
- c. Many religious individuals and groups embrace scientific discoveries and incorporate them into their belief system.
- d. For many people, religious practices provide a sense of community, ethical guidance, and sense of belonging. Religion continues to influence art, culture, and social norms.
- e. Many religious traditions interpret their texts metaphorically, symbolically, or contextually, recognizing that these texts were written in specific historical and cultural contexts.

Adapted from: <https://www.pewresearch.org/science/2015/10/22/perception-of-conflict-between-science-and-religion/>

4 6.1 Listen to the professor talk about religion and answer the questions.

1. According to the audio, what is the first commonly held misunderstanding about religion?
 - a. Religions are internally diverse.
 - b. Religions are static and separate from history.
 - c. Religions function in isolation from their contexts.
2. How does the audio describe the diversity within religious traditions?
 - a. Religions have a single set of beliefs and practices.
 - b. Religions are constantly changing with no fixed practices.
 - c. Religions have deep divisions and debates on various issues.
3. Which statement best summarizes the second misunderstanding about religion discussed in the audio?
 - a. Religions are not influenced by historical events.
 - b. Religions are always in conflict with each other.
 - c. Religions are static and do not change over time.
4. What does the audio suggest about the relationship between religion and culture?
 - a. Religion and culture have no connection.
 - b. Religion is embedded in cultures and inseparable from them.
 - c. Culture is shaped only by political and economic factors.



5. Based on the audio, why is it important to have a better understanding of the relationship between religion and culture?
- To separate religion from cultural contexts.
 - To ignore the challenges faced in the future.
 - To address the opportunities and challenges of today.

Adapted from: https://www.youtube.com/watch?v=U-YQXRrNo70&ab_channel=Scrip_v1_ScripturesX

5 6.1 Listen to the professor's talk again and discuss the following questions in your groups. Think critically and provide supporting evidence for your answers.

- How does the audio describe the diversity within religious traditions, debunking a common misunderstanding?
- In what way does the audio explain the interconnectedness between religions and their cultural, political, and economic contexts?
- Why is it problematic to make generalizations such as "Jews believe" or "Hindus believe," according to the audio?

6 6.2 Listen to the report and match each religion with the stereotype or fact mentioned in it.

- | | |
|-----------------|--|
| 1. Islam | a) Labeled as barefoot hippies who use meditation |
| 2. Judaism | b) Seen as judgmental radicals who push their beliefs |
| 3. Christianity | c) Viewed as large-nosed, successful, and greedy people |
| 4. Buddhism | d) Experienced a significant increase in hate crimes after 9/11 |

7 In groups, think about additional ways to address misconceptions and stereotypes.

Example:

Media and literacy

Cultural sensitivity

8 Individual Work

Survey your community and present to the class the religious dogmas you find that exist among your neighbors.

DIVERSITY IN RELIGIOUS PERSPECTIVES

Speaking

I can discuss the similarities and differences of major religions.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What are the main religions that exist in the world? Explain.
2. What are some core values or beliefs that you think most major religions share? Explain.

2 Let's see what you know about religions.

a. Fill in the blank with the correct words below.

Mosque

Veda

Dalai Lama

Bible

Shabbat

- The __ is the sacred text of the Hindu religion.
- The __ is the central place of worship for Muslims.
- The __ is the day of rest and worship for followers of Judaism.
- The __ is the spiritual leader in the Buddhist tradition.
- The __ is the sacred book of the Christian faith.



b. Choose the correct option.

1. Which of the following is a key belief in Hinduism?
a) Reincarnation b) Nirvana c) Salvation
2. What is the name of the sacred pilgrimage site for Muslims?
a) Mecca b) Jerusalem c) Vatican City
3. Which religion emphasizes the concept of karma and the cycle of rebirth?
a) Christianity b) Judaism c) Buddhism

4. What is the name of the religious festival celebrated by Hindus to honor the god Ganesha?
 - a) Diwali
 - b) Eid al-Fitr
 - c) Hanukkah
5. Which religious tradition believes in the concept of the Trinity, representing the Father, the Son, and the Holy Spirit?
 - a) Islam
 - b) Hinduism
 - c) Christianity

3 Arrange the religious concepts in the table under the correct category.

Beliefs:

- a. Monotheistic (belief in one god).
Belief in the Holy Trinity (Father, Son, Holy Spirit)
- b. Monotheistic (belief in one god, Allah)
Belief in the prophets, with Muhammad as the final prophet
- c. Polytheistic (belief in multiple gods and goddesses) and also considers a universal soul (Brahman)
Belief in reincarnation and karma
- d. Non-theistic (does not focus on a god)
Belief in reincarnation and the pursuit of Nirvana (liberation from suffering)
- e. Monotheistic (belief in one God, Yahweh)
Importance of the Torah (Law) and following its commandments

Holy Texts:

- a. Vedas
- b. Bible
- c. Tripitaka (Pali Canon)
- d. Quran
- e. Torah

Festivals:

- a. End of Ramadan
- b. Holi (Festival of Colors)
- c. Christmas
- d. Vesak (Buddha's birth, enlightenment, and death).
- e. Hanukkah (Festival of Lights).

	Buddhism	Christianity	Hinduism	Islam	Judaism
Beliefs					
Holy Texts					
Festivals					

4 In groups, prepare 5 questions you would like to ask a religious leader.

Example: How does your religion teach the value of self-discipline and personal growth?

5 **SPEAKING** Discuss the questions in pairs/groups.

1. How do major religions differ in their views on reincarnation and the afterlife? Explain.
2. What are the differences between the religious leadership structures in Christianity, Islam, and Buddhism? Explain.

6 Individual Work

Research a significant story or parable from a religion. Prepare to retell the story to the class, highlighting its moral or ethical lessons.

Example: One day, a man was traveling from Jerusalem to Jericho. Along the way, he was attacked by robbers who stripped him of his clothes, beat him, and left him half-dead. A priest happened to be going down the same road, but when he saw the man, he passed by on the other side. Similarly, a Levite, when he came to the place and saw him, also passed by on the other side. But a Samaritan, as he traveled, came to where the man was and when he saw him, he took pity on him. He went to him and bandaged his wounds, pouring on oil and wine. Then he put the man on his own donkey, brought him to an inn, and took care of him. The next day he took out two denarii and gave them to the innkeeper. ‘Look after him,’ he said, ‘and when I return, I will reimburse you for any extra expense you may have.’

Jesus then asked, “Which of these three do you think was a neighbor to the man who fell into the hands of robbers?” The expert in the law replied, “The one who had mercy on him.” Jesus told him, “Go and do likewise.”

Moral and Ethical Lessons: Compassion and mercy, breaking social barriers, acting like a true neighbor.



MORALITY



Learn to Think

Comparative thinking is the ability to identify, analyze, and evaluate similarities and differences between concepts, ideas, or systems. It involves looking at two or more subjects to understand how they relate, differ, or complement each other

Adapted from: <https://thoughtmethod.com/2020/11/29/comparative-thinking/>

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Identify misconceptions about religion and discuss them				
Discuss the similarities and differences of major religions				

HERE AND NOW

Reading

I can analyze the passage on 'Role of Religion in Modern Society' by identifying its key concepts and implications.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. In what ways does religion contribute to social cohesion or division in modern communities? Explain.
2. How has the role of religion in public life changed over the past century? Explain.

2 Read the text and discuss the questions below.

The Role of Religion in Modern Society

Religion plays a significant role in modern society by shaping the beliefs, values, and behaviors of individuals and communities. It provides a sense of identity, community, and guidance for many people. In modern society, religion can influence social issues, politics, and culture.

Examples:

Political Influence: Religious groups may advocate for specific policies or candidates based on their beliefs. For example, some religious organizations may support or oppose certain laws or government decisions.

Social Cohesion: Religious communities often provide support networks and a sense of belonging for their members. For instance, churches, mosques, and temples may organize charity events or support groups to help those in need.



Analogies:

Religion as a Compass: Just like a compass guides us in the right direction, religion can provide moral guidance and principles to navigate through life's challenges.

Religion as a Tapestry: Imagine society as a beautiful tapestry woven with different threads representing various religions. Each thread adds its unique color and pattern to create a diverse and meaningful tapestry of beliefs and values.

1. How does religion shape beliefs, values, and behaviors in modern society according to the text?
2. Give an example from the text of how religion can influence social issues.
3. In what ways does religion provide a sense of community for individuals based on the text?
4. Explain how religious groups may impact politics as mentioned in the text.
5. What analogies are used in the text to describe the role of religion in modern society?

Adapted from: <https://www.iosrjournals.org/iosr-jhss/papers/Vol20-issue11/Version-4/L0201148285.pdf>

3 In groups, think of other roles that religion can play in modern life.

4 Read the text 'The Role of Religion in Social Justice' and match the paragraphs with the headings.

The Role of Religion in Social Justice

Religion has always been a big part of fighting for fairness and helping those in need. Religious teachings and groups have often led movements for equality and human rights. Let's look at how religion helps in the fight for social justice.

- A. Helping in History
- B. Facing Problems
- C. Standing Up for Human Rights
- D. Working Together
- E. Changing in Modern Times
- F. Teaching Right and Wrong**
- G. Offering Help to Communities



- 1 **F - Teaching Right and Wrong.** Many religions teach people to care for others and do what is right. For example, in Judaism, there's the idea of Tikkun Olam, which means "repairing the world" and encourages helping others. In Christianity, Jesus taught people to care for the poor and love their neighbor. In Islam, Zakat (giving to the poor) and Sadaqah (charity) are important duties.
- 2 Religious leaders and groups have been key in many important movements. They helped end slavery, fought for civil rights, and opposed apartheid. In the U.S., Martin Luther King Jr., a Baptist minister, used his faith to push for civil rights. In India, Mahatma Gandhi used Hindu principles of non-violence to fight for independence.

- 3 Religions often stress the importance of treating everyone with respect. The Catholic Church, for example, talks about the need for human rights and fairness for workers. Many religious groups work around the world to stop human trafficking, provide healthcare, and help refugees.
- 4 Religious groups often provide important services, especially where government help is missing. Churches, mosques, temples, and synagogues run food banks, shelters, and clinics. These services help people in need and highlight bigger issues like poverty.
- 5 Different religious groups often come together to tackle common problems. Groups like the Interfaith Alliance and Religions for Peace bring different faiths together to address issues like climate change and racial discrimination. Working together makes their efforts stronger.
- 6 While religion can help in the fight for justice, it also has its problems. Some religious teachings have supported unfair practices like slavery and gender inequality in the past. Also, in some countries, the separation of religion and government can limit the influence of religious groups on public policy.
- 7 Today, the role of religion in social justice is changing. Secular (non-religious) movements often lead the way in human rights. But religious groups continue to find new ways to stay relevant. Many now focus on environmental issues, recognizing the need to protect the planet. Progressive religious movements are also becoming more inclusive and focusing on a wider range of social justice issues.

Adapted from <https://www.huduser.gov/portal/publications/faithbased.pdf>

5 Arrange the sentences to form the conclusion for the text.

- A. Despite challenges, religious teachings and groups continue to inspire and mobilize people to work towards a fairer world.
- B. By addressing both immediate needs and bigger systemic issues, religion remains a key player in the fight for social justice.
- C. Religion plays a complex role in social justice, providing moral guidance, historical support, and community help.

6 Individual Work

Search the internet for stories where religion has had a positive impact on modern life. Present the story to the class.

PRACTICE WHAT YOU PREACH.

English in Use

I can analyze situations to determine when to naturally incorporate religious-related idioms.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. What qualities do you think are most important for a religious leader to have? Explain.
2. What are some challenges religious leaders might face today? Explain.

2 6.3 Listen to the talk and decide who the presenter is speaking about.

 Mahatma Gandhi

 Mother Teresa

 Dalai Lama

 Martin Luther King

3 Read the statements and match the meanings of the idioms in bold with their definitions.

1. The hurricane was seen as an **act of God** by some people in the town.
2. The pastor is considered a **man of God** by his congregation.
3. If you tell others to be kind, you should **practice what you preach**.
4. She chose to stay in her current job because she believed **the devil she knew** was better.
5. He had to **face his demons** and deal with his past mistakes.
6. It will be a **cold day in hell** before he apologizes. I do not believe it will ever happen.
7. **Heaven knows** why she made that decision.

1. **An act of God**

a. a clergyman

2. A man of God

b. there is no chance some event will happen

3. To practice what you preach

c. something that is beyond human power

4. The devil you know is better than the one you don't

d. to recognize one's own fears or past trauma

5. To face one's demons

e. what people say when they do not know or cannot predict something

6. A cold day in hell

f. you serve as a role model and do what you want other people to do

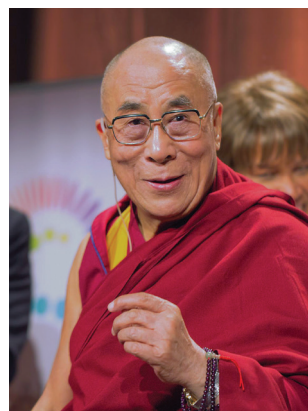
7. Heaven knows

g. to deal with an unpleasant situation or person rather than change and perhaps be in a worse situation

4 Read the paragraph about the Dalai Lama. Use the idioms below to fill in the blanks with the missing idioms. Make any changes if necessary.

a cold day in hell an act of God a devil you know is better a man of God
to practice what you preach to face one's demons Heaven knows

The Dalai Lama, a spiritual leader, is known for his teachings of compassion and peace. Many see him as a **a man of God**, embodying the values of kindness and understanding. His followers believe that his wisdom comes from a deep connection to a higher power, often referring to his insights as if they were b) _____. The Dalai Lama encourages others c) _____ and confront their inner struggles with courage and love. He believes in the importance of d) _____, living by the values you advocate for. Despite people tend to believe that e) _____, he encourages them to face challenges head-on instead of avoiding those they do not know. The Dalai Lama remains steadfast in his mission, knowing that only f) _____ the importance of spreading love and compassion in a world that can sometimes feel as g) _____.



5 Rewrite the sentences using the phrase/idiom in parentheses.

1. No one understands why she quit her job. (heaven knows)
She quit her job, and heaven knows why.
2. (Practice what you preach) If you advise people to save money, you should also save money.
3. (To face one's demons) She had to confront her fears of public speaking.
4. (The devil you know is better than the one you don't) He preferred to work with his old computer, even though it was slow, rather than getting a new one.
5. (A man of God) The priest is very well-respected in our town.
6. (A cold day in hell) It is very unlikely that he will ever admit his fault.
7. (An act of God) The earthquake destroyed the city and was beyond anyone's control.

6 SPEAKING Discuss the questions in pairs/groups.

1. When did you have to face your demons and deal with a difficult situation?
2. Have you ever been in a situation when you chose the devil you didn't know and it was better than the devil you did? Describe what happened.

7 Individual Work

Imagine you are writing a short story or a diary entry for a character who unexpectedly finds themselves in a challenging situation.

Incorporate the idioms below into your writing:

- A cold day in hell
- An act of God
- Better the devil you know
- A man of God
- Practice what you preach
- Face your demons
- Heaven knows

Example: Every decision comes down to whether the devil you know is better than the devil you don't. But the time comes when you have to face your demons, even when you always thought it would be a cold day in hell, or take an act of God for you to do it. Heaven knows it isn't easy, but you CAN do it. You don't have to be a man of God to practice what you preach, you just have to believe in yourself.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Analyze the passage on 'Role of Religion in Modern Society' by identifying its key concepts and implications				
Analyze situations to determine when to naturally incorporate religious-related idioms				

DO WE NEED A MORAL COMPASS? Writing

I can write an essay on the topic 'The Role of Religion in Modern Society'.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. How has the influence of religion changed in today's world compared to the past? Explain.
2. What role does religion play in shaping personal values or ethical decisions today? Explain.

2 **The beliefs and values below are taken from different religions. Match them with the corresponding religion.**

- Belief in one God, understood as the Holy Trinity (Father, Son and Holy Spirit)
- Generally does not focus on a supreme god. Instead emphasizes spiritual enlightenment and liberation from suffering.
- Stresses compassion and mercy as fundamental values.
- Emphasizes the importance of loving others as oneself.
- Teaches reincarnation and the cycle of rebirth.
- Good deeds and faith in Allah are essential.
- Eternal life with God is the reward for believers.
- Guided by the Ten Commandments.
- The Five Precepts provide moral guidance.
- Core values include honesty, generosity, modesty and respect for parents and elders.

Christianity

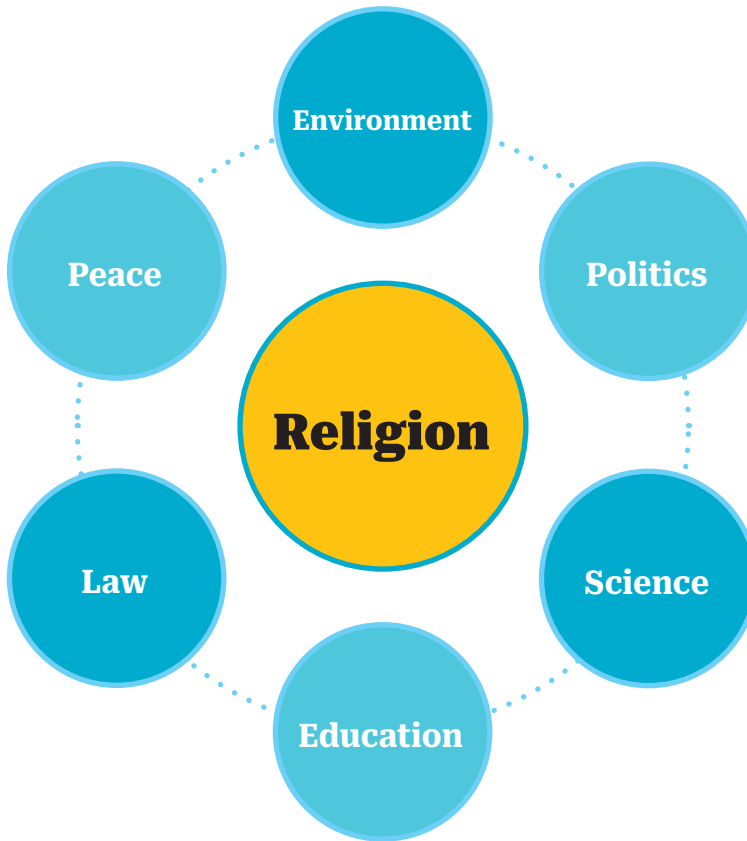
Islam

Buddhism

3



In groups, identify aspects of the religion that can align with and contribute to modern society. Explain your choice.



4

Choose the statement/s that support/s the following claim:

Religions offer moral guidelines that shape behavior and social norms.



Ethics and morality can be subjective and culturally specific, suggesting that religion is just one of many factors influencing behavior rather than the defining source of morality.



Moral behavior can be secular and is not necessarily rooted in religion; many people act ethically without religious influence or beliefs.



Religions provide a universal moral code that guides individuals to act ethically, promoting values like honesty, compassion, and respect for others



Religion encourages charitable acts and social responsibility by encouraging followers to help those in need, shaping norms around charity and community support.

- Some religious practices may enforce rigid norms that restrict personal freedoms rather than guide moral behavior positively, as seen in certain cases of strict interpretations.
- Religious teachings often influence legal systems and societal rules

5 Choose the statements that support the following claim:

Different religions address contemporary social issues, such as poverty, inequality, and environmental concerns.

- Many religious teachings advocate for social justice and equality, such as the emphasis on caring for the marginalized.
- Religions often promote charitable actions and address poverty by encouraging followers to help the less fortunate, whether through direct donations, community support, or organized charitable programs.
- Environmental issues are sometimes not prioritized in religious communities, especially when teachings focus more on spiritual or afterlife concerns than on worldly environmental stewardship.
- Certain religious practices focus more on tradition than on social reform, meaning that addressing social issues isn't always central in practice, despite moral teachings that encourage it.
- Religious communities provide frameworks for addressing inequality by emphasizing the inherent value and dignity of every individual, fostering initiatives to reduce discrimination and promote inclusion.

Faith	Trust
III	III
Belief	

6 Fill in the blanks with the words below.

belonging meaningful evolving purpose influence advancements connections

- Religion continues to play a meaningful role in modern society, shaping values, moral frameworks, and community **connections** that impact individuals and groups worldwide. Despite advancements in science and secular perspectives, religion remains a powerful force, providing many with a sense of ____, ethical guidance, and ____.

- b. In today's rapidly ____ world, the role of religion in society has become a topic of much debate. As modern society progresses with scientific ____ and increasing secularization, some argue that religion no longer holds the ____ it once did over people's lives, beliefs, and decision-making.

7 SPEAKING Work in pairs/groups.

Choose a position on the topic and outline your main ideas and arguments for the essay.

Position 1: Religion has a significant role in modern society.

Position 2: Religion has lost its significance in modern society.

8 Individual Work

Write a 250-280 word essay on the following topic: "The Role of Religion in the Modern World."

MIND, BODY, AND SPIRIT

Speaking

I can evaluate the aspects of spirituality and share personal perspectives on it.

1 **SPEAKING** Discuss the questions in pairs/groups.

1. Can spirituality play a role in finding purpose or meaning in life? Why/Why not?
2. How do people express spirituality in different cultures or traditions? Explain.

2 What words from the list below are associated with spirituality? Comment on your choice.

- | | | |
|---------------|---------------|---------------|
| • Meditation | • Disrespect | • Awakening |
| • Mindfulness | • Soul | • Materialism |
| • Violence | • Inner peace | • Greed |
| • Narcissism | • Harmony | • Awareness |

3 Which quote best matches your own understanding of spirituality? Share your choice with your peers and give reasons for it.

"The spiritual journey is the unlearning of fear and the acceptance of love."

~Marianne Williamson

"We are not human beings having a spiritual experience; we are spiritual beings having a human experience."

~Pierre Teilhard de Chardin

"Your sacred space is where you can find yourself again and again."

~Joseph Campbell

"Spirituality is not adopting more beliefs and assumptions but uncovering the best in you."

~Amit Ray

4 In groups, choose a picture and prepare a two-minute speech about spirituality.



1



2



3



4

5 Match the two halves of the sentences and choose the ones you agree with. Share your choice with your peers.

1. Spirituality is essential

2. Spiritual practices are only effective
3. True spirituality can be achieved
4. Spirituality can be defined solely
5. All spiritual experiences are inherently
6. Spirituality can be practiced in
7. Spirituality can be fully understood

- a. without any formal religious beliefs.
- b. positive and transformative
- c. for personal well-being.**
- d. through scientific research
- e. if tied to religion.
- f. by meditation or mindfulness practices.
- g. isolation, without the need for community involvement.

6 Complete the sentences with your own ideas.

- A. Spirituality is often described as the search **for deeper meaning or purpose in life.**
- B. For many, spirituality is about finding a deeper connection with...
- C. Some people believe that spirituality can only be found through...
- D. In the modern world, many people practice spirituality by....
- E. The idea that spirituality is separate from religion suggests that...
- F. Many believe that spiritual growth involves...
- G. Spiritual practices can lead individuals to...

7 **SPEAKING** Discuss in groups.

Choose a side in the debate and present your arguments clearly, supporting your position with relevant reasons and examples.

Example: The fast-paced, technology-driven world we live in today makes it harder for teenagers to connect with and explore their spirituality

FOR	AGAINST
• Technology can distract teenagers with constant notifications and entertainment, leaving little time or mental space for spiritual reflection. • The overwhelming presence of social media might encourage superficial interactions, hindering deeper spiritual connections. • ...	• Technology provides easy access to spiritual resources, such as guided meditation, spiritual blogs, and online communities, which can help teens explore spirituality. • Modern life offers diverse opportunities for spiritual exploration, including virtual spiritual communities, podcasts, and social movements that support introspection and mindfulness. • ...

8 Individual Work

Take a walk in your neighborhood and observe places or activities that may reflect spirituality or spiritual values. This could include places of worship, quiet spots in nature, or community events focused on kindness and support. Create a "Spirituality Map" with descriptions.

SELF-DISCOVERY VOYAGE

Choose the box that accurately describes your skills.				
Competencies	I can do this without mistakes and help my peers.	I make some mistakes but they are not serious.	I may need some help.	I cannot do this.
Write an essay on the topic “The role of religion in modern society”				
Evaluate the aspects of spirituality and share personal perspectives on it				

VALUES AND CULTURE

Read the statements below and explain why you agree or disagree with them. Give specific examples to support your ideas.

1. Religions have core, timeless beliefs that should remain constant in a changing world.
2. Many religions emphasize kindness, compassion, and honesty, showing a universal moral foundation.
3. Organized religion provides community, tradition, and structured beliefs that spirituality alone may not offer.
4. Modern values promote inclusivity and equality, which could make religions more accessible.
5. Misconceptions about religions are often based on media portrayals of historical conflicts, not the core teachings.

Unit Review

1 **SPEAKING** Discuss the questions in pairs/groups.

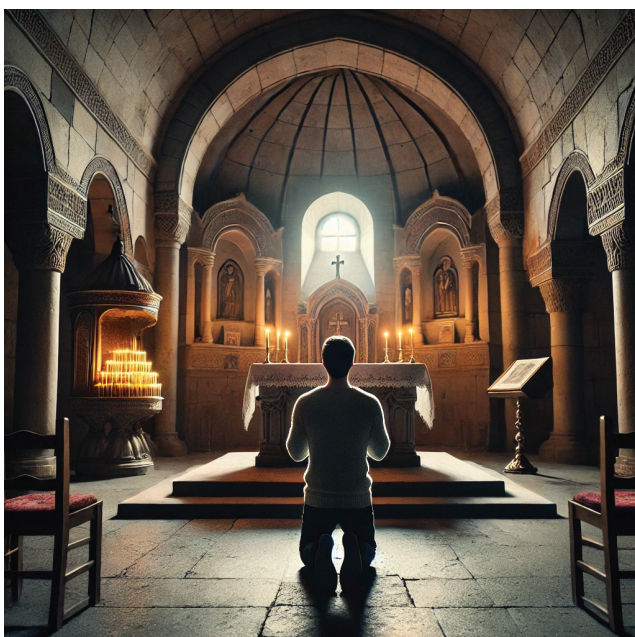
1. How do you think religion impacts people's decisions? Explain.
2. What is something you believe in that is important to you?

2 Read the text and answer the questions.

Religion plays an important role in many people's lives. It helps shape our beliefs, our values, and the decisions we make every day. Understanding how religion influences our choices can help us appreciate different viewpoints and respect others.

First, religion provides guidance on how to act and treat others. Many religions teach followers to be kind, honest, and helpful. For example, in Christianity, the Golden Rule says, "Treat others the way you want to be treated." This rule encourages people to think about how their actions affect others, leading to better choices. Similarly, in Buddhism, the concept of compassion teaches us to care for other living beings. These teachings help individuals make decisions that are good for themselves and for their communities.

Second, religion can help people during tough times. When faced with challenges or difficult decisions, many turn to their faith for comfort and guidance. For instance, prayer is a common practice that allows people to seek support from a higher power. This connection can provide strength and clarity, helping individuals make choices that align with their beliefs. In times of uncertainty, having a religious framework can make it easier to decide what to do next.



Moreover, religion can create a sense of belonging. Many people find community within their faith groups, which can influence how they make decisions. Being part of a religious community often means sharing similar values and goals. For example, if a group believes in helping others, its members might decide to volunteer together. This shared commitment can encourage individuals to make positive choices that align with their community's beliefs.

However, it is essential to recognize that not everyone shares the same religious beliefs. Some people may not follow any religion at all. It's important to respect different perspectives and understand that everyone has their own reasons for making decisions. For some, personal experiences or cultural background may guide their choices instead of religion.

In conclusion, religion has a significant impact on how we make decisions in our lives. It offers guidance, provides comfort, and fosters a sense of belonging. While it's vital to respect differing beliefs, understanding how religion influences choices can help us appreciate the diverse world we live in. By learning from each other, we can make better decisions that benefit not just ourselves but everyone around us.

Adapted from <https://www.heritage.org/civil-society/report/why-religion-matters-the-impact-religious-practice-social-stability>

1. What is one way that religion provides guidance on how to treat others?
 - A) It encourages people to make decisions independently.
 - B) It teaches followers to be kind and honest.
 - C) It allows individuals to ignore the needs of others.
2. How can religion help individuals during challenging times?
 - A) By isolating them from their community.
 - B) By providing a distraction from their problems.
 - C) Through practices like prayer that offer comfort and guidance.
3. What role does belonging to a religious community play in decision-making?
 - A) It creates conflict among members.
 - B) It has no impact on individual choices.
 - C) It influences members to align their decisions with shared values.

3

6.4

Listen to the speaker and decide what question she is answering.

1. In what ways does being part of a religious community influence individuals' decisions?
2. Why do people not make adequate decisions now?
3. Why are religious people limited in decision making?
4. Does religion give you a big variety of options to make decisions?

4 Match each term with the correct definition or example.

prayer pilgrimage clergy spirituality worship sacred meditation

1. **meditation** An inner practice often involving stillness or mindfulness to connect with deeper personal or spiritual insight.
2. ____ The act of honoring a deity or higher power through practices like singing, attending services, or reading holy texts.
3. ____ Religious leaders who guide or serve a faith community, such as priests, rabbis, or imams.
4. ____ A journey taken by individuals to a religious or holy site as an act of devotion.
5. ____ This term describes something considered holy or deserving of great respect within a religious context.
6. ____ A form of communication or expression directed toward a deity, often through words or thoughts.
7. ____ An individual's personal sense of connection with the universe, life purpose, or something greater than themselves.

5 SPEAKING Work in pairs/groups.

Create a collaborative map showing where each religion is practiced, marking sacred sites, and adding interesting facts. Choose as many religions as you remember from the unit.

WORD LIST

ARCHITECTURE IN RELIGION

cathedral /kə'thi:drəl/
chapel /'tʃæpl/
column /'kɑ:ləm/
facade /fə'sɑ:d/
mosque /mɑ:sk/
pillar /'pɪlər/
synagogue /'sɪnəgə:g/
temple /'templ/

DECORATIONS

adorn /ə'dɔ:rn/
incense /'ɪnsens/
menorah /mɪ'nɔ:rə/
spire /'spaɪər/
tapestry /'tæpəstri/

RELIGIOUS CONCEPTS

compassion /kəm'pæʃn/
congregation /,kɑ:ŋgrɪ'geɪʃn/
enlightenment /ɪn'laɪtnmənt/
guidance /'gaɪdnəs/
interconnectedness /,ɪntər'kɒnektɪdnəs/
karma /'kɑ:rmə/

mercy /'mɜ:rsi/
prayer /'preɪ/
reincarnation /,rɪ:mkɑ:r'neɪʃn/
relief /rɪ'li:f/
ritual /'rɪtʃuəl/
worship /'wɜ:ʃɪp/

COMMITMENT

advocate /'ædvəkət/
convert /kən'vɜ:rt/
elaborate /ɪ'læbəreɪt/
embed /ɪm'bed/
embrace /ɪm'breɪs/
navigate /'nævɪgeɪt/
preach /'pri:tʃ/
reenact /,rɪ: r'nækt/

UNIVERSALITY

code /kəʊd/
introspection /,ɪntrə'spekʃn/
marginalize /'mɑ:rdʒɪnəlaɪz/
morality /mə'ræləti/
secularization /,sekjələrə'zeɪʃn/
spirituality /,spɪrɪtʃu'æləti/

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Դասագրքում օգտագործվել են ազատ արտոնագրով նկարներ unsplash.com, pexels.com, wikimediacommons.org կայքերից: Դասկերների մի մասը ստեղծվել են արհեստական բանականության գործիքներով: