



MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

English for Life

PUPIL'S BOOK

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FORM

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EDITURA
PRUT

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| | | | la primire | la returnare |
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UNIT 1

Your Daily Challenges

LESSON 1 On Vacation

1 DISCUSSION POINTS

In pairs, put the activities in You can't do without them into four categories. Which activities can you see in the pictures?

Which activity is a challenge to you?

| I love | I quite like | I don't enjoy | I would like to |
|--------|--------------|---------------|-----------------|
| | | | |

e.g. I love sightseeing on holiday but I don't quite like hiking.

! You can't do without them

to go surfing; to go yachting; to go mountaineering; to go hiking; to go white – water rafting; to go camping; to go skiing; to go snorkelling; to sunbathe in the mountains; to go figure skating; to go tobogganing; to go fishing; to go shopping; to go sightseeing; visiting galleries; relaxing; going to the beach; eating out; hanging out with friends.



2 LISTENING (Page 132)

a) You are going to listen to Patricia Hedge, who tells the reporter how she went white-water rafting. Look at the beginning of the questions that the reporter asks and try to finish them. Then listen and compare.

- Can you? • Why did? • Why were? • What did?

b) Listen again, and put the following actions in the order they happened to Patricia and her friends.

- | | |
|--|--|
| <input type="checkbox"/> They pulled one man into their boat. | <input type="checkbox"/> They camped that night by the river. |
| <input type="checkbox"/> The first few miles, the river was slow and the water was flat. | <input type="checkbox"/> They crashed into it. |
| <input type="checkbox"/> They suddenly saw the other boat. | <input type="checkbox"/> They found all the other people. |
| <input type="checkbox"/> There was no boat, and nobody. | <input type="checkbox"/> They had breakfast and packed up the tents. |
| <input type="checkbox"/> She saw some white water. | <input type="checkbox"/> Everyone was shouting, but nobody could hear what they were saying. |
| <input checked="" type="checkbox"/> Patricia and her 7 friends checked all the things and boats. | <input type="checkbox"/> Patricia was nervous. |
| <input type="checkbox"/> Patricia was terrified. | <input type="checkbox"/> The river went faster and was too strong. |

c) Listen to the story again and summarize it using the following expressions that can help you.

First ...; Second ...; Third ...; After that ...; As soon as ...; Next ...; Before ...; Then ...; Later ...; Finally ...; At last ...

3 WRITING

You are going for a holiday with your family. You find a hotel on the Internet and you phone to make a reservation. First complete the notes.

Number of people: Number of rooms:

Types of rooms: a single room? A double room (=with a double bed)? A twin-bedded room (=with two beds)?

Check-in date: ... Day Month ... Year

Check-out date: ... Day Month ... Year

Type of accommodation: B&B (includes bed and breakfast)? HB – half board (includes breakfast and dinner)? FB – full board (includes breakfast, lunch and dinner)?

Other questions: swimming pool? shop? television? excursion? Internet?



MIND YOUR PRONUNCIATION

1. **scenery** /'si:nəri/
2. **mountaineering** /,mauntri'nəriŋ/
3. **yachting** /'jɒtɪŋ/
4. **hiking** /'haɪkɪŋ/
5. **snorkelling** /'snɔ:kəlɪŋ/
6. **surfing** /'sɜ:fɪŋ/
7. **skiing** /'ski:ɪŋ/
8. **sunbathe** /'sʌnbet̪/
9. **figure skating** /'fɪgə 'skeɪtɪŋ/
10. **tobogganing** /tə'bɒgənɪŋ/
11. **available** /ə'veɪləbl/
12. **exotic** /ɪg'zɒtɪk/

4 ROLE PLAY

Student A calls the hotel and makes a reservation on the phone. Follow the guidelines. Student B answers the call and makes a reservation on the phone. Follow the guidelines.

| Student A | Student B |
|---|--|
| Call Student B on the phone. | The phone is ringing. Answer the phone. Say the name of the hotel you are working at. Offer your help. |
| Greet the receptionist. Ask if they have any available rooms for the dates you need. | Answer positively, and ask what types of rooms Student A needs. |
| Tell how many people will stay at the hotel and how many rooms and what types of rooms you need. | Ask Student A about the type of accommodation they want. |
| Say what type of accommodation you need. Ask Student B additional questions about services they have. | Tell Student A about available services. |
| Thank Student B for the information and say you will call later. | Invite Student A to stay at your hotel and wish him/her a good day. |

Do It at Home

Find some holiday brochures or other tourist information about a place you would like to spend your ideal holiday. Write a 100-word paragraph about the accommodation you want and the way you would like to spend your time.

LESSON 2 Blackboard vs Computer

1 DISCUSSION POINTS

In pairs, match the sentences with the pictures. Which of these things do you still have in your school?

- a) This is a school bell. The teacher used to ring the bell at the start and end of the lessons.
- b) This is a copy book. Children used to practise writing correctly over and over again.
- c) This is a slate and pen. Children used to write on these before there was paper and pencils.
- d) This is an abacus. Children used to do their Maths work using it.
- e) This is a logbook. In it, the teacher used to write all that happened during the day.
- f) This is a cane. Teachers used to punish a child when s/he did something wrong.

1.



4.



6.



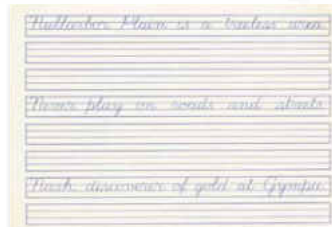
2.



3.



5.



2 LISTENING (Page 132)

Listen to a British teenager telling about his day in a modern school. Answer the questions:

- a) How many students are there in Clayton's school?
- b) How long does it take Clayton to get to school?
- c) Why does Clayton go to his Tutor's Room?
- d) How long does one lesson last?
- e) Where does Clayton have all his lessons?
- f) How do students from his school use tablets?
- g) What does Clayton do during his break time?
- h) When can Clayton buy chips in his school?
- i) What does he sometimes do after school?

3 Listen again and say what Clayton does at this time:



a.m.



a.m.



a.m.



p.m.



p.m.



p.m.



p.m.

4 READING

In groups, read about Six Thinking Hats and answer the questions that follow.

Six Thinking Hats is a challenging technique that helps people to make a decision. People usually look at a decision from one or two sides. However, this technique shows a problem from different points of view. The Six Thinking Hats technique develops critical thinking, communication, and creativity. It helps you to come up with different solutions.

tip MIND YOUR PRONUNCIATION

- 1. slate /sleɪt/
- 2. abacus /æbəkəs/
- 3. technique /tek'ni:k/
- 4. cane /keɪn/
- 5. advantage /əd'vɑ:ntɪdʒ/
- 6. although /ɔ:l'dəʊ/
- 7. punish /pʌnɪʃ/



- a) Which hat stands for control? b) Which hat stands for creativity? c) Which hat stands for optimism? d) Which hat stands for pessimism? e) Which hat stands for facts? f) Which hat stands for emotions? g) Which hat is closer to your way of thinking?

5 ROLE-PLAY

Work in groups of 6. Choose a hat and talk about computers in our life.

White Hat: You are one of the students. You present the facts of the case. You know how many computers you have in your school and how often students use them. You know what other equipment they need. You also know that students must spend no more than two hours a day in front of the computer.

Blue Hat: You are responsible for computers in your school. You begin the meeting by brainstorming the advantages and disadvantages of computers in the classroom. At the end of the discussion, you summarize the main points of the discussion.

Green Hat: You understand that modern life is impossible without computers. You try to show how students can use them more: at home, at school, while doing their homework or spending their free time. You demonstrate the use of computers in everyday life.

Yellow Hat: You consider the advantages of computers in students' life. Students learn best by using computers. They help students to find the necessary information on the internet, to do their homework, to participate in some webinars. Computers save time and effort.

Red Hat: You like computers, tablet PCs and mobiles a lot. You can't imagine your life without them. You are very happy to have computers in your everyday life. You try to convince how comfortable your life is with all the modern technologies around you. Computers are so convenient that people need them more and more. You feel pleased with all the electronic devices.

Black Hat: You focus on disadvantages only. You say that computers can become barriers in communication between teachers and students, and people in general. Computers have a negative influence on our health, e.g. our eyes, back, etc. Moreover, students forget about their spelling and grammar because they have computer software that helps them check their homework.

Do It at Home

In 100 words, explain why you would like to have an up-to-date computer or tablet. Give 3 reasons to support your opinion. Be convincing.

I would like to have One reason is that I This I can
A second reason is that I like to Finally, I believe that

LESSON 3 Life Events

1 DISCUSSION POINTS

In pairs, put the life events from the list into the correct categories.

Start school • leave home • pass your exams • leave school • go to university • bring up children • get a degree • have children • rent or buy a house • retire • fall in love • get a job • start work • get married • get engaged • get promoted.

| Education | Work | Home and family | Relationships |
|-----------|------|-----------------|---------------|
| | | | |

2 READING

In pairs, answer these questions.

a) Do you know any of the people in the photos?
Which person is famous for his/her:

1. martial arts?
2. films?
3. social status?

b) Guess which person in the photos:

1. also worked on television and in the theatre;
2. quickly became very successful;
3. taught martial arts;
4. was born into a very important British family;
5. won several Oscars;
6. did not enjoy math and science;
7. studied philosophy;
8. spent much of her time on charity;
9. became a film star in Asia, and a pop-culture icon.



1.



2.



3.

3 TEAM WORK

a) *Read your text and match phrases 1-9 in ex. 2b with the gaps in your text. After that, exchange and compare the information about these famous people.*

Group A: read about Diana Spencer. **Group B:** read about Elizabeth Taylor.

Group C: read about Bruce Lee.

b) *Use the irregular verbs in brackets in the Past Simple Tense.*

tip MIND YOUR PRONUNCIATION

1. retire /rɪ'taɪə/
2. martial arts /mɑːf(ə)l 'ɑːts/
3. charity /tʃærɪtɪ/
4. engaged /ɪn'geɪdʒd/
5. athletics /æθ'letɪks/
6. ties /taɪz/
7. philosophy /fɪ'lɒsəfi/



Elizabeth Rosemond Taylor (be) born in London, England, on February 27, 1932, to American parents Francis and Sara Taylor. In 1939 the family moved to Los Angeles, California, where Elizabeth **a)** _____ in the film industry. She (have) her first movie, *One Born Every Minute* (1942), when she (be) ten years old. Her film career lasted more than 60 years. She **b)** _____ for her work in *BUtterfield 8* (1960) and *Who's Afraid of Virginia Woolf?* (1965). Her film *Cleopatra* is one of the most expensive movies ever made. Its budget of \$44 million is equivalent to \$334 million in 2013. Elizabeth Taylor **c)** _____. However, in the 1990s she (spend) most of her time on charity. She (become) a leader in the battle against AIDS. On March 23, 2011, Elizabeth Rosemond Taylor died from a heart disease.



Bruce Lee (be) born on November 27, 1940, in San Francisco, California. He (be) a child actor in Hong Kong who later returned to the U.S. and **d)** _____. In his career, Lee **e)** _____ in America. He studied dancing and trained kung fu. Lee finished high school in Edison, Washington. In 1959, he (go) to the University of Washington where he **f)** _____. There he (meet) his wife, whom he married in 1964. He (have) two children: a son and a daughter. By 1964 he (have) several martial-arts schools. He wanted to teach American people kung fu and Chinese culture. His famous films are *Fists of Fury* and *Enter the Dragon*. Lee also appeared in television series, where he showed his acrobatic and theatrical fighting style. Bruce Lee died at the age of 32 on July 20, 1973.



Diana Frances Spencer (be) born in Norfolk, England on July 1, 1961. She **g)** _____, which (have) strong ties to the royal family and Queen Elizabeth II. At school Diana (be) good at athletics, music, and art. However, she **h)** _____. When Diana was 18, she (take) a job as an assistant at a kindergarten. She really loved working with kids. On July 29, 1981, she and Prince Charles (get) married. Diana gave birth to two sons Prince William and Prince Harry. Unfortunately, Princess Diana and Prince Charles (get) divorced in 1992. During her marriage to Prince Charles and after it, Princess Diana **i)** _____. She visited sick children and disabled people. On August 31, 1997 Diana died in a car crash in Paris.

4

LISTENING (Page 133)

Listen to a young man telling about his life. Complete the time line with the years of his main life events.

1976 _____? _____? _____? _____? _____? _____? _____?

5

WRITING

Complete these phrases with specific details from your life.

- | | |
|---|---|
| a) I was born in | because |
| b) I am an active (quiet, knowledge-loving, shy, curious, etc.) teenager. | f) The person that I admire is |
| c) My childhood dream was | g) My dream is |
| d) My earliest memory is | h) The most memorable day in my life was |
| e) I am grateful to my parents (teachers/ friends), | i) The movie/book that I will never forget is |
| | j) I would like to |

Do It at Home

PROJECT WORK

Research the life of some other famous people that you admire. Make some notes of their main life events. Present your findings to the rest of the class.

LESSON 4 Time Management

1 DISCUSSION POINTS

a) *In pairs, ask each other questions. Answer the questions using always, sometimes, never.*

- | | |
|---|---|
| 1. Do you use a diary to keep all your assignments and activities in one place? | 4. Do you plan things that you have to do next month and next week? |
| 2. Do you do the most important things first? | 5. Do you have a daily schedule to remember your activities? |
| 3. Are your goals realistic? | |

b) *Count your responses. Share your results with your classmates. Do you agree or disagree?*

If you answered...

Mostly ALWAYS

You can manage your time very well.

Keep up the good work!

Mostly SOMETIMES

You have to make your planning skills better.

Mostly NEVER

It is time to organize your time!

Share the results with your classmate.

Do you agree or disagree?



2 SPEAKING

Tick the things that help you to manage and save time. Talk to your classmate. Share the things that you have in common.

- | | |
|---|---|
| <input type="checkbox"/> make "To Do" lists; | <input type="checkbox"/> combine activities; |
| <input type="checkbox"/> use term, week, and daily calendars; | <input type="checkbox"/> do the hard tasks first; |
| <input type="checkbox"/> use the telephone or e-mail; | <input type="checkbox"/> do physical exercise. |
| <input type="checkbox"/> use post-it notes; | |

e.g. We both use weekly calendars. My classmate and I make "To Do" lists.

tip MIND YOUR PRONUNCIATION

1. **assignment** /ə'saɪnmənt/
2. **management** /'mænɪdʒmənt/
3. **deadline** /'dedlaɪn/
4. **strategy** /'strætədʒi/
5. **schedule** /'fedʒu:l/ (BE)
/ˈskedʒu:l/ (AE)
6. **succeed** /sək'si:d/
7. **however** /haʊ'evə/

3 READING

Read the article. Which of the things from ex. 2 can help you to manage and save your time, according to the article?

Surprising Facts about Teenagers and Time Management

Teens and time management are words that are not often used together. However, many teens use time management strategies to help them with their busy modern lives including their school work. But maybe teens have a few tricks to help them follow today's busy

schedules. Here are some surprising facts about teens and time management:

✓ Teens *do* have good memories and can remember weekly/daily activities well.

✓ Teens who keep schedules for each of their

responsibilities (school, sports, social life, etc.) reach their goals.

✓ Teens who sleep 7.3 hours a night or less suffer from lack of sleep.

✓ Teens need 9 hours of sleep at night, and those who get it often have higher marks. They work smarter rather than harder.

✓ Teens should add 25% to their time to do their assignments and meet deadlines.

✓ Teens who practice good time management reduce and manage stress.

✓ Teens who practice good time management have more balance and success in other areas of their lives (sports, social life, work, etc.) because they can control their time.

✓ Teens succeed when they manage their time in a style that works for them (written schedules, notes, reminders, online tools, etc)

There are many things that help today's teens to manage their time wisely. Teens that make the choice to organize and manage their time are going to succeed.

4 a) *Read again. According to the article:*

1. What kind of teens can reach their goals?
2. What aspect of life should become an important part in teens' lives?
3. What do teens have to do if they want to meet

4. Why is it important for teens to control their time?
5. What helps teens to manage their time in their own style?

b) *Find words in the article with these meanings.*

1. a plan that you use to achieve your goal;
2. a list of the activities and the times they will happen;
3. not having something, or not having enough of

4. a time by which something must be done;
5. a feeling of worry because of difficult situations;
6. to do what you are trying to do.

5 LISTENING (Page 133)

Listen to two jokes about Sarah and George. Say who these phrases refer to:

- _____ tried to be on time;
- _____ was puzzled to see a briefcase full of papers;
- _____ went to the doctor;

- _____ suggested working in a slower group;
- _____ woke up before the alarm clock;
- _____ asked about his Daddy.

Do It at Home

Look at these two pictures and contrast the time management skills that these two people have. Write a 100-word paragraph, using linking words to show contrast.

But, yet, in contrast to, on the other hand, on the contrary, however, although.

e.g. It is important to have a good sleep. However, the young woman doesn't plan her sleep time. The man, on the contrary, has enough time to sleep because he looks fresh.



LESSON 5 Civilization: Fast Facts

1 DISCUSSION POINTS

a) Look at the list of countries. Match the countries with their maps. Put them in order of size of the territories they occupy: 1= the biggest.

- | | | |
|---|----------------|--------------|
| 1. The United Kingdom of Great Britain and Northern Ireland | 2. The USA | 4. Australia |
| | 3. New Zealand | 5. Canada |



b) Listen to the report (page 133) and check your predictions. Put these countries in order of the population they have.

2 PAIR WORK

In pairs, fill in the FAST FACTS column with the following rubrics.

| | | |
|---------------|------------|-----------------------|
| Official name | Area | Form of government |
| Capital | Population | Major rivers |
| Languages | Money | Major mountain ranges |

| Country | FAST FACTS | Country |
|---|---------------|--|
| United Kingdom of Great Britain and Northern Ireland | 1. _____ | United States of America |
| Constitutional monarchy with parliamentary government | 2. _____ | Constitution-based federal republic |
| London | 3. _____ | Washington, D.C. |
| 63,742,977 | 4. Population | 318,892,103 |
| English | 5. _____ | English, Spanish (no official national language) |
| Pound sterling | 6. _____ | U.S. dollar |
| 244,820 sq. km (93,635 sq. miles) | 7. _____ | 9,826,630 sq. km (3,794,083 sq. miles) |
| Cheviot Hills, Pennine Mountains | 8. _____ | Rocky Mountains, Appalachian Mountains |
| Thames, Severn, Tyne | 9. _____ | Mississippi, Missouri, Colorado |

Ask your partner what new information s/he has learned. Share the information that you have both learned in class.

3 TEAM WORK

Group A: read about the United Kingdom and Northern Ireland. **Group B:** read about the USA. Make notes about the country under these headings:

| | |
|------------------|------------------|
| GEOGRAPHY | PEOPLE & CULTURE |
| GOVERNMENT | HISTORY |



- | | |
|---|--------------------------------|
| 1. the Appalachian /ˌæpəˈleɪtʃiən/ | 7. Celts /kelts/ selts/ |
| 2. Missouri /mɪˈzʊəri/ | 8. Viking /ˈvaɪkɪŋ/ |
| 3. Cheviot /ˈtʃeɪvɪət/ | 9. Jutes /dʒuːts/ |
| 4. Pennine /ˈpenaɪn/ | 10. Pacific /pəˈsɪfɪk/ |
| 5. Thames /temz/ | 11. Angles /æŋɡlz/ |
| 6. Ireland /ˈaɪələnd/ | 12. monarchy /ˈmɒnəki/ |
| | 13. major /ˈmeɪdʒə/ |

The United Kingdom of Great Britain and Northern Ireland

1. The United Kingdom consists of a group of islands off the northwest coast of Europe. It is a country made up of four nations: England, Wales, Scotland, and Northern Ireland. England, Wales, and Scotland also make up Great Britain. Much of the north and west of the U.K. is covered in mountains with deep valleys. In the south of England, the countryside is hilly.
2. Sports and literature are very popular in the United Kingdom. Soccer, rugby, cricket, boxing, and golf were all invented in Britain. The U.K. has many great writers, including William Shakespeare, Charles Dickens, and Robert Burns. J.K. Rowling, the author of the Harry Potter books, is British.
3. Britain's system of government has developed over many centuries. In the past, kings ruled with advice from a council of religious leaders and nobles. This council then became Parliament, which now passes all the country's laws. Today, the monarch, who can be a king or queen, has no real power.
4. The first people who lived in the United Kingdom were the Picts, who arrived about 10,000 years ago. In the eighth century B.C., the Celts arrived from Europe and pushed the Picts north into Scotland. In A.D. 43, the Romans ruled for about 400 years. They built roads, bathhouses, and large villas. By the sixth century A.D., German peoples known as Angles, Jutes, and Saxons moved into Britain. The Angles gave their name to England, and English people became known as Anglo-Saxons. From the 900s to the 1400s, England was ruled by Viking, Danish, and Norman people. By the 1800s, Britain was one of the most powerful nations in the world and the country built a big empire. But in the 20th century Britain could not keep its empire, and most of its colonies became independent.

The United States of America

1. The United States of America is the world's third largest country in size. It is located in North America. There is the Pacific Ocean in the west and the Atlantic Ocean in the east. There is Canada in the north and Mexico in the south. There are 50 states and the District of Columbia. The United States has high mountains in the West and a vast central plain.
2. The United States is a nation of immigrants. There are people from all over the world looking for a better way of life here. The United States is described as a "mosaic" in which different cultures add their own colour to American culture. There are millions of fans who watch football, basketball, and hockey. But America's favourite sport is baseball. The United States is famous for its television and movies. American music has many styles: blues, jazz, hip hop, country, etc.
3. Citizens over the age of 18 years old vote to elect the President and Vice President of United States every four years. The president lives in the White House in the capital city of Washington, D.C. Congress meets in the Capitol building to make laws of the country.
4. In the early 17th century, people moved from Europe to the New World and started a new life. These people fought for their independence from Britain in the late 18th century and formed a union of states based on a new constitution. On July 4, 1776 they declared independence from Britain.

AD – stands for Anno Domini, which is Latin for "Year of our Lord," and is used to number years after the birth of Jesus Christ.

BC – stands for Before Christ, and it means the number of years before the time of Jesus Christ.

- 4 **Work with classmates from the other group. Exchange and compare the information about the two countries.**

Do It at Home

Research New Zealand, Australia or Canada. Make some notes. Present your findings to the rest of the class in the form of a PowerPoint presentation or a poster. Use the same categories as in exercise 2 (page 12).

Grammar Focus

INTRODUCTORY THERE

We use **there+be** to introduce new information: a new person or thing in a particular place. **There** has no real meaning, it is a grammatical subject.

- **There were** two men in the room.
- **There is** a museum next to the library.
- **There will be** more cars in the streets in the future.

The noun after **there+be** often has a/an, zero article, any-one, any + noun, or something, some + noun, nobody, no +noun.

- **There is** a list of things to do.
- **There are** millions of fans who watch football.
- **There is** nobody here. / **There are** no people here.
- **There was** something wrong with her test paper. / **There were** some mistakes in her test paper.

If the noun after **be** is singular or uncountable, the verb is singular. If the noun is plural, the verb is plural.

- **There was** only a table and two chairs in the room.
- **There were** some coins and a business card in the wallet.

1 Match the two halves to make sentences.

- | | | |
|---|--|--|
| <ol style="list-style-type: none"> 1. There are ... 2. There is ... 3. There aren't any ... 4. There isn't any ... 5. There are only ... 6. There are too ... | | <ol style="list-style-type: none"> a) a book on the table. b) three people in my family. c) time left in the game. d) eggs in the refrigerator. e) many cars on the road. f) a few cars on the road. |
|---|--|--|

2 Rewrite the following sentences using there+be.

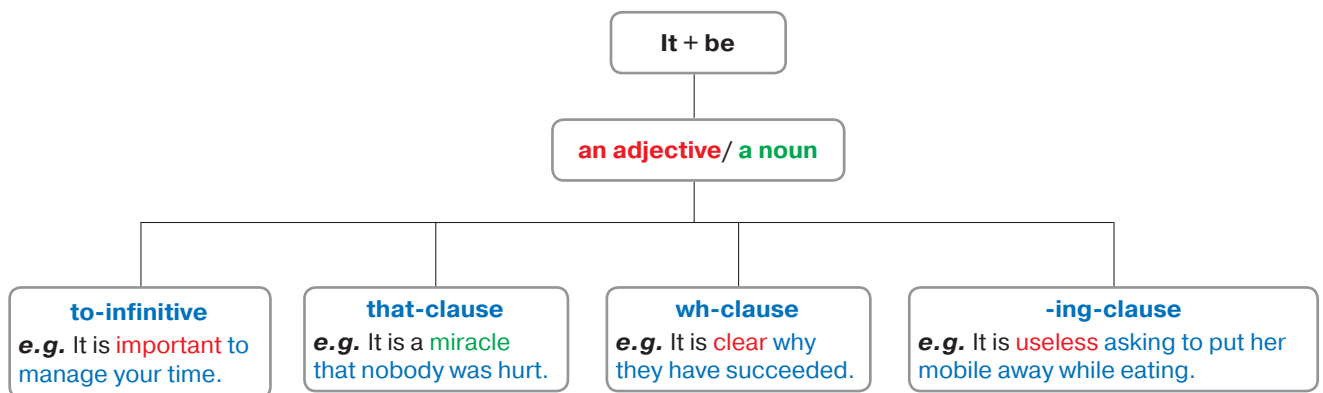
e.g. The UK has many great writers. *There are many great writers in the UK.*

1. I see a fly in your soup.
2. They don't have a schedule for the week.
3. Each room has a shower, television, and two single beds.
4. You can take some chocolate, crisps, and a bottle of lemonade in the bag.
5. You have many gadgets to help you with your homework.

Grammar Focus

INTRODUCTORY IT

We use introductory **it** to focus on the information at the end of the sentence.



It can be used to emphasize one part of a sentence.

e.g. My friend invited Peter to the party.

It was my friend who invited Peter to the party. (emphasis on my friend)

It was Peter that my friend invited to the party. (emphasis on Peter)

3 Put the sentences together using It.

e.g. It is very important to make a reservation.

1. We need to make a reservation. This is very important.
2. She has some free time. This is a good thing.
3. Wolves attack people. This is not true.
4. She does not sleep enough. This is a bad thing.
5. She always makes "To Do" lists. This is useful.

4 Rewrite the following sentences using emphatic It.

e.g. Steve reached his goal. *It was Steve who reached his goal.*

1. John threw the book into the fire.
2. Susie met James at the railway station.
3. Susie liked the design on the door very much.
4. My father bought me a new tablet PC yesterday.
5. John worries about his Dad's health.

Grammar Focus

COLLECTIVE NOUNS

Collective nouns can be divided into several groups:

a) collective nouns which have **both forms**;
the singular: a family, a crew; **the plural:** families, crews.
e.g. *My family is small. The two families were close neighbours.*

If the collective noun is taken as a whole unit the verb is used in the singular:

e.g. *The crew consists of two hundred sailors.*

The verb is plural if the persons (or things) that form the collective noun are considered to be separate:

e.g. *My family are early risers.
The party were expected to arrive on Thursday.*

b) collective nouns (names of a multitude) such as **cattle, poultry, police**, which are always used as plurals (without the ending **-s**);

e.g. *The poultry are in the yard.*

Note. — **People** in the meaning of /men/women/ is always plural (a name of a multitude).

e.g. *In the evening some people came to supper, a writer and two painters with their wives.*

People in the meaning of "a nation" has both forms:

e.g. *Defence of peace is the cause of all peoples of the world.*

The French are a Roman people.

c) collective nouns, such as **foliage** /'fəʊliɪdʒ/, **leafage** /'li:fdʒ/; **linen, money, youth** etc. are always used in the singular;

e.g. *"What is money?" the child asked the mother.
Where is the money I gave you yesterday?*

d) collective nouns such as **goods, belongings, sweepings, clothes** are used only in the plural;

e.g. *"Where are my clothes? I can't see them anywhere.*

5 Read the following definitions to your neighbour and make him/ her guess the words.

1. a means of payment especially in the form of metal coins or paper notes;
2. all the people working on a ship, plane, spacecraft etc.;
3. young men and women considered as a group;
4. cows, especially as kept on farms for meat or milk;
5. a group of one or usually two adults and their children living in the same home;
6. farmyard birds such as hens, ducks etc., kept for supplying eggs and meat;
7. articles for sale;
8. garments, such as trousers, dresses, shirts, and socks, that are worn to cover the body.

Do You Know that...

People living in one place are called – a population.
People going to the same church – a congregation.
People going in for the same sport – a team.

People playing together – a band.
People singing together – a choir.
People working at an office – a staff.

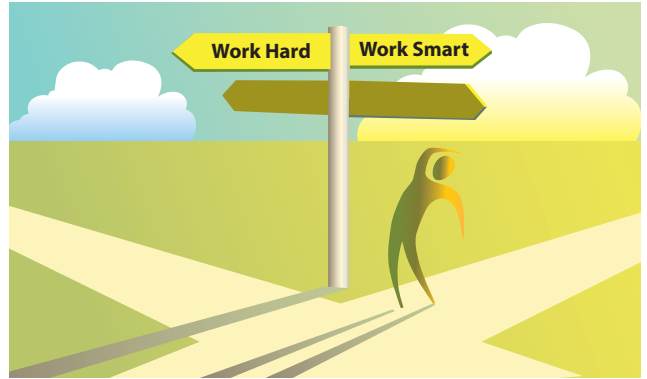
LESSON 7 Round Up

1 SPEAKING

Work in pairs and match the phrases from the two columns in order to identify the benefits of effective time management. Put them in order of importance to you.

e.g. If you manage your time effectively, you can reach your goals.

- | | |
|-------------------------------|-------------------|
| 1. reach your | a) of harder |
| 2. do what is | b) performance |
| 3. meet | c) stress |
| 4. reduce and manage | d) goals |
| 5. work smarter instead | e) deadlines |
| 6. control your | f) time |
| 7. have high academic | g) without guilt |
| 8. have the time of your life | h) most important |



2 ROLE PLAY

Write Vicky's replies after reading Andy's conversation. Practice the conversation and perform it for the class.

Andy:

Have you been on holiday this year?

Where did you go?

Wow! What did you do there?

You are lucky!

No, I haven't, but I have heard it's fantastic.

What do you think?

Vicky: _____

Vicky: _____

Vicky: _____

Vicky: _____

Vicky: _____

Vicky: _____

3 READING

a) Look at the title of the text. Read the paragraph headings in exercise b). Choose the best answer.

The text is about

1) different uses of the Internet in the future;

2) how teenagers will use the Internet in the future.

b) Read the text and match the headings a-g with the paragraphs 1-6. There is one extra heading.

a) Science and its development;

e) Other gadgets;

b) Work and free time;

f) The future use of the machines connected to the Internet;

c) The Internet and mobile phones;

g) The Internet today.

d) The experts' predictions;

The Web of the Future

1

Nobody knew how popular the Internet was going to be when it first appeared in the 1990s. There are over a hundred million websites today and nobody knows the exact number of web pages. The experts wonder what the internet will be like in the future. Here are some of the predictions.

2

Science will use the Internet in its exciting developments. For example, the American space agency NASA already has a “Virtual Collaborative Clinic”, which allows doctors to find out more about diseases and to practice difficult operations in 3D. NASA also plans to use the technology on long space journeys.

3

In 1996 scientists from Finland made the first mobile phone with Internet. In 1999 Japan started the first mobile phone Internet service. Today in France, 90% of people use their mobile devices to access The Web every day whereas in the USA 63% of phone owners use their phones to go online. Experts say that in the future we will all use our phones to access the Internet.

4

In the future, machines will communicate with each other thanks to the Internet connection. For example, Electrolux already has a fridge that emails a shopping list to a local supermarket in order to arrange the delivery of your shopping to your house.

5

Most experts think that people will use “virtual keyboards” instead of the traditional keyboard. People will be able to display them on any flat surface, such as a table. They will also surf the Internet using these virtual keyboards.

6

Finally, experts believe that people will spend most of their day in the virtual world. They will work using the Internet at home or in their office. People will spend their free time online too. They will connect to the Internet when they are inside or outside.

c) Read the text again and answer the questions.

1. When did the Internet appear?
2. How can doctors practice difficult operations thanks to the Internet?
3. What do experts say about the future of the mobile phones?
4. How do machines already communicate thanks to the Internet connection?
5. What is the future of the traditional keyboard?
6. How will people spend their free time in the future?



Do It at Home

Look at these photos of the people using technology in different ways. Compare and contrast the photos and give your ideas. Include the following points:

Technology used for fun and for work • Good and bad aspects for young people • The role of technology in your life

e.g. Both photos show people using technology, but they are using it differently. In the photo on the right, ...



1 Read the article and fill in the gaps with a sentence a-e. There is one sentence you don't need.

- a) Finland, Brazil and France guarantee six weeks of time off.
- b) "I dream of taking a cruise or a trip to Europe, but I can't imagine getting away for so long."
- c) That makes the U.S. the only advanced nation in the world that doesn't guarantee its workers annual leave.
- d) So, a long vacation can be undesirable, scary, unrealistic or just impossible for many U.S. workers.
- e) Working makes Americans happier than Europeans.

Why is America the 'no-vacation nation'?

By A. Pawlowski, CNN

According to A. Pawlowski, if you like to take lots of vacations, the United States is not the place to work. **Besides** some national holidays, the typical American worker gets two or three weeks off to relax and see the world - much less than what people in many other countries have. Only 57% of U.S. workers use all their vacation days, compared with 89% of workers in France. Germany, Australia, Slovenia, Japan **require** employers to offer four weeks or more of paid vacation to their workers. 1___ But about a quarter of all American workers don't have it because employers in the United States **are not obligated** under federal law to offer any

paid vacation. 2___ Most U.S. companies, of course, do **provide** vacation to attract and keep workers. But many Americans do not want to be absent from work because they think that they might look irresponsible or they worry they won't be able to manage their work after a vacation. Then, this is the way Americans work. 3. ___ That may be because Americans believe more than Europeans do that hard work is associated with success, wrote an assistant professor at the University of Texas at Dallas. He said "Americans feel happier when they work, and Europeans feel happier through **leisure**." 4. ___ .

2 Look at the highlighted words. Circle the correct definition.

| | | | |
|--------------------------|---------------|-------------------|---------------------|
| Besides | a) next to | b) in addition to | c) except |
| Require | a) demand | b) hate | c) understand |
| Are not obligated | a) have to do | b) should do | c) don't have to do |
| Provide | a) take | b) refuse | c) give |
| Leisure | a) time off | b) labour | c) happiness |

3 VOCABULARY**Underline the word that is different. Say why.**

- a) Save time – spend time – waste time
- b) Post-it notes – reminders – teens
- c) Slate – tablet PC – abacus
- d) Skiing – surfing – yachting
- e) Sightseeing – hiking – shopping
- f) Population – London – language

4 Complete with a word.

assignment, charity, allow, advantage, available, deadline.

• The ... for entering the competition is tomorrow. • You can do each ... at your own speed. • One great ... of living in town is having the shops so near. • The extra money will ... me to upgrade my computer. • An example of ... is a donation of ten dollars a month to a local food bank. • This information is ... free on the Internet.

5 Underline the stressed syllable.

Scenery • succeed • although • performance • however • management

6 Use “it is/there is” in the spaces. In some sentences negative and interrogative forms, or the past or future tenses are required.

- a) ... autumn. ... many coloured leaves on the ground.
- b) ... nothing to be done about this.
- c) ... still very early and ... nobody to be seen in the street .
- d) ... far from my house to the Institute.
- e) ... so cold out-of-doors yesterday, but today... not so cold. I think ... warmer tomorrow.
- f) ... grandmother who makes the decisions.

7 Open the brackets paying attention to the collective nouns. Use both variants where it is possible.

- a) The crew (is, are) waiting for instructions from the captain.
- b) A flock of sheep (is seen/ are seen) in the field.
- c) Our school team (is, are) winning.
- d) The police (has caught, have caught) the murderer.
- e) Swarms of bees (was flying, were flying) everywhere.

8 Choose a quotation on vacation and write a paragraph explaining the way you understand it.

- *I hate vacations. If you can build buildings, why sit on the beach?* PHILIP JOHNSON
- *The best thing about a vacation is planning it.* ANDREW A. ROONEY
- *Vacations are necessities, not luxuries.* LINDA BLOOM

9 Evaluate Yourself.



Self Assessment Grid

| | Reading | Yes | No | Improve |
|--|---------|-----|----|---------|
| I can understand short simple biographies. | | | | |
| I can read in order to get the general idea of the text. | | | | |
| I can entitle a short text. | | | | |
| I can read short simple texts for specific information. | | | | |
| Speaking | | | | |
| I can speak about holiday activities expressing my likes and dislikes. | | | | |
| I can use simple expressions to ask for information about hotels and accommodation. | | | | |
| I can tell a story using simple connectors. | | | | |
| I can give my personal views and opinions. | | | | |
| Listening | | | | |
| I can understand other people telling about their past experiences. | | | | |
| I can understand other people telling about their daily routines at school. | | | | |
| I can fill in some information while listening to other people telling about their life. | | | | |
| I can understand the message of short jokes. | | | | |
| Writing | | | | |
| I can write short simple biographies of some famous people. | | | | |
| I can make simple descriptions and comparisons. | | | | |
| I can write simple sentences to explain my reasons. | | | | |
| I can present some general information about English-speaking countries. | | | | |

LESSON 1 Politeness

1 DISCUSSION POINTS

In pairs, answer the following questions. Share the answers with your classmates.

- | | |
|--|---|
| a) When was the last time someone was rude to you? What happened? | What did you thank them for? |
| b) When was the last time you thanked somebody? | c) Who is the most polite person you know? Describe this person. |

2 Read the following quotations. Choose the quotation that gives the best definition of politeness. Justify your answer by giving one example.

Politeness is a wish to be treated politely, and to respect yourself.

Francois de La Rochefoucauld

Politeness is half good manners and half good lying.

Mary Wilson Little

Politeness is an expression of concern for other people's feelings.

Philippa Law

3 READING

a) *Decide if the following statements about British people are true or false.*

- | | |
|--|--|
| 1. British people are very polite. <input type="checkbox"/> | 4. If you talk to a receptionist in a hotel, you will be called 'Sir' or 'Madam'. <input type="checkbox"/> |
| 2. They use the words 'thank you' and 'please' quite often. <input type="checkbox"/> | 5. Usually, the people that live in the UK greet each other with a double kiss. <input type="checkbox"/> |
| 3. They rarely stand in a line when they wait for a bus. <input type="checkbox"/> | |

b) *Read the text and check your answers.*

The English Definition of Politeness

The British think of themselves as polite and everyone knows how fond they are of their 'pleases' and 'thank you's'. For instance, buying a train ticket requires at least seven of these. Another sign of politeness is queuing. The British people stand in a line even at the bus station. Some foreigners consider that queuing is the true national British sport and not cricket or football.

Take forms of address, for example. The average English person does not call a stranger 'Sir' or 'Madam', except if he or she works in a bank, hotel or department store. But in most European countries this is common polite behaviour. The English 'you' for every-

one may appear more democratic, but it means that the British people need to find more complicated ways to express politeness.

And of course, the English find touching, hugging and kissing really terrifying, because these types of body language are for family members and very close friends. But most Europeans find the Latin habit of shaking hands and a friendly kiss quite charming. Though, nowadays there's been a lot of influence from all media – particularly on the television when we see celebrities greeting each other with a double kiss or hug. And the young are changing traditional greetings.

c) Find in the text the antonyms to the following words.

1. rude 2. locals 3. simple 4. unpleasant 5. the elderly

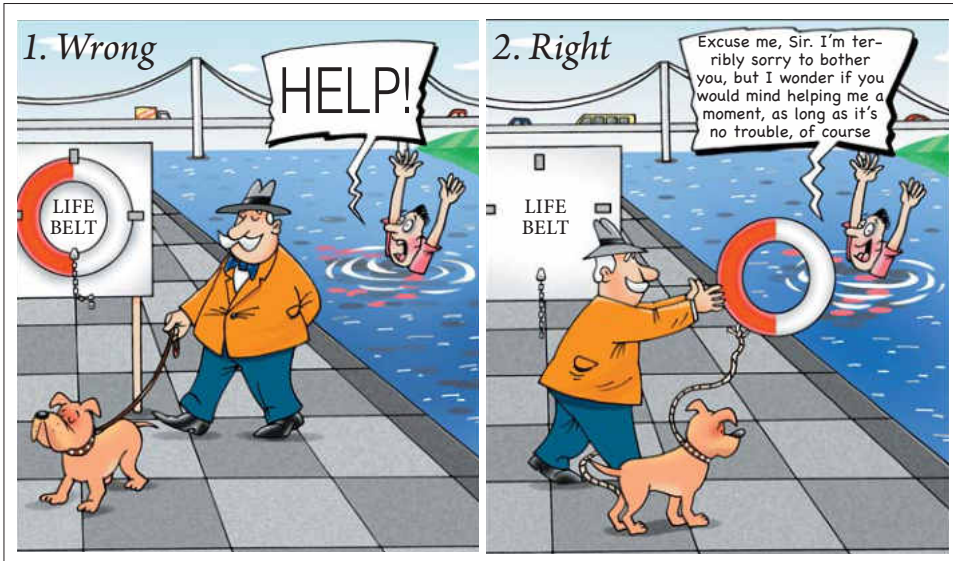
d) Find in the text the synonyms to the following words.

1. to consider oneself 4. to queue 7. rather 10. for example
 2. to be in love with 5. pleasant 8. young people 11. majority
 3. to name 6. especially 9. usual 12. although

4 SPEAKING

Describe the situation and message of each cartoon using the information from the text.

a)



b)



5 Study the following polite requests and ways of responding to them. Draw a 😊 next to polite acceptances of the request and a ☹️ next to polite rejections.

| Polite requests | Polite responses. |
|---|--|
| Could you carry my bag for me? | Yes, of course. |
| Could you bring your laptop with you? | I'm afraid, I can't. ☹️ I'm sorry, I can't. |
| Could you tell me what time it is? | Let me have a look. |
| Do you know what time the museums open? | I'm not sure. |
| Would you mind coming with me? | OK. Sure. |
| Would you mind helping me with my homework? | Definitely. |
| Would you mind coming earlier tomorrow? | |

6 LISTENING (Page 133)

Listen to the following dialogues. Put down what the first speakers request and if the requests can be fulfilled.

e.g. The first speaker is asking for the way to the bus station. The second speaker can't help because he is a foreigner.

Do It at Home

Describe in 100 words what foreigners should know about the greeting habits in Moldova. Explain how the young, the middle-aged and the elderly greet each other.

1 DISCUSSION POINTS

In pairs, rank the following values: number 1 being the most important, number 3 being the least important. Share it with the class.

- ___ Success /hard work
- ___ Caring for others
- ___ Happiness




! You can't do without them

As far as we are/ I'm concerned, ...
I placed ... at the top of the ranking.
I placed ... at the bottom/ in the middle of the list.

2 READING

a) *Read the text and fill in the missing information on the slide.*

**THEY WERE ASKED TO RANK
WHAT WAS MOST IMPORTANT TO THEM**

- (A) ___ **ACHIEVING SUCCESS** 
- (B) ___ **BEING A HAPPY PERSON** 
- 22% (C) ___ 

Which do you think American teens value more, success or caring for others? Caring is in the third place after academic success and personal happiness, according to a recent survey of 10,000 middle and high school students from 33 schools across the US that was conducted by Harvard University. 48 percent of the young chose success as their top value while 30 percent of the surveyed picked happiness as their top value. And 22% percent selected caring for others as the most important value that they have.

b) *Read the text and say what each number refers to.*

e.g. 10,000 refers to the number of students that participated in the survey.

tip MIND YOUR PRONUNCIATION

1. **achieve** /ə'tʃi:v/
2. **conduct** (n) /'kɒndʌkt/
3. **conduct** (v) /kən'dʌkt/
4. **caring** /'ke(ə)rɪŋ/
5. **survey** /'sɜ:veɪ/
6. **success** /s(ə)'sɜ:s/
7. **column** /'kɒləm/
8. **percent** (also **per cent**) /pə'sent/
9. **colleague** /'kɒli:g/

3 *Match the words in Column B with their definitions in Column A. There is one extra definition that you do not need to use.*

| Column A | Column B |
|--|------------|
| a) an examination of opinions, behaviour, made by asking people questions | 1. caring |
| b) for or out of every 100 | 2. conduct |
| c) looking after something or somebody | 3. percent |
| d) to organize a particular activity | 4. pick |
| e) protecting someone or something and providing what that person or thing needs | 5. survey |
| f) to take some things and leave others | 6. top |
| g) the most important | |

4 SPEAKING

Compare the results of the survey presented in the text with your own ranking of the three values. Think what you will say. Present it to your classmate. Share the things you have in common.

! You can't do without them

If I compare my ranking to that of ...
The American students consider ... ; whereas, I ...
My ranking is similar/ identical to ...
The difference is ...

5 a) *Put the words in the correct order to make questions.*

1. When / the / helped /was / last / you / time / anybody?
2. was / the / were / last / you / When / anybody / helped / by / time?
3. people / help / should / each / Why / other?
4. person / you / is / the / know / kindest / Who?
5. kind / do / behave / people / How?

b) *Walk around the class and ask two students the questions from ex. 5a. Take notes of the answers.*

6 LISTENING (Page 134)

a) *Listen to a radio program. Complete the table with the required information.*

| Speaker's name | Age | Regret |
|----------------|-----|---|
| Justin | 13 | He should have participated in the project. |
| | | |
| | | |
| | | |

b) *Write what each speaker should have done to avoid the regret.*

e.g. Justin should have learned to manage his time better.

7 WORK IN GROUPS

Look at the picture of Lauren and Ann's dorm room. What should they have done to avoid the mess? What shouldn't they have done? Write as many sentences as you can in 5 minutes. Compare your sentences with your classmates.

e.g. They should have washed the dishes.



! You can't do without them

- plates
- shirt
- socks
- shelf
- soda can
- handbag
- wardrobe
- bedside table
- headphones
- plastic bottles
- loaf of bread
- to clean
- to tidy the room
- to make somebody's bed
- to take out the bicycle
- to vacuum

Do It at Home

Choose a question from ex. 5 and using your notes write a paragraph comparing the answers of your classmates. Use some of the following phrases:

1. I asked my classmate ...
2. He/she replied ...
3. My classmate considers ... while I think ...
4. My classmate stated ...; whereas, I consider ...

LESSON 3 *To Lie or Not to Lie*

1 DISCUSSION POINTS

Study the dictionary entry and say if it is acceptable to tell white lies. Bring arguments.

white lie / 'waɪt 'laɪ/ *noun* [C] a lie that is told in order to be polite or to stop someone from being upset by the truth.

2 READING

a) Read the text and say what kind of lies are discussed in it.

Great Lies

(fragment)

Jo Donnelly

Every day – in every area of our lives – we tell and hear a thousand lies. Not cruel lies. Not harmful lies. Not lies that matter. No, of course not. But great lies: *It'll be ready in an hour. Your cheque is in the post. Fresh today. I will call you. Nothing like this has ever happened before. Of course, I love only you.* We pretend with no effort and less guilt, that we don't lie through our teeth every minute of the day – and everyone else pretends that they don't either.

But lying saves time and worries. It makes everybody happier than they would be if they always told or had to listen to the truth. After all, you don't really want to hear that you'll be lucky if you ever see your gadget again. When you find out that you're not going

to get paid, at least for a few months, you feel stressed. Why should you want to know that the last cabbage in the shop – needed urgently for the salad you're making for the dinner party – has been under the cash register with the cat fur for the last two weeks? You're hardly going to tell anyone that you are going to eat an entire family-size bag of potato chips. Not likely. Moreover, if you want to sell your car, you are not going to tell the buyer that the door does not lock.

Think like this: life is a complicated, fragile and sensitive machine – not great, perhaps, but the only one we've got – and lies are the oil that keeps the whole thing from blowing into our faces.

b) Read the text again and decide if the following statements are true or false.

Make the false ones true.

- | | |
|---|---|
| 1. Every day we tell one thousand lies. <input type="checkbox"/> | 4. Lies make people happy. <input type="checkbox"/> |
| 2. The lies we tell everyday do not hurt anybody. <input type="checkbox"/> | 5. People want to know what kind of cabbage was used in their salad. <input type="checkbox"/> |
| 3. People choose to lie because white lies save our lives. <input type="checkbox"/> | |

c) Match the following definitions with the underlined words from the text.

- | | |
|---|--------------------------------|
| 1. extremely unkind | 5. causing damage |
| 2. a feeling of being unhappy | 6. needing attention very soon |
| 3. a feeling of having done something wrong | 7. to be important |
| 4. almost not | 8. whole with nothing missing |

d) Read the text and answer the following questions.

- According to the text, what truths do the following lies hide?

| | |
|-------------------------------|--------------------|
| • It'll be ready in an hour. | • Fresh today. |
| • Your cheque is in the post. | • I will call you. |
- Does the text reflect the reality of the role of lies in our society? Bring arguments.
- Do you agree with the author's opinion on lies? Bring arguments.

3 LISTENING (Page 134)

Listen to several lies and say:

- who might tell them.
 - in which situations you might hear them.
- e.g.* Some guests might tell this lie when they did not like the dinner.

4 PAIR WORK

Choose four questions that are most relevant to you and your classmate. Interview each other.

- Have you ever been lied to?
- What is the worst lie you have ever heard?
- How do you feel when somebody is lying to you?
- Do you think lies are a necessity in our life?
- Who benefits from a lie? The liar or the person lied to? Why?
- Who feels more uncomfortable the liar or the person lied to?
- Why do people tolerate lies?
- Why do some people lie?

5 Match the pictures with the sentences.

- A person is lying and sleeping.
- A person is laying the table.
- A person is lying (not telling the truth).
- A puppy is lying on the bed.

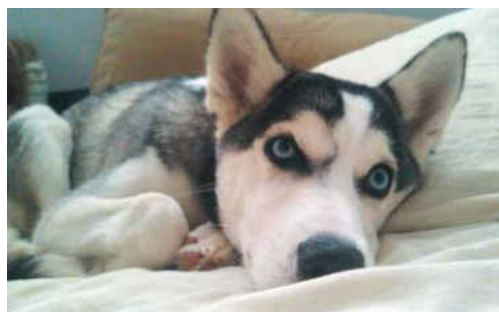
1



2.



3.



4.



5.

6 Complete the following sentences:

- She ... the blanket on the grass.
- He has ... on the grass for a couple of hours.
- I consider that the magician... to his audience.

Do It at Home

- Describe the message of the cartoon in 100 words, commenting on the effects of white lies.
- Write two short sentences for your classmates encouraging them to tell the truth.

e.g. Lies are your worst enemies!

tip MIND YOUR PRONUNCIATION

- lie /laɪ/
- lay /leɪ/
- laid /leɪd/
- laying /leɪɪŋ/
- lying /laɪɪŋ/
- cruel /'kruːəl/
- guilt /gɪlt/
- cheque /tʃek/
- urgently /'ɜːdʒ(ə)ntli/
- entire /ɪn'taɪə/
- fragile /'frædʒaɪl/
- cash register /kæʃ 'redʒɪstə/
- sensitive /sensɪtɪv/



1 DISCUSSION POINTS

a) Which of the jobs below can you see in the photos? Label the photos.

- 1. an interpreter
- 2. a nutritionist
- 3. a software developer
- 4. a lawyer

- 5. a physician
- 6. a civil engineer
- 7. a sales representative
- 8. a civil servant

- 9. a surgeon
- 10. an accountant
- 11. a plumber
- 12. a security guard



a.



b.



c.



d.



e.



f.

b) In which jobs might people be required to do the following?

- | | |
|--------------------------------------|-----------------------------------|
| 1. to risk their lives | 7. to consult patients |
| 2. to take orders | 8. to keep track of money |
| 3. to install software | 9. to negotiate a price |
| 4. to build bridges, buildings, etc. | 10. to work for the government |
| 5. to carry out a surgery | 11. to fight for someone's rights |
| 6. to translate simultaneously | 12. to maintain the plumbing |

2 TEAM WORK

Discuss these questions using the jobs from ex. 1.

- a) Do you know anyone who does any of these jobs? Do they enjoy their job? Why?
- b) Which of these jobs do you admire?
- c) Which of these jobs would you like to do? Bring arguments.
- d) Which of these jobs could you never do? Bring arguments.

tip MIND YOUR PRONUNCIATION

- 1. **company** /'kʌmp(ə)nɪ/
- 2. **drawing** /'drɔ:ɪŋ/
- 3. **employee** /ɪm'plɔ:ɪ/
- 4. **employer** /ɪm'plɔ:ɪ/
- 5. **government** /'gʌv(ə)nmənt/
- 6. **guard** /gɑ:d/
- 7. **hire** /haɪə/
- 8. **install** /ɪn'stɔ:l/
- 9. **maintain** /meɪn'teɪn/
- 10. **nutritionist** /nju(:)'trɪf(ə)nɪst/
- 11. **physician** /fɪ'zɪʃ(ə)n/
- 12. **plumber** /'plʌmə/
- 13. **simultaneously** /,sɪm(ə)'teɪnjəsli/
- 14. **software** /'sɔft,we(ə)r/
- 15. **surgeon** /'sɜ:dʒ(ə)n/

3 LISTENING (Page 134)

Match questions a-e to the answers 1-5.

- What do you do?
- Where do you work?
- How long have you been working for this company?
- Doing what?
- What're the hours like, then?

- It must be 7 years already.
- I am an application developer.
- I have a flexible schedule.
- I work for an IT company.
- I develop applications.

4 a) Listen to the interview and check the answers.

b) Listen to the interview again and decide if the following statements are true or false.

- Tim's working on an application for a taxi company.
- Tim's passion was drawing.
- He learned to manage his time on the job.
- Tim's first job was a web designer.
- Tim gave up his first job because he didn't like it.
- Tim might change his job.

5 SPEAKING

Choose one topic from below. Think about it, and take notes of what you will say. Present your answer.

- Would you ever work for no money? Why? Why not?
- Would you choose a job that you would enjoy, or a job that would pay well? Bring two arguments.
- Do you want to have a job with flexible hours or a fixed schedule? Bring two arguments.



You can't do without them

Out of the two I would choose to ...
I would prefer to ...
First of all, because ...
Then, ...
Finally, ...
Personally, I'd enjoy ...

6 READING

a) Read the text and answer the questions.

Joshua has a job. He works for Google as a software developer. Google is his employer. This company hired him in 2012. Joshua's boss thinks that he is an excellent employee. Therefore, Joshua is a trainer for

new employees. His trainees are young people who just graduated from the university. Joshua's best trainees are Jacob and Emma. Joshua hopes that Jacob and Emma will become his colleagues after the training.

- Who is Joshua's employer?
- What does Joshua do?
- Who are Joshua's trainees?

- Who is Joshua for Emma?
- Who is Emma for Joshua?

b) Read the sentence and answer the question.

- | | |
|-------------------------------------|---|
| 1. James is a civil servant. | Who employed James? |
| 2. The university hired Ann. | Who is Ann's employer? |
| 3. Sam is trained by Dan Swift. | Who does Dan train? |
| 4. Jordan works for a food company. | Who hired Jordan? |
| 5. Dorian Clark hired Mark James. | Who is the employee? Who is the employer? |

Do It at Home

1 Choose another question from ex. 5 and write the answer in 100 words.

2 Choose 7 jobs discussed in this lesson and write what each profession is responsible for.

e.g. A translator is responsible for correct written translation.
A translator is responsible for translating correctly.

1 DISCUSSION POINTS

In pairs, discuss and complete the chart. In column K write what you know about the British Museum. In column W write what you want to know about it.

| K (know) | W (want to know) | L (learned) |
|----------|------------------|-------------|
| | | |

tip MIND YOUR PRONUNCIATION

1. Elgin /'ɛlɡɪn/
2. Pantheon /'pænθɪən/
3. Athens /əθɪnz/
4. Egyptian /'iːdʒɪp(ə)n/
5. Rosetta /rə(ʊ)'zɛtə/
6. Ramses /'rɑːmsɪːz/
7. Gainsborough /'ɡeɪnzbərə/
8. Constable /'kɒnstəbl/

2 READING

Choose the correct verb to complete the description of the British Museum. Take the letter under the verb and put it into the box below the text. There are more verbs than necessary.

walk H paid M decorated I lied A work I died E understand T bought E visit B displayed R

The British Museum

London has a lot of museums. There are museums of money, animals, time, textile, trains, ships, wax sculptures, the River Thames, famous writers, theatre – everything!

The British Museum was the first museum in the world. In 1753, when Sir Hans Sloane, a British physician and collector, (1)____, the British government bought 71,000 objects of all kinds including books, drawings, dried plants, coins and medals. From 15 January, 1759 everybody could go and see them free of charge in the new museum.

Today the British museum (2)____ over 13,000,000 objects. A visitor can (3)____ two miles (3.2 kilometres) through ninety-four rooms. Nearly 1,200 employees (4)____ for the museum and every year 6 million people (5)____ it. What can they see there?

First of all, the visitors can admire the Elgin Marbles which is a collection of stones and statues, which once (6)____ the Parthenon in Athens, Greece which were brought to London in 1801.

Secondly, they can see the Cat Mummies, which are some dead cats from Ancient Egypt and date from the first century AD.

And, the last but not the least, the Rosetta Stone is on display in this museum. The Rosetta Stone helped people (7)____ the old language of Egyptians.

And these are just some of the top items you can see on display at this London institution.



b)



c)

| | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | | | | | | |



a)

3 Read the text again and match the exhibits mentioned in the text with the pictures.

4 SPEAKING

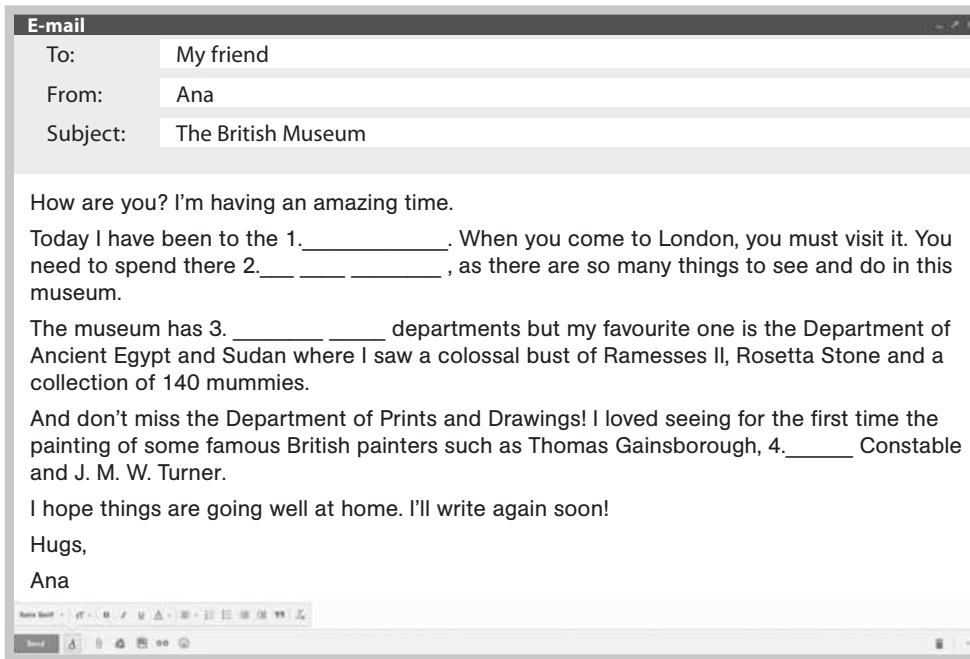
Read the text and answer the following questions.

- a) What is the oldest museum in the world?
- b) When was the museum opened for the visitors?
- c) What were the first exhibits of the British Museum?
- d) What do the Elgin Marbles represent?
- e) How old are the Cat Mummies?
- f) How many miles can all the visitors of the museum walk a year?

5 In pairs, study the notes from exercise 1 and discuss what you have learned about the British Museum. Complete column L.

6 WRITING

One of your friends is on holiday in London and sent you this e-mail. But, when you printed it, some of the words were missing. Write questions to find the missing information.



- 1. Where _____ Ana _____?
- 2. How much time _____?
- 3. How many departments _____ the British Museum _____?
- 4. What _____ Constable's _____?

1 British Museum; 2. an entire afternoon; 3. about ten; 4. John

7 PAIR WORK

In pairs, write an e-mail to a friend in another country. Recommend things to do in your town, village or in Chişinău.

Do It at Home

Research the museums in the USA or Australia and write a 100-word description of any of the museums located in one of these countries. Include a description of the whole collection and of two exhibits on display in this museum.

Grammar Focus

Adjectives can sometimes act as collective nouns when they describe a particular group or characteristic. They do not have a plural form but they take a plural verb and are used with the definite article (**the**).

e.g. Old people are helped by the government = **The old** are helped by the government.

1 Form nouns from the following adjectives:

e.g. poor – *the poor*

- | | | | | |
|----------------|------------|---------------|-------------|-----------------------|
| a) poor | c) young | e) privileged | g) deaf | i) bold and beautiful |
| b) middle-aged | d) elderly | f) sick | h) talented | j) rich |

2 Finish the following sentences.

- | | |
|--|-----------------------------|
| a) The young have the right to _____. | e) The elderly were _____. |
| b) The poor were grateful for _____. | f) The talented need _____. |
| c) The middle-aged have a lot to offer to _____. | g) The sick _____. |
| d) The rich should _____. | |

Grammar Focus

Use the modal “should + have + Participle II” (*e.g.* should have done) to talk about actions and states that were advisable (good idea) in the past, but they did not happen.

e.g. I should have bought this book yesterday. (But I did not buy it yesterday so I do not have it now.)
He shouldn't have missed the class yesterday. (But he missed the class yesterday.)

3 Read the first sentence in each item. Circle the letter of the sentence that is closest in meaning.

- He should have called me last night.

| | |
|-----------------------------|----------------------------------|
| a) He called me last night. | b) He didn't call me last night. |
|-----------------------------|----------------------------------|
- Dan should have told the doctor about the accident that he had last year.

| | |
|--|---|
| a) Dan informed the doctor about the accident. | b) Dan didn't inform the doctor about the accident. |
|--|---|
- Sam should have helped the elderly.

| | |
|------------------------------------|-------------------------------|
| a) Sam didn't help the old people. | b) Sam helped the old people. |
|------------------------------------|-------------------------------|
- You shouldn't have lent your textbook. Now you can not do your homework.

| | |
|--------------------------------|--------------------------------------|
| a) You have your textbook now. | b) You don't have your textbook now. |
|--------------------------------|--------------------------------------|
- You shouldn't have watched TV so late last night. Now you are tired.

| | |
|---------------------------------|--|
| a) You slept enough last night. | b) You didn't sleep enough last night. |
|---------------------------------|--|
- You should have bought that blue sweater yesterday. Today they don't have it in your size.

| | |
|----------------------------|----------------------------------|
| a) I own the blue sweater. | b) I don't own the blue sweater. |
|----------------------------|----------------------------------|

4 Complete the regrets or complaints about the past using “should have/ shouldn't have”.

e.g. I feel sick. I ate all the chocolate. *I shouldn't have eaten all the chocolate.*

- | | |
|---|--|
| a) I ran five miles (8 kilometers) yesterday. Now I feel tired. | c) Justin was late for school yesterday. |
| b) I forgot to invite Ann to the party. Now she is angry with me. | d) Noah was rude to his best friend yesterday. Now they are not talking. |
| | e) Emma missed her bus yesterday morning. |

- f) Mason forgot all his notebooks at home. Now he can't prove that he did his home assignments. time.
 g) William did not submit his home assignment in h) Olivia used to lie a lot. Now nobody believes her.
 i) Sophia forgot to return her classmate's textbook.

5 Write the correct form of the verb.

- a) Chloe is ... (laying/ lying) on the grass in the park right now.
 b) Isabella ... (laid/lay/ lied) the book on the table yesterday. So you should find it there.
 c) I'm sorry I have ... (laid/lay/ lied) to you.
 d) The father had ... (laid/lay/ lain) the baby on the bed before he answered the phone.
 e) My cat ... (lays/lies) at my feet every evening.
 f) Jacob likes to ... (lay/lie) on the ground and to look at the stars.
 g) Yesterday I ... (laid/lay/ lied) the keys on the table. But today I can't find them.
 h) Logan is ... (laying/ lying) on the couch at this moment.

| <i>to set (an object) down</i> | DEFINITION | <i>to rest or recline</i> |
|--------------------------------|-------------------------------------|---------------------------|
| Lay | PRESENT TENSE | Lie |
| laid | PAST TENSE | lay |
| laying | PRESENT PARTICIPLE (with am/is/are) | lying |
| laid | PAST PARTICIPLE (with has/have/had) | lain |

6 Use the words below to complete the questions. Pay attention to the tenses of the verbs used in the questions. Then write full answers that are true for you.

- a. you / ever / tell a lie / a / friend / to?
Have you ever... .
 b. you / a / museum / last / visit / year?
Did you
 c. you / street / help / ever / anybody / in / the?
 d. you/ ever / download / movies / illegally?
 e. when / be / thank / you / the last / anybody / time?
 f. what / be / the most / place / you / ever / interesting / visit?

7 There are 13 mistakes in the conversation. Find and correct them. The first was done for you.

your

William: Are you enjoying ~~you~~ time in Washington DC?
Jayden: Definitely. It's a amazing city.
William: How long have you been here?
Jayden: I've been here for less then an week.
William: What have you manage to visit?
Jayden: Well, I've been to the Jefferson Memorial situated on the Tidal Basin which is surrounded by cherry trees. It is a very peacefull place.
William: It is, isn't it? You should visit the Smithsonian museums on the National Mall. My favorite museum is National Air and Space Museum. Though much people love the National Museum of Natural History.
Jayden: Oh, yes. The museums are on my list. But first of all, I'd like to go at the National Zoo. Animal are my passion. I have never seen pandas.
William: That's a great idea! Don't forget to post some picture of your stay in the Washington DC. I'd love to see them.
Jayden: I've already posted some them. Check my page on FB.
William: I will. It's was nice talking at you.
Jayden: The same here. See you.
William: See you.

1 WRITING

a) Write for 3 minutes on the topic “I care about ... because ...”. Just keep writing without paying attention to spelling, grammar, etc., and make no corrections. Feel free to write about anything you care about.

b) Exchange your writing with a classmate. Read what he/she has written and summarise it in one sentence

e.g. My classmate cares about ... because ...

2 ACT or DRAW

One person acts or draws as many of these words as you can in five minutes. Your classmates should try to guess the word. Do not speak while you are acting or drawing.

queue

the elderly

employee

trainer

worry

to tell lies

caring

survey

plumber

civil servant

to carry out a surgery

sales representative

to translate simultaneously

exhibit

fragile

3 READING

a) Read about a Dutch student and the way she spent her holiday and unscramble 6 adjectives.

Most of us present our life in social networks a bit more **fcolorurulo** than it really is. But Dutch student Zilla van den Born did even more: she invented an **toeicx** five-week holiday across South East Asia from the comfort of her own home. During her **nmaigyiar** holiday, Zilla did many activities: she snorkeled in **clare** blue seas and visited temples, she sunbathed on **nysnu** beaches and tried new **exigetni** foods. In fact, she didn't even leave the country. The 25-year-old graphics student spent 42 days at home in Amsterdam, photoshopping herself which she then posted on Facebook.

So why did she do it? She explained: ‘I did this to show people that we filter and manipulate what we have – we create an ideal world online which is not real. My goal was to demonstrate how easy it is for people to change reality. Everyone knows that pictures of models are manipulated, but we often forget the fact that we also manipulate reality in our own lives.’



(colourful, exotic, imaginary, clear, sunny, exciting)

b) Read again and choose the sentence that best summarizes the text.

1. A young girl spent an exotic holiday in Asia.

2. A young girl invented an unforgettable holiday in Asia.

3. A young girl will have great time in Asia.

4 WRITING

Write what the Dutch student should not have done and what she should have done in the situation presented in the text.

Zilla shouldn't have

Zilla should have

5 ROLE PLAY

In pairs, role-play the situations below.

SITUATION 1

| | |
|---|--|
| <p style="text-align: center;">Student A</p> <p>You are going to a camp for a week. Ask Student B to feed your fish daily.</p> | <p style="text-align: center;">Student B</p> <p>Tell Student A that you will feed the fish.</p> |
|---|--|

Thank Student B for his/her help.

SITUATION 2

| | |
|--|---|
| <p style="text-align: center;">Student A</p> <p>You need to call your parents but you forgot your mobile phone at home. Ask student B if you can borrow his/her phone to send a text message.</p> | <p style="text-align: center;">Student B</p> <p>Tell Student A that you can lend him/her your phone.</p> |
|--|---|

Thank Student B.

SITUATION 3

| | |
|---|--|
| <p style="text-align: center;">Student A</p> <p>Listen to Student B. Tell him/her that you cannot share the table with him/her. Give Student B a reason.</p> | <p style="text-align: center;">Student B</p> <p>You are in a café. There is only one free seat. Ask Student A if you could share the table.</p> |
|---|--|

Thank Student A.

6 TEAM WORK

Play the game in groups of three.

Use a coin to move. For heads move 1 square, for tails move 2 squares.

Each player has five seconds to answer the question.



Tails

Heads

START

| | | | |
|---|---|---|--|
| 1. Which exhibits are on display at the British Museum? | 2. Why do people tell lies? | 3. Which form is the correct one "100 percent" or "100 percents"? | 4. What should you have done yesterday? |
| 8. What does a physician do? | 7. Is the Coca-Cola Company an employer or an employee? | 6. What is the main idea of the text "Great Lies"? | 5. What does a sales representative do? |
| 9. What British painters do you know? | 10. Which profession fights for people's rights? | 11. Would you mind speaking German? | 12. Which profession keeps track of money? |
| 16. Which professions consult patients? | 15. What is a "white lie"? | 14. Who hires: an employer or employee? | 13. Where is the British Museum situated? |

FINISH

Progress Test

1 GRAMMAR

a) *Form nouns from the following adjectives. (5 points)*

1. elderly 2. middle-aged 3. poor 4. young 5. rich

b) *Write polite requests using the following. (3 points)*

1. Ask somebody to help you with your luggage. 3. Ask your teacher if she/he could allow you to hand in your assignment later today.
2. Ask your mom to make you a sandwich.

c) *Write polite refusals to each of the requests you wrote in 1b. (3 points)*

d) *Write in a sentence what somebody should have done in the following situations. (4 points)*

1. Yesterday Emma did not tell the truth to my parents. Now she feels ashamed. 3. Brian had a fight with his best friend.
2. Mike did not help an old lady to carry her bag yesterday. 4. Jordan didn't invite his grandma to his concert.

e) *Form questions using the following words. Pay attention to the tense of the verbs. (5 points)*

1. mind/would/passing/the/you/salt? 4. who/lay/ the/ table?
2. when/last/visit/be/ the/you/a/time/museum? 5. what/be/the/most/film/you/ever/watch/interesting?
3. ever/lie/to/anybody/you?

2 VOCABULARY

a) *Write what each profession is required to do. (5 points)*

1. surgeon 2. physician 3. civil servant 4. accountant 5. plumber

b) *Underline the correct word. (10 points)*

1. High school students want to (*achieve/ carry out/ conduct*) academic success. 6. A British company hired me. This company is my (*employee/ employer/ employ*).
2. (*Though/ As far/ As far as*) I am concerned, caring for other people is the most important value. 7. Some insects are (*urgent/ likely/ harmful*).
3. I want to (*employ/ carry out/ pick*) a survey of my colleagues' top interests. 8. I hate when people (*say/ speak/ tell*) lies.
4. I was asked to (*maintain/ pick/ blow*) the best essay. 9. We are not (*likely/ hardly/ urgently*) to finish the test in 5 minutes.
5. A cat is (*lying/ laying/ lieing*) on the bed. 10. Men usually (*hug/ shake/ kiss*) hands when they greet each other.

c) *Decide if the following sentences are True or False. Circle T or F. (5 points)*

1. When you are worried, you are concerned about something. T F
2. When you queue, you walk through the bus station. T F
3. Cruel actions are kind actions. T F
4. When something matters to you it is important to you. T F
5. When you are hired, you have a job. T F

3 PRONUNCIATION

a) *Cross the silent letters (the letters that are not pronounced). (5 points)*

1. column 2. plumber 3. drawing 4. half 5. colleague

b) *Underline the stressed syllable. (5 points)*

1. employler 2. employlee 3. to conlduct 4. conlduct 5. percent

4 READING AND WRITING

Read the text and do the tasks below.

The small country of Bhutan in the Himalayan Mountains is over one thousand years old. In the past it was a poor country and not many people visited it. But nowadays, it is becoming more and more popular with tourists. Medicine and health is improving and its economy is growing. King Jigme Singye Wangchuck, the king of Bhutan until 2006, thought happiness is the way to measure the country's development.

But how do you measure happiness? Perhaps health is the best way because a famous doctor once said, 'Happy people generally don't get sick.' It's also easy to measure how many people feel ill or unhealthy in a coun-

try. For example, one survey says Iceland is the 'healthiest country in the world' because men and women live a long time there, the air is very clean and there are more doctors available per person than anywhere else in the world.

However, there was another survey of the happiest countries in the world and Iceland was not near the top. The questions on this survey included: How much do you earn? How healthy are you? How safe do you feel? After visiting 155 different countries, the researchers decided that Denmark feels happier than other countries. So does happiness equal money and good health?

a) Read the statement and circle the correct variant. (2 points)

According to the text, people feel happy because:

- | | |
|--|--------------------------|
| 1. they live in unhealthy countries. | 3. they are healthy. |
| 2. they live in the Himalayan Mountains. | 4. they live in Denmark. |

b) Answer the questions. (20 points)

- | | |
|--|--|
| 1. Why do people in Bhutan feel happy? | 3. Why are people in Denmark happy? |
| 2. Why are people in Iceland happy? | 4. What was Bhutan's King view on happiness? |

c) Find in the text the synonyms to the following words. (8 points)

- | | | | |
|------------|------------------|---------------|-------------|
| 1. various | 2. to strengthen | 3. to contain | 4. the same |
|------------|------------------|---------------|-------------|

d) Comment on the following topic in 100 words. (20 points)

Does happiness equal money and good health? Why?/ Why not?

5 Evaluate Yourself.



Self Assessment Grid

| | Yes | No | Improve |
|---|-----|----|---------|
| Listening | | | |
| I can identify the main points of a radio program on the topic of jobs. | | | |
| I can identify the main points of a radio program on regrets. | | | |
| Speaking | | | |
| I can request something politely. | | | |
| I can refuse or accept a request politely. | | | |
| I can give advice in the past. | | | |
| I can express my opinion on a familiar topic. | | | |
| Reading | | | |
| I can identify the main idea of a text. | | | |
| I can understand what the numbers in a text refer to. | | | |
| I can find specific, predictable information in a text. | | | |
| Writing | | | |
| I can write an e-mail to a friend. | | | |
| I can describe a museum from an English speaking country. | | | |
| I can write a 100-word text expressing my opinion on the topic of "lies". | | | |

LESSON 1 Heroes of Our Time

1 DISCUSSION POINTS

Answer the following questions.

- Who can be named a hero?
- What qualities should a person have to become a hero?
- What heroes do you know?
- Who are the heroes of our time?

2 PAIR WORK

a) In pairs, match a question in A with an answer in B.

A

- What's she like?
- What does she look like?
- Who does she look like?
- How is she?

B

- She's tall and slim, with big blue eyes and golden hair.
- She's fine.
- She's really nice and friendly, too.
- She looks like her father.

b) Read the adjectives below. Choose a head word for each column from the following: hair, face, nature, age, build, nose. The first one has been done for you.

General:

attractive, casual, well-dressed, good looking, elegant.

mild, suspicious, ironic, kind, humorous, creative, generous, sociable, hard-working, honest, shy, reliable, organized.

a beard, a moustache, glasses, dimples, wrinkles, freckles.

straight, big, crooked, aquiline, turned up.

long, blonde, short, dark, wavy, bald, chestnut, thin, thick, shiny, red, fair, grey/white, golden.

(quite) tall, overweight, short, lean, medium-height, slim, well-built, average build.

a teenager, middle-aged, about 45, in his/her (early/late) twenties/thirties/forties/fifties etc.

3 SPEAKING

Choose a person from the pictures; use the adjectives from exercise 2 b) and the expressions in "You can't do without them" to describe the person. Tell your description in front of the class. Let your classmates guess who you are talking about.



! You can't do without them

She is attractive. She looks smart.

He's got a beard. She's wearing glasses.

His hair is long. He has (got) long hair. He is bald.

She is slim.

They are in their fifties.

The expression of her eyes says that....

He gets on well with people.

4 READING

Read the text and answer the question: What can a hero teach us?

Everybody needs a hero: someone you admire and wish to resemble to. This might be a singer, an actor, a football player, a TV star, your father or mother or another member of your family. They have taught you a lesson, showed you how to fight for life; to stay courageous and strong.

When a boy reads Daniel Defoe's book about Robinson Crusoe's adventures often, it teaches him not to become desperate when tough times come. He admires his determination to survive and return home safe and sound.

The heroes of Greek mythology like Heracles, Ulysses and Perseus help a teenager never give up or fear, and try to challenge those who are stronger.

People often describe someone who has done something brave, such as saving someone's life, as a hero. Firefighters are sometimes described as heroes because they often risk their lives to save others. But heroes don't necessarily have to be **life-savers**. We sometimes describe a person with great intelligence or **amazing** abilities as "our hero" – this could be a musician or an athlete. These are people who don't really have super-powers but they do something **extraordinary**.

Still, many of us have heard of **superheroes** like Superman, Spiderman and Wonder Woman. These **fictional** characters have special **superpowers** – amazing skills and abilities to be used for saving people and fighting against evil. But can they exist in real life? Do people who have dedicated their lives to doing good



Chibatman on his custom-built three-wheeled Chibatpod.

things for others live amongst us?

There is a man in Japan who has recently been described as a 'superhero'. This is Chibatman – named after the city of Chiba where he comes from. His **mission** is to make the people of the city happy. Chibatman has been seen 'flying' through the streets of Chiba dressed a bit like Batman and riding his custom-built three-wheeled Chibatpod. But why? Is he just a bit crazy or has he **honourable** intentions? He said he had started doing this after a great earthquake hit the country and the people of the city forgot how to smile. He just wanted to help them bring their smile back.

Do you consider Chibatman a hero? Why? Why not?

5 COMPREHENSION CHECK

a) *Read the text again and match the words in bold from the text to the following descriptions. Compare your answers with those of your classmate.*

- | | |
|--|--|
| 1. important job; | not have; |
| 2. special or very unusual; | 5. invented/not real; |
| 3. character in a film or story who has special power and uses it to do good things and help other people; | 6. people who help others who are in difficult situations; |
| 4. extreme strength or abilities that most people do | 7. respect; |
| | 8. morally good and deserving respect. |

b) *Answer the following questions according to the text:*

- | | |
|---|---|
| 1. What heroes are mentioned in the text? | 3. Why are the firefighters associated with heroes? |
| 2. What does a hero do? | 4. What mission does Chibatman have? |

Do It at Home

Write about your favourite hero in at least 100 words. Use this plan for your writing.

- | | |
|--|---|
| 1. Background information – name, who he/she is/was, how you got to know him/her | 4. Why do you like him/her? |
| 2. What has he/she done? | 5. What can he/she teach you? |
| 3. What's he/she like? | 6. What do other people think of him/her? |

LESSON 2 The Way We Dress

1 DISCUSSION POINTS

Answer the questions about clothes.

- What clothes do you like wearing? Why?
- Do you wear a uniform at school?
- What do you prefer: a suit or jeans and trainers?
1. (boys) On what occasions do you put a tie on?
2. (girls) How often do you wear a dress?
- On what occasions do people in our country wear national costumes?

2 PAIR WORK

Match the fashion styles to their definitions.

- | | |
|-----------|---|
| a) formal | 1. following the latest trends or fashions; up-to-date; |
| b) casual | 2. designed to please a fantasy; extravagant; |
| c) sporty | 3. designed for wearing on informal occasions; |
| d) trendy | 4. designed for or suitable for sport; |
| e) fancy | 5. designed for wearing on official occasions; |

3 SPEAKING

a) Classify the words below as *F* (formal), *C* (casual), *S* (sporty), *T* (trendy), or *Fa* (fancy):

jeans mini-skirt T-shirt blazer polo-shirt suit jumper sweater long dress vest hat sportswear blouse tie(bow tie) sundress high-heeled shoes sparkling top baggy jeans .

b) Tick the clothes that you think are suitable for you.

c) Choose the items of clothing that are suitable for school.

4 READING

Read the text and be ready to describe a modern school uniform.

Wearing a uniform is a badge of pride. It creates an identity for a school and shows that you are part of it. Many private schools, such as Eton, have distinctive uniforms. Some schools also have uniforms, where boys wear a dark blazer, grey or black trousers and a white shirt with a school tie. Girls usually wear a dark-coloured jumper and a skirt, with a white or pale-coloured blouse.

A school uniform teaches students to dress smartly and helps students to prepare for the time when they leave school and may have to dress smartly.



Some people believe that a school uniform can improve learning; it helps to reduce distraction and focus more on schoolwork. It makes the classroom a more serious environment and helps the students to have better learning results.

Another important thing is that a uniform makes it easier for students to get dressed each morning, and it means students don't have to worry about what their peers would say about their clothes. When everyone is dressed the same, you do not worry about what you look like. There is no competition to be dressed in the latest trend and it is less expensive for the parents to buy a uniform than some brand clothes.

Another problem is that in America, where the majority of schools do not have a uniform, about 160,000 children miss school every day because they fear to be bullied.

Still, there are voices against school uniform, which say that it reduces creativity and restricts the right to freedom of choice. Also, they say that the school uniform is sometimes expensive for parents and uncomfortable for children.



5 COMPREHENSION CHECK

a) *Read the text again and tick the following sentences as true (T) or false (F). Compare your answers with those of your classmate's.*

1. The uniform gives the pupils the opportunity to focus more on schoolwork.
2. Uniforms can improve academic performance.
3. School uniforms help students learn to dress smartly.
4. The clothes the pupils wear sometimes at school are immodest and inappropriate.
5. It is cheaper for parents or students to buy school clothes.
6. Uniforms are ugly, boring and the cloth they are made of is really uncomfortable.

b) *Read the text again and find the arguments for wearing a uniform at school. Provide some arguments against the uniform.*

6 SPEAKING

Read the following ideas, tick them as true (T) or false (F), or not mentioned in the text.

- a) The uniform encourages discipline.
- b) School uniforms reduce violence at school.
- c) Uniforms reduce the students' individuality.
- d) Students have diverse ways to express themselves.
- e) Children concentrate better on their lessons.
- f) Students spend less time to dress each morning.
- g) School uniforms are expensive for some families.
- h) School uniforms cost less as compared to other clothes that teenagers prefer.
- i) A child wearing a uniform can be bullied by students from another school.
- j) Uniforms are not always comfortable.
- k) The cost of school uniforms is high, especially when a family has more than one child at school.

7 LISTENING (Page 135)

Listen to two students speaking about school uniform. Answer the questions.

- a) What are their opinions about the school uniform?
- b) What are the good/bad parts about wearing a uniform?

Do It at Home

Write a paragraph of at least 100 words on your preferences in clothes, giving answers to the following questions.

1. What is your favourite style in clothes?
2. What colours do you prefer?
3. What do you usually wear at school?
4. What are the advantages and disadvantages of wearing a uniform at school?

LESSON 3 Who Am I?

1 DISCUSSION POINTS

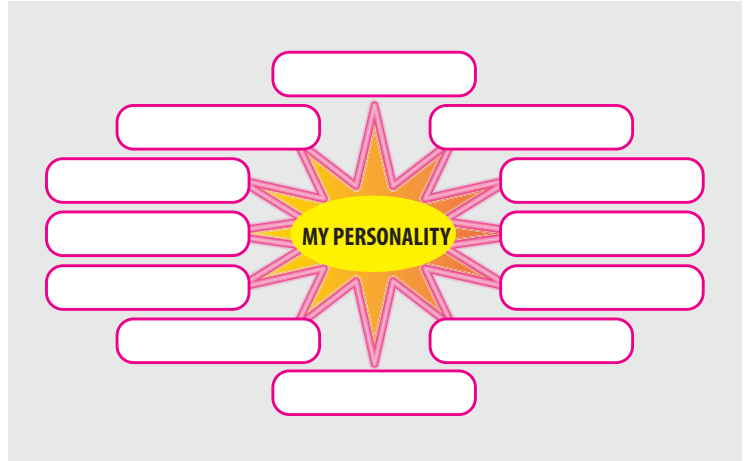
Answer the questions:

1. What does “personality” mean to you?
2. Who do you consider a “personality”?
3. Is a “personality” born or brought up?
4. How would you describe your personality?
5. What can you list under the heading “personality”?

2 PAIR WORK

Choose words from the box to complete the spidergram to fit your interests and values. Justify your choice.

likes/ dislikes; creations; family, goals; friends; hobbies; nationality; religion; education; choices; values; objects (possessions); talent; appearance; happiness; practices, habits; clothes; gadgets; age; feelings; love; respect; attitudes; abilities; beliefs.



3 READING

Read the parable and identify which the most important things in a human life are.

A philosophy professor stood before his class with some items on the table in front of him. When the class began, without a word, he picked up a very large and empty jar and filled it with rocks, about 2 inches in diameter.

He then asked the students if the jar was full. They agreed that it was.

So the professor then picked up a box of pebbles and poured them into the jar. He shook the jar lightly. The pebbles, of course, rolled into the open areas between the rocks.

He then asked the students again if the jar was full. They agreed it was.

The professor picked up a box of sand and poured it into the jar. Of course, the sand filled up the remaining open areas of the jar.

He then asked once more if the jar was full. The students responded with a unanimous “Yes.”

“Now,” said the professor, “I want you to recognize that this jar represents your life. The rocks are the important things – your family, your partner, your health, your children – things that if everything else was lost and only they

remained, your life would still be full. The pebbles are the other things that matter – like your job, your house, your car. The sand is everything else, the small stuff.”

“If you put the sand into the jar first,” he continued, “there is no room for the pebbles or the rocks. The same goes for your life. If you spend all your time and energy on the small stuff, you will never have room for the things that are important to you. Pay attention to the things that are important to your happiness. Take care of your self and your family members. It will never be too much to say you love them. Take your friend out. There will always be time to go to work, clean the house, give a dinner party.”

“Take care of the rocks first – the things that really matter. Set your priorities. The rest is just sand.”



4 COMPREHENSION CHECK

a) *Read the parable again and complete the following sentences:*

1. The jar represents...
2. First, the professor put ... into the jar and it was
3. Then, he put some.... and it was.... again.
4. Third, he ... and
5. The rocks represent
6. The pebbles are
7. The sand is
8. Your life will still be full when

b) *Find in the text synonyms to the following words. Mind that the verbs in the text are used in their appropriate tense.*

- | | | | |
|------------------------------|--------------------|-------------|------------------|
| 1. to take up | 4. pot | 7. existing | 10. apparatus |
| 2. things | 5. to be important | 8. to stay | 11. to repair |
| 3. to be of the same opinion | 6. to answer | 9. space | 12. to determine |

c) *Find antonyms to the following words in the text.*

- | | | | | | | |
|----------|-----------|---------|--------|---------|---------|----------|
| 1. empty | 2. closed | 3. hard | 4. ask | 5. find | 6. stop | 7. break |
|----------|-----------|---------|--------|---------|---------|----------|

5 SPEAKING

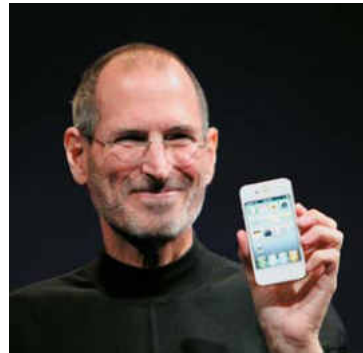
a) *Retell the experiment of the professor in your own words. The sentences in 4 a) and words in 4*

b) *might help you. What is the moral of the story?*

b) *Who Am I?*

The teacher will pin on your back a nametag with the name of a famous person. Try to guess “who you are” by asking your classmates yes/no questions until you can guess the name of the person that is written on the nametag.

e.g. Am I a singer? Am I young? Am I famous? and so on.



Do It at Home

Continue the following sentences in written form.

1. I want to be more sociable when....
2. I appreciate people who...
3. When I speak to someone I...
4. I feel comfortable with myself when ...
5. People should be ... when ...
6. When my family gather together I feel....

LESSON 4 Body Image

1 DISCUSSION POINTS

Comment on the following sayings on beauty. Find an equivalent in your native language. *Beauty lies in the eyes of the viewer.*

Beauty catches the attention but character catches the heart.

Everything has its beauty but not everyone sees it.

"I am not beautiful like you, I am beautiful like me."

2 VOCABULARY TASK

a) Look at the words on the right to check if you understand their meanings.

b) Match the self-compound words to the following explanations.

1. the ability to love and accept oneself as you are;
2. the sense of one's own value or worth;
3. discipline and training of oneself, usually for improvement;
4. freedom to act or decide without consulting others;
5. a realistic respect for or favourable impression of oneself;
6. confidence in one's own judgment, ability, power, etc.;
7. knowledge or understanding of oneself, one's character, abilities, motives, etc.;
8. control of oneself or one's actions, feelings, etc.

c) Compare your choices with those of your classmates.



3 READING

Read the text and find the self-compound words used to express a good/positive body image.

Almost everyone has something about their body they don't like. According to a survey, 56% of women and 43% of men are not satisfied with their appearance.

Why do so many people have a negative body image?

Studies show one of several factors that lead to self-contradiction; media's message of beauty and happiness come from being thin, and a teenager's body image is greatly influenced by what they see on television and in movies and magazines.

Much of your appearance is genetic. Many top athletes have genetics to thank for their success. A swimmer's large, flexible shoulders pull him through the water; a gymnast's lean, petite frame and long arms hurl her across the mat.

Still, it's important to strive for self-improvement, But it's also important to be realistic about what you



can change about yourself and being content with what you can't. You should exercise, eat a sensible diet and practice other good health habits to change a negative body image into a positive one.

Here are some tips to improve your body image:

- Talk to a therapist, find books, videos and CDs that may lead you to self-acceptance.
- Seek support from people who have accepted their own bodies. Your self-worth must come from you, not from what others think of you.
- Recognize that your body is only part of what you are. Focus on the positive aspects of your personality.
- Turn negative thoughts into positive ones. Each time you think "My thighs are fat", replace it with "these are important muscles that get me where I'm going".

- Give yourself credit and develop your inside.
- Treat your body with the respect it deserves. Your body does an amazing number of things for you every day.

- Give yourself time. With age, you'll begin to think that bodies are not the most important part of being human. And remember, self-confidence looks good on anybody.

4 COMPREHENSION CHECK

Read the text again and tick the sentences either true (T) or false (F). Compare your choices with those of your classmate. Justify your choices.

- a) Media's message of beauty might be harmful.
- b) Teenagers are influenced by what they see on TV, in movies or magazines.
- c) For self-improvement, a person needs to work a lot.
- d) A therapist may help you to accept yourself as you are and work for self-improvement.
- e) Your self-worth comes from your inside and not from your body.

5 SPEAKING

a) Tick the things that you think are important components of physical fitness. Discuss it in pairs.

walking weight stress cosmetic surgery sleep jogging exercise diet self-esteem swimming fun breathing work water friends time

b) Choose one word from the list in point a) to fill in the following tips for good health and fitness.

- 1. Good health is a combination of ... and healthy food.
- 2. Regular exercise, such as: ..., ... and ... are the path to health and well-being.
- 3. Keep your ... under control by eating healthy food.
- 4. A restful ... of 7 to 8 hours will help you to reduce ... and anxiety.
- 5. It is important to drink enough ... for staying healthy, energized and even losing weight.

6 LISTENING (Page 135)

Listen to the incredible story of Helen Keller and say what helped her to achieve success in life. Tick the following sentences as true (T) or false (F). Correct the false sentences.

- a) Helen Keller was born blind.
- b) Anne Sullivan was Helen's teacher.
- c) She taught her to read the words by using manual alphabet and making little Helen touch the objects.
- d) Helen learned to speak by touching her teacher's mouth.



- e) Helen could read only English books in Braille.
- f) Helen visited over 30 countries on the American continent
- g) She was decorated with the Presidential Medal for Peace.
- h) During her visits, she spoke about the experiences and the rights of people who are blind.

Do It at Home

Write a paragraph in 100 words to comment on the following saying:

"Beauty isn't about having a pretty face. It is about having a pretty mind, a pretty heart, and most importantly, a beautiful soul."

LESSON 5 Civilization: Body Language

1 DISCUSSION POINTS

a) *In pairs, ask your partner to:*

- wave his/her hand
- show the V sign
- take off his/her hat
- shake hands
- cross fingers
- shrug his/her shoulders
- cross his/her arms
- turn away his/her eyes
- raise his/her eyebrows

b) *Discuss when people use the gesture from a).*

2 READING

a) *Read the paragraphs and match them to the pictures. There is one paragraph that does not have a matching picture.*

Non-Verbal Communication

"The most important thing in communication is hearing what is not said."

Peter F Drucker



a) Physical gestures that involve your hands can signify everything. A shrug of the shoulders shows one isn't sure, open hands communicate that you are honest and open. Crossed arms, touching your face, hair, or neck indicate irritation.

Hands open with palms down communicates that you are certain about what you are talking about. Some gestures are part of a person's personality trait: such as biting the fingernails.

c) Touch contributes to non-verbal communication in a similar way. Some people touch to clarify a point. Contact is considered a very personal form of communication and is interpreted differently by the duration, pressure or position of the touch.

b) Eye behaviour is related to facial expression. When someone wants to avoid conversation, they turn away their eyes. When people lie, they avert their eyes. But when they speak, intense eye contact can be frightening.

d) Voice and smell are other signals of meaning. The voice rises or falls with emotions. Volume is a good indication of emotion or urgency. Finally, as with animals, people also can smell fear, attractiveness or other emotions.

e) Appearance is an important element in nonverbal communication, as well. Someone who cares little about his/ her appearance will not be taken as seriously as someone who is careful about his/ her clothes.

f) One of the most distinct indications of emotion in interpersonal conversation is facial expression. We can see anger, boredom and happiness in the movement of the mouth, eyebrows and forehead.

g) The space near our body is our territory. But what is “too close”?

All over the world, people in big cities stand closer to one another than people in small towns, and people in small towns stand closer to one another than people from the country. The idea of personal space changes in different countries. In some parts of India people stay 60 cm apart. In Britain, Australia and North America personal space for most people is about 45 cm from the body. Researchers say it is 25 cm in Japan but only 20 cm in both Denmark and Brazil.

This difference can cause communication problems. Latin Americans and Asians often say that the British and Americans are cold and unfriendly. On the other hand, the British and Americans often see other cultures as too aggressive. In both examples, the problems are different ideas of personal space.

b) Read the text and answer the questions.

1. What gesture shows that a person is honest?
2. How can people show that they are sure of what they are speaking about?
3. Why should people avoid intense eye contact when they speak?
4. What helps to interpret physical contact?
5. What does the volume of your voice indicate?
6. How do people treat someone who cares about their clothes?
7. What is the most distinct indication of emotion?
8. How far apart do the Japanese people stand when they talk to each other?
9. Why do the British and American people often see other cultures as too aggressive?

3 LISTENING (Page 136)

Listen to the text and fill in the gaps with the missing words.

Smile!

You don't speak the ...? Don't worry, just smile! That's what the experts on ... skills are saying. It's easy to communicate when you travel abroad. Smile, look at people in a ... way and point at things and people will understand you. Or will they? People in different countries request things in different ...

- ✧ The British say “...” and “thank you” more often than the Americans. When they buy something the British may say “thank you” two or three times during the The Americans say ‘thank you’ once.
- ✧ Americans always reply “you're ...” after “thank you”. The British sometimes reply ‘thank you’, or sometimes do not reply.
- ✧ In Northern European countries (e.g. Scandinavia, the Netherlands, Poland and Germany), people request things simply and directly and their ... sounds like an English command.
- ✧ In Southern Europe, a smile, friendly ... language and eye ... are very important when you're requesting something.
- ✧ In Asia, people sometimes give a very small bow and often look away when requesting something.

4 PAIR WORK

In pairs, decide which of the things below are important in Moldova when you ask for something.

- smiling
- eye contact
- polite intonation
- friendly body language
- polite formulas
- bows

Do It at Home

Write an e-mail of 100 words to your English penfriend about body language used in Moldova.

Grammar Focus

THE INDEFINITE PRONOUNS AND ADVERBS

| pronouns | thing-derivatives | body/ one-derivatives | how/ where/ every-derivatives |
|----------|-------------------|-----------------------|-------------------------------|
| some | something | somebody/ someone | somehow/ somewhere |
| any | anything | anybody/ anyone | anyhow/ anywhere |
| every | everything | everybody/ everyone | everywhere |
| no | nothing | nobody/ no one | nowhere |

some- derivatives are often used when we don't know the subject, avoid naming the subject or the object, or it is not important. They are used in positive sentences.

e.g. *Someone has taken my wallet.*

Something has happened.

Somebody knocked at the door.

Note: "Some" is used in questions when asking for or offering things.

e.g. *Would you like some tea?*

any- derivatives are generally used in questions and negatives, and in affirmative sentences with the meaning of "no matter what (who)".

e.g. *Have you heard anything?*

I haven't seen anything (anybody).

Anything will do.

Anybody will help.

no- derivatives are generally used in negative sentences, (they are often the subject of a sentence)

e.g. *Nobody knows.*

Nothing has happened.

Note: The verb is always in the singular form after the indefinite pronoun derivatives (something, anyone, nobody etc.) as subject.

Remember to use only one negation in English sentences. The verb is positive after **nobody/no one** or **nothing**. (see the examples above)

1 Rewrite sentences according to the model.

Model: There is *somebody* in the room.

Is there anybody in the room?

There is nobody in the room.

- There must be somebody to show us the way.
- I've heard something about this event.

3. We can do something to help the situation.

4. Somebody said, "I'm sorry."

5. We've got something new for our project.

6. The baby wants something to eat.

7. Somebody else will find out.

2 Insert indefinite pronouns as required.

1. There's ... milk in that jug.

2. I'm afraid there isn't ... coffee left: will you grind...?

3. Is there ... here who speaks Italian?

4. I'd like to buy ... new clothes but I haven't got ... money.

5. There's ... juice in the cupboard but there aren't ... glasses.

6. Do you have... idea who could have borrowed your bicycle?

7. Have you got ... news for me?

8. I can't see my glasses ...

9. You look very distressed/ sick: has ... upset you?

10. Almost ... was wearing a dinner jacket.

11. She put her handbag ... and now she can't find it.

12. Will you have ... pudding or ... fruit?

13. Haven't you got ... friends here? You should join a club and get to know people.

14. I see you haven't got ... maps. Would you like to borrow ... of mine?

15. ... can tell you how to get there. (Everyone knows the way.)

16. Come and have supper with us if you aren't doing ... tonight.

17. He lives ... in France now.

18. You can't expect just ... student to solve the problem. It requires a mathematician.

19. Is there ... moving about downstairs? I've heard ... falling.

20. Is ... living in that house? It looks deserted.

21. Would you like ... to drink? There's very good soda in the fridge.

The Reflexive Pronouns are:

myself/ yourself/ himself/ herself/ itself/ oneself;
ourselves/ yourselves/ themselves.

They are used when the subject and the object of the sentence are the same person:

I hurt myself.

She taught German herself.

They are often used for emphasis (meaning that person ...not anybody else)

He himself did it all.

I spoke to the Queen herself.

Note: the second person has a singular form, "yourself" and a plural form, "yourselves".

Some verbs which are only reflexive in other languages are not always reflexive in English, **e.g.** wash, dress, shave, feel.

He usually shaves before breakfast.

She feels ill.

3 Rewrite the sentences using a different personal and reflexive pronoun.

- I hurt myself when I fell.
- He enjoyed himself at the party.
- She helped herself to another piece of cake.
- We have to take care of ourselves.
- Do you buy your clothes yourself?
- He himself learnt how to swim.
- She cut herself with a knife.

4 Complete the sentences using the correct form of the pronoun.

- They built their house _____.
- It's automatic. It switches _____ off.
- I like looking at _____ in the mirror.
- John, I can't help you. Can you do it _____?
- I hope you both enjoy _____.
- We didn't buy it, we made it _____.
- She taught _____ to play the guitar.
- He cut _____ badly.

Use: The Progressive Tenses are used to express an action that is happening at a certain moment: we use the **Present Progressive** to talk about an activity happening now, at this moment; **Present Progressive is also used to talk about an arranged activity in the near future.**

Past Progressive – at (about) a moment in the past, also, when the activity is interrupted by another action in the past, or there are two parallel activities;

Future Progressive – at (about) a given moment in future.

Form: we form progressive tenses with the help of the verb **to be** in the appropriate form (Present –am/is/are,

Past – was/were; or Future- will be) + Participle I.

Mind the spelling of the –ing form of the verbs.

For the majority of verbs, simply add **–ing**:

e.g. work – working; speak – speaking.

For verbs ending in –e, drop the –e and add –ing:

e.g. hope – hoping; ride – riding.

For the verbs ending in –ie, change –ie to y then add –ing

e.g. lie – lying; tie – tying.

For verbs in stressed syllables with the structure: consonant – short vowel – consonant, double the last consonant.

e.g. run – running; swim – swimming.

5 Put the verbs in brackets in the right tense form. Use Present, Past and Future Progressive.

- Who (talk) ... to?
– I (talk) ... to an old friend.
- When I entered the house, the phone (ring)...
- What (do) ... this afternoon?
– We (have) ... a party tonight. So, about six o'clock this evening, my sister and I (help) ... our mother.
- He (not/practise) ... the guitar when I came to see him, he (feed) ... the cat.
- Tomorrow morning we (work)
- We (go) ... to the library when we met Joan.
- At 2 o'clock tomorrow I (fly) ... to Constanta.
- Tom (lie) ... in the sun when we came onto the beach.
- Yesterday at 6 o'clock I (prepare) ... dinner.
- Luke and Martha (play) ... tennis tomorrow at 3 o'clock.

1 DISCUSSION POINTS

Answer the following questions, giving your arguments.

- Are you an optimist or a pessimist in life?
- What is the difference between a pessimist and an optimist?
- Do you see the glass half empty or half full?



2 TEAM WORK

Match a sentence in column A to one in column B according to their meanings. Compare your choices with those of your classmates. Read out the matched sentences and comment on them.

A

- There may be days when you get up in the morning and things aren't the way you had hoped they would be.
- There are times when people disappoint you.
- There will be challenges to face and changes to make in your life, and it is up to you to accept them.
- So when the days come that are filled with frustration and unexpected responsibilities, ...

B

- But those are the times when you must remind yourself to trust your own opinions, to keep your life focused on believing in yourself.
- Because the challenges and changes will only help you to find the goals that you know are meant to come true for you.
- Remember to believe in yourself and all you want your life to be.
- That's when you have to tell yourself that things will get better.

3 READING

The class is divided in two groups: group A reads part I, group B – part II.

Read the text and fill the gaps with the following words: motivator, mood, scared, positive, action, choice, react, learn, die and check your answers.

I. Jerry was the kind of guy you love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I were any better, I would be twins!"

He was a unique manager. He was a natural _____. If an employee was

having a bad day, Jerry was there telling the employee how to look on the _____ side of the situation.

This really made me curious, so one day I went up to Jerry and asked him, "You can't be a positive person all of the time. How do you do it?" Jerry replied, "Each morning I wake up and say to myself, Jerry, you have two choices today. You can choose to be in a good mood or you can choose to be in a bad _____. I choose to be in a good mood. Each time something bad happens,



I can choose to be a victim or I can choose to learn from it. I choose to _____ from it. I choose the positive side of life."

"Yeah, right, it's not that easy," I said.

"Yes it is," Jerry said. "Life is all about choices. You choose how you _____ to situations, to be in a good mood or a bad mood. It's your _____ how you live life."

II. Soon we lost touch, but I often thought about him.

Several years later, I heard that one morning Jerry was attacked by three armed robbers. While trying to open the safe, his hand, shaking from nervousness, mistook the combination. The robbers shot him.

Luckily, Jerry was found quickly and taken to the hospital. After 18 hours of surgery and weeks of inten-

sive care, Jerry was released from the hospital with fragments of the bullets still in his body. When I saw Jerry about 6 months after the accident, and asked him how he was, he replied, "If I were any better, I'd be twins."

I asked him what had gone through his mind as the robbery took place. "As I lay on the floor, I remembered that I had two choices: I could choose to live, or I could choose to _____. I chose to live."

"Weren't you scared?" I asked. Jerry continued, "The doctors were great. They kept telling me I was going to be fine. But when they moved me into the emergency room and I saw the faces of the doctors and nurses, I got really _____. In their eyes, I read, 'He's a dead man.' I knew I needed to take _____."

"What did you do?" I asked.

"Well, there was a nurse asking me if I was allergic to anything. 'Yes,' I replied. The doctors and nurses stopped working as they waited for my reply... I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them, 'I am choosing to live. Operate on me as if I am alive, not dead.'"



By Francie Baltazar-Schwartz
Adapted and edited

4 COMPREHENSION CHECK

Each group read their part of the text again and ask and answer the following questions according to their part of the text.

Group B asks:

1. What kind of person is Jerry?
2. What does he say when someone asks how he is doing?
3. What makes Jerry so unique (special)?
4. What is Jerry's life credo (belief)?
5. What choice did Jerry make every morning?
6. How does he manage to do so?
7. What choice does Jerry make when something bad happens?

Group A asks:

1. What happened to Jerry one morning?
2. Did he survive? What happened next?
3. What choice did he make while he was lying on the floor?
4. Was he scared?
5. What did doctors tell him?
6. What did Jerry read in the doctor's eyes?
7. What choice did he make?
8. How did he manage it?

5 SPEAKING

a) *Look back at the ideas expressed by the phrases in ex. 1 and say which pair of sentences expresses the moral/main idea of the text better. Give your arguments.*

b) *When making choices, Jerry expresses two opposite ideas. Find them in the text.*

e. g. To be in a good mood or to be in a bad mood.

6 PAIR WORK

Select the author's questions from the text and Jerry's replies during their meeting after the accident. Practice their conversation for 3 minutes with your classmate and role-play it in front of the class.

Do It at Home

Describe in 100 words a situation in your life when you had to make a choice and it had a positive outcome.

1 Choose from the following words to fill in the blanks:

hero, amazing, life-savers, smile, blazer, inner-self, self-development, changes, express

- a) Chibatman wanted to bring people's back.
 b) A is somebody you admire and adore.
 c) Firefighters are considered
 d) Superheroes have skills and abilities.
 e) Children use various ways to themselves.
 f) The modern school uniform usually consists of a
 shirt, a tie and a
- g) Your personality suffers many during the life span.
 h) Real beauty comes from your
 j) A first step to is self-acceptance.

2 READING

a) *Read the following text and write, in your own words, what makes you unique.*

Think what a remarkable and miraculous thing it is to be you! Of all the people who have come and gone on the earth, since the beginning of time, not ONE of them is like YOU!

No one who has ever lived or is to come has had your combination of abilities, talents, appearance, friends, acquaintances, responsibilities, sorrows and opportunities.

No one's hair grows exactly the way yours does. No one's finger prints are like yours. No one has the same combination of secret inside jokes and family expressions that you know.

No one prays about exactly the same concerns as you do. No one is loved by the same people that love you – NO ONE!

No one before, no one to come. YOU ARE ABSOLUTELY UNIQUE!

Enjoy that uniqueness. You do not have to pretend to look more like someone else. You weren't meant to be like someone else. You do not have to lie to hide the parts of you that are not like what you see in anyone else.

You were meant to be different. If you did not exist, there would be a hole in creation, a gap in history, something missing from the plan for humankind.

Treasure your uniqueness. It is a gift given only to you. Enjoy it and share it!

No one can speak your words. No one can smile your smile. No one can be cheerful and light hearted and joyous in your way.

Share your uniqueness. Let it be free to flow out among your family and friends and people you meet.

See it! Receive it! Let it inform you and encourage you and inspire you! YOU ARE UNIQUE!

b) *Find in the text words to express the following ideas:*

- deserving notice or attention; unusual; extraordinary;
- special skills or aptitudes, competence in an activity or occupation;
- being the only existing one of its type;
- to inspire with courage, spirit, or confidence;
- a person known to someone, but usually not a close friend;
- the quality of being unique.

c) *Find in the text two pairs of synonyms.*

3 GRAMMAR

a) *Insert the appropriate reflexive pronoun into a gap.*

A True Story

A cat, a black one named Pluto, belonged to my aunt Aggie and she thought he was wonderful. If aunt Aggie was doing anything, Pluto did the same. When she washed herself, the cat washed ...; when

she looked at ... in the mirror, it looked at ... in the same mirror; if she talked to ..., as she sometimes did, the cat opened its mouth just like someone talking to... .

b) Fill in the gaps with verbs in the proper progressive form.

1. Listen! The birds (sing).....
2. We (drive) ... to the mountains this time next Saturday.
3. They (have) ... a picnic, when the rain started.
4. I (read) a book ... last evening when I heard the fireworks.
5. Shhhh! Be quiet! My little sister (sleep) ...
6. They (not/do)... their homework this afternoon: tomorrow's the weekend.
7. By this time tomorrow I (swim) ... in the central pool.
8. Mark and I (play) ... a computer game now.
9. I saw them. They (wait) ... in front of the shop.

c) Insert the appropriate indefinite pronoun or adverb.

1. She wanted ... stamps but there weren't...in the machine.
2. ... I know told me ... of the details.
3. I saw hardly ... I knew at the party, and I didn't get ... to drink.
4. We didn't think he'd succeed but he managed
5. ... who believes what Jack says is a fool.
6. Haven't you got ... friends in Rome? I feel sure you have mentioned them once.
7. Are there ... letters for me?
8. Don't let ... in. I'm too busy to see
9. They can't have ... more strawberries; I want ... to make jam.
10. When would you like to come? — ... day would suit me.
11. – Where shall we sit?
– Oh, ... will do.
12. He's not very well known here but he's a ... (an important person) in his own country.

4 Evaluate Yourself.



Self Assessment Grid

| | Listening | Yes | No | Improve |
|--|------------------|------------|-----------|----------------|
| I can understand the general meaning of a speech about personal things, such as: a person's interests, occupations, attitudes if the speech is clear, slow and I listen to it not only once. | | | | |
| I can identify the main points of a short personal story message rendered in a dialogue. | | | | |
| I can understand clear, slow, speech and catch the main points. | | | | |
| | Speaking | | | |
| I can describe a person's appearance and speak about his/her general traits of character. | | | | |
| I can ask/answer questions, also exchange ideas and information on topics related to one's favourite outfit. | | | | |
| I can recommend my own design of a modern school uniform. | | | | |
| | Reading | | | |
| I can compare two, short pieces of information from a text. | | | | |
| I can choose – for and – against arguments from a list after reading and comprehending a written message on lifestyle. | | | | |
| I can understand texts containing frequently used vocabulary on school, school uniforms and every day activities. | | | | |
| I can understand unknown vocabulary from the context or with the dictionary. | | | | |
| | Writing | | | |
| I can write short paragraphs on such subjects as: beauty, heroes of our time, etc., on condition that I have a plan or questions to be answered. | | | | |
| I can make up sentences using indefinite pronouns and adverbs. | | | | |
| I can make up sentences using progressive tenses. | | | | |

UNIT 4

At Leisure

LESSON 1 Boredom Is Not an Option

1 DISCUSSION POINTS

Answer the questions and exchange opinions on the quotation given in point 3.

1. Have you ever been bored? When do you get bored? How do you feel when you are bored?
2. What do you usually do to get rid of boredom? As a class, brainstorm things you could do to get rid of boredom.
3. Read the quotation and comment on it: "He who seeks rest, finds boredom. He who seeks work, finds rest".

2 READING

Read the text and decide on the topic sentence of each paragraph. Then comment on the sentence in italics in paragraph 3.

What Is Boredom?

1. Have you ever thought what boredom is? Boredom is a state of **anxiety** and low **self-respect**. We're educated to get satisfaction from a very limited set of activities: watching movies, eating, reading, programming, talking with friends or daydreaming. We're in a state of comfort and balance every time we do something we like. But the moment we're not doing it anymore, something very **subtle**, yet extremely powerful happens.

2. The bad news is that situation is **contagious**. Pretty soon it will spread to other areas of your life. Boredom likes wide spaces; it has an inner sense of expansion.

3. There are only two things that can **transpire** when someone is bored. People either use this time to become constructive or destructive. *When we become bored, it can provide a great opportunity to explore life and who we are.* Otherwise, if we don't use this time



to be constructive, we choose to be mentally lazy and become destructive whether with depression, **loneliness**, or acting out in some way just to get attention.

4. When boredom is not used as an opportunity to be more constructive, it can turn into something that looks like kids getting in trouble, becoming depressed, or messing things up around the house. Many parents get **frustrated** with their kids when this happens, yet **fail** to realize that it's the parents' responsibility to teach their kids how to use their time to be creative and use their imagination to come up with something to do.

5. When we don't know how to use our imagination, life can easily be filled with a lot of boring moments. If we don't have a healthy imagination to create healthy definitions and beliefs about what we're doing, life is boring.

3 COMPREHENSION CHECK

Finish the sentences.

- a. Boredom is...
- b. Boredom likes...
- c. Boredom is the opportunity to...
- d. Boredom should be constructive because...
- e. Life is boring when...



MIND YOUR PRONUNCIATION

1. **anxiety** /æŋ'zaiəti/
2. **subtle** /'sʌtl/
3. **contagious** /kən'teɪdʒəs/
4. **transpire** /træns'paɪə/
5. **loneliness** /'ləʊnlɪnəs/
6. **frustrated** /frʌs'treɪtɪd/
7. **boredom** /'bɔ:(r)dəm/

4 VOCABULARY TASK

In pairs match the words to their definitions.

d) a feeling of being alone, without friends;

1 anxiety

2 self-respect

a) having feelings of disappointment or dissatisfaction;

3 subtle

4 contagious

b) an uncomfortable feeling in the mind caused by the fear or expectation that something bad will happen;

6 loneliness

7 frustrated

5 transpire

8 fail

g) become known, happen;

f) proper respect for oneself;

h) that can be passed from one person to another;

c) not to do what is expected, wanted or needed;

e) delicate, not easy to notice, understand or explain;

5 TEAM WORK

Your best friend is going through some hard moments and you don't know how to help him. So, you decide to write a letter to a magazine about your friend's problem and ask for help. After you finish writing, you exchange the copy-book with another pair of students who take the role of the magazine and write an answer to your letter, and you to theirs. When everybody has finished the task, as a class, discuss the problems and the solutions suggested by your classmates.

6 PROJECT WORK

In teams design a poster which will reflect your team members' ways of getting rid of boredom by drawing on it, writing, sticking and what not. Present your poster to the class. Give it a title.



Do It at Home

1 *Look at the pictures and say how the pictures are similar and how they differ. Make funny comments on each of them.*

e.g. Bored of being bored because being bored is so boring.



2 *Write a paragraph on the topic: "Leisure is the time for doing something useful".*

1 DISCUSSION POINTS

Answer these questions about movies:

- a) Nowadays, because the film industry offers so many new movies for viewing every day, more teenagers prefer watching movies than reading books. What about you? Why?
- b) What types of movies do you like watching, or what kind of books do you like reading and why?
- c) Where do you usually watch movies: at home or at the cinema? With whom?

2 READING

Read the information about a bestseller popular with teenagers. Identify five reasons why the Twilight Series is so popular with people, especially with teenagers.

Unless you have been living under a rock for the past few years, you have heard of the series of movies known as the **Twilight Series**. This series of movies and books have become so popular that people often wonder why it is so popular.

The series is about **vampires** and **werewolves** and, of course, has a love story, as well. It's a Romeo and Juliet story with a supernatural twist. Buffy, Charmed, Harry Potter and all the other paranormal books, TV series, and movies set the stage for a generation that is intrigued by the **paranormal**.

The main characters are teenagers, which makes it easily related to those who are still in their teens. And, naturally, older people were once teenagers too, and perhaps it makes them **nostalgic** about the **awkward** years they survived through.

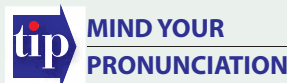
And there is one more reason for its popularity that



Wikipedia calls “escapist fiction”. “Escapist fiction is fiction which provides a psychological **escape** from thoughts of everyday life”.

To get back to the subject, just because something is popular does not mean it necessarily has any literary, cultural, political, social or other meaningful value. But it doesn't mean that people should feel bad about liking Twilight. People

don't “need” to like things because they have value, but because they are **entertaining** or make you feel good. What you like is a matter of personal choice and can't be argued.



1. **twilight** /ˈtwaɪlaɪt/
2. **vampires** /ˈvæmpaɪəz/
3. **werewolves** /ˈwiə,wʊlvz/
4. **awkward** /ˈɔːkwəd/

3 COMPREHENSION CHECK

Read the text and choose the right answer.

- a) The series is about
1. ghosts.
 2. ghosts and vampires.
 3. vampires.
- b) The series is popular because
1. it makes you forget your personal problems.
 2. the main role is played by Robert Pattinson.
 3. it has cultural value.
- c) The paranormal means:
1. all the things that can not be explained by science.
 2. all the things which have magic powers.
 3. movies which are about teens.
- d) People shouldn't feel bad about liking “Twilight” because
1. it doesn't have any artistic value.
 2. it's a matter of personal choice.
 3. it's entertaining.

4 VOCABULARY TASK

Read the text again, and together with your partner try to deduce the meaning of the words in bold from the context. Consult the dictionary if necessary.

5 WRITING

Read the opinions of two teenagers, taken from an Internet forum, about the Twilight series and write the main idea of each of them.

"I have to admit that I LOVE the Twilight series. Now I am well aware that these books are in absolutely no way literary genius! However it is like losing yourself in the books because for the duration of the series I am able to forget completely about my own problems. So, no Twilight will ever be considered a great work of art (at least not to me) however I have read it 3 times and I'm sure I will most likely read it another 3 times in my lifetime and enjoy to the fullest every single one of those times! You go into reading Twilight with the hopes of just having fun and escaping your own life then you should be able to see and feel why so many people love Twilight!"

Diana, 15

"I think it's popular because vampires are trendy right now, and usually pretty hot. But yes I do think that all the people who dislike it just build its popularity. I do personally love Twilight. I have all the Barbie dolls. But there's no problem with that because I'm in middle school. And I think people are thirsty for more romance. You just get so lost in the books, you begin to look everywhere for your vampire. People just like it! Gosh..."

Susan, 13

6 PAIR WORK

Work in pairs. Ask and answer the questions below and guess the film your partner is thinking of.

- a) What type of film is it (action, thriller, adventure, love story, etc.)?
- b) Who is the director of the film?
- c) Who stars in the film?
- d) Where does the action take place?
- e) When does the action take place: in the past, present or future?

7 SPEAKING

Recommend or don't recommend a film or a book to the class, using the following adjectives: interesting, boring, exciting, amusing, well-directed, sentimental, well-acted, frightening etc.

e.g. I recommend you watch "Twilight" because it's really exciting.

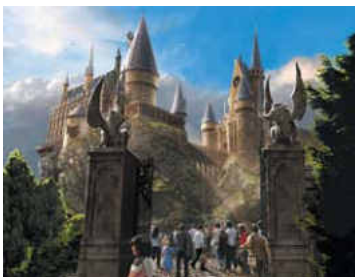
8 LISTENING (Page 136)

Listen to and read the dialogue when inviting someone to the cinema and be ready to role-play similar dialogues.

Do It at Home

Look at the pictures from another teen bestseller, "Harry Potter" and write a story about the Magic School of Witchcraft of Hogwarts, where Harry Potter studies the Art of Witchcraft. Would you like to study in such a school? Why? Use the following words:

magical ability, a wand, a cauldron, potion ingredients, broomstick, History of Magic, Charms, Astronomy, Herbology, Flying lessons.



LESSON 3 *Never Give Up*

1 DISCUSSION POINTS

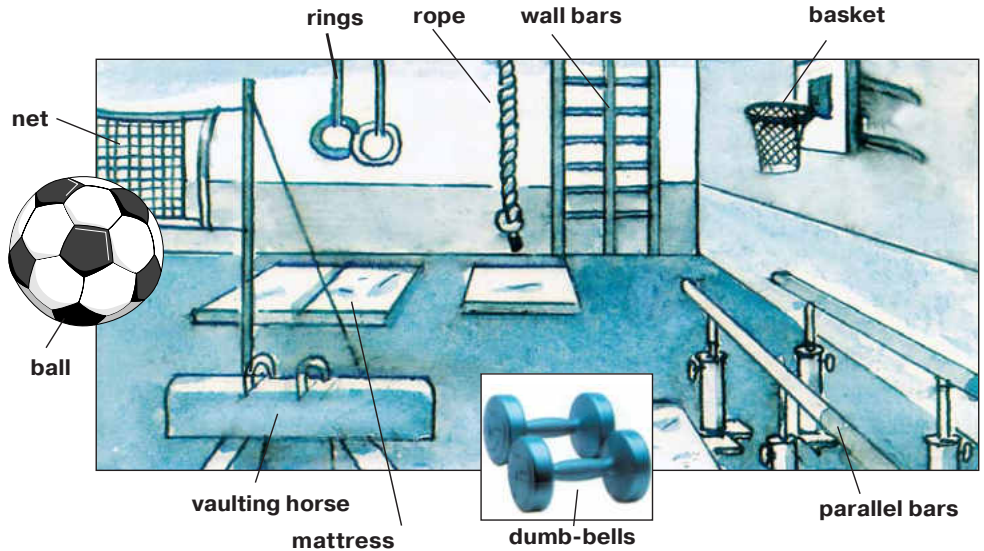
Read the statements and discuss if they are true or false.

- a) You should think about what you eat.
- b) When you practice sports, you could even have more free time.
- c) People who are concerned about fitness are boring.
- d) Life isn't fun if you always have to worry.
- e) Sport doesn't take long to do.

2 TEAM WORK

Look at the picture of a gym, and in teams make questions, as in the example, and ask other teams to answer.

e.g. Which facilities strengthen your muscles/develop your flexibility/resistance, etc?

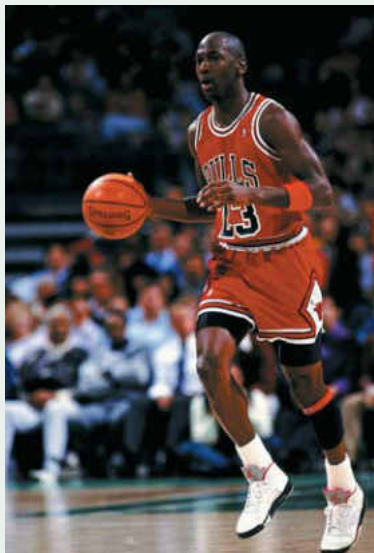


3 READING

Read the text and say how Michael Jordan made such a fabulous career in sport.

1. When young children are asked why they want to become sports stars, they will often mention money and fame. What they don't understand about someone like Michael Jordan is that he was always focused on one thing, becoming a better basketball player. His fame and fortune only followed his success on the court. Now he is a billionaire.

2. Despite all the loving fans, the people Michael Jordan listened to the most were his biggest critics. When they said he couldn't play defense, he won the defensive player of the year. When they said he couldn't win a championship, he won three in a row. He played with the flu; he played when hurt; he even played after his father's death. But all those difficulties never changed his passion for competition. He has failed at every point in his life. Yet those failures never stopped him from trying again and again. It is through his failures that he has succeeded beyond imagination.



3. Michael Jordan has taught the world many things. He has taught the world how basketball should be played. He has taught the world how to be a great athlete. But most importantly, he has taught us how to become better than we are.

4. Some of his life mottos that drove Michael Jordan to the top of the basketball world are:

- don't be scared of what you will become, be scared of what you won't become;
- know who you are inside, and don't let anyone stop you from being who you truly are;
- no one gets to the top the easy

way. Everyone has to put in hours and hard work. Fairy tales only happen in movies.

5. More than entertainment, sports and the athletes who play them, offer us great lessons on life, if we choose to receive success.

4 COMPREHENSION CHECK

Match the five paragraphs in the text to the headlines below.

- a) Positive and motivating messages for the current generation of athletes
- b) Sport teaches us lessons
- c) First become someone – then think of fame and money
- d) Through failure to success
- e) The lesson Michael Jordan taught to the world

5 ROLE PLAY

Arrange the lines in the correct order to make a dialogue when refusing invitations. Then make similar dialogues and be ready to role-play them.

- a) – How nice, I've met you! Would you like to come with me to the swimming pool tomorrow?
- b) – Hi, Mike,
- c) – Oh, what a pity you can't come with me! Perhaps, we can go there next week.
- d) – Hi, John,
- e) – It would be nice. I hope you 'll enjoy yourself. Bye!
- f) – Bye, Mike!
- g) – Thanks a lot, but I think I can't. I'm helping my mum tomorrow.



6 LISTENING (Page 136)

Listen to the dialogue and fill in the gaps with the words: soccer, training, team, athletics, baseball, sports. Then with your partner compare sports in British and Moldovan schools.

Sport in British Schools

Michael: What kinds of ... do you have in British schools?

George: Oh, various kinds. Most secondary schools offer some opportunities for playing main ... games. Football is usually played in winter and cricket in summer by boys. Some schools play only rugby and some only Girls play tennis and rounders (a sort of ...) in summer and hockey in winter, though hockey is also becoming more and more popular with boys.

Michael: And what about ...? Are there any facilities for athletic sports?

George: Yes, there are also facilities for some athletic sports, as well.

Michael: I have the impression that most British schools pay a great deal of attention to sport.

George: Oh, yes. British teachers think that sport plays a large part in the ... not only of the body, but also of the character.



7 Listen again, and with your partner compare sports in British and Moldovan schools.

Do It at Home

1 Read the rules below and select the sports and games which are used with either “play”, “do” or “go”.

Play is used with ball sports or competitive games where we play against another person.

Do is used for a recreational activity or a non-team sport that does not use a ball.

Go is used with activities that end in *-ing*.

1. He used to _____ jogging every day when he was at the college. 2. I love _____ a good game of chess in the evening. 3. She _____ gymnastics for over six years. 4. This summer we _____ windsurfing every day on our vacation. 5. He's a good athlete. He _____ basketball, baseball and hockey, too. 6. My wife _____ horse riding three times a week. 7. Why don't we _____ a set of tennis? 8. Some people think that _____ aerobics is the best possible way of keeping fit. 9. His idea of a perfect summer holiday is _____ sailing. 10. We like to _____ hiking.

2 Write a paragraph about your Physical Education classes, using words from ex. 2 and 6.

INFO BOX

On the 4th of October, 1957 the Russians launched the first artificial Satellite. A month later, the second Satellite was launched with a dog named Laika on it. On the 12th of April, 1961 Yuri Gagarin was the first astronaut to fly into space and return alive.

In 1964, a Russian astronaut Alexei Leonov floated for 20 minutes outside the spaceship.

In July, 1969 the first men, Americans, Neil Armstrong and Edwin Aldrin stepped onto the Moon from the spacecraft Apollo.



1 DISCUSSION POINTS

Answer these questions about the Universe.

- Do you like to read or to watch TV programmes about the Universe? Why?
- What do you think about the idea that we are the only beings in the Universe? Have you heard or read about other points of view?
- Do you believe in the Christian idea that God created the world? Why?
- How would you define science fiction (SF)? What is it? Have you ever read a science fiction book? Which one?
- Why are people so interested in the Universe? Why do people want to travel to other planets risking their lives?

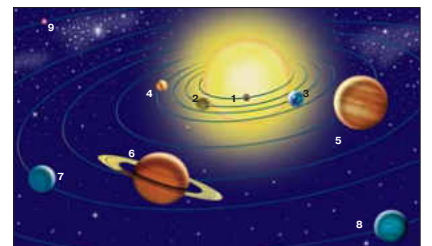
2 VOCABULARY TASK

In pairs, match the words to their definitions.

- | | |
|---|--|
| a) outer space /ˌaʊtə 'speɪs/ | 1. a large group of stars; |
| b) constellation /ˌkɒnstə'leɪʃn/ | 2. a vehicle able to travel in space; |
| c) galaxy /'gæləksɪ/ | 3. a complete or partial disappearance of the sun's light when the moon passes between it and the Earth; |
| d) astronomy /ə'strɒnəmi/ | 4. a named group of stars; |
| e) spacecraft /'speɪskrɑ:ft/ | 5. the scientific study of the sun, moon, stars; |
| f) orbit /'ɔ:bit/ | 6. a path of a moving planet around another body; |
| g) satellite /'sætəlaɪt/ | 7. the universe beyond the Earth atmosphere; |
| h) telescope /ˌtelɪ'skəʊp/ | 8. a body in space or an electronic device that moves round a planet; |
| i) eclipse /'ɪklɪps/ | 9. a tubelike instrument that makes distant objects look nearer; |
| j) tide /taɪd/ | 10. a regular rise and fall of the sea level caused by the attraction of the moon and sun. |

tip MIND YOUR PRONUNCIATION

- Mercury** /'mɜ:kjʊrɪ/
- Venus** /'vi:nəs/
- Earth** /ɜ:θ/
- Mars** /mɑ:z/
- Jupiter** /'dʒu:pɪtə/
- Saturn** /'sætɜ:zn/
- Uranus** /jʊ'reɪnəs/
- Neptune** /'neptjʊ:n/



9. **Pluto** /'plu:təʊ/ – On the 24 of August 2006 according to a resolution of the International Astronomical Union, it was decided that Pluto was not really a planet because of its size and location in space.

3 SPEAKING

Comment on Stanisław Lem's excerpt, taken from his famous book "Solaris" and compare it with your answers to question e) in Exercise 1.



"We take off into space, ready for anything: for solitude, for difficulties, for tiredness, death. We don't want to conquer the cosmos, we simply want to extend the boundaries of Earth to the frontiers of the cosmos. We don't want to enslave other races, we simply want to exchange our values with them. We are only searching for Man. We have no need of other worlds. A single world, our own, is enough for us; but we can't accept it for what it is. We are searching for an ideal image of our own world: we go in search for a planet, a civilization superior to our own but developed on the basis of a prototype of our ancient past."

4 READING

Read the text and fill in the time line you can see below with the years important in the epoch of the Moon Conquest, and say what stands behind each of these points in time.

1964

_____?

_____?

_____?

Now

To the Moon

The Earth's nearest neighbour, the Moon, was the most studied object in the night sky long before the first rocket was launched — a talisman for lovers, an emblem for dreamers, and a familiar friend to astronomers.

The United States got its first taste of moon dust in 1964 when its unmanned spacecraft crashed onto the lunar surface.

On January 27, 1967, astronauts Virgil Grissom, Edward White and Roger Chafee entered the first Apollo capsule for a pre-flight test. All three were killed when a fire swept through the Apollo command module.

The missions designated Apollo 4, 5, 6, 7, 8, 9 and 10 were unmanned test flights flown in Earth orbit to test the techniques and technology that would go to the Moon.

On July 20, 1969, Apollo 11 reached the Moon with two astronauts on board. Neil Armstrong took the first steps on the Moon proclaiming: "One small step for a man, one giant leap for mankind."

Apollo 12, 14, 15, 16, 17 landed on the Moon



between 1969 and 1972 with astronauts on board. The Apollo 13 landing was cut short because the service module suffered an explosion. The mission was designated a failure, having succeeded in only one of its objectives — the safe return of the astronauts. When the Apollo 17 crew left the lunar surface,

they knew that they were the last people to walk on the Moon — a cash-strapped U.S. government planned no more Apollo missions. More than a quarter of century later they are still the last.

After Apollo, scientists reported stunning details about the Moon. It is 4.5 billion years old; about the same age as the Earth. It is made of ancient rocky stuff that has been melted, erupted and crushed by meteorites. The average surface temperature on the Moon is -10°F ($-23,3^{\circ}\text{C}$). The percent of the Earth's gravity on the Moon is 16%. Flight time to the Moon is 4 days. There is no water on the Moon, no magnetic field, no atmosphere — the 3 indispensable conditions for the existence of life. But recently, water has been found on the reverse side of the Moon.

5 VOCABULARY TASK

Select out of the text "To the Moon" the key words to describe the history of the Moon Conquest. Be ready to give them a short explanation.

6 LISTENING (Page 136)

Listen to the text and write down the contributions to science of Stephen Hawking, one of the greatest scientists of our time, and the awards he has got so far.

Do It at Home

Imagine what will happen in the next 50 years in the following aspects of human life: technology (mobile phones); media (bookshops); environment (climate); work, school (at home); entertainment (virtual reality) or society (a lot of free time), and write about it in 100 words.

tip MIND YOUR PRONUNCIATION

1. launch /lɔ:ntʃ/
2. module /'mɒdju:l/
3. capsule /'kæpsju:l/
4. astronaut /'æstrənɔ:t/



1 DISCUSSION POINTS

Answer these questions about great explorers and their desire to travel at the risk of their lives.

1. List names of some great explorers. Discuss as a class what they are famous for.
2. What makes people set off to unknown lands, sometimes at the risk of their lives?
3. Would you fly to another planet or go into the deep of the ocean driven by wanderlust, even if it could take years of flight, lots of risks and dangers, and the possibility of never coming back home? Why?
4. Make up sentences with the words from “Word Prompt” (Page 61).

2 READING

Read the texts about the greatest explorers of all time, and state what each explorer is famous for.

**Roald Amundsen (1872 – 1928)**

His Antarctic expedition discovered the South Pole in 1910-1912. Amundsen was a Norwegian explorer and a key figure in the heroic age of Antarctic exploration. He also made the first voyage through the Northwest Passage (1903–1906) in the Arctic. He disappeared in June 1928 in the Arctic while taking part in a rescue mission by plane.

**Christopher Columbus (1451-1506)**

He is known for the discovery and colonization of the Americas. Although Italian by birth, **maritime** explorer Christopher Columbus sailed across the Atlantic Ocean and discovered the Americas under the Spanish king's name. Between 1492 and 1503, Columbus sailed between Spain and the Americas.

**Amerigo Vespucci (1454-1512)**

Amerigo Vespucci was the man from whom the word “America” comes. He was an Italian explorer and navigator. He was able to show that Brazil was not part of Asia. As North America was known as the New World, this second super continent came to be termed “America”, coming from Americus, the Latin version of Vespucci's first name.

**Ferdinand Magellan (1480-1521)**

He was a Portuguese explorer who made a **circumnavigation** expedition first and found a passage to the southern extremity of South America. His ships entered the South Sea to which Magellan gave the name of “Peaceful” or Pacific. He discovered the Philippines where he was killed.

**Jacques Cousteau (1910-1997)**

Jacques Cousteau is known for study and exploration of life under the sea. As a French Naval officer, Jacques Yves Cousteau **blazed a trail** and captured the imagination of people when it came to exploring life under the sea. Not only was he an officer and explorer, he was also a **conservationist**, filmmaker, photographer and scientist. He had a ship named Calypso and a TV program that became famous during the late '60s through the early 70s “The Undersea World of Jacques Cousteau”.

**Ibn Battuta (1304-1369)**

Ibn Battuta traveled to Islamic countries throughout the world. The stories of Ibn Battuta's adventures are **chronicled** in a book entitled “Rihla” which means “Journey.” In a course of more than 30 years, Battuta visited various parts of the Asian and African continent which include China, South Asia, the Horn of Africa, and the Middle East to name a few.

**James Cook (1728-1779)**

James Cook discovered the Hawaiian Islands. An English captain who circumnavigated around the Atlantic to the Pacific Ocean and around the Indian Ocean back to the Atlantic. He made contact with the **inhabitants** of the Hawaiian Islands, Australia, and New Zealand. He died while serving the Crown in Hawaii.

**Neil Armstrong (1930-2012)**

He was the first to walk on the moon. In 1969 the whole world heard these words: “That's one small step for a man, one giant leap for mankind.”

3 COMPREHENSION CHECK

Read the text about the world great explorers, split into teams and answer the questions:

- a) Which of the explorers studied the undersea life?
- b) Which of them discovered the Americas?
- c) Who explored Asia?
- d) Who explored the South Pole?
- e) When did Neil Armstrong land on the Moon?
- f) Who is the American continent named after?
- g) In what book did Ibn Battuta chronicle his adventures?
- h) Who discovered the Hawaiian Islands?
- i) What did Magellan discover?

4 WRITING

Make up sentences about the great explorers using relative pronouns as in the example given:

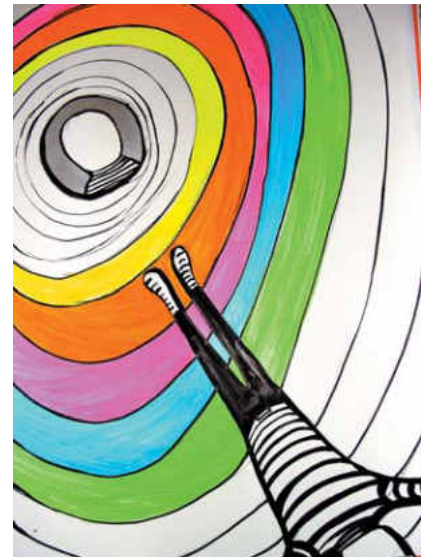
e.g. The person, who discovered America, was C. Columbus.

5 TEAM WORK

a) "Is it better to travel or stay at home?" Split into two teams and debate the topic choosing the arguments given below by ticking the ones you need.

You learn a lot of new things You can experience a lot at home where you are safe It's dangerous sometimes You don't make your parents worry You can see how other people live You learn to solve a lot of problems You don't have to speak another language, it makes you feel comfortable You make changes in your life Changes are not always good There are a lot of interesting programmes about life abroad on TV Life at home is exciting enough It's a new experience

b) There are scientists who say people can travel in time. Do you think it could happen? Look at the picture and discuss with your classmates what it represents in your opinion. Would you like to travel in time? What period of time would you like to see and why?



6 PAIR WORK

Insert relative pronouns wherever necessary.

1. Mary, _____ is in the mountains now, is our chess champion.
2. The robber stole the car _____ was left in front of the supermarket.
4. That's the boy _____ has just arrived at the airport.
5. I liked very much the book _____ she gave me for my birthday.
6. Chisinau, _____ is the capital of our country, is becoming more and more beautiful.
8. The children, _____ are playing in the park, study at our school.
9. Sandra is the girl _____ I met on Saturday.

Word Prompt

travel — the general activity of moving from place to place;

journey — the time spent and the distance covered in going from one particular place to another;

voyage — has the same meaning as journey but it is only by sea;

trip — a short journey;

excursion — a short journey, made for pleasure, usually by several people together;

tour — a journey for pleasure, during which several places of interest are visited.

Do It at Home

1 Explain the words in bold from ex. 2 and use them in sentences of your own.

2 Find information and pictures about two places: one which you would like to visit, and another which wouldn't suit you. Tell the class why.

Grammar Focus for Lesson 6

The Relative Pronouns.

There are two kinds of relative clauses: **defining** and **non-defining**.

- a. *This is the actress who (that) plays the leading part.*
- b. *Mr. Green, who is my colleague, spoke at the meeting yesterday.*

In "a" the relative clause is defining. It tells us who the actress is. Without the relative clause the sentence makes no sense. The relative clause cannot be left out.

In "b" the relative clause is non-defining. It adds extra information of secondary importance and could be left out of the sentence.

Relative clauses are connected to main clauses with relative pronouns. In defining and non-defining relative clauses the relative pronouns, *who, that, which, whom, whose*, may be subjects or objects.

If the relative pronoun is followed by a verb, the relative pro-

noun is a subject pronoun.

If the relative pronoun is not followed by a verb (but by a noun or pronoun), the relative pronoun is an object pronoun.

When they are subjects in defining and non-defining relative clauses we cannot leave them out of the sentence.

e.g. I talked to the boy who/that took the first place.

Susan, who lives next door, took the first place.

When they are objects in defining relative clauses we can leave them out of the sentence.

e.g. This morning I ran into an old friend (who/that) I have told you about. (*The subject is "I", the object is "an old friend"*)

Object pronouns in non-defining relative clauses must be used.

Jim, who/whom we met yesterday, is very nice.

Non-defining relative clauses which give extra information must be separated by commas.

Defining relative clauses

| | Person | Thing |
|---------|-----------|--------------|
| Subject | who(that) | that (which) |
| Object | (that) | (that) |

Non-defining relative clauses

| | Person | Thing |
|---------|------------|-------|
| Subject | who | which |
| Object | who (whom) | which |

1 PAIR WORK

You are pointing to a person or a thing; you are telling your friend something about that person or thing. Connect the following sentences with relative pronouns (a) or without (b).

- a) 1. That's the school. It has a swimming pool.
- 2. That's the word. It sounds strange.
- 3. That's the teacher. He's going to give a test.
- 4. That's the shop. It sells English books.
- 5. That's the actress. She won the prize.
- b) 1. That's the film. I want to see it.
- 2. That's the word. I don't understand it.
- 3. That's the mistake. I made it.
- 4. That's the music. I love it.
- 5. That's the girl. I met her two days ago.

Grammar Focus for Lesson 3

The Perfect and Perfect Progressive Tenses

| Verb Tenses | Present | | | | | Past | | | Future | | | |
|----------------------------|---|--------------|------------------|-----------------|-----|--|----------------|-----------------|--|--|--------------|------------------|
| Perfect | The present result of the past action or experience in time so far Have Has +Part. II | | | | | Have? | Has? | Have not | Has not | A future action which will be in the past by another action or moment in the future Shall/Will have+Part. II | | |
| | Already Just | Yet Never | Ever Recently | Lately Since | For | Had? | Had not | | | Shall? | Will? | Shall not |
| | He has already been to the museum. | | | | | After I had been to the museum, I went for a walk. | | | I will have toured the museum tomorrow by 7 o'clock. | | | |
| Perfect Progressive | Duration of the action with reference to the present Have Has +been+verb+ing | | | | | Have? | Has? | Have not | Has not | Duration of the action with reference to a moment in the future Shall/Will have +been+verb+ing | | |
| | Since For | | | | | Had? | Had not | | | Shall? | Will? | Shall not |
| | He has been sightseeing since 10 o'clock. | | | | | I had been sightseeing for an hour when you called me. | | | I will have been sightseeing for an hour when you join me. | | | |

2 WRITING

Open the brackets using either the Perfect or the Perfect Continuous Tenses.

1. I (see) ... that movie four times.
2. She (work) ... for that company for three years.
3. People (not travel,yet) ... to Mars.
4. Nobody ... ever (climb) ... that mountain.
5. She (sleep) ... for 10 hours when the car arrived.
6. He ... never (travel) ... by train.
7. James (teach) ... at the university since June.
8. A: ... you ever (meet) ... him? B: No, I ... (not meet) him.
9. You (grow) ... since the last time I saw you.
10. By this time yesterday, I ... (finish) the project.
11. My English ... really (improve) ... since I moved to Australia.
12. They (be) ... married for 40 years by the end of this month.
13. By 2020, I ... (live) in Madrid for 15 years.
14. We (wait) ... here for over two hours!
15. Man (walk) ... on the Moon.
16. I (know) ... him since my childhood.
17. Bill ... just (arrive)
18. She (watch) ... too much television lately.
19. What ... you (do) ... ? You are dirty.
20. (finish, you) ... this novel by next week?

Grammar Focus for Lesson 4

The Passive Constructions

Prepositions always govern or relate a noun or pronoun. They are usually followed by this noun or pronoun, but in certain constructions (passive, relative clauses, questions) they are 'stranded' i.e. they are separated from their noun or pronoun, for example, Active Voice

e.g. Who did you give the flowers to?
Compared with non-stranded.

e.g. To whom did you give the flowers?
or Passive Voice, where the prepositional complement becomes the subject of a passive construction.

e.g. We have paid for the room.
The room has been paid for.

e.g. The robbers have just set off the alarm.
The alarm has just been set off by the robbers.

3 Read the sentences and ask passive questions in order that the preposition comes in the end, as in the example given.

e.g. They have reduced the cost by 20 %. What percentage has the cost been reduced by?

1. I eat salad with a fork. What ____?
2. I sent for the doctor 10 min ago. When ____?
3. They made a house of bricks. What ____?
4. The teacher explained the rules to the pupils. Whom ____?
5. We will count on them tomorrow. When ____?
6. Paper is made of wood. What ____?
7. We have waited for him for 20 min. Who ____?
8. They look after their children with care and love. Who ____?

Grammar Focus for Lesson 7

The Perfect Tenses in the Passive Voice

To have + been + Participle II

The Present Perfect Passive Voice is used according to the rules **the Present Perfect Active Voice** is used. It expresses an action which has/ hasn't (just, already) been performed.

*The grass has just been cut.
Has the grass just been cut?
The grass has not been cut yet.*

The Past Perfect Passive Voice is used when the action had been performed in the past before another past action or moment.

The grass had been cut before I came home.

The Future Perfect Passive Voice is used when the action will be performed in the future before a given moment or another action in the future.

The grass will have already been cut by 6 o'clock.

4 SPEAKING

Use the Present and the Past Perfect Passive forms.

a. Model: table/lay

The table has already been laid.

1. the house/clean;
2. the arrangement/agree on;
3. the carpets/sweep;
4. the food/buy;
5. the dinner/cook;
6. a big cake/look for.

b. Model: table/lay

The table had been laid before mother came.

1. the pizza/send for;
2. the flowers/water;
3. the cake/make;
4. the bread/buy;
5. the guest/take care of;
6. the dining-room/air.

1 DISCUSSION POINTS

Answer the questions.

- a) How do you like spending your free time? Do you have hobbies? What are they? b) Do you think hobbies take lots of time? Why?
- c) Are hobbies expensive? Give specific examples.

2 READING

Britain has recently been described as a “leisure society.” This is because there are a great variety of leisure activities. Read the texts and choose some activities you would like to practice. Why?

**Exercise or Sports**

Many teenagers love to play sports. Through their school or through local recreation centres and junior sports leagues, they can join teams for everything from soccer to ice hockey or archery. If the teen is not competitive, he can get involved in rock climbing, canoeing, hiking or swimming. If those don't interest him, he can do something different such as dance lessons, martial arts or horse riding.

**Summer Jobs**

While a job may not sound like a hobby, for a teenager it can be just as intriguing and exciting as one, especially when it involves making money. Some teenagers find some kind of work during the empty summer months, preferably related to something they like. For a teen who enjoys swimming, lifeguarding is an ideal summer job, for instance. It will keep him busy, teach him responsibility and help him develop useful skills. As an alternative, teens can mow grass, walk dogs or babysit for money.

N.B. The average weekly pocket money for 12 to 16 year olds is £9.53.

**Crazy about Animals**

A lot of teenagers are crazy about animals. They like to hear stories about them on television programmes and they like reading books about them. Many teens have a pet animal. It could be a dog, a cat, a goldfish, a bird or a small furry

animal like a hamster. Looking after and being kind to their pets is very important for teens: “I can say anything I like to my dog, but she never thinks I'm silly.”

**Communication and Computers**

The young generation is fond of communication. A lot of teenagers spend plenty of time playing on computers. The Internet

seems really good fun. They enjoy chatting to and texting friends on their mobiles, hanging out with their mates, listening to the latest music, shopping for the latest fashions or just watching movies on the television or at the cinema.

**Other Kinds of Activities**

There are plenty of other kinds of activities, such as travelling, visiting historical places, babysitting, delivering newspapers, putting together jigsaw

puzzles, reading, going to different museums, skateboarding, going fishing, hitchhiking, shopping, helping people in need, joining a computer club and others. Teenagers are also fond of watching movies. Cinemas have been redesigned with four or more screens, each showing a different film at the same time, and a lot of teens like going to the cinemas too. We can say “So many teens, so many kinds of activities.”

3 VOCABULARY TASK

What text(s) are the words or word combinations taken from? Explain the words.

hitchhiking, furry, texting, soccer, lifeguarding.

4 ROLE PLAY

Acting in plays is another British teens' hobby. Have you ever tried to act in a play or skit? In teams, write a script about winter and role play it in one of the primary school classes. It could be: “Winter in the Forest”, “Christmas Tale” or “New Year Surprise” or whatever other one.

5 SPEAKING

a) In the text “Other Kinds of Activities” you can see the activity “helping people in need”. Do you think it could become someone’s hobby in our country? Would you take on such a hobby? Why? How do you imagine doing this? In teams, work out a plan how teenagers could help people in need. Give examples of other hobbies which can be enjoyable and useful not only to you, but also to other people.

b) Let’s talk about the plans for the next week-end. What do you think the people in each photo are talking about.



Plans for the next weekend



6 TEAM-WORK

Comment on Michael Jordan’s quotations and say what the connection is between failure and success.

- a) “To learn to succeed, you must first learn to fail.” c) “The key to success is failure”
b) “I’ve failed over and over and over again in my life and that is why I succeed.” d) “I can accept failure, everyone fails at something. But I can’t accept not trying.”

7 WRITING

Finish the sentences: People who ...

- a) eat popcorn at the cinema... d) eat too much... g) snore...
b) drink and drive... e) save lots of money... h) travel a lot...
c) watch TV all day... f) smoke in public spaces...

Do It at Home

PROJECT WORK

a) In teams make a poster under the heading: “Teenagers’ Hobbies and Interests in Moldova”. Illustrate it with pictures and drawings. Make it interesting and attractive. Then discuss the projects: positive and negative aspects. Give advice to your classmates how they could improve their projects.

b) Write a short report for your school magazine in 6-8 sentences about your classmates’ hobbies. It should be based on answers to the questions beginning with: What are...? Where do...? When do...? How many...? Why do...?

Progress Test

1 Read the poem and give a title to it. Then write down its main idea.

What is this life if, full of care,
We have no time to stand and stare.

No time to stand beneath the boughs
And stare as long as sheep or cows.

No time to see, when woods we pass,
Where squirrels hide their nuts in grass.

No time to see, in broad daylight,
Streams full of stars, like skies at night.

No time to turn at Beauty's glance,
And watch her feet, how they can dance.

No time to wait till her mouth can
Enrich that smile her eyes began.

A poor life this is if, full of care,
We have no time to stand and stare.

William Henry Davies

2 Read the poem again and find synonyms to the words given below.

a) to watch –

c) branch –

e) brook –

b) under –

d) forest –

f) to start –

3 Fill in the gaps with the right form of the verb in the Perfect or Perfect Progressive Tenses either active or passive:

a) When I arrived at the party, Tom (to go already) _____ home.

b) By this time tomorrow the book (already, to publish) _____ .

c) I (to wait) _____ for two hours but she has not come yet.

d) By 2013, I _____ (to live) in Madrid for 5 years.

e) How long (you to know) _____ him?

f) The instructions (to give) _____ by the clerk.

g) I'm not hungry. I just (to have) _____ lunch.

4 Look at the pictures and make five sentences about them, using relative pronouns.

e.g. The boy who is playing in the sand is very cute.



5 *Fill in mum's words in the following dialogue.*

Carol: I'd like to take dancing lessons. What do you think?

Mum: _____

Carol: I think, yes. 400 lei per month.

Mum: _____

Carol: Three lessons every week.

Mum: _____

Carol: Yes, I'm interested a lot. They have a lot of competitions. I'd like to take part in them.

Mum: _____

Carol: The next competition is in two months.

Mum: _____

Carol: I'll use my pocket-money – 150 lei. And you can pay the rest.

Mum: _____

Carol: Oh, thanks a lot. It's great.

6 *Write a paragraph in 12-14 sentences about the activity you like doing when you have free time. State how often you do it, how much time you spend on it, if it is expensive to do or not. Then state if it is useful and if it can help you develop some skills you will need in the future.*

7 *Evaluate Yourself.*



Self Assessment Grid

| | Yes | No | Improve |
|--|-----|----|---------|
| Listening | | | |
| I can understand the general meaning of a short dialogue when making invitations. | | | |
| I can identify the key words and expressions, related to the topic in an oral message. | | | |
| I can understand clear, slow, speech and catch the main points. | | | |
| Speaking | | | |
| I can ask and answer questions and exchange ideas and information on familiar topics about leisure. | | | |
| I can recommend a film or a book. | | | |
| I can make and respond to invitations. | | | |
| I can make a short presentation prepared in advance. | | | |
| I can compare two short pieces of information. | | | |
| I can choose –for and –against arguments from a list. | | | |
| Reading | | | |
| I can understand short, simple texts containing high frequency vocabulary including international words. | | | |
| I can understand unknown vocabulary from the context or with the dictionary. | | | |
| I can select certain information from a short text. | | | |
| Writing | | | |
| I can write short, simple notes and messages related to leisure activities and explain what I like or dislike about hobbies and interests. | | | |
| I can write a dialogue on how to recommend a film. | | | |
| I can express in writing my opinion about what life will be in the future using the words given. | | | |
| I can use relative pronouns in sentences. | | | |
| I can use passive perfect constructions in sentences. | | | |

LESSON 1 Holidays

1 DISCUSSION POINTS

Answer these questions about holidays.

- a) Do people need holidays? Why ?
- b) When do you think the first holidays appeared?
- c) What do people do on holidays? And you?
- d) What is your favorite holiday?
- e) Which are your favourite festivities? Why?
- f) What world festivals do you like most of all?

2 LISTENING (Page 137)

Listen to the text and insert the missing words from the box.



a) At the heart of the festival is a legend that when you launch your lantern in the sky one gets an opportunity to cleanse the..., get in touch with ancestors to strengthen family ... or rekindle the feeling of love.

Fire symbolizes It is therefore considered that, together with lanterns in the sky fly away all the ..., problems and concerns, leaving only bright people and good

c) Every year, Venice, for 12 days turns into a giant stage with scenery for one of the most ambitious and dazzling carnivals in the world. Unrestrained ..., non-stop music, sleepless nights, a parade of painted ... and masks, masks, masks...



b) Chinese city of Harbin – one of the centres of ... culture in the world. The International Festival begins January 5th and lasts one month.

Ice sculptures are made in the form of buildings and monuments, animals, humans and mythical Lasers and ... are used to illuminate sculptures, there are also variations on the background light of sculptures that look especially beautiful at night.



purification
ice and snow
fantasy
creatures
hardships
lights
boats
ties
feelings
soul

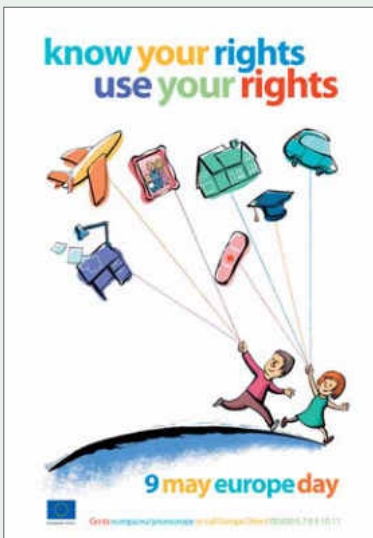
3 READING

Read the text and answer the questions below the text.

What is Europe Day?

Maybe you have heard or seen in some newspaper or poster the expression “Europe Day” for the date of the 9th of May. But did you ask yourself what the significance of this day is?

Very few may know that on the 9th of May, 1950 the first step was made in the direction of creating the European Union of today. On that day, due to the fear of the breakout of a third world war in Europe, the Minister of Foreign Affairs of France, Robert Schuman, had made and read in front of the international press a declaration, through which he called France, Germany and other European states to jointly manage the production of coal and steel, setting, this way, the foundation of a European federation. In fact, the French Minister suggested the creation of a European community to manage the trade of coal and steel – which constituted the basis for the entire military power. And the countries he addressed, were the coun-



tries that suffered a lot in the Second World War, enduring huge material losses and the sentiment of desolation. The day is also known as Schuman Day. Thus, the EU of today started on that very day. That is why, in 1985, the EU leaders meeting at a summit in Milano decided to celebrate Europe Day on the 9th of May. At the same time, Europe Day can be celebrated on the 5th of May, on the day when the Council of Europe was founded in 1949.

So, Europe Day is a day of peace and unity in Europe, against war, respect for European values and principles – peace, democracy, the rule of

law, human rights (social and political), unity through diversity, respect for rights of all nationalities and ethnicities, their languages, customs and traditions, etc. Europe Day is celebrated in all EU member states, candidate and pre-accession countries.

4 COMPREHENSION CHECK

- a) When is Europe Day celebrated?
- b) Who was Robert Schuman?
- c) When was Europe Day celebrated first?
- d) Who decided to celebrate Europe Day?
- e) Where is Europe Day celebrated?
- f) What are the main European values and principles?

5 VOCABULARY WORK

Match letters with numbers:

- | | |
|-----------------|------------------------------------|
| a) significance | 1. to be done according to the law |
| b) breakout | 2. to be together |
| c) due to | 3. to do something together |
| d) unity | 4. to be important |
| e) diversity | 5. to be different |
| f) rule of law | 6. to happen |
| g) jointly | 7. to have a meeting |
| h) summit | 8. because of |

tip MIND YOUR PRONUNCIATION

1. **extinct** /ɪks'tɪŋkt/
2. **rekindle** /,ri:'kɪndl/
3. **lantern** /'læntən/
4. **ancestor** /'ænsɛstə(r)/
5. **sculpture** /'skʌlptʃə(r)/
6. **scenery** /'si:n(ə)rɪ/
7. **unrestrained** /,ʌnrɪ'streɪnd/
8. **desolation** /des(ə)'leɪf(ə)n/
9. **diversity** /daɪ'vɜ:səti/
10. **mythical** /'mɪθɪk(ə)l/

Do It at Home

In 100 words write about a holiday you like most of all.

1 DISCUSSION POINTS

Answer these questions about giving and receiving presents.

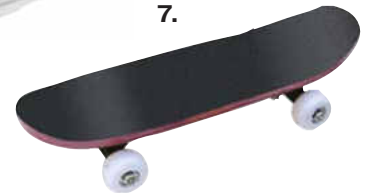
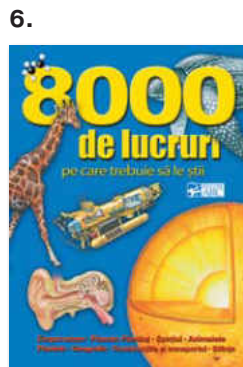
- a) Do you like giving or receiving presents? Explain why.
- b) Who do you usually give presents to?
- c) Is it difficult to choose a present? Why?

- 1. **fiance** /fɪˈɒnsɪ/
- 2. **fiancée** /fɪˈɒnsɪ/
- 3. **recipient** /rɪˈsɪpiənt/
- 4. **gala** /ˈɡɑːlə/
- 5. **diocese** /ˈdaɪəsɪs//
- 6. **adage** /ˈædɪdʒ//
- 7. **Thanksgiving** /ˌθæŋksˈɡɪvɪŋ/

2 SPEAKING

Look at the pictures and say what you would choose for:

- a) your grandparents' golden wedding anniversary.
- b) your mother's/ father's birthday;
- c) your little sister's/ brother's first day at school;
- d) your best friend's birthday;
- e) your brother's wedding.



You can't do without them
 I would choose... because ...
 I believe... would please him/herself very much.
 If I were my friend, I would love to receive ... for my birthday.
 I am sure he/she wants....

3 LISTENING (Page 137)

Listen to the story "The Vase" and say what spoiled the festivity: money, poverty or dishonesty?

- a) What do you think the moral of the story is? Do you agree with the adage "Honesty is the best policy"?
- b) Who was the most to blame for what had happened?
- c) Who was the least to blame? There are four characters in the story. Put the numbers from 1 to 4 opposite each character according to the degree of blame.

The student

The girl

The saleswoman

The servant

- d) What piece of advice would you give to the young student?
- e) What piece of advice would you give to the shop-girl?

4 READING

Read the tips on how to choose the right gift and say which of them is the most useful.

How to Choose the Right Gift

Some people drop clues right and left, but for most, you'll have to play detective.

1. Ask their friends and family what they'd like. If your recipient wants something very expensive, consider buying the gift as a group. Most people would prefer one expensive item that they really want instead of a lot of inexpensive items that might fall flat.
2. Does your recipient say things like, "I've got to get a ___ one of these days.", or "This ___ is ready to break.", or "My ___ broke."? There's your gift!
3. Is their wardrobe full of a particular color combination or style? Who are their favorite bands, authors, artists, sports teams or actors? What do they do when they're not at school?
4. When you visit your intended recipient at home, pay attention to what's there and what's missing. Do they apologize for the lack of chairs? Have they decorated in a particular motif? Does the dog have a dog bed? Does the cat have a scratching post?
5. Does your recipient have a favorite philanthropic cause? Making a donation in their name serves two purposes: Making them happy and helping others. It doubles your satisfaction, too. However, this option only works for people truly dedicated to a particular non-profit.
6. Sometimes a homemade gift is appreciated more than any store-bought item. Other times, it isn't a *thing* your recipient wants at all. Maybe they could use some help finishing a project or learning how to do something. Maybe they're a game enthusiast without anyone to play against. Or maybe they wanted to go somewhere, but didn't want to go alone. "Free" gifts can be the best ones of all! When everything else doesn't work.
7. There's an unspoken rule about gift giving... "Don't ask them what they want." While there are people who would be offended by such a simple question, others would jump at the opportunity. Kids, in particular, are eager to tell anyone willing to listen just exactly what it is they're wishing for.
8. If you can't ask, try a gift certificate. Choose a place where almost anyone can find something they'll like: book stores, movie theaters, department stores, gadget catalogues, music stores and so on. Gift certificates may seem too generic, but recipients are rarely disappointed by them.
9. Lastly, don't forget to keep the receipt. Let your recipient know that you can exchange their present if it doesn't suit them. However, if you've followed this guide, that's unlikely to happen. Instead, just enjoy that great feeling you get when you know your gift is truly appreciated!

5 Read the tips again and match them with the ideas in the boxes.

a) You can exchange the present if it doesn't suit.

b) Give a gift certificate discount card.

c) Ask kids what they want.

d) To make a donation on their behalf.

e) To pay attention to what they miss/lack.

f) Talk to your recipient's friends and family.

g) Your recipient always mentions about things he/she will need to buy soon.

h) You have to know what the favourite colours and style of your recipient are.

i) It's difficult to choose between a gift and your personal presence.

6 VOCABULARY

a) Explain the following words: **homemade, aid, to appreciate.**

b) Look up in the dictionary the meaning of the things: **dog bed, scratching post, gift certificate, a donation.**

c) Use these expressions in your own sentences:

- to jump at the opportunity;
- to wish for something;
- to play against;
- to be eager;
- to be a game enthusiast;
- to serve a purpose.

Do It at Home

In 100 words, write a paragraph about what you would/wouldn't do if you had only half an hour to choose a present for your friend.

1 DISCUSSION POINTS

Answer the questions about school traditions.

- What do you like about your school?
- What other activities are you busy with except classes?
- Which do you like more: routine school days or school festivities? Why?
- What would you like to change about your school, classes and after-class activities?

Reminder

- | | |
|-------------------|---------------------------------|
| 1. Teacher's Day | 5. Book Day |
| 2. School Reunion | 6. Last Bell for School-Leavers |
| 3. First Bell | 7. Valentine's Day |
| 4. Commencement | |

! You can't do without them

to compete;
to role play;
to dramatize;
to stage;
to call it a day;
to kill the time;
all in good time;
to give a concert;
to ask somebody for an autograph;
an autographed copy of a book.

2 TEAM WORK

There is a language festival at every school in Moldova. It is usually a week when everybody speaks only English, French, German or other languages. Students perform concerts in foreign languages. Imagine you have to perform something. Dramatize: Little Red Riding Hood and the Wolf. In order to do that: a) Read the poem minding the intonation; b) Do the Vocabulary Work; c) distribute the parts and dramatize it.

Little Red Riding Hood and the Wolf

After Roald Dahl, abridged

As soon as Wolf began to feel
That he would like a decent meal,
He went and knocked on Grandma's door.
When Grandma opened it, she saw
The sharp white teeth, the horrid grin,
And Wolfie said, "May I come in?"

Poor Grandmamma was terrified,
"He's going to eat me up!" she cried.
And she was absolutely right.
He ate her up in one big bite.
But Grandmamma was small and tough,
And Wolfie wailed, "That's not enough!"

"I haven't yet begun to feel
That I have had a decent meal!"
He ran around the kitchen yelping,
"I've got to have another helping!"
Then added with a frighiful leer,
"I'm therefore going to wait right here
Till Little Miss Red Riding Hood
Comes home from walking in the wood."

He quickly put on Grandma's clothes,
(Of course he hadn't eaten those.)
He even brushed and curled his hair,
Then sat himself in Grandma's chair.

In came the little girl in red.
She stopped. She stared. And then she said,
"What great big ears you have, Grandma."
"All the better to hear you with," the Wolf replied.
"What great big eyes you have, Grandma."
said Little Red Riding Hood.
"All the better to see you with", the Wolf replied.
He sat there watching her and smiled.
He thought. "I'm going to eat this child.
Compared with her old Grandmamma
She's going to taste like caviar."

Then Little Red Riding Hood said, "But Grandma,
what a lovely great big furry coat you have on."
"That's wrong!" cried Wolf. "Have you forgot
To tell me what BIG TEETH I've got?"

"Ah well, no matter what you say,
I'm going to eat you anyway."

The small girl smiles. One eyelid flickers.
She whips a pistol from her knickers.
She aims it at the creature's head
And bang, bang, bang, she shoots him dead.

A few weeks later, in the wood,
I came across Miss Riding Hood.
But what a change! No cloak of red,
No silly hood upon her head.
She said, "Hello, and do please note
My lovely furry WOLFSKIN COAT."



tip MIND YOUR PRONUNCIATION

1. **tough** /tʌf/
2. **yelping** /'jelpɪŋ/
3. **furry** /'fɜːrɪ/
4. **knickers** /'nɪkəz/
3. **leer** /lɪə/
3. **cloak** /kləʊk/

3 VOCABULARY WORK

- a) *Explain the following adjectives:* decent, horrid, terrified, tough, furry, frightful.
- b) *Infer the meaning of the verbs in the poem:* to flick, to whip, to yelp.
- c) *Look up in the dictionary the meaning of the following words:* helping, knickers, leer, caviar.
- d) *Use these expressions in your own sentences:* – to come across; – to taste like; – to eat up; – to put on; – to be right.

4 LISTENING (Page 137)

Listen to these students speaking about their School Traditions and express your opinion about it.

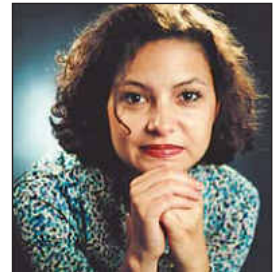
- a) Listen again and put down what holiday each of them is speaking about.
- b) Listen again and put down some details about each holiday.



Vicky from Chişinău



Chris from the USA



Judy from England

5 SPEAKING

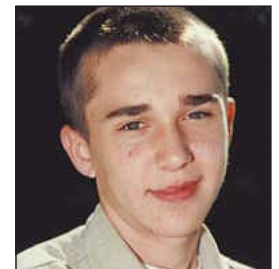
In pairs, comment on school traditions of these students comparing them with ones in your own school.



Mary from Costeşti,
Ialoveni



Ioana from Cahul



Nick from Hînceşti

Do It at Home

Write a short description of an event you celebrate at school that you like/ dislike most of all (100 words).

LESSON 4 Enjoying Together

1 DISCUSSION POINTS

Look at the pictures and answer the following questions. Use the words from “Mind your pronunciation” when needed.

- Is the Hram (City/Town/Village Day) a national, international or local holiday?
- When is your City/Town/Village Day?
- Why do people celebrate this day?
- What do people do on this day?
- How would you explain what is celebrated on the City/ Town/ Village Day to a foreigner?



1.



2.



3.



4.



5.

2 SPEAKING

In pairs describe the pictures to each other. Say in what picture:

- People are dancing.
- People are singing.

tip MIND YOUR PRONUNCIATION

- bonfire /'bɒnfʌɪə/
- gathering //gæθərɪŋ/
- flourish of trumpets /'flaʊɪʃ əv 'trʌmpɪts/
- fanfare /'fænfəɪə/
- illumination /ɪ,lʌ:mɪ'neɪʃn/
- fireworks /'faɪəwɜ:ks/

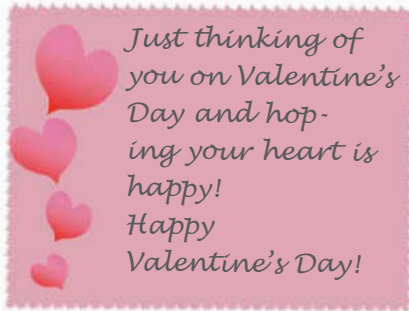
- c) People are wearing national costumes.
- d) People are walking.
- e) People are selling souvenirs.
- f) The fireworks are lighting up the sky.
- g) People are listening to music.

- h) People are enjoying the food and speaking about their achievements.
- i) The public is watching a concert.
- j) Men are fighting for the fattest lamb.
- k) People are enjoying each other's company.

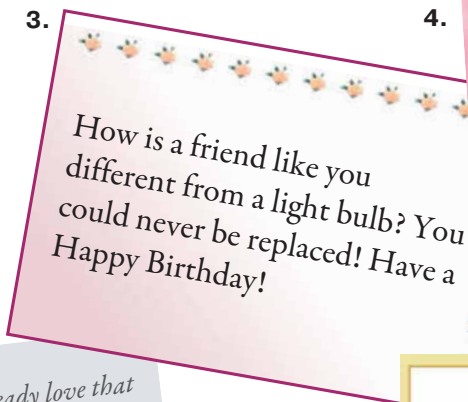
3 READING

Read the greeting cards and answer the following questions:

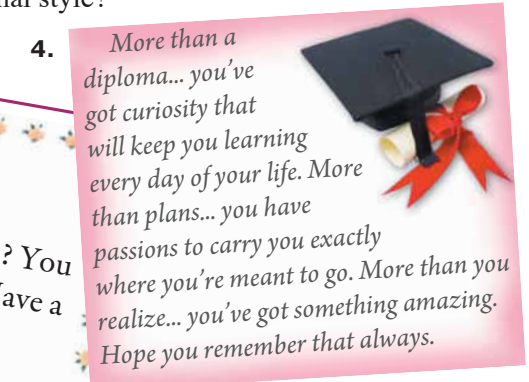
- a) On which occasion can each card be sent and to whom? Name the holiday and the date when possible.
- b) Who is the sender of each card?
- c) Which of the cards is written in formal style and which in informal style?



1.



3.

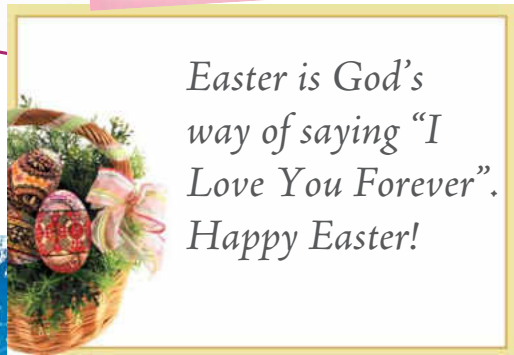


4.



2.

5.



e)



4 VOCABULARY

Find equivalents in your native language for the expressions:

- a) Your heart is happy.
- c) From the bottom of my heart.
- d) May you know good health.
- e) A wonderful feeling of renewal.

5 WRITING

- a) Write which greeting can be used in each greeting card?
- b) Write which closing can be used in each greeting card?
Use the "You can't do without them" rubric.

! You can't do without them

| | |
|------------|-----------------|
| Dear Dad; | Lora; |
| Dear Son; | Chris; |
| Mum; | Happy New Year! |
| With love; | Loving; Yours |

Do It at Home

- 1 Describe your town/ village day in 100 words.
- 2 Write a Greeting Card using the words from the cards in ex. 3.

LESSON 5 Civilization: Old and New, Different and the Same

1 DISCUSSION POINTS

Answer the questions:

- a) Have you ever been to a wedding?
- b) What did you like/ dislike?
- c) What main things would you tell a British guest about weddings in Moldova?

2 READING

Read about Weddings in Great Britain.

- a) Put the wedding events in order.
- b) Say which of them are common to Moldovan weddings as well.

1. It may be held at the bride's home or a hotel. There will be drinks, a meal, and in due course, speeches by the bride's father, the best man and the bridegroom. There is also a wedding cake, a fruit cake with white icing often made in two or three levels. The bride is usually photographed cutting the cake.

2. After the reception, the couple usually leaves for a short holiday, called the "honeymoon". The car in which they drive away often has old tin cans or old boots or shoes tied to it and trailing behind it. (This is a sign that they are newly married and is regarded as a good luck symbol.)

3. The next step is to decide the date and the type of the wedding. The date will probably be fixed several months ahead. Weddings usually take place on a Saturday and traditionally in spring, and especially around Easter, which is a popular time of year.

4. Many couples prefer a religious wedding, even when they are not regular churchgoers, because they want a "white wedding", a ceremony in church, with the bride dressed in white, often with a veil and carrying flowers.

5. The bride is normally taken to church by her father, who "gives her away", while the bridegroom is accompanied by a "best man". The bride often has attendants, called bridesmaids, and sometimes small boys act as pages.

6. Many couples celebrate the anniversary of their wedding day each year, and parties are often held to celebrate a silver wedding after 25 years and a golden wedding after 50 years.



7. Engagements to marry are often officially announced in newspapers, and may be celebrated with a party. Boyfriend and girlfriend become "fiancé" and "fiancée".

8. After the marriage service, to which family and friends have been invited, there is a reception, called a wedding breakfast; traditionally, the bride's parents are the hosts.

9. Photographs or videos of all stages of the ceremony are taken, including several in front of the church after the ceremony.

tip MIND YOUR PRONUNCIATION

- 1. **bride** /brɑɪd/
- 2. **fiancé** /fr'ɑnsɛɪ/
- 3. **fiancée** /fr'ɑnsɛɪ/
- 4. **bridegroom** /'brɑɪdgrʊm/
- 5. **engagement** /ɪn'gɛɪdʒmənt/
- 6. **page** /peɪdʒ/

3 COMPREHENSION CHECK

Match the words with the definitions. Say what role every person plays at the wedding.

- engagement** | a small boy attending a woman when she gets married;
- best man** | the man you have said officially you are going to marry;
- bride's maid** | an agreement that two people will marry;
- fiance** | a young woman or girl keeping and accompanying the bride;
- fiancée** | the public declaration of an intended marriage, usually formally announced on three successive Sundays in the parish churches of both the engaged;
- page** | the woman you have said officially you are going to marry;
- bann** | a male friend of the bridegroom assisting at his wedding.



4 LISTENING (Page 138)

Listen and fill in the gaps with the words from the box.

open-air; recent; common; possessor; covers; comprises; traditional; folk-constructions; reassembled; oldest; located; collections; units; village.

The Village Museum

The Village Museum is ... in a beautiful spot, on the shore of Lake Herăstrău in northern Bucharest. It offers an ... image of Romanian folk-architecture and of the traditional culture and civilization of this country.

Like Skansen Museum at Stockholm, the Village Museum in Bucharest was one of the first ... museums and, as such, is also the ... of one of the richest ethnographic ... in the world. The museum ... approximately 10 hectares and ... 71 architectural ... from every ethnographical region of the country. It includes over 300 ... folk-constructions (homes, churches, water and wind mills, workshops, wells etc.) and more than 30,000 items of furniture, carts, tools for various trades, folk costumes, embroidery, pottery etc.

The idea behind organizing such a museum came from the monograph on the Romanian village, included in the ethnographic research work made by DIMITRIE GUSTI, its initiator and coordinator. "A centuries-old tradition may be millenary — it surrounds us and pervades our souls on the streets of this strange ... made up of all the villages in this country" — Prof. Gusti said at the official opening of the museum in 1936. Indeed,

specialists in architecture and folk-art travelled all across the country to track down the most representative ... of each ethnographic area. The buildings were dismantled and moved to Bucharest, where they were ... in their original form, often with the help of master builders from the respective villages. The ... is the house from *Zăpodeni* (Vaslui), which dates from 1656, while the most ... is that of *Stănești* (Muscel), built at the beginning of this century.



5 SPEAKING

Answer the questions about the Village Museums.

- a) Who is interested in visiting such a museum? Why?
b) How useful can this museum be for: a) local people; b) foreigners; c) small children?
c) What place in your native city/town is of historical value? Why?

6 VOCABULARY WORK

- a) *In pairs, tell each other what these words on folklore mean: folk-art; folk-architecture; culture; civilization, ethnography, folk constructions, workshops, open-air museum.*
b) *Find these words in the text and explain them: spot, research, shore, image, collection, monograph.*

c) *Find pairs of synonyms:*

1. to cover; 2. to comprise; 3. to be located; 4. to travel all across; 5. to track down; 6. to dismantle; 7. to consist of; 8. to go everywhere; 9. to put apart; 10. to put together; 11. to register; 12. to reassemble; 13. to include all; 14. to be placed.

d) *Use the verbs from ex. 6 c) in your own sentences.*

Do It at Home

In 100 words write about a tradition in Moldova you would like a foreigner to learn about.

Grammar Focus

SEQUENCE OF TENSES

To report **statements**, use a past tense in the subordinate clause if the main verb in the main clause is in a past tense. Use a proper reporting verb to interpret the speaker's attitude.

"I am writing now."

He *said* (that) he was writing then.

"I'll call you tomorrow."

She *told us* that *she would* call me the next day.

"That is how I made this mistake."

He *explained to us how* he had made that mistake.

To report **general questions**, use *if* or *whether* and the verb tenses as in statements with the direct word order. Introduce the reported question with such verbs as *ask*, *wonder*, *want to know*.

"Do you like travelling?"

She asked if I liked travelling.

To report **special questions**, use the same question word and the verb tenses as in statements with the direct word order.

"Where are you meeting with your friends tonight?"

He asked where we were meeting our friends that evening.

To report commands and orders, use a proper reporting verb and the *to-infinitive* for positive sentences and *not to-infinitive* for negative ones.

"Please, do not smoke in here!"

She told us not to smoke in there.

"Move to your right!"

She commanded me to move to my right.

1 READING

Reproduce the story in reported speech.

A Street Incident

One visitor from the continent was spending his holidays in England.

In a street of an English town a policeman stops him.

Policeman: Why are you driving on the right side of the road?

Visitor: Do you want me to drive on the wrong side?

Policeman: But you are driving on the wrong side!

Visitor: But you said I was driving on the right side.

Policeman: Dear, Sir! You were driving on the right side and that is wrong, the right side is the left side.

Visitor: A strange country where left is right and right is wrong. I'm right when I'm on the wrong side. Look, I want to go to Bellwood. Can you tell me the way, please?

Policeman: Yes, at the end of the road turn left.

Visitor: Now, let me see. Left is right and right is wrong. Is that the idea?

Policeman: Dear, Sir, if you turn left you'll be right but if you turn right you'll be wrong.

Visitor: Thank you for the explanation, I'll do my best not to forget it.



Grammar Focus

Conditional clauses are subordinate clauses that denote conditions. They are usually introduced by conjunctions *if*, *whether*, etc...

Conditionals can be real and unreal.

Real

1. If the temperature is below 0 °C, water freezes.
2. If I have a headache, I take an aspirin.
3. If it rains tomorrow, I will stay at home.

CONDITIONALS**Unreal in the Present**

4. If I **had** a headache *now*, I **would take** an aspirin. /but I **don't** have a headache now and I **won't** take an aspirin./

Unreal in the Past

5. If I **had had** a headache *last week*, I **would have taken** an aspirin. /but I **didn't** have a headache last week and I **didn't** take an aspirin/

| Condition | If-clause/ Conditional Clause | Main clause | Example |
|-------------------------------|--|--|--|
| Real in the present / future | Present Simple | Future Simple; Present Simple; can + verb | If I have time <i>today</i> , I will go to the cinema with you. |
| Unreal in the present/ future | Past verb form; for to be – were instead of was | would could + verb | If I had time <i>today/ tomorrow</i> , I would go to the cinema. |
| Unreal in the past | had + Past Participle | would have could have + Past Participle | If I had had time <i>yesterday/last weekend</i> , I would have gone to the cinema. |

Very important to understand:

Unreal conditionals are not formed with the help of Indicative Mood but with the help of Conditional Mood (would + verb) and Subjunctive Mood (were, came, knew).

Ex.1 I **would take** an aspirin if I **were** ill at this moment.
I **would have taken** an aspirin yesterday if I **had been** ill.

Ex.2 If I **had had** a headache I **would have taken** a pill.
If I **had a headache** I **would take** a pill.

But remember:

Would + verb (for the Present) and **would + have + Past Participle** (for the Past) can be used in English without being combined in a conditional clause. It is a structure that denotes a probable, unreal action or a wish.

Ex. I **would never do** that again.
You **would have come** in time.
Why don't you ask John? **He would help** you.
It is a pity my brother wasn't at home two days ago.
He would have helped me.

2 LISTENING (Page 138)

Listen to the text "The Crossword is to Blame" and put down the conditional sentences.

3 PAIR WORK

Say what you would do if... **Model:** — *What would you do if you were the director of this school?*
— *If I were the director, I would build a swimming pool.*

- a) You were the President of the USA.
- b) You had one million dollars.
- c) You were the President of your country.
- d) You lived in the 15th century.
- e) You were alone on a remote island.
- f) You didn't have anywhere to live or anything to eat.
- g) You forgot about your best friend's birthday.

Grammar Focus

I WISH

People often make wishes about things that they want to be true, but they are not.

To express wishes about a Present/Future situation, use the *Past* verb form after *I wish...*

I wish I **were** summer now. /But it is the 15th of January/
I wish I **exercised** more these days. /As a rule I exercise just 2 hours a week./

To express wishes about a Past situation, use the form of *Past Perfect* (had + Past Participle) after *I wish...*

I wish now I **hadn't been** so rude to her yesterday. /But I insulted her yesterday./

Jim wishes he **had finished** his work yesterday. /But Jim did not finish his work./

4 SPEAKING

Make wishes based on the given situations. Think of as many possible wishes as you can for each situation.

Example: *You are tired. What do you wish?*
I wish I had gone to bed earlier last night.
I wish I were sleeping now.

- a) You were late for school yesterday.
- b) You are not ready for the lesson.
- c) You missed the concert rehearsal for the Foreign Language Week.
- c) You are afraid to participate in the Public Speaking competition.
- d) This is a nice classroom, but ...
- e) It is the 13th of February. You are busy because you have to prepare a poster for St. Valentine's Day.

1 DISCUSSION POINTS

Answer the following questions about your birthday party celebration.

- a) Where can one celebrate a personal event? Try to be inventive.
- b) Do you prefer to celebrate your personal dates at home or somewhere out?
- c) What advantages and disadvantages do you see in celebrating out?
- d) What is the best season to be born in? Why?

2 TEAM WORK

In groups of 3-4, match the cards with the appropriate heading.

1.

You've never been 21 before,
Now you've got the key of the door,
It's really great to be 21.
Now you are a man, my son.
Love, Dad

2.

We were delighted to hear about the twins! It's lovely to have two at the same time... double the happiness (and double the work!) We're willing to help at any time. Don't hesitate to ask.
Lots of love,
Alison and Kevin

3.

I was very upset to hear about your accident. I have enclosed some magazines. You'll need something interesting to look at! I hope the nurses are nice.
All the best,
Freddy

4.

To Eric and Mary
Twenty five years together!
I was really surprised to hear it. You don't look old enough to have a silver wedding!
Very best wishes,
Gladys

5.

I was very sad to learn about Albert's death. It is difficult to know what to say. As you know, I worked with him for thirty years. He was a wonderful person... he was always ready to help everyone. He will be sadly missed. I am sorry, but I was too ill to come to the funeral
Yours sincerely,
David Brown

Headings: a)

New Babies

c)

Best wishes for your 21st birthday

d)

Get Well Soon

b)

Congratulations on your Silver Wedding

e)

With Sincere Sympathy

3 LISTENING (Page 138)

Listen to the story "The Present" and say what the characters speak about. Listen to the story again and guess what present it was.

4 READING

Read the advertisements below and say where you would celebrate your birthday if:

- a) you were 50; b) you were living in Chisinau; c) you were living in London; d) you were living in the USA; e) you were 80.

A Typical Moldovan Village

You can rent a small peasant house on the shore of a lake, 30 km from Chisinau. Enjoy Moldovan music and cuisine, stay overnight in the company of nice birds and wild animals.

Karaoke Club

Come to our night club and enjoy your time, with heavy rock music and dance.

The best singers and as loud as you can bear.

Aquatic Birthday Parties!

Have your cake and eat it too! This new program (only for members) features a traditional birthday party in an aquatic setting. The Aquarium's special birthday program includes a tour, complete with hands-on interaction with local creatures such as sea stars and horseshoe crabs, and a take-home T-shirt souvenir.

5 PAIR WORK

a) *In pairs, match the wishes to the occasions.*

WISHES:

1. "I am praying for you to have a fast and full recovery. Get well soon".
2. "May your newly earned diploma be the key that unlocks your heart's desires".
3. "Congratulations! No one deserves it more than you".
4. "Happy Birthday! Your life has been a blessing for those who know you".
5. "Great things come in small packages".
6. "Let me know if want a babysitter. I'm available".
7. "I love you more with each passing year".
8. "May your heart be filled with gift of joy this holiday season!"

OCCASIONS:

- a) Anniversary
- b) Birthday
- c) Holiday
- d) Graduation
- e) Baby Congratulations
- f) Get well wishes
- g) "I am sorry" card

b) *Make pairs of synonyms:*

- | | |
|--------------------------------|---------------------------------|
| 1. to attend a party | a. not to dance |
| 2. to cancel a get-together | b. to organise a farewell party |
| 3. to hold a reception | c. to decide not to meet |
| 4. to postpone a dance | d. to be present at a party |
| 5. to throw a going-away party | e. to organise a reception |

6 WRITING

Complete the sentences below with the best answer:

- a) We're going to throw a ... for my brother because he is going overseas for a year to study.
1. parade; 2. reception; 3. going-away party.
- b) It looks like we are going to have to ... the cookout until next week because of the weather.
1. postpone; 2. hold. 3. throw.
- c) When you have a ... at someone's house in some parts of the United States, you should bring a dish to share with the rest of the people.
1. potluck dinner; 2. feast; 3. dance.

Do It at Home

In 100 words write a letter to your friend and invite him/her to your birthday party. Make use of Letter Writing, page 149.

Progress Test

1 Classify the topical vocabulary into personal, family, national and international celebrations.

| | | | |
|---------------------|------------------|-------------------|--------------------------|
| baby shower | picnic | wedding | birthday party |
| barbecue | potluck dinner | bonfire | cocktail party |
| dance | reception | commemorate | dinner party |
| family get-together | wedding | costume | fancy dress party |
| going-away party | welcome party | flag | attend a party |
| feast | cookout | float | cancel a get-together |
| fireworks display | christening | parade | hold a reception |
| funeral | family gathering | procession | postpone a dance |
| graduation | get-together | site | throw a going-away party |
| parade | party | anniversary party | |

| Personal | Family | National | International |
|----------|--------|----------|---------------|
| | | | |

2 Read the news report and fill in the text with the words from the box.

News Reporter: Hello. This is Charles Richards from Channel 7 News, and we're down here, at the City Mall, interviewing people on how they ... Christmas. And, uh, hi young lady. What is your name?

Young Girl: Elizabeth Carter.

News Reporter: And, uh, Elizabeth, uh. How does your family celebrate Christmas?

Young Girl: We go ..., and we go over to my grandparents house and have dinner with them.

News Reporter: Well, that is great, and let me ask this young man. Hi, what is your name? [*Johnny.*] And Johnny, how old are you?

Johnny: Five.

News Reporter: And, uh, does your family eat anything ... for Christmas?

Johnny: Turkey . . .

News Reporter: And what does Christmas mean to you?

Young Girl: Going to my grandma's and ... their breakfast.

News Reporter: Going to grandma's and making breakfast. And let me ask another young man. Hi, what is your name? [*Steven.*] Okay, and Steven, what does Christmas mean to you?

Steven: Giving but not expecting to get.

News Reporter: Now, that's kind of hard for a young man like yourself. What does that mean: Giving but not expecting.

Steven: Well, one thing that we do is ... giving.

News Reporter: Secret giving? Now how does that ... in your family?

Steven: We ... up to the porch of somebody that we want to give to, we put the gift that we want to give to them, ring the doorbell, and

News Reporter: Ring the doorbell and hide? Uh, so you're not expecting something; you just want to be ... to someone else. Is that right?

Steven: Yeah. That's correct.

News Reporter: And let's interview one more. And, uh, how do you celebrate Christmas? What is the best thing about Christmas and what does it mean to you?

Young Woman: It means getting off from school!

News Reporter: Getting off from school?! Do you all feel that way?

Group of Children: Yeah!!

Young Girl: Because I hate

News Reporter: Yeah. Well, that's all from the City Mall. Channel 7 reporting.

generous;
sledding;
hide;
celebrate;
secret;
particular;
making;
homework
sneak;
work.

3 Choose the right answer.

- a) Where does this news program take place?
1. at a shopping centre. **2.** at a local school. **3.** in a city market place.
- b) How does the young girl, Elizabeth, celebrate this holiday with her family?
1. They go out to eat at a restaurant; **2.** They visit close relatives. **3.** They go to see a movie.
- c) What does Johnny and his family eat on this day?
1. turkey; **2.** ham; **3.** chicken
- d) What sentence best describes Steven's feelings about Christmas?
1. It's a time when people exchange gifts with friends, family, and teachers.
2. It's a holiday when friends give gifts during an elaborate dinner.
3. It's a day when people think of others without waiting for a gift in return.
- e) The final young woman says that the best thing about Christmas is:
1. receiving presents from classmates. **2.** having a vacation from school. **3.** sleeping late every day.

4 a) Put the verbs in the right form.

- 1.** If I ... (to come) home earlier, I ... (to prepare) dinner. **2.** If we ... (to live) in Rome, Francesco ... (to visit) us. **3.** If Tim and Tom ... (to be) older, they ... (to play) in our hockey team. **4.** If he ... (to be) my friend, I ... (to invite) him to my birthday party. **5.** If Susan ... (to study) harder, she ... (to be) better at school. **6.** If they ... (to have) enough money, they ... (to buy) a new car. **7.** If you ... (to do) a paper round, you ... (to earn) a little extra money. **8.** If Michael ... (to get) more pocket money, he ... (to ask) Doris out for dinner. **9.** If we ... (to hurry), we ... (to catch) the bus. **10.** If it ... (to rain), Nina ... (to take) an umbrella with her.

b) Continue the following sentences.

- 1.** If I were the mayor of my ... **2.** If I had been the mayor of my ... **3.** I wish my native ... **4.** If I chose a uniform for my school... **5.** If my best friend were ... **6.** If it were summer now ... **7.** My parents wish I ... **8.** I wish we ... in our country. **9.** I wish we ... in my village/town/city. **10.** If I were the principal of my school, ... **11.** If I had been the principal of my school last year, ... **12.** If I could change anything in my country ... **13.** If I could change anything in my room ... **14.** If I could change anything in my school ... **15.** I wish my school ... last school year. **16.** I wish my teachers ...

5 Evaluate Yourself.



Self Assessment Grid

| Reading | Yes | No | Improve |
|--|-----|----|---------|
| I can understand ads about world festivals and Europe Day. | | | |
| I can identify the main ideas from texts describing holidays and celebrations. | | | |
| I can comprehend stories about weddings in great Britain and in Moldova. | | | |
| Listening | | | |
| I can understand people's conversation on choosing gifts and celebrating events if their speech is slow and clear. | | | |
| I can understand students talking about their school traditions if I listen more times. | | | |
| Speaking | | | |
| I can describe holidays/ celebrations in my family, country, school and foreign countries. | | | |
| I can speak about unreal events using conditional sentences. | | | |
| Writing | | | |
| I can write about how we celebrate a village/town/city day. | | | |
| I can express my thoughts in indirect speech. | | | |
| I can write a greeting card, expressing a wish. | | | |
| I can write an invitation letter. | | | |

LESSON 1 The News You Care About

1 DISCUSSION POINTS

Answer the questions.

a) Look at the media picture. Which source of information do you think is the most reliable?

b) What newspapers do you read?

local newspaper tabloids (with sensational news and gossip) quality newspapers (political&business news)

c) What kind of information would you like to get on your mobile phone?

advertisements weather forecasts sports results
horoscopes news headlines

d) What kind of TV programmes do you think are most/least interesting?

talk show documentary game show reality show soap opera the news

2 LISTENING (Page 139)

Listen and tick the kinds of news stories you hear.

science/technology fashion films music sport health
celebrity gossip others

3 READING

a) Read from Oprah Winfrey's Web Page. Put the paragraphs in the right order. b) Tick the jobs Opra has had in journalism.

a radio presenter a talk show host a news reporter an editor a photo reporter .



MIND YOUR PRONUNCIAT

1. technology /tek'nɒlədʒɪ/
1. magazine /mæɡə'zi:n/
2. advertisement /əd'vɜ:tɪsmənt/
3. Chicago /fɪ'kɑ:gəʊ/
4. broadcast /brɔ:dkɑ:st/
5. charity /tʃ'ærɪtɪ/
6. guest /ɡest/
7. sensational /sen'seɪf(ə)nəl/
8. reliable /rɪ'laɪəbl/
9. science /saɪəns/
10. tabloid /tæblɔɪd/

The Queen of Talk Shows



Her stories about ordinary people and their problems touched the hearts of her audience. Her most successful interview has been with the King of Pop, Michael Jackson in 1993. Over 100 million people watched the interview and it became the fourth most watched American television event.

She wanted to be famous, and found a job on TV. She was the first woman and the first black person to read the TV news in Nashville. In 1986, she moved to Chicago and started her TV talk show. It has been broadcast in more than 146 countries all around the world.

Today Oprah Winfrey is still strong. She doesn't have children, but she uses her success to help other people's children. She gives hundreds of thousands of dollars to students. She started the charity Angel Network to help people in need. When asked about her future, Winfrey said, 'It's so bright it burns my eyes.'

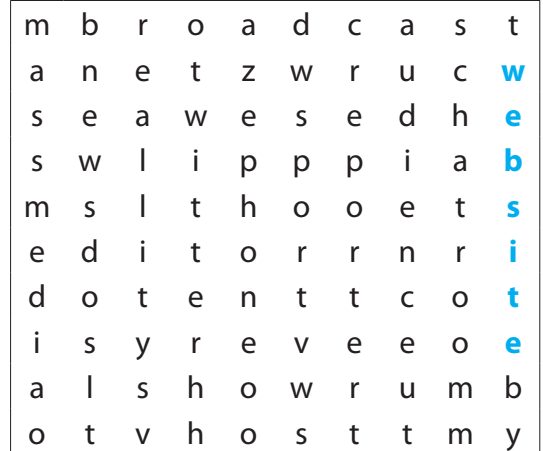
Oprah Winfrey was born in 1954 in Mississippi, USA into a poor family. She began speaking publicly in church when she was two. At twelve she decided on a career. She wanted to be 'paid to talk.' In fact, it wasn't that long before she got her first radio job. Although she didn't have any experience in journalism, she became a news reporter.

b) Mark sentences with *T* for true, *F* for false and *E* for extra information.

- | | |
|---|--|
| a. Over the years, Oprah Winfrey won a huge TV audience. <input type="checkbox"/> | e. The Oprah Winfrey show won faithful viewers in 145 countries. <input type="checkbox"/> |
| b. Her family owned several popular magazines and had control over US mass media industry. <input type="checkbox"/> | f. Her career as a news reporter began when she was still a teenager. <input type="checkbox"/> |
| c. She worked hard and was excellent at school. <input type="checkbox"/> | g. Oprah has a warm personality that gets people to talk. <input type="checkbox"/> |
| d. In 1985, Oprah acted in Steven Spielberg's movie <i>The Color Purple</i> . <input type="checkbox"/> | |

4 Find media words in the wordsearch. Use the following prompts.

- to transmit (announcements or programmes) on radio or television.
- a person who writes news for a newspaper, news agency.
- a TV presenter who receives or entertains guests.
- a group of pages on the World Wide Web with information.
- the means of communication that reach large numbers of people in a short time, such as television, newspapers, magazines, radio, internet.
- current events; important or interesting recent happenings.
- the people reached by a book, film, or radio or television programme.



5 ROLE-PLAY

Take part in a Talk Show “Should We Say ‘No’ to Mobile Phones in School?” Choose your role.

| 2 Guests | |
|--|--|
| Give arguments against mobile phones in schools: | |
| – texting answers of tests to other students; | |
| – recording teachers and pupils in the classroom can be bad both for the teacher and the pupil reputation; | |
| – your own arguments. | |

| 2 Hosts | |
|--------------------------------------|--|
| – announce the show; | |
| – introduce and explain the topic; | |
| – conduct the show; | |
| – ask the audience for opinions; | |
| – conclude the show; | |
| – thank the guests and the audience. | |
| Audience | |
| – votes; | |
| – asks questions; | |
| – gives opinions. | |

| 2 Guests | |
|---|--|
| Give arguments for mobile phones in schools: | |
| – pupils use a phone as a dictionary, spell checker and encyclopedia; | |
| – use the phone to store information; | |
| – your own arguments. | |

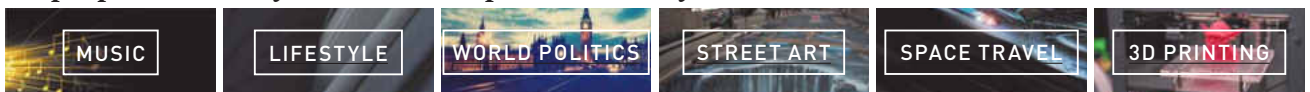
6 WRITING

In pairs, continue the list of the Tips on Using Media Safely.

- Use media and have meals apart.
- Do not watch TV while doing homework.

Do It at Home

1 Design the front page of your personal magazine, filled with the things you care about. Here you can catch up on the news, discover amazing things from around the world, and stay connected to the people closest to you—all in one place. Present your news to the class.



2 Bring crayons and Whatman paper to your next English class.

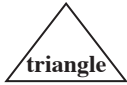
LESSON 2 Things We See Around Us

1 DISCUSSION POINTS

In pairs, play with your colour associations. Fill in “the colour palette” by analogy.

2 LISTENING (Page 139)

a) Look at the shapes. Choose a shape about which you can say ‘That’s me.’ Try to feel the shape. If it is difficult for you to pick up one, choose the shape which attracted your attention first.



b) Then put the rest of the figures in order of preference.
c) Listen to the interpretation. Agree or disagree to the interpretation about you.

3 READING

a) Read the Art Catalogue. Match the paintings to their descriptions in geometrics shapes.



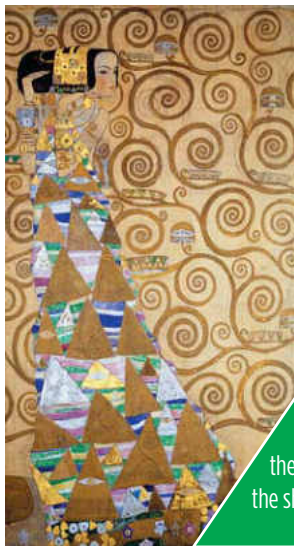
tip MIND YOUR PRONUNCIATION

1. palette /'pælit/
2. canvas /'kænvəs/
3. mosaic /məu'zi:ɪk/
4. harlequin /'hɑ:lɪkwɪn/
5. square /skweə/
6. triangle /'træŋɡl/
7. rectangular /'rek'tæŋɡjələ/
8. hexagon /'heksəɡən/
8. zigzag /'zɪgzæg/

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Art Catalogue

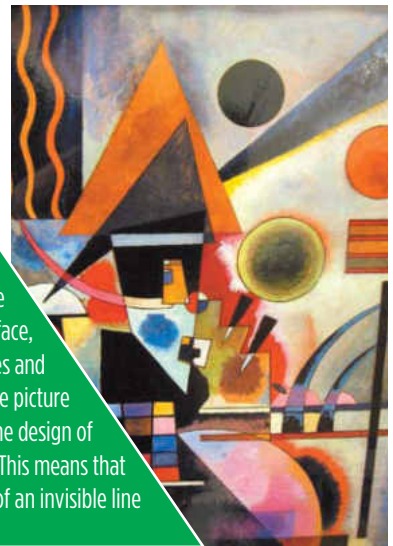
This is front view of a face. It is made up of lots of different shapes. Can you find circles, rectangles, squares, ovals, and a triangle? This is also a portrait of a real person, but the artist has not tried to make his face look realistic. The person was a performer in a multi-coloured costume called harlequin. See how the shapes in the face are like the shapes in the harlequin costume.



Gustav-Klimt.
Expectation,
1905

Wassily Kandinsky,
Swinning, 1925

This artist liked to paint pictures that can trick your eye. The painting is on the flat surface, yet by arranging the shapes and colours he makes you think the picture is 3 dimensional in the middle. The design of the picture is perfectly symmetrical. This means that the shapes are identical on both sides of an invisible line through the centre.

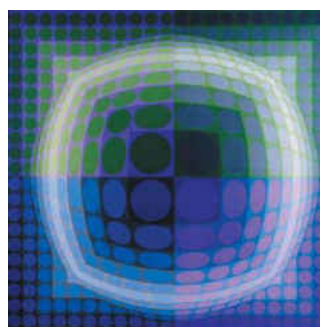


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These two people are actors in a play. The angry Lady Osuna is hiding in a cave, waiting to jump out and surprise the bad guy of the plot. He looks guilty. The contrast is between the light from the torch and the surrounding darkness.



Paul Klee, Senecio, 1922



Victor Vasarely, Pal-Ket, 1973

This picture does not look like anything that we can recognize in real life. The artist wanted his beautiful colours and shapes to make us think about our feelings. He believed feelings were as important a subject for paintings as the things we see around us.



Three-Faced Mask Ekoi people

The woman in this painting looks mysterious. Only her face and hands can be seen as she looks for someone or something. The picture looks like coloured mosaics. The artist loved to use gold and silver palette.

Shunbaisai Hokuei, *The Kabuki Actors Iwai Shijaku I and Bandô Jutarô*, 1832

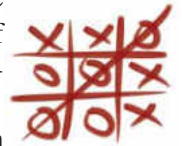
This is an all-round view of a head. It has a face on three sides. It can look in all directions at once, to see, hear and understand everything. Its three faces can also look into the past, the present and the future.

b) Answer the questions about the paintings.

1. What do you think the angry Japanese lady is saying?
2. Where else in everyday things, can you see a head in profile?
4. In the Wassily Kandinsky painting, how many rectangles, circles, half circles and triangles can you find?
5. What is the effect of Pal-Ket on your eyes? Does the picture seem to be moving?

c) Work in teams. Team O is against Team X.

1. Draw a TIC TAC TOE on the board with numbers of instructions.
2. Students from teams take turns to come to the board and select a square. He/ She can write in a square "X" or "O" if the team does the instruction correctly.
3. The first team with three marks in a row wins.



| | | |
|---|--|---|
| 1. Name a holiday on which you say: 'Trick or treat!' | 2. Name two things you can find in an Art Catalogue. | 3. Give 3 reasons why a person looks guilty. |
| 4. Give 4 situations when you need a torch. | 5. Name 5 objects made up of different shapes. | 6. Name 6 animals which like hiding in a cave. |
| 7. Draw 7 symbols. | 8. Name 8 things with a flat surface. | 9. Name 9 colors of a palette from a harlequin costume. |

4 SPEAKING

a) *Work in groups of 3-4. Make a drawing of the world you would love to live in. b) Make a class gallery. Present your drawing. Share with the class what else you would like to add or take away from the drawing. Name your world.*

Do It at Home

1. *Dream what you would like your future to be. Draw pictures, symbols or lines to represent your future. 2. Look at what you have drawn and analyze it. Give a reason why the dream may be difficult to realize and give ways to overcome it. 3. Write 2-3 things you can do now to start making your dream come true.*

LESSON 3 Good Comes from Doing Good

1 DISCUSSION POINTS

Work in groups of 4-5. Look at the picture and say how you feel today and what you need.



tip MIND YOUR PRONUNCIATION

1. **propriety** /prə'praɪəti/
2. **notoriety** /nəʊtə'raɪəti/
3. **sobriety** /səʊ'braɪəti/
4. **gear** /gɪə/
5. **enemies** /'enəmiːz/
6. **licence** /'laɪs(ə)ns/
7. **pneumonia** /nju(:)'mɒnjə/
8. **penicillin** /,penə'sɪlɪn/
9. **strophe** /'strɒfɪ/

2 READING

- a) Read the title and comment on it.
- b) Read and answer the questions.

Good Comes from Doing Good

Fleming was a poor Scottish farmer. One day in a field he heard a cry for help. Fleming came to a deep bog and saw a boy in it asking for help. After a forceful struggle, the farmer helped the boy get out of the bog. He took him to his house where his wife, Mrs. Fleming, dried his cotton trousers and grey shirt and gave him some food.

The next day a well-dressed man came to the Fleming's modest house. It was the boy's father. 'You saved my son's life', said the man to Fleming, 'How can I repay you?'

'I don't want payment,' Fleming replied, 'Anyone can do the same.' At that moment, Fleming's own young son appeared at the door.

'Is he your son?' the man asked.

'Yes,' said Fleming proudly.

'I have an idea. Let me pay for his education and, if he is like his father, we will both be proud of him.'

And so he did.



Presuppose...

1. What season was it, in your opinion?
2. How old was the boy, in your opinion?
3. What food did Mrs. Fleming give to the boy, in your opinion?

Presuppose...

1. What is a modest house in your opinion?
2. What kind of a man was Mr. Fleming?
3. Why did Mr. Fleming agree to accept the money?

The farmer's son attended the very best schools and graduated from a medical college. Later he became a very famous scientist who discovered penicillin. It was Alexander Fleming. It is said that many years later the boy saved from the bog got ill with pneumonia. Penicillin saved his life. His name? Sir Winston Churchill. It is an urban legend. So, we recommend that you present it as such when you tell it.



Presuppose...

1. Why wasn't it a common case for a farmer's son to go to the best schools?
2. How does the legend show that good comes from doing good?

- c) Find antonyms for the following words:

dry land; light fight; get into; disappear; be absent from school; the worst; earlier.

d) *Make up a class short story entitled “Good Comes from Doing Good”. Work in a chain. Follow the scheme.*



3 LISTENING

Listen to the song and put the stanzas in the right order.

Englishman in New York

- If, “Manners maketh man” as someone said
Then he’s the hero of the day
It takes a man to suffer ignorance and smile
Be yourself no matter what they say.
- Modesty, propriety can lead to notoriety
You could end up as the only one
Gentleness, sobriety are rare in this society
At night a candle’s brighter than the sun.
- See me walking down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I’m an Englishman in New York.
Chorus: I’m an alien I’m a legal alien
I’m an Englishman in New York
I’m an alien I’m a legal alien
I’m an Englishman in New York.
Chorus: I’m an alien ...



- Takes more than combat gear to make a man.
Takes more than a licence for a gun
Confront your enemies, avoid them when you can
A gentleman will walk but never run.
- I don’t take coffee, I take tea my dear
I like my toast done on one side
And you can hear it in my accent when I talk
I’m an Englishman in New York.

4 Match the words with their definitions.

- | | | | |
|-------------------|---------------------------------|----------------|-------------------------|
| a) it takes a man | 1. fame for being a bad person | e) combat gear | 5. not being drunk |
| b) sobriety | 2. the full equipment for fight | f) ignorance | 6. you need to be a man |
| c) notoriety | 3. correctness | g) propriety | 7. old form of makes |
| d) maketh | 4. little knowledge | | |

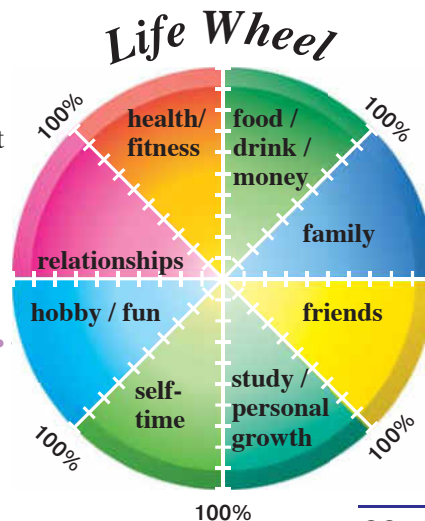
5 SPEAKING

Comment on the following.

- | | |
|---|---|
| a) Be yourself no matter what they say. | d) Takes more than combat gear to make a man. |
| b) Manners maketh man. | e) I’m a legal alien. |
| c) At night a candle’s brighter than the sun. | |

Do It at Home

Draw your Life Wheel. Complete each segment showing in the percentage how happy you are with the area of health, family and so on. Think and write a plan of action to grow the percentage in each life segment.



LESSON 4 Be Wise as Snakes, Innocent as Doves

1 DISCUSSION POINTS

In pairs, discuss the lessons the folktales in the pictures teach us. Share with the class.

e.g. Gogoşa: The moral is about understanding who you are, experimenting with your resources and ability to avoid risks, knowing where to stop.



Gogoşa



Aladdin



Mowgli



King Lion

2 READING

a) *Match the animals with their symbolic interpretation.*

1. falcon
2. cat
3. swan
4. fox
5. snake
6. bull



- a) a sly nature;
- b) a peaceful hard worker;
- c) the wisdom of knowing good and bad;
- d) a personal spiritual nature of purity and grace;
- e) stands for freedom with responsibility;
- f) an independent nature.

b) *Ask questions about the events in the text.*

Who/ receive? Where/ happen? What/ gift? Why/ could not/ fly? Who/do/the miracle? What/ be/moral/ the fable?

A Courageous Falcon

Once there was a French king who received an impressive gift of two magnificent falcons. They were rare falcons, the most beautiful birds he had ever seen. He gave the precious birds to his talented falconer to be trained.

Months passed, and one day the head falconer informed the king that though one of the falcons was flying majestically in the sky, the other bird had not moved from its branch since the day it had arrived.

The king called for healers and falconers from all the land to see the falcon, but no one could make the bird fly.

“The bird is not injured. Maybe you need someone more familiar with the countryside to understand the nature of this problem,” said the king’s considerate wife. It was an interesting idea. So, the king cried out to his court, “Go and get a farmer.”

In the morning, the king was so delighted to see the falcon flying high above the palace gardens. It was such a long-awaited moment. He said to his court, “Bring me the doer of this miracle.”

The court quickly found and brought the farmer to the king. “How did you make the falcon fly?” the king asked the man.

c) *Match the words with their definitions.*

- | | |
|----------------|---|
| 1. considerate | a) to hold on something, be hard to part or remove from; |
| 2. a falconer | b) a person who heals people, especially a person who heals through prayer and religious faith; |
| 3. a healer | c) someone who pays attention to the needs, wishes, or feelings of other people; |
| 4. a court | d) a title given to a person of royal rank, or used in addressing them; |
| 5. doer | e) people who serve the king; |

6. his/your Highness f) to call out loudly because you are frightened, unhappy, or in pain;
 7. cling g) someone who trains and uses falcons for hunting;
 8. cry out h) a person who acts rather than only talking or thinking.

d) *Read the ending to the fable and say what helped the falcon become courageous.*

With his head low, the farmer said to the king, "It was very easy, your highness. I simply cut the branch where the bird was sitting."

We are all made to fly — to realize our incredible potential as human beings. But at times we sit on our branches, clinging to the things that are familiar to us. The possibilities are endless, but for most of us, they remain unrealistic, almost impossible. We conform to the familiar, the comfortable. So for the most part, our lives are ordinary instead of exciting and fulfilling. Let us learn to destroy the branch of fear we hold to and free ourselves to the joy of flight!

e) *Complete the bingo suffix list with adjectives from the text. Be the first to say BINGO!*

| B | I | N | G | O |
|---|--------------------|--------------------|--------------------|-------------------|
| invent- ive- ive |- ic |- ful |- ed |- al |
|- ing |- able |- ous |- cent |- ar |
|- ate | possible |- less |- ing |- ary |



1. bear /bɜːə/
2. swan /swɒn/
3. falcon /'fɔːlkən/
4. turkey /'tɜːki/
5. courageous /kə'reɪdʒəs/
6. penguin /'pɛŋɡwɪn/
7. obedient /ə'biːdʒənt/
8. panther /'pæntə/

3 WRITING

a) *Sort the words in groups according to your own principles of classification.*

obedient • fly • old • enormous • ant • courageous • happy • butterfly • beetle • warm • snake • beautiful • bat • mouse • funny • rat • stupid • sad • slow • cat • dog • smooth • horse • crazy • sensible • graceful • dolphin • elephant • crocodile • hard • eagle • ugly • lion • tiger • panther • rough • strong • shy • wolf • whale • weak • free • cow • wild • sheep • loving • helpful • goat • angry • hen • brave • duck • peaceful • goose • turkey • fierce • bear • hateful • cold • fearful • fish • donkey • soft • tiny • young • gorilla • friendly • patient • unfriendly • penguin • fast • wise • stubborn • seahorse • shark • noisy • independent

b) *Do “your favourite animal” test.*

1. Write four adjectives to describe your favourite animal.
2. Write four adjectives to describe your second favourite animal.
3. Write four adjectives to describe your third favourite animal.
4. Write four adjectives to describe your least favourite animal.

c) *Go to “your favourite animal” test interpretation (ex. 5, page 95).*

Do It at Home

Read and write an ending to the parable (50 words).

You are a lion. A goat told you are a goat.
 You create an image that you are a goat. You feel like a goat. You behave like a goat.
 Every time you look at your reflection in water, you see a goat there. Although in reality, you are a lion.
 One day, a donkey calls you a donkey. Another day, a snake says you are a snake. You get confused. You lose yourself.
 You wake up saying I am not ... a snake. I am not ... a donkey. And most probably, I am not a goat. “I am not” helps you ...

LESSON 5 Civilization: The Streets of London

1 DISCUSSION POINTS

Describe a photo reflecting upon:

Content: the subject, topic or information captured in a photograph.

Intention: reason(s) why the artist made a work of art.

Subject: the main object or person(s) in a photograph.

Theme: a unifying or dominant idea in one work of art or in a collection of works.

tip MIND YOUR PRONUNCIATION

1. to record /tə: rɪ'kɔ:d/
2. record /'rekə:d/
3. award /ə'wɔ:d/



2 READING

a) Read and fill in the words.

problems; Ivor Novello Award; realized; commercial; song; recorded; society.

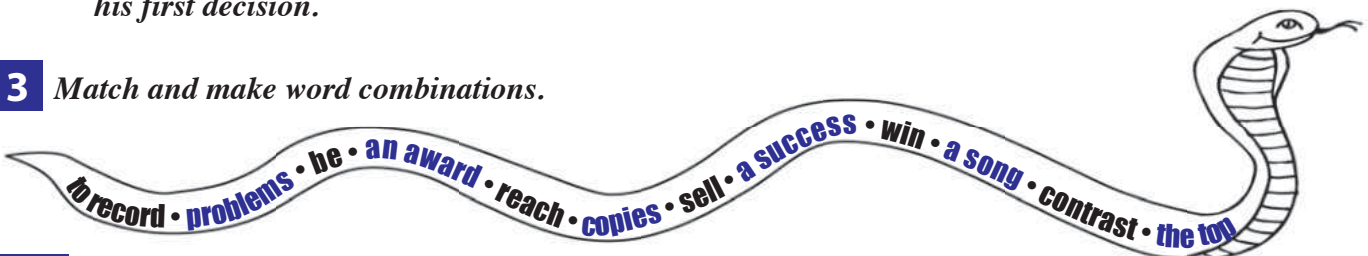
“Streets of London” is a ... written by Ralph Mc Tell. It was first ... for McTell’s 1969 album. It was his greatest ... success, reaching number two in the UK singles chart, once selling 90,000 copies a day and winning him the ... for Best Song Musically and Lyrically. The song was inspired by McTell’s experiences travelling and singing in Europe, especially in Paris and the individual stories are taken from Parisians – McTell was originally going to call the song *Streets of Paris*; London was chosen because he ... he was singing about London. The song contrasts the common ... of everyday people with those of the homeless, lonely, elderly, ignored and forgotten members of ...

b) Read and circle **T** if the statement is true and **F** if it is false.

- | | | |
|---|---|---|
| a) ‘Streets of London’ is good in music but not in lyrics. | T | F |
| b) Mc Tell wanted to call the song Streets of Europe. | T | F |
| c) The song is about the poor and the rich in Paris and London. | T | F |
| d) Mc Tell thought the song was sad and didn’t plan to record it. | T | F |
| e) The album became a best seller in 1969. | T | F |

c) Mc Tell thought the song was sad and did not plan to record it. Give your own arguments for his first decision.

3 Match and make word combinations.



4 Listen and fill in the words: London; the old man; alone; news; papers; home; the old girl.

The Streets of London

Have you seen ...
 In the closed-down market
 Kicking up the ... with his **worn-out shoes** ?
 In his eyes you see no **pride**,
 Hands held loosely at his side
 Yesterday's paper, telling yesterday's ...

Chorus:
 How can you tell me you're lonely
 And say, for you, that the sun doesn't shine?
 Let me take you by the hand
 And lead you through the streets of ...
 I'll show you something
 To make you change your mind.

Have you seen ...
 Who walks the streets of London
Dirt in her hair and her **clothes in rags**
 She's no time for talking
 She just keeps right on walking
 Carrying her ... in two carrier bags

Chorus: How can you tell ...
 In the **old night cafe** at a quarter past eleven
 The same ... sitting there on his own
 Looking at the world over the rim of his teacup/ cup
 Each tea lasts an hour, and he wanders home ...
 Chorus: How can you tell ...

5 Find antonyms for the words in bold.

a) New shoes; b) no self-respect c) clean hair; d) new clothes; e) a new café.

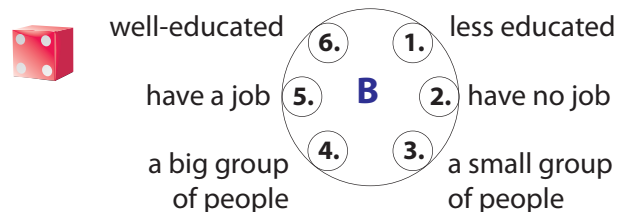
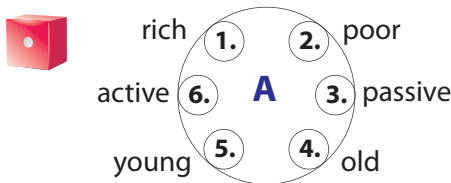
6 Complete the fork with words from the song which show that those people are poor, forgotten, homeless. Add your own descriptions.

| | |
|------|-----------------|
| | clothes in rags |
| poor | |
| | |
| | |

7 Play a 'Word-telephone'. Look at phone numbers in A and B. They have six numbers with a key word for each number. The player throws the dice twice: the first time he/she finds a number and a key word in A phone, the second time in B phone. Every pupil tries to find a social group which matches with both key words. The winner is the player who finds 10 social groups first. Example: 1(rich) + 4 (a big group of people) = e.g. employer, businessman.

SOME SOCIAL GROUPS

- man – woman
- young – old
- children – young people – adults
- native – foreigner
- factory worker – office worker
- unemployed – employed – pensioner
- employer – employee
- soldier – civilian
- businessman – engineer – doctor
- painter – farmer – driver – teacher -student
- lower class – middle class – upper class



Do It at Home

SPEAKING

In pairs, make up a dialogue. Dramatize it.

a) A poor old man who is really ignored.

b) A group of volunteers who want to help.

Grammar Focus

ATTRIBUTIVE AND PREDICATIVE ADJECTIVES

Most adjectives can be used both:

- **Attributively:** before a noun, *e.g. an American pie*
- **Predicatively:** after such verbs as **be, look, seem, appear, sound, smell, taste, remain,** etc. *e.g. He feels proud of his folks.*

SUFFIXES

A **diminutive** denotes an affix added to a word to convey the meaning of being small or unimportant or to express affection. Common diminutives are:

- ey/-ie/-y:** puppy -**ette:** kitchenette -**let:** chicklet -**ling:** duckling -**s(y):** Becky

Go to "Extended Grammar Practice" to see more suffixes with their meanings.

1 GAME

Find your way through the maze. Move from square to square horizontally or vertically.

a) You can only cross squares if it is a diminutive.

| | | | | | | |
|---------|----------|-----------|-------------|------------|----------|----------|
| START → | kitty | diskette | Stress-free | waterproof | logical | elegant |
| | washable | piglet | duckling | movie | sensible | creative |
| | happy | practical | important | doggy | Willy | careful |
| | careless | critical | tolerant | thoughtful | chicklet | childish |

→ FINISH

b) You can only cross squares if it is a predicative adjective.

| | | | | |
|---------|------------------|---------------------|----------------------------|-------------------------|
| START → | It sounds great. | It's an old ballad. | Good words are worth much. | It's a wooden chair. |
| | It seems good. | It is delicious. | The song remains timeless. | A gorgeous landscape... |
| | Special effects | A gentle rain | It sounds Scottish. | Electronic instruments |
| | Natural sounds | A fight song | The morning was windy. | You look great! |

→ FINISH

Grammar Focus

PARTICIPLE ADJECTIVES

- Some present participles (-ing forms) and past participles (-ed forms) are used as adjectives.

- Most of them come before the noun they describe or follow linking verbs.

e.g. A fascinating idea! I am interested...

- Some participles are used immediately after nouns in order to identify or define the noun. The use is similar to

defining relative clauses.

e.g. He left the fire burning. (or ...fire that was burning.)

- Some participles (e.g. chosen, broken, interested...) can be used before or after nouns.

e.g. An interested pupil learns things at ease. A pupil interested in arts sees beauty in everyday life.

2 SPEAKING

Look at the two groups of adjectives. For the -ed adjectives think of a situation you feel, e.g. amazed. For the -ing adjectives think of something that is, e.g. amazing.

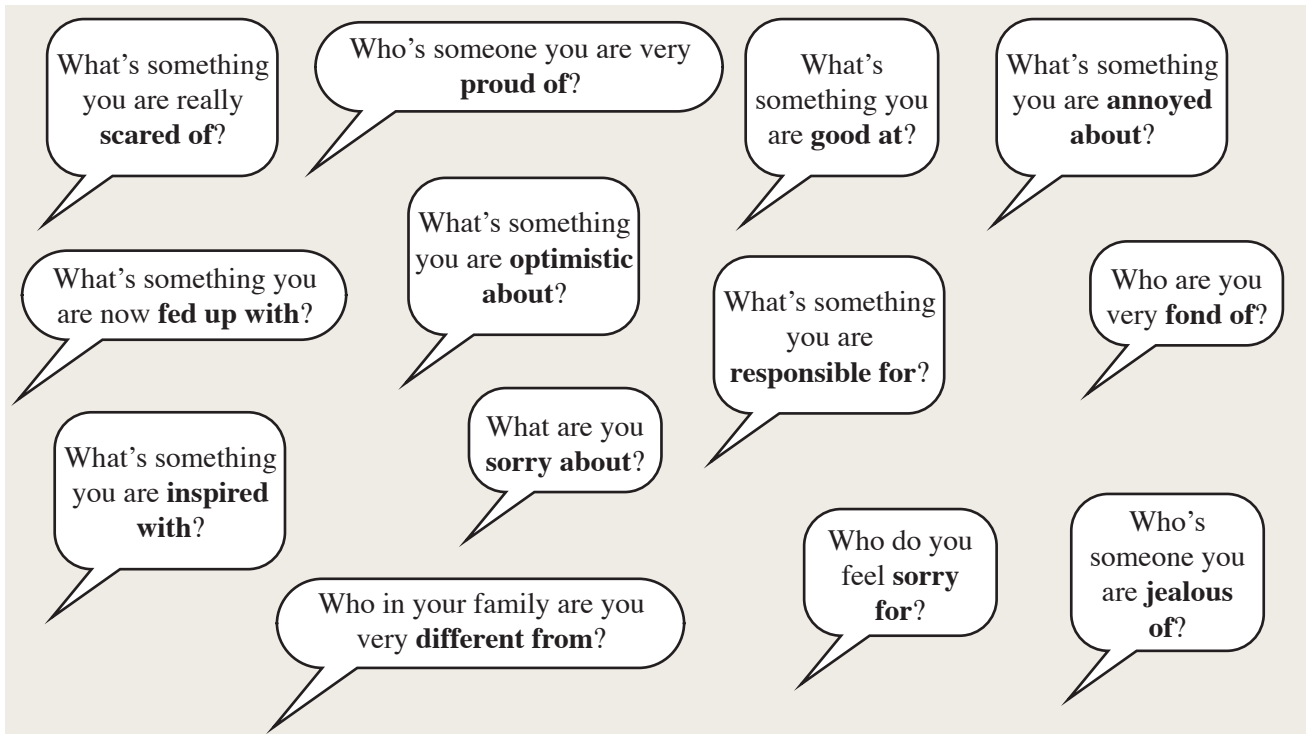
e.g. I feel encouraged when my teachers help me.



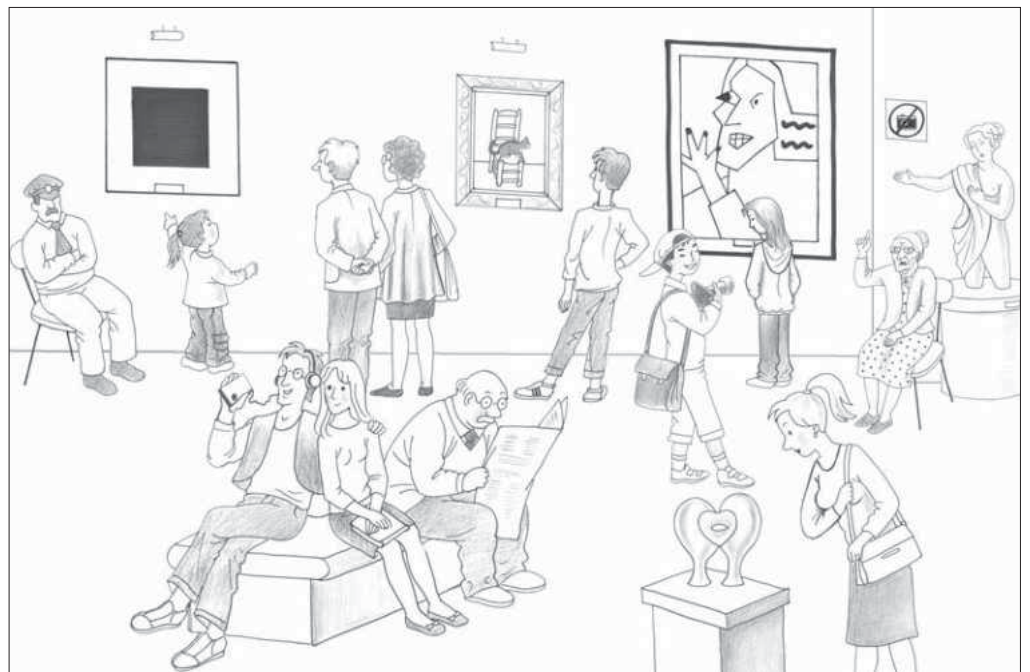
e.g. It is encouraging when teachers smile at me.



3 Take turns to answer the questions.



4 Lesson 7. Round Up task. Work in pairs (Student A, page 95, ex. 4, Student B, page 96, ex. 1). Describe your picture to each other. Find ten differences. Mark the differences in your picture.



Student A

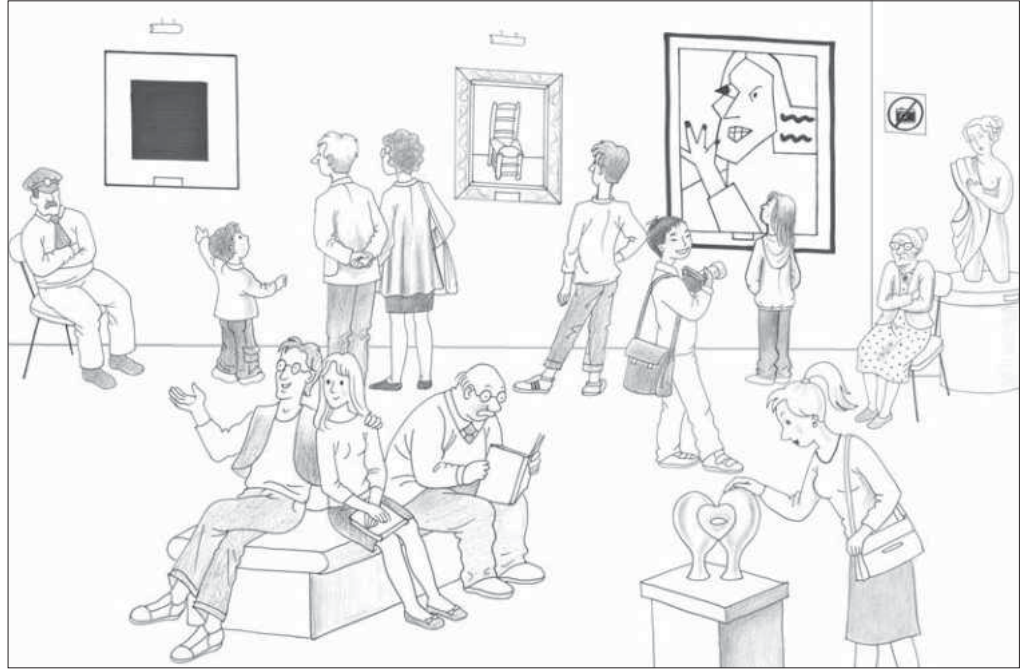
5 Read "your favorite animal" test interpretation (from Lesson 4, ex. 3c).

1. Your favourite animal is your-self image – how you want others to see you.
2. Your second favourite animal is your image – how other people see you.
3. Your third favourite animal is you – how you really are.
4. The adjectives describing your least favourite animal are the things you don't like in people.

1 DISCUSSION POINTS

Work in pairs (Student A, page 95, ex. 4, Student B, page 96, ex. 1). Describe your picture to each other. Find ten differences. Mark the differences in your picture.

My picture is of an art gallery. There are three paintings ...



Student B

2 PAIR WORK

a) *In pairs, take turns to ask your classmate about his/her Sense of Beauty. Tick the appropriate column. Analyse the scoring.*

| yes | don't know | no | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Do you read glossy magazines for ideas for your house? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Are your clothes fashionable? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. Have you ever joined a flower arranging class? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Do you have a library card? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are you a watercolour painter? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Have you ever written a short story? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you often visit art galleries? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Do you like poetry? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are you a keen gardener? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10. Are you a keen photographer? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Are you good at DIY (do-it-yourself)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12. Would you like to be an architect? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13. Would you like to be an illustrator for a comic publication? |

b) *Score and read the scoring analysis. Award yourself.*

- 2 point for each "Yes" answer;
- 1 point for each "Don't know" answer;
- 0 point for each "No" answer.

Scoring analysis:

13-26 - Inmate sense of beauty
7-13 - Very good sense of beauty
7-0 - Good sense of beauty

3 SPEAKING

Comment on the headlines. What do you expect to read in the articles with the following headlines?

4 LISTENING

a) Match the words with the definitions.

- | | |
|----------------|---|
| 1. possessions | a) things which belong to you; |
| 2. religion | b) according to some religions, good people go there when they die; |
| 3. heaven | c) according to some religions, bad people go there when they die; |
| 4. greed | d) a person who dreams; |
| 4. hell | e) selfish desire for possessions over one's needs; |
| 5. brotherhood | f) christianity is an example of such belief; |
| 6. dreamer | g) a feeling of friendship and community between people. |

b) Listen and fill in the words.

Imagine

Imagine there's no
It's easy if you try
No below us
Above us only sky
Imagine all the people living for today

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no too
Imagine all the people living life in peace

Chorus: You, you may say
I'm a dreamer, but I'm not the only one
I hope some day you'll join us
And the world will be as one

Imagine no
I wonder if you can
No need for or hunger
A brotherhood of man
Imagine all the people sharing all the world

Chorus: You, you may say

c) 1. *Imagine that you have a chance within a week to do whatever you wish. You have all the resources you need. Take turns to tell your classmates about some of your plans.* 2. *Compose news headlines of the events your classmates have planned.*

Do It at Home

Complete the sentences.

- | | |
|--|---|
| 1. If I were a colour, I would be ... because | 5. If I were a month, I would be ... because |
| 2. If I were an animal, I would be ... because | 6. If I were a number, I would be ... because |
| 3. If I were a source of communication, I would be ... because | 7. If I were an adjective, I would be ... because |
| 4. If I were a country, I would be ... because | 8. If I were a word, I would be ... because |
| | 9. If I were a fairy tale, I would be ... because |

1 GRAMMAR

a) Read and open the brackets to form adjectives.

Determination

This is a (reality) 1... story about the Brooklyn Bridge in New York, USA back in 1870.

In 1883, a (creativity)2 ... engineer John Roebling was inspired by an (ambition)3 ... idea to build an (impress) 4 ... bridge connecting New York with the Long Island. Bridge building experts thought that this was an (impossibility) 5 ... project and told Roebling to forget the (unreality) 6... idea.

But he convinced his son Washington, a (talent) 7 ... engineer to find a crew and begin to build their (desire) 8 ... bridge.

The (long wait) 9... project started well, but a few months later a (tragedy)10 ... accident took the life of John Roebling. Washington was also (injure) 11... . He was not able to talk or walk.

Everyone had a (negate) 12 ... comment to make and felt that the project should be stopped since the Roeblings were the only ones who knew how to build the bridge.

As Washington lay on his bed in his hospital room, with the sunlight (shine) 13 ... through the windows, a (gently) 14 ... breeze blew the white curtains apart and

he was able to see the (sun) 15 ... sky and the tops of the trees outside for just a moment.

It seemed that there was a message for him not to give up. Suddenly a (despair) 16 ... idea hit him. All he could do was move one finger and he decided to make the best use of it. By moving this, he slowly developed a code of communication with his wife.

For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed. Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's great spirit and his determination not to be beaten by circumstances.



b) Read the text again and state whether the sentences are true (T) or false (F).

- | | | |
|--|---|---|
| a) The Brooklyn Bridge was built about 13 years. | T | F |
| b) Everyone believed in the project. | T | F |
| c) Washington continued his father's project. | T | F |
| d) His wife decoded his messages and told the crew how to work on the project. | T | F |

2 VOCABULARY

a) Read the letter to the editor. Find 6 mistakes and correct them.

Dear editor,

I enjoy reading your paper almost every day, but please don't add any more sections. These days information is cheap and easy to get. We have radios, Tvs, computers, faxes, cell fones, e-mail, and the internet. In addition, there is always postal mail. And let's not forget about regular phones, and of course, newspaperps. Information is wonderful, but too much information causes problems. People don't have enough time to think things through. Most of us get too much mail, too many phone calls, too many news reports. We need time to stop and think. We need less infomations, not more.

Sincerely yours,
Ann Lowe

b) Complete the spider-gram with media words.

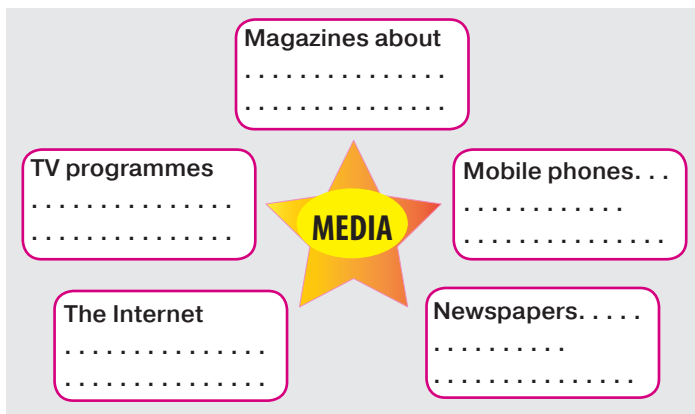
website • text • voting (interactive TV) • chat-room • local • tabloid • cars • popular • newspaper • documentary • game • show • soap opera • the news • newsletter • reality • show • current affairs • fashion • computers • sport • quality newspaper

c) Complete the table with adjectives to describe a concert.

brilliant, exciting, fantastic, poor, boring, really loud, disappointing, spectacular, clear, easy/hard to understand

The Concert

| | | |
|---|---|---|
| The music, the singing, the solos, the songs. | The lightning, the special effects, the stage design. | The sound, the words of the song, lyrics. |
| | | |



3 WRITING
Describe the picture in 50-100 words.

4 Evaluate Yourself.

| | Listening | Yes | No | Improve |
|--|-----------|-----|----|---------|
| I can follow changes of topic in Radio news reports and understand the main information. | | | | |
| I can understand simple information about people, their character and emotional state. | | | | |
| I can understand topics and details of a song. | | | | |
| | Speaking | | | |
| I can present a band to listeners. | | | | |
| I can take part in a talk show discussion. | | | | |
| I can describe a picture to listeners. | | | | |
| I can present short news to listeners. | | | | |
| | Reading | | | |
| I can find the most important information in WebPages and art catalogues. | | | | |
| I can understand the main points in news headlines. | | | | |
| | Writing | | | |
| I can write info for the front page of my personal journal. | | | | |
| I can write the description of a picture. | | | | |

LESSON 1 How Much Do You Know about Moldova?

1 DISCUSSION POINTS

Answer these questions about the country you live in.

- How did Moldova get its name?
- What important historical events are connected with: August 27th, 1991; August 31st, 1991; July 29th, 1994; June 27th, 2014.
- What parts of Moldova do these pictures represent? What do you know about them?



The Codrii



The Budzhak steppes



Orheiul Vechi

2 LISTENING (Page 139)

Listen and fill in the blanks.

the United Nations; natural zones; in the Vrancea Mountains; Romania; the Richter scale; earthquakes; million; state; the North; in the southeast; Europe; Ukraine; the Prut; Romania; the West; the East; hills; central.

The sovereign independent state of the Republic of Moldova is situated ... of The Republic's area is 33.800 square kilometres (km²). In the North, East and South it borders on ... and in the West ... is between Moldova and The territory of the country from ... to the South is 350 km and from ... to ... — 150 km.

The whole of Moldova is covered with ... cut up by small rivers. The territory of the Republic includes three ... : forests, forest steppes and steppes and a plain with an average height of 147 m. The highest part of Moldova is the Codrii, which is situated in the ... zone. Its maximum height is of 429,5 m. The territory gradually lowers from the north-west to the southeast.

Moldova is situated in the seismic Carpathian zone and it is subject to Their epicenter is focused ... on the territory of The maximum intensity of the earthquakes on Moldova's territory ranges between 6-8 on In the 20th and 21st centuries ... were registered in 1940, 1977, 1986, 1990, 1999, 2005, 2009, and 2014.

Moldova has a population of about 4.20 ... people. It is a densely populated Moldova was admitted to ... in March 1992. Moldova has started on the road to European integration since then.

MIND YOUR PRONUNCIATION

- national** /'næʃnəl/
- nationality** /,næʃə'næliɪtɪ/
- nation** /'neiʃən/
- vary** /'veəri/
- variety** /və'riəti/
- populate** /'pɒpjuleɪt/
- populated** /,pɒpjuleɪtɪd/
- population** /,pɒpjuleɪʃn/
- the Prut** /ðə 'prʊt/
- the Nistru** /ðə 'ni:stɹu/
- the Carpathians** /ðə ,kɑ:'pæθiənz/
- the Budzhak steppes** /ðə bu'dʒək 'steɪps/
- guide** /gaɪd/
- design** /dɪ'zaɪn/
- boulevard** /'bu:ləvɑ:d/
- architect** /'ɑ:kɪtekt/
- company** /'kʌmp(ə)nɪ/
- officially** /ə'fi:ʃəli/
- sculptor** /'skʌlptə/

3 READING

Choose the correct answer.

a) Chişinău was founded in:

1. 1436; 2. 1666; 3. 1548.

b) Chişinău is situated on the river:

1. Prut; 2. Nistru; 3. Bîc.

c) There are ... districts in Chişinău:

1. 4; 2. 7; 3. 6.

d) The sculptor of the old buildings in Chişinău is:

1. A. Plămădeală; 2. A. Bernardazzi; 3. D. Trezini.

Read the conversation and check if your answers were right.

John: Excuse me, sir. My name is John. These are my friends Rosy and Jack. We are English tourists. We have learnt a lot about your city – the capital of the Republic of Moldova.

Rosy: Sorry, John, for interrupting you, but we would like to know more about your capital from a person who lives in it.

Mihai: You are lucky. I can speak English. My name is Mihai. I will answer all your questions with great pleasure.

Jack: May I be the first to ask? Is it correct that Chişinău is 500 years old?

Mihai: Not exactly. It's more than 500 years old because it was founded in 1436. But it was officially mentioned as Chişinău in 1666.

John: We've read in the guide-book that Chişinău is situated on the hills and terraces of the Bîc river valley.

Mihai: Yes, you are right. But as the city is getting larger and larger, the river banks are not so beautiful as they were many centuries ago. Anyway, our city, in spite of its old age, is very beautiful.

Rosy: We understand, Mihai, that you aren't a guide. But if you were a guide, what place would you begin your tour of the city with?

Mihai: I think I'd begin it with the so-called Gates of the city.

John: They aren't far from the airport, are they? We were passing this place by going to our hotel "Cosmos".

Jack: We also saw your railway station, by the way.

Rosy: Our hotel is not far from it. Is it in the central district?

Mihai: Yes, it is. There are 6 districts in Chişinău. Moreover, the city is criss-crossed by many streets

and boulevards. Almost all of them got their new national names after Independence Day in 1991.

Jack: Your main street is ... let me pronounce it slowly – Ştefan cel Mare şi Sfînt.

Rosy: I know, I know how to translate it into English! Stephen the Great and Saint and I've seen the monument to Stephen the Great on the Great National Assembly square.

Jack: John, I didn't expect, that she knows Romanian.

Rosy: Why, I heard it from the people. They called him "great". Mihai, yesterday we saw some old buildings in the downtown. They are so beautiful!

Mihai: Yes, there are some buildings designed by the famous architect A. Bernardazzi. But there are also a lot of modern buildings, such as the Parliament of Moldova, the National Opera and Ballet House, the National Palace and a lot of blocks of flats. People make the city better and nicer day by day. Go about it again and again and discover its beauties. Good-bye! Have a nice day!

John, Jack, Rosy: Thank you for your interesting talk. Good-bye!



"The Gates" of Chişinău

4 SPEAKING

a) What else can you tell about Chişinău?

b) Which capitals of the world would you like to visit and why?

c) What historic places can you see and what historical museums can you visit in any capital?

Do It at Home

Write a letter to your penfriend about some places of interest connected with a historical or cultural event in your native place.

Word Prompt

historic — famous and important in history (historic place, event, date, speech, battle);

historical — 1) concerned with history as a science; 2) serving as a source of history; 3) related to history (historical science, method, approach; novel, picture, play, film; department, museum).

LESSON 2 Economic and Social Life

1 DISCUSSION POINTS

Answer these questions about Moldova's natural resources and economic development, using the rubric "You can't do without them".

- What is Moldova rich in?
- What goods does Moldova import from other countries?
- What goods does Moldova export to other countries?
- Are the following goods produced in Moldova or abroad?

You can't do without them

soil; vegetables and fruit; wines; sweets and chocolate; juices; soft drinks; champagne; grapes; TV sets, refrigerators; agricultural machines; bricks; furniture, gas; electricity; petrol; fuel oil; diesel oil.



2 READING

Read the text and give your arguments.

- What are some good and bad things in Moldova?
- Choose the title to the text:

1. Moldova is a Democratic Country; 2. Moldova is a Success Story; 3. Economic Revival of Moldova.
Give your own versions of the title.

* * *

The Republic of Moldova has started on the road to democracy and a market economy. Much success that the country and its people have achieved since 1991 has been praised by the international community, including international and regional organizations working in Moldova. Although important progress has been made, and many of the problems of transition have been resolved, there are still lots of problems the country has to face. Time is one of the ways of creating effective motivations for foreign investors and economic partners.



There is much interest on the part of potential investors and other economic partners for cooperation with Moldova.

The Republic of Moldova signed the association agreement with the European Union (the EU). This allows Moldova to build economic relations with the EU member states.

tip **MIND YOUR PRONUNCIATION**

1. **development** /dɪ'veləpmənt/
2. **incentive** /ɪn'sentɪv/
3. **entrepreneur** /ɒntrəprə'nɜː/
4. **legislation** /ˌledʒɪs'leɪʃn/
5. **infrastructure** /ˌɪnfɹə'strʌktʃə/
6. **peculiarity** /pɪ,kju:lɪ'ærɪti/
7. **eventually** /ɪ'ventʃʊəli/
8. **reliable** /rɪ'laɪəbl/
9. **hospitable** /'hɒspɪtəbl/
10. **contribute** /kən'trɪbjʊ:t/
11. **recession** /rɪ'seʃn/
12. **consumption** /kən'sʌmpʃn/

3 Read the text again and select the words which are connected with Moldova's economic situation (e.g. market economy).

4 LISTENING

Listen to the text, entitle it and do exercise 5 WRITING.



The British are a nation of video addicts, focused on driving their cars. They have forsaken the traditional diet of beef and beer in favour of chicken and lager.

The official handbook of Britain says that over the 50 years since the end of the Second World War the social situation has become more miserable.

According to the Central Office of Information, the executive agency responsible for government information and publicity, highlights that the British are twice as rich as they were at the beginning of the century.

In old days, recessions were different. Before the computer appeared, recessions were followed by booms and the jobs would always return. Now they do not.

Britain has changed in more subtle ways as well. When someone talks about drugs, for example, they are not referring to aspirin.

A big factor has been the rise in the number of women, particularly married women, at work. Women now make up almost half of the workforce. Many of them have their own businesses and companies.

The eating habits have also changed. Consumption of beef, lamb, pork, sugar and fat declined dramatically, while vegetarian food is at its highest. Life expectancy for men is 79 and 83 for women, up from 49 and 52 respectively since the beginning of the 20th century.

Some things, however, never change. For example, the inhabitants of these islands still believe that: "Britain is the worst country in the world to live in except, of course, for all the others."



5 WRITING

Answer the questions in written form.

- a) What are the main changes that have taken place in Great Britain?
- b) What facts make Britain wealthier?
- c) What facts make Britain more miserable?
- d) How would you entitle the text?
- e) Do you agree or disagree with the title of the text given by your classmates?

Do It at Home

Write about the recent changes in Moldova's economic and social life.

LESSON 3 National Heritage

1 DISCUSSION POINTS

Answer the questions and think of what you know about historical and cultural monuments or places of your country.

- What interesting facts can you tell about the place you were born in?
- What cultural and historical monuments and places of your native place would you like to show to your foreign friends?
- What do you know about the culture of the country you live in?
- Which museums of Moldova have you visited, or would you like to visit?
- If you created any museums in your native place, what events and names would they be connected with?
- If your family were famous, would you organize a museum in your house? Why?

2 READING

Read the story, think and say why the monastery was in such a state at that time?

Reminiscences of an Old Teacher

When I worked at school in the 70s, I often took my schoolchildren to the forest. You know, Moldova is famous for its forests (the Codrii). They are beautiful, especially in autumn. Besides, I wanted my students to know the history of our motherland better. Sometimes we went on picnics, other times we went hiking, and our hikes were made to learn serious things. For example, one day we decided to go to the Căpriană Monastery to study its history. When we came to Căpriană, to our great disappointment, we found out that the monastery had been turned into a hospital for children with TB (tuberculosis). Of course, we were not allowed to go inside it or even into its yard.

We made a circle round the monastery and decided to go to the forest which was protected by the state and was considered a national park. The forest impressed us by its enchanting beauty because ship pine trees grew there. We lost the sense of reality for some time. The scent of pine trees made us forget about reality. Everything was mysterious there, every sound, every step – every rustle of dry leaves.

Soon that part of the forest ended. Suddenly, we found ourselves on the way to Strășeni. The way to Strășeni lay through the wood as well, but the trees were different. Oaks! Beautiful tall oaks! And then we came to that historic tree which is connected with the so-called “forest historical museum”. People say that once Ștefan cel Mare had a rest in the shade of that oak. It was huge and seemed powerful; the most powerful of all the trees around it – and the most powerful of all the trees we had ever seen before. There were twelve of us and, when we tried to make a circle around the tree standing hand in hand, there weren't enough people and hands to close the chain. So you see what places there are in our country! But some pain remained in our hearts because of the monastery.

Nowadays, the monastery is restored and serves its purpose. It is one of the most frequently visited monasteries in the Republic.


 MIND YOUR PRONUNCIATION

- serious /'sɪəriəs/
- reminiscence /,remɪ'nɪnsns/
- mysterious /mɪs'tɪəriəs/
- disappointment /dɪsə'pɔɪntmənt/
- ballet /'bæleɪ/
- enchanting /ɪn'tʃɑ:nɪŋ/
- tuberculosis /tju(:)'bɜ:kjələsɪs/
- protect /prə'tekt/
- rustle /'rʌsl/
- frequent /'fri:kwənt/
- frequency /'fri:kwənsɪ/
- frequently /'fri:kwəntlɪ/

 You can't do without them

to be famous for; to want smb. to do smth.; the history of one's motherland; to go on picnics; to go on a hike; to one's disappointment (surprise); to find out; to turn smth into smth; to decide to do smth; to be protected; to impress smb. by smth.; to find oneself somewhere; to stand hand in hand; to restore smth; in the time of smb.; to be mentioned in...

3 PAIR WORK

Ask your classmates questions, and find out if they have ever taken a similar walking tour to any historic places in Moldova or any other country. Use the “You can’t do without them” rubric.

4 LISTENING (Page 140)

a) Listen to the text “The Capriana Monastery” and say why it is so important in the history of Moldova. b) Listen to it again and take notes of the dates and facts. c) What other monasteries have you already been to or would like to visit?

5 TEAM WORK

Match the pictures of Chişinău theatres to their names. Discuss in pairs what theatre you would like to go to. Why?

- a) The Eminescu Theatre
- b) The Chekhov Theatre
- c) The National Opera and Ballet House after Maria Bieşu
- d) The Licurici Theatre
- e) The Organ Hall



1.



2.



3.



4.



5.

6 SPEAKING

Look at the pictures, and say what you can see in these museums. What other museums would you advise to visit in Moldova?



The National Museum of Moldova's Archeology and History (Chişinău)



The National Art Museum of Moldova (Chişinău)



The House of the Donici family (Donici, Orhei)

Do It at Home

- 1 Make a 5-slide PowerPoint presentation (or a picture board) about a museum.
- 2 Describe some most interesting exhibit(s) of the museum you have visited and write about the event connected with it (them).

LESSON 4 Home Sweet Home

1 DISCUSSION POINTS

Using the map, answer the questions about travelling in Moldova.

- What is the best way to learn about the people and study the geography of a country?
- If you were going to travel, what part of Moldova would you like to go to? Why?
- Do you prefer going to the mountains, to the bank of a river, to the country, or sightseeing a big city?
- Do you like to spend your holiday in an active way? Why? Why not?

2 READING

Read the text and find the information about the country you live in.

Welcome to Moldova

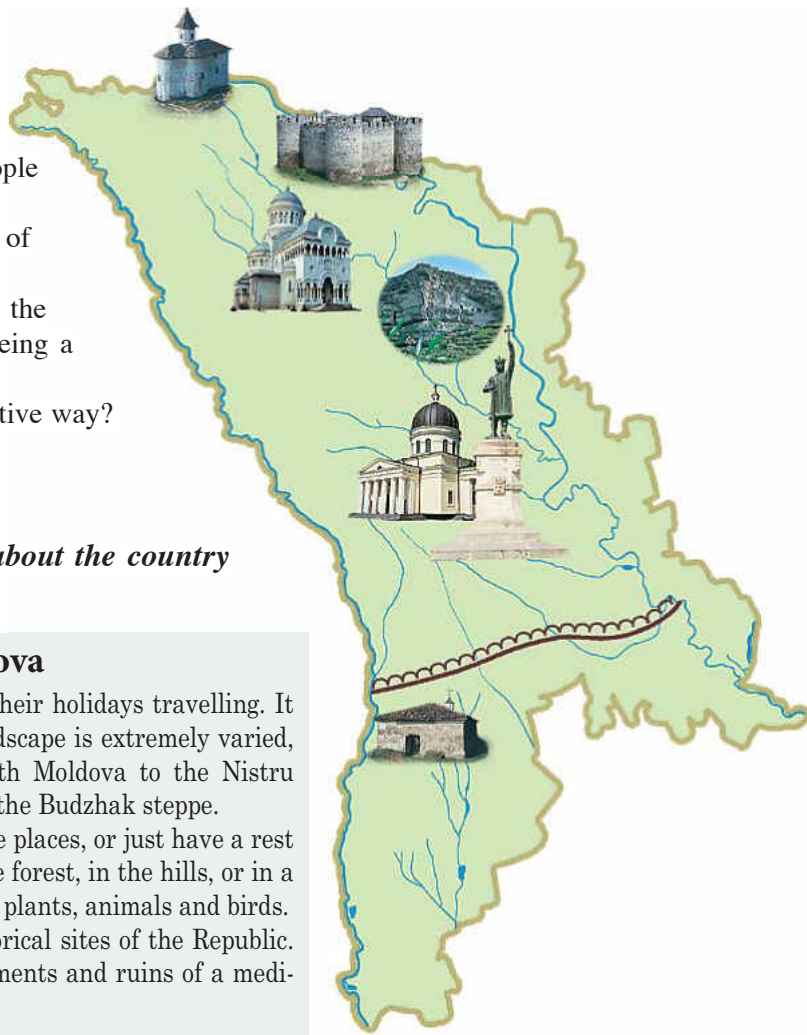
Millions of people all over the world spend their holidays travelling. It is pleasant to travel in Moldova because its landscape is extremely varied, ranging from the hills of the central and north Moldova to the Nistru steppe land and the South plain, which is called the Budzhak steppe.

One can travel to enjoy Moldova's picturesque places, or just have a rest from the town noise near a river or a lake, in the forest, in the hills, or in a valley; studying different kinds of trees, flowers, plants, animals and birds.

Old Orhei is one of the most important historical sites of the Republic. Here there are traces of the Geto-Dacian settlements and ruins of a medieval Moldovan town from the 16th century.



The architecture of the 15th — 18th centuries can be seen in the Virgin's Assumption Church in the Căpriana Monastery, the Church of Măzărache in Chişinău (1752), the Church of the Rudi Monastery (1772) or the Virgin's Assumption Church in Căuşeni.



MIND YOUR PRONUNCIATION

- extremely /ɪks'tri:mli/
- picturesque /ˌpɪktʃə'resk/
- medieval /ˌmedi'vi:l/
- architecture /'ɑ:kɪtektʃə/
- assumption /ə'sʌmpʃən/
- leather /'leðə/
- deserve /dɪ'zɜ:v/
- lively /'laɪvli/
- embroidery //ɪm'brɔɪd(ə)rɪ/
- osier /'əʊziə/
- landscape /'lændskeɪp/
- value /'vælju:/
- remarkable /rɪ'mɑ:kəbl/
- lively /'laɪvli/

Different objects made by popular craftsmen are of great value. Carpets, embroideries, towels and tablecloths from Cosăuți; stone art from Cosăuți and Braniște; ceramics from Hoginești, Cinișeuți, Jurceni, Țigănești; objects made of leather and sheepskin from Vulcănești, Cahul, Cimișlia and Nisporeni; osier (willow) baskets from Soroca gained deserved fame far and abroad.

Moldova of the 19th, the 20th, and the 21st centuries gave the world writers and poets, architects and sculptors, scientists and discoverers — people of remarkable culture in different fields.

Those who live in the country like to go to a big city and spend their time visiting museums, art galleries, theatres or to go sightseeing. No matter how we travel, we see and learn a lot of things one can never see and learn at home, reading books or watching TV.

The best way to get to know and understand the people is to meet them in their own homes. The people of Moldova are hospitable, generous and lively. Guests are always welcome to their houses.



3 SPEAKING

Answer the questions.

1. Why is it pleasant to travel in Moldova?
2. What can one do travelling?
3. Why is Old Orhei called one of the most important historical sites of the Republic?
4. What places can the architecture of the 15th – 18th centuries be seen in Moldova?
5. What objects (and in what places) are produced by popular craftsmen?
6. Who did Moldova give the world in the 19th, 20th, and the 21st centuries? Name them.
7. What can you say about the people of Moldova?

4 LISTENING (Page 140)

Listen and fill in the blanks.

renamed; commemoration; achievements; dedicated; creative; village; complete; commemorative; memory; poet; monument; scholarship.



Grigore Vieru's Native House in Pererita – Another Museum in Moldova

The best ... of Moldova in the 20th century was born on February 14, 1935 in Pererita village, Bricheni region. His active ... life was stopped by an accident on January 15, 2009.

A ... museum was set up in the poet's native house in the ... of Pererita in the north of Moldova and a bust of the poet was set in the yard of the school in the village of Pererita.

The action programme for the ... of the poet for 2010-2013 was approved by the government of Moldova. It included 39 activities concerning the publication of the ... set of his works, organization of exhibitions, contests, recitals, and TV programmes ... to the great poet's creative and political life, etc. Among the first actions, included in this programme were literary and musical shows in ... of the great poet. The ... to the poet was set up in the Alley of Classics in Chisinau. It was also specified that the programme included the annual awarding of the "Grigore Vieru" prize for outstanding ... in philology and literature among scholars, as well as a nominal "Grigore Vieru"... for students from Arts departments.

2011 was declared the year of Grigore Vieru. As a scholar, Grigore Vieru was elected an Honorary Member of the Romanian Academy. One of the streets in Chisinau (former Renasterii boulevard) was ... in honour of Grigore Vieru. Now it is called Grigore Vieru street.

Do It at Home

Write about one of the famous people of Moldova.

1 READING

If you are in one of the English speaking countries, you would like to know its history. Moreover, you could tell about your own country's history. Look at the pictures of the monuments and learn as much as possible about them.



**The Monument to Ștefan cel Mare
(1457-1504)**

The opening of the monument, made by A. Plămădeală, took place on April 29, 1928.

The fate of the monument symbolises the destiny of the people living between the Prut and the Nistru. Late in the autumn of 1940, the monument was removed to Romania and set onto the southern side of the St. George's Church from Vaslui. In August of 1941, the authorities of the country tried to return the monument to Chișinău again. Gheorghe Levițchi, an engineer, was responsible for refacing the monument. The beginning of World War II made it impossible to realize that project. Soon the solution was found. On November 1, 1942, the monument was put up in front of the Gates of the Cathedral. In 1944 the monument was taken to Craiova. On May 1, 1945, it was returned again, but it was not placed on an appropriate pedestal. That had a negative impact on the authors' initial concept. Moreover the initial inscriptions were seriously falsified. In addition, the authorities had the intention to move it to another place outside Chișinău. In 1971 the work on the monument's replacement began, but the process was very slow. Only in 1990 was the monument placed on the pedestal in its current spot. The inscriptions were also restored. In 2005 the monument was completely restored according to A. Plămădeală's project. Now everybody can see it in the centre of the city with a lot of flowers at its base.

2 TEAM WORK

a) *What events concerning the monument are the following dates connected with?*

| 1971 | 1942 | 1928 | 1940 | 1945 | 2005 | 1941 | 1944 | 1990 |
|------|------|------|------|------|------|------|------|------|
| | | | | | | | | |

b) *Tell the story of the monument to the other team, as if you were a guide, arranging the dates in a proper way.*

c) *What other monuments connected with the past of Moldova can you see in the Republic?*

3 SPEAKING

Make up dialogues. Speak about the monuments erected by the grateful descendants to the historical figures in Moldova, Britain, the USA and other countries. Use the "You can't do without them..." rubric.

You can't do without them

to erect a monument to ...; the inscription on ...; to symbolize; to be notable for ...; to participate in ...; predecessors; to have an impact on; to find the solution; grateful descendants; to be grateful to smb. for sth.; to be restored; to realize the project.

4 Read the description of Moldova's flag. Explain why the flag has such a design.



The Republic of Moldova has its own banner, coat of arms and anthem. The state flag of the Republic is tricoloured and arranged vertically in the following order from the flagpole: blue, yellow, red. The coat of arms is printed on the central yellow stripe of the tricolour.

Moldova's coat of arms consists of a shield divided horizontally into two parts: the upper part is red, and the lower one is blue with an aurochs's head that has an eight-pointed star between its horns. On its right, the aurochs's head is flanked by a five-petalled rose, and on its left – by a slight incline of crescent. All heraldic elements on the shield are of golden (yellow) colour. The shield is laid on the breast of an eagle carrying a golden cross in its beak, holding a green olive branch in its right claw and a gold sceptre in its left one.

tip MIND YOUR PRONUNCIATION

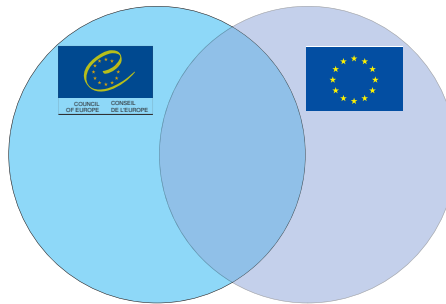
1. **crescent** /'kresənt/
2. **heraldic** /he'rældɪk/
3. **aurochs** /'ɔ:rəks/
4. **shield** /ʃi:ld/
5. **breast** /brest/
6. **olive** /'ɒlɪv/
7. **sceptre** /'septə/
8. **incline** /ɪn'klaɪn/
9. **vertically** /'vɜ:tɪk(ə)li/
10. **horizontally** /,hɒrɪ'zɒntli/

5 PAIR WORK

a) Read the description and find the differences and similarities between these two organizations with the help of a Venn Diagram.

b) Discuss the data in the diagram using the "You can't do without them..." rubric.

The Council of Europe is the continent's leading human rights organization. It includes 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law.



! You can't do without them

human rights; member state; to sign up; to include; convention; treaty; to protect; the rule of law; partnership; responsibility for; respect for.

The European Union is a unique economic and political partnership among 28 diverse democracies united in their responsibility to peace, democracy, the rule of law and respect for human rights.

c) Tell your classmates why the EU flag is seen everywhere in Moldova nowadays.



The European flag is the symbol not only of the European Union, but also of Europe's unity and identity in a wider sense.

The European flag consists of 12 golden stars in a circle on a blue background. The stars symbolise the ideals of unity, solidarity and harmony among the peoples of Europe.

The number of stars has nothing to do with the number of member countries, though the circle is a symbol of unity.

The history of the flag goes back to 1955. The Council of Europe – defending human rights and promoting European culture – adopted the present design for its own use.

In 1983, the European Parliament adopted the flag. In 1985, it was adopted by all EU leaders as the official emblem of the European Union (called the European Communities at the time). All European institutions now use an emblem of their own.

Do It at Home

Write what country you would like to visit and what you expect to see in it. Cite any information taken from the Internet.

Grammar Focus for Lesson 2

The order of words in which the subject is placed after the predicate is called inverted order or **inversion**.

Inversion is used

in affirmative sentences

Model 1 We are glad to see them.

So am I. So is she.

She likes reading.

So do I. So do they (we).

in negative sentences

Model 2 I haven't read this book

Neither/ Nor have I.

She hasn't read this book.

Neither/ Nor has he.

Word order often becomes a means of **emphasis**:

As society constantly develops, so **does** the language.

Only once **did** he **meet** his match in badminton.

1 Read the dialogue. Pay attention to the use of inversion in it.

Paul: Picnics. I detest picnics!

Kate: Paul, **do stop complaining** and get the basket out of the car. We couldn't stay indoors today. It's beautiful!

Paul: I **do like** a proper Sunday dinner. What I like is roast pork with apple sauce and gravy, peas and carrots and cabbage and treacle tart for pudding...

Kate: Here's a perfect spot! Spread the rug behind this bush. Good. Look, we've got brown bread and butter and pâté and cold chicken...

Paul: Blast! I'm sitting on an ant's nest! Picnics!

Kate: And the salad has got tomatoes, peppers, lettuce, cucumbers, and beetroot...

Paul: Rabbit food! Oh, for a plate of boiled beef and dumplings!

Kate: Oh, dear! Paul, I **do believe** your bit of beef is coming this way! Isn't that a bull?

2 Fill in the gaps.

- They speak Bulgarian. We also speak Bulgarian. They speak Bulgarian, **so** ... we.
- I love animals. You love animals. I love animals, **so** ... you.
- Mary doesn't know Hungarian. Peter doesn't know Hungarian either. Mary doesn't know Hungarian. **Nor** ... Peter.
- I can't speak Italian. Nelly can't speak Italian either. I can't speak Italian. **Neither** ... Nelly.
- Never before and never since, ... I **known** such peace and comfort.
- Now** ... the moment to act.
- Here** ... my brother John.
- I like reading. He likes reading. I like reading **so** ... he.
- I ... love the poems by Mihai Eminescu. I often recite them.

3 Arrange the words. Make up sentences using inversion.

- If**, the, recite, you, poem, it, do know, please.
- hasn't been, London, either, to, **She**, or, Paris, to.
- my, **Ann**, her, sister, is, pretty, a, such, girl, as.
- do, **They**, this, like, concert.
- he, did, **Only once**, see, them.
- either, doesn't, German, **He**, Spanish, or, know.
- swim, can, **They**, nor, neither, skate.
- brilliant, do, idea, your, **I**, is, believe.

Revision

I **saw them crossing** Ștefan cel Mare street.
I **want you to know** your city better.
They **consider him / to be /** the best pupil in the class.

New Grammar Rules

The Objective-with-the-Infinitive Construction is used after verbs denoting **sense perception**, such as *to hear, to see, to watch, to feel, to observe, to notice etc.*

e.g. I **saw them cross** Ștefan cel Mare street some hours ago.

The Objective-with-the-Infinitive Construction is used after the verbs **to make** and **to let** with the Infinitive without the particle **“to”**.

e.g. Don't **make your brother learn** this text by heart. **Let him retell** it.

4 Read the sentences and identify the Complex Object structure.

- My mother wants me to travel all over Moldova as much as possible.
- I'd like you to read this wonderful book about the Nistru.
- She didn't expect the monastery in Parcani to be so beautiful.
- People heard her singing a nice song about “the white city” of Chișinău.
- I heard the children run into the classroom to take some books left behind.
- While hiking in Orheiul Vechi (Old Orhei) we watched the sun rising. It was a marvellous view.
- I saw him drop his rucksack.
- A sudden rain made us return home.
- The teacher wanted some poems about Moldova (to be) learnt by heart by her pupils.
- Would you like your luggage (to be) carried upstairs.

5 Open the brackets using the Complex Object.

- I heard (he) (to run) into the room. I think he is still there.
- Don't make (they) (to learn) the poem about Moldova by heart.
- Let (the students) (to speak) of historical events about their country.
- We saw (she) (to come to see) her grandparents some days ago.
- I don't like people to make (other people) (to work) instead of them.
- He never lets (we) (to go) on picnics. Why?
- Did you watch (anybody) (to read) those books in the library last week?
- I want (they) (to go) to the Art Museum to see the pictures of the 19th century.
- He didn't make (we) (to write) about that terrible accident.
- The teacher let (his students) (to come) into the classroom.

6 Paraphrase the following sentences using the Complex Object either with the Infinitive (with or without “to”) or Participle I.

e.g. I heard their cries in the forest. They cried very loudly.

I heard **them cry** very loudly in the forest.

e.g. He saw the cars. They were moving along the road.

He saw **the cars moving** along the road.

- The ship sailed away from the shore. They saw it.
- We saw that the children were climbing the hill to reach the church on the top of it.
- She bent and picked up a flower. They saw it.
- They were talking about going on a hike. He heard them.
- I think that Dan Bălan is one of the best singers in Moldova. Everybody thinks so too.
- Yesterday your son had to learn the poem by heart, but he didn't. What did you do? — (Answer the question using “to make”)
- People expect that the 21st century will bring peace on the Earth.
- Everybody considers that Byron is a great poet.
- The girl doesn't want to read this book. But I don't want to make her.
- It was dark and he felt horror that somebody touched his hand.

1 DISCUSSION POINTS

Answer the questions about the country you live in:

- | | |
|---|---|
| <p>a) Is Moldova's geographical position beneficial? Why?</p> <p>b) What is Moldova rich in?</p> <p>c) What cultural and historical monuments and places of your native place would you like to show to your foreign friends?</p> | <p>d) What monasteries do you know in Moldova?</p> <p>e) If you were going to travel, what part of Moldova would you like to go to? Why?</p> <p>f) The noblest question in the world is "What good may I do for the country I live in?" How do you understand it?</p> |
|---|---|

2 READING

Read the text about Moldova's rich culture presented in the museums of the republic. Speak about other Moldovan artists who reflected Moldova's landscape, traditions and holidays in their pictures.



Moldova has a rich culture. There are a lot of museums in the country and its capital. The best known one – the National Museum of History – represents our country from its foundation to the present day; the National Museum of Ethnography and Natural History with its various exhibits including fine and applied arts; the Art Museum with its unique collections of pictures and drawings. Besides, there are various constant and temporary exhibitions (as the "Constantin Brâncuși" Art Gallery) which attract Moldovans and a lot of tourists coming to the country.

* * *

If you want to see the pictures drawn by I. Vieru, you should go to the Art Museum in Chișinău. You will find beautiful canvases, devoted to the landscape in Moldova from the North to the South and from the East to the West. People can't help admiring his pictures. They sparkle with love for nature and humanism. I. Vieru is

a realist. His pictures are true to great traditions coming from ancient times, to life creating realism and penetrating to the mystery of mysteries — Moldova's nature. If you are in Chișinău, why not visit the museum?

3 VOCABULARY TASK

Match the words and word combinations.

- | | |
|--|--|
| <p>a) to be populated</p> <p>b) multinational</p> <p>c) landscape</p> <p>d) to be rich in</p> <p>e) to be famous for</p> <p>f) recession</p> <p>g) life expectancy</p> <p>h) fine and applied arts</p> <p>i) commemoration</p> <p>j) according to the plan</p> <p>k) uninhabited</p> <p>l) sensible</p> <p>m) to intend</p> <p>n) to go on a hike</p> <p>o) to penetrate</p> | <p>1. to force a way into or through;</p> <p>2. to be known for;</p> <p>3. in agreement with;</p> <p>4. to be inhabited;</p> <p>5. pieces of art used in actual practice;</p> <p>6. without people living here and there; deserted;</p> <p>7. indicator for the average people's length of life;</p> <p>8. to go on a walking tour;</p> <p>9. a view of country scenery on land;</p> <p>10. being in memory of;</p> <p>11. to plan;</p> <p>12. reasonable;</p> <p>13. a country where different nationalities live;</p> <p>14. economic crisis, stagnation;</p> <p>15. to have a lot of;</p> |
|--|--|

4 SPEAKING

Answer the questions about your country.

- What is your understanding of the quotation “Life has to be lived forward but learned backward”?
- Dragoș Vodă, Bogdan Vodă, Mircea cel Bătrîn, Alexandru cel Bun, Ștefan cel Mare. Read some information about them. What historic events are connected with these people?
- Who was the first President of Moldova? What historic changes have taken place in the country since Moldova’s Independence?
- What does the word “Home” mean to you? Where do you feel at home?



Dragoș Vodă

Dragoș Vodă was a Romanian voivode from Maramureș. He headed battles against the Tatars.



Bogdan Vodă

First mentioned in documents in 1352. He is supposed to be the vice voivode of Bogdan I. He was the founder of several churches made of stone.



Mircea cel Bătrîn (1386-1418)

A military commander of Romania, who improved the military system of the state. In 1415 he agreed to pay a contribution to the Turks in exchange for their noninterference in the internal affairs of Romania.



Alexandru cel Bun (1400-1432)

Ruler of Moldova who consolidated the state both internally and externally and extended its borderlines. It was he who broadened the country’s commerce. In 1401 he resurrected the Suceava Metropolis. In 1420 he repelled the first attack of the Turks.



Ștefan cel Mare (1457-1504)

The son of Bogdan II. He is a legendary voivode, who made a military fortress out of Moldova against external enemies. A skillful strategist and an exceptional diplomat, he transformed Moldova into a powerful state in the Central and East European areas. For his activity as a defender of Christianity who built over 40 churches and monasteries in Moldova, Muntenia and Transilvania, people called him the “great” and “saint”.

5 ROLE PLAY

You are planning a trip to the countryside, but you have no experience. Talk to the “instructor” and get all the necessary advice from him. Make up dialogues using the “You can’t do without them” rubric.

If you are **setting off** on a walking tour, take a compass, a map and **first-aid equipment** with you. Even the most experienced can lose their way in the vast **uninhabited** areas. If you get lost, don’t lose your head. Instead be **sensible**, try to give some **indication** of where you are and keep yourself warm. Remember, never go off alone, and **inform** someone at your point of departure where you **intend** to go and what route you **intend** to take.

! You can’t do without them
You’d better (do) ...; gain experience; mind that ...; why not (to) ...; in your place I would (do/ have done) ...; I advise you to ...; be sensible.



Do It at Home

PROJECT WORK

In teams, make a poster under the heading: “Moldova’s Holidays”. Illustrate it with pictures. Make it interesting and attractive. Then discuss the project’s positive and negative aspects. Give advice to your classmates to improve their projects. Use the “You can’t do without them” rubric.

1 READING

Read the legend and answer the question why the river was called the Bîc.

Long, long ago these places used to be inhabited by giants.

Once a giant girl walked about the forest and she saw a man with six bulls ploughing the soil with a wooden plough in a clearing. She took the peasant with the bulls and plough and went home to her mother.

"Look, mother. I have found some insects scratching the earth. What could they be?"

"My dear, go and put them back where you have taken them from. Let them go in peace and don't kill them. When you come back I'll tell you."

The girl took them back and then went home to her mother.

"Now, mother, tell me what kind of insects were those?"

"That was a man, who was ploughing the soil with six bulls. In the distant future, men like this one will replace us, and they will be the masters of the earth

because we'll die, all of us, and these people will live and own this land."

On hearing those words she grieved. "What! Such weak creatures to come instead of us, and we'll vanish? Mother, I'll go and kill him and his bulls."

"Don't go. You won't find him."

The girl did go. She looked for the man but she couldn't find him. He had finished his work and was far away going home through a forest in a valley.

The girl was so grieved that a tear fell down, and where it fell currents of water started. The water was whirling down the valley and one of the man's bulls was drowned.

In that place where the giant girl's tear fell, a spring appeared and a river began there. It was named the Bîc, for that was how the bull was named.

Since then, the river has been flowing through forests and valleys and has the same name up to now.

2 *Read the text again and write if it is True or False. Bring your arguments.*

- | | |
|--|---|
| a) The places used to be inhabited by dwarfs. | e) The girl found the man. |
| b) A man with eight wolves was ploughing the soil. | f) The girl was so happy that she was laughing loudly. |
| c) The mother told her daughter to kill them. | g) The water was whirling down the valley and one of the man's bulls was drowned. |
| d) The girl went home to her mother. | |

3 *Make the correct choice.*

- | | |
|--|----------------------------------|
| a) The places used to be inhabited by: | d) The girl was so grieved that: |
| 1. insects | 1. she began to cry |
| 2. animals | 2. she took the bulls home |
| 3. giants | 3. she couldn't go home |
| 4. dwarfs | 4. made the bulls get drowned |
| b) The girl saw: | 5. The river was named: |
| 1. a boy | 1. the Nistru |
| 2. a woman | 2. the Prut |
| 3. a man | 3. the Reut |
| 4. a girl | 4. the Bîc |
| c) The mother asked the girl: | |
| 1. to kill the man | 3. to let them plough the ground |
| 2. to feed the bulls | 4. to let them go in peace |

4 *Find synonyms in the text of the following words:*

to live – ...; to go – ...; the land – ...; to start – ...; to return –

5 *Find antonyms in the text of the following words:*

to live – ...; to finish – ...; to put – ...; to be happy –

6 GRAMMAR

Re-read the text and write out the sentences with the Complex Object and Inversion.

7 Give three forms of the irregular verbs and complete the chart.

| | | |
|----------|-------|--------|
| | had | |
| to bring | | |
| | saw | |
| | | made |
| to take | | |
| | found | |
| to put | | |
| to go | | |
| | | done |
| | told | |
| | | fallen |
| to begin | | |

8 WRITING

Write a 100-word paragraph about what the word “Home” means to you.

9 Evaluate Yourself.



Self Assessment Grid

| | Yes | No | Improve |
|---|-----|----|---------|
| Listening | | | |
| I can listen and understand short texts about the economic and social life of Moldova. | | | |
| I can listen to the texts and understand the importance of the country's history. | | | |
| I can listen to the biographies of outstanding people of Moldova and understand their significance and contribution to different fields of life of the country. | | | |
| Speaking | | | |
| I can speak about the geographical position of Moldova, its relief and borders. | | | |
| I can speak about the capital of Moldova – Chişinău. | | | |
| I can speak about my native place. | | | |
| I can speak about cultural and historical monuments in Moldova. | | | |
| Reading | | | |
| I can read and comprehend texts about Moldova and its outstanding people of the 19th, 20th and the 21st centuries. | | | |
| I can read texts about Moldova's monuments and name the places they are situated in. | | | |
| I can read texts about Moldova's rich culture and select specific information. | | | |
| Writing | | | |
| I can write a letter to a penfriend about some historical or cultural events of my native place. | | | |
| I can write about recent changes in Moldova's economic and social life. | | | |
| I can write about famous people of Moldova. | | | |
| I can write a 100-word composition about my native place – my home country. | | | |

LESSON 1 Friends of the Earth, Unite!



MIND YOUR PRONUNCIATION

1. **nasty** /'nɑ:stɪ/
2. **ecology** /i'kɒlədʒɪ/
3. **species** /'spi:ʃi:z/
4. **exhaust** /ɪg'zɔ:st/
5. **extinct** /ɪk'stɪŋkt/
6. **environment** /ɪn'vaɪərənmənt/
7. **contamination** /kən,tæmɪ'neɪʃn/
8. **recycling** /rɪ'saɪklɪŋ/
9. **atmosphere** /'ætməsfɪə/
10. **acid** /'æsɪd/

1 DISCUSSION POINTS

Answer these questions about man-environment relationship.

1. Who are the friends of the Earth?
2. Who/what needs protection in the world?
3. What are the nasty side-effects of polluted air, land, and water?

2 READING

a) Read the text and name three sources of pollution.

Ecology is the scientific study of the relationship between people, animals and plants in nature. The natural conditions in which they live (the air, water and land) are their environment; which can either be healthy and clean, or dirty and unhealthy. Pollution contaminates the air and can cause diseases or poison the environment, making it unlivable for people and wildlife. This can lead to extinction for some species. Once a species is gone, it cannot be of use in the cycle of life.

The earth faces many ecological problems right now. Partial melting of the polar ice caps caused by heating of the atmosphere, is making sea levels rise. This will lead to flooding of coasts and further death of species. The ocean waters can even rise to cover low-lying cities such as London, New York and Tokyo, and that will change the world forever. This warming process is called the "Greenhouse Effect."

Rubbish is very bad for life in general. Food paper, plastic, bags and unwanted garbage that is thrown into the streets or on the land is waste, and this causes its own problems. No doubt, you have seen a lot of waste material thrown away in the streets, near apartment buildings and everywhere. When this litter is gathered in landfills, it is burned giving off harmful gasses, or it is buried and also gives off harmful gasses that pollute our air and make it hard to breathe.

Have you thought about traffic exhaust fumes? It is also a form of pollution that we make every day.

All of these forms of pollution ruin our fresh, clean environment, make problems for other living things, and contaminate our food and water. We should think carefully about the pollution we make.

b) Complete the chart with ecological terms from the text. Use a dictionary if necessary. Where there is a "x", you do not have to write anything.

| Verb | Noun | Adjective |
|----------------|-----------|---------------|
| x | | ecological |
| x | | environmental |
| to contaminate | | |
| to extinct | | |
| | recycling | |
| to pollute | | wasteful |

3 PAIR WORK

Discuss and tick the things which are good for the environment, and put a cross by the things which are bad. Follow the model.

recycling acid rain litter noise harmful gases industrial waste traffic jam
 deforestation rubbish river exhaust fumes bicycle forest public transport
 nasty chemicals plants rain forest dripping water greenhouse effect .

Model: Recycling is very good for people because waste can be used further. Traffic jam is bad for people because it gets on the drivers' nerves. Plants are very good for the climate because they make the air clean.

4 LISTENING

a) Listen to the song "What Have They Done to the World?". Say who is meant by the word "They" in the song.

What Have They Done to the World?

What they (to do) to the rivers, my friend?

What they (to do) to the seas?

What they (to do) to the rivers, my friend?

What they (to do) to the trees?

Well they (to turn) all the seas into mud, my friend,

And they (to kill) all the fish in those seas.

And they (to pour) out their oil and their waste, my friend,

'Cause they think they can do as they please.

Chorus: They (to build) their cities

And they (to make) their roads,

And they'll test their bombs

Till the world explodes

Into millions of little pieces...

What they (to do) to our land, my friend?

This land which is ours from birth.

What they (to do) to our forests, my friend?

What they (to do) to the earth?

Well they (to turn) our land into a desert, my friend,

A desert of concrete and stone,

And they (to do) this for profit and gain, my friend,

'Til they (to ruin) the earth that we own.

Chorus: And ... They (to build) their cities...

What they (to do) to our skies, my friend,

The skies that are blue and so clear?

What they (to do) to our skies, my friend?

What they (to do) to the air?

Well they (to pour) out their smoke and their fumes, my friend,

'Til you can't see the sun in the sky.

And they (to poison) the air that we breathe, my friend,

'Til we cough, and we choke, and we die.

Chorus: And... They' (to build) their cities...

b) Put the verbs in brackets in the Present Perfect Tense.

5 SPEAKING

In groups, give answers to the questions asked in the song.

1. How have they done it?
2. What are the side-effects of all their actions?

6 WRITING

Imagine that you are on the "Council of the Friends of the Earth Society". In small groups of 3-4 people, work out a plan of action to protect the Earth from destruction, write it down. Make use of the hints below, and the "You can't do without them" box.

- | | |
|----------------------------|--------------------------|
| a) Man and the Environment | e) Recycling and Reuse |
| b) Climatic Change | f) Wildlife Conservation |
| c) Air and Water Pollution | g) National Parks |
| d) Marine Resources | h) Nuclear Power |

! You can't do without them:

As far as I know...
To the best of my knowledge...
No doubt that...
I agree that... (with you, to this)
I disagree with this statement because...
I am not well versed in this problem but...
It seems to me... (that) ...
I would say that...
In my opinion, they (it, he...)

Do It at Home

Think of what measures you would take to protect the environment of Moldova if you were a member of Parliament. Write 3 or more suggestions.

LESSON 2 Be Respectful of Nature!

1 DISCUSSION POINTS

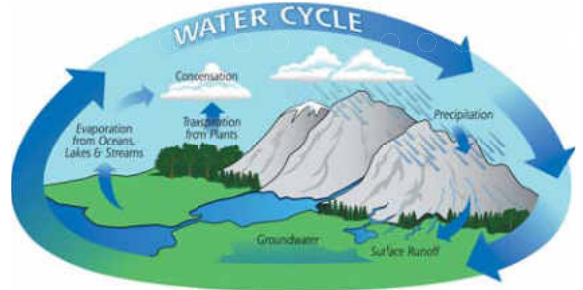
Answer the questions about wildlife protection on the planet. Say whether the statements are true and why.

- a) The future of humans and wildlife species depends on significant improvement in the management of the Earth's water resources. Is it true?
- b) Leaking oil makes water uninhabitable to most forms of aquatic life, and it is no longer good for animals to drink. Can people prevent the damage? How?
- c) When the forests go, it is people and other living beings who will suffer. Do you agree? Why?

2 PAIR WORK

Answer the questions to the Water Cycle diagram.

- a) What do we call the process when heat from the Sun causes water on Earth to evaporate and rise into the sky, where it collects in the form of clouds?
- b) What do we call the process when water vapor in the clouds cools down and it becomes water again?
- c) What do we call the process when water falls from the sky in the form of rain, snow, or hail?
- d) What do we call the process when plants lose water, which is absorbed into the atmosphere?
- e) What do we call much of the water that returns to Earth as precipitation?
- f) What do we call some of the precipitation that soaks into the ground and is trapped between rocks and clay?



3 TEAM WORK

a) Study the words in the box, and name the objects in pictures 1-18.

yoghurt tub, shampoo bottle, medicine bottles, newspapers, water bottle, juice carton, paperback books, magazines, plastic bag, cereal box, glass jar, glass bottles, clear take-out boxes, notebooks, plastic disposable cups, paper, cardboard boxes, sheet protector.



b) *Recycle the objects from a). Place them in the correct recycling bin.*

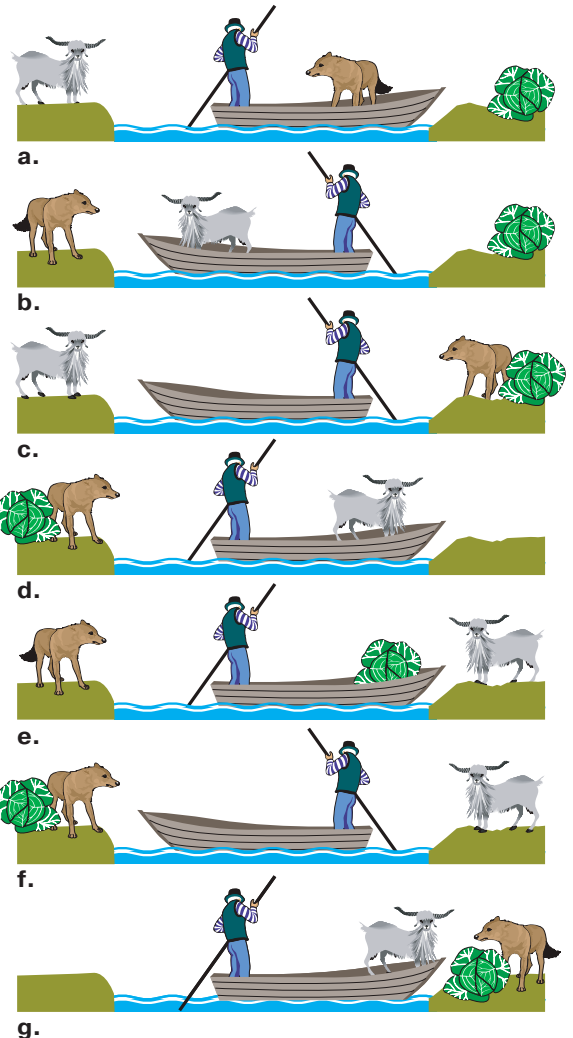
c) *Add more objects that we can recycle in Moldova.*



4 SPEAKING

Tick only the true statements below. Check the results with those of your neighbour. Justify your choice.

- a) Most animals are put in a totally artificial environment, isolated from everything they find in their natural habitat.
- b) Cruelty does not just mean starvation or physical abuse. It can be much less obvious than that.
- c) Animals like polar bears and chimpanzees are highly intelligent and curious animals, and they need an environment to satisfy their curiosity.
- d) Zoo supporters argue that zoos provide an educational service, but often the captive environment can be misleading for researchers.
- e) If we didn't have animals in zoos, we wouldn't see them at all.



5 PAIR WORK

a) *Fill in the gaps with the necessary prepositions.*

- In picture A, the man and the wolf are ... the boat.
- In picture B, the wolf is ... the bank of the river.
- In picture C, the man is ... the goat and the wolf.
- In picture D, the cabbage is ... the wolf.
- In picture F, the wolf is ... the cabbage.
- In picture G, the man is taking the goat ... the river.
- In picture G, the cabbage is ... the wolf.

b) *In pairs, solve the logic puzzle: help the man transport his belongings to the opposite bank. Arrange the pictures in a logical sequence together with your classmate.*

6 LISTENING (Page 141)

Listen to the joke “The Young Men and the Bull” and say which of the men was in the worst situation. Why?

Do It at Home

1 *Design a leaflet challenging people to protect wildlife. Be ready to participate in a contest.*

2 *Find equivalents to the following English idioms. Give situations in which most of them may be used:*

copycat, dark horse, monkey business, white elephant, crocodile tears, horse of another colour, to take the bull by the horns, wolf in sheep's clothing.

LESSON 3 Protect the Beauty of the Countryside!

1 DISCUSSION POINTS

Answer the questions about the protection of beautiful countryside.

- Does the countryside need any protection? What can spoil the beauty of the countryside?
- Are forests in danger? Why?
- What do you know about tropical rain forests? Why are they so important for the future of the planet?
- How can schools help protect the beauty of the countryside?

tip MIND YOUR PRONUNCIATION

- devastate /'devəsteɪt/
- paradise /'pærədəɪs/
- fertile /'fɜːtaɪl/
- drought /draʊt/
- orchid /'ɔːkɪd/
- flood /flʌd/
- tranquilizer /'træŋkwɪlaɪzə/
- irreplaceable /,ɪrɪ'pleɪsəbl/
- carbon dioxide /'kɑːbən daɪ'ɒksaɪd/

2 READING

a) Read the texts below and supply titles that would challenge the readers to do something to protect rain forests.

A. An area of tropical forests the size of England, Scotland and Wales is devastated each year. These irreplaceable forests are the richest source of life on Earth. They are home to perhaps half the world's wild creatures. Tigers, mountain gorillas, birds of paradise, rare orchids and multi-coloured butterflies are some of the unique species found only in the rain forest. The world would be a poorer place without them.

B. Tropical forests are the main source of raw materials for modern medicines — antibiotics, heart drugs, hormones, tranquilizers etc. One in four chemicals or medicines found in your chemist's will contain compounds derived from rain forest species.

C. Rain forests protect the soil, which is usually infertile, and regulate the flow of water to farms, irrigation systems, rivers and lakes. Without them, soil erosion and flooding rapidly increase. Rain forests also help regulate global weather.

D. 50 years ago Ethiopia had forests covering 35% of its land area, and a population of 20 million. Today, trees cover less than 11% of the land and the population is 90 million. Globally, over 1 billion people depend on water from tropical forests to irrigate their crops.



b) Answer the questions.

- What is the richest source of life on Earth?
- What species live only in the rain forest?
- How does modern medicine benefit from tropical forests?
- What will happen to the soil if rain forests are devastated?
- Why do people depend on water from tropical forests?

3 SPEAKING

Dear friends, “Friends of the Earth” is preparing a law called “Wildlife and Countryside Act”. Discuss with your classmates the problem “Countryside Threatened in Moldova” and prepare a short oral report with 1 or 2 proposals you want to be included into the Act project. Use the vocabulary below.

to breed, fowl, to generate, famine, to ban, to irrigate, to degrade, to retain heat.

4 PAIR WORK

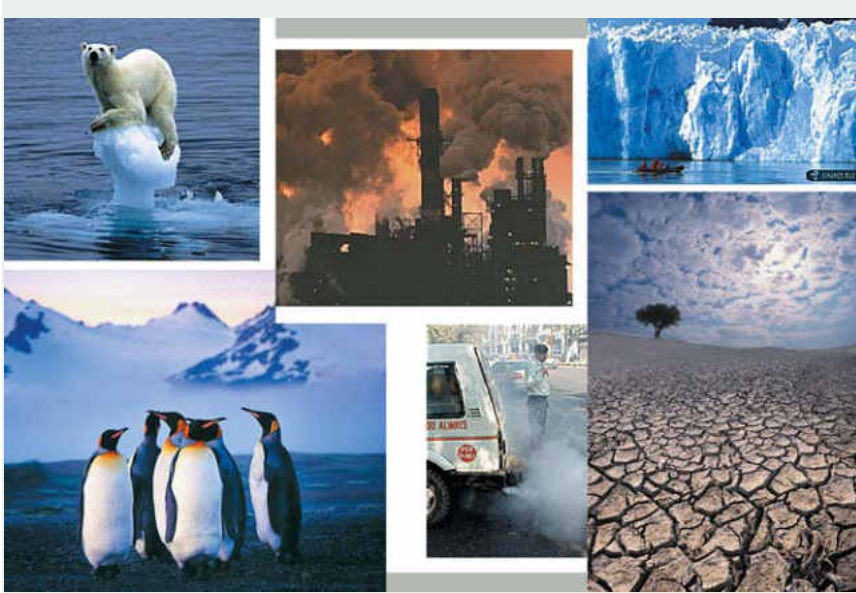
- a) Discuss what you know about the gradual warming of the Earth's atmosphere, the so-called "Greenhouse Effect"?
- b) Read the text below and name the causes of the "Greenhouse Effect".

Greenhouse Effect

What man has done to produce this warmer climate is to burn coal, gas, oil and wood, cut down trees faster than they are replaced, use aerosol sprays, refrigerators and freezers. Burning fuels uses oxygen and produces carbon dioxide. Trees that are growing use carbon dioxide and produce oxygen. So there could be a healthy balance. The result is that carbon dioxide in the atmosphere has increased by 24% over the past 150 years. Some carbon dioxide is essential to life — to help plants grow and to retain some heat.

But very large amounts now present are, in part, responsible for trapping even more heat in the Earth's atmosphere, causing the greenhouse effect. Even a small rise in temperature could, scientists say, have a dramatic effect on ice in the polar regions.

- c) Describe the causes and effects of the "Greenhouse Effect" presented in the pictures. Use the words below: to dry, to melt, to increase, to pollute, to extinct, drought, exhaust fumes, iceberg, etc.



CULTURAL NOTE

What wisdom is hidden in the following limericks*?

- I. An old, old owl lived on an oak.
The more he lived, the less he spoke.
The less he spoke, the more he heard.
Why can't we all
Be like that wise bird?
- II. There was a young man from Bengal,
Who went to a forest dress ball,
He decided, for fun,
To dress as a bun,
But a dog ate him up in the hall.

* limericks — usually humorous short poems with 5 lines, 3 long and 2 short ones.

5 LISTENING (Page 141)

Listen to the text "Mike Fink, the Indian, and the Deer" and put down in transcription the words you don't know.

Do It at Home

- 1 Find some more information about wildlife and countryside abuse and share it with your friends. You may begin with "Do you know that...?"
- 2 Write a letter to your local Nature Protection organization and state the ecological situation in Moldova using the following idioms and expressions:

a bed of roses, the straw that broke the camel's back, to rest on one's laurels, reap what you sow, turn over a new leaf.

LESSON 4 Today "Green" Means Someone Who Cares about the Environment

1 DISCUSSION POINTS

Answer these questions about the Greens.

- Our local government is very "green". They won't allow chemicals to be thrown into the river. Do they care about the greening of our Republic?
- What is a green belt?
- Do you believe that only some people have green fingers?
- What is the "Greenhouse Effect"?
- What do you think the main aim of the Green Party is? How does it exercise its political force?

2 PAIR WORK

In pairs, match the following words to the pictures below. Explain to each other what these words might mean.

- | | |
|----------------|------------------|
| a) greenhouse | f) green-card |
| b) greenish | g) Greenpeace |
| c) greenhorn | h) green belt |
| d) to green | i) green fingers |
| e) greengrocer | |



CULTURAL NOTE

Green Party — a political party whose main task is to preserve the environment. There are Green Parties in most countries of Western Europe, and their members are often informally called Greens. The British Green Party does not have any members in Parliament, but in some countries, especially Germany, the Green Party has quite a lot of political power.

Greenpeace — an international organization whose members work actively to protect the environment from damage caused by industrial processes or military activities. It tries to prevent governments from testing nuclear weapons, to prevent companies from pouring poisonous chemicals into the sea, and to try to save whales and other sea animals from being killed.



1.



2.



3.



4.



5.



6.



7.



8.



9.

3 ROLE PLAY

Let us hold a meeting of the Green movement at which the prognosis of the Greens is discussed. One of you is a chairman (there may be several chairmen who will take turns); there must be 6 speakers on the topics: People, Health, Wild and Green Life, Energy, Climate, International Politics. The rest of the group will participate in the debate. The motto of the discussion is “Environmental Challenge”. Make use of the vocabulary prompted.

| | | |
|-----------|---|--|
| A. | The chairman usually says: 1. Dear friends, let's start the ball rolling (begin the meeting). 2. I declare the meeting open. 3. There are 6 issues on the agenda: _____ 4. The floor is given to our first speaker N. for the report. 5. Thank you N. Any questions to the speaker? 6. Thank you for the report! | The audience may say: 1. What is your personal attitude (opinion of) toward our ability to...? 2. Can you explain to me... 3. Would you mind repeating (the data about..., the number of..., the figures about ...)? 4. Would you mind explaining what you mean by ...? |
| B. | 1. Let us open the debate. 2. Who claims the floor? 3. The floor is given to... | 1. Thank you for the given floor! 2. I propose to... 3. I suggest that the discussion be stopped. |

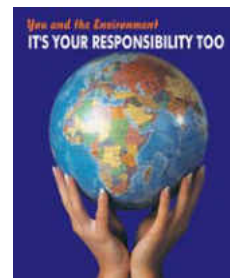
4 TEAM WORK

Make up a general resolution of the meeting addressed to the local public to take a number of measures to save the environment. Pass the resolution using the recommended phrases in the table.

| | | |
|-----------|---|---|
| C. | 1. Now that we have a resolution, we must pass it. 2. Shall we vote by secret vote? 3. I put the matter to vote... 4. Who is pro (contra, or abstained)? 5. I declare the meeting closed. | 1. I move that we vote by a show of hands. 2. I move that... (the discussion be stopped/ continued). |
|-----------|---|---|

5 WRITING

On the basis of the previous texts, draw a poster (large printed notice, picture or scheme) which symbolizes their main ideas in order to call people's attention to serious ecological problems under the title “You and the Environment” as shown in the picture.



6 LISTENING (Page 141)

Listen to the text “The Green Future” and express your opinion on the problems touched upon. Ask one another Wh questions.

Do It at Home

- 1 Find some more information about the Green movement in Moldova and other countries.
- 2 Think of 2-3 slogans of the Green movement like “Be economical with all energy!”, “Buy organic fruits and vegetables!”.

1 DISCUSSION POINTS

Do the tasks below.

a) Describe typical British tastes.

b) Name the tradition described in the pictures.

c) Fill in the sentences with the words below: *bread, tea, cake, smell.*



Englishmen are very fond of For their the traditional 5 o'clock tea they have jams, ... and various sorts of cheeses. Some cheeses are mellow but others have a strong ..., and not many people like strong smells. However, today afternoon tea consists of just a biscuit or a small ... and a mug of tea.

2 READING

Read the text and ask questions to the underlined words and phrases.

Liverpool Cheeses (adapted)

From "Three Men in a Boat" by J.K. Jerome



I remember a friend of mine bought two cheeses at Liverpool. They were, ripe and mellow. I was in Liverpool at the time, and my friend asked me to take them back with me to London. So he did not think the cheeses could be kept

much longer in Liverpool.

I took the cheeses away in a cab. I put them on the top, and we started. There, the wind carried a smell from the cheeses full onto our horse. It woke the horse up, and, he ran off at three miles an hour. The wind still blew in his direction, and before we reached the end of the street he was galloping at the speed of nearly four miles an hour.

At the station I took my ticket, and marched proudly up the platform, with my cheeses, the people falling back respectfully on either side. The train was crowd-

ed, and I had to get into a carriage where there were already seven other people. But I forced myself down with a pleasant smile, and said it was a warm day. A few moments passed, and then the old gentleman became restless. Then two gentlemen began smelling,



and, at the third smell, they rose up without another word and went out. The remaining four passengers sat on for a while, until a man in the corner, said it reminded him of a dead baby; and the other three passengers tried to get out of the door at the same time, and hurt themselves. Soon I got the compartment to myself, though the train was crowded.

I took the cheeses down to my friend's house. When his wife came into the room she began smelling round. Then she said: "What is it? Tell me the worst." I said: "It's cheeses. Tom bought them in Liverpool, and asked me to bring them up with me", and she said that she was sure of that, but that she would speak to Tom about it when he came back. My friend stayed in Liverpool longer than he expected; and, three days later, as he hadn't returned home, his wife called on me. She said: "What did Tom say about those cheeses?" I said they should be kept in a moist place, and that nobody should touch them. She said: "Nobody's likely to touch them. Had he smelt them?" I thought he had, and added that he seemed greatly attached to them. "Do you object to my giving a man a shilling to take them away and bury them?" I answered that I thought he would never smile again. "Very well, then," said my friend's wife, "I think I'll take the children and go to a hotel until those cheeses are eaten." The hotel bill came to fifteen guineas; and my friend, after summing everything up, found that the cheeses had cost him too much. He said he dearly loved a bit of cheese, but it was beyond his money; so he decided to get rid of them by taking them down to a sea-side town, and burying them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was, and weak-chested people used to go there for years afterwards.



Jerome K Jerome (1859 – 1927) is a well known humourist all over the world. His most popular work is "Three Men in a Boat".

3 Circle if a sentence is true (T) or false (F). Correct the false ones.

- a) First, the narrator took the cheeses back to London by train. T/ F
- b) There were many people on the train. T/ F
- c) The passengers in the carriage enjoyed the talk with the narrator. T/ F
- d) The narrator's friend came home just in time. T/ F
- e) The narrator's friend ordered to keep the cheeses in a wet place. T/ F
- f) The narrator said that his friend would be happy if his wife buried the cheeses. T/ F
- g) The wife waited for her husband at home. T/ F
- h) The narrator's friend buried the cheeses on the beach. T/ F

4 PAIR WORK

Discuss with your partner sentences that sound funny to you. Follow the model:

Model: *It sounds funny to me that cheeses smelled too strong.*

5 SPEAKING

Retell the text in a chain (each student repeats the sentence of the previous speaker and adds his/her own).

6 Explain what Barbara Taylor Bradford meant by this:

"A person with taste is the one who can recognize the greatest beauty in the simplest things."

Do It at Home

- 1 Look for other stories by Jerome K Jerome and recommend them to your classmates.
- 2 Copy out of the text funny sentences and underline the words that produce a humorous effect.

1 DISCUSSION POINTS

Answer these questions about the measures we can take to help children, and grown-ups to be closer to nature in order to understand the importance of its preservation.

1. Why do you think children like to go to the zoo, zoological museums, aquariums?
2. What animals, birds or insects can be pets? Why do people keep pets?
3. What do you know about redwoods?



2 READING

Read the text, select the verbs and say what tense form the verbs are in.

During the prehistoric times when dinosaurs roamed the Earth, redwoods were widespread over much of the northern hemisphere. But the climatic change over thousands of years reduced the redwood's habitat. Today these, the tallest trees in the world, are found only in California along a 450-mile corridor. Redwoods have a thick fibrous bark. The many fire scars seen on the bark are the result of repeated fires (see the pictures). But the trees still continue to live. Some of the largest trees in the park's main redwood grove approach 300 feet in height and are perhaps as much as 1500 years old.

* * *

A hundred years ago Henry Cowell moved his family to Santa Cruz (California) and bought 1600 acres of forest with famous big trees called sequoias or redwoods.

Redwoods attract many tourists because they can grow to more than 100 metres high, and live for many hundreds of years. Sequoia National Park in the Sierra Nevada mountains (California) is known for its extremely large trees, especially the General Sherman Tree, which is the largest living thing in the world.



The General Sherman Tree. Redwoods State Park, California, USA

tip MIND YOUR PRONUNCIATION

1. aquarium /ə'kwɛəriəm/
2. sequoia /sɪ'kwɔɪə/
3. dinosaur /'daɪnəsɔ:/

* * *

Interested in a journey back in time? Do you want to experience what it was like to walk through a primeval redwood forest or into a desert oasis more than 200 years ago? Or, are you just tired of the same old sights of the city? Then visit our Park!

3 LISTENING (Page 142)

Listen to the text "King Rat" and say whether we should condemn anyone for having pets unlike ours.

4 PAIR WORK

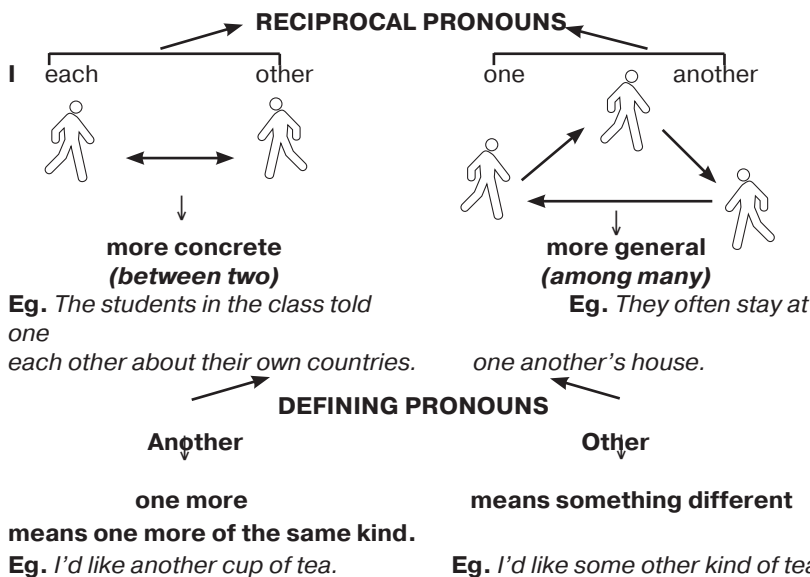
Look at the picture and tell each other the sad story of this friendship. Try to imagine the past life of the dog.



5 READING

Read attentively the Grammar Focus and describe the pictures.

Grammar Focus



DEMONSTRATIVE PRONOUNS

This (singular) – **These** (plural)
That (singular) – **Those** (plural)

Used to avoid repetition of the noun in the main clause when a comparison is meant.

Eg. The life of a bird is easier than **that** of an animal → substituted “the life of”

Eg. Children of Africa suffer more often of hunger than **those** of Europe → substituted “the children”

Now, compare these drawings made by Dan, Pete and Bill. Whose drawing is more colourful, interesting, true-to-life, picturesque, realistic than **that** of his friends? Discuss it with your mates.

Eg.: I think Dan's picture is more interesting than **that** of Pete.

I think Dan's picture is more important than **those** of Pete and Bill.



6 Insert the appropriate pronouns and other parts of speech into the following text using the vocabulary of Unit 8.

The scientific study of the mode of relations of plants, animals, and people to _____ and their surroundings is called _____. In _____ words it deals with _____, which is concerned about _____ of air, water and _____ of land. Water is _____ mainly through adding chemicals or poison to it which leads to _____ after-effects because not only living conditions of man depend on water but also _____ of _____ (animals and plants). Many _____ of animals, birds become _____. Trees and plants suffer greatly from _____ rain, _____ gases, industrial _____, _____ (cutting down). _____ (food, plastic bags, unwanted materials) is thrown in the streets, parks, squares producing much _____ (waste material) which can certainly be _____. With good care about _____, the love for wildlife and for _____ of plants people will become happy. Let us love _____.

1 PROJECT WORK

Dear friends,

We are going to speak about our country, we shall discuss the possibility of making our life better. Do you think the greening of your school would save the environment of Moldova? If there were an Ecology centre of Chişinău, what do you think its aim would be? If you were to plan the layout of such a centre's grounds, what would we find there: any houses, gardens, laboratories, bird pavilion or any other?

2 SPEAKING

A "centre" is the main or the most active area in relation to a particular activity. Looking at the information below, explain to each other what an Ecology Centre is. Choose 3 most important features of it.

What is it?

- It's a home for trees, birds and butterflies...
- A resource for local schools, colleges, and community groups (lovers of birds, lovers of flowers, lovers of orchards and bees, anti-child-abuse group etc. ...)
- A new park to visit and enjoy...
- A place to watch wildlife and learn about the environment...
- A source of information and advice, and a centre for courses, workshops, and activities for all...
- A place where environmental conferences are held...
- And much much more...

3 TEAM WORK

a) Find an appropriate place for the Ecology Centre in Chişinău and tell how to get there. Use the information given in the box on the right.

b) Work in small groups of 3-5 people. Speak to one another and decide what is going to be there. Use the prompts given below and draw a layout of the Centre. Choose the most preferable things.

ponds
solar and wind power
recycling
classrooms
meeting (workshop) rooms
information desk
advice
activities

school plots
garden for disabled people
orchard and bees
woodlands
grassland
birds pavilion
fish sanctuary

Buses: routes 138, 204 stop in N. Street.
Maxi taxis: the nearest stop is...
With regular services to and from ... stop.
Cars: nearest car park is in ... Street.
Location maps are available
The Centre is based in ... district, ... Street, between ... and ... streets ... etc.
If you want to find out more, ring us up and speak to (Ann S., the ecologist, or Peter P., the Advisory Teacher). Better phone the Information Bureau.

c) Choose a symbol representing the Centre and draw it.

It may be like this



or like this



or anything else...



4 WRITING

Use the Info Box information and write a set of laws and rules for a friend of the Earth or for a Green Party member that visits the Ecology Centre.

5 ROLE PLAY

At the Ecology Centre a course “Greener, Cleaner Chişinău” has been launched. Imagine that some of you are ecology teachers and others — Centre visitors. In small groups, simulate a mini-lecture on one of the following problems:

1. The Countryside

How the rural scene came to be as it is: our waterways, fields, woods, our soil, wild life and its protection and destruction.

2. Farming and Food

Loss of forest, acid rain, erosion, water and air pollution. The way they affect the land and animals. Is healthy eating good for us and the rest of life? Nutrition, diet, vegetarianism.

3. Work, Economics and Lifestyle

What is good work? The purpose of work: to provide goods, to be of service, to cooperate with others. Unemployment, its causes and its needs. Industrial attitudes to the land.

4. Education for the Countryside

How did our education affect our attitude to the countryside? Cultural differences between people of rural and urban background. Education at home, at work, in school.

6 READING

Read the story and say how it refers to people. What should people of the Earth do to keep human-kind living?

Lesson from the Hedgehogs – Teamwork

It was the coldest winter ever. Many animals died because of the cold.

The hedgehogs, realizing the situation, decided to group together to keep warm. This way they covered and protected themselves; but the quills of each one wounded their closest companions.

After a while, they decided to distance themselves one from the other and they began to die, alone and frozen. So they had to make a choice: either accept the quills of their companions or disappear from the Earth.

Wisely, they decided to go back to being together. They learned to live with the little wounds caused by the close relationship with their companions in order to receive the heat that came from the others. This way they were able to survive.

The best relationship is not the one that brings together perfect people, but when each individual learns to live with the imperfections of others and can admire the other person's good qualities.



INFO BOX

Admit that we must preserve the only treasure in this world — our Earth.

Challenge what is to be done to correct what is wrong.

Change the way we live so that our life style may be good for others of the world.

Discover that your way of life affects other peoples' lives.

Drink fresh water in the beauty of the countryside.

Engage in practical tasks which are useful to local community.

Explore the possibility to change.

Learn about wonders of wildlife.

Respect our fellow creatures.

Share the concerns of those who are working for a better future in the Republic.

Work towards a future that is pleasing to everyone.

Do It at Home

In 100 words write a Facebook entry about your Ecological Centre.

1 *Underline the stressed syllable.*

- | | | |
|---------------|------------------|----------------|
| a) atmosphere | c) paradise | e) environment |
| b) kilometer | d) deforestation | |

2 *Make nouns from the following verbs.*

- | | | |
|-----------------|----------------|---------------|
| a) to pollute | e) to populate | i) to move |
| b) to evaporate | f) to protect | j) to discuss |
| c) to improve | g) to govern | |
| d) to irrigate | h) to organize | |

3 *Write the words for the definitions.*

- a) R_____ – things that you throw away because you do not want them.
 b) Pr_____ – rain or snow that falls to the ground.
 c) Fl_____ – a large amount of water covering an area of land that is usually dry.
 d) Cl_____ – the weather conditions that an area usually has.
 e) Con_____ – to make something dirty or poisonous.

4 *Use demonstrative pronouns to avoid repetition of the noun in the main clause.*

e.g. The streets of London are busier than the streets of Chişinău. – The streets of London are busier than those of Chişinău.

- a) The climate of Moldova is milder than the climate of Norway.
 b) The species of the rain forest are more various than the species of the desert.
 c) The lands of Moldova are more fertile than the lands of Ethiopia.
 d) The buildings in New York are higher than the buildings in Chişinău.
 e) The life of a man living in the city is more stressful than the life of a man living in the country.

5 *Complete the sentences with “each other” or “one another” so that they mean the same as the first sentence.*

e.g. George helped Susie and she helped him. – They helped *each other*.

- a) Mary listened to them and they listened to her.
They listened to each other/one another
 b) Andrew sent Sue text messages and Sue sent him back text messages.
They sent ... text messages. each other/one another
 c) We gave them a present and they gave us a present.
We gave ... presents. each other/one another
 d) I didn't speak to you, Jack, and you didn't speak to me.
We didn't speak to ... each other/one another
 e) My brother and I helped you and you helped us.
We helped ... each other/one another

6 *Use another or other in the following sentences.*

- | | |
|------------------------------------|---|
| a) She has bought ... book. | d) This piece of cake is good. I will get you |
| b) Have you got any ... questions? | e) Please, give me ... chance. I promise to try harder. |
| c) This book has ... information. | |

7 Read the article and choose the best title.

The Cost of New Jobs / The Fast Way to the Future / Changing the World

The State of Pennsylvania in the USA is famous for its beautiful countryside. However, in 2004, an energy company discovered natural gas under the ground. Since then, this discovery has changed many people's lives – in good and bad ways. Many people have found new jobs but it has also changed the environment. Here are the opinions of some of the local people.

The farmer

Donald Roessler has lived on his farm for most of his life. He hasn't earned much money from farming but two years ago an energy company wanted the gas under his farm. They offered Donald a regular monthly income and he signed the contract immediately.

The teacher and the accountant

Chris and Stephanie Hallowich built their 'dream house' in the middle of Pennsylvania countryside in 2007. But at the same time, gas companies moved into the area. Since then, Chris and Stephanie have found chemicals in their drinking water and pollution in the air. They want to move but they haven't sold their house yet.

8 Read again and write who these phrases refer to.

- a) liked the house that was built.
- b) didn't live much in the city.
- c) found that the water was contaminated.
- d) welcomed the discovery of gas under the ground.
- e) wants to leave the place because of the gas under the ground.

9 In 50 words, express your opinion of whose side you take: the farmer's or the teacher and the accountant's.

10 Evaluate Yourself.



Self Assessment Grid

| | Yes | No | Improve |
|--|-----|----|---------|
| Speaking | | | |
| I can speak on such environmental topics as pollution, wild life, green house effect etc. | | | |
| I can maintain a conversation with my colleagues about nature protection. | | | |
| I can use topical vocabulary on ecology and nature protection in my speech. | | | |
| Writing | | | |
| I can write a plan of action with the help of my colleagues. | | | |
| I can use pronouns <i>each other</i> , <i>one another</i> in my oral and written productions. | | | |
| I can write proposals of measures to protect the environment of Moldova. | | | |
| I can suggest challenging titles to draw people's attention to countryside protection. | | | |
| I can design leaflets, posters on nature and wildlife protection. | | | |
| Listening | | | |
| I can understand people's conversation using Present Perfect tense. | | | |
| I can understand the lyrics of songs in English if they are played more times. | | | |
| I can understand what people speak in a meeting on ecology if they are clear and slow. | | | |
| Reading | | | |
| I can read and understand articles on ecology, nature protection and wildlife if they are not very scientific. | | | |
| I can infer the information from the text on ecology even if I don't know some words. | | | |
| I can read schemes on water Global Cycle and other nature phenomena. | | | |
| I can read reports on Countryside Protection. | | | |

How I Went White-water Rafting

The Reporter:

— I'd like to introduce Patricia Hedge. Miss Hedge, can you tell us about the first time you went white-water boating?

Miss Hedge:

— Well, the first time I went was two years ago. There were eight of us. We met at the river, and spent the day checking our things and the boats. We had to tie everything down. It rained most of the day. We camped that night by the river. It was very quiet. I was a bit nervous, but I fell asleep at last, and woke at dawn. We had to start early. It wasn't sunny, and the air was cold, but it wasn't raining. We had breakfast, packed up the tents, tied everything down.

The Reporter:

— Why did you tie everything down?

Miss Hedge:

— Well, boats do sometimes turn over in the water. Anyway, the first few miles were easy. The river was slow and the water was flat. Then the river went faster, and I suddenly saw some white water in front of me. We tried to stop the boat but the river was too strong. I was terrified.

The Reporter:

— Why were you so frightened?

Miss Hedge:

— Well, water was pouring in and it was impossible to see or hear anything, because the noise of the water was so loud. Then suddenly we saw the other boat. We crashed into them, and two of the people in the boat fell into the river. They disappeared. Everyone was shouting, but you couldn't hear what they were saying. At last, the people in the water appeared. One of them came near our boat, and we pulled him in. We left the white water and got the boat under control at last, and looked for the other boat. There was no boat, and nobody.

The Reporter:

— What did you do?

— Not an easy way to begin. Now, tell me... (fade out)

Miss Hedge:

— We had to go back to look for them and we found them at last. That was my first time in white water, and I wanted more!

LESSON 2

My name is Clayton. I study in a Technology College. It specializes in Computers and Maths. My school has over 1,150 students and 1200 computers (including over 400 tablets).

I leave home at 6:45 and walk 20 minutes to catch a bus to school. The journey on the bus takes an hour.

When I arrive at school, I collect my Tablet from the Learning Centre. Then I go to my Tutor Room for Registration at 8:30.

Every day my first lesson is different. Normally it is Humanities, but I also have Maths, Drama and Music, and French. Each lesson lasts an hour.

All my lessons are in different rooms and places around the school. I have different teachers for each lesson. I have a locker where I keep some of my school things. We don't use our tablets in all lessons because some rooms do not have

enough power sockets. We use the tablets to do our work and to search the Internet. Our tablets are connected to a network so we can send our work directly to our teachers and they can send them back with their comments.

The 1st lesson begins at 9:00 and the 2nd lesson starts at 10:00. From 11:00 to 11:20 we have a break. During the break, I have a snack and play and chat with my friends.

The 3rd lesson begins at 11:20, and the 4th lesson – at 12:30. From 1:30 to 2:10 we have lunch time.

I bring a packed lunch to school but sometimes I have school dinners in the School Canteen. The Canteen is open at Lunch Time and Break Time. We can buy chips only on Mondays and Fridays.

The 5th lesson is at 2:10. The school day finishes at 3:10. Sometimes I stay after school for clubs.

LESSON 3

I was born in 1976 in a small town near Manchester. The town is called Bury and I went to primary and secondary school there. When I was thirteen, I started playing rugby for the school team and I've been playing ever since. I play every Tuesday and Friday evening.

After school I didn't go to university, I went to work. I got my first job in 1994 and I worked for a food company. I was a manager of the company. The job was quite boring. After 6 months, I got promoted and I joined the company's sales team. I had to start learning Spanish because I had a lot of

Spanish clients so I attended lessons every week. I also went to Spain several times to improve my level.

I worked for this company for six years. Then I found another job working for a medical company. This is where I am now. I love the job because I travel a lot and I meet lots of interesting people. In 2006, they sent me on a trip around America. It was such a great experience!

Two years ago, I got into a serious relationship with Jessica and we decided to buy a house together. Last year we got married and now we are living a very happy life together.

LESSON 4

Joke 1: Always Late

Sarah was always late to work no matter how much she tried to be on time. She just could not wake up on time. Her boss said she could lose her job. Sarah decided to go to the doctor and ask him for some advice. He prescribed her some medication and told her to take one pill before going to sleep. She did and she woke up before the alarm clock and went to work feeling very good. Sarah told her boss about the doctor's prescription and how well it worked. Her boss said, "That is great, Sarah, but where were you yesterday?"

Joke 2: Slower Group

George, a six-year-old boy, was puzzled when he saw his Daddy with a briefcase full of papers every evening. He asked his mother, "Why does Daddy bring his papers home every evening?"

She explained, "It's because Daddy has so much to do he can't finish at the office and has to work nights."

"Well, then," said the child, "Why don't they just put him in a slower group?"

LESSON 5

- Out of *these* five English-speaking countries, the largest country by territory is **Canada**. With a total area of about 9,976,185 square kilometers (3,851,809 square miles), Canada is the largest country in the Western Hemisphere and the second-largest in the world, exceeded only by Russia. Canada's size is about the same as that of the continent of Europe. The population is only 34,568,211 people. But it is growing very fast.
- The second largest English-speaking country is in fact **the United States of America**. It is also called the USA, US, United States or sometimes America. Its territory occupies 9,826,630 sq km. With about 318 million people, the USA is the third-largest country in the world.
- The next biggest country is **Australia**. With a total area of 7.69 million square kilometres, mainland Australia is the world's largest island - but smallest continent. Today Australia has a population of almost 23 million people.
- Fourth is New Zealand. It has the territory of 103,883 square miles (269,055 square kilometers). The population of New Zealand was around 4.5 million at the beginning of 2013.
- And last, the smallest is **the United Kingdom**, which consists of a group of islands, located off the northwestern coast of Europe between the Atlantic Ocean and the North Sea. Its total area is 244,820 square kilometers (94,525 square miles). The population of this country is 63,742,977 people.

UNIT 2

LESSON 1

- Could you tell me how to get to the bus station?
- I'm afraid, I can't. I'm not a local.
- Would you mind lending me your pen?
- Sure. Here it is.

- Could you meet me at the airport tomorrow morning?
- I'm sorry, I can't. I'll be out of town.
- Would you mind meeting me at the library?

- OK. Sure.
- Could you tell me when the next bus will come.
- Let me have a look. It'll come in 15 minutes.

LESSON 2

Hey and welcome to your favourite show "We are in charge!" This is a show that allows teenagers to be in charge of the microphone and speak their minds out. Today we've asked our listeners to call in and tell us what they regret. Here are some of you.

Speaker 1

Hey, I'm Justin, I'm 13. Last year I met some guys in the cafeteria. They were older than me and they were discussing a volunteer project. They planned on painting a playground in a park. Without thinking too much, I refused the offer as I had too much to study. A couple of months ago I was at that playground and I saw how much the children enjoyed it. But I didn't do anything for it.

Speaker 2

Hi, My name's Pam. I'm 15 and I do not have too many regrets. The only regret I have is connected with clothes. Sometimes I buy some clothes that I consider fashionable but

in couple of months I get bored with them and I don't wear them anymore. I regret the money spent on them. But what can I do? Clothes are everything for me.

Speaker 3

Hey there. I'm Taylor and I'm 14. I regret when I can't help my friends. Two months ago a friend of mine asked me to help him with some homework. I couldn't help him because I had a dance competition in a couple of weeks, and I had to train daily. My friend didn't understand it, and now he is not talking to me.

Speaker 4

Hey, I'm George. I'm too young to have regrets. Though, I always regret my poor marks on tests. I don't care about the mark too much. But it is just a sign of my personal academic success, and I am not very happy about it. Though yesterday I got my mark on the Geography test, and I am happy about it.

LESSON 3

1. The dinner was delicious!
2. I love this dress on you!
3. Sorry I'm late. Traffic was horrible.
4. If you don't come with me. I'll leave you here.
5. I'll be there in two seconds
6. It wasn't me.
7. I'll do it tomorrow.

LESSON 4

Interviewer: Welcome back to "You Are in Charge". Today we are discussing professions and how people choose their jobs. Our guest is Tim Barton and let's listen to how Tim got his job. Welcome Tim. So where do you work?

Interviewee: I work for an IT company.

Interviewer: And, what do you do?

Interviewee: I am an application developer.

Interviewer: Wow. Doing what?

Interviewee: I develop applications. You know for instance, a taxi company ordered an application that would connect the taxi drivers and the clients. I developed it and I maintain it: I develop the updates.

Interviewer: What're the hours like, then?

Interviewee: Now that's an interesting question. I have a flexible schedule. The company monitors just my results. So I have to do a lot of time management. I decide when I come to work and when I leave.

Interviewer: And, is it easy to manage your time?

Interviewee: I learned to manage my time when I was in school, so for me it is easy to set priorities and to reach goals.

Interviewer: That sounds interesting. Why did you choose this job?

Interviewee: Well, at school I was fond of drawings. I drew a lot and I thought that I would become a designer, but later

on I discovered web design and decided to become a web designer. And I chose to study Informational Technology at the university.

Interviewer: When did you decide to develop applications?

Interviewee: I don't really know the exact moment. But I took a class in software design and I got interested in it.

Interviewer: And, how long have you been working for this company?

Interviewee: Let me see. I joined the company when I was 26. So it must be 7 years already.

Interviewer: Was this your first job?

Interviewee: No. First I was a sales representative. My salary was quite impressive, but I just hated selling things. So I decided to give up my job.

Interviewer: Do you want to change your job?

Interviewee: I don't know for sure. But if somebody offers me a job that will be more interesting than the present one, I will probably accept it.

Interviewer: That's interesting, Thank you Tim for sharing your experience.

Interviewee: Oh, Thank YOU. It was my pleasure.

UNIT 3

LESSON 2

Bobby: I think that teens should not wear school uniforms because that is violating our rights. We have freedom of speech so we should be able to wear whatever we want at school. The school does not have the right to decide what we have to wear unless it is inappropriate. When you wear a school uniform; you feel locked up inside; feeling that nobody really knows who you are. When you wear what you want to wear, you are yourself and that's what makes you different. Wearing school uniforms can discourage students' freedom of expression and limit creativity.

Matt: I want uniforms in school. The reason I want

uniforms is because they save money. Also, you don't have to worry about what to wear the next morning. You also would not be late for school so you would not get in trouble. That is why I want uniforms for schools. Uniforms make everything easier. We don't have to waste time picking out clothes; just comb your hair, brush your teeth and eat your breakfast. There will be no bullying about different clothes. I think uniforms can be nice too. The bad part is students can be bored with them after a long time; but generally they are good.

LESSON 4

Imagine that you couldn't hear these words or see them written. But you could still talk, write, read, and make friends. In fact, you went to college, wrote nearly a dozen books, travelled all over the world, met 12 U.S. presidents, and lived to be 87. Well, there was such a person, she was born in 1880.

Meet Helen Keller, a woman from a small town in Alabama who taught the world to respect people who are blind and deaf. Her mission came from her own life; when she was 1 1/2, she was extremely ill, and she lost both her vision and hearing. By the time she was 7, her parents hired Anne Sullivan, who in just a few days taught Helen the manual alphabet or how to spell words with her hands. The trouble was, Helen didn't understand what the words meant—until one morning at the water pump Anne had Helen hold one hand under the water. Then she spelled "W-A-T-E-R" into Helen's other hand. It was electric! That day, she learned 30 words.

Helen learned to speak by feeling her teacher's mouth when she talked. Often people found it hard to understand her, but she never gave up trying. Meanwhile, she learned to read French, German, Greek, and Latin in Braille! She graduated from Radcliffe College, and became the first deaf blind person to earn a Bachelor of Arts degree. Her first book, called **The Story of My Life**, was translated into 50 languages. She wrote ten more books and a lot of articles!

Keller learned to speak, and spent much of her life giving speeches and lectures. She learned to "hear" people's speech by reading their lips with her hands. Helen also helped raise money for many organizations for blind people. She went around the world, speaking about the experiences and rights of people who are blind. She visited 39 countries on five different continents! Two Oscar-winning movies have been made about Helen's life. She received many awards, including the Presidential Medal of Freedom: a highest honour that an American civilian can receive. She died in 1968.

LESSON 5

Smile!

You don't speak the language? Don't worry, just smile! That's what the experts on communication skills are saying. It's easy to communicate when you travel abroad. Smile, look at people in a friendly way and point at things and people will understand you. Or will they? People in different countries request things in different ways .

✧ The British say "please" and "thank you" more often than the Americans. When they buy something the British may say "thank you" two or three times during the conversation. The Americans say 'thank you' once.

✧ Americans always reply "you're welcome" after "thank you". The British sometimes reply 'thank you', or sometimes do not reply.

✧ In Northern European countries (e.g. Scandinavia, The

Netherlands, Poland and Germany), people request things simply and directly and their intonation sounds like an English command.

✧ In Southern Europe, a smile, friendly body language and eye contact are very important when you're requesting something.

✧ In Asia, people sometimes give a very small bow and often look away when requesting something.

UNIT 4

LESSON 2

- Would you like to come to the cinema tonight?
- I'd love to. What's on?
- They are showing the movie "Twilight", the last part at our local. I've booked two seats.
- Isn't Catherine Hardwicke the film director of this movie?
- Yes, she is. By the way, she has also produced some other movies for teenagers. She is my favourite film director.
- Are Kristen Stewart and Robert Pattinson the main ac-

tors?

- Yes, they are and Billy Burke is also one of the main actors.
- Oh, nice.
- Let's meet in front of the cinema at 6:15. The movie starts at 6:30.
- Fine. See you then.
- Sure, see you.

LESSON 3

Sport in British Schools

See the text on page 57.

LESSON 4

Stephen Hawking is a world-renowned British theoretical physicist, known for his contributions to the fields of cosmology, general relativity and quantum gravity, especially in the context of black holes. In the 1960s and 1970s, he worked on ground-breaking theorems regarding singularities within the framework of general relativity, and made the theoretical prediction that black holes should emit radiation (known today as Hawking radiation). "When a massive star collapses in on itself, it will keep collapsing until it gets to a point of infinite density. And that's called a singularity, and that's what's right inside a black hole."

He has also published several works of popular science in which he discusses his own theories and cosmology in general; including the runaway bestseller "A Brief History of Time". He has come to be thought of as one of the greatest minds in physics since Albert Einstein.

These cutting edge achievements were made despite the increasing paralysis caused by Hawking's ALS. A variety of friends and well-wishers collaborated in building him a device that enables him to write onto a computer with small movements of his body, and then to speak what he has written using a voice synthesizer.

He has accumulated twelve honorary degrees, as well as many other awards, medals and prizes, including the Albert Einstein Award: the most prestigious in theoretical physics. He also became well-known among a wider audience, especially after his 1988 international bestselling book "A Brief History of Time", and its follow ups "The Universe in a Nutshell" (2001) and "A Briefer History of Time" (2005).

Many find it surprising that, despite his influential body of work, Hawking hasn't yet been awarded the Nobel Prize.

a) At the heart of the festival is a legend that when you launch your lantern in the sky one gets an opportunity to cleanse the soul, get in touch with the ancestors to strengthen family ties or rekindle the feeling of love.

Fire symbolizes purification. It is therefore considered that, together with lanterns fly away all the hardships, problems and concerns, leaving only bright people and good feelings.

b) Chinese city of Harbin — one of the centers of ice and snow culture in the world. The International Festival begins January 5th and lasts one month.

Ice sculptures are made in the form of buildings and monuments, animals, humans and mythical creatures. Lasers and lights are used to illuminate sculptures, there are also variations on the background light of sculptures that look especially beautiful at night.

c) Every year, Venice, for 12 days turns into a giant stage with scenery for one of the most ambitious and dazzling carnivals in the world. Unrestrained fantasy, non-stop music, sleepless nights, a parade of painted boats and masks, masks, masks...

LESSON 2

The Vase

A young student was in love with a beautiful girl. The student was poor, but the girl was coming from a well off family. The girl's birthday came. The student wanted to give her a nice present. One day he went into a shop and saw there a very beautiful vase. He wanted to buy it. But the vase was very expensive. He didn't have enough money for it. The next day he went to the shop again and looked at the vase for a long time thinking how his girl-friend would like it. The shop girl noticed his sad look and asked what the matter was. He told her his problem. The shop girl pitied him and suggested a way out.

"There is one more vase like that, but it is broken" - she

said. "I'll wrap it up and when the servant takes it to your girl's house he will fall down when he enters the room. Nobody will know that the vase was broken." The student agreed. The day of the birthday party came. It was a nice celebration with many guests. His beloved received many presents. At last the servant came in holding his present. But stepping over the threshold he fell and dropped the box. There was a great noise and everybody wanted to see what happened.

When the cover of the box went off to everybody's surprise every piece of the broken vase was wrapped separately.

LESSON 3

School traditions

"I really like very much how we celebrate Book Day at school. Maybe I am the only one who likes it so much because I adore books. We organize meetings with different famous writers and poets from Chişinău. We recite poems and make up quizzes on different topics. It is very nice and especially interesting to meet and question a writer whose book you have read and write about it in your diary."

"Well, in our school we celebrate Halloween in a very interesting way. It is a great festival of masks, plays and theatrical presentations. People should expect all sorts of surprises on that day. It is a lot of fun."

"In our school Valentine's day is a tradition. We all like the holiday. Everybody likes to receive a Valentine. There is a competition for the best wish. And it is such fun. The prizes are also a fun."

"I would like to tell you how we spend Harvest Day at

our school. Usually this tradition of celebrating the day of vegetables and fruit happens on a nice autumn day, when there is sun and joy and the colours are bright. We bring to school different harvest vegetables and fruit. We play different games and organize competitions for the "biggest onion", for example, or "the biggest beet root". In the plays, the vegetables and fruit speak as people. And that is great fun. As I live not far from Chişinău, many former pupils of our school who work or study at universities come to have fun with us."

"We celebrate Teacher's Day on the first Sunday in October. It is such a nice holiday. Pupils play the role of the teachers on that day; they run the school as they want. On this day school administrators are only children. Later, we share our impressions with pupils of other schools of our small town."

"In our town in the South of Moldova, we like to pay homage to Ion Creanga's Tales very much. We usually do that in

December. We organize traditional Moldovan “old day seatings (șezătoare)” and try to keep Creanga’s times and traditions as close as possible to the tales they are described in. We stage different tales, we put on old national costumes, we

sing old national songs. We cook traditional Moldovan pies. In fact, we prepare a concert and present it on the Palace of Culture stage.”

LESSON 5

The Village Museum

The Village Museum is located in a beautiful spot, on the shore of Lake Herăstrău in northern Bucharest. It offers a common image of Romanian folk-architecture and of the traditional culture and civilization of this country.

Like Skansen Museum at Stockholm, the Village Museum in Bucharest was one of the first open—air museums, and as such, is also the possessor of one of the richest ethnographic collections in the world. The museum covers approximately 10 hectares and comprises 71 architectural units from every ethnographical region of the country. It includes over 300 traditional folk-constructions (homes, churches, water and wind mills, workshops, wells etc.) and more than 30,000 items of furniture, carts, tools for various trades, folk costumes, embroidery, pottery etc.

The idea behind organizing such a museum came from

the monograph on the Romanian village, included in the ethnographic research work made by DIMITRIE GUSTI, its initiator and coordinator. “A century-old tradition may be millenary — it surrounds us and pervades our souls on the streets of this strange village made up of all the villages in this country” — Prof. Gusti said at the official opening of the museum in 1936. Indeed, specialists in architecture and folk-art travelled all across the country to track down the most representative folk-constructions of each ethnographic area. The buildings were dismantled and moved to Bucharest, where they were reassembled in their original form, often with the help of master builders from the respective villages. The oldest is the house from Zăpodeni (Vaslui), which dates from 1656, while the most recent is that of Stănești (Muscel), built at the beginning of this century.

LESSON 6

The Crossword is to Blame

A terrible thing happened to me yesterday. If I didn’t hurry it wouldn’t have happened I think. I went to London to do some shopping. I wanted to buy some Christmas presents and some books for my course at college; you see I am a student. Maybe if I were not a student it wouldn’t have happened. By the early afternoon, I had bought everything that I wanted. I took a taxi to Waterloo station. I wanted to get the three thirty train. Unfortunately, the taxi got stuck in a traffic jam. Now I think that the taxi is to blame. If it hadn’t

got stuck I wouldn’t have missed the train. But when I got to the station the train had just gone and I had to wait an hour for another one. I bought an evening newspaper and hurried over to the station buffet. I took a coffee and a packet of biscuits and started doing a crossword puzzle. I was so involved in the crossword that I missed a second train. There were no other trains to my village, and I had to stay at the station overnight. I wish I hadn’t bought that newspaper. Why did it happen?

LESSON 7

The Present

Melinda was waiting in the garden watching the sunset. She was so sorry for the argument she had had with Damian. She remembered how rude she was to him. And how he cried and asked her for forgiveness. First he denied the affair with Laura but then she forced him to accept it. She hasn’t seen him for two weeks now, and she was missing him so much. Soon the gate of the garden opened, and in the mist she could see

the familiar figure of Damian. Was it him? Could it possibly be? Soon he was near her. He wanted to apologise. He said: “Melinda, my dear Melinda, could you ever forgive me?”

“Yes, Let’s not speak about it any longer”

“Please, take it and wear it for ever”. He drew a small little box with a present in it.

UNIT 6

LESSON 1

a) Experts in Europe make a space plane. They **are going** to send it into space. It has no **wings**. It is important. People want to use it many times. It **will** study **re-entry**, **which** is how something in space comes back to Earth

It is going to fly without people. It will fly for 100 minutes. It will fly 450 kilometres into the air. Then it will fall. It will get information.

It will fall in the ocean. A ship will pick it up.

b) Roger Federer and Lleyton Hewitt are **professional** tennis players. They play tennis under a bridge. They are on boats. The bridge is in Sydney, Australia.

Then they play tennis at the Opera House. It is a friendly **match**. It **promotes** Fast 4 Tennis. It is a new type of tennis. It is easier than normal tennis. It is also quicker. It is for people who don't have much time.

c) Do you like James Bond movies? People film a new one. It is called 'SPECTRE'. Daniel Craig plays James Bond.

The **filming began** last year. People **saw** Craig on a boat in

London. People filmed the movie also in Austria. Bond and a new Bond Girl are on a mountain. They are in an area where people ski. Some people there are happy. They want to see James Bond.

d) Johnny Depp is a fantastic actor. He is best known for his starring role in the Pirates of the Caribbean. His **fashion** sense is very special, and he has been named the biggest style **icon** of the year.

He is the first man in history who will get this **award**. Some critics agree, but others don't. They say that his style is sometimes too informal and he looks dirty. He wears old jeans. His hats have too many details. His jackets are too informal and his sunglasses are not perfect. They say that sometimes Johnny needs a new haircut. This may or may not be true.

For many people, Johnny Depp is the best actor in Hollywood and his style is great. Many critics have the same opinion. That's why he will get the fashion style icon of the year award.

LESSON 2

Square: The hard worker. A Square collects information, and has it organized on his shelves. The Square refers to thinkers, who are characterized by logical thought .

Square's ideal is a planned, regular, life.

Triangle symbolizes leadership. The main ability of triangles is to focus on goals and deeply and quickly analyze situations. A Triangle is a very confident person who wants to be right in everything. Triangles find it difficult to admit their mistakes, are easy to train, and absorb information at ease. Their career gives their life meaning.

Rectangles are busy looking for chances to better their

life. Positive qualities: curiosity, a lively interest in everything, courage.

The Circle is a symbol of harmony. The Circle holds the team or the family together Circles feel the pain and joy of others as their own. They are creative .

The Zigzag is a symbol of creativity. The zigzag is not focused on the details, which simplifies the way he views the world, this allows him to see its beauty. The main purpose of the zigzag is the generation of new ideas and not their realization. The Zigzag looks to the future and is more interested in possibilities.

UNIT 7

LESSON 1

The sovereign independent state of the Republic of Moldova is situated in the southeast of Europe. The Republic's area is 33.800 square kilometres (km²). In the North, East and South it borders on Ukraine, and in the West the Prut is between Moldova and Romania. The territory of the country from the North to the South is 350 km, and from the East to the West — 150 km.

The whole of Moldova is covered with hills cut up by small

rivers. The territory of the Republic includes three natural zones: forests, forest steppes and steppes and a plain with an average height of 147 m. The highest part of Moldova is the Codrii, which is situated in the central zone. Its maximum height is of 429,5 m. The territory gradually lowers from the northwest to the southeast.

Moldova is situated in the seismic Carpathian zone and it is subject to earthquakes. Their epicenter is focused in

the Vrancea Mountains in the territory of Romania. The maximum intensity of the earthquakes on Moldova's territory ranges between 6-8 on the Richter scale. In the 20th and 21st centuries earthquakes were registered in 1940, 1977, 1986, 1990, 1999, 2005, 2009, and 2014.

Moldova has a population of about 4.20 million people. It is a densely populated state. Moldova was admitted to the United Nations in March 1992. Moldova has started on the road to European integration since then.

LESSON 2

See the text on page 103.

LESSON 3

The Capriana Monastery

One of the oldest monasteries is the one at Căpriana, first mentioned in 1420. During the second reign of Ștefan cel Mare's son, Petru Rareș, the old edifice, dating from the times of the adviser Oana, was demolished and the Assumption of the Virgin Church was built. Later in the time of Antioh

Cantemir, in 1698, the entire monastery was made subject to the monastery Zografu, of Mount Athos. After Bassarabia's conquest by Tzarist Russia, the church was reconstructed between 1818-1820, by the Metropolitan Gavriil Bănulescu-Bodoni, who was buried there near the wall of the church.

LESSON 4

Grigore Vieru's Native House in Pererita – Another Museum in Moldova

The best poet of Moldova in the 20th century was born on February 14, 1935 in Pererita village, Bricheni region. His active creative life was stopped by an accident on January 15, 2009.

A commemorative museum was set up in the poet's native house in the village of Pererita in the north of Moldova and a bust of the poet was set in the yard of the school in the village of Pererita.

The action programme for the commemoration of the poet for 2010-2013 was approved by the government of Moldova. It included 39 activities concerning the publication of the complete set of his works, organization of exhibitions, contests, recitals, and TV programmes dedicated to the great

poet's creative and political life, etc. Among the first actions, included in this programme were literary and musical shows in memory of the great poet. The monument to the poet was set up in the Alley of Classics in Chisinau. It was also specified that the programme included the annual awarding of the "Grigore Vieru" prize for outstanding achievements in philology and literature among scholars, as well as a nominal "Grigore Vieru" scholarship for students from Arts departments.

2011 was declared the year of Grigore Vieru. As a scholar, Grigore Vieru was elected an Honorary Member of the Romanian Academy. One of the streets in Chisinau (former Renasterii boulevard) was renamed in honour of Grigore Vieru. Now it is called Grigore Vieru street.

UNIT 8

LESSON 1

What Have They Done to the World?

See the text on page 117.

LESSON 2

The Young Men and the Bull

Two young men were crossing a field when suddenly a bull began to chase them. One of the men climbed a tree and the other jumped into a large hole. But the man who had jumped into the hole soon came out. Immediately the bull chased him back into the hole. The man came out of the hole again, and the bull chased him right back. This went on for five or six times. Each time that the man came out of the hole,

the bull chased him back.

Finally, the man in the tree cried to his friend in the hole: "You fool! Stay in that hole. This bull will keep us here all day."

As he jumped back again the man in the hole answered: "Yes, - but there happens to be a bear in this hole."

LESSON 3

Mike Fink, the Indian, and the Deer

As Mike was creeping along one morning with a tread of a cat, his eyes fell upon a beautiful deer, browsing at a distance of three hundred yards.

The temptation was too strong for the woodsman, and he decided to have a shot. Lifting his gun, he began approaching in his usual noiseless manner. At the moment he reached the spot from which he meant to take his aim, he observed a big Indian who was advancing the deer from a direction a little different from his own. Mike hid behind a tree, with the quickness of thought, and keeping his eye fixed on the Indian, waited for the result with patience. In a few moments, the Indian stopped within fifty paces, and pointed his gun at the

deer. In the meanwhile, Mike pointed his rifle at the body of the Indian: and at the moment the smoke issued from the gun of the Indian, the bullet of Mike passed through the red man's breast. He uttered a cry, and fell dead at the same instant with the deer. Mike waited for some time looking around to be sure there were no more enemies at hand. Then he made a step to the body of the Indian and having satisfied himself that the body was lifeless, he turned his attention to the deer. Mike came up to him and took from his horns only two small pieces suitable for a medicine his grandmother had taught him to make. Satisfied with himself he went on leaving the two dead bodies behind.

LESSON 4

The Green Future

Why the Future must be Green is the problem discussed today at the plenary session of the Symposium. Listen to some of the most vital conclusions that the participants have come to.

1. Pollution is a catch-all phrase for industrial processes and waste materials which cause damage to the environment and is the greatest threat to the world faces. It might be defined simply as "something in the wrong place," but it is a problem which affects us all.

2. The ozone layer encircles the world and protects us from the sun's rays. Recent evidence has shown that the ozone layer has been depleted (made smaller) by pollutants. It is an extraordinary thought that something as seemingly harmless

as hairspray or a hamburger carton can pose such a serious threat to our environment, but the link has been conclusively proved.

3. The temperature of the planet has risen only about 3°C since the last ice age; in the next 50 years it is expected to rise by up to 3°C if the present rate of "global warming" is continued. The results will be catastrophic.

4. Species of living things have become extinct for one reason or another throughout the course of history. Extinction of species has, until the last century, been largely due to climatic factors, but today it is almost exclusively the result of interference with the natural order by man.

King Rat

Nobody likes rats. Everyone thinks they are dirty, carry diseases, bite people's throats and steal eggs from chickens. If you call someone "a rat" they know you don't like them. Someone in "a ratty mood" is not much fun, and "the rat race" is something we all try to escape from. Few people protest or complain when rats are used in laboratory experiments. Many people think rats were responsible for the Black Death which killed half the population of England in the Middle Ages.

But Sarah Handley shares her house with 40 rats and she doesn't think rats started the plague. She says "Some scientists think the plague was anthrax (a virus) and was carried by the wind. The plague spread very quickly; rats cannot travel so far or so fast." Sarah is trying to change people's opinions of rats. She says rats do not jump at throats... "If cornered, a rat will go for the area of most daylight, and so they jump up and over the shoulder." Sarah feels sorry for all of us who do not know the 'charms' of rats.

King of the rats in the Handley household is Solo. He is a show champion, and the family pet. While the other rats sleep in an empty bedroom, Solo sleeps with Sarah and her husband William, in his own cage in their bedroom. He gets up and breakfasts with them and in the evening sits at the

kitchen table while Sarah cooks dinner. He helps himself to what he wants from their plates. He likes rice, sweetcorn and peas; he carefully removes the skin from the peas and he only eats the sweet insides. Later he has a few nuts and raisins, usually taking them from Sarah's lips in a delicate rat kiss. Uninvited he puts his long pointed nose into Sarah's wine glass, though his favorite drink is coke.

Sarah stole her first rat from her brother. He kept rats as food for his snakes. Her family always had lots of animals, but only Sarah liked rats. She first kept them as pets, then she started to exhibit them at shows. In 1976 she became a founder member of the National Fancy Rat Society.

All her rats have lovely characters except for Orlando who lives alone because he is so unfriendly. "He was always miserable," says Sarah. "I bought him because I felt sorry for him."

Although Solo is everybody's favorite, the others come down to play in the living room every day. "They're perfect pets," says Sarah. "People are so silly about them. They come up to me at shops and say 'Ooh what is it? Is it a hamster? Or a ferret? Or a jerboa? Then you say 'No, it's a rat' and they fall backwards. People are very ignorant about rats."

(Adapted from *King Rat*, J.Wheatley)

SUPPLEMENT 2

Extended Grammar Practice

UNIT 1

Introductory It

- 1** Insert "it is/there is" in the spaces. In some sentences negative and interrogative forms, or the past or future tenses are required.

- ... a hotel in the village, so we decided to stay there. ... a charming village and I was very happy there, but my children were bored because nothing to do in the evenings.
- ... a pond beside your house? — Yes, ... — How deep ...?
- We've done all we can, ... nothing to do now but wait.
- Has Tom any more children?
— Yes, ... a daughter, Ann.
— Oh yes, ... Ann who opened the door to us yesterday, ...?

Collective nouns

- 2** Open the brackets paying attention to the collective nouns. Use both variants where it is possible.

- A pack of wolves (is seen/ are seen) in the distance.
- Clothes (is made, are made) of various materials, such as wool or cotton.
- The cattle (is, are) in the shed.
- There (is, are) usually many goods in the department store.
- The sweepings (is, are) always seen in her room whenever you enter it.

3 Complete the sentences with one of the following collective nouns.

class, media, team, press, staff, family, orchestra

1. The _____ performs classical concerts throughout the year.
2. The _____ presents a picture of chaos in our schools, but it is not like that at all.
3. The _____ plays its first match of the season at its home stadium.
4. The _____ have all passed the final exam.
5. The _____ are interested in the story of the most famous sports people.
6. The _____ do not like the new manager.
7. My _____ are very proud of my success at the National Language Contest.

4 We use **USED TO** to talk about states and actions in the past that are not true now or have changed.

| | | |
|---|---|--|
| + | I/ He/ She/ It/ We/ You/ They | used to play video games in the past. |
| - | I/ He/ She/ It/ We/ You/ They | didn't use to play together in the past |
| ? | Did I/ he/ she/ it/ we/ you/ they What did I/ he/ she/ it/ we/ you/ they | use to play video games in the past? use to play in the past? |

e.g. We used to have a dog. (We haven't got a dog now)
Tom used to play football a lot but he stopped when he broke his leg.

a) Make sentences with used to and didn't use to about how people lived one hundred years ago.

e. g. People used to travel by horse.

- | | | | |
|------------------|---------------------|------------------------------|------------------------|
| 1. travel/ horse | 2. cook/ wood fire | 3. children/ work | 4. talk/ mobile phones |
| 5. watch/ TV | 6. bigger/ families | 7. think/ the Earth was flat | 8. live so long |

b) Write sentences using used to and didn't use to about when you were younger. Use the ideas below to help you or your own ideas.

e.g. I used to listen to ONE DIRECTION but now I like Ariana Grande.

Love, believe, be afraid of, have, hate, play, listen to, monsters, favourite toy, books, computer, iPod, MP3 player, mobile phone.

c) On your own, number the statements from the most likely (1) to the least likely (8). Make groups of four, discuss your order of statements. Use the following phrases:

| | |
|-------------------------------|-------------------------|
| I think... / I consider ... | because SUBJECT + VERB; |
| I believe ... / I suppose ... | because of NOUN; |

1. People **will travel** to the moon on a holiday. People **will travel** in time.
2. People **will go shopping** on the other side of the world.
3. People **will not need** visas and passports.
4. People **will not walk** much.
5. People **will spend** their holidays in hotels situated at the bottom of the sea and also in space.
6. People **will travel faster**, *e.g.* from Sydney to London in just about 2.5 hours.
7. People **will spend** more money on holiday activities.

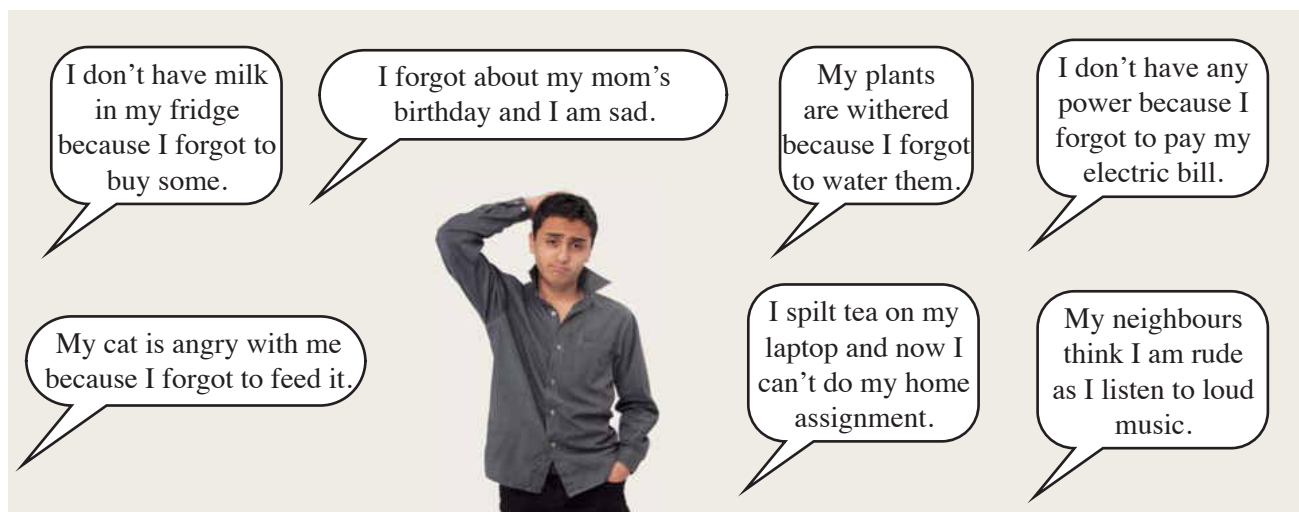
5 You are going to play a game to revise the form of the Past Simple Tense. Work in groups of three: two players and a referee. Players take turns choosing a square. The referee asks a question. If the player answers correctly, the referee marks a **NOUGHT** or a **CROSS** on the square. When a player gets a line of three, they win the game.

- a) Name a regular verb that ends in -ed and is pronounced as /t/. *e.g.* laughed (work, joke, cook, pass, wash, help, fix, check, brush, relax)
- b) Name a regular verb that ends in -ed and is pronounced as /d/. *e.g.* played (surprise, live, hug, save, comb, arrive, turn, iron, water, open)
- c) Name a regular verb that ends in -ed and is pronounced as /id/. *e.g.* wanted (wait, end, decide, defend, expect, hate, need, start, taste, chat)
- d) Name an irregular verb with three identical forms. *e.g.* cut-cut-cut (put, let, hit, cost, hurt, quit, set, shut)
- e) Name a time indicator of the Past Simple Tense. *e.g.* last year (ago, in 2004, yesterday, the day before yesterday, on December 30th, last , on my last birthday, during my childhood...)
- f) Name an irregular verb with identical forms of Past Simple and Past Participle. *e.g.* spend-spent-spent (understand, stand, bring, fight, teach, catch, leave, buy, think, build)
- g) Name an irregular verb with three different forms. *e.g.* do-did-done (write, come, go, grow, know, sing, swim, drink, eat, drive)
- h) Name a verb that changes its spelling when -ed is added. *e.g.* fry – fried (tidy, marry, worry, hurry, carry, copy, cry, dry)
- i) Name a verb that doesn't change its spelling when -ed is added. *e.g.* enjoy – enjoyed (annoy, play, stay, employ, obey, pray, destroy)

UNIT 2

1 *Bryan isn't happy with his day. Look at his problems and write what he should have done to avoid them.*
e.g. I can't call anybody because I forgot to pay my phone bill.

Bryan should have paid his phone bill.



2 Write the verbs in the correct form in the sentences.

- I should (not go) to that party last night. It was a waste of time.
- I should (not watch) the TV last night. I am really tired now.
- I should (clean) my room yesterday. It's really messy.
- I should (help) my neighbour yesterday. He probably needed my help a lot.
- He should (not eat) so many sweets last night. He feels sick now.
- I should (not leave) class earlier last time as I missed a lot of important information.
- You should (tell) me you were busy last night.

3 Read the answers and write a suitable question for each answer.

- a) Where is _____?
St Paul's Cathedral is situated in London.
- b) Who _____?
Sir Christopher Wren designed St Paul's Cathedral.
- c) When _____?
St Paul's Cathedral was finished in 1710.
- d) In what kind of style _____?
St Paul's Cathedral was built in the Baroque style.
- e) Where _____?
Prince Charles married Lady Diana Spencer in St Paul's Cathedral on July 29, 1981.
- f) How _____?
St Paul's Cathedral entrance ticket is about £17.



4 Write WHO questions. The first was done for you.

- a) George Washington was the first US President.
Who was the first US President?
- b) Martin Cooper, an American engineer, invented the cell phone. Who _____?
- c) Margaret Thatcher was the UK's first female Prime Minister. Who _____?
- d) Mark Zuckerberg is one of five co-founders of

- Facebook. Who _____?
- e) Only the British celebrate Guy Fawkes Night on November 5. Who _____?
- f) The Canadians celebrate Thanksgiving on the second Monday in October. Who _____?
- g) Queen Elizabeth II is the United Kingdom's longest serving monarch. Who _____?

UNIT 3

Reflexive pronouns

1 Complete the sentences using the correct form of the reflexive pronoun.

- 1. She wrote a letter to _____.
- 2. I saw an UFO _____.
- 3. The cat washes _____ with its tongue.
- 4. Don't blame _____ for this.

- 5. Did you make these Christmas cards _____?
- 6. They made this motorcar by _____.
- 7. He helped _____ with a third piece of cake!
- 8. We have to believe in _____.

2 Rewrite the sentences, using a different subject and an appropriate reflexive pronoun.

- 1. She always looks at herself in the mirror.
- 2. He made himself a pullover.
- 3. They assembled their furniture themselves.
- 4. I repair my car myself.

- 5. The boys are proud of themselves.
- 6. My aunt is often talking to herself.
- 7. Can you do it yourself?
- 8. My grandma is able to look after herself.

UNIT 4

Relative Pronouns

1 Link the sentences using relative pronouns.

- 1. Look at the man. He's talking to your son.
- 2. There are a lot of people. They want to spend their holidays at the seaside.
- 3. I read a book. It was written by a famous writer.
- 4. There is a man at the bus stop. He has been waiting for an hour.
- 5. She climbed the tree. It was full of pears.
- 6. There is a lady in the room. Her watch has been

- stolen.
- 7. I saw a woman. Her coat was fashionable.
- 8. The doctor is very good. I don't remember his telephone number.
- 9. The children are in the playground. You know their mother.
- 10. The room is ours. Its door is open.

The Perfect Tenses in the Passive Voice

2 Fill in the gaps with the Active Voice Perfect Tenses. Then change the sentences into the Passive Voice.

1. She (read) _____ the book by the end of the next month.
2. Granny (bake, just) _____ a cake.
3. My friends (buy) _____ a house before we moved to the city.
4. _____ the policeman (catch) _____ the thief?
5. After they (solve) _____ the problem, the teacher came in.
6. You (spend) _____ all the money when we return home from holidays.

Tense Usage

3 Put the verbs in brackets in the right tense form.

1. We _____ (to go) to the library when we met Joan.
2. We _____ (to play) football yesterday afternoon.
3. When I _____ (to be) in Rome she _____ (to come) to see me.
4. At 2 o'clock tomorrow I _____ (to fly) to Constanta.
5. _____ you (not to finish) the letter yet?
6. He _____ (to be absent) for many days before you went to see him.
7. How long _____ you _____ (to live) at your present address?
8. After I _____ (to see) the film twice, I understood it properly.

4 Choose the correct word or phrase.

1. He can't come. He is sleeping (now/every morning).
2. How long (have you been living/are you living) in London?
3. She (was breaking /broke) her leg while she was playing.
4. Our guests (are leaving/have been leaving) today.
5. Jill is watching television (in the evening/at the moment).
6. While he (was trying/tried) to fix the antenna he hurt his hand.
7. The police have been waiting for you (for two hours/now).
8. The children haven't come from school (already/ yet).

UNIT 5

Conditional Sentences

1 Complete the following sentences:

Model: *I wouldn't do that if..... I wouldn't do that if I were you.*

1. They would laugh at you if _____.
2. It wouldn't matter if _____.
3. You wouldn't call him names if _____.
4. They wouldn't have to come here if _____.
5. Mary would smile if _____.
6. You would be fined if _____.
7. Children would be punished if _____.
8. There wouldn't be poor people in the world if _____.
9. Mother would be pleased if _____.
10. You would have much more money if _____.

2 Complete the following sentences:

1. If only she could wait a minute _____.
2. If he wanted to know _____.
3. _____ if she thought more about it.
4. _____ if he could.
5. _____ if he told her he missed her.
6. If he drank coffee _____.
7. If you met him _____.
8. _____ if you had more time?
9. _____ If he were you?
10. If I were you _____.

3 Complete the following sentences:

Model: *If I had been warned _____.*
If I had been warned, I wouldn't have gone there.

1. If you had just listened to me _____.
2. If she had had her coffee _____.
3. If he had had any reasons to believe that _____.
4. If it hadn't been for your help and sympathy _____.
5. If I had come across that article _____.
6. If they had visited London _____.

7. If I had been you _____.
8. If everybody had been present _____.
9. If it hadn't been so cold _____.
10. If we had got your answer in time _____.

4 Read the following statements, then express a wish or regret in connection with them. See the models.

- Models.** 1. *It's raining now. We can't go to the country.*
 2. *I wish it stopped raining. We could go to the country.*
 3. *The weather was cold and windy on Sunday.*

I caught cold on that outing.
I wish the weather had not been so cold and windy on Sunday. I wouldn't have caught cold then.

1. You didn't clear up the point at once. We have to consider the matter again now. 2. The bus is packed. It won't pick up all the passengers. 3. It's a pity you didn't mention these facts while the subject was being discussed. 4. He always argues about everything. It's hard to work with him. 5. The doctor's very busy now. I'm afraid he won't see the patient. 6. The medicine is very bitter, I can't make the child take it. 7. I haven't booked a return ticket and now I'm afraid it may be difficult to book it for a through train. 8. Nothing interesting happens. I am bored. 9. You've been bothering me with questions all the time. I can't finish this work. 10. You find fault with everybody. You're becoming difficult to deal with.

Indirect Speech

Below there are some statements in quotation marks (" "). Report these statements using the pattern for reported speech.

- Example:** *John said, "I want some more milk."* — *John said that he wanted some more milk.*
John said "We are tired." — *John said that they were tired.*

1. Mary said, "I want some more soup."
 2. Mr. Owens said, "I remember you."
 3. The mailman said, "There aren't any letters."
 4. Dick said, "I have a new car."
 5. Mr. Wilson said, "I'm reading an interesting book."

Below there are some yes-no questions. Report these questions in the past tense.

- Example:** *Mary said, "Do you like apples?"*
Mary asked me if I liked apples.

1. Dick said, "Are you a teacher?"
 2. John said, "Do you speak French?"
 3. Harry said, "Is your name Charles?"
 4. Miss Dean said, "Do you know the answer?"
 5. Jim said, "Is dinner ready?"

Below there are some question-word questions. Report these questions in the past tense.

- Example.** *Tom said, "Where are you going?"*
Tom asked me where I was going.

1. "Where is the teacher?" Mary asked me.
 2. Mr. Tyler asked me, "When do you have dinner?"
 3. Bob asked Charles, "Why aren't you in school?"
 4. "Who is your favourite actor?" Mary asked Betty.
 5. "Which road did you take?" Mr. Doyle asked his friend.
 6. Tom said to me, "What country are you from?"
 7. The teacher asked me, "What country do you want to visit?"
 8. The owner asked Tom, "How did the window get broken?"
 9. Mrs. Thomas asked her daughter, "Why did you stay up so late?"
 10. "Where is the latest report?" the director said to me.

UNIT 6

Attributive and predicative adjectives

| Adjectives used only in attributive position are few: | The measurement noun + adjectives | Adjectives used only in predicative position: |
|--|---|--|
| Elder; eldest; live; old; little; emphasizing adjectives (mere; sheer). After a verb other words must be used (older; alive; small) | In most expressions of measurement, the adjective comes after the measurement-noun. | — some adjectives beginning with <i>a</i> : <i>afraid, alike, alive, alone, asleep, awake</i> ; — the adjectives <i>ill, well</i> . |
| My <i>elder</i> brother is a reporter. | He is five years <i>older</i> than me. | He looks <i>ill</i> . I am <i>afraid</i> , he is not very <i>well</i> today. |

1 *As you read the sentences, state the functions of adjectives.*

1. I am *afraid* that advertising is an *utter* waste of money.
2. The *sheer* power of which, though, is complete.
3. People are getting quite *fond* of it.
4. Advertising may be quite a *dangerous* thing.
5. But we are not *aware* of this, any more than we are *conscious* of our breakfast — time.
6. It's not a *mere* chance that we are buying things, even if we do not need them.
7. Age doesn't matter here; you may be ten years *younger* or *older*.
8. We all fall *asleep* under the pressure of advertisements.
9. What can we do? — The moral is *simple*.
10. Let's learn what everybody else is using and then try something *better* or at least *different*.

UNIT 7

The Complex Object

1 *Underline the Complex Object and explain why it is used this way.*

1. My parents and teachers want me to learn English well.
2. I'd like you to travel along the Nistru.
3. He didn't expect the Capriana monastery to be so beautiful.
4. They heard her reciting the poem "My Heart's in the Highlands" by R. Burns.
5. She heard the pupils run into the classroom to take their books to give them back to the library.
6. While hiking in Orheiul Vechi (Old Orhei) we watched the sun rising. It was a marvellous view.
7. They saw him put his rucksack on his back.
8. A sudden storm made them return home.
9. The teacher wanted some poems about Moldova (to be) learnt by heart.
10. Would you like these trees (to be) planted in the school yard?

2 *Paraphrase the following sentences using the Complex Object either with the Infinitive (with or without "to") or Participle I.*

1. I heard their cheers. They cheered up their football team.
2. The car left the town. They saw it.
3. I saw that the children were climbing the hill to reach its top.
4. They were picking flowers. He saw that.
5. They were talking about going to Turkey. She heard their talk.
6. I consider Dan Balan one of the best singers. Everybody thinks so too.
7. Yesterday your daughter had to make a presentation, but she didn't. What did you do? — (Answer the question using "to make")
8. People think that computers will be used everywhere in the 21st century.
9. Everybody knows that W. Shakespeare is a great poet.
10. The pupils do not want to go on this excursion. And I don't want to make them.

UNIT 8

1 *Give definitions of the following words:*

Precipitation, evaporation, repository, green-house effect, green belt, green peace, collaboration, friendship, dispute, mutual love, charity.

2 *Supply one word to each definition.*

1. to keep (animals or plants) for the purpose of producing and developing young animals or new plants.
2. to keep possession of, avoid losing smth.
3. to supply water to (dry land).
4. to produce (heat or electricity).
5. to forbid, especially by law.
6. (a case of) extreme lack of food for a very large number of people.

Sender's address { 65 Market Street V
al Haven, CT 95135

Date { 30 June, 2015

Customer Service }
Cool Sports, LLC } *Receiver's address*
8423 Green }
Terrace Road }
London }

Dear Sir or Madam,

I have recently ordered a new pair of soccer cleats (item #6542951) from your website on 21 June. I received the order on 26 June. Unfortunately, when I opened it I saw that the cleats were used. The cleats had dirt all over them and there was a small tear in front of the part where the left toe would go. My order number is AF26168156.

To resolve the problem, I would like you to credit my account for the amount charged for my cleats, I already went out and bought a new pair of cleats at my local sporting goods store so sending another pair would result in me having two pairs of the same cleats.

Thank you for taking the time to read this letter. I have been a satisfied customer of your company for many years and this is the first time I have encountered a problem. If you need to contact me, you can reach me at (555) 555-5555.

Body paragraphs

Yours faithfully, } *Complimentary close*

D. Sampson } *Handwritten signature*
Donald Sampson

British style (personal letter)

49 Northwick Avenue
Kenton, Middlesex

14th February, 2009

Dear Josef,

I am so sorry to have missed you when you came to London last week. I heard from my sister that you had called, but as I had joined Frank on a business trip to Amsterdam, we were out of town while you were here.

However, you will be over again in June, I hear, and we are sure to be at home then. So we look forward to seeing you next time. And don't forget – we have a spare room, and would be delighted if you made use of it.

With best wishes,
Yours sincerely,

H. Roston
Harry Roston

Gulf Services Inc.
P.P. Box 388
Jeddah
Saudi Arabia

Phonetic Alphabet for American and British English Consonants

Table 1

| | Symbol | Word | Transcription | More examples |
|-----|-------------------|--------|----------------------|--|
| 1. | [p ^h] | pit | [p ^h ɪt] | <u>p</u> ot, u <u>p</u> on, a <u>p</u> art |
| 2. | [p] | spit | [spɪt] | s <u>p</u> ar, cr <u>s</u> py |
| 3. | [t ^h] | tick | [t ^h ɪk] | <u>t</u> ell, <u>a</u> ttire, <u>t</u> error, <u>T</u> utu |
| 4. | [t] | stuck | [stʌk] | s <u>t</u> em, n <u>s</u> ty, m <u>s</u> tly |
| 5. | [k ^h] | keep | [k ^h i:p] | <u>c</u> ow, <u>k</u> ernel, <u>ch</u> ord |
| 6. | [k] | skip | [skɪp] | s <u>ca</u> tt <u>er</u> , s <u>ky</u> |
| 7. | [tʃ] | chip | [tʃɪp] | <u>l</u> unch, <u>l</u> ech <u>er</u> , <u>d</u> itch, <u>bel</u> ch |
| 8. | [dʒ] | judge | [dʒʌdʒ] | <u>g</u> erm, <u>J</u> ournal, <u>b</u> ud <u>ge</u> , <u>w</u> ed <u>ge</u> |
| 9. | [b] | bib | [bɪb] | <u>b</u> oat, <u>l</u> iberate, <u>r</u> ob, <u>bl</u> ast |
| 10. | [d] | dip | [dɪp] | <u>d</u> ust, <u>h</u> udd <u>le</u> , <u>s</u> led, <u>d</u> raft |
| 11. | [D] | butter | [bʌDr] | <u>m</u> ad <u>der</u> , <u>h</u> itt <u>ing</u> , <u>w</u> rit <u>er</u> , <u>r</u> id <u>er</u> (AE) |
| 12. | [g] | get | [get] | <u>g</u> ape, <u>m</u> ug <u>ger</u> , <u>t</u> w <u>ig</u> , <u>g</u> leam |
| 13. | [f] | fit | [fɪt] | <u>f</u> lash, <u>c</u> ough <u>ing</u> , <u>pr</u> oof, <u>ph</u> leg <u>m</u> atic |
| 14. | [v] | vat | [væt] | <u>v</u> ote, <u>o</u> ven, <u>pr</u> ove |
| 15. | [θ] | thick | [θɪk] | <u>th</u> ought, <u>e</u> th <u>er</u> , <u>te</u> eth, <u>th</u> ree, <u>ba</u> th |
| 16. | [ð] | then | [ðen] | <u>th</u> ough, <u>bo</u> th <u>er</u> , <u>te</u> eth <u>e</u> , <u>ba</u> th <u>e</u> |
| 17. | [s] | sip | [sɪp] | <u>ps</u> ychology, <u>f</u> ast <u>en</u> , <u>l</u> unacy, <u>b</u> ass |
| 18. | [z] | zap | [zæp] | <u>X</u> erox, <u>sc</u> issors, <u>d</u> esire, <u>z</u> ipper, <u>f</u> uzzy |
| 19. | [ʃ] | ship | [ʃɪp] | <u>sh</u> ock, <u>n</u> at <u>ion</u> , <u>m</u> ission, <u>gl</u> ac <u>ier</u> , <u>w</u> ish |
| 20. | [ʒ] | azure | [æʒr] | <u>m</u> ea <u>su</u> re, <u>r</u> ou <u>ge</u> , <u>vis</u> ual |
| 21. | [h] | hat | [hæt] | <u>wh</u> o, <u>a</u> h <u>oy</u> , <u>b</u> eh <u>ind</u> , <u>J</u> ose |
| 22. | [j] | yet | [jet] | <u>u</u> se, <u>f</u> ew, <u>y</u> es |
| 23. | [w] | wall | [wɔ:l] | <u>w</u> ait, <u>w</u> eird, <u>qu</u> een |
| 24. | [ʍ] (hw) | which | [ʍɪtʃ] | <u>wh</u> at, <u>wh</u> ere, <u>wh</u> ere, <u>wh</u> o (not all speakers have this sound). (AE) |
| 25. | [l] | lip | [lɪp] | <u>l</u> oose, <u>a</u> live, <u>h</u> ail |
| 26. | [r] | run | [rʌn] | <u>pr</u> od, <u>ar</u> r <u>ive</u> , <u>t</u> ear |
| 27. | [r] | bird | [brd] | <u>e</u> arly, <u>h</u> ur <u>t</u> , <u>st</u> ir, <u>pur</u> r, <u>do</u> ctor (AE) |
| 28. | [m] | man | [mæn] | <u>m</u> ind, <u>h</u> um <u>or</u> , <u>sh</u> im <u>mer</u> , <u>su</u> m, <u>th</u> umb |
| 29. | [n] | no | [nəʊ] | <u>n</u> ow, <u>w</u> in <u>ner</u> , <u>a</u> ngel, <u>sign</u> , <u>w</u> in <u>d</u> |
| 30. | [ŋ] | sing | [sɪŋ] | <u>l</u> onger, <u>ba</u> nk, <u>tw</u> inkle |

Phonetic Alphabet for British and American English Vowels

Table 2

| | British Symbol | American Symbol | Word | Transcription | Examples |
|-----|----------------|-----------------|---------|-----------------|--------------------|
| 1. | [ɪ] | [ɪ] | fit | [fɪt] | hit, income |
| 2. | [i:] | [ij] | feet | [fi:t]/ [fijt] | she, meat, believe |
| 3. | [e] | [ɛ] | let | [let]/ [lɛt] | set, guest |
| 4. | [æ] | [æ] | bat | [bæt] | cat, panic |
| 5. | [ɜ:] | — | girl | [gɜ:l] | fur, sir |
| 6. | [ə] | [ə] | teacher | [ˈti:tʃə] | letter, afford |
| 7. | [ʊ] | [ʊ] | book | [bʊk] | put, should |
| 8. | [u:] | [uw] | Sue | [su:]/ [suw] | suit, loo |
| 9. | [ʌ] | [ʌ] | shut | [ʃʌt] | other, udder |
| 10. | [ɑ:] | [ɑ] | car | [kɑ:]/ [kɑ] | part, far |
| 11. | [ɒ] | [ɒ] | pot | [pɒt] | cot, rob |
| 12. | [ɔ:] | [ɔ] | port | [pɔ:t] | oral, bought |
| 13. | [eɪ] | [ej] | fate | [feɪt]/ [fejɪt] | clay, grain |
| 14. | [aɪ] | [aj] | my | [maɪ]/ [maj] | tide, buy |
| 15. | [ɔɪ] | [ɔj] | boy | [bɔɪ]/ [bɔj] | coin, loyal |
| 16. | [əʊ] | [ɔw] | note | [nəʊt]/ [nɔwt] | slow, toe, oaf |
| 17. | [aʊ] | [aw] | now | [naʊ]/ [naw] | house, bough |
| 18. | [ɪə] | [ɪə] | dear | [dɪə] | near, fear |
| 19. | [ɛə] | — | air | [ɛə] | care, there |
| 20. | [ʊə] | — | poor | [pʊə] | tour, moor |

In Table 1 symbols 11, 24 and 27 do not have analogues in the British System of Transcription and in Table 2 symbols 5, 19 and 20 do not have analogues in the American System of Transcription.

Irregular Verbs List

| Infinitive | Past Simple | Participle II | Translation |
|----------------------------|----------------------------|----------------------------|---|
| begin /brɪ'gɪn/ | began /brɪ'gæn/ | begun /brɪ'gʌn/ | a începe • начинать |
| bet /bet/ | bet /bet/ | bet /bet/ | a face rămăşag, a paria • держать пари |
| bind /baɪnd/ | bound /baʊnd/ | bound /baʊnd/ | a lega, a strînge • связывать |
| bite /baɪt/ | bit /bɪt/ | bitten /'bɪtn/ | a muşca • кусать(ся) |
| bleed /bli:d/ | bled /bled/ | bled /bled/ | a sîngera • кровоточить |
| blow /bləʊ/ | blew /blu:/ | blown /bləʊn/ | a sufla • дуть |
| break /breɪk/ | broke /brəʊk/ | broken /'brəʊkən/ | a strica • ломать |
| breed /bri:d/ | bred /bred/ | bred /bred/ | a creşte (animale) • выводить, разводить (животных) |
| bring /brɪŋ/ | brought /brɔ:t/ | brought /brɔ:t/ | a aduce • принести |
| broadcast /'brɔ:dkɑ:st/ | broadcast /'brɔ:dkɑ:st/ | broadcast /'brɔ:dkɑ:st/ | a difuza, a transmite • транслировать |
| build /bɪld/ | built /bɪlt/ | built /bɪlt/ | a construi • строить |
| burst /bɜ:st/ | burst /bɜ:st/ | burst /bɜ:st/ | a exploda • лопаться; взрываться (о снаряде) |
| buy /baɪ/ | bought /bɔ:t/ | bought /bɔ:t/ | a cumpăra • покупать |
| catch /kætʃ/ | caught /kɔ:t/ | caught /kɔ:t/ | a prinde • хватать |
| choose /tʃu:z/ | chose /tʃəʊz/ | chosen /tʃəʊzn/ | a alege • выбирать |
| cost /kɒst/ | cost /kɒst/ | cost /kɒst/ | a costa • стоить, обходиться |
| creep /kri:p/ | crept /krept/ | crept /krept/ | a se târi • ползать |
| cut /kʌt/ | cut /kʌt/ | cut /kʌt/ | a tăia • резать |
| deal /di:l/ | dealt /delt/ | dealt /delt/ | a avea de-a face • иметь дело с |
| dig /dɪg/ | dug /dʌg/ | dug /dʌg/ | a săpa • копать |
| draw /drɔ:/ | drew /dru:/ | drawn /drɔ:n/ | a desena • рисовать |
| dream /dri:m/ | dreamt /dremt/ | dreamt /dremt/ | a visa • видеть сны; мечтать |
| drink /drɪŋk/ | drank /dræŋk/ | drunk /drʌŋk/ | a bea • пить |
| drive /draɪv/ | drove /drəʊv/ | driven /'drɪvn/ | a conduce (un vehicul) • вести (экипаж, автомобиль и т. д.) |
| eat /i:t/ | ate /eit/ | eaten /'i:tn/ | a mânca • есть |
| fall /fɔ:l/ | fell /fel/ | fallen /'fɔ:lən/ | a cădea • падать |
| feed /fi:d/ | fed /fed/ | fed /fed/ | a hrăni • кормить |
| feel /fi:l/ | felt /felt/ | felt /felt/ | a (se) simţi • чувствовать |
| fight /faɪt/ | fought /fɔ:t/ | fought /fɔ:t/ | a (se) lupta • бороться |
| find /faɪnd/ | found /faʊnd/ | found /faʊnd/ | a găsi • находить |
| fling /flɪŋ/ | flung /flʌŋ/ | flung /flʌŋ/ | a (se) arunca, a răspîndi • кидать(ся) |
| fly /flaɪ/ | flew /flu:/ | flown /fləʊn/ | a zbura • летать |
| forbid /fə'bɪd/ | forbade /fə'beɪd/ | forbidden /fə'bɪdən/ | a interzice • запрещать |

| | | | |
|------------------|-------------------|----------------------|---|
| forget /fə'get/ | forgot /fə'gɒt/ | forgotten /fə'gɒtən/ | a uita • забывать |
| forgive /fə'gɪv/ | forgave /fə'geɪv/ | forgiven /fə'gɪvn/ | a ierta • прощать |
| freeze /fri:z/ | froze /frəʊz/ | frozen /'frəʊzn/ | a îngheța, a congela • морозить |
| get /get/ | got /gɒt/ | got /gɒt/ | a primi • получать |
| give /gɪv/ | gave /geɪv/ | given /'gɪvn/ | a da • давать |
| grow /grəʊ/ | grew /gru:/ | grown /grəʊn/ | a crește • расти |
| hear /hɪə/ | heard /hɜ:d/ | heard /hɜ:d/ | a auzi • слышать |
| hide /haɪd/ | hid /hɪd/ | hidden /'hɪdn/ | a (se) ascunde • прятать(ся) |
| hit /hɪt/ | hit /hɪt/ | hit /hɪt/ | a lovi • ударять |
| hold /həʊld/ | held /held/ | held /held/ | a ține, a oțri • держать |
| hurt /hɜ:t/ | hurt /hɜ:t/ | hurt /hɜ:t/ | a jigni, a răni • причинять боль |
| keep /ki:p/ | kept /kept/ | kept /kept/ | a păstra, a ține • хранить, держать |
| know /nəʊ/ | knew /nju:/ | known /nəʊn/ | a ști • знать |
| lead /li:d/ | led /led/ | led /led/ | a fi în frunte, a conduce • вести |
| leap /li:p/ | leapt /lept/ | leapt /lept/ | a înainta în salturi • прыгать |
| leave /li:v/ | left /left/ | left /left/ | a părăsi, a pleca • покидать |
| let /let/ | let /let/ | let /let/ | a lăsa, a îngădui • позволять, разрешать |
| lie /laɪ/ | lay /lei/ | lain /leɪn/ | a sta culcat • лежать |
| light /laɪt/ | lit /lɪt/ | lit /lɪt/ | a lumina • светить |
| lose /lu:z/ | lost /lɒst/ | lost /lɒst/ | a pierde • терять |
| mean /mi:n/ | meant /ment/ | meant /ment/ | a însemna, a vrea să spună • значить |
| meet /mi:t/ | met /met/ | met /met/ | a (se) întâlni • встречать(ся) |
| pay /peɪ/ | paid /peɪd/ | paid /peɪd/ | a plăti • платить |
| put /pʊt/ | put /pʊt/ | put /pʊt/ | a pune • класть, положить |
| read /ri:d/ | read /red/ | read /red/ | a citi • читать |
| ride /raɪd/ | rode /rəʊd/ | ridden /'rɪdn/ | a călări • ехать верхом |
| ring /rɪŋ/ | rang /ræŋ/ | rung /rʌŋ/ | a suna • звонить |
| rise /raɪz/ | rose /rəʊz/ | risen /'rɪzn/ | a se ridica • подниматься, вставать |
| run /rʌn/ | ran /ræn/ | run /rʌn/ | a fugi, a alerga • бежать |
| say /seɪ/ | said /sed/ | said /sed/ | a zice, a rosti • говорить, сказать |
| see /si:/ | saw /sɔ:/ | seen /si:n/ | a vedea • видеть |
| sell /sel/ | sold /səʊld/ | sold /səʊld/ | a vinde • продавать |
| send /send/ | sent /sent/ | sent /sent/ | a trimite • посылать |
| set /set/ | set /set/ | set /set/ | a pune în ordine, a aranja • ставить, класть |
| shake /ʃeɪk/ | shook /ʃʊk/ | shaken /ʃeɪkn/ | a scutura, a agita • трясти |
| shed /ʃed/ | shed /ʃed/ | shed /ʃed/ | a pierde, a lepăda • ронять, терять; сбрасывать |
| shine /ʃaɪn/ | shone /ʃɒn/ | shone /ʃɒn/ | a străluci • светить, сиять |
| shoot /ʃu:t/ | shot /ʃɒt/ | shot /ʃɒt/ | a împușca • стрелять |
| shrink /frɪŋk/ | shrank /fræŋk/ | shrunk /frʌŋk/ | a se contracta, a se scurta • сокращать(ся) |
| shut /ʃʌt/ | shut /ʃʌt/ | shut /ʃʌt/ | a închide • закрывать |

| | | | |
|-----------------------------|----------------------------|----------------------------|---|
| sing /sɪŋ/ | sang /sæŋ/ | sung /sʌŋ/ | a cânta • петь |
| sink /sɪŋk/ | sank /sæŋk/ | sunk /sʌŋk/ | a se îneca, a se cufunda • тонуть |
| sleep /sli:p/ | slept /slept/ | slept /slept/ | a dormi • спать |
| slide /slɑɪd/ | slid /slɪd/ | slid /slɪd/ | a aluneca • скользить |
| speak /spi:k/ | spoke /spəʊk/ | spoken /'spəʊkən/ | a vorbi, a cuvînta • разговаривать, произнести |
| speed /spi:d/ | ped /ped/ | ped /ped/ | a se grăbi • спешить |
| spend /spend/ | spent /spent/ | spent /spent/ | a cheltui • тратить |
| split /splɪt/ | split /splɪt/ | split /splɪt/ | a (se) despica, a (se) diviza • раскалывать(ся) |
| spread /spred/ | spread /spred/ | spread /spred/ | a (se) răspîndi • распространять(ся) |
| spring /sprɪŋ/ | sprang /spræŋ/ | sprung /sprʌŋ/ | a sări • прыгать |
| stand /stænd/ | stood /stud/ | stood /stud/ | a sta • стоять |
| steal /sti:l/ | stole /stəʊl/ | stolen /'stəʊlən/ | a fura • красть |
| stick /stɪk/ | stuck /stʌk/ | stuck /stʌk/ | a înfige • втыкать |
| sting /stɪŋ/ | stung /stʌŋ/ | stung /stʌŋ/ | a înțera • жалить |
| stink /stɪŋk/ | stank /stæŋk/ | stunk /stʌŋk/ | a mirosi greu, urît • вонять |
| sweep /swi:p/ | swept /swept/ | swept /swept/ | a mătura • мести, подметать |
| strike /straɪk/ | struck /strʌk/ | struck /strʌk/ | a lovi • ударять |
| swear /swɛə/ | swore /swɔ:/ | sworn /swɔ:n/ | a jura • клясться |
| swim /swɪm/ | swam /swæm/ | swum /swʌm/ | a înota • плавать |
| swing /swɪŋ/ | swung /swʌŋ/ | swung /swʌŋ/ | a (se) legăna • качать(ся) |
| take /teɪk/ | took /tuk/ | taken /teɪkən/ | a lua • брать |
| teach /ti:tʃ/ | taught /tɔ:t/ | taught /tɔ:t/ | a învăța (pe alții), a preda • учить |
| tear /tɛə/ | tore /tɔ:/ | torn /tɔ:n/ | a sfîșia, a rupe • рвать |
| tell /tel/ | told /təʊld/ | told /təʊld/ | a spune, a povesti • говорить, рассказывать |
| think /θɪŋk/ | thought /θɔ:t/ | thought /θɔ:t/ | a se gândi • думать |
| throw /θrəʊ/ | threw /θru:/ | thrown /θrəʊn/ | a arunca • бросать |
| understand /,ʌndə'stænd/ | understood /,ʌndə'stud/ | understood /,ʌndə'stud/ | a înțelege • понимать |
| upset /ʌp'set/ | upset /ʌp'set/ | upset /ʌp'set/ | a (se) răsturna • опрокидывать(ся) |
| wake /weɪk/ | woke /wəʊk/ | woken /'wəʊkən/ | a se trezi, a se deștepta • просыпаться |
| wear /weə/ | wore /wɔ:/ | worn /wɔ:n/ | a purta (o haină) • носить |
| weep /wi:p/ | wept /wept/ | wept /wept/ | a plînge • плакать, рыдать |
| win /wɪn/ | won /wʌn/ | won /wʌn/ | a câștiga, a învinge • побеждать |
| wind /waɪnd/ | wound /waʊnd/ | wound /waʊnd/ | a se răsuca • виться |
| write /raɪt/ | wrote /rəʊt/ | written /'rɪtən/ | a scrie • писать |

- Abacus** *n.* • abac • счёты
- abandon** *v.* • a abandona • покидать, оставлять; отказываться
- accommodation** *n.* • cazare • проживание, размещение в гостинице
- accomplishment** *n.* • realizare • достижение
- account** *v.* • a răspunde pentru ceva • отвечать за (что-л.), отчитываться в (чём-л.)
- accurate** *adj.* • îngrijit, corect, exact • точный, правильный
- achieve** *v.* • a realiza; a obține • достигать
- achievement** *n.* • realizare, împlinire • достижение
- adage** *n.* • zicală, proverb • поговорка, пословица
- adjust** *v.* • a potrivi, a ajusta • согласовать, уравнивать
- admire** *v.* • a admira • восхищаться
- admit** *v.* • a admite, a recunoaște • признавать
- adorn** *v.* • a împodobi; a înfumuseța • украшать; приукрашивать
- after all** • până la urmă, la urma urmelor • в конце концов
- aid** *n.* • ajutor • помощь
- alien** *n.* • străin, extraterestru • чужеродный, инопланетянин
- alternatively** *adv.* • alternativ • альтернативно, в качестве альтернативы
- although** *adv.* • deși • хотя, несмотря на то, что
- amazing** *adj.* • uimitor, uluitor • изумительный, ошеломительный
- amble** *v.* • a merge agale • медленно двигаться
- ant** *n.* • furnică • муравей
- anthem** *n.* • imn • гимн
- anxiety** *n.* • îngrijorare, anxietate, neliniște • беспокойство, тревога
- appealing** *adj.* • atrăgător, agreabil • привлекательный
- appointment** *n.* • programare • приём, встреча
- approve of** *v.* • a aproba, a încuviința • одобрить
- aquarium** *n.* • acvariu • аквариум
- aquiline** *adj.* • acvilin • орлиный
- arch** *n.* • arc • арка
- archangel** *n.* • arhanghel • архангел
- archery** *n.* • tragere cu arc • стрельба из лука
- area** *n.* • suprafață, teritoriu, teren • площадь
- arm(s)** *n.* • aici: blazon • здесь: герб
- assertive** *adj.* • pozitiv, increzut • позитивный, положительный, напористый,
- asset** *n.* • avere, bunuri • качество, ценность
- assignment** *n.* • temă (de acasă), sarcină • (домашнее) задание
- associate** *v.* • a asocia • связывать, асоциировать
- astounded** *adj.* • uimit • изумленный
- attain** *v.* • a atinge • достигать
- attend** *v.* • a frecventa • посещать
- aurochs** *n.* • bour, zimbru • зубр
- average** *adj.* • mediu, mijlociu • средний
- avert** *v.* • a evita • отводить
- avoid** *n.* • a evita • избежать
- award** *n.* • premiu, recompensă • награда
- awareness** *n.* • conștiință • осознание
- awkward** *adj.* • neîndemînic, jenant • неуклюжий; неловкий
- Background** *n.* • fond, cadru, decor, fundal, planul din spate al scenei • фон, задний план
- badge of pride** *n.* • simbol de mîndrie • знак гордости
- baggy** *adj.* • umflat, larg • мешкообразный; мешковатый
- bald** *adj.* • pleșuv • лысый, плешивый
- ban** *v.* • a interzice • налагать запрет
- banns** *n.* • strigări, publicații de căsătorie • объявление о предстоящем бракосочетании
- bat** *n.* • liliac • летучая мышь
- battered** *adj.* • uzat, mototolit • изношенный
- be on display** • a fi expus • выставляться; экспонироваться
- bear** *v.* • a duce, a purta, a transporta, a căra • носить
- beard** *n.* • barbă • борода
- beetle** *n.* • gândac • жук
- beware** *v.* • a se feri, a se păzi, a fi atent la • остерегаться
- blaze a trail** • a-și croi drum • прокладывать путь
- blazer** *n.* • bluză de sport • спортивный пиджак
- blood-and-guts** • sîngeros, crunt • жестокий
- board (full; half)** *n.* • pensiune completă; demipensiune • пансион (полный, полу-)
- bog** *n.* • mlaștină • болото
- bonfire** *n.* • foc (în aer liber), rug • костёр
- boom** *n.* • creștere economică • экономический бум
- border (on)** *v.* • a se mărgini, a se învecina • граничить
- bore** *v.* • a plictisi • надоедать
- bow** *n.* • aplecare • поклон
- bow** *v.* • a se apleca • наклоняться
- bow tie** *n.* • papion • галстук бабочка
- bowler-hat** *n.* • gambetă, pălărie melon • шляпа котелок
- breathtaking** *adj.* • captivant, care îți taie respirația • захватывающий
- brick** *n.* • cărămidă • кирпич
- brilliant** *adj.* • genial • блестящий
- bullet** *n.* • glonte, cartuș • пуля
- bully** *v.* • a intimida, a brusca • запугивать, страшать
- bullying** *n.* • intimidare • запугивание
- burst out laughing** *v.* • a izbucni în rîs • расхохотаться
- by the way** • aproape • кстати, между прочим
- Cane** *n.* • băț (baston) • розга
- canvas** *n.* • pînză • холст
- capital** *adj.* • principal, esențial; excelent • главный, основной; превосходный
- capital punishment** *n.* • pedeapsă capitală • смертная казнь
- captivity** *n.* • captivitate • плен, неволя
- care for** *v.* • a-i răsa de • питать интерес к; позаботиться
- carol** *n.* • cîntec de Crăciun • рождественский гимн, песня
- carry out** *v.* • a executa, a efectua • осуществлять; проводить
- cash register** *n.* • casă de marcat • касса
- cash-strapped** *adj.* • strîmtorat • имеющий финансовые трудности
- cast-off** *n.* • zdreanță, vechitură • изношенные вещи
- cauldron** *n.* • cazan • котел

cave *n.* • peșteră • пещера
caviar *n.* • caviar • икра
sensorship *n.* • cenzură • цензура
challenge *n.* • provocare (la întrecere, etc.), încercare • вызов, сложная и интересная задача
charge *n.* • preț, plată, cost • плата, цена
charity *n.* • caritate • благотворительность
charming *adj.* • încântător • очаровательный
chatter *v.* • a pâlăvrăgi • болтать
chew *v.* • a rumega • жевать
chronicle *v.* • a face cronică, a înregistra • регистрировать
circumnavigation *n.* • navigație în jurul lumii • плавание вокруг света
citizen *n.* • cetățean • гражданин
civil servant • funcționar public • государственный служащий
cling *v.* • a se lipi, a se agăța • цепляться
coat *n.* • *aici:* scut/ armoarii • *здесь:* щит с гербом
column *n.* • coloană • колонка
commemoration *n.* • comemorare, pomenire • ознаменование, празднование
common *adj.* • obișnuit; ordinar • общий
common sense *n.* • bun-simț • здравый смысл
complicated *adj.* • complicat • сложный
concern *n.* • îngrijorare; preocurare • беспокойство; забота; участие
conduct *v.* • a se comporta • вести себя
confront *v.* • a înfrunta, a se opune • противостоять
connect *v.* • a face legătura, a lega, a uni • связывать
conservatory *n.* • seră • теплица; зимний сад
consist (of) *v.* • a fi compus din • состоять из
consumption *n.* • consum • потребление
contagious *adj.* • contagios, molipsitor • заразный; инфекционный
contamination *n.* • murdărire, contaminare • загрязнение
contemplate *v.* • a contempla, a medita, a examina • любоваться; обдумывать
cotton *n.* • bumbac • хлопок
council *n.* • sfat • совет
count *v.* • a conta, a avea însemnătate • учитывать, рассчитывать
counterbalance *v.* • a contrabalansa, a echilibra • уравнивать
court *n.* • judecătorie • суд
creature *n.* • creatura, ființă • существо; творение
credit *n.* • credit; încredere • доверие;

влияние
crescent *n.* • lună nouă, semilună • полумесяц
crest *n.* • creastă; culme, vîrf; ornament heraldic • гребешок; пик, вершина; украшение наверху гербового щита
crisp *adj.* • cîrlionțat; crocant, sfărîmicios • кудрявый; хрустящий, рассыпчатый
criss-cross *v.* • a îcrucișa, a intersecta • пересекать
crockery *n.* • olărie • глиняная посуда
crooked *adj.* • încovoiat • изогнутый, кривой
crouch *v.* • a se ghemui la pămînt; a se închina • припадать к земле; согнуться, сжаться
current affairs *n.* • afaceri curente • текущие дела
custom-built *adj.* • construit la comandă • построенный по специальному заказу
cut short *v.* • a întrerupe • прервать
Data *n.* • date, informații • данные, сведения
deadline *n.* • termen final, limită • крайний срок
debunk *v.* • a dezvălui • разоблачать
decent *adj.* • decent • приличный
declare *v.* • a declara, a afirma, a mărturisi • объявлять
dedicate (to) *v.* • a dedica • посвящать
deductible *adj.* • deductibil • подлежащий вычету
definitely *adv.* • bineînțeles • несомненно
deforestation *n.* • defrișare • вырубка леса
denim *n.* • blue jeans • джинсовая ткань
densely *adv.* • dens, compact • плотно
deposit *n.* • depozit (bani depuși cu dobîndă la bancă) • депозитный вклад (в банке)
deprive (of) *v.* • a priva (de); a concedia • отнимать, лишать (чего-л.); лишать должности
desert *n.* • deșert, pustiu • пустыня
despair *n.* • desperare • отчаяние
destroy *v.* • distruge • уничтожить
devastate *v.* • a pustii, a devasta • опустошать, разорять
device *n.* • mecanism, dispozitiv • устройство
dirt *n.* • murdărie • грязь
disabled *adj.* • inapt, invalid • люди с ограниченными способностями
disappointing *adj.* • dezamăgitor • разочаровывающий
disappointment *n.* • dezamăgire, decepție • разочарование
dismantle *v.* • a demonta • демонтировать;

вать
divan *n.* • divan • тахта
donation *n.* • donație • пожертвование
downtown *n.* • centrul orașului • центр города
duckling *n.* • rățușcă • утенок
duffer *n.* • neghiob • глупец, дурак
Eagle *n.* • vultur • орел
earthquake *n.* • cutremur • землетрясение
effort *n.* • efort • усилие
effortless *adj.* • ușor, care nu necesită effort • не требующий усилий
embarrass *v.* • a jena • смущать
embroidery *n.* • broderie • вышивка
emergency *n.* • urgență, caz extrem • крайняя необходимость, непредвиденный случай
emission *n.* • emisie, degajare • выброс
employ *v.* • a angaja • предоставлять работу
employee *n.* • angajat • сотрудник; работник
employer *n.* • angajator, patron • работодатель; наниматель
enchanting *adj.* • fermecător • очаровывающий
encourage *v.* • încuraja • поощрять
engaged *adj.* • interesat, angajat; logodit • заинтересованный, занятый; обрученный
enjoyment *n.* • bucurie, delectare • наслаждение, удовольствие
enormous *adj.* • enorm • огромный
entire *adj.* • întreg, tot • весь, целый
escape *v.* • a scăpa de, a evada • бегство; побег
estimate *v.* • a estima • оценивать
eternity *n.* • eternitate • вечность
ethnography *n.* • etnografie • этнография
execution *n.* • executare (a unei sentințe judecătorești); execuție • приведение в исполнение (решения суда); казнь
exhaust *v.* • *aici:* a evacua (abur etc.) • *здесь:* выпускать (пар)
exhibit *n.* • expoziție, expонат, expunere, prezentare • экспонат
expectancy *n.* • așteptare, expectativă, speranță • ожидание, вероятность
expose *v.* • a expune • показывать
Fabric *n.* • material, structură, stofă • материал
facility *n.* • dispozitiv, echipament • оборудование
fail *v.* • a nu reuși • потерпеть неудачу; срывать
falcon *n.* • șoim • сокол
famine *n.* • foamete • голод
famous (for) *adj.* • faimos, celebru •

знаменитый (чем-то)
fancy *v.* • a-și imagina; a-i plăcea (ceva)
• воображать, представлять себе;
страстно желать
fascinated *adj.* • fascinat • очарованный
fashionable *adj.* • la modă, monden,
elegant • модный
feature *n.* • trăsătura distinctivă; (pl.)
trăsăturile feței • особенность,
характерная черта; (мн.) черты лица
fertile *adj.* • fertil • плодородный
fictional *adj.* • fictiv, imaginativ •
вымышленный
fight *v.* • a lupta • бороться
fine arts *n.* • arte frumoase •
изобразительное искусство
fine *n.* • amendă • штраф
firework *n.* • focuri de artificii •
фейерверк
fission *n.* • fisiune • деление;
расщепление
fit *adj.* • nimerit, potrivit; sănătos (din
punct de vedere fizic) • подходящий;
соответствующий; здоровый
fits *n.* • convulsii; acces • судороги,
конвульсии
flank *v.* • aici: a fi situat pe marginile
cîmpului heraldic • *здесь:*
располагаться по краям
flash *v.* • a scînteia • вспыхивать,
сверкнуть
flexible *adj.* • flexibil • гибкий
flit *v.* • a zbura dintr-un loc în altul •
перелетать, летать с места на место;
порхать
flood *n.* • inundație • наводнение
fly *n.* • muscă • муха
focus *v.* • a-și concentra atenția asupra •
сосредотачиваться на
folk song *n.* • cîntec popular • народная
песня
foretell *v.* • a prezice • предсказывать
forsake *v.* • a abandona • бросать
fowl *n.* • pasăre (domestică) •
(домашняя) птица
fragile *adj.* • fragil • хрупкий; ломкий
freckled *adj.* • pistriuat • веснушчатый
free of charge • gratuit • бесплатно
frightful *adj.* • înspăimîntător • страш-
ный
frustrate *v.* • a zădărnici • срывать
(планы)
fulfilling *adj.* • care satisface •
удовлетворяющий
fume *n.* • fum; gaze; abur(i), vapor(i) •
дым; газы; пар, испарение
furry *adj.* • din blană • пушистый
Gala *n.* • (spectacol de) gală; sărbătoare •
празднество; торжество
gateway *n.* • poartă de intrare • ворота

gear *n.* • echipament • снаряжение
give credit to someone • a atribui un
merit cuiva • уважать, верить
glamour *n.* • farmec, vrajă; fascinație,
prestigiu • обаяние; очарование
glorify *v.* • a glorifica, a (pro)slăvi •
прославлять
glue *n.* • clei, adeziv • клей
glum *adj.* • sumbru; posomorît •
мрачный; угрюмый, хмурый
goose *n.* • gâscă • гусь
gorgeous *adj.* • splendid • великолепный
graduate (from) *v.* • a absolvi •
заканчивать учебное заведение
gravity *n.* • forța gravitațională • сила
притяжения
greed *n.* • lăcomie • жадность
green belt *n.* • zonă (centură) verde •
зеленый пояс
green fingers *n.* • (fam.) pricepere în
cultivarea plantelor, arta grădinăritului
• садоводческое искусство
greenhouse *n.* • seră • теплица
greenpeace *n.* • organizație
internațională de protecție a mediului
• международная общественная
природоохранная организация
grove *n.* • cîrng, pădurice • роща
growl *v.* • a mîri (amenințător); a
bombăni • громко и зло ворчать,
рычать; брюзжать, жаловаться
grumble *v.* • a bodogăni, a bombăni, a
murmura (nemulțumit) • ворчать
guardian *n.* • tutore • опекун
guilt *n.* • vinovăție; vină • вина
at gunpoint *v.* • sub ținta armei • на
прицеле
Habit *n.* • obicei • привычка
hallow *v.* • a sfinți; a cinsti, a venera, a
te închina la • освящать; почитать,
читать
hang out *v.* • a frecventa un loc •
регулярно встречаться (тусоваться)
hardly *adv.* • cu greu, nu prea • вряд ли,
едва ли
hardship *n.* • greutate, dificultate • труд-
ности
harmful *adj.* • nociv, dăunător • вредный
haughty *adj.* • arogant, trufaș, înfumurat •
высокомерный, надменный
headed *adj.* • intitulat • озаглавленный
healer *n.* • vindecător • целитель
heaven *n.* • paradis • небо
heavyweight *n.* • boxer de categorie grea •
тяжеловес
heighten *v.* • a înălța; a spori; a exagera •
повышать; усиливать
hell *n.* • iad • ад
helmet *n.* • coif, cască • шлем
helping *n.* • porție • порция

heraldic *adj.* • heraldic, -ă •
геральдический
herd *n.* • cireadă • стадо
hide *v.* • a ascunde • скрывать
highlight *v.* • a reliefa, a accentua, a
atribui multă importanță • придавать
большое значение
hike *v.* • a călători de plăcere pe jos •
ходить в поход, путешествовать
hint *n.* • aluzie, sugestie • намек
hire *v.* • a angaja • нанимать
historic *adj.* • istoric, de importanță
istorică • исторический; имеющий
историческое значение
historical *adj.* • istoric, care ține de istorie
• исторически достоверный; относя-
щийся к истории
hitchhiking *n.* • călătorie cu autostopul •
путешествовать автостопом
holder *n.* • deținător, posesor, proprietar;
acționar • владелец; акционер
homeless *adj.* • fără adăpost • бездомный
homemade *adj.* • de casă, făcut acasă •
домашний
honourable *adj.* • onorabil, respectabil •
благородный, великодушный
horse-power *n.* • cal-putere •
лошадиная сила
hospice *n.* • ospiciu • приют
however *adv.* • totuși • однако
hug *n.* • îmbrățișare • объятие
hunch *n.* • bănuială, suspiciune; presimțire
• подозрение; предчувствие
hurl *v.* • a arunca; a face vînt • бросать;
швырять
hygiene *n.* • igienă • гигиена
Ignorance *n.* • necunoaștere •
невежество
illumination *n.* • iluminare • освещение;
озарение
impediment *n.* • obstacol • препятствие
impose *v.* • a impune • навязывать
improve *v.* • a (se) îmbunătăți •
улучшать(ся)
inch *n.* • țol (25,4 mm) • дюйм (25,4 мм)
income *n.* • venit, beneficiu • доход
ineffectual *adj.* • fără rezultat, fără suc-
ces; van, zadarnic • безрезультатный,
бесплодный; напрасный
inhabitant *n.* • locuitor • житель
innate *adj.* • înnăscut • врожденный
inquiring *adj.* • scrutător, iscoditor, curios
• пылливый
inquisitive *n.* • iscoditor •
любопытный
inscription *n.* • inscripție • надпись
intensity *n.* • intensitate, tensiune • ин-
тенсивность; напряжение
interpreter *n.* • translator; interpret •
переводчик

iron ores *n.* • minereu de fier • железная руда

island *n.* • insulă • остров

issue *n.* • chestiune • вопрос

item *n.* • articol • предмет

Jigsaw puzzle *n.* • mozaic • составная картинка-загадка

Keep on *v.* • a continua • продолжать

keep track *v.* • a duce evidență • следить

keep up with *v.* • a ține pasul • держаться наравне с кем-л., не отставать

kick *n.* • lovitură • удар

kilt *n.* • kilt (fustă scurtă și plisată din stofă cadrilată) • килт (короткая юбка в складку вокруг бедер в Шотландии)

kitchenette *n.* • chicinetă • кухонька

knickers *n.* • pantaloni scurți (pentru copii) • (детские) штанишки

knit *v.* • a împleți, a tricota • вязать

Lack *v.* • a duce lipsă de, a nu avea • испытывать недостаток

landscape *n.* • peisaj • пейзаж

lap *n.* • genunchi, poală • колени

launch *v.* • a lansa (o navă) • запускать

lead *v.* • a conduce • вести

lean *adj.* • slab, fără grăsimе • худой, тощий

leap *n.* • salt, săritură • прыжок

leer *n.* • privire lăcomă • хитрый взгляд

leisure *n.* • timp liber • свободное время

licence *n.* • licență • лицензия

life-saviour *n.* • salvator • спасатель

limerick *n.* • poezie umoristică, alcătuită din cinci versuri • лимерик (шуточное стихотворение из пяти строк)

litter-free *adj.* • curat, imaculat • чистый

lively *adj.* • vioi, vesel, plin de viață • живой, веселый, активный

logbook *n.* • jurnal de înregistrări • журнал учёта

loneliness *n.* • singurătate • одиночество

lonely *adj.* • singuratic • одинокий

look smth up (in) *v.* • a căuta ceva în • искать что-либо в

loosely *adv.* • liber • свободно

Maintain *v.* • a menține; a întreține • поддерживать

majestically *adv.* • maiestuos • величественно

magnificent *adj.* • magnific • великолепный

manage *v.* • a reuși, a coordona • справляться с, организовать, управлять

maritime *adj.* • maritim • морской

marshy *adj.* • mlăștinos • болотистый

martial arts *n.* • arte marțiale • боевые искусства

masterpiece *n.* • capodoperă • шедевр

matter *n.* • problemă • вопрос; задача

melt *v.* • a se topi • таять

messy *adj.* • murdar; dezordonat • грязный; беспорядочный

meticulous *adj.* • meticulos, minuțios • дотошный; тщательный

mind *v.* • a avea ceva împotriva • возражать

mode *n.* • metodă • метод

monograph *n.* • monografie • монография

mood *n.* • dispoziție • настроение

moreover *adv.* • în plus; mai mult decât atât • кроме того; более того

motto *n.* • motto; deviză • девиз; лозунг

mountaineering *n.* • alpinism • альпинизм, горный туризм

moustache *n.* • mustață • усы

myriad *n.* • cantitate mare • огромное количество

Nasty *adj.* • neplăcut, dezagreabil • скверный

negotiate *v.* • a negocia • вести переговоры; договариваться

nevertheless *adv.* • totuși, cu toate acestea • всё же

newsletter *n.* • circulară, buletin de știri • информационный бюллетень

nobles *n.* • nobilime • аристократия, элита

likely *adj.* • probabil • вероятный

notoriety *n.* • notoritate • известность; дурная слава

Obedient *adj.* • ascultător • послушный

occasion *n.* • ocazie, prilej • причина, случай

occur *v.* • a se întâmpla, a surveni • случаться

oil spill *n.* • pată de produs petrolier • нефтяное пятно

on-the-spot *adv.* • imediat • немедленно

order *n.* • comandă • заказ

orphanage *n.* • orfelinat • приют

otter *n.* • vidră • выдра

outfit *n.* • set de haine, • снаряжение

overdraw *v.* • a depăși contul (în bancă) • превысить кредит (в банке)

Package *n.* • împachetare, ambalaj • упаковывание, упаковка

paintbox *n.* • cutie de acuarele • коробка с набором красок

palette *n.* • paletă • палитра

panther *n.* • panteră • пантера

parchment *n.* • pergament • пергамент

particularly *adv.* • în special, deosebit de • особенно

pastel *n.* • pastel • пастель

pattern *n.* • șablon, mostră • образец

pave *v.* • aici: a pregăti terenul • здесь: подготовить почву

pebble *n.* • prundiș, pietricică • галька

peck at *v.* • a ciuguli, a mânca puțin • клевать, мало есть

penguin *n.* • pinguin • пингвин

percent *n.* • procent • процент

perception *n.* • percepție, sesizare • восприятие, ощущение

persist *v.* • a stăruî, a persista • упорствовать

persuade *v.* • a convinge • убедить

physician *n.* • medic • врач

pick *v.* • a alege • выбирать

pick up *v.* • a ridica • поднимать

plaza *n.* • piață deschisă (în orașe) • (рыночная) площадь

pledge *n.* • angajament, jurământ • обет, обещание; клятва

plumber *n.* • instalator • водопроводчик

pneumonia *n.* • pneumonie • пневмония

polar cap *n.* • calotă polară • полярная шапка

polo-shirt *n.* • cămașă polo • рубашка-поло

poor box *n.* • cutie pentru săraci • коробка для бедных

populate *v.* • a popula • населять

possession *n.* • posesiune • владение

proud (of) *v.* • mândru de • гордиться

pour *v.* • a turna, a vărsa • лить, разливать

precious *adj.* • prețios • драгоценный

precipitation *n.* • precipitații • осадки

predecessor *n.* • predecesor • предок

premiere *v.* • a prezenta în premieră (o piesă etc.) • дать премьеру

prevention *n.* • prevenire, preîntâmpinare • предотвращение, предупреждение

pride *n.* • mândrie • гордость

primeval *adj.* • (pădure) virgină • первозданный (лес)

private affairs • afaceri personale • личные дела

promote *v.* • a promova, a încuraja • повышать по службе, продвигать

prompt *adj.* • prompt • расторопный

propriety *n.* • decență • уместность

prosaic *adj.* • banal, prozaic • прозаичный, скучный

pump *n.* • pompă • насос

purification *n.* • purificare • очистка

pursuit *n.* • căutare, preoșurare • занятие; поиск

put apart *n.* • a demonta • демонтировать

Queue *v.* • sta la coadă • стоять в очереди;

quite *adv.* • destul de • довольно; вполне

quotation *n.* • citat • выдержка, цитата

Rage *n.* • aici: pasiune, modă • здесь: павальное увлечение

rags *n.* • peticărie • тряпье

rain-forest *n.* • pădure tropicală • тропический лес
range *n.* • aliniere, șir, lanț • линия, ряд, цепь
rank *v.* • a clasa • упорядочивать; располагать в порядке приоритетности
rate *n.* • normă; tarif • норма; ставка
realm *n.* • aici: spațiu, întindere • здесь: царство
reason *n.* • argument, cauza • причина, основание, мотив
reassemble *v.* • a reasambla • снова собрать
recess *n.* • întrerupere, pauză • перерыв
recession *n.* • recesiune • удаление, отступление
reckless *adj.* • nesăbuit, nepăsător • безрассудный, опрометчивый
recycling *n.* • reciclare • переработка
redwood *n.* • sequoia • секвойя
refuse-collection *n.* • colectare de deșeuri • сбор мусора
regal *adj.* • regal, regesc • королевский, царственный
rejoice *v.* • a bucura (inima cuiva), a înveseli, a-i face plăcere (cuiva) • радовать, веселить
relief *n.* • relief • рельеф (географ.)
religious order • ordin (religios) • религиозный орден
reminder *n.* • ceva care îți amintește un lucru • напоминание, средство оповещения
reminiscences *n.* • amintiri • воспоминания
renowned *adj.* • renumit • известный
rent *v.* • a închiria • снимать, арендовать
repay *v.* • a rambursa • погашать
replenish *v.* • a completa, a reproviziona • пополнять
repository *n.* • depozit • хранилище
represent *n.* • a reprezenta • представить
request • a cere, a solicita • запрашивать
require *v.* • a necesita; a cere • требовать; нуждаться
research *n.* • cercetare • исследование
resemblance *n.* • asemănare • сходство; подобие
retire *v.* • a pensiona, a demisiona • выходить на пенсию
rim *n.* • margine • обод
roam *v.* • a hoinări, a rătăci • бродить, ходить
roar *v.* • a rage, a găscni • рычать, реветь
robber *n.* • tâlhar • разбойник
romance *n.* • aventură amoroasă • роман, любовные отношения
rough *adj.* • dur • грубый
rubbish *n.* • gunoi • мусор
rule *v.* • a conduce, a cârmui • править, господствовать

rumor *n.* • zvon, rumoare • слух; молва
run the games *v.* • a juca • играть
Sail *v.* • a naviga • идти под парусами
sales representative *n.* • agent de vânzări • торговый представитель
salute *n.* • salut, salutare, (mil.) salut • приветствие; салют
sanctuary *n.* • rezervație naturală • заповедник
sari *n.* • sari • сари
scale *n.* • scară • масштаб, шкала
scary *adj.* • înfiorător • жуткий
scatter *v.* • a răspîndi, a împrăști, a risipi • разбрасывать, рассыпать, раскидывать
scenic *adj.* • pitoresc; teatral • живописный; театральный
sceptre *n.* • sceptru • скипетр
schedule *n.* • orar, agenda, grafic • расписание, график
scholar *n.* • învățat, savant, cercetător • ученный в области филологии
scold *v.* • a mostra • браниться
scratching post • stîlp de zgîriat (pentru pisici) • когтеточка (столбик)
seahorse *n.* • cal-de-mare • морской конек
seascape *n.* • peisaj marin • морской пейзаж
security guard *n.* • agent de securitate • охранник
seek *v.* • a căuta • искать
self-confidence *n.* • încredere în sine • (само)уверенность, уверенность в себе
self-improvement *n.* • auto-perfecționare • самосовершенствование
self-respect *n.* • respect de sine • чувство собственного достоинства
self-worth *n.* • auto-apreciere • самооценка
sensible *adj.* • (aici) echilibrat, practic, rațional • сбалансированный, разумный
sensitive *adj.* • sensibil • чувствительный
series *n.* • serie, șir, rînd • серия; ряд; цикл
setting *n.* • așezare, cadru, mediu; decor; montare (a unei piese) • окружение, окружающая обстановка; художественное оформление; постановка
shark *n.* • rechin • акула
shawl *n.* • șal • шаль
shield *n.* • scut • щит
shore *n.* • țărm • берег
shoulder-length • pînă la umăr (despre păr) • длиной до плеч (о волосах)
shriek *n.* • strigăt, țipăt • визг,

пронзительный крик
shrug *v.* • a ridica (din umeri) • пожимание плечами
sigh *n.* • suspin • вздох
sightseeing *n.* • vizita turistică • осмотр достопримечательностей
silly *adj.* • prostuț, neghiob • дурачок; глупый
sitting *n.* • ședință, întrunire; ședință foto • заседание, собрание; сеанс (позирования)
sketch *n.* • schiță, desen • эскиз, набросок
slate *n.* • tăbliță • грифельная доска
sleeping-bag *n.* • sac de dormit • спальный мешок
slip *v.* • a aluneca • скользить
slot *n.* • scărpatură, deschizătură • щель, прорезь
slum *n.* • cartier sărac • трущобы
smart *adj.* • deștept, isteț • умный, находчивый
snake *n.* • șarpe • змея
snorkelling *n.* • scufundare cu tub de respirat (la mică adâncime) • плавание, ныряние с маской и трубкой
solitude *n.* • singurătate • одиночество
sobriety *n.* • sobrietate • трезвость
sophisticated *adj.* • sofisticat • сложный
sophomore *n.* • student în anul doi • второкурсник
sovereign *adj.* • suprem, suveran • верховный, высший, суверенный
sparkling *adj.* • scinteietor • сверкающий
species *n.* • specie (de plante, de animale) • вид, разновидность
spectacular *adj.* • spectaculos • захватывающий
spell *n.* • vrajă • колдовство
spot *n.* • punct • пятнышко
staff *n.* • personal, cadre • сотрудники
stand (for) *v.* • a simboliza • означать, символизировать
start *v.* • a tresări, a începe • вздрагивать, начало
state *v.* • a afirma, a declara • утверждать, высказывать
stellar *adj.* • stelar, astral • звездный
still life *n.* • natură moartă • натюрморт
store *n.* • aici: volum • здесь: объем (воды)
strength *n.* • putere • сила
stretch *v.* • a se extinde, a întinde, a lungi • простираться, протягиваться
strive *v.* • a se strădui; a tinde; a (se) lupta • стараться, прилагать усилия; стремиться; бороться
stubborn *adj.* • încăpățânat • упрямый
stuff *n.* • material, substanță; lucruri • материал, вещество; вещи

stunning *adj.* • uluitor, amețitor • ошеломляющий
submerge *v.* • a se scufunda • погружаться под воду
subtle *adj.* • subtil, delicat • тонкий; неувидимый
succeed *v.* • a reuși • достигнуть цели, преуспевать
suffice *v.* • a fi suficient • хватать
suggest *v.* • a sugera, a propune • предлагать
sulkily *adv.* • îmbufnat, ursuz • мрачно, угрюмо
sunbathe *v.* • a se bronza (la soare) • загорать
sundress *n.* • rochie de plajă, sarafan • сарафан
surgeon *n.* • chirurg • хирург
surgery *n.* • chirurgie • хирургия
survey *n.* • sondaj; studiu; examinare • опрос; исследование; обозрение, осмотр
survival *n.* • supraviețuire • выживание
swan *n.* • lebedă • лебедь
swift-footed *adj.* • iute de picior • скорый, быстрый
Target *n.* • țintă • цель
tent *n.* • cort • палатка
terrified *adj.* • îngrozit • до смерти перепуганный
therapist *n.* • terapeut • терапевт
thigh *n.* • coapsă • бедро
ticket *n.* • bilet • билет
ties *n.* • legături (de sânge, prietenie, etc.) • узы, связи
tiny *adj.* • minuscul • крошечный
torch *n.* • torță, făclie • факел

torture *n.* • tortură • пытка
touch *v.* • a atinge • касаться; трогать
tough *adj.* • dur • жесткий
trainee *n.* • cursant • стажер
trainer *n.* • antrenor; instructor • тренер; инструктор
trainers *n. pl.* • pantofi de sport, adidași • кроссовки
trait *n.* • trăsătură, particularitate • характерная черта
transpire *v.* • a se întâmpla; a se evaporă • случаться, бывать; становиться (известным); испаряться
treat *v.* • a trata • обращаться; обходиться; относиться
trickery *adj.* • șiretlic • обман
trust *n.* • încredere • доверие
tunic *n.* • tunică • туника
turned-up *adj.* • cîrn • курносый
tweed *n.* • tweed, stofă de lînă • англезеască, țesută cu mîna • твид
twilight *n.* • amurg • сумерки, полумрак
Ultimately *adv.* • în cele din urmă, în fine • в конечном счёте, в конце концов
unlike *prep.* • spre deosebire de • в отличие от
unmanned *adj.* • fără pilot, autoghidat • беспилотный; управляемый автоматически
unprecedented *adj.* • fără precedent, nemaipomenit • беспрецедентный, беспремерный
urgently *adv.* • urgent • срочно
Valley *n.* • vale • долина, лощина
value *n.* • valoare • ценность
vapour *n.* • vapor • пар

versus *prep.* • contra, împotriva • в сравнении с, против
Wand *n.* • baghetă • палочка
wanderlust *n.* • plăcere de a călători • удовольствие путешествовать
warm *n.* • cald • теплый
watercolour *n.* • acuarelă • акварель
waterproof *adj.* • rezistent la apă • водонепроницаемый
wavy *adj.* • ondulat, creț • волнистый, вьющийся
wax *n.* • ceară • воск
weave-loom *n.* • război de țesut • ткацкий станок
werewolf *n.* • vîrcolac • оборотень
whale *n.* • balenă • кит
whereas *conj.* • întrucât; în timp ce • тогда как
while *conj.* • în timp ce, pe cînd • в то время как
white-water rafting *n.* • plutărit • сплав на плоту по горной реке
wig *n.* • perucă • парик
wildlife *n.* • lumea animală • животный мир
wisdom *n.* • înțelepciune • мудрость
wise *adj.* • înțelept • мудрый
witchcraft *n.* • vrăjitorie, farmec • колдовство
workshop *n.* • atelier; seminar • мастерская; семинар
worn-out *adj.* • uzat • изношенный
worry *n.* • îngrijorare; neliniște • волнение; беспокойство
Yelp *n.* • schelălăit, scheunat; lătrat • визг; лай

English for Life



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