

THE BRITISH CHERRY

by Maria K. Termentzoglou

THINK IT. SPEAK IT. LIVE IT.

VOLUME

2

UNITS 9-16

COMPLETE VOLUME

DUTCH-INSPIRED IMMERSION MODEL

THE B2 BRIDGE • UNITS 9-16

ENGLISH AS A SECOND LANGUAGE

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Welcome Back, English Speaker!

VOLUME 2 The bridge from accurate English to flexible, confident B2 communication.

You have built the engine. Now we make it faster, sharper and more independent. In Volume 2 you will read longer texts, defend choices, manage disagreement, adapt your register and speak even when the perfect words do not arrive immediately.

The immersion rule

Treat English as a language you live through—not a code you translate. Read for meaning first. Notice useful chunks. Say them aloud. Reuse them in a new situation. Meet them again later.

Every lesson	Your habit
INPUT	Read, watch or listen for a real purpose.
NOTICE	Collect phrases, patterns and pronunciation.
OUTPUT	Speak before you write.
FEEDBACK	Repair one thing; keep the conversation alive.
TRANSFER	Use the language beyond the page.

Your Volume 2 targets

- Explain and justify opinions with clear reasons and examples.
- Read for attitude, implication and reference—not only facts.
- Use complex grammar to express choices, consequences and relationships.
- Write organised B2 texts in an appropriate register.
- Handle misunderstandings and repair conversations respectfully.

MOTTO Fluency grows when English becomes a daily behaviour.

Volume 2 Pathway • Units 9–16

Unit	World topic	Grammar engine	Writing
9	Crime, justice & choices	Third and mixed conditionals	Story
10	Relationships & conflict	Relative and participle clauses	Informal email
11	Money, work & ambition	Reported speech	Formal email / application
12	Travel, culture & identity	Narrative tenses review	Article
13	Science, health & evidence	Passive and causative forms	Report
14	Media, influence & truth	Modals of deduction	Opinion essay
15	Citizenship & the future	Future forms and future perfect	Proposal
16	B2 performance lab	Integrated language review	Exam portfolio

How progress is measured

- Accuracy: Can you control the target language?
- Range: Can you choose precise vocabulary and varied structures?
- Interaction: Can you react, clarify and invite another speaker in?
- Organisation: Can a listener or reader follow your message easily?
- Independence: Can you communicate without translating every sentence?

TEACHER NOTE The course map is a promise of progression, not a race. Recycle language orally before moving on.

UNIT 9 • Crime, Justice & Choices



BIG QUESTION When someone causes harm, what should justice achieve?

Enter the topic

601. Look at the illustration. What may have happened before this moment?
602. Name three emotions visible in the scene and justify each choice.
603. Which is harder: admitting what you did or facing the person you hurt? Why?
604. Should intention matter as much as impact? Give an example.
605. What makes a consequence fair rather than simply severe?

Quick-fire continuum

Stand on an imaginary line from strongly agree to strongly disagree. Defend your place; then move if another speaker persuades you.

- A loyal friend never reports a friend.
- Punishment prevents people from repeating mistakes.
- Repairing harm matters more than finding someone to blame.
- Young people deserve a second chance after a serious mistake.

Language launch

To describe harm

cause damage • break trust • put someone at risk

a deliberate act • a reckless choice • an honest mistake

To discuss justice

take responsibility • face consequences • make amends

a fair response • restorative action • a second chance

SPEAK IT Use one phrase above in a 20-second opinion. Your partner must ask: “What makes you say that?”

Read the World • The Name on the Wall



At 7:14 on Thursday evening, Kai cut through the community courtyard on his way home. The new mural covered the longest wall: bright hands lifting a paper city into the sky. Local children had painted it with artists and residents after months of planning. Kai had helped too. His blue fingerprint was hidden inside one of the windows.

A hiss stopped him. Near the far corner, a hooded figure was spraying a black name across the yellow sun. Kai recognised the trainers before the person turned around. Leon—his closest friend since primary school—froze with the can in his hand.

“It’s not what you think,” Leon said. It was exactly what Kai thought. Leon had been removed from the school football team that afternoon after another argument with the coach. The mural included the coach’s portrait. Leon wanted the whole neighbourhood to see his anger.

Kai’s first instinct was loyalty. If he told anyone, Leon might be suspended again. If he stayed silent, however, the children’s work would remain damaged and another pupil could be blamed. Leon shoved the can into his bag. “You didn’t see me. Right?”

That night, Kai drafted three messages and deleted all of them. Had Leon damaged a blank wall, Kai might have treated it as a stupid private mistake. But this wall belonged to many people. By protecting Leon from consequences, was he also protecting him from responsibility?

The following morning, Kai asked Leon to meet him outside the youth centre. He did not threaten him. He described the children who had painted the sun, the volunteer who had donated the materials and the caretaker who would have to clean it. “If you walk away,” Kai said, “someone else pays for your choice.”

Leon looked furious, then frightened. Eventually, they went inside together. The coordinator did not call the police. She organised a restorative meeting: Leon listened to two young painters, explained what he had done, apologised without excuses and agreed to repair the mural over three Saturdays. He also proposed adding a small panel about anger and better ways to express it.

The process was uncomfortable. Some residents did not trust him immediately, and nobody pretended the damage had disappeared. Yet, when the repaired sun finally dried, Leon’s name was no longer on the wall. His effort was. Kai realised that loyalty was not the same as hiding the truth. Sometimes a real friend stands beside you while you face it.

READ TWICE First: follow the decision. Second: underline every moment when Kai’s idea of loyalty changes.

Reading Comprehension • Evidence First

A. Understand the text

- 606. Why did the mural matter to Kai personally?
- 607. How did Kai identify Leon before seeing his face?
- 608. What event had triggered Leon's anger?
- 609. Name two possible consequences of Kai remaining silent.
- 610. Why does Kai distinguish the mural from a blank wall?
- 611. What argument does Kai use at the youth centre?
- 612. What four things did Leon do during the restorative process?
- 613. Why did some residents still distrust Leon?
- 614. What replaced Leon's written name on the wall symbolically?
- 615. State the central message in one sentence.

B. Read between the lines

- 616. "It was exactly what Kai thought." What does this short sentence reveal about Leon's excuse?
- 617. Why are the deleted messages important to the pacing?
- 618. What does "someone else pays for your choice" mean literally and morally?
- 619. Does the coordinator's response remove consequences? Explain with evidence.
- 620. How is the repaired sun used as a symbol?
- 621. Which paragraph marks Kai's main turning point? Explain.
- 622. Would Kai's silence have counted as loyalty? Defend your interpretation.
- 623. What is the writer's attitude to restorative justice: completely certain, cautiously hopeful or critical? Prove it.

Reading Lab • Think Like a B2 Reader

C. Vocabulary in context

- 624. Find a verb meaning “made a short continuous air-like sound”.
- 625. Find a phrase meaning “accepted the results of an action”.
- 626. What does “make amends” most nearly mean: escape, repair harm or explain anger?
- 627. In “the wall belonged to many people”, is belonged literal, social or both? Explain.
- 628. Replace “stupid private mistake” with a more formal phrase.
- 629. What does “without excuses” add to the meaning of apologised?

D. Structure and craft

- 630. Put these stages in order: repair; recognition; dilemma; confrontation; meeting.
- 631. How does the exact opening time affect realism?
- 632. Why does the writer include the hidden fingerprint?
- 633. Identify one contrast signalled by however, but or yet.
- 634. How would the story change if Leon confessed immediately?
- 635. Write an alternative title and justify it.

E. Your judgement

- 636. Was the response proportionate to the harm? Give two criteria.
- 637. Should Kai have spoken to an adult before confronting Leon?
- 638. Which matters more here: Leon’s motive or the mural’s impact?
- 639. Create one rule for a fair restorative meeting.
- 640. Imagine one resident rejected the repair plan. What should happen next?
- 641. Connect this story to a real or fictional ethical dilemma—without naming private individuals.

B2 HABIT An answer is not complete until you point to a word, action or contrast in the text.

Cherry-Picked Language • Core 30

English chunk	Greek support	Use it
cause harm	προκαλώ βλάβη	The post caused real harm.
take responsibility	αναλαμβάνω ευθύνη	He took responsibility.
face consequences	αντιμετωπίζω συνέπειες	Choices have consequences.
make amends	επανορθώνω	How can she make amends?
admit an offence	παραδέχομαι παράβαση	He admitted the offence.
deny an accusation	αρνούμαι κατηγορία	She denied the accusation.
witness an incident	γίνομαι μάρτυρας περιστατικού	Two students witnessed it.
report wrongdoing	αναφέρω παρανομία/παράπτωμα	Would you report it?
damage property	προκαλώ ζημιά σε περιουσία	They damaged property.
break someone's trust	προδίδω την εμπιστοσύνη	You broke my trust.
a fair consequence	δίκαιη συνέπεια	Was it fair?
a severe punishment	αυστηρή τιμωρία	Severity is not always justice.
a second chance	δεύτερη ευκαιρία	Everyone needs one.
an honest mistake	ειλικρινές λάθος	It was not deliberate.
a deliberate act	εσκεμμένη πράξη	The damage was deliberate.
a reckless choice	απερίσκεπτη επιλογή	One reckless choice spread.
feel guilty	νιώθω ενοχές	She felt guilty.
show remorse	δείχνω μεταμέλεια	Did he show remorse?
apologise sincerely	ζητώ ειλικρινά συγγνώμη	Apologise without excuses.
repair the damage	αποκαθιστώ τη ζημιά	They repaired it together.
restore trust	αποκαθιστώ εμπιστοσύνη	Trust returns slowly.
hear both sides	ακούω και τις δύο πλευρές	Hear both sides first.
reach a verdict	καταλήγω σε απόφαση	The panel reached a verdict.
evidence	αποδεικτικά στοιχεία	What evidence supports it?
motive	κίνητρο	Motive explains; it does not erase.
impact	αντίκτυπος	Focus on the impact.
accountable	υπόλογος	Hold people accountable.
forgive	συγχωρώ	Forgiveness cannot be forced.
prevent reoffending	αποτρέπω την επανάληψη	What prevents repetition?
restorative justice	αποκαταστατική δικαιοσύνη	Repair is central.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
raise an allegation	accept liability	community service
mitigating factor	aggravating factor	reasonable doubt
give testimony	serve a sentence	issue a warning
challenge a decision	act on impulse	consider the outcome
breach a rule	resolve a dispute	protect the public
ethical dilemma	peer pressure	unintended consequence
repeat offender	proportionate response	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
presumption of innocence	miscarriage of justice	rehabilitation programme
deterrent effect	moral responsibility	collective harm
conflicting evidence	credible witness	withhold information
come forward	own up to something	cover for someone
turn a blind eye	learn the hard way	pay the price
right a wrong	rebuild credibility	redemption arc
zero-tolerance policy	case-by-case basis	

Activate the language

642. Sort twelve chunks into harm, investigation, consequence and repair.
643. Choose five pairs that are often confused and explain the difference.
644. Write a six-line ethical dilemma using at least eight chunks.
645. Speak for 45 seconds: “A fair response must...” Use four collocations.

Grammar That Speaks • Third Conditional

MEANING We imagine a different past and its unreal past result. The real past cannot now be changed.

Form	Example	Reality
If + past perfect, would have + past participle	If Kai had stayed silent, someone else would have paid.	Kai did not stay silent.
could have / might have + past participle	Leon might have repeated it if nobody had challenged him.	The result is less certain.
Inversion: Had + subject + past participle	Had Kai walked away, the ending would have been different.	Formal alternative to if.

Greek learner alert

AVOID Not: If he would have confessed... Use: If he had confessed, they would have trusted him sooner.

Controlled practice

646. Complete: If Leon _____ (not damage) the mural, the meeting _____ (not happen).
647. Rewrite with might: If Kai had sent the message, Leon would have reacted badly.
648. Correct: If she would have known, she had reported it.
649. Join: They listened to the children. They understood the impact.
650. Invert: If the coordinator had punished him immediately, he might not have repaired the wall.
651. Write the reality behind: If Kai had lied, he would have broken another kind of trust.

Past choices interview

Ask your partner three questions beginning “What would you have done if...?” Their answer must include a reason and one alternative outcome.

Grammar That Speaks • Mixed Conditionals

Time relationship	Pattern	Example
Past cause → present result	If + past perfect, would + base	If Leon had avoided the meeting, people would distrust him now.
Present condition → past result	If + past simple, would have + pp	If Kai were less loyal, he would have reported Leon immediately.

Precision tools

Tool	Model
if only	If only Leon had stopped before spraying the wall.
but for + noun	But for Kai's support, Leon might have run away.
otherwise	Kai spoke honestly; otherwise, another pupil might have been blamed.
even if	Even if Leon had apologised sooner, the mural would still have needed repair.

Choose, transform, speak

652. Past cause, present result: I did not learn to apologise; I avoid conflict now.
653. Present condition, past result: I am not brave; I did not speak up yesterday.
654. Rewrite using but for: Without the coordinator, the meeting would not have happened.
655. Rewrite using otherwise: Kai confronted Leon, so an innocent pupil was not blamed.
656. Complete personally: If only I had...
657. Build a three-link consequence chain beginning "If Kai had looked away..."
658. Explain the difference: "If he apologised" / "If he had apologised."
659. Debate: Which single past choice created the greatest present effect in the story?

SPEAK IT Do not merely form the tense. Use it to evaluate a decision.

Speaking Lab • The Restorative Circle

Roles

Role	Private goal
Person who caused harm	Accept responsibility without being humiliated.
Person affected	Explain impact and request meaningful repair.
Friend / witness	Tell the truth while protecting everyone's dignity.
Facilitator	Keep the process fair, specific and future-focused.
Community representative	Ask how trust and shared property will be protected.

Conversation toolkit

- From my perspective, the main harm was...
- I understand your intention; however, the impact was...
- What would you have done differently if...?
- A proportionate way to make amends would be...
- Can we agree on a step that is specific and realistic?
- I need time before I can rebuild trust.

Round 1 • prepare

660. Identify the facts everyone accepts.
661. Separate intention from impact.
662. Write one need and one proposed action for your role.

Round 2 • hold the meeting

Speak for six minutes. The facilitator must summarise both sides, invite quieter speakers and create a three-part repair agreement.

Round 3 • reflect

663. Did anyone confuse explanation with excuse?
664. Which phrase reduced tension?
665. Was the agreement fair, measurable and time-bound?
666. What would improve a second performance?

REAL-LIFE BOUNDARY Use invented scenarios. Do not pressure classmates to disclose personal experiences.

Write With Purpose • A B2 Story

PROMPT Your story must begin: “If I had arrived five minutes later, I would never have known the truth.”

Story architecture

Stage	Job	Useful moves
Hook	Drop the reader into a precise moment.	time marker • sensory detail • unanswered question
Build	Reveal relationships and raise the stakes.	meanwhile • without warning • little did I know
Turn	Force a decision or discovery.	at that moment • only then • had I known...
Aftermath	Show consequence and changed understanding.	eventually • from that day on • I realised...

Micro-model

If I had arrived five minutes later, I would never have known the truth. I was crossing the empty sports hall when a phone began vibrating beneath the lowest bench. The screen showed my name—not in a message to me, but in a conversation about me. I could have opened it. Instead, I called its owner. That choice did not give me an easy answer, but it prevented a second betrayal.

Plan before drafting

- 667. Who is the narrator and what do they want?
- 668. What truth is discovered?
- 669. Which two choices are possible?
- 670. What would have happened after the rejected choice?
- 671. Which object or image will return at the ending?

Write • 170–200 words

Include: clear paragraphing; at least two narrative tenses; one third or mixed conditional; precise emotion; a final line that adds meaning rather than merely saying “The End”.

Cherry-check

- Does the opening match the exact prompt?
- Is the sequence easy to follow?
- Did I show emotion through action or detail?
- Is every conditional time relationship logical?
- Did I proofread past participles and punctuation?

Unit 9 • Live in English

48-hour immersion mission

Find an age-appropriate English news report, fictional scene or podcast segment about a difficult choice. Record a 60-second voice note: What happened? What options existed? What would you have done? What response seems fair?

Exit ticket

672. One phrase I can now use naturally:

673. One grammar choice I can explain:

674. One idea that changed or became more complex:

675. One speaking behaviour I will repeat:

UNIT MOTTO Accountability looks backward at the choice—and forward at the repair.

UNIT 10 • Relationships & Conflict



BIG QUESTION Can trust return after a private story becomes public?

Enter the topic

676. Which forms of communication do you notice in the illustration?
677. Why can a message feel harsher than the same words spoken aloud?
678. What is the difference between privacy and secrecy?
679. When does advice become interference?
680. Can an apology be sincere if forgiveness does not follow immediately?

Emoji temperature check

Message	Possible temperature
“Fine.”	😊 neutral • 😠 annoyed • 😞 hurt
“We need to talk.”	😬 anxious • 🗯️ confrontational • 🧠 practical
“LOL, I didn’t mean it.”	😬 awkward • 🗋️ dismissive • 🛠️ repair attempt

SPEAK IT Choose one message. Say it three ways so its emotional meaning changes.

Read the World • The Story That Wasn't Yours to Tell



Selin told Mara about the audition on one condition: nobody else could know. She had applied for a youth theatre programme and had not been selected. The rejection embarrassed her, although the audition itself had mattered more than she wanted to admit. Mara, who had been her closest friend for four years, promised to keep it private.

Two days later, Selin opened the class group chat and found seven messages about “trying again next year”. Someone had added a row of clapping emojis. The comments were kind, but kindness was not the point. Her private disappointment had become public encouragement before she had chosen to speak about it.

Mara had shared the story with Niko, a friend whose sister performed professionally. She had wanted advice that might help Selin. Niko had misunderstood and mentioned it in the chat. When Selin confronted her, Mara began with, “I was only trying to help.” The sentence, intended as an explanation, sounded like a defence.

For three days, they communicated through short messages whose full stops felt like locked doors. Friends urged Selin to forgive Mara because “everyone meant well”. That pressure made her angrier. Forgiveness, she thought, was being treated like a button she should press to make everyone comfortable.

Eventually Mara asked to meet on the steps outside school. She placed her phone face-down between them. “I shared something that was not mine to tell,” she said. “My intention does not cancel the impact. You do not have to forgive me today.”

Selin did not immediately soften. She explained that the rejection was connected to her fear of performing, which was why she had trusted only Mara. Mara listened without interrupting. She asked what repair would look like rather than deciding for her.

They agreed that Mara would correct the story in the group chat without revealing further details. In future, either friend who wanted advice about the other would first ask, “May I share this, and with whom?” The rule sounded almost too simple. Yet it gave consent a place inside friendship—somewhere both of them had assumed it already existed.

Trust did not return in one dramatic moment. It returned in smaller ones: a question asked before a screenshot was sent, a confidence kept, a difficult answer received without argument. Their friendship continued, not because the conflict had proved harmless, but because they had learned how to name the harm and change a habit.

Reading Comprehension • More Than Facts

A. Understand

- 681. Why had Selin told only Mara?
- 682. How did the class learn about the audition?
- 683. Why did the kind messages still upset Selin?
- 684. What had Mara hoped to achieve by telling Niko?
- 685. Why did “I was only trying to help” fail?
- 686. How did full stops function as a metaphor?
- 687. Why did pressure to forgive increase Selin’s anger?
- 688. Name three features of Mara’s better apology.
- 689. What practical agreement did they make?
- 690. How did trust return?

B. Infer and evaluate

- 691. Does the text present Mara as cruel? Use two details.
- 692. Who is responsible for the group-chat disclosure: Mara, Niko or both? Explain degrees of responsibility.
- 693. What does placing the phone face-down communicate?
- 694. Why does Selin not soften immediately?
- 695. Explain: “consent [needed] a place inside friendship”.
- 696. Why is the final sentence more convincing than a perfect happy ending?
- 697. What is the difference between keeping a secret and respecting privacy here?
- 698. State the writer’s message about intention and impact.

Reading Lab • Language, Structure, Voice

C. Words in context

- 699. Find a word meaning “faced someone directly about a problem”.
- 700. What does defence mean in paragraph 3?
- 701. Find a two-word verb meaning “became less emotionally hard”.
- 702. What does confidence mean in the final paragraph: certainty or private information?
- 703. Explain the phrase “locked doors”.
- 704. Replace “meant well” with a more formal phrase.

D. Writer's craft

- 705. Why are the clapping emojis described specifically?
- 706. Find the contrast in “kind, but kindness was not the point”.
- 707. How does the phone connect several stages of the conflict?
- 708. Why does the writer use a list of three “smaller” moments?
- 709. Which sentence best expresses the turning point?
- 710. Suggest a different title with a relative clause.

E. Discuss

- 711. Should Mara have been allowed to ask Niko for anonymous advice?
- 712. Is permission always necessary before discussing a friend? Create a reasonable boundary.
- 713. What should someone do when an apology is not accepted?
- 714. Which repairs trust more: words or repeated behaviour?
- 715. Write one response that validates Selin without attacking Mara.
- 716. Connect the story to digital citizenship.

B2 HABIT Separate character judgement from behaviour judgement: “That action was careless” is not the same as “She is careless.”

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
keep something private	κρατώ κάτι ιδιωτικό	Please keep this private.
share a confidence	μοιράζομαι ένα μυστικό	Never share a confidence lightly.
break someone's trust	προδίδω την εμπιστοσύνη	The screenshot broke her trust.
set a boundary	θέτω όριο	I need to set a boundary.
respect a boundary	σέβομαι ένα όριο	Good friends respect boundaries.
ask for permission	ζητώ άδεια	Ask before you post.
give consent	δίνω συγκατάθεση	She did not give consent.
invade someone's privacy	παραβιάζω την ιδιωτικότητα	That question felt invasive.
misunderstand a message	παρεξηγώ μήνυμα	Tone is easy to misunderstand.
jump to conclusions	βγάζω βιαστικά συμπεράσματα	Do not jump to conclusions.
hurt someone's feelings	πληγώνω τα συναισθήματα	I hurt your feelings.
lose your temper	χάνω την ψυχραιμία	He lost his temper.
have an argument	τσακώνομαι	We had an argument.
clear the air	ξεκαθαρίζω την κατάσταση	Let's clear the air.
talk something through	συζητώ διεξοδικά	Can we talk it through?
see someone's point	καταλαβαίνω την άποψη	I can see your point.
reach a compromise	καταλήγω σε συμβιβασμό	We reached a compromise.
take someone for granted	θεωρώ κάποιον δεδομένο	Do not take friends for granted.
own your mistake	αναλαμβάνω το λάθος	Own it without excuses.
offer a sincere apology	ζητώ ειλικρινή συγγνώμη	She offered an apology.
accept an apology	δέχομαι συγγνώμη	Acceptance may take time.
make up with someone	τα ξαναβρίσκω	They made up later.
rebuild trust	ξαναχτίζω εμπιστοσύνη	Actions rebuild trust.
stay in touch	κρατώ επαφή	We stayed in touch.
drift apart	απομακρύνομαι	Friends sometimes drift apart.
have a lot in common	έχω πολλά κοινά	We have a lot in common.
stand by someone	στέκομαι δίπλα σε κάποιον	She stood by me.
let someone down	απογοητεύω κάποιον	I let you down.
mutual respect	αμοιβαίος σεβασμός	Trust needs mutual respect.
healthy relationship	υγιής σχέση	Boundaries support it.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
confide in someone	betray a confidence	keep your word
give someone space	address an issue	avoid confrontation
raise your voice	make a scene	exchange harsh words
take offence	hold a grudge	resolve a misunderstanding
acknowledge the impact	explain your intention	validate a feeling
repair a relationship	earn back trust	maintain contact
grow closer	emotional support	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
breach of confidence	emotional fallout	unspoken expectation
constructive dialogue	defensive reaction	genuine accountability
forced forgiveness	informed consent	digital footprint
respectful disagreement	power imbalance	personal disclosure
communicate assertively	de-escalate tension	find common ground
agree to disagree	read between the lines	mixed signals
benefit of the doubt	relationship dynamic	

Activate

717. Create a relationship map using ten chunks.

718. Rank five repair actions from quickest to most powerful. Explain.

719. Write a group-chat exchange; then rewrite it as a calm face-to-face conversation.

720. Speak for one minute: “A healthy friendship includes...” Use six chunks.

Grammar That Speaks • Relative Clauses

Type	Purpose	Example
Defining	Identifies exactly which person or thing; no commas.	A friend who respects boundaries asks permission.
Non-defining	Adds extra information; commas are essential.	Mara, who meant well, still caused harm.
whose	Shows possession or relationship.	Selin is the student whose story was shared.
where / when	Refers to place / time.	The steps were where they finally talked.

Key choices

- Use who/that for people in defining clauses; who in non-defining clauses.
- Use which/that for things in defining clauses; which in non-defining clauses.
- You may omit the object relative pronoun: “The advice (that) she wanted...”
- Never omit a subject relative pronoun: “The friend who shared it...”

GREEK LEARNER ALERT Commas change meaning. “Friends who listen help” means only the listening friends. “My friends, who listen, help” suggests all my friends listen.

Practice

721. Join: Mara had good intentions. She shared private information.
722. Join with whose: Selin trusted a friend. The friend broke her promise.
723. Choose commas if needed: My cousin who lives in Patras gives excellent advice.
724. Delete the pronoun if possible: The message which I sent sounded cold.
725. Correct: The person which told Niko should apologise.
726. Write two sentences whose comma changes the meaning.

Grammar That Speaks • Participle Clauses

PURPOSE Reduce clauses when the subject is clear and the relationship remains logical. They make writing tighter—not automatically better.

Full clause	Reduced clause
Friends who feel pressured may withdraw.	Friends feeling pressured may withdraw.
The story that was shared in the chat spread quickly.	The story shared in the chat spread quickly.
Because she felt embarrassed, Selin stayed silent.	Feeling embarrassed, Selin stayed silent.
After Mara had recognised the impact, she apologised.	Having recognised the impact, Mara apologised.

Dangling danger

AVOID Walking into school, the message shocked Selin. This wrongly suggests the message was walking. Write: Walking into school, Selin was shocked by the message.

Transform and test

- 727. Reduce: Students who communicate only through texts may misread tone.
- 728. Reduce: The screenshot that was shared without permission caused conflict.
- 729. Begin with Feeling...: Because Mara felt responsible, she asked to meet.
- 730. Begin with Having...: After Selin had stated her boundary, she listened.
- 731. Repair the dangling clause: Reading the chat, the emojis seemed cruel.
- 732. Expand: Hurt by the disclosure, Selin avoided the group.
- 733. Decide whether reduction improves clarity: The friend who called yesterday apologised.
- 734. Describe the illustration using two relative and two participle clauses.

Speaking Lab • Conflict Without Drama

The four-step repair

Step	Sentence frame
1 • Observation	When _____ happened...
2 • Impact	I felt / The effect was...
3 • Boundary or need	I need / I am not comfortable with...
4 • Request	Would you be willing to...?

Role-play cards

- A friend posted a photo you disliked without asking.
- A teammate told others you wanted to leave the group.
- A sibling borrowed something after you had said no.
- A friend repeatedly answers private messages in public.

Round 1 • text only

Write a six-message exchange. Notice where tone becomes ambiguous.

Round 2 • voice

Perform the same conflict face to face. Use clarification, validation and one specific request.

Round 3 • mediator

A third student summarises both positions without choosing a winner, then helps create one boundary.

B2 interaction checklist

- I referred to what the other person said.
- I disagreed with an idea, not a person.
- I asked at least one genuine question.
- I avoided “always” and “never” unless they were accurate.
- I ended with a clear next step.

USEFUL PAUSE “I want to answer carefully. Give me a moment.” Silence can regulate a conversation.

Digital English • BTW, OOTD, LOL & Company

REGISTER ALERT Abbreviations belong in some informal spaces—not automatically in emails, essays or every friendship. Context decides.

Short form	Meaning	Natural example
BTW	by the way	BTW, are we still meeting?
LOL	laughing out loud	That clip was chaos, lol.
IDK	I don't know	IDK what the plan is yet.
IMO / IMHO	in my (humble) opinion	IMO, voice notes are clearer.
TBH	to be honest	TBH, that message hurt.
FYI	for your information	FYI, the deadline changed.
BRB	be right back	Dinner—BRB.
NGL	not going to lie	NGL, I was nervous.
IKR	I know, right?	IKR? The ending was wild.
LMK	let me know	LMK when you arrive.
OMW	on my way	OMW—five minutes.
OOTD	outfit of the day	Today's OOTD is all blue.
POV	point of view	POV: you forgot the group task.
TMI	too much information	Okay, TMI!
IRL	in real life	We finally met IRL.
DM	direct message	DM me the details.

Decode, judge, rewrite

735. Rewrite formally: “FYI, IDK if I can come. LMK.”
736. Which abbreviations might sound dismissive during an apology? Why?
737. Create a friendly message using exactly three abbreviations.
738. Convert it into an informal email with full words.
739. Act out “LOL” as genuine laughter, nervousness and sarcasm.
740. Invent a new class abbreviation and explain when it is appropriate.

Write With Purpose • Informal Email

TASK You shared something a friend expected you to keep private. Write an email apologising, explaining without making excuses, and suggesting a realistic next step. 140–190 words.

Tone map

Move	Natural language
Open personally	Hi Eleni, / I've been thinking about what happened.
Own the action	I shared something that wasn't mine to tell.
Name the impact	I understand that this put you in an uncomfortable position.
Explain carefully	I was trying to get advice, but that doesn't excuse my choice.
Respect agency	You don't have to reply immediately.
Offer repair	If you're comfortable, I'd like to...
Close warmly	Take care, / I hope we can talk when you're ready.

Model extract

Hi Eleni,

I've been thinking about the screenshot I sent. It included part of our conversation, which you had every reason to believe was private. I wanted another opinion, but I should have asked you first. I'm sorry for putting you in that position.

I have deleted the screenshot and asked the person who received it to do the same. I will not share anything else about the situation. You do not have to answer now, but if you are willing, I would like to talk and agree on what I should do next.

Take care,
M.

Notice

741. Underline the relative clause.
742. Circle the explanation that does not cancel the impact.
743. Why is “You do not have to answer now” important?
744. Which concrete repair has already happened?

Plan • draft • edit

- Keep the greeting and closing suitable for a friend.
- Avoid slang that makes the apology sound casual.
- Use one relative clause and one reduced participle clause naturally.
- Check that every promise is realistic and under your control.

UNIT 11 • Money, Work & Ambition



BIG QUESTION What makes work worth doing—and who gets to define success?

Enter the topic

745. Choose three details that suggest ambition in the illustration.
746. Which skills may matter more than school marks in a first workplace?
747. Would you prefer meaningful work, high pay or flexible time? Rank and justify.
748. Can unpaid experience ever be fair? State two conditions.
749. What is one job that may exist in ten years but hardly exists today?

Quick-fire choices

- A secure job or a risky dream project?
- One expensive purchase now or several months of saving?
- Work alone with freedom or in a strong team with rules?
- Choose a career early or experiment first?

SPEAK IT Answer, give a reason, then ask a partner: “What would make you change your mind?”

Read the World • The Internship That Paid in Confidence



When seventeen-year-old Eleni arrived at North Loop Design, she carried a new notebook, a borrowed blazer and the belief that everyone else understood how workplaces functioned. She had accepted a two-week paid internship at a small studio that designed reusable food packaging. The money would cover part of a summer course, but the opportunity frightened her more than the interview had.

On the first morning, her supervisor, Ravi, said that interns were expected to observe, ask questions and contribute. Eleni heard only the final word. Contribute what? The designers used expressions she did not know and moved between sketches, budgets and environmental data as if all three belonged to one language.

Her first task was unglamorous: compare the cost of three packaging materials and record the results. While checking customer reviews, however, she noticed a repeated complaint. The smallest container looked sustainable but often leaked, so customers placed it inside disposable plastic bags. The product was solving one problem while quietly recreating another.

At the afternoon meeting, Eleni almost remained silent. Ravi had told the team that the client wanted lower costs, and a senior designer had replied that changing the lid would delay production. Eleni finally raised her hand and reported what customers had written. She did not present herself as an expert. She asked whether a cheap product was truly economical if people could not use it as intended.

The room did not suddenly applaud. Two colleagues asked for evidence. Another challenged her interpretation. Eleni showed the pattern she had found and admitted that the sample was small. Ravi asked her to investigate further and present a one-page summary the next day.

By Friday, the team had proposed a modest lid redesign. The client accepted a trial. Ravi later told Eleni that her most valuable contribution had not been “having the answer”; it had been noticing a contradiction and making it discussable. He also explained that good workplaces should pay interns because learning and contribution can happen at the same time.

Eleni left with less certainty about her future career than she had expected. Design interested her, but so did research, communication and environmental behaviour. Surprisingly, the uncertainty felt useful. Before the internship, ambition had meant choosing one impressive destination. Afterwards, it meant building skills that could carry her toward several worthwhile ones.

Reading Comprehension • Work the Evidence

A. Understand

- 750. Why had Eleni accepted the internship?
- 751. What three things suggested that she felt inexperienced?
- 752. What did Ravi expect interns to do?
- 753. What contradiction did Eleni notice in the customer reviews?
- 754. Why might the cheaper lid create a hidden cost?
- 755. How did Eleni present her observation responsibly?
- 756. Why did colleagues challenge her?
- 757. What did Ravi identify as her most valuable contribution?
- 758. What principle about internships does Ravi express?
- 759. How did Eleni's definition of ambition change?

B. Infer and evaluate

- 760. Why does Eleni “hear only” the word contribute?
- 761. What does “all three belonged to one language” suggest?
- 762. Why is the absence of sudden applause realistic and important?
- 763. Does the team accept Eleni's claim without question? Why is that positive?
- 764. What does admitting that the sample was small reveal about her?
- 765. Is the internship successful even though Eleni remains unsure about her career?
- 766. Explain the title's double meaning.
- 767. What position does the text take on paid internships?

Reading Lab • Purpose, Voice, Structure

C. Vocabulary in context

- 768. Find a word meaning ordinary and not exciting.
- 769. What does modest mean when describing the redesign?
- 770. Find a phrase meaning used in the way it was designed to be used.
- 771. What does pattern mean in paragraph 5?
- 772. Replace “making it discussable” with a more formal phrase.
- 773. What contrast does Surprisingly introduce?

D. Writer’s craft

- 774. Why does the opening list three objects?
- 775. How does the writer avoid presenting Eleni as a sudden genius?
- 776. Identify the turning point in the story.
- 777. Why are research, communication and environmental behaviour listed together?
- 778. How does the final sentence connect skills with movement?
- 779. Write an alternative title using a money-related metaphor.

E. Think beyond the text

- 780. Should every internship be paid? Create two fair exceptions or argue there should be none.
- 781. What evidence should a company collect before redesigning a product?
- 782. Can uncertainty be a form of progress? Explain.
- 783. Which transferable skill does Eleni demonstrate most strongly?
- 784. Would you employ Eleni? Give evidence-based reasons.
- 785. Connect the reading to one Sustainable Development Goal.

B2 HABIT A strong evaluation recognises both value and limitation: useful evidence can still be incomplete evidence.

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
earn a salary	κερδίζω μισθό	She earns a monthly salary.
receive a wage	λαμβάνω ημερομίσθιο/μισθό	Workers receive a fair wage.
make a living	βγάζω τα προς το ζην	Can artists make a living?
save up for	αποταμιεύω για	I'm saving up for a course.
stick to a budget	τηρώ προϋπολογισμό	Try to stick to your budget.
afford something	έχω την οικονομική δυνατότητα	I cannot afford it yet.
waste money	σπαταλώ χρήματα	Do not waste money on fees.
good value for money	καλή σχέση ποιότητας-τιμής	The course is good value.
apply for a job	κάνω αίτηση για δουλειά	She applied for an internship.
attend an interview	παρευρίσκομαι σε συνέντευξη	Prepare before the interview.
gain experience	αποκτώ εμπειρία	Volunteering builds experience.
develop a skill	αναπτύσσω δεξιότητα	Develop communication skills.
meet a deadline	τηρώ προθεσμία	Can you meet the deadline?
take initiative	παίρνω πρωτοβουλία	Eleni took initiative.
work under pressure	εργάζομαι υπό πίεση	I stay calm under pressure.
solve a problem	λύνω πρόβλημα	The team solved it together.
give feedback	δίνω ανατροφοδότηση	Give specific feedback.
accept criticism	δέχομαι κριτική	Learn to accept criticism.
get promoted	παίρνω προαγωγή	Promotion is not the only goal.
career path	επαγγελματική πορεία	Career paths can change.
job satisfaction	εργασιακή ικανοποίηση	Purpose affects satisfaction.
work-life balance	ισορροπία εργασίας-ζωής	Balance protects wellbeing.
minimum wage	κατώτατος μισθός	Know the minimum wage.
paid internship	αμειβόμενη πρακτική	She found a paid internship.
financial goal	οικονομικός στόχος	Set a realistic goal.
essential expense	βασικό έξοδο	Rent is an essential expense.
impulse purchase	παρορμητική αγορά	Wait before an impulse purchase.
long-term ambition	μακροπρόθεσμη φιλοδοξία	Skills support ambition.
transferable skill	μεταβιβάσιμη δεξιότητα	Teamwork is transferable.
sense of purpose	αίσθηση σκοπού	Meaning creates purpose.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
living expenses	disposable income	emergency fund
compare prices	cut back on spending	set money aside
pay in instalments	get into debt	repay a loan
entry-level position	job vacancy	submit an application
shortlist a candidate	sign a contract	flexible hours
heavy workload	supportive colleague	professional network
performance review	earn recognition	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
financial literacy	ethical consumer	hidden cost
return on investment	cost-effective solution	income inequality
equal opportunity	unpaid labour	fair compensation
competitive advantage	market demand	entrepreneurial mindset
career progression	professional fulfilment	burnout risk
negotiate terms	demonstrate competence	exceed expectations
purpose-driven work	portfolio career	

Activate

786. Build a realistic monthly teen budget using eight chunks.
787. Sort ten work phrases into applying, performing and progressing.
788. Describe a job that is meaningful but demanding. Use six collocations.
789. Challenge the statement: “A higher salary always improves life.”

Grammar That Speaks • Reported Statements

MEANING Reported speech retells a message. Backshift often shows that we are reporting from a later viewpoint—not that the original words became false.

Direct	Reported
Ravi said, “Interns contribute.”	Ravi said (that) interns contributed.
Eleni said, “I found a pattern.”	Eleni said (that) she had found a pattern.
The client said, “We will test it.”	The client said they would test it.
She said, “I can present tomorrow.”	She said she could present the following day.

Backshift map

Direct form	Common reported form
present simple →	past simple
present continuous →	past continuous
past simple / present perfect →	past perfect
will / can / may →	would / could / might

Time and place changes

now → then • today → that day • tomorrow → the following day • yesterday → the previous day • here → there • this → that

PRECISION No backshift is necessary when a fact remains current or the reporting is immediate:
“The manager says the studio pays interns.”

790. Report: “I am checking the reviews now,” Eleni said.

791. Report: “We redesigned the lid yesterday,” the designer said.

792. Report the current truth without unnecessary backshift: “Fair work matters.”

793. Correct: Ravi told that Eleni had shown initiative.

794. Choose said or told: She ___ the team that her sample was small.

795. Turn one quotation from the reading into reported speech.

Grammar That Speaks • Questions, Requests & Reporting Verbs

Function	Pattern	Example
Yes/no question	asked if/whether + statement order	He asked whether she had checked the data.
Wh-question	asked + wh-word + statement order	She asked what the client wanted.
Request	asked + object + to-infinitive	Ravi asked her to investigate further.
Negative request	asked + object + not to-infinitive	He asked them not to rush.

Reporting verbs add meaning

Pattern	Verbs	Model
verb + to-infinitive	agree, offer, promise, refuse	She offered to present.
verb + object + to-infinitive	advise, encourage, remind, warn	He encouraged her to speak.
verb + -ing	admit, deny, recommend, suggest	She admitted feeling nervous.
verb + that-clause	explain, insist, claim, confirm	He explained that evidence mattered.

GREEK LEARNER ALERT Not: He suggested me to apply. Use: He suggested applying / He suggested that I apply.

796. Report: “Did you read every review?” Ravi asked Eleni.

797. Report: “Why did customers use plastic bags?” he asked.

798. Use advised: “You should check a larger sample.”

799. Use denied: “I didn’t ignore the cost.”

800. Use warned: “Don’t share customer data.”

801. Use promised: “I’ll finish the summary tomorrow.”

802. Interview a partner, then accurately report three answers.

Speaking Lab • First-Job Studio

Round 1 • The 45-second introduction

Introduce yourself without reciting a biography: present strength + evidence + current goal.

MODEL “I’m a reliable team member who enjoys turning messy information into a clear plan. In our school event, I tracked tasks and helped us meet the deadline. I’m now looking for experience where I can develop that skill.”

Round 2 • Interview carousel

- Tell me about a time you took initiative.
- Describe a mistake and what you changed afterwards.
- How do you respond to feedback?
- Which skill are you currently developing?
- What would make this opportunity worthwhile for you?

Round 3 • Report the candidate

The interviewer briefs a manager using reported speech: “Alex explained that... They added that... They admitted... They asked whether...”

Fair-work panel

Discuss a fictional internship offering “valuable exposure” but no pay, unpredictable hours and repetitive tasks. Identify benefits, risks and conditions that would make it fairer.

- From an employer’s perspective...
- That may be legal in some contexts, but is it ethical?
- A minimum condition should be...
- The long-term benefit does / does not justify...

SPEAKING STANDARD Answer the question, prove the claim, and keep the human being visible behind the CV.

Write With Purpose • Formal Email / Application

TASK Apply for a two-week youth media internship. Explain your interest, relevant experience and availability in 160–190 words.

Professional structure

Move	Function	Useful language
Subject	Make the purpose searchable.	Application for Youth Media Internship
Opening	Name the opportunity.	I am writing to apply for...
Fit	Connect evidence to the role.	My experience in... has helped me develop...
Motivation	Show informed interest.	I am particularly interested in...
Practical detail	State availability / attachment.	I would be available from...
Closing	Invite contact politely.	I would welcome the opportunity to discuss...

Upgrade weak claims

Weak	Evidence-led
I am hardworking.	I coordinated weekly tasks and helped my team meet its deadline.
I love media.	Producing our school podcast taught me to edit interviews for clarity.
I am perfect for the role.	The role matches my current skills and the areas I want to develop.

Plan and write

803. What exactly are you applying for?

804. Which two selection criteria can you prove?

805. What concrete example supports each?

806. What do you hope to learn or contribute?

807. What practical information must the reader know?

- Use formal but natural English—not inflated vocabulary.
- Avoid contractions unless the organisation's tone is clearly informal.
- Do not include private data in a classroom draft.
- Proofread names, dates, attachments and the subject line.

Unit 11 • Money Mission & Exit Ticket

72-hour immersion mission

Keep a fictional spending diary in English for three days. Classify each item as essential, optional, investment or impulse. Then record a one-minute reflection using at least six money chunks. No real financial details are required.

Career-language mission

Watch one age-appropriate English interview with a professional whose work interests you. Report five statements and one piece of advice using varied reporting verbs.

Exit ticket

808. One money choice I can now explain precisely:

809. One work-related strength I can prove with evidence:

810. One reporting verb I will reuse:

811. One application sentence I am proud of:

UNIT MOTTO Ambition is not a single impressive destination; it is the ability to keep building worthwhile options.

UNIT 12 • Travel, Culture & Identity



BIG QUESTION Do we discover other cultures—or mainly discover our own assumptions?

Enter the topic

- 812. Which moments in the illustration show travel rather than tourism?
- 813. What can a host family teach that a guidebook cannot?
- 814. Name one cultural difference that should be observed before it is judged.
- 815. Does speaking English change which parts of your personality appear?
- 816. How can visitors avoid turning a culture into a collection of stereotypes?

Culture lens

Notice	Instead of judging, ask...
People are quieter / louder than I expect.	What counts as polite participation here?
Meals happen at a different time.	What daily rhythm shapes this habit?
People use more / less direct language.	How is respect communicated here?
SPEAK IT Describe a difference using “I noticed... I first assumed... Then I wondered whether...”	

Read the World • The Dinner with No Translation



On the third evening of his exchange in Denmark, Andreas sat at the Lind family's table and searched for a conversation he could enter. At home in Thessaloniki, dinner overlapped with stories, questions and several people speaking at once. Here, the first minutes were calm. Knives touched plates. Water was poured. Nobody rescued the silence.

Andreas assumed the family was tired of hosting him. Earlier that day, he had answered every museum question enthusiastically and had tried to fill every pause on the train. Now his English seemed to occupy too much space. He considered checking his phone, but left it face-down beside his bag.

Then the grandfather asked what his neighbourhood sounded like in summer. The question was so specific that Andreas could answer without performing. He described scooters below balconies, late football matches and neighbours greeting one another from across the street. The youngest daughter laughed when he imitated the rising chorus after a goal.

Nobody compared the two countries or declared one friendlier. Instead, the family described their own summer sounds: bicycle bells, rain against windows and music from a harbour festival. The pauses remained, but Andreas stopped interpreting them as rejection. They were spaces in which another person could decide to speak.

After dinner, his host mother, Freja, explained that her family often allowed silence during meals. "It doesn't mean we have nothing to say," she told him. "Sometimes it means nobody has to fight for a turn." Andreas admitted that he had mistaken conversational speed for warmth. Freja replied that she had once mistaken a loud Greek lunch for an argument until she had understood its rhythm.

The exchange did not teach Andreas a simple rule such as "Danes are quiet" or "Greeks are expressive". The next day he met a Danish student who spoke faster than anyone in his class. What changed was his method: observe, ask and revise. A cultural pattern could be useful, but it was never a complete description of a person.

Months later, Andreas still remembered the dinner whenever English fell silent. Instead of translating panic into unnecessary words, he looked at faces, waited and listened. Fluency, he realised, was not only the power to fill space. It was also the confidence to leave enough space for somebody else.

READ TWICE First track Andreas's discomfort. Then circle every assumption that is later revised.

Reading Comprehension • Culture Without Clichés

A. Understand

- 817. How was dinner in Denmark different from dinner at Andreas's home?
- 818. What did Andreas initially believe the silence meant?
- 819. Why did he leave his phone aside?
- 820. What made the grandfather's question easy to answer?
- 821. Which summer sounds did both sides describe?
- 822. How did Andreas reinterpret the pauses?
- 823. What had Freja misunderstood during a Greek lunch?
- 824. Which three verbs summarise Andreas's new method?
- 825. Why does the writer introduce a very talkative Danish student?
- 826. What broader definition of fluency appears at the end?

B. Infer and evaluate

- 827. What does "Nobody rescued the silence" suggest about Andreas's viewpoint?
- 828. Why does he feel that his English occupies too much space?
- 829. What does "answer without performing" mean?
- 830. How does the family avoid a simplistic national comparison?
- 831. Why are cultural patterns both useful and dangerous?
- 832. Is Andreas becoming quieter or more flexible? Explain.
- 833. How does the face-down phone connect to Unit 10?
- 834. Explain the title.

Reading Lab • Identity Between the Lines

C. Language in context

- 835. Find a verb meaning happened at the same time as something else.
- 836. What does chorus mean in the football description?
- 837. Find a phrase meaning struggled to be able to speak.
- 838. Does revise mean study again here? Explain.
- 839. What is “translating panic into unnecessary words” metaphorically?
- 840. Find an antonym for rigid in the final two paragraphs.

D. Structure and craft

- 841. How does sound connect the opening, middle and ending?
- 842. Why does the writer avoid country flags and famous landmarks in the story?
- 843. Identify the moment Andreas’s interpretation begins to change.
- 844. How does Freja’s personal example balance the power relationship?
- 845. Why does the final paragraph move from culture to fluency?
- 846. Create an alternative final line that preserves the message.

E. Intercultural judgement

- 847. When is adapting respectful, and when can it erase identity?
- 848. How should a traveller test a cultural assumption?
- 849. Can English act as a shared language without making cultures identical?
- 850. Design one rule for respectful photography while travelling.
- 851. What might a host misunderstand about your communication style?
- 852. Give advice to Andreas before his first dinner using three narrative references.

B2 HABIT Describe what happened before attaching a national label. Individuals are never examples of an entire country.

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
set off on a journey	ξεκινώ ταξίδι	We set off before sunrise.
reach a destination	φτάνω σε προορισμό	They reached the island.
miss a connection	χάνω ανταπόκριση	We missed our connection.
get around	μετακινούμαι	How do locals get around?
travel light	ταξιδεύω με λίγες αποσκευές	Try to travel light.
pack the essentials	πακετάρω τα απαραίτητα	Pack only the essentials.
book accommodation	κλείνω κατάλυμα	We booked accommodation early.
stay with a host family	μένω με οικογένεια υποδοχής	He stayed with a host family.
ask for directions	ζητώ οδηγίες	Ask politely for directions.
get lost	χάνομαι	Getting lost can teach you.
local custom	τοπικό έθιμο	Observe the local custom.
cultural difference	πολιτισμική διαφορά	Do not fear every difference.
shared value	κοινή αξία	Hospitality may be shared.
first impression	πρώτη εντύπωση	Revise a first impression.
make an assumption	κάνω υπόθεση	I made an assumption.
challenge a stereotype	αμφισβητώ στερεότυπο	The story challenges it.
keep an open mind	διατηρώ ανοιχτό μυαλό	Keep an open mind.
show respect	δείχνω σεβασμό	Visitors should show respect.
fit in	εντάσσομαι	You need not erase yourself to fit in.
feel out of place	νιώθω εκτός τόπου	I felt out of place initially.
language barrier	γλωσσικό εμπόδιο	Gestures crossed the barrier.
communicate across cultures	επικοινωνώ μεταξύ πολιτισμών	English helps us connect.
non-verbal cue	μη λεκτικό σημάδι	Notice non-verbal cues.
sense of belonging	αίσθηση του ανήκειν	Language can create belonging.
cultural identity	πολιτισμική ταυτότητα	Identity is not fixed.
broaden your horizons	διευρύνω ορίζοντες	Travel can broaden horizons.
step outside your comfort zone	βγαίνω από τη ζώνη άνεσης	Speak despite uncertainty.
see through new eyes	βλέπω με νέα ματιά	Return seeing home differently.
responsible traveller	υπεύθυνος ταξιδιώτης	Respect places and people.
meaningful exchange	ουσιαστική ανταλλαγή	Conversation created exchange.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
travel itinerary	departure lounge	public transport pass
off the beaten track	peak season	budget-friendly option
local resident	host community	cultural heritage
social etiquette	table manners	communication style
adapt to a routine	overcome culture shock	feel homesick
exchange perspectives	find common ground	avoid generalisations
respectful curiosity	authentic encounter	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
intercultural competence	cultural lens	implicit norm
ethnocentric judgement	confirmation bias	nuanced understanding
negotiate identity	code-switch	linguistic confidence
cultural appropriation	cultural appreciation	responsible tourism
environmental footprint	support local economies	preserve heritage
meaningful immersion	reciprocal learning	global citizenship
sense of otherness	hybrid identity	

Activate

853. Sort twelve chunks into logistics, emotion, culture and responsibility.
854. Build a “respectful traveller” manifesto using eight chunks.
855. Tell a 45-second culture-shock story—real or invented.
856. Explain the difference between appreciation and appropriation cautiously.

Grammar That Speaks • Narrative Tenses

Tense	Job in a story	Example
Past simple	Main completed events	The grandfather asked a question.
Past continuous	Background / action in progress	They were eating quietly.
Past perfect	Earlier past	Andreas had mistaken silence for rejection.
Past perfect continuous	Earlier activity and duration	He had been trying to fill every pause.

Build the camera

Past continuous sets the scene. Past simple moves the action. Past perfect steps backwards to clarify what came earlier. The perfect continuous highlights duration or repeated effort.

Controlled practice

857. Complete: While the family _____ (eat), Andreas _____ (consider) checking his phone.
858. Choose: By the time Freja explained, Andreas realised / had realised his assumption was weak.
859. Complete: He was tired because he _____ (try) to speak all day.
860. Correct: When he had arrived, everyone already sat down.
861. Combine with after: He revised his assumption. He listened to Freja.
862. Write a four-sentence mini-story using all four narrative tenses.

GREEK LEARNER ALERT Do not use past perfect for every past action. Use it only when the earlier relationship matters.

Grammar That Speaks • Narrative Control

Time linkers

Sequence	Interruption	Looking back
at first • eventually • afterwards	while • as • just as • when	by then • previously • until that point

Advanced narrative openings

- Hardly had we arrived when the weather changed.
- No sooner had I sat down than everyone became silent.
- Only later did I understand what the gesture meant.
- Little did I know that the wrong train would lead to the best conversation.

STYLE NOTE Inversion is a spotlight. One strong example is effective; five in one short story sound unnatural.

Repair the timeline

863. Place in logical order: boarded train • realised passport was missing • had left it at hostel • called host.

864. Add one past perfect form to clarify the earlier event.

865. Begin with Hardly...: We reached the platform. The train departed.

866. Begin with Only later...: I understood why nobody had answered.

867. Choose while or by the time and explain the difference.

868. Tell the dinner story from Freja's viewpoint using three narrative tenses.

869. Create a cliffhanger ending with Little did I know...

Speaking Lab • The Culture Detective

Case files

- Your host answers invitations with “maybe” but seems friendly.
- A classmate rarely makes eye contact while speaking.
- A family expects shoes to be removed at the door.
- A group leaves longer pauses before responding.

Three-step investigation

Step	Say
1 • Observe	“I noticed that...”
2 • Suspend judgement	“One possible explanation is..., but I do not know yet.”
3 • Ask respectfully	“Could you tell me what is usual here?”

Role-play • Host and visitor

The visitor has misunderstood a routine. The host explains without treating their habit as universally correct. Switch roles, then retell the interaction using narrative tenses.

Identity monologue • 90 seconds

“When I speak English, I become...” Consider humour, confidence, directness, gesture and the topics you can discuss. You may conclude that you remain exactly yourself—but prove it with an example.

Listening behaviour

- Leave one full second before answering.
- Paraphrase before disagreeing.
- Ask about an individual experience, not “what all people are like”.
- Notice a non-verbal cue without claiming you can read minds.

SPEAK IT Intercultural confidence is not knowing every rule. It is knowing how to notice, ask and adjust.

Write With Purpose • A Travel Article

TASK Write an article for a teen website: “The journey that changed how I listen.” It may be real or invented. 180–220 words.

Article ingredients

Ingredient	Purpose	Example move
Catchy title	Create curiosity without clickbait.	The Quietest Lesson I Ever Heard
Personal opening	Begin inside a moment.	Nobody spoke when I entered the room.
Useful reflection	Move beyond a diary.	I had assumed that..., whereas...
Reader connection	Invite thought or action.	Next time you travel, try...
Memorable ending	Echo the central image.	Now I hear pauses differently.

Plan with two journeys

External journey: Where did you go and what happened? Internal journey: Which assumption, habit or part of your identity changed?

870. Choose one precise moment—not an entire holiday.

871. Build a clear timeline with three narrative tenses.

872. Include one sensory detail and one short quotation.

873. Avoid presenting one person as a whole culture.

874. End with value for the reader.

Cherry-check

- Does the title earn attention honestly?
- Is the article different from a private diary entry?
- Are earlier past events marked only where necessary?
- Did I reflect without preaching?
- Did I edit national and cultural generalisations?

Unit 12 • Live Across Cultures

48-hour immersion mission

Watch a short English-language video made by a teenager or young adult living in another country. Record three observations, two questions and one assumption you deliberately refuse to make. Then retell one moment using narrative tenses.

Mini exchange

In pairs, teach each other one everyday routine from your household or region. The listener must ask before comparing and finish with: “I first thought..., but now I understand...”

Exit ticket

875. One travel phrase I can use naturally:

876. One stereotype the unit helped me question:

877. One narrative-tense distinction I understand:

878. One listening habit I will practise:

UNIT MOTTO Travel begins with movement; intercultural learning begins when certainty slows down.

UNIT 13 • Science, Health & Evidence



BIG QUESTION When does an interesting claim become trustworthy evidence?

Enter the wonder lab

879. Choose three magical details and explain the real scientific ideas they symbolise.
880. Which objects suggest observation, measurement and communication?
881. Why can a surprising result be more useful than the result we expected?
882. What health claim have you heard repeatedly but never checked?
883. Finish: “Good evidence should be...” Give three criteria.

Claim continuum

- Personal experience is evidence.
- A large number automatically proves a claim.
- Scientists should publish results that contradict their expectations.
- Health influencers have a duty to show their sources.

LANGUAGE SPARK It may indicate... • It does not necessarily prove... • A possible alternative explanation is...

Read the World • The Experiment That Refused to Behave



The question sounded simple: Do phone notifications reduce concentration? For the school science showcase, Amira, Theo and Lucas designed a short study. Forty volunteers would complete two similar puzzles. During one puzzle, a phone beside them would light up with silent notifications. During the other, the phone would remain still. The team predicted that scores would fall when notifications appeared.

The procedure was approved by their teacher, the volunteers were informed, and no private messages were used. Instead, harmless coloured symbols had been programmed to appear. Half the students completed the notification condition first; the order was reversed for the others. This was intended to prevent tiredness or practice from affecting only one condition.

When the results were calculated, the average scores were almost identical. Theo groaned. “So the experiment failed.” Amira was less certain. The notifications had not produced the result they had expected, but several volunteers had behaved differently: some glanced immediately, while others turned the phone face-down or moved it away.

Lucas suggested dividing participants into “easily distracted” and “focused” groups. Their teacher warned that these labels had not been measured independently and could simply redescribe the result. If the categories were invented afterwards, the team might discover a pattern that existed only because they wanted one.

Instead, they reported the overall result and described the unexpected behaviours as observations requiring a new study. In the follow-up, participants would be asked about notification habits beforehand, phone placement would be standardised, and a larger sample would be recruited. The team also admitted three limitations: the puzzles were brief, the setting was artificial, and silent lights were not the same as real messages from friends.

At the showcase, visitors kept asking which condition had “won”. The team answered that their small study had not shown a reliable difference in scores. That sentence felt less exciting than “Phones destroy concentration”, yet it was more accurate. Their poster received no prize for a dramatic discovery. It did receive a judge’s commendation for transparent reasoning.

Theo later said that the experiment had taught him something uncomfortable: evidence was not created to obey a prediction. The point was not to make the data tell a better story. It was to make their own story answer to the data.

EVIDENCE LENS Underline every decision that increased fairness, transparency or repeatability.

Reading Comprehension • Evidence Under the Microscope

A. Understand

- 884. What was the team's original prediction?
- 885. Why were harmless symbols used?
- 886. Why was the order reversed for half the participants?
- 887. What did the average results show?
- 888. Which unexpected behaviours were observed?
- 889. Why did the teacher reject the proposed labels?
- 890. What three changes were planned for the follow-up study?
- 891. Name the three limitations.
- 892. Why was the team's public answer less dramatic but more accurate?
- 893. What did the commendation reward?

B. Infer and evaluate

- 894. Why does Theo initially call the experiment a failure?
- 895. What danger arises when categories are invented after results are known?
- 896. Does an identical average mean notifications affect nobody? Explain cautiously.
- 897. Why is a real friend's message different from a silent symbol?
- 898. What does transparent reasoning look like in the text?
- 899. Explain the final contrast between story and data.
- 900. Which limitation most reduces real-life relevance? Defend your choice.
- 901. Is the title humorous, critical or both?

Reading Lab • Think Like an Evidence Detective

C. Language in context

- 902. Find a verb meaning obtained people to participate.
- 903. What does standardised mean in paragraph 5?
- 904. Find a phrase meaning state the result again using different words.
- 905. What does reliable mean here: honest, consistent or friendly?
- 906. Replace “had won” with precise scientific language.
- 907. What does commendation mean?

D. Method and craft

- 908. Identify the independent and dependent variables.
- 909. Why is forty participants a limitation rather than “no evidence”?
- 910. What ethical protection is described?
- 911. Which sentence prevents overclaiming most effectively?
- 912. How does the narrative make a null result interesting?
- 913. Write a cautious alternative headline.

E. Judge the claim

- 914. What could the study legitimately claim?
- 915. What could it not claim?
- 916. Design one improved condition for the follow-up.
- 917. Would self-reported phone habits be completely objective? Why not?
- 918. Why should unsuccessful predictions be reported?
- 919. Connect this investigation to a health or study habit.

B2 PRECISION Absence of evidence is not always evidence of absence—but it is never permission to invent certainty.

WOW Visual Lab • The Cabinet of Claims



Four magical exhibits represent a sports drink, sleep tracker, herbal supplement and study app. Work as evidence detectives. The picture contains symbols, not answers.

Evidence quest

920. Select one exhibit. What claim might its advertisement make?
921. Which visual clues suggest sample size, comparison or uncertainty?
922. What information is missing before you could trust the claim?
923. Invent one confounding variable.
924. Write a cautious conclusion using may, appears to or is associated with.
925. Design the strongest realistic test for the product.
926. Present a 30-second “buyer beware” message without claiming the product is harmful.

Evidence ladder

Weaker starting point	Stronger support
testimonial / personal story	systematic observation
before-and-after image	controlled comparison
one small study	replicated findings
percentage without context	raw numbers + sample + method
authority without sources	traceable expertise + evidence

MAGIC TRICK ALERT A dazzling graph can decorate a weak claim. Ask what was measured, compared and omitted.

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
conduct research	διεξάγω έρευνα	The team conducted research.
carry out an experiment	εκτελώ πείραμα	They carried out a trial.
collect data	συλλέγω δεδομένα	Data were collected safely.
analyse results	αναλύω αποτελέσματα	Analyse before concluding.
test a hypothesis	ελέγχω υπόθεση	The hypothesis was tested.
support a claim	υποστηρίζω ισχυρισμό	Evidence supports the claim.
draw a conclusion	βγάζω συμπέρασμα	Do not rush the conclusion.
reliable evidence	αξιόπιστα στοιχεία	We need reliable evidence.
research finding	ερευνητικό εύρημα	One finding is not a rule.
sample size	μέγεθος δείγματος	The sample was small.
control group	ομάδα ελέγχου	Was there a control group?
independent variable	ανεξάρτητη μεταβλητή	Change one variable.
dependent variable	εξαρτημένη μεταβλητή	What was measured?
confounding variable	συγχυτική μεταβλητή	Sleep may be a confounder.
accurate measurement	ακριβής μέτρηση	Use accurate measurement.
repeat a study	επαναλαμβάνω μελέτη	Can others repeat it?
limit a study	περιορίζω μελέτη	Artificial settings limit it.
admit a limitation	παραδέχομαι περιορισμό	Good reports admit limits.
medical advice	ιατρική συμβουλή	Seek professional advice.
healthy habit	υγιεινή συνήθεια	Sleep is a healthy habit.
balanced diet	ισορροπημένη διατροφή	Aim for balance.
mental wellbeing	ψυχική ευεξία	Protect mental wellbeing.
physical activity	σωματική δραστηριότητα	Movement supports health.
side effect	παρενέργεια	Check possible side effects.
treatment	θεραπεία	Treatment needs evidence.
prevent disease	προλαμβάνω ασθένεια	Prevention is complex.
make a diagnosis	κάνω διάγνωση	Only qualified professionals diagnose.
scientific consensus	επιστημονική συναίνεση	Consensus uses many studies.
correlation	συσχέτιση	Correlation is not causation.
causal relationship	αιτιώδης σχέση	Causation needs stronger evidence.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
peer-reviewed study	research question	experimental condition
random assignment	representative sample	response bias
record an observation	compare outcomes	identify a pattern
statistically significant	real-world relevance	potential benefit
possible risk	evidence-based decision	misleading claim
placebo effect	dosage instructions	public-health message
quality of life	protective factor	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
replicate a finding	methodological flaw	publication bias
cherry-pick data	overstate a conclusion	establish causality
rule out alternatives	margin of error	confidence interval
longitudinal study	systematic review	informed consent
risk-benefit balance	clinical evidence	health misinformation
plausible mechanism	provisional conclusion	weight of evidence
null result	scientific uncertainty	

926. Sort twelve chunks into method, result, limitation and health decision.

927. Explain correlation versus causation with an original example.

928. Turn a sensational claim into a cautious scientific statement.

929. Deliver a one-minute “evidence weather report”: certainty, clouds and missing data.

Grammar That Speaks • The Passive Voice

PURPOSE Use the passive when the process or result matters more than the actor, when the actor is unknown, or when formal scientific style requires focus.

Time / form	Active	Passive
present simple	Researchers collect data.	Data are collected.
past simple	The team reversed the order.	The order was reversed.
present perfect	Scientists have repeated the study.	The study has been repeated.
modal	Researchers must report limits.	Limits must be reported.
continuous	The team is analysing results.	Results are being analysed.

Use by only when useful

“The procedure was approved” focuses on approval. Add “by the teacher” only if the approver matters.

GREEK LEARNER ALERT Keep the participle: was conductED, has been repeatED. Do not omit be: “The study conducted” is incomplete unless it is a reduced clause.

930. Make passive: The students programmed harmless symbols.

931. Make passive: Researchers should report null results.

932. Choose active or passive and justify: The team / The data revealed no difference.

933. Add by only if informative: The sample was recruited ____.

934. Correct: The results have analysed carefully.

935. Describe the experiment using four different passive forms.

Grammar That Speaks • Causative & Reporting Passives

Have / get something done

Meaning	Pattern	Example
Arrange a service	have/get + object + past participle	I had my eyesight tested.
Experience an unwanted event	have + object + past participle	She had her account hacked.
Cause someone to act	get + person + to-infinitive	They got volunteers to complete two puzzles.

Reporting passives

Impersonal	Personal
It is believed that sleep supports memory.	Sleep is believed to support memory.
It was reported that the claim was false.	The claim was reported to be false.
It is thought that the result was accidental.	The result is thought to have been accidental.

EVIDENCE TONE “It is believed” can hide who believes it. In serious reporting, name the source whenever it is known and relevant.

936. Complete: I need to have my laptop _____ (repair).

937. Rewrite personally: It is known that exercise benefits health.

938. Use a perfect infinitive: It is believed that the error happened earlier.

939. Correct: She got tested her hearing.

940. Explain two meanings: “He had his phone stolen” / “He had his phone repaired.”

941. Report a cautious scientific belief with a named source.

Speaking Lab • Myth-Busters Live!

Mystery claims

- “This drink improves memory by 80%.”
- “Students who exercise get better marks.”
- “Natural products cannot cause side effects.”
- “A sleep app knows exactly how well you slept.”

Team roles

Role	Mission
Claim presenter	Make the claim sound attractive without inventing evidence.
Method detective	Ask what was measured and compared.
Bias hunter	Find missing groups, incentives or confounders.
Health communicator	Give a safe, cautious public message.

Live-show language

- The claim must have been based on...
- The percentage may have been calculated from...
- This could indicate..., but it cannot establish...
- Participants should have been informed that...
- Further research would need to...

Perform a four-minute episode. End with a verdict: supported, plausible but unproven, misleading, or impossible to assess.

SAFETY BOUNDARY Classroom analysis is not diagnosis. Personal health decisions belong with qualified professionals and trustworthy guidance.

Write With Purpose • A Scientific Report

TASK Report the notification experiment objectively in 180–220 words. Include purpose, method, result, limitations and recommendation.

Section	Job	Language
Purpose	State the question.	The study was designed to investigate...
Method	Explain what was done.	Forty volunteers were asked to...
Results	Report without drama.	No reliable difference was observed...
Limitations	Restrict the claim.	The findings may have been affected by...
Recommendation	Propose the next step.	A larger sample should be recruited...

Data commentary

- approximately / just over / just under
- remained stable / differed slightly / showed no clear pattern
- may suggest / appears consistent with / cannot confirm

Cherry-check

942. Have I separated observation from interpretation?
943. Are passive forms accurate rather than excessive?
944. Did I report a null result honestly?
945. Have I named at least two limitations?
946. Is my recommendation connected to those limitations?

REPORT VOICE Objective does not mean vague. Precision makes the writer visible as a careful thinker.

Unit 13 • Live Like a Scientist

Find one age-appropriate English health or study-habit claim. Do not test it on yourself. Record the source, exact claim, evidence offered, missing information and a cautious verdict. Use at least five evidence chunks.

Exit ticket

947. One claim I now view differently:

948. One passive form I can use confidently:

949. One question that exposes weak evidence:

950. One limitation I will never hide in a report:

UNIT MOTTO Wonder asks the question. Evidence decides how confidently we may answer.

UNIT 14 • Media, Influence & Truth



BIG QUESTION If everyone sees a different feed, where does shared reality begin?

Enter the media city

951. What may the mirrored portals symbolise?
952. Why are several screens showing versions of one event?
953. What could the glowing pathways represent?
954. Which character appears most independent—and is that judgement reliable?
955. Invent a six-word caption that encourages curiosity rather than panic.

PAUSE BEFORE SHARE Who created it? What is the original source? What evidence would change my mind?

Read the World • The Video Everyone Knew Was Real



By first break, nearly everyone at Asteri School had seen the twelve-second video. It appeared to show a hooded student running from the science building while smoke rose behind him. A caption claimed that a pupil had started a fire after being excluded from a competition. The clip was blurry, urgent and perfectly shaped for instant judgement.

The media club received it from three different accounts, none of which had filmed it. Some students said the runner must be Nikos because the jacket looked like his. Others insisted that the school was hiding the incident. The more confidently the story was repeated, the less anyone seemed to ask where it had begun.

Mina downloaded the earliest copy the club could find. The file contained no useful location data, but the team noticed that the runner's shadow pointed left while the streetlamp's shadow pointed right. In one frame, the glass door failed to reflect the smoke. The audio also continued smoothly across a visual jump.

These clues did not prove who had edited the video or why. They did suggest that separate elements might have been combined. The club contacted the caretaker, who confirmed that a smoke machine had been tested for the school play that morning. A drama student had run outside to collect a forgotten cable. Nikos had been absent.

The original poster eventually admitted that the clip had been created as a joke from two recordings. He said he had never named Nikos. That was true, but the hood, caption and timing had made identification predictable. Meaning had been produced not only by what the video contained, but by what viewers were encouraged to infer.

The club published a correction that linked to the earliest available clip, showed the inconsistencies and quoted the caretaker. They did not repost the misleading video in full because repetition might strengthen the false impression. The correction travelled more slowly than the accusation.

At lunch, Mina heard someone say, "Nobody knows what's real anymore." She disagreed. Perfect certainty was rare, but methods still mattered: trace the source, compare independent evidence, inspect what is missing and lower confidence when verification is incomplete. Doubt was useful only when it led to better questions—not when it became an excuse to believe nothing.

TRUTH TRAIL Mark every claim as confirmed, supported, possible, unlikely or false.

Reading Comprehension • Verify Before You Amplify

A. Understand

- 956. What did the video appear to show?
- 957. Why was Nikos suspected?
- 958. Why were the three accounts not independent sources?
- 959. Which three technical inconsistencies did the club notice?
- 960. What had actually produced the smoke?
- 961. What part of the poster's defence was technically true?
- 962. Why was identification still predictable?
- 963. What evidence appeared in the correction?
- 964. Why did the club avoid reposting the full video?
- 965. What verification method does Mina recommend?

B. Infer and evaluate

- 966. Why was the clip “perfectly shaped for instant judgement”?
- 967. How did repetition change behaviour even without new evidence?
- 968. Do editing clues prove malicious intention? Explain.
- 969. What does “meaning had been produced” suggest about audiences?
- 970. Why may corrections travel more slowly?
- 971. How can doubt become intellectually lazy?
- 972. Was the original post misinformation, disinformation or impossible to classify without motive?
- 973. Explain the title's irony.

Reading Lab • Source, Frame, Motive

C. Language in context

- 974. Find a word meaning demanded immediate attention.
- 975. What does trace mean in the final paragraph?
- 976. Find a phrase meaning separate sources that do not copy one another.
- 977. What does amplify mean in the page title?
- 978. Replace “hiding the incident” with a more neutral phrase.
- 979. What is an accusation?

D. Media craft

- 980. How does the opening imitate viral storytelling?
- 981. Why does the writer delay the real explanation?
- 982. Which detail shows absence can be evidence?
- 983. How does the correction balance transparency and harm reduction?
- 984. Why is Mina’s final position neither gullible nor cynical?
- 985. Write a responsible headline for the correction.

E. Ethical decisions

- 986. Should the creator face a consequence even if it was “a joke”?
- 987. When should a misleading post be shown during correction?
- 988. Can anonymity protect both vulnerable sources and harmful actors?
- 989. What responsibility belongs to viewers who inferred Nikos’s identity?
- 990. Design a school protocol for urgent unverified content.
- 991. What would make you increase or decrease confidence in this story?

B2 PRECISION “I cannot verify this” is different from “This is false”—and far stronger than “Anything could be true.”

WOW Visual Lab • Escape the Algorithm Maze



Maze missions

992. Identify the visual symbols for popularity, repetition, personalisation and escape.
993. Why might the brightest path be the least informative?
994. What could the mirrored tunnel represent?
995. Choose one character and narrate how their feed changes after one click.
996. Design three “exit moves” that broaden evidence rather than merely add opposite opinions.
997. Explain why a diverse feed can still contain low-quality information.
998. Create a 45-second guide: “How not to get lost in your own recommendations.”

Algorithm reality check

Algorithms can...	Algorithms cannot automatically...
predict engagement from behaviour	determine truth
rank and recommend content	understand your full identity
repeat successful patterns	guarantee balanced information
shape what becomes visible	remove your responsibility to evaluate

PLOT TWIST The maze is partly personalised, but your habits also help build its walls.

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
breaking news	έκτακτη είδηση	Breaking does not mean verified.
news source	πηγή ενημέρωσης	Check the original source.
reliable outlet	αξιόπιστο μέσο	Compare reliable outlets.
eyewitness account	μαρτυρία αυτόπτη	One account may be incomplete.
viral post	δημοσίευση που έγινε viral	The post spread rapidly.
misleading caption	παραπλανητική λεζάντα	The caption changed the meaning.
edited footage	επεξεργασμένο υλικό	The footage had been edited.
false accusation	ψευδής κατηγορία	It caused real harm.
verify information	επαληθεύω πληροφορία	Verify before sharing.
trace a source	εντοπίζω την πηγή	Trace it backwards.
cross-check a claim	διασταυρώνω ισχυρισμό	Use independent sources.
provide context	παρέχω πλαίσιο	Context changes interpretation.
quote accurately	παραθέτω με ακρίβεια	Quote the full meaning.
correct an error	διορθώνω λάθος	Correct it visibly.
issue a correction	εκδίδω διόρθωση	The club issued one.
spread a rumour	διαδίδω φήμη	Do not spread rumours.
go viral	γίνομαι viral	Accuracy travels slowly.
shape public opinion	διαμορφώνω κοινή γνώμη	Media shape attention.
target an audience	στοχεύω κοινό	Who is being targeted?
influence a decision	επηρεάζω απόφαση	Framing influences choice.
attention-grabbing	που τραβά την προσοχή	The title was dramatic.
clickbait headline	παραπλανητικός τίτλος	Do not reward clickbait.
sponsored content	χορηγούμενο περιεχόμενο	Label sponsorship clearly.
personalised feed	εξατομικευμένη ροή	Feeds differ.
recommendation algorithm	αλγόριθμος προτάσεων	It predicts engagement.
echo chamber	θάλαμος αντήχησης	Similar views repeat.
confirmation bias	προκατάληψη επιβεβαίωσης	We notice supporting evidence.
digital footprint	ψηφιακό αποτύπωμα	Posts leave traces.
media literacy	γραμματισμός στα μέσα	Literacy needs practice.
informed judgement	τεκμηριωμένη κρίση	Delay judgement until checked.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
original upload	reverse image search	source attribution
independent confirmation	missing context	selective quotation
manipulated image	synthetic media	deepfake detection
anonymous account	coordinated campaign	engagement metric
filter bubble	trending topic	content moderator
fact-checking organisation	editorial standard	right of reply
public-interest reporting	harmful amplification	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
information ecosystem	epistemic uncertainty	burden of proof
credible inference	plausible explanation	unverified allegation
malicious intent	satirical context	deceptive framing
algorithmic curation	engagement incentive	platform accountability
media pluralism	editorial independence	manufactured outrage
pre-bunking strategy	correction effect	trust deficit
digital provenance	responsible disclosure	

999. Build a verification chain using eight chunks.

1000. Distinguish satire, mistake, misinformation and deliberate deception.

1001. Rewrite a clickbait headline as a responsible headline.

1002. Speak for one minute: “Healthy doubt means...” Use six chunks.

Grammar That Speaks • Modals of Deduction

Confidence now	Pattern	Example
almost certain	must + base	The clip must be edited.
possible	may/might/could + base	The account may be copying another source.
almost impossible	cannot/can't + base	The shadow cannot be natural.

Past deduction

Confidence about past	Pattern	Example
almost certain	must have + past participle	Someone must have combined two clips.
possible	may/might/could have + pp	Viewers may have inferred the identity.
almost impossible	can't/couldn't have + pp	Nikos can't have filmed it; he was absent.

MEANING ALERT Must not means prohibition. Can't means logical impossibility: "You mustn't share it" ≠ "It can't be genuine."

1003. Complete: The audio is smooth across a cut; it ___ have been edited.

1004. Express possibility: The poster intended only a joke.

1005. Express past impossibility: Nikos created the school clip; he was absent.

1006. Correct: It must have been manipulated.

1007. Rank three explanations from most to least likely.

1008. Describe the reading image using four deductions with different confidence.

Grammar That Speaks • Evidence-Calibrated Language

Do not make the grammar more certain than the evidence

Evidence	Responsible language
direct confirmation	The caretaker confirmed that...
strong converging clues	The clip is highly likely to have been edited.
one plausible clue	It may have been edited.
missing verification	It cannot yet be verified.
evidence against	It is unlikely to be authentic.

Speculation patterns

- There appears/seems to be...
- The account is likely/unlikely to...
- The video may well have...
- One explanation could be that...
- This does not rule out...

1009. Downgrade: “The creator definitely wanted to harm Nikos.”

1010. Upgrade cautiously after three independent confirmations.

1011. Separate fact from inference in two sentences.

1012. Use may well have in a past deduction.

1013. Use does not rule out to preserve an alternative.

1014. Hold a 60-second evidence briefing without using definitely, obviously or everyone knows.

POWER PHRASE “My current confidence is...” turns uncertainty into a disciplined judgement.

Speaking Lab • The Verification Newsroom

Breaking scenario

A ten-second clip appears to show your school closing after a safety incident. No official message has arrived. You have eleven minutes before the student news account normally posts.

Role	Mission
Editor	Decide whether, when and how to publish.
Source investigator	Trace the earliest version and seek confirmation.
Visual analyst	Inspect image, sound, shadows and cuts.
Ethics editor	Reduce harm, protect privacy and plan correction.
Audience reporter	Explain what students need without causing panic.

Three newsroom rounds

- Minute 1–3: List confirmed facts, inferences and unknowns.
- Minute 4–7: Receive two new clue cards invented by the teacher.
- Minute 8–11: Publish a 40-word holding statement or explain why you will wait.

On-air briefing

Use at least four modals of deduction and state your confidence. Another team challenges one inference.

ETHICAL DEADLINE Speed matters in emergencies; accuracy, privacy and proportionality still matter too.

Write With Purpose • Opinion Essay

TASK “Social-media platforms should be responsible for preventing teenagers from encountering misinformation.” Discuss the extent to which you agree. 190–230 words.

Argument architecture

Paragraph	Job
Introduction	Define the issue and give a nuanced position.
Reason 1	Explain platform power: design, reach and incentives.
Reason 2 / counterargument	Recognise user agency, free expression or practical limits.
Response	Weigh the counterargument rather than merely repeat your view.
Conclusion	State a proportionate responsibility shared by platforms, institutions and users.

Reasoning links

- This is significant because...
- A possible objection is that...
- Although this argument has merit...
- Responsibility should be proportional to...
- The strongest approach would combine...

Avoid false balance

Acknowledging two sides does not require treating an evidenced claim and an unsupported claim as equally strong.

1015. Write a one-sentence thesis with degree: largely, partly or only under certain conditions.

1016. Give one concrete platform measure and one limitation.

1017. Write a counterargument you genuinely understand.

1018. Respond without insulting its supporters.

1019. End with a shared-responsibility recommendation.

Unit 14 • Scroll With Your Brain On

24-hour feed experiment

Without recording private information, notice five recommendations on one platform. For each, ask what previous behaviour may have influenced it and what perspective or source remains invisible.

Correction challenge

Create a 45-second spoken correction for a fictional viral claim. Lead with the accurate information, show how it was verified, avoid repeating the false claim unnecessarily, and explain what remains uncertain.

Exit ticket

1020. One verification habit I will adopt:

1021. One media phrase I can now use precisely:

1022. One deduction form I can control:

1023. One reason uncertainty does not mean helplessness:

UNIT MOTTO Do not believe everything. Do not disbelieve everything. Learn how to investigate.

UNIT 15 • Citizenship & the Future



BIG QUESTION Is the future something that happens to us—or something we practise building now?

Enter tomorrow

1024. Identify five civic ideas hidden in the future city.
1025. Which idea improves inclusion rather than only technology?
1026. What makes a public space belong to everyone?
1027. Should teenagers influence decisions whose effects they will inherit?
1028. Complete: “By 2040, a fair city will have...”

Future priorities

Urgent now

safe routes • clean air • accessible services

Important long-term

resilient neighbourhoods • participation • trust

SPEAK IT Choose one priority. Explain who benefits, who decides and how success will be measured.

Read the World • The Empty Lot That Became a Promise



For eleven years, the empty lot beside Odysseas Secondary School had collected broken furniture, weeds and promises. Every election brought a new sketch. None survived the budget meeting. By the time the youth council chose the lot as its annual project, most neighbours had learned not to expect change.

The students began by refusing to design anything. For two weeks, they observed who passed the site and when. They interviewed residents, mapped summer shade and recorded where rainwater gathered. Younger children wanted somewhere to play. Older residents asked for seating. A wheelchair user explained that the existing pavement ended in gravel. Shopkeepers worried that evening activity might create noise.

The first proposal tried to satisfy everyone: trees, a stage, sports equipment, tables, lights and a vegetable garden. It also cost three times the available budget. Rather than hiding the problem, the council published the estimate and invited residents to rank functions, not favourite objects.

The revised plan prioritised shade, access and water. If funding was approved, a smooth path would cross the lot, native trees would be planted and a shallow rain garden would collect storm water. Movable tables could support homework, chess or community meals. A repair station would be added later if a local business agreed to maintain it.

At the municipal meeting, one official praised the plan but suggested postponing it until “economic conditions improved”. Sofia, the student spokesperson, replied that heat and inaccessible streets were already economic conditions: they affected health, mobility and who could use the neighbourhood. By the following summer, she argued, another dangerous heat season would have begun.

The council did not receive everything it requested. The stage was removed, opening hours were limited and the repair station remained unfunded. However, a two-year pilot was approved. Students would help collect temperature, usage and accessibility data. If the evidence showed value, permanent funding would be considered.

When work started, the glowing digital model on the students’ screen became soil, measurements and disagreements. The finished space would never match one person’s perfect future. That was precisely why it mattered. A civic promise was not a picture of harmony; it was a process through which different needs became visible, negotiable and shared.

READ FORWARD Underline every future form and label its meaning: prediction, plan, condition, deadline or completed future action.

Reading Comprehension • From Promise to Pilot

A. Understand

- 1029. Why had neighbours stopped expecting change?
- 1030. What did students do before designing?
- 1031. Which four groups expressed different needs?
- 1032. Why did the first proposal fail?
- 1033. What did residents rank instead of objects?
- 1034. Which three priorities shaped the revised plan?
- 1035. How did Sofia reinterpret “economic conditions”?
- 1036. What compromises were made?
- 1037. How would the pilot be evaluated?
- 1038. Why does the final paragraph reject a perfect future?

B. Infer and evaluate

- 1039. Why is refusing to design presented positively?
- 1040. What does the broken pavement reveal about invisible exclusion?
- 1041. Why was publishing the excessive estimate a trust-building act?
- 1042. Is limited opening time a reasonable compromise?
- 1043. What power does measurement give the students?
- 1044. Explain “different needs became... negotiable”.
- 1045. Does the text support idealism, pragmatism or both?
- 1046. What is the “promise” in the title?

Reading Lab • Future Thinking Without Fantasy

C. Language in context

- 1047. Find a word meaning able to recover from difficulty.
- 1048. What does functions mean in paragraph 3?
- 1049. Find a phrase meaning delayed until a later time.
- 1050. What does pilot mean here?
- 1051. Replace “showed value” with more precise evaluation language.
- 1052. What does civic mean?

D. Proposal logic

- 1053. Identify one need, one action and one measure of success.
- 1054. Which proposal element depends on external cooperation?
- 1055. Why are native trees mentioned specifically?
- 1056. How does the writer move from digital model to physical reality?
- 1057. Which detail prevents the ending from becoming unrealistically perfect?
- 1058. Write an alternative title using a future form.

E. Your city

- 1059. Choose one underused local space and identify three stakeholders.
- 1060. Which group is often unheard in public design?
- 1061. What could be tested through a low-cost pilot?
- 1062. Create one measurable success criterion.
- 1063. What compromise would you refuse—and why?
- 1064. Pitch the project in exactly forty words.

CIVIC LANGUAGE A proposal becomes persuasive when values are translated into actions, costs and evidence.

Cherry-Picked Language • Core 30

English chunk	Greek support	Natural use
active citizen	ενεργός πολίτης	Active citizens participate.
local community	τοπική κοινότητα	Consult the community.
public space	δημόσιος χώρος	Everyone uses public space.
public service	δημόσια υπηρεσία	Services must be accessible.
civic responsibility	κοινωνική ευθύνη	Rights bring responsibilities.
make your voice heard	κάνω τη φωνή μου να ακουστεί	Young people spoke up.
take part in	συμμετέχω σε	Take part in decisions.
raise awareness	ευαισθητοποιώ	The campaign raised awareness.
launch a campaign	ξεκινώ εκστρατεία	They launched a campaign.
submit a proposal	υποβάλλω πρόταση	Submit it to the council.
consult residents	διαβουλευόμαι με κατοίκους	Residents were consulted.
meet a need	καλύπτω ανάγκη	The path meets a real need.
allocate funding	διαθέτω χρηματοδότηση	Funding was allocated.
limited budget	περιορισμένος προϋπολογισμός	Priorities matter.
cost-effective measure	οικονομικά αποδοτικό μέτρο	Shade is cost-effective.
accessible design	προσβάσιμος σχεδιασμός	Design for different bodies.
equal opportunity	ίση ευκαιρία	Access supports equality.
social inclusion	κοινωνική ένταξη	Participation improves inclusion.
quality of life	ποιότητα ζωής	Green space improves life.
sustainable solution	βιώσιμη λύση	Plan beyond one year.
renewable energy	ανανεώσιμη ενέργεια	Cities need clean energy.
reduce emissions	μειώνω εκπομπές	Transport can reduce emissions.
climate resilience	κλιματική ανθεκτικότητα	Prepare for heat and floods.
protect biodiversity	προστατεύω βιοποικιλότητα	Plant native species.
long-term impact	μακροπρόθεσμος αντίκτυπος	Measure long-term impact.
future generation	μελλοντική γενιά	Decisions affect future generations.
pilot project	πυλοτικό έργο	Test before expanding.
measure success	μετρώ επιτυχία	Agree on indicators.
reach a compromise	καταλήγω σε συμβιβασμό	Compromise can unlock action.
shared responsibility	κοινή ευθύνη	The future is shared.

Vocabulary Power-Up • 50 → 70

Extended 50 • add these 20

Chunk	Chunk	Chunk
community consultation	youth council	local authority
public consultation	planning permission	funding application
identify stakeholders	rank priorities	address concerns
remove a barrier	improve access	create safe routes
volunteer network	neighbourhood initiative	public-private partnership
evaluate a pilot	collect feedback	scale up a project
community ownership	social benefit	

Advanced 70 • add these 20

Chunk	Chunk	Chunk
participatory planning	democratic accountability	civic engagement
policy intervention	public expenditure	resource allocation
structural inequality	marginalised voice	unintended exclusion
evidence-informed policy	measurable outcome	implementation timeline
climate adaptation	urban resilience	intergenerational justice
build consensus	mediate competing needs	hold decision-makers accountable
transparent process	collective agency	

1065. Build a stakeholder map with ten chunks.

1066. Turn three vague promises into measurable actions.

1067. Explain the difference between equality, access and inclusion.

1068. Speak for one minute: “A future-ready neighbourhood...”

Grammar That Speaks • The Future System

Form	Core meaning	Example
will	prediction / spontaneous decision	The pilot will reveal useful patterns.
be going to	intention / visible evidence	They are going to consult residents.
present continuous	personal arrangement	We are meeting the council on Tuesday.
present simple	timetable / official schedule	The consultation closes at six.
future continuous	action in progress at a future time	This time next year, residents will be using the space.
future perfect	completed before a future point	By July, the trees will have been planted.

GREEK LEARNER ALERT Not every future sentence needs will. Choose the form from meaning: plan, arrangement, schedule, process or deadline.

1069. Choose: The public meeting starts / will start at 18:00 according to the schedule.

1070. Complete: By next summer, the pilot _____ (collect) six months of data.

1071. Use future continuous: residents / use the new path / this time next year.

1072. Explain the difference: We are going to meet / We are meeting the mayor.

1073. Correct: By 2030, the city will reduce emissions by 40%. (promise of completion)

1074. Describe three pieces of evidence in the illustration using going to.

Grammar That Speaks • Future Conditions & Time

Time clauses use present forms

Meaning	Model
before a future event	Before the pilot begins, residents will be consulted.
immediately after	As soon as funding is approved, work will start.
up to a future point	We will collect data until the trial ends.
condition	If the path improves access, permanent funding may follow.
possible obstacle	Unless maintenance is funded, the garden may fail.

Advanced future perspective

- By the time the council reviews the project, students will have gathered evidence.
- In ten years' time, cities may well be designing for more extreme heat.
- The project is due to begin in May.
- The repair station is expected to open later.
- The council is likely to approve a smaller budget.

1075. Correct: When the meeting will finish, we will publish the notes.

1076. Join with unless: Maintenance must be funded. The project may deteriorate.

1077. Write a future-perfect deadline for the pilot.

1078. Use due to for an official plan.

1079. Use likely to for a cautious prediction.

1080. Create a three-stage future timeline for one civic idea.

SPEAK IT Move beyond predictions: name the decision, responsible actor, deadline and evidence of success.

Speaking Lab • The Citizens' Assembly

The challenge

Your municipality has €60,000 for one pilot: a shaded school route, a youth arts space, a repair café or a rain garden. No option solves everything.

Role	Priority
Youth representative	Safety, opportunity and genuine youth power.
Resident with limited mobility	Access, maintenance and practical use.
Local shopkeeper	Footfall, noise and economic impact.
Environmental planner	Heat, water and biodiversity.
Finance officer	Cost, measurable outcomes and scalability.

Assembly protocol

- Opening: state a need, not a favourite object.
- Challenge: ask for evidence, cost or affected groups.
- Bridge: identify one shared value.
- Decision: select, combine or redesign.
- Commitment: state what will have happened after twelve months.

Consensus language

- What I hear both sides valuing is...
- Could we preserve the benefit while reducing...?
- I could support this provided that...
- By the end of the pilot, we would need to have...

DEMOCRACY MOVE Changing your position after hearing better reasons is participation—not defeat.

Write With Purpose • A Proposal

TASK Write a proposal to improve one underused space near a school. Include the need, two actions, benefits, cost-awareness and evaluation. 190–230 words.

Section	Purpose	Language
Title	Name the action clearly.	Proposal for a Shaded Study Garden
Current situation	Define the evidenced need.	At present... / Feedback indicates...
Recommended actions	Be feasible and ordered.	It is proposed that... / A pilot should...
Expected benefits	Connect action to stakeholder.	This would enable... / As a result...
Evaluation	Show accountability.	Success could be measured by...

Proposal quality test

- 1081. Is the problem specific and evidenced?
- 1082. Can a reader see exactly what will be done?
- 1083. Have I included people who may be excluded?
- 1084. Are costs acknowledged without inventing figures?
- 1085. Will success have been measured by a clear deadline?
- 1086. Does my tone invite decision rather than demand applause?

WRITING TRUTH “Innovative” is not evidence. Show what changes, for whom, by when and how we will know.

Unit 15 • Future Mission

Photograph or sketch an underused public space without including identifiable people or private property details. Record a 75-second proposal: present need, two actions, one compromise and one future-perfect success measure.

Exit ticket

1087. One future form I choose by meaning:

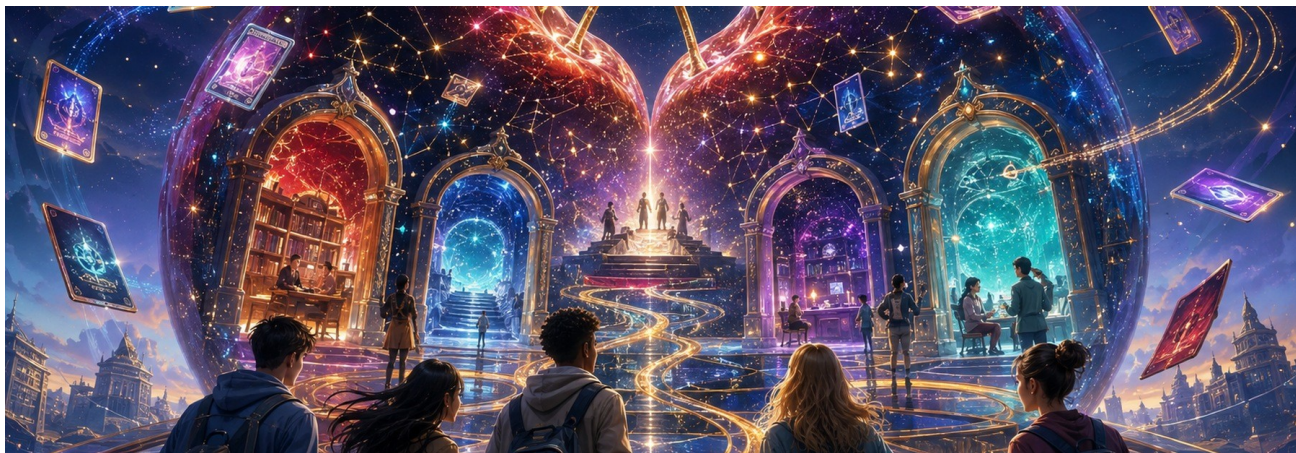
1088. One civic phrase I can use naturally:

1089. One stakeholder I used to overlook:

1090. One promise I can make measurable:

UNIT MOTTO Hope becomes civic power when it gains a plan, a deadline and room for other voices.

UNIT 16 • The B2 Performance Lab



FINAL CHALLENGE You are no longer collecting separate rules. You are learning to choose language under pressure.

Enter the arena

1091. Which portal represents your strongest skill?
1092. Which portal would you normally avoid?
1093. What connects the four language skills in the image?
1094. Define “B2 independence” in one sentence.
1095. Choose a personal final-boss habit: silence, translation, speed, accuracy fear or weak organisation.

Performance mindset

Before	During	After
set purpose • predict • plan	notice • choose • repair • continue	check • learn • recycle
RULE ZERO A strong B2 performance is clear, responsive and controlled—not flawless.		

Integrated Mission • The Midnight Evidence Room



A youth festival is due to open in forty-eight hours. A viral message claims that its main venue has failed a safety inspection. Organisers deny the claim, but an anonymous audio clip appears to support it. Ticket holders are demanding answers. Your B2 team must investigate, communicate uncertainty and recommend an ethical response.

File A • Written statement

The organisers state that the venue was inspected last month and that minor recommendations were completed. They provide a dated summary but not the full report, citing security details.

File B • Anonymous audio

A voice says, “They told us the north exit couldn’t be used.” Background noise suggests a public indoor space, but the date and speaker cannot be verified.

File C • New evidence

A local reporter confirms that temporary work occurred near the north exit two weeks earlier. The fire service says a current certificate exists but will not comment on private operational details.

MISSION CLOCK Do not decide first and collect reasons later. Track fact, inference, unknown, risk and next action.

Performance Lab 1 • Reading & Use of English

A. Evidence reading

1096. Which source offers the strongest direct confirmation? Why?
1097. What remains uncertain even after File C?
1098. Why might withholding a full report be reasonable and suspicious at the same time?
1099. What could the anonymous speaker have meant by “couldn’t be used”?
1100. Write one conclusion the evidence supports and one it does not.
1101. Which additional source would reduce uncertainty most?

B. Open cloze

Complete with one word in each gap.

By the time the festival opens, organisers will have had the venue checked ___ least twice. However, a certificate does not, ___ itself, answer every operational question. The anonymous recording may have ___ made during temporary work, while the phrase “couldn’t be used” could refer ___ a short period rather than the event itself. Unless independent confirmation ___ obtained, the claim should neither be repeated as fact ___ dismissed completely.

C. Transformations

1102. “We completed the work,” organisers said. → Organisers reported...
1103. It is possible that the clip was recorded earlier. → The clip might...
1104. The fire service issued the certificate. → The certificate...
1105. The team must verify the date before publishing. → The date...
1106. If the reporter had not checked, uncertainty would be greater. → But for...

Performance Lab 2 • Listening Without Audio

Teacher or partner reads the script twice. First listen for position; second listen for detail. The listener must not see the script.

Reader script

SCRIPT “I understand why people are worried, but the phrase in the recording may have been taken out of context. During preparation, exits are sometimes closed while equipment is moved. That does not prove this happened here. What concerns me more is the delay in publishing a clear, accessible statement. If organisers had explained the temporary work earlier, the rumour might not have grown. I would not cancel the event on the present evidence, but I would ask for written confirmation that every public exit will be operating before doors open.”

Listening tasks

- 1107. What is the speaker’s overall position?
- 1108. Which possible context is suggested?
- 1109. What does the speaker explicitly refuse to claim?
- 1110. What communication failure is criticised?
- 1111. What third conditional is used?
- 1112. What action is recommended before opening?
- 1113. Summarise the message in twenty words.

Shadow and respond

Repeat one sentence with the same rhythm. Then answer: “I agree / partly agree / disagree because...”

Performance Lab 3 • Collaborative Speaking

Decision task

Choose one response: cancel immediately; continue without comment; issue a holding statement and verify; postpone ticket sales; invite an independent inspector. You may combine options.

B2 interaction moves

Move	Language
Enter	Could I add something to that?
Build	That connects with your point about...
Challenge	I see the logic; however, the evidence does not yet show...
Clarify	Do you mean temporarily or throughout the event?
Negotiate	I could support that provided that...
Close	So our shared recommendation is...

Performance conditions

- Speak for five minutes in groups of three.
- Use at least one deduction, conditional and passive.
- Invite a quieter speaker in.
- State confidence and one remaining unknown.
- Finish with an action, owner and deadline.

INTERACTION SCORE Communication is not divided airtime. It is shared thinking made visible.

Performance Lab 4 • Writing Under Choice

Choose one task

Task	Reader and purpose
Formal email	Ask organisers for specific evidence and clarification.
Report	Summarise available evidence, limitations and next steps.
Opinion essay	Evaluate whether events should be cancelled when online claims cannot be verified.
Article	Teach teenagers how to respond to an alarming unverified post.

Ten-minute planning grid

Minute	Action
0–2	Underline task, reader, purpose and required content.
2–4	Choose position and two main ideas.
4–6	Attach evidence or example to each idea.
6–8	Select useful language—not every advanced form you know.
8–10	Write opening and final line; check organisation.

Final edit • RACE

- R • Register: Does the tone match the reader?
- A • Answer: Have I completed every part of the task?
- C • Control: Are tense, agreement, articles and punctuation accurate?
- E • Effect: Is the message clear, developed and worth reading?

The Grammar Constellation • Units 9–16

Meaning you need	Choose
unreal past consequence	third conditional
past cause with present result	mixed conditional
identify or add information	relative clause
compress a clear relationship	participle clause
retell another speaker	reported speech
organise past events	narrative tenses
focus on process or result	passive / causative
judge probability from evidence	modal of deduction
locate plans, processes and deadlines	future system / future perfect

Repair clinic

1114. Correct: If I would have known, I told you.
1115. Correct: The friend which called me had apologised.
1116. Correct: She suggested me to apply.
1117. Correct: By next year, they will planted the trees.
1118. Correct: The results have been analyse.
1119. Correct: It must had been edited.
1120. Explain why each correction changes meaning, not only form.

CHOICE TEST Ask “What relationship do I mean?” before asking “Which tense is this exercise testing?”

Vocabulary Constellation • Retrieval Challenge

Eight worlds, one voice

World	Three anchor chunks
Justice	take responsibility • make amends • proportionate response
Relationships	set a boundary • clear the air • rebuild trust
Work	take initiative • transferable skill • fair compensation
Culture	challenge a stereotype • meaningful exchange • cultural lens
Evidence	test a hypothesis • admit a limitation • weight of evidence
Media	trace a source • deceptive framing • informed judgement
Citizenship	consult residents • measurable outcome • shared responsibility
Performance	state confidence • repair meaning • sustain interaction

Retrieval rounds

1121. Cover the right column and recall one chunk per world.
1122. Connect four worlds in a sixty-second answer.
1123. Replace five vague verbs: do, make, get, have, be.
1124. Tell a story containing eight chunks without sounding like a list.
1125. Create one question that forces a partner to use each world.

MEMORY TRUTH Recognition feels comfortable. Retrieval builds usable English.

Final B2 Speaking Circuit

Station 1 • Monologue

Speak for ninety seconds: “One change that would make my community fairer.” Include problem, stakeholders, proposal, obstacle and future impact.

Station 2 • Role-play

A friend shared an unverified health claim. Correct it without humiliating them and agree on a verification step.

Station 3 • Collaborative decision

Choose which youth project deserves limited funding. Negotiate criteria before choosing.

Station 4 • Follow-up pressure

- What evidence supports that?
- Who might disagree?
- What would happen if your plan failed?
- How will the situation have changed in one year?
- Can you express the same idea more cautiously?

Self-score • 0–2 each

Control	Range	Interaction	Organisation	Pronunciation
accurate enough	varied enough	responsive	easy to follow	intelligible and expressive

SPEAKING FINISH LINE Do not stop when you lack one word. Paraphrase, exemplify, compare or ask for a second.

Final Writing Portfolio

Text type	My strongest evidence	Next upgrade
Story	_____	_____
Informal email	_____	_____
Formal email	_____	_____
Article	_____	_____
Report	_____	_____
Opinion essay	_____	_____
Proposal	_____	_____

Portfolio reflection

1126. Which text shows your clearest organisation?

1127. Where is your register most natural?

1128. Which error still repeats?

1129. Which paragraph contains your strongest reasoning?

1130. Choose one piece to revise—not merely correct. What will change?

Independent learner contract

For the next four weeks, I will complete one input habit, one speaking habit and one review habit in English.

VOLUME 2 COMPLETE You have crossed the B2 bridge when English becomes something you can use to think, investigate, connect and act.

APPENDIX • The B2 Survival Kit



USE, DO NOT ADMIRE Circle, colour-code, cover, retrieve, personalise and revisit. A reference section becomes powerful only when it leaves the page.

What is inside

A	Irregular verbs
B	High-frequency phrasal verbs with Greek meanings
C	Writing toolkit
D	Speaking and interaction toolkit
E	Linkers by meaning
F	Word formation and confusing words
G	Pronunciation survival guide
H	Final grammar map and learning tracker

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	σπάω
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
deal	dealt	dealt	αντιμετωπίζω/ συναλλάσσομαι
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
forgive	forgave	forgiven	συγχωρώ
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

Appendix A • Irregular Verbs 2

Base	Past simple	Past participle	Greek
hide	hid	hidden	κρύβω
hold	held	held	κρατώ
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/περνάω χρόνο

Appendix A • Irregular Verbs 3

Base	Past simple	Past participle	Greek
stand	stood	stood	στέκομαι
steal	stole	stolen	κλέβω
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	ταΐζω
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

PATTERN HUNT Group verbs by sound and form: keep–kept, buy–bought, sing–sang–sung. Patterns are easier to retrieve than one alphabetical wall.

Appendix B • Phrasal Verbs 1–35

Phrasal verb	Greek meaning	Example chunk
back up	υποστηρίζω / δημιουργώ αντίγραφο	back up a claim / file
break down	χαλάω / αναλύω	break down the problem
break up	χωρίζω / διαλύομαι	break up with someone
bring up	αναφέρω θέμα / μεγαλώνω	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	φτάνω το επίπεδο / ενημερώνομαι	catch up with work
check in	κάνω check-in / επικοινωνώ	check in at reception
check out	ελέγχω / αναχωρώ	check out a source
come across	συναντώ τυχαία	come across an article
come up with	σκεφτομαι λύση	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 colleagues
get away with	ξεφεύγω χωρίς συνέπειες	get away with lying
get over	ξεπερνώ	get over a 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	παρακολουθώ 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 • 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	μιλώ πιο δυνατά / 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 με πληροφορίες	a witness came forward
cover up	συγκαλύπτω	cover up a mistake
rule out	αποκλείω	rule out an explanation
scale up	επεκτείνω	scale up the pilot
step down	παραιτούμαι από θέση	step down as leader

PARTICLE POWER Learn the whole chunk and its context. “Take” plus a particle is not one meaning translated word by word.

Appendix C • Writing Toolkit

Purpose	Useful language
Introduce topic	It is often argued that... / The question of whether...
State position	I largely agree... / This view is convincing to a limited extent...
Add reason	A further consideration is... / Equally important...
Give example	A clear example of this is... / This can be seen when...
Explain result	Consequently... / This may lead to... / The effect is...
Contrast	However... / Whereas... / Despite this...
Concede	Although this argument has merit... / Admittedly...
Qualify	in many cases • to some extent • under certain conditions
Recommend	It would be advisable to... / A practical first step would be...
Conclude	Overall... / On balance... / The most proportionate approach...

Seven text types at a glance

Type	Register	Non-negotiable
Story	engaging	event sequence + meaningful ending
Informal email	personal	all content points + natural closing
Formal email	polite professional	clear purpose + evidence + request
Article	engaging semi-formal	reader connection + title
Report	objective organised	findings + limitations + recommendation
Opinion essay	formal reasoned	position + development + counterargument
Proposal	formal practical	actions + benefits + evaluation

Appendix D • Speaking Toolkit

Interaction move	Language
Gain time	That's an interesting question. Let me think for a moment.
Clarify	Do you mean...? / Could you explain what you mean by...?
Paraphrase	It is a kind of... / It is used for... / What I mean is...
Agree and build	Exactly—and I would add that...
Partly agree	I agree up to a point; however...
Disagree respectfully	I see why you say that, but the evidence suggests...
Invite	What do you think? / We haven't heard your view yet.
Interrupt politely	Could I come in here?
Repair	Let me put that differently. / That's not quite what I meant.
Summarise	So far, we seem to agree that...
Negotiate	I could support that provided that...
Close	Shall we agree that our best option is...?

Monologue engine • PREP+

- P • Point: answer directly.
- R • Reason: explain why.
- E • Example: make it concrete.
- P • Perspective: recognise another view.
- + • Return: reconnect to the question.

FLUENCY RESCUE If one word disappears, describe its purpose, appearance, category, opposite or example. Keep the conversation alive.

Appendix E • Linkers by Meaning

Meaning	Neutral / flexible	More formal
addition	also • as well as • in addition	furthermore • moreover
contrast	but • while • whereas	however • nevertheless
concession	although • even though	despite / in spite of
reason	because • since	owing to • due to
result	so • therefore	consequently • as a result
example	for example • such as	to illustrate
sequence	first • then • finally	subsequently • eventually
condition	if • unless	provided that • on condition that
purpose	to • so that	in order to • with the aim of
summary	overall • in short	on balance • in conclusion

Punctuation warning

- However usually needs punctuation: “The plan was costly. However, it was approved.”
- Despite is followed by a noun or -ing: “Despite the cost...”
- Although introduces a clause: “Although it was costly...”
- Because of + noun; because + clause.

Appendix F • Word Formation

Verb	Noun	Adjective	Adverb
adapt	adaptation	adaptable/adaptive	adaptively
analyse	analysis	analytical	analytically
apply	application	applicable	—
communicate	communication	communicative	communicatively
compete	competition	competitive	competitively
conclude	conclusion	conclusive	conclusively
create	creation/creativity	creative	creatively
decide	decision	decisive	decisively
educate	education	educational	educationally
employ	employment	employable	—
evaluate	evaluation	evaluative	—
include	inclusion	inclusive	inclusively
influence	influence	influential	influentially
inform	information	informative/informed	—
participate	participation	participatory	—
persuade	persuasion	persuasive	persuasively
protect	protection	protective	protectively
rely	reliability	reliable	reliably
respond	response	responsive	responsively
sustain	sustainability	sustainable	sustainably

Appendix F • Confusing Words & Greek Alerts

Do not confuse	Difference
actually / currently	στην πραγματικότητα / επί του παρόντος
eventually / possibly	τελικά / πιθανώς
sensible / sensitive	λογικός / ευαίσθητος
economic / economical	οικονομικός / οικονομικός στη χρήση
job / work	countable position / general activity
advice / advise	noun / verb
practice / practise	noun / verb in British English
say / tell	say something / tell someone
make / do	create-result / perform-activity
remember / remind	θυμάμαι / υπενθυμίζω
learn / teach	μαθαίνω / διδάσκω
borrow / lend	δανείζομαι / δανείζω
rise / raise	ανεβαίνω / ανεβάζω
avoid / prevent	avoid + noun/-ing / prevent someone from -ing
despite / although	noun/-ing / full clause
used to / be used to	past habit / be accustomed to
fun / funny	διασκεδαστικό / αστείο
experience / experiment	εμπειρία / πείραμα
research / researches	usually uncountable / individual studies
evidence / proof	supporting information / decisive demonstration
TRANSLATION TRAP Natural English is built from patterns and chunks, not one-to-one Greek substitutions.	

Appendix G • Pronunciation Survival Guide

High-value habits

Feature	Practise
final consonants	worked / helped / asked: do not swallow the ending
-ed endings	/t/ worked • /d/ played • /ɪd/ wanted
third-person -s	/s/ works • /z/ learns • /ɪz/ changes
word stress	PHOtograph • phoTOGraphy • photoGRAPHic
sentence stress	Stress content words; reduce grammar words.
thought groups	Pause by meaning, not after every word.
linking	turn_it_off • an_important_idea
intonation	Fall for completion; rise when genuinely checking.

Greek learner focus

- /θ/ and /ð/: tongue lightly between teeth—think / this.
- /ɪ/ versus /i:/: ship / sheep; live / leave.
- /æ/ versus /ʌ/: cap / cup.
- English /r/ is not rolled; avoid adding vowels after final consonants.
- Stress can change intelligibility more than one imperfect sound.

One-minute shadow routine

1131. Listen once for meaning.
1132. Mark stressed words and pauses.
1133. Shadow a five-second section.
1134. Record yourself.
1135. Compare rhythm—not personality.
1136. Repeat once with one improvement target.

Appendix H • Final Grammar Map

Meaning	Core choice	Self-check
habit / fact	present simple	Is it generally true?
happening / temporary	present continuous	Is it around now?
finished past	past simple	Is the time finished?
past connected to now	present perfect	Is the present result relevant?
earlier past	past perfect	Do I need to clarify sequence?
future plan / schedule / deadline	future system	What future meaning do I intend?
real possibility	first conditional	Is the condition realistic?
unreal present	second conditional	Am I imagining now/future?
unreal past	third conditional	Can the past no longer change?
focus on action/result	passive	Does the actor matter?
reported message	reported speech	Have pronouns/time changed?
probability	modal of deduction	How strong is the evidence?

Final independent-learning tracker

Weekly habit	Mon	Tue	Wed	Thu	Fri	Weekend
10 min English input	☐	☐	☐	☐	☐	☐
speak aloud	☐	☐	☐	☐	☐	☐
retrieve 5 chunks	☐	☐	☐	☐	☐	☐
write 5 purposeful lines	☐	☐	☐	☐	☐	☐
notice one pronunciation feature	☐	☐	☐	☐	☐	☐

LAST PAGE, FIRST HABIT The course ends here. Your English environment begins wherever you decide to create it.

Volume 2 • Completion Page

THE B2 BRIDGE Completed by: _____

I have worked through Units 9–16 of The British Cherry and built evidence of progress in reading, vocabulary, grammar, writing, speaking, interaction and independent English use.

My strongest transformation

The English habit I will keep

A message to my future English-speaking self

Date: _____ Signature: _____

FINAL MOTTO THINK IT. SPEAK IT. LIVE IT.

Appendix I • Final B2 Bridge Checkpoint

Part A • Reading and language

1137. Compare how two characters revise a choice, assumption or claim.
1138. Use a third conditional to imagine a worse ending for Unit 9.
1139. Report one question from Unit 11 accurately.
1140. Retell a turning point using three narrative tenses.
1141. Make passive: “The team collected the data transparently.”
1142. Write one past deduction about the viral video.
1143. Write one future-perfect success measure for the civic pilot.
1144. Choose sixteen vocabulary chunks from eight units and connect them in one argument.

Part B • Speaking challenge

In pairs, discuss one statement: “A good intention should reduce the consequence of a harmful action”; “Health claims should be removed until proven”; or “Platforms carry more responsibility than users for misinformation.” Speak for four minutes, then switch positions.

Part C • Writing choice

- Story: Begin “Had I checked the name before pressing send, none of this would have happened.”
- Formal email: Apply for a youth exchange or internship.
- Scientific report: Report a small experiment with limitations.
- Opinion essay: Divide responsibility for online misinformation.

Self-assessment • 1 not yet → 5 independently

I can...	1	2	3	4	5
infer attitude and evaluate evidence.	☐	☐	☐	☐	☐
control complex time and passive forms.	☐	☐	☐	☐	☐
report messages and calibrate deductions.	☐	☐	☐	☐	☐
investigate claims and challenge respectfully.	☐	☐	☐	☐	☐
write six distinct B2 text types.	☐	☐	☐	☐	☐

Use this page for recurring language, personal targets, feedback codes and questions worth revisiting.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

VOLUME COMPLETE Units 9–16 and the B2 Survival Kit are complete. Return to the appendix whenever language needs rebuilding.

Appendix K • Master Vocabulary Index A–Z • Units 9–16

This index contains 485 distinct words and phrases from the taught vocabulary of Units 9–16. Repeated items are merged, and every relevant source unit is shown.

RETRIEVAL METHOD Cover the entry, recall its meaning and a natural collocation, then say a new sentence aloud. Tick “Use” only when you can produce it without copying the book.

How the index works

The unit reference takes you back to the original reading, vocabulary network or performance task. Recognition is the first step; independent use is the goal.

A–Z revision challenges

1. Alphabet race: retrieve one item for as many letters as possible in two minutes.
2. Unit trail: choose one unit and locate ten of its entries across the index.
3. Connection chain: link five items from different units in one coherent explanation.
4. Collocation repair: choose a familiar item and add the verb, adjective or noun that naturally accompanies it.
5. Speaking transfer: select six items at random and use at least four in a sixty-second response.
6. Writing transfer: highlight ten items suitable for one B2 text type; use five without forcing them.
7. Precision test: explain the difference between two related entries without translating them into Greek.
8. Return ticket: if you cannot use an item, revisit its unit and recover the sentence or task that made it meaningful.

Appendix K • Master Vocabulary Index A–Z • 1

Word / phrase	Found in	My recall
A • a deliberate act	Unit 9	☐ recognise ☐ use
a fair consequence	Unit 9	☐ recognise ☐ use
a reckless choice	Unit 9	☐ recognise ☐ use
a second chance	Unit 9	☐ recognise ☐ use
a severe punishment	Unit 9	☐ recognise ☐ use
accept an apology	Unit 10	☐ recognise ☐ use
accept criticism	Unit 11	☐ recognise ☐ use
accept liability	Unit 9	☐ recognise ☐ use
accessible design	Unit 15	☐ recognise ☐ use
accountable	Unit 9	☐ recognise ☐ use
accurate measurement	Unit 13	☐ recognise ☐ use
acknowledge the impact	Unit 10	☐ recognise ☐ use
act on impulse	Unit 9	☐ recognise ☐ use
active citizen	Unit 15	☐ recognise ☐ use
adapt to a routine	Unit 12	☐ recognise ☐ use
address an issue	Unit 10	☐ recognise ☐ use
address concerns	Unit 15	☐ recognise ☐ use
admit a limitation	Unit 13, 16	☐ recognise ☐ use
admit an offence	Unit 9	☐ recognise ☐ use
afford something	Unit 11	☐ recognise ☐ use
aggravating factor	Unit 9	☐ recognise ☐ use
agree to disagree	Unit 10	☐ recognise ☐ use
algorithmic curation	Unit 14	☐ recognise ☐ use
allocate funding	Unit 15	☐ recognise ☐ use
an honest mistake	Unit 9	☐ recognise ☐ use
analyse results	Unit 13	☐ recognise ☐ use
anonymous account	Unit 14	☐ recognise ☐ use
apologise sincerely	Unit 9	☐ recognise ☐ use
apply for a job	Unit 11	☐ recognise ☐ use
ask for directions	Unit 12	☐ recognise ☐ use
ask for permission	Unit 10	☐ recognise ☐ use
attend an interview	Unit 11	☐ recognise ☐ use
attention-grabbing	Unit 14	☐ recognise ☐ use
authentic encounter	Unit 12	☐ recognise ☐ use
avoid confrontation	Unit 10	☐ recognise ☐ use
avoid generalisations	Unit 12	☐ recognise ☐ use
B • balanced diet	Unit 13	☐ recognise ☐ use
benefit of the doubt	Unit 10	☐ recognise ☐ use
betray a confidence	Unit 10	☐ recognise ☐ use

Return to the referenced unit to recover the item in context. Reuse it in that unit's speaking or writing task.

Appendix K • Master Vocabulary Index A–Z • 2

Word / phrase	Found in	My recall
B • book accommodation	Unit 12	☐ recognise ☐ use
breach a rule	Unit 9	☐ recognise ☐ use
breach of confidence	Unit 10	☐ recognise ☐ use
break someone's trust	Unit 9, 10	☐ recognise ☐ use
breaking news	Unit 14	☐ recognise ☐ use
broaden your horizons	Unit 12	☐ recognise ☐ use
budget-friendly option	Unit 12	☐ recognise ☐ use
build consensus	Unit 15	☐ recognise ☐ use
burden of proof	Unit 14	☐ recognise ☐ use
burnout risk	Unit 11	☐ recognise ☐ use
C • career path	Unit 11	☐ recognise ☐ use
career progression	Unit 11	☐ recognise ☐ use
carry out an experiment	Unit 13	☐ recognise ☐ use
case-by-case basis	Unit 9	☐ recognise ☐ use
causal relationship	Unit 13	☐ recognise ☐ use
cause harm	Unit 9	☐ recognise ☐ use
challenge a decision	Unit 9	☐ recognise ☐ use
challenge a stereotype	Unit 12, 16	☐ recognise ☐ use
cherry-pick data	Unit 13	☐ recognise ☐ use
civic engagement	Unit 15	☐ recognise ☐ use
civic responsibility	Unit 15	☐ recognise ☐ use
clear the air	Unit 10, 16	☐ recognise ☐ use
clickbait headline	Unit 14	☐ recognise ☐ use
climate adaptation	Unit 15	☐ recognise ☐ use
climate resilience	Unit 15	☐ recognise ☐ use
clinical evidence	Unit 13	☐ recognise ☐ use
code-switch	Unit 12	☐ recognise ☐ use
collect data	Unit 13	☐ recognise ☐ use
collect feedback	Unit 15	☐ recognise ☐ use
collective agency	Unit 15	☐ recognise ☐ use
collective harm	Unit 9	☐ recognise ☐ use
come forward	Unit 9	☐ recognise ☐ use
communicate across cultures	Unit 12	☐ recognise ☐ use
communicate assertively	Unit 10	☐ recognise ☐ use
communication style	Unit 12	☐ recognise ☐ use
community consultation	Unit 15	☐ recognise ☐ use
community ownership	Unit 15	☐ recognise ☐ use
community service	Unit 9	☐ recognise ☐ use
compare outcomes	Unit 13	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 3

Word / phrase	Found in	My recall
C • compare prices	Unit 11	☐ recognise ☐ use
competitive advantage	Unit 11	☐ recognise ☐ use
conduct research	Unit 13	☐ recognise ☐ use
confide in someone	Unit 10	☐ recognise ☐ use
confidence interval	Unit 13	☐ recognise ☐ use
confirmation bias	Unit 12, 14	☐ recognise ☐ use
conflicting evidence	Unit 9	☐ recognise ☐ use
confounding variable	Unit 13	☐ recognise ☐ use
consider the outcome	Unit 9	☐ recognise ☐ use
constructive dialogue	Unit 10	☐ recognise ☐ use
consult residents	Unit 15, 16	☐ recognise ☐ use
content moderator	Unit 14	☐ recognise ☐ use
control group	Unit 13	☐ recognise ☐ use
coordinated campaign	Unit 14	☐ recognise ☐ use
correct an error	Unit 14	☐ recognise ☐ use
correction effect	Unit 14	☐ recognise ☐ use
correlation	Unit 13	☐ recognise ☐ use
cost-effective measure	Unit 15	☐ recognise ☐ use
cost-effective solution	Unit 11	☐ recognise ☐ use
cover for someone	Unit 9	☐ recognise ☐ use
create safe routes	Unit 15	☐ recognise ☐ use
credible inference	Unit 14	☐ recognise ☐ use
credible witness	Unit 9	☐ recognise ☐ use
cross-check a claim	Unit 14	☐ recognise ☐ use
cultural appreciation	Unit 12	☐ recognise ☐ use
cultural appropriation	Unit 12	☐ recognise ☐ use
cultural difference	Unit 12	☐ recognise ☐ use
cultural heritage	Unit 12	☐ recognise ☐ use
cultural identity	Unit 12	☐ recognise ☐ use
cultural lens	Unit 12, 16	☐ recognise ☐ use
cut back on spending	Unit 11	☐ recognise ☐ use
D • damage property	Unit 9	☐ recognise ☐ use
de-escalate tension	Unit 10	☐ recognise ☐ use
deceptive framing	Unit 14, 16	☐ recognise ☐ use
deepfake detection	Unit 14	☐ recognise ☐ use
defensive reaction	Unit 10	☐ recognise ☐ use
democratic accountability	Unit 15	☐ recognise ☐ use
demonstrate competence	Unit 11	☐ recognise ☐ use
deny an accusation	Unit 9	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 4

Word / phrase	Found in	My recall
D • departure lounge	Unit 12	☐ recognise ☐ use
dependent variable	Unit 13	☐ recognise ☐ use
deterrent effect	Unit 9	☐ recognise ☐ use
develop a skill	Unit 11	☐ recognise ☐ use
digital footprint	Unit 10, 14	☐ recognise ☐ use
digital provenance	Unit 14	☐ recognise ☐ use
disposable income	Unit 11	☐ recognise ☐ use
dosage instructions	Unit 13	☐ recognise ☐ use
draw a conclusion	Unit 13	☐ recognise ☐ use
drift apart	Unit 10	☐ recognise ☐ use
E • earn a salary	Unit 11	☐ recognise ☐ use
earn back trust	Unit 10	☐ recognise ☐ use
earn recognition	Unit 11	☐ recognise ☐ use
echo chamber	Unit 14	☐ recognise ☐ use
edited footage	Unit 14	☐ recognise ☐ use
editorial independence	Unit 14	☐ recognise ☐ use
editorial standard	Unit 14	☐ recognise ☐ use
emergency fund	Unit 11	☐ recognise ☐ use
emotional fallout	Unit 10	☐ recognise ☐ use
emotional support	Unit 10	☐ recognise ☐ use
engagement incentive	Unit 14	☐ recognise ☐ use
engagement metric	Unit 14	☐ recognise ☐ use
entrepreneurial mindset	Unit 11	☐ recognise ☐ use
entry-level position	Unit 11	☐ recognise ☐ use
environmental footprint	Unit 12	☐ recognise ☐ use
epistemic uncertainty	Unit 14	☐ recognise ☐ use
equal opportunity	Unit 11, 15	☐ recognise ☐ use
essential expense	Unit 11	☐ recognise ☐ use
establish causality	Unit 13	☐ recognise ☐ use
ethical consumer	Unit 11	☐ recognise ☐ use
ethical dilemma	Unit 9	☐ recognise ☐ use
ethnocentric judgement	Unit 12	☐ recognise ☐ use
evaluate a pilot	Unit 15	☐ recognise ☐ use
evidence	Unit 9	☐ recognise ☐ use
evidence-based decision	Unit 13	☐ recognise ☐ use
evidence-informed policy	Unit 15	☐ recognise ☐ use
exceed expectations	Unit 11	☐ recognise ☐ use
exchange harsh words	Unit 10	☐ recognise ☐ use
exchange perspectives	Unit 12	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 5

Word / phrase	Found in	My recall
E • experimental condition	Unit 13	☐ recognise ☐ use
explain your intention	Unit 10	☐ recognise ☐ use
eyewitness account	Unit 14	☐ recognise ☐ use
F • face consequences	Unit 9	☐ recognise ☐ use
fact-checking organisation	Unit 14	☐ recognise ☐ use
fair compensation	Unit 11, 16	☐ recognise ☐ use
false accusation	Unit 14	☐ recognise ☐ use
feel guilty	Unit 9	☐ recognise ☐ use
feel homesick	Unit 12	☐ recognise ☐ use
feel out of place	Unit 12	☐ recognise ☐ use
filter bubble	Unit 14	☐ recognise ☐ use
financial goal	Unit 11	☐ recognise ☐ use
financial literacy	Unit 11	☐ recognise ☐ use
find common ground	Unit 10, 12	☐ recognise ☐ use
first impression	Unit 12	☐ recognise ☐ use
fit in	Unit 12	☐ recognise ☐ use
flexible hours	Unit 11	☐ recognise ☐ use
forced forgiveness	Unit 10	☐ recognise ☐ use
forgive	Unit 9	☐ recognise ☐ use
funding application	Unit 15	☐ recognise ☐ use
future generation	Unit 15	☐ recognise ☐ use
G • gain experience	Unit 11	☐ recognise ☐ use
genuine accountability	Unit 10	☐ recognise ☐ use
get around	Unit 12	☐ recognise ☐ use
get into debt	Unit 11	☐ recognise ☐ use
get lost	Unit 12	☐ recognise ☐ use
get promoted	Unit 11	☐ recognise ☐ use
give consent	Unit 10	☐ recognise ☐ use
give feedback	Unit 11	☐ recognise ☐ use
give someone space	Unit 10	☐ recognise ☐ use
give testimony	Unit 9	☐ recognise ☐ use
global citizenship	Unit 12	☐ recognise ☐ use
go viral	Unit 14	☐ recognise ☐ use
good value for money	Unit 11	☐ recognise ☐ use
grow closer	Unit 10	☐ recognise ☐ use
H • harmful amplification	Unit 14	☐ recognise ☐ use
have a lot in common	Unit 10	☐ recognise ☐ use
have an argument	Unit 10	☐ recognise ☐ use
health misinformation	Unit 13	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 6

Word / phrase	Found in	My recall
H • healthy habit	Unit 13	☐ recognise ☐ use
healthy relationship	Unit 10	☐ recognise ☐ use
hear both sides	Unit 9	☐ recognise ☐ use
heavy workload	Unit 11	☐ recognise ☐ use
hidden cost	Unit 11	☐ recognise ☐ use
hold a grudge	Unit 10	☐ recognise ☐ use
hold decision-makers accountable	Unit 15	☐ recognise ☐ use
host community	Unit 12	☐ recognise ☐ use
hurt someone's feelings	Unit 10	☐ recognise ☐ use
hybrid identity	Unit 12	☐ recognise ☐ use
I • identify a pattern	Unit 13	☐ recognise ☐ use
identify stakeholders	Unit 15	☐ recognise ☐ use
impact	Unit 9	☐ recognise ☐ use
implementation timeline	Unit 15	☐ recognise ☐ use
implicit norm	Unit 12	☐ recognise ☐ use
improve access	Unit 15	☐ recognise ☐ use
impulse purchase	Unit 11	☐ recognise ☐ use
income inequality	Unit 11	☐ recognise ☐ use
independent confirmation	Unit 14	☐ recognise ☐ use
independent variable	Unit 13	☐ recognise ☐ use
influence a decision	Unit 14	☐ recognise ☐ use
information ecosystem	Unit 14	☐ recognise ☐ use
informed consent	Unit 10, 13	☐ recognise ☐ use
informed judgement	Unit 14, 16	☐ recognise ☐ use
intercultural competence	Unit 12	☐ recognise ☐ use
intergenerational justice	Unit 15	☐ recognise ☐ use
invade someone's privacy	Unit 10	☐ recognise ☐ use
issue a correction	Unit 14	☐ recognise ☐ use
issue a warning	Unit 9	☐ recognise ☐ use
J • job satisfaction	Unit 11	☐ recognise ☐ use
job vacancy	Unit 11	☐ recognise ☐ use
jump to conclusions	Unit 10	☐ recognise ☐ use
K • keep an open mind	Unit 12	☐ recognise ☐ use
keep something private	Unit 10	☐ recognise ☐ use
keep your word	Unit 10	☐ recognise ☐ use
L • language barrier	Unit 12	☐ recognise ☐ use
launch a campaign	Unit 15	☐ recognise ☐ use
learn the hard way	Unit 9	☐ recognise ☐ use
let someone down	Unit 10	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 7

Word / phrase	Found in	My recall
L • limit a study	Unit 13	☐ recognise ☐ use
limited budget	Unit 15	☐ recognise ☐ use
linguistic confidence	Unit 12	☐ recognise ☐ use
living expenses	Unit 11	☐ recognise ☐ use
local authority	Unit 15	☐ recognise ☐ use
local community	Unit 15	☐ recognise ☐ use
local custom	Unit 12	☐ recognise ☐ use
local resident	Unit 12	☐ recognise ☐ use
long-term ambition	Unit 11	☐ recognise ☐ use
long-term impact	Unit 15	☐ recognise ☐ use
longitudinal study	Unit 13	☐ recognise ☐ use
lose your temper	Unit 10	☐ recognise ☐ use
M • maintain contact	Unit 10	☐ recognise ☐ use
make a diagnosis	Unit 13	☐ recognise ☐ use
make a living	Unit 11	☐ recognise ☐ use
make a scene	Unit 10	☐ recognise ☐ use
make amends	Unit 9, 16	☐ recognise ☐ use
make an assumption	Unit 12	☐ recognise ☐ use
make up with someone	Unit 10	☐ recognise ☐ use
make your voice heard	Unit 15	☐ recognise ☐ use
malicious intent	Unit 14	☐ recognise ☐ use
manipulated image	Unit 14	☐ recognise ☐ use
manufactured outrage	Unit 14	☐ recognise ☐ use
margin of error	Unit 13	☐ recognise ☐ use
marginalised voice	Unit 15	☐ recognise ☐ use
market demand	Unit 11	☐ recognise ☐ use
meaningful exchange	Unit 12, 16	☐ recognise ☐ use
meaningful immersion	Unit 12	☐ recognise ☐ use
measurable outcome	Unit 15, 16	☐ recognise ☐ use
measure success	Unit 15	☐ recognise ☐ use
media literacy	Unit 14	☐ recognise ☐ use
media pluralism	Unit 14	☐ recognise ☐ use
mediate competing needs	Unit 15	☐ recognise ☐ use
medical advice	Unit 13	☐ recognise ☐ use
meet a deadline	Unit 11	☐ recognise ☐ use
meet a need	Unit 15	☐ recognise ☐ use
mental wellbeing	Unit 13	☐ recognise ☐ use
methodological flaw	Unit 13	☐ recognise ☐ use
minimum wage	Unit 11	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 8

Word / phrase	Found in	My recall
M • miscarriage of justice	Unit 9	☐ recognise ☐ use
misleading caption	Unit 14	☐ recognise ☐ use
misleading claim	Unit 13	☐ recognise ☐ use
miss a connection	Unit 12	☐ recognise ☐ use
missing context	Unit 14	☐ recognise ☐ use
misunderstand a message	Unit 10	☐ recognise ☐ use
mitigating factor	Unit 9	☐ recognise ☐ use
mixed signals	Unit 10	☐ recognise ☐ use
moral responsibility	Unit 9	☐ recognise ☐ use
motive	Unit 9	☐ recognise ☐ use
mutual respect	Unit 10	☐ recognise ☐ use
N • negotiate identity	Unit 12	☐ recognise ☐ use
negotiate terms	Unit 11	☐ recognise ☐ use
neighbourhood initiative	Unit 15	☐ recognise ☐ use
news source	Unit 14	☐ recognise ☐ use
non-verbal cue	Unit 12	☐ recognise ☐ use
nuanced understanding	Unit 12	☐ recognise ☐ use
null result	Unit 13	☐ recognise ☐ use
O • off the beaten track	Unit 12	☐ recognise ☐ use
offer a sincere apology	Unit 10	☐ recognise ☐ use
original upload	Unit 14	☐ recognise ☐ use
overcome culture shock	Unit 12	☐ recognise ☐ use
overstate a conclusion	Unit 13	☐ recognise ☐ use
own up to something	Unit 9	☐ recognise ☐ use
own your mistake	Unit 10	☐ recognise ☐ use
P • pack the essentials	Unit 12	☐ recognise ☐ use
paid internship	Unit 11	☐ recognise ☐ use
participatory planning	Unit 15	☐ recognise ☐ use
pay in instalments	Unit 11	☐ recognise ☐ use
pay the price	Unit 9	☐ recognise ☐ use
peak season	Unit 12	☐ recognise ☐ use
peer pressure	Unit 9	☐ recognise ☐ use
peer-reviewed study	Unit 13	☐ recognise ☐ use
performance review	Unit 11	☐ recognise ☐ use
personal disclosure	Unit 10	☐ recognise ☐ use
personalised feed	Unit 14	☐ recognise ☐ use
physical activity	Unit 13	☐ recognise ☐ use
pilot project	Unit 15	☐ recognise ☐ use
placebo effect	Unit 13	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 9

Word / phrase	Found in	My recall
P • planning permission	Unit 15	☐ recognise ☐ use
platform accountability	Unit 14	☐ recognise ☐ use
plausible explanation	Unit 14	☐ recognise ☐ use
plausible mechanism	Unit 13	☐ recognise ☐ use
policy intervention	Unit 15	☐ recognise ☐ use
portfolio career	Unit 11	☐ recognise ☐ use
possible risk	Unit 13	☐ recognise ☐ use
potential benefit	Unit 13	☐ recognise ☐ use
power imbalance	Unit 10	☐ recognise ☐ use
pre-bunking strategy	Unit 14	☐ recognise ☐ use
preserve heritage	Unit 12	☐ recognise ☐ use
presumption of innocence	Unit 9	☐ recognise ☐ use
prevent disease	Unit 13	☐ recognise ☐ use
prevent reoffending	Unit 9	☐ recognise ☐ use
professional fulfilment	Unit 11	☐ recognise ☐ use
professional network	Unit 11	☐ recognise ☐ use
proportionate response	Unit 9, 16	☐ recognise ☐ use
protect biodiversity	Unit 15	☐ recognise ☐ use
protect the public	Unit 9	☐ recognise ☐ use
protective factor	Unit 13	☐ recognise ☐ use
provide context	Unit 14	☐ recognise ☐ use
provisional conclusion	Unit 13	☐ recognise ☐ use
public consultation	Unit 15	☐ recognise ☐ use
public expenditure	Unit 15	☐ recognise ☐ use
public service	Unit 15	☐ recognise ☐ use
public space	Unit 15	☐ recognise ☐ use
public transport pass	Unit 12	☐ recognise ☐ use
public-health message	Unit 13	☐ recognise ☐ use
public-interest reporting	Unit 14	☐ recognise ☐ use
public-private partnership	Unit 15	☐ recognise ☐ use
publication bias	Unit 13	☐ recognise ☐ use
purpose-driven work	Unit 11	☐ recognise ☐ use
Q • quality of life	Unit 13, 15	☐ recognise ☐ use
quote accurately	Unit 14	☐ recognise ☐ use
R • raise an allegation	Unit 9	☐ recognise ☐ use
raise awareness	Unit 15	☐ recognise ☐ use
raise your voice	Unit 10	☐ recognise ☐ use
random assignment	Unit 13	☐ recognise ☐ use
rank priorities	Unit 15	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 10

Word / phrase	Found in	My recall
R • reach a compromise	Unit 10, 15	☐ recognise ☐ use
reach a destination	Unit 12	☐ recognise ☐ use
reach a verdict	Unit 9	☐ recognise ☐ use
read between the lines	Unit 10	☐ recognise ☐ use
real-world relevance	Unit 13	☐ recognise ☐ use
reasonable doubt	Unit 9	☐ recognise ☐ use
rebuild credibility	Unit 9	☐ recognise ☐ use
rebuild trust	Unit 10, 16	☐ recognise ☐ use
receive a wage	Unit 11	☐ recognise ☐ use
reciprocal learning	Unit 12	☐ recognise ☐ use
recommendation algorithm	Unit 14	☐ recognise ☐ use
record an observation	Unit 13	☐ recognise ☐ use
redemption arc	Unit 9	☐ recognise ☐ use
reduce emissions	Unit 15	☐ recognise ☐ use
rehabilitation programme	Unit 9	☐ recognise ☐ use
relationship dynamic	Unit 10	☐ recognise ☐ use
reliable evidence	Unit 13	☐ recognise ☐ use
reliable outlet	Unit 14	☐ recognise ☐ use
remove a barrier	Unit 15	☐ recognise ☐ use
renewable energy	Unit 15	☐ recognise ☐ use
repair a relationship	Unit 10	☐ recognise ☐ use
repair meaning	Unit 16	☐ recognise ☐ use
repair the damage	Unit 9	☐ recognise ☐ use
repay a loan	Unit 11	☐ recognise ☐ use
repeat a study	Unit 13	☐ recognise ☐ use
repeat offender	Unit 9	☐ recognise ☐ use
replicate a finding	Unit 13	☐ recognise ☐ use
report wrongdoing	Unit 9	☐ recognise ☐ use
representative sample	Unit 13	☐ recognise ☐ use
research finding	Unit 13	☐ recognise ☐ use
research question	Unit 13	☐ recognise ☐ use
resolve a dispute	Unit 9	☐ recognise ☐ use
resolve a misunderstanding	Unit 10	☐ recognise ☐ use
resource allocation	Unit 15	☐ recognise ☐ use
respect a boundary	Unit 10	☐ recognise ☐ use
respectful curiosity	Unit 12	☐ recognise ☐ use
respectful disagreement	Unit 10	☐ recognise ☐ use
response bias	Unit 13	☐ recognise ☐ use
responsible disclosure	Unit 14	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 11

Word / phrase	Found in	My recall
R • responsible tourism	Unit 12	☐ recognise ☐ use
responsible traveller	Unit 12	☐ recognise ☐ use
restorative justice	Unit 9	☐ recognise ☐ use
restore trust	Unit 9	☐ recognise ☐ use
return on investment	Unit 11	☐ recognise ☐ use
reverse image search	Unit 14	☐ recognise ☐ use
right a wrong	Unit 9	☐ recognise ☐ use
right of reply	Unit 14	☐ recognise ☐ use
risk-benefit balance	Unit 13	☐ recognise ☐ use
rule out alternatives	Unit 13	☐ recognise ☐ use
S • sample size	Unit 13	☐ recognise ☐ use
satirical context	Unit 14	☐ recognise ☐ use
save up for	Unit 11	☐ recognise ☐ use
scale up a project	Unit 15	☐ recognise ☐ use
scientific consensus	Unit 13	☐ recognise ☐ use
scientific uncertainty	Unit 13	☐ recognise ☐ use
see someone's point	Unit 10	☐ recognise ☐ use
see through new eyes	Unit 12	☐ recognise ☐ use
selective quotation	Unit 14	☐ recognise ☐ use
sense of belonging	Unit 12	☐ recognise ☐ use
sense of otherness	Unit 12	☐ recognise ☐ use
sense of purpose	Unit 11	☐ recognise ☐ use
serve a sentence	Unit 9	☐ recognise ☐ use
set a boundary	Unit 10, 16	☐ recognise ☐ use
set money aside	Unit 11	☐ recognise ☐ use
set off on a journey	Unit 12	☐ recognise ☐ use
shape public opinion	Unit 14	☐ recognise ☐ use
share a confidence	Unit 10	☐ recognise ☐ use
shared responsibility	Unit 15, 16	☐ recognise ☐ use
shared value	Unit 12	☐ recognise ☐ use
shortlist a candidate	Unit 11	☐ recognise ☐ use
show remorse	Unit 9	☐ recognise ☐ use
show respect	Unit 12	☐ recognise ☐ use
side effect	Unit 13	☐ recognise ☐ use
sign a contract	Unit 11	☐ recognise ☐ use
social benefit	Unit 15	☐ recognise ☐ use
social etiquette	Unit 12	☐ recognise ☐ use
social inclusion	Unit 15	☐ recognise ☐ use
solve a problem	Unit 11	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 12

Word / phrase	Found in	My recall
S • source attribution	Unit 14	☐ recognise ☐ use
sponsored content	Unit 14	☐ recognise ☐ use
spread a rumour	Unit 14	☐ recognise ☐ use
stand by someone	Unit 10	☐ recognise ☐ use
state confidence	Unit 16	☐ recognise ☐ use
statistically significant	Unit 13	☐ recognise ☐ use
stay in touch	Unit 10	☐ recognise ☐ use
stay with a host family	Unit 12	☐ recognise ☐ use
step outside your comfort zone	Unit 12	☐ recognise ☐ use
stick to a budget	Unit 11	☐ recognise ☐ use
structural inequality	Unit 15	☐ recognise ☐ use
submit a proposal	Unit 15	☐ recognise ☐ use
submit an application	Unit 11	☐ recognise ☐ use
support a claim	Unit 13	☐ recognise ☐ use
support local economies	Unit 12	☐ recognise ☐ use
supportive colleague	Unit 11	☐ recognise ☐ use
sustain interaction	Unit 16	☐ recognise ☐ use
sustainable solution	Unit 15	☐ recognise ☐ use
synthetic media	Unit 14	☐ recognise ☐ use
systematic review	Unit 13	☐ recognise ☐ use
T • table manners	Unit 12	☐ recognise ☐ use
take initiative	Unit 11, 16	☐ recognise ☐ use
take offence	Unit 10	☐ recognise ☐ use
take part in	Unit 15	☐ recognise ☐ use
take responsibility	Unit 9, 16	☐ recognise ☐ use
take someone for granted	Unit 10	☐ recognise ☐ use
talk something through	Unit 10	☐ recognise ☐ use
target an audience	Unit 14	☐ recognise ☐ use
test a hypothesis	Unit 13, 16	☐ recognise ☐ use
trace a source	Unit 14, 16	☐ recognise ☐ use
transferable skill	Unit 11, 16	☐ recognise ☐ use
transparent process	Unit 15	☐ recognise ☐ use
travel itinerary	Unit 12	☐ recognise ☐ use
travel light	Unit 12	☐ recognise ☐ use
treatment	Unit 13	☐ recognise ☐ use
trending topic	Unit 14	☐ recognise ☐ use
trust deficit	Unit 14	☐ recognise ☐ use
turn a blind eye	Unit 9	☐ recognise ☐ use
U • unintended consequence	Unit 9	☐ recognise ☐ use

Appendix K • Master Vocabulary Index A–Z • 13

Word / phrase	Found in	My recall
U • unintended exclusion	Unit 15	☐ recognise ☐ use
unpaid labour	Unit 11	☐ recognise ☐ use
unspoken expectation	Unit 10	☐ recognise ☐ use
unverified allegation	Unit 14	☐ recognise ☐ use
urban resilience	Unit 15	☐ recognise ☐ use
V • validate a feeling	Unit 10	☐ recognise ☐ use
verify information	Unit 14	☐ recognise ☐ use
viral post	Unit 14	☐ recognise ☐ use
volunteer network	Unit 15	☐ recognise ☐ use
W • waste money	Unit 11	☐ recognise ☐ use
weight of evidence	Unit 13, 16	☐ recognise ☐ use
withhold information	Unit 9	☐ recognise ☐ use
witness an incident	Unit 9	☐ recognise ☐ use
work under pressure	Unit 11	☐ recognise ☐ use
work-life balance	Unit 11	☐ recognise ☐ use
Y • youth council	Unit 15	☐ recognise ☐ use
Z • zero-tolerance policy	Unit 9	☐ recognise ☐ use

Appendix K • Volume 2 Vocabulary Retrieval Record

Complete each checkpoint with the book closed. Record evidence, not impressions.

Checkpoint	Date	Score / evidence
Retrieve 30 items from A–F		
Retrieve 30 items from G–M		
Retrieve 30 items from N–S		
Retrieve 30 items from T–Z		
Use 15 phrases in original sentences		
Use 10 items in a two-minute talk		
Use 12 items in one B2 writing task		

VOLUME 2 LANGUAGE OWNERSHIP You own a word when you can retrieve it, combine it naturally, adapt it to a new context and use it to express your own thought.