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OHANNA AVETISYAN

ENGLISH

12

CIVILIZATION

THE ART OF
TRANSLATION

RELIGION

VOLUNTEERING

A PATH TO SUCCESS

STEPS TO PURSUE
THE FUTURE

ՍՄԻ

ՀԻՄՆԱԴԱՎՈՐԹՅՈՒՆ



ANI YERKNAPESHYAN, KARINE POGHOSYAN,
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ENGLISH 12



«ՄԱՐԻ ՀՐԱՏԱՐԱԿԶՈՒԹՅՈՒՆ»

ԵՐԵՎԱՆ

2025

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Ա 791

Հեղինակներ՝

Անի Երկնափեշյան՝

ԿԶՆԱԿ հիմնադրամի փորձագետ, մենթոր ուսուցիչ,
Ուսուցիչների որակավորման առաջին աստիճանի տարակարգ,
«Փրոջեքթ Հարմոնի Հայաստան» կազմակերպության
«Աքսես միկրոկրթաթոշակային ծրագրի» ուսուցիչ,
«Երիտասարդ ուսուցիչ 2024» անվանակարգ,
«Իթվինինգ 2020» մրցանակակիր և բազմաթիվ միջազգային
դասընթացների շրջանավարտ

Կարինե Պողոսյան՝

Անգլերենի ուսուցիչների բազմամյա փորձառու վերապատրաստող
Միջազգային և տեղական բազմաթիվ կազմակերպությունների կողմից
վերապատրաստված և վերապատրաստողի որակավորում ստացած
փորձագետ

Օհաննա Ավետիսյան՝

ԿԶՆԱԿ հիմնադրամի հետազոտությունների բաժնի մասնագետ
Դասագրքերի, բազմաթիվ գիտական հոլանդների և ծեռնարկների հեղինակ
ԿԶՆԱԿ հիմնադրամի փորձագետ,
Բրիտանական խորհրդի ուսուցիչների աշխատանքային խմբի ղեկավար,
«Տարվա լավագույն ուսուցիչ» մրցույթի կրկնակի հաղթող (2017 թ., 2024 թ.)
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Ուսուցիչների որակավորման չորրորդ աստիճանի տարակարգ

Ա 791

English 12 / Ա. Երկնափեշյան, Օ. Ավետիսյան, Կ. Պողոսյան, -

- Երևան. «ՄԱՐԻ» հրատարակչություն, 2025 թ.- 144 էջ:

Հանրակրթական ուսումնական հաստատությունների 12-րդ դասարանի անգլերենի դասագիրքը ներկայացված է օտար լեզուների նոր չափորոշիչի և ծրագրի պահանջներին համապատասխան: Դասագրքում ներկայացված է 12-րդ դասարանի ծրագրով նախատեսված վեց թեմա, որոնք տրամաբանորեն հաջորդում են միմյանց՝ նյութի, քերականական մասի աստիճանական բարդացման սկզբունքով: Յուրաքանչյուր թեմա բաղկացած է հինգ բաժնից (միավորից), որոնք զարգացնում են սովորողների հաղորդակցական հմտությունները (բանավոր խոսք, ունկնդրում, ընթերցանություն, գրավոր խոսք, քերականություն, այդ թվում և փոխգործակցություն), հարստացնում լեզվական գիտելիքը (քերականական կառույցներ, բառապաշար), ինչպես նաև ձևավորում են արժեհամակարգ և դիրքորոշում:

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ՆԵՐԱԾՈՒԹՅՈՒՆ

Հանրակրթական ուսումնական հաստատությունների 12-րդ դասարանի անգլերենի դասագիրքը ներկայացված է օտար լեզուների նոր չափորոշիչի և ծրագրի պահանջներին համապատասխան: Դասագրքում ներկայացված է 12-րդ դասարանի ծրագրով նախատեսված վեց թեմա, որոնք տրամաբանորեն հաջորդում են միմյանց՝ նյութի, քերականական մասի աստիճանական բարդացման սկզբունքով: Յուրաքանչյուր թեմա բաղկացած է հինգ բաժնից (միավորից), որոնք զարգացնում են սովորողների հաղորդակցական հմտությունները (բանավոր խոսք, ունկնդրում, ընթերցանություն, գրավոր խոսք, այդ թվում և փոխգործակցություն), հարստացնում լեզվական գիտելիքը (քերականական կառույցներ, բառապաշար), ինչպես նաև ձևավորում են արժեհամակարգ և դիրքորոշում:

Յուրաքանչյուր թեմա ներկայացվում է բառապաշարի զարգացմանը նպաստող միավորով: Դրան հաջորդում են ունկնդրման, քերականական նյութի և ընթերցանության, բանավոր խոսքի զարգացմանը նպաստող միավորները, որոնք տրամաբանորեն փոխկապակցված են: Դրանցում ներկայացված բառանյութը համապատասխանում է տվյալ թեմային՝ շարունակաբար ամրապնդելով և խորացնելով սովորողի բառապաշարը, թեմայի մասին պատկերացումները, հաղորդակցական հմտությունները: «Ունկնդրում» բաժնիներում QR կոդերով ներկայացված ձայնագրությունները նպաստում են բանավոր խոսքի ընկալմանը, ինքնարտահայտմանը, քննարկումներ ծավալելու կարողությունների զարգացմանը:

Թեմաներում ընդգրկված թեմատիկ նկարները խթանում են սովորողների հետաքրքրությունը, նպաստում են թեմայի բացահայտմանը՝ վերջինիս ընկալումը դարձնելով առավել դյուրին:

Սովորողների ստեղծագործական, քննադատական մտածողության և համագործակցային կարողությունների զարգացմանն են միտված թեմաներում ներկայացված զույգերով, խմբային առաջադրանքները, քննարկումները: Առանձին առաջադրանքներ հիմք են նախագծային աշխատանքներ իրականացնելու համար:

Դասագիրքն ապահովում է աշակերտակենտրոն մոտեցում՝ ներկայացված միավորները, դրանցում զետեղված առաջադրանքները, հանձնարարություններն ապահովում են ակտիվ համագործակցություն ոչ միայն սովորողների և ուսուցչի, այլ նաև սովորողների միջև՝ նպաստելով լեզվական կարողությունների, գիտելիքի ինքնուրույն ձեռքբերմանը:

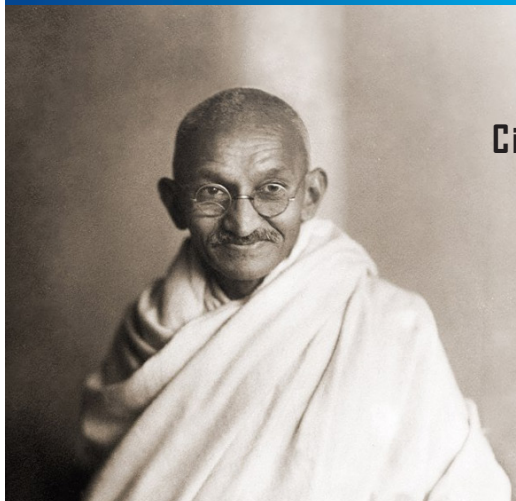
Նյութերում տեղ են գտել գնահատման նոր համակարգի տեսակներին առնչվող ռուբրիկներ: Թեմաներն ուղեկցվում են գնահատման տարբեր ձևերով (ինքնագնահատում, փոխադարձ գնահատում կամ անդրադարձ), ինչն օգնում է սովորողին վերլուծել սեփական ձեռքբերումները: Դասագրքի վերջում առկա է նաև բացատրական բառարան, որտեղ զետեղված են բառեր, արտահայտություններ, դարձվածքներ և շրջասույթներ ըստ թեմաների, ինչպես նաև դասագրքի բովանդակությունն ըստ 6 համապատասխան թեմաների և ենթաթեմաների:

Դասագիրքն ուղեկցվում է ուսուցչի ձեռնարկով, որտեղ մանրամասն ներկայացված է յուրաքանչյուր առաջադրանքի նպատակը, բնութագիրը, կատարման եղանակը: Յուրաքանչյուր միավորի իրականացման համար ձեռնարկում ներկայացված են մեթոդական ուղիներ, որոնք կողմնորոշում են ուսուցչին աշխատանքների կազմակերպման գործում: Դրանում առկա են նաև լրացուցիչ առաջադրանքներ ու հանձնարարություններ:

Դասագրքի թեմաները սովորողներին հաղորդակից են դարձնում ինչպես ազգային, այնպես էլ համաշխարհային մշակութային արժեքներին: Դրանցում ապահովված են նաև միջառարկայական կապերը՝ ընդլայնելով սովորողների աշխարհընկալումը, տվյալ թեմայի մասին խորքային պատկերացումները:

TOPIC 1

CIVILIZATION



Civilization is the encouragement
of differences.

Mahatma Gandhi
Indian independence activist



THINKING CORNER

1. What comes to your mind when you hear the word “civilization”? Have you ever thought where we come from?
2. How many stages of civilization has the humanity had till now?
3. Can you name any ancient civilizations you know about?
4. In your opinion, how are civilizations different from small communities or tribes?

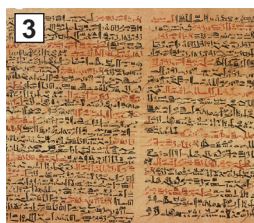
Exercise 1. Match the words with the pictures.

sword
pottery

pharaoh
technology

papyrus
pyramid

temple
wall



Exercise 2. Match the word with its definition.

1. archaeology	a. the introduction of new ideas, methods or products
2. innovation	b. the action of buying, selling or exchanging goods and services
3. legacy	c. a large meal, typically a celebratory one
4. feast	d. highly developed or complex
5. ritual	e. the study of human history and prehistory through the excavation of sites and the analysis of other physical remains
6. artifact	f. a way of doing something in which the same actions are done in the same way every time
7. trade	g. something handed down from an ancestor or from the past
8. advanced	h. a large, significant structure built to honor someone or something important
9. monument	i. a series of rulers from the same family
10. dynasty	k. an object made by a human being, typically an item of cultural or historical interest

Exercise 3. Choose the appropriate word from the list above to fill in the gaps.

1. An _____ from the ancient city was discovered during the excavation.
2. The villagers prepared a grand _____ to celebrate the harvest.
3. A new _____ came to power, bringing significant changes to the kingdom.
4. The Silk Road was a famous route used for _____ in ancient times.
5. _____ involves excavating historical sites to uncover ancient civilizations.
6. The ancient Greeks left a _____ of democracy and philosophy.
7. The Lincoln Memorial is a famous _____ in Washington, D.C.
8. The wedding ceremony included a traditional _____ passed down through generations.
9. The smartphone is a major _____ in modern technology.
10. The civilization was known for its _____ architecture and engineering.

Exercise 4. Read a brief introduction of ancient civilization stages and answer the questions.

MESOPOTAMIA

The fertile land between the Tigris and Euphrates rivers supported the development of early civilizations. As settlements grew into cities, civilization became more complex, and government became more important. A series of strong rulers united the lands of the Fertile Crescent into well-organized empires.



- 1. What geographic features supported the development of early civilizations in Mesopotamia?***
- 2. How did government change as Mesopotamian settlements grew into cities?***

EGYPT

In ancient times, Egyptians depended heavily on the Nile River for their survival, so they settled in the fertile strip of land beside the river. During this time, pharaohs ruled Egypt as both political and religious leaders. Egypt was a stable society in which everyone had a place. Egypt and nearby Nubia interacted through trade and conquest, borrowing ideas and skills from each other's cultures.



- 1. Why did Egyptians settle primarily beside the Nile River?***
- 2. Describe the roles of pharaohs in ancient Egypt.***
- 3. How did Egypt and nearby Nubia interact?***

INDIA



The landforms, river systems and climate of the Indian subcontinent affected the growth of early civilization. This culture grew as people learned to manage the floods of the Indus River, expanding to include large cities and an organized economy.

- 1. How did the landforms, river systems, and climate of the Indian subcontinent affect the early civilization growth?***

GREECE

The geography of ancient Greece led to the development of societies that were noted for trade. The earliest Greeks founded city-states and developed governments in which many people could participate. As city-states grew, Greek civilization expanded through conquest and colonization.



- 1. What were the characteristics of the earliest Greek city-states and their governments?***

ROME



Rome grew from a group of small villages on the Italian Peninsula along the Tiber River. There is a myth about twin brothers raised by a female wolf. Their names were Romulus and Remus, which is where Rome gets its name. Following

the Etruscan Civilization, the Roman Republic was established. Over time, power struggles between upper and lower-class citizens moved Rome toward a more democratic government. This democracy had three branches. The Roman constitution and other later reforms helped citizens gain additional rights.

- 1. Where did Rome originate, and what geographical feature was it near to?**
- 2. What preceded the establishment of the Roman Republic, and how did power struggles influence government structure?**

URARTU CIVILIZATION

The Kingdom of Urartu, or the Kingdom of Van, was a civilization which came into existence in the 13th century BCE in the Bronze and Iron age. It was formed in the area around Lake Van in the Armenian Highlands. One of the most significant and best-preserved fortresses of Urartu is Erebuni built 2800 years ago during the reign of king Argishti I near today's capital of Armenia, Yerevan. Controlling territories through military might and the construction of fortresses, the kingdom boasted a lively production in the arts, especially metalwork. Surviving only two centuries, the kingdom mysteriously disappeared in the 6th century BCE. Surviving inscriptions, architecture, and artefacts have helped recreate the history of one of the region's most influential ancient cultures.



- 1. When and where did Urartu civilization appear?**
- 2. What spheres of life were developed in this Kingdom?**

Exercise 5. Look at the map and try to identify the area where each civilization formed.





LISTENING CORNER

LISTENING SPOT 1

Pre-listening activity



1. What surprised you the most about early civilizations?
2. What was early human lifestyle like?
3. How did the development of agriculture impact human societies?
4. Can you name any modern civilizations that share characteristics with ancient ones?

Key words

Mind the given words before you listen. How are they connected to ancient civilization?

Make predictions about ancient civilizations using the given words.

*prehistoric hunter-gatherers agriculture domesticated archaeologists
villages specialize technology pictograms civilization architecture
Mesopotamia trade pottery irrigation society religion government*

Exercise 1. Fill in the blanks while listening.

1. Thousands of years ago, people lived in small groups as _____, hunting animals for meat and gathering wild food.
2. People who lived before written history are referred to as _____.
3. _____ are scientists who study humans by examining what they left behind.
4. The development of _____ allowed people to stay in one place and build villages.
5. As technology improved, villages grew into _____ and _____.
6. Early forms of writing began as _____, which were pictures of things.
7. A key characteristic of a _____ is having a surplus of food and specialized labor.
8. The first known civilization developed over seven thousand years ago in _____.

Exercise 2. Listen to the recording again and choose the right option.

1. Why are prehistoric people called 'prehistoric'?

- | | |
|---|--|
| a) They lived in large cities. | c) They were the first to develop writing. |
| b) They lived before written history began. | d) They had specialized labour. |

2. Who are archaeologists?

- a) People who build cities
- b) Scientists who study humans by looking at what they left behind
- c) Farmers who developed agriculture
- d) Artists who created ancient pottery

3. What did the development of agriculture allow people to do?

- a) Move around frequently
- b) Hunt animals more effectively
- c) Stay in one place and build villages
- d) Travel to faraway places for food

4. What led to the growth of towns and cities from villages?

- a) A decrease in food supply
- b) Advances in technology and inventions like the wheel and irrigation
- c) The decline of agriculture
- d) The invention of pottery and weaving

5. Why did people begin to develop writing?

- a) To improve their pottery and cloth weaving
- b) To keep track of trades and their increasingly complicated lives
- c) To create more advanced tools
- d) To teach their children about hunting

6. What is a key characteristic of a civilization?

- a) A reliance on hunting and gathering
- b) A lack of specialized labour
- c) The presence of agriculture and extra food
- d) No written language

7. Which of the following was NOT mentioned as a characteristic of a civilization?

- a) Strong government
- b) Shared values and religion
- c) Advanced technology for space travel
- d) Their own style of architecture and artwork

8. Where did the first known civilization develop?

- a) In Mesopotamia
- b) In ancient Egypt
- c) In the Americas
- d) In ancient China

9. What were early forms of writing called?

- a) Alphabets
- b) Pictograms
- c) Hieroglyphics
- d) Sign language

Exercise 3. Listen to the civilization history review. Work in small groups to take notes and fill in the 'Concept map' following the given example.

Concept Map

Hunter-Gatherers
1 Lived in small groups
2 Hunted animals for meat
3
4
5
Transition of Agriculture
1 invention of agriculture

2 Domestication of animals (cows, pigs, chickens, goats)
3
4
5
Development of civilization
1 Large cities
2 Specialized
3
4
5
Early civilizations
1 Mesopotamia (first known civilization)
2 Ancient Egypt
3
4
5
Impact of Civilization
1 Spread of ideas, technologies and cultures
2 Development of trade routes (Silk Road, Mediterranean Sea)
3
4
5

LISTENING SPOT 2

Industrial revolution

The famous firsts

1. *When was the first marathon?*
2. *Who was the first man to go into space?*
3. *Who invented colour television?*



Pre-listening activity

Exercise 1. Match the words on the left with the definitions on the right.

1. pioneering	a. 1.6 km, a unit used to measure distance
2. a prototype	b. a beautiful area of a country that the government protects
3. a national park	c. involving new ideas, methods, or techniques that have not been used before
4. a tire	d. a machine that uses energy to move something, e.g. a car
5. foundational	e. a fast military aircraft designed to intercept and destroy enemy aircraft
6. an engine	f. completely changing something, usually for the better, by introducing new methods, ideas, or products
7. revolutionizing	g. a rubber ring that goes on the outside of a wheel
8. a mile	h. forming the base or essential part of something; fundamental
9. an interceptor	i. ability to move quickly and easily
10. agility	j. a first or preliminary version of a device or vehicle from which other forms are developed

Exercise 2. Listen to the facts and decide whether the statement is True or False.

1. The first man to start making paper was from China.
2. The first man to swim the English Channel did it in just over a day.
3. The first flight of a plane with an engine lasted twenty seconds.
4. Hovhannes Adamian's tricolor principle directly led to the invention of color television in his lifetime.
5. The first person to get to the South Pole was from Scandinavia.
6. The MiG-1 and MiG-3 aircraft were primarily used for long-distance passenger flights.
7. Tires filled with air were first used on bikes after 1900.
8. Luther George Simjian's ATM invention was initially known as the "Bankograph" and allowed customers to withdraw cash.
9. There was a woman prime minister in the United Kingdom before the end of the 20th century.
10. The first public demonstration of color television was held in London in 1928.

Exercise 3. Listen again and fill in the chart with the information from the statements. Write down at least eight inventions/ first events that are mentioned in the recording.

When	Who	What
In 1440	German Johannes Gutenberg	a printing machine
		MiG-1, MiG-3
		walked on the moon
In 1977		
	Luther George Simjian	

Exercise 4. Group discussion. Choose any ‘first’ and discuss in groups their long-term impacts on society, technology or culture.

- a. Which “first” do you think had a more significant impact overall? Why?
- b. How did these innovations influence international relations or global trade?
- c. How do you think the achievements would inspire others at that time?
- d. How might society have reacted to these life-changing achievements?
- e. How did these inventions impact future innovations?

LISTENING SPOT 3

Pre-listening activity

Globalization



- 1. *What is globalization? Name some examples of globalization that changed the world we live in.*
- 2. *What are the positive and negative features of it? Discuss the advantages and the disadvantages/ pros and cons of globalization with your peer and fill the chart:*

Globalization	
Pros/ +	Cons/ -
Impacts the global economic growth	Promotes wealth inequality

Exercise 1. Listen to three people giving their opinion about the impacts of globalization. Then write the name of the person who said the following.

- 1. We cannot work independently. _____
- 2. Developed countries try to invade other countries. _____
- 3. Globalization brings positive benefits and impacts. _____
- 4. We can listen to music from different countries. _____
- 5. We cannot sell what we cultivate on the soil. _____
- 6. People can move from one place to another. _____

Exercise 2. Listen to the recording again, identify the words and match with the definitions.

1. Impact	a. something that prevents people from doing what they want to do.
2. Growth	b. a large building where a product is made.
3. Barriers	c. the effect that a person, event, or situation has on someone or something.
4. Local	d. to enter a place by force in order to take control of it.
5. Factory	e. relating to an area near you.
6. Invade	f. newspapers, television, radio, and the internet, considered as a group.
7. Mass media	g. the process of getting bigger or developing.

Exercise 3. Read the following statements and decide whether they are True or False. Justify why they are false:

1. Trish was born in a globalized world.
2. John is in favour of globalization.
3. Trish says globalization goes changing everything very fast.
4. Trish says there are more chances for independent workers.
5. Ryan thinks globalization can have only positive aspects.
6. Ryan likes the fact of having TV contents from other countries.
7. John thinks globalization is a good chance for people to communicate.
8. Trish says globalization makes them work in multinational companies.

Exercise 4. Work in small groups, read the following statements and choose the correct option:

1. What is the main idea of the story?

- a) Globalization is a necessary process for the world.
- b) There can be positive as well as negative globalization effects.
- c) The problems of developing countries are due to globalization effects.
- d) How globalization effects can affect life of developed countries.

2. How does Trish feel regarding the effects of globalization?

- a) She feels hopeful that one day things can change.
- b) She thinks that globalization is negative specially for local people who try to sell their products.
- c) She thinks that working for multinational companies gives them a great opportunity.
- d) She feels globalization effects can be less dangerous in the future.

3. What does Ryan expose as a negative effect of the globalization?

- a) less economic growth
- b) constant changes
- c) less independent work
- d) Developed countries influence developing countries with products and mass media.

4. Who has a more neutral point of view on globalization effects?

- a) John
- b) Trish
- c) Ryan
- d) none of them

5. Who thinks globalization effects have more promising perspectives?

- a) John
- b) Ryan
- c) Trish
- d) none of them.

6. What are John's main reasons for supporting globalization?

- a) It leads to economic growth and makes transportation between countries easier.
- b) It preserves local cultures and traditions.
- c) It helps people work in small factories.
- d) It stops the invasion of developed countries.

7. Why does Trish have a negative view of globalization?

- a) She believes it limits opportunities to sell local products and work independently.
- b) She thinks it improves opportunities in multinational companies.
- c) She enjoys the cultural exchange that comes with globalization.
- d) She finds it easier to travel internationally.

8. What is Ryan's perspective on globalization?

- a) He sees only the positive aspects of globalization.
- b) He views globalization as both positive and negative.
- c) He is completely against globalization.
- d) He believes globalization has no impact on his life.

9. According to John, how has globalization impacted travel?

- a) It has made it more difficult to travel between countries.
- b) It has opened borders and improved transport technologies.
- c) It has reduced the number of available flights and ships.
- d) It has restricted travel to developed countries only.

10. Which aspect of globalization does Ryan enjoy?

- a) The opportunity to work in multinational companies.
- b) The ability to access music and TV content from different countries.
- c) The chance to sell local products globally.
- d) The control it gives developing countries over their own media.

11. How does Trish describe the past compared to the present regarding globalization?

- a) She says the past had more opportunities for international trade.
- b) She believes that the past offered better chances to sell local products and work independently.
- c) She thinks the past was more dominated by multinational companies.
- d) She feels that the past was more influenced by global media.

PAIR WORK

Exercise 5. Work in pairs to discuss each point and introduce to the class.

1. What do you think can be the effects of globalization in Armenia? Mention at least two effects.

- a. _____
- b. _____

2. Do you think globalization is a progressing or regressing process? Why? Justify your answer.

- a. _____
- b. _____



GRAMMAR REVIEW

Past tenses: Revise past tenses, their structure and usage. Make up an “Anchor chart” for grammar spot.

Exercise 1. Read the article about Machu Picchu in order to revise the Past tenses. Mind the highlighted words.

MACHU PICCHU

We have known about Machu Picchu for over a century now. Archaeologists **discovered** this ancient Inca site in 1911. Before its discovery, the site **had been hidden** from the outside world for centuries. Experts **wrote** books and newspaper articles about their discovery, so people all over the world **read** about the site and **wanted** to see it for themselves. The first tourists **started** to arrive in the 1960s. In those early days, visitors **would travel** by train and then hike to reach the site. Now, more than half a century later, millions of visitors have been to Machu Picchu. After becoming a famous tourist attraction, the site was lined with luxury hotels, in addition, in the late 1990s, the Peruvian government **allowed** the construction of a cable car for visitors. Before the hotels and cable car construction, tourists **used to camp** near the site and **would spend** days exploring the ruins. However, all these **did harm** the site a lot and **did pollute** the surrounding of the ancient city. In order to protect the site, UNESCO **made** Machu Picchu a World Heritage site in 1983.

Questions to the text

Exercise 2. Use the verbs given in brackets to answer them.

1. When was Machu Picchu discovered by archaeologists? (discover)
2. How long was Machu Picchu hidden from the outside world before its discovery? (hide)
3. What was the impact of the books and newspaper articles written about Machu Picchu after its discovery? (read)
4. When did the first tourists start arriving at Machu Picchu? (start)
5. What were some of the advancements in transportation due to the steam engine?
6. How did early visitors travel to Machu Picchu? (travel)
7. How many visitors have been to Machu Picchu over the past half-century? (visit)
8. What changes occurred to accommodate tourists after Machu Picchu became a famous tourist attraction? (build)
9. What negative impacts did the construction of hotels and a cable car have on Machu Picchu? (harm)
10. Why did UNESCO designate Machu Picchu as a World Heritage site in 1983? (make)

Exercise 3. Choose the correct past tense.

1. Columbus **discovered / was discovering** America though at first he believed he **had reached / had been reaching** Asia.
2. Hillary and Tenzing **were climbing / had been climbing** for several days when they reached / had reached the summit.
3. Scott **reached / had reached** the South Pole in 1912, but Amundsen **had beaten / was beating** him by a month.
4. Franklin **flew / was flying** a kite when he **made / was making** a very important discovery about electricity.
5. Before Columbus **discovered / was discovering** America, people **were believing / had believed** that the Earth was flat.
6. Newton **made / was making his great discovery while he was sitting / had been sitting under** an apple tree.
7. Albert Einstein **published / was publishing** his theory of relativity in 1905, but he had already **been working / had worked** on the ideas for several years. This theory fundamentally **changed / was changing** our understanding of physics.
8. Alexander Graham Bell **invented / was inventing** the telephone in 1876, but many people had already **been using / had used** telegraphy for communication. His invention **changed / was changing** the way people communicated.

Exercise 4. Choose the correct option.

1. They stayed in the tent because it
a. was raining b. had rained c. had been raining d. rained
2. The roads were wet because it all the night.
a. rained b. was raining c. had been raining d. would rain
3. Mary was frustrated as she all her money on clothes.
a. spent b. had spent c. was spending d. had been spending
4. I a nightmare when the alarm went off and woke me up.
a. had b. had had c. had been having d. was having
5. Gor's hands were covered in oil because he to fix the car all morning.
a. tried b. had tried c. had been trying d. would try
6. When Nare opened the window, she was happy to see it lightly.
a. was snowing b. had snowed c. snowed d. had been snowing
7. Anna was exhausted as she for hours.
a. worked c. had been working
b. was working d. would have been working
8. When I got home, I realized I my wallet.
a. lost b. was losing c. had been losing d. had lost

Exercise 5. Put each verb in brackets into either the past simple or past continuous.

- 1. When Harry (wake up), we (tell) him the news.
- 2. Everyone (wait) for the concert to begin when a message (arrive)
- 3. Charlotte (want) a relaxing holiday, so she (choose) to stay on a small island.
- 4. When Roberto (study) in America, his parents (phone) him every week.
- 5. I (find) my pen while I (look for) my bag.
- 6. Ann (watch) a film on television when Juile (arrive)
- 7. When the lights (go out), I (lie) in bed reading.
- 8. When you (go) to the new Chinese restaurant, what (you eat)

Exercise 6. Underline the correct word or phrase in each sentence.

- 1. While I **had waited/was waiting/waited** at the bus stop, I **had noticed/was noticing/noticed** a new shop which **wasn't/hadn't been** in the street the day before.
- 2. I had **gone/went** out into the garden to fetch my bike, but **found/was finding** that someone **stole/had** stolen it.
- 3. When George **met/was meeting** Diane at the party, he **thought/was thinking** that he **saw/had seen/ was seeing** her somewhere before.
- 4. Emily **got off/ was getting** off the bus and **walked/was walking** into the bank when she **realized/had realized/was realizing** that she **left/had left/was leaving** her handbag on the bus.
- 5. After I **was buying/had bought** my new bike, I discovered that it **wasn't having/didn't have** a security lock.
- 6. I went to the post office to ask about my package, but they **had said/said** that it still **hadn't arrived/didn't arrive**.

Emphasizing Past simple: did+ bare infinitive	
did+ bare infinitive emphasize contrast in the past	Perhaps our grandparents didn't have smart-phones, but they did have telephone and telegram.
did+ bare infinitive emphasize strong feeling in the past	I did enjoy our vacation to Spain last summer.
Would and Used to	
Would describes repeated actions/ habits in the past, but NOT states, that do not happen now	When we first moved in this place, people would stop and talk to us. The ancient Greeks would rely on the power of slaves, rather than machines.
Used to describes habits or states in the past, that do not happen now	Did you use to have long hair when you were younger? He used to be a soldier.
On winter days, we would sit/ used to sit around the fire and tell stories.	

Exercise 7. Complete each sentence using would or used to and the verb in brackets. More than one answer may be possible.

1. Aram (have) a beard but he shaved it off.
2. My grandmother (read) to me every night.
3. In the holidays we (go) to the countryside every weekend.
4. I (not like) fish, but now I do.
5. Anush (write) to me quite often, but now she phones.
6. Artak (live) next door.
7. When I was a child, the summers (be) warmer.
8. Whenever our teacher let us leave early, we (cheer)!
9. When I was young, we (go) to the mountains on holiday, but now I go abroad.
10. When we lived in the country, people (be) much friendlier.

Usage of did as an emphasizer

- A. Read the dialogue with a peer and discuss the usage of **did** as an emphasizer.
- B. Fill in the missing parts using **did** to emphasize the contrast or feeling in the past situations.
- C. Make up your own dialogues. You can use the given situations or suggest your own.

Situation 1: A Surprise Visit

Context: Anna thought her friend would not come to her party.

Anna: I didn't expect you to come to the party.

Armen: Well, I wanted to surprise you! I was sure you didn't expect me.

Anna: Oh, no, I **did want** you to come. I just thought you had other plans.

Armen: I **did have** plans but I canceled them to be here.

Situation 2: Completing a Project

Context: Mr. Amiryan thought he couldn't finish his project on time.

Mr. Amiryan: I didn't think I could have finished the project by the deadline.

Colleague: But you (to manage) to complete it on time!

Mr. Amiryan: I was so worried about the timeline.

Colleague: You did a great job!

Mr. Amiryan: It was a real challenge, though.

Colleague: Your dedication (to make) a huge difference!



READING CORNER

Reading spot 1

Pre-reading activity

1. What is the name of the most famous pyramid in Egypt?
2. What interesting facts do you know about pyramids in Egypt?
3. How do you think the ancient Egyptians moved the large stones to build the pyramids?
4. Why did the ancient Egyptians build pyramids?

GLOSSARY

a conqueror - a person who takes control of a place or people by using military force

afterlife - life after death

a mummy - a body that is embalmed, dried, and wrapped for burial

ancient - belonging to the very distant past and no longer in existence

a pyramid - a building with a polygonal base and triangular sides

hieroglyphic - a writing system using picture symbols

a pharaoh - an ancient Egyptian king

a tomb - a place for burial

an archaeologist - a person who studies human history and prehistory

Exercise 1. Scan the following text and mind the highlighted words:

ANCIENT EGYPT

1. The pyramids of Egypt fascinated travelers and **conquerors** in ancient times and continue to inspire tourists, mathematicians, and **archaeologists** who visit, explore and research them. The **tombs** of early Egyptian kings were bench-shaped mounds called mastabas. Around 2780 BCE, King Djoser's architect, Imhotep, built the first **pyramid** by placing six mastabas, each smaller than the one beneath, in a stack to form a pyramid rising in steps. This Step **Pyramid** stands on the west bank of the Nile River at Sakkara near Memphis. Like later **pyramids**, it contains various rooms and passages, including the burial chamber of the king. Around 130 **pyramids** were built in Northern Egypt, next to the River Nile. It is believed this was because it was easier for the builders to move the large stones by boat and then they were pulled to the building area. Once a **pyramid** was finished, it was covered with white stone, and gold was put on the top. In the bright Egyptian sunshine, the white and the gold would have gleamed brightly.



2. **Pyramids** were used as a resting place, initially for the Kings and Queens of Egypt and later other important people. The largest and most famous of all the **pyramids**, the Great Pyramid of Giza, was built by Snefru's son, **Pharaoh** Khufu, known also as Cheops, the later Greek form of his name. The Great **Pyramid** of Giza was the largest **pyramid** ever built and remained the tallest building in the world for 3800 years until the Eiffel Tower in Paris was completed. It took 20 years to build.

3. The Egyptians believed that people would move on to another life, so **engineers** planned the **pyramids** so that there were many rooms and tunnels. The rooms were adorned with beautiful pictures telling the story of their lives which we later learned to be '**Hieroglyphics**'. The latter is a language made up of mixture of drawings and signs. Along with this, the body was cleaned and wrapped in bandages to protect it and put into a stone case, often known as **Mummies**. Rooms were also filled with valuables such as jewels, gold and even food which they might need in their next life.

4. The **engineers** knew that thieves would try to steal the gold and jewels, so they built traps and false rooms. They put doors which opened onto a wall. Also, anyone who was caught stealing from the pyramids was immediately sentenced to death. But unfortunately, it all didn't stop the thieves so many of the **pyramids** were robbed.

Exercise 2. Answer the following questions:

Paragraph 1

1. What were the earliest tombs called?
2. Who built the first pyramid?
3. Which river was used to help move large stones?
4. What did a finished pyramid in ancient Egypt look like?

Paragraph 2

5. For whom were the pyramids initially used as resting places?
6. Who built the Great Pyramid at Giza?
7. How long did it take to build the Great Pyramid at Giza?
8. How long did the Great Pyramid remain the tallest building in the world?

Paragraph 3

9. What did the Egyptians believe about life after death?
10. How were the rooms inside the pyramids decorated?
11. What was done to the bodies before they were placed in the pyramids?
12. What kind of valuables were placed in the pyramids with the bodies?

Paragraph 4

13. What measures did engineers take to prevent thieves from stealing the treasures in the pyramids?
14. Did the traps and false rooms effectively stop thieves?
15. What was the punishment for anyone caught stealing from the pyramids?

Exercise 3. Put the following events in the correct order:

1. Engineers built traps and false rooms to prevent thieves from stealing treasures.
2. The Great Pyramid at Giza remained the tallest building for 3800 years.
3. Egyptians believed in an afterlife and filled the pyramids with valuables.
4. Pyramids were used as resting places for kings and queens.
4. King Djoser's architect, Imhotep, built the first pyramid.

Exercise 4. Read the statements and decide whether the statement is True or False.

1. The tombs of early Egyptian kings were called mastabas.
2. The Step Pyramid was built by Pharaoh Khufu.
3. It took 50 years to build the Great Pyramid at Giza.
4. The Egyptians believed in an afterlife and filled the pyramids with valuables for the next life.
5. All pyramids successfully prevented thieves from stealing treasures.

READING SPOT 2

Pre-reading activity

1. Do you know how technologies started to develop?
2. When did technologies begin to replace human labour?
3. What do you know about the Industrial Revolution?
4. What invention has most changed our lives?

GLOSSARY

a steam engine - an engine that uses steam to create power

thermal energy - energy from heat

mechanical energy - energy from movement

factories - large buildings where goods are made

a supply chain - the process of making and delivering products

freight trains - trains that carry goods

steam ships - ships powered by steam engines

aristocracy - the highest social class, often nobility

bourgeoisie - the middle class, especially factory owners

proletariat - workers who earn wages, often in factories

trade unions - groups formed by workers to protect their rights

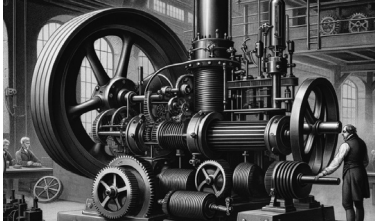
telegraph - a device for sending messages over long distances using wires

Morse code - a system of dots and dashes used to send messages

communication - exchanging information through speaking, writing, or other methods

Exercise 1. Read the text and answer the questions after each paragraph.

THE INDUSTRIAL REVOLUTION STEAM ENGINE

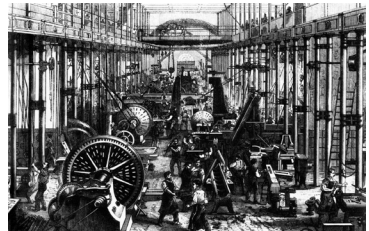


The industrial revolution began in England in the 18th century thanks to James Watt's steam engine which transformed water vapor thermal energy to mechanical energy. This invention revolutionized society like never before. The steam engine was mainly used in quickly developing transportation and factories.

- 1. How did the steam engine transform mechanical energy?**
- 2. In which two main areas was the steam engine primarily used?**

FACTORIES

The use of the steam engine changed object manufacturing completely. These objects, which were previously made in small workshops, were now produced in big factories. For this reason, small workshops practically disappeared as the new industries' supply chain products were much cheaper to make and more affordable to buy. This helped the economy to prosper.



- 3. How did the use of the steam engine change the manufacturing process?**
- 4. Why did the new industries make products cheaper and more affordable?**

TRANSPORTATION



Steam engines were also used in transportation trade, commerce, and long-distance traveling became easier. Freight trains could transport heavy cargo at a speed that was very high for that time. Almost 40 kilometers per hour. Not that fast, right? Well, back then that was REALLY fast. Steam ships were a breakthrough as well, because for the first time in history navigating wouldn't have to depend on or be interrupted by weather conditions.

- 5. What were some of the advancements in transportation due to the steam engine?**
- 6. Why were steam ships considered a breakthrough in navigation?**

SOCIETY

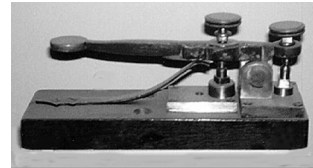
Traditional rural living way of life and the countryside owned by the aristocracy lost their importance and during the Industrial Revolution the bourgeoisie emerged as a social class. These were the factory owners who had become very rich. Peasants were now forming the so-called proletariat, or wage earners who worked in the factories for very little money. They were really poor and their working conditions were dreadful, but as centuries went by, workers started trade unions and worker associations that helped them to improve their situation.



7. How did the Industrial Revolution change the traditional rural way of life?
8. What new social class emerged during this period, and who did it consist of?
9. What were the working conditions like for the proletariat in the factories?

TELEGRAPH

In 1837 Samuel Morse invented the telegraph in Boston. This device enabled people to communicate over long distances. In addition, Morse created a code in which the letters represented by sound signals, nowadays known as the Morse code. The first telegraph message from Washington DC to Baltimore was sent seven years later. Both cities were just 60 kilometers apart. Few years after that telegraph lines connected the continents of America and Europe.



10. Who invented the telegraph, and when was it invented?
11. What was the significance of the telegraph in communication?
12. What code did Samuel Morse create, and what was its purpose?
13. When and where was the first telegraph message sent?

Exercise 2. Choose the correct answer.

1. **Who invented the steam engine that transformed the Industrial Revolution?**
a. Thomas Edison b. James Watt c. Alexander Graham Bell d. Nikola Tesla
2. **What happened to small workshops during the Industrial Revolution?**
a. They flourished. c. They expanded.
b. They disappeared. d. They remained unchanged.
3. **How fast could freight trains travel during the Industrial Revolution?**
a. 10 kilometers per hour c. 40 kilometers per hour
b. 20 kilometers per hour d. 60 kilometers per hour
4. **What class lost importance during the Industrial Revolution?**
a. Bourgeoisie c. Aristocracy
b. Proletariat d. The middle class

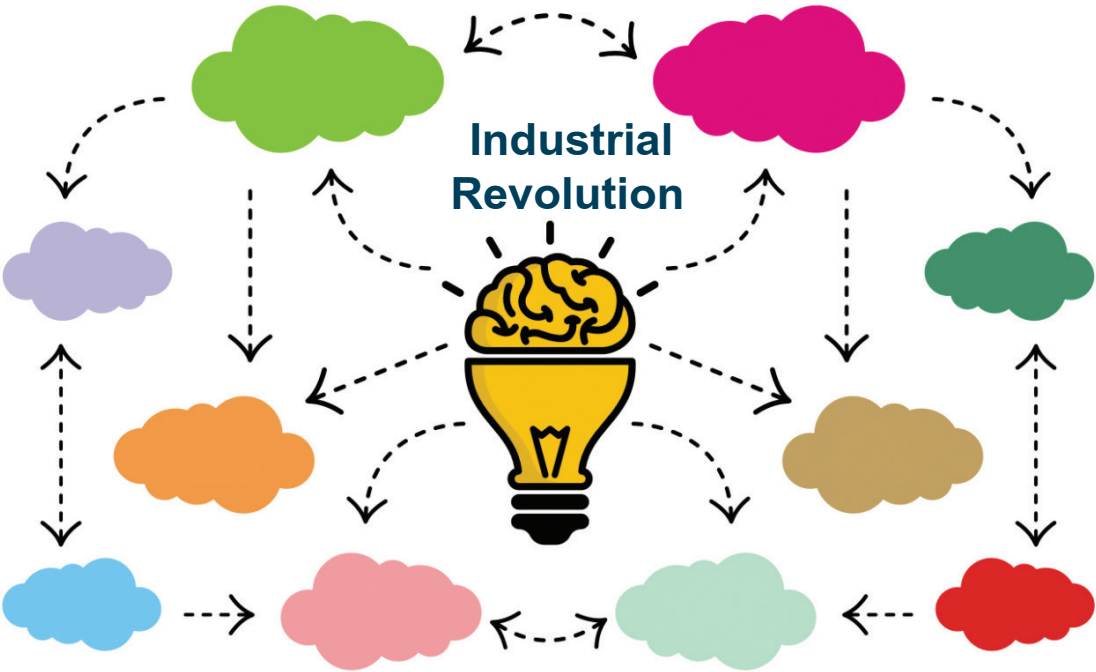
Exercise 3. Match the term with its definition.

1. a steam engine	a. trains that carry goods
2. factories	b. large buildings where goods are made
3. freight trains	c. workers who earn wages, often in factories
4. bourgeoisie	d. the middle class, especially factory owners
5. proletariat	e. an engine that uses steam to create power
6. telegraph	f. a device to send messages over long distances using wires

Exercise 4. GROUP WORK

- Discuss the role of the steam engine in the Industrial Revolution and how it changed manufacturing and transportation.
- How did the changes in production methods affect small businesses and workers during the Industrial Revolution?

Exercise 5. Read the text again and identify the important information to create a mind map. When making the mind map use the branches of industrial revolution.





SPEAKING CORNER

Discussion 1: The Beginning of Globalization

1. What do you know about the Silk Road?
2. How is it connected with globalization?
3. How did Armenia's geographic location influence its role on the Silk Road?
4. What do you know about Alexander the Great? Who is he?
5. Which ancient civilization does he belong to?



Exercise 1. Read the interview between Max and Alexander the Great.

Tigran: "Alexander, it's great to meet you! I've learned that you played a big role in early globalization. How do you see that?"

Alexander the Great: "Nice to meet you too! My aim was to connect different regions. I spread Greek culture and founded cities like Alexandria, which helped link East and West."

Tigran: "Your empire mixed Greek and local cultures. What was the effect of this?"

Alexander the Great: "It created a rich mix of traditions and ideas, helping people understand each other better."

Tigran: "Your empire also had strong trade networks. How did this help?"

Alexander the Great: "These networks made trade easier and spread new ideas and technologies, much like how global trade works in your time, in the 21st century, Tigran."

Tigran: "Cities like Alexandria became important centers. What was their role?"

Alexander the Great: "They were key places for sharing knowledge, developing trade and connecting different cultures."

Tigran: "What advice would you give us about today's global world?"

Alexander the Great: "Respect and understand different cultures. This will help everyone benefit from globalization."

Tigran: "Thank you, Alexander. It's amazing how your ideas still matter today."

Alexander the Great: "I'm glad to hear that. Connecting people and ideas has always been important."

Exercise 2. Continue the conversation between Alexander the Great and Tigran. Let Alexander the Great ask Tigran questions and discuss other aspects of globalization such as technology, education, or cultural exchange. Use the questions below to create a dialogue:

1. How has globalization impacted technological developments?
2. Which are the best inventions in technology? Why?
3. Which are the worst inventions in technology? Why?
4. What changes has education undergone?
5. What are the changes in cultural exchange and its homogeneity?
6. How do you see the globalized world in ten years?

7. What changes in culture, politics, education, medicine, economy and people’s lifestyle do you expect?

Exercise 3. Read the dialogue again carefully. Write down 10 key terms related to globalization, culture, trade, history, etc. (e.g., “globalization,” “cultural integration,” “trade networks,” “Alexandria”). Pick 5 terms from the glossary, continue filling the table with a brief explanation and an example sentence for each.

Word	definition	Sentence
Globalization	the process by which businesses, cultures, and economies become interconnected and interdependent on a global scale	<i>Globalization</i> connects countries through trade and technology.

Discussion 2: Modern Globalization in IT. Artificial Intelligence as one of the newest branches of globalization.

- 1. What do you know about Artificial Intelligence/AI?
- 2. What are some benefits of AI in our everyday life?
- 3. Where and when do you use AI tools?
- 4. Can you mention any risks associated with the increasing use of AI?
- 5. How do you think AI will change the future of work?
- 6. Can AI replace human labor fully? Why?

PAIR WORK

Exercise 1. Read the dialogue between 2 friends talking about AI and share your opinion about the questions after the dialogue.

Arman: Hey, David, have you heard about the new AI assistant that’s said to be smarter than Alexa and Siri?

David: Yeah, I read about it! It’s called Aiden, right? They say it can understand emotions and even detect when you’re stressed.

Arman: Exactly! I saw a demo where Aiden was helping someone prepare for a presentation. It suggested breathing exercises when it detected the person’s nervousness.

David: That’s incredible. It’s amazing how much technology has developed in the last few decades.

Arman: I know! Just think about how different things were during ancient civilizations like Egypt or Greece.

David: Exactly. They built incredible structures like the pyramids and the Parthenon, but imagine if they had today’s technology.

Arman: And who knows what future civilizations will achieve with the tools we’re creating today?

Exercise 2. Work in small groups and answer the questions.

1. How do you feel about the idea of AI detecting and responding to human emotions?
2. If ancient civilizations had had access to modern technology, how do you think their societies would have evolved?
3. What are some other technologies or innovations from ancient civilizations that still influence us today?

Exercise 3. Work in pairs and identify from 3 to 7 advantages and disadvantages of AI assistants.

ADVANTAGES	DISADVANTAGES

Exercise 4. Imagine a future where AI plays a significant role in our lives. Discuss the following questions with your partner and make up a dialogue using them:

- How do you think AI will change our daily lives in the future?
- Do you believe AI will create a new civilization? Why yes or why not?
- What new inventions do you think AI might create?
- How will these inventions impact our society?

Exercise 5. Read the arguments below about globalization. Both advantages and disadvantages are mentioned. Justify the arguments.

Advantages of Globalization	Disadvantages of Globalization
1. Increased economic growth	1. Strengthen income inequality
2. Cultural exchange and multicultural understanding	2. Cultural homogenization, lost national identities and languages
3. Technological advancements and innovation	3. Exploitation of labor and resources
4. Creation of opportunities	4. Economic dependency
5. Access to a wider variety of goods and services	5. Environmental degradation



WRITING CORNER

What is a Paragraph?

Paragraphs can present various types of information, such as ideas, examples, descriptions, or comparisons. Regardless of the content, every paragraph should have a clear topic sentence.

Topic Sentence (TS): This is the first sentence that introduces the main idea of the paragraph. It supports the essay's thesis, unifies the paragraph's content and guides the reader on what to expect.

Generalizations (G): These are the sentences that give the secondary ideas of the paragraph to make up the topic sentence.

Supporting Details (D1, D2, etc.): These sentences provide information or examples that reinforce the topic sentence. They give depth and clarity to the main idea. Supporting details should be included after generalizations to give support to them.

Closing Sentence (CS): This final sentence summarizes or concludes the paragraph, restating the main idea in a clear and concise manner.

TS - Topic sentence

G - Generalizations

D1 - Detail 1

D2 - Detail 2

CS - Closing Sentence

A PARAGRAPH ABOUT EGYPT

TS - Egypt is renowned for its remarkable ancient landmarks and vibrant culture.

G - The Great Pyramids of Giza are iconic symbols of Egypt's ancient history.

D1 - Built over 4,000 years ago, these massive structures were designed as royal tombs.

D2 - Nearby, the Sphinx stands as a mysterious guardian with its lion's body and human head.

G - Egypt's culture is lively expressed in its busy cities.

D1 - Cairo's Khan El Khalili bazaar is a lively market filled with spices and crafts.

D2 - The Egyptian Museum showcases treasures like Tutankhamun's artifacts, reflecting the country's rich heritage.

G - Egypt's landscapes are diverse and striking.

D1 - The Nile River is crucial for agriculture.

D2 - It flows through the green areas of the country.

CS - Egypt's ancient monuments, lively culture, and varied landscapes make it a captivating place to explore.

Exercise 1. Point out and name the elements of the paragraph.

THE CRYSTAL PALACE EXHIBITION IN LONDON

The Crystal Palace Exhibition, held in 1851, was a groundbreaking event showcasing innovation and progress. Firstly, it featured an impressive array of inventions, such as the steam engine, which highlighted technological advancements of the time. Additionally, it displayed various industrial products, demonstrating the era’s manufacturing capabilities. Secondly, the exhibition was held in the Crystal Palace, a massive glass building that itself was an architectural marvel, showing the possibilities of modern design. Lastly, it attracted visitors from around the world, fostering international and cultural exchange. The exhibition was a landmark event that celebrated progress and brought global ideas together.



TS - Topic sentence
G - Generalizations
D1 - Detail 1

D2 - Detail 2
CS - Closing Sentence

Exercise 2. Match each topic sentence with its paragraph and picture.

1. The Inca Empire had an extensive road system.	a. It presented a system where people can vote and make decisions. This idea was new and very important for their city-states. Today, many countries use a similar system for their governments.	1 
2. Ancient Egypt built many famous structures.	b. The civilization built long roads that connected parts of their empire. These roads went through mountains and valleys. They helped people travel and trade across the huge country.	2 
3. The Greeks helped to create the idea of democracy.	c. The country is mainly known for its pyramids. These buildings were made as tombs for the pharaohs and for other important purposes. They are still famous around the world today.	3 

Exercise 3. Read the paragraph. The topic and the closing sentences are missing. Write a suitable Topic Sentence (TS) and a Closing Sentence (CS) for the paragraph as demonstrated:

Paragraph: *It stretches over 13,000 miles across northern China. Built primarily during the Ming Dynasty, it served as a defense mechanism against invasions. The wall includes watchtowers and fortresses that were used to spot and repel attackers.*

TS: *The Great Wall of China is an impressive feat of ancient engineering.*

CS: *It is one of the most impressive engineering feats in history, showcasing ancient China's ability to mobilize resources and labor.*

Paragraph: It was developed around 405 CE by Mesrop Mashtots, an Armenian linguist and “ecclesiastical” leader. The alphabet originally had 36 letters.

TS: _____

CS: _____

Exercise 4. Put the sentences in order to create a paragraph. Name the elements of the paragraph.

1. These agreements show how the UN is committed to making the world a better place for everyone.
2. One important agreement is the Convention on the Rights of the Child, which ensures children can go to school and be safe.
3. The Convention on the Rights of Persons with Disabilities makes sure people with disabilities have equal opportunities and can participate fully in society.
4. The United Nations (UN) helps countries work together for peace and cooperation making important conventions, or agreements for their member countries.
5. Another key agreement is the Convention on the Elimination of All Forms of Discrimination Against Women, which works to give women equal rights in school, work, and politics.

PAIR WORK

Exercise 5. Write a paragraph according to the given structure. You can use one of the given topics. After writing, compare it with a partner's.

1. **The Great Wall of China:** Describe its construction, purpose, and significance in ancient China.
2. **The Silk Road:** Explain its role in connecting different civilizations and facilitating trade and cultural exchange.
3. **The Maya Calendar:** Discuss the significance and accuracy of the Maya calendar system in ancient Mesoamerican culture.
4. **The Aztec Empire's Society:** Discuss the social structure, religion, and daily life in the Aztec Empire.

5. **The Renaissance and its Impact on Europe:** Describe how the Renaissance period transformed art, science, and culture in Europe.
6. **The Impact of Technology on Global Communication:** Describe how technology, such as smartphones and social media, has changed the way people communicate globally.
7. **Cultural Exchange Through Globalization:** Discuss how globalization allows for the sharing and blending of cultures and traditions around the world.
8. **The Role of AI in Everyday Life:** Describe how AI is used in daily activities, such as virtual assistants, smart home devices, and online recommendations.
9. **The Impact of AI on industries:** Discuss how AI technology is affecting markets and the types of that are being created or changed.

REFLECTION CORNER

INDUSTRIAL REVOLUTION

Phrasal Verb	Definition	Sentence
to break through	to make a significant innovation or advancement	Steam engines broke through traditional manufacturing processes during the Industrial Revolution.
to phase out	to gradually reduce or eliminate something over time	Handcrafted goods were phased out as mass production methods became more efficient.
to set up	to establish or start something, especially a business or system	Industrialists set up factories near water sources to power their machinery.

GLOBALIZATION

Phrasal Verb	Definition	Sentence
to take off	to start or become successful quickly	The company's products took off globally after they started advertising online.
to bring about	to cause something to happen or exist	Globalization brought about cultural exchanges between countries.
to link up	to connect or join together	The internet has linked up people around the world like never before.

CIVILIZATION

Phrasal Verb	Definition	Sentence
to look back on	to think about or remember something in the past	Historians look back on ancient civilizations to identify their achievements.
to break down	to divide something into smaller parts or analyze in detail	Anthropologists break down cultural practices to understand their significance.
to build up	to develop or increase something over time	Civilizations built up their cities over centuries through urban planning.

Exercise 6. Debate on advantages and disadvantages of globalization using the phrasal verbs above.

Choose a statement from the chart on page 25 for the debate.



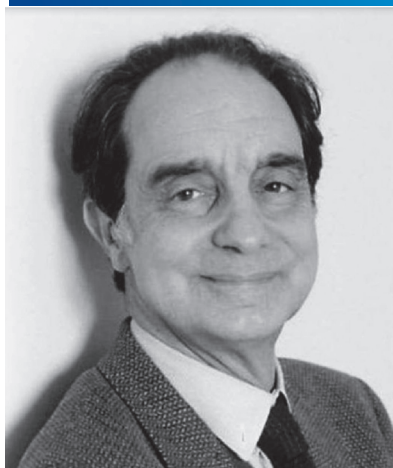
“Be yourself; everyone else is already taken.” Oscar Wilde

Even in the world where globalization has taken over the people, recognize your ethnicity and cultural identity, and just be YOURSELF!

Create a project “Modern Civilization Aspects”.

TOPIC 2

THE ART OF TRANSLATION



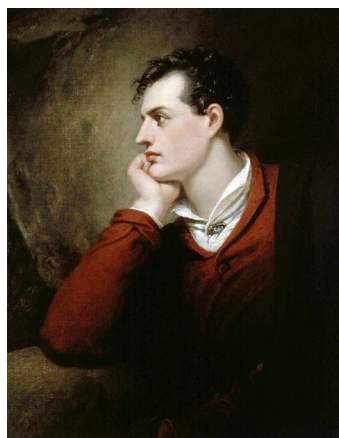
Without translation, I would be limited to the borders of my own country. The translator is my most important ally. He introduces me to the world.

**Italo Calvino,
a writer and journalist**

1. How many foreign languages do you know?
2. What is translation?
3. What types of translations do you know?
4. Can you think of some situations where translation is necessary?
5. What languages are more often translated?
6. How do you think technology has changed translation?
7. Do you know any famous translators and translations?

Exercise 1. Read the poem by G. Byron and comment on it.

If you want to be proud,
Be proud in Italian.
If you want to give a command,
Command in German.
If you want to confess love,
Confess in French.
If you want to curse,
Curse in Turkish.
If you want to experience the East,
Read in Persian.
And if you want to pray,
Pray only in Armenian!
Armenian is the only language for speaking to God.



Lord George G. Byron
A British romantic poet



THINKING CORNER

1. Do you agree with the associations made between the languages and actions in the quotation? Why yes/why not?
2. Can you think of other languages that might be suitable for these actions? Why?
3. Try to continue the quote.

GLOSSARY

to imitate - to copy or mimic

to convey - to communicate or express

to interpret - to explain or make sense of

a theme - the main subject or idea

to contribute - to give or add to

artistry - creative skill or talent

contemporary - modern or current

to review - to examine or assess

editing - the process of revising content

Exercise 2. Fill in the gaps with the correct word from the list:

1. To effectively _____ the meaning of a text, a translator must understand both the source and target languages deeply.
2. When translating poetry, it's essential to _____ the tone and style to maintain its original impact.
3. An interpreter's role is to _____ spoken words quickly and accurately between languages.
4. The _____ of a novel often revolves around universal themes that appeal across cultures.
5. To complete a successful translation project, each team member must _____ their skills and knowledge.
6. In today's globalized world, _____ translation services are crucial for cross-cultural communication.
7. The dancer's performance was a perfect blend of technical skill and _____.
8. Before finalizing the document, it's important to _____ it for accuracy and consistency.
9. _____ involves revising and improving the written text to ensure clarity and correctness.



LISTENING CORNER

LISTENING SPOT 1

Pre-listening activity



1. How do you usually ask for something politely in your culture?
2. Have you ever experienced a situation where you felt that someone was being too direct or too polite? How did you react?
3. Why do you think politeness varies across different cultures?

Exercise 1. Listen to the conversation. Three people from different cultures are having a conversation and facing misunderstandings because of cultural differences. Mind the cultural aspects of each person.

Exercise 2. Listen again and answer the comprehension questions.

1. Why did Alexander find Emma's request to pour tea confusing at first?
2. What did Arman explain about the use of polite phrases in English?
3. How did Emma describe the importance of politeness in the UK?
4. Why did Alexander find the phrase "Would you mind passing me the salt, please?" overly formal?
5. How did Alexander feel about the English practice of saying "Mmm ... delicious" during a meal?
6. What specific cultural behavior did Alexander struggle with when he was first introduced to English politeness?
7. How did Emma and Alexander resolve their differences in communication styles when speaking Russian and English?
8. What did Alexander learn about the English practice of giving polite compliments about food, and how did it differ from Russian directness?



Exercise 3. Choose the correct answer.

1. **What did Alexander initially think about the use of polite phrases in English?**
 - a. They were essential and helpful.
 - b. They were confusing and unnecessary.
 - c. They were more direct than Russian.
 - d. They were similar to Russian expressions.
2. **Why did Alexander find the phrase "Would you mind passing me the salt, please?" confusing?**
 - a. It was too direct.
 - b. It was overly formal for a simple request.
 - c. It lacked politeness.
 - d. It was not commonly used in Russia.

- 3. What is the main reason for using polite phrases in English-speaking cultures, according to Arman?**
- a. to save time in conversations
 - b. to show respect and consideration
 - c. to make requests sound urgent
 - d. to avoid using direct language
- 4. How did Emma describe the response of people in the UK to direct comments about food?**
- a. They appreciate honesty.
 - b. They prefer tact and politeness.
 - c. They find it irrelevant.
 - d. They expect detailed feedback.
- 5. What did Arman suggest about adapting to cultural norms?**
- a. It is optional but helpful.
 - b. It is crucial for effective communication.
 - c. It should be avoided in formal settings.
 - d. It is unnecessary for everyday interactions.
- 6. How did Alexander feel when his mother commented on the soup's flavor?**
- a. He felt embarrassed by the directness.
 - b. He was pleased with the feedback.
 - c. He thought it was too polite.
 - d. He didn't understand the comment.
- 7. What did Emma and Alexander agree on regarding their communication at home?**
- a. to use polite phrases only in Russian
 - b. to be direct in Russian and polite in English
 - c. to avoid using any polite language at all
 - d. to use formal language in both Russian and English
- 8. Why did Alexander feel like a "village idiot" in England, according to the polylogue?**
- a. He didn't understand the language.
 - b. He smiled too much and used direct language.
 - c. He was unfamiliar with English cuisine.
 - d. He had trouble with English customs.

LISTENING SPOT 2

Exercise 1. Define the given words before listening to the poem "A Serenade to My Mother" by Yeghishe Charents (translated by Daniel Janoyan).

wrinkle	precious	fig	lap	sorrow
	to rock	sour	weary	



ՄՈՐԻ ՉԱՄԱՐ ՓԱԶԵԼ	A Serenade to My Mother
Հիշում եմ դեմքը քո ծեր, մայր իմ անուշ ու անզին, Լույս խորշոմներ ու գծեր, մայր իմ անուշ ու անզին:	I remember your old face, My precious mother and very sweet, With light wrinkles and lines, My precious one and very sweet.
Ահա նստած ես տան դեմ, ու կանաչած թթենին Դեմքիդ ստվեր է գցել, մայր իմ անուշ ու անզին:	You are sitting on the porch Alongside the growing fig tree Throwing a shadow on your face, My precious mother and very sweet.
Նստել ես լուռ ու տխուր, հին օրերն ես հիշում այն, Որ եկել են ու անցել, մայր իմ անուշ ու անզին:	You are sitting sadly and silently Remembering those old days That have come and also gone by, My precious mother and very sweet.
Եվ հիշում ես քո որդուն, որ հեռացել է վաղուց,- Ո՞ւր է արդյոք հեռացել, մայր իմ անուշ ու անզին:	And you remember your son Who has left you and gone far. “Where has he gone?” you wonder, My precious one and very sweet.
Ո՞ւր է արդյոք հիմա նա, ո՞ղջ է արդյոք, թե մեռած, Եվ ի՞նչ դռներ է ծեծել, մայր իմ անուշ ու անզին:	“Where is he now?” you wonder, “Is he alive or is he dead?” And what doors has he been knocking?” My precious one and very sweet.
Եվ երբ հոգնած է եղել, և երբ խաբվել է սիրուց - Ո՞ւմ գրկում է հեծեծել, մայր իմ անուշ ու անզին:	And you wonder if he’s been tired Or if he’s been cheated by love; And in whose laps has he found love? My precious one and very sweet.
Մտորում ես դու տխուր, և օրրում է թթենին Տխրությունը քո անձիր, մայր իմ անուշ ու անզին:	You are thinking sadly While the fig tree keeps rocking. Your sorrow has no limits indeed, My precious one and very sweet.
Եվ արցունքներ դառնաղի ահա ընկնում են մեկ-մեկ Քո ձեռքերի վրա ծեր, մայր իմ անուշ ու անզին...	And then sour tears Drop down your eyes one by one Upon your weary hands, My precious one and very sweet.

Exercise 2. Fill in the missing blanks during listening to the poem.

I remember your old face

With light wrinkles and lines,
My precious one and very sweet.

Alongside the growing fig tree
Throwing a shadow on your face,
My precious mother and very sweet.

You are sitting sadly and silently
Remembering those old days

_____,
My precious mother and very sweet.

And you remember your son
Who has left you and gone far.
_____ you wonder,
My precious one and very sweet.

“Where is he now?” you wonder,
“
And what doors has he been knocking?”
My precious one and very sweet.

Or if he’s been cheated by love;
And in whose laps has he found love?
My precious one and very sweet.

You are thinking sadly
While the fig tree keeps rocking.
Your sorrow has no limits indeed

And then sour tears
Drop down your eyes one by one
My precious one and very sweet.

Exercise 3. Fill in the chart below with the emotions described in all 8 stanzas during listening to the poems. Identify the specific phrases that convey these emotions.

Stanza	Emotion	Phrases
1.		
2.		
...		

Exercise 4. Answer the questions after listening to the poems.

1. What does the speaker remember about his mother’s face?
2. How does the poem describe the setting where the mother is sitting?
3. What emotions does the mother experience as she recalls the past?
4. What are the mother’s concerns about her son in the poem?
5. How does the poem depict the mother’s sorrow?
6. How does the repetition of the phrase “My precious one and very sweet” contribute to the overall tone of the poem?
7. What role does the fig tree play in the imagery of the poem, and how does it relate to the mother’s feelings?
8. How does the poem use the imagery of tears and physical weariness to enhance the depiction of the mother’s emotional state?
9. Which descriptions and words aren’t translated word by word?
10. What is the cultural impact in the English translation?
11. What are the emotional differences in the two translations?

Exercise 5. Listen to the poem again and then arrange these sentences in the order they appear in the poem.

1. “Your sorrow has no limits indeed.”
2. “I remember your old face.”
3. “And then sour tears drop down your eyes one by one.”
4. “You are sitting on the porch alongside the growing fig tree.”
5. “And you wonder if he’s been tired.”



GRAMMAR REVIEW

Reported speech

Exercise 1. Read the text and identify the cases of direct and indirect speech in it.

In April 1970, NASA's Apollo 13 mission faced a serious crisis when an oxygen tank exploded on the spacecraft. The mission, initially intended to land on the moon, quickly turned into a desperate effort to bring the astronauts safely back to Earth. NASA reached out to the Soviet Union for help, despite the ongoing Cold War. **The U.S. asked for cooperation to solve this life-threatening problem, and the Soviet space agency agreed. The NASA officials explained that they needed assistance to ensure the astronauts' safe return.**



Translators played a crucial role in this collaboration. They worked tirelessly, translating conversations and written messages between English and Russian. **NASA engineers emphasized that accuracy was critical, especially when translating complex technical instructions. One crucial task was to translate instructions for creating a makeshift air purifier.** "The astronauts must build this device to remove carbon dioxide from the air," the NASA team said. **The translators ensured that these instructions were clear and precise to avoid any fatal errors.** In addition to technical translations, **the translators mentioned that they were also coordinating emergency procedures between NASA engineers and Soviet experts.** This teamwork was essential in finding quick solutions.

The success of the Apollo 13 mission, despite the challenges, highlighted the importance of international cooperation and skilled translation. **NASA later acknowledged that the translators' efforts were vital** in ensuring the astronauts' safe return to Earth on April 17, 1970.

Cases When Tense Changes don't Occur in Reported Speech	
The past perfect simple and past perfect continuous don't change in reported speech:	"I had finished." → He said (that) he had finished. "I had been running." → He said that he had been running.
Could, would, might, should and ought to don't change in reported speech:	"I might join you." → He said (that) he might join us.
When the reporting verb is in a present tense , there is no change in reported speech:	"I may be late." → He says (that) he may be late.
We do not need to change the verb tense when we are reporting things that are still true :	"I've got a brother." → He told me (that) he's got a brother.

Reporting Verbs	
We often use different reporting verbs to summarize what someone said.	"Why don't you stay with us?" → They invited me to stay with them.
Reporting verbs can describe the speaker's intention, or tell us more about the way someone says something:	"I'll carry the books." → He offered to carry the books.

Different reporting verbs are used with different structures. Below are some common ones. Note that some verbs can be used with more than one structure:

VERBS	EXAMPLES
verb + to-infinitive agree, decide, demand, offer, promise, propose, refuse, swear, threaten, volunteer	"No, I won't do it!" → He refused to do it. "Can I help you?" → She offered to help me.
verb + sb + to-infinitive advise, beg, encourage, forbid, instruct, invite, order, persuade, urge, warn	"Please, don't go!" → She begged him not to go. "You should talk to Nikki." → He advised me to talk to Nikki.
verb + -ing admit, deny, recommend, suggest	"I stole the money," → He admitted stealing the money. "I didn't steal the money." → He denied stealing the money.
verb (+ sb) + preposition + -ing accuse sb of, agree (with sb) on/about, apologise (to sb) for, complain (to sb) about, congratulate sb on, insist on	"You stole the money." → She accused me of stealing the money. "You won! Well done!" → She congratulated me on winning.

SUGGEST + Structures	
Suggest + -ing:	"Let's go to the cinema." → I suggested going to the cinema.
Suggest + that + past simple:	I suggested that we went to the cinema.
Suggest + that + sb + should + infinitive:	I suggested that we should go to the cinema.
Suggest + that + sb + infinitive:	I suggested that we go to the cinema.

Exercise 1. Match the statements (1-10) with the reporting verbs (a-j).

1. 'I'm going to retire soon,' he said.	a. asked
2. 'Please bring us the wine list,' she told the waiter.	b. begged
3. 'Our team will easily beat yours,' he told us.	c. explained
4. ' Please, please give me another chance,' she told him.	d. warned
5. 'I'm innocent, Your Honour,' he told the judge.	e. reminded
6. 'I was late because I missed my bus,' she said.	f. advised
7. 'Why don't we play a game?' he said.	g. claimed
8. 'Don't forget to phone Alex,' she told him.	h. announced
9. 'Careful! The water's deep!' he said.	i. suggested
10. 'You should be more careful in the future,' she told the student.	j. boasted

Exercise 2. Report the statement in Exercise 1 according to the given examples.

1. He announced (that) he was going to retire soon.
2. She asked the waiter to bring the wine list.
3.

Exercise 3. Rewrite the statements in reported speech. Do not change the tense if it is possible not to.

1. 'You mustn't discuss the case outside the court room.'
The judge said that we mustn't discuss the case outside the court room.
2. 'The museum was opened to the public in 1965.'
The guidebook says
3. 'I'll take a taxi home after the film tomorrow evening!'
John told us last Sunday
4. 'Humans first walked on the moon in 1969!'
The teacher said
5. 'Sam's ill and can't come to school today.'
Mrs. Richards, Sam's mother said
6. 'Jason had been working for me for two years at that point.'
The manager told the police officer
7. 'We're meeting our cousins from Vanadzor at the weekend.'
Levon and Anna told us last week

Exercise 4. If the sentence is incorrect, rewrite it correctly. Do not change the tense if possible.

1. Bob did tell me that he probably **wouldn't** be coming in today.
2. Last week he told us that we **don't have** to do that exercise and then yesterday he said he'd made a mistake.

3. Did you say these bills **had to** be paid before tomorrow?
4. Steve said he **could** play the guitar when he was two years old. Do you believe that?
5. Pauline told my mum that **she'd had better** get a lawyer. I think she's right.
6. When we went to the party, Claudia told me that I **must** be on my best behaviour all evening. It was very rude of her, I thought.
7. Darren said that Mr. Taylor **was to** have forgotten about the meeting, but I'm not so sure. I think he just didn't want to come.
8. When I was a teenager, my dad always told me that **I'm not to** stay out later than ten o'clock.
9. I was pleased when Jilly told us that she **can** help us paint the flat. If only I'd known then what that meant!
10. When I was at school, my English teacher always told us that we **don't have to** pay attention but we **do have to** be quiet.

Exercise 5. Choose the correct answer.

1. He also asked if I **had / did** I have any work experience.
2. He asked how old **am I / I was**.
3. He wanted to know what **have I / I had** been doing since I left school.
4. He asked **who / whether** I had had a nice trip down from Liverpool.
5. He also asked how long **the journey had taken / did the journey take**.
6. He asked me what **I liked / did I like** most.
7. He wanted to know **who had told / had they told** me about their company.
8. He asked me what **I thought / did I think** the qualities of a good manager were.
9. He **told / inquired** how much money I was hoping to earn.
10. Finally, he asked me when **can I / I could** start work.

Exercise 6. Report the general and alternative questions.

1. 'Are you still living in London?'
I asked him if/whether he was still living in London.
2. 'Do you work in the central branch or in the provinces?'
She asked me
3. 'Are you going to give me the money or not?'
She asked him
4. 'Has he brought the book back?'
I wanted to know
5. 'Is it snowing in Manchester?'
He asked
6. 'Are you married?'
The man asked me
7. 'Have you been eating properly?'
The doctor asked him

8. 'Would you like to join us tomorrow?'
They asked me
9. 'Do you speak French?'
She asked the girl
10. 'Have you finished?'
The teacher asked him

Exercise 7. Choose the correct answer.

1. ***Do you deny this with the defendant on the day in question?***
a. to discuss b. discussing c. of having discussed d. to have discussed
2. ***Why did you refuse the police officer's questions? It only makes you look guilty!***
a. to answer b. that you answer c. answering d. for answering
3. ***It's about time Mrs. Richards apologized to me me a gossip in front of everybody.***
a. to have called b. from calling c. that she called d. for having called
4. ***She may claim a PhD but nobody's ever actually seen the certificate.***
a. having b. for having c. to have d. if she has
5. ***The kids suggested a pizza tonight. What do you think?***
a. to get b. we'll get c. getting d. for getting
6. ***I do agree there simple solution to this problem.***
a. is no b. be not c. not to be d. not being
7. ***Tammy respondedthat at least she'd never lied to her parents.***
a. to say b. that she said c. by saying d. with having said
8. ***I'm begging***
a. you to stay b. that you stay c. your staying d. you for staying
9. ***Her doctor suggested her working hours.***
a. to reduce c. that reducing
b. to have reduced d. that she should reduce
10. ***We suggested that the committee the case again.***
a. that they to review c. review
b. that they are to review d. that they had to review



READING CORNER

READING SPOT 1

Pre-reading activity

1. What is the first written translation in the Armenian history?
2. When was it made?
3. Who were the first translators in the Armenian history?
4. Do Armenians have a celebrating day dedicated to translation? What do you know about it?
5. What famous translators can you name?

GLOSSARY

destruction - the act of causing something to be ruined or completely damaged

vulnerable - easily hurt or attacked

to initiate - to start or begin something

to consult - to seek advice or information from someone

to commission - to officially request or order something to be done

a calligrapher - a person who designs and writes beautiful letters

to pioneer - to be among the first to do or create something new

to adopt - to choose and take on something new, like an idea or a practice

Exercise 1. Match each word with its synonym and antonym in the table below.

WORD	SYNONYM	ANTONYM
1. destruction	embrace	protected
2. vulnerable	start	ignore
3. to initiate	ruination	follower
4. to consult	order	reject
5. to commission	advise	cancel
6. to adopt	innovator	finish
7. a pioneer	exposed	preservation

ST. TRANSLATORS' DAY

1700 years ago, despite facing thousands of difficulties, the threat of division, war, and destruction, the Armenian nation found its way to survival. This was achieved not only through weapons and war but also through faith, thought, and the pen.

In 387, Armenia was split into two parts, facing a hardship. On one hand, it was a political problem, and on the other, it was related to religion. When Christianity was

adopted as the state religion, Armenian priests wrote and read in Greek and Assyrian. As a result, many people were unable to understand religious services, the Bible and the Word of the Lord. This made the faith vulnerable.

Being the first nation to adopt Christianity as the state religion, Armenia made its way to accepting, understanding, and listening to God. Therefore, it was greatly needed to initiate and translate the Word of the Lord.

In order to create the Armenian script, Mesrop Mashtots, together with his pupils, traveled to the cities of Edessa and Samosata. They studied foreign language records and consulted with Assyrian and Greek scholars. Finally, in 405, they created the Armenian script.

According to legend, at one point, Mashtots took his eyes off the records and noticed the Lord's hand on the page, writing the letters of the alphabet from left to right. After the creation of the script, Mashtots traveled to Samosata and commissioned a Greek calligrapher named Hropanos to design the letters. This played a key role in the religious, political, and cultural life of the Armenian people.

Right after the invention of the script, Mesrop Mashtots, Sahak Partev, and their pupils began translation work. Their goal was to reduce the Greek influence in the country by translating important religious books and other works into Armenian, and making church rituals Armenian. They also pioneered the establishment of independent Armenian schools that used the Armenian language.

The first passage they translated was from the "Book of Proverbs" by Solomon: "To know wisdom and advice, to understand the words of genius". Afterward, they undertook the complete translation of the Bible, a project that lasted three decades. The French scholar La Croze later referred to this translation as "The Queen of Translations."



God spoke in the Armenian language. It was close to the heart and full of life. The saintly translators paved the way for God to be near, they were the voices of God, and they translated His word. In recognition of this incredible work, the Armenian Apostolic Church established a special holiday, St. Translators' Day, which is celebrated on the second Saturday of October. This holiday serves as a yearly reminder of the importance of listening to God, understanding Him, and making His word accessible to all.

Translated by Syuzan Avagyan

Exercise 2. Fill in the blanks choosing the appropriate words from the list below:

<i>script</i>	<i>religion</i>	<i>accessible</i>	<i>faith</i>	<i>influence</i>	<i>significant</i>
	<i>division</i>	<i>establish</i>		<i>translation</i>	

1. The Bible has had a profound _____ on Western culture and history.
2. The _____ of the text from Greek into Latin made it more _____ to a broader audience.

3. Many people turn to _____ for guidance and comfort in difficult times.
4. Religion plays a _____ role in shaping values and traditions worldwide.
5. The original _____ of the play was written in English, but it was later translated into several other languages.
6. Religious leaders often work to _____ a sense of unity among their followers.
7. The _____ of religious practices varies greatly from one culture to another.
8. Making sure that religious texts are _____ is crucial for their global dissemination.

Exercise 3. Decide whether the statements below are True or False:

1. Armenia was divided into two parts in 387.
2. The first written translation of the Bible into Armenian took as long as 5 years.
3. The Armenian script was created by Sahak Partev and his pupils.
4. Before the creation of the Armenian script the church languages were Greek and Latin.
5. Mesrop Mashtots was helped by a Greek calligrapher named Hropanos.
6. St. Translators' Day is celebrated on the first Saturday of October.
7. The translation movement in Armenia ended in the fifth century.
8. The first passage translated into Armenian was from the "Book of Psalms" by Solomon.

Exercise 4. Choose the correct answer.

1. Why was the creation of the Armenian script necessary?

- a) to increase the Greek influence in Armenia
- b) to make church rituals and religious texts understandable to Armenians
- c) to establish trade relations with other nations
- d) to replace Assyrian and Greek with Latin as the church language

2. Where did Mesrop Mashtots travel to study foreign language records?

- a) Rome and Athens
- b) Edessa and Samosata
- c) Jerusalem and Antioch
- d) Constantinople and Alexandria

3. How long did it take to complete the translation of the Bible into Armenian?

- a) 10 years
- b) 20 years
- c) 30 years
- d) 40 years

4. What was the first passage translated into Armenian?

- a) a verse from the "Book of Genesis"
- b) a verse from the "Book of Psalms"
- c) a passage from the "Book of Proverbs"
- d) a verse from the "Book of Isaiah"

5. What did the French scholar La Croze call the Armenian translation of the Bible?

- a) the Queen of Translations
- b) the King of Translations
- c) the Best of Translations
- d) the Standard Translation

Exercise 5. Answer the questions.

1. Why did Armenia need to translate religious texts into Armenian in the fifth century?
2. Who was the main figure behind the creation of the Armenian script?
3. Describe the significance of the first passage translated into Armenian.
4. What role did the translation movement play in Armenian culture?
5. When is St. Translators' Day celebrated, and why is it significant?

READING SPOT 2

Pre-reading activity

1. What is the main purpose of translation?
2. What types of translation do you know?
3. How does non-literary translation differ from literary translation?
4. In which fields is non-literary translation particularly important?
5. Which of them is more important in your opinion?

GLOSSARY

a manual - a book that gives instructions on how to do something

accuracy - the quality of being correct or precise

target - a goal or something you aim for

to resonate - to have an impact or connect with someone emotionally

expertise - a special skill or knowledge in a particular area

dubbing - replacing the original voices in a video with voices in another language

subtitling - adding text at the bottom of a video to show what is being said

a voice-over - a voice speaking over the action in a video or film

synchronization - matching the timing of different things, like sound with video

Exercise 1. Use the correct word from the glossary to fill in the blanks.

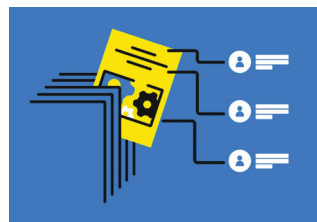
1. It is important to ensure the _____ of the translation to avoid misunderstandings.
2. Some translators use a _____ to help with language rules and vocabulary.
3. In movies, _____ involves replacing the original dialogue with new dialogue in a different language.
4. To translate complex documents, you need a high level of _____ in both languages.
5. The _____ language is the language into which the text is translated.
6. The translation should _____ with the audience to effectively convey the original message.
7. _____ is crucial in translating films to ensure the dialogue matches the actors' lip movements.
8. _____ involves adding translated text at the bottom of the screen in movies and TV shows.
9. A _____ is a type of translation where a narrator reads the translated text while the original audio plays in the background.

Exercise 2. Read the text and answer the questions after each paragraph. Mind the highlighted words.

TYPES OF TRANSLATION

Translation is the art of bridging language barriers. It allows people from different cultures to communicate and share ideas. While literary translation is well-known, non-literary translation plays a crucial role in various aspects of life. These types of translation are necessary in fields such as technology, medicine, law, business, and more.

Technical translation focuses on documents with specialized information, such as **manuals**, user guides, and software documentation. Translators must not only be fluent in both languages but also understand the subject matter. For example, a technical translator that works on a user manual for machinery must ensure that the instructions are clear and safe for users in different countries. **Accuracy** is important in technical translation, as mistakes can have serious consequences.



1. What types of documents are involved in technical translation?
2. What else is essential for a translator besides language fluency?
3. Why is accuracy important in technical translation?
4. Why can mistakes in translations of manuals be irreversible, in your opinion?



Medical translation involves translating documents like patient records, clinical trial reports, and medicine instructions. This translation requires high accuracy because it directly impacts patient care. For instance, translating a patient's medical history ensures doctors can provide appropriate treatment. Medical translators must be familiar with medical terminology.

1. What types of documents are involved in medical translation?
2. Why is high accuracy required?
3. What does translation of a patient's medical history ensure?
4. Is it necessary for a medical translator to have knowledge of medical terminology?

Legal translation deals with translation of legal documents such as contracts, court judgments, and laws. Legal translators need a deep understanding of the legal systems and terminology in both languages. This type of translation is complex because legal terms often have specific meanings tied to a country's legal framework. Even a small error in translation can lead to legal disputes or financial losses.



1. What types of documents are involved in legal translation?
2. What is required for legal translation?
3. Why is legal translation complex?

4. What can the consequences of a small error be?

Business translation covers a wider range of materials, including marketing materials, financial reports, and correspondence. Business translators must provide culturally appropriate message for the **target** audience. For example, a marketing campaign that works in one country might not resonate or could even offend an audience in another. Business translation helps companies expand their reach and build relationships with international partners.



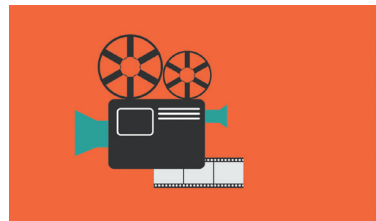
1. What types of materials are involved in business translation?
2. What kind of message must business translators provide? Why?
3. How does business translation benefit companies?



Scientific translation involves translation of documents related to scientific research, such as research papers, lab reports, and journals. Scientific translators need **expertise** in the specific field they are translating, be it biology, chemistry, or physics. Precise scientific translation is essential for sharing knowledge and advancing science globally.

1. What types of documents does scientific translation involve?
2. What expertise is required of scientific translators?
3. Why is accurate translation important in the field of science?

Audiovisual translation includes translating content for television, films, video games, and online videos, covering **subtitling**, **dubbing**, and **voice-over** translation. Audiovisual translators must consider timing, **synchronization**, and cultural references. This type of translation helps make entertainment accessible to people worldwide.



1. What content does audiovisual translation include?
2. What factors should audiovisual translation consider?
3. How does audiovisual translation make entertainment more accessible?

Translation is a skill with many sides that goes beyond just literature. Each type of translation-technical, medical, legal, business, scientific, and audiovisual-requires specialized knowledge and skills. These types are essential for accurately conveying information across languages and cultures, making the world more connected and accessible for everyone.

Exercise 3. Match each type of translation to its correct definition.

1. Technical Translation	a. translation of documents like research papers and lab reports, requiring expertise in specific scientific fields
2. Medical Translation	b. translation of legal documents such as contracts and court judgments, requiring understanding of legal terminology
3. Legal Translation	c. translation of content for TV, films, and video games, including subtitling, dubbing, and voice-over
4. Business Translation	d. translation of materials like user manuals and software documentation, requiring technical expertise
5. Scientific Translation	e. translation of patient records and clinical reports, impacting patient care and requiring knowledge of medical terms
6. Audiovisual Translation	f. translation of marketing materials, financial reports, and business correspondence, focusing on cultural adaptation

Exercise 4. Read each scenario and identify the type of translation needed. Explain your reasoning.

1. A company needs to translate a user guide for a new type of machinery.	a. Medical Translation
2. A medical researcher needs to share their findings with international colleagues.	b. Technical Translation
3. A law firm needs to translate a contract for a client in another country.	c. Audiovisual Translation
4. A marketing team wants to adapt their advertisement for a new international market.	d. Business Translation
5. A film production studio is working on translating a movie into different languages.	e. Scientific Translation

Exercise 5. Choose two types of translation and create your own scenario for each type.

1. Technical Translation	
2. Medical Translation	
3. Legal Translation	
4. Business Translation	
5. Scientific Translation	
6. Audiovisual Translation	



SPEAKING CORNER

SPEAKING SPOT 1

1. What gestures do you usually use in communication?
2. What role do gestures play in communication?
3. How can gestures influence the meaning of a message in a conversation?
4. Can you think of a gesture that is commonly used in your culture? What does it signify?
5. How many ways of shaking hands do you know?
6. How do you say "You're crazy!" with your hands?

Exercise 1. Work in pairs. Which gestures do you know? Show to your partner:

1. shrug your shoulders
2. cross your fingers
3. tap the side of your head
4. give the thumbs up sign
5. hold your hands out, palms up
6. nod
7. shake your head
8. rub your thumb and first two fingers together

- What do these gestures mean in your country?
- Do people there use any other gestures?

Exercise 2. Divide into small groups. Discuss the provided gestures and their meanings. Answer the following questions.

- Identify which gestures might be misinterpreted in your own culture.
- What is a common gesture in your culture that you think might have a different meaning elsewhere? Why?
- Do you believe that gestures are more important than words in some cultures? Why yes, why not? State your attitude.

	Gesture List	
GESTURE	COUNTRY	MEANING
 THUMBS-UP	Western cultures (e.g., USA, UK)	Good, approval
	Some Middle Eastern cultures	Offensive, rude

 V- SIGN	Western cultures (e.g., USA, UK)	Peace, victory
	Australia, New Zealand (if the palm is facing inward)	Insult
 NODDING HEAD	Most cultures	Yes, agreement
	Some regions in Bulgaria	No
 WAGGING FINGER	Many cultures	Reprimand, warning
	Some Asian cultures	Disrespectfulness

Exercise 3. Create a list of situations where cultural misunderstandings might occur due to gestures or body language. Discuss all the points mentioned above. How would you solve the misunderstandings in the situations given by you?

Exercise 4. Group Work: Skim the article. Choose a country and make a list of Do's and Don'ts for each country. Exchange the lists with the other group.

1. Bowing in Korea

While Western countries reserve bows for the end of a stage performance, bowing in many East Asian countries, such as Korea, Japan and China, is part of basic etiquette to show respect and/or gratitude.

In Korea, you bow when initially meeting a person, as well as to say "Hello," "Goodbye," "Thank you" and "I'm sorry." Generally, the lower you bow, the more respect and deference you show the other person. The longer you keep your head bowed, the more it signifies your seriousness. Depending on where you go, of course, the rules and etiquette for bowing may differ; sometimes they even vary between generations!





2. Kissing Cheeks in Switzerland

3. Many countries in Europe and Latin America use cheek kisses as a way of greeting. In Switzerland, it's three cheek kisses starting with your right cheek. The Swiss kiss is a common way to greet family and close friends, especially when it's girl-and-girl or girl-and-boy. Between men, not so much, they usually do with a warm handshake, unless they're really close.

3. Eye Contact in Japan

In many countries, maintaining eye contact while you speak with someone signifies that you're paying attention. (Think of a mother demanding "Look at me when I'm talking to you!")

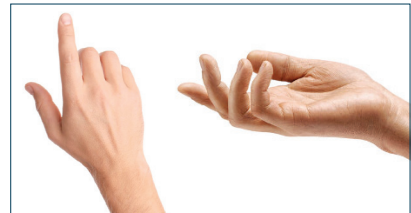
In Japan (and a few other East Asian cultures), however, eye contact can signal aggression and disrespect. In fact, many Japanese people are taught at an early age to look at peoples' necks instead of their eyes.



4. Gestures in Armenia

Showing the index finger up demonstrates the utmost surprise, or sarcasm, or dislike of an idea.

A palm up gesture invites the listener to come closer or to engage in the conversation.



Going out with friends.-
Who pays?

Time keeping

Paying/ tipping in a restaurant

Using names
(first, last, title, e.g. Mr.)

Greeting

Personal space, eye
contact, posture, voice

Special gestures

Going to someone's house for a meal

Saying goodbye

Exercise 5. Work in pairs or groups. Choose a country all of you know and prepare advice for visitors.

- Choose from the topics below and make notes on Do's and Don'ts for visitors.
- For each point, say why it is important and what can go wrong if a person doesn't know about the particular behaviour.

Exercise 6. Present your information to other students. When you listen, make notes of anything you didn't know before.



WRITING CORNER

Exercise 1. Translate the quotes below from famous books into Armenian.

It is only with the heart that one can see rightly; what is essential is invisible to the eye.

"The Little Prince" by Antoine de Saint-Exupéry

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

"Pride and Prejudice" by Jane Austen

Alice began to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?

"Alice's Adventures in Wonderland" by Lewis Carroll

War is peace. Freedom is slavery. Ignorance is strength.

"1984" by George Orwell

WRITING SPOT 1

Exercise 1. Translate a short passage of Malala Yousafzai's famous speech at the United Nations (2013) into Armenian. Malala Yousafzai advocated for universal education and gender equality, emphasizing the importance of education as the key to changing the world. Use the glossary.

poverty - the state of being extremely poor, lacking the basic necessities of life such as food, shelter, and clothing

injustice - a situation in which people are treated unfairly or denied their rights

ignorance - lack of knowledge, understanding, or awareness about something

illiteracy - the inability to read and write

wage (v) - to carry on, or engage in (e.g., a struggle or campaign)

Dear brothers and sisters, we must not forget that millions of people are suffering from poverty, injustice, and ignorance. You must not forget that millions of children are out of their schools. We must not forget that our sisters and brothers are waiting for a bright, peaceful future. So let us wage a global struggle against illiteracy, poverty, and terrorism. Let us pick up. Let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book, and one pen can change the world. Education is the only solution. Education first. Thank you.



Exercise 2. Working in pairs, share your translation with your peer, find differences and similarities in the two examples and state your attitude.

Write a motivating letter to your peers stating your opinion about the importance of education as the key to changing the world.

WRITING SPOT 2

Literary translation involves translating creative works such as novels, poetry, and plays.

Literary translators must be linguistic experts and have a deep understanding of the source text's artistic style and structure. They must be able to convey the author's intended meaning, tone, and style in the target language.

For example, imagine a literary translator may need to translate a poem from Spanish to English. To maintain the original poem's rhyme scheme and meter, they need to understand both languages and nuances of poetry.

Exercise 1. Select a short poem from your native language (10-15 lines) that you will translate into English (you can use the one given below). Translate the poem into English, focusing on the following points:

Meaning: Be sure that the translated poem accurately reflects the original meaning and themes.

Tone and Mood: Interpret the tone and mood of the original poem. Whether it's melancholic, joyful, or reflective, try to convey the same feeling in English.

Cultural References: If a direct translation isn't possible, think about how to adapt or explain these references for an English-speaking audience.

Rhythm and Flow: Pay attention to the rhythm and flow of the poem. While it's not always possible to maintain the exact rhyme scheme, aim for a translation that reads smoothly and retains some of the poetic structure.

Exercise 2. Translate the poem 'ARMENIA' by Hovhannes Grigoryan into English.

ՀԱՅԱՍՏԱՆ

Սա իմ երկիրն է – չափսերով այնպիսին,
որ կարող եմ վերցնել հետս, թե մի հեռու տեղ գնամ:
Փոքրիկ՝ ինչպես ծերացած մայր,
փոքրիկ՝ ինչպես նորածին զավակ, իսկ քարտեզի վրա
ընդամենը արցունքի մի կաթիլ...
Սա իմ երկիրն է – չափսերով այնպիսին,
որ ազատորեն տեղավորել եմ սրտիս մեջ,
որ չկորցնեմ հանկարծ...

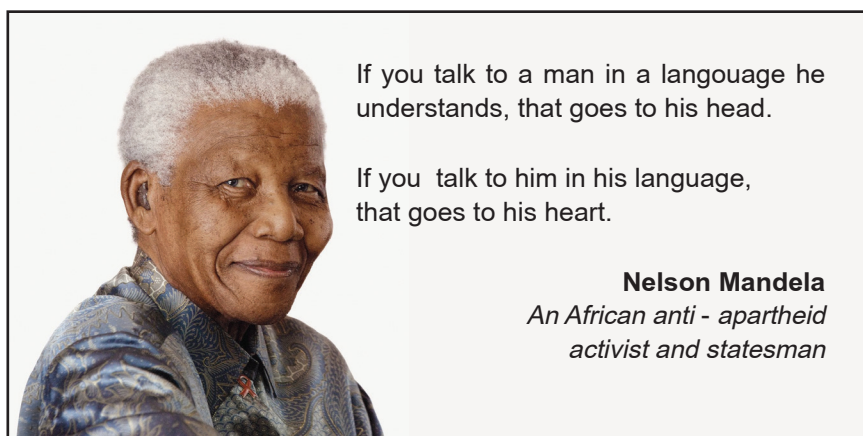


Exercise 3. Working in groups create a word-wall for the translation of the given poem in English before you start the translation.

Exercise 4. Exchange your translated poem with a partner. Provide feedback on how well the translation meets the key points mentioned above.

Phrasal Verbs

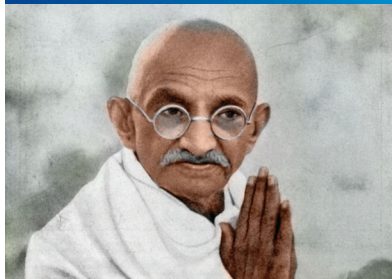
Phrasal Verb	Meaning	Example Sentence
to put together	to assemble or compile something	The translator put together a glossary of terms before starting the translation.
to carry over	to transfer an idea or concept from one context to another, especially in translation	The humor didn't carry over well in the translation.
to hand in	to submit a translation or assignment	She handed in her translation before the deadline.
to get across	to successfully communicate or convey information	He struggled to get his point across due to the language difference.
to bring up	to mention or introduce a topic	She brought up the issue of cultural sensitivity during the meeting.
to work out	to find a solution or reach an understanding	They had to work out a compromise that respected both cultures.
to go through	to review or check something in detail	She went through the entire document to ensure there were no translation errors.
to get down to	to start doing something seriously or with focus	After gathering all the resources, she got down to translating the novel.



Create a project "Translator's Day".

TOPIC 3

RELIGIONS



Religions are different roads
converging to the same point.

Mahatma Ghandi
an Indian political leader

Exercise 1. Answer the following questions:

1. How many religions are there in the world?
2. What are the main religions?
3. What do you know about Christianity?
4. Which are famous Christian holidays?
6. When was Christianity first adopted and by whom?

GLOSSARY

a sacred place - a holy significant location for religious rituals

a mosque - a place of worship for Muslims, often featuring a dome and minarets

a prayer - a solemn request for help or expression of thanks addressed to God

an apostle - one of the early followers of Jesus Christ, sent out to spread his teaching ideas

a synagogue - a Jewish worship house for community gatherings and study

initiation - an action of admitting an into a religious group

Exercise 2. Match the following terms to their correct definitions.

1. A mosque	a. a place of worship for Muslims
2. The Pope	b. the principal church of a diocese, containing the bishop's throne
3. An atheist	c. the leader of the worldwide Catholic Church
4. Baptism	d. a term used to denote years after the birth of Jesus Christ, meaning "in the year of our Lord." (Anno Domini)
5. A ritual	e. the holy book of Christianity, comprising the Old and New Testaments
6. A cathedral	f. a religious ceremony of initiation with the use of water
7. A nun	g. a member of a female religious group that lives in a convent
8. BC	h. a person who does not believe in God
9. AD	i. a religious ceremony performed in a set order of procedures
10. The Bible	j. a term used to denote years before the birth of Jesus Christ

Exercise 3. Complete the following sentences with the correct vocabulary word:

nun sacred place Bible atheist BC prayer ritual cathedral

1. The _____ is considered the holiest book in Christianity.
2. A _____ lives in a convent and devotes her life to religious service.
3. An _____ does not believe in the existence of deities.
4. A _____ is a solemn request for help or expression of thanks addressed to God.
5. A _____ is often performed at a sacred place to honor religious traditions.
6. A _____ is often a large and architecturally significant church.
7. Many ancient events are dated as _____, indicating they occurred before the birth of Christ.
8. A _____ can be a temple, church, or any location deemed holy by a religious group.



LISTENING CORNER

LISTENING SPOT 1

1. When and where did Christianity begin?
2. What are some of the symbols or holidays associated with Christianity?
3. How do you think Christianity compares to other religions?

Exercise 1. Listen to the recording. While listening, mind the words from the glossary.



GLOSSARY

monotheistic - believing that there is only one god. Christianity, Judaism, and Islam are monotheistic religions.

heavens - according to some religions, the place where good people go when they die

the Messiah - the leader that Christians and Jews believe God will send them

ascending - starting from the lowest or smallest to greater or higher

ascension - the process of rising to a higher or more important position

contend - to defend a belief or keep affirming that it's true

scripture - a holy books of a religion

testament - a statement of belief. The most famous testaments are the two parts of the Christian Bible: the Old and New Testaments.

divine - connected with a god or like a god

resurrection - the act of bringing something that disappeared back into use or existence

crucified - killed by someone by tying or fastening them with nails to a cross and leaving them there to die

Exercise 2. Listen again and fill in the blanks.

1. Christians are _____, meaning they believe in only one God.
2. The most important Christian holidays are _____ and _____.
3. Christians believe Jesus was _____ on a cross to offer forgiveness of sins.
4. The Christian sacred text is called the _____, which consists of the Old Testament and the _____ Testament.
5. According to Christianity, _____ is the act of rising from the dead, which Jesus did three days after his crucifixion.
6. Christians gather to worship in a _____, where they pray and listen to sermons.
7. The celebration of _____ marks the birth of Jesus Christ and is observed on December 25th.
8. The day Jesus is believed to have ascended into heaven is known as _____ Day in the Christian tradition.

Exercise 3. Choose the right option.

1. What does the term “monotheistic” mean?

- a) belief in many gods b) belief in one god c) belief in nature spirits

2. Who is considered the messiah in Christianity?

- a) Moses b) Jesus Christ c) Prophet Muhammad

3. What does the term “Trinity” refer to in Christianity?

- a) The three major prophets in Christianity
b) The three sections of the Bible
c) The belief in one God existing as three persons: the Father, the Son, and the Holy Spirit

4. What are the two main parts of the Christian Bible?

- a) Old Testament and New Testament b) Genesis and Exodus
c) Psalms and Proverbs

5. What is the primary purpose of Christian commandments or precepts?

- a) To guide moral and ethical behaviour b) To describe historical events
c) To perform religious rituals

6. Who are considered the laity in a Christian context?

- a) Religious leaders like priests or ministers
b) The congregation or ordinary members who are not part of the clergy
c) Missionaries who spread Christian teachings

Exercise 4. Group work

Working in small groups, write a brief summary of the listening passage. Include the main points such as the belief in one God, the concept of the Trinity, the significance of Jesus's life and resurrection, the importance of the Bible, and key Christian holidays and create a mind map according to the information you've written down.

LISTENING SPOT 2

The Parable of the Prodigal Son



What religion stories do you know?

Why do you think they are created?

What is the influence of such religious stories on people's behaviour, personality, way of thinking?

Recall the story of "The Prodigal Son" from the Bible and consider the words below:

GLOSSARY

inheritance - money or property passed down to someone after the owner's death

extravagant - spending much more than is necessary or wise; overly luxurious

famine - a severe shortage of food, causing widespread hunger

desperate - feeling hopeless and willing to do anything to change a bad situation

to reflect - to think deeply or carefully about something

compassion - a feeling of deep sympathy and concern for someone suffering

a servant - a person employed to perform domestic duties for others

to embrace - to hold someone closely in one's arms

Exercise 1. Fill in the gaps with the correct words from the text while listening.

reflect, extravagant, embrace, famine, desperate, inheritance, compassion, servant

1. The younger son asked for his share of the _____ before leaving home.
2. He spent his money in an _____ way, without thinking about the future.
3. A severe _____ hit the land, making it difficult for him to find food.
4. In a _____ attempt to survive, he took feeding pigs.
5. The father showed _____ when he saw his son returning.
6. The son had time to _____ on his mistakes while he was away.
7. When the father saw his son, he ran to _____ him.
8. The son planned to ask his father to take him back as a _____.

Exercise 2. Decide whether the following statements are True or False:

1. The younger son saved his money and invested it wisely.
2. The father was angry when his son asked for his inheritance.
3. The younger son lived a modest life in the distant country.
4. The famine forced the younger son to work feeding pigs.
5. The older brother was happy to see his younger brother return home.
6. The father refused to forgive the younger son.
7. The younger son felt unworthy to be called his father's son.
8. The father celebrated the return of his younger son with the best dishes and a great celebration.

Exercise 3. Answer the following questions to explore the themes of the story:

1. Why do you think the younger son wanted to leave home?
2. How does the story illustrate the concept of forgiveness?
3. What lesson do you think the younger son learned from his experience?
4. Why might the older brother have felt jealous or angry?
5. Do you think the father was fair in how he treated both sons? Why or why not?
6. What does the father's reaction to the younger son's return tell us about unconditional love?
7. How might the story be different if the younger son had not returned home?
8. What does the story suggest about the importance of family and reunion?

Exercise 4. Working in pairs choose a task and create a short paragraph.

1. Write a letter from the younger son to his father before returning home.
2. Imagine a conversation between the two brothers after the celebration. What might they say to each other?
3. Retell the story from the perspective of the older brother. How does he see the events?
4. Imagine the younger son's life after the story ends. What does he do next?
5. Write a modern version of the story, set in today's world. How would the events unfold?



GRAMMAR REVIEW

Brush up your knowledge of the Present tenses

Religion in Today's World

Religion **shapes** societies and individual lives worldwide. People from diverse backgrounds **engage** with their faith in different ways. Religious leaders often **speak** on social issues, and faith communities **come** together to address challenges like climate change. Many individuals **are searching** for spiritual meaning, exploring different religions to find answers to life's questions.

Religion **has inspired** art, music, and literature, and scholars **are studying** ancient texts and monuments to understand their cultural significance. People **are practicing** their faith through unique traditions, such as Christmas, Ramadan, Diwali, and other festivals, which **bring** communities together.

Religious organizations **work** to support the vulnerable, providing food, shelter, and education. Interfaith dialogue **is becoming** more important, fostering respect and reducing prejudice.

Meanwhile, some people **have chosen** not to follow any religion. Atheists and agnostics **question** the role of religion, suggesting that morality can exist without it.

Overall, religion remains a powerful force, influencing both personal lives and global events.

Present Simple	
Telling jokes and informal stories (especially with phrases all of a sudden or suddenly)	Singing in shower is fun until you get soap in your mouth. Then it becomes a soap opera.
Live sports commentary	Adams passes to Kareshi. It's a goal!
Newspaper headlines	Hurry and Meghan hit back at loss of royal roles.
Reviews and summaries, contents of books, films, newspapers, etc.	The lesson outlines the learning objectives of the lesson plan.
Proverbs and sayings	Actions speak louder than words.
The future for fixed events	The exams end in the middle of June.
Emphatic Present Simple - Do/ Does	
To emphasize contrast	Ann does work hard for her exams.
To emphasize strong feeling	I do like playing videogames!
Words and phrases often used with the Present Simple <i>always/usually/generally/often/sometimes/rarely/seldom/never/whenever/ nowadays/these days/from time to time, etc.</i>	

Present Continuous	
Changing and developing situations	More and more people are becoming indifferent.
To emphasize that something is done so often that it is characteristic of a person, group, thing (often used with adverbs constantly, continually, forever, always)	He is always losing keys. You are constantly changing your mind.
For future personal arrangements	I am taking my exam on June 5th.
Words and phrases often used with the Present Continuous <i>Now/right now/for now/currently/at the moment/for the time being/at present/ today/this week</i>	

Exercise 1. Correct the mistakes in the underlined phrases.

1. Ouch! You stand on my foot. -You're standing
2. They have always breakfast in bed on a Sunday morning.
3. She can't come to the phone now. She has a shower.
4. We are needing an answer from you before Wednesday.
5. I'm studing a lot now because I have exams next week.
6. She don't eat meat at all.
7. They always are late.
8. Do you go out tonight?
9. He never replys to my emails!
10. A: Are you going to the park this afternoon?
B: I don't know. It's depending on the weather.

Exercise 2. Write questions in the present continuous or present simple.

1. A: What are you eating? (you / eat)
B: A cheese sandwich.
2. A: Where.....lunch today? (you / have)
B: At home. My mum's making pasta.
3. A: What.....? (he / do)
B: He's an accountant.
4. A:.....this weekend? (you / go away)
B: No, we're staying here.
5. A:.....to eat out tonight? (you / want)
B: Yes, that would be nice. Where shall we go?
6. A: What.....? (she / cook)
B: I don't know, but it smells good.

Exercise 3. Choose the right set of notes to complete the dialogues.

*continually / change / mind, forever / moan / work, forever / ask me / money,
constantly / criticise / driving, always / complain / handwriting*

1. A: I can't read this.
B: You're
2. A: Can I borrow 10 EUR?
B: You're
3. A: That was a dangerous thing to do.
B: You're
4. A: I think I'll stay here after all.
B: You're.....
5. A: I had a bad day at the office again.
B: You're

Present Perfect Simple	
Completed actions where the important thing is the present result	Suzan has been awarded a scholarship to study in Spain.
With superlatives and the first, second, last time, etc.	It's the first time I've tried dragon fruit.
When we say or ask how much/many we have done or how often we have done up to now	How many Nar Dos's novels have you read ?
Words and phrases often used with the Present Perfect <i>since/for/It's the first/second/third/etc. time /before/already/yet/ever/just/still/recently/up to now</i>	

Present Perfect Continuous	
With action verbs to say that an action started in the past and is still happening now (unfinished action)	We have all been wondering what to buy him for birthday and still can't decide.
With time expressions like How long..? for, since, all day/ evening, etc.	He has been messaging his sister all evening.
For repeated actions, especially with a time expression, e.g. all day, recently	It has been raining all day.
For continuous actions that have just finished (but that have present result)	I have been shopping all morning. I am exhausted.
The future in time clauses	I won't take my exam until I've been having preparation course for at least two months.
Words and phrases often used with the Present Perfect Continuous <i>since/for/just/all day/week/etc.</i>	

Exercise 4. Underline the correct form or forms if both are possible.

1. Have you ever tried/ been trying caviar?
2. She's worked / been working here since July.
3. Your mother has called / been calling three times this morning!
4. The kids are exhausted because they've run / been running around all day.
5. Tim and Lucy haven't seen / been seeing our new house yet.
6. I've never met / been meeting her brother. Have you?
7. It's snowed / been snowing all morning.
8. My brother has lived / been living alone since his divorce.
9. I've read / been reading all morning. I've now read / been reading 100 pages.

Exercise 5. Complete the sentence with the Present Perfect Simple or Continuous of the verb in parentheses.

1. I've bought a new car. Do you like it? (buy)
2. We.....Jack and Ann for years. (know)
3. You look really sweaty.....at the gym? (you / work out)
4. Emily.....her homework yet, so I'm afraid she can't go out. (not do)
5. They don't live in Toronto. They.....(move)
6. I hope they're getting along OK. Theya lot recently. (argue)
7. We.....for hours. Is this the right way? (walk)
8. Why is my laptop on?.....it? (you / use)
9. Oh, no! I.....my finger with the knife. (cut)

Exercise 6. Complete each pair of sentences using the same verb with either the Present Perfect or the Present Perfect Continuous. Use negative forms where appropriate.

disappear give put read stay stop swim

1. a. Martina Gonzalez..... in a rented flat since returning to Buenos Aires.
b. We..... at this hotel a couple of times before.
2. a. All day, the police..... motorists to question them about the accident.
b. Good, the noise
3. a. I..... any of Dickens' novels.
b. I..... this book on astrophysics for hours and I'm still only on page six.
4. a. Dr. Fletcher..... the same lecture to students for the last ten years.
b. Mr. Sato..... nearly a million pounds to the charity this year.
5. a. I did 20 lengths of the pool today. I..... that far since I was at school.
b. I..... and I feel exhausted
6. a. In recent years, companies..... increasing resources into internet marketing.
b. The South African coal company..... the Calverton Mine up for sale.
7. a. An important file..... from my office.
b. Plants and vegetables..... from my garden since we had new neighbours.

Exercise 7. Complete the email using the Present Perfect or the Present Perfect Continuous of the given verbs.

Hi, Junko,

Thanks for your email - it was great to hear from you!

Sorry, I 1 haven't replied (not reply) until now, but 2 (not feel) very well recently. I 3 (have) the flu, and I'm only just getting over it now. I 4 (not go) to work for a week; I 5 (lie) on the sofa at home all day. My mom 6 (take care of) me all week, and I'm almost better now. I'll probably go back to work the day after tomorrow.

Anyway, I'm so glad you're planning on coming to visit next summer - it will be great to see you! While I've been sick, I 7 (think) about what we can do when you're here, and I 8 (come up with) a few ideas. I know how much you love music, so for the last few days I 9 (try) to get some tickets for a music festival, but I 10 (not manage) to get any yet. Is there anything else you'd like to do during your visit? I'm really looking forward to seeing you, and I know that we'll have a fantastic time.

Write back soon!

Love,

Arina

Stative and non-stative uses of verbs

<i>Verbs that describe state, are generally used with simple tenses rather than continuous tenses</i>	
Existence	be, exist
Thinking	believe, consider, doubt, expect, imagine, know, mean, realise, suppose, suspect, think, understand
Emotions	adore, appeal, appreciate, desire, despise, detest, dislike, envy, fear, forgive, hate, love, mind, need, pity, prefer, satisfy, trust, want, wish
Perceptions	appear, hear, look, notice, recognise, resemble, see, seem, smell, sound, taste
Possession/ relation	belong, connect, consist, contain, cost, depend, equal, fit, have, include, involve, lack, measure, owe, own, possess, suit, weigh
Communication	agree, disagree, deny, promise
Other	deserve, matter, guarantee

Some verbs have different meaning when they are used to talk about states and when they describe actions. With state meaning they usually take simple rather than continuous forms. With their action form they may take simple or continuous form depending on the context. (**appear, expect, feel, fit, have, imagine, measure, think, weigh, appeal, be, consider, depend, include, look, mean, mind, see, smell, taste**):

The app **doesn't appear** to work in my phone. (appear: state = seem)

The new student is currently **appearing** in the workshop. / The new student often **appears** in the workshop. (appear: action = take part)

Exercise 8. Use the given verbs in the Present Simple, the Present Continuous both in positive or negative forms.

<i>attract</i>	<i>have</i>	<i>consist of</i>	<i>look</i>	<i>doubt</i>	<i>measure</i>	<i>feel</i>	<i>fit</i>	<i>sound</i>
----------------	-------------	-------------------	-------------	--------------	----------------	-------------	------------	--------------

1. a. I hear you're having your house repainted. How's it looking? (or How does it look?)
b. I bought this new dress today. How does it look?
2. a. A: What are you doing with that ruler? B: I the area of the kitchen.
b. The garden..... 12 by 20 meters.
3. a. I..... whether I'll get another chance to retake the exam.
b. I suppose she might be at home tonight, but I..... it.
4. a. The new science museum currently..... 10,000 visitors a month.
b. Flowers..... bees with their brightly-coloured petals.
5. a. My car's in the garage today. They new brakes.
b. I bought this jumper for Anna, but it..... her so I'll have to take it back.
6. a. What's your shirt made of? It..... like silk.
b. I won't be coming to work today. I..... very well.
7. a. The roof of the house..... only plastic sheets nailed down in a few places.
b. Their school uniform black trousers and a dark green jumper.
8. a. Mkhitarian treatment for a knee injury, but should be fit to play on Saturday.
b. My sister long blonde hair. You're bound to recognise her.

Exercise 9. Cross out any wrong answers.

Dear Aunt Diana,

Thanks for your message. I (1) **apologise / 'm apologising** for not getting back to you sooner, but I've been incredibly busy. When I went into nursing, you warned me that it would be really hard work, but I (2) **admit / 'm admitting** that I didn't really believe you. Don't get me wrong - I (3) **don't suggest / 'm not suggesting** that I'm not enjoying it. It's incredibly rewarding, but I (4) **now realise / 'm now realising** how hard it is. When I get home, I just eat (not very well, I (5) **confess / 'm confessing**) and go straight to bed. It doesn't help that the bus journey to the hospital is so slow. I (6) **consider / 'm considering** buying a car, which will make things easier, I hope.

And what about you? How (7) **do you find / are you finding** living in a village after so many years in the city? I (8) **know / 'm knowing** how difficult it is for you to travel such a long way, but it would be lovely if you could come and stay with me for a weekend. I've got plenty of room in my flat. I (9) **don't guarantee / 'm not guaranteeing** to cook as well as you do, but I (10) **promise / 'm promising** to find time to show you around this lovely old town.

Hope to see you soon. keep in touch.

Love,

Mariana



READING CORNER

READING SPOT 1

Exercise 1. Answer the questions before reading the text.

1. What religious celebrations do you know about?
2. Have you ever participated in or witnessed any religious festivals?
3. Why do you think people celebrate religious holidays?
4. How do you think religious festivals bring people together?
5. Which religious celebration are you most interested in learning about? Why?

Exercise 2. Mind these words before reading.

Word	Definition	Picture
Diya	a small oil lamp used in Hindu celebrations	
Rangoli	a decorative pattern made on the floor using coloured powders or flowers	
Menorah	a special candelabrum with nine branches used during Hanukkah	
Lanterns	decorative lights used to celebrate Vesak, symbolizing enlightenment and illumination	

Exercise 3. Mind the meaning of the words mentioned before the paragraphs. Read each paragraph and answer the questions.

RELIGIOUS CELEBRATIONS AROUND THE WORLD

Religious celebrations are a vital part of cultural heritage. They bring communities together in shared traditions. Here are some of the most interesting religious festivals celebrated across the globe.

1. Christmas (Christianity)

Festive - relating to or suitable for a celebration or festival, often characterized by joyful and lively activities.

Handmade - crafted or made by hand rather than by machine, often implying a unique or artisanal quality.

Christmas is one of the most widely celebrated religious holidays, observed by Christians around the world to mark the birth of Jesus Christ. Celebrations vary by country and by date (from December 25 to January 7), but common traditions include decorating Christmas trees, exchanging gifts, and attending church services. In many cultures, Christmas is also a time for family gatherings and festive meals. Christmas markets have become a worldwide tradition, where people can buy handmade gifts, food, and decorations.



1. What are some common traditions associated with Christmas, and how do these traditions vary by country?
2. How does Christmas serve as a time for family and community gatherings, and what role do festive meals and activities play in these celebrations?

2. Ramadan and Eid al-Fitr (Islam)

fast - the act of abstaining from all or some kinds of food and drink for a period of time, typically for religious reasons

sawm - the practice of fasting from dawn until sunset during Ramadan in Islam

self-reflection - the process of thinking carefully about one's own behavior and beliefs

communal - relating to or shared by all members of a community or group



Ramadan is a holy month (usually March-April) in Islam during which Muslims fast from dawn until sunset. The fast, known as sawm, is one of the Five Pillars of Islam and is a time for self-reflection, prayer, and charity. At the end of Ramadan, the celebration of Eid al-Fitr begins. This festival marks the breaking of the fast and is a time for communal prayers, feasting, and giving to those in need. Muslims wear their best clothes and gather with family and friends to enjoy a festive meal.

1. What are the spiritual and communal practices associated with Ramadan, and why are they important for Muslims?
2. What is the significance of Eid al-Fitr, and how do Muslims typically celebrate this festival?

3. Hanukkah – The Festival of Lights (Judaism)

commemorate - to honor or remember a significant event or person through a celebration or observance

rededication - the act of dedicating something again, often with renewed commitment or purpose

miraculously - in a way that seems to involve supernatural intervention or is extremely extraordinary

Hanukkah, also called the Festival of Lights, is an eight-day Jewish celebration (generally in December) that commemorates the rededication of the Second Temple in Jerusalem. As the legend goes, a small quantity of oil, enough for one day, miraculously burned for eight days. During Hanukkah, Jewish families light a menorah, adding one candle each night until all eight are lit. The festival also includes playing games and eating foods fried in oil.



1. What historical event does Hanukkah commemorate, and how is this event symbolized during the festival?
2. What are some traditional activities and foods associated with Hanukkah, and what do they represent?

4. Vesak – Buddha’s Birthday (Buddhism)

enlightenment - the state of gaining deep spiritual understanding and insight, often associated with achieving a higher level of awareness or wisdom

observed - followed or celebrated according to established customs or traditions

offering - items or gifts presented to a deity or as part of a religious or ceremonial practice

generosity - the quality of being kind and willing to give more than is usual or expected



Vesak is one of the most important Buddhist festivals, celebrating the birth, enlightenment, and death of Gautama Buddha. Observed on the full moon day in May, Vesak is celebrated in many Asian countries, including Sri Lanka, Thailand, and Nepal. On this day, Buddhists visit temples, make offerings, and light lanterns. The celebration is a time for reflection on the Buddha’s teachings and for acts of kindness and generosity.

1. What are the key events in the life of Gautama Buddha that Vesak commemorates, and why are these events significant to Buddhists?
2. How do Buddhists celebrate Vesak, and what are some common practices during this festival?

5. Holi – The Festival of Colors (Hinduism)

vibrant - full of energy and bright colors, lively and exciting

social norms - accepted behaviors and rules that are considered normal or appropriate in a society or community

Holi is a vibrant Hindu festival known as the Festival of Colors. In the middle of March, it celebrates the arrival of spring and the victory of good over evil, as well as the love between the gods Krishna and Radha. During Holi, people gather in the streets to throw colored powders at



each other, sing, and dance. The festival is marked by joy and playfulness, with participants forgetting social norms and celebrating together.

- 1. What are the main themes and symbols of the Holi festival and how are they expressed during the celebrations?**
- 2. How does Holi promote a sense of joy and unity among participants and what impact does it have on social norms during the festival?**

These religious celebrations offer a glimpse into the rich cultural and spiritual traditions that people around the world hold dear. Each festival is unique, reflecting the beliefs, values, and history of the communities that celebrate them.

Exercise 4. Choose the correct answer.

- 1. What is a common tradition during Christmas?**
 - a) Lighting fireworks
 - b) Exchanging gifts
 - c) Throwing colored powders
 - d) Fasting from dawn until sunset
- 2. What do Christmas markets typically feature?**
 - a) Handmade gifts and decorations
 - b) Traditional foods and fasting items
 - c) Ritual prayers and offerings
 - d) Lanterns and colored powders
- 3. What is the practice of fasting during Ramadan known as?**
 - a) Sawm
 - b) Zakat
 - c) Hajj
 - d) Salat
- 4. What does Eid al-Fitr mark?**
 - a) The beginning of Ramadan
 - b) The end of the fasting period
 - c) The start of the Islamic New Year
 - d) The celebration of the birth of Muhammad
- 5. What historical event does Hanukkah commemorate?**
 - a) The exodus from Egypt
 - b) The rededication of the Second Temple in Jerusalem
 - c) The creation of the Ten Commandments
 - d) The birth of King David
- 6. How long did the oil last according to the Hanukkah story?**
 - a) One day
 - b) Two days
 - c) Four days
 - d) More than a week
- 7. What does Vesak celebrate?**
 - a) The birth, enlightenment, and death of Gautama Buddha
 - b) The discovery of the Four Noble Truths
 - c) The founding of Buddhism
 - d) The first sermon by Buddha

8. On which day is Vesak observed?

- a) The new moon day in April
- b) The full moon day in May
- c) The first day of autumn
- d) The summer solstice

9. What does Holi celebrate?

- a) The victory of good over evil and the arrival of spring
- b) The birth of Krishna
- c) The end of the monsoon season
- d) The harvest festival

10. During Holi, what do people commonly do?

- a) Light candles
- b) Throw colored powders
- c) Decorate Christmas trees
- d) Fast from food and drink

Exercise 5. Match each religious celebration with the correct religion.

Celebration	Religion
1. Ramadan	a. Christianity
2. Hanukkah	b. Hinduism
3. Vesak	c. Buddhism
4. Christmas	d. Islam
5. Holi	e. Judaism

Exercise 4. Choose the correct word to complete the sentences.

1. During Ramadan, Muslims engage in a religious practice known as _____, which requires them to abstain from food and drink during daylight hours.
a) prosperity b) fast c) generosity
2. Hanukkah is a Jewish festival that _____ the miracle of the oil that lasted for eight days.
a) enlightens b) commemorates c) observes
3. The celebration of Holi is known for its _____ atmosphere, where people throw colored powders and dance in the streets.
a) somber b) vibrant c) reflective
4. Vesak is a time for Buddhists to reflect on the _____ of Gautama Buddha.
a) fasting b) enlightenment c) rededication
5. Acts of _____ are an important part of many religious festivals, such as giving to the poor during Eid al-Fitr.
a) prosperity b) fast c) generosity

6. Hanukkah celebrates the _____ of the Second Temple in Jerusalem.
a) fast b) commemoration c) rededication

Exercise 5. Choose one festival from the text (e.g., Ramadan, Hanukkah) and create a brochure. Use at least 3 key vocabulary words from the text. Make the brochure visually appealing with images and clear headings. Include the following sections in your brochure:

- a. History b. Traditions c. Significance d. How it's Celebrated

READING SPOT 2

Exercise 1. Match the religion symbols with the names of religions.

<i>Christianity</i>	<i>Shinto</i>	<i>Taoism</i>	<i>Islam</i>	<i>Hinduism</i>	<i>Sikhism</i>
	<i>Bahai</i>	<i>Buddhism</i>		<i>Judaism</i>	

1 

2 

3 

4 

5 

6 

7 

8 

9 

Exercise 2. Skim the passages about different religions and compare them. Use the information from the topic or add more information on your own.

WORLD RELIGIONS

There are many religions practiced throughout the world, and though many have some of the same beliefs, each religion is unique and special in the eyes of its followers. In addition, within each religion, there may be sub-groups. For example, Christianity is a major world religion, but it includes several groups such as Catholics, Baptists, Eu Protestants, and others. Their main beliefs are the same, but each group may have different rituals, observances, and additional views about the religion.

Christianity • It is the most popular religion in the world, with approximately 2 billion followers. • Christians believe that Jesus Christ is the Son of God and that there is only one God, but in three persons: God the Father, the Son, and the Holy Spirit. • Christians acknowledge that Jesus died on the cross and rose from the dead to save humanity from sin (wrongdoing). • Christianity is based on the 2,000-year-old beliefs of Jesus Christ and his teachings.	
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Islam

- Followers are called Muslims, and they believe in one God, Allah. The leader and final prophet is Muhammad.
- Islam began in Arabia 1,400 years ago and has over 1 billion followers, making it the second-largest religion in the world.
- Muslims believe that God sent prophets to teach mankind.
- The Five Pillars of Islam include the declaration of faith, praying five times a day, charity, fasting, and pilgrimage.



Christianity and Islam	
Similarities	Differences

Judaism

- The faith of Judaism was founded 3,500 years ago in the Middle East.
- The followers of Judaism believe in one God. Judaism states that God appointed Jews as His chosen people, with Moses as the founder.
- This religion has 13.1 million followers and is one of the three Abrahamic faiths, along with Christianity and Islam.
- The most important religious text is the Torah.



Buddhism

- Buddhism focuses on personal spiritual development and the attainment of enlightenment.
- It has 376 million followers, with worship often taking place at home or in temples.
- This religion is 2,500 years old and does not include a personal belief in a god.
- Buddhism was founded by Siddhartha Gautama, known as the Buddha.
- The path to enlightenment is through the practice and development of morality, meditation, and wisdom.
- After death, individuals are reincarnated.



Judaism and Buddhism	
Similarities	Differences

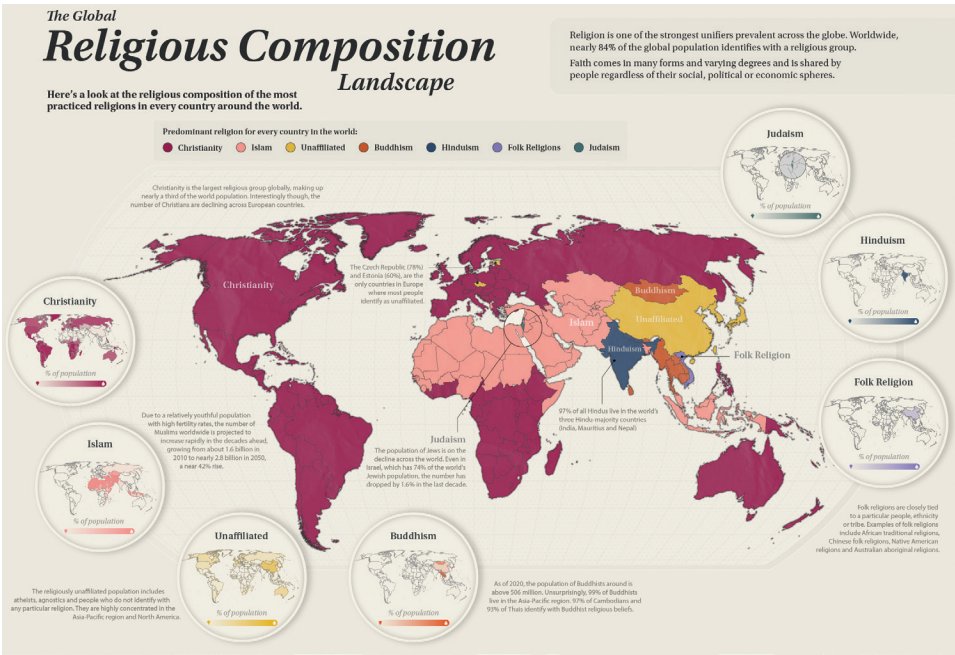
Exercise 2. Pair work: match the statements and facts to the correct world religion.

B - Buddhism, C - Christianity, I - Islam, J - Judaism

- 1 _____ Founded by Moses, important document is the Torah
- 2 _____ The Way, originated in China 2,000 years ago
- 3 _____ Most popular in the world, 2 billion followers
- 4 _____ Followers are called Muslims, one God called Allah
- 5 _____ Believe that Jesus Christ is the Son of God
- 6 _____ Jesus dies on the cross, rises, to save humanity from sin
- 7 _____ Believe God appointed Jews as the chosen people
- 8 _____ Focuses on spiritual development, Enlightenment
- 9 _____ Began in Arabia 1,400 years ago, 2nd largest in the world
- 11 _____ Way to a good life is to always keep God in heart and mind
- 12 _____ Believe God sent prophets to teach mankind five Pillars of faith

Exercise 3. Pair work: answer the following questions:

- 1. What is a set of beliefs related to the cause, nature, and purpose of the universe?
- 2. What is the group of people called who meet in a house of worship?
- 3. If a person does not believe in a god, what are they called?
- 4. What are the sacred writings of a religion referred to as?
- 5. Who is the leader and founder of Buddhism?
- 6. What are people called if they are not part of the leadership?
- 7. What are people who proclaim the will of God called?
- 8. Who was the first leader or prophet of Islam?



Exercise 4. List the 7 world religions from the most to least number of followers.

What do you know about Christianity?

How many branches is the Christian belief divided into? Which are they?

Who are apostles? Who is Jesus?

What is the holy book of Christianity called?

What is the holy place for Christian religion called?

Exercise 5. Read the following passage and in groups discuss the themes described above and compare them with the Armenian translations. Explain the morals of them.

Jesus used parables, short stories with hidden messages in his teachings. 10 of the main themes that Jesus taught, which Christians later embraced, include:

- Love God.
- Love your neighbor as yourself.
- Forgive others who have wronged you.
- Love your enemies.
- Ask God for forgiveness of your sins.
- Jesus is the Messiah and was given the authority to forgive others.
- Repentance of sins is essential.
- Don't be hypocritical.
- Don't judge others.
- The Kingdom of God is nearby. It's not the rich and powerful, but the weak and poor, who will inherit this kingdom.

Love God.	
Love your neighbour as yourself.	
Forgive others who have wronged you.	
.....	

Exercise 6. Write the themes from 1-10 according to their importance to you and explain why.

1	6
2	7
3	8
4	9
5	10



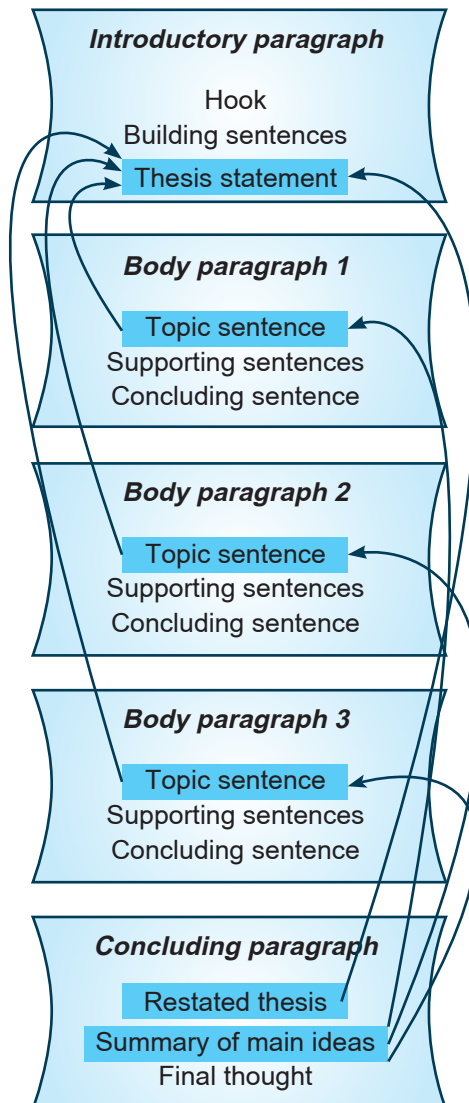
WRITING CORNER

Exercise 1. Answer the questions.

1. What is an essay?
2. When writing an essay, how do you construct it?
3. Do you brainstorm your thoughts?
4. What other specific structures do you follow?

The structure of a five-paragraph essay:

Five-paragraph essay structure



Exercise 2. Choose the correct answer.

1. **Which sentence is the hook (a sentence which captures the reader's attention) in the following introduction about religious holidays?**
 - A. Religious holidays are celebrated in different ways around the world.
 - B. From Diwali to Hanukkah, each holiday has its own unique traditions.
 - C. Imagine the joy of celebrating a religious festival with family and friends.
2. **Which sentence is the thesis statement (a sentence that expresses the main idea)?**
 - A. Diwali, Christmas, and Ramadan are celebrated with unique customs.
 - B. In conclusion, these celebrations not only honor religious beliefs but also assist unity among people.
 - C. Diwali involves lighting lamps and exchanging sweets.
3. **What is the topic sentence (the first sentence of a body paragraph)?**
 - A. Many Muslims visit mosques to pray and meditate.
 - B. Temples are often decorated with beautiful artwork and statues.
 - C. Prayer and meditation are central practices in many religions.
4. **Which sentence is a supporting detail in the following paragraph about Ramadan?**
 - A. Ramadan is a sacred month for Muslims.
 - B. Muslims fast from dawn until sunset during Ramadan.
 - C. The festival of Eid al-Fitr is a festival celebrated by Muslim to mark the end of Ramadan.
5. **Which sentence serves as the concluding sentence in the following paragraph about Christmas traditions?**
 - A. Many people decorate Christmas trees and exchange gifts.
 - B. Christmas is a time for family gatherings and joyful celebrations.
 - C. In summary, Christmas is celebrated with various traditions that bring joy to many people.

Exercise 3. Now design an outline for your essay. If needed, choose the given example of an essay outline “Celebrating a Religious Festival”. Include from 2 to 5 body paragraphs.

Introduction

Hook: Introduce the festival with an interesting fact or description.

Background: Briefly explain the religious festival and its importance.

Thesis Statement: This essay will explore the history, traditions, and community aspects of the religious festival.



Body Paragraph 1: Meaning and History of the Festival

Topic Sentence: The history and meaning behind the religious festival are deeply rooted in tradition.

Supporting Detail 1: Explain the origins of the festival (e.g., Diwali’s celebration of light over darkness).

Supporting Detail 2: Describe the religious significance and what the festival represents for believers.



Body Paragraph 2: Special Activities, Foods, and Events

Topic Sentence: The festival is celebrated with special activities, foods, and events that bring joy to participants.

Supporting Detail 1: Describe any unique activities or events associated with the festival (e.g., lighting lamps, parades, or dances).

Supporting Detail 2: Highlight the traditional foods prepared and shared during the celebration.



Conclusion

Restate Thesis: The religious festival is a meaningful time to reflect on faith, traditions, and community.

Summary: Briefly recap the festival’s history, traditions, and the ways it unites people.

Closing Thought: Emphasize the lasting impact of celebrating religious festivals on personal and community levels.

Exercise 4. Write an essay based on your essay outline.

Essay Topics 1. A Visit to a Place of Worship 2. Celebrating a Religious Festival 3. Religious Clothing and Symbols 4. A Religious Ceremony or Ritual 5. Religious Art and Architecture	 Garni Temple
“Celebrating a Religious Festival” 	Supporting questions: • What is the meaning or history behind the religious festival? • How do people prepare for the festival, and what traditions are followed? • What special activities, foods, or events are involved in the celebration? • How does this festival bring families and communities together?

Phrasal verb	Definition	Sentence
devote oneself to	to commit oneself fully to something, especially an idea or religion	She devoted herself to helping others as a way to live out her faith.
pray for	to ask for divine help or blessings on behalf of someone or something	The community gathered to pray for peace.
reach out to	to make an effort to connect with others, often in a spiritual or supportive way	The church encourages its members to reach out to those in need.
give up on	to stop believing in or having faith in something or someone	He was about to give up on his faith, but his friends helped him to find hope again.
call upon	to ask or appeal to a higher power for assistance or intervention	In times of need, many people call upon God for help.
bring up	to mention or introduce a religious topic or belief in conversation	He brought up his religious beliefs during the discussion about spirituality.
pass on	to share knowledge, beliefs, or traditions with others, especially the next generation	It's important to pass on family values and religious traditions to our children.
reflect on	to think deeply or meditate on something, often a spiritual or religious idea	During the retreat, participants are encouraged to reflect on their lives and faith.
set apart	to dedicate someone or something for a holy purpose or religious service	The monks were set apart for a life of devotion and prayer.

Discussion on the topic “World religions. Similar or different?”



“My religion is very simple. My religion is kindness.” Dalai Lama
What is your religion? Describe in three words.

Create a project “Celebrations, traditions, and customs in modern community”.

TOPIC 4 VOLUNTEERING



*Volunteers are not paid –
not because they are worthless,
but because they are priceless.*

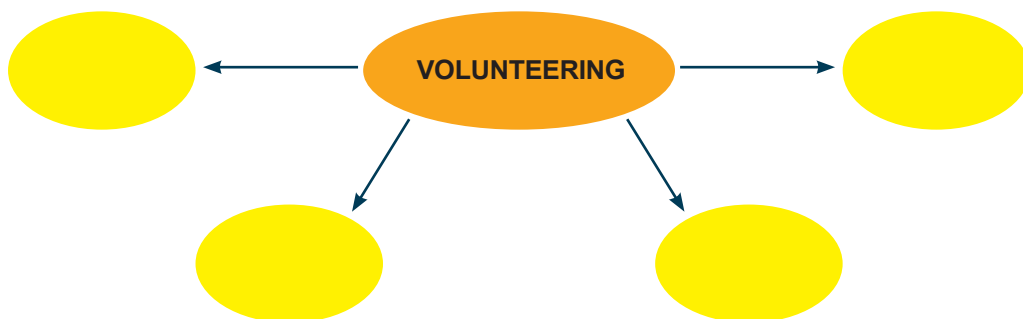
Sherry Anderson
a Canadian athlete



Exercise 1. Warm-up questions.

1. What does it mean to volunteer?
2. Have you ever volunteered or helped someone without expecting anything in return? What did you do?
3. Why do you think people volunteer?
4. What kinds of activities do you think volunteers do?
5. Can you name some places or organizations where people might volunteer?
6. How do you feel when you help someone?
7. Do you agree with the quote given above?
8. How does the word “priceless” differ from “worthless” in this context?

Exercise 2. Brainstorm all the words, phrases, or ideas that come to mind when you think of “volunteering.”



Exercise 3. Look at the pictures and answer the questions below:

1. What do you see in the pictures?
2. What do you think the people in the pictures are doing?
3. Where do you think this activity is taking place?
4. Why do you think these people are volunteering?
5. How do you think the volunteers feel while doing this work?
6. Would you like to participate in these types of volunteering? Why yes or why not?
7. What other types of volunteer work can you think of that are similar to the ones shown in the pictures?



LISTENING CORNER

LISTENING SPOT 1

Exercise 1. Learn these words before listening to the recording.

GLOSSARY



to benefit - to have a positive effect or advantage

to fulfill - to achieve or complete something, which brings a sense of satisfaction

to advance - to move forward or make progress, especially in a career or personal development

a career - profession or occupation that one pursues for a significant period of their life

humanitarian - concerned with or seeking to promote human welfare and social reform

to reduce - to make something smaller or less in amount, size, or importance

worthwhile - worth the time, effort, or expense; valuable or rewarding

meaningful - having significance, purpose, or value

to expand - to increase in size, number, or importance; to grow or spread out

to empower - to give someone the authority or power to do something; to make someone stronger and more confident

Exercise 2. Listen to the dialogue between Anahit, a high school student interested in volunteering and Hayk, Anahit's neighbour who has experienced volunteering.

Exercise 3. Listen to the recording again and choose whether the statements are TRUE or FALSE.

- 1. Hayk believes volunteering can help to advance Anahit's career.
- 2. Anahit is initially convinced that volunteering is worthwhile.
- 3. Hayk thinks that volunteering is only beneficial for gaining career experience.
- 4. Hayk suggests that volunteering might also help with college applications.
- 5. Hayk believes volunteering will reduce Anahit's self-confidence.
- 6. Anahit plans to start volunteering with a few hours each week.
- 7. Hayk says volunteering can provide valuable publicity for causes in need of attention.
- 8. Hayk suggests that volunteering is not important for personal development.

Exercise 4. While listening match the statements with who said them (Hayk or Anahit).

- 1. "Volunteering can help you advance your career by giving you experience."
- 2. "I'm definitely going to find a way to get involved."
- 3. "You'll learn new things, meet new people, and maybe even discover a passion."
- 4. "The humanitarian aspect is just as important."
- 5. "It can give you a sense of fulfillment and make you feel like you're contributing to something meaningful."
- 6. "Volunteering can help to reduce social issues, stimulate positive change, and provide valuable publicity."
- 7. "I guess I could start with just a few hours a week."
- 8. "You're making a difference in people's lives, and that's what really matters."

Exercise 5. Write down the main points Hayk and Anahit discuss about the benefits of volunteering and how it can impact Anahit's future.

- 1. Volunteering can provide a sense of fulfillment and make a meaningful impact on society.
- 2. _____.
- 3. _____.
- 4. _____.
- 5. _____.

Exercise 6. Match the word with its definition.

1. fulfillment	a. to increase in size, number, or importance; to grow or spread out
2. beneficial	b. having a positive effect or advantage
3. to advance	c. the feeling of satisfaction or happiness from achieving something
4. to empower	d. feeling good about oneself after seeing positive results from their work
5. self-confidence	e. concerned with or seeking to promote human welfare and social reform
6. to expand	f. to give someone the authority or power to do something; to make someone stronger and more confident
7. humanitarian	g. information intended to attract public attention or interest
8. publicity	h. to move forward or make progress, especially in a career or personal development

LISTENING SPOT 2

Exercise 1. Answer the following questions:



1. What volunteering work have you done or witnessed?
2. What was the experience like?
3. How did it make you feel?
4. What were the benefits?

Exercise 2. Brainstorm and list potential benefits of volunteering. Consider how volunteering might impact individuals, families, and communities.

Learn the words before listening to the recording.

GLOSSARY

a community - a group of people living in the same area or having common interests

a network - a group of people who interact with each other for support or professional connections

an impact - a strong effect or influence something has on a person or situation

momentum - a force that keeps something moving or growing once it has started

ties - connections or relationships between people or groups

to network - to have or create professional connections

to enact - to make something happen or to put something into action

Exercise 3. Listen to the recording about the benefits of volunteering. Take notes if needed.

Exercise 4. Listen carefully and fill in the missing words in the sentences below:

1. One of the better-known benefits of volunteering is the impact on the _____.
2. Volunteering allows you to connect to your _____ and make it a better place.
3. Even helping out with the smallest _____ can make a real difference.
4. Volunteering is a two-way _____: it can benefit you and your family as much as the cause you choose to help.
5. Dedicating your time as a volunteer helps you to make new _____, expand your network, and boost your social skills.
6. Volunteering is a great way to meet new _____, especially if you are new to an area.
7. By giving back to the community, you show your children how volunteering makes a _____ and how good it feels to help others.
8. Volunteering provides the opportunity to practice and develop your social _____, since you are regularly meeting with people with common interests.

Exercise 5. Listen to the recording again. While listening, take notes on the main benefits of volunteering mentioned in the text. Fill in the table.

Personal Benefits	Community Benefits

Exercise 6. Answer the questions after listening.

- 1. What is one of the main benefits of volunteering mentioned in the recording?
- 2. How does volunteering help you with making new friends?
- 3. What can volunteering teach children according to the recording?
- 4. How can volunteering improve your social skills?
- 5. What does the recordingsuggest about volunteering as a family?
- 6. Why is volunteering described as a “two-way street”?
- 7. What type of tasks are mentioned as making a difference through volunteering?
- 8. In what way does volunteering affect your ties to the community?

Phrasal Verbs

Exercise 1. Read the text and explain the differences between 1 and 2.

Text 1 Volunteering has become a meaningful part of Liam’s life. Every weekend, he visits a local shelter to assist with various tasks. He starts by organizing donated items and preparing meals for the people in need. Sometimes, he speaks with the visitors, offering encouragement and support. Through volunteering, Liam has made connections with both the staff and the visitors, forming a sense of community. He believes that his small efforts can have a positive impact and hopes to continue volunteering regularly. By helping others, Liam has discovered a new sense of purpose and fulfillment.	Text 2 Volunteering has really <u>taken off</u> as a meaningful part of Liam’s life. Every weekend, he <u>drops by</u> a local shelter to <u>help out</u> with various tasks. He <u>starts off</u> by <u>sorting through</u> donated items and <u>whipping up</u> meals for those in need. Sometimes, he <u>chats with</u> the visitors, <u>cheering them up</u> and offering support. Through volunteering, Liam has <u>bonded with</u> both the staff and the visitors, <u>building up</u> a sense of community. He believes that his small efforts can <u>make a difference</u> and hopes to <u>keep on</u> volunteering regularly. By <u>giving back</u>, Liam has <u>come across</u> a new sense of purpose and fulfillment.
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Exercise 2. Match the phrasal verbs with their definition used in the context for text 2, exercise 1.

1. take off	a. to visit someone casually
2. drop by	b. to become successful or popular
3. help out	c. to begin a process or activity
4. cheer up	d. to make someone feel happier
5. start off	e. to quickly prepare food
6. whip up	f. to assist someone
7. build up	g. to develop or increase over time
8. come across	h. to find or meet by chance
9. keep on	i. to continue doing something
10. give back	j. to return the society the education or benefits it gave to the person

Exercise 3. Replace the phrasal verbs in Text 2 with alternative ones.

Text 2

Volunteering has really _____ as a meaningful part of Liam's life. Every weekend, he _____ a local shelter to _____ with various tasks. He _____ by _____ donated items and _____ meals for those in need. Sometimes, he _____ the visitors, _____ and offering support. Through volunteering, Liam has _____ both the staff and the visitors, _____ a sense of community. He believes that his small efforts can _____ and hopes to _____ volunteering regularly. By _____, Liam has _____ a new sense of purpose and fulfillment.

Vocabulary Spot

Phrasal verbs are commonly used in English language, especially in informal speech. They are made of a **verb** and **particle**, sometimes two particles. **Phrasal verbs** are of two types according to their word order: **separable** and **inseparable**.

In **separable** phrasal verbs the verb can be written apart or together with the particle.

I decided to throw out my old jeans.

I decided to throw my old jeans out.

Separable phrasal verbs always must be separated when used with a **personal pronoun**.

I need to take back the shirt I lent you.

Where's that shirt I lent you? I need to take it back.

Common **separable phrasal verbs**: bring up, fill in, call off, pick up, turn down, throw out, break down, burn down, carry on, carry out, etc.

In **inseparable** phrasal verbs the verb and particle stay together, even when there is a personal pronoun.

Common **inseparable phrasal verbs**: come across, turn into, get over, look into, get up, come across with, count on, come up with, etc.

Phrasal verbs of time and change

get back (to a place) – to return somewhere

bring up (sb) – to teach a child how to behave, raise the child

carry on (doing sth) – to continue

set off – to start a journey

give up (doing sth), give sth up – to stop doing sth

fall behind (with sth) – to fail to produce something at the right time

grow up – to develop from a child to an adult

take up sth, take sth up – to become interested in a new activity and spend time doing it

hold on – to wait

get on (in life) – to advance, make progress

4. Complete the sentences. Use the correct form of a phrasal verb from the list above.

1. Parents _____ their children by their own behaviour.
2. If you want to _____ in life, you'll have to work harder.
3. We'll have to _____ before lunchtime if we want to get there in time.
4. You'll _____ with your work if you don't get on with it.
5. What do you want to be when you _____?
6. What time do you have to _____ home? I can give you a lift if you like.
7. Why don't you _____ a sport now that you have more free time?
8. You really should _____ smoking!
9. Can you _____ a minute? I need to check my diary.
10. If he _____ breaking the law like that, he'll end up in prison.

Phrasal verbs with GET

get away - to leave; escape

get by - to have enough money to buy the things you need but no more

get sb down - to make sb feel unhappy and tired

get into/in - to be allowed to be a student at a university, college, etc.

get on (with sb) - to have a friendly relationship with sb

get over sth - to become well again after an illness or a hardship

get together - to meet with sb in order to spend time with each other

get through (to sb) - to succeed in reaching sb by telephone

Exercise 5. Complete the sentences. Choose the correct particles from the phrasal verbs above.

1. Gill managed to get _____ from the man and call the police.
2. With four kids to feed, Jenny just about gets _____ on her salary.
3. She worked hard and managed to get _____ Cambridge University.
4. I tried your number several times but I couldn't get _____.
5. Although they sometimes shout at each other, they actually get _____ well.
6. All these problems are really getting me _____.

7. It took me a long time to get _____ my friend's death.
8. We must get _____ for a drink sometime.

Exercise 6. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words. Do not change the word given.

1. The trip will help them recover from Sam's death.
GET The trip will help them get over Sam's death.
2. They have a friendly relationship with their neighbours.
GET They _____ their neighbours.
3. I've been phoning all day but I still haven't managed to speak to her.
GET I've been phoning all day but I haven't been able _____ to her.
4. One of the criminals was arrested, but others were able to escape.
GET One of the criminals was arrested, but others were able to _____.
5. It's important to make young people understand that smoking isn't cool.
GET It's important to _____ to young people that smoking isn't cool.
6. I find stories about death and wars depressing.
GETS It _____ to hear stories about death and wars.

Exercise 7. Complete the text. Use the correct particles from the list below.

<i>down</i>	<i>on</i>	<i>across</i>	<i>on</i>	<i>by</i>	<i>away</i>	<i>together</i>
-------------	-----------	---------------	-----------	-----------	-------------	-----------------

It had been months since Ron had seen Julia. He missed her and he was really depressed. The whole situation was getting him (1) _____ and it seemed that nothing would cheer him up. He tried to get (2) _____ with his studies, but he found it difficult to concentrate.

Ron's friends asked him what was up, but he couldn't explain; he found it difficult to get (3) _____ to them just how special Julia had been. He occasionally met new people and although he got (4) _____ well with them, they didn't compare to Julia.

Ron had now spent all his money and he was broke. He barely had enough money to get (5) _____ and although he wanted to find a summer job, he just couldn't make himself write his CV. He really needed a break - to get (6) _____ from it all.

He texted Julia, but got no reply. He still believed that if they could get (7) _____ and discuss things, everything would be just fine again.

Phrasal verbs with PUT

put across sth/ put sth across - to explain your ideas, beliefs, etc. in a way that people can understand

put up with sb/sth - to accept an unpleasant situation or person without complaining

put up sb/ put sb up - to let sb stay in your house and give them meals

put on sth/ put sth on - to put a piece of clothing on your body; switch on a light or a piece of equipment

put through (to sb) - to connect sb to sb else on the phone
 put out sth/ put sth out - to make a flame or fire stop burning
 put away sth/ put sth away - to put sth in the place where it is usually kept
 put back sth/ put sth back - to postpone; arrange for an event to start at a later time or date

Exercise 8. Complete the sentences. Use phrasal verbs with PUT from the list above.

1. She's an excellent speaker; she really knows how to _____ a message.
2. I will not _____ your bad temper any longer! I've had enough.
3. All the hotels are full; can you _____ me _____ for the night?
4. He opened the door and _____ the light.
5. The government has decided to _____ income tax again!
6. The building caught fire but the firemen soon _____ it _____.
7. 'Could I speak to the manager?' 'Certainly. I'll _____ you _____.
8. What are your toys still doing on the floor?
Please _____ them _____.
9. It was raining, so they had to _____ the trip _____ to next week.

Exercise 9. Working in groups of 3-4, choose a picture and create a story using phrasal verbs you've learnt. Share your story with other students.

Supporting questions:

- What sphere do you think the volunteering takes place in?
- What is the problem?
- How do you see the solutions?
- Who could support you implementing the volunteering works?
- What will be the benefits of that volunteering activity?





READING CORNER

READING SPOT 1

Exercise 1. Warm-up questions.

1. What are the types of volunteer work?
2. What are some activities or projects that you would find enjoyable as a volunteer?
3. What types of volunteer work do you think are most needed in your community?
4. Do you think volunteering can help with future opportunities or career growth?

Mind the following words before reading the text:

GLOSSARY

publicity - the act of promoting or publicizing something to gain attention or support

self-confidence - belief in one's own abilities and judgment

an organization - a group or structure with a specific purpose, often working to achieve particular goals

to stimulate - to encourage or increase activity or interest in something

beneficial - providing advantages or positive effects

a charity - an organization that provides help and support to those in need, or the act of giving to such organizations

logistics - the detailed coordination of complex operations involving people, facilities, or supplies

to contribute - to give or add something to a common fund or effort

Exercise 2. Read the text about the types of volunteer work.

EXPLORING THE MANY FACES OF VOLUNTEERING

Volunteering comes in many forms, each with its own unique benefits and opportunities. Whether you're looking to gain **self-confidence**, give back to your community, or even boost your career, there is a type of volunteering that is perfect for you.

One of the most popular forms of volunteering is working with a **charity** organization. These **organizations** often rely on volunteers to help to run events, manage donations, and provide services to those in need. By volunteering with a charity, you not only contribute to a meaningful cause but also become part of an organization that is dedicated to making a positive impact on society. This experience can be incredibly **beneficial** for your personal growth, helping you develop new skills, meet like-minded people, and build self-confidence.



Another exciting type of volunteering is event planning and **publicity**. Volunteers in this field help to organize community events and awareness campaigns. Their work is essential in drawing attention to important issues and causes, which helps to **stimulate** community involvement and support. Whether you're designing posters, managing social media, or coordinating event **logistics**, this type of volunteering allows you to be creative while making a real difference.



Lastly, volunteering in educational programs is both beneficial and rewarding. Volunteers often work in schools, after-school programs, or community centers, helping students with their studies or teaching new skills. This type of work not only stimulates intellectual growth in others but also allows you to expand your own knowledge and understanding of different subjects.

Each of these types of volunteering offers unique opportunities to grow, **contribute**, and connect. Whether you are drawn to charity work, event publicity, or educational support, volunteering is a powerful way to enrich your life and the lives of others.

Exercise 3. Match each type of volunteering with the letter of the benefit or example that best describes it.

Types of Volunteering	Benefits and Examples
1. charity work	a. helps organize community events and campaigns to raise awareness
2. event planning and publicity	b. provides assistance in schools or community centers, helping students with their studies
3. educational volunteering	c. offers urgent medical care and support in areas with little healthcare
4. medical volunteering	d. contributes to building and repairing homes for those in need
5. environmental volunteering	e. engages in activities that protect and improve natural environments
6. crisis response volunteering	f. works with animals in shelters, providing care and support
7. animal welfare volunteering	g. responds to natural disasters or emergencies, offering immediate help and relief
8. community outreach volunteering	h. supports charities by managing donations and helping at events

Exercise 4. For each type of volunteering, write a one-sentence scenario that describes a specific action or situation involving a volunteer. Make sure the scenario clearly reflects the nature of the volunteer work.

Types of Volunteering	Scenarios and Examples
1. charity work	
2. event planning and publicity	
3. educational volunteering	
4. medical volunteering	
5. environmental volunteering	
6. crisis response volunteering	
7. animal welfare volunteering	
8. community outreach volunteering	

Exercise 5. Read the sentences and match each vocabulary word with the sentence that best fits its meaning.

- The team worked on the _____ for the charity gala, including designing the event layout and managing guest lists.
a. publicity b. logistics c. organization
- Her _____ grew significantly after she led several successful community outreach projects.
a. self-confidence b. charity c. beneficial
- The local _____ planned a food drive to help families in need.
a. organization b. event c. career
- Volunteers _____ their time to help with the park restoration project.
a. contribute b. beneficial c. publicity
- The project had a _____ effect on the community, bringing people together and improving local resources.
a. stimulate b. beneficial c. organization
- Effective _____ strategies included using social media and local news to promote the event.
a. publicity b. charity c. logistics
- Volunteering can _____ personal growth by providing new experiences and opportunities.
a. stimulate b. beneficial c. self-confidence

8. A _____ helps to manage the resources and tasks required for a successful fundraising event.
- a. organization b. contribute c. charity

READING SPOT 2

Exercise 1. Answer the questions.

1. Can you name any famous organizations or groups known for their volunteer work? What do they do?
2. What skills or qualities do you think are important for a good volunteer to have?
3. What challenges might someone face when volunteering, and how can they overcome them?

Learn the words and their definitions before reading the text.

GLOSSARY

- neutrality** - the state of not supporting or helping either side in a conflict or disagreement.
- a crisis (plural - crises)** - a time of intense difficulty, trouble, or danger
- to promote** - to encourage or support the growth or development of something
- development** - the process of growing or improving, especially in terms of social or economic conditions
- conservation** - the protection and preservation of natural resources and the environment
- addiction recovery** - the process of overcoming dependence on substances like drugs or alcohol
- disaster relief** - assistance provided to people and communities in response to natural disasters like earthquakes, floods, or hurricanes
- urgent** - requiring immediate action or attention

Exercise 2. Read the text “Historic Volunteer Organizations.”

The Red Cross: Started by Henry Dunant in 1863, the Red Cross helps people during wars and disasters. It gives help in emergencies, provides health services, and supports people in need all over the world. The organization is known for its **neutrality**. It ensures that aid reaches all those in need regardless of their side in a conflict. Volunteers play a crucial role in its mission, offering their time and skills to help those affected by **crises**.



The Peace Corps: Created in 1961 by President John F. Kennedy, the Peace Corps sends American volunteers to work on projects in other countries. Its goal is to **promote** peace and friendship by offering help and learning about different cultures.

The United Nations Volunteers (UNV)

Program: Started in 1971, UNV organizes volunteers to support global peace and **development** projects. Volunteers work in

such areas as education, health, and government to help achieve the UN's goals for a better world.



Habitat for Humanity: Founded in 1976 by Millard and Linda Fuller, this group builds and fixes homes for people in need. Volunteers help with construction and fundraising to provide **affordable housing** and support community growth.

Doctors Without Borders (Médecins Sans Frontières): Started in 1971 by group of French doctors, this group gives medical care in war zones, natural disasters, and places with little healthcare. Volunteers, including doctors and support staff, work in tough conditions to provide **urgent** medical help.



The Salvation Army: Founded in 1865 by William and Catherine Booth, the Salvation Army offers social services, **disaster relief**, and support for those in need. Volunteers help with food distribution, **addiction recovery**, and emergency response.

The National Park Service Volunteers: The National Park Service Volunteers program is part of the National Park Service (NPS), which was established on August 25, 1916. Since 1916, the National Park Service has depended on volunteers to help care for America's national parks. Volunteers work on **conservation**, education, and visitor services to protect natural and cultural sites.



Exercise 3. Answer the questions after reading:

1. Who started the Red Cross?

- A) William Booth B) Millard Fuller C) Henry Dunant D) John F. Kennedy

2. What is the primary goal of the Peace Corps?

- A) to provide disaster relief C) to build and repair homes
B) to promote world peace and friendship D) to offer medical care in war zones

3. In which year was the United Nations Volunteers (UNV) Program started?

- A) 1961 B) 1865 C) 1971 D) 1916

4. What do volunteers do for Habitat for Humanity?

- A) to provide medical care
- B) to build and repair homes
- C) to help in disaster relief
- D) to work on conservation projects

5. Which organization was founded by William and Catherine Booth?

- A) The Salvation Army
- B) The Red Cross
- C) Habitat for Humanity
- D) Doctors Without Borders

6. What does Doctors Without Borders primarily provide?

- A) Education services
- B) Housing and shelter
- C) Medical care in war zones and disasters
- D) Food distribution

7. What is a key characteristic of the Red Cross?

- A) It only helps during natural disasters.
- B) It works only in the United States.
- C) It is known for its neutrality.
- D) It only provides education services.

8. When was the National Park Service established?

- A) at the end of the 1800s
- B) in 2016
- C) in the middle of 1900's
- D) at the beginning of the 1900s

Exercise 4. Fill in the table according to the information provided in the text. Do internet research and provide names and information of two more volunteering organizations.

Organization	Year of establishment	Function
1. The Red Cross	1961	Supports global peace and development projects.
2.		
3.		
4.		
5.		
6.		
7.		





SPEAKING CORNER

Exercise 1. Discuss the differences between volunteering and paid work with your group. What are the advantages and disadvantages of each? Be prepared to share your research with the class and explain how these factors might influence someone's decision to choose between volunteering and paid work. Provide any additional information needed.

Volunteering	
Advantages	Disadvantages
1. personal satisfaction and fulfillment	lack of financial compensation
2. opportunities for skill development and networking	limited long-term career benefits
3. flexibility and the chance to contribute to meaningful causes	potential for high commitment without clear rewards

Paid Work	
Advantages	Disadvantages
1. financial stability and income	potential for -related stress or dissatisfaction
2. clear career progression and professional development	less flexibility compared to volunteering
3. security and benefits	work might not always align with personal passions or values

Exercise 2. Working in groups, create a list of at least three more advantages and disadvantages for both volunteering and paid work. Share these points with the class in a brief presentation.

Volunteering	
Advantages	Disadvantages
1.	
2.	
3.	

Paid Work	
Advantages	Disadvantages
1.	
2.	
3.	

Exercise 3. Share a personal experience related to either volunteering or paid work. Describe what you learned from it and how it impacted you. Use the following points to structure your response.

1. Briefly describe the volunteering or paid work experience.
2. Mention where and when it took place.
3. Explain your role or responsibilities.
4. Discuss why you chose to participate.



Exercise 4. Future Planning Discussion

Explore how choosing between volunteering and paid work can affect your future goals.

1. Think what you want to do in the future with your career and personal life.
2. Consider how volunteering or paid work might help you reach these goals.
3. Talk about how volunteering or paid work could influence your future plans.
4. Think about what skills and experiences each option offers.
5. Talk about how different types of work fit with your goals.

Exercise 5. Read the example story and discuss the questions.

Mariam is a college student studying environmental science. She has two options for the summer: a paid job at a local environmental group and a volunteer position with a global environmental organization.

Paid: Mariam's paid post involves working on research and collecting data. This will give her useful experience and some money to support her studies. It can help her to get a job in the future and is good for her career.

Volunteering: Mariam's volunteering involves helping with awareness campaigns and community education. It is unpaid but offers a chance to work on international projects and learn about global environmental issues. This can help her make a difference and gain new skills.



Discussion Points:

Career Goals: Think about which option is better for your future career. Will the paid post help you to get the position you want, or will the volunteer work give you useful experience in a different area?

Personal Goals: Consider your personal interests. Will the volunteer work help you to feel like you are making a difference, or is the paid post more important for your future career?

Skills: Think about the skills you will gain from each option. The paid position might give you technical skills, while volunteering might help you with communication and leadership.

Conclusion: Decide which option fits best with your future goals. You might choose the paid job for career experience but continue volunteering in your free time to stay connected with your interests.

Exercise 6. Design a short community project proposal based on a type of volunteering.

- **Form Small Groups:** work in groups of 3-4. **Choose a Type of Volunteering:** each group selects one type of volunteering from the list (e.g., charity work, event planning, educational program, etc.).

- **Create a Project Proposal:**

Project Title: Name your project.

Objective: Describe what your project aims to achieve for the community.

Activities: List the main activities or tasks involved.

Impact: Explain how your project will benefit the community and what changes or improvements you hope to see.

Example Project:

Project Title: "Community Garden Initiative"

Objective: Create a community garden to provide fresh products and promote local engagement.

Activities: Plan and build garden beds, organize planting days, and hold workshops on gardening.

Impact: Improve access to healthy food, foster community involvement, and provide educational opportunities.



WRITING CORNER

Exercise 1. Imagine you have recently started volunteering and want to share your experience with a friend. Write a letter to your friend describing what you have been doing, why you decided to volunteer, and how it has impacted you. Use the points below to guide your writing.

Points to Include:

1. Explain why you decided to start volunteering.
2. Describe the type of volunteering you are involved in.
3. Share a specific experience or moment that was meaningful to you.
4. Discuss how volunteering has changed your perspective or affected your life.
5. Encourage your friend to consider volunteering and explain why.

Continue the letter

Dear [Friend's Name],

I hope this letter finds you well! I wanted to share something exciting with you—I've recently started volunteering, and it's been such an incredible experience. I decided to get involved

...

Exercise 2. Work with a partner to complete the following interview about volunteering. One of you will be the interviewer, and the other will be the volunteer. Fill in the missing parts with your own ideas. Be creative and thoughtful in your responses!

Interviewer: Thank you for joining me today to talk about your volunteering experience. To start, could you tell us what inspired you to begin volunteering?

Volunteer: Absolutely! I started volunteering because _____.

Interviewer: That sounds like a great reason. What kind of volunteer work do you do?

Volunteer: I volunteer with [describe the organization or type of work you do].

Interviewer: Interesting! Can you share a memorable experience you've had while volunteering?

Volunteer: Sure! One experience that really stands out to me is [share a specific story or event].

Interviewer: It sounds like that was a meaningful moment. How has volunteering changed your life?

Volunteer: Volunteering has really impacted me by [explain the personal benefits and changes you've experienced].

Interviewer: That's wonderful to hear. What advice would you give to someone considering volunteering?



Volunteer: I would tell them [give advice based on your own experience].

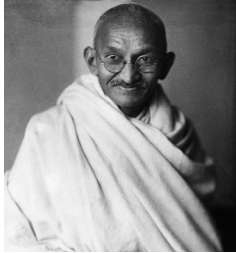
Interviewer: Thank you for sharing your thoughts and experiences. Is there anything else you'd like to add?

Volunteer: I would just like to say [any final thoughts or encouragement].

Interviewer: Thank you again for your time and for the great work you're doing through volunteering.

Exercise 3. Write a Volunteer Success Story.

Step 1: Choose a Famous Person: Select one of the famous individuals listed below who has made a significant impact through volunteering or humanitarian work.

			
Princess Diana	Mother Teresa	Malala Yousafzai	Mahatma Gandhi
			
Bill Gates	Oprah Winfrey	Angelina Jolie	Nelson Mandela

Step 2: Briefly research the chosen person's volunteer or humanitarian activities. Focus on how their efforts made a difference in the lives of others.

Step 3: Write a short success story (150-200 words) about how this person's volunteer work has positively impacted the world. Include the following points:

1. **Introduction:** Who is the person, and what are they known for?
2. **Volunteer Work:** Describe the volunteer or humanitarian activities they were involved in.
3. **Impact:** Explain the impact of their work on the community or the world.
4. **Legacy:** Discuss the lasting effects of their volunteer efforts and how they continue to inspire others.
5. **Reflection:** At the end of your story, write a few sentences on how this person's work inspires you and what lessons you can learn from their example.

PHRASAL VERBS ON THE TOPIC

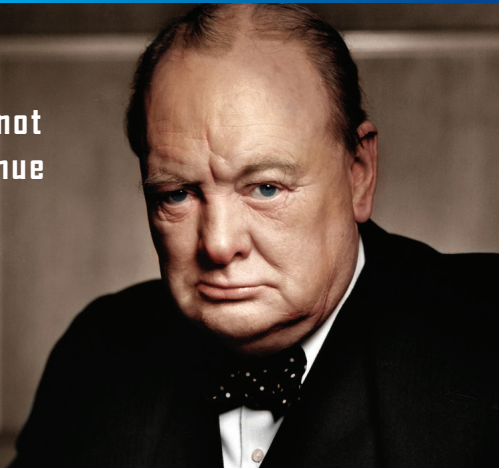
PHRASAL VERB	DEFINITION	SENTENCE
1. Pitch in	to contribute or participate in a group effort	Everyone needs to pitch in to make the community garden a success.
2. Sign up	to enroll or register for a volunteering activity	He decided to sign up for the beach cleanup project.
3. Help out	to assist someone or contribute to a cause	We need more people to help out at the charity event this weekend.
4. Give back	to return a favor or contribute to the community	She wanted to give back to the community by volunteering at the local food bank.
5. Reach out	to make contact or offer help	The organization reached out to local businesses for support.
6. Get involved	to participate or become engaged in an activity	If you want to make a difference, you should get involved in local volunteer work.
7. Team up	to work together with others	They teamed up to organize the fundraising event.
8. Carry out	to perform or complete a task	The volunteers carried out the renovation of the community center.
9. Help with	to assist in a specific task or activity	She helped with the distribution of food to the homeless.
10. Set up	to organize or arrange something	They set up a booth at the fair to promote their volunteer program.
11. Work on	to focus on or engage in a task	He worked on the project to improve literacy rates among children.
12. Give out	to distribute items or information	Volunteers gave out fliers to spread awareness about the upcoming event.
13. Turn up	to appear or attend a meeting or event	Many volunteers turned up to help with the charity run.
14. Put together	to assemble or organize various elements	They put together care packages for those affected by the disaster.
15. Look after	to care for or supervise something or someone	She volunteers to look after the animals at the local shelter.

“The best way to find yourself is to lose yourself in the service of others.” – Gandhi
 Try to think about the quote. How can one find himself/ herself just doing volunteer work?
Create a project “Volunteering as a Way of Self Knowledge”

TOPIC 5 A PATH TO SUCCESS

Success is not final; failure is not fatal: it is the courage to continue that counts.

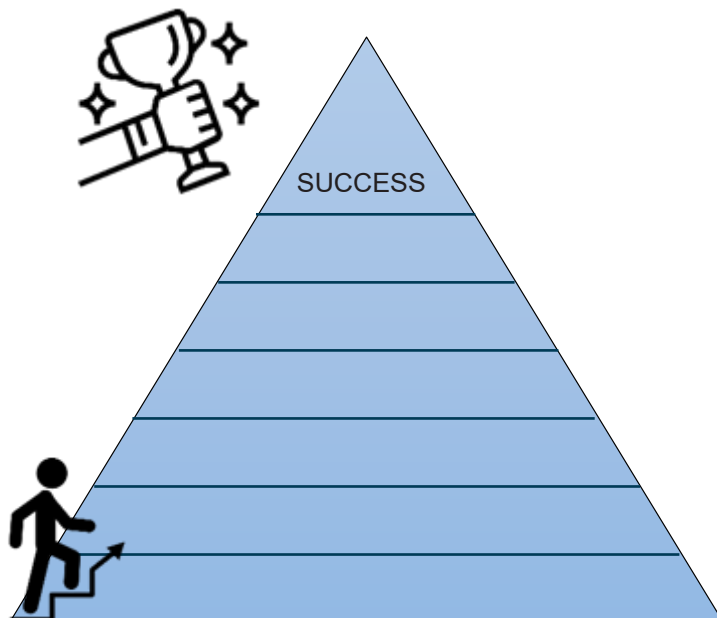
Winston Churchill,
a British statesman



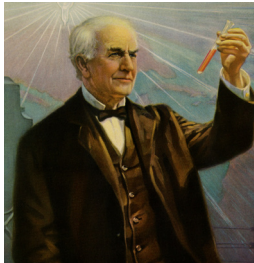
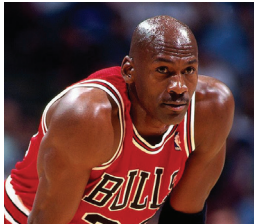
Exercise 1. Answer the questions.

1. What does success mean to you? Is it more money, fame or family?
2. Can you think of a time when you felt successful? What made you feel that way?
3. What kind of career do you think would make you feel successful?
4. Do you think success is the same for everyone, or does it vary from person to person? Why?

Exercise 2. Fill in the pyramid with the essential steps to achieve success.



Exercise 3. Read the stories of three famous individuals—Thomas Edison, J.K. Rowling, and Michael Jordan—who overcame significant challenges to achieve remarkable success. How did their perseverance, hard work, and belief in themselves lead them to accomplish their goals?

	Thomas Edison, one of the greatest inventors in history, faced many failures before his success. He is best known for inventing the electric light bulb, but it took him over 1,000 attempts to get it right. Despite these failures, Edison never gave up. He famously said, “I have not failed. I’ve just found 10,000 ways that won’t work.” His persistence and innovative thinking led to many other inventions, including the phonograph and motion picture camera.
	J.K. Rowling, the author of the Harry Potter series, was rejected by 12 publishers before her first book was accepted. Before her success, she was living in poverty, a single mother, who was struggling with depression. However, she believed in her story and continued to write. Eventually, her perseverance paid off, and she became one of the most successful authors in history, inspiring millions of readers worldwide.
	Michael Jordan, one of the greatest basketball players of all time, didn’t make his high school basketball team on his first try. Instead of giving up, he used this setback as motivation to work harder. He practiced every day, improving his skills and determination. Eventually, his hard work paid off, and he became a six-time NBA champion and a two-time Olympic gold medalist.

Exercise 4. Answer the questions below.

1. What common challenge did all three individuals face on their path to success?
2. What qualities do these stories suggest that are important for achieving success?
3. Which story do you find most inspiring, and why?
4. Why is it important to keep trying even after experiencing failure?
5. What do these stories teach us about the role of persistence in achieving success?
6. If you were in a similar situation as one of these individuals, what would you do to overcome the challenge?

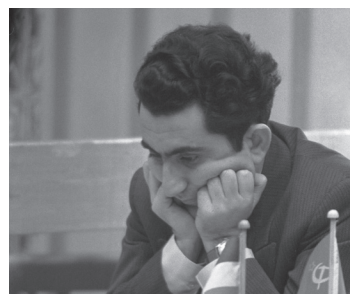


LISTENING CORNER

LISTENING SPOT 1

Pre-listening activity

1. What do you know about Tigran Petrosyan?
2. Have you ever participated in a competition? How did you feel after you won or lost?
3. What do you know about Petrosyan's life journey?



Exercise 1. Listen to the recording on the success story of Tigran Petrosian and answer the questions.



1. Who was Tigran Petrosyan?
2. What did he do to earn his living?
3. Why did he miss a school year?
4. Why was he called "Iron Tigran"?
5. How was his persistence paid off?

Exercise 2. Listen to the recording again and fill in the chart with the major problems that Tigran Petrosian faced and the solutions he found.

Problems	Solutions
1. Struggled financially and lost his parents	Swept streets to earn his living
2.	
3.	
4.	

Exercise 3. Listen to the story again and for each key event, write down the emotions Tigran might have felt at different points in his life story.

Key Points	Corresponding Emotions
1. Struggled financially	Frustration, disappointment, hopelessness
2. Lost his parents	
3. Swept streets	
4. Barely afforded a chess club entrance fee	
5. Was not appreciated	
6. Lacked aggressive play	
7. Was beaten by rivals in tournaments	

LISTENING SPOT 2

Exercise 1. Mind the words before listening.



GLOSSARY

grit - courage and resolve; strength of character

perseverance - continued effort to achieve something despite difficulties or delays

stamina - the ability to sustain prolonged physical or mental effort

sprint - a short, fast run; used metaphorically to describe a short burst of effort

inversely - oppositely or contrarily

growth mindset - the belief that abilities and intelligence can be developed through effort and learning

an achievement - a thing done successfully, typically by effort, courage, or skill

a commitment - the state or quality of being dedicated to a cause or activity

stratospheric - (here) very high

cadets - students of a military school

Exercise 2. Listen to the speech by Angela Lee Duckworth, a psychologist and author who studies grit and self-control at the University of Pennsylvania. While listening, take notes on what grit is and how it impacts an individual's ability to overcome obstacles.

Exercise 3. Which of the following best identifies Duckworth's claim in the speech?

1. A common trait that successful people possess is grit as it pushes them to persevere despite obstacles.
2. Teachers are unable to help students succeed if they don't understand what drives them.
3. Grit is not a trait that is easily developed, rather, it something that people are usually born with.
4. People who lack talent are more likely to have grit, as they have to work harder for their success.

Exercise 4. What connection does the speaker draw between "growth mindset" and "grit"? Choose the correct answer and share your opinion about it.

1. Both growth mindset and grit are necessary for students to succeed.
2. Students show grit when they understand and develop a growth mindset.
3. Students can see the effects of growth mindset once they've practiced grit.
4. Students can't develop grit without understanding growth mindset.

Exercise 5. Working in small groups, give detailed answers to the following questions.

1. What does the word grit refer to?
2. Do you agree with Duckworth's findings on grit? Why or why not?
3. How do you think Duckworth's findings can be used to promote greater academic success in students?
4. Do you think grit is an important part of an individual's identity? Why or why not?



GRAMMAR REVIEW

Conditionals

Zero Conditional

If you **want** to be in shape, you **need to** exercise every day.

If people **are wearing** headphones while walking, they often **don't notice** other people.

If you **haven't been** to New York, you **haven't lived**.

- We use zero conditionals to talk about something that is always true or always happens as a result of something else. We use if + simple present, and the simple present in the main sentence.
- We can also use the present continuous or present perfect in either clause.

First Conditional

If the photos **are** good, **I'll send** them to you.

If you **'re not going** to Jason's party, **I'm not going** to go either.

If I **haven't come back** by 9:00, **start** dinner without me.

I'll have finished in an hour if you **don't disturb** me.

- We use first conditionals to talk about something that will probably happen in the future as a result of something else. We use if + a present tense, and a future tense in the main sentence.
- We can use any present form in the if-clause (simple present, continuous, or perfect) and any future form (will, going to, future perfect, future continuous) or an imperative in the main sentence.

Future Time Clauses

I'll be ready as soon as **I've had/ have** a cup of coffee.

Text me when your train **'s coming/ has come/ comes into** the station.

I'm not going to buy the new model until the price **has gone/ goes down** a little.

I'm not going to work overtime this weekend unless I **get paid /have got paid/ am getting paid** for it.

Take your umbrella in case it **'s raining/ rains/ has rained** when you leave work.

- Future time clauses are similar to the if-clause in first conditional sentences, but instead of if, we use conjunctions like: as soon as, when, until, unless, before, after, in case, followed by a present (not a future) tense. This can be any present form, e.g., simple present, present continuous, present perfect. We can use any future form or imperative in the main sentence.
- We use 'in case' when we do something in order to be ready for future situations or problems. Compare the use of 'if' and 'in case':
 - I'll take an umbrella if it's raining. = I'll only take an umbrella if it's raining.
 - I'll take an umbrella in case it rains. = I'll take an umbrella anyway because it might rain.

Exercise 1. Circle the correct form.

1. If you aren't feeling / won't be feeling better tomorrow, you should go to the doctor.
2. If we're lucky, we have sold / will have sold our house by New Year's.
3. I'll pay for dinner if I have / will have enough money!
4. If we continue playing like this, we 'll have scored / have scored ten goals by halftime.
5. Don't call Sophie now. If it's eight o'clock, she 'll bathe /'ll be bathing the baby.
6. If you don't hurry up, you don't get / won't get to school on time.
7. You can be fined if you aren't wearing / won't be wearing a seat belt in your car.
8. If you go out with wet hair, you 'll catch / will be catching a cold.
9. My suitcase always gets / will always get lost if I have a connecting flight.
10. I won't go / don't go to work on Monday if my daughter is still sick.

Exercise 2. Complete the sentence with a time expression from the box.

as soon as (2)	before	if	in case (2)	unless (2)	until	when
----------------	--------	----	-------------	------------	-------	------

1. I'm going to pack my suitcase _____ I go to bed.
2. Take your phone with you _____ you get lost.
3. I'll be leaving work early tomorrow _____ there's a last-minute crisis.
4. Let's meet _____ I'm in Toronto next week.
5. There's a crisis! Please call me _____ you possibly can.
6. _____ I'm late tomorrow, start the meeting without me.
7. Mei Ting will have packed some sandwiches _____ we get hungry.
8. Dan will be playing soccer in the park _____ it gets dark. Then he'll go home.
9. Lunch is ready now. Then, _____ we've eaten, we could go for a walk.
10. Don't call 911 _____ it's a real emergency.

Unreal Conditionals

Second Conditional

If there **was** a fire in this hotel, it **would be** very difficult to escape.

I **wouldn't have** a car if I **didn't live** in the suburbs.

If it **wasn't raining** so hard, we **could get** to the top of the mountain.

If I **were** you, I **d make** Jimmy wear a helmet when he's riding a bike.

We use second conditional sentences to talk about a hypothetical or imaginary situation **in the present** or future and its consequences. We use if + simple past, and would + base verb in the main sentence.

- In the if-clause you can also use the past continuous. In the main sentence you can use 'could' or 'might' instead of 'would'.
- With the verb 'be' we can use 'was' or 'were' for I, he, and she in the if-clause, e.g., If Dan was / were here, he would know what to do. However, in conditionals beginning If I were you... to give advice, we always use 'were'.

Third Conditional

If they **had found** the river sooner, they **would all have survived**.

I **wouldn't have got lost** if I **hadn't taken** the wrong path.

He **would have died** if he **hadn't been wearing** a helmet.

If the weather **had been** better, I **might have arrived** earlier.

We use third conditional sentences to talk about a hypothetical **past situation** and its consequences. We use if + past perfect, and would + have + past participle in the main sentence.

- We can also use the past perfect continuous in the if-clause. You can also use **could have** or **might have** instead of **would have** in the other clause.

» In the past perfect simple and continuous, had can be contracted to 'd, e.g., If they'd found the river sooner ..

Second or Third Conditional?

1. If you **came** to class more often, you **would probably pass** the exam.

2. If you **had come** to class more often, you **would probably have passed** the exam.

Compare the two conditionals:

1 = You don't come to class as often as you need to. You need to come more often if you want to pass the exam.

2 = You didn't come to class as often as you needed, so you failed.

Mixed conditionals

We sometimes mix second and third conditionals if a hypothetical situation in the past has a present / future consequence:

e.g. You **wouldn't be** so **tired** (now) if you **had gone** to bed earlier last night.

If he really **loved** you (now), he **would have asked** you to marry him long ago.

Exercise 3. Complete the sentence with the correct form of the verb in parentheses, using the second or third conditional.

1. If Tim _____, he would have played in the championship game. (not get injured)
2. I _____ so much food if you'd told me you weren't hungry. (not make)
3. If I were you, I _____ money to members of your family. (not lend)
4. Joe _____ an accident if he hadn't been driving so fast. (not have)
5. I'd run a half-marathon if I _____ in better shape. (be)
6. If you _____ where you were going, you wouldn't have fallen. (look)
7. I'm sure you _____ jumping if you came to the classes with me. (enjoy)
8. We'd go to the local restaurant more often if they _____ the menu from time to time. (change)
9. Nina wouldn't have gone abroad if she _____ to find a job here. (be able)
10. If you _____ for a discount in the store, they might have given you one. (ask)

Exercise 4. Complete the sentence using a second or third conditional.

You didn't wait ten minutes. You didn't see Jim. If **you'd waited ten minutes, you would have seen Jim.**

1. Luke missed the train. He was late for the interview.
If Luke _____ the train, he _____ late for the interview.
2. Maxie didn't buy the toy. She didn't have enough money.
Maxie _____ the toy if she _____ enough money.
3. It started snowing. We didn't reach the top.
If it _____ snowing, we _____ the top.
4. Rebecca drinks too much coffee. She sleeps badly.
If Rebecca _____ so much coffee, she _____ badly.
5. I don't drive to work. There's so much traffic.
I _____ to work if _____ so much traffic.
6. Matt doesn't work very hard. He won't get promoted.
If Matt _____ harder, he _____ promoted.
7. We ran for the bus. We caught it.
If we _____ for the bus, we _____ it.

'Wish' for present or future + simple past

*I wish I **was/were** ten years younger!*

*I wish I **could** understand what they're saying.*

*I wish we **didn't live** so far from my parents.*

- We use wish + person / thing + simple past to talk about things we would like to be different in the present or future, but that are impossible or unlikely.
- After 'wish', we can use 'was' or 'were' with I, he, she, and it, e.g., I wish I was / were taller.

'Wish' + would / wouldn't

*I wish the bus **would** come. I'm freezing.*

*I wish you'd **spend** more time with the children.*

*I wish you **wouldn't leave** your shoes there. I almost tripped over them.*

*I wish bike riders **wouldn't ride** on the sidewalk!*

- We use wish + person / thing + would / wouldn't to talk about things we want to happen, or stop happening, because they annoy us.
- We can't use wish + would for a wish about ourselves, i.e., **NOT** ~~I wish I would...~~ / ~~I wish we would...~~

'Wish' for past regrets + past perfect

*I wish I'd **worked** harder in school.*

*I wish I **hadn't spoken** to him like that!*

*I wish she'd **told** me her true feelings.*

- We use wish + past perfect to talk about things that happened or didn't happen in the past and that we now regret.

if only...

If only is sometimes used instead of 'I wish' in certain situations, to express deep regret, e.g., If only I had worked harder in school (I wouldn't have such a boring job now).

Exercise 5. Write sentences with 'I wish' + simple past for 1-5, and 'I wish' + would / wouldn't for 6-10.

I'd like to be taller. - *I wish I was taller.*

It annoys me that you don't put away your clothes. - *I wish you'd put away your clothes!*

I'd like these things to be different.

1. I'd like to be in better shape. _____
2. I'd like my sister not to share the room with me. _____
3. I'd like to be able to dance. _____
4. I'd like my grandmother not to be dead. _____
5. I'd like to live in a country with a better climate. _____

It annoys me that...

6. salespeople aren't more polite. _____
7. you turn the heat up all the time. _____
8. my brother doesn't clean our room. _____
9. the neighbor's dog barks at night. _____
10. it doesn't stop raining. _____

Exercise 6. Rewrite the sentence beginning with I wish + past perfect.

I regret having written that email. - *I wish I hadn't written that email.*

1. I regret not seeing The Beatles live.
I wish _____ .
2. He regrets not learning to cook at school.
He wishes _____ .
3. Do you regret buying a used car?
Do you wish _____ ?
4. Jenny regrets marrying her first husband.
Jenny wishes _____ .
5. My parents regret moving to the city.
My parents wish _____ .
6. Does Tom regret not studying law?
Does Tom wish _____ ?
7. I regret having my hair cut so short.
I wish _____ .
8. They regret not going to the wedding.
They wish _____ .



READING CORNER

READING SPOT 1

Exercise 1. Answer the question before reading.

Can you think of anyone you know or a famous person who has been successful in very difficult circumstances?

Exercise 2. Scan the following article.

NEVER GIVE UP

Natalie, the swimmer who lost a leg

Natalie du Toit, the South African swimmer, was only seventeen when she lost her leg in a road accident. She was going to a training session at the swimming pool on her motorbike when a car hit her. Her leg had to be amputated at the knee. At the time she was one of South Africa's most promising young swimmers. Everybody thought that she would never be able to swim competitively again.



But Natalie was determined to carry on. She went back into the pool only three months after the accident. And just one year later, at the Commonwealth Games in Manchester, she swam 800 metres in 9 minutes 11.38 seconds and qualified for the final - but not for disabled swimmers, for able-bodied ones! Although she didn't win a medal, she still made history.

"I remember how thrilled I was the first time that I swam after recovering from the operation - it felt like my leg was there. It still does," says Natalie. "The water is the gift that gives me back my leg. I'm still the same person I was before the accident. I believe everything happens in life for a reason. You can't go back and change anything. Swimming was my life and still is. My dream is to swim faster than I did before the accident."

Bethany, the surfer who lost an arm

Bethany Hamilton was the best girl surfer of her age when she lost an arm in a shark attack. She was only thirteen years old and was surfing in Hawaii when a tiger shark attacked her and tore off her left arm. It happened so fast she didn't even scream.

But Bethany was determined to get back on a surf board as soon as possible. As soon as she left hospital, she began practicing her surfing exercises on the beach. Everyone was amazed to see her surfing so soon after her accident. Incredibly, she finished 5th at the National Surfing Championships.

"The first time I went back into the sea I was so happy I cried," she said. "It was easier than I thought. But obviously



it's much more difficult than with both arms, and I have to accept I'll probably never be world champion, which used to be my dream."

Since then, Bethany has signed a contract with Rip Curl, and has written a book about her experiences which has been made into a film. "I always dream of the sea," she says. "When you surf a wave, it's like walking on water, and when you're in the air, it's like flying."

Exercise 3. Work in pairs. Complete the chart about Natalie and Bethany.

	Natalie	Bethany
1. How did she lose a limb?		
2. When did she start her sport again?		
3. How did she feel?		
4. What has she achieved since then?		
5. How does she see her future?		

Exercise 4. Use the chart to talk about Natalie and Bethany.

Exercise 5. Underline five words/phrases in either text that you want to remember. Make up sentences with them.

Exercise 6. What have the two women got in common? What's different about them?

READING SPOT 2

Exercise 1. Look at the title of the article. What comes to your mind first?

CAN WE MAKE OUR OWN LUCK?

L

Let your passion guide you.

U

Utilize the advice of others.

C

Create your own opportunities:

K

Keep your head up

Create your own LUCK.

Some people seem to be born lucky - they meet their perfect partners, achieve their ambitions, and live happy lives.

The British psychologist Dr Richard Wiseman has done a lot of research to discover why some people are luckier than others. After interviewing hundreds of people, he has concluded that people who think they are lucky achieve more success and happiness than those who don't. Without realizing it, lucky people are creating good fortune in their lives by themselves.

Using Dr Wiseman's techniques, you too can understand, control, and increase your own good fortune.

Exercise 2. The table presents Dr Wiseman's techniques with sample tasks to start being lucky. Match the tasks 1-4 to paragraphs A-D.

TASKS	PARAGRAPHS
1. Make a list of your goals. They must be specific, not vague, e.g. 'I want to spend more time with my family, not 'I want to be happy'. Now make a second list of all the advantages you would get if you achieved your goals, and the disadvantages. Compare the advantages with the disadvantages and you will see which goals are worth trying to achieve.	A. Lucky people make the most of their opportunities Be open to new experiences and vary your routine. For example, get off the bus earlier than usual. You may see something interesting or new, or bump into an old friend.
2. Make a list of six new experiences you'd like to try. They could be simple, like eating at a new restaurant, or long term, for example, learning a new language. Number the experiences 1-6. Then throw a dice and whatever experience is chosen, go out and do it.	B. Lucky people trust their instinct When you are trying to decide what to do, first make an effort to relax. Then when your mind is clear, listen to what it is telling you and act on it.
3. When you experience bad luck, first cry or scream for 30 minutes. Then put your bad luck behind you. Do something to make the situation better, e.g. ask friends for advice and focus on a solution to the problem.	C. Lucky people expect to be lucky Convince yourself that your future will be bright and lucky. Set realistic but high goals. If you fail, don't give up, and be open to the idea of trying a different way to achieve your goals.
4. If you are trying to decide between two options, write one of them down in the form of a letter. For example, if you are unhappy about a relationship, write to your partner explaining that it's all over. Read the letter. Would you really like to send it, or is something telling you that it doesn't feel right? If so, don't do it.	D. Lucky people use bad luck to their advantage If something bad happens, imagine how things could have been worse. You will then realize that things aren't so bad after all. Compare your situation with other people who are in an even worse situation. Take a long view of things - even if things seem bad now, expect them to get better in the end. Learn from your past mistakes and think of new ways of solving your problems.

Exercise 3. Read the article and the techniques (ex.1 and 2) again. Cover the text and from memory complete the expressions below. The first letter of the words is given. Then look at the text again and check your answers.

1. s _____ to be	= give the impression of being
2. a _____ their ambitions	= make their ambitions come true
3. v _____ your routine	= change your routine, make it different
4. b _____ i _____ an old friend	= meet an old friend by chance
5. m _____ an e _____ to relax	= try hard to relax
6. c _____ yourself that your future will be bright	= make yourself believe that your future will be bright
7. r _____ that things aren't so bad	= understand that things aren't so bad

Exercise 4. Read Tasks 1-4 in ex 2. Which of them do you think is the best to make you luckier?

Exercise 5. Making positive and negative adjectives and adverbs
In pairs complete the chart.

NOUN	+ adjective	- adjective	+ adverb	- adverb
Luck	lucky	unlucky	luckily	unluckily
Fortune	fortunate	unfortunate		
Comfort				
Patience				
Care				

Exercise 6. Complete the sentences with the right form of the word in BOLD.

- The beach was beautiful but _____ it rained every day. **FORTUNE**
- If the beds had been more _____, we would have slept better. **COMFORT**
- You would have got better marks if you hadn't done the exam so _____. **CARE**
- We were really _____. We missed the flight by just five minutes. **LUCK**
- Don't be so _____. The programme will start in a minute. **PATIENCE**
- I fell off my bicycle last week, but _____ I wasn't badly hurt. **LUCK**
- There was a huge queue to pay, but we waited _____. **PATIENCE**
- If you had been more _____, you wouldn't have had an accident. **CARE**
- It was freezing cold, but _____ we'd all brought jackets. **FORTUNE**
- Are you sitting _____? Then I'll begin the story. **COMFORT**



SPEAKING CORNER

Work in pairs and discuss which ways of completing the statement you agree with. Check any new words with your partner or in a dictionary.

Money can't make you happy ...

1. but satisfaction can.
2. is a silly thing to say! Of course, it can!
3. but you can't be happy with none. You need a basic standard of living.
4. but shopping does make me feel good.
5. and neither can possessions or designer goods.
6. but a good income gives you status in society.
7. but I need enough for my leisure activities.
8. but I would still like to be very, very rich!

Exercise 1. Read the Happiness Formula and answer the questions.

The Happiness Formula

Happiness is something everybody wants. Being such a simple concept, why is happiness so hard to get and to hold onto? Scientists have begun to look for answers, and this six-part series explores their findings. In tonight's instalment, presenter Mark Easton looks at why consumerism (a desire to buy and have more goods) has failed to increase our happiness, and some theories and research that scientists use to explain this failure. He talks to experts who give us some ideas of how we might change our life and become happier people.

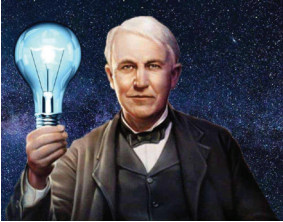
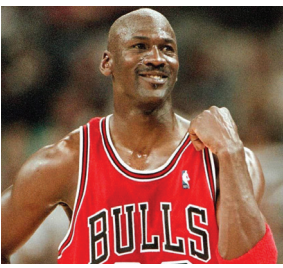
1. What does the programme say about the relationship between money and happiness?
2. What do you think are some of the theories that explain it?
3. What suggestions do you think the experts will make?

PAIR WORK

Exercise 2. Which of these situations is an example of success, in your opinion? Discuss with a partner and present your opinion to the class.

1. A man loses his job and sets up a new business which goes on to become a multi-million-pound enterprise. But along the way, he becomes so obsessed with his new company that he neglects his family and they leave him.
2. A boy loses a leg in a road accident. After leaving hospital, he goes back to school, studies and passes his exams the same year.
3. Some students pass their exams very easily. They had worked very hard, but the teacher had also given them the answers on the morning of the test.
4. A young scientist discovers something that could become a cure for cancer. At the moment, it is uncertain if his discovery will amount to anything.

Exercise 3. Choose a scenario and act like a successful person in your opinion and give arguments why you consider yourself successful.

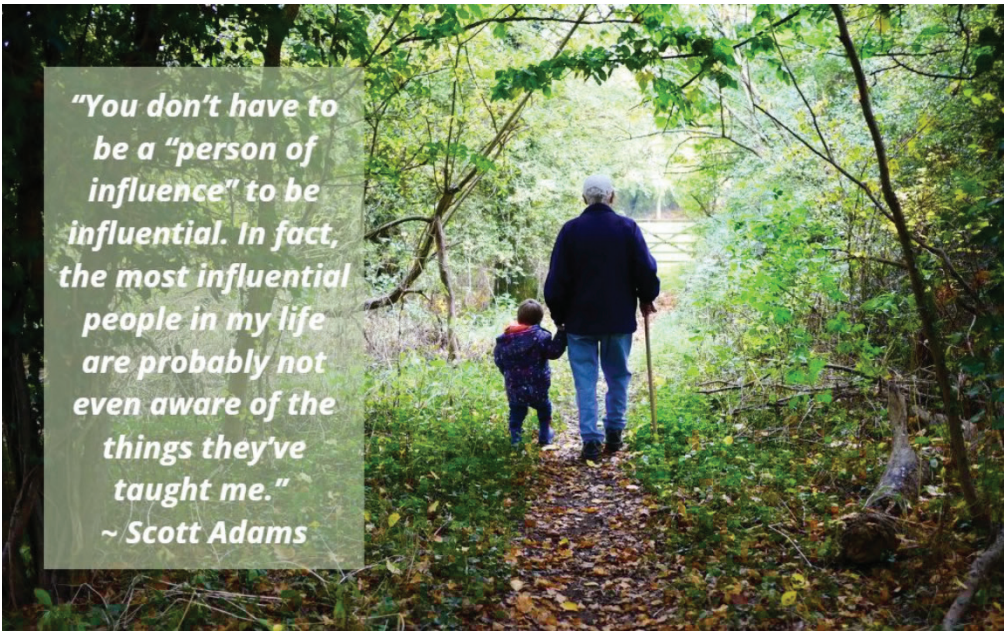
Scenario 1 Think about Thomas Edison. In response to a question about his missteps, Edison once said “I have not failed 10,000 times - I’ve successfully found 10,000 ways that will not work.” What would have happened if he had given up after the 9,999th attempt?	
Scenario 2 Many successful people around the world view failure as part of their achievements. Michael Jordan said, “I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game-winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”	
Scenario 3 JK Rowling was an unemployed single mother. She has described herself at that time as being as “poor as it is possible to be in modern Britain, without being homeless”. She first submitted the manuscript of <i>Harry Potter and the Philosopher’s Stone</i> to publishing houses, no fewer than 12 of them rejected it. Even when Bloomsbury accepted the novel, Rowling was advised by her editor that she ought to get a day job as she would not be able to earn enough from writing to support herself. <i>Harry Potter and the Philosopher’s Stone</i> became one of the top five bestselling books of all time, selling over 100 million copies. It and its sequels made Rowling the first person in the world to become a US dollar billionaire by writing fiction.	
Scenario 4 Bill Gates dropped out from college, but most of his classmates completed college. They started working as senior executives in various companies like IBM, Microsoft, Honeywell, etc., and what Bill Gates do? He became the OWNER of Microsoft.	
Scenarion 5 Abraham Lincoln failed to win even smaller elections, failed at business, failed in personal life, but at the end, became President of US. It all due to his hard work. No effort is wasted ever.	

Exercise 5. How did failure lead to your own success? Reflect on your own goals and what you did to overcome the obstacles.

Goal	
Obstacles	
Failure	
Success	

Exercise 6. Describe someone you admire and who you believe is successful. This person could be a family member, a friend, a famous personality, or even a historical figure. Follow the points mentioned below.

1. Start by introducing the person and his or her profession.
2. Provide some background information about them (age, where they live, their family).
3. What specific qualities or actions do you admire in them? (e.g., kindness, intelligence, creativity)
4. How have they influenced or inspired you?
5. Describe what makes this person successful in your eyes. Is it their achievements, their character, their impact on others, or something else?
6. Provide examples of their success (e.g., awards they've won, challenges they've overcome, how they've helped others).
7. Summarize why you chose this person as a role model of success.
8. What lessons can you learn from their life and apply to your own journey to success?





WRITING CORNER

Exercise 1. Write down your answers.

1. What comes to your mind when you hear word *VALUE*?

2. What are your top 3 values?

- 1.
- 2.
- 3.

3. What does the word *interest* mean?

4. What are your top 3 interests?

- 1.
- 2.
- 3.

5. What does the word *PASSION* mean?

6. What are your top 3 passions?

- 1.
- 2.
- 3.

7. List top careers that come to mind when you think about your values, interests and passions.

- 1.
- 2.
- 3.

Exercise 2. Write an essay about your future goals and what success would look like for you in the next 5 or 10 years. In your essay, describe the goals you aim to achieve, the steps you plan to take to reach these goals, and how you envision your life once you've accomplished them. You can follow the structure.

Introduction

1. Begin your essay by introducing the concept of success. What does success mean to you personally?
2. Briefly outline the goals you hope to achieve in the next 5 or 10 years. Mention whether these goals are related to your education, career, personal life, or a combination of these.

Body Paragraph 1: Defining Your Goals

1. Describe each of your major goals you want to achieve in detail.
2. Explain why these goals are important to you.
3. Discuss how achieving these goals will contribute to your overall vision of success.

Body Paragraph 2: Steps to Achieve Your Goals

1. Outline the specific steps you plan to take to achieve each goal.
2. Consider the resources, skills, and support you will need to succeed.
3. Mention any potential challenges you might face and how you plan to overcome them.

Body Paragraph 3: Vision of Success

1. Describe what your life will look like once you have achieved your goals.
2. Reflect on how achieving these goals will impact your personal and professional life.
3. Discuss how you will measure success and how it will make you feel.

Conclusion

1. Summarize your future goals and the steps you plan to take to achieve them.
2. Reflect on the importance of setting goals and working towards them in life.
3. End with a hopeful note about your commitment to achieving your vision of success.

10 PHRASAL VERBS

PHRASAL VERB	MEANING	SENTENCE
1. Break through	to overcome an obstacle or difficulty and achieve success	After years of effort, the scientist finally broke through and made a groundbreaking discovery.
2. Carry out	to complete or accomplish a task or plan successfully	The team carried out the project with great success.
3. Climb up	to rise in status, rank, or success	He climbed up the corporate ladder quickly due to his dedication.
4. Come through	to succeed in a difficult situation	Despite the challenges, she came through and passed all her exams.
5. Get ahead	to progress or advance in one's career or life	He worked hard to get ahead in his career.
6. Go for	to attempt to achieve something, often with determination	She decided to go for the promotion and prepared thoroughly.

7. Rise above	to overcome difficulties or challenges and succeed	She rose above the criticism and proved everyone wrong.
8. Step up	to take action and improve a situation or achieve success	He stepped up his efforts and managed to finish the project ahead of time.
9. Take off	to experience a sudden increase in success or popularity	Her career took off after she won the award.
10. Follow through	to continue with an action or plan until it is completed successfully	He always follows through on his commitments, which is why he is successful.

“If you can’t fly, then run. If you can’t run, then walk. If you can’t walk, then crawl, but whatever you do, you have to keep moving.” Martin Luther King Jr.



Create a project “Success Stories”.

TOPIC 6 STEPS TO PURSUE THE FUTURE



"The future belongs to those who believe in the beauty of their dreams."

Eleanor Roosevelt
an American political figure,
diplomat, and activist



THINKING CORNER

- What do you think Eleanor Roosevelt meant by this quote?
- How does believing in your dreams shape your future?
- What is one dream you have for your future?
- Why is it important to have dreams in life?
- What do you think is the first step toward achieving a goal?
- Can you think of a famous person who achieved success by following their his/her dreams?
- What motivates you to keep working toward your goals?

Exercise 1. Look at the chart. How can the following rules help you to make the right decision for your future?



1 Negative Confirmation

2 How Does Negative Confirmation Work?

3 Example Scenario

4 Tips for Effective Negative Confirmation

5 Case Study



LISTENING CORNER

- What are your future goals after graduation?
- Have you ever faced a difficult choice, like choosing between what you love/ prefer and what others expect?

LISTENING SPOT 1

Pre-Listening task

Exercise 1. Match the words with their definitions.

1. expectations	a. something that feels too much to handle or very difficult
2. motivated	b. beliefs or hopes about what should happen or what someone should do
3. frustrated	c. having strong feelings or enthusiasm for something
4. dilemma	d. feeling annoyed or upset because something is difficult or not working out
5. passionate	e. feeling inspired and ready to achieve something
6. application	f. a situation where you have to make a difficult choice between two things
7. overwhelming	g. a formal request for something, such as a or school admission

Exercise 2. Look at the glossary and the picture and make predictions on:

1. Who do you think is speaking in this conversation?
2. What kind of future plans might they talk about?



Exercise 3. Listen to the dialogue and tick the statements which are true.

1. Jim wants to become a doctor.	☐
2. Elizabeth's parents are worried about her career choice.	☐
3. Both characters are frustrated about the future.	☐
4. Emily uses writing down goals as a way to stay motivated.	☐
5. Alex and Emily agree to support each other.	☐



Exercise 4. Fill in the sentences with missing words from the glossary while listening.

- 1. Jim feels _____ when he thinks about his family’s expectations.
- 2. Elizabeth found a great _____ that focuses on conservation.
- 3. Writing down goals helps Elizabeth stay _____.

Post-Listening task

Exercise 5. After listening to the dialogue, answer the following questions.

- 1. What are Jim and Elizabeth’s priorities when deciding on their future?
- 2. Do you think Jim should follow his family’s expectations or his own goals? Why?
- 3. How does Elizabeth plan to overcome her challenges?

Exercise 6. Make pairs and create your own dialogue using the words from the glossary.

LISTENING SPOT 2

Pre- Listening task

A walk in the forest
Look at the picture of a forest.
How do you think you would feel
if you were walking in it?



Exercise 1. Look at the photo and listen.
Follow the instructions in the recording.
Write your answers.

- 1. The person _____
- 2. The animal _____
- 3. The house _____
- 4. The Table _____
- 5. The cup _____
- 6. Water _____

**Exercise 2. Listen again and check what you have written. Make
sure you have answered all parts of the questions from the recording.**



Post-Listening task

Exercise 3. What you just completed is a psychological test designed to analyze your personality and how you interact with others. It helps you understand the aspects of your personality that may need improvement to face future challenges and difficulties. By working on these areas, you can build healthier relationships and create positive interactions within different groups in society.

**Exercise 4. Now listen to an explanation of what you have written.
Make notes in the chart below.**



A walk in the Forest
1. the person -
2. the animal - how you interact with it -
3. the house - no fence - a fence -
4. the table -
5. the cup -
6. the weather - how wet you get -

Exercise 5. Do you believe in this kind of personality tests? Do you believe that you can learn anything about someone’s personality by

- analyzing their handwriting (graphology)?
- looking at their hands (palmistry)?
- analyzing the position of the sun, moon, and planets at the exact time of their birth (astrology)?
- online personal quizzes?



READING CORNER

READING SPOT 1

Pre-reading task

- Have you ever thought about where your life will be in 5 or 10 years?
- Where do you see yourself, and who will you be then?
- What profession do you envision having?
- Have you ever tried to plan your goals?
- How does planning goals help a person achieve them?

Match the words with the definitions using a dictionary.

GLOSSARY

1. to solidify	a. to think deeply or carefully about something
2. to propel	b. to imagine or visualize something as a future possibility
3. to hinder	c. to make something stronger or more definite
4. to align	d. to drive or push something forward with force
5. tethered	e. to be tied or restricted by a rope or chain
6. reflection	f. serious thought or consideration of something
7. to pursue	g. to make it difficult for something to happen or progress
8. Dwelling	h. to bring into agreement or proper arrangement
9. to contemplate	i. to try to achieve or follow something over a period of time
10. to envision	j. the act of thinking or worrying about something for a long time, often unproductively

Exercise 1. Scan the article by answering the questions.

Defining Your Future Goals

1. Find a place where you can think without being disturbed.

Planning for the future requires careful thought and reflection to figure out what you really want. Find somewhere you can be alone and undistracted while you contemplate your future.

• Being in a quiet place will help you think for yourself without being influenced by others' opinions.

1. Why is it important to find a quiet place when planning your future goals?

2. How can being alone benefit your decision-making process?



2. Envision your dream future.

When you imagine your ideal future, what do you see? Maybe your goal is to own a home, have a family, thrive in a certain career field, or move to a specific place. Maybe it's all of these or none of these. Defining what you want as best as you can will help you begin to build a plan for your future.

- Ask yourself what you want, and not what others want for you. You may already know or suspect that your parents, teachers, or society expect certain things from you, but when you picture your dream future, what do you see? This is all that matters.



1. What questions can help you define your ideal future?

2. Why should you prioritize what you want over others' expectations?



3. Consider what you need to do to achieve this future.

Examine your present against your ideal future: where do these two line up? What do you need to change in your present to achieve your goals? What small changes could you reasonably make today to move closer to that ideal future? Asking questions like these can help make your thoughts more concrete and less dreamy or abstract. Some questions may be hard to answer, but remember that difficult questions tend to be the most important ones.

- Write your answers down in a journal or on your computer to help you solidify your plans and view them more realistically. It's easier to follow through on your plans when your goals and the steps you need to take are clearly defined and in front of you.

1. What should you compare when examining your present and ideal future?

2. How can writing down your goals and steps make them more achievable?

4. Focus on the present and future rather than the past.

Dwelling on things past can hinder you in an attempt to move forward. So, leave the past where it belongs: in the past. Take advantage of the energy of the present to propel you into your ideal future.

- Dwelling on past failures can not only distract you from the future, it can make you feel as if you're not able or worthy of achieving your dreams. You are! Treat your past failures as lessons on what to do in the future so you don't make the same mistakes, and don't beat yourself up about things that you can't change.

- If you feel like your goals for the future don't align with what you've done already in your life, don't let this stop you from pursuing those goals anyway! You're not tethered to your past, and the future isn't written in stone.

1. How can dwelling on the past hinder your progress toward future goals?

2. Why should you treat past failures as lessons instead of obstacles?



Exercise 2. Read the statements below “Defining Your Future Goals.” Decide whether each statement is True or False. If it is false, correct the statement.

1. Planning for the future is best done in a quiet place where you won't be disturbed.
2. You should base your goals on what others, like your parents or teachers, expect from you.
3. Writing down your plans can help you stay focused and make your goals clearer.
4. Dwelling on past mistakes is an effective way to plan for your future.
5. Your present actions can be adjusted to better align with your ideal future.
6. It's possible to pursue goals that don't align with your past experiences.
7. Failures in the past mean you are not worthy of achieving your dreams.
8. Taking time to reflect on what you want can help you create a solid plan.
9. Your future goals should remain fixed and unchangeable once you set them.
10. Learning from past failures can help you avoid repeating the same mistakes.

Exercise 3. Choose the right answer for each question according to the text.

1. Which of the following is most important for planning your future?

- | | |
|----------------------------------|---|
| a) Listening to others' opinions | c) Spending time in a quiet, undistracted space |
| b) Being in a noisy environment | d) Focusing on past accomplishments |

2. What helps create a clearer vision of your future goals?

- a) Focusing on what others expect from you
- b) Imagining your ideal situation without external influence
- c) Asking others for advice
- d) Forgetting about what you want

3. What is a useful tool to help you stay on track with your goals?

- | | |
|-----------------------------|---|
| a) Avoiding challenges | c) Writing them down for clearer understanding |
| b) Keeping your goals vague | d) Sharing them with as many people as possible |

4. Why should you leave past failures behind?

- a) They can encourage negative thinking.
- b) They show what you need to improve on.
- c) They make you stronger in the present.
- d) They can prevent you from moving forward.

5. What can prevent progress toward your goals?

- | | |
|---|----------------------------|
| a) Reflecting on past mistakes | c) Writing down your goals |
| b) Thinking only about future possibilities | d) Focusing on the present |

6. What is the key to achieving your goals despite previous setbacks?

- | | |
|--------------------------------|---|
| a) Staying focused on mistakes | c) Ignoring the future |
| b) Letting go of past failures | d) Focusing on things you cannot change |

7. What does “solidifying your plans” help with?

- a) Making your goals seem unrealistic
- b) Clarifying the steps needed to achieve them
- c) Forgetting about them
- d) Hiding your plans from others

8. What does ‘being tethered to past mistakes’ imply?

- a) Being free from your mistakes
- b) Using past mistakes as a learning opportunity
- c) Letting past experiences restrict your future
- d) Focusing only on what you can change

READING SPOT 2: Future Me

Pre- reading task

- Over the next four years, what are you definitely going to do?
- What do you think you might do?
What do you hope you'll do?
- Work in pairs and compare your ideas.
Do you have any plans or hopes in common?



Exercise 1. Skim the text and answer the post-reading questions.

Once Laura met a post in one of the educational websites, and it said, “Write a letter to yourself and future me.org will keep it and send it back at a point in the future - you pick the date. What will you discover, looking back?”

And Laura started her letter without hesitation.

“OK ... so ... Dear the future me, I hope this letter has found its way to you/me. As I write this, I am sixteen in year eleven; and as I read it, I am twenty. Wow! I will have changed so much. I can only guess what I will be like at twenty. I envisage myself at Oxford Uni, sitting... oh, this is embarrassing ... sitting under a tree by the river in the college grounds. I think I'll be wearing something floaty and a bit indie, but I bet when I get this, it'll be raining. I know, I'm romantic. I hope that hasn't changed. My plans for myself in the following years are to find a man, someone good-looking, romantic and intelligent who shares my interests. Either way, I hope I'll have someone. I don't remember this ... and then I think I'll have three children with long, brown hair and green eyes.

Well, I'll stop now even though I want to write everything I can down, but I'm running out of time. I hope I'm happy, and I hope this letter makes me feel good about who I was, or am, as I write this. Keep smiling, and while I can't really say bye, but good luck for the future and keep dreaming. Don't change too much, and be happy with who you are - I like who I am now more than any other time.

Love, Laura.”

Laura got her email back the exact day she had mentioned. First, it was surprising as she had forgotten about her letter. Then she started reading it full of excitement. Then she replied to her own letter.

"It all seems really shallow looking back and reading what I thought I'd be doing or hoped I'd be doing. I think my sixteen-year-old self might have been disappointed with where I am, but because I as my twenty-year-old self have sort of grown up and matured, I'm absolutely ecstatic with where I am, and it doesn't have to be this perfect sitting-by-a-lake kind of image."

Exercise 2. Answer the following questions:

1. Which topic did she write about?
2. Is the letter down-to-earth or romantic? Is it generally optimistic or pessimistic?
3. What was Laura's vision of her future at sixteen, and how did it differ from her reality at twenty?
4. Why did Laura describe her sixteen-year-old letter as "shallow" when she read it at twenty?
5. How did Laura feel about her life at twenty, despite it not matching her teenage expectations?

Exercise 3. Write a letter to your future self. Choose the topic from the given list or add your own.

- Do you think you changed over the last year? How?
- Who are your friends and why?
- What are your favorite and least favorite things, like food, colors, clothes, hobbies, sports, music, classes, etc.
- Do you have any predictions about the next year?
- If you could give your future self one piece of advice, what would it be?





SPEAKING CORNER

SPEAKING SPOT 1

Pre-speaking task

- Do you have any perspective for your plans in ten years' time?
- How do you envisage your future then?

Exercise 1. Work alone and think about plans for ten years' time. Make notes on three of the areas below.

<i>studies or work</i>	<i>achievement</i>	<i>travel</i>	<i>English</i>	<i>relationship and/or family</i>
	<i>home</i>	<i>activities/ experiences</i>		

Exercise 2. Work with a partner and discuss your ideas.

A: What would you say about achievements?

B: Well, in ten years' time, I hope I'll have become fluent in English. I'd like to be working abroad somewhere, maybe Australia. How about you?

SPEAKING SPOT 2

Pre-speaking task: What comes to your mind when you read the word SMART. Make pairs and create a mind map. Share with the whole class.

Exercise 1. Skim the article and do the exercises.

How to set SMART goals using the SMART method

S	Specific	Make your goal specific and narrow for more effective planning	
M	Measurable	Make sure your goal and progress are measurable	
A	Achievable	Make sure you can reasonably accomplish your goal within a certain time frame	
R	Relevant	Your goal should align with your values and long-term objectives	
T	Time-based	Set a realistic but ambitious end date to clarify task prioritization and increase motivation	

SMART goals are specific, measurable and actionable. By using a series of five benchmarks that comprise the SMART method, you'll be able to create concise goals and action steps that will keep you on track.

1. Make your goal SPECIFIC

The first step in creating a SMART goal is to make it specific. Consider your goal in quantifiable terms by asking yourself the following questions:

What do I want to accomplish?

Will achieving this goal have an important impact? What actions will I need to take?

2. Make your goal MEASURABLE

This step in the SMART process prompts you to apply methods of measuring your progress toward achieving your goal. Being measurable also takes into account any actions you would implement to help you further your progress toward your goal. For instance, this may take the form of tracking the time it takes you to complete an action or meet a milestone.

3. Make your goal ACHIEVABLE

This aspect of the SMART strategy relates to your goal being achievable. Do you have the resources and time needed to achieve the goal? This may include gathering necessary data, asking team members for help and learning new skills. You're more likely to be successful in your goal once it is specific, measurable and deemed achievable.

4. Make your goal RELEVANT

A relevant goal will directly contribute to successful results. Keep in mind that every action you take should move you closer to your goal. In our example, a relevant goal will directly reduce expenses.

5. Make your goal TIME-BASED

A time-based goal has a specific time deadline. You'll want to determine if your goal is a short-term or long-term goal (or a combination of both). From there, you can determine a timeline and set a schedule to meet deadlines and accomplish your objective. Your timeline should also be realistic and allow you plenty of opportunities to make adjustments to your goal regarding its relevance, specificity and achievability.

Exercise 2. Create your SMART goal plan. Your plan can be both for long-term and short-term goals. Before filling the chart look through the short-term goal example.

Maintain healthier sleeping habits

Starting this week, I will aim to get at least seven to eight hours of sleep each night by going to bed by 10:30 p.m. and avoiding screen time 30 minutes before bed for the next two months.

- **Specific:** The goal lays out how many hours of sleep you want to get, what time you plan to go to bed and how you'll prepare yourself to go to sleep.

- **Measurable:** Progress can be measured by tracking the number of hours slept each night.
- **Achievable:** The goal involves manageable changes to your routine.
- **Relevant:** Healthier sleeping habits can help you be a better student and improve your overall health and mental well-being.
- **Time-based:** You'll follow this nightly routine for two months.

Establishing healthy sleeping habits often helps people maintain their energy during the day, stay focused and improve their immune systems. If you want to improve your sleeping habits, consider setting a strict bedtime for each night, excluding weekends. You may also consider reducing your screen time and starting a nightly routine to help you prepare for sleep.

SMART GOALS		
Setting realistic and achievable outcomes.		
My goal is:		
S SPECIFIC	What do I want to happen?	
M MEASURABLE	How will I know when I have achieved my goal?	
A ATTAINABLE	Is the goal realistic and how will I accomplish it?	
R RELEVANT	Why is my goal important to me?	
T TIMELY	What is my deadline for this goal?	

Exercise 3. Pair work: Compare your smart goal with your partner's one. Do you have any similarities?



GRAMMAR REVIEW: Future Forms

BE GOING TO + INFINITIVE

future plans and intentions: *My sister's going to adopt a child.*

Are you going to buy a new car?

I'm not going to go to New York next week.

Predictions: *I think they're going to win. (They're playing very well.)*

It's going to rain. (The sky is very dark.)

- Use going to **NOT** will / won't when you have already decided to do something.
- With the verb **go** you can leave out the infinitive: *I'm not going (to go) to New York.*

PRESENT CONTINUOUS: BE + VERB + -ING

future arrangements: *We're getting married in October, They're meeting at 10.00.*

She's leaving on Friday.

- You can usually use present continuous or going to for future plans / arrangements.
- going to shows that you have made a decision: *We're going to get married in the summer.*
- Present continuous emphasizes that you have made the arrangements: *We're getting married on July 12th (e.g. we've booked the church).*

WILL / SHALL + INFINITIVE

instant decision: *I'll have the steak.*

promise: *I won't tell anybody where you are.*

offer: *I'll carry that bag for you. Shall I help you with your homework?*

suggestion: *Shall we eat out tonight?*

prediction: *You'll love the film!*

- Use will / won't (NOT the present simple) for instant decisions, promises, offers, and suggestions.
- Use shall (NOT will) with I and we for offers and suggestions when they are questions.
- Use will or going to for predictions.

Exercise 1. Circle the correct form. Tick (✓) the sentence if both are possible.

1. I'm going to study / I'll study English here next year.
2. A - Shall we / Will we eat out tonight? B - Good idea.
3. We'll go / We're going to Brazil next week. I can't wait.
4. What are you going to wear / are you wearing to the party?
5. Do you think it will rain / it's going to rain tomorrow?
6. A - This is heavy. B - I'll help / I help you.
7. I'm meeting / I meet a friend this evening.
8. I'm really sorry. I promise I won't do / I'm not going to do it again.

Exercise 2. Complete B's replies with a correct future form.

1. A. Sorry, Ann's not in.
B. OK. I _____ later. (call back)
2. A. There's no milk.
B. Don't worry, I _____ some. (get)
3. A. Can we meet on Tuesday?
B. Sorry, I can't. I _____ to Brighton on Tuesday. (go)
4. A. Can we have pizza for lunch?
B. No, we _____ chicken. I've already put it in the oven. (have)
5. A. Is that the phone?
B. Yes, but don't get up. I _____ it. (answer)
6. A. Jane's put on a lot of weight!
B. She's pregnant. She _____ a baby in August. (have)

future perfect and future continuous

future perfect: will have + past participle

The rain **will have stopped** by this afternoon.

Some people think that sea levels **will have risen** by as much as 3 feet in 50 years.

Laura **won't have arrived** before dinner, so I'll leave some food on the stove for her.

When **will they have learned** enough English to be able to communicate fluently?

- We use the future perfect (will have + past participle) to say something will be finished before a certain time in the future.
- This tense is frequently used with the time expressions by Saturday / March / 2030, etc., or in two weeks / months, etc.
- by + a time expression = at the latest. With in, you can say in six months.
- We form the negative with won't have + past participle, and make questions by inverting the subject and will / won't.

future continuous: will be + verb + -ing

1. Don't call between 7:00 and 8:30 because we **'ll be having** dinner then.

Good luck with your test tomorrow. I **'ll be thinking** of you.

Will you be waiting for me when I get off the train?

This time tomorrow, I **'ll be sitting** on the beach watching the sunset.

2. You don't need to get up early. We **won't be leaving** until about 9:30.

I **'ll be going to** the supermarket later. Do you want anything?

1. We use the future continuous (will be + verb + -ing) to say that an action will be in progress at a certain time in the future.

Compare:

Come at around 7:30. **We'll have** dinner at 8:00. (= we will start dinner at 8:00) and

Don't call between 7:00 and 8:30 because we'll **be having** dinner. (= at 8:00 we will already have started having dinner)

- We form the negative with won't be + verb + -ing and make questions by inverting the subject and will / won't.
2. We sometimes use the future continuous, like the present continuous, to talk about things that are already planned or decided.

Exercise 3. Complete the sentence using the future perfect or future continuous.

1. The flight to Miami takes off at 9:00 and lands at 10:30.
At 10:00 they _____ to Miami. (fly)
2. I usually save \$200 a month. By the end of the year, I _____ \$2,400. (save)
3. Rebecca leaves at 6:30. It takes her an hour to get to work. At 7:00 tomorrow, she _____ to work. (drive)
4. The meeting starts at 2:00 and finishes at 3:30. Don't call me at 2:30, because we _____ meeting. (have)
5. Sam is paying for his car. The last payment is in May. By June, he _____ for his car. (pay)
6. Their last test is on May 31st. By the end of May, they _____ their tests. (finish)
7. She writes a chapter of her novel a week. This week she's on chapter five. By the end of this week, she _____ five chapters. (write)
8. Sonia is usually at the gym between 6:30 and 7:30. There's no point calling Sonia now. It's 7:00 and she _____ at the gym. (work out)

Exercise 4. Complete the conversation with the verbs in parentheses in the future perfect or continuous.

A: Well, it looks like we'll be having very (have) different weather in the future if climate change continues.

B: What do you mean?

A: Well, they say we'll be having much (have) higher temperatures here in New York, as high as 96°F. And remember, we 1 _____ (not lie) on the beach - we 2 _____ (work) in 96°, which is very different. And islands like Puerto Rico 3 _____ (disappear) by 2100 because of the rise in sea levels. They say the number of storms and tsunamis 4 _____ (double) by the middle of the century, too, so even more people 5 _____ (move) to the cities by then, looking for work. Big cities 6 _____ (grow) even bigger by then. Can you imagine the traffic?

B: I don't think there will be a problem with the traffic. Gas _____ (run out) completely by then anyway, so nobody will have a car. Someone 8 _____ (invent) a new method of transportation, so we 9 _____ (get) around in flying taxis or something.



WRITING CORNER

- “What is a CV?”
- “Why is it important to have a CV?”
- “What kinds of information should you include in a CV?”

Exercise 1. Look at the CV and organize your own CV according to the guide below:

High School Student CV Outline

1. Personal Information

- Full Name
- Contact Information (Phone Number, Professional Email Address)
- City and State (Optional: LinkedIn or Portfolio Link)

2. Personal Statement/Objective

Brief 2–3 sentence summary of your skills, interests, and goals.

3. Education

- School Name, City, State
- Expected Graduation Date
- Relevant Coursework or Academic Highlights

4. Skills

- List of relevant soft skills (e.g., communication, teamwork).
- List of relevant technical skills (e.g., Microsoft Office, programming languages)

5. Work Experience (if applicable)

- Title, Company/Organization Name, City
- Dates of Employment (e.g., June 2023–August 2023)
- 2–3 bullet points describing responsibilities and accomplishments

6. Extracurricular Activities

- Club, Team, or Organization Name
- Role/Position
- Key achievements or contributions

7. Achievements and Awards

- Award Title, Year
- Brief description (optional)

8. Volunteer Experience (if applicable)

- Role/Position, Organization Name
- Dates (e.g., September 2022–Present)
- 2–3 bullet points about your contributions

9. Interests (optional)

- List hobbies or interests that align with your goals or showcase your personality.
- Formatting Notes
- Use clear headings and bullet points for easy readability.
- Stick to a one-page format.
- Use consistent formatting for dates and section titles.
- Save the final version as a PDF



CONTACT

 +374 98 00 00 00

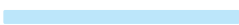
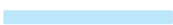
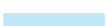
 nane@email.com

 Koghb, Tavush, Republic of Armenia

CAREER OBJECTIVE

Passionate and enthusiastic 12th grade student with excellent interpersonal skills and a high interest in foreign languages. Looking for a student as a community assistant.

LANGUAGES

Armenian 
English 
Russian 

SKILLS

- ☐ Team work
- ☐ Creativity
- ☐ Open-mindedness
- ☐ Punctuality
- ☐ Photo
- ☐ Video



NANE AZATYAN

EDUCATION

Koghb secondary school N2 after Bagrat Sahakyan (since 2014)

Access Microscholarship program by Project Harmony International (2023-2025)

Abac Mental Arithmetic (2018-2019)

Koghb Art school (2016-2022)

Koghb Tumo Center of Creative Technologies (since 2023)

Pre-Competitive College Club (2023-2024)

Skills

- ☐ IT (MS Office, AI, IT Games)
- ☐ Reporting
- ☐ Leadership
- ☐ Creative writing

Certificates and Awards

Cambridge English Competition (2019) - a Certificate for participation

"Abac-2019" Mental Arithmetic Olympiad (2019) - a certificate for 3rd place in Olympiad

Wikimedia Armenia editorial competition (2020) - won a competition writing an article "Energy Efficiency"

Certificate "Eco-education and digital literacy camp" (2023)

VOLUNTEERING EXPERIENCE

Koghb Youth organization - young community activist since 2023

Wikimedia Armenia- editor since 2018

Ecofriendly project "Planting 7000 trees"- project participant since 2019

"Plastic Recyling" - project participant- since 2022

Exercise 2. Write a clear and organized essay about the steps you will take to achieve your goals on topic “My Way to Success”.

Instructions:

1. Understand the Topic

Think about your future goals: What do you want to achieve? How will you get there?

2. Plan Your Essay:

Use the following structure:

- **Introduction:** Write a sentence about why the topic is important to you. Mention your main idea (steps to achieve your future).
- **Body Paragraphs:** Write 2-3 paragraphs. In each paragraph, explain one step you will take (e.g., setting goals, working hard, learning from mistakes).
- **Conclusion:** Summarize your main points and explain why these steps are important for your future.

3. Use Linking Words

Use words like firstly, next, then, and finally to organize your ideas.

4. Draft Your Essay

Write your ideas in sentences. Don't worry about making mistakes.

5. Check Your Work

Read your essay and check for spelling, grammar, and punctuation. Make sure your ideas are clear and easy to understand.

Example Starter:

Introduction: “Everyone has a dream for the future. To achieve my dream, I need to take small but important steps. These steps will help me reach my goals and become successful.”

Body: Write about the steps, such as studying, practicing skills, or asking for help.

Conclusion: “In the end, I believe that working hard and staying positive will help me achieve my goals. These steps are the keys to my success.”

Follow-Up Task: Share your essay with a classmate or teacher for feedback.

- Interview your peers from your community/school on topic “My future plans”.



Phrasal verbs on topic “My plans to pursue the future”.

Phrasal verb	Definition	
Set out (to do something)	to start working on a specific goal or plan	She set out to become a successful entrepreneur.
Work towards	to make efforts to achieve something over time	He's working towards a career in medicine.
Follow through (with something)	to complete or carry out a plan or decision	It's important to follow through with your plans to see results.
Figure out	to think about and solve something, like a strategy or problem	I need to figure out how to finance my education.
Plan ahead	to prepare for the future by organizing your goals or actions	Planning ahead will help you avoid unnecessary stress.
Take on	to accept or begin a new challenge or responsibility	She's ready to take on a leadership role in her company.
Carry out	to execute or accomplish a task or plan	They successfully carried out their project despite challenges.
Dream up	to imagine or come up with new ideas or goals	He dreamed up a creative solution for starting his own business.
Step up	to take initiative or accept more responsibility	It's time to step up and take charge of your future.
Look ahead	to think about or plan for the future	Looking ahead, I see many opportunities to grow professionally.

- Debate on the topic
“Risks as the ways to success”.

- Create a project on the topic
“The structure of success”.



VOCABULARY

Topic 1: Civilization

advanced (adj) - առաջադեմ
agility (n) - ճկունություն
archaeology (n) - հնագիտություն
artifact (n) - նմուշ
dynasty (n) - գերդաստան
engine (n) - շարժիչ
feast (n) - խնջույք
foundational (adj) - հիմքային
innovation (n) - նորարարություն
interceptor (n) - խափանիչ
legacy (n) - ժառանգություն
mile (n) - մղոն
monument (n) - հուշարձան
National Park (n) - ազգային պարկ
pioneer - առաջամարտիկ, լինել նախաձեռնող
prototype (n) - նախատիպ
revolutionizing (adj) - հեղափոխական
ritual (n) - ծես, ծեսական
tire (n) - անվադող
trade (n) - առևտուր

Topic 2: The art of translation

artistry (n) - վարպետություն
calligrapher (n) - վայելչագիր
commission (n) - հանձնաժողով
consult (v) - խորհրդակցել
contemporary (adj) - ժամանակակից, արդի
contribute (v) - նպաստել
convey (v) - փոխանցել, հաղորդել
destruction (n) - ավերում
editing (n) - խմբագրում
ignorance (n) - տգիտություն, չիմացություն
illiteracy (n) - անգրագիտություն
imitate (v) - նմանակել, կրկնօրինակել
initiate (v) - սկսել, նախաձեռնել
interpret (v) - մեկնաբանել, բացատրել
pioneer (n) - լինել նախաձեռնող
review (v) - վերանայել
theme (n) - թեմա
vulnerable (adj) - խոցելի
wage (v) - վարել, իրականացնել

Topic 3: Religion

AD - մ.թ. (մեր թվարկության)
atheist (n) - աթեիստ
baptism (n) - մկրտություն
BC - մ.թ.ա.
cathedral (n) - տաճար
contend (v) - պնդել, պայքարել
crucified (adj) - խաչված
divine (adj) - աստվածային
heavens (n) - երկինք, դրախտ
Messiah (n) - Մեսիա, հոգևոր առաջնորդ
monotheistic (adj) - միաստվածային
mosque (n) - մզկիթ
nun (n) - միանձնուհի
resurrection (n) - հարություն
sacred place (n) - սրբավայր
scripture (n) - սուրբ գիրք
synagogue (n) - սինագոգ, հրեաների
աղոթատեղի
testament (n) - կտակարան
Pope (n) - Յոհաննի պապ

Topic 4: Volunteering

advance (n) - առաջընթաց, զարգացում
beneficial (adj) - օգտակար
contribute (v) - նպաստել, աջակցել
empower (v) - ուժեղացնել
enact (v) - ընդունել, հաստատել
expand (v) - ընդլայնել
fulfill (v) - կատարել, իրագործել
humanitarian (adj) - մարդասիրական
impact (n) - ազդեցություն
logistics (n) - լոգիստիկա
meaningful (adj) - իմաստալից
momentum (n) - թափ, ուժ
network (n) - ցանց, շրջապատ
organization (n) - կազմակերպություն
publicity (n) - հրապարակայնություն
reduce (v) - նվազեցնել
self-confidence (n) - ինքնավստահություն
stimulate (v) - խթանել, խրախուսել
tie (n) - կապ
worthwhile (adj) - արժանի, արժեքավոր

Topic 5: Path to success

accomplishment (n) - կատարում, ձեռքբերում
ambition (n) - ձգտում, տենչ
cadet (n) - կուրսանտ
candidate (n) - թեկնածու
commitment (n) - նվիրվածություն
failure (n) - ձախողում
flop (n) - ձախողում, անհաջողություն
grit (n) - հաստատակամություն, քաջություն
growth mindset (n) - կառուցողական մտածելակերպ
hardship (n) - դժվարություն, դժվարին իրավիճակ
inversely (adv) - հակառակ
obligation (n) - պարտավորություն
obstacle (n) - խոչընդոտ
pathway (n) - ուղի
perseverance (n) - հաստատակամություն
promotion (n) - առաջխաղացում
resilience (n) - դիմադրողականություն
sprint (n) - արագացում, կարճ մրցավազք
stamina (n) - տոկոսություն
stratospheric (adj) - շատ բարձր մակարդակի վրա

Topic 6: Steps to pursue the future

admission (n) - ընդունելություն, մուտք
align (v) - համադրել, համապատասխանեցնել
contemplate (v) - խորհել, դիտարկել
considerate (adj) - ուշադիր
determine (v) - որոշել, վճռել
dilemma (n) - երկընտրանք
dwelling (n) - բնակավայր, բնօրրան
envision (v) - պատկերացնել, երևակայել
expectation (n) - ակնկալիք
frustrated (adj) - հիասթափված, վրդովված, տխուր
hinder (v) - խանգարել, խոչընդոտել
motivated (adj) - մոտիվացված, ոգեշնչված
overwhelming (adj) - անհաղթահարելի, ճնշող
passionate (adj) - կրքոտ
personality traits (n) - անհատականության գծեր
propel (v) - առաջ մղել
pursue (v) - հետևել
reflection (n) - անդրադարձ
solidify (v) - ամրապնդել
tethered (adj) - կապված, սահմանափակված

ԳՐԹՈՒՄ ՕԳՏԱԳՈՐԾՎԱԾ ՏԵՍԱՆՅՈՒԹԵՐԻ ՀՂՈՒՄՆԵՐ

- 8 p. - <https://www.youtube.com/watch?v=w5epCmcHV7E>
- 10 p. - <https://www.youtube.com/shorts/RAddMSW0WSY>
- 12 p. - <https://www.youtube.com/shorts/GBU4PTBzUII>
- 35 p. - <https://www.youtube.com/watch?v=p9rxd4P2Ee0>
- 36 p. - <https://www.youtube.com/shorts/7VWlpNbPJ90>
- 36 p. - <https://www.youtube.com/shorts/RLJFB3vWu-A>
- 58 p. - <https://www.youtube.com/watch?v=Zk4ijgNdHW8>
- 60 p. - <https://www.youtube.com/shorts/KsKHgsj7XVs>
- 82 p. - <https://www.youtube.com/watch?v=wMr9gk7AVyE>
- 84 p. - <https://www.youtube.com/shorts/AGgQzxCI-N4>
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- 105 p. - <https://drive.google.com/file/d/18WpXFtJdrKD7QQ3X2VRalcdGKt3Jp8Xf/view?pli=1>
- 122 p. - <https://www.youtube.com/watch?v=VMZ44W5UhlQ>
- 123 p. - <https://www.youtube.com/shorts/j2QHgj9phq8>
- 124 p. - <https://www.youtube.com/shorts/eQk0Gzob8F0>

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ANI YERKNAPESHYAN, KARINE POGHOSYAN,
OHANNA AVETISYAN

ENGLISH

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Հրատարակչության տնօրեն՝ Մարիամ Մելքոնյան
Համակարգչային ձևավորող՝ Լիդա Հովհաննիսյան

Հեղինակներ՝

Անի Երկնափեշյան՝

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դասընթացների շրջանավարտ

Կարինե Պողոսյան՝

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վերապատրաստված և վերապատրաստողի որակավորում ստացած
փորձագետ

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