

THE BRITISH **CHERRY**

by Maria K. Termentzoglou

THINK IT. SPEAK IT. LIVE IT.

VOLUME

1

UNITS 1-8

DUTCH-INSPIRED IMMERSION MODEL

THE COMPLETE C & D SENIOR COURSE

LEARN ENGLISH LIKE A SECOND LANGUAGE

THINK IT. SPEAK IT. LIVE IT.

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Welcome to The British Cherry

HEY, ENGLISH SPEAKER! This is not a book you complete silently. Your voice is part of every lesson.

English is not just another school subject. It is a language through which you can discover the world, express your personality, build relationships and create opportunities.

The British Cherry will not ask you only to memorise rules or translate lists of words. It will help you understand English directly, recognise natural phrases, respond without overthinking and develop your own English-speaking voice.

The British Cherry promise

- Clear, full-to-the-point grammar without unnecessary theory.
- Vocabulary learned through topics, collocations and natural expressions.
- Speaking in every lesson—from quick reactions to role-plays and B2 discussions.
- Writing taught step by step through purpose, structure, models and editing.
- Continuous recycling so that useful language becomes part of your active English.

MINDSET Mistakes are proof that you are using the language—not proof that you cannot use it.

Your five rules

1. Answer in English before searching for the perfect sentence.
2. Learn whole phrases, not lonely words.
3. Say new language aloud. Your mouth needs practice too.
4. Ask follow-up questions. Real conversations do not stop after one answer.
5. Take English outside the classroom every week.

How to Use This Book

Feature	What you do
ENTER THE TOPIC	React, predict and speak before you read.
READ THE WORLD	Explore a contemporary text and read with a purpose.
CHERRY-PICKED LANGUAGE	Build vocabulary through meanings, chunks and collocations.
GRAMMAR THAT SPEAKS	Understand the system, then use it immediately.
LISTEN LIKE A SPEAKER	Notice pronunciation, rhythm and natural responses.
SPEAK WITHOUT TRANSLATING	Move from guided answers to spontaneous interaction.
WRITE WITH PURPOSE	Plan, model, draft and edit real text types.
B2 BRIDGE	Attempt a more demanding exam-style task.
LIVE IN ENGLISH	Complete a mission beyond the lesson.

Icons and visual signals

Signal	Meaning
⚡ QUICK FIRE	Answer immediately. No writing first.
KEEP TALKING	Use a follow-up question or reaction.
ESSENTIAL	This language belongs in your active vocabulary.
GREEK LEARNER ALERT	Avoid a common transfer or translation mistake.
B2 BOOST	Stretch beyond the core level.
SHADOW IT	Listen and speak at nearly the same time.
NO DEAD ENGLISH If you learn a phrase, use it in a question, answer or story before the lesson ends.	

The Dutch-Inspired Immersion Engine



Dutch teenagers do not become strong English users because of one magical textbook. Their advantage comes from a learning ecology: English is compulsory across secondary education, communicative objectives matter, and learners encounter English repeatedly through media and everyday digital life. The British Cherry converts those conditions into a teachable system for Greek teenagers.

The six conditions we can recreate

Condition	How this book makes it happen
High-frequency exposure	Short, repeated contact with English across the week—not one isolated lesson.
Five-skill balance	Listening, reading, interaction, spoken production and writing in every cycle.
English as action	Learners use English to solve, compare, create, persuade and reflect.
Authentic media habits	Videos, podcasts, captions, songs, games and digital interfaces become guided input.
Communicative outcomes	Every unit ends in a performance, not only a grammar score.
Cross-curricular range	Science, culture, citizenship, media literacy and society are explored through English.

THE REAL SECRET Fluency grows when English becomes frequent, meaningful and personally useful.

What this approach does not claim

The course does not pretend that Greece is an English-speaking country or that classroom study alone can reproduce another society. It deliberately builds an English-rich micro-environment around the learner and teaches the habits needed to extend that environment beyond class.

The 7-Day English Loop



WATCH • LISTEN • SPEAK • REPEAT

A language becomes familiar through distributed contact. Each unit therefore includes a reusable weekly loop. The teacher may adapt the timing, but no week should depend on one long exposure followed by six silent days.

Day	10-20 minute action	Main gain
1	Read or listen for the main idea; react aloud.	Meaning before analysis
2	Retrieve Core vocabulary; build personal examples.	Active vocabulary
3	Notice grammar in context; complete focused practice.	Accuracy
4	Shadow audio; imitate stress and linking.	Listening and pronunciation
5	Pair task, role-play or mini-debate.	Interaction
6	Watch/read authentic media with a mission.	Independent input
7	Voice diary + quick cumulative retrieval.	Fluency and memory

Media without passive scrolling

- Watch once for meaning—no pausing every sentence.
- Watch again with English subtitles and collect three useful chunks.
- Repeat one 10–20 second section through shadowing.
- Retell the content in 30 seconds without reading.
- Respond: agree, disagree, question or connect it to your life.

SUBTITLES LADDER Greek subtitles when meaning would otherwise collapse → English subtitles for noticing → no subtitles for a short replay.

The weekly minimum

Three short encounters outside class, one spoken recording and one piece of authentic English. Consistency matters more than occasional marathon study.

One Theme, Two Learning Pathways



LEVEL UP WITHOUT LEAVING ANYONE BEHIND

C Senior and D Senior learners share the same contemporary theme and classroom conversation. They differ in required depth, language range and independence—not in whether one group receives an interesting lesson and the other receives “advanced pages”.

Dimension	CORE • C Senior	ADVANCED • D Senior
Vocabulary	30 active items	Core 30 + Extended 20 + Advanced 20
Reading	Main idea, detail and supported inference	Deeper inference, viewpoint and source evaluation
Grammar	Essential contrast and controlled use	Greater tense/aspect range and transformations
Speaking	Guided interaction with phrase support	Longer turns, negotiation and spontaneous follow-up
Writing	Structured model and planning frame	Greater independence, register control and editing
Media mission	Short guided input	Independent selection, analysis and mediation

SAME ROOM, REAL DIFFERENTIATION Everyone discusses the same world. Advanced learners are stretched without Core learners being left behind.

How students move between pathways

The pathways are not permanent labels. A learner may use Advanced vocabulary but Core writing support, or complete Core grammar before attempting the Advanced transformation task. The teacher assigns challenge by evidence, not by identity.

CEFR Can-Do Compass



WHAT CAN YOU DO IN ENGLISH?

The CEFR describes performance by skill. It does not treat “B2” as one undivided label. The course therefore records progress separately in listening, reading, spoken interaction, spoken production and writing.

Skill	End-of-course performance direction
Listening	Follow the main ideas and important detail in clear standard speech on familiar and increasingly abstract topics.
Reading	Understand viewpoint, argument structure and relevant detail across varied B1–B2 texts.
Spoken interaction	Initiate, sustain and close conversations; respond, clarify, negotiate and collaborate.
Spoken production	Give connected descriptions, explanations and short arguments with reasons and examples.
Writing	Produce clear, organised emails, articles, stories, reviews and essays with appropriate register.
Mediation	Explain information, summarise viewpoints and help another person understand content.

Evidence, not vague confidence

- A portfolio stores voice recordings, reading responses and writing drafts.
- Unit exit tickets show what can be retrieved without support.
- Cherry Checkpoints combine skills and revisit earlier language.
- Learners set one specific can-do goal for the next unit.

PROGRESS QUESTION Not “Do I know this grammar?” Ask: “What can I now understand or do with it?”

Curriculum foundation: SLO English objectives and CEFR guidance emphasise communicative performance across distinct skills. This course adapts that principle to the Greek C–D Senior and B2-preparation context.

Course Map: 16 Deep Units, One Accelerated Journey

#	Unit	Theme	Grammar spine	Writing
1	The Digital Generation: Who Are You Online?	Identity, digital wellbeing & media	Present system; state verbs; perfect extension	Informal email
2	Identity & Self-Image: No Filter	Personality, appearance & belonging	Comparison; intensifiers; used to	Descriptive article
3	The Working World: Future Me	Careers, skills & professional identity	Future forms; future continuous/perfect	Formal email
4	Health in Balance	Physical and mental wellbeing	Modals of advice, obligation & deduction	For-and-against essay
5	Planet Under Pressure	Climate, ecosystems & citizenship	Passive voice; causative extension	Opinion essay
6	Travel & Culture Shock	Travel, intercultural communication	Narrative tenses; past habits	Story
7	Media & Misinformation	News, algorithms & source evaluation	Reported speech; reporting verbs	Article
8	Money Matters	Shopping, advertising & financial choices	Zero-second conditionals; wishes	Complaint email
PATHWAY 1 Units 1–8 move from strong A2 through B1 by turning familiar themes into sustained communication.				

Course Map: The B2 Bridge

#	Unit	Theme	Grammar spine	Writing
9	Crime, Justice & Choices	Rules, consequences & ethics	Third/mixed conditionals	Story
10	Relationships & Conflict	Friendship, family & problem solving	Relative clauses; participles	Informal email
11	Science & the Future	Innovation, AI & everyday science	Passives with modals; future in the past	Discursive essay
12	Sport & Competition	Performance, teamwork & resilience	Gerunds and infinitives	Blog post
13	Education Reimagined	Learning, assessment & digital skills	Indirect questions; question tags	Proposal
14	Art, Music & Expression	Creative culture & literary voice	Emphasis; participle clauses	Review
15	Volunteering & Society	Community, rights & active citizenship	Causative; purpose and result clauses	Formal request
16	Ready for B2: My Future Self	Global communication & integrated review	Full tense/modal review; mixed structures	Multi-exam task
PATHWAY 2 Units 9–16 deepen range, mediation, critical literacy and exam-ready performance towards B2.				

Grammar & Vocabulary Progression



PICK THE LANGUAGE YOU WILL ACTUALLY USE

The course follows a spiral model: core structures return in later units with greater range and complexity. No important structure is “finished” after one worksheet.

Grammar principles

- Notice the form inside a meaningful text.
- Understand the contrast, not only the rule.
- Practise accurately in controlled exercises.
- Personalise the structure through true statements.
- Use it spontaneously in a speaking or writing outcome.

The vocabulary layers

Layer	Typical load	Purpose
Essential Cherries	20–25 items	High-frequency words students must use.
Word Partnerships	10–15 items	Collocations and natural combinations.
Expression Station	5–8 items	Functional language for speaking and writing.
Word Builder	5–8 items	Prefixes, suffixes and word families.
B2 Boost	5 items	Ambitious but usable extension language.

QUALITY OVER QUANTITY Sixty words seen once are not learned. Thirty words retrieved six times begin to become yours.

English-first policy

English is the working language of the course. Brief Greek support appears only when it prevents a genuine misunderstanding. Greek is a scaffold—not the route through which every English sentence must travel.

UNIT 1



WHO ARE YOU ONLINE?

Identity • Social media • Real personality

UNIT MOTTO Your profile shows a version of you—not the whole story.

By the end of this unit, I can...

- describe habits, routines and actions happening now;
- distinguish permanent situations from temporary ones;
- use personality and social-media vocabulary naturally;
- maintain a conversation by reacting and asking follow-up questions;
- write an informal email describing a friend and a current situation.

1 Quick Fire

Answer aloud. You have five seconds per question. Do not write first.

6. Which app do you open first in the morning?
7. How often do you post something online?
8. Are you following anyone interesting at the moment?
9. What makes an online profile feel authentic?
10. Do you behave differently online and face to face?

KEEP TALKING React with: No way! • Same here. • Really? Why? • That makes sense. • I'm not sure about that.

2 Before You Read

Look at the title of the text on the next page. Predict three things the writer may say about online identity. Compare your predictions with a partner.

READ THE WORLD



The Version of Me You See

At 7:15 every morning, fourteen-year-old Alex checks his phone before he even leaves his bed. He usually replies to messages, watches two or three short videos and looks at the photos his friends posted during the night. His online routine seems completely normal. However, the version of Alex that appears on a screen is not always the same as the person sitting quietly at breakfast.

Online, Alex is confident and funny. He shares jokes, comments on football clips and uploads carefully chosen photos. At school, he is usually more reserved. He dislikes speaking in front of the whole class, and he sometimes needs time before joining a conversation. “I’m not pretending online,” he explains. “I just find it easier to show certain parts of my personality there.”

This month, Alex is trying something different. He is spending less time editing his photos, and he is posting ordinary moments too. Yesterday, he shared a picture of a cake that had collapsed in the oven. It was not stylish or impressive, but his friends loved it. Several of them replied with their own cooking disasters.

Psychologists often remind teenagers that social-media profiles are selections, not complete lives. People normally upload moments they want others to see. They rarely post every boring afternoon, awkward conversation or disappointing result. Problems begin when viewers forget this and compare their complete lives with somebody else’s highlights.

Alex still enjoys social media, but he is becoming more thoughtful about it. He now asks himself two questions before posting: “Am I sharing this because I like it?” and “Would I still like it if nobody reacted?” For him, being authentic does not mean sharing everything. It means not allowing likes, trends or other people’s expectations to design his identity.

PAUSE & THINK Which sentence carries the most important message? Underline it and explain your choice.

Reading Comprehension

A Choose the best answer.

11. Why does the writer mention Alex at breakfast?
A To show that he dislikes his family B To contrast his online and offline behaviour C To explain why he is tired
12. What is Alex changing this month?
A He is deleting social media B He is following fewer friends C He is sharing less carefully controlled content
13. Why did Alex's friends enjoy the cake photo?
A They recognised an honest and relatable experience B They wanted the recipe C The photo looked professional
14. According to the text, what mistake can viewers make?
A They post too many photographs B They compare their full reality with selected highlights C They never respond to friends
15. What does authenticity mean to Alex now?
A Revealing every private detail B Ignoring everyone online C Making choices that are not controlled by approval

B Find evidence.

Write one phrase or sentence from the text that supports each statement.

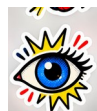
16. Alex does not consider his online behaviour dishonest.
17. His less polished post encouraged other people to participate.
18. Social-media content does not represent every part of a person's life.

C Read between the lines.

19. Do you think Alex is becoming less social or more self-aware? Explain.
20. Why might an "ordinary" post create a stronger connection than a perfect one?
21. Is choosing what to share automatically dishonest? Defend your answer.

SPEAK IT Compare answers with a partner. You must disagree politely about at least one question.

DEEP READING LAB



ZOOM IN • ZOOM OUT • QUESTION IT

D True, false or not stated?

Correct every false statement. Do not guess information the text does not provide.

22. Alex checks his phone after eating breakfast.
23. He behaves confidently in every social situation.
24. His cake photograph was carefully edited.
25. Some of Alex's friends have experienced similar cooking problems.
26. Psychologists believe teenagers should stop using social media completely.
27. Alex now shares every detail of his private life.

E Vocabulary in context

28. What does “reserved” suggest about Alex at school?
29. In paragraph three, what is the opposite of “ordinary”?
30. What does “highlights” mean in paragraph four: bright colours, important notes or selected best moments?
31. Which verb shows that the cake did not remain standing?
32. Find a word meaning “ideas about how someone should behave or what should happen”.

F Writer's choices

33. Why does the article begin with an exact time—7:15?
34. What effect does the contrast word “However” create in paragraph one?
35. Why is Alex quoted directly instead of only being described by the writer?
36. What do the two final questions reveal about his changing priorities?

G Connect, challenge, create

37. Create a more accurate title for the text and explain it.
38. Write one question the article leaves unanswered.
39. Which idea would make the strongest 15-second video message for younger students?
40. Summarise the complete text in exactly 25 words.

DISCUSSION MODE Does authenticity require honesty, privacy, imperfection—or all three?
Build on another student's answer before adding your own.

CHERRY-PICKED LANGUAGE



CORE WORDS = REAL TALK

A Essential Cherries

Word / phrase	Meaning in English	Ελληνικά
authentic	real and true to who someone is	αυθεντικός
reserved	quiet; not showing feelings easily	συγκρατημένος
confident	sure of yourself and your abilities	με αυτοπεποίθηση
awkward	uncomfortable or embarrassing	αμήχανος
ordinary	not unusual or special	συνηθισμένος
impressive	causing admiration	εντυπωσιακός
thoughtful	careful and considerate	σκεπτικός / προσεκτικός
expectation	a belief about what should happen	προσδοκία
identity	the qualities that make you who you are	ταυτότητα
approval	positive opinion or acceptance	επιδοκιμασία
highlight	one of the best or most exciting parts	κορυφαία στιγμή
compare	examine similarities and differences	συγκρίνω
pretend	behave as if something untrue were true	προσποιούμαι
react	respond to something	αντιδρώ
select	choose carefully	επιλέγω

B Complete the idea—not only the sentence.

41. A person may appear confident online but feel _____ in a new group.
42. It is unfair to _____ your everyday life with another person's highlights.
43. A truly _____ profile does not need to look perfect.
44. Teenagers often feel pressure to meet other people's _____.
45. I usually _____ to surprising posts by...

CORE 30 • Active Vocabulary



RETRIEVAL BEATS REREADING

The fifteen words on the previous page plus these fifteen items form the Core 30. Every learner should understand, retrieve and use them by the end of the unit.

Item	Meaning / natural use
platform	an online service where people communicate or share content
community	a group connected by place, interest or identity
routine	a regular way of doing things
notification	a message or alert sent by an app
screen time	time spent using screen-based devices
peer pressure	influence from people of the same age
digital footprint	the lasting trace created by online activity
mindful	aware and deliberate rather than automatic
overwhelmed	feeling unable to manage too much at once
self-esteem	confidence in your own value
in moderation	in a limited and reasonable amount
engage with	become actively involved with something
influence	affect someone's ideas or behaviour
distracted	unable to concentrate because attention moves elsewhere
connect with	form a relationship or communicate successfully

Retrieval sprint

Close the book. In two minutes, write as many Core 30 items as you can. Reopen the book, circle missed items, then use three of them in one connected answer.

CORE TARGET Recognise 30 • Explain 20 without Greek • Use at least 15 spontaneously.

EXTENDED 50 • Range Builder



LEVEL UP

D Senior pathway: add these twenty items. Learn them through combinations and examples rather than as an isolated list.

1–10	11–20
addictive • algorithm	anonymous • compulsive
disconnect • doomscrolling	echo chamber • endless feed
filter • gratification	immersive • impulsive
misuse • online persona	overstimulated • privacy
viral • burnout	attention span • self-regulation

Build the phrase

- an addictive _____ / become addicted _____
- protect your _____ / invade someone's _____
- a viral _____ / go _____
- practise self-_____ / regulate your _____
- an endless _____ / scroll _____
- an online _____ / present yourself _____

Meaning from context

46. After watching one short video, Sofia continued for forty minutes without choosing to. The endless feed encouraged _____.
47. The group only shares opinions its members already accept. It is becoming an _____.
48. He wants to reply to every alert immediately. His checking has become _____.
49. The video spread to millions of users within a day; it went _____.

WORD NETWORK For every new noun, search for its verb, adjective, common partners and one situation in which you would actually say it.

ADVANCED 70 • Precision Builder



POWER WORDS NEED A PURPOSE

These twenty items are primarily for Advanced learners. Productive mastery can develop gradually across later units.

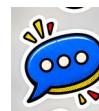
Item	Useful combination
ambivalent	feel ambivalent about technology
cognitive	cognitive load / cognitive development
desensitised	become desensitised to shocking content
exacerbate	exacerbate an existing problem
fragmented	fragmented attention
hyperconnectivity	the effects of hyperconnectivity
impressionable	young and impressionable users
intrusive	intrusive advertising / notifications
manipulate	manipulate attention or behaviour
normalise	normalise unhealthy habits
overexposure	overexposure to idealised images
pervasive	a pervasive influence
psychological toll	take a psychological toll
regulate	regulate behaviour / online platforms
saturate	a market saturated with content
scrutiny	come under public scrutiny
sceptical	remain sceptical about a claim
validation	seek external validation
digital literacy	develop critical digital literacy
attention economy	compete in the attention economy

Precision challenge

Choose three items and explain a cause-and-effect chain: “Because platforms compete in the attention economy, they may..., which can..., and as a result...”

ADVANCED DOES NOT MEAN OBSCURE Choose precise language that clarifies an idea. Never use a difficult word merely to look impressive.

Word Partnerships & Natural English



TBH, CONTEXT IS EVERYTHING

Natural combination	Example
create / manage an online profile	Some teenagers manage more than one profile.
post / upload / share content	She rarely posts personal content.
receive / seek approval	Are we starting to seek approval from strangers?
make an impression	A profile photo can make a strong first impression.
express your personality	Clothes can help people express their personality.
follow a trend	You do not have to follow every online trend.
compare yourself with someone	Try not to compare yourself with influencers.
feel under pressure	Students sometimes feel under pressure to fit in.
show your true self	Close friends allow you to show your true self.
keep something private	It is sensible to keep personal information private.

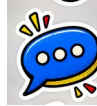
Slang & real-life expressions

Expression	Meaning / use
No filter.	Honest and direct; nothing hidden.
That's so me.	That strongly matches my personality or experience.
It's not that deep.	The situation is not as serious as someone suggests. Use carefully.
I'm not buying it.	I do not believe it.
Fair enough.	I accept that explanation or opinion.
Low-key	Slightly, quietly or without wanting much attention. Informal.
SLANG SMART Use slang to sound natural—not to decorate every sentence. Audience and situation still matter.	

Word Workout

Choose four expressions above. Write one true sentence and one believable false sentence with each. Your partner guesses which is true.

TEXT, EMOJI & REACTION LAB



REGISTER CHECK: WHO ARE YOU TALKING TO?

Digital English is real English—but it has audience rules. Learn what abbreviations mean, then decide when they help and when they make writing look careless.

Short form	Meaning	Safe context
BTW	by the way	friendly message / chat
TBH	to be honest	informal opinion
IMO / IMHO	in my (humble) opinion	informal online discussion
IDK	I don't know	chat only
NGL	not gonna lie	very informal speech/chat
IRL	in real life	online discussion
FOMO	fear of missing out	informal speech and articles when explained
DM	direct message	digital communication
POV	point of view	captions and online commentary

Emoji tone detective

50. “Fine.” 😊 / “Fine!” 😊 — How does the emoji change the likely meaning?
51. Which reaction is warmer: ❤️, or “Thanks, that really helped”? Explain.
52. Why can 🗣️ communicate differently across age groups or contexts?
53. Rewrite “K.” so it sounds supportive, enthusiastic and annoyed—three different versions.

GIF / reaction storyboard

Word cannot reliably animate a printed GIF. Create three still frames for this reaction: BEFORE POSTING → NOBODY REACTS → YOU DECIDE YOU STILL LIKE IT. Add one caption or speech bubble to each frame.

DON'T FORCE THE SLANG Natural communication fits the relationship and situation. A formal email containing “NGL, send me the info ASAP 🗣️” is not fluent—it is register failure.

Chat-to-standard challenge

Rewrite: “idk tbh that post was low-key weird 🗣️ btw did u see the comments?” First as a clear message to a friend, then as one sentence in a school article.

GRAMMAR THAT SPEAKS



GRAMMAR → MEANING → VOICE

Present Simple vs Present Continuous

Present Simple	Present Continuous
habits and routines Alex checks his phone every morning.	actions happening now Alex is replying to a message now.
facts and permanent situations He lives in Thessaloniki.	temporary situations He is spending less time online this month.
states, opinions and feelings He likes social media.	changing or developing situations He is becoming more thoughtful.
schedules The lesson starts at six.	arrangements We are meeting after school.

Form check

	Present Simple	Present Continuous
Positive	I post. / She posts.	I am posting. / She is posting.
Negative	I do not post. / She does not post.	I am not posting. / She is not posting.
Question	Do you post? / Does she post?	Are you posting? / Is she posting?

GREEK LEARNER ALERT Not “I am knowing him.” Say: I know him. Many state verbs do not normally take continuous forms.

Common state verbs

believe • belong • dislike • understand • know • like • love • mean • need • prefer • remember • seem • want

Some verbs can change meaning: I think this profile is authentic. (opinion) / I'm thinking about deleting the post. (mental activity now)

Grammar Practice: Accuracy to Action



YOU'VE GOT THIS

A Choose the form that fits the meaning.

54. Mia usually checks / is checking her messages after school.
55. I don't understand / am not understanding why this post is popular.
56. We prepare / are preparing a class podcast this month.
57. This photo looks / is looking heavily edited.
58. My cousin stays / is staying with us for two weeks.
59. Do you believe / Are you believing everything influencers say?
60. The number of teenage creators grows / is growing.
61. I think / am thinking online friendships can be genuine.

B Correct the mistakes.

62. I am usually posting photos at weekends.
63. My best friend is knowing exactly when I am upset.
64. We use a new learning app this week.
65. Are you agree with the writer?
66. This account is belonging to my brother.

C Make it true for you.

Complete the starters, then compare with a partner.

67. I usually... before school.
68. At the moment, I'm trying to...
69. I don't often... online because...
70. This year, I'm becoming more...
71. I prefer... to...

GRAMMAR OUT LOUD Ask your partner two Present Simple questions and two Present Continuous questions. Listen carefully and ask one unplanned follow-up.

ADVANCED GRAMMAR LAYER



B2 BOOST

Present Perfect Simple vs Present Perfect Continuous

Present Perfect Simple	Present Perfect Continuous
completed result connected to now I have deleted three unused apps.	activity continuing or recently stopped I have been deleting old posts all morning.
quantity or achievement How many articles have you read?	duration or repeated effort How long have you been researching this?
state verbs commonly use the Simple I have known her for years.	focus on the activity/process Researchers have been studying this trend.

For and since

for + a period: for three weeks • since + a starting point: since Monday • Question: How long...?

MEANING FIRST Ask what the speaker wants to emphasise: result, amount, experience, duration or activity. Then choose the form.

Choose and justify

72. I have read / have been reading three articles today.
73. Researchers have studied / have been studying teenage screen habits for over a decade.
74. She has just deleted / has just been deleting the app.
75. How long have you followed / have you been following that creator?
76. I have known / have been knowing my online friend since 2024.
77. The school has run / has been running the programme for two years.

Advanced Consolidation



CHALLENGE ACCEPTED

A Complete with the correct perfect form.

78. We _____ (discuss) online identity since the lesson began.
79. I _____ (already/read) four comments, but none answers my question.
80. How long _____ you _____ (try) to reduce your screen time?
81. My sister _____ (change) her privacy settings three times.
82. They _____ (argue) about phone rules for the last hour.
83. The number of teenage creators _____ (rise) sharply this year.
84. I _____ (not/check) my phone since breakfast.
85. Researchers _____ (collect) new data since 2025.

B Rewrite using the word given.

86. She started limiting notifications three weeks ago. (FOR)
87. This is my first digital detox. (NEVER)
88. The school introduced the programme in September. (SINCE)
89. We began this discussion an hour ago. (FOR)
90. This is the first time he has posted an unedited photograph. (NEVER)

C Make the grammar communicative.

Interview a partner using How long...?, How many...? and Have you ever...? Ask one follow-up after every answer. Report one surprising answer to the class.

MEDIATION “Nikos has been using English subtitles for two months. He has watched five full episodes without Greek subtitles.”

LISTEN LIKE A SPEAKER



COPY THE RHYTHM, NOT ONLY THE WORDS

Teacher/audio script: Two friends discuss a profile photo. First listen for the main disagreement. Then listen again and complete the reactions.

Dialogue

NINA: Are you seriously using that photo?

LEO: Why not? I actually like it.

NINA: You're not even looking at the camera.

LEO: Exactly. It doesn't look staged.

NINA: Fair enough, but the light is terrible.

LEO: It's not that deep, Nina. It's just a profile picture.

NINA: I know, but you normally spend ages choosing one.

LEO: Well, I'm trying to care less about perfect photos.

NINA: Low-key proud of you!

LEO: Thanks... I think.

Notice the music of English

- Content words carry the strongest stress: "I'm TRYING to care LESS about PERFECT PHOTOS."
- Short reactions often rise or fall to express attitude: "Fair enough." "Seriously?"
- Speakers join words: "It's just a..." sounds smoother than four separate words.

SHADOW IT Read Leo's final three lines immediately after the recording. Copy the rhythm, not only the words.

Respond naturally

Take turns reading a statement. Your partner must react before giving an opinion: "People should never edit their photos." • "Online friends are not real friends." • "Likes affect everyone."

SPEAK WITHOUT TRANSLATING



MIC ON • FEAR OFF

1 The Conversation Ladder

Step	Your task
1. Answer	Give a direct answer in one sentence.
2. Explain	Add a reason or example.
3. React	Respond to your partner's idea.
4. Follow up	Ask a question you did not prepare.
5. Connect	Link the topic to a wider issue or experience.

2 Pair interview: Behind the profile

91. What impression does your online profile give?
92. Which part of your personality is difficult to show online?
93. Do you ever delete something because it receives little attention?
94. What should teenagers always keep private?
95. Which online habit are you trying to change?

3 Role-play: Post it or delete it?

Student A wants to upload a funny video of a friend. Student B appears in the video and does not feel comfortable. Reach a solution. You must use at least four phrases:

- I see your point, but...
- Would you mind if...?
- I'd rather you didn't.
- What if we...?
- That sounds fair.
- Let's agree to...

4 One-minute monologue

"The real me and the online me." Speak for one minute. You may write five key words, but not complete sentences.

KEEP MOVING If you forget a word: It's a kind of... • It's something you use to... • What I'm trying to say is...

WRITE WITH PURPOSE



WRITE TO A PERSON, NOT TO A MARKER

Informal email: describing people and current situations

Task: Your English-speaking friend Sam is creating a class podcast about teenagers and social media. Write an email describing a friend who could participate and explaining what that person is doing online at the moment. Write 120–150 words.

Step 1 Know the job

Reader	Purpose	Tone
A friend	Describe and recommend someone	Friendly, natural and clear

Step 2 Build the email

Paragraph	Content
Opening	Respond naturally and explain why you are writing.
Person	Describe personality, interests and usual online habits.
Current situation	Explain what the person is doing or changing now.
Recommendation	Explain why this person suits the podcast.
Closing	Invite a reply and end warmly.

Useful language

- Thanks for asking me about...
- The first person who comes to mind is...
- She's the kind of person who...
- She usually..., but at the moment she's...
- I think she'd be perfect because...
- Let me know what you think.

WRITE LIKE A PERSON A good informal email sounds like communication—not like an essay wearing “Hi” and “Bye”.

Model Email: Notice What Works



READ LIKE A WRITER

MODEL Read once for meaning. Read again and underline Present Simple in blue and Present Continuous in red.

Hi Sam,

Your podcast idea sounds brilliant! The first person who comes to mind is my friend Elena. She's confident, curious and never afraid to express an opinion, although she always listens to other people too.

Elena usually posts short book and film reviews. She doesn't just say whether she likes something; she explains why. At the moment, she's also creating a series about unrealistic online trends. She's interviewing students at our school and comparing their answers.

I think she'd be perfect for your podcast because she speaks naturally and has plenty to say about the topic. She's quite busy this week, but I'm meeting her on Saturday, so I can ask her then.

Let me know what you think!

Take care,
Alex

Writer's microscope

96. Which sentence creates enthusiasm in the opening?
97. Which details prove that Elena is thoughtful?
98. Why does the writer use the Present Continuous in paragraph three?
99. Find two linking expressions.
100. Does the final sentence require a reply?

Your turn

101. Choose the person.
102. Write five personality and interest notes.
103. Add two usual habits and two current activities.
104. Draft 120–150 words.
105. Use the editing checklist before submitting.

Editing checklist

- I answered every part of the task.
- My paragraphs each have a clear job.
- I used Present Simple and Present Continuous accurately.
- I included specific details rather than empty adjectives.
- My tone sounds friendly and natural.
- I checked spelling, punctuation and verb endings.

B2 BRIDGE



READY FOR MORE?

Collaborative speaking task

Your school wants to help younger students develop healthier online habits. Discuss the five ideas below and decide which two would be most effective.

- student-led workshops
- a screen-free afternoon
- short videos made by older students
- anonymous questions to a specialist
- a family digital-habits challenge

Language for collaboration

Function	Useful language
Invite an opinion	What's your view on...? / How do you feel about...?
Develop an idea	Another advantage might be...
Disagree politely	I'm not completely convinced because...
Compare	This could be more effective than...
Reach a decision	Shall we agree that...?

Exam-smart reflection

106. Did you respond to your partner or deliver separate monologues?
107. Did you give reasons and examples?
108. Did you help the conversation continue?
109. Did you reach a clear decision?

Live in English mission

24-HOUR CHALLENGE Change one daily digital activity into English for 24 hours. Afterwards, record a 60-second voice note explaining what felt easy, difficult or surprising.

Unit 1 Exit Ticket

Without looking back, write or say:

110. five personality words;
111. four natural online collocations;
112. one state verb that is not normally continuous;
113. one sentence about a habit and one about a temporary action;
114. one follow-up question that keeps a conversation alive.

UNIT 1 REVIEW

Vocabulary retrieval

115. Complete: make an _____; seek _____; follow a _____; keep something _____; show your true _____.
116. Write the word: real and true to who you are; uncomfortable or embarrassing; positive acceptance from others; one of the best moments.
117. Use “fair enough”, “I’m not buying it” and “low-key” in three short exchanges.

Grammar retrieval

Complete with the correct form of the verb.

118. My brother normally _____ (avoid) photos, but today he _____ (pose) for everyone.
119. I _____ (not believe) that every popular account is authentic.
120. More students _____ (use) English-language apps this year.
121. What _____ you usually _____ (share) with close friends?
122. Why _____ you _____ (look) at me like that?

Mini writing

Write 60–80 words responding to this message: “I’m thinking about deleting my social-media account because everyone else’s life looks more exciting than mine. What do you think?”

Mini speaking

Choose one statement. Speak for 45 seconds, then answer two questions from a partner.

- Perfect profiles create unnecessary pressure.
- Teenagers should have one screen-free day every week.
- Your online personality is part of your real personality.

SELF-CHECK I can understand it. • I can use it with help. • I can use it independently. • I can teach it to someone else.

UNIT 2



IDENTITY & SELF-IMAGE: NO FILTER

Personality • Appearance • Belonging • Authentic confidence

UNIT MOTTO You are not a picture to be perfected. You are a person to be understood.

By the end of this unit, I can...

- compare people, images, experiences and changing attitudes accurately;
- describe personality and appearance without stereotyping or judging;
- use modifiers and intensifiers to make comparisons more precise;
- support a friend, compare photographs and discuss self-image sensitively;
- write a descriptive magazine article with a clear voice and structure.

⚡ Quick Fire: first reaction

123. What makes a photograph feel natural?
124. Do you prefer taking photographs or appearing in them? Why?
125. Which reveals more about someone: appearance, behaviour or choices?
126. Can a photograph be honest and still be carefully selected?
127. What compliment do you value more: “You look great” or “You made me feel welcome”?

KEEP TALKING Build on the answer: “That’s interesting because...” • “I’ve had a similar experience...” • “Mine is completely different...”

READ THE WORLD



The Photo Nobody Wanted

When the class photograph appeared on the school website, Maya noticed herself immediately—and wished she had not. Everyone else seemed relaxed. Her best friend Zoe was laughing, Leo looked unusually confident, and even their normally serious maths teacher appeared friendly. Maya, however, was looking away from the camera. Her hair was untidier than usual, one sleeve was folded higher than the other, and her smile seemed far less polished than the one she normally used in photographs.

Her first reaction was to ask the school to remove it. For years, Maya had avoided unplanned photographs. She used to take dozens of pictures before choosing one, and she would examine every detail as if a photograph were an important test. The more carefully she controlled her image, the less comfortable she became when somebody else held the camera.

Zoe saw the photograph differently. “You’re not posing because you’re listening to me,” she said. “That’s why I like it. You look like you.” Maya was not convinced. She thought the comment was kind, but not completely honest. How could an awkward photograph be more accurate than the carefully chosen images on her profile?

Then Maya looked beyond her own face. In the photograph, Zoe was leaning towards her, Leo was trying not to laugh, and two students behind them were exchanging a ridiculous expression. It was not the most organised class picture, but it captured something their individual profile photographs did not: the group genuinely enjoyed being together.

Maya still did not love every detail of her appearance. That did not suddenly disappear. What changed was the importance she gave it. The photograph became less embarrassing when she stopped treating it as a performance and started viewing it as evidence of a real moment. She eventually asked the school not to remove it.

A week later, Maya printed the photograph and placed it above her desk. It was not her most flattering picture. It might, however, have been one of the most truthful.

PAUSE & THINK Why does the final word “truthful” describe more than Maya’s physical appearance?

ADVANCED GRAMMAR LAYER



PAST HABITS • PRESENT CHANGE

Used to, would and be/get used to

Form	Use and example
used to + base verb	past state or repeated action that is no longer true: Maya used to avoid candid photos.
would + base verb	repeated past action, not usually a past state: She would take dozens of pictures.
be used to + noun/-ing	be familiar with: She is used to choosing her own photos.
get used to + noun/-ing	become familiar with: She is getting used to seeing unedited pictures.

Avoid the traps

- Did you use to...? — not “Did you used to...?”
- She is used to being photographed — to is a preposition here, so use -ing.
- Would cannot normally replace used to for past states: She used to be insecure.

Practice

185. Maya used to / was used to control every photograph.
186. She is slowly getting used to appear / appearing in group photos.
187. When she was younger, she would compare / was comparing every detail.
188. Did you use to / used to dislike school photographs?
189. I'm not used to speak / speaking about myself in English.
190. Write one past habit, one past state and one situation becoming familiar now.

Then and now interview

Ask about school, hobbies, friendships, style and confidence. Report the most interesting change using at least one comparison and two target structures.

MODEL “Nefeli used to avoid team sports, but she is far more confident now. She is getting used to taking the lead.”

LISTEN & SPEAK LIKE A REAL PERSON



SUPPORT WITHOUT DISMISSING FEELINGS

Dialogue: Before photo day

LENA: I'm honestly thinking of pretending to be ill tomorrow.

JOSH: Because of the class photo?

LENA: I always look more awkward than everyone else.

JOSH: I get why you're nervous, but you're being much harsher on yourself than anyone else will be.

LENA: That's easy for you to say. You always look relaxed.

JOSH: Not always. I just stopped trying to control every detail. What if we stand together?

LENA: That might make it slightly less terrifying.

JOSH: "Less terrifying" is progress. Deal?

LENA: Deal.

Notice supportive language

- Acknowledge: "I get why you're nervous."
- Reframe: "You're being harsher on yourself than anyone else will be."
- Offer practical support: "What if we stand together?"
- Avoid dismissal: not "Don't be silly" or "You look fine."

Role-play: support, don't fix

Student A feels uncomfortable about a photograph, presentation or social situation. Student B listens, validates the feeling, asks a question and offers one realistic idea.

B2 photo comparison

Compare an individual posed portrait with a spontaneous group photograph. Speak about what each communicates, how the people may feel and why someone might prefer each type.

SPEAKING TARGET Use: whereas • both • slightly • far more • not nearly as • seems to • might be

WRITE WITH PURPOSE



DESCRIBE A PERSON THROUGH DETAILS

Magazine article: The Person Behind the First Impression

Task: Write an article for a teenage English-language magazine about someone whose real personality is different from the first impression they create. Write 140–180 words.

Build the article

Part	Job
Headline	Create curiosity without revealing everything.
Opening	Introduce the first impression or a short scene.
Development	Show the person's real qualities through actions and details.
Comparison	Explain how your view changed.
Ending	Leave the reader with a wider thought or memorable line.

Show, don't merely label

Empty label	Evidence-rich description
She is generous.	She notices who has been left out and quietly makes room.
He is confident.	He asks questions, listens to the answers and speaks without apologising for every idea.
She is funny.	Even our strictest teacher struggles not to laugh at her perfectly timed comments.

Voice tools

- At first glance...
- I could not have been more wrong.
- What makes him/her stand out is...
- Unlike my first impression...
- The more I got to know..., the more...
- That experience taught me not to...

ARTICLE ENERGY A strong article has a human voice. It can be vivid and personal while remaining organised and accurate.

MODEL ARTICLE & WRITER'S LAB

Quiet Does Not Mean Invisible

When Petros joined our class, I assumed he wanted to be left alone. He spoke less than most of us, never fought for attention and seemed far more serious than the friends I usually made.

I could not have been more wrong. Petros is reserved, but he is not unfriendly. In fact, he is one of the most observant people I know. He notices when someone is struggling before anyone else does. During our science project, he stayed after school twice to help me rebuild a model he had not even broken.

The better I knew him, the less important my first impression became. His humour is quieter than mine, but often much sharper. He does not enter a room dramatically; he changes it by making people feel included.

Petros taught me that the most noticeable personality is not always the strongest one. Sometimes you have to pay closer attention.

Writer's microscope

191. How does the headline challenge a common assumption?
192. Which actions prove that Petros is observant and supportive?
193. Find three comparison structures.
194. Which sentence creates the strongest image of his influence?
195. How does the ending broaden the article beyond one person?

Your article

196. Choose a real or fictional person.
197. Write the first impression in one sentence.
198. List three actions that reveal deeper qualities.
199. Include three comparison structures and one used-to form if natural.
200. Edit for respectful description, register and paragraph purpose.

LIVE IN ENGLISH & UNIT 2 REVIEW

Authentic-input mission

Find a short English-language interview with a young musician, athlete, actor, creator or student. Watch once for meaning. Watch again and collect:

- two personality adjectives supported by evidence;
- one comparison;
- one phrase showing confidence, uncertainty or self-correction;
- one detail that challenged your first impression.

Record a 60–90 second voice note: “My first impression was..., but after listening...”

Vocabulary retrieval

201. Explain without Greek: self-conscious, belonging, stereotype, self-worth, supportive.
202. Complete: make an _____; fit _____; stand _____; seek external _____; challenge a _____.
203. Use determined and stubborn in contrasting examples.
204. Choose five Core 30 items and connect them in one description.

Grammar retrieval

205. Correct: “She is more kinder than she looks.”
206. Complete: The more I know him, the _____.
207. Write a sentence with nowhere near as...as.
208. Write one past state with used to and one repeated action with would.
209. Complete: I am getting used to _____ in English.

Exit speaking

Speak for one minute: “A quality people cannot see in a photograph.” Use one example, two comparisons and a final message.

SELF-CHECK I can compare precisely • describe respectfully • discuss self-image • explain change • write an engaging article.

UNIT 3



CONNECTED: SAY WHAT YOU MEAN

Digital communication • Friendship • Register • Real connection

UNIT MOTTO Fast messages are useful. Clear, kind messages are powerful.

By the end of this unit, I can...

- understand a narrative about an online misunderstanding and evaluate different viewpoints;
- use vocabulary for messaging, tone, online behaviour and relationships;
- choose accurately between the present perfect and past simple;
- decode common abbreviations and match them to the right audience and register;
- mediate a confusing message, repair communication and write an effective informal email.

⚡ Quick Fire: your digital reflexes

210. Voice note, text or call—which do you choose and why?
211. Can punctuation change the emotional meaning of a message?
212. When does a short reply feel efficient, and when does it feel unfriendly?
213. Have you ever misunderstood a joke online? What repaired the situation?
214. Which should matter more: the sender's intention or the receiver's interpretation?

TALK, DON'T TAP Answer aloud before writing. Add a reason, a real example and one follow-up question.

READ THE WORLD



Seen at 8:17

The planning chat for the school music night had been active for two weeks, but by Friday afternoon it had produced more reactions than decisions. Everyone had an opinion about the playlist, the posters and the food. Nobody had volunteered to make the final schedule. When Eleni wrote, “Can someone actually finish this today?”, she meant it as a practical question. On screen, however, it looked like an accusation.

Max replied with a single thumbs-up. Eleni read it as sarcasm. Max thought he had simply confirmed that he would help. A minute later, Sara posted “LOL, this chat is chaos”, hoping to make everyone relax. Instead, Eleni stopped replying. She had spent three evenings organising the event and now felt that the others were laughing at her effort.

By the time the group met at the café, the silence had become uncomfortable. Max had already created the schedule, but he was annoyed that Eleni had assumed the worst. Sara had deleted her joke, although screenshots meant it had not really disappeared. For several minutes, everybody defended what they had intended to say.

Then Amir asked a different question: “What did each message sound like to the person who received it?” The conversation changed. Max admitted that a thumbs-up could seem cold when somebody was stressed. Eleni explained that she had been tired and had read the messages too quickly. Sara recognised that “LOL” had made the situation sound less important, even though she had wanted to reduce the tension.

They agreed on three rules: important decisions would be written clearly; jokes would not replace answers; and anyone who felt upset would ask before making an assumption. The rules were not dramatic, but the atmosphere improved immediately. They completed the plan in twenty minutes.

The music night later ran smoothly. Nobody remembered the exact playlist, but the group remembered the conversation at the café. Their messages had been quick; understanding them had taken longer. For Eleni, that was the useful lesson: digital language could connect people across a city in seconds, but it could not automatically carry tone, patience or trust.

PAUSE & THINK Which matters most in the conflict: the words, the context or the relationships? Defend your choice.

Reading Comprehension

A Choose the best answer.

215. Why is Eleni frustrated at the beginning?
 A The event has been cancelled B The chat has not produced decisions C Nobody likes her playlist
216. What did Max intend his reaction to mean?
 A He would help B He was mocking Eleni C He wanted to leave
217. Why does Sara write “LOL”?
 A To criticise the schedule B To make the group relax C To embarrass Eleni
218. What changes the café conversation?
 A Amir focuses on how messages were received B Max leaves C Eleni deletes the chat
219. What is the central lesson?
 A Abbreviations should be banned B Online communication requires interpretation C Group chats never work

B True, false or not stated?

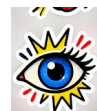
220. The group had discussed the event for fourteen days.
221. Eleni intended her first message as a personal criticism.
222. Max completed the schedule before the café meeting.
223. Sara’s deleted message became impossible to recover.
224. The group prohibited all jokes in future chats.
225. The music night was successful.

C Find the evidence.

226. The chat contained activity but limited progress.
227. Each character’s intention differed from the effect of the message.
228. The group developed a practical repair strategy.
229. The final paragraph contrasts speed with understanding.

EVIDENCE FIRST Underline the smallest phrase that proves each answer. Then explain it in your own words.

DEEP READING LAB



TONE IS INFORMATION

D Vocabulary in context

- 230. What does “produced more reactions than decisions” imply?
- 231. What is an accusation? Find the action Eleni experiences as one.
- 232. Why does “screenshots” weaken the meaning of “deleted”?
- 233. What does “assumed the worst” reveal about interpretation?
- 234. Find a verb meaning “make an unpleasant feeling less strong”.

E Read between the lines

- 235. Why might tiredness affect the way Eleni reads neutral messages?
- 236. Is Max responsible for a meaning he did not intend? Give a balanced answer.
- 237. Why is Amir’s question more useful than asking who started the conflict?
- 238. Which of the three rules would prevent the greatest number of misunderstandings?
- 239. Does face-to-face communication solve the problem automatically?

F Writer’s craft

- 240. Why is the title a time stamp rather than a summary?
- 241. How does the café setting change the emotional temperature?
- 242. What is the effect of repeating “had” in the final contrast?
- 243. Why are the three rules reported in a list?
- 244. Explain the final metaphor “carry tone, patience or trust”.

G Think, challenge, create

- 245. Rewrite Max’s thumbs-up as one clear sentence.
- 246. Write the question Eleni could have asked before withdrawing.
- 247. Rank intention, impact and context in order of importance. Justify your ranking.
- 248. Create a fourth group-chat rule.
- 249. Summarise the story as a 25-word voice-note script.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
message	information sent to someone	μήνυμα
reply	an answer to a message	απάντηση
tone	the attitude communicated	τόνος
misunderstanding	a failure to understand correctly	παρεξήγηση
assumption	an idea accepted without proof	υπόθεση
intention	what someone plans or means	πρόθεση
impact	the effect something has	αντίκτυπος
sarcasm	words that mean the opposite, often critically	σαρκασμός
reaction	a response to something	αντίδραση
notification	an electronic alert	ειδοποίηση
clarify	make something easier to understand	διευκρινίζω
apologise	say that you are sorry	ζητώ συγγνώμη
interrupt	stop someone while speaking	διακόπτω
ignore	give no attention to	αγνοώ
trust	belief that someone is reliable	εμπιστοσύνη

Complete the Core 30

awkward silence • bring up • calm down • come across as • context • delete • direct message • face-to-face • get the wrong idea • group chat • leave someone on read • make an assumption • misread • respond • sort something out

Collocation sprint

250. Complete: clarify a _____; make an _____; damage _____; misread the _____.
251. Explain the difference between reply, respond and react.
252. Use come across as in a sentence where intention and impact differ.

DIGITAL CITIZENSHIP Private messages can be copied. Communicate as if a real person—not merely a screen—will receive your words.

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
ambiguous • brief	communication breakdown • considerate
emotionally charged • emoji	misinterpret • mute
overreact • punctuation	reassure • screenshot
sensitive • spell out	take something personally • thoughtful
voice note • withdraw	wording • written exchange

Advanced 70 • precision

1–10	11–20
accountability • asynchronous	connotation • de-escalate
digital footprint • dismissive	implicit • interpersonal
miscommunication • nuance	permanent record • recipient
repair strategy • respectful disagreement	social cue • unintended
validate a concern • verbal irony	written register • misperception

Useful language networks

- clarify / misunderstand / question someone's intention
- have / create / resolve a misunderstanding
- sound / come across as / appear dismissive
- consider the context / recipient / possible impact
- de-escalate tension / validate a concern / repair trust

PRECISION “I was only joking” explains intention; it does not erase impact. Strong communicators can discuss both.

LIVE ENGLISH: ABBREVIATION STATION



DECODE • CHOOSE • SWITCH REGISTER

Everyday message shortcuts

Form	Meaning	Natural use
BTW	by the way	add a side point
LOL	laughing out loud	show amusement; often softened
OMG	oh my goodness / God	strong surprise; informal
IDK	I don't know	quick informal uncertainty
IMO / IMHO	in my (humble) opinion	introduce a view
TBH	to be honest	signal a frank comment
FYI	for your information	share useful information; can sound cold
BRB	be right back	briefly leave a live chat
DM	direct message	private platform message
OOTD	outfit of the day	fashion/social-media caption
IRL	in real life	contrast online and offline
NGL	not going to lie	introduce an honest reaction

Say it, don't spell it?

Many initialisms are written more often than spoken. In conversation, people usually say the full phrase for BTW, IDK, TBH and IMO. “LOL” may be said as /lɒl/ jokingly, but real laughter is normally more natural.

Register traffic lights

- FRIEND CHAT: BTW, LOL, OMG, IDK, OOTD, NGL—if the group understands them.
- CLASS GROUP: FYI, DM, BRB—use carefully and keep important decisions clear.
- FORMAL EMAIL / EXAM WRITING: write the complete phrase; avoid chat abbreviations unless analysing them.

DON'T FORCE IT Teenagers do not use every abbreviation, in every country, in every conversation. Natural English means choosing language—not collecting fashionable codes.

ABBREVIATIONS IN ACTION

A Decode and rewrite.

253. “BTW, is Friday’s meeting still happening?” Rewrite as a polite class-group message.
254. “IDK tbh.” Add enough information to make the reply helpful.
255. “Your OOTD is amazing LOL.” Explain two possible meanings of LOL here.
256. “FYI, you forgot the attachment.” Rewrite so it cannot sound irritated.
257. “BRB” appears during a serious conversation. What should the writer add?
258. Rewrite “IMO this plan won’t work” as a respectful disagreement.

B Choose the audience.

259. A close friend asks what you think of a film: TBH / Nevertheless / Please be advised.
260. You email a B2 examiner: BTW / I would also like to add / NGL.
261. A teammate needs the updated file: FYI / LOL / OOTD.
262. You caption a fashion photo: OOTD / IRL / BRB.
263. You disagree in a school committee: OMG no / I’m not completely convinced / IDK.

C Message detective.

For each message, identify: literal meaning • possible tone • missing context • safest reply.

- “Fine.”
- “K.”
- “LOL okay”
- “Whatever you want.”
-

D Create a register ladder.

Express “I do not agree” in four ways: best friend chat → class group → spoken discussion → formal email.

SPEAKING TWIST Read the same line aloud as friendly, impatient, uncertain and sarcastic. Which vocal clues change the meaning?

GRAMMAR THAT SPEAKS

Present perfect or past simple?

Choice	Use	Example
present perfect	unfinished time, experience, present result	We have discussed the event for two weeks.
past simple	finished time or completed past event	We met at the café on Friday.
have been + -ing	duration/activity with visible present relevance	Eleni has been organising the event all week.
have gone / have been	still away / visited and returned	Max has gone to the café. / He has been there twice.

Signal words—but think about meaning

- ever, never, already, yet, just, so far, recently → often present perfect
- yesterday, last week, in 2025, when I was twelve, at 8:17 → past simple
- for + period; since + starting point

GREEK LEARNER ALERT Do not use the present perfect with a finished past-time expression: “I sent it yesterday,” not “I have sent it yesterday.”

Practice: time and result

264. I have sent / sent the message at 8:17.
265. We _____ (not make) a final decision yet.
266. How long _____ you _____ (use) this group chat?
267. Sara _____ (delete) the joke before the meeting.
268. I _____ never _____ (misread) that abbreviation before.
269. They _____ (talk) face-to-face last Friday.
270. Eleni is tired because she _____ (organise) the event all week.
271. Write one finished event and one present result from your own digital life.

LISTEN, MEDIATE & SPEAK

Repair dialogue

NIKO: You left me on read again.

AVA: I saw the message during class. I haven't had a chance to answer properly.

NIKO: The thumbs-up felt dismissive.

AVA: I meant "I've seen this and I'll reply later." I can see why it sounded cold.

NIKO: Okay. I assumed you were annoyed.

AVA: Next time I'll write that I'm busy. Are we all right?

Mediation challenge

Student A shows Student B a confusing message. Student B does not decide who is "right". Instead, explain both possible interpretations and suggest a neutral clarification.

- The sender may have meant...
- The receiver could reasonably hear...
- The missing context is...
- A safe reply would be...

Role-play carousel

272. A joke in the class chat has upset someone.

273. A friend has not replied for two days.

274. A teammate keeps sending voice notes when written details are needed.

275. An abbreviation has been misunderstood by an older relative.

B2 SPEAKING TARGET Acknowledge → interpret → clarify → propose. Keep the conversation moving with genuine follow-up questions.

WRITE WITH PURPOSE

Informal email: repairing a misunderstanding

Task: A friend misunderstood a message you sent and has stopped replying. Write an email of 140–180 words explaining what happened, acknowledging the impact and suggesting how to move forward.

Paragraph	Purpose
1	Open naturally and name the reason for writing.
2	Explain the context without making excuses.
3	Acknowledge how the message may have sounded.
4	Suggest a practical next step and close warmly.

Model opening

Hi Alex,

I've been thinking about our messages since Friday, and I don't want an unclear reply to create a real problem between us. When I wrote "fine", I meant that I accepted the plan—not that I was angry. Looking at it now, I can see why it sounded unfriendly, especially because you had asked a serious question.

Writer's checklist

- Have I acknowledged impact as well as intention?
- Have I used an informal but respectful register?
- Have I included present perfect for the present situation and past simple for the event?
- Have I avoided abbreviations that could create a second misunderstanding?
- Have I suggested a specific repair?

Unit 3 exit

276. Explain BTW, OOTD, FYI and NGL, including register.
277. Correct: "I have sent the message yesterday."
278. Speak for one minute: Is being left on read always rude?
279. Write a clear alternative to a thumbs-up reaction.

SELF-CHECK I can interpret tone • switch register • repair misunderstandings • use digital English naturally.

UNIT 4



FUTURE CITY: SMALL MOVES, REAL CHANGE

Climate • Urban life • Community action • Solutions

UNIT MOTTO A better future is not predicted. It is practised.

By the end of this unit, I can...

- understand and evaluate a problem–solution feature article;
- use precise vocabulary about heat, resources, transport and community projects;
- select appropriate future forms and build accurate conditional sentences;
- propose, negotiate and pitch an environmental improvement;
- write a B2 opinion essay with realistic evidence and counterarguments.

⚡ Quick Fire: design tomorrow

280. What makes a neighbourhood comfortable during a heatwave?
281. Which change would you notice first: more trees, fewer cars or cooler buildings?
282. Should schools test environmental ideas before cities invest in them?
283. What can teenagers realistically change without waiting for adults?
284. Is one visible local project more valuable than a thousand online promises?

NO ECO-SLOGANS Replace “save the planet” with one action, one place, one result and one limitation.

READ THE WORLD



The Courtyard That Changed the Temperature

At the beginning of June, the school courtyard became almost unusable after midday. The dark surface stored heat, the metal benches were too hot to touch, and the two small trees could not shade more than a few students. Complaining about the heat had become a daily ritual, but a science class decided to measure it.

For one week, teams recorded temperatures in the courtyard, under the trees and beside a pale outside wall. Their equipment was simple, yet the pattern was clear: shaded and lighter surfaces were noticeably cooler. The students did not claim that they had solved climate change. They proposed something smaller—a test area with planters, temporary shade and a light-coloured section of wall.

The first meeting was difficult. Some adults worried about cost and maintenance. Others argued that the students would lose interest. Instead of promising a perfect result, the class produced a budget, a watering rota and a six-week trial. A local garden centre donated plants, families provided unused containers, and the council advised the school about safe materials.

By September, the trial area had become the courtyard's busiest corner. The temperature difference varied during the day, so the students were careful not to exaggerate their findings. Nevertheless, the space was more comfortable, insects visited the plants and younger pupils began using the area for reading.

The most unexpected result was social. Students who had rarely spoken worked together because the tasks were practical and visible. Neighbours asked whether similar planters could be placed near the bus stop. The project had started as a response to heat, but it became a demonstration of how evidence could turn complaint into cooperation.

Next year, the school will collect more reliable data and compare different kinds of shade. If the results remain positive, the council may support a second site. The courtyard will not transform the whole city. It has already changed what one community believes it can begin.

PAUSE & THINK Why does the writer repeatedly avoid claiming that the project “solved” a huge problem?

Reading Comprehension

A Choose the best answer.

285. Why did the class begin measuring?
A To enter a competition B To investigate an uncomfortable space C To replace the council
286. What did the measurements initially show?
A All surfaces had equal temperatures B Shade and pale surfaces were cooler C Plants immediately reduced heat
287. Why was a six-week trial persuasive?
A It removed every cost B It offered a limited, testable plan C It guaranteed success
288. Why are the students cautious about the results?
A The difference changed during the day B The equipment broke C Nobody used the space
289. What is the broader outcome?
A The city's climate is transformed B Evidence encourages cooperation C Students stop studying science

B True, false or not stated?

290. The courtyard had exactly two trees.
291. The students used professional laboratory equipment.
292. All adults supported the first proposal.
293. The council paid for every material.
294. Younger students used the trial area.
295. A second site has already been approved.

C Sequence the project.

296. The community contributed materials.
297. The class gathered temperature evidence.
298. A future comparison is planned.
299. The trial area attracted users.
300. Students presented a limited proposal.

D Find the evidence.

301. The project included a maintenance plan.
302. The students avoided greenwashing.
303. A physical change produced a social benefit.

DEEP READING & SOLUTION LAB

E Vocabulary in context

- 304. What does “stored heat” mean here?
- 305. Why is complaining described as a ritual?
- 306. What is a rota, and what practical problem does it solve?
- 307. What does “varied” tell us about the temperature evidence?
- 308. Find a word meaning make something seem larger or more important than it is.

F Read between the lines

- 309. Why might adults expect students to lose interest?
- 310. How does a trial reduce risk without removing uncertainty?
- 311. Why were practical tasks able to connect students socially?
- 312. What makes the bus-stop idea an example of transfer?
- 313. Does the final sentence express confidence, caution or both?

G Writer's craft

- 314. Identify the problem–evidence–proposal–result structure.
- 315. Why does the writer mention insects and reading pupils?
- 316. What contrast is created by “not transform... already changed”?
- 317. How does the final paragraph move from present evidence to future possibility?
- 318. Which detail makes the article feel most credible?

H Think, challenge, create

- 319. Suggest one missing stakeholder whose view should be heard.
- 320. Design a fair way to compare two shade solutions.
- 321. Name one possible unintended consequence of the project.
- 322. Write a 30-word pitch for the council.
- 323. Create a headline that is hopeful without exaggeration.

EVIDENCE HABIT A solution is stronger when we state what we know, what we do not know and what we will measure next.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
climate	usual weather conditions over time	κλίμα
heatwave	a period of unusually hot weather	καύσωνας
shade	protection from direct sunlight	σκιά
surface	the outside or top layer	επιφάνεια
measure	find the size, amount or degree	μετρώ
evidence	facts supporting an idea	αποδεικτικά στοιχεία
resource	something useful and available	πόρος
waste	unwanted material or careless use	απόβλητα / σπατάλη
public transport	shared buses, trains, etc.	δημόσιες συγκοινωνίες
cycle lane	part of a road for bicycles	ποδηλατόδρομος
maintain	keep in good condition	συντηρώ
donate	give without payment	δωρίζω
reduce	make smaller or less	μειώνω
improve	make better	βελτιώνω
community	people living or working together	κοινότητα

Complete the Core 30

affordable • biodiversity • carbon footprint • conserve • energy-efficient • green space • local authority • long-term • practical • renewable energy • reuse • sustainable • take action • trial • urban

Use it accurately

324. Which words describe methods, and which describe desired outcomes?
325. Build three collocations with sustainable.
326. Explain why affordable and practical matter in addition to green.

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
air quality • compost	cost-effective • drought
electric vehicle • emissions	environmental impact • insulation
pedestrian-friendly • refill	repair • solar panel
species • temperature reading	traffic congestion • urban garden
water consumption • wildlife	zero-waste • volunteer

Advanced 70 • precision

1–10	11–20
adaptation measure • baseline	climate resilience • data collection
feasibility • greenwashing	heat-retaining surface • infrastructure
intervention • measurable outcome	nature-based solution • pilot scheme
resource-intensive • scalability	stakeholder • unintended consequence
urban heat island • viable	evidence-led • maintenance burden

From vague to measurable

Vague	Evidence-led
Make the school greener.	Add ten drought-tolerant planters and record survival and watering time.
Use less energy.	Compare monthly electricity use before and after one agreed change.
Improve transport.	Survey how students travel and test one safer walking route.

GREEN CLAIM CHECK Specific does not mean certain. Include scale, time, measurement and possible trade-offs.

GRAMMAR THAT SPEAKS

Choosing a future form

Form	Main meaning	Example
will + base	prediction, instant decision, promise	The trial will produce useful evidence.
be going to	intention or prediction from present evidence	They are going to add shade.
present continuous	personal arrangement	We are meeting the council on Tuesday.
present simple	timetable or fixed schedule	The workshop starts at ten.
may / might / could	uncertain possibility	The council may fund a second site.
future continuous	action in progress at a future time	We will be measuring at midday.
future perfect	completed before a future point	By June, we will have collected six months of data.

Practice: intention, arrangement or prediction?

327. Look at those dark clouds. It will / is going to rain.
328. The council meeting starts / will start at 18:00 according to the programme.
329. We _____ (meet) the garden-centre manager tomorrow; it is arranged.
330. By next September, the team _____ (complete) the full trial.
331. At this time tomorrow, students _____ (record) surface temperatures.
332. I think more cities may / will use lighter materials in future.
333. The watering rota is difficult—don't worry, I _____ help.
334. Write one personal arrangement and one evidence-based prediction.

MEANING BEFORE FORM Several future forms may be grammatical; the best choice communicates the speaker's evidence, certainty and plan.

CONDITIONALS: IF THIS, THEN WHAT?

Pattern	Meaning	Example
zero: if + present, present	general result	If dark surfaces absorb sunlight, they become hotter.
first: if + present, will/may + base	real future possibility	If the trial succeeds, the council may expand it.
second: if + past, would + base	imagined present/future	If we had more space, we would plant trees.
unless + positive verb	if...not	Unless we measure results, we cannot evaluate the plan.
provided / as long as	condition required	The project can continue provided that maintenance remains manageable.

Problem-solution chains

335. If the school _____ (add) shade, pupils will use the courtyard more often.
 336. If every solution were free, cities _____ (change) faster.
 337. Unless the plants _____ (receive) water, the trial will fail.
 338. If temperatures rise, pale surfaces _____ (store) less heat than dark ones.
 339. The council may support the plan provided that the school _____ (collect) reliable data.
 340. Rewrite with unless: If we do not involve users, the design may be ineffective.

Consequence ladder

Build one chain with at least four links: If we create shade → students stay outside longer → ...

REALISTIC CONDITION Avoid magical chains. At every step ask: Is this consequence certain, possible or only hoped for?

SPEAKING: THE €1,000 CITY CHALLENGE

Choose one pilot project

- a shaded waiting area near a bus stop
- a repair-and-swap station at school
- a safer walking and cycling route
- a small biodiversity garden
- a refill-water campaign

Your budget meeting

In groups, choose one project for a fictional €1,000 grant. You must consider users, cost, maintenance, evidence, accessibility and possible unintended consequences.

Role	Priority
Student representative	usefulness and participation
Local resident	noise, safety and fairness
Council officer	feasibility, evidence and maintenance
Environmental adviser	long-term impact and biodiversity

Negotiation language

- Our strongest evidence is...
- If we chose this option, we would...
- That sounds promising; however, who would maintain it?
- Could we modify the proposal so that...?
- I can support it provided that...
- Shall we agree on a six-week pilot?

One-minute pitch

State the problem, proposed action, expected benefit, measurement plan and one honest limitation.

PITCH RULE Confidence is not exaggeration. A credible speaker can be enthusiastic and still admit uncertainty.

WRITE WITH PURPOSE

B2 opinion essay

Task: “Local authorities should spend more money on small neighbourhood environmental projects than on awareness campaigns.” Do you agree? Write 160–190 words.

Part	Purpose
Introduction	Paraphrase the issue and give a clear position.
Body 1	Present the strongest reason with a concrete example.
Body 2	Develop a second reason or address a counterargument.
Conclusion	Restate the judgement without repeating sentences.

Build mature arguments

- Admittedly, awareness can influence behaviour; however,...
- A pilot project is valuable provided that...
- If residents can see and use a change, they may...
- The main limitation is..., yet this can be reduced by...
- For these reasons, funding should prioritise...

Evidence versus decoration

Avoid invented statistics. Use a realistic example, a clear cause-and-effect chain or evidence from the unit text. An essay becomes persuasive through reasoning—not through a percentage you cannot verify.

Planning box

341. My position: _____
342. Reason 1 + example: _____
343. Counterargument + response: _____
344. One conditional sentence: _____
345. Final judgement: _____

WRITING STANDARD Clear position • developed reasons • cohesive paragraphs • accurate future and conditional forms • realistic evidence.

UNIT 4 REVIEW & CHERRY CHECKPOINT

Vocabulary retrieval

346. Explain without Greek: pilot scheme, feasibility, stakeholder, greenwashing, maintenance burden.
347. Complete: collect _____; reduce _____; improve air _____; conserve _____; measure an _____.
348. Transform “make the city greener” into one measurable proposal.
349. Name one environmental benefit and one possible trade-off of an urban garden.

Grammar retrieval

350. Correct: “If the trial will succeed, the council will expand it.”
351. Choose: We meet / are meeting the council tomorrow; the appointment is fixed.
352. Complete: By next June, we _____ (collect) a year of data.
353. Write a second conditional about an imaginary unlimited budget.
354. Rewrite using unless: The plan will fail if nobody maintains it.

Cross-unit communication

A council officer has replied “FYI, funding is limited.” Explain two possible tones, write a professional clarification, then propose a conditional compromise.

Exit speaking

Speak for 90 seconds: “The best small change for my school or neighbourhood.” Include one measured problem, two future forms, one condition and one limitation.

SELF-CHECK I can propose • predict • qualify claims • negotiate • argue from evidence.

UNIT 5



TRAVEL DEEPER: BEYOND THE CHECKLIST

Travel • Culture • Curiosity • Respectful encounters

UNIT MOTTO Do not merely collect places. Let places change the way you notice.

By the end of this unit, I can...

- follow a travel narrative and recognise how the writer builds suspense and reflection;
- use precise vocabulary for journeys, places, hospitality and cultural exchange;
- combine past simple, past continuous and past perfect in a clear narrative;
- ask for help, mediate across cultural expectations and tell an engaging anecdote;
- write a B2 story with purposeful sequencing, atmosphere and a satisfying ending.

⚡ Quick Fire: traveller or tourist?

355. What is one place that surprised you?
356. Would you rather follow a plan or leave space for discovery?
357. What behaviour makes a visitor respectful?
358. Can getting lost improve a journey?
359. What can local people teach us that a guidebook cannot?

TRAVEL RULE Notice first. Ask respectfully. Compare without treating your own habits as the universal standard.

READ THE WORLD



The Wrong Turn Worth Taking

By the time our ferry reached Kalímera Island, we had been travelling since dawn. Our exchange group had planned every hour: leave our bags, photograph the harbour, follow the blue walking route and reach the viewpoint before sunset. We had even saved the map offline. Nothing, we believed, could go wrong.

Forty minutes later, we were standing beside a silent square that did not appear on any of our screens. While I was trying to rotate the map, Lina noticed coloured flags across a narrow lane. Music was coming from somewhere behind the stone houses. We should have turned back, but an elderly baker saw our confusion and asked whether we needed help.

His English was limited and our Greek was worse, yet he understood the name of our hostel. Instead of pointing towards the harbour, he invited us to follow him through a courtyard. Several families were preparing long tables. Children were carrying paper decorations, and two musicians were testing their instruments. We had accidentally arrived at a neighbourhood celebration.

At first, we stood near the entrance like spectators. Then a woman handed us a basket of bread and showed us where to place it. Lina helped a child repair a torn flag. I began taking photographs, but stopped when I realised I was recording people before asking them. After receiving permission, I took fewer pictures—and had longer conversations.

The baker eventually drew the correct route on our paper map. We reached the famous viewpoint after sunset, when the souvenir stalls had closed. The view was darker than the photographs online, but the harbour lights made their own pattern below us.

We had missed nearly everything on our checklist. Still, when we compared memories at the end of the trip, nobody mentioned the route we had planned. We remembered the bread, the music and the moment we stopped observing the island from the outside.

PAUSE & THINK Why is arriving after sunset presented as a gain rather than simply a failure?

Reading Comprehension

A Choose the best answer.

360. Why are the students initially confident?
A They know the island B They have prepared carefully C A guide is waiting
361. What attracts Lina's attention?
A A digital alert B Decorations and music C The viewpoint
362. How does the baker communicate successfully?
A Only through fluent English B Through shared clues and action C By calling the hostel
363. Why does the narrator take fewer photographs?
A The camera breaks B Permission and interaction become more important C It becomes dark
364. What is the story's main contrast?
A Expensive and cheap travel B Planned sights and lived experience C Old and young travellers

B True, false or not stated?

365. The group had travelled overnight.
366. Their map required an internet connection.
367. The celebration was advertised to tourists.
368. The narrator initially photographed without asking.
369. The souvenir stalls were open when they arrived.
370. Every student preferred the unplanned experience.

C Put the events in order.

371. The baker draws a route.
372. The narrator asks before photographing.
373. The ferry reaches the island.
374. A basket of bread is offered.
375. The group finds an unfamiliar square.

D Find the evidence.

376. Technology did not prevent confusion.
377. Communication occurred despite limited shared language.
378. The students changed from spectators into participants.

DEEP READING LAB

E Vocabulary in context

- 379. What does “saved the map offline” mean?
- 380. Why is the square described as silent?
- 381. What does “from the outside” mean literally and metaphorically?
- 382. Find a word meaning people who watch rather than participate.
- 383. What does “made their own pattern” suggest about expectations?

F Read between the lines

- 384. Why might the baker guide the group through the celebration?
- 385. What does the bread basket achieve beyond carrying food?
- 386. Why is asking permission a turning point?
- 387. Did the students discover something “authentic”, or did they simply have an unplanned encounter? Discuss carefully.
- 388. How might the story differ from a resident’s viewpoint?

G Writer’s craft

- 389. How does the opening checklist create expectations?
- 390. Identify two moments where the pace slows. Why?
- 391. Why are exact conversations not reproduced?
- 392. How does the viewpoint reappear with a different meaning?
- 393. Explain the effect of the final phrase.

H Think, challenge, create

- 394. Write a respectful caption for one photograph.
- 395. Create one question for the baker.
- 396. Suggest a title without using travel, island or turn.
- 397. Retell the courtyard scene from Lina’s viewpoint.
- 398. Give the group one piece of advice before their next trip.

CULTURAL HUMILITY A brief encounter does not make a visitor an expert on a culture. Describe what you observed without making sweeping claims.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
journey	travel from one place to another	ταξίδι / διαδρομή
destination	the place you are travelling to	προορισμός
route	the way from one place to another	διαδρομή
landmark	a recognisable important place	ορόσημο / αξιοθέατο
accommodation	a place to stay	κατάλυμα
host	someone who receives guests	οικοδεσπότης
hospitality	friendly treatment of guests	φιλοξενία
custom	a traditional way of behaving	έθιμο
resident	a person who lives in a place	κάτοικος
visitor	someone visiting a place	επισκέπτης
permission	agreement allowing an action	άδεια
respectful	showing consideration	γεμάτος σεβασμό
wander	walk without a fixed route	περιπλανιέμαι
explore	travel around to discover	εξερευνώ
memorable	worth remembering	αξέχαστος

Complete the Core 30

book in advance • check in • crowded • cultural exchange • get lost • guidebook • hidden gem • local knowledge • miss a connection • off the beaten track • overlook • sightseeing • souvenir • take in the view • travel light

Meaning check

399. Why can “hidden gem” sound positive but also turn a neighbourhood into a product?

400. Contrast wander, explore and get lost.

401. Create three natural collocations with local, travel and cultural.

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
breathhtaking • coastal	departure • exchange programme
fare • itinerary	lively • luggage
peak season • picturesque	public square • remote
scenic route • stall	street market • traditional
travel companion • viewpoint	welcoming • winding lane

Advanced 70 • precision

1–10	11–20
cultural assumption • cultural sensitivity	ethical tourism • heritage
host community • intercultural	local economy • over-tourism
perspective • preconceived idea	reciprocity • representation
responsible visitor • social norm	stereotype • superficial encounter
touristification • unconscious comparison	visitor pressure • worldview

Traveller language toolkit

- follow / change / lose your route
- respect / question / misunderstand a local custom
- challenge a stereotype / preconceived idea / assumption
- support the local economy / community / environment
- gain perspective / permission / local knowledge

WORD CHOICE Picturesque describes appearance. It does not tell us whether a place is affordable, fair or comfortable for residents.

GRAMMAR THAT TELLS A STORY

Narrative tenses

Tense	Narrative job	Example
past simple	main completed events	The baker drew a route.
past continuous	background or interrupted action	Music was coming from the courtyard.
past perfect	event completed before another past event	We had saved the map offline.
past perfect continuous	earlier activity emphasising duration	We had been travelling since dawn.

Build the timeline

Earlier preparation → arrival → wrong turn → celebration → viewpoint. Use the past perfect only when it helps the reader look backwards from a later past moment.

Practice

402. While we _____ (search), Lina _____ (notice) the flags.
403. By the time we arrived, the stalls _____ (close).
404. They were tired because they _____ (travel) since dawn.
405. The baker _____ (draw) a route after he _____ (understand) their destination.
406. I _____ (take) a photograph when I _____ (realise) I had not asked.
407. Complete: No sooner had we reached the square than...
408. Write three sentences that show background, main event and earlier cause.

STORY CONTROL Do not put every verb in the past perfect. Establish the earlier event, then return to the past simple for the main narrative.

LISTEN, MEDIATE & SPEAK

At the wrong bus stop

VISITOR: Excuse me—does this bus go to the old harbour?

RESIDENT: Not this one. You need the number six from the opposite side.

VISITOR: Thanks. Does it stop near the market?

RESIDENT: It stops above it. The road is steep, so allow ten minutes to walk down.

VISITOR: That's really helpful. Could you show me the stop on the map?

Survival language with dignity

- Excuse me, could you help us find...?
- Have we understood correctly that...?
- Would you mind showing me on the map?
- Is there anything visitors should know before...?
- Thank you—we really appreciate your help.

Mediation mission

A visitor has misunderstood a local instruction. Explain it in simpler English without imitating an accent or treating the speaker as less intelligent.

Travel-story circle

Tell a 90-second story with five beats: expectation → disruption → encounter → change → reflection. Your partner asks two follow-up questions.

SPEAKING TARGET Use vivid detail and narrative tenses, but never invent a culture as an exotic background.

WRITE WITH PURPOSE

B2 story: A plan that changed

Task: Your story must begin: “We had checked the route twice, so none of us expected to end up there.” Write 160–190 words.

Beat	Purpose
Opening	Establish the plan, setting and expectation.
Disruption	Introduce a clear problem or surprising turn.
Development	Use action, sensory detail and a meaningful encounter.
Turning point	Show a decision, realisation or change.
Ending	Connect the outcome to the opening without explaining everything.

Story tools

- By the time... / We had barely... when...
- While everyone else was..., I noticed...
- Without warning... / To our surprise...
- What happened next changed...
- Only later did I understand...

Editing lens

409. Is the timeline immediately clear?
410. Does every detail serve atmosphere, action or meaning?
411. Have I varied sentence length?
412. Is the ending earned rather than attached?
413. Have I described people respectfully?

UNIT 5 EXIT Tell one travel memory • use all four narrative tenses • explain one lesson without a cliché.

UNIT 6



SKILLS IN MOTION: WORK THAT MATTERS

Skills • Initiative • Collaboration • Realistic ambition

UNIT MOTTO Your first role does not define your future. It gives you evidence about how you work.

By the end of this unit, I can...

- understand a feature article about organising a youth skills event;
- describe strengths, responsibilities, experience and workplace behaviour precisely;
- use modal verbs for ability, obligation, advice, deduction and possibility;
- take part in an interview, delegate tasks and respond constructively to problems;
- write a concise news report using an appropriately factual register.

⚡ Quick Fire: ambition without clichés

414. Which skill have you learned outside school?
415. Is reliability more valuable than talent?
416. What makes teamwork difficult?
417. Should a first job be enjoyable, useful or well paid?
418. Can failure provide evidence of ability?

SKILL SPOTTING Replace “I’m good at it” with an action, a result and what you learned.

READ THE WORLD



The Day Nobody Was “Just Helping”

When sixteen-year-old Daria proposed a community Skills Day, she imagined a simple exhibition. Students would demonstrate photography, bicycle repair, coding, baking and clothing design. Visitors could try short activities, and local professionals would answer questions. The head teacher approved the idea—but asked Daria’s team to organise it.

The responsibility felt exciting until the list reached forty-seven tasks. Daria initially tried to control everything. She checked every message, rewrote other people’s announcements and attended every meeting. Within a week, she was exhausted, while several volunteers had stopped offering ideas.

Her teammate Sami finally said, “If nobody owns a task, you have to do it. But if you own every task, nobody else can.” Daria did not enjoy hearing this, yet she recognised the problem. The team created role cards with one outcome, one deadline and permission to make ordinary decisions without asking her.

The change was immediate but imperfect. A poster was printed in the wrong size. Two workshop leaders requested the same table. On the morning of the event, a photographer became ill. Instead of taking every problem back, Daria asked who had the relevant skill. One student resized the poster digitally; another reorganised the floor plan; and a shy volunteer offered to photograph the event.

More than two hundred visitors attended. The bicycle-repair table had the longest queue, while the quietest activity—writing a professional email—received surprisingly positive feedback. The team had not performed every task perfectly, but they had adapted without panic.

Afterwards, Daria was asked whether she had discovered that she was a “natural leader”. She rejected the phrase. Leadership, she said, had not felt natural when she was rewriting everyone’s work at midnight. What she had discovered was more useful: leadership was not being needed for every decision. It was building a team that could continue making decisions when she stepped away.

PAUSE & THINK Why does Daria reject the flattering description “natural leader”?

Reading Comprehension

A Choose the best answer.

419. What makes the project more demanding than expected?
A The school refuses support B The team must organise it C Students lack skills
420. Why do volunteers stop suggesting ideas?
A Daria controls their work B The event is cancelled C Sami criticises them
421. What is the purpose of the role cards?
A To rank students B To create ownership and boundaries C To advertise workshops
422. How does the team handle the photographer's absence?
A Daria does it B The event closes C A volunteer steps forward
423. What does Daria finally learn?
A Leaders must be naturally confident B Effective leadership distributes decisions C Mistakes prove failure

B True, false or not stated?

424. The original idea included professional visitors.
425. Daria had previously organised several Skills Days.
426. Every volunteer received permission to make all decisions.
427. The event experienced problems on the day.
428. Bicycle repair attracted the most visitors.
429. The head teacher described Daria as a natural leader.

C Cause and effect.

430. Daria checks everything → _____.
431. The team creates role cards → _____.
432. The photographer becomes ill → _____.
433. The team adapts → _____.

D Find the evidence.

434. Control was reducing participation.
435. The new system allowed autonomy within limits.
436. An initially quiet volunteer revealed a useful skill.

DEEP READING & WORKPLACE THINKING

E Vocabulary in context

- 437. What does “owns a task” mean?
- 438. Why are ordinary decisions distinguished from all decisions?
- 439. What does “stepped forward” suggest?
- 440. Find a verb meaning changed a plan to fit new conditions.
- 441. What contrast is created by “imperfect” and “without panic”?

F Read between the lines

- 442. Why might Daria rewrite other people’s announcements?
- 443. Is Sami’s comment supportive, critical or both?
- 444. Why does the email workshop matter to the writer?
- 445. Which mistake produced the most useful evidence about the team?
- 446. Would delegation always be the best response? Identify one limit.

G Writer’s craft

- 447. Why is the task count given as forty-seven?
- 448. How do the three event-day problems accelerate the narrative?
- 449. Why is “natural leader” placed in quotation marks?
- 450. How does the final definition challenge a common leadership image?
- 451. Which sentence would make the strongest pull quote?

H Think, challenge, create

- 452. Write a role card for one workshop leader.
- 453. Give Daria feedback using situation–behaviour–impact.
- 454. Design one interview question that tests adaptability.
- 455. Suggest an alternative event title.
- 456. Explain the story’s lesson without using leader, team or skill.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
ability	power or skill to do something	ικανότητα
experience	knowledge gained by doing	εμπειρία
responsibility	a duty you must manage	ευθύνη
reliable	consistently dependable	αξιόπιστος
flexible	able to adapt	ευέλικτος
initiative	ability to act without being told	πρωτοβουλία
deadline	time by which work must finish	προθεσμία
task	a piece of work	εργασία / καθήκον
role	a function in a group	ρόλος
feedback	information for improvement	ανατροφοδότηση
delegate	give responsibility to another	αναθέτω
prioritise	decide what is most important	ιεραρχώ
collaborate	work together	συνεργάζομαι
adapt	change to suit conditions	προσαρμόζομαι
achieve	successfully reach a result	επιτυγχάνω

Complete the Core 30

apply for • candidate • communicate clearly • cope with • creative • deal with • dependable • gain experience • meet a deadline • organised • problem-solving • qualification • take responsibility • teamwork • work under pressure

Evidence challenge

457. Turn reliable, creative and organised into evidence-rich examples.
458. Contrast qualification, experience and ability.
459. Which five words belong in both school and workplace English?

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
apprenticeship • career path	constructive • contribution
entry-level • hands-on	interview panel • leadership
part-time • portfolio	practical skill • recruit
self-motivated • strength	supervise • transferable skill
volunteer • workload	workshop • workplace

Advanced 70 • precision

1–10	11–20
accountability • autonomy	capacity • competence
contingency plan • delegation	dependability • employability
inclusive leadership • micromanage	operational • ownership
performance evidence • professional judgement	role clarity • self-awareness
skill gap • sustainable workload	team dynamics • transferable competence

From claim to proof

Weak claim	Evidence
I am organised.	I created a rota, tracked deadlines and reorganised two tasks when a volunteer was absent.
I work well in teams.	I invited quieter members to contribute and combined their suggestions into the final plan.
I solve problems.	When two activities needed one table, I redesigned the floor plan before visitors arrived.

GRAMMAR FOR REAL DECISIONS

Modal verbs: meaning and strength

Meaning	Forms	Example
ability	can / could / be able to	She was able to reorganise the hall.
obligation	must / have to / need to	Workshop leaders have to follow safety rules.
no obligation	do not have to / need not	You do not have to ask about ordinary decisions.
prohibition	must not / cannot	Visitors must not enter the equipment area.
advice	should / ought to / had better	Daria should delegate more clearly.
possibility	may / might / could	A volunteer might have the right skill.
deduction	must / cannot / might	She must be exhausted. He cannot be the organiser.

Past modals

- should have + past participle: better past action—She should have delegated earlier.
- might have + past participle: possible past event—He might have missed the message.
- must have + past participle: strong deduction—They must have changed the floor plan.
- could have + past participle: unrealised possibility—The team could have cancelled.

Practice

460. You mustn't / don't have to attend; the session is optional.
461. Daria should delegate / should have delegated before becoming exhausted.
462. The poster is the wrong size. They must / might have misunderstood the instructions.
463. Visitors have to / might follow the safety signs.
464. The shy volunteer can / was able to photograph the event after the original photographer became ill.
465. Write one obligation, one piece of advice and one past deduction.

INTERVIEW & TEAMWORK LAB

Interview: show, do not announce

INTERVIEWER: Tell me about a time you handled an unexpected problem.

CANDIDATE: During our Skills Day, the photographer became ill just before opening. I checked which volunteer had relevant experience, confirmed that she was comfortable taking the role and reorganised one other task. We still documented the event, and she later added the photographs to her portfolio.

The STAR mini-structure

S	Situation: enough context
T	Task: your responsibility
A	Action: what you actually did
R	Result + reflection: outcome and learning

Role-play stations

- 466. Interview for a weekend role at a youth arts festival.
- 467. Delegate three urgent tasks without micromanaging.
- 468. Give constructive feedback after a missed deadline.
- 469. Respond when a teammate says the workload is unfair.

Professional interaction toolkit

- Could you talk me through...?
- The action I took was...
- One thing I would do differently is...
- Are you comfortable taking ownership of...?
- I appreciate the effort; however, the deadline was missed because...

INTERVIEW RULE Specific evidence is memorable. Empty superlatives—“extremely hardworking”, “perfect team player”—are not.

WRITE WITH PURPOSE

News report: Students Put Skills to Work

Task: Write a 160–190 word report for a local news website about a youth Skills Day. Include what happened, who participated, one challenge, the response and the outcome.

Section	Content
Headline + lead	Give the essential event and significance.
Details	Explain activities, participants, place and time.
Challenge	Report one difficulty and how it was handled.
Voices	Include one short attributed quotation.
Ending	State the outcome or next step.

News register

- Use past tenses for events and present forms for current relevance.
- Prefer factual verbs: attended, organised, reported, explained, added.
- Attribute opinions: “The event built confidence,” according to...
- Avoid promotional exaggeration such as revolutionary or world-changing.
- Answer who, what, where, when, why and how—but organise, do not list.

Headline clinic

470. Improve: “AMAZING STUDENTS DO THE BEST EVENT EVER!”

471. Write a factual headline with an active verb.

472. Create a 25-word lead that includes the event, place and outcome.

UNIT 6 EXIT

- Describe one strength using evidence.
- Use a past modal to evaluate a decision.
- Answer one STAR interview question in 60 seconds.
- Explain the difference between delegation and micromanagement.

SELF-CHECK I can describe competence • make responsible decisions • interview • collaborate • report accurately.

UNIT 7



TECH WITH A CONSCIENCE

Innovation • Evidence • Ethics • Human-centred design

UNIT MOTTO The smartest invention is not the one that can do the most. It is the one designed to do good responsibly.

By the end of this unit, I can...

- understand a balanced text about testing an AI-supported school system;
- use vocabulary for invention, data, testing, privacy and responsible design;
- form and choose active and passive structures across different tenses;
- evaluate a prototype, discuss ethical trade-offs and present a reasoned recommendation;
- write a B2 magazine article that explains technology without hype.

⚡ Quick Fire: useful, possible, acceptable?

473. Which everyday technology would be hardest to lose?
474. Should every problem have a technological solution?
475. When is collecting data justified?
476. Can a system be accurate but unfair?
477. Who should be responsible when an automated decision is wrong?

THINK IN THREE Ask: Can we build it? Should we use it? Who benefits—and who carries the risk?

READ THE WORLD



The Machine That Was Nearly Right

Every month, hundreds of objects were left in the school’s lost-property room. Coats, bottles and sports equipment were placed on crowded shelves, while handwritten descriptions were often incomplete. A student technology club proposed a camera-based system that could identify an object, suggest a category and help its owner search the collection.

The first demonstration seemed impressive. A blue backpack was photographed and correctly classified within seconds. A pair of gloves was recognised as winter clothing. The head teacher approved a four-week trial, provided that no faces were recorded and every automated label was checked by a student.

Problems appeared during the second week. The system repeatedly confused dark jumpers with school blazers. It described a handmade pencil case as “damaged fabric” and failed to recognise a mobility-aid attachment. Technically, most labels were correct. Practically, the incorrect ones affected unusual or personally important objects.

The club could have blamed the prototype. Instead, they examined the training images and discovered that ordinary shop products were represented far more often than customised items. The system had learned from an unbalanced collection. It was not deliberately unfair; nevertheless, its limitations were not distributed equally.

The students paused automatic labelling and invited users to describe their own objects. They also added an “uncertain” category so that the machine did not have to pretend confidence. By the end of the trial, search time had fallen, but the club recommended keeping human checking and deleting photographs after each item was returned.

Their final presentation did not announce a brilliant invention. It reported a useful prototype with specific limits. The system had been built to locate lost objects; the trial had taught its designers something harder to find—responsibility.

PAUSE & THINK Why is “nearly right” more important than a simple percentage of correct answers?

Reading Comprehension

A Choose the best answer.

478. What problem is the system designed to address?
A Theft B Disorganised lost property C Student attendance
479. Why does the head teacher require student checking?
A The camera is slow B Automated labels need oversight C Students need homework
480. Which errors concern the club most?
A Errors are random B Unusual important objects are affected C Blue objects fail
481. What causes the pattern of errors?
A An unbalanced set of training images B Deliberate discrimination C Poor lighting only
482. What is the final recommendation?
A Replace all human work B Stop the project permanently C Use the tool with safeguards

B True, false or not stated?

483. The system records students' faces.
484. Every item receives an automatic category during the whole trial.
485. Most labels are technically correct.
486. Customised objects appear frequently in the training images.
487. Users help improve the procedure.
488. The photographs are deleted immediately after being taken.

C Find the evidence.

489. Permission for the trial includes conditions.
490. Accuracy alone hides an unequal pattern.
491. The designers reduce false confidence.
492. The final presentation avoids promotional language.

DEEP READING & ETHICS LAB

D Vocabulary in context

493. What is a prototype?
494. What does “provided that” communicate?
495. Why is “damaged fabric” an especially poor label?
496. What does “limitations were not distributed equally” mean?
497. Explain the double meaning of “harder to find”.

E Read between the lines

498. Why might a high overall accuracy score still mislead decision-makers?
499. What does the mobility-aid example add to the argument?
500. Why is an “uncertain” category ethically useful?
501. Who should be allowed to challenge an automated label?
502. Would deleting photographs solve every privacy concern?

F Writer’s craft

503. How does the first demonstration create optimism?
504. Why are three specific mistakes listed?
505. Identify where the article shifts from performance to fairness.
506. How does the passive voice focus attention on processes rather than people?
507. Why is responsibility the final word?

G Think, challenge, design

508. Create one additional safeguard.
509. Write a question a parent might ask.
510. Design a fairer test set.
511. Give the project a cautious one-sentence recommendation.
512. Name one school problem that should not be automated. Explain.

ETHICS IS A DESIGN TASK Fairness, privacy, accessibility and human appeal are not decorations added after invention. They shape the invention itself.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
device	a piece of electronic equipment	συσκευή
invent	create something new	εφευρίσκω
prototype	an early test version	πρωτότυπο
data	information collected for analysis	δεδομένα
privacy	control over personal information	ιδιωτικότητα
accurate	correct and exact	ακριβής
reliable	consistently working correctly	αξιόπιστος
automated	operated mainly by machines	αυτοματοποιημένος
identify	recognise what something is	αναγνωρίζω
classify	place into a category	ταξινομώ
test	try something to evaluate it	δοκιμάζω
error	a mistake or incorrect result	σφάλμα
improve	make something better	βελτιώνω
access	ability or right to use	πρόσβαση
responsible	careful about effects and duties	υπεύθυνος

Complete the Core 30

artificial intelligence • benefit • collect information • digital tool • efficient • ethical • human oversight • limitation • online safety • predict • protect • recognise a pattern • solve a problem • user • warning

Precision check

513. Contrast accurate and reliable.

514. What is the difference between data and evidence?

515. Complete: protect _____; recognise _____; test a _____; human _____.

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
algorithm • assistive technology	bias • code
database • digital literacy	facial recognition • feature
innovation • input	output • personal data
privacy setting • programmer	screen time • sensor
software • update	user-friendly • virtual

Advanced 70 • precision

1–10	11–20
accountability • algorithmic bias	consent • data retention
dataset • explainability	false confidence • human-centred
inclusive design • machine learning	model limitation • oversight
risk assessment • safeguard	systemic error • transparency
unintended impact • validation	vulnerable user • weighted outcome

Hype detector

Hype	Evidence-led alternative
This revolutionary tool changes everything.	The prototype reduced search time during a four-week supervised trial.
The AI understands every object.	The model classifies familiar objects and flags uncertain results.
Technology removes human error.	Automation changes which errors occur and where checking is needed.

GRAMMAR: SHIFT THE FOCUS

The passive voice

Time / form	Structure	Example
present simple	am/is/are + past participle	Each label is checked.
past simple	was/were + past participle	The trial was approved.
present perfect	has/have been + past participle	Safeguards have been added.
future	will be + past participle	Photographs will be deleted.
modal	modal + be + past participle	The result must be reviewed.
continuous	am/is/are being + past participle	The system is being tested.

Choose active or passive deliberately

- Use active voice when the actor and responsibility matter: The club deleted the images.
- Use passive voice when the process/result matters or the actor is unknown: Images were deleted.
- Add by + agent only when useful: The trial was designed by students.

Practice

516. People test the prototype every Friday. → The prototype _____.
517. The club has added an uncertain category. → An uncertain category _____.
518. They will delete all photographs. → All photographs _____.
519. The result must _____ (check) by a person.
520. The system _____ (currently/test) in two rooms.
521. Rewrite passively, then explain what becomes less visible: “The designers collected users’ descriptions.”

RESPONSIBILITY ALERT Passive grammar is useful, but “mistakes were made” can hide who made decisions. Choose focus honestly.

SPEAKING: THE PROTOTYPE REVIEW BOARD

Roles

Role	Main concern
Student designer	usefulness and improvement
User representative	accessibility and appeal
Parent	privacy and data retention
School leader	cost, safety and accountability

Review language

- The evidence suggests that...
- A potential benefit is..., provided that...
- The system appears accurate overall; however,...
- Who will be affected if the system fails?
- Could human review be built into the process?
- I recommend a limited trial rather than...

Decision

Choose: approve • approve with safeguards • request a redesign • reject. Your recommendation must include evidence, one limitation and one condition.

Explain it to a younger student

Describe the prototype in 45 seconds without using algorithm, dataset or automation. This is a mediation task: simplify the language, not the idea.

B2 SPEAKING TARGET Evaluate both sides, respond to another speaker and qualify certainty with appears, may, likely and based on the trial.

WRITE WITH PURPOSE

Magazine article: One Smart Tool—Used Smartly

Task: Write a 160–190 word article about a technology that can help teenagers but needs responsible use. Explain the benefit, one risk and your practical rules.

Article architecture

Part	Purpose
Headline	Create curiosity without clickbait.
Hook	Begin with a relatable situation or question.
Benefit	Explain what the technology makes possible.
Risk + response	Show a limitation and a realistic safeguard.
Ending	Give the reader a memorable principle or action.

Responsible-tech phrases

- Used carefully, this tool can...
- The real question is not whether..., but how...
- Personal information should only be collected when...
- Human judgement must be kept in the loop.
- Convenience should not come at the cost of...

Unit 7 exit

522. Transform two active sentences into natural passives.
523. Explain algorithmic bias without jargon.
524. Give one benefit, risk and safeguard for a digital tool.
525. State when passive voice could hide responsibility.

SELF-CHECK I can explain • evaluate • question evidence • use the passive • recommend safeguards.

UNIT 8



MONEY TALKS: BUY LESS, CHOOSE BETTER

Advertising • Spending • Consumer rights • Financial choices

UNIT MOTTO A discount changes the price. It does not automatically improve the decision.

By the end of this unit, I can...

- analyse a narrative about urgency, influence and buyer regret;
- use precise vocabulary for prices, payment, advertising and consumer rights;
- report statements, questions and requests accurately;
- compare offers, challenge persuasive techniques and negotiate a complaint;
- write a clear B2 complaint email with evidence and a realistic requested solution.

⚡ Quick Fire: worth it?

526. What makes something feel like a bargain?
527. Why do limited editions influence people?
528. Would you rather buy one durable item or several cheaper ones?
529. When does an influencer's recommendation count as advertising?
530. What information should every teenager check before paying?

MONEY HABIT Pause before purchase: Do I need it? Can I afford it? What is the return policy? What am I being pushed to feel?

READ THE WORLD



Only 200 Left—Apparently

The trainers appeared on Nia’s screen on Thursday evening. A creator she followed said they were “the drop everyone would remember”, and a countdown showed that the offer would end at midnight. Nia had not planned to buy anything, but the page displayed messages claiming that hundreds of people were viewing the same item.

Her friend Inez asked whether she actually liked them. Nia replied that she liked what they represented: being early, knowing the trend and owning something that might sell out. She used money she had been saving for a concert and completed the order with six minutes remaining.

The parcel arrived on Monday. The trainers looked ordinary in daylight and felt uncomfortable. Worse, the website showed a new countdown and the same warning about limited stock. Nia contacted customer service, explaining that the product did not match her expectations and asking how to return it.

The first reply stated that discounted items could not be returned. Inez pointed out that the item had not been described as non-returnable before payment. Together, they found the returns page, saved screenshots and wrote again—this time separating disappointment from evidence.

The company eventually accepted the return but deducted a delivery charge. Nia did not recover every euro, and she missed the concert ticket she had intended to buy. Still, the experience changed her habits. She began leaving online purchases in the basket for twenty-four hours and checking whether urgency messages remained identical the next day.

Months later, Nia could not remember the name of the trainers. She remembered the six-minute countdown perfectly. The product had not been rare. Her time to think had been made to feel rare.

PAUSE & THINK How does the final sentence redefine what the advertisement was really selling?

Reading Comprehension

A Choose the best answer.

531. What first creates urgency?
A A concert B A creator, countdown and stock messages C Inez
532. What does Nia value before buying?
A Comfort B Practical need C The social meaning of being early
533. Why does she question the “limited” claim?
A The same messages reappear B The parcel is late C The colour changes
534. What strengthens the second complaint?
A Angrier language B Screenshots and policy evidence C A public post
535. What habit does Nia develop?
A Never buying online B Delaying and checking urgency C Following more creators

B True, false or not stated?

536. Nia had saved the money for another purpose.
537. Inez immediately tells Nia not to buy the trainers.
538. The trainers are damaged.
539. The no-return condition was clearly displayed before payment.
540. Nia receives a complete refund.
541. The buying experience changes her later behaviour.

C Find the evidence.

542. The purchase is about identity as well as the product.
543. Scarcity appears to have been manufactured.
544. The second message is more effective because it is evidence-based.
545. Nia’s financial loss includes an opportunity cost.

DEEP READING & ADVERTISING LAB

D Vocabulary in context

- 546. What does “drop” mean in advertising slang?
- 547. What is implied by “hundreds of people were viewing”?
- 548. Why is “ordinary in daylight” significant?
- 549. What does deducted mean?
- 550. Explain opportunity cost using the concert ticket.

E Read between the lines

- 551. Is the creator’s statement information, opinion or advertising? What is missing?
- 552. Why does a countdown reduce reflective thinking?
- 553. What is the difference between disappointment and evidence?
- 554. Was the accepted return a complete solution?
- 555. Why does Nia remember the timer rather than the product?

F Persuasion detective

- 556. Identify scarcity, social proof, authority/influence and fear of missing out.
- 557. Which technique has the strongest effect on Nia?
- 558. Rewrite one advertisement claim in neutral language.
- 559. What disclosure should accompany paid promotion?
- 560. Create a five-second “pause prompt” for online shoppers.

G Think, challenge, create

- 561. Design one fairer version of the sale page.
- 562. Write a question Nia should ask before paying.
- 563. Explain the story to a younger learner without blaming Nia.
- 564. Debate: Advertising informs more than it manipulates.
- 565. Suggest an alternative final sentence.

CHERRY-PICKED LANGUAGE • CORE 30

Word / phrase	Meaning in context	Ελληνικά
afford	have enough money for	έχω την οικονομική δυνατότητα
budget	a plan for spending money	προϋπολογισμός
price	money required to buy something	τιμή
cost	amount paid or lost	κόστος
discount	a reduction in price	έκπτωση
bargain	something good for its price	ευκαιρία
receipt	proof of purchase	απόδειξη
refund	money returned after purchase	επιστροφή χρημάτων
return	take an item back	επιστρέφω
guarantee	promise about quality/performance	εγγύηση
advertise	promote a product	διαφημίζω
influence	affect someone's choices	επηρεάζω
consumer	person who buys goods/services	καταναλωτής
value	usefulness compared with cost	αξία
waste	use money carelessly	σπαταλώ

Complete the Core 30

brand • cash • compare prices • customer service • delivery charge • exchange • impulse purchase • limited edition • make a complaint • payment • return policy • save up • sell out • special offer • worth the money

Money distinctions

566. Price, cost and value are not synonyms. Explain.

567. Contrast cheap, affordable and good value.

568. Complete: ask for a _____; keep the _____; make an _____ purchase.

EXTENDED 50 & ADVANCED 70

Extended 50 • useful range

1–10	11–20
advert • bank account	borrow • charge
checkout • debt	durable • earn
fee • misleading	overspend • purchase
replacement • review	second-hand • subscription
terms and conditions • trustworthy	withdraw • contactless payment

Advanced 70 • precision

1–10	11–20
artificial scarcity • behavioural trigger	consumer protection • disclosure
financial literacy • hidden cost	impulse control • influencer marketing
manipulative design • opportunity cost	persuasive technique • price anchoring
promotional claim • social proof	sunk cost • targeted advertising
transparent pricing • urgency cue	value judgement • withdrawal right

Ad language decoded

Claim	Ask yourself
Only a few left!	Is stock information accurate and time-stamped?
Everyone is buying it.	Is popularity evidence of quality or suitability?
Save 40%.	Compared with which genuine previous price?
Influencer favourite.	Was payment, a gift or another relationship disclosed?

GRAMMAR: REPORT IT ACCURATELY

Reported speech

Original	Reported
"I like the trainers."	Nia said (that) she liked the trainers.
"I have saved screenshots."	She said she had saved screenshots.
"The offer will end tonight."	The page claimed the offer would end that night.
"Can I return them?"	She asked whether she could return them.
"Send us the receipt."	They told her to send them the receipt.
"Don't remove the labels."	They warned her not to remove the labels.

Reporting verbs add meaning

- say / explain / claim + (that) clause
- tell + person + (that) clause
- ask + if/whether or question word
- advise / remind / warn / persuade + person + to-infinitive
- deny / suggest / recommend + -ing or that-clause, depending on structure

Practice

569. "The product is non-returnable," they said. → They claimed _____.
570. "Did you see this condition?" Inez asked. → Inez asked Nia _____.
571. "Please attach the receipt," the agent said. → The agent asked her _____.
572. "Don't buy it tonight," Inez said. → Inez advised Nia _____.
573. "We have accepted the return," the company wrote. → The company wrote that _____.
574. Report one advertisement claim using a verb that shows appropriate doubt.

ACCURACY Backshift is common when reporting past speech, but facts that remain true may stay present. Meaning and time relationship come first.

SPEAKING: SMART SHOPPER STUDIO

Offer comparison

Compare three fictional options: a cheaper new item with a short guarantee; a more expensive durable item; and a verified second-hand item. Consider total cost, need, quality, repair, returns and environmental impact.

Complaint role-play

Customer: state the order, problem, evidence and requested solution. Adviser: clarify facts, explain policy and offer a proportionate response.

- I am contacting you regarding...
- The product was described as..., whereas...
- I have attached the receipt and screenshots.
- Could you clarify which condition applies?
- I would therefore like to request...
- I understand your concern; however...

Advertisement trial

One student defends a campaign; one challenges its methods; one acts as an independent consumer panel. Decide which claims are informative, exaggerated or potentially misleading.

SPEAKING STANDARD Stay calm, specific and solution-focused. Strong complaints use evidence—not insults or threats.

WRITE WITH PURPOSE

B2 complaint email

Task: You ordered a product advertised online. It arrived late and did not match the description. Write 160–190 words to customer service explaining the situation and requesting a solution.

Paragraph	Job
1	Identify the order and purpose calmly.
2	Describe the mismatch using dates and evidence.
3	Explain what contact has already occurred.
4	Request a specific reasonable remedy and response time.

Useful language

- I am writing to complain about...
- According to the product description,...
- I was informed that..., but...
- I have attached... as evidence.
- I would appreciate a full refund / replacement...
- I look forward to receiving your response within...

Register repair

575. Replace: “Your company totally scammed me!”

576. Replace: “Give me my money NOW.”

577. Replace: “BTW the headphones are awful lol.”

578. Add a specific remedy to: “Please sort this out.”

Unit 8 exit

- Identify four persuasion techniques.
- Report one claim, question and request.
- Explain opportunity cost using your own example.
- Deliver a 45-second evidence-based complaint.

SELF-CHECK I can compare value • recognise persuasion • report accurately • complain effectively • choose deliberately.

HALFWAY CHERRY CHECKPOINT • UNITS 1–8

HALF-TIME You have completed the first eight-unit pathway. Retrieve, connect and use—do not merely reread.

1 Vocabulary network challenge

- 579. Connect identity, belonging and self-image in one precise explanation.
- 580. Use tone, intention and impact to analyse a short message.
- 581. Link evidence, prototype, limitation and safeguard.
- 582. Contrast price, cost, value and opportunity cost.
- 583. Choose five words from different units and build one coherent mini-story.

2 Grammar relay

- 584. Habit now: present simple or continuous.
- 585. Experience + finished time: present perfect or past simple.
- 586. Past background + earlier event: past continuous and past perfect.
- 587. Future evidence + condition: going to and first conditional.
- 588. Process focus: passive voice.
- 589. Past evaluation: should have + participle.
- 590. Report a question and request accurately.

3 Error surgery

- 591. She is more kinder than her friend.
- 592. I have bought it yesterday.
- 593. If the trial will succeed, we will expand it.
- 594. The photographs will deleted tomorrow.
- 595. He told that the offer was ending.
- 596. You mustn't pay today; payment is optional.

4 One-minute connection

Speak on: “One choice teenagers should make more deliberately.” Connect at least two unit themes and use one contrast, one condition and one example.

HALFWAY PERFORMANCE LAB

Reading transfer

Choose one reading from Units 1–8. Without reopening the unit, reconstruct: central conflict • turning point • two supporting details • writer’s final message. Then check your memory against the text.

Speaking circuit

- 597. Compare two photographs connected with identity, travel, work or technology.
- 598. Mediate a confusing message or instruction.
- 599. Negotiate one environmental or consumer decision.
- 600. Answer a STAR interview question.
- 601. Give a recommendation with one limitation and safeguard.

Writing switchboard

Choose one	Must include
Informal email	clear relationship, natural register, specific purpose
Magazine article	engaging hook, voice, developed message
Story	narrative control, turning point, meaningful ending
Opinion essay	position, reasons, counterargument, conclusion
News report	factual register, attributed voice, outcome
Complaint email	evidence, chronology, proportionate remedy

My halfway evidence

- The skill I can now perform independently is...
- The grammar I still avoid when speaking is...
- The vocabulary network I need to retrieve again is...
- My most useful English-input habit has been...
- For Units 9–16, I will deliberately...

HALFWAY, NOT FINISHED The second half will raise independence, mediation and exam transfer. Your target is not perfect pages—it is usable English.

Research Note: What “Dutch-Inspired” Means

The design uses Dutch curriculum principles as inspiration, not as a marketing myth. The following points guide the manuscript:

- English is compulsory throughout Dutch secondary education, including the upper years of HAVO and VWO.
- The current lower-secondary English objectives are communicative and focus on functioning in common situations; they do not prescribe one national textbook.
- Dutch primary schools choose when to begin English. English has historically been compulsory from Group 7, while some schools begin earlier and a smaller group offers substantial bilingual exposure.
- CEFR performance is skill-specific. SLO reports different levels for reading, listening, interaction and writing rather than one single label for every learner.
- The CEFR uses can-do descriptors across listening, reading, interaction, spoken production and writing; the Companion Volume also strengthens mediation and online interaction.

Official foundation consulted

- SLO: English background and lower-secondary objectives — slo.nl/vakportalen/mvt/engels-achtergrond/
- SLO: English in primary education — slo.nl/thema/vakspecifieke-thema/mvt/engels/
- SLO: CEFR levels for HAVO/VWO modern languages — slo.nl/thema/vakspecifieke-thema/mvt/erk/leraar-vo/niveaus-vo/
- Government of the Netherlands: HAVO/VWO structure and compulsory subjects — government.nl/themes/education/secondary-education/
- Examenblad: official English examination programmes and syllabuses — examenblad.nl

DESIGN PRINCIPLE Copy the conditions that support language use—frequency, purpose, interaction and rich input—not the surface appearance of another country’s textbook.

Production Roadmap to the 150-Page Edition

This manuscript establishes the finished book's editorial and pedagogical system. Subsequent units will follow the same sequence while varying text type, visual rhythm, speaking format and writing outcome.

Book block	Planned pages
Cover, learner manifesto and immersion system	12
Units 1–16 (approximately 7–8 pages each)	120
Four Cherry Checkpoints	8
Writing, speaking and media-literacy reference	5
Grammar, vocabulary and exam reference	5
Approximate final extent	150

Editorial safeguards

- All reading texts, dialogues and exercises will be original.
- British spelling and usage will be the default; common international variants will be noted only when useful.
- Slang will be labelled by register and selected for durability.
- The course will avoid stereotyping, unsafe online advice and invented factual claims.
- Images will be original, licensed or clearly marked for later commissioning.
- Answer keys and audio scripts will be developed as a separate teacher-facing layer.

EDITORIAL NORTH STAR Full to the point. Contemporary without trying too hard.
Challenging without becoming discouraging. Communicative from page one.

APPENDIX • Volume 1 B2 Survival Kit

A high-use revision system for Units 1–8: verbs, phrasal verbs, writing and speaking tools, grammar reminders, pronunciation support and a complete A–Z record of the vocabulary encountered in this volume.

HOW TO USE IT Do not reread passively. Cover meanings, retrieve aloud, build a sentence, and mark the item only when you can use it in a new situation.

The five-minute revision loop

- Minute 1: retrieve five words without looking.
- Minute 2: transform one grammar pattern.
- Minute 3: speak for thirty seconds using two target chunks.
- Minute 4: repair one error.
- Minute 5: revisit yesterday's weakest item.

Appendix A • Irregular Verbs 1

Base	Past simple	Past participle	Greek
be	was/were	been	είμαι
become	became	become	γίνομαι
begin	began	begun	αρχίζω
break	broke	broken	σπάζω
bring	brought	brought	φέρνω
build	built	built	χτίζω
buy	bought	bought	αγοράζω
catch	caught	caught	πιάνω
choose	chose	chosen	επιλέγω
come	came	come	έρχομαι
cost	cost	cost	κοστίζω
cut	cut	cut	κόβω
do	did	done	κάνω
draw	drew	drawn	σχεδιάζω
drink	drank	drunk	πίνω
drive	drove	driven	οδηγώ
eat	ate	eaten	τρώω
fall	fell	fallen	πέφτω
feel	felt	felt	νιώθω
find	found	found	βρίσκω
fly	flew	flown	πετώ
forget	forgot	forgotten	ξεχνώ
get	got	got/gotten	παίρνω/γίνομαι
give	gave	given	δίνω
go	went	gone	πηγαίνω
grow	grew	grown	μεγαλώνω
have	had	had	έχω
hear	heard	heard	ακούω
hide	hid	hidden	κρύβω
hold	held	held	κρατώ

Appendix A • Irregular Verbs 2

Base	Past simple	Past participle	Greek
keep	kept	kept	κρατώ/διατηρώ
know	knew	known	γνωρίζω
lead	led	led	οδηγώ
leave	left	left	φεύγω/αφήνω
lend	lent	lent	δανείζω
let	let	let	επιτρέπω
lie	lay	lain	ξαπλώνω
lose	lost	lost	χάνω
make	made	made	φτιάχνω
mean	meant	meant	σημαίνω
meet	met	met	συναντώ
pay	paid	paid	πληρώνω
put	put	put	βάζω
read	read	read	διαβάζω
ride	rode	ridden	καβαλώ
ring	rang	rung	χτυπώ/τηλεφωνώ
rise	rose	risen	ανεβαίνω
run	ran	run	τρέχω
say	said	said	λέω
see	saw	seen	βλέπω
sell	sold	sold	πουλώ
send	sent	sent	στέλνω
show	showed	shown	δείχνω
sing	sang	sung	τραγουδώ
sit	sat	sat	κάθομαι
sleep	slept	slept	κοιμάμαι
speak	spoke	spoken	μιλώ
spend	spent	spent	ξοδεύω/περνώ χρόνο
stand	stood	stood	στέκομαι
steal	stole	stolen	κλέβω

Appendix A • Irregular Verbs 3

Base	Past simple	Past participle	Greek
swim	swam	swum	κολυμπώ
take	took	taken	παίρνω
teach	taught	taught	διδάσκω
tell	told	told	λέω/αφηγούμαι
think	thought	thought	σκέφτομαι
throw	threw	thrown	ρίχνω
understand	understood	understood	καταλαβαίνω
wake	woke	woken	ξυπνώ
wear	wore	worn	φορώ
win	won	won	κερδίζω
write	wrote	written	γράφω
arise	arose	arisen	προκύπτω
beat	beat	beaten	χτυπώ/νικώ
bend	bent	bent	λυγίζω
bite	bit	bitten	δαγκώνω
blow	blew	blown	φυσώ
burn	burnt/burned	burnt/burned	καίω
dream	dreamt/dreamed	dreamt/dreamed	ονειρεύομαι
feed	fed	fed	ταίζω
fight	fought	fought	πολεμώ
hang	hung	hung	κρεμώ
hurt	hurt	hurt	πληγώνω
lay	laid	laid	τοποθετώ
prove	proved	proven/proved	αποδεικνύω
shake	shook	shaken	κουνώ
shoot	shot	shot	πυροβολώ
shut	shut	shut	κλείνω
spread	spread	spread	διαδίδω
win	won	won	κερδίζω
write	wrote	written	γράφω

Pattern hunt: group verbs by sound and form—keep–kept, buy–bought, sing–sang–sung. Retrieve patterns rather than memorising one long wall.

Appendix B • Essential Phrasal Verbs 1–35

Phrasal verb	Greek meaning	Example chunk
back up	υποστηρίζω / αντίγραφο	back up a claim
break down	χαλάω / αναλύω	break down a problem
break up	χωρίζω / διαλύομαι	break up with someone
bring up	αναφέρω θέμα	bring up an issue
call off	ακυρώνω	call off an event
carry on	συνεχίζω	carry on speaking
carry out	διεξάγω	carry out research
catch up	καλύπτω απόσταση	catch up with work
check in	κάνω check-in	check in at reception
check out	ελέγχω	check out a source
come across	συναντώ τυχαία	come across an article
come up with	σκέφτομαι	come up with an idea
cut down on	μειώνω	cut down on waste
deal with	αντιμετωπίζω	deal with conflict
drop out	εγκαταλείπω	drop out of a course
end up	καταλήγω	end up changing
fall behind	μένω πίσω	fall behind at school
figure out	καταλαβαίνω/λύνω	figure out the cause
fill in	συμπληρώνω	fill in a form
find out	ανακαλύπτω	find out the truth
get along with	τα πηγαίνω καλά	get along with classmates
get away with	ξεφεύγω χωρίς συνέπειες	get away with lying
get over	ξεπερνώ	get over disappointment
give away	χαρίζω / αποκαλύπτω	give away the ending
give up	παραιτούμαι	give up too soon
go ahead	προχωρώ	go ahead with the plan
go through	περνώ / εξετάζω	go through the evidence
grow up	μεγαλώνω	grow up bilingual
hand in	παραδίδω	hand in an assignment
hang out	περνώ χρόνο	hang out with friends
keep on	συνεχίζω	keep on trying
keep up with	ακολουθώ τον ρυθμό	keep up with change
leave out	παραλείπω	leave out a detail
look after	φροντίζω	look after a child
look for	ψάχνω	look for evidence

Appendix B • Essential Phrasal Verbs 36–70

Phrasal verb	Greek meaning	Example chunk
look forward to	ανυπομονώ	look forward to meeting
look into	ερευνώ	look into a complaint
look up	αναζητώ	look up a word
make up	επινοώ / συμφιλιώνομαι	make up a story
move on	προχωρώ	move on after conflict
pass on	μεταφέρω	pass on information
pick up	μαθαίνω / παραλαμβάνω	pick up a language
point out	επισημαίνω	point out a limitation
put off	αναβάλλω	put off a decision
put together	συνθέτω	put together a proposal
put up with	ανέχομαι	put up with noise
run into	συναντώ / αντιμετωπίζω	run into a problem
run out of	ξεμένω από	run out of time
set off	ξεκινώ	set off on a journey
set up	στήνω / οργανώνω	set up an experiment
show up	εμφανίζομαι	show up on time
sort out	τακτοποιώ / λύνω	sort out a misunderstanding
speak up	εκφράζομαι	speak up for others
stand for	αντιπροσωπεύω	stand for equality
stand out	ξεχωρίζω	stand out from the crowd
take after	μοιάζω	take after a parent
take on	αναλαμβάνω	take on responsibility
take part in	συμμετέχω	take part in a debate
take up	αρχίζω δραστηριότητα	take up a hobby
think over	σκέφτομαι προσεκτικά	think over an offer
turn down	απορρίπτω / χαμηλώνω	turn down a job
turn into	μετατρέπω	turn data into insight
turn out	αποδεικνύεται	turn out to be false
work out	λύνω / γυμνάζομαι	work out a solution
write down	καταγράφω	write down a phrase
come forward	παρουσιάζομαι	a witness came forward
cover up	συγκαλύπτω	cover up a mistake
rule out	αποκλείω	rule out an explanation
scale up	επεκτείνω	scale up a pilot
step down	παραιτούμαι από θέση	step down as leader

Particle power Learn the whole phrase in context. A familiar verb plus a new particle often creates a completely different meaning.

Appendix C • Writing Toolkit

Text type	Essential structure	Register signal
Informal email	greeting → reason → details → friendly close	contractions; direct, warm tone
Formal email / complaint	purpose → evidence → requested action → courteous close	polite, precise, no slang
Story	setting → complication → turning point → meaningful ending	narrative tenses; sensory detail
Article	hook → engaging development → memorable final thought	reader questions; lively voice
Opinion essay	position → reason/evidence → counterargument → conclusion	balanced, formal linkers
Report	purpose → findings → evaluation → recommendations	headings; neutral evidence
Review	context → description → evaluation → recommendation	evaluative adjectives with reasons

The B2 editing lens

- Purpose: Have I answered the exact task?
- Organisation: Does every paragraph have one clear job?
- Range: Have I used precise vocabulary and varied structures?
- Accuracy: Have I checked tense, agreement, articles and punctuation?
- Register: Would these words suit the reader and situation?

Appendix D • Speaking Toolkit

Communication job	Natural language
Give an opinion	From my perspective... / I would argue that...
Add a reason	The main reason is that... / This matters because...
Build on a partner	I'd like to build on that point...
Disagree respectfully	I see your point; however... / I'm not entirely convinced because...
Clarify	What I mean is... / Let me put that another way.
Invite interaction	What's your view? / Would you agree?
Compare	Both images show..., whereas...
Speculate	They might be... / It could be that...
Repair a gap	I can't recall the exact word, but it is...
Conclude	Taking everything into account, we would choose...

FLUENCY RULE Do not stop because one word is missing. Describe it, compare it, give an example, and keep the interaction alive.

Appendix E • Linkers by Meaning

Purpose	Useful linkers
Addition	furthermore • moreover • in addition • as well as
Contrast	however • whereas • while • nevertheless
Reason	because • since • as • owing to
Result	therefore • consequently • as a result • so
Example	for example • for instance • such as
Sequence	initially • meanwhile • subsequently • eventually
Condition	if • unless • provided that • as long as
Concession	although • even though • despite • in spite of
Conclusion	overall • in conclusion • taking everything into account

Do not decorate—connect

A linker must express a real logical relationship. “Moreover” cannot repair an unrelated idea, and “however” requires a genuine contrast.

Appendix F • Word Formation & Greek-Learner Alerts

Family	Examples
Verb → noun	decide → decision • protect → protection • communicate → communication
Noun → adjective	responsibility → responsible • effect → effective
Adjective → noun	accurate → accuracy • confident → confidence
Negative prefixes	unreliable • dishonest • impossible • irregular • misunderstood
Person nouns	employ → employer/employee • consume → consumer
Useful suffixes	-ment • -tion • -ity • -ness • -able • -ive

Common traps

Avoid	Use
I am agree.	I agree.
I have 15 years.	I am 15 years old.
I discuss about it.	I discuss it.
I explained him.	I explained it to him.
I made a research.	I did / carried out research.
People is...	People are...
Information are...	Information is...
I look forward to meet you.	I look forward to meeting you.

Appendix G • Pronunciation Survival Guide

- Final -s: /s/ in works, /z/ in lives, /ɪz/ in watches.
- Past -ed: /t/ in worked, /d/ in played, /ɪd/ in wanted.
- Sentence stress: emphasise meaning words; reduce grammar words.
- Thought groups: pause in meaningful chunks, not after every word.
- Contrast stress: “I said FIFteen, not FIFty.”
- Silent letters: know, write, honest, receipt, should.
- Record–compare–repair: make a short recording, compare rhythm, and repeat one improved version.

PRONUNCIATION GOAL Clear, confident and easy to follow—not imitation of one “perfect” accent.

Appendix H • Grammar Map for Units 1–8

Grammar decision	Ask yourself
Present simple / continuous	habit or temporary developing situation?
Present perfect / past simple	unfinished connection or finished past time?
Comparatives	am I comparing accurately and avoiding double forms?
Past narrative system	main event, background, or earlier past?
Future and first conditional	prediction, plan, arrangement, or real condition?
Modals	ability, obligation, advice, possibility, or deduction?
Passive voice	is the process/result more important than the actor?
Reported speech	must tense, pronoun, time and word order shift?

One-minute transformation drill

- Change a present habit into a temporary situation.
- Change a finished past event into a life experience.
- Turn an active process into a passive sentence.
- Report one question, request and warning.
- Make one real future condition and one cautious prediction.

Appendix I • Master Vocabulary Index A–Z • 1

Word / phrase	Found in	My recall
A • ability	Unit 6	☐ recognise ☐ use
access	Unit 7	☐ recognise ☐ use
accommodation	Unit 5	☐ recognise ☐ use
accountability	Unit 3, 6, 7	☐ recognise ☐ use
accurate	Unit 7	☐ recognise ☐ use
achieve	Unit 6	☐ recognise ☐ use
adapt	Unit 6	☐ recognise ☐ use
adaptation measure	Unit 4	☐ recognise ☐ use
addictive	Unit 1	☐ recognise ☐ use
advert	Unit 8	☐ recognise ☐ use
advertise	Unit 8	☐ recognise ☐ use
afford	Unit 8	☐ recognise ☐ use
affordable	Unit 4	☐ recognise ☐ use
air quality	Unit 4	☐ recognise ☐ use
algorithm	Unit 1, 7	☐ recognise ☐ use
algorithmic bias	Unit 7	☐ recognise ☐ use
ambiguous	Unit 3	☐ recognise ☐ use
ambivalent	Unit 1	☐ recognise ☐ use
anonymous	Unit 1	☐ recognise ☐ use
apologise	Unit 3	☐ recognise ☐ use
appearance	Unit 2	☐ recognise ☐ use
appearance-based judgement	Unit 2	☐ recognise ☐ use
apply for	Unit 6	☐ recognise ☐ use
apprenticeship	Unit 6	☐ recognise ☐ use
approachable	Unit 2	☐ recognise ☐ use
approval	Unit 1	☐ recognise ☐ use
artificial intelligence	Unit 7	☐ recognise ☐ use
artificial scarcity	Unit 8	☐ recognise ☐ use
assertive	Unit 2	☐ recognise ☐ use
assistive technology	Unit 7	☐ recognise ☐ use
assumption	Unit 3	☐ recognise ☐ use
asynchronous	Unit 3	☐ recognise ☐ use
attention economy	Unit 1	☐ recognise ☐ use
attention span	Unit 1	☐ recognise ☐ use
authentic	Unit 1, 2	☐ recognise ☐ use
automated	Unit 7	☐ recognise ☐ use
autonomy	Unit 6	☐ recognise ☐ use
awkward	Unit 1, 2	☐ recognise ☐ use
awkward silence	Unit 3	☐ recognise ☐ use

The unit reference shows where the item entered the course. Revisit that unit to recover its original text, collocations and speaking task.

Appendix I • Master Vocabulary Index A–Z • 2

Word / phrase	Found in	My recall
B • bank account	Unit 8	☐ recognise ☐ use
bargain	Unit 8	☐ recognise ☐ use
baseline	Unit 4	☐ recognise ☐ use
behavioural trigger	Unit 8	☐ recognise ☐ use
belonging	Unit 2	☐ recognise ☐ use
benefit	Unit 7	☐ recognise ☐ use
bias	Unit 7	☐ recognise ☐ use
biodiversity	Unit 4	☐ recognise ☐ use
body language	Unit 2	☐ recognise ☐ use
book in advance	Unit 5	☐ recognise ☐ use
borrow	Unit 8	☐ recognise ☐ use
brand	Unit 8	☐ recognise ☐ use
brehtaking	Unit 5	☐ recognise ☐ use
brief	Unit 3	☐ recognise ☐ use
bring up	Unit 3	☐ recognise ☐ use
budget	Unit 8	☐ recognise ☐ use
burnout	Unit 1	☐ recognise ☐ use
C • calm down	Unit 3	☐ recognise ☐ use
candidate	Unit 6	☐ recognise ☐ use
capacity	Unit 6	☐ recognise ☐ use
carbon footprint	Unit 4	☐ recognise ☐ use
career path	Unit 6	☐ recognise ☐ use
cash	Unit 8	☐ recognise ☐ use
charge	Unit 8	☐ recognise ☐ use
check in	Unit 5	☐ recognise ☐ use
checkout	Unit 8	☐ recognise ☐ use
clarify	Unit 3	☐ recognise ☐ use
classify	Unit 7	☐ recognise ☐ use
climate	Unit 4	☐ recognise ☐ use
climate resilience	Unit 4	☐ recognise ☐ use
coastal	Unit 5	☐ recognise ☐ use
code	Unit 7	☐ recognise ☐ use
cognitive	Unit 1	☐ recognise ☐ use
collaborate	Unit 6	☐ recognise ☐ use
collect information	Unit 7	☐ recognise ☐ use
come across as	Unit 3	☐ recognise ☐ use
communicate clearly	Unit 6	☐ recognise ☐ use
communication breakdown	Unit 3	☐ recognise ☐ use
community	Unit 1, 4	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 3

Word / phrase	Found in	My recall
C • compare	Unit 1	☐ recognise ☐ use
compare prices	Unit 8	☐ recognise ☐ use
competence	Unit 6	☐ recognise ☐ use
compost	Unit 4	☐ recognise ☐ use
compulsive	Unit 1	☐ recognise ☐ use
confident	Unit 1, 2	☐ recognise ☐ use
connect with	Unit 1	☐ recognise ☐ use
connotation	Unit 3	☐ recognise ☐ use
consent	Unit 7	☐ recognise ☐ use
conserve	Unit 4	☐ recognise ☐ use
considerate	Unit 2, 3	☐ recognise ☐ use
constructive	Unit 6	☐ recognise ☐ use
consumer	Unit 8	☐ recognise ☐ use
consumer protection	Unit 8	☐ recognise ☐ use
contactless payment	Unit 8	☐ recognise ☐ use
context	Unit 3	☐ recognise ☐ use
contingency plan	Unit 6	☐ recognise ☐ use
contribution	Unit 6	☐ recognise ☐ use
conventional	Unit 2	☐ recognise ☐ use
cope with	Unit 6	☐ recognise ☐ use
cost	Unit 8	☐ recognise ☐ use
cost-effective	Unit 4	☐ recognise ☐ use
creative	Unit 6	☐ recognise ☐ use
crowded	Unit 5	☐ recognise ☐ use
cultural assumption	Unit 5	☐ recognise ☐ use
cultural exchange	Unit 5	☐ recognise ☐ use
cultural sensitivity	Unit 5	☐ recognise ☐ use
custom	Unit 5	☐ recognise ☐ use
customer service	Unit 8	☐ recognise ☐ use
cycle lane	Unit 4	☐ recognise ☐ use
D • data	Unit 7	☐ recognise ☐ use
data collection	Unit 4	☐ recognise ☐ use
data retention	Unit 7	☐ recognise ☐ use
database	Unit 7	☐ recognise ☐ use
dataset	Unit 7	☐ recognise ☐ use
de-escalate	Unit 3	☐ recognise ☐ use
deadline	Unit 6	☐ recognise ☐ use
deal with	Unit 6	☐ recognise ☐ use
debt	Unit 8	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 4

Word / phrase	Found in	My recall
D • delegate	Unit 6	☐ recognise ☐ use
delegation	Unit 6	☐ recognise ☐ use
delete	Unit 3	☐ recognise ☐ use
delivery charge	Unit 8	☐ recognise ☐ use
departure	Unit 5	☐ recognise ☐ use
dependability	Unit 6	☐ recognise ☐ use
dependable	Unit 6	☐ recognise ☐ use
desensitised	Unit 1	☐ recognise ☐ use
destination	Unit 5	☐ recognise ☐ use
determined	Unit 2	☐ recognise ☐ use
device	Unit 7	☐ recognise ☐ use
digital footprint	Unit 1, 3	☐ recognise ☐ use
digital literacy	Unit 1, 7	☐ recognise ☐ use
digital tool	Unit 7	☐ recognise ☐ use
direct message	Unit 3	☐ recognise ☐ use
disclosure	Unit 8	☐ recognise ☐ use
disconnect	Unit 1	☐ recognise ☐ use
discount	Unit 8	☐ recognise ☐ use
dismissive	Unit 3	☐ recognise ☐ use
distinctive	Unit 2	☐ recognise ☐ use
distorted self-perception	Unit 2	☐ recognise ☐ use
distracted	Unit 1	☐ recognise ☐ use
donate	Unit 4	☐ recognise ☐ use
doomscrolling	Unit 1	☐ recognise ☐ use
drought	Unit 4	☐ recognise ☐ use
durable	Unit 8	☐ recognise ☐ use
E • earn	Unit 8	☐ recognise ☐ use
easy-going	Unit 2	☐ recognise ☐ use
echo chamber	Unit 1	☐ recognise ☐ use
efficient	Unit 7	☐ recognise ☐ use
electric vehicle	Unit 4	☐ recognise ☐ use
emissions	Unit 4	☐ recognise ☐ use
emoji	Unit 3	☐ recognise ☐ use
emotionally charged	Unit 3	☐ recognise ☐ use
employability	Unit 6	☐ recognise ☐ use
endless feed	Unit 1	☐ recognise ☐ use
energy-efficient	Unit 4	☐ recognise ☐ use
engage with	Unit 1	☐ recognise ☐ use
entry-level	Unit 6	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 5

Word / phrase	Found in	My recall
E • environmental impact	Unit 4	☐ recognise ☐ use
error	Unit 7	☐ recognise ☐ use
ethical	Unit 7	☐ recognise ☐ use
ethical tourism	Unit 5	☐ recognise ☐ use
evidence	Unit 4	☐ recognise ☐ use
evidence-led	Unit 4	☐ recognise ☐ use
exacerbate	Unit 1	☐ recognise ☐ use
exchange	Unit 8	☐ recognise ☐ use
exchange programme	Unit 5	☐ recognise ☐ use
expectation	Unit 1	☐ recognise ☐ use
experience	Unit 6	☐ recognise ☐ use
explainability	Unit 7	☐ recognise ☐ use
explore	Unit 5	☐ recognise ☐ use
expressive	Unit 2	☐ recognise ☐ use
external validation	Unit 2	☐ recognise ☐ use
F • face-to-face	Unit 3	☐ recognise ☐ use
facial recognition	Unit 7	☐ recognise ☐ use
false confidence	Unit 7	☐ recognise ☐ use
fare	Unit 5	☐ recognise ☐ use
feasibility	Unit 4	☐ recognise ☐ use
feature	Unit 7	☐ recognise ☐ use
fee	Unit 8	☐ recognise ☐ use
feedback	Unit 6	☐ recognise ☐ use
filter	Unit 1	☐ recognise ☐ use
financial literacy	Unit 8	☐ recognise ☐ use
first impression	Unit 2	☐ recognise ☐ use
fit in	Unit 2	☐ recognise ☐ use
flattering	Unit 2	☐ recognise ☐ use
flexible	Unit 6	☐ recognise ☐ use
fragmented	Unit 1	☐ recognise ☐ use
G • gain experience	Unit 6	☐ recognise ☐ use
genuine	Unit 2	☐ recognise ☐ use
get lost	Unit 5	☐ recognise ☐ use
get the wrong idea	Unit 3	☐ recognise ☐ use
gratification	Unit 1	☐ recognise ☐ use
green space	Unit 4	☐ recognise ☐ use
greenwashing	Unit 4	☐ recognise ☐ use
group chat	Unit 3	☐ recognise ☐ use
guarantee	Unit 8	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 6

Word / phrase	Found in	My recall
G • guidebook	Unit 5	☐ recognise ☐ use
H • hands-on	Unit 6	☐ recognise ☐ use
heat-retaining surface	Unit 4	☐ recognise ☐ use
heatwave	Unit 4	☐ recognise ☐ use
heritage	Unit 5	☐ recognise ☐ use
hidden cost	Unit 8	☐ recognise ☐ use
hidden gem	Unit 5	☐ recognise ☐ use
highlight	Unit 1	☐ recognise ☐ use
hospitality	Unit 5	☐ recognise ☐ use
host	Unit 5	☐ recognise ☐ use
host community	Unit 5	☐ recognise ☐ use
human oversight	Unit 7	☐ recognise ☐ use
human-centred	Unit 7	☐ recognise ☐ use
hyperconnectivity	Unit 1	☐ recognise ☐ use
I • idealised image	Unit 2	☐ recognise ☐ use
identify	Unit 7	☐ recognise ☐ use
identity	Unit 1	☐ recognise ☐ use
ignore	Unit 3	☐ recognise ☐ use
image-conscious	Unit 2	☐ recognise ☐ use
immersive	Unit 1	☐ recognise ☐ use
impact	Unit 3	☐ recognise ☐ use
implicit	Unit 3	☐ recognise ☐ use
impression	Unit 2	☐ recognise ☐ use
impressionable	Unit 1	☐ recognise ☐ use
impressive	Unit 1	☐ recognise ☐ use
improve	Unit 4, 7	☐ recognise ☐ use
impulse control	Unit 8	☐ recognise ☐ use
impulse purchase	Unit 8	☐ recognise ☐ use
impulsive	Unit 1	☐ recognise ☐ use
in moderation	Unit 1	☐ recognise ☐ use
inclusive design	Unit 7	☐ recognise ☐ use
inclusive leadership	Unit 6	☐ recognise ☐ use
independent	Unit 2	☐ recognise ☐ use
individual	Unit 2	☐ recognise ☐ use
influence	Unit 1, 8	☐ recognise ☐ use
influencer marketing	Unit 8	☐ recognise ☐ use
infrastructure	Unit 4	☐ recognise ☐ use
initiative	Unit 6	☐ recognise ☐ use
inner critic	Unit 2	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 7

Word / phrase	Found in	My recall
I • innovation	Unit 7	☐ recognise ☐ use
input	Unit 7	☐ recognise ☐ use
insecure	Unit 2	☐ recognise ☐ use
insulation	Unit 4	☐ recognise ☐ use
intention	Unit 3	☐ recognise ☐ use
intercultural	Unit 5	☐ recognise ☐ use
internalise	Unit 2	☐ recognise ☐ use
interpersonal	Unit 3	☐ recognise ☐ use
interrupt	Unit 3	☐ recognise ☐ use
intervention	Unit 4	☐ recognise ☐ use
interview panel	Unit 6	☐ recognise ☐ use
intrusive	Unit 1	☐ recognise ☐ use
invent	Unit 7	☐ recognise ☐ use
itinerary	Unit 5	☐ recognise ☐ use
J • journey	Unit 5	☐ recognise ☐ use
judgemental	Unit 2	☐ recognise ☐ use
L • landmark	Unit 5	☐ recognise ☐ use
leadership	Unit 6	☐ recognise ☐ use
leave someone on read	Unit 3	☐ recognise ☐ use
limitation	Unit 7	☐ recognise ☐ use
limited edition	Unit 8	☐ recognise ☐ use
lively	Unit 5	☐ recognise ☐ use
local authority	Unit 4	☐ recognise ☐ use
local economy	Unit 5	☐ recognise ☐ use
local knowledge	Unit 5	☐ recognise ☐ use
long-term	Unit 4	☐ recognise ☐ use
luggage	Unit 5	☐ recognise ☐ use
M • machine learning	Unit 7	☐ recognise ☐ use
maintain	Unit 4	☐ recognise ☐ use
maintenance burden	Unit 4	☐ recognise ☐ use
make a complaint	Unit 8	☐ recognise ☐ use
make an assumption	Unit 3	☐ recognise ☐ use
make an impression	Unit 2	☐ recognise ☐ use
manipulate	Unit 1	☐ recognise ☐ use
manipulative design	Unit 8	☐ recognise ☐ use
mannerism	Unit 2	☐ recognise ☐ use
measurable outcome	Unit 4	☐ recognise ☐ use
measure	Unit 4	☐ recognise ☐ use
meet a deadline	Unit 6	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 8

Word / phrase	Found in	My recall
M • memorable	Unit 5	☐ recognise ☐ use
message	Unit 3	☐ recognise ☐ use
micromanage	Unit 6	☐ recognise ☐ use
mindful	Unit 1	☐ recognise ☐ use
miscommunication	Unit 3	☐ recognise ☐ use
misinterpret	Unit 3	☐ recognise ☐ use
misleading	Unit 2, 8	☐ recognise ☐ use
misperception	Unit 3	☐ recognise ☐ use
misread	Unit 3	☐ recognise ☐ use
miss a connection	Unit 5	☐ recognise ☐ use
misunderstanding	Unit 3	☐ recognise ☐ use
misuse	Unit 1	☐ recognise ☐ use
model limitation	Unit 7	☐ recognise ☐ use
multidimensional	Unit 2	☐ recognise ☐ use
mute	Unit 3	☐ recognise ☐ use
N • natural-looking	Unit 2	☐ recognise ☐ use
nature-based solution	Unit 4	☐ recognise ☐ use
non-conformity	Unit 2	☐ recognise ☐ use
normalise	Unit 1	☐ recognise ☐ use
notification	Unit 1, 3	☐ recognise ☐ use
nuance	Unit 3	☐ recognise ☐ use
O • objectify	Unit 2	☐ recognise ☐ use
off the beaten track	Unit 5	☐ recognise ☐ use
online persona	Unit 1	☐ recognise ☐ use
online safety	Unit 7	☐ recognise ☐ use
open-minded	Unit 2	☐ recognise ☐ use
operational	Unit 6	☐ recognise ☐ use
opportunity cost	Unit 8	☐ recognise ☐ use
ordinary	Unit 1	☐ recognise ☐ use
organised	Unit 6	☐ recognise ☐ use
outgoing	Unit 2	☐ recognise ☐ use
output	Unit 7	☐ recognise ☐ use
over-tourism	Unit 5	☐ recognise ☐ use
overexposure	Unit 1	☐ recognise ☐ use
overlook	Unit 5	☐ recognise ☐ use
overreact	Unit 3	☐ recognise ☐ use
oversight	Unit 7	☐ recognise ☐ use
overspend	Unit 8	☐ recognise ☐ use
overstimulated	Unit 1	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 9

Word / phrase	Found in	My recall
O • overwhelmed	Unit 1	☐ recognise ☐ use
ownership	Unit 6	☐ recognise ☐ use
P • part-time	Unit 6	☐ recognise ☐ use
payment	Unit 8	☐ recognise ☐ use
peak season	Unit 5	☐ recognise ☐ use
pedestrian-friendly	Unit 4	☐ recognise ☐ use
peer pressure	Unit 1	☐ recognise ☐ use
perceived flaw	Unit 2	☐ recognise ☐ use
perfectionism	Unit 2	☐ recognise ☐ use
performance evidence	Unit 6	☐ recognise ☐ use
performative	Unit 2	☐ recognise ☐ use
permanent record	Unit 3	☐ recognise ☐ use
permission	Unit 5	☐ recognise ☐ use
personal data	Unit 7	☐ recognise ☐ use
perspective	Unit 5	☐ recognise ☐ use
persuasive technique	Unit 8	☐ recognise ☐ use
pervasive	Unit 1	☐ recognise ☐ use
picturesque	Unit 5	☐ recognise ☐ use
pilot scheme	Unit 4	☐ recognise ☐ use
platform	Unit 1	☐ recognise ☐ use
polished	Unit 2	☐ recognise ☐ use
portfolio	Unit 6	☐ recognise ☐ use
posture	Unit 2	☐ recognise ☐ use
practical	Unit 4	☐ recognise ☐ use
practical skill	Unit 6	☐ recognise ☐ use
preconceived idea	Unit 5	☐ recognise ☐ use
predict	Unit 7	☐ recognise ☐ use
preoccupied	Unit 2	☐ recognise ☐ use
pretend	Unit 1	☐ recognise ☐ use
price	Unit 8	☐ recognise ☐ use
price anchoring	Unit 8	☐ recognise ☐ use
prioritise	Unit 6	☐ recognise ☐ use
privacy	Unit 1, 7	☐ recognise ☐ use
privacy setting	Unit 7	☐ recognise ☐ use
problem-solving	Unit 6	☐ recognise ☐ use
professional judgement	Unit 6	☐ recognise ☐ use
programmer	Unit 7	☐ recognise ☐ use
promotional claim	Unit 8	☐ recognise ☐ use
protect	Unit 7	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 10

Word / phrase	Found in	My recall
P • prototype	Unit 7	☐ recognise ☐ use
psychological toll	Unit 1	☐ recognise ☐ use
public square	Unit 5	☐ recognise ☐ use
public transport	Unit 4	☐ recognise ☐ use
punctuation	Unit 3	☐ recognise ☐ use
purchase	Unit 8	☐ recognise ☐ use
Q • qualification	Unit 6	☐ recognise ☐ use
R • react	Unit 1	☐ recognise ☐ use
reaction	Unit 3	☐ recognise ☐ use
reassure	Unit 3	☐ recognise ☐ use
reassuring	Unit 2	☐ recognise ☐ use
receipt	Unit 8	☐ recognise ☐ use
recipient	Unit 3	☐ recognise ☐ use
reciprocity	Unit 5	☐ recognise ☐ use
recognise a pattern	Unit 7	☐ recognise ☐ use
recruit	Unit 6	☐ recognise ☐ use
reduce	Unit 4	☐ recognise ☐ use
refill	Unit 4	☐ recognise ☐ use
refund	Unit 8	☐ recognise ☐ use
regulate	Unit 1	☐ recognise ☐ use
reliable	Unit 6, 7	☐ recognise ☐ use
remote	Unit 5	☐ recognise ☐ use
renewable energy	Unit 4	☐ recognise ☐ use
repair	Unit 4	☐ recognise ☐ use
repair strategy	Unit 3	☐ recognise ☐ use
replacement	Unit 8	☐ recognise ☐ use
reply	Unit 3	☐ recognise ☐ use
representation	Unit 5	☐ recognise ☐ use
reserved	Unit 1, 2	☐ recognise ☐ use
resident	Unit 5	☐ recognise ☐ use
resource	Unit 4	☐ recognise ☐ use
resource-intensive	Unit 4	☐ recognise ☐ use
respectful	Unit 5	☐ recognise ☐ use
respectful disagreement	Unit 3	☐ recognise ☐ use
respond	Unit 3	☐ recognise ☐ use
responsibility	Unit 6	☐ recognise ☐ use
responsible	Unit 7	☐ recognise ☐ use
responsible visitor	Unit 5	☐ recognise ☐ use
return	Unit 8	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 11

Word / phrase	Found in	My recall
R • return policy	Unit 8	☐ recognise ☐ use
reuse	Unit 4	☐ recognise ☐ use
review	Unit 8	☐ recognise ☐ use
risk assessment	Unit 7	☐ recognise ☐ use
role	Unit 6	☐ recognise ☐ use
role clarity	Unit 6	☐ recognise ☐ use
route	Unit 5	☐ recognise ☐ use
routine	Unit 1	☐ recognise ☐ use
S • safeguard	Unit 7	☐ recognise ☐ use
sarcasm	Unit 3	☐ recognise ☐ use
saturate	Unit 1	☐ recognise ☐ use
save up	Unit 8	☐ recognise ☐ use
scalability	Unit 4	☐ recognise ☐ use
scenic route	Unit 5	☐ recognise ☐ use
sceptical	Unit 1	☐ recognise ☐ use
screen time	Unit 1, 7	☐ recognise ☐ use
screenshot	Unit 3	☐ recognise ☐ use
scrutiny	Unit 1	☐ recognise ☐ use
second-hand	Unit 8	☐ recognise ☐ use
select	Unit 1	☐ recognise ☐ use
self-acceptance	Unit 2	☐ recognise ☐ use
self-awareness	Unit 6	☐ recognise ☐ use
self-compassion	Unit 2	☐ recognise ☐ use
self-conscious	Unit 2	☐ recognise ☐ use
self-esteem	Unit 1	☐ recognise ☐ use
self-expression	Unit 2	☐ recognise ☐ use
self-image	Unit 2	☐ recognise ☐ use
self-motivated	Unit 6	☐ recognise ☐ use
self-regulation	Unit 1	☐ recognise ☐ use
self-worth	Unit 2	☐ recognise ☐ use
sell out	Unit 8	☐ recognise ☐ use
sensitive	Unit 2, 3	☐ recognise ☐ use
sensor	Unit 7	☐ recognise ☐ use
shade	Unit 4	☐ recognise ☐ use
sightseeing	Unit 5	☐ recognise ☐ use
skill gap	Unit 6	☐ recognise ☐ use
sociable	Unit 2	☐ recognise ☐ use
social comparison	Unit 2	☐ recognise ☐ use
social cue	Unit 3	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 12

Word / phrase	Found in	My recall
S • social norm	Unit 5	☐ recognise ☐ use
social proof	Unit 8	☐ recognise ☐ use
software	Unit 7	☐ recognise ☐ use
solar panel	Unit 4	☐ recognise ☐ use
solve a problem	Unit 7	☐ recognise ☐ use
sort something out	Unit 3	☐ recognise ☐ use
souvenir	Unit 5	☐ recognise ☐ use
special offer	Unit 8	☐ recognise ☐ use
species	Unit 4	☐ recognise ☐ use
spell out	Unit 3	☐ recognise ☐ use
stakeholder	Unit 4	☐ recognise ☐ use
stall	Unit 5	☐ recognise ☐ use
stand out	Unit 2	☐ recognise ☐ use
stereotype	Unit 2, 5	☐ recognise ☐ use
street market	Unit 5	☐ recognise ☐ use
strength	Unit 6	☐ recognise ☐ use
stubborn	Unit 2	☐ recognise ☐ use
subscription	Unit 8	☐ recognise ☐ use
sunk cost	Unit 8	☐ recognise ☐ use
superficial	Unit 2	☐ recognise ☐ use
superficial encounter	Unit 5	☐ recognise ☐ use
supervise	Unit 6	☐ recognise ☐ use
supportive	Unit 2	☐ recognise ☐ use
surface	Unit 4	☐ recognise ☐ use
sustainable	Unit 4	☐ recognise ☐ use
sustainable workload	Unit 6	☐ recognise ☐ use
systemic error	Unit 7	☐ recognise ☐ use
T • take action	Unit 4	☐ recognise ☐ use
take in the view	Unit 5	☐ recognise ☐ use
take responsibility	Unit 6	☐ recognise ☐ use
take something personally	Unit 3	☐ recognise ☐ use
targeted advertising	Unit 8	☐ recognise ☐ use
task	Unit 6	☐ recognise ☐ use
team dynamics	Unit 6	☐ recognise ☐ use
teamwork	Unit 6	☐ recognise ☐ use
temperature reading	Unit 4	☐ recognise ☐ use
terms and conditions	Unit 8	☐ recognise ☐ use
test	Unit 7	☐ recognise ☐ use
thoughtful	Unit 1, 3	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 13

Word / phrase	Found in	My recall
T • tone	Unit 3	☐ recognise ☐ use
touristification	Unit 5	☐ recognise ☐ use
traditional	Unit 5	☐ recognise ☐ use
traffic congestion	Unit 4	☐ recognise ☐ use
trait	Unit 2	☐ recognise ☐ use
transferable competence	Unit 6	☐ recognise ☐ use
transferable skill	Unit 6	☐ recognise ☐ use
transparency	Unit 7	☐ recognise ☐ use
transparent pricing	Unit 8	☐ recognise ☐ use
travel companion	Unit 5	☐ recognise ☐ use
travel light	Unit 5	☐ recognise ☐ use
trial	Unit 4	☐ recognise ☐ use
trust	Unit 3	☐ recognise ☐ use
trustworthy	Unit 8	☐ recognise ☐ use
U • unattainable standard	Unit 2	☐ recognise ☐ use
unconscious bias	Unit 2	☐ recognise ☐ use
unconscious comparison	Unit 5	☐ recognise ☐ use
underestimate	Unit 2	☐ recognise ☐ use
unfiltered	Unit 2	☐ recognise ☐ use
unintended	Unit 3	☐ recognise ☐ use
unintended consequence	Unit 4	☐ recognise ☐ use
unintended impact	Unit 7	☐ recognise ☐ use
update	Unit 7	☐ recognise ☐ use
urban	Unit 4	☐ recognise ☐ use
urban garden	Unit 4	☐ recognise ☐ use
urban heat island	Unit 4	☐ recognise ☐ use
urgency cue	Unit 8	☐ recognise ☐ use
user	Unit 7	☐ recognise ☐ use
user-friendly	Unit 7	☐ recognise ☐ use
V • validate a concern	Unit 3	☐ recognise ☐ use
validation	Unit 1, 2, 7	☐ recognise ☐ use
value	Unit 8	☐ recognise ☐ use
value judgement	Unit 8	☐ recognise ☐ use
verbal irony	Unit 3	☐ recognise ☐ use
viable	Unit 4	☐ recognise ☐ use
viewpoint	Unit 5	☐ recognise ☐ use
viral	Unit 1	☐ recognise ☐ use
virtual	Unit 7	☐ recognise ☐ use
visitor	Unit 5	☐ recognise ☐ use

Appendix I • Master Vocabulary Index A–Z • 14

Word / phrase	Found in	My recall
V • visitor pressure	Unit 5	☐ recognise ☐ use
visual identity	Unit 2	☐ recognise ☐ use
voice note	Unit 3	☐ recognise ☐ use
volunteer	Unit 4, 6	☐ recognise ☐ use
vulnerable	Unit 2	☐ recognise ☐ use
vulnerable user	Unit 7	☐ recognise ☐ use
W • wander	Unit 5	☐ recognise ☐ use
warning	Unit 7	☐ recognise ☐ use
waste	Unit 4, 8	☐ recognise ☐ use
water consumption	Unit 4	☐ recognise ☐ use
weighted outcome	Unit 7	☐ recognise ☐ use
welcoming	Unit 5	☐ recognise ☐ use
well-groomed	Unit 2	☐ recognise ☐ use
wildlife	Unit 4	☐ recognise ☐ use
winding lane	Unit 5	☐ recognise ☐ use
withdraw	Unit 3, 8	☐ recognise ☐ use
withdrawal right	Unit 8	☐ recognise ☐ use
wording	Unit 3	☐ recognise ☐ use
work under pressure	Unit 6	☐ recognise ☐ use
workload	Unit 6	☐ recognise ☐ use
workplace	Unit 6	☐ recognise ☐ use
workshop	Unit 6	☐ recognise ☐ use
worldview	Unit 5	☐ recognise ☐ use
worth the money	Unit 8	☐ recognise ☐ use
written exchange	Unit 3	☐ recognise ☐ use
written register	Unit 3	☐ recognise ☐ use
Z • zero-waste	Unit 4	☐ recognise ☐ use

Appendix J • My Volume 1 Retrieval Record

Complete this page after closed-book retrieval—not after rereading.

Checkpoint	Date	Score / evidence
Irregular verbs: 30 forms		
Irregular verbs: 60 forms		
Phrasal verbs: explain 20		
Phrasal verbs: use 10 naturally		
A–Z index: retrieve 50 items		
Speaking: two-minute turn		
Writing: timed B2 response		
Grammar: mixed transformation set		

My next three targets

1. _____
2. _____
3. _____

VOLUME 1 COMPLETE You do not “finish” vocabulary when you recognise it. You own it when you can retrieve it, combine it and use it for a real purpose.