



MINISTERUL EDUCAȚIEI ȘI CERCETĂRII AL REPUBLICII MOLDOVA

Viorica Condrat · Viorica Cebotaroș

English

Student's Book



Level **B1.2**

11th Form



Editura ARC

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(Denumirea instituției de învățământ)

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Anul de folosire	Numele, prenumele elevului	Anul de studii	Aspectul manualului	
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- Dirigințele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
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Dear students,

You are about to take the next big step toward reaching English proficiency with a textbook we have created especially for you. While doing it, we had *you* in mind every step of the way, thinking about what might interest and inspire you.

First, let us say: you have done an amazing job so far. You are in the 11th form now, getting closer and closer to becoming fluent English speakers and you should be proud of everything you have accomplished.

However, there are still new goals to set – and that means continuing to put in consistent effort to achieve them. Our textbook is here to make that journey easier and more enjoyable for you. We have carefully chosen topics that are relevant to your interests and have designed activities that will motivate you to speak, write, listen, and read in English. We have also focused on connecting these tasks to real-world situations, so you can practise using English in meaningful, authentic contexts. We hope you will picture yourselves in those situations and respond naturally – using English to express your thoughts, ideas, and feelings.

One of our main goals was to keep you truly engaged in the learning process. We understand how important it is to develop essential life skills, so our reading, speaking, listening, and writing tasks are designed to help you grow not only in English, but also in critical thinking, creativity, communication, and collaboration. We genuinely hope this textbook will support you on your journey to becoming confident, capable, and thoughtful global citizens.

Enjoy this journey. Explore the world of English by actively using the language in a variety of real-life contexts. Keep an open mind, and remember: the only way to turn your dreams into reality is to set clear goals and stay committed to achieving them through consistent effort.

Please remember to reward yourselves along the way to success and to be kind to yourselves whenever you face challenges. Keep in mind that setbacks are part of the learning process; they help you grow and become stronger and wiser. Learn from them, and keep moving forward.

The Authors

KNOWLEDGE, SKILLS, AND ATTITUDES

Lesson 1

English as a Lingua Franca

SPEAKING

- 1 Look at the picture and decide on a title that would best describe it.
- 2 Work in pairs. Answer the following questions. Report your findings to the class.
 1. What reasons do people have to learn English?
 2. In your opinion, what has contributed to the popularity of English?
 3. Is English the language with the largest number of native speakers?
 4. What do you think, in what way will the knowledge of English help you in the future?



READING

- 3 Match the words in the left column with the corresponding definitions from the right column.**
- | | |
|--|---|
| a) The Anglosphere | 1) the practice of learning English in a country where it is widely spoken |
| b) Lingua franca | 2) the group of countries in which the English language and cultural values predominate |
| c) English as a Second Language (ESL) | 3) the practice of studying English in a country where it isn't the dominant language |
| d) English as a Foreign Language (EFL) | 4) a language used for communication between groups of people who speak different languages |
-
- 4 Answer the following questions.**
1. Does Moldova belong to the Anglosphere?
 2. Is English a lingua franca? Why do you think so?
 3. Is English learned as a foreign or second language in Moldova?
- 



- 5** Read the text and say how and why English has become the lingua franca of the 21st century.

In the continuously developing globalized world, learning English has become a top priority for those who want to succeed in all walks of life. In fact, it is the lingua franca of the 21st century. Indeed, millions of people all over the world use English as a means of communication allowing them to make connections and build relationships.

It is true that English is not a global language in a geographical sense. According to the 2020 edition of *Ethnologue*, Mandarin Chinese is the largest language in the world if only the native speakers are counted. To be more exact, there are 917 million people speaking Mandarin Chinese as their native language. English holds the third place in this list with 379 million native speakers.

Ethnologue has also determined the language with the most speakers, native and non-native speakers combined. The results show that 1,132 billion people speak English. This means that 753 million speak it as either a second or a foreign language. Thus, English has become a lingua franca in terms of its use. People use it to communicate in various fields, such as: science, politics, education, art, economy. English enables them to share ideas, knowledge, and experience, becoming more informed and proficient. This might be the reason why knowledge of English is often linked to a person's success in their career. It is said to help one move up the career ladder.

Some would argue that English has become a global language because of its structure. They say its grammar and vocabulary are easy to learn. However, the famous British linguist David Crystal denied this idea stating that the complex process of a language becoming international has to do with power. At first, English spread worldwide due to the political power of the British empire. Then, together with the industrial revolution, the power of scientific discoveries contributed to strengthening the status of English on a global scale. In the 19th century the economic power of the UK and

the USA maintained the status of English. Finally, in the 20th century, the so-called cultural power that enabled international communication among people confirmed the position of English in the world.

As seen, English has become a powerful language facilitating the communication among people across cultures. Moreover, it has gained a status of its own which does not belong to the Anglosphere exclusively. People learn English because of the benefits the knowledge of English brings. They realize that it will help them access information in various fields, which will contribute to their professional and personal development. Therefore, knowledge of English becomes an advantage in all walks of life at present.



6 In groups of four, do the following tasks.

1. Name the countries that belong to the Anglosphere.
2. Name the countries where English is learnt as a second language.
3. Name the countries where English is learnt as a foreign language.
4. There are five core countries in the Anglosphere. Look at the picture above and name the four countries represented there. What is the fifth country?

WORD BANK

To succeed in (doing smth)
To move up the career ladder
Lingua franca
Top priority
Worldwide
Due to
Because of

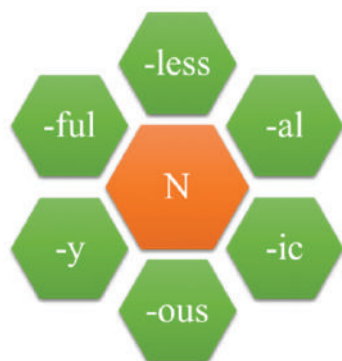
7 In the text, find words that mean the following.

1. a useful or valuable quality, skill, or person - _____
2. the first language that you learn - _____
3. something that is very important and must be dealt with before other things - _____
4. to make something easier - _____
5. to make something more powerful and effective - _____
6. existing or happening in all parts of the world - _____
7. to make it possible for somebody/something to do something - _____
8. the position in society someone has, especially the type of job they have - _____

8 Use the words in Exercise 7 to complete the following sentences. Change their form if needed.

1. What is your _____ language?
2. Knowledge of languages is a real _____ in this sort of work.
3. Knowledge of English _____ people to move up the career ladder.
4. My top _____ this year is to improve my English speaking skills.
5. People from all _____ use the public library.
6. How many people speak English _____ ?
7. Speaking a common language _____ understanding in intercultural communication.
8. The position of English on the international arena has _____ recently.

VOCABULARY



Verb
enjoy
attract

Suffix
-able
-ive

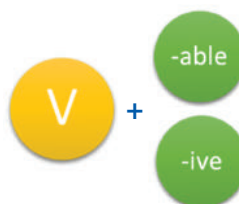
Adjective
enjoyable
attractive

ADJECTIVE SUFFIXES

Noun
person
history
fame
sun
cloud
power
power

Suffix
-al
-ic
-ous
-y
-y
-ful
-less

Adjective
personal
historic
famous
sunny
cloudy
powerful
powerless



9 Complete the table with adjectives from the text. Name the part(s) of speech from which they are formed.

Suffix	Adjective
-al	
-ic	
-ful	
-ous	

10 Add adjective suffixes to the words in brackets to complete the sentences.

- How can knowledge of English contribute to your _____ (person) development?
- Do you think it is possible to become more _____ (success) if you know English? How?
- In what ways can learning English be a _____ (power) tool for achieving your professional goals?
- How can you make learning English an _____ (enjoy) experience?
- What are some _____ (help) tips to learn new vocabulary in a foreign language?

11 In pairs, answer the questions in Exercise 10.

WRITING

12 Use adjectives ending in -al, -ful, -ic, -ive, -ous to describe:

- the impact English has on one's personal development;
- the communication English facilitates;
- your own process of learning English.



N.B.



BECAUSE VS BECAUSE OF

Because + Subject + Verb

He got that job because he knows English well.

Because of + Noun (Phrase)

He got that job because of his good knowledge of English.

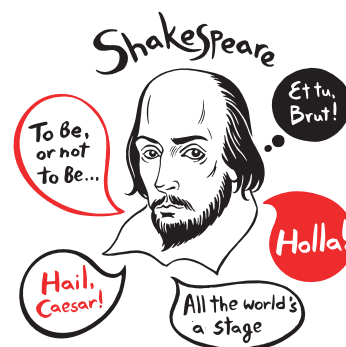
13 In the sentences below, use *because* or *because of*.

1. Some people hold the view that English has become a global language _____ its structure.
2. To be more exact, they believe that English has become an international language _____ its grammar and vocabulary are easy to learn.
3. Others believe that English has become an international language _____ the political power of the British empire.
4. People learn English _____ the benefits knowledge of English brings.
5. People learn English _____ knowledge of English brings them a lot of benefits.

LISTENING

14 In pairs, look at the pictures in Exercise 15 and discuss how they are related. Report your ideas to the class.**15** Choose the right answer to each question.

1. How many speakers of English are there worldwide?
 - a) More than 1 500 000 000
 - b) About 700 000 000
 - c) About 1 500 000
2. How many people in the world speak English as their native language?
 - a) About 400 000 000
 - b) About 1 000 000 000
 - c) About 2 000 000
3. How many words are there in the English language?
 - a) Approximately 10 000 000 words
 - b) Approximately 1 000 000 words
 - c) Approximately 1 000 000 000 words
4. How many new English words are added to the dictionary every year?
 - a) 1 000
 - b) 4 000
 - c) 500
5. How many words did William Shakespeare add to the English language?
 - a) About 100 words
 - b) About 2 000 words
 - c) About 1 700 words

**16** Listen to the recording to check your answers to the questions in Exercise 15.

PROJECT WORK

17 Draw the map of the Anglosphere. Search for additional data regarding the number of people speaking English in these countries. What other languages except English are spoken in these countries? Present your findings to the class.

Lesson 2

The more we study, the more...

SPEAKING



- 1 Work in pairs. Look at the pictures above. Discuss the questions.
 1. What do you think each student's priority is?
 2. What about their experience? Is it pleasant or unpleasant?
 3. Who finds it difficult to focus on the task?
 4. How does each student feel? What makes you think so?
 5. What picture resonates most with what you feel when you study a lot? Why?

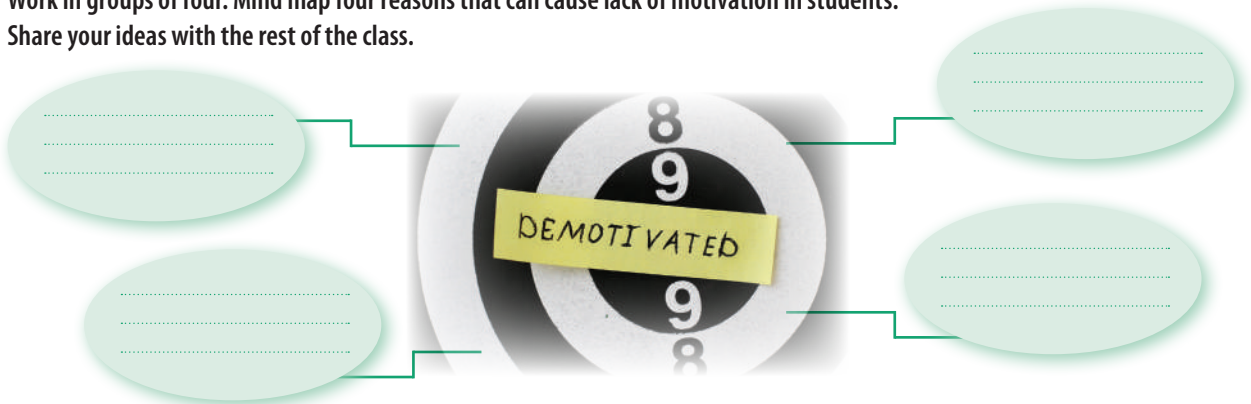
- 2 Match the first part of each saying with the correct ending. Are there similar sayings in your native language?

- | | |
|----------------------------------|-----------------|
| 1. Fortune favors | a. the worm. |
| 2. Practice makes | b. the bold. |
| 3. The early bird gets | c. a way. |
| 4. There is no time like | d. perfect. |
| 5. Where there's a will, there's | e. the present. |

- 3 Choose one saying in Exercise 2 to start an entry in your journal. What will your entry deal with? Share your ideas with your peers.

READING

- 4 Work in groups of four. Mind map four reasons that can cause lack of motivation in students. Share your ideas with the rest of the class.



5 Carolina was curious to find out the causes for people's lack of desire to learn. Read her findings in the post she wrote on her blog and say whether or not you agree with her. Why? /Why not? Compare the causes you have in your mind map. Are they different?

While scrolling down your feed, you might have come across such a statement: "The more we learn, the more we know. The more we know, the more we forget. The more we forget, the less we know. So, why learn?" The author is unknown, yet it has become viral, particularly among those who seem to have finally found an excuse for their lack of interest in studying. But is this the real cause for people's demotivation?

Before jumping to hasty conclusions, it's good to research the matter a bit. While reading various articles, I discovered four main causes for lack of motivation. None of them has to do with a person's tendency to forget things.

Teachers would not like to hear the first reason. It appears that students lack motivation because the course is not interesting to them. They think that there is too much unnecessary material to learn. They complain that they do not see how they could use all that information in real life. Some admit that they simply learn it by heart, and then forget it. In a way, the first reason resonates with the statement I mentioned at the beginning.

Yet, students should also be kept accountable for their lack of motivation. Another reason seems to be their inability to sort out their priorities. They become overexcited about so many things at once without giving proper attention to each matter. In addition, they are bad at time management and hope that they will manage to do everything at the last minute. So, when they see they are not quite successful in doing everything properly, their level of anxiety increases and they have the tendency to give up on everything altogether.

This leads to the third reason, which has to do with mental problems. Students experience a lot of stress. The



stress can be caused by factors other than the ones stated previously. For example, they can have personal or family problems. They can be victims of bullying. This is why it is extremely important to focus on their mental health as well.

Finally, there is the belief that the learners who don't see themselves as successful are likely to feel demotivated. Somehow, they program themselves to fail from the very start. They think they are not able to do it and decide not even to give it a try.

So, lack of motivation in students is a complex issue that should be taken seriously. The sooner the real causes are understood, the faster the problems can be solved. Both students and teachers should openly discuss the problems as all of them want to succeed.

**N.B. WRITING
A BLOG POST**

1. Know your audience.
2. Do your research.
3. Write a catchy headline.
4. Create a hook to grab the audience's attention.
5. Find your own writing voice. Do not copy others.
6. Make interesting supporting points.
7. End with a call-to-action.

6 Read the text again and determine whether or not Carolina followed the steps of writing a good blog post. Find evidence in the text to support your claim.

7 Carolina's blog post does not have a headline. Choose the best headline for her post or suggest your own variant.

- ✓ Where there's a will, there's a way.
- ✓ Four reasons you may be demotivated to study.
- ✓ Low motivation in students.
- ✓ Why are students demotivated?

WORD BANK

To scroll down one's feed
To become viral
To jump to hasty conclusions
To learn something by heart
To resonate with
To give it a try
In addition

VOCABULARY

COLLOCATIONS. SYNONYMS. PHRASAL VERBS.



8 In the text, find paraphrases for the following statements.

1. It has become well known by being published on the internet.
2. It appears that students don't have enough motivation because the course is not interesting to them.
3. There are too many unnecessary things to learn.
4. To some extent, the first cause is similar to the statement I mentioned at the beginning.
5. Students should be responsible for not having enough motivation.
6. Another reason is that they cannot decide what is important for them.
7. Except that, they cannot organize their time.
8. When they see they can't do everything well, they become nervous.

9 Fill in the blanks with an appropriate word. Choose from: *excuse, jump, try, heart, viral, experience.*

1. I missed the deadline, so now I will have to find a/an _____.
2. To train our memory, it is useful to learn something by _____ every day.
3. The video about learning English in 30 days has become _____ on the Internet.
4. Students often _____ stress if they come to classes unprepared.
5. I don't think I'll be any good at tennis, but I'll give it a _____.
6. It's not always good to _____ to hasty conclusions.

10 In the text, find synonyms for the underlined words.

1. Are they coming too?
2. The stress can be caused by other factors than the ones stated earlier.
3. They program themselves not to be successful from the very start.
4. What explanations do you find for not doing your homework sometimes?
5. There is the opinion that the learners who don't see themselves as successful are likely to feel demotivated.
6. I have determined four main causes for lack of motivation.
7. They become enthusiastic about many things at the same time without giving the right attention to each matter.
8. Some students agree, often unwillingly, that they sometimes learn things by heart.

11 Form another word from the word given in brackets. In pairs, answer the questions.

1. Have you ever lost your _____ to study? Why did it happen? How did you deal with this problem? (motivate)
2. What can people's _____ to sort out their priorities lead to? (able)
3. What do you do in order to be _____? (success)
4. How can you help a friend who feels _____ and doesn't want to study? (motivate)

12 Paraphrase the sentences by using one of these phrasal verbs: *come across, sort out, give up on something/somebody.*

1. She found some old photos in that bag.
2. Please don't stop believing that she will get better.
3. It's quite difficult for some young people to decide what is more important for them.
4. She tried to resolve her problems.
5. He found five new words in that text.
6. They may win. It's too early to lose faith in them now.



N.B. PARTICIPLE I



GRAMMAR

Form	Verb + -ing (e.g. working, writing, smiling)
Usage	• When two things happen at the same time, you can use <i>-ing</i> for one of the verbs: <i>She entered the room smiling.</i> • To explain something or to say why someone did something: <i>Feeling tired, I went to bed early.</i> • After the verbs <i>see, hear, feel, watch, listen to, notice, smell</i>: <i>I saw her crossing the street.</i> • After <i>while, when, before, after</i>: <i>Be careful when crossing the street.</i>

13 Rewrite each sentence beginning as shown. Use Participle I.

E.g. While I was reading various articles, I discovered four main causes for lack of motivation. → **While reading** various articles, I discovered four main causes for lack of motivation.

1. Nick was scrolling down his feed when he came across this statement. → **While ...**
2. Julia found several good articles on the life of plants, and after that she started preparing for the conference. → **After ...**
3. Liz was searching for information on the Internet when she found an article on time management. → **While ...**
4. Bill wrote a report on time management, but first he looked for information on the Internet. → **Before ...**

14 Make sentences that begin with a verb in Participle I form.

1. She was late. So she took a taxi to work.
2. The child saw a dog. He smiled happily.
3. They heard a strange noise. They looked around in fear.
4. We were hungry. So we stopped for a snack.

15 From each pair of sentences make one sentence using Participle I.

1. He walked in the park. He was listening to music.
2. They stood by the window. They were watching the sunset.
3. He drove. He was singing his favourite song.
4. She sat at her desk. She was working on her laptop.
5. I heard them. They were talking in the next room.
6. She noticed him. He was waiting for the bus.
7. He watched the kids. They were playing in the yard.

16 In pairs, agree or disagree with the following statements.

1. If people want to get better, they should believe that they can do it.
2. Pupils who are not talented can't be successful at school.
3. A smart goal is hard to achieve.

17 Listen to the podcast *Student Life* and say whether the statements in Exercise 16 are true or false. Correct the false statements, if any.

18 Listen to the recording again and answer the following questions.

1. What topic is discussed?
2. What is the 'yet' game and why is it good to play it?
3. Does success depend more on a person's talent or on the effort they put into their work?
4. How to set smart goals?
5. How can one reward oneself?

LISTENING

N.B. AGREEING



'I couldn't agree more!'
'That's exactly what I believe!'
'That's exactly what I was thinking!'
'There is no doubt about it.'
'Absolutely!'

DISAGREEING

'You could be right, but don't you think that ...'
'I'm not sure about that.'
'I'm not sure I quite agree.'
'I can't agree with you there.'

WRITING

19 Write your own blog post on ways to increase students' motivation. Follow the steps of writing a good blog post. Peer comment on your classmate's blog post.

Lesson 3

Choosing the color of your parachute

SPEAKING

Emotional Feeling Symbols



Anger



Fear



Joy



Disgust



Sadness

- 1** Work in pairs. Look at the extreme sports pictures, name them, and say what kind of emotions they make you feel. Why?



- 2** Discuss the following questions with your partner. Do your answers differ?

1. Out of the four extreme sports represented in the pictures above, which one do you think is the least dangerous? Why do you think so?
2. Would you ever want to play an extreme sport? Why or why not?
3. What are the risks of playing extreme sports?
4. What are the benefits of playing extreme sports?
5. What should everybody do before playing an extreme sport?
6. What experience in a person's life is similar to playing an extreme sport? Why do you think so?

- 3** Finish the following statements. Compare the three life experiences to playing sports.

1. Falling in love is like _____.
2. Learning in the 21st century is like _____.
3. Choosing a career is like _____.

4 Fill in the table.

Skills to succeed in life		
What I can do	What I know	The person I am
.....		
.....		

5 Read the text and name the three sets of basic skills you need to develop in order to succeed in life.

High school is definitely one of the most exciting parts of your life, but it can also be quite stressful as you realize that it is high time to decide what you would like to do in the future. What's your call? Do you dream of becoming a cartographer, a veterinarian, a doctor, a software developer, or maybe a therapist? This is definitely a serious decision to make. And since such a decision is crucial for your future, it requires a lot of proper thinking.

You might want to do some research to find out what the best jobs are at present. Do you know what jobs are in demand in your country? Is there one among them that would correspond to your dreams and aspirations? Have you started focusing on the development of the set of skills your future job requires?

If you are still undecided, there is still no reason to worry. It is better to take your time and make a close analysis of what you can do and what you enjoy doing. After all, you don't want to land in the wrong job that will make you miserable. So, prepare your parachute and make sure you've got the right color too.

In his book *What Color Is Your Parachute?*, Richard Bolles uses the symbol of a parachute to represent the skills that can assist you in choosing your career and succeeding in life. So, if you want to be successful in life you should develop three sets of basic skills:

- functional skills;
- acquired skills;
- personal trait skills.

Take a moment and put down what you can do. The verbs you come up with represent your skills. Even

eating is a skill you acquired when you were little. So, you can see that you are quite skillful. Now think about what you are good at when it comes to your studies. For example, are you good at planning, organizing, communicating, motivating, researching, calculating, explaining, or persuading? The verbs you have got are your functional skills. These skills can serve in every walk of life. Sometimes they are called natural skills. You must have heard someone exclaim: 'She's a born teacher!' It means that this person shows an inclination towards teaching. However, it doesn't mean that you can't develop the skill if you set your mind to it.

Now put down the nouns that will show what you are good at. For example, you might be good at English, music, computers, or graphics. These nouns will represent the knowledge you have in a specific domain. You have acquired this knowledge while learning at school or on your own. These are your acquired skills. They show your expertise.

Finally, write a series of adjectives that will reflect your style. Make sure that the adjectives show your individuality and ability to organize yourself. For example, you can say: 'I'm reliable, confident, careful, direct, effective.' These are the personal trait skills and you develop them through experience. These skills are usually attached to the functional skills. For example, you can be good at planning something carefully, communicating directly, motivating effectively.

So, think about what you would like to become in the future, and decide on the skills you need to develop in order to land in the right job. It's high time to prepare the color of your parachute.



WORD BANK

- To be in demand
- To take one's time
- To come across
- To sort out priorities
- To give up on smth
- To be good at smth/doing smth



6 Look at the table you completed in Exercise 4. Talk about the skills you have already acquired and the ones you still need to develop.

7 Work in pairs. Discuss the following questions.

1. Richard Bolles entitled his book *What Color Is Your Parachute?* What do you think he wanted to communicate to his readers through this title?
2. What color is your own parachute?

VOCABULARY

COLLOCATIONS. SYNONYMS. PHRASAL VERBS.

8 Go through the text again to find adjectives related to the words given below. An example is given. Which word contains both a prefix and a suffix?

E.g. *knowledge* – *knowledgeable*

- | | |
|-----------------------|-------------------|
| 1. decide – _____ | 5. stress – _____ |
| 2. confidence – _____ | 6. effect – _____ |
| 3. success – _____ | 7. skill – _____ |
| 4. care – _____ | 8. rely – _____ |



9 Use four adjectives in Exercise 8 to complete the following questions. In pairs, answer the questions. Ask some follow-up questions to find out more information about your partner.

1. Do you feel _____ about asking questions when there is something you don't understand?
2. Are you still _____ about what to do after leaving school?
3. How do you cope in _____ situations?
4. What matters more in becoming _____ : talent or hard work?

10 Match the phrasal verbs in bold to their meanings.

1. Take a moment and **put down** what you can do.
2. The verbs you will **come up with** are your skills.
3. While surfing the net, he **came across** some interesting stuff.
4. Another reason is their inability to **sort out** their priorities.
5. They have the tendency to **give up on** everything altogether.

- a. *find by chance*
- b. *abandon some task*
- c. *think of/suggest*
- d. *write something*
- e. *separate and arrange*

11 Complete the following questions with a phrasal verb from Exercise 10 in the correct form. In pairs, answer the questions.

1. Have you ever _____ anything? What was it? Why did you do it?
2. What do you do if you _____ a word you don't know?
3. Why is it important to _____ your priorities?
4. What do you do when you cannot _____ a solution to a problem you have?
5. Why is it good to _____ your ideas before you start writing something?

12 Fill in prepositions. In pairs, answer the questions.

1. What jobs are _____ demand _____ present?
2. What jobs correspond _____ your dreams and aspirations?
3. What are you good _____ ?
4. When is the best time to start focusing _____ the development of the skills necessary for your future job?
5. Have you decided _____ the skills you need to develop in order to land in the right job?
6. What skills do you need to develop in order to succeed _____ life?

- 13** Imagine you would like to apply for a summer job. Write a paragraph describing the three sets of basic skills you have already acquired. Try to advertise yourself, showing that your skills would be enough for the job.

- 14** Listen to the four conversations and choose the correct answer to the questions.

- What is the second speaker's advice?
 - to hurry up with the decision*
 - to use as much time as required before making a decision*
- Who are his customers?
 - people from different backgrounds*
 - people who like to walk*
- Who will help the second speaker?
 - the secretary*
 - nobody*
- What does 'sets his mind on something' mean?
 - decides he wants to achieve something and focuses all his attention on achieving it*
 - bothers about something*



- 15** In pairs, answer the following questions.

- What things do you like to do on your own?
- What may happen if you don't take your time before making an important decision?
- Have you ever set your mind to doing something? What was it? Why was it important for you? How did you cope with it?

N.B.



MAKING DEDUCTIONS ABOUT THE PRESENT AND PAST

Use **must + verb** when you are almost certain something is true and make a deduction about the present.
E.g. *The light in his window is on. He **must be** at home.*

Use **must + have + past participle** when you are almost certain something happened or was true and make a deduction about the past.
E.g. *The light in his window was on last night. He **must have been** at home.*

- 16** Complete these sentences with the required form of the verb.

- He always gets good results in the tests. He must _____ (work) hard.
- Ana got an excellent mark in the test yesterday. She must _____ (work) hard.
- Nick isn't in class today. He must _____ (be) sick.
- Nick wasn't in class last week. He must _____ (be) sick.
- Your brother is smiling. He must _____ (have) some good news.
- Bill is tired. He must _____ (do) everything on his own, without any help.
- She must _____ (be) a good veterinarian if she loves animals.
- John must _____ (be) happy when he found out he was admitted to the university.

- 17** Rewrite the sentences, using the modal **must** and the required form of the infinitive.

- I'm sure there is a mistake. *There* _____ .
- I'm sure there was a mistake. *There* _____ .
- I'm pretty certain he did well in the exam. He worked hard. *He* _____ .
- She definitely likes her job. She speaks about it with so much passion! *She* _____ .

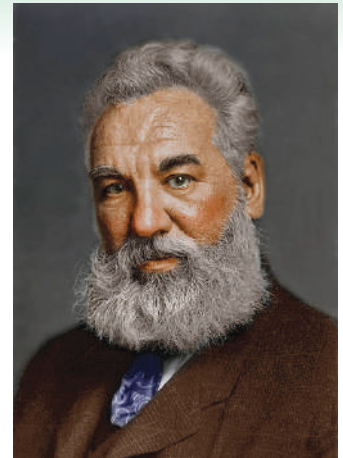
Lesson 4

Career portfolio ideas

SPEAKING & WRITING

- 1 Work in pairs. Read the quotation. Do you agree or disagree with it? Why? Discuss the following questions.
1. What does success in life depend on?
 2. What do you do to succeed in your future career?
 3. Where do you keep a record of your achievements?
 4. How important is your civic engagement for your future?
 5. What about the special talents you have? Do they count as well?

"Before anything else, preparation is the key to success."
Alexander Graham Bell



- 2 Work in groups of four. Make a list of four brands you like. Give reasons why namely those brands should be included in the list. Report your findings to the rest of the class.
- 3 Personal branding is a concept that refers to promoting oneself. Imagine you want to be part of an international project related to your field of interest. How will you brand yourself? What would you mention? Consider the tips below before writing your own personal brand statement in 1-3 sentences.
1. Determine the field of your expertise and your strengths.
 2. Show your uniqueness and authenticity. Pretending to be someone else will eventually backfire.
 3. Prove that you are an asset to the setting you want to be a part of.
 4. It is good to come up with a memorable catchphrase or slogan that will be associated with you in the future.
 5. Be focused. Know exactly what you want. Be ready to show your character. Remember that when you try to please everyone, you end up pleasing no one.



- 4 Work in pairs. As the concept of branding oneself implies advertising the best qualities one has, one might exaggerate or even lie. What should an employer do to spot a liar? Elon Musk has shared his way of spotting a liar. What do you think he does? Role play the situation.



N.B.



- ✓ **Curriculum Vitae** or **CV** is a document stating your experience, education and skills.
- ✓ A **cover letter**, also known as **letter of motivation**, is usually a one-page document which you send with your CV. This document explains why you are the best candidate. It is personal, and gives the person examining it the opportunity to get to know you better and choose namely you for the job.

- 5** Writing a CV hasn't been easier. See it for yourself.
Go to: <https://europa.eu/europass/en/create-europass-cv> and create your own CV. What can you notice?
What do you think your CV lacks? What can be done about it? Publish your CV on your class site.
Compare your CV to those of your peers. What recommendations would you give to yourself and to your peers?



READING

- 6** Sometimes a CV and a cover letter might not be enough. Some institutions might ask for the applicant's portfolio. Work in pairs. Decide what a portfolio should include.

- 7** As you read the text, fill in the missing words. Use the words from the box below.
After reading the text, discuss with your partner why it is good to keep a portfolio.

awards	software	expertise	progress	engagement	achievements
ethic	store	build	digital	evidence	talents



In two years' time you will be in a totally different setting, surrounded by new people and most probably studying hard to enter the promising world of work. You will look for ways of getting _____ in the field you have chosen and of realizing your dreams. You will need a broad educational background that will help you _____ an informative CV. Your CV will not only reflect the education you have got, but also your civic _____ and special _____ and skills you have developed. Therefore, it is high time you started creating your career portfolio.

A career portfolio helps you _____ and organize data about your educational _____, career related skills, and accomplishments. It also contains copies of trainings, certifications, and _____. Put it simply, this is the _____ that will help you demonstrate the truthfulness of the information you have included in your CV.

Look at your portfolio as if it were a _____. In order to keep it running smoothly you should update

it. Indeed, it is extremely important to constantly update your portfolio so that it reflects your personal and professional development. It is the mirror that shows your core beliefs and work _____. It has never been easier to keep a portfolio. Nowadays when everything is basically a click away you can keep a _____ portfolio. In fact, your personal blog can display all the information you would normally include in the portfolio. The sooner you start, the better.

Even if nobody will ever ask you to look at your career portfolio, you should still keep one. The biggest benefit it offers is that it helps you be extremely organized. It is a sure way to observe your own _____, and understand how well you have achieved your goals. By the way, include in your portfolio a list of your goals for the next two years, and then notice what additions you will make to it.

As you can see, the portfolio can be the perfect way to keep you on track. You will stay focused on what truly matters for you and your future.

VOCABULARY

- 8** Paraphrase the following sentences so as to use the word in brackets. Do not change the word in brackets.

- There will be new people around you. (surrounded) _____.
- It is very important to add recent information to your portfolio all the time. (update) _____.
- It is very easy to keep a portfolio. (easier) _____.
- Please notice what you will add to your portfolio. (additions) _____.

WORD BANK

To keep a portfolio
To be a click away
To make additions to smth
To keep somebody on track
Work ethic
Core beliefs
Achievement

SHOW YOUR TALENT

9 Complete the sentences with the missing words.

Choose from: promising, informative, core, achievement, expertise, click, ethic.

1. If a talk is _____, it contains useful information.
2. If they call her a _____ young musician, they believe she will be successful.
3. A person having a strong work _____ likes to work hard and believes that hard work is a good habit.
4. Mathematics is one of the _____ subjects at school.
5. If you have _____ in a certain field, you have very good knowledge and skills in that field.
6. The students' excellent results in the competition gave them a sense of _____.
7. If something is just a _____ away, it is very easy to get on your computer.

10 Decide which word best fits each space.

You are more likely to get the job you want if you can describe your skills. When you write your CV, it is necessary to use the *right/write* words to describe your skills. If you *keep/hold* your promises and do what you say you will do, in your CV you should write: reliable. If you can think of ten different ways to do something, it means you are creative and *got/have* the problem-solving ability. If you like trying new things, it means you enjoy *learning/to learn* and adapt *easy/easily* to new situations. If you practice your favorite sport every day, it is a sign that you are *motivational/motivated* and persistent. If you like working on projects, it means you can work *well/good* in a team. If you work *hard/hardly* and believe that this is important, you have a strong work ethic. Think *carefully/careful* about what you can do and how you will write about it in your CV. *Being/To be* able to describe your skills will help you land in the job you want.

GRAMMAR

N.B.



ADVERBS WITH TWO FORMS AND DIFFERENT MEANINGS

Hard (adj.)

1. *hard* (adv.) = with great effort, with difficulty; e.g. He works **hard**.
2. *hardly* (adv.) = very little, almost not; e.g. They **hardly** know each other.

Late (adj.)

1. *late* (adv.) = after the expected time; e.g. Ana worked **late** yesterday.
2. *lately* (adv.) = recently; e.g. I haven't seen her **lately**.

11 Which is right?

1. You have to study *hard/hardly* now if you want to realize your dreams.
2. Please don't send your CV *late/lately*.
3. It's not surprising that they didn't find a job. They *hard/hardly* tried.
4. I can *hard/hardly* wait to enter the promising world of work.
5. Nick has updated his career portfolio *late/lately*.
6. She went to bed *late/lately* last night. She had to update her portfolio.
7. I have made some progress *late/lately*.
8. My dad worked *hard/hardly* for this promotion.



12 There are mistakes in 5 of these sentences. Correct the sentences where necessary.

1. I am sure you can find a job if you try hardly.
2. I don't think he will get the job. He can hard speak English.
3. Elena has made good progress lately.
4. They came home lately last night.
5. Have you seen him lately?
6. He got the job he wanted! I could believe my ears hardly.
7. You should hardly work if you want to get promoted.



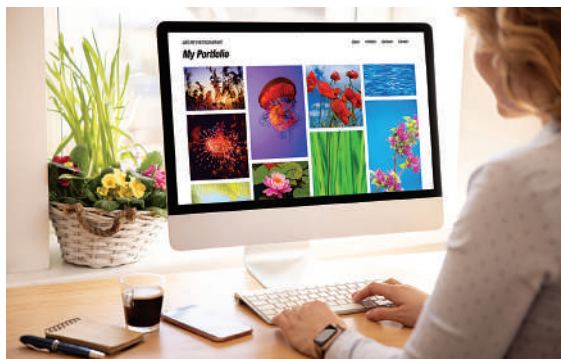
LISTENING & SPEAKING

13 Listen to a new episode of *Your Career Architect* podcast and name the two types of skills employers expect their employees to have.

14 Listen again and answer the following questions.

1. What are hard skills?
2. What are soft skills?
3. Why are soft skills sometimes more important than hard skills?

15 Look at the pictures below. Name the soft skills they represent. Choose from: negotiation, team work/collaboration, time management, leadership, creativity, problem solving/ decision making, stress management, communication. Which of these skills do you possess? Give examples of how you have used your skills to succeed in different situations. What other soft skills should be added here?



16 In pairs or in small groups, discuss the following questions.

1. Which are your top three soft skills?
2. Which of your soft skills need training? How can you improve them?

INDIVIDUAL PROJECT

17 Create your own digital portfolio. Make sure to show both the hard and the soft skills you have developed. Report on your progress at the end of the year.

Lesson 5

The very core of being human

SPEAKING & READING



1 Work in groups of four. Discuss the following statements. Pick up one you agree with most. Convince the rest of the class that the statement is true and that everybody should think like this.

- Volunteering is a total waste of precious time.
- Volunteering is about helping yourself by helping others.
- Being a volunteer means working without being paid.
- Being a volunteer means connecting to other people.
- Volunteer work only drains people of energy.
- Volunteer work is a commitment one makes to create a better world.

2 Move around the classroom. Ask five classmates the following questions. Get as much information as possible and make notes. Report your findings to the rest of the class.

Names					
What do you do to have a meaningful and purposeful life?					
What role does volunteering have in your life?					
What voluntary work do you do or plan to do?					
What determined you to consider voluntary work?					

3 Read Olly's story and say if he likes volunteering. What makes you think so? Who do you think Maddy is?

Olly is a teen from Torquay, England, who has already made up his mind what he wants to do in the future. Yet, it's not the future he is focused on, it's the present that really counts for him.

His life is far from boring. Yet, if he's asked to describe it, he will say that he doesn't have an eventful life. He's a 17-year-old guy who goes to school, plays football with friends in his free time, and is fond of rock. There are days when he messes things up, and then there are days when he gets them right. He does his best at school as he wants to become a doctor. The amount of work he has to do to make his dream come true doesn't scare him. On the contrary, he looks at it as if it were an exciting challenge to overcome. He imagines he takes part in a race where he competes with the lazy side of his personality. And he definitely doesn't want to lose such a race. It is true there are setbacks, but they are minor and do not interfere with his steady progress.

There is something he cherishes most in his life; it's his volunteering for the local hospice. The website of the hospice says that volunteers offer the gift of

time. Olly thinks that it's the people with a life-limiting illness whom he met and interacted with that make it worthwhile. They are the ones who offer him the most precious lessons in life and help him understand what truly matters. He knows that there's nothing more important than the present. He is so proud and humble at the same time to be next to the people who have so much to share with him. They share their stories, their sorrows, their happy moments, and their dreams. Olly is an active listener. He wants them to know that he is with them and understands them. They often ask him to read something. Last time they had a good laugh when he read James Thurber's story *The Night the Bed Fell*. He even made a few additions to the story. Of course, Maddy immediately knew it. She knows Thurber's works by heart. She still loved it. Actually, she even recommended considering the career of a writer. But then she added that doctors also have to be good storytellers.

Olly loves these moments. He even has the feeling that time stops for a while and everything becomes possible. He remembers his grandmother whom he visited at the

hospice when he was 13 and an “unmanageable young man” as she would call him. He misses her so much. She was the only one who actually knew how to “manage” him. Sometimes it was enough to hear her saying ‘Young man’ in a loud but sweet voice and see the serious look of her eyes behind her big glasses. She would always find the right words. He will never forget his last visit when she asked him to read her favourite poem by the well-known American poet Emily Dickinson.

WORD BANK

- To make up one’s mind
- To be fond of
- To do one’s best
- To overcome a challenge
- To interfere with
- To interact with

James Thurber (1894 – 1961)
an American cartoonist and author who created memorable humorous stories full of wit

Emily Dickinson (1830 – 1886)
an American lyric poet who is considered to be one of the most original poets of all time

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,

Or help one fainting robin
Unto his nest again,
I shall not live in vain.

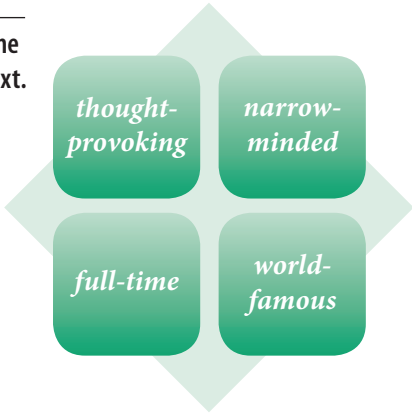
Olly thinks that helping others is what makes people human. He is convinced that by helping others people actually help themselves. It is this help that makes life meaningful and purposeful. So maybe this is why he doesn’t think that his life is eventful.

COMPOUND ADJECTIVES & COLLOCATIONS

4 Read the definition of a compound adjective. Study the examples in the picture on the right and say what common forms they can take. Find compound adjectives in the text.

Compound adjectives are generally made up of two words.
They can be written with a hyphen, especially before a noun.
Compound adjective can be:

- ✓ ending in _____
- ✓ ending in _____
- ✓ ending in _____
- ✓ ending in _____



VOCABULARY

5 Add a word from the box to make a compound adjective.

friendly	term(x2)	new	time	hand	speaking	balanced
----------	----------	-----	------	------	----------	----------

1. long-_____

2. English-_____

3. brand-_____

4. well-_____

5. second-_____

6. consumer-_____

7. short-_____

8. part-_____

6 Describe the following nouns using compound adjectives.

- ✓ A walk that takes 20 minutes;
- ✓ A museum that is famous throughout the world;
- ✓ A person who works hard;
- ✓ A bicycle with 10 speeds;
- ✓ Effects that last for a long time;
- ✓ An app that is easy to use;
- ✓ A course that lasts four weeks;
- ✓ A question that makes you think;
- ✓ A country where people speak French.



7 Work in pairs. Complete the questions with compound adjectives from Exercise 5. Ask and answer the questions below. Report the most interesting answers to the class.

1. What are your _____ and _____ goals? Why is it important to have both types of goals?
2. What does a _____ diet consist of? Why is it important to have such a diet?
3. Do you always use _____ things or do you sometimes buy _____ things?
4. What _____ country would you like to visit most? What would you like to see there?



8 Make collocations from one word in column A and one in column B.

Column A	Column B
Eventful	illness
Minor	progress
Steady	life
Life-limiting	setbacks
Do	one's dream
Realize	a challenge
Lose	research
Overcome	stories/sorrows/happy moments
Share	a race

9 Work in pairs. Complete the questions with collocations from Exercise 8. Ask and answer the questions below. Report the most interesting answers to the class.

1. What helps a person make _____ ?
2. Do you have a/an _____ ? What makes it so?
3. Have you ever had _____ ? How did you overcome them?
4. Think of a dream that you have. What do you do to _____ it?
5. How often do you _____ ? With whom?
6. How do you feel when you _____ ?

10 How do you understand the following sentences from the text? Pay attention to the underlined words and phrases.

1. Olly made up his mind what he wants to do in the future.
2. His life is far from boring.
3. There are days when he messes things up, and then there are days when he gets them right.
4. He does his best at school.
5. Volunteers offer the gift of time.
6. He even made a few additions to the story.
7. There is something he cherishes most in his life.



PREPOSITIONAL VERBS

- 11** Complete the questions with a phrase which includes a word from the box and the preposition *with*. In pairs, answer the questions. Discuss your answers and see what you have in common.

share	compete	deal	interact	interfere
-------	---------	------	----------	-----------

- Do you sometimes have to _____ the lazy side of your personality? How do you do it? Who usually wins?
- Does noise _____ your concentration?
- Who do you _____ your sorrows _____? What about your joys?
- Have you ever _____ native speakers of English? What questions would you like to ask a native speaker from the UK?
- How do you _____ stress?

LISTENING & SPEAKING

- 12** Work in pairs. Look at this picture of Samantha. What do you think she does as a volunteer? What would her personal branding statement be?

- 13** Listen to an interview with Samantha, who will speak about her volunteering activity. What does Samantha do? Do you think this activity is unusual? Why/Why not?



- 14** Complete the following collocations with verbs from the interview.

c_____ children	h_____ fun	e_____ the pain	s_____ happiness
-----------------	------------	-----------------	------------------

- 15** In small groups, make a list of skills Samantha requires. Explain your choice. Compare your list with those of other groups.

WRITING



N.B.



People interact on social media more and more. They need to feel safe and respected. Therefore, it is important to follow the netiquette rules even when you strongly disagree with a person. Being kind and polite is the best way of commenting online.

- 16** Malia was shocked when she read the following post of an influencer she was following: "Voluntary work is a form of slavery! Wake up, people!". She immediately unfollowed that person and left a critical but fair comment. Why was Malia outraged? In pairs, decide what she wrote in her comment. Write the comment on a Post-it and stick it to the board. Decide which comment is better. Why?

Lesson 6

Round-Up

GRAMMAR

1 Choose the right variant to complete these sentences.

1. People learn English _____ it helps them communicate with people from different countries.
a. because b. because of c. for
2. Bob has been studying hard _____. He has an exam next week.
a. late b. lately c. later
3. Before _____ what job to choose, think about the things you like doing.
a. decide b. decided c. deciding
4. He is going to the National Olympiad in History next week. He must _____ the first prize in the town Olympiad.
a. get b. have got c. had
5. Some students are not successful _____ their inability to decide their priorities.
a. because b. because of c. for
6. Helen works a lot in order to achieve her goals. Her parents must _____ proud of her.
a. have been b. being c. be
7. If you want to get the job you like, you should work _____ for it.
a. hardly b. more hardly c. hard
8. English helps them to interact _____ people from other cultures.
a. to b. of c. with
9. They came back _____ last night.
a. late b. lately c. latest
10. Seven years ago, I _____ spoke any English.
a. hard b. harder c. hardly

VOCABULARY

2 Form another word from the word given in brackets.

1. English classes are both _____ and rewarding. (enjoy)
2. It is _____ to read this information before making any decision. (help)
3. Knowledge of English will be _____ to his future career. (benefit)
4. Her speech about the importance of personal growth was very _____. (power)
5. The company offered her an _____ job offer. (attract)
6. The company is looking for someone who is _____ and hard-working. (rely)

3 Complete the missing words.

1. He always finds a good e_____ for being late.
2. I learnt a lot of poems by h_____ when I was a child.
3. Seeing this progress gives you a sense of a_____ and will help you go on.
4. She wants to get that job, that's why learning English is her top p_____ now.
5. She has a well-b_____ diet.

4 Complete with a verb from the list in the right form.

share	jump	do	lose	experience
-------	------	----	------	------------

1. Try not to _____ to hasty conclusions.
2. We all _____ stress from time to time.
3. A lot of young people _____ stories on social media now.
4. I'll _____ my best to finish the work in time.
5. He never _____ races. He always wins them.

5 Fill in prepositions.

1. I came _____ this word while reading the latest news.
2. It was easy to sort _____ the lies from the truth.
3. She always puts _____ the words she does not know.
4. Nick came _____ a great idea for the celebration.
5. Never give _____ your dreams!



6 Maria wants to apply for a part-time job. She has to write her CV. She has already put down her strengths and now she wants to write the corresponding skill for each of her strengths. Write down the name of the skill. Choose from: *punctuality; ability to think clearly and solve problems in stressful situations; commitment; willingness to learn; strong planning and organizational skills; good communication skills; teamworking skills.*

My strength	Skill
1. I don't panic in crisis situations when people around me do.	
2. I always make a plan and follow it.	
3. I always get to class in time.	
4. I work well in groups with other people.	
5. I want to learn new things to improve my skills. I accept feedback on how to improve.	
6. I always listen well, talk and write clearly and ask questions if I don't understand.	
7. Although being a volunteer is sometimes exhausting, I don't give up. I always come to the animal shelter to help take care of the stray and abandoned animals.	

7 Listen to Matei and Ioana talking about their strong and weak points and fill in the table.

	Matei	Ioana
Weak points		
Strong points		
The proverb mentioned by		

8 Write Maria's, Matei's and Ioana's personal brand statements.



2 UNIT

SHAPING THE FUTURE

Lesson 1

The future we live in

SPEAKING

- 1 Work in pairs. Look at the pictures below and discuss what they can refer to. What allusions concerning the past, the present and the future do they make? Share your opinions with the rest of the class.



- 2 Work in pairs. Fill in the table and compare the results with those of the rest of the class. What can you conclude, has humanity progressed or regressed? What makes you think so? How can you prove it?

Say how life was	Say how life is	Say how life will be
.....		
.....		
.....		

- 3 Tick the answer you agree with.

	Strongly agree	Agree	Disagree	Strongly disagree
It is impossible to predict the future.				

Join the group that has ticked the same answer. Discuss what compelled you to make this choice. Prepare to debate the issue in class.



4 Isaac Asimov (1920 – 1992) was an American writer and professor of biochemistry at Boston University. His books are still widely read and people say that the author predicted the future in them. His works reflect the impact of technology on humans' lives. The consequences he described are rather negative. What do you think he wanted to communicate to his readers?

5 Read the text and name the predictions Isaac Asimov made. What prediction is the most shocking to you? Why? Do you agree or disagree with it? Why?

In 1964 Isaac Asimov imagined what the future would be like after his visit to the New York World's Fair which was dedicated to "Man's Achievement on a Shrinking Globe in an Expanding Universe". His famous essay *Visit to the World's Fair of 2014* was intended to predict what life would be like in 50 years' time. The author did not take on the role of a crystal gazer. On the contrary, he admitted that he could only guess the future taking into account what he saw at the exhibition. It was his keen analytical mind that allowed him to draw the picture of a future, which is, in fact, very similar to what we have at present.

For example, he wrote that a number of jobs would be done by machines. He thought of one that would make "automeals" for people, and which would be programmed the night before to prepare breakfast in the morning. Then he imagined robots doing the house cleaning. His visions look similar to what an intelligent home does at present. People now can control all the appliances and devices in their house with the help of their smartphones and Internet connection. They can program their coffee machine to make fresh coffee when they wake up in the morning without pushing a button.

Isaac Asimov clearly saw how communication would happen in the future. He wrote of devices that would allow people not only to hear but also see one another. He said that such devices would be used not only to communicate, but also to take pictures and read books. Now Generation Z cannot imagine a phone not having those functions. Being called digital natives, but

not being necessarily digitally literate, they had access to portable digital technology at a young age.

Another close guess Isaac Asimov made refers to the number of people living on earth in 2014. He said that the number would double and there would be around 6,500,000,000. He predicted correctly that the number would grow, but he could not foresee the rate. According to the World Bank, in 2014 the world population was 7,254,000,000. However, the author was absolutely right in predicting that the developed countries would be the ones to enjoy the gadgetry fully. He mentioned that the poor nations would not have access to the technological advantages enjoyed by developed countries. Indeed, global and extreme poverty still remains an unresolved issue.

The most striking prediction, however, was left to the end. In just one short paragraph Isaac Asimov claimed that in 2014 people would suffer badly from the disease of boredom. He foresaw the mental health problems of the future generations. He linked them to technological development that somehow would take away people's creativity and make them serve machines.

The 21st century has turned quite challenging. Although technological development facilitated people's lives, humanity is facing serious challenges. Definitely people hope for the best, yet, it is what they do that really matters. It is high time for them to understand that they are the ones who shape their future. They are the ones who need to make sure that life in 50 years' time will improve on a global scale.

6 Answer the following questions. You might research the issue to gain a better understanding of the problem.

1. How was it possible for Isaac Asimov to foresee the future?
2. What strategies are used when making prognoses for the future?
3. How reliable are such prognoses?
4. What would you do to predict your own progress? How accurate would such a prediction be?
5. What would your own prediction for the future be?

WORD BANK

Crystal gazer
Generation Z
Digital native
Digitally literate
To foresee

WRITING

- 7 Write a blog post on the quote by James Joyce: "I am tomorrow, or some future day, what I establish today. I am today what I established yesterday or some previous day."

VOCABULARY

- 8 Paraphrase the following sentences using the given word. Do not change the given word.

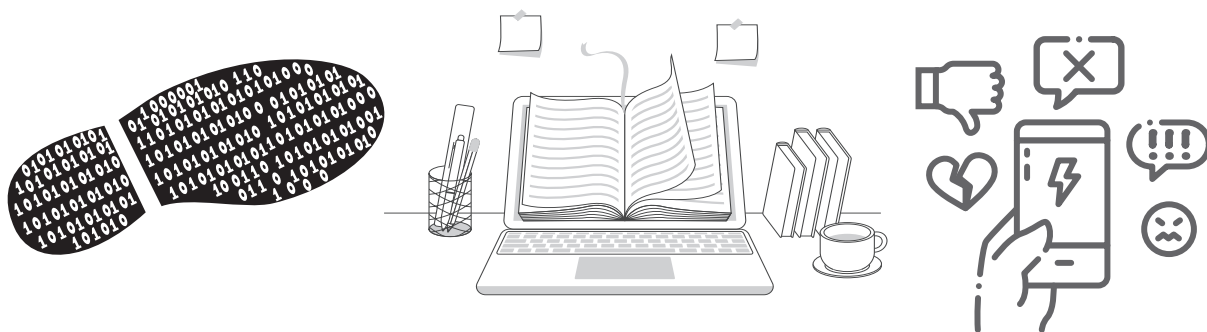
1. Technological development facilitated people's lives. (*easier*)
2. Life in 50 years' time will improve on a global scale. (*better*)
3. The number of people inhabiting the earth will double. (*living*)

- 9 Fill in the blanks with the correct words formed from those given in brackets.

Nowadays we can't imagine life without digital technology. People use it for _____ (differ) purposes: to communicate with others, to buy and sell things, to learn new things, to find answers to questions etc. This _____ (dominate) of technology stresses the _____ (important) of digital literacy for both adults and children. What does being digitally literate

mean? It means being able to find, use and create _____ (inform) online in a _____ (benefit) and _____ (use) way. It also means having such skills as creating a blog, a website or an app. Some important topics within digital literacy include understanding internet _____ (safe), digital footprints, cyberbullying, ethics of using online resources.

- 10 Work in pairs. Look at the pictures below. What notions from Exercise 9 do they refer to? What do they mean?



- 11 Complete the sentences with a phrase which includes a word from the box and the preposition *to*.

dedicated	similar	according	refer/refers	have/has access	linked
-----------	---------	-----------	--------------	-----------------	--------

1. Everybody _____ information and communications technologies.
2. The term 'digital immigrant' _____ a person who started using digital technology, computers, the Internet, etc. during their adult life but did not grow up using them.
3. The future described by Isaak Asimov is _____ life at present.
4. _____ Asimov, the disease of boredom is _____ technological development.
5. Asimov's essay is _____ life in 50 years' time.

PASSIVE VOICE

12 Correct the mistakes in the verb forms where necessary.

1. Tim Berners-Lee, a British physicist, was invented today's World Wide Web.
2. Tim Berners-Lee is also known as the "Father of the Web."
3. A smart home uses devices that are been connected to the internet.
4. The first e-book in the world was been released on July 4, 1971. It is the US Declaration of Independence.
5. When was the telephone invented?

13 Complete the second sentence so that it has the same meaning as the first sentence.

Do not use *by* unless it is important to the meaning.

1. At present, machines do a lot of household chores.
At present, a lot _____
2. People use technology not only to communicate, but also to take pictures and read books.
Technology _____
3. People can control all the appliances and devices in their house with the help of their smartphones and Internet connection.
All the appliances _____
4. The technological development will deprive people of their creativity.
People _____
5. How does technology influence and control the world we live in?
How _____
6. Computers and the Internet have transformed education.
Education _____
7. Teachers can upload information to websites in written or video form.
Information _____

LISTENING

14 You are going to listen to a recording about digital citizens. First, work with a partner and brainstorm how to be a good digital citizen. What does a good digital citizen do?

15 Listen to the recording. How many of these ideas did you think of?

16 Listen again. Complete the sentences from the listening with the missing words.

17 In pairs, look at the pictures below and match them to the ideas reflected in Exercise 16. Discuss why they are important and how they affect people at present.



Lesson 2

Environmental sustainability matters

SPEAKING

- 1 In pairs, discuss what the picture symbolizes. Say what the icons around the globe mean. Share your ideas with the rest of the class.
- 2 Give a title to the picture. Explain your preference. Decide with the whole class what title suits the picture best. Why?
- 3 In small groups, give suggestions on how we can protect the environment. Use the prompts below to make suggestions, as in the example.
E.g. *A useful suggestion would be not to let the water run while washing. In this way, less water would be wasted.*



use public transport	recycle and reuse	ride bicycles more	carpool
plant more trees	use less aerosol sprays	compost plant material	save water
save energy	donate used items	don't waste food	stop junk mail
eat less meat	go paperless	go plastic free	use solar panels

USEFUL LANGUAGE

- ✓ It would help/ be a good idea if...
- ✓ The situation would be improved if/by ...
- ✓ A useful suggestion would be to ...
- ✓ Another way to ... is/ would be to ...
- ✓ We could...



- ✓ A good idea would be...
- ✓ One way is to ...
- ✓ Laws must be passed to...
- ✓ Something must be done to...
- ✓ People should be required to...

PROJECT WORK

- 4 Look at the picture and name the 17 sustainable goals adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. Research the issue and in groups of four prepare a presentation on the way these goals are being realized. What conclusion can you make? Can these goals be attained by 2030? What do you base your predictions on?



5 Read the text and say what environmental sustainability is and how environmentally friendly you are.

“Sustainability” is a word we hear a lot today. People talk about a sustainable economy, development, tourism, fashion, and environment. But what does “sustainability” really mean? If we look the word up in a dictionary, we will find that it means “the ability to continue over a period of time.” This means that if we start something in a certain area, it should continue successfully in the future without problems. For example, an education project is sustainable if its benefits continue even after the project officially ends. However, today “sustainability” has a deeper meaning. It also means using natural, social, and economic resources in a way that does not harm the needs of future generations.

Protecting the environment is one of the biggest challenges of the 21st century. People often talk about climate change and how it affects the environment. One major problem is global warming. However, not enough is done to stop the greenhouse gases that cause climate change. Even though there is so much access to information at present, many people still do not fully understand what the greenhouse effect is or how to reduce greenhouse gases. Because of this, they are putting the future of our planet at risk.

People have always lived in a natural “greenhouse.” Life on Earth depends on the energy from the sun. When this energy reaches the Earth, some of it turns into heat. Greenhouse gases in the air trap this heat and send it back to the Earth’s surface. According to NASA Global Climate Change, there are four main greenhouse gases: Water vapor (H₂O), Carbon dioxide (CO₂), Methane (CH₄), Nitrous oxide (N₂O). These gases have always been in the atmosphere and help keep the planet warm. But if they have always existed, why is climate change a problem now?

Studies show that human activities have increased greenhouse gas emissions a lot. In addition, people have created new gases, such as Fluorinated

gases, that also trap heat. This means that more heat stays on Earth, making the planet warmer. NASA’s Goddard Institute for Space Studies reports that nineteen of the warmest years have happened since 2000. In 2020, the average global temperature was 1.02°C higher than it was 50 years ago.

Some people may think that a temperature increase of 1°C is not a big deal. But this is not true. The effects are serious and happening worldwide. Glaciers are melting, causing sea levels to rise. Ecosystems are suffering due to hotter temperatures, water shortages, fires, and droughts. Coastal cities experience floods more often. According to the World Economic Forum, 11 cities could disappear by 2100 due to rising sea levels. These cities include: Jakarta, Lagos, Houston, Dhaka, Venice, Virginia Beach, Bangkok, New Orleans, Rotterdam, Alexandria, and Miami.

It is clear that protecting the environment should be a top priority for all countries. Governments must work together to find solutions that help save natural resources for future generations.



WORD BANK

Sustainability
Greenhouse effect
Ecosystem
Drought
Flood

WRITING

- 6** Write an article on what people should do in order to make environmental sustainability a top priority. You can use the suggestions made in Exercise 3 as well as the evidence from the text. Mention what the results and consequences will be if people change their attitude.



USEFUL LANGUAGE TO PRESENT RESULTS AND CONSEQUENCES

This would _____;
 In this way _____;
 By doing this, we would _____;
 The effect/consequence/result of _____ would be _____;
 Consequently, _____;
 As a result, _____.

VOCABULARY

7 Match the words with their definitions.

Greenhouse effect	changes in the world's weather, in particular the fact that it is believed to be getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere
Greenhouse gas	a gradual increase in world temperatures caused by gases such as carbon dioxide that are collecting in the air around the earth and stopping heat escaping into space
Climate change	atmospheric warming caused by gases such as carbon dioxide that keep heat from escaping into space
Global warming	one of several gases, especially carbon dioxide, that prevent heat from the earth escaping into space, causing the greenhouse effect

8 Choose a word from the box for the given definitions.

ecosystem	flood	greenhouse	drought	sustainability
-----------	-------	------------	---------	----------------

- all the living things in an area and the way they affect each other and the environment;
- the use of natural products and energy in a way that does not harm the environment;
- a building with a roof and sides made of glass, used for growing plants that need warmth and protection;
- this happens when the land becomes very dry because there is no rain;
- this happens when there is too much rain.

9 Complete the following sentences with words from Exercises 7 and 8.

- What can be done to stop _____?
- _____ are very harmful for the environment.
- Last year there was a _____ because there wasn't enough rain.
- This year there has been too much rain, and we have had some _____.
- Pollution can have disastrous effects on the _____.



10 Fill in prepositions.

- Eleven cities could disappear by 2100 due _____ rising sea levels.
- Nowadays people have access _____ a lot of information on climate change.
- What does life on our planet depend _____?
- We need to save natural resources _____ future generations.
- Protecting the environment should be a top priority _____ all countries.

Lesson 3

What's your carbon footprint?

SPEAKING

1 Work in pairs. Look at the picture, and describe everything you can see. Decide if the people living in the house are eco-friendly. How can you prove your viewpoint? Would you like to live in such a house and drive such a car? Why? / Why not? Share your ideas with the rest of the class.

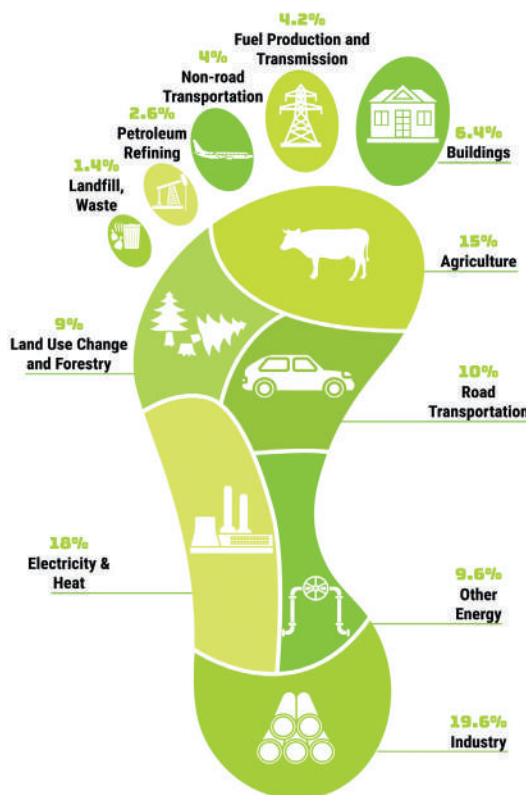
2 Discuss the following questions with your partner. Do your answers differ?

1. How often do you buy new products?
2. Do you follow the latest tendencies in the fashion industry and buy new clothes to be in vogue?
3. Do you prefer to have a bath or a shower? How much time do you spend showering?
4. Do you buy plastic bags or use reusable ones?
5. What kind of toothbrush do you use and where is it from?
6. How many photocopies do you make per month on average?
7. What do you do with things you don't need anymore, e.g. glass jars, old clothes, etc.?

3 Decide which questions from Exercise 2 refer to environmental sustainability.



4 Work in groups of four. Examine the infographic and define the meaning of *carbon footprint*. Decide what message the infographic conveys. Share your ideas with the rest of the class.



CARBON FOOTPRINT

READING

5 Read the article and summarize the ways of reducing one's carbon footprint.

What people strive to do in life is to leave a footprint behind. Something they will be remembered for by their family, for example. Others are even more ambitious and work hard to leave a footprint in the world. But do you know that absolutely each of us actually leaves a footprint on the earth? The mark we leave is called carbon footprint and the bigger it is, the less sustainable we are.

Its name is linked to CO₂ emissions caused by human activities that change the natural greenhouse which leads to global warming. You might think that your contribution is insignificant, and that your

carbon footprint is not that big. However, if you do a bit of research on the issue, you might end up being quite surprised at the size of your carbon footprint.

Even if you don't have a car that consumes fuel, you will discover other ways of contributing to the increase of CO₂ emissions. For example, how often do you buy new products? Do you follow the latest tendencies in the fashion industry and buy new clothes to be in vogue? Do you prefer to have a bath or a shower? And then how much time do you spend showering? Do you buy a plastic bag or do you use a reusable bag? What kind of toothbrush do you use and where is it from?

I think that the last question in particular might take you by surprise. You might ask yourselves what a toothbrush has to do with your carbon footprint and why its origin is so important. The point is that CO₂ emissions are part of the production cycle, which consists of several stages, such as design of products, manufacturing activities and transportation. So, let's imagine your toothbrush is designed and made in Australia. The production process will already involve CO₂ emissions. Then think about how it is going to be delivered to your local shop in Moldova. All the means of transportation will leave a carbon footprint. As a result, you will indirectly contribute to CO₂ emissions.

This doesn't mean that now you should stop using a toothbrush. Dental hygiene is extremely important.

What you should do instead is be more aware of the choices you make when buying your products. For example, instead of buying a fancy overseas product, buy a similar one produced locally. At least there will



be less transport involved to get it on the store shelves. Also consider how it was produced. The eco-friendlier a product is, the less footprint you will leave. And then always buy products that can be reused or recycled. In this respect, it is good to keep the three Rs principle of waste management at the back of your mind: reduce, reuse, and recycle.

Another way to reduce your carbon footprint is to choose a sustainable means of transport. I prefer my bike. I often use it and I know I do no harm to the environment. If you are into walking, this is even better. However, if you need to travel long distances, choose public means of transport instead of a car. And if you have to fly to another country, travel light.

I have recently come across Eleanor Roosevelt's quote which says: 'Many people will walk in and out of your life, but only true friends will leave footprints in your heart.' It just popped into my head while I was writing this post, and I saw it in a new light. I was thinking whether we are truly committed friends of our planet and what kind of footprints we are leaving on it.

WORD BANK

Carbon footprint
Global warming
Eco-friendly
To be into walking
To travel light

COLLOCATIONS. SYNONYMS. IDIOMS.

6 Replace the underlined words in the following sentences with their synonyms.

1. Do you always buy fashionable clothes?
2. You may think that your contribution to saving the environment is small and unimportant, but every little bit matters.
3. To reduce your carbon footprint, instead of buying an extravagant overseas product, buy a similar one produced locally.
4. Are we really loyal friends of our planet?
5. She was trying hard to achieve her goal.

VOCABULARY

7 Choose the correct answer.

1. If you travel light, you (a) *travel before dark*; (b) *travel with very little luggage*.
2. If you are into something, you (a) *are interested in something*; (b) *got into trouble*.
3. If something is at the back of your mind, (a) *you are aware of it but it is not what you are mainly thinking about*; (b) *you feel something touching the back of your head*.
4. If something takes you by surprise, (a) *it astonishes you*; (b) *it makes you feel calm*.

8 Complete each dialogue with an idiom from Exercise 7.
Match the idiom to the picture.

1. N: So, what's your carbon footprint?
B: The result _____. I really didn't expect it to be so high.
2. L: Is it just this handbag you are taking with you?
S: Yes. I always _____.
3. I: I see your brother jogging every morning.
C: Yes, he _____ jogging now. He has been doing it for half a year.
4. J: What stopped you from doing it?
K: There was a warning little voice _____, which kept telling me it was wrong.
5. N: What have you watered this plant with? Look at it. It is almost dying.
S: Yes, I see it. I used usual water. This reaction really _____.



9 Complete the sentences with words from the box. Some words will be used twice.

family-friendly	eco-friendly	pedestrian-friendly	pet-friendly	user-friendly
-----------------	--------------	---------------------	--------------	---------------

1. Safe, _____ streets encourage people to walk.
2. Our school website is very _____.
3. The hotel is _____, so you don't need to leave your four-legged friend behind.
4. People are asking for more _____ clothes.
5. It was the first _____ computer interface.
6. The parks host many _____ activities each year. Parents and children go there together.
7. If you have to take your dog with you, you can find a lot of _____ motels on the Internet.

10 Match 1-6 to a-f to form collocations.

- | | |
|-------------|-------------------|
| 1. follow | a. long distances |
| 2. travel | b. fashion |
| 3. cover | c. a shower |
| 4. overseas | d. bag |
| 5. reusable | e. light |
| 6. have | f. products |

11 Write at least five tips on how to reduce your carbon footprint. Use collocations from Exercise 10.



N.B. COMPOUND NOUNS



Compound nouns can be written as one word, hyphenated or as separate words. There are no clear rules for this. Three common ways to form compound nouns are:

Adjective + noun	green belt	software
Noun + noun	bus stop	footprint
V-ing + noun	washing machine	swimming pool

12 Choose the correct word to make compound nouns.

- | | | |
|---------------|--------------|-------------|
| 1. Rain | a. rise | b. fall |
| 2. Heat | a. fall | b. wave |
| 3. Global | a. heating | b. warming |
| 4. Speed | a. limit | b. road |
| 5. Traffic | a. jelly | b. jam |
| 6. Public | a. transport | b. carrying |
| 7. Greenhouse | a. effect | b. affect |



Greenhouse effect



Climate change



Sea level rise

13 Complete the sentences with compounds from Exercise 12.

- The _____ is the rise in temperature caused by gases in the atmosphere.
- The snow caused _____ all over the city. A lot of people were late for work.
- Are recent extreme weather events due to _____?
- According to the weather forecast, we are going to have a _____ next week. The temperature will stay in the upper 30s the whole week.
- One way to reduce your carbon footprint is to use _____ instead of your own car when travelling long distances.
- The heavy _____ has caused floods in the south of the country.
- Accidents are likely to happen when drivers exceed the _____.

LISTENING



14 Listen to the two conversations and answer the questions.

- What plans does Bogdan have for the weekend?
- What advice does Nadia give Bogdan?
- Why does Bogdan agree to Nadia's advice?
- What proves that Patricia was interested in the article?
- What does Mihai learn about circular economy?
- Why can the Olympic games Tokyo 2020 be considered a perfect example of circular economy?

15 Listen again and say whether these sentences are true (T) or false (F).

- Nadia believes that everybody should make a small contribution to reduce waste.
- Bogdan doesn't believe that by cycling to the countryside he can reduce his carbon footprint.
- Mihai wants to know more about circular economy.
- The Olympic Games 2020 took place in China.
- It took the organizers of the Olympic Games three years to collect gadgets people didn't use anymore.

WRITING

16 Write an article developing the quote by Eleanor Roosevelt 'Many people will walk in and out of your life, but only true friends will leave footprints in your heart' seen from the perspective of the author of the article you read in Exercise 5.

Lesson 4

Empowering dreams

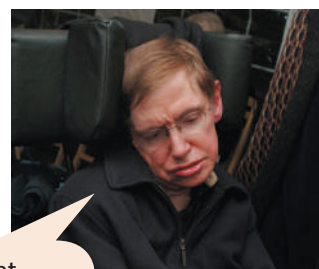
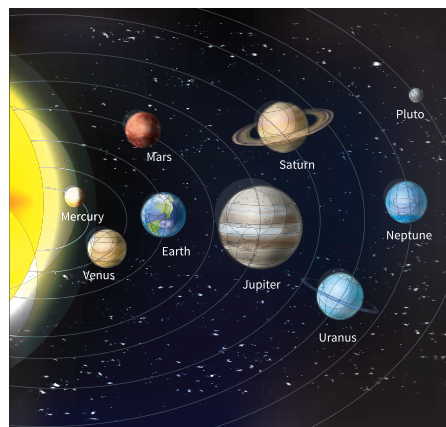
SPEAKING

- 1 Work in groups of four. Answer the questions about our solar system. The team who gets more right answers in 5 minutes wins.
 1. What planet is called Earth's sister? Why?
 2. Which planets have rings around them?
 3. What is the orbital period of moon?
 4. How many natural satellites of Earth are there?
 5. Which planet is known as the morning star or the evening star?
 6. How old is the solar system and what was it formed of?
 7. How many moons does Saturn have?
 8. Which is smaller: Pluto or Mercury?
- 2 In pairs, agree or disagree with the ideas reflected in the short poem attributed to Benjamin Disraeli and the closing lines of Stephen Hawking's book *Brief Answers to the Big Questions*. Whose point of view do you embrace? Why? Share your ideas with the rest of the class.



As a rule, man is a fool.
When it's hot, he wants it cool;
When it's cool, he wants it hot.
Always wanting, what is not.

So, remember to look up at the stars and not down at your feet. Try to make sense of what you see and wonder about what makes the universe exist. Be curious. And however difficult life may seem, there is always something you can do and succeed at. It matters that you don't just give up. Unleash your imagination. Shape the future.



WRITING

- 3 Imagine Benjamin Disraeli and Stephen Hawking had to write their bio notes. Write their bio notes in their names. Visualize your future, and think about what your own bio note will look like. What can you write in it now and what do you think you will write in 10 years' time?

BIO NOTE

Your name:
Your role or professional tagline:
Your goals and aspirations:
Your 2-3 most impressive achievements:
One unusual fact about you:

READING

- 4 Read the text and say why it is important to dream big. What important lessons can one learn from Stephen Hawking's book *Brief Answers to the Big Questions* concerning one's future? Say what ideas you find: (1) interesting, (2) shocking, and (3) unbelievable.

There are things people take for granted without realizing that everything can be taken away in a fraction of a second. It is true that humans have this tendency to pine for things that they do not have. In this respect, we

can think of the short funny poem attributed to Benjamin Disraeli in which he calls people fools. This is definitely open to debate, yet there is some truth in this humorous statement. However, there is nothing wrong with the

desire to set ambitious goals in life without knowing what they will result in exactly. Eleanor Roosevelt once said: 'The future belongs to those who believe in the beauty of their dreams.' So, people take the risk and create their future, and the motivation that keeps them going is probably this desire to dare for more.

However, in this rush, there is the risk of failing to appreciate the value of what one has at hand and takes it for granted. And these are not abstract things, these are the concrete objects one uses on a regular basis, or actions and processes one does every day. At present, people cannot imagine their life without access to the Internet and information. The digital natives do not even know what a landline telephone is and how to use it. They would be lost if they had to live in a tech-free world.

This is the result of human evolution and hard work. People used their intelligence and creativity to build and improve this fragile world which is quite often taken for granted.



In his book *Brief Answers to the Big Questions*, the prominent cosmologist Stephen Hawking warns people against the pitfalls of taking things for granted, and urges them to stay curious and think critically. It is a call for action on climate change, artificial intelligence and space exploration. Stephen Hawking, like no one else, understood

the value of every single moment in life. He believed that everyone can achieve success if they have curiosity, courage and determination to pursue their dreams. He is a true humanist, wholeheartedly believing in human intelligence and ability to create a better future for all. In his opinion, 'we are all time travellers, journeying together into the future.' It is a statement with a touch of romanticism as well. Yet, he was a realist as he knew that people could create a beautiful future only if they worked together and continued developing their critical thinking and creativity.

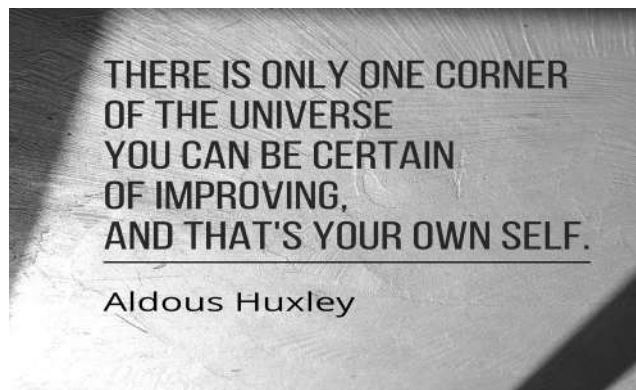
He devoted all his life to finding answers to difficult questions. Some still remain unanswered, but Stephen Hawking made a start. 'My work is about finding a rational framework to understand the universe around



us,' he said in his book. His core belief was that this understanding will help people solve problems and continue space exploration. Moreover, he even claimed that humans need to leave the Earth in the future, otherwise there is a high risk of 'being annihilated'. It might sound frightening, but the author's purpose was not to scare, but to make people 'act now.'

The idea of living in outer space might sound unbelievable. There will be strong reasons to disagree with this statement. People would say that there are no living conditions on other planets in our solar system. In addition, simply getting there is still a science fiction matter. But then, as Stephen Hawking says, 'today's science fiction is often tomorrow's science fact.' And if people recalled what things Ray Bradbury and Isaac Asimov imagined in their works, they might not totally reject this idea.

It is true that it is impossible to predict the future exactly. It has to do with the chaos property of the equations. However, what one can do is develop their creativity and intelligence to help humanity prosper. The closing lines of the book are both simple and powerful, changing the way you see life from that moment on.



VOCABULARY

5 Match the parts to form collocations.

- | | |
|--------------|-----------------|
| 1. Landline | a. goals |
| 2. Tech-free | b. one's dreams |
| 3. Hard | c. telephone |
| 4. Set | d. work |
| 5. Achieve | e. world |
| 6. Pursue | f. success |

WORD BANK

Landline telephone
Tech-free world
Pitfall
To take something for granted
To predict the future
To set goals

6 Complete the following questions with collocations from Exercise 5. Some collocations may be used more than once. In pairs, ask and answer the questions.

1. Think of someone who has _____ in their studies or career. What questions would you like to ask that person?
2. Do you have a _____? When was the last time you used it? Who did you talk to?
3. Why did _____ lose their popularity?
4. Think of an ambitious _____ you _____. What did you do to achieve it?
5. Would you like to live in a _____? Why / Why not? What might be the advantages and disadvantages?
6. Think about one of your dreams. What do you do to _____ it?

7 Choose the word that has a similar meaning to the underlined word.

1. People used their intelligence and creativity to improve our world.
a. make it better b. save c. change
2. Stephen Hawking urges people to stay curious and think critically.
a. asks b. tells c. advises
3. It is not easy to give brief answers to big questions.
a. short b. clear c. complicated
4. At the seminar he asked how to avoid pitfalls in starting his business.
a. success b. problems c. misunderstandings
5. His core belief was that this understanding will help people solve problems.
a. most important b. sincere c. strong
6. Humanity will prosper if people develop their creativity and intelligence.
a. enjoy life b. learn better c. become successful
7. Stephen Hawking wholeheartedly believes in humans' intelligence and ability to create a better future for all.
a. secretly b. without any doubt c. wrongly

8 In pairs, discuss the following questions. In your interactions, use phrases for managing conversations. Share your ideas with the rest of the class.

1. What can you do to improve the world you live in?
2. Why does Stephen Hawking urge people to stay curious and think critically?
3. Why do people sometimes avoid giving brief answers to questions?
4. What are some of the pitfalls of taking things for granted?

PHRASES FOR MANAGING CONVERSATIONS

Interrupting or changing the subject

Yes, but what about ...?
Anyway, what do you think about ...?

Asking for clarification

What does that mean?
I'm not sure I follow you.
What did you have in mind?



9 Use the required preposition.

1. There is nothing wrong _____ the desire to set ambitious goals.
2. Humans have this tendency to pine _____ things that they do not have.
3. What electronic devices do you use _____ a regular basis?
4. 'The future belongs _____ those who believe _____ the beauty _____ their dreams'.
5. What would you like to devote your life _____ ?

GRAMMAR

N.B. IMPERSONAL PRONOUNS *ONE, YOU, THEY*



We can use *one* or *you* to talk about people in general, including the speaker and hearer.

One, you = any person, people in general.

e.g. *One / You can't learn a language in three weeks.*

One / You can usually find people who speak English in any country.

One is much more formal than *you* and is rare in speaking.

They tends to be thought of as gender neutral. Similarly, we can use *they* to talk about a wide group of people, such as an authority or an institution.

e.g. *They are going to repair the road soon.*

10 Look at these sentences. Discuss the use of the pronouns in italics.

1. In this rush, there is the risk of stopping appreciating the value of what *one* has at hand and takes it for granted.
2. Nick, can *you* imagine living a month without the Internet?
3. *You* can't learn how to speak a foreign language in just one month.
4. And these are not abstract things, these are the concrete objects *one* uses on a regular basis, or actions and processes *one* does every day.
5. Adrian, have *you* ever looked at the list of endangered animals in our country?
6. *They* are going to build a bridge over the river.
7. I met Nicu and Emilia yesterday. *They* were going to a concert.
8. However, what *one* can do is develop their creativity and intelligence to help humanity prosper.
9. The very last passage of the book is so simple and at the same time so empowering that *one* is bound to look at life differently from that point on.
10. What should a person do when *they* are at a loss?

11 Discuss the meanings of the English sayings below. Work in pairs, in small groups or as a class.

1. You can't have your cake and eat it.
2. You can lead a horse to water but you can't make it drink.
3. Don't bite off more than you can chew.
4. Learn to walk before you run.
5. You can't make an omelette without breaking eggs.



AFRICAN PROVERB

*If you want to go fast,
go alone.*

*If you want to go far,
go together.*

12 Comment on the quotes you came across in this lesson. Pay attention to the pronouns used in them. What do they refer to?

LISTENING

13 Watch the TED-Ed *How small are we in the scale of the universe?* and say what shocked the scientists when they saw the images taken with the help of the telescope Hubble Deep Field.

14 Summarize the information you learned from the video and present it in class.

15 In pairs, compare the last two sentences from the video with Stephan Hawking's last lines from his book. What conclusion can you draw? Share your ideas with the rest of the class.

Lesson 5

Finding the spark

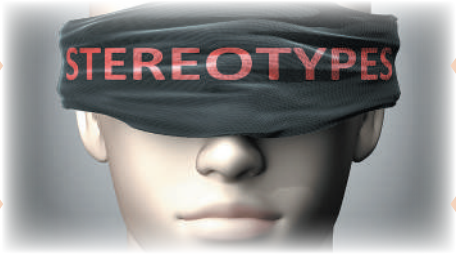
SPEAKING

- 1 Work in pairs. Look at the pictures and describe the teens you see in them. What kind of lifestyle do they have? What details helped you understand this? Share your ideas with the rest of the class.



- 2 Are there differences between teens in Moldova and teens in the USA? Justify your answer.

- 3 Work in groups of four. Brainstorm ideas related to the concept of stereotypes. Formulate your group definition. Compare it with those of your classmates.



- 4 Come back to the conclusions you drew while doing Exercises 1 and 2. Were they the result of the stereotypes you have about your culture and U.S. culture? Justify your answer.

WRITING

- 5 Interview your peers. Write down an article about the results you've got. Express your own point of view on the matter.
1. What comes to your mind when you hear the word 'stereotype'?
 2. Are stereotypes good or bad?
 3. Are stereotypes usually accurate?
 4. Where do stereotypes come from?



5. Have movies contributed to stereotyping? Justify your answer.
6. Has social media reduced or increased stereotyping? Justify your answer.
7. What is the stereotype of someone from your country? How fair do you think it is?
8. What do you think of the picture on the left? Is there anything that bothers you? What is it?

READING

6 Read Adele's impressions of the movie she went to see together with her boyfriend. What does she want to convey in her post? What is your reaction to the post? Why?

When was the last time you went to the movies? I think there's a special atmosphere in the movie theater, which makes me understand the meaning of a film even better. At home, either on TV or in front of my computer, I rarely experience the insights I have while seeing the film on a big screen.

Last weekend, my boyfriend and I went to see a cartoon. I know how this might sound when one is about to turn 17, but we simply loved it. In fact, Wikipedia says that it is not simply a cartoon, but a computer-animated comedy-drama film. It is entitled *Soul* and it touches upon the eternal human search for meaning in life as well as the human emotional needs of bonding and belonging.

The main character, Joe Gardner, a middle school music teacher in New York, gets the chance of a lifetime to finally do what he has always dreamed to do. He will play the piano in the band of jazz legend Dorothea Williams. He is so close to the realization of his dreams that he loses control over his senses and falls down a manhole. Accidentally, he gets to a very special place where human souls are made. To go to Earth, every soul must collect different human qualities on their badge. There's one soul who has one trait missing on her badge, and Joe is chosen to be her counselor. Her name is 22 and she can't find her spark. Actually, she sees no meaning in life on Earth. Joe and 22 decide on a plan. 22 will try to find her

spark and then give the badge to Joe so that he can come back to Earth.

I won't make any more spoilers because I think you should see the movie yourself! But I want to share what this film helped us realize. After watching it, my boyfriend and I talked for a long time about our present and future. We agreed that life is the most precious gift we have, and we should not waste it. We should appreciate what we have and make sure everything we do is good not only for us, but also for other people. We should take time to enjoy the little things in life because, in the end, they are what really matters. Of course, we should study and work, but we should also look for the spark that makes our lives.

A human soul seems to be programmed to look for that spark. It makes the present colorful and it brings the desire to create a better future for all. The film left us thinking what our spark is. We thought of what makes us happy and we realized that interacting with people and helping them might be our spark. And this spark probably helped us decide what we want to become in the future. I would like to be a doctor and my boyfriend a psychologist. I think it's vital for us humans to find this unique spark in life.

It also reminded me of the book I have recently read. It's a book written by Stephen Hawking in which he gives brief answers to big questions. In particular, there was a passage where he also mentioned the need for a spark in one's life. It goes like this: 'The human mind is an incredible thing. It can conceive of the magnificence of the heavens and the intricacies of the basic components of matter. Yet for each mind to achieve its full potential, it needs a spark. The spark of enquiry and wonder.' What about you, have you found your spark?



7 Answer the question Adele asks at the end of her post.

WORD BANK

Bonding
To turn 17
To touch upon
To find one's spark
To remind somebody of something

VOCABULARY & SPEAKING

8 Match the parts to form compound nouns. Which compounds are written as two words?

- | | |
|-----------|------------|
| 1. movie | a. friend |
| 2. man | b. time |
| 3. middle | c. theater |
| 4. boy | d. day |
| 5. life | e. style |
| 6. birth | f. school |
| 7. life | g. hole |

9 Complete the questions with compound nouns from Exercise 8. In pairs, answer the questions.

- Do you watch movies at home or do you go to a _____? When was the last time you saw a movie in a _____? What movie was it?
- How old are _____ pupils in the UK and in the USA?
- What memories can last a _____? Do you have such memories?
- How old did you turn on your last _____? How did you celebrate the event?

10 Match the sentence beginnings on the left with the best endings on the right.

- | | |
|--------------------------------|--|
| 1. Joe and 22 decide | a. with people might be our spark. |
| 2. We had a discussion | b. of the blessings we have. |
| 3. We should be aware | c. on a plan. |
| 4. We should constantly look | d. for meaning in life. |
| 5. This fact reminded them | e. for the spark that makes our life meaningful. |
| 6. We thought | f. concerning our present and future. |
| 7. Interacting | g. of the time they spent together. |
| 8. Humans have always searched | h. of what makes us happy. |



11 Write a synonym for 'get' in each of these sentences. In pairs, answer the questions.

- What's the most precious gift you got for your birthday? Why was it special?
- What was the latest mark you got? In what subject?
- How do you usually get to school?
- Who gets breakfast ready in your family?
- What do you do when things get more and more difficult?
- What things wouldn't you accept to get in second-hand shops? Why?



Get is an informal word and is frequently used in spoken English. It can have many different meanings.

12 Fill in prepositions.

- He is close _____ the realization of his dreams.
- It brings the desire to create a better future _____ all.
- He loses control _____ his senses and falls down a manhole.
- The only thing he interacts _____ is his computer.
- He gets the chance _____ a lifetime to finally do what he has always dreamed to do.
- Adele likes to see films _____ a big screen.

13 Replace the underlined verbs in these sentences with phrasal verbs formed using the verbs and particles from the boxes below.

touch	decide	end	pine
on	upon	for	up

- In her talk she mentioned the importance of finding a spark in one's life.
- People often want things they don't have.
- After travelling around Europe for a month, they arrived in Berlin.
- It was difficult to choose whom to invite.

14 Complete the sentences with the verbs given below. Adjust their form if necessary.

remember	recall	remind
----------	--------	--------

1. That incident _____ me of a movie I watched when I was a kid.
2. Can you _____ exactly what happened?
3. This is the holiday I will always _____.
4. Please _____ me to phone him.
5. I am sorry I don't _____ who said it.
6. _____ me to Mike when you see him.
7. That movie _____ me of a book I read not long ago.

REMEMBER

RECALL

REMIND

GRAMMAR

N.B. **EXPRESSING PURPOSE: SO THAT**



So that expresses purpose. In speaking, the word *that* is often omitted. *So that* is usually followed by *can, could, will, would*.

15 Combine each set of ideas by using *so (that)*.

e.g. Please turn down the music. I want to be able to concentrate.

Please turn down the music so (that) I can concentrate.

1. I should study hard now. I want to be able to find a good job in future.
2. I should develop more soft skills. I want to be able to find a good job.
3. He worked hard at his English last year. He wanted to be able to pass the CAE test.
4. I borrowed some money from my friend. I wanted to be able to buy that dictionary.
5. She sent her CV to several companies. She wanted to make sure she would get a job.
6. They went to the seminar 'A successful CV'. They wanted to learn how to write a good CV.
7. Nick decided to walk rather than drive to work. He wanted to reduce his carbon footprint.
8. Follow the three Rs principle. We want to live in a safe environment.

LISTENING

16 Watch the *TED-Ed Can stereotypes ever be good?* and summarize its contents. Say why even a favorable stereotype can create harm to a group of people.

17 Answer the following questions.

1. What stereotypes did teachers have regarding (1) Afro-American students, (2) Asian students, and (3) white students?
2. What group of students was more industrious when compared to their peers?
3. How did the US government try to 'Americanize' the incarcerated Asian Americans during World War II?
4. What is a model minority and what is a problem minority?

Round-Up

GRAMMAR

1 Choose the right word.

1. I decided to become a psychologist _____ I could help people.
a. *and* b. *that* c. *so that* d. *for*
2. At present more heat _____ back to the Earth's surface, causing global warming.
a. *radiates* b. *is radiated* c. *has radiated* d. *is radiating*
3. It was _____ interesting book that I read it in two days.
a. *such* b. *such an* c. *so* d. *very*
4. In future, a lot of jobs _____ by machines.
a. *will do* b. *were done* c. *will be doing* d. *will be done*
5. Life is _____ precious that we shouldn't waste it.
a. *such* b. *such a* c. *so* d. *extremely*
6. She needs to learn how to write a good CV _____ she can find the job of her dream.
a. *so* b. *such* c. *for* d. *that*
7. Before buying something, consider how it _____.
a. *was produced* b. *produced* c. *was producing* d. *will produce*
8. There are _____ many things you can do to protect the environment that you can't find an excuse not to do it.
a. *such* b. *such a* c. *very* d. *so*

2 Paraphrase the sentences using the word given in brackets.

1. Stephen Hawking wrote the book *Brief Answers to the Big Questions*. (by)
2. Always buy products that you can reuse or recycle. (reused)
3. He saved up some money to buy a new computer. (could)
4. Ben lost his job because he was lazy. (so)
5. It was so lovely yesterday that I decided to go for a walk. (such)

3 Complete each sentence with one suitable word.

1. I came here so _____ I could see you.
2. The end of the book is _____ empowering that one is bound to look at life differently after reading it.
3. They had _____ a good time that they decided to go there again.
4. What _____ strives to do in life is to leave a footprint behind.
5. *The Fun They Had* was written _____ Isaac Asimov.

4 Complete the sentences with the most appropriate words for the given context.

1. Temperatures are often higher than 38 °C during the city's h_____.
2. Passengers are r_____ that smoking is not allowed on this train.
3. R_____ me to your parents.
4. We all have to f_____ challenges in our lives.
5. It is a good old rule to h_____ for the best.
6. A lot of young people want to f_____ fashion.
7. Isaak Asimov's descriptions of the future are s_____ to life at present.
8. She doesn't like to have a lot of luggage when she travels. She likes to travel l_____.
9. Nowadays people prefer to use mobile phones rather than l_____ phones.
10. An opportunity like this comes once in a l_____.

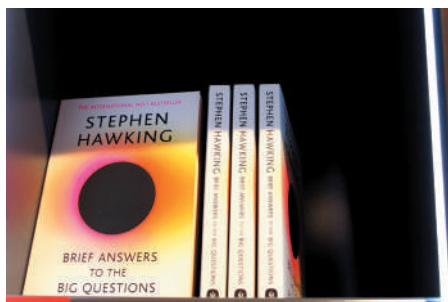


5 Complete the phrasal verbs with the required particles.

1. In his speech, he touched _____ global warming and its effect on life on Earth.
2. People tend to pine _____ things they do not have.
3. It took a long time to decide _____ a topic for the presentation.
4. The problem ended _____ having a very simple solution.

6 Write the word next to its definition. Name the part(s) of speech from which they are formed.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. the group of people who were born between the late 1990s and the early 2010s, who are regarded as being very familiar with the internet _____ 2. having the skills you need to live, learn, and work in a society where communication and access to information increasingly rely on digital technologies like internet platforms, social media, and mobile devices _____ | <ol style="list-style-type: none"> 3. a person who is very familiar with digital technology, computers, etc. because they have grown up with them _____ 4. a device, machine, or piece of equipment, especially an electrical one that is used in the house, such as a cooker or washing machine _____ 5. a collection of small devices or machines with a particular purpose _____ |
|---|--|



INTEGRATED SKILLS

7 Read the excerpts from Stephen Hawking's book *Brief Answers to the Big Questions* and summarize the main points the great scientist made. Pick up one and write a coherent paragraph stating why you agree with it.

1. But I am advocating that all young people should be familiar with and confident around scientific subjects, whatever they choose to do. They need to be scientifically literate, and inspired to engage with developments in science and technology in order to learn more.
2. I don't believe in boundaries, either we can do in our personal lives or for what life and intelligence can accomplish in our universe. We stand at a threshold of important discoveries in all areas of science. Without doubt, our world will change enormously in the next fifty years.
3. And there should be no boundary to human endeavour. We have two options for the future as I see it: first, the exploration of space for alternative planets on which to live, and second, the positive use of artificial intelligence to improve our world.

3 UNIT

ALL I WANT IS ...

Lesson 1

The pursuit of happiness

SPEAKING & WRITING

- 1 Work in groups of four. Look at the pictures below and fill in the table. Identify the institutional powers in the Republic of Moldova and say what the role of each branch is. Prepare a short presentation introducing the main institutional powers in Moldova to a foreigner. Share your presentation with the rest of the class.



Legislative branch	Executive branch	Judicial branch
.....		
.....		

- 2 In pairs, examine the infographic given on this page displaying two facts about the Constitution of the Republic of Moldova. Write a coherent article that will contain the information from the infographic. Share your ideas with the rest of the class.
- 3 In pairs, discuss the meaning of the phrase *pursuit of happiness*. What is the role of the state in a person's pursuit of happiness? Come up with three concrete steps each person should take to pursue happiness.

READING

- 4 Read the text and speak on the role of the US constitution. What similarities have you found between the constitutions of the USA and Moldova? Compare and contrast the three main branches of power in both countries.

On July 4, 1776, the Founding Fathers of the United States signed the Declaration of Independence. This document officially broke away the U.S. from the British Empire, making it an independent country. It also introduced important values that Americans still believe in today. At that time, it helped the country grow economically and build a democratic system.

THE CONSTITUTION OF THE REPUBLIC OF MOLDOVA

2 FACTS

1 HISTORY

- adopted on July 29, 1994
- promulgated on August 27, 1994
- replaced the previous Constitution of 1978 that had provided for a Soviet-style government structure
- amended 8 times

2 PURPOSE

- declares the republic as a sovereign and independent state
- guarantees justice and political pluralism
- establishes the rights, freedoms and duties of the citizens
- stipulates the role, organization and

Most Americans have heard this famous statement from the Declaration of Independence: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” This means that all people are born with rights that cannot be taken away. These ideas come from the Enlightenment, a period when many philosophers talked about human rights and freedom.

To make sure that the government would protect its people’s rights, the United States Constitution was signed on September 17, 1787. The Constitution explains how the government should work. It starts with a short introduction called the Preamble, which says: “We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.”

The Constitution created a system where power is shared and divided to prevent any person or group from becoming too powerful. It also explains how leaders should be chosen in a democratic way.

The Federal Government of the United States has three branches: the legislative, the executive, and the judicial. The legislative branch is called Congress. Congress has two parts: the House of Representatives and the Senate. Congress is responsible for making laws and representing the voice of the people. It also checks that the executive branch (the president and their team) follows the law correctly.

The executive branch includes the president and their staff. The president is chosen in an election, and the Constitution explains the rules for this process. It also states the president’s powers and what must happen if they are removed from office. The president’s main job is to carry out and enforce laws.



The judicial branch includes the Supreme Court and other federal courts. Its main role is to make sure that laws follow the Constitution. It also decides on important legal cases. The Constitution says that Supreme Court judges have their jobs for life. It also explains what treason is and gives Congress the power to punish it.

Articles 4, 5, and 6 describe the rights and responsibilities of the states. Article 7 explains how many states were needed to accept the Constitution for it to become official. Rhode Island was the last of the 13 original states to ratify it, on May 29, 1790.

The United States Constitution protects the rights and freedoms of the people living in the U.S. Since 1789, it has been amended 27 times (changes have been added). The most important amendments protect five basic freedoms: freedom of speech, freedom of religion, freedom of the press, freedom of assembly (the right to gather in groups), the right to petition the government (asking for changes or complaints).

WORD BANK

Pursuit
Amendment
To break away
To be endowed with
To prevent somebody from doing something
To be responsible for doing something
To enforce laws

5 Answer the following questions. You might research the issue to gain a better understanding of the problem.

1. When do Americans celebrate the Independence Day and in what way is it connected to the country’s constitution?
2. Why did only 13 states sign the US constitution?
3. What parliament does Moldova have? Is it also bicameral?
4. How does the role of the president of the USA differ from that in Moldova?
5. What is the role of the state in a person’s pursuit of happiness?



VOCABULARY

6 Choose the correct word from the list to complete each sentence.

liberty	separation	enforcing	rights	government
---------	------------	-----------	--------	------------

- The Constitution guarantees the basic _____ of all people.
- The Founding Fathers wanted to protect the _____ of the people, which means they should be free to make their own choices.
- The president is responsible for _____ the laws passed by Congress.
- The _____ of powers between the three branches of government ensures no one branch becomes too powerful.
- The U.S. _____ is divided into three branches: legislative, executive, and judicial.

Government Relations



7 Complete the sentences with words from the text.

- On July 4, 1776, the _____ Fathers of the United States signed the Declaration of Independence.
- The Constitution of the United States _____ its people's rights.
- The Congress _____ laws and represents the _____ of the people in the federal government.
- The president is chosen in an _____.
- The Federal Government of the United States has three _____ : the legislative, the executive, and the judicial.
- The Declaration of Independence helped the country build a _____ system.
- Supreme Court judges have their jobs for _____.



8 Complete the sentences by changing the words in parentheses into the required parts of speech.

- The Founding Fathers believed in the _____ (important) of human rights and freedom.
- The country's _____ (democracy) system began to grow after the signing of the Declaration of Independence.
- The _____ (protect) of individual rights is one of the main goals of the Constitution.
- The most important _____ (amend) protect five basic freedoms.



9 Fill in prepositions.

- The Federal Government in the United States is divided _____ three branches: the legislative, the executive, and the judicial.
- The Constitution starts _____ a short introduction called the Preamble.
- Congress is responsible _____ making laws.
- The United States Constitution was signed _____ September 17, 1787.

10 Complete the phrasal verbs with the required particles.

- It was very hard for them to break _____ from the game.
- People think Jefferson was endowed _____ great wisdom.
- He has his old parents to provide _____.
- His government carried _____ major social reforms.



11 Complete the sentences with the required phrasal verb. Use verbs from Exercise 10. In pairs, answer the questions. Ask additional questions to find out more information.

- Have you ever _____ experiments? In what subject? Were you successful?
- Have you ever tried to _____ from playing computer games? How did you find it?
- What strengths and weaknesses are you _____?

N.B. THE INDEFINITE GERUND (ACTIVE AND PASSIVE)Active: **V-ing**She doesn't like people **telling** her what to do.Passive: **being + participle II**She doesn't like **being told** what to do.**12 Complete the sentences using *being* + the following verbs (in the correct form): *understand, involve, interrupt, pay, elect*.**

1. She has a good chance of _____ president of the Corporation.
2. He looks forward to _____ in the consultation on this issue.
3. Sometimes teenagers complain about not _____ by their parents.
4. Workers insisted on _____ for taking risks.
5. People seldom mind _____ when it means having the opportunity to offer clarification.

13 Complete the sentences with the gerund forms of the verbs in brackets (active or passive).

1. The courts listen to problems about _____ (protect) people's Constitutional rights.
2. The lawyer insisted on _____ (tell) the truth.
3. Professor Smith started the presentation by _____ (talk) about Abraham Lincoln's presidency.
4. They were accused of _____ (involve) in that crime.
5. The students were interested in _____ (learn) about the tragic fates of Abraham Lincoln and John F. Kennedy.
6. There was no delay in _____ (take) that decision.
7. He really appreciates _____ (invite) to give a talk on the work of the US government.
8. After the president has signed a new law, the executive branch of the government is responsible for _____ (see) that the new law is carried out.
9. No one enjoys _____ (misunderstand) or unfairly criticized.
10. The judicial branch is responsible for trials involving individuals or corporations that are accused of _____ (break) a federal law.

14 Combine the sentences using the gerund (active or passive).

1. I wake up early in the morning. I like it.
2. The photographer asked me to smile. I remember this.
3. Ann goes for long walks every day. She enjoys this.
4. People appreciate her. She enjoys this.
5. She might be offered a good job. She looks forward to it.

**LISTENING****15 Watch *Students Reflect on Premises on the Preamble* and say what message in the preamble means the most to them.****16 Write down the message that means "the most" from the preamble of your constitution. Share your idea with the rest of the class. Compare your answers to those of the American students.****PROJECT WORK****17 Create your own infographic comparing the branches of power in the USA and Moldova. Present your infographic to the rest of the class.**

Lesson 2

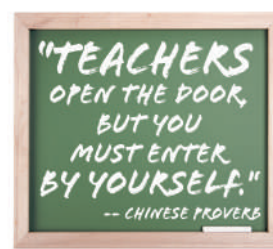
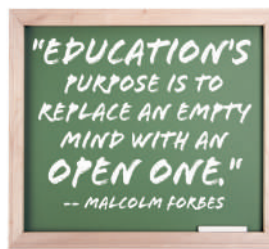
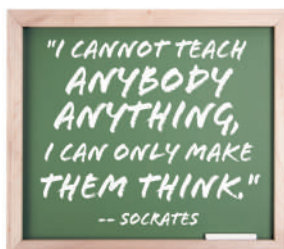
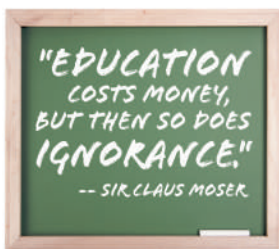
A fundamental human right

SPEAKING & LISTENING

- 1 In pairs, fill in the table below. Share your results with the rest of the class.

	Past	Present
Access to education		
Purpose of education		
Teachers' role		
Cost of education		

- 2 Work in groups of four. Discuss the quotes below. What makes you agree or disagree with the messages they convey? Which quote best reflects your group's views on education in the 21st century, and why? Share your ideas with the rest of the class.



- 3 Listen to the short speech Ioana prepared for *Education Week* at her high school on the importance of education. Summarize the key points she presents.

- 4 Work in pairs. Listen to Ioana's speech again and fill in the table from Exercise 1 as if you were Ioana. Are there significant differences?

- 5 Study the information in the box. Say what one should do to write a good speech. You may want to research the topic further to get a better understanding of how to write an effective speech.

- 6 In pairs, analyze Ioana's speech. What changes would you suggest? Why? Make the changes and present the speech to the rest of the class.

N.B.



Your speech should:

1. Have a strong opening;
2. Be clear, concise, and interesting;
3. Be logically structured;
4. Repeat the key points you want your audience to retain;
5. Include evidence to support your message;
6. Meet your audience's expectations.

READING

- 7 Read the text and list the characteristics of the education system in Great Britain. In what way does it differ from the education system in Moldova?

In the past education was a privilege that only the elite could afford. It is true that in the UK some parishes would run something similar to schools, yet the education one would receive was primarily religious. It was in 1870

that the parliament adopted the Education Act meant to provide free compulsory non-religious education for all children. This Act was also a milestone in stopping child labour, a serious issue in the Victorian society. By 1900

truancy was a major problem, as a considerable number of children still had to work to help their families survive the harsh conditions of the time. Another interesting fact is that the school leaving age was 12 at the time. The 1944 Education Act raised the school leaving age to 15. In 1972 it was raised to 16.

At present the education system in the UK is divided into five main parts: early childhood education (3-4 years old), primary education (5-11 years old), secondary education (12-16 years old), further education (17-18 years old) and higher education. Three- and four-year-old children are entitled to 570 hours of free early education. The starting age of compulsory education in the UK is 5, whereas the leaving age is 16. Thus, children have to be legally provided with primary and secondary education.

Upon completing secondary education, students generally take their General Certificate of Secondary Education (GCSE) exams. Apart from the core subjects such as Maths, English and Science, the students have the right to choose the number of subjects they would like to



8 Work in pairs. Drawing on the information you gained from the text, fill in the table from Exercise 1. You might research the topic to gain a better understanding of some issues.

9 There are two pictures of classrooms on this page. In pairs, write down the differences between a Victorian classroom and a modern classroom. What can you say about your classroom? Which picture represents it best?

10 In the first paragraph of the text, find the words that have the following meanings.

1. The richest, most powerful, best-educated, or best-trained group in a society
2. A subject or problem that people are thinking and talking about
3. A very important stage or event in the development of something
4. The practice of staying away from school without permission
5. The use of children to do work that adults should do



take. However, they should pass a minimum of 5 exams and have grades between 4 and 9.

Depending on the results they get, students decide whether to continue their education or to enter the world of work. If they aspire to receive a university degree in the future, they must complete further education over the course of two years. At this stage they have to get the necessary academic qualifications that will help them attend the desired college or university. Traditionally, they get ready to take their A Levels. This time, learners have the possibility to choose the advanced level subjects they wish to take. Typically, their choice is determined by what they are good at as well as the degree they wish to do at university. Although the minimum number of A Level subjects is three, some students prefer to take four to keep their options open. Admission to higher education is based on merit; this is why students thoroughly study for their A Levels to get the highest marks.

WORD BANK

- Truancy
- Compulsory education
- Child labour
- Core subjects
- To take exams
- To pass exams
- To do a degree

VOCABULARY

11 Complete these sentences with words from Exercise 10.

- _____ letters are sent to parents when students do not show up for classes.
- _____ was a serious _____ during the reign of Queen Victoria.
- Alexander Fleming's discovery of penicillin was a major _____ in medicine.
- In the past, only children of the _____ had access to education.

12 In the text, find synonyms for the underlined words.

- In the UK, education is obligatory for children between the ages of 5 and 16.
- They should pass at least five exams.
- The work should be finished by December.
- In addition to the core subjects, students can choose other subjects they would like to take exams in.
- They have a strong desire to improve their skills.
- In the past, children received mainly religious education.

13 Fill in prepositions. Then answer the questions.

- Are schools in the UK similar _____ schools in Moldova?
- How many exams do children in the UK take for the GCSE apart _____ the exams in the core subjects?
- What is admission to higher education in the UK based _____?
- When was the school leaving age raised _____ 16?

14 Paraphrase the sentences so as to use the word given in brackets.

- Everyone has the right to their own opinion. (**entitled**)
Everyone _____ their own opinion.
- They gave us a lot of useful information. (**provided**)
They _____ a lot of useful information.
- Students work hard in preparation for their A-Levels to get the highest marks. (**thoroughly**)
Students _____ for their A-Levels to get the highest marks.
- In the UK, students should take A-Levels in at least three subjects. (**minimum**)
In the UK, the _____ subjects is three.



GRAMMAR

N.B.



SUBORDINATE CLAUSES OF CONTRAST

in spite of **although**
despite **though**

Although the minimum number of A-Level subjects is three, some students prefer to take four to keep their options open.

Although = though = even though

Though is more informal than although.

Even though is a little stronger than though and although.

*She didn't apply to the university **although/though/even though** she had good marks.*

In spite of = despite

***In spite of** the difficulties, they succeeded.*

***Despite** the difficulties, they succeeded.*

*They arrived late **despite** leaving early.*

***In spite of the fact that** it was difficult, they succeeded.*

***Despite the fact that** it was difficult, they succeeded.*

15 Complete the sentences with *although* / *despite*.

- a. He continued to work _____ he felt bad.
b. He continued to work _____ feeling bad.
- a. Being courageous means doing something _____ the fear.
b. Being courageous means doing something _____ you are afraid.
- a. _____ her illness, she came to school.
b. _____ she felt bad, she came to school.
- a. The game continued _____ the rain.
b. The game continued _____ it rained.
- a. _____ the children were tired, they went on playing.
b. _____ being tired, the children went on playing.

Over every
mountain there is
a path, although it
may not be seen
from the valley.

16 Combine the two sentences into one using the words in brackets.

- She passed the test. She made a lot of mistakes. (**even though**)
- She is a nurse. She can't stand the sight of blood. (**in spite of**)
- I'm a terrible singer. Both of my parents are good musicians. (**although**)
- He won the race. He came last in the practice run. (**despite**)
- I completely forgot to post the letter. In the morning he reminded me to do it. (**though**)
- I handed my report in on time. I had been ill all day. (**despite the fact that**)

17 Use your own ideas to complete the following sentences.

- They passed the test although _____.
- They came to the party even though _____.
- Everything went wrong in spite of _____.
- I didn't eat much despite _____.
- Although it was raining, _____.
- Even though she was tired, _____.
- In spite of the heavy traffic, _____.
- Despite the cold weather, _____.

USEFUL LANGUAGE

- ✓ **to introduce an example:** *for example, thus, as an example, in the instance of, in other words, to illustrate;*
- ✓ **to contrast points:** *on the other hand, despite, in spite of, yet, instead;*
- ✓ **to transition between information:** *also, furthermore, additionally, besides that, similarly;*
- ✓ **for conclusions and summarizing:** *with this in mind, as a result of, because of this, for this reason, finally, in conclusion.*

18 Paraphrase the sentences, beginning as shown.

- Ann is having problems with her classmates, but she manages to stay in a good mood.
Despite _____, *Ann* _____.
- I wasn't very busy yesterday, but I forgot to send the report.
Though _____.
- It was a hot day, but we went for a walk and enjoyed it.
In spite of _____.
- They made a huge effort, but were not offered the grant.
Although _____.
- We have known each other for a long time, but we are not close friends.
Despite _____.
- She was very tired, but she kept working until she finished her homework
Though _____.

WRITING & SPEAKING

- ### 19 Write a speech to deliver in front of your classmates focusing on the role of education at present. Entitle your speech *Education isn't something you can finish*.

{ Education
isn't something
you can finish }

Lesson 3

All I want is education

SPEAKING

- 1** Discuss the following questions with a partner. Do your answers differ?
1. Should statues be erected? Why? / Why not?
 2. What should a person do to have a statue erected in their honor?
 3. What statues have you seen so far? Whom do they represent?
 4. What is the most famous statue in Moldova? Why is it famous?
 5. What statue would you like to be erected in your country? Why?

- 2** Work in pairs. Look at the pictures of some statues worldwide and say who they represent. What did the people achieve in order to have statues erected to honor them?



- 3** Examine the spidegram for the word *courage*. Use the words mentioned there to describe the people whose statues you saw in Exercise 2.



- 4** Work in groups of four. Prepare a presentation about one of the figures whose statues are shown in Exercise 2. While doing your research, try to answer the following questions:

1. What is the most important reason this person is famous?
2. What is one important decision he/she made?
3. How did that decision impact his/her life?
4. What is one way he/she affected or changed the world?
5. How did this person influence you?



READING

- 5** Read the article to the school newspaper about Malala Yousafzai and answer the questions in Exercise 4.

You've probably come across inspiring quotes encouraging you to make a difference in your community or even in the world. It might sound very daring, and some might even think it's foolish, but have you ever thought seriously about making a change for the better?

A fifteen-year-old girl was not afraid to stand up for her right to education and the education of other girls, even though it was extremely dangerous. Her name is Malala Yousafzai, and she was shot by the Taliban in 2012 because she fought for education.

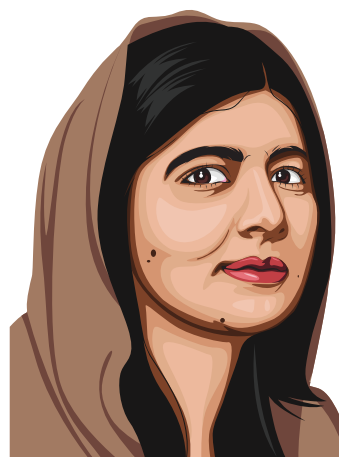
Malala was born on July 12, 1997, in the Swat District in Pakistan. She had a very happy childhood surrounded by a loving family and friends. Her father encouraged her to love learning and always aim higher. She became a well-known activist for children's right to education. She also spoke out strongly against the Taliban, who had taken control of her region.

At first, Malala's voice was anonymous. When she was 11, she started writing for the BBC Urdu blog under the pseudonym Gul Makai. She wrote about the terrible effects of the strict rules the Taliban were forcing on people. A reporter would then send Malala's writings to BBC Urdu.

However, Malala realized that if she wanted the world to truly understand what was happening, she couldn't stay anonymous. She decided to speak openly, following the example of her inspiration, Benazir Bhutto, who was also brave in standing up for her beliefs. Malala started speaking openly about girls' education, even though the Taliban had threatened to kill her. In her book *I Am Malala*, she says: "If one man can destroy everything, why can't one girl change it?"

Her bravery angered the Taliban, who threatened to kill her. On October 9, 2012, when Malala was just 15, she was shot in the head by a Taliban gunman. Many people didn't think she would survive the attack. She was taken to Queen Elizabeth Hospital in Birmingham, England, on October 15, where she received more treatment. By July 2014, she wrote that her facial nerve had recovered by 96%.

Since then, Malala has lived in England with her family, but she has never stopped fighting for education for everyone. She continued her studies at Edgbaston High School in Birmingham. She studied Geography, History, Mathematics, and Religious



MALALA YOUSAFZAI

Studies. After finishing her studies, she was accepted to study Philosophy, Politics, and Economics at Lady Margaret Hall College at the University of Oxford, and she graduated from it on June 19, 2020.

In 2017, Malala became the youngest person ever to receive the Nobel Peace Prize. The prize was awarded for her struggle against the oppression of children and young people and for the right of all children to education. In her acceptance speech, she called for action, saying that no child should be deprived of education. She encouraged people to help promote education, equal rights for women, and peace everywhere.

WORD BANK

Pseudonym
To come across
To make a difference
To award a prize
To be deprived of
To call for action
To stand up for



- 6** Write an article for the school newspaper describing a personality from an English speaking country who has made a significant impact in their country. Think about the strategies you will use to arouse your readers' interest. Your article should have an introduction, two paragraphs and a conclusion.

VOCABULARY

7 Complete the sentences using the correct form of the verb.

Choose from: *come, bring, stand, take*.

1. How can education _____ about changes in people's lives?
2. Have you ever _____ up for your friend(s)? Why was it necessary?
3. Can Malala _____ over the leadership of a human rights organization?
4. I _____ across Malala's story while scrolling my news feed.
5. If you don't _____ up for your rights, nobody will.
6. Malala _____ across as very self-confident.

8 In the text, find synonyms for the underlined words.

1. Gul Makai was Malala's pen-name.
2. Malala became famous for standing up for girls' right to education.
3. The situation was very dangerous for Malala when she spoke out for education.
4. At first, Malala remained unknown because she wrote under a different name.
5. She described the horrible effects of the Taliban's strict rules on education.
6. Malala showed great courage by speaking out, even though it was dangerous.
7. She was brave in defending her beliefs.

9 Choose the right option.

1. Before (making / doing) a change, you should analyze the consequences.
2. You need to (give / make) careful thought before taking a decision.
3. Those minor improvements really (do/make) a difference.
4. Malala (sets / follows) the example of her source of inspiration, Benazir Bhutto.
5. That was their chance to (give / make) a contribution to science.
6. Malala was not afraid of (making / giving) her identity known to the whole world.

10 Fill in prepositions.

1. Education changes the world _____ the better.
2. Malala fought _____ education.
3. In her acceptance speech, Malala called _____ action, encouraging people to promote education.
4. Malala's life was in danger and she was taken _____ England.
5. Malala didn't want children to be deprived _____ education.
6. Malala graduated _____ the University of Oxford in 2020.
7. She became a well-known activist for children's right _____ education.

GRAMMAR

N.B. CONJUNCTIONS



Conjunctions join sentences together.
E.g. *He came **while** you were out.*

11 Circle the best conjunction.

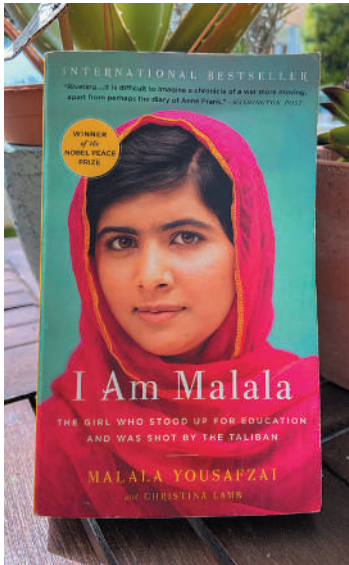
1. Malala was not afraid to stand up for her and other girls' right to education _____ it was incredibly dangerous. (although, because, while)
2. Malala was shot by the Taliban in 2012 _____ she fought for education. (so, because, when)
3. You won't get any money _____ you finish this task. (as long as, until, while)
4. He turned on the light _____ he could see where he was going. (so that, as if, while)
5. Jack was tall, _____ his friend was short. (provided that, so that, while)
6. Everyone enjoyed the fishing trip _____ no one caught any fish! (and, despite, although)
7. I met him just _____ he left. (before, while, as soon as)
8. I raise up my voice — not so that I can shout, but _____ those without a voice can be heard. (because, so that, despite)
9. _____ she was ill, she went on working. (because, although, since)

12 Correct or incorrect? Correct the incorrect sentences.

1. We went out although the rain.
2. They drove slowly because it was raining.
3. I used to live near the sea as I was a child.
4. You look as if you have seen a ghost.
5. In spite of the traffic was bad, we arrived in time.
6. I couldn't sleep despite I was very tired.

13 Combine the two sentences into one using the words in brackets.

1. It rained. We had a good time. (although)
2. I didn't apply for the job. I have the required qualifications. (in spite of)
3. We didn't go out. It rained. (because of)
4. I was hungry. I decided to find somewhere to eat. (as)
5. It's late and we are tired. Let's take a taxi home. (since)
6. She has a difficult job. She isn't well-paid. (although)



LISTENING

14 Watch Malala Yousafzai's Nobel Peace Prize Acceptance Speech and say whether these sentences are true (T) or false (F).

1. Malala was the only person to receive the Nobel Peace Prize in 2014.
2. Malala is open about the fights she has with her brothers.
3. The word Malala means *grief-stricken, sad*.
4. Malala makes a call to pity children deprived of education.
5. There are people who call Malala annoying and bossy.
6. Malala fights for women's equal rights, education for all, and peace all over the world.

15 Listen again and answer the following questions.

1. What do Malala and her brothers still work on?
2. Who was Malala named after?
3. Who called Malala the happiest girl in the world?
4. Whose rights does Malala stand up for?
5. What do other people call Malala?
6. How does Malala describe herself?

**BELIEVE
YOURSELF**

16 Examine the box showing tips to deliver a good speech and analyze Malala's speech. Find evidence in her speech that she used all or some of the tips shown in the box.

TIPS TO DELIVER A GOOD SPEECH

- ✓ Use humor
- ✓ Repeat key ideas
- ✓ Keep it simple and short
- ✓ Connect with your audience
- ✓ Share your personal story
- ✓ Use rhetorical questions
- ✓ Don't read the speech

WRITING & SPEAKING

17 Prepare a speech on the importance of reforming the education in Moldova. Follow all or some of the tips from the box. Deliver the speech in front of your class.

Lesson 4

The magic of the book

SPEAKING

- 1 Raluca was asked to draw the metaphor of reading. In pairs, look at her beautiful metaphor and discuss the key ideas it reflects. Determine the impact a book has in her life. Share your ideas with the rest of the class.
- 2 Draw your own metaphor of reading. Share your pictures on the classroom wall. Analyze them all and sum up the general feeling you and your classmates have towards reading. See if you got their meanings right.
- 3 Move around the classroom and interview your classmates on their reading preferences. Ask them what their favourite place for reading is. What recommendation could you give each other concerning reading? What can you conclude from this interview? Share your ideas with the rest of the class.
- 4 In pairs, look at the pictures of some famous libraries worldwide. Choose one place where you and your partner would love to spend some time reading and studying. Explain your choice.



- 5 In pairs, fill in the table below and compare your answers with the rest of the class.

	Advantages	Disadvantages
Reading at home		
Reading in a library		

- 6 Look for some famous libraries worldwide. Pick up one you'd like to introduce to the rest of the class. Prepare a short presentation explaining what makes this library the perfect place for study.

7 Read the text and describe Alexandru's character. Base your characterization on evidence from the text.

I am a bookworm so nobody is surprised to see me reading a book. Well, I can be so engrossed in my reading that I can literally become detached from the outside world. The last book I read made me curious to such an extent that I had to be forcefully drawn out of my room to go for a walk. At first, my parents were thrilled with my hobby. I think they felt proud that I'm such a smart guy, always wanting to know more. Now that they see how difficult it is to make me look up from a book, they are less happy about my reading habit. Surprisingly, you can hear my parents say: 'I wish you would stop reading and do something else instead!'

I can't even say precisely when my consuming passion for reading started. I know that I loved the way my grandfather read books to me when I was a kid. He was such an avid reader himself. There was something special, I would say magical, about the way he read bedtime stories to me and my younger sister. I loved those moments. He never read fairy tales to us. Instead, he would read about legendary figures who changed the world. I heard about Julius Caesar, Alexander the Great, Columbus, Elizabeth I, Ștefan cel Mare and many others. Before kissing us goodnight he would say in a soft whisper: 'When you grow up, read to learn what you don't know.'

When my grandfather passed away, I felt such a massive void. Then I saw the last book he read to us and I held it tight to my chest. I remembered every single word from that book and I knew that I had to



read all the books from my grandad's library. My sister loves listening to my reading. Sometimes she comes to me and asks me to read something aloud. But I can't say that she's an avid reader herself. What she's really into is TikTok. Sometimes we fail to get along together. Whenever I criticize her TikTok addiction, she puts up a good fight. Well, we both are sometimes too much absorbed in our hobbies.

Our hobbies, though sometimes conflicting, ended up shaping our experiences in surprising ways. When we were in Egypt, my love for books led me to the Bibliotheca Alexandrina, while my sister's interest in TikTok kept her focused on other things. I can't express what I felt when I saw the site of the famous library from Alexandria. This is a must-see. I think Julius Caesar wouldn't even dare now to burn it down. It is so impressive. I think this is one of the finest libraries in the world. I can't even call it a library. Actually, it is also a cultural center. There are 15 permanent exhibitions there. There's also the interactive Culturama. On nine huge screens you can see the history of Egypt from antiquity to modernity. I think my favorite two places are the Antiquities Museum and the Manuscript Museum. It's so exciting to see objects from the time of Alexander the Great. The only thing I'm sorry about is that I couldn't borrow a book from the library. I had to be an annual member of the Young People's Library. It would have been a unique experience!



I am so blessed I have visited the Bibliotheca Alexandrina. I know that if I want to research Islamic history in the future, it's the perfect place to do it. However, I'm still not sure if I want to take a degree in history. It's an option that I'm still considering. As I learnt more, I realized that things are far more complex than they were in the bedtime stories my grandfather used to read to me and my sister.



VOCABULARY

8 Fill in prepositions.

1. She remained at home engrossed _____ online gaming.
2. They were really thrilled _____ the results.
3. She seemed totally absorbed _____ her book.
4. He is _____ surfing.
5. She felt detached _____ the group.
6. The boy had a passion _____ reading.

9 Use a phrasal verb from the text instead of the underlined part in each sentence.

1. She is terribly upset because her sister died last week.
2. We have a friendly relationship.
3. The job proved to be harder than we thought.
4. She raised her eyes from the book when she heard the doorbell.
5. She dreams of traveling the world when she becomes an adult.

10 Use a phrasal verb from Exercise 9 to complete these questions. In pairs, answer the questions. Ask follow-up questions to find out more information.

1. Who do you _____ best of all in your family?
2. Have you ever been to a party that _____ to be a huge disappointment?
3. What are some important things you want to learn or do before you fully _____?
4. Has any relative of yours _____ recently?

11 Complete the sentences with the missing words. Choose from: *bookworm*, *void*, *site*, *addiction*, *must-see*.

1. The _____ left by his sister's death was never filled.
2. They wanted to visit the _____ of that sixteenth-century castle.
3. It is an entertaining film, but certainly not a _____.
4. Her _____ to social media makes it hard for her to focus on her studies.
5. The child began to read a lot at an early age and soon became a _____.

12 Complete these questions with the adjectives given below. In pairs, answer the questions. Ask follow-up questions to find out more information.

consuming	massive	avid	unique	legendary
-----------	---------	------	--------	-----------

1. What _____ figure are you impressed by?
2. Do you have a _____ passion? What is it?
3. Are you an _____ reader? If so, what books do you like to read?
4. Has anything left a _____ void in your life?
5. Have you ever had a _____ experience that you will never forget?

WORD BANK

Bookworm
Avid reader
Passion for reading
To be engrossed in doing something
To pass away
To get along (together)

ASKING FOR AND GIVING OPINIONS

Asking for someone's opinion

What do you think about ...?
How do you feel about ...?
I'd like to know what you think of ...

Talking about other people's opinions

Some people say that ...
According to ...

Giving your opinion

I think ...
As far as I'm concerned ...
Well, if you ask me ...

13 In the text, find synonyms for the underlined parts of the following sentences.

1. We were extremely happy that so many people came to the party.
2. I can't say exactly when my passion for reading started.
3. I can't express what I felt when I saw the location of the famous library from Alexandria.
4. The boy remembered absolutely every word from that book.
5. It's an option I'm still thinking about.

GRAMMAR

N.B. **SUBJUNCTIVE MOOD AFTER 'WISH' (COMPLAINTS)**



We use *I wish* *would* when we would like something to happen or change.
e.g. *Surprisingly, you can hear my parents say: 'I wish you would stop reading and do something else instead!'*

We often use *I wish* *would* ... to complain about a situation.
e.g. *The phone has been ringing for three minutes. I wish someone would answer it.*

We use *I wish* *wouldn't* ... to complain about things that people do repeatedly.
e.g. *I wish you wouldn't leave your clothes all over the floor.*

14 What do you say in these situations? Write sentences with *I wish ... would ...* or *I wish ... wouldn't ...*

1. Your friend keeps opening the fridge door. This annoys you.
You say: I wish you _____ .
2. Your colleague speaks in a low voice. You can't hear him.
You say: I wish you _____ .
3. You are talking to your friend, but he isn't listening to you.
You say: I wish _____ !
5. She always leaves her shoes there. You keep falling over them.
You say: I wish _____ .

LISTENING

15 Listen to what Alexandru's sister, Daniela, says about her attitude towards her brother. Summarize the key points she makes. What wish does she have? How would you characterize her? What evidence from her speech makes you think this way?

16 Listen to the recording again and answer the following questions.

1. Why do Alexandru and Daniela fight?
2. What does Daniela admire in her brother?
3. What annoys Daniela about her brother?
4. Why does she say that one reader is more than enough in her family?
5. Is she addicted to TikTok? What makes you think so?



WRITING

17 The famous English philosopher Francis Bacon said: "Some books are to be tasted, others to be swallowed, and some few to be chewed and digested." Write a 150--190-word essay explaining the meaning of this statement.

Lesson 5

All I want for Christmas is...

SPEAKING

- 1** Your class is going to organize a Christmas party. Work in groups of four to plan an eco-friendly party. Consider the following points in your discussion. Share your plan with the rest of the class. Decide whose plan is the best.

1. Date and location
2. Christmas party theme
3. Christmas party invitations
4. Christmas Scavenger Hunt
5. Budget for food and decorations



- 2** In pairs, look at the pictures below and simulate the dialogue that is happening between the participants of this interaction. How would you characterize such a Christmas celebration? How would it make you feel? Why? Share your ideas with the rest of the class.



- 3** In pairs, see how many of these famous Christmas songs you can recognize. Write down the final part of each line.

1. All I want for Christmas is _____
2. Last Christmas I gave you _____
3. It's beginning to look a _____
4. Have yourself a merry _____
5. It's the most _____



- 4** Christmas is the period when people share gifts. Describe one unwanted gift you received and what you did with it. Have a debate in class whether or not people should tell exactly what gifts they want to receive.

WRITING

- 5** Interview your peers. Write down an article about the results you've got. Express your own point of view on the matter.
1. What comes to your mind when you hear the word 'Christmas'?
 2. What is the role of Christmas?
 3. What is Christmas the perfect time for?
 4. How should Christmas be celebrated?
 5. What do you think of the so-called 'Christmas miracle'?
 6. What is the best message for Christmas?



6 Read Ecaterina's passage from her diary. What feelings and emotions does she associate Christmas with? Why? What would you tell her if she asked you to speak on her experience?

So it's the most wonderful time of the year and one can't help feeling this urge to suddenly believe in magic. One is immersed in the spirit of Christmas holidays wholeheartedly experiencing the wonder one feels in childhood. It's just like in *A Christmas Carol* when one has the unique opportunity of meeting the spirits of Christmas Past, Present and Yet to Come. I don't mean that one sees actual ghosts. What I mean is that it's the time when people conjure up memories from the past, embrace the present and make plans for the future. Somehow the overall atmosphere is charged with this thrill of pleasurable anticipation of good things that are meant to happen.

I can't say that I felt the same last year. There's a logical explanation for this. I was heart-broken. My boyfriend decided to break up with me just before Christmas. The most painful thing probably was that he didn't do it the moment he had set his mind to it, but waited for the "right" moment. Unfortunately, he didn't realize that there's no right moment for such events. The sooner the better, they say and I totally agree with it. What was worse, he didn't even have the guts to tell me about it. He simply ghosted me.

I didn't know what had happened. One day he simply stopped answering my messages and then all of a sudden blocked me. As I was away for the holidays with my family I couldn't immediately confront him. I was suffering in silence. I think there's nothing worse than being given the cold shoulder without any explanation. So you can imagine how I felt about this whole Christmas spirit last year. I was constantly listening to Mariah Carey's *What I Want for Christmas Is You* and crying. My family saw that something was wrong with me but since I didn't want to talk about it, they respected my privacy. They only told



me that I could always come to talk to them when I was ready. Probably this knowledge of having someone you could rely on was of great help at the time.

On my return, I wanted to talk to my ex-boyfriend but he avoided me. I bumped into him just before New Year's Eve. He was holding the hand of another girl. He smiled at me but didn't say a word. I thought that my world turned upside down. That was not possible! I could hardly believe my own eyes. I still thought there was a reasonable explanation to all that. I didn't even get the chance to talk to him as they took the bus and vanished behind the closing doors while I was still recovering from the shock.

Needless to say, my New Year celebrations were cancelled. I felt cancelled. But I knew that I didn't deserve it. Fortunately, my family supported me. It was my family who helped me feel the holiday cheer. Gently and lovingly, they showed me that the holiday spirit is about togetherness and belonging. From that day on, I knew that no matter what might befall on me, I always have my family to cheer me up and support me.

This Christmas, I'm listening to George Michael's *Last Christmas* and I feel a bit blue. It's not that I'm sorry my boyfriend broke up with me. Actually, I'm happy he did, I don't need such a person in my life. It's that people should learn to be open-hearted and honest with one another. So, probably we all should take a moment to think about our past, embrace our present and look to the future with an open heart.



WORD BANK

To break up with somebody
To ghost somebody
To respect somebody's privacy
To bump into somebody
To feel blue
To feel cancelled
All of a sudden

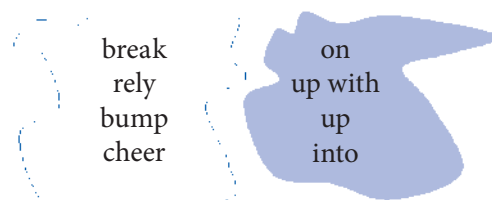
VOCABULARY

7 Use a verb from the list below instead of the underlined parts of the following sentences.

vanished	cancelled	ghosted him	recover from
----------	-----------	-------------	--------------

1. After three dates, she suddenly stopped all communication with him in order to end their relationship.
2. He turned around and disappeared suddenly into the house.
3. She needed several days to get well again after the shock.
4. She felt rejected.

8 Combine the verbs and the particles to form phrasal verbs.



9 Replace the underlined parts of the following sentences with phrasal verbs from Exercise 8.

1. She ended the relationship with her boyfriend last month.
2. Be happy! It's not that bad!
3. You can trust me to keep your secret.
4. I met Bill by chance this morning.

10 Replace the underlined parts of the following sentences with phrasal verbs from Exercise 8.

1. Please don't be sad. _____ !
2. Their relationship was toxic, so she decided to _____ her boyfriend.
3. You can't _____ British weather – it's always changing!
4. Nick _____ Ben in the café yesterday and they had a long chat.

11 In the text, find synonyms for the underlined words.

1. What makes you feel depressed?
2. The general result is impressive.
3. I completely agree with you.
4. If she ever left him, he would be extremely sad.
5. Writing is always compared to making music.
6. He had the courage to ask her out.
7. She had a big desire to tell somebody what had happened.

GRAMMAR

N.B.



PARTICIPLE I PERFECT - HAVING (DONE)

When one action happens before something else, we use *having (done)* for the first action.
e.g. *Having finished her work, she went home* (= First she finished her work. After that, she went home).
We can also say *after -ing*. e.g. *After finishing her work, she went home*.

These structures are used more in written English than in spoken English.

When we begin a sentence with 'Having (done)' or 'After (doing)', we write a comma (,) after this part of the sentence.

12 Complete the sentences. Use *having* + a suitable verb.

1. _____ all his money, he couldn't afford to take a taxi.
2. _____ the news, he immediately called his friend.
3. _____ as a waitress, she knows how important tips are.
4. _____ them together, Linda jumped to the wrong conclusion.
5. _____ my homework, I turned on the TV.
6. _____ the assignment early, Maria had extra time to review her notes before the exam.
7. _____ hard for months, the students felt confident going into their final tests.
8. _____ to many countries, Alex shared fascinating stories about different cultures with his friends.
9. _____ the project ahead of schedule, the team celebrated their success with a small party.

13 Combine the two sentences into one. Begin with *Having* Don't forget the comma.

1. Sarah has travelled a lot. So she knows much about other countries.
_____, Sarah knows a lot about other countries.
2. We had spent all our money. So we couldn't afford to stay at a hotel.
_____, we couldn't afford to stay at a hotel.
3. I found what I was looking for. After that I went back home.
4. We finished lunch. After that we played different games.
5. They saw that things got better. After that they changed their mind.
6. The athlete practiced regularly. As a result, she improved her performance significantly.
7. Lisa received positive feedback from her mentor. After that she felt more motivated to pursue her goals.
8. The engineer solved the complex problem. After that he was ready to move on to the next challenge.
9. Tom volunteered for several community projects. As a result, he gained valuable experience and made many new friends.
10. Sarah enjoyed a restful vacation. After that she returned to work feeling refreshed and energized.

14 Paraphrase the following sentences. Use the word in bold in your paraphrase.

1. He did this, and then he didn't say anything. **DONE**
2. The people had seen the incident. They were afraid and in shock. **SEEING**
3. We did this many times, so we didn't find it difficult. **HAVING**
4. After seeing her photos, he felt better. **SEEN**
5. After watching the show, he decided to train. **WATCHED**
6. Helen has travelled to Spain several times, so she knows a lot about this country. **HAVING**
7. After finishing her work, Sarah went home. **FINISHED**
8. We had spent almost all our money, so we couldn't afford to stay at a hotel. **HAVING**
9. After completing the project, John took a break. **HAVING**
10. After studying for the exam, Maria relaxed. **STUDIED**
11. After cleaning the house, I watched a movie. **HAVING**

LISTENING

15 Watch the TED-Ed titled *Why we kiss under the mistletoe?* and explain the way mistletoe kissing tradition is linked to the biology of the plant.

16 Watch the TED-Ed and determine which sentences are true (T) or false (F). Correct the false sentences.

1. Ancient Romans believed that the mistletoe was a plant dropped from heaven by gods.
2. Pliny the Elder transformed the mistletoe from a symbol of death into one of peace and love.
3. The mistletoe is a partly parasitic plant.
4. Mistletoe can be used as a nesting location for a variety of birds.
5. By the 17th century, people in Britain had turned the mistletoe kissing tradition into a Christmas tradition.

Lesson 6

Round-Up

GRAMMAR

1 What do you say in these situations? Write sentences with *I wish ... would ...* or *I wish ... wouldn't ...*.

1. Your friend arrives late all the time. You don't like it.

You say: I wish _____

2. Your friend does not pay attention to what you say. This makes you sad.

You say: I wish _____

3. A lot of people drop litter in the street. This annoys you.

You say: I wish people _____

4. Your friend keeps complaining. You don't like it.

You say: I wish _____

5. Your friend doesn't tell you the truth. This annoys you.

You say: I wish _____

2 Complete the sentences. Use *although* + a sentence from the box.

they worded it differently
her mark wasn't very high
she was very good at biology

it was difficult
a lot of people tried to convince Bob he was not right
she found it hard to remember everything

- _____, she didn't want to study medicine.
- Amanda didn't lose hope _____
- She was pleased with her result _____
- _____, he stood his ground.
- At the interview they asked her the same question several times _____
- _____, he didn't give up.

3 Complete the sentences using the verbs in brackets in the correct form (active or passive).

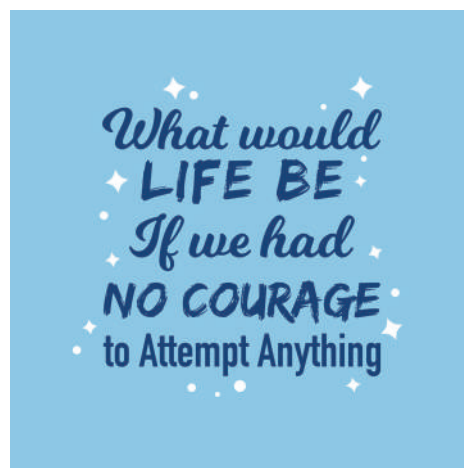
- He objects to _____ to like that. (speak)
- He entered the room without _____. (see)
- She hates _____ what to do. (tell)
- Nick enjoys _____ (cook).
- Bill is shy. He avoids _____. (notice)
- Nobody enjoys _____ at. (laugh)
- They went to the party without _____. (invite)
- I am interested in _____ my conversational skills. (improve)
- They succeeded in _____ the test. (pass)
- She suggested _____ to the movies this Saturday. (go)

4 Complete the sentences with *although/despite*.

- _____ the challenges, many students work hard to achieve their academic goals.
- _____ education is a great way to grow personally, getting good education is still hard for many people in the world.
- _____ education systems are different in each country, they all aim to teach students important knowledge and skills.
- Many students succeed in their studies _____ having limited access to resources.
- Education is important for personal growth, _____ it can sometimes be challenging for students to stay motivated.
- Many people believe that hands-on learning is very effective, _____ traditional classroom methods are still widely used.
- _____ the long hours of study, students often enjoy learning new things.
- Online courses offer great flexibility, _____ they lack the face-to-face interaction found in regular schools.

5 Choose the right word to complete the idioms.

- You can do whatever you set your _____ to.
a. brains b. mind c. thought d. heart
- I thought she really liked me, but the next day she gave me the cold _____.
a. hand b. heart c. shoulder d. smile
- Needless to _____, I was totally shocked.
a. say b. tell c. speak d. sing
- His sudden death _____ her world upside down.
a. changed b. turned c. moved d. made
- She never spoke to him again from that day _____.
a. on b. forward c. ahead d. back
- I couldn't _____ laughing when he told us that joke.
a. help b. refrain c. keep d. pause
- All of _____ I began to feel tired.
a. the sudden b. sudden c. a sudden d. suddenly



6 Complete the sentences with the missing words.

- He loves reading. He is a _____.
- The _____ her death left was enormous.
- Graduating from college was an important _____ in her life.
- Young people should be _____ to believe in the power of their dreams.
- The _____ of happiness is a right stipulated in the US Constitution.

INTEGRATED SKILLS

7 Watch the TED-Ed *Overcoming Obstacles* and fill in the missing words.

- I focus on _____, not on _____.
- Let the obstacle overcome you, or _____.
- There is no dishonor in having a _____.
- I will not use the obstacles I face as an excuse for having a _____.
- If someone thinks you can't overcome the obstacles, prove them _____.

8 Listen to the talk again and identify what tips to deliver a good speech he used in his speech.

9 Write the article in 140-190 words.

Articles wanted

Overcome obstacles by proving others wrong.

Teenagers quite often have to face a lot of obstacles. Some of these obstacles are visible, others are invisible. Tell us what visible and obscure obstacles you faced and how you overcame them.

The best article will be published in next month's magazine.

4 UNIT

WHAT MATTERS MOST

Lesson 1

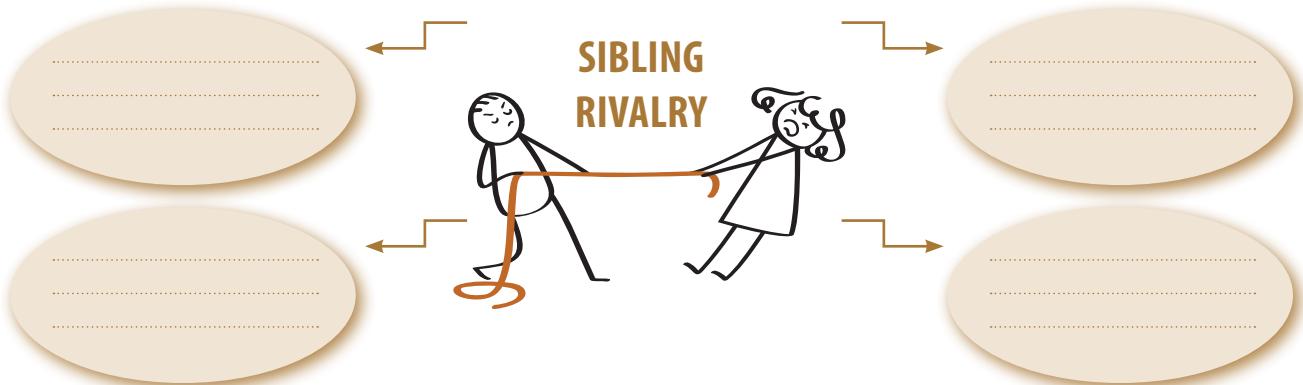
Blood is thicker than water

SPEAKING

- 1 Look at the pictures below and describe the relationships the siblings have. What brings them together? What can divide them?



- 2 Work in pairs. Pick up one picture and act out a possible conversation happening between the siblings in that picture.
- 3 Work in groups of four and mind map the possible causes of sibling rivalry. Share your ideas with the rest of the class.



- 4 Have a classroom discussion deciding whether sibling rivalry is good or harmful. Give solid arguments to prove your point of view. Write a common statement expressing your viewpoint on sibling rivalry.
- 5 Work in groups of four and write four solutions for parents to prevent the harmful effects of sibling rivalry. Discuss your ideas with the rest of the class.

Problems	Solutions

6 Choose the right option to complete each of the following proverbs. Say what they have in common.

1. Blood is thicker than water / gas.
2. Charity begins at home / at the kindergarten.
3. Like father, like daughter / son.
4. The apple doesn't fall far from the table / the tree.
5. You can't choose your friends / your family.

7 Watch the short clip Prince Harry, William & Princess Kate Race for Charity | ABC News and describe the type of rivalry presented. What do you know about the people in the video?



8 Read the text and determine if the proverb *Blood is thicker than water* refers to the relationship between the two brothers. Explain your answer.



When people hear the saying “Blood is thicker than water,” they usually agree with it. Family bonds are often stronger than any other relationships people have in their lives. This is why

people try hard to protect their family members from any harm.

One of the most famous families in the world, the British Royal Family, has experienced both happiness and sadness. Being responsible for a whole country is a great honor, but it is also very difficult. For centuries, the Royal Family has been closely watched by the public. It has become a symbol that unites the United Kingdom.

The main job of the royal family members is to help the King or Queen with national and international duties. Every year, they attend over 2,000 official events in the UK and abroad. They also support charities and are involved in more than 3,000 organizations.

Being part of the Royal Family is an honor, but it also comes with pressure. The media always follows

them, which can make life difficult. On August 31, 1997, Princess Diana, the mother of Prince William and Prince Harry, died in a car crash in the Pont de l’Alma tunnel in Paris. The driver lost control of the car while trying to escape the paparazzi. William and Harry, who were only 15 and 12 years old at the time, were deeply affected by her death.

Now, both brothers are very protective of their own families. Prince William, now the Prince of Wales, makes sure his wife, Catherine, and their three children—George, Charlotte, and Louis—have a private and happy childhood, even while carrying out their royal duties.

Prince Harry and his wife, Meghan Markle, took a different path. They decided to step back from their royal duties because Meghan faced constant racist attacks. In an interview with Oprah Winfrey, Prince Harry said he wanted to avoid history repeating itself, referring to his mother’s tragic death.

The Royal Family respected their decision. Today, the two brothers live on different continents, but they continue to work for good causes. In a way, they show the meaning of the saying, “Charity begins at home.”

9 In pairs, discuss the following questions. Share your opinions with the rest of the class.

1. Is the life of a royal difficult? What makes you think so?
2. What do you know about royals being plagued by paparazzi? Is it still true at present?
3. What do you know about the charity work royals do? What work do Prince William and Prince Harry do?
4. Did Prince Harry make the right decision to step back from his royal duties? Justify your answer.

WORD BANK

Family bonds
Car crash
To attend events
To support charities
To lose control of the car
To carry out royal duties
To step back from royal duties

VOCABULARY

10 Complete each sentence with an appropriate word from the list below.

control	duties	affected	avoid	attend	make	follow	faced	protective	bonds
---------	--------	----------	-------	--------	------	--------	-------	------------	-------

- Family _____ are very strong because relatives support and care for each other in difficult times.
- The members of the Royal family _____ over 2,000 official events in the UK and abroad.
- Journalists always _____ members of the Royal family, which can make life difficult.
- The driver lost _____ over the vehicle and crashed into a wall.
- William and Harry were deeply _____ by their mother's death.
- William and Kate _____ sure that their children have a normal, happy childhood.
- Both brothers are very _____ of their own families.
- Prince Harry and Meghan decided to step back from their royal _____.
- Meghan _____ constant racist attacks.
- In an interview with Oprah Winfrey, Prince Harry said he wanted to _____ going through events similar to those in the past.



11 Choose the right word.

- The _____ wanted to have some fresh _____. (air, heir)
- I would like to sit _____ so I can _____ the speaker well. (hear, here)
- The students _____ how to use the _____ words. (knew, new)
- She won't spend one _____ on a bottle of perfume until she knows that she loves the _____ (scent/cent)
- I don't know _____ the _____ will be good tomorrow. (weather, whether)

N.B.

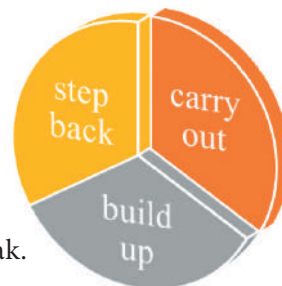


A homophone

a word that is pronounced like another word but has a different spelling or meaning, for example **plain, plane /plein/**

12 Replace the underlined verbs in these sentences with the suitable phrasal verbs.

- We need to stop being involved and look at all our options.
- He did cardio exercises to develop endurance.
- The work should be completed by December.
- They perform their duties and responsibilities duly.
- Tension is growing between the two brothers.
- I'd like to stop being involved in performing my duties for a while. I need a break.



GRAMMAR

N.B.



REPORTED SPEECH

→ In reported speech, if the main verb is in the past, the rest of the sentence is usually past too:

E.g. Linda said (that) she was preparing for her exam.

→ If the reported words are 'always true', the tense does not change.

E.g. Nick told me he still likes you.

→ If a message is being reported immediately, the tense does not change.

E.g. Mary said she can't come.

If you say who somebody is talking to, use **tell**:

Bill **told me** that you were in Paris.
(not Bill said me)

Otherwise use **say**:

Bill **said** that you were in Paris.
(not Bill told that ...)

You can '**say** something **to** somebody':

Mary **said** goodbye **to** him and left.
(not Mary said him goodbye)

13 You met Liviu. Below are some things he said. Later you tell somebody what Liviu said. Use reported speech.

1. I have found a new job.
2. I like my new job.
3. I can't go to the cinema tonight.
4. I don't have much free time.

14 Rewrite each sentence as direct speech.

E.g. David told me he was working on his report.

David said: 'I am working on my report'.

1. Alex told me he was going to visit Edinburgh.
2. Eddie told me he had emailed me the day before.
3. Tim told Susan he was leaving the next day.
4. Margie told John she wanted to find another job.
5. Nick told Bill he could play the guitar.
6. Michael told Ron he hadn't been at home that morning.
7. Paul told Diana he would see her that evening.
8. Eddie told Fiona he had found the book she was looking for.



15 Change into Reported Speech.

1. Nicu said: 'I go to the British Museum whenever I visit London'.
2. Ann said: 'I am reading a book about the British royal family now'.
3. Bill said: 'I have already read this article'.
4. Linda said: 'The earth moves around the sun'.
5. John and Betty said: 'We are going to the theatre tonight'.
6. Emma said: 'My sister has visited London several times'.
7. Bob said: 'I watched the changing of the guard at Buckingham Palace when I was in London'.
8. Helen told me: 'I can phone him if you like'.

LISTENING

16 Listen to a podcast discussing Prince Harry's stepping back from royal duties and fill in the table below.

Guest 1 said that prince Harry _____ his brother.	Guest 2 said that Prince Harry found the royal life very _____
Guest 1 said that the brothers became very close after _____	Guest 2 said that Prince Harry's wife found it difficult _____
Guest 1 believed that the sibling rivalry between the two brothers _____	Guest 2 believed that Prince Harry shared _____
Guest 1 stated that Prince Harry can't _____	Guest 2 stated that Prince Harry wants a different life _____

PODCAST



17 Listen to the recording again and summarize the contrasting points of view of the guests.

WRITING

18 You have read a text and listened to a podcast about the rift between Prince William and his brother Prince Harry. Similarly, you've done some research on your own. Write an essay discussing two of the causes that made Prince Harry step back from royal duties. You should explain which cause you think is the most important and provide reasons to support your opinion. Your essay should contain 140-190 words.

Lesson 2

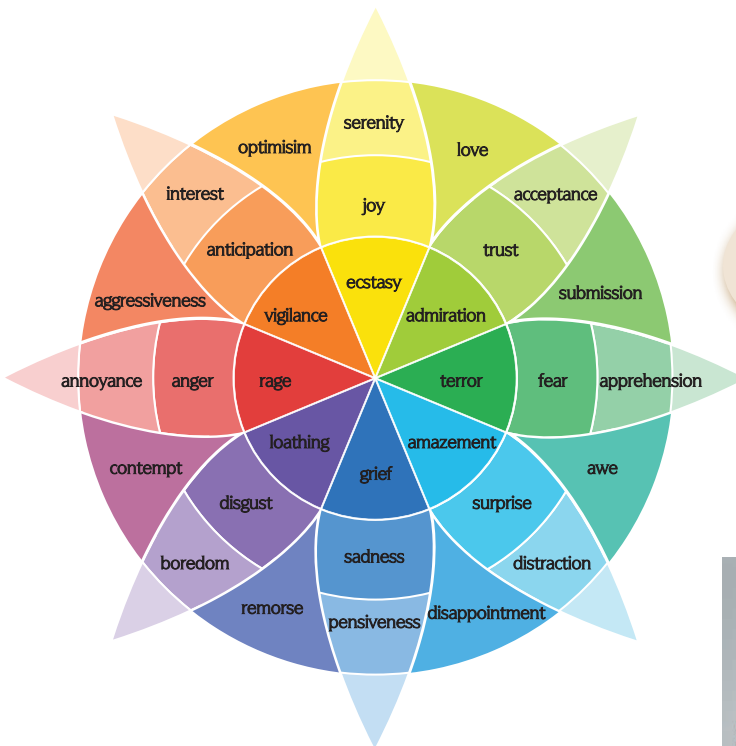
Reaching a common understanding

SPEAKING & LISTENING



- 1 Get in groups of six and examine the picture on the left. Determine what emotions each person in the picture is experiencing. Decide what is happening and act out the potential interaction between these people.
- 2 Stay in the same groups and determine causes of conflict and optimal ways of solving them. Share your ideas with the rest of the class.

	Cause of conflict	Conflict resolution
1.		
2.		
3.		



- 3 In pairs, analyze Plutchik's Wheel of Emotions. Identify the emotions people are likely to experience during a conflict and those felt when resolving it. Share your own experience.

BEFORE

.....

DURING

.....

AFTER

.....

- 4 In pairs, describe the meaning behind the metaphor in the picture on the right. Think of an example from your life that you can relate to the concept reflected in the picture. What other metaphor can you think of that would have a similar meaning? Share your ideas with the rest of the class.



5 In pairs, write the endings to the following statements. Discuss your ideas with the whole class.

- 1. Absence of conflict is _____
- 2. Conflicts always result in _____
- 3. In a conflict situation, people feel _____
- 4. The best way to solve a conflict is _____
- 5. Conflicts usually arise from _____



6 There are two types of conflicts: relationship and task. In pairs, try to determine the difference between them considering the meaning of the words “relationship” and “task”. Share your ideas with the rest of the class.

Relationship Conflict	Task Conflict

7 Listen to a podcast created by a student like you for their wellness project. His guest is a psychologist specializing in conflict solving. In pairs, discuss and determine Alex’s main takeaway from the interview.

8 Listen to the podcast again and say which statements are True and which are False. Correct the False statements.

- 1. Alex prefers to handle conflicts from the very beginning.
- 2. Dana thinks that when a conflict is solved, everybody wins.
- 3. Task conflicts are good because they can help people understand how to do the task they’re working on.
- 4. A relationship conflict is all about proving how one is right.
- 5. People who avoid conflicts feel very good.

READING

9 Read the text and determine the type of conflict it describes. What makes you think so? Share your ideas with the rest of the class.

Emma and Jake had been best friends since childhood. They did everything together – played video games, studied for exams, and dreamed about their future. But some time ago, things changed. Jake joined the basketball team, and Emma felt like he had no time for her anymore.

One afternoon, Emma sat alone in the school library, looking at her phone. She scrolled through old messages from Jake. The last one was from three weeks ago: *Hey, let’s hang out soon!* But he never made plans after that.

Emma sighed and put her phone in her bag. Just then, Mia, her classmate, sat down next to her. “Are you okay?” she asked.

Emma hesitated, then nodded. “Yeah, just tired.”



Mia gave her a knowing look. “It’s about Jake, isn’t it?” Emma bit her lip. “I don’t get it. We used to talk every day. Now, he’s always busy with basketball.”

Mia thought for a moment. “Why don’t you tell him how you feel?”

Emma shook her head. “I don’t want to bother him.”

That evening, Emma walked home alone. As she passed the basketball court, she saw Jake practicing with his team. She sighed and kept walking. But suddenly, she heard her name.

"Emma!" Jake ran up to her, breathing heavily. "Why are you ignoring me?"

Emma opened her eyes wide. "Ignoring *you*? You're the one who disappeared!"

Jake looked confused. "What? I've just been really busy with trainings. I thought you understood."

Emma crossed her arms. "You never text me anymore. We used to do everything together."

Jake sighed. "I know, and I'm sorry. Basketball takes a lot of my time, but that doesn't mean I don't care about you."

Emma hesitated. "It just feels like I lost my best friend."

Jake smiled a little. "You haven't. Look, how about doing something together this weekend? Just like in old times?"

Emma smiled back. "Do you promise?"

"I promise," Jake said.

That Saturday, they went to their favourite café, laughed over silly jokes, and talked for hours. Emma realized that even though things had changed, their friendship was still strong. And Jake understood that friendships needed effort, too.

From then on, they promised to stay close — no matter how busy life got.

10 In pairs, ask and answer the questions.

1. Why did Emma feel like she had lost her best friend? Do you think she should have talked to Jake earlier?
2. How does Mia help Emma understand her feelings? Have you ever had a friend who helped you like that?
3. Do you think Jake made a mistake by focusing on basketball? Why or why not?
4. How did Emma and Jake resolve their conflict? What lesson can we learn from their story?
5. Have you ever experienced a similar situation with a friend? How did you handle it?

WORD BANK

To shake one's head
To nod
To stay close
To give somebody
a knowing look
To care about somebody
To scroll through messages

WRITING

11 Imagine you are Jake. Write a personal blog post reflecting the incident from his perspective.

VOCABULARY

12 Choose the best explanation for the underlined parts.

1. I asked him if he would help me and he nodded.
a) He agreed to help me.
b) He refused to help me.
2. 'Drink?' he offered. She shook her head.
a) She accepted to have a drink.
b) She refused to have a drink.
3. From then on, they promised to stay close.
a) to stay near each other
b) to maintain a strong and friendly relationship
4. You never text me anymore.
a) send written messages using a mobile phone
b) read texts

13 Match the parts.

- | | |
|------------------|---------------------|
| 1. Make | a. through messages |
| 2. Shake | b. a knowing look |
| 3. Scroll | c. one's head |
| 4. Give somebody | d. plans |

14 Complete the sentences with collocations from Exercise 13 in the required form.

1. We decided to _____ for the weekend, but we couldn't agree on where to go.
2. She _____ as soon as I mentioned the surprise party, and I realized she already knew about it.
3. He _____ when he heard the news, unable to believe what he heard.
4. In the evening, I _____ in order to catch up on all the conversations I missed.

15 Complete the sentences with verbs from the list below.

cover	resolve	owe	tolerate	make	come
-------	---------	-----	----------	------	------

- I know I was wrong and I _____ him an apology.
- For our next lesson, I have to _____ a presentation on conflict resolution.
- At the beginning of the lesson, he always tells the students the key points they will _____.
- After that conflict, it was not easy to _____ to an understanding.
- What should we do to _____ the conflict?
- She couldn't _____ being called a liar.



GRAMMAR

N.B. QUESTIONS IN REPORTED SPEECH



- Yes/No questions are reported using *if*. The verb is not put into a question form, and there is no question mark.
e.g. 'Do you like bananas?'
Jenny asked me if I liked bananas.
- Wh-questions are reported with the question word. There is no question mark.
e.g. 'What are you doing?'
My friend asked me what I was doing.

16 Choose the right variant in the direct speech sentence.

- Nica asked me if I liked visiting castles.
'Do you like/ Did you like visiting castles?' asked Nica.
- Bob asked Mary if she had done anything the day before.
'Have you done/Did you do anything yesterday?'
- The librarian asked me if the book belonged to me.
'Does the book belong/Did the book belong to you?' asked the librarian.
- My sister asked me if I had seen her book anywhere.
'Did you see/Have you seen my book anywhere?' my sister asked.
- My friend asked me when I had arrived.
'When did you arrive/have you arrived?' my friend asked.
- John asked me where we were going.
'Where are you/were you going?' asked John.
- My friend asked what my new teacher was like.
'What is/was your new teacher like?' my friend asked.
- Bill asked me when I had seen that film.
'When have you seen/did you see this film?' asked Bill.

17 Rewrite each question in reported speech.

- 'What time is your flight?'
- 'Have you ever travelled by plane?'
- 'What are you doing?'
- 'How does this machine work?'
- 'When will we know the test results?'
- 'Are you reading anything in English now?'
- 'Do you watch TV every evening?'
- 'Did you see him yesterday?'
- 'When did you visit the Tower of London?'
- 'Who will do it for you?'



Lesson 3

The cost of love

SPEAKING & WRITING

- 1 Work in pairs. Examine the pictures of famous love couples in literature. Guess who they are. Act out a love declaration you think they were likely to make.



1. _____



2. _____



3. _____



4. _____

- 2 In pairs, match the captions with the pictures in Exercise 1. Analyze the captions. What changes would you suggest? Why?

...

He fell in love with a married woman and stole her from her husband who started a war to get his wife back. He died in the war and she turned back to her husband.

...

Their love was forbidden as their parents couldn't see eye to eye with each other. Only their death made their parents see how foolish they were.

...

Their love is the classic example of opposite attraction. She was the typical nerd, always knowing the right answer; whereas he was the average student with a good sense of humor and an inclination to get into trouble.

He was blinded by his pride; she was blinded by her prejudice against him. Yet, they ended up falling in love with one another because they were able to identify their blind spots.

...

- 3 Look at the picture on the right. Use Google image to find information about the couple in it. Create the caption for it.

N.B.



Caption Writing

Determine:

- ✓ your goal;
- ✓ the length;

Be:

- ✓ authentic;
- ✓ creative;
- ✓ factful.



- 4 Examine the love declaration below. What is your reaction to it? What do you find interesting / unusual about it? Make up the reply to this declaration. Share your ideas with the rest of the class.

"In vain have I struggled. It will not do. My feelings will not be repressed. You must allow me to tell you how ardently I admire and love you."



- 5 Read the actual reply. What do you find interesting / unusual about it? Share your ideas with the rest of the class.

"In such cases as this, it is, I believe, the established mode to express a sense of obligation for the sentiments avowed, however unequally they may be returned. It is natural that obligation should be felt, and if I could feel gratitude, I would now thank you. But I cannot—I have never desired your good opinion, and you have certainly bestowed it most unwillingly. I am sorry to have occasioned pain to anyone. It has been most unconsciously done, however, and I hope will be of short duration. The feelings which, you tell me, have long prevented the acknowledgment of your regard, can have little difficulty in overcoming it after this explanation."

- 6 Find on the Internet the video clip "Darcy Confesses his Love | Pride and Prejudice | BBC Studios", watch it and answer the following questions:

1. How does Darcy feel when he confesses his love towards Elizabeth?
2. How does Elizabeth feel when she hears Darcy's love declaration?
3. What is wrong with his love declaration?
4. Why does Elizabeth reject his proposal?



- 7 With the partner you worked in Exercise 1, watch the video clip again, and make up a new love declaration using the language that would be more appropriate for the 21st century context. Act it out in front of the class.

N.B. REPORTING VERBS WITH WH- CLAUSES



Some reporting verbs introduce a *wh*- clause. Some of such verbs are: *choose, decide, discover, discuss, find out, forget, know, imagine, learn, realize, remember, understand, wonder* etc.

Direct speech	Reported speech
She said: "This is what we have to do."	She explained what we had to do.
She said: "I'm not sure which train I should take."	She couldn't decide which train to take.

These verbs can also be followed by a *wh*-word (**except** *why*) + *to*-infinitive.
e.g. I didn't know what to do.

The following verbs must have an object before the *wh*- clause: *advise, inform, instruct, teach, warn, remind, tell*.

e.g. She reminded me where I had to leave the papers.

Indirect questions normally have the subject before the verb.

e.g. He wanted to know when I could start.

N.B.



8 Choose the correct form.

1. They want to know where do you live/ you live.
2. Do you know where the police station is/ where is the police station?
3. He didn't tell us where was he going/ he was going.
4. He asked me how old she was/was she.
5. She chose where did she want / she wanted to go.
6. We never discussed when I would return/would I return home, for which holidays.
7. She wondered why were the changes made / the changes had been made.
8. Bob tried to remember why he hadn't told her / didn't he tell her about it.
9. Her presentation helps you realize how precious life is/ is life.
10. Everyone should understand why are we doing/we are doing something.



9 Correct or incorrect?

1. Nobody could understand why did she marry him.
2. I asked Helen what she wanted for her birthday?
3. I didn't realize how rare it was.
4. I understand why are the supporters nervous.
5. They told when to come.
6. They told us when to come.
7. Everyone advised to say *No* so I did.

10 Report the following situations using the following verbs: *explain, advise, promise, remind*.

1. 'I really think you should go to the dentist'.
2. 'Don't forget to water the flowers'.
3. 'That's why I didn't take it'.
4. 'Of course, I will help you'.

READING

11 Work in small groups to fill in the spidergram below. Present your spidergram to the rest of the class. As a class, decide what the cost of love is.



12 Read the article *The Cost of Love*, and summarize the key points. Explain why you agree or disagree with them.

There is one special day on the calendar that invites everyone to celebrate love in all its forms. This day is February 14, also known as Valentine's Day, which has somehow become the yearly reminder about the utmost importance of love in a person's life. Actually, to love and to feel loved are believed to be essential emotional and mental states so necessary for the survival of humankind.

Probably there is nothing wrong with having one day a year to remind us to cherish the people we love and respect. This day is not about appreciating solely the people who we are romantically involved with. It is about showing our consideration towards our friends, parents, siblings, and even ... pets. Yes, more and more people send Valentine's Day Cards to their pets.

Although it is not a public holiday, Valentine's Day is extremely popular in the USA. 62% of the American population is said to celebrate this day by exchanging cards and gifts. Restaurants are usually fully booked as lovers prefer to go out for dinner. According to statista.com, over four billion U.S. dollars was estimated to be spent on evenings out in 2020.

People say that Valentine's Day is becoming more and more expensive. Statista.com says that people spent 21.8 billion dollars on Valentine's Day in 2021 in the USA. This is rather paradoxical as love is priceless; celebrating love, however, turns out to be quite pricey. Companies go out of their way to make sure people enter into the holiday shopping spirit. They offer a variety of products

in the hope of convincing people to spend their money on them.

But what kind of presents do people buy on this occasion? It depends on so many factors, but above all on how much one is emotionally involved in a relationship. The top ten presents people offer on Valentine's Day are: flowers, jewelry, chocolate, perfume and cologne, stuffed animals, candles, slippers, pajamas, lingerie, and journals to fill out together.

Valentine's Day is an extremely popular day for proposals. Indeed, could there be a more romantic occasion to propose to the one with whom you would like to spend the rest of your life than this day? Interestingly enough, the Google searches including such key words as "how to propose" surged to 22,000 in 2019, whereas the average was 12,100 searches each month. People who are single do not despair. They celebrate self-love on this day. They buy gifts for themselves and probably indulge in a little romantic daydreaming. The companies will make



sure to come up with "Treat-Yourself Gifts That Are Too Good to Give Anyone Else".

At the end of the day, the question that remains is: Hasn't the celebration of love become too commercialized? When the whole celebration is profit-oriented, can it be considered a celebration?

WORD BANK

To go out for dinner
To turn out
To cherish somebody
Pricey
Priceless
Single

13 In pairs, draw the infographic of the information presented in the text. Present it to the rest of the class, offering your answers to the questions asked at the beginning of the article.

COLLOCATIONS. PHRASAL VERBS.

14 Choose the appropriate verb.

1. They became friends and eventually (fell / dropped) in love.
2. He is friendly and outgoing and (does / makes) friends easily.
3. We (held / kept) in touch and maintained our friendship.
4. It was there that they (struck / hit) up a friendship.
5. The boss is really nice and we (possess / have) a good relationship.

16 Fill in prepositions.

1. Before Valentine's Day, people spend a lot of money _____ gifts.
2. What presents do people buy _____ this occasion?
3. The choice of the present depends _____ how much people are emotionally involved _____ a relationship.

15 Use the right form of the phrasal verbs: *go out, carry out, bring about, come up with, turn out*.

1. The job _____ to be harder than we thought.
2. He _____ a great idea.
3. How long have you been _____ with him?
4. They have failed to _____ their promise.
5. What has _____ this change?

1. Before Valentine's Day, people spend a lot of money _____ gifts.
2. What presents do people buy _____ this occasion?
3. The choice of the present depends _____ how much people are emotionally involved _____ a relationship.
4. Some single people indulge _____ a little romantic daydreaming.
5. Liz and Nick became romantically involved _____ each other.
6. There is nothing wrong _____ having one day a year to remind us to cherish the people we love and respect.

17 In small groups, work on the project "The Cost of Love in Moldova." Create an infographic reflecting the results of your research. Present it to the rest of the class.

PROJECT WORK

Lesson 4

In the news

GRAMMAR

MODAL VERBS. EXPRESSING CERTAINTY WITH **MUST**, **CAN'T**, **MAY** AND **MIGHT**

1 Rewrite the sentences in italics with **must**.

1. Mike is sad. *I'm sure he has a problem.*
2. Listen to her accent. *I feel sure she is from Scotland.*
3. Ana wanted to get a promotion, but she didn't. *I'm sure she is disappointed.*
4. You went to bed at 3 a.m. and woke up at 6 a.m. *I'm sure you are still tired.*
5. Bob usually drives his car to work, but today he took the bus. *I am sure there is something wrong with his car.*
6. Mathew is usually very friendly. But he is sad today. *I am sure he is worried about something.*

N.B.



Must

Must can be used to say that something seems sure/certain.

e.g. He *didn't* come to school today. He **must** feel bad. (= I am almost sure he feels bad.)

N.B. Can't



The negative of **must** to talk about certainty is **can't**.
e.g. It **can't** be true. (= It is certainly not true.)

2 Rewrite the sentences in italics with **can't**.

1. They had lunch half an hour ago. *They are not hungry, it's impossible.*
2. Listen to her accent. *I'm sure she isn't American.*
3. They haven't lived here for very long. *I'm sure they don't know many people.*
4. The light in his window is out. *I'm sure he isn't at home.*
5. I filled up the tank yesterday. *I'm sure we don't need petrol.*

N.B.



May / Might

May and **might** are used to say that things are possible – perhaps they are true or perhaps they will happen.

Might sometimes suggests a smaller possibility.

e.g. It **may** rain later today.

I **might** visit a friend tonight.

3 Rewrite the sentences with **may/might (not)**.

1. Perhaps she is right.
2. Perhaps they are at home.
3. Perhaps he doesn't like it.
4. Perhaps they are wrong.
5. Perhaps he doesn't speak Spanish.
6. Perhaps they are late.
7. Perhaps she doesn't like cooking.
8. Perhaps she likes painting.
9. Perhaps he is angry with her.
10. Perhaps she isn't coming.

4 Fill in **must**, **can't**, **could**, **may** or **might (not)**.

1. I always buy a lottery ticket. I _____ win one day.
2. What I heard on TV _____ be true. It is fake news.
3. The weather forecast says that it _____ rain today.
4. He always does well on exams. He _____ study hard.
5. Paul hasn't come to classes today. His friend told me he wasn't feeling well. He _____ be sick.
6. She doesn't seem worried about the accident. She _____ know the whole truth. Who's going to tell her?
7. They live in a huge house. They _____ be rich.

May not / Might not

May not/Might not are used to say that perhaps things are not true, or will not happen.

e.g. She **may not/might not** be ready.



- 5 Work in pairs. Explain the meaning of the words given in the box below. Answer the questions. Share your ideas with the rest of the class.

fake news	infodemic	disinformation	deep fake
propagandist	manipulation	misinformation	sensationalism

- How were these words formed?
- What word/phase is the most popular?
- Why is this word/phrase so popular at present?
- What difference is there between *misinformation* and *disinformation*?



- 6 In pairs, draw the picture of a propagandist. What qualities does such a person have? Describe that person's behavior. Enumerate three reasons why a propagandist behaves in that manner. Share your ideas with the rest of the class.

- 7 Work in groups of four. Recall a recent piece of fake news you have heard. Share the steps you took to determine whether it spread misinformation. Report your findings to the rest of the class.

- 8 Look at the statements below. In pairs, write their continuation. Range the probability of these statements. Which statement is certainly true and which is probably true?

- Fake news may be easily detected if _____
- People can't be manipulated if _____
- Propaganda may work if _____



- 9 Work in pairs. Analyze the pictures on this page. What concept do they reflect? Think of a situation that can illustrate this concept. Role play the situation.

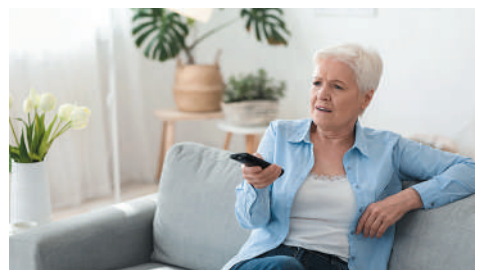
LISTENING

- 10 Listen to Maria's experience and determine which statements are True and which are False. Correct the False statements.

- Maria blames her grandmother for believing fake news.
- People may be manipulated if they are constantly exposed to false news.
- Maria's grandmother believed that the news on TV was always true.
- Maria doesn't think that there's a lot to worry about the spread of misinformation at present.
- Maria makes a recommendation on how not to spread fake news.

- 11 Work in pairs. Listen to the recording again and fill in the table below. Find a piece of news and follow the 5 Cs of critical consuming to state if the piece of news is true or false. Share your findings with the rest of the class.

C1	C2	C3	C4	C5
context	_____	_____	_____	_____



READING

12 Read the quotes below. In small groups, discuss their meanings. Pick up one that reflects the present reality best of all. List four facts to support your ideas.

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

Freedom is the freedom to say
that two plus two make four. If
that is granted, all else follows.



Who controls the past controls
the future. Who controls the
present controls the past.

The best books... are those
that tell you what you
know already.

George Orwell
1903 – 1950



13 Read Mihai's post-reading impressions of George Orwell's book *1984*. As you read the text, fill in the missing words. Use the words from the box below. Discuss with your partner why that was the passage Mihai resonated with. Do you resonate with the passage? Why/Why not?

WORD BANK

Misinformation
Dystopian novel
To spread fake news
To succeed in doing something
To resonate with somebody
To manipulate the public opinion

goal	totalitarian	infodemic	fake news	life
information	television	will	to manipulate	problems

Probably one of the biggest _____ we're confronting at present is the _____ of misinformation that seems to have invaded social media. There is an enormous flow of _____ we're exposed to daily. Sometimes it becomes challenging to process all that information, as a result we end up being confused and stressed. What is even worse, we might fall into the trap of believing fake news and even spreading it. So, we become the source of misinformation without knowing it.

This problem is not new. _____ regimes have always sought to manipulate the public opinion. An example of such a harsh regime can be found in George Orwell's dystopian novel *1984*. People were deprived of all their human rights, whereas their cognitive ability

was severely impaired. _____ was the effective weapon used by the Orwellian manipulators to break the _____ of a whole nation. The saddest thing is that they succeeded in realizing their _____ in the book.

Here's a passage that resonated with me most:

"Even the Catholic Church of the Middle Ages was tolerant by modern standards. Part of the reason for this was that in the past no government had the power to keep its citizens under constant surveillance. The invention of print, however, made it easier _____ public opinion, and the film and the radio carried the process further. With the development of _____, and the technical advance which made it possible to receive and transmit simultaneously on the same instrument, private _____ came to an end."

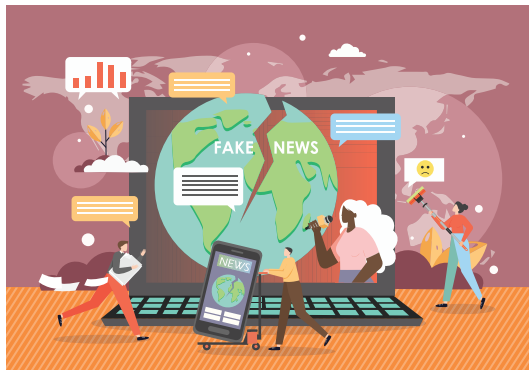


Why does the regime depicted in *1984* appear worse than the Catholic Church of the Middle Ages? What historic event can you recall that will show how cruel the Catholic Church was at the time?

Totalitarian - of or being a political system in which those in power have complete control and do not allow people freedom to oppose them

14 In the text, find synonyms for the underlined words.

1. At present there is a lot of wrong information in social media.
2. After his parents' death, he looked for work.
3. He regretted his cruel words.
4. Every day we get a huge amount of information.
5. The play ended, so we can go out and have dinner.
6. The police have had him under observation for several weeks.
7. It's dangerous when the government influences the public opinion.

**15** Change the word in brackets so as to make it fit the sentence.

1. Fake news is _____. (danger)
2. Watch this video if you want to get a better _____ of what fake news is. (understand)
3. Even if the source is _____, you should check the same piece of news in other sources. (rely)
4. One should check the _____ of the source. (credible)
5. People in public life should be open to _____. (criticize)
6. The video offers _____ tips on how to spot fake news. (help)
7. There is a general _____ that things will soon get better. (believe)

16 Match the verb with the definition. Use the verbs in the required forms to complete the sentences.

- | | |
|-------------|---|
| a) impair | 1) face, meet, or deal with a difficult situation or person |
| b) expose | 2) see or notice a person or thing, esp. suddenly or when it is not easy to do so |
| c) confront | 3) understand the meaning of something that has happened or has been said |
| d) process | 4) put someone at risk from something harmful or unpleasant |
| c) spot | 5) damage something or make something worse |

1. The general public is constantly _____ to radiation.
2. Sometimes it is difficult to _____ all the new information.
3. It's not always easy to _____ false information.
4. One of the biggest problems people are _____ at present is the great amount of misinformation in social media.
5. Lack of sleep _____ her ability to think clearly.



WRITING

17 Write an article in 140-190 words.

Find a deep fake on the internet and determine:

1. The purpose to create it.
2. The target audience for it.
3. The effect it can have on the audience.

Report your findings in the article and share them with the rest of the class.



Lesson 5

Digital literacy

SPEAKING & READING

- 1 Work in groups of four. Define the word *literacy* in your own words. Write down the types of literacies you know. Determine which literacy is the most important. Why? Share your opinions with the rest of the class.



- 2 In pairs, choose a collocation from the word fork for every definition given below.

1. the ability to use technology to find information, evaluate sources, create content, and communicate with others effectively;
2. programs, websites, or online resources that can make tasks easier to complete;
3. the ability to find, evaluate, use, share, and create content using digital devices, such as computers and smartphones;
4. a person who was born or has grown up since the use of digital technology became common and so is familiar and comfortable with computers and the internet;
5. information available online for download or distribution on electronic media such as an electronic book or iTunes song.

DIGITAL

LITERACY NATIVE SKILLS CONTENT TOOLS

- 3 Work in pairs. Fill in the blanks using the word combinations from Exercise 2. Discuss the statements you agree or disagree with. Explain your answer.

1. Today's high-school students are _____, already more able to use technology than their teachers are.
2. At present, all companies require their employees to have _____.
3. When working on a project, we usually use the following _____: Microsoft Power Point, a video editor, Canva, a voice changer.
4. _____ is crucial for us, students, as it helps us find, evaluate, analyze and create our own digital content.
5. We often use _____ in our presentations, such as: digital texts, images, graphics, animations, videos.

N.B.



Asking for clarification

- ✓ I have a question...
- ✓ What do you mean by...?
- ✓ In other words, ..., right?
- ✓ So, you're saying...
- ✓ You mean...? (+ Is that right?)
- ✓ I wonder if / what / how...
- ✓ I'm (a little) confused. ...
- ✓ I don't (quite) follow. ...
- ✓ So, to be perfectly clear, we both agree to ...
- ✓ Am I right to conclude that ...?
- ✓ So, correct me if I'm wrong. What this means is ...

- 4 It's competition time! How quickly can you answer the following three questions?

1. What are Firefox, Chrome, Opera, and Internet Explorer?
2. What are Google, Microsoft Bing, Yahoo, Yandex?
3. When you work on the Internet, where do you type the word you need to find information about?



5 A podcast is a type of digital content rather popular at present. In groups of four, discuss what podcasts are popular at present and why. Decide what steps a digital content creator should take in order to produce their content. Share your results with the rest of the class.

6 Read the article and say what makes a person digitally literate at present. Share your ideas with the rest of the class.

It is pretty amazing that just a century ago one of the main preoccupations of governments was to develop literacy in their population. At the beginning of the 20th century the majority of the world population could neither read nor write. Now the situation has changed dramatically; only 10% of the population remain illiterate. However, the rapid technological development exposed another pressing problem characteristic of the 21st century. A substantial number of people seem to lack digital literacy, which means that it is rather difficult for them to find, evaluate, create, and communicate information in digital environments.

It appears that even the digital natives need to develop a whole new set of digital skills that will enable them to become competent users of the digital content. Indeed, knowing how to create a social account, for example, or read a text online, is not enough to be considered digitally literate. In order to be able to use ICT appropriately, the person needs to possess both cognitive and technical skills when assessing or managing information, developing new understandings, and communicating with others.

The information search process is extremely complex. It goes beyond merely navigating to a search engine in one's web browser, and typing key words in the search box. What counts most is what one does after the search engine has checked its database index for a match and lists the results containing matches for the key



words. Quite often people stop at the first result and use the information from there without even evaluating it. What they should do instead is to compare several results applying strong critical thinking.

The creation of one's own digital content is even more challenging. Any creative process requires five steps to be taken: preparation (the stage of research, gathering information), incubation (the stage of exploring and experimenting), illumination (also known as the Eureka moment, the stage of answers to the creative quest), evaluation (the stage of reflection and criticism), and implementation (the stage of sharing one's idea with the world). In addition to these five steps, digital creativity implies the appropriate use of digital tools to create meaning, activities, and resources.



7 Work in groups of four to create your own podcast. Decide what type of podcast it is going to be, e.g. educational, for entertainment, etc. Create the content to your first podcast. Follow the steps suggested in the text. The preparation time is one month. Track the progress of your work in your portfolios. Upload your podcast to your class site, and give feedback to the other groups' products.

WORD BANK

Illiterate
To lack digital literacy
Search engine
Web browser
Search box
In addition to

VOCABULARY

8 In the text, find synonyms for the underlined words.

1. People who don't have digital literacy find it difficult to find, evaluate, create, and communicate information in digital environments.
2. With the advance of technology, job requirements have changed to a very great degree.
3. The creation of digital content is difficult in an interesting way that tests your ability or determination.
4. People need skills that will make it possible for them to communicate effectively in digital networks.
5. A considerable number of people are digitally illiterate.
6. People are sometimes unable to judge the quality of a piece of digital content.



7. The first step, i.e. the process of making something for use may be very difficult.
8. We have all experienced this "I have found it!" moment.
9. During his podcast, he acted in a way that was suited for that occasion.



9 Complete the sentences with the required verbs. Choose from the list below.

robbed	develop	follow	take	do	provide
--------	---------	--------	------	----	---------

1. One should _____ several steps while creating digital content.
2. People need to be very careful about the personal information they _____ online.
3. People need to _____ online communication skills.
4. If you are not careful, you can be _____ of your money online.
5. At present people can _____ their shopping online.
6. It is important to _____ netiquette rules in online communication.

GRAMMAR

MODAL VERBS. EXPRESSING CERTAINTY.

10 Put in *must* or *can't*.

1. You have been working hard all day. You _____ be tired.
2. He passed all the exams very well. His parents _____ be proud of him.
3. This _____ be true. I am sure it's just another lie.
4. This café _____ be very good. Very few people come here.
5. 'How old is Mary?' 'She's older than me. She _____ be around 20.'
6. He studied at this university. He _____ know the teachers from this Department.
7. Anna wears something green every day. She _____ like this colour.
8. This bill _____ be correct. It's too high.



11 Respond by using 'I don't know' + *may/might*.

1. 'Ana is absent today. Where is she?'
'I don't know. She _____.'
2. 'I can't find my pencil. Do you know where it is?'
'I don't know. It _____.'
3. 'Where does Mr. White live?'
'I don't know. He _____.'
4. 'What do you think I have in my pocket?'
'I don't know. You _____.'
5. 'What language are they speaking?'
'I don't know. It _____.'

12 Fill in the missing words as you listen to the podcast on what new digital skills should be developed in the online world.

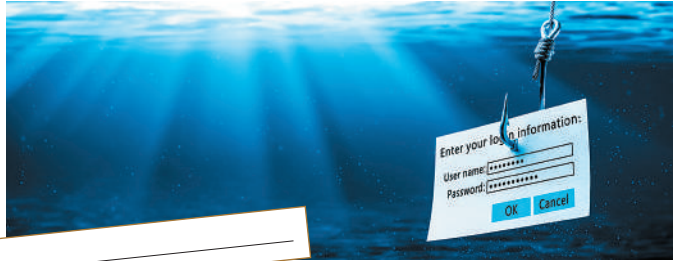
In today's digital world, developing strong online communication skills is essential. There is so much information related to effective communicative strategies in _____ communication. Yet, they cannot be fully applied to the online settings. People need to acquire new skills that will _____ them to communicate effectively in digital _____. Thus, they should be aware of and follow the _____ rules, use clear and concise language, use the appropriate tone, and create a favorable online _____.

Another issue to be considered is online _____. As people turned into big _____ of digital content, they should be able to maximize their personal safety against online risks. Thus, Internet safety should become their top priority. They need to be very careful about the personal _____ they provide online. Some of the Internet safety issues are _____, obscenity, malwares, scams, phishing, and identity theft. In addition, there is a high risk of being robbed of one's money online. Now that people pay their bills and do their shopping online, they should be able to timely detect the online risks they can face.

13 Listen to the podcast again and write the names of the phenomena the pictures below represent.



1. _____



2. _____



3. _____



4. _____



**BUILD
NEW
SKILLS**

14 Work in pairs and create a word cloud showing the words that characterize the digital world. Present it to the rest of the class. Use the words from your word cloud in your presentation.

15 In small groups, reconsider the set of skills that are necessary to be developed in the 21st century digital context. Explain your choice. Compare your list with those of other groups.

WRITING

16 Write a 180-200-word coherent text expressing your attitude on the given topic:
The advantages and disadvantages of online communication. Justify your opinion. Present two examples. Use the following plan:

✓ introduction; ✓ body; ✓ conclusion.

Lesson 6

Round-Up

GRAMMAR

1 Put a form of either *say*, *tell* or *ask* in each space.

1. What did Linda _____ you about her visit to London?
2. He _____ 'yes' immediately, without thinking.
3. He _____ me you were late.
4. She _____ he was not to blame.
5. I _____ her where she was going to spend her holidays.
6. He _____ you were right.
7. I didn't _____ anything to you because I was worried.
8. You should _____ her that you don't want to go on holiday.
9. He didn't _____ me if I agreed with his suggestion.
10. He _____ he was sorry.



2 Look at the picture of Matei and Alina discussing the steps they should take to create their digital content. Report the conversation they may have.

3 Choose the best word(s).

1. You _____ be exhausted after such a long day. (can't, must, may)
2. That _____ be Nick! He left for the U.S. last week. (mustn't, can't, may not)
3. There is someone at the door. It _____ be the postman. He always comes about this time. (can, must)
4. 'Do you know where Leila is?' 'I'm not sure. She _____ be in her room'. (must, may, can't)
5. 'Is there a pharmacy near here?' 'I don't know. Ask Helen. She lives near here. She _____ know. (must, can't, might)
6. Come and sit down. You _____ be tired after the journey. (can't, may, must)
7. Whose coat is this? It _____ be Alex's. It's too small for him. (can't, must, might)
8. They always get such good grades at school. They _____ work very hard. (can't, may, must)

VOCABULARY

4 From the word given in brackets form another word to fit the sentence.

1. There is a lot of _____ in what you say. (true)
2. Although they didn't say anything, she could feel their _____ (approve)
3. We never wanted to be rude and _____. (respect)
4. On the Internet, he found _____ solutions to his problems. (vary)
5. There are global problems requiring global _____. (solve)
6. Late arrivals are _____ and should be avoided. (disrupt)
7. Valentine's Day is a _____ about the importance of love in a person's life. (remind)
8. Love is essential for the _____ of humankind. (survive)
9. The _____ Valentine's Day candy is heart-shaped. (tradition)
10. It was _____, but definitely worth it. (price)

- 5 Use the verbs from the box to complete each sentence.
Change the form if necessary.

learn	do	succeed	listen
bear	reach	point	trace

1. You have to work hard to _____ your goal.
2. She has finally _____ in passing the driving test.
3. We could _____ a lesson from their example.
4. He usually _____ to his conscience.
5. It doesn't matter if you fail, just _____ your best.
6. We should _____ responsibility for the information we share in social media.
7. To identify fake news, it is important to _____ the original source of a report.
8. This video is a great starting _____ for those who want to understand what fake news is.



- 6 Fill in prepositions.

1. He became really concerned _____ his future.
2. You can't blame others _____ your problems.
3. _____ present we are exposed _____ an extremely large flow of information.
4. To spot fake news, you should be aware _____ the context in which the news appeared.
5. You can find a lot of articles _____ this matter.
6. At the beginning he wasn't very successful _____ spotting fake news.

INTEGRATED SKILLS

- 7 Read the text and do the tasks below.



A book everyone should read is *1984* by George Orwell, particularly at present when we have offered so much private information online without being aware of the consequences. Just like the harsh regime in *1984* used telescreens to manipulate and control people, corrupt

governments and businesses can use our online data to manipulate and control us. Moreover, the algorithms of various digital platforms seem to be designed to make us spend more and more time online.

Undeniably technological progress can't be stopped. Probably people don't even want to do it. It's difficult to imagine our life without technology. However, what should be done is to help people develop the new set of digital skills that will enable them to detect cases of malwares, scams, phishing, and identity theft. Similarly, they should always apply the 5 Cs of critical consuming when accessing online sources. This can help them safely navigate the digital world, on the one hand, and avoid being manipulated, on the other.

- a. According to the article, why should everyone read *1984* by George Orwell?

- b. According to the article, why can't technological progress be stopped?

- c. According to the article, what is the best way to navigate the digital world?

- d. Name the 5Cs of critical consuming.

- e. Give a title to the article.

- f. Think of a book that has positively impacted you. List three reasons why you would recommend this book.

5 UNIT

YES, YOU CAN!

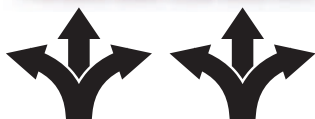
Lesson 1

Wind of change

SPEAKING

- 1 Work in pairs. Write down the idiomatic expressions related to *change* that you are familiar with. Pick one expression that describes a recent experience of yours. Share it with the rest of the class.

CHANGE



- 2 Tick the answer you agree with.

	Strongly agree	Agree	Disagree	Strongly disagree
Change is the only constant.				

Join the group that has ticked the same answer. Discuss what motivated you to make this choice. Share your ideas with the rest of the class.

- 3 Stay in the same groups. Look at the pictures below. Guess the two idiomatic expressions related to change the pictures represent. Determine what expression has a positive connotation and what expression has a negative connotation. Think of an example to reflect one of the expressions. Share it with the rest of the class.







- 4 Think of examples of change and fill in the table. Describe your experience of adapting to that change. Compare your results with those of the class. What can you conclude, what change is the easiest to embrace? What makes you think so?

Is change difficult or easy?			
	Personal change	Societal change	Technological change
example			
process			

- 5** In small groups, determine four strategies people should use to adapt to change. Share them with the rest of the class.



1 

3 

2 

4 

READING

- 6** Doina has recently experienced how painful it can be for a person to embrace change. She published her thoughts on her personal blog. Read her post and say what her way of adapting to change is.

Change is painful and the natural tendency people have is to resist it. This is what I have recently experienced. Although I understood that the change was necessary, it was challenging for me to adjust to it. I was afraid of the uncertainty that change would bring. I even thought that something is wrong with me, and that I am the only one feeling like this.

Yet, I soon discovered that my feelings were totally natural and that a lot of people feel the same way when they have to adapt to a change in their lives. It turns out that change is painful for most people and their natural tendency is to resist it.

Now, why does this happen? Maybe one of the reasons is that people should get out of their comfort zones and confront a new reality. They should reframe their way of thinking, break themselves of old habits and establish new ones. As the process requires a great deal of effort, the first tendency people display is resistance. Besides, there is so much uncertainty virtually numbing people's senses.

But can one really resist change? Is even such a question appropriate in the 21st century when changes occur at the speed of light?

Putting up resistance is actually useless, as change is inevitable, it is part of one's development. What one could do is to come up with a kind of plan. Although it might sound a bit ironic given the unpredictability of the whole situation, planning out the steps to be taken



to embrace change can be of great help. One should settle into a routine that will help them build a sense of familiarity in the present conditions.

It is good to raise one's awareness about what is in one's control and what is out of one's control. I, for instance, discovered that writing can substantially improve my wellbeing. I become more aware of what I still have control over, and this brings a feeling of relief. Similarly, by acknowledging the problems, I start looking for ways to tackle them. I ask myself what new skills I need to develop that will enable me to cope with the existing problems. It helps me discover the necessary coping mechanisms that help me bring the listed issues under control.

- 7** In pairs, answer the following questions.

1. What is the relationship between change and chance?
2. Why are people afraid of change?
3. Why did Doina feel that something was wrong with her at first?
4. What advice would you have given Doina if she had told you about her feelings?
5. What advice would you give to people who want to change something in their lives?

VOCABULARY

8 Fill in the blanks with the appropriate phrasal verbs in the correct form.

come up with	plan out	settle into	write down	look for
--------------	----------	-------------	------------	----------

- I'm struggling to _____ a normal routine after studying day and night for a whole year.
- I've _____ the day – some shopping, then a meal and a show.
- If I don't _____ it _____, I forget it.
- After the first plan was rejected, I _____ another one.
- She is currently _____ a better job.



9 Choose a verb from the list below to complete each sentence. Use the verbs in the required form.

provide	ride	raise	tackle	lift	keep	follow	develop
---------	------	-------	--------	------	------	--------	---------

- There are many ways of _____ this problem.
- To help you make the right decisions, _____ the steps below.
- Good relationships can _____ emotional support.
- You should _____ in mind that everyone makes mistakes.
- Young people need to _____ skills of cooperation and communication.
- It is important to _____ people's awareness of the importance of having a healthy diet.
- Laughter _____ people's mood and makes them more cheerful.
- _____ a bike can keep your spirits up.

10 Paraphrase the underlined parts. Use a dictionary if necessary.

- Sport can help you to keep your spirits up.
- He never gave the impression that it got him down, but it was very hard for him, I'm sure.
- She is into sports, just like Alex.
- Regular exercise gives people a feeling of well-being.
- It's important to have someone you can confide in.



11 Fill in prepositions.

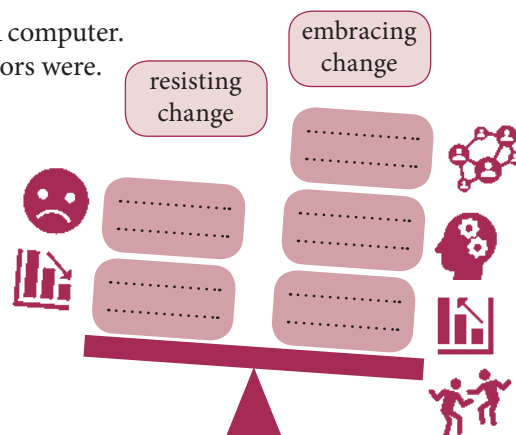
- People don't like to get _____ their comfort zones.
- The situation is _____ control.
- It is important to know what things are _____ your control and what things are _____ your control.
- Unfortunately, she doesn't have any control _____ that child.
- The company was slow to make the transition _____ paper _____ computer.
- _____ present, people are _____ more pressure than their ancestors were.

LISTENING

12 You are going to listen to a podcast on *How to transition through change*. Name the 3 strategies the expert suggests. Say which one works best for you. Why?

13 Listen to the recording again and complete the infographic on this page.

14 In pairs, discuss the meaning of the last sentence in the podcast. What can you notice about the way people could express regrets?



n.b.



THE PERFECT INFINITIVE AFTER MODAL VERBS: SHOULD, MAY, MUST, CAN'T

1. Should + Have + Past Participle

- Expresses **regret or criticism** about a past action.

If someone **didn't do** something important, we say they **should have done it**.

e.g. *You should have told me about it earlier.*

If someone **did something wrong**, we say they **shouldn't have done it**.

e.g. *You shouldn't have gone there on your own.*

2. May + Have + Past Participle

- Expresses **possibility** in the past.
- Suggests that something **perhaps happened**.

e.g. *I can't find my keys. I may have lost them.*

3. Must + Have + Past Participle

- Expresses **strong certainty** about a past event.
- Suggests that we feel **almost sure** something happened.

e.g. *She is late. She must have missed the bus.*

4. Can't + Have + Past Participle

- Expresses **strong certainty** that something **did not happen**.
- Suggests that we feel **almost sure** something is impossible.

e.g. *He can't have failed the test. He works so hard.*

15 Rewrite these sentences with *may have* . . .

- Perhaps he made a mistake.
- Perhaps I have lost my keys.
- Perhaps they went on holiday.
- Perhaps this house was a museum once.
- Perhaps she has found a new job.
- Perhaps they were right.

16 Use the words in brackets to write sentences with *must have* and *can't have*.

- The exam was easy. (he/pass/it)
- Her office is locked. (she/go/home)
- She looks upset. (she/ get/ the job)
- The car isn't here. (John/take/it)
- The flowers have died. (you/water/them)
- I didn't hear my phone. (I/be/asleep)
- He is always very polite. (he/say/such things)

17 Complete the sentences with *may have* . . . , *must have* . . . , *can't have* . . . , *should have* . . . , *shouldn't have* . . .

- I don't have my wallet with me. I _____ left it at home.
- I am sure you know this song. You _____ heard it before.
- Bill did the opposite of what I asked him. He _____ understood what I said.
- 'How does Nick know I have lost my job?'
'I don't know. Sue _____ told him'.
- I wonder why they are not here yet. They _____ arrived an hour ago.
- I'm feeling bad. I _____ eaten those crisps.
- 'Why wasn't Helen at the meeting yesterday?'
'I don't know. She _____ forgotten about it'.
- It rained every day during their holiday. It _____ been very pleasant for them.
- 'Where is Phil?'
'I don't know. He _____ gone home'.

WRITING

- 18 Write your own blog post reflecting your point of view on how to adapt to change. Your article should include a concrete example of a strategy that helped you transition through change. Share your post with the rest of your class.

Lesson 2

The Romantic change

SPEAKING & LISTENING

- 1 Examine the two pictures, and fill in the tables next to them. Share your ideas with the rest of the class.



The picture represents	.....
The picture makes me feel	.....
The reason why it makes me feel like this is	.....
The reason I would / wouldn't like to live in such a place	.....

The picture represents	.....
The picture makes me feel	.....
The reason why it makes me feel like this is	.....
The reason I would / wouldn't like to live in such a place	.....



- 2 Listen to *Jerusalem*, the unofficial anthem of England, and fill in the missing words.

And did those feet in ancient time	Bring me my bow of burning gold:
Walk upon England's mountains _____ ?	Bring me my arrows of desire:
And was the holy Lamb of God	Bring me my spear: O clouds unfold!
On England's pleasant _____ seen?	Bring me my chariot of fire.
And did the Countenance Divine	I will not cease from mental fight,
Shine forth upon our clouded _____ ?	Nor shall my sword sleep in my hand
And was Jerusalem builded here	Till we have built Jerusalem
Among these dark Satanic _____ ?	In England's green and _____ land.

- 3 In pairs, answer the following questions to get a better understanding of the central idea of the poem. Share it with the rest of the class.

1. What kind of image about the past English landscape does William Blake want to create in his readers' mind? (consider the first six lines)
2. What kind of Satanic mills does the author imply? How can you connect the last two lines from the second stanza with the first picture in Exercise 1?
3. What do the weapons Blake asks for in the third stanza symbolize?
4. What does William Blake fight for?



- 4 Listen to a passage from the podcast *Your Daily Dose of Literature* that touches upon William Blake's *Jerusalem*. In pairs, answer the following questions:

1. What idea does the presenter describe? Do you agree with it? Why? /Why not?
2. What other information did you learn from the passage?



5 In pairs, answer the following questions. Share your answers with the rest of the class.

1. Can you name two features of the Romantic movement?
2. Can you name a representative of the Romantic movement from your country?
3. Can you name a representative of the Romantic movement from the UK?
4. Can you name a representative of the Romantic movement from the USA?

emotional	rational
dreamy	practical
passionate	phlegmatic
idealistic	realistic
intuitive	logical
sensitive	sensible

6 In pairs, examine the following table. Decide what characterizes a representative of Romanticism. What conclusion can you draw about the movement in general? Share your ideas with the rest of the class.

7 Read the text to gain insights into the Romantic movement. What detail was particularly surprising for you? Share it with the rest of the class.

Romanticism was the period that gave birth to some of the world's greatest authors, whose works are still admired. There is probably no person who would not be able to identify the most prominent Romantic figure in their own culture. The French are likely to recall the name of Victor Hugo, the Germans - Johann Wolfgang von Goethe, the Americans - Edgar Allan Poe, the Romanians - Mihai Eminescu, the Russians - Alexander Pushkin, and the British - William Blake, William Wordsworth, Lord Byron, Percy Bysshe Shelley.

The representatives of this period were close to nature. The beauty of nature was their primary source of inspiration. They felt a tremendous sense of awe at the majesty of nature. A lot of poems were devoted to nature. The writers wanted the readers to experience the same feelings of admiration and wonder. That is why in their works they tried their best to depict what they saw and felt. There is hardly a poem that will not honor Mother Nature at least partially.

As the Industrial Revolution began just at the time, this could not get unobserved by the romantics who vehemently opposed it in their poetry. They saw the changes brought about by the process of industrialization as breaking the spiritual connection between human beings and sacred nature. As the pen is mightier than the sword, they used their pens to speak out against the disaster industrialization will bring to humankind. They did not foresee any good coming out of it. So, they resisted change. However, the change they resisted eventually took place. Moreover, the present technological development is directly linked to what started during the Industrial Revolution.

The enduring poetic legacy the Romantics left behind can be viewed as a wake-up call to those who have become disconnected from the natural world. Their poetry can still deeply stir people's emotions. It can also inspire us to have the courage to fight against injustice.

8 Answer the following questions.

1. What was the Romantics' view on the Industrial Revolution?
2. What did the Romantics admire most?
3. Did the Romantics have a revolutionary spirit? What makes you think so?
4. What was one way the Romantics were fighting Industrialization?
5. What role do emotions play in Romanticism?
6. What would have happened if the Romantics succeeded in stopping the process of industrialization? Would you like to live in such a world? Why? / Why not?

WORD BANK

A tremendous sense of awe
To oppose something
To speak out against something
To resist change
To stir somebody's emotions
To fight against injustice
To try one's best

VOCABULARY

9 Match the words with their definitions.

1. depict	a. a feeling of great respect sometimes mixed with fear or surprise
2. awe	b. lasting for a long time
3. vehemently	c. to describe something in words or with a picture
4. enduring	d. something that is a part of your history or that remains from an earlier time
5. legacy	e. in a strong and emotional way

10 Fill in the blanks with words from Exercise 9.

- The Greeks have a rich _____ of literature.
- As children we were rather in _____ of our grandfather.
- He is _____ opposed to working at home.
- The novel _____ the French society in the 1930s.
- He believed in the _____ power of love.

11 Read the following words out loud. Check their pronunciation with a dictionary. Which words contain silent letters?



12 In the text, find synonyms for the underlined words.

- If only one poem can stir so many emotions, what could a collection of remarkable poems do?
- One of Blake's most famous poems reflects his love for nature.
- It is impossible to predict what the future has in store for us.
- William Wordsworth is a well-known Romantic figure in British literature.
- The beauty of nature was the main source of inspiration for Romantic poets.
- She is under huge pressure at work.



13 Complete each sentence with an appropriate verb from the list below, using the correct form.

try	give	stir	experience
-----	------	------	------------

- Romanticism _____ birth to some of the world's greatest authors whose works are still admired.
- The writers wanted the readers to _____ the same feelings of admiration and wonder as they did.
- In their works, the Romantic poets _____ their best to depict what they saw and felt.
- The poetry of the Romantics can still _____ people's emotions.

14 Use the words in brackets to form other words required by the context.

- The Romantics believed that industrialization broke the spiritual _____ between human beings and sacred nature. (CONNECT)
- The present technological _____ is directly linked to what started during the Industrial Revolution. (DEVELOP)
- The poetic legacy of the Romantics can be viewed as a wake-up call to those who have become _____ from the natural world. (CONNECT)
- The Romantic poetry can inspire people to have the courage to fight against _____ (JUST)

15 Write a short paragraph expressing your thoughts and feelings about William Blake's poem *Jerusalem*.

N.B. SUBJUNCTIVE MOOD AFTER THE VERBS ASK, ORDER, DEMAND, ETC.



Sentences with subjunctive verbs generally *stress importance or urgency*. A subjunctive verb uses *should + verb* or the simple form of a verb. It does not have present, past, or future forms; it is neither singular nor plural. A subjunctive verb is used in *that*-clauses with the following verbs and expressions:

<i>insist (that)</i>	<i>it is important (that)</i>
<i>demand (that)</i>	<i>it is necessary (that)</i>
<i>order (that)</i>	<i>it is essential (that)</i>
<i>recommend (that)</i>	<i>it is vital (that)</i>
<i>suggest (that)</i>	<i>it is imperative (that)</i>
<i>propose (that)</i>	

It is also possible to leave out *should*.

e.g. *Doctors recommend that everyone (should) eat vegetables and fruits.*

It is important that he (should) come here in time.

He recommended that we not go to that concert.

16 Give the correct form of the verb in brackets.

- The doctor recommended that she _____ (to exercise) regularly.
- It is important that no one _____ (to know) about it.
- It is recommended that she _____ (not to go) there alone.
- It is necessary that everyone _____ (to be) present.
- She demanded that I _____ (to tell) her the truth.
- She suggested that we _____ (to go) for a walk.
- He insisted that they _____ (not to stay) out late.



17 Complete the second sentence so that it means the same as the first.

- | | |
|--|--|
| 1. 'It would be good if you start exercising regularly', the doctor said to me.
The doctor recommended that _____ | She insisted that _____ |
| 2. 'Let's go for a walk', Bill said to me.
Bill suggested that _____ | 4. 'Why don't you visit the Art Gallery on Saturday?'
I said to them.
I suggested that _____ |
| 3. 'You really must stay to the end of the party', she said to me. | 5. 'You must pay the rent by Friday', the landlord said.
The landlord demanded that _____ |



18 Get into small groups and choose an aspect of Romanticism you would like to research (e.g. Romantic literature in the USA, Romantic literature in the UK, Romantic art in the USA, Romantic art in the UK, Romantic music). Create a short presentation on a poster summarizing your findings, including examples of works from the Romantic period.

Lesson 3

Generation equality

SPEAKING & LISTENING

- 1** Work in pairs. Examine the questions below and add one more question you'd like to ask. Answer the questions taking turns, being the interviewer and the interviewee. Share one interesting point you learned about your partner with the class.

	<i>What does generation equality mean to you?</i>
	<i>Why is promoting equality important?</i>
	<i>How can we achieve equality?</i>
	<i>How can school promote generation equality?</i>
Your question	.....



- 2** Get into groups of 3 – 4 students. Decide what scenario related to discrimination each picture reflects. Choose one, prepare and perform a short role-play.



- 3** In small groups, conduct a survey on gender discrimination with at least 10 participants. The participants can be your classmates, family members, or friends. Report your findings to the class.

1. Have you experienced gender discrimination? If yes, please describe.
2. Do you think men and women are treated equally in the work place? Why? / Why not?
3. How often do you see gender stereotypes in media (TV shows, movies, advertisements)?
4. Do you think gender roles influence career choices? How?
5. The question of your group _____



MANIFESTO

- ✓ a public declaration that outlines the beliefs, goals, and intentions of a person or group;
- ✓ explains what they stand for and what changes they want to make.

HOW TO

1. make your purpose clear;
2. identify your core beliefs;
3. state clear goals;
4. use simple, direct language;
5. be honest and authentic;
6. address the audience.



- 4** Work in groups of four. Look at the picture, and decide what cause might have inspired all these people to come together. Look at the examples of slogans below. Choose one that best represents your views. Pen the draft of the manifesto featuring the slogan chosen by your group.

1. Justice and Equality for Every Voice.
2. Diverse Voices, Equal Futures.
3. One World, One Standard: Equality.
4. Equality for All: Breaking Barriers, Building Bridges.

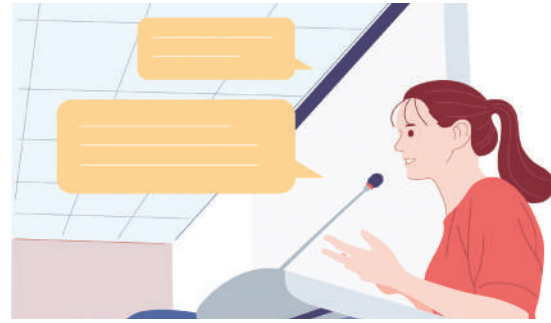
5 In pairs, look at the picture on the right. Say what the young woman is doing. Think what she may be saying. Come in front of the class and say it using the intonation you think she may be using.

6 Read the first half of Laura's speech and determine:
a) the issue she tackles in her speech;
b) the audience she addresses;
c) the strategy she has chosen to start her speech.

Share your answers with the rest of the class.

I am LA! I'm not sure this way of introducing myself would make an impression on anyone. Most people would think of Los Angeles when hearing LA, but definitely not of Laura Agachi as this is my name. I'm afraid that even my full name doesn't tell most of you much about me. The problem is that even if I become internationally famous one day, the abbreviation LA is already taken.

So, who am I? I'm a seventeen-year-old who's using her voice today in front of you to call to action to stop gender discrimination. I'm generation equality. I am one of those who want equal rights for all. The adoption of the Universal Declaration of Human Rights was a milestone in ensuring that people's natural rights and freedoms are universally protected. The very first article of this international document stipulates that we all are born equal and free, whereas the second specifies that regardless of our differences we must enjoy equal rights.



How come then I still live in a world where I am told that this job is not for girls, or that boys don't cry? Are boys made of stone and devoid of feelings? Are girls so weak that they can't stand up for their right to equal opportunity? Why should anyone cut my wings and tell me that I can't be a president one day only because I am a girl? And why should a boy be laughed at only because he dreams of becoming a nurse? I think this is unfair to both boys and girls.

I wanted to know how my peers feel about it. So, I asked them to do a bit of gluing and drawing. They were given the pictures of a boy and a girl and were asked to glue two bows where my peers believe they belong to. Then they were asked to color the bows. They had to choose between the pink and blue colors. They were also asked to write next to the kids what their future jobs might be. Forty four peers agreed to do this. And the results I got were quite interesting.

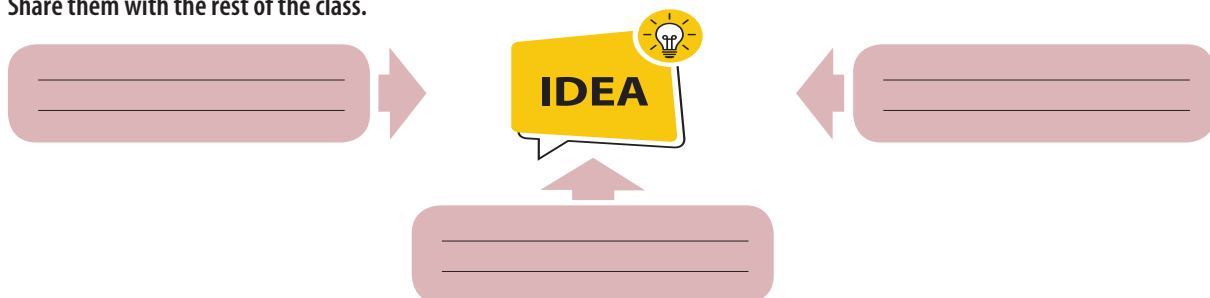
7 In small groups, answer the following questions. Share your ideas with the rest of the class.

- Has Ann used a formal or informal style in her speech? What prompted her choice?
- What is the role of the questions she asks her audience in her speech?
- What document does she refer to in her speech? Why?
- What does she mention in the fourth paragraph?

WORD BANK

To make an impression on somebody
To enjoy equal rights
To be devoid of something
To cut somebody's wings
To laugh at somebody
Regardless of

8 Work in the same groups. Consider the last sentence in the text. Brainstorm what interesting ideas she may have got. Share them with the rest of the class.



9 Listen to the second half of Laura's speech and fill in the blanks.

- _____ students glued the bow on the girl's head.
- _____ colored the girl's bow pink.
- What might _____ girl with a pink bow on her head dream of becoming?
- Only _____ out of _____ students talked about equal opportunities for both genders.
- This indicates that just _____ believe that boys and girls have equal opportunities.



10 Work in pairs. Listen to the recording again. Write down all the numbers that Laura mentions in her speech. Bearing in mind that the total number of peers who took the survey was 44, calculate the percentage and present the results in the charts.

HOMOGRAPHS

- ✓ words that have **one** spelling but **two** pronunciations and **two** distinct meanings or usages.

11 Read the following sentences, paying attention to the pronunciation of the homographs.

- She gave a slight bow of her head in greeting.
I tied the ribbon around the present in a pretty bow.
- 'Wind of Change' is a song by West German rock band Scorpions.
He had forgotten to wind his watch.
- My friend is a bass player.
Fresh sea bass is a great delicacy.
- We live in a world where technological advance is the norm.
Is the show live or recorded?

VOCABULARY

12 Use the words from the list below to complete the sentences.

peers	milestone	determination	grit	mindset	stereotype
-------	-----------	---------------	------	---------	------------

- Adverts are full of _____.
- At times he got discouraged, but his _____ kept him going.
- Do you think it's true that teenage girls are less self-confident than their male _____?
- Moving out of his parents' home was a real _____ in his life.
- It's hard to change the _____ of the public.
- I can't help admiring her _____ to succeed.



13 Paraphrase the underlined parts. Use the word given in brackets.

- The letter was completely without warmth and feelings. (devoid)
- Having a new baby to take care of has limited her freedom. (wings)
- His problems are strongly influenced by his childhood experiences. (rooted)
- We threw all the old furniture away. (rid)

14 Fill in prepositions.

- People shouldn't be judged _____ the basis _____ their sex, origin or religion.
- Regardless _____ their differences, all people must enjoy equal rights.
- It is not good to laugh _____ other people.
- What did you dream _____ becoming when you were a child?
- He didn't want to be unfair _____ anyone, so we all got a chance.
- I was asked to choose _____ the print subscription and digital access.



15 Complete the sentences by filling in the blanks with the appropriate phrasal verbs from the list below in their correct form.

deal with	end up	hold back	stand up for	stick to
-----------	--------	-----------	--------------	----------

1. She has learnt to _____ herself.
2. We discussed different ways of _____ the problem.
3. Let's _____ the original plan.
4. I _____ doing all the work myself.
5. Do you think that mixed-ability classes _____ the better students?

GRAMMAR

N.B. INDEFINITE AND CONTINUOUS INFINITIVES



- **Indefinite Infinitive** (to + verb) is used for a **general action**.
e.g. *I need to talk to you.*
He can speak English.
- **Continuous Infinitive** (to be + verb-ing) is used for an **action in progress** at a specific moment.
e.g. *She must be joking.*
The baby seems to be sleeping.

16 Put in the right form of the infinitive.

1. The live video feed doesn't seem _____ (to work) any more.
2. I'd like _____ (to learn) German.
3. She must _____ (to work) hard if she wants to get good results.
4. Overall he seems _____ (to do) fine.
5. You must _____ (read) my mind because that's exactly what I was going to say.
6. They seem _____ (to work) on multiple projects.
7. We may _____ (to work) hard, but we are not working smart.
8. Try _____ (not to be) back late.
9. I didn't want to talk to him, so I pretended _____ (to read) the newspaper.
10. All of the lights in her flat are turned off. She must _____ (sleep).

17 Make a new sentence using the verb in brackets.

1. Rachel is enjoying her job. (seem)
2. My English is getting better. (seem)
3. Perhaps Ana is playing football outside. (may)
4. I'm almost sure he is joking. (must)
5. I don't believe he is listening to music now. (can't)

18 Underline the infinitives in the questions below. In pairs, answer the questions using the appropriate infinitive.

1. Why do you think it is important to promote gender equality?
2. What actions have you taken to promote gender equality?
3. What inspired you to become an advocate of gender equality?
4. How do you plan to support gender equality?



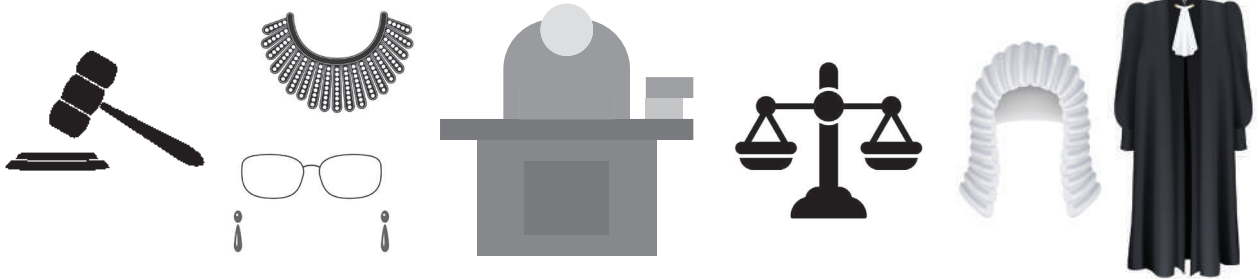
Lesson 4

RBG

SPEAKING

- 1 Work in groups of four. See how many answers your team can give to the following trivia questions about the U.S. Justice System in 5 minutes.
 1. What is the highest court in the United States?
 2. How many justices are there on the U.S. Supreme Court?
 3. Who was the first female justice of the U.S. Supreme Court?
 4. What does the term *justice* mean in the context of the legal system?
 5. Who has the power to interpret the Constitution in the United States?
- 2 In pairs, draw the picture of the ideal judge. Present your picture to the class. Explain your choices.
- 3 In pairs, examine the items in the pictures below. Decide which items are the symbol of a judge's authority. How many can you name? Share your answers with the class.

DID YOU KNOW?



Items that are symbolic of their authority	Items that aren't symbolic of their authority
.....	

- 4 a) Imagine a judge wearing the items represented in the following picture. Characterize the judge. Pretend you are the judge wearing these items. Show what their body language and behavior are. Pronounce the following statements:
 1. Real change, enduring change, happens one step at a time.
 2. Fight for the things that you care about. But do it in a way that will lead others to join you.



- b) In pairs, discuss the meaning of the quotes. Explain the quotes and try to guess how they reflect their author's values and impact.



- 5 In pairs, determine:
 1. what a rapper and a judge can share in common;
 2. the age a person can become a role model;
 3. the job of a pop icon;
 4. an item one can use to suggest they vehemently oppose something.

Share your ideas with the class.

RUTH BADER GINSBURG

- ✓ a Supreme Court Justice;
- ✓ became a pop icon in her 80s;
- ✓ got her nickname as a takeoff on the well-known rapper B.I.G.;
- ✓ used her dissent collar to disagree with a decision made by the majority of the Supreme Court Justices.



6 Listen to the rap song “The Notorious RBG” - Official Music Video by Mia Weinberger and share one surprising fact you learned about RBG from the song.

7 Listen to the rap song again and say which statements are True and which are False. Correct the False statements.

1. According to the song, RBG’s belief was that when you put women on a pedestal, you show them how much you respect them. _____
2. RBG was known for her strong opposition to gender discrimination. _____
3. She was appointed the first female Supreme Court Justice. _____
4. RBG had to give up her work because of her advanced age. _____
5. RBG became notorious for her dissenting opinions on the Supreme Court. _____
6. It was close to impossible for RBG to get a job in law firms in Manhattan because of her gender. _____
7. RBG studied at Harvard. _____

8 Listen to the rap song again. Answer the following questions. Discuss your answers with your partner. Share your ideas with the rest of the class.

1. How does the song highlight RBG’s contribution to gender equality?
2. What personal qualities of RBG are emphasized in the lyrics?
3. Why is she called the nation’s greatest dissenter?

9 Read the article Sandu wrote about Ruth Bader Ginsburg and say what impressed you most about her personality.

There are numerous influential figures who were pioneers in their field and paved the way for others to be successful as well. They set an example, inspiring others to follow in their footsteps. They are the true heroes who reshaped their present to create a better future. This article describes one woman who challenged the traditional gender stereotypes and succeeded in bringing about a considerable change in people’s mentality.

Ruth Bader Ginsburg, or the notorious RGB, as she jokingly alluded to her nickname in her speech delivered at the University of Buffalo in 2019, played an essential role in the support of gender equality. Her road to success was difficult and full of challenges. However, she never complained, and above all she never gave in. All her life she was a fighter. She was a successful lawyer who not only witnessed but also contributed to changing the way women were viewed in the past.

It was highly unusual for a young woman to pursue a career in law. Yet she challenged that stereotype, succeeding in graduating from Columbia Law School first in her class in 1959. Her husband fully supported her in everything she did. Thus, in the 1970s she was among those bringing about the important change of recognizing women’s rights as equal to men’s.

In 1993 she became the second woman who was nominated to the Supreme U.S. Court. She served as an associate justice of the Supreme Court till her death on September 18, 2020. She dedicated her life to the fight for justice for all. She did not let anything stand in the way, not even cancer. She overcame cancer twice, in 1999 and 2009. In February 2020 cancer had returned and RBG fought cancer till the last day of her life.

There is no doubt that RBG was an ambitious person and she managed to teach all of us three important lessons about ambition. She encouraged everybody to know their value and purpose, to accept no excuses, and to own their own ambition. She believed that every person who wants to succeed in life should have a well-defined purpose, a purpose that should serve the whole community. Once the purpose is set, the person should work hard to accomplish it without letting any obstacle stand in their



WORD BANK

Grit
To set an example
To deliver a speech
To support somebody in something
To bring about changes
To stand in the way
On the basis of

way. What is more, according to RBG, one should not let their own mindset keep them back. That is why it is crucial to bring up children without imposing the old beliefs concerning gender, race, and religion. All should have the certainty that they are going to be judged only on the basis of their skills and competence.

At the age of 86, Ruth Bader Ginsburg was amazed by the fact that people wanted to take pictures with her. They simply wanted to have a long-lasting memory of someone who lived what she preached. What is truly amazing is that this frail woman had the grit and determination to make a significant change in her country, one that will impact people's lives in the future. People are inspired by the example RBG set. Her legacy lives on.

10 Discuss RBG's lessons about ambition with your partner. What do you agree with? What do you disagree with? Why? Share your conclusions with the class.

11 Get in groups of four. Create a timeline of RBG's life and career milestone. Include such major events as: education, significant court cases, and appointments. You may need to consult additional sources to accomplish this task.

VOCABULARY

12 Match the parts to form collocations.

- | | |
|------------|-------------------|
| 1. set | a. a career |
| 2. deliver | b. people's lives |
| 3. pursue | c. an example |
| 4. impact | d. a change |
| 5. make | e. a speech |



13 Complete the sentences with collocations in Exercise 12.

1. It was highly unusual for a young woman to _____ in law.
2. Ruth Bader Ginsburg _____ at the University of Buffalo in 1919, in which she jokingly alluded to her nickname.
3. One needs grit and determination to _____ in one's community.
4. _____ by being active yourself.
5. By solving environmental problems, we _____ for the better.

14 Choose the appropriate verb to complete the idioms.

1. She works in television, _____ in her father's footsteps.
a. following b. paving c. standing
2. She wanted to go to college and would let nothing _____ in her way.
a. stay b. be c. stand
3. Their discovery may _____ the way to effectively treating this rare disease.
a. show b. pave c. indicate

15 Complete the following sentences with idioms in Exercise 14.

1. He wanted to _____ in his mother's _____ and be a ballroom dancer.
2. Your work _____ for future success.
3. You're ambitious and chase your dreams, even when others try to _____.
4. This decision _____ for changes in employment rights for women.
5. Never let fear _____ or destroy your dreams.

16 Use the required preposition.

1. Ruth Bader Ginsburg contributed _____ changing the way women were viewed in the past.
2. She succeeded _____ bringing about a considerable change in people's mentality.
3. People should be judged only _____ the basis _____ their skills and competence.
4. People are inspired _____ the example RBG set.
5. She dedicated her life _____ the fight for justice for all.
6. Women's rights are equal _____ men's.

N.B. CLAUSES OF REASON



When we want to explain the reason why something happened or why someone did something, we use a clause of reason, introduced by the conjunctions *because*, *as*, *since*, and *for*. *As* and *since* have the meaning of *because* and can begin a sentence. *For* also has the meaning of *because*, but cannot begin a sentence. It is only used in written language.

As you were out, I left a message.

Peter has given up sailing, **for** he doesn't have the time.

Since it was late, we decided to go home.

They didn't go out **because** it was raining heavily.

17 Combine the given ideas by using the appropriate conjunction.

1. It's Mary's birthday on Saturday. Let's give her a party.
2. Tuesday is a national holiday. Schools will be closed.
3. John, maybe you could help me with this problem. You are very good at maths.
4. We don't have classes tomorrow. We won't have to wake up early.
5. He is not interested in classical music. He doesn't want to go to the concert.

18 Choose the most suitable word or phrase in each sentence.

1. Bob went out so that he bought / to buy Jane a present.
2. Although / Despite the furniture was old, it was in good condition.
3. Delia is so / such busy that she can't talk to you now.
4. Although / In spite of the rain, they went for a jog.
5. They closed the door so that / for nobody could hear their conversation.
6. Despite / Though it was cold, they went for a walk.
7. Since / For it was dark in the room, they turned on the light.
8. He didn't apply for the job although / despite he had the required qualifications.
9. We didn't go out because / because of it was raining heavily.
10. We went out in spite of / because of the rain and enjoyed our walk.



19 Complete the sentences with *although*, *in spite of*, *because*, *because of*, *since*, *as*.

1. I couldn't concentrate _____ the noise.
2. He went home early _____ he was feeling bad.
3. _____ they had planned everything, some things went wrong.
4. _____ the traffic was heavy, we got there late.
5. _____ the heavy traffic, we got there in time.
6. _____ there was a lot of noise, the baby fell asleep immediately.
7. _____ it's late, let's take a taxi.
8. _____ I was hungry, I decided to go to a restaurant.



REVIEW WRITING GUIDE

- ✓ Introduction
- ✓ Summary
- ✓ Analysis
- ✓ Comparisons
- ✓ Pros and Cons
- ✓ Personal Experience
- ✓ Conclusion
- ✓ Rating

20 Write a review on the video *Ruth Bader Ginsburg - Made By Her: Monumental Women* | Hulu in which you critically evaluate the effectiveness in portraying RBG's life and legacy. Your review should include such aspects as accuracy, emotional impact, and educational value. It should also answer the following questions:

- ✓ What are the most compelling moments in the video?
- ✓ How effectively did the video portray RBG's contributions to gender equality?

WRITING

Lesson 5

Chariots of fire

SPEAKING

- 1 Read Pierre de Coubertin's quotes, and say why you agree / disagree with them. Share your ideas with the class.

The future of our civilization does not rest on political or economic foundations. It wholly depends on the direction given to education.



The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle.

- 2 In pairs, look at the pictures below and decide what they represent. Share as much information as you were able to remember with the class.



.....
.....
.....
.....
.....
.....



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.....

- 3 Get into two teams. One group argues in favor of hosting the Olympic Games, and the other argues against it. Your debate should have: opening statements, rebuttals, cross examination, and closing arguments. Consider the following points:

economic benefits	costs
infrastructure improvements	environmental impact
international prestige	potential debt



READING

- 4 In pairs, decide what the missing words in the sentences below can be.
- Sport can teach the young people the values of _____.
 - Sportsmanship puts emphasis not only on physical qualities but also on _____.
 - "Citius, Altius, Fortius" is the Olympic motto and it means _____.
 - Starting from the London 2012 Summer Games, the host city is required to host _____.
 - _____ are believed to have been the basis of the future Paralympic Games.



PARIS 2024



5 Read the text about the history of Olympic and Paralympic Games and summarize the key points.

When Pierre de Coubertin founded the International Olympic Committee in 1894, he envisioned a world where people lived in peace and harmony. He strongly believed that this is an attainable goal as long as education is a top priority on any government agenda. He was convinced that the young generation can be educated through sport, which can teach the values of fair play, excellence, respect, and friendship.

The first Modern Olympic Games took place in 1896 in Athens, Greece. Since then various cities have hosted the Olympic Games in the hope of spreading the core values of sportsmanship, putting emphasis not only on physical but also moral qualities a sportsperson should display. While doing one's best, one should make sure they do not hurt others in the process. The Latin words 'Citius, Altius, Fortius' were chosen to serve as the Olympic motto in the hope to inspire athletes in their pursuit of excellence. In English these words mean: "Faster, Higher, Stronger". Undeniably, people go for the gold, but it is not the medal that counts in the end, it is the way people notch up their win. Thus, there is a whole philosophy of the Olympic Games, known as Olympism.

Olympism is also about breaking through barriers. Women officially took part in the second Olympic Games hosted by Paris in 1900. Interestingly enough, Pierre de Coubertin opposed the idea of having 22 women competing in five sports: tennis, sailing, croquet, equestrian, and golf. At present women are put on a more equal footing. According to the International Olympic Committee, women make up 48.8 percent of the total field of Olympians.

Only twice in history were the Olympic Games cancelled: due to the First World War and the Second World War. London hosted the Summer Olympic Games three times, in 1908, 1948, and 2012. Thus, London was the first city to host the Olympic Games after the Second



World War. On July 29, 1948, the day of the opening ceremony, Dr. Ludwig Guttman, who had opened a spinal injuries centre at the Stoke Mandeville Hospital in Great Britain in 1944, organized the first competition for wheelchair athletes, which he named the Stoke Mandeville Games. These games are believed to have been the basis of the future Paralympic Games.

Four years later, Dutch ex-servicemen joined the Movement and the International Stoke Mandeville Games were founded. The first Paralympic Games took place in Rome in 1960 featuring 400 athletes from 23 countries. Starting from the London 2012 Summer Games, the host city is required to host the Paralympic Games as well, within one month of the closing ceremony of the Olympic Games.

In 2020 the Olympic Games were scheduled to take place in Tokyo, from July 24 to August 9, 2020. However, due to the COVID-19 pandemic the games were rescheduled to take place in 2021. The Paralympic Games were held from August 24 to September 5, 2021 after the Olympics.

Definitely people playing sports hope to win the game. Yet, at the end of the day, it is not the victory that counts, but the sportsmanship displayed during the game.

6 In pairs, go back to Exercises 1, 2, and 4 and consider if you need to make some changes after reading the text. Do your changes relate to factual knowledge or personal ideas you previously shared?

7 Look at the pictures below. Say what each scene represents. Describe what you see, discuss with your partner what is happening, and speculate on the emotions of the athletes and spectators.



WORD BANK

Fair play
To host an event
To put emphasis on something
To display sportsmanship
On an equal footing
At the end of the day

VOCABULARY

8 Match the words with their definitions.

1. sportsmanship	a. to organize an event to which others are invited and make all the arrangements for them
2. field	b. the skill or sport of riding horses
3. envision	c. all the competitors taking part in a race or activity, or all the competitors other than the leader
4. host	d. a person who takes part or has taken part in the Olympic Games
5. equestrianism	t. fair, generous and polite behavior, especially when playing a sport or game
6. Olympian	f. to imagine what a situation will be like in the future, especially a situation you intend to work towards

9 Fill in the missing words. Choose words in Exercise 8.

- The horse is featured in the Twente flag, and many inhabitants are involved in _____.
- She trained hard and her goal was to be a/an _____.
- London _____ the Olympic Games three times.
- The race started with a _____ of 85 competitors.
- Sports promote school spirit, _____, health, and positive competition.
- Pierre de Coubertin _____ a world where people lived in peace and harmony.



10 Choose the right words to fill in these sentences.

- Let's make the rules clear from the _____.
a. outset b. sunset c. headset
- It seemed that they would be on an equal _____ financially.
a. feet b. foot c. footing
- At the end of the _____, actions speak louder than words.
a. week b. day c. afternoon
- How many countries took _____ in the Olympic Games in Japan?
a. place b. fancy c. part
- The film festival takes _____ in August.
a. place b. part c. it

11 Complete the sentences using expressions from Exercise 10.

- _____, it's the sportsmanship that counts, not the victory.
- It is important to know the requirements _____.
- When and where did the first Olympic Games _____?
- All the children _____ in the Thanksgiving play.
- Men and women should be able to compete for jobs _____.

12 Replace the underlined verbs with phrasal verbs in the required form. Choose from:

notch up	rely on	break through	make up
----------	---------	---------------	---------

- He was the sort of person you could trust.
- Women constitute 48.8 percent of the total field of Olympians.
- He achieved five victories and was simply unstoppable.
- Olympism is also about overcoming barriers.

13 Spell the words given in transcription.

- All we want is _____ /pi:s/ in the world.
- Can I ask for a _____ /pi:s/ of advice?
- There is a _____ /həʊl/ philosophy of the Olympic Games, known as Olympism.
- The children climbed through a _____ /həʊl/ in the fence.

N.B. SUBJECT-VERB AGREEMENT: EXPRESSIONS OF QUANTITY AND GROUP WORDS REFERRED TO AS A WHOLE

- Use plural nouns and verbs after the following expressions:
a number of, the majority of, a couple of, a group of, a lot of, the rest of.
- Use uncountable nouns and singular verbs after *a lot of, the rest of.*
e.g. *The rest of time was filled with silence and regret.*
- Use plural nouns and singular verbs after *the number of.*
e.g. *The number of students present today is 20.*
- Use a singular verb when two nouns are so commonly put together that they are thought of as a single unit.
e.g. *Fish and chips is a take-away food that originated in the UK.*

14 Choose the right verb.

- Bacon and eggs (is / are) what I had for breakfast.
- A number of keyboard shortcuts (is / are) available.
- The number of students involved (was / were) 250.
- Guns and Roses* (are / is) my favorite rock group.
- A number of preparatory steps (is / are) required.
- The majority of courses (is / are) delivered online.
- Corned beef and cabbage (were / was) his favorite dish.
- The rest of time (remain/ remains) uncertain.
- The rest of the pages (was / were) blank.
- A group of us (is / are) going to the theatre tonight.

- 17** Watch Michael Phelps's interview *Think Small To Accomplish Big Things* and say what the famous American swimmer implies when he mentions the song he listened to in his childhood *The Sky Is the Limit*. Share your ideas with the class.



- 18** Watch and say which statements are True and which are False. Correct the False statements.

- Michael Phelps succeeded because he knew he had to put in the effort and take small steps every day.
- Michael Phelps believes that talent is what helps people win the Olympics.
- A sportsperson should be physically, emotionally, and mentally ready when competing in the Olympics.
- After winning the gold medal, Michael Phelps usually focuses on the next race.
- Michael Phelps has never argued with his coach.
- Michael Phelps says he can believe people who say they never felt like they didn't want to get out of bed.

15 Respond with *is* or *are*.

- The number of people _____.
- A number of students _____.
- Fish and chips _____.
- The majority of people _____.
- A couple of books _____.
- The rest of my friends _____.
- The number of places _____.
- Bread and butter _____.

16 Correct the mistakes or write 'correct'.

- Chicken and dumplings is my favorite holiday dish.
- A number of options was considered.
- The number of cell phone users has increased rapidly.
- The rest of questions was quite easy.
- A couple of reporters was taking notes.
- Marmelade and toast are not enough for breakfast.
- The majority of people prefer TV to radio.

LISTENING



WRITING

- 19** Watch the trailer to the film *Chariots on Fire* and write the story you think is depicted in the film. Think of the setting, characters, problem, climax, and resolution. Publish your story on the class website.

Lesson 6

Round-Up

GRAMMAR

1 Paraphrase the sentences in *italics* using *may have*, *must have*, *can't have*, *should have*, *shouldn't have*.

1. Perhaps he caught a cold.
2. I don't believe he missed the bus. He was at the station long before the bus left.
3. I can't find my pen. I feel sure I left it at home.
4. I told him the truth, but it was a mistake.
5. They are not speaking to each other. Obviously, they had a quarrel.
6. Perhaps I have made a mistake.
7. I didn't prepare for the test and it was a mistake. I got a low score.



Marcel missed the deadline.

4

2 Look at the pictures of the people on this page. They all express regret about a certain situation. Write what each may be saying.

Danu didn't finish his project on time because he didn't follow the plan he had made.

1



Daniela followed her friend's advice not to join the reading club and missed the opportunity to meet her favorite author.

2



Nadia didn't spend enough time to get ready for the exam.

3

3 Two of these sentences are incorrect. Correct them.

1. Tim insisted that he do it himself.
2. It is essential that he submits the application in time.
3. It is necessary that they should finish the report by Friday.
4. He recommended that Ana don't take the train.
5. She suggested that we be there at 8 a.m.

4 Complete the sentences with the verbs in parentheses. Use *must*, *should*, or *may/might* and the continuous infinitive.

1. A: What is Margie doing?
B: I don't know. She _____ (work) on her report.
2. A: Can you feel the smell?
B: Yes, something _____ (burn).
3. A: What are you doing?
B: I'm listening to music. But I _____ (study). I have an exam at the end of the week.
4. A: Did you know that they are dating?
B: What? You _____ (kid).
5. A: Why is Nick in his room?
B: I don't know. He _____ (study). Or he _____ (sleep).

5 Combine the two sentences into one. Use the word(s) in brackets in your sentences.

1. I was tired. I exercised. (although)
2. It was cold outside. We didn't go out. (as)
3. He accepted the job. The salary is high. (because of)
4. We are not close friends. We have known each other for a long time. (although)
5. Ann felt ill. She insisted on going to work. (despite)



6 Give synonyms for the underlined words.

1. Change is unavoidable; it is part of one's development.
2. People naturally oppose change.
3. His health has got better since he started exercising.
4. They are in a dilemma about how to deal with the crisis.
5. The quality of their products has improved a lot over the last five years.
6. I'm looking for a job which will allow me to develop my skills.
7. Safety is more important than anything else.
8. The fear of the unknown almost numbs people's senses.



7 Match the phrasal verbs with their definitions. Use a phrasal verb in the required form to complete the sentences that follow.

1. bring about	a. to state your opinions publicly, especially in opposition to something and in a way that takes courage
2. come out of	b. cause
3. speak out	c. develop from

1. What _____ the change in his attitude?
2. He was the only one to _____ against that decision.
3. I hope something good can _____ this mess.
4. Science _____ the technological revolution.
5. He _____ strongly against government policies and the actions of the police, which received the great support of the population.

8 Complete each sentence with a word formed from the one given in brackets.

1. There are no _____ in the opportunities boys and girls have. (differ)
2. What are the qualities people need to be _____ in life? (success)
3. Personal _____ vitally affect behavior. (believe)
4. It was only later that she could see the _____ of the situation. (absurd)
5. His talk at the meeting made a memorable _____ (impress)

INTEGRATED SKILLS

9 Comment on what Sebastian Newbold Coe, the chairman of London Organizing Committee of the Olympic and Paralympic Games, said: "We want to change public attitudes towards disability, celebrate the excellence of Paralympic sport and to enshrine from the very outset that the two Games are an integrated whole".

10 Think of a famous Olympian you've always admired. Imagine you have the chance to interview them. Create a list of 8 thoughtful and open-ended questions for them. Categories can include:

1. Career and training;
2. Motivation and challenges;
3. Personal insights;
4. Future goals.

11 Write and deliver a motivational speech (2-3 minutes) on the topic *The sky is the limit.*



6 UNIT

WHAT A WONDERFUL WORLD!

Lesson 1

Cross-cultural exchanges

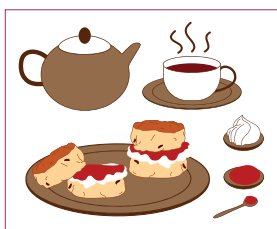
SPEAKING

- 1 Work in small groups. Decide what cross-cultural exchange means. Put down any words or phrases you associate with this term. Share your ideas with the class.



Cross-cultural exchange

- 2 Work in pairs. Examine the pictures below. Each represents traditional food. Write the country and the name of the food. Say what you know about the traditions associated with serving it.



1. _____ 2. _____ 3. _____ 4. _____

- 3 Work in groups of three / four. Examine the scenarios given below. Prepare and practice your role-play. Perform the role-play for the class.

Scenario 1	Scenario 2
You are hosting a student from another country. How would you introduce them to your cultural traditions?	You are a student visiting a new country. How would you adapt to their customs?



- 4 Work in pairs. Ask each other the questions given below. After the interview, introduce your partner to the class, sharing the new information you have learned about them.

1.	What holidays do you celebrate and why?
2.	What is one tradition in our country everybody should know about? Why?
3.	What is one tradition in our country you'd rather stop promoting? Why?
Your question	.....

- 5 Work in small groups. Each group chooses to represent a different country or culture (American, British, Canadian, Australian, Moldovan). Create a small display about your chosen culture, including posters, images, and possibly food samples or traditional clothing. Visit each other's displays, asking questions, and learning about a different culture.

READING



- 6 In pairs, answer the following questions. Share one surprising thing you found out about your partner with the class.
1. Have you ever participated in a cultural exchange? What was your experience?
 2. What do you think a foreigner would appreciate most about our culture?
 3. What are some common customs in our country that foreigners might find difficult to adapt to? What makes you think so?
 4. How would the time spent in our country impact a foreigner's life? Why?

- 7 Work in small groups. Discuss the term *American dream* and fill in the spidergram. Share your ideas with the class.



- 8 Valeria Ciolac is a FLEX Alumna who spent an academic year in the United States, living with a family and attending an American high school. Radu wanted to learn more about Valeria's experience. He asked her to give an interview for the school magazine. Read her interview and say how her FLEX experience contributed to her personal and professional development.

Radu: What was your host city in the United States?

Valeria: I lived in the city of Holland, the state of Michigan. Holland is known internationally for its famous Tulip Time Festival, a celebration of Dutch heritage.

R: What was the most shocking thing you had to deal with in the States? How did you adapt to it?

V: The most shocking thing I had to deal with in the States was the weather. I was living in the state of Michigan, where winters can be truly unbearable. However, I managed to adapt to this weather thanks to a lot of warm clothes, hot chocolate and hugs from my dogs.

R: What did you like most in the States?

V: The thing that I liked most in the States was the mentality of people who I met there. I was really excited to see that my friends and host family truly cared about helping others. It is in the U.S. that I learned how important it is to give back to the society, as we are all pieces of a big whole which we call humanity.

R: I know that you had the chance to visit Washington DC. What impressed you there?

V: I was lucky enough to spend one week in Washington DC, thanks to a program sponsored by the United States Department of State (Civic Education Workshop). In Washington, I got to visit all key U.S. state institutions, to talk to members of the Congress and to watch an NBA



FLEX

- ✓ a merit-based scholarship program funded by the U.S. Department of State;
- ✓ stands for Future Leaders Exchange, helping shape the future leaders' identity and develop their growth mindset.



game. In Washington, I was impressed to see that most people wear official suits on the streets. I really liked this, though, and I can say that Washington DC totally became my soul city.

R: People are talking about the American Dream. Have you managed to understand what this dream is all about?

V: I have learned that the American Dream is about being brave, following your passion, and working hard to reach your goals. It is about liberty and equality for all, about democratic values and principles which give wings to the American people.

R: How did the time you spent in the U.S. impact your life?

V: I can tell you for sure that it contributed to developing my identity, helping me understand what I really want in this life. It also made me understand that anything is possible if you work hard to achieve it. I've also learned that failures do not define me and that I shall never let a failure stop me from realizing my true potential. Another thing taken from my experience is to give back to my society.

R: Is this the reason why you started your podcast "Anti-Corruption Conversations"?

V: Yes, that's true. We know that Moldova is still facing this problem, and this is my way of raising awareness and looking for solutions to put an end to corruption for ever. A country can only grow if corruption is removed.

WORD BANK

To adapt to something
To reach one's goals
To impact somebody's life
To raise awareness
To put an end to

9 In pairs, discuss the following questions. Share your opinions with the rest of the class.

1. What shock did Valeria experience and how did she overcome it?
2. What is different about the Americans' mentality in Valeria's view?
3. What did she do in Washington DC? Whom did she meet?
4. What is Valeria's understanding of the American Dream?
5. Why did she start podcasting?

10 You met Radu. Below are some things he said. Later you tell somebody what he said. Use reported speech.

1. Valeria worked hard to realize her goal to study in the USA.
2. She applied for the FLEX program to learn more.
3. I admire her desire to change something in our country.
4. I wonder what the Moldovan Dream is.



11 Work in small groups. Discuss what dream could unify our country. Fill in the spidergram. Share your ideas with the class.



VOCABULARY

12 Give contextual synonyms for the underlined words. Work with a dictionary if necessary.

1. In Washington DC, Valeria visited all key U.S. state institutions.
2. In Washington, Valeria was impressed to see that most people wear official suits on the streets.
3. I was living in the state of Michigan, where winters can be truly unbearable.
4. How did the time you spent in the U.S. impact your life?
5. Holland is known internationally for its famous Tulip Time Festival.

13 Fill in prepositions.

1. FLEX stands _____ Future Leaders Exchange.
2. Valeria's stay in the U.S. contributed _____ her personal and professional growth.
3. It was not difficult for her to adapt _____ Michigan weather.
4. Michigan weather was the most shocking thing Valeria had to deal _____.
5. Another thing Valeria took _____ her experience in the U.S. was to give back to her society.

14 Choose the right word.

1. The aim of Valeria's podcast is to (raise, rise) people's awareness of the phenomenon of corruption.
2. You could (raise, rise) to the top if you worked hard.
3. If you (sit, set) your mind to something, don't give up.
4. (Sit, Set) quietly and listen without disturbing others.
5. Valeria managed to (adopt, adapt) to the cold weather of Michigan.

GRAMMAR

N.B. THE WITH GEOGRAPHICAL NAMES



Don't use "the" with: ❌

continents

e.g. *North America, Africa*

islands

e.g. *Sicily*

most countries, states

e.g. *Germany, Texas* (but *the Netherlands*)

cities, towns

e.g. *Oxford, New York* (but *the Hague*)

lakes, most mountains

e.g. *Lake Superior, Everest*

Use "the" with: ✅

oceans, seas, rivers, deserts

e.g. *the Mediterranean Sea, the Thames, the Sahara*

mountain ranges

e.g. *the Alps, the Urals*

groups of islands

e.g. *the Bahamas*

names with Republic, Kingdom, States

e.g. *the Czech Republic, the United States*

15 Which is right?

1. Here is a photo of Ann and me in the *USA / Italy*.
2. We visited the *England / Republic of Moldova* last summer.
3. I have never been to *Netherlands / Romania*.
4. We went on a boat trip on the *Mississippi / Lake Superior*.
5. It was a video about the *Sahara / Ben Nevis*.
6. Scotland is in the *Great Britain / UK*.
7. I'd like to visit the *Hague / Paris* in summer.
8. There are a lot of European immigrants in the *USA / Canada*.

16 Write the English names of five places you have visited and five places you would like to go to.

I have been to _____, _____, _____, _____, _____.

I would like to go to _____, _____, _____, _____, _____.

17 Watch a young woman taking you through the streets of New York in her vlog NYC VLOG: Day in the Life Exploring Manhattan and Living my Best Life and say what place you'd like to visit.

18 Watch the video again and create a list of questions on the video for your partner related to the content of the video. Ask each other the questions on the list.



19 Leave a comment to her video.

20 Work in in pairs. Create a vlog about your native town/city/village. Share it with the class. Provide feedback to your peers on their vlogs.



LISTENING & WRITING

Lesson 2

Diversity. Inclusion. Equity.

SPEAKING

- 1 Work in pairs. Write in the bubbles below your own understanding of the terms *diversity*, *inclusion*, and *equity*. Share your ideas with the rest of the class.



- 2 Work in small groups to discuss the following topics. Write down three key ideas related to the discussed topics. Present them to the class.

	The importance of diversity in education	Strategies to promote inclusion	The impact of equity in society
1.			
2.			
3.			

- 3 Think of a time in your life when you failed and were about to give up. How did you react to that failure? Did you identify with the failure? What helped you overcome that challenging period?
Pair up with your partner and share your experiences. Come up with a piece of advice for people who may experience the same problem as you had. Present it to the class.



USEFUL LANGUAGE

- ✓ offer suggestions, not commands
e.g. 'Have you considered trying....?'
- 'One approach might be to'
- ✓ offer empathetic support
e.g. 'I understand that this may be difficult for you.'
- 'It's OK to ask for help when you need it.'

- 4 Work in groups of four. Choose one scenario and perform a role-play. After the performances, answer the following questions:
1. What challenge did the character face in the scenario?
 2. How did the character overcome it (if they did it)?
 3. What insights did the role-play provide about the experiences of individuals with disabilities in our context?
 4. How can we, as a society, work towards creating more inclusive and accessible environments?

A student with a hearing impairment has difficulties accessing the audio content in an online course due to lack of captions and transcripts. The teacher is unaware of the accessibility needs of the student and has not provided alternative formats for the content.

A person with a mobility impairment needs to board a bus, but the bus lacks a wheelchair ramp and the driver is not trained in assisting passengers with disabilities. The person faces challenges in boarding the bus safely and comfortably.

A student with a physical disability wants to participate in a physical education class, but the activities and equipment are not adapted to accommodate their needs. The physical education teacher is unsure of how to include the students in the class activities without compromising safety or fairness.

A person using a wheelchair needs to navigate a crowded street with narrow sidewalks and obstacles such as parked cars on the sidewalk and uneven pavement.

- 5 In pairs, examine the picture on the right. How is the idea of overcoming obstacles to achieve success reflected in the picture?
- 6 Work in small groups. Watch Blake Leeper's motivational intro for the 2022 Global Leadership Summit where he was invited to give a keynote speech and say what helped him succeed against all odds. Discuss your ideas within your group. Decide what the main message is and share it with the class.



- 7 Listen to the podcast again and say which statements are True and which are False. Correct the False statements.
- Blake Leeper is a UK paralympic track and field athlete.
 - Blake Leeper is the first amputee to run under 45 seconds.
 - Blake Leeper lost his legs in a tragic accident when he was a child.
 - People have never discriminated against Blake's disability.
 - Blake didn't want anything but a fair chance.
 - Blake encourages people to believe in themselves and fight against all odds.

- 8 Storytelling is a means to inspire and educate others. Work in small groups. Brainstorm ideas in your group on how to retell Blake Leeper's story, considering such storytelling methods as: narration, dialogue, or a combination of both. Be creative and use props or visual aids to enhance your storytelling. Present your story to the class. Discuss the stories after every group's presentation.



- 9 Work in pairs. Fill in the blanks. What do Blake Leeper and Michael Phelps have in common and what sets them apart? What conclusion can you draw about these two sportsmen? Share your conclusions with the class.

Similarities	Differences
.....	
.....	
.....	

- 10 Write a letter to a real-life hero with a disability who has succeeded in a competition. What would you like to tell a person who has overcome significant challenges to achieve their goals? Your letter should include:

- Words of encouragement and support;
- Questions you might ask about your hero's journey;
- Personal reflections on how the hero's story has inspired you.



- 11 Read Ben Comen's story and say what idea from Lesson 5 of Unit 5 is reflected here.

While reading Simon Sinek's book "Start With Why", I came across Ben Comen's story, an inspiring story of a young man who finishes last but still wins the competition. I wanted to find out more information about him, so I ran an Internet search on him. When he was

born, his parents did not think he would ever be able to walk, let alone run. Ben has cerebral palsy, which impairs his ability to move and maintain balance and posture. Ben, however, fought against all odds. He wanted to have a normal life, make friends, and be part of a team.



Just like all of us, Ben wanted to experience the sense of belonging and connection. He wanted to enjoy life like his siblings and friends did. He refused to accept that his physical condition could be an obstacle preventing him from making friends and connecting with people around him. Moreover, he did not want his disability to define his character.

When he finished the seventh grade, he learned that eighth graders could participate in the cross-country running race, a sport in which teams and individuals run a race on open-air terrain such as dirt or grass. Ben wanted to be part of his school team very much. Hearing this, the coach put him on the team despite his disability. It was a

turning point in Ben's life. He started training for the race. He did not let his disability ruin his dream. Although it caused a lot of pain, Ben never considered giving up.

When the race day arrived, Ben was ready to run alongside his team. When the gun went off, Ben ran at his own pace. He was far behind his team, but that did not matter at all. Because of cerebral palsy, he fell numerous times and was all in mud. Yet, he went on. It usually takes 16 minutes to complete the race, Ben didn't cover half of the distance in 16 minutes.

After finishing the race, his team joined Ben and ran alongside him, helping him whenever he fell. It took Ben 40 minutes to finish the race. When he crossed the finish line, people stood up and clapped for him. Everybody admired his courage and determination. That day Ben did not win the race, but he did not compete to win the race, he competed to prove himself that everything was possible if he worked hard to realize his dreams. Everybody who was present at the race knew that Ben was the actual winner. Ben did not let his disability define who he was and what he could do. Moreover, he did not let his falls alter his determination to finish the race.

Ben's story is a reminder that nothing can stop us from succeeding but us. We shall keep going, accept the falls we might have along the way, stand up, and keep going.

12 In pairs, discuss the following statements. Share your ideas with the class.

1. Why can a man who always finishes first become an inspiration?
2. What was the source of Ben's determination to take part in the race?
3. What feelings did you experience while reading Ben's story?
4. What moment in particular from the story can you signal out as impacting you the most? Why?

VOCABULARY

13 Match the words with their definitions.

1. compassion	a. to damage something or make something worse
2. alter	b. a brother or sister
3. impair	c. a strong feeling of sympathy for people or animals who are suffering and a desire to help them
4. posture	d. to become different; to make somebody/something different
5. sibling	e. the position in which you hold your body when standing or sitting

14 Fill in the blanks with words from Exercise 13.

1. Minor differences in pronunciation _____ word meanings completely.
2. There are a number of factors which can directly _____ memory.
3. Back pains can be the result of poor _____.
4. People often associate _____ with being nice or kind.
5. Bill was the eldest brother among four _____.

WORD BANK

Equity
Let alone
Hearing impairment
To impair
To prevent somebody from doing something
A turning point in one's life

15 Complete the sentences with the idioms in the box.

bear in mind, let alone, against all odds,
doesn't come easy, over and over again.

- I've told you _____ not to do that.
- Clearly, success _____. One has to work a lot for it.
- It is essential to _____ that failure is embedded in success.
- In despair one can hardly rise, _____ walk.
- John must fight _____ if he wants to win.

16 Replace the underlined parts with the idioms from Exercise 15.

- Talking about my problems is difficult for me.
- Here are some important points to remember.
- I read the same passages many times without understanding much.

GRAMMAR

N.B. THE WITH NAMES OF HOTELS, SHIPS, CINEMAS, THEATRES, NEWSPAPERS/MAGAZINES



Don't use *the* with ❌

town / person + building

e.g. Oxford University, York Airport,
Edinburgh Castle, Victoria Station
(but: the Royal Palace – 'Royal' is an adjective)

most streets, roads, parks

e.g. Fifth Avenue, Abbey Road,
Hyde Park

companies, airlines

e.g. Sony, Oxford University Press

shops, restaurants etc. named after people

e.g. McDonald's, Macy's

Use *the* with ✅

Hotels

e.g. the Ritz, the Savoy

Theatres / cinemas

e.g. the Globe theatre

Museums

e.g. the National Gallery

Other buildings

e.g. the Eiffel Tower

Most newspapers

e.g. the Washington Post

Many organizations

e.g. the Red Cross

Names with of

e.g. the University of Cambridge
(but: Cambridge University)

17 Where are the following?

Use *the* where necessary.

White House, Luton Airport,
Empire State Building, Royal
Mile, Savoy, Colosseum,
Louvre

- is in New York.
- is in London.
- is in Paris.
- is in Washington.
- is near London.
- is in Edinburgh.
- is in Rome.

18 Which is right?

- Heathrow Airport / *The Heathrow Airport* is situated 23km west of Central London.
- The biggest park in London is *Richmond Park* / *the Richmond Park*.
- Many tourists in London visit *Tower of London* / *the Tower of London*.
- BBC World Service / *the BBC World Service* broadcasts in 28 languages.
- University of Oxford* / *the University of Oxford* is the oldest university in the English-speaking world.
- We had lunch at *McDonald's* / *the McDonald's* yesterday.
- Oxford Street* / *the Oxford Street* is the most famous street in London for shopping.
- London Gazette* / *the London Gazette* is believed to be the oldest English newspaper.
- British Museum* / *the British Museum* brings together under one roof the cultures of the world.
- Harrods* / *the Harrods* is a renowned department store in London.
- Windsor Castle* / *the Windsor Castle* has been the family home of British kings and queens for almost 1000 years.
- Statue of Liberty* / *the Statue of Liberty* was given to *United States* / *the United States* by *France* / *the France* as a symbol of friendship.

ALWAYS
BELIEVE IN THE
IMPOSSIBLE



Lesson 3

Defining beauty standards

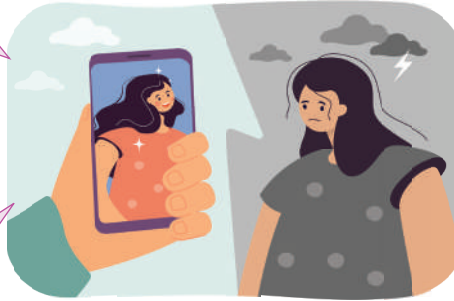
SPEAKING

- 1 Work in pairs. Discuss what the picture below represents. Write down what the girl on the right is telling herself. Share your ideas with the class.

.....

.....

.....



.....

.....

.....

.....

.....

.....

.....

.....

.....

- 2 Work in pairs. Discuss the following questions. Share your conclusions with the class.

- ✓ What do you think about the beauty standards portrayed by social media influencers?
- ✓ Can you name any influencers who promote unrealistic beauty standards? How do they do it?
- ✓ How do these standards affect your perception of beauty?



- 3 Work in small groups. Watch two ads (Toxic Beauty Advice Harms Girls' Esteem 30s | Dove Self-Esteem Project and Reverse Selfie: Social Media's Impact on Girls' Self-Esteem | Dove) related to how social media can influence young girls at present. Fill in the table below. Share your ideas with the class.

	Ad 1	Ad 2
storyline		
target audience		
key message		
intended effect		



- 4 Get into two teams. One is the Pro side, arguing that influencers are responsible for promoting unhealthy beauty standards, while the other is the Con side, arguing that it is the individual's responsibility to manage their self-image.

Before: Research the assigned positions. Use the internet to look for credible sources to help you build your arguments. Decide the roles each member of the group has. Prepare your arguments and develop counterarguments.

While: Be respectful and value different opinions. Listen actively, do not interrupt, address arguments, not individuals.

After: Discuss how the debated topic relates to your own experience and perspective.

5 Read the news article and fill in the charts below. Compare your answers with your partner's. Discuss the relevance of the information you learned for your own context.

Social Media and Body Image

Beauty standards are social constructs that put too much pressure on people who end up facing serious health and mental problems. It is indeed stressful to be told what is and what is not beautiful. Somehow, people seem to lose control over their own body shape, facial proportions and weight. It comes as no surprise that beauty standards are linked to depression and eating disorders. Young people are affected by body image challenges like never before and this is because of the impact of social media and popular influencers.

The berealcampaign.co.uk wanted to determine how young people aged between 11 and 16 viewed their bodies and what solutions they can think of to tackle body image anxiety. The results are rather disturbing: 52% of the respondents regularly worry about the way they look; 30% isolate themselves because of body image anxiety; 36% claim they would do anything (including cosmetic surgery) to look good.

It is true that nowadays both boys and girls worry about the way they look. Yet, according to mentalhealth.org.uk, 46% of girls reported that their body image makes them worry "often" or "always" compared to 25% of boys.

Ana's Story

This is exactly what happened to Ana. She was a perfectly healthy 16-year-old teen. Although her weight was OK for her age and body type, she decided one day that it needed a fix. She chose to keep to a diet advertised by an Instagram socialite she was following at the time. The result: she ended up starving herself. At a certain

point she stopped eating altogether. When her parents realized that their daughter had a problem, they took her to hospital where she was diagnosed with anorexia. The doctor told her parents that if they hadn't taken her to hospital, they could have lost her.

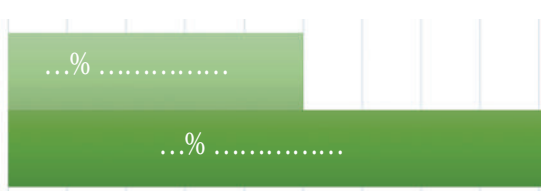
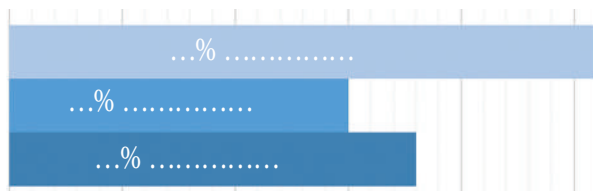
The recovery was long and painful. At the beginning, Ana refused to accept the harsh reality. She was convinced she had no problems. The very fact that she could barely walk or that she could hardly breathe was not enough for her to start engaging in healthy behaviors. She spent hours in therapy till she became aware of her problem and learned to accept her body image.

Now she got her normal weight back and continues her therapy. She follows the diet developed by a specialized nutritionist and is happy to have her normal teenage life back. She has also started a body positivity campaign in her school as she thinks it's extremely important for young people to learn about sports, nutrition and body image from an early age.

Ana wishes every school dealt with these urgent issues. She is a regular contributor to her school magazine. In her articles, she talks about the importance of making informed healthy choices concerning what they eat and what physical activity they do. She also interviews doctors, nutritionists, fitness instructors, and psychologists to raise the young people's awareness of what *beautiful* really means.

WORD BANK

To put pressure on somebody
To keep to a diet
To follow a diet
To become aware of
To tackle a problem
To share one's story



6 In pairs, answer the following questions. Share your ideas with the class.

1. Why are young people the most affected by social media influence?
2. What would the result be in Moldova? What makes you think so?
3. Why did Ana refuse to admit that she had a problem at first?
4. Who helped Ana overcome her problems?
5. Why did Ana start writing articles for the school magazine?



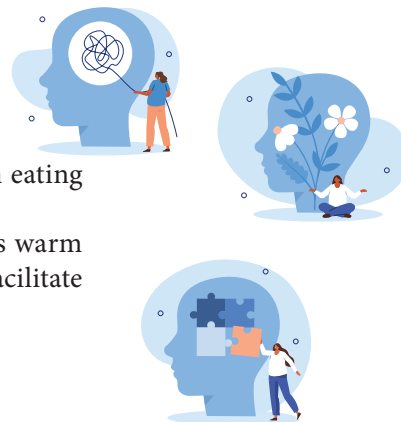
7 Work in small groups. Prepare and perform a role-play.

Characters: Ana, a teenager struggling with anorexia;

Parents: concerned and supportive, yet anxious about Ana's health;

Dr. Marcu: a compassionate and experienced doctor specializing in eating disorders.

Setting: the conversation takes place in Dr. Marcu's office, which is warm and welcoming, with comfortable chairs aligned in a circle to facilitate open dialogue.



VOCABULARY

8 Use the required verbs in the following sentences. Choose from the list.

make	face	tackle	follow	lose	put
------	------	--------	--------	------	-----

1. Because of unhealthy diets, a lot of people _____ health problems.
2. They don't _____ pressure on themselves to be successful.
3. They _____ a diet rich in healthy fats like vegetable oils and fish.
4. You think long and hard before you _____ a choice.
5. He seems to have _____ control over how much he eats.
6. There are many ways to _____ this problem.



9 Correct or incorrect? Correct the wrong sentences.

1. This is just one problem between many.
2. I saw something between the wheels of the car.
3. Their house looks as a castle.
4. Have you looked below the bed?
5. The author's name was written below the title.
6. He worked for a long time like a teacher.

10 Change the words in brackets to make them fit the sentences.

1. _____ loss without exercise is almost impossible. (weigh)
2. _____ agree that dairy products are the best source of calcium. (nutrition)
3. Healthy _____ in midlife may help preserve cognitive function into early old age. (behave)
4. Change is scary and often _____ (pain)
5. Waiting for exam results is a time of great _____ (anxious)
6. Many people have _____ eating disorders. (vary)

11 Fill in prepositions.

1. More and more young people worry _____ the way they look.
2. An unhealthy life style leads _____ serious problems.
3. The young people were engaged _____ a heated dispute.
4. High sugar consumption is linked _____ numerous health problems.
5. He decided to keep _____ a diet of vegetables and fruits.
6. She was diagnosed _____ anorexia.
7. When she became aware _____ her problem, she started to accept her body image.
8. I've had some difficulties, but they were nothing compared _____ yours.
9. _____ a certain point, she stopped eating altogether.



12 Create your own word cloud related to the topic *Defining Beauty Standards*. Present it to the class. Explain your word choice.

N.B. THE ADVERB



Adverbs of certainty and probability. We can use the adverbs *probably, possibly, definitely, surely, certainly* and *undoubtedly* with *will* to give more information about how sure we are. The adverb generally goes after *will* and before *won't / will not*.

e.g. Paul is rather shy. He doesn't talk much.
I quite like tennis, but it's not my favorite sport.
They walked rather slowly.
Ana was pretty sure she had no problems.

e.g. We'll possibly go for a walk this afternoon.
I'll definitely see you sometime next week.
They probably won't arrive before midnight.
Ana will surely help other peers as well.

Adverbs of degree are used to show the intensity or degree of something. They can be used before adjectives, verbs, or other adverbs. Common adverbs of degree: *fairly, pretty, quite, rather, scarcely, very*.

n.b.

13 Complete these sentences using *quite* and an appropriate word.

- I see him _____ - 2-3 times a week.
- I went to bed _____ last night. I had to revise for the exam.
- I didn't expect him to contact me. I was _____ when he texted me.
- I have no idea when this house was built, but it's _____.
- It's _____. You need a coat.
- I'm _____. I think I'll go to bed.

14 Rewrite the sentences using the words in brackets.

- Cities of the future are likely to have more parks. (probably)
- It may rain later. (possibly)
- The ice caps are unlikely to melt completely. (probably)

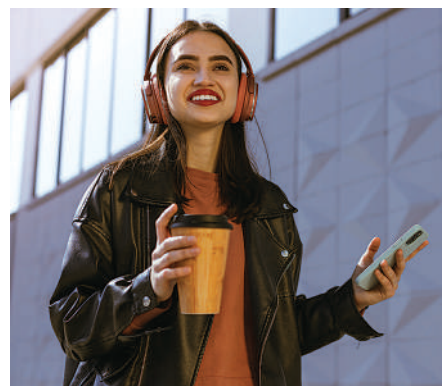
LISTENING



15 Apart from contributing to the school magazine, Ana is hosting her own podcast *The Road to Recovery*. She shares her story and invites others to share theirs to raise awareness of the various problems young people face. Together with her guests she tries to offer valuable advice to her listeners. Listen to one of her podcasts and say what topic she tackles and what advice is given by the expert guest. Share your answers with your partner.

16 Work in pairs and answer the following questions.

- Why is this episode so special to Ana?
- What influenced Ana to start feeling unhappy about her body image?
- What are some physical effects of not eating, according to Dr. Marcu?
- What advice does Dr. Marcu give to people struggling with anorexia?
- What advice does Dr. Marcu give to the friends and family of someone struggling with anorexia?
- What does Dr. Marcu suggest for preventing eating disorders?

17 Listen to Alessia Cara's song *Scars to Your Beautiful* and say what key message the lyrics reflect. Discuss your ideas with your partner. Share your conclusions with the class.

WRITING

18 Write a short reflective essay on *The Impact of Social Media on Beauty Perception* (180 – 200 words). Describe your personal experience of how social media has affected your perception of beauty. Include class discussions, and potential solutions to promote a healthy self-image.

Lesson 4

Rethinking museums

SPEAKING & WRITING

- 1** Work in pairs. Ask one another the following questions. Report your findings to the class.

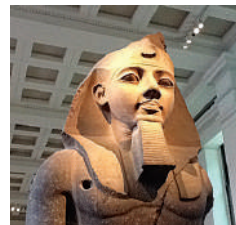
1.	What was the last museum you visited? When was it?
2.	What did you see there?
3.	How did you feel during your visit?
4.	What museum do you want to visit? Why?

- 2** Look at the pictures showing four famous museums in Europe. How many can you name? Compare your answers with your partner's. Choose one museum and describe what you think might be found inside and why it might be important. Share your ideas with the class.



1. _____ 2. _____ 3. _____ 4. _____

- 3** Examine the pictures below showing museum items. How many can you recognize? Match the item with the museum from Exercise 2 that displays that item as one of their exhibits. Have you noticed anything unusual? Share your ideas with your partner. What conclusion can you draw together? Present it to the class.



a. _____ b. _____ c. _____ d. _____ e. _____

- 4** Work in small groups. Study the info box on museum brochures and brainstorm ideas to be used in the brochure of your local museum. Create the brochure. Present it to the class.

N.B.



COVER PAGE

- ✓ Museum name and logo
- ✓ Eye-catching Image
- ✓ Title or Tagline

INTRODUCTION

- ✓ Welcome Message
- ✓ Brief History

EXHIBIT INFO

- ✓ Current exhibits
- ✓ Upcoming exhibits
- ✓ Permanent collections

VISITOR INFO

- ✓ Opening hours
- ✓ Admission prices
- ✓ Location
- ✓ Contact info

MUSEUM SERVICES

- ✓ Guided tours
- ✓ Facilities
- ✓ Educational programs

BACK PAGE

- ✓ Map of the museum
- ✓ Additional info



Give me a museum and I'll fill it.

Pablo Picasso

5 Work in small groups. Fill in the blanks within 2 minutes. Share your answers with the class.

1. The word museum comes from the _____ language, and it means temples built for the _____.
2. The first museum was created in _____ in what is now known as Iraq.
3. Wunderkammers, usually referred in English as “_____ cabinets”, were collections of objects that acted as a physical encyclopedia.
4. In _____ Phineas T. Barnum started Barnum’s American Museum in New York City.
5. In the past the _____ allowed all members of the public into the museum only three days a week.
6. Museums as we know them began to take shape in the _____ century.



6 Watch the TED-Ed *Why do we have museums?* - J. V. Maranto and answer the question in the title. Discuss your answer with your partner. Share the common conclusion you have arrived at with the class.

7 Watch the TED-Ed again and answer the following questions.

1. What could you see in a mouseion in Ancient Greece?
2. What could you see in the Mesopotamian princess’ museum / house?
3. What did the royal menageries display in Ancient Rome?
4. What could you see in Ole Worm’s Wunderkammer?
5. What could you see in Barnum’s American Museum in New York City?



8 Work in small groups. You got the chance to use the time machine that took you to one of the museums described in the TED-Ed. Role-play a situation in which one of you is the guide and the others are the visitors to that museum. Prepare and perform your role-play to the class.

N.B. PARTITIVES AND COLLECTIVE NOUNS FOLLOWED BY OF.



With many uncountables, we use particular nouns to mean ‘a piece of’ or ‘a certain amount of’.
e.g. a piece of advice, a bar of soap, a grain of rice

9 Choose the correct form.

paper	lightening	toast	grass	news
thunder	stairs	chocolate	bread	chess

1. A piece of _____
2. A loaf of _____
3. A flight of _____
4. A sheet of _____
5. A slice of _____
6. A game of _____
7. A flash of _____
8. A clap of _____
9. A blade of _____
10. A bar of _____

10 Complete each sentence with one suitable word from the list. Use plural forms where necessary.

slice	blade	cube	lump	piece	item
-------	-------	------	------	-------	------

1. He gave me a _____ of advice that I will always be grateful for.
2. The boy made a whistle from a _____ of grass.
3. He read a shocking news _____ in the morning’s newspaper.
4. He takes two _____ of sugar in his tea.
5. Would you like another _____ of lemon in the tea?
6. She put some ice _____ into her lemonade.

READING

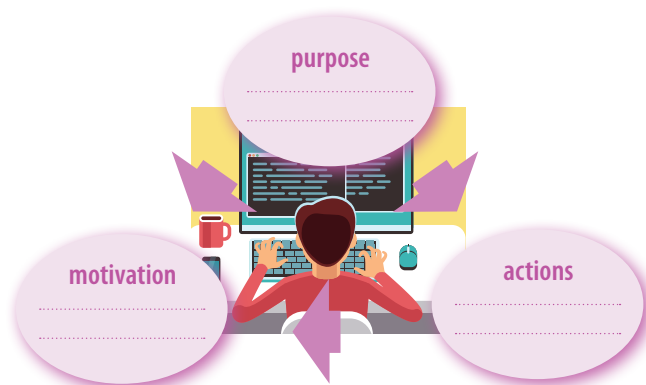
11 Work in small groups. Discuss the pros and cons of virtual museums. Consider such aspects as accessibility, interactivity, cost, and use experience. Share your conclusions with the class.

12 Read the text and draw the chart of Dorin's purpose, motivation, and actions. Discuss your ideas with your partner. Share the conclusions with the class.

There are two things Dorin is truly passionate about: programming and museums. If you ask him what he prefers, you won't get a definite answer, instead you'll hear a whole lecture about the beauty of programming and the importance of museums. In moments like these, his eyes lit up and he seems to be that cool TED speaker who finds the right words to convince you of the truthfulness of what they're saying. After such discussions you're bound to see how beautiful programming can be and you'll feel the urge to visit a museum.

Dorin has visited an impressive number of museums and he always manages to notice something others have ignored. One of his acquaintances went to the Naval Historical Museum in Venice after he had heard about it from Dorin. It's not that he didn't like it, but he felt that something was missing. He thought that the museum would really benefit from having a guide like Dorin. When admiring one of the exhibits, he could hear Dorin's voice explaining how the boat was built and how many battles against the Ottoman Empire it won. He knew how gondolas are made and that it's not that easy to become a gondoliere.

His friends and classmates got used to Dorin's long but captivating speeches. They already know that once he's started talking, he's unstoppable. One of his friends challenged him to combine his two big passions: programming and museums. As a result, he created a startup: virtual museums. He gathered a small team of think-alike enthusiasts and started working. They were quite successful as their startup got the funding in the local tech competition they took part in. Now they've got the funds to launch their startup and make it work. They know there's a lot of work ahead, but they are not



afraid of it. They'll do their best to combine their studies and their work. They started small. Their first project will be to create the virtual museum of their hometown museum. Yet, they dream big. They hope to create similar virtual museums across the whole country. Their idea might be interesting and help save the cultural heritage of the country.

People might find it interesting to experience the past with the help of virtual reality. It will be great if Dorin and his team think about creating VR programs that will enable people to interact with an artificial three-dimensional (3-D) visual environment. Thus, people will be able to feel as if they are actually witnessing a historic event or the creation of a masterpiece.

Dorin likes to say: "What we can say with certainty at present is that what seemed unachievable in the past can become a reality. The idea is to be passionate about what we do, work consistently, and not let failures hold us back from realizing our dreams. The moment we understand that failures are a necessary part of our development, it becomes easier for us to keep going."

13 True or False? Correct the False sentences.

1. Dorin is a great public speaker.
2. Dorin is a great storyteller.
3. Dorin bores his friends with his stories.
4. Dorin got the idea to combine programming and his love for museums himself.
5. Dorin works alone on his start-up.
6. Dorin won't let any failure stop him.

START-UP

a company in the first stages of operations founded to develop a unique product or service, offering something new and innovative.

WORD BANK

Gondolier
Think-alike enthusiast
To launch a startup
To be passionate about something
To hold somebody back from doing something
To dream big



14 Work in pairs. Tell each other Dorin's story as if you were Dorin.

15 Examine the picture on the left. Think of Dorin and his team. Write the motto that represents them. Share it with the class.

VOCABULARY

16 Form other words from those in brackets to make them fit the sentences.

1. What seemed _____ in the past can become a reality today. (ACHIEVE)
2. A _____ is a person whose job is to move and control the direction of a gondola in Venice. (GONDOLA)
3. If he likes the topic, he can speak about it for hours. He is _____ (STOP)
4. The museum contains some interesting _____ on rural life. (EXHIBITION)
5. To get funding for the startup, they took part in the local tech _____ (COMPETE)
6. _____ is a necessary part of our _____ (FAIL, DEVELOP)
7. I can't answer that question with any _____ (CERTAIN)
8. John is _____ about football. (PASSION)
9. Dennis was an _____ for Italian art. (ENTHUSIASM)
10. Content _____ provides networked individuals opportunities to reach wider audiences. (CREATE)

17 Choose the best explanation for the underlined parts.

1. After such discussions you will feel the urge to visit a museum.
a. have a strong desire b. think of c. hate
2. You've worked so hard – you're bound to pass the exam.
a. I hope you will b. you may c. you will surely
3. Pete's eyes lit up when Helen walked into the room.
a. Pete was happy b. Pete was surprised c. Pete was disappointed
4. Don't let failures hold you back from realizing your dreams.
a. stop you b. interfere c. mess
5. There is another detail to bear in mind.
a. to think of b. to consider c. to remember
6. This time she is leaving for good.
a. for a better life b. forever c. for a few weeks.

18 Fill in prepositions.

1. What do you take a special liking _____ ?
2. What is your friend passionate _____ ?
3. What competitions did you take part _____ ?
4. When do people's eyes usually lit _____ ?
5. What difficult things did you have to deal _____ last year?
6. What is one good way to cope _____ stress?

20 Correct or incorrect? Correct the mistakes where necessary.

1. The museum would benefit from having a guide like Dorin.
2. Dorin takes a special like in history.
3. His friends and classmates got used with Dorin's captivating speeches.
4. Now they've got the funds to launch their startup and make it to work.
5. They'll make their best to combine their studies and their work.
6. Leave behind everything that might keep you back.

19 In pairs, answer the questions in Exercise 18. Ask additional questions to find out more information.



Lesson 5

The last frontier

SPEAKING

- 1 Work in small groups. Discuss what success means to you. Draw the spidergram of success. Make a plan one should follow to achieve success. Present your ideas to the class.



PLAN

1.
2.
3.
4.
5.
6.

- 2 Think about a personal experience where you achieved something you consider a success. Present your story to the class. In your presentation, explain:

1. what the goal was;
2. the challenges you faced;
3. how you felt when meeting these challenges;
4. how you overcame these challenges;
5. how you felt after achieving your goal.



- 3 Work in small groups and come up with a list of at least five qualities that are necessary to achieve success. Put down the adjectives that can be used to describe a person possessing these qualities. Share your lists with the class.

Qualities	Adjectives that describe the qualities
.....	
.....	
.....	

- 4 In pairs, examine the list of adjectives below. Use a dictionary if necessary. What qualities do they describe? What else can you say about them? Share your ideas with the class.

unwavering	unyielding	unbreakable	uncompromising	tireless
unshakable	impeccable	flawless	resolute	perfect

GRAMMAR

N.B. NON-GRADABLE / ABSOLUTE ADJECTIVES



Use non-gradable/absolute adjectives when you want to make the meaning of the adjective much stronger.

e.g. *bad* – *awful*; *important* – *essential*; *scary* – *terrifying*.

To make these adjectives sound even stronger, use *absolutely* or *really*.

e.g. *The game was absolutely brilliant.*

With gradable adjectives, use *very* or *extremely*.
e.g. *The film was extremely scary.*

- 5 Match adjectives 1-10 to adjectives a-j which have a similar meaning.

- | | |
|----------------|----------------|
| 1. bad | a. essential |
| 2. good | b. impossible |
| 3. interesting | c. terrifying |
| 4. difficult | d. fascinating |
| 5. big | e. brilliant |
| 6. scary | f. tiny |
| 7. angry | g. awful |
| 8. small | h. huge |
| 9. important | i. infuriating |
| 10. tired | j. exhausted |

6 Fill in non-gradable adjectives from Exercise 5.

- Great finds often start as _____ seeds.
- Well done! It was a _____ performance.
- Drinking enough water is _____ for optimal health.
- This ten-minute video is _____ and informative.
- Really _____ lakes are often called 'seas'.
- It is _____ to talk to someone who just looks out of the window.

8 From the context, work out the meaning of the underlined adjectives.

- I was amazed to hear that Ben had won the first prize.
- It's freezing in here – can I close the window?
- The delicious smell of freshly made coffee came from the kitchen.
- The train was so packed that I couldn't find a seat.
- The place was filthy. It looked as if it hadn't been cleaned for ages.

9 Work in pairs. Analyze the quote below. Guess who the author of the quote is. Fill in the table with your guesses.

To all kids down there, I was once a child with a dream looking up to the stars. Now I'm an adult in a spaceship with lots of wonderful adults looking down to our beautiful, beautiful Earth. If we can do this, just imagine what you can do.

age	job	goal	achievement	qualities
.....				

10 Read Sandu's article on his hero and see how good your guesses were.

Are you a dreamer? How often did your dreams come true? What shattered your dreams? What did you do about it? What strengthened your motivation not to give up? Staying motivated when all around you do not share the same dreams and make fun of you is really hard.

I would like to tell the story of a dreamer who believed in the power of his dreams and achieved success by working hard and thinking outside the box. It was this combination of hard work and creativity that contributed to the realization of one of his wildest dreams: to become the first space tourist.

Richard Branson is a world-famous entrepreneur who had an impressive rise to success. He is the founder of a conglomerate of businesses under the Virgin Group brand who has set the

purpose to change business forever. The range of sectors in which the Virgin Group invests is extremely varied and includes travel, health, music, media, financial services, and space.

Branson showed his entrepreneurial spirit when he started his first business at the age of 16. As he found the youth magazines boring and far from dealing with the actual needs and aspirations of the young people in the 70's, he decided to launch a magazine called Student. He said that the magazine was "designed to give young people a voice and to share issues we cared about, from protesting the Vietnam war to debating the state of education."

Four years later, he started a mail-order record retailer "Virgin Records". Branson and his co-founder, Nik Powell, chose the name "virgin" as they considered

REACT



7 Work in small groups. What is your reaction in these situations? Why? Use non-gradable adjectives to express how you feel.

- You are having a meal with a friend who keeps looking at his phone and texting someone.
- You start watching your favourite TV programme and a friend phones you.
- Your friend won a car in a lottery.



READING



Richard Branson

themselves extremely inexperienced in business. From that point on, Branson expanded his brand, investing and starting businesses in various fields. His interests cover land, air, sea, and space travel. If you go to his Instagram account, this is what you're going to read in his bio: "Tie-loathing adventurer and thrill seeker, who believes in turning ideas into reality. Otherwise known as Dr Yes at @virgin!"

It was due to his achievements and entrepreneurial spirit that he was knighted in 2000. In 2004, when he founded Virgin Galactic, he set his mind to turn space travel into reality. It took him 17 years to become the first space tourist aboard Virgin Galactic Unity 22 at the age of 71. He was joined by three Virgin Galactic employees. All of them traveled to the edge of space and tested what the future paying customers will experience. Branson called the space travel a "complete experience of a lifetime," experiencing about four minutes of weightlessness.



Richard Branson proved the whole world that one should never stop dreaming. His grit and determination are really inspiring. On top of that, he's a great philanthropist working hard to make the Earth a better place to live. He has promised to give \$3 billion, all profits from his travel firms over the next ten years, to the reduction of global warming.



11 In small groups discuss how Richard Branson exemplified the qualities of a successful person you identified previously.

12 Work in pairs. Role-play an interview between a journalist and Richard Branson. One of you acts as a journalist asking about Branson's path to success, and the other as Branson answering questions. You may use online resources for preparation. Perform the role-play in front of the class.

WORD BANK

To make fun of somebody
To give up doing something
To achieve success
To think outside the box
From that point on
Weightlessness

VOCABULARY

13 Change the words in brackets to make them fit the sentences.

- What _____ your motivation not to give up? (strong)
- They chose the name *virgin* as they considered themselves extremely _____ in business. (experience)
- Branson showed his _____ spirit when he started his first business at the age of 16. (entrepreneur)
- Due to his _____, Branson was knighted in 2000. (achieve)
- Both countries sent carefully monitored dogs into orbit to study the effects of _____ on living creatures. (weight)
- Last year there was some _____ in unemployment. (reduce)
- The _____ of hard work and creativity helped him realize his dream. (combine)

14 Match the parts to form collocations.

- | | |
|------------|--------------------|
| 1. make | a. outside the box |
| 2. achieve | b. one's mind |
| 3. think | c. success |
| 4. set | d. fun of |

15 Fill in the blanks with collocations from Exercise 14.

- Branson _____ to turn space travel into reality.
- He jokes a lot and _____ people.
- You can _____ by working hard.
- To _____ means to think imaginatively using new ideas instead of traditional or expected ideas.



16 Use the appropriate verb in the required form. Choose from the verbs in the box.

come	achieve	shatter	cover	stay	turn	set	make	take
------	---------	---------	-------	------	------	-----	------	------

1. It _____ him 17 years to become the first space tourist.
2. What do you do to make your dreams _____ true?
3. Practicing with others can help you _____ motivated.
4. I worked towards my goals, and I _____ success.
5. He is an amazing young man and can do anything he _____ his mind to.
6. It's not good to _____ fun of other people.
7. Injury _____ his dreams of competing in the Olympics.
8. Do your best to _____ your ideas into reality.
9. His interests _____ land, air, sea, and space travel.



LISTENING

17 As seen, Richard Branson is a successful entrepreneur. In small groups, discuss what motivates him to keep going. Share your ideas with the class.

18 Listen to Richard Branson himself telling what truly motivates him (Billionaire Richard Branson Says He's Never Been Motivated By Money). Compare with your answers. How do his words characterize him? What quality do they reflect? Share your ideas with the class.

19 Watch the video again and determine which statements are True, and which are False. Correct the False statements.

1. Richard Branson believes that Americans are rather fixated on money.
2. In Branson's opinion, if one focuses their energy on creating something really valuable for people, they will eventually become rich.
3. If you create something extremely ordinary, it actually becomes very valuable.
4. Branson seems to criticize Elon Musk.
5. Richard Branson has always worked with the accountants from his companies to create the best business plan.

WRITING



20 Use the following prompt to write a reflective journal entry in 140 -190 words.

Reflect on a time when you faced a significant challenge. How did you overcome it? What lessons can you learn from Richard Branson's experiences that might help you in future challenges?

You should:

1. Describe a personal challenge;
2. Describe how you addressed it;
3. Relate it to the lessons learned from Richard Branson.

21 Imagine you have the opportunity to spend a day with Richard Branson. Describe your day together, what you discuss, and how he inspires you to pursue your own dreams. Your creative writing should consist of 140 -190 words.



Lesson 6

Round-Up

GRAMMAR

1 Which is right?

- Here is a photo of Eleni and me in the *Netherlands / Greece*.
- We visited the *France / Republic of Ireland* last summer.
- I have never been to *Netherlands / Portugal*.
- We went on a boat trip on the *Thames / Lake Superior*.
- It was a video about the *Sahara / Everest*.
- There are four countries in the *Great Britain / UK*.
- I'd like to visit the *Hague / Amsterdam* in summer.
- There are a lot of European immigrants in the *USA / America*.
- The *Cross Fell / Pennines* are also called the backbone of England.
- I'd like to spend my summer break in the *Bali / Bahamas*.



2 Complete each sentence with one suitable word from the list.

sheet	flight	loaf	clap	piece
-------	--------	------	------	-------

- Don't forget to buy a _____ of bread on the way home.
- The exam was not difficult. It was a _____ of cake.
- She fell down a _____ of stairs and hurt her back.
- The lightning was followed by a _____ of thunder.
- Could I have another _____ of paper, please?

3 Choose the correct option.

- The summers here are (absolutely, extremely) hot.
- She was (very, absolutely) angry.
- The museum was (a bit, absolutely) fascinating.
- We were (completely, quite) tired so we didn't go anywhere that night.
- The apartment looked (quite, completely) small in the picture.
- In real life it was (really, very) tiny.
- He was (really, extremely) exhausted, both physically and emotionally.
- When is the food coming? I'm (very, absolutely) starving.

4 Choose the right word.

- Young people are affected by body image challenges _____ never before. (as, like)
- The house was hidden _____ the trees. (among, between)
- They visited us twice _____ Christmas and Easter. (among, between)
- He was standing _____ a crowd of teenagers. (between, among)
- She's got a headache _____ me. (like, as)
- He wants to be a nurse _____ he loves helping people. (like, as)



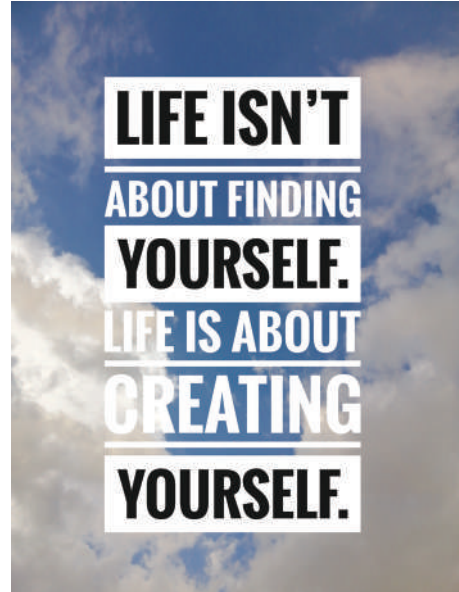
VOCABULARY

5 From the word given in brackets form another word to fit the sentence.

- I shall never let a _____ stop me from realizing my dreams. (FAIL)
- The Tulip Time Festival is a _____ of Dutch heritage. (CELEBRATE)
- The pain in their hearts was _____. (BEAR)
- They are young and _____ about everything. (ENTHUSIASM)
- Avoiding decisions means missing opportunities in the area of personal _____. (DEVELOP)
- If you have a _____ mindset, you see life as a series of opportunities to learn. (GROW)
- We are all pieces of a big whole which we call _____. (HUMAN)

6 Choose the right word.

1. We are hopeful that in the near future, the battle against cancer will be _____.
a. gained b. earned c. won
2. Now they've got the funds to _____ their startup.
a. launch b. start c. begin
3. They know there's a lot of work _____, but they are not afraid of it.
a. before b. ahead c. in front
4. They'll _____ their best to finish the work in time.
a. create b. make c. do
5. I hope you _____ it interesting, and maybe even useful.
a. think b. find c. lose
6. You are starting a healthy journey – keep _____.
a. going b. to go c. go
7. She _____ a special liking in Biology.
a. has b. holds c. takes
8. Starting small doesn't mean you have to stop dreaming _____.
a. large b. big c. huge
9. They hope to create _____ virtual museums across the whole country.
a. same b. alike c. similar
10. Don't let anything _____ you back.
a. hold b. to hold c. keep



INTEGRATED SKILLS

7 Read the introductory and concluding paragraphs of an essay and answer the questions below the text.

Sometimes, meeting a problem or experiencing a failure, we tend to forget that we are all part of the shared human experience. We might wrongly assume that what we feel is unique and devastating, forgetting that absolutely all humans experience the same range of basic emotions. Being aware of this can help us realize that we are not alone and develop our compassion toward others as well as toward ourselves. Above all, it can help us realize that it is not failure that defines us, but the determination and work we are ready to put in to achieve our goals.

.....

We all have big dreams and hope that we will achieve them. Yet, success does not come easily. We might fail along the way more than once. It is essential to bear in mind that failure is embedded in success, and that failure does not define who we are and what we can achieve.

- a. How would you entitle the essay?
- b. What is the thesis statement in the introductory paragraph?
- c. What is the purpose of the concluding paragraph?
- d. What ideas from the body of the essay does the concluding paragraph most probably summarize?

8 Write the body of the essay.

Test 1

1 Change the words in brackets so as to make them fit the sentences.

A: Why did you start learning English?

B: I wanted to learn it because it's so _____ (benefit). It's the main language for many _____ (globe) opportunities.

A: That makes sense. Did you find the process _____ (enjoy)?

B: Yes, definitely! I've been watching _____ (fame) English TV shows and listening to music, which makes learning more _____ (attract).

A: That sounds fun! Did you find the lessons _____ (help) for improving your skills?

B: For sure. The lessons have been really _____ (power) in boosting my confidence. I feel much more _____ (comfort) speaking now.

A: I'm thinking about starting to learn English too.

B: You won't regret, I'm sure. It's a _____ (power) skill to have and can open up so many doors.

2 Circle the correct option.

1. He *came across/sorted out/met* an interesting article while looking through that magazine.

2. I need to *put up with / put down / put away* my thoughts on paper before I forget them.

3. Despite struggling with the subject for months, Maria decided not to *give in/ give away/ give up* on studying math and asked her teacher for help.

4. He could *hard/hardly* believe the news when he heard it.

5. She must *know/have known* the answer to this question, you will see. She's been studying the

topic for weeks.

6. He found the math problem *hard/hardly*, but he was determined to solve it.

7. She stayed up *lately/late* studying for her final exams to make sure she was fully prepared.

8. *Lately/Late*, I've been reading every day to enrich my English vocabulary.

9. She must *forget/have forgotten* about the meeting because she didn't show up.

10. The event was cancelled *because/ because of* the heavy rain.

3 Fill in the required verb.

share overcome do become experience jump

1. Try not to _____ to hasty conclusions about the new project; we need to gather more information first.

2. He loves to _____ his travel experiences with friends and family.

3. Even if the task is challenging, just _____ your best and you'll be proud of the results.

4. Many students _____ stress during exam periods due to the pressure to perform well.

5. She was determined to _____ the challenge of learning Japanese and practiced every day.

6. The video is expected to _____ viral once people start sharing it widely on social media.

Test 2

1 Choose the right option.

1. We should recycle more _____ we can reduce waste and protect the environment.
a. that b. so that c. and d. as
2. It is _____ simple habit to turn off the lights when leaving a room, yet it helps save energy.
a. such b. so c. such a d. very
3. New laws _____ to protect endangered species and their habitats.
a. will make b. will be made c. have made d. are going to make
4. We need to plant more trees _____ future generations can enjoy a healthier planet.
a. such b. that c. so d. in order
5. The causes of global warming _____ by scientists.
a. have been extensively studied c. have studied extensively
b. study d. will study

2 Paraphrase the sentences using the word given in brackets.

1. The government and organizations will make more efforts to combat climate change in the coming decade. (be)
2. People are encouraged to use public transportation to reduce air pollution. (could)
3. She worked hard and completed the project ahead of schedule. (so)
4. It was so rainy that we had to cancel our outdoor plans. (such)
5. Isaac Asimov wrote the book 'The Fun They Had'. (by)

3 Fill the missing phrasal verbs in the required form.

end up decide on
pine for touch upon

1. The professor will _____ the impact of climate change during his lecture tomorrow.
2. After missing the train, we _____ walking home.
3. The team needs to _____ a date for the next meeting.
4. She _____ the sunny days she spent by the beach.

4 Complete the sentences with the required words.

1. We'll just have to h_____ for the best and keep our fingers crossed that everything goes smoothly.
2. She r_____ me to bring an umbrella in case it rains.
3. R_____ to turn off the lights when you leave the room.
4. Farmers often f_____ challenges from unpredictable weather conditions.
5. For a weekend trip, pack only what you need and travel l_____.
6. A h_____ made the temperatures extremely high last week.
7. She doesn't usually f_____ fashion, preferring to wear what she likes.

Test 3

1 Fill in the missing phrasal verbs in the required form.

rely on fill in bump into turn out break up with

1. She couldn't _____ him, even though she knew it was the right thing to do.
2. We _____ technology to help us stay connected with friends and family.
3. I _____ my old neighbour at the grocery store this morning.
4. The concert _____ to be even better than we expected.
5. Can you _____ this form with your personal details?

2 What do you say in these situations? Write sentences with *I wish ... would ...* or *I wish ... wouldn't ...*

1. Your friend keeps forgetting our plans, and it bothers you.
You say: _____
2. Your friend doesn't seem to take your feelings into account, and it hurts you.
You say: _____
3. Your friend is always late to parties, and it annoys you.
You say: _____
4. It bothers you when people don't clean up after their pets in the park.
You say: _____
5. It upsets you when people leave trash on the beach.
You say: _____

3 Complete the sentences with the gerund forms of the verbs in brackets (active or passive).

1. She enjoys _____ the guitar in her free time. (play)
2. He volunteered to help without _____. (ask)
3. He dislikes _____ for public transport. (wait)
4. They never go to parties without _____. (invite)
5. She is interested in _____ about new technologies. (learn)
6. He hates _____ what to do. (tell)

4 Combine the sentences in each part into one. Begin with *Having*

1. She finished her work. After that she decided to take a break.
2. They missed the bus. That's why they had to find another way home.
3. She has lived in New York for years. She knows the city well.
4. They finished the marathon. After that they celebrated their accomplishment together.

5 Fill in the missing words.

gaps site bookworm must-see

1. He's such a _____ ; he spends all his free time reading.
2. The historical _____ attracted many tourists every year.
3. The museum is a _____ for anyone interested in ancient history.
4. There were _____ in the story that needed to be filled with more information.

Test 4

1 Choose the right word to complete each idiom.

1. It goes without _____ that honesty is important in any relationship.
a. saying b. talking c. telling d. speaking
2. He managed to stand his _____ against criticism and defended his position with confidence.
a. mind b. opinion c. ground d. position
3. I've seen the show so often I know all the songs by _____.
a. mind b. memory c. brain d. heart
4. The kids watched the movie over and _____ again because they loved it so much.
a. up b. over c. above d. below
5. It's important not to find _____ too quickly; sometimes mistakes can lead to learning opportunities.
a. mistake b. error c. fault d. blame

2 Rewrite each question in Reported Speech.

1. 'Do you enjoy reading books?'
2. 'Have you ever been to London?'
3. 'When is your birthday?'
4. 'What book are you reading?'
5. 'Why did he leave so early?'
6. 'When will they be back?'
7. 'Why did they break up?'
8. 'Did you talk to her yesterday?'

3 Choose the most suitable verb: *can't, may, must*.

1. She _____ be at the airport by now; her flight is in an hour.
2. He _____ be home yet; he left work just 5 minutes ago.
3. They _____ decide to go out after dinner, but it's not certain.
4. She _____ be in the office right now; I saw her leaving 10 minutes ago.
5. She _____ go to the gym later; it depends on how she feels.
6. They _____ be very busy if they haven't replied yet.

4 Change the word in brackets so as to make it fit the sentence.

1. Fake news can be _____ because it spreads misinformation and can easily deceive people. (danger)
2. _____ can be helpful as it provides feedback that can improve performance. (criticize)
3. _____ matters a lot when it comes to evaluating news; people want to know if they can trust the information they receive. (credible)
4. Her _____ in the power of teamwork helps her work well with others. (believe)

Test 5

1 Complete the sentences with *may have*, *must have*, *can't have*, *should have*, *shouldn't have*.

1. He _____ finished the entire project in just one day; it's too complex.
2. I _____ eaten so much cake; now I feel sick.
3. They _____ studied harder for the exam if they wanted to improve their grades.
4. You _____ been really happy to hear the good news.
5. 'Where is Ted?' 'I don't know. He _____ left'.
6. She _____ seen me at the mall because I wasn't there.
7. He _____ spoken to her like that; it was rude.
8. The key isn't here. Bill _____ taken it. He was here 5 minutes ago.
9. You _____ called me earlier to let me know about the change in plans.
10. The keys _____ fallen out of my pocket while I was running, but I'm not sure.

2 Fill in the required phrasal verbs.

hold back speak out deal with make up stick to stand up for ended up

1. How do you usually _____ stress at work?
2. We took a wrong turn and _____ at a completely different place.
3. He tried to _____ his tears during the emotional speech.
4. It's important to _____ what you believe in, even if it's difficult.
5. If you _____ the schedule, you'll finish the project on time.
6. Hard work and determination _____ the foundation of his success.
7. It's important to _____ against injustice whenever you see it.

3 Complete the sentences with *although*, *in spite of*, *because*, *because of*, *since*, *as*.

1. She smiled _____ she read the message from her friend.
2. The flight was delayed _____ the fog.
3. _____ it was raining, they decided to go for a walk.
4. They enjoyed the trip _____ the bad weather.
5. I stayed home _____ I wasn't feeling well.
6. _____ it's your birthday, let's go out for dinner.

4 Complete each sentence by forming another word from the one given in brackets.

1. The event was so _____ that they decided to make it an annual tradition. (success)
2. The _____ of the situation made everyone laugh. (absurd)
3. The cultural _____ between the two countries made the trip even more fascinating. (differ)
4. Their _____ about education are quite similar. (believe)
5. Her presentation left a strong _____ on the audience. (impress)
6. The rapid _____ of technology has transformed the way we live and work. (develop)
7. There's a strong _____ between regular exercise and improved mental health. (connect)
8. This old phone is completely _____ since it no longer turns on. (use)

Test 6

1 Choose the right word.

1. The teacher asked us to (*raise / rise*) our hands if we knew the answer.
2. Prices continue to (*raise / rise*) due to inflation.
3. Please (*set / sit*) down while I prepare your coffee.
4. The teacher (*set / sat*) a deadline for the project submission.
5. They decided to (*adapt / adopt*) a puppy from the local animal shelter.
6. It took her some time to (*adapt / adopt*) to the new work environment.

2 Complete each sentence with one suitable word from the list.

cube slice blade item flight piece lump

1. She asked for a _____ of lemon to add to her tea.
2. He gave her a _____ of advice that she would never forget.
3. He used a _____ of ice to cool down his drink.
4. Not a single _____ of grass was left untouched after the storm.
5. There was a _____ of sugar slowly dissolving in her tea.
6. He considered the bookshelf the most practical _____ of furniture in his study.
7. Carrying the heavy box up the _____ of stairs was a challenging task.

3 Put in *the* or – (no article).

- | | |
|----------------------|------------------------|
| 1. _____ Australia | 6. _____ Lake Michigan |
| 2. _____ Madagascar | 7. _____ Kilimanjaro |
| 3. _____ France | 8. _____ Pacific Ocean |
| 4. _____ Netherlands | 9. _____ Thames |
| 5. _____ Chicago | 10. _____ Himalayas |

4 Correct or incorrect? Correct the wrong sentences.

- | | |
|--|---|
| 1. He worked like a consultant for the tech company. | 5. She promised to make her best to finish the project on time. |
| 2. She looks like her mother, especially around the eyes. | 6. Don't make fun of others just because they are different. |
| 3. There's a small pathway between the two houses. | 7. Once I sit my mind to something, I don't give up easily. |
| 4. She was chosen as the best student between all her peers. | 8. The city lit up as never before during the festival. |

5 Change the words in brackets to make them fit the sentences.

1. Winning the championship was a significant _____ for the team. (achieve)
2. Their teamwork was a perfect _____ of skills and creativity. (combine)
3. His physical _____ allowed him to lift heavy boxes with ease. (strong)
4. The recent _____ in pollution levels was attributed to stricter regulations. (reduce)
5. Her determination was _____ ; she achieved everything she set out to do. (stop)

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