



MINISTERUL EDUCAȚIEI, CULTURII ȘI CERCETĂRII

Viorica CONDRAT Viorica CEBOTAROȘ

English

LEVEL

A^{2.3}





MINISTERUL EDUCAȚIEI, CULTURII ȘI CERCETĂRII

Viorica CONDRAT Viorica CEBOTAROŞ

English

LEVEL A^{2.3}

Acest manual este proprietatea Ministerului Educației, Culturii și Cercetării al Republicii Moldova.

Manualul școlar a fost elaborat în conformitate cu prevederile curriculumului la disciplină, aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 906 din 17 iulie 2019. Manualul a fost aprobat prin Ordinul Ministrului Educației, Culturii și Cercetării nr. 1343 din 03.12.2020, ca urmare a evaluării calității metodico-științifice.

Denumirea instituției de învățământ _____

Acest manual a fost folosit:

Anul de folosire	Numele, prenumele elevului	Anul de studii	Aspectul manualului	
			la primire	la returnare
1				
2				
3				
4				
5				

- Dirigintele clasei verifică dacă numele, prenumele elevului sunt scrise corect.
- Elevii nu vor face niciun fel de însemnări în manual.
- Aspectul manualului (la primire și la returnare) se va aprecia cu unul dintre următorii termeni: *nou, bun, satisfăcător, nesatisfăcător.*

Comisia de evaluare:

Svetlana Lungu, profesoară, grad didactic superior, IPLT „Mihai Eminescu”, Chișinău – coordonator
Ana Dolganiuc, profesoară, grad didactic unu, IPLT „Mihail Kogălniceanu”, Chișinău
Aliona Guțul, profesoară, grad didactic unu, IPLT „Spiru Haret”, Chișinău
Corina Ceban, profesoară, grad didactic superior, IPLT „Vasile Alecsandri”, Bălți
Djulieta Negru, profesoară, grad didactic unu, IPLT „George Coșbuc”, Bălți

Toate drepturile asupra acestei ediții aparțin Editurii *Prut Internațional*.

Reproducerea integrală sau parțială a textului sau a ilustrațiilor din acest manual este posibilă numai cu acordul scris al editurii.

Copertă: *Sergiu Stanciu*

Machetare computerizată: *Zoe Ciumac*

Imagini: *Shutterstock.com*

© Editura *Prut Internațional*, 2020

© Viorica Condrat, Viorica Cebotaroș, 2020

Editura *Prut Internațional*, str. Alba Iulia, nr. 23, bl. 1A, Chișinău, MD-2051

Tel.: (+373 22) 75 18 74; (+373 22) 74 93 18

www.edituraprut.md; e-mail: office@prut.ro

Descrierea CIP a Camerei Naționale a Cărții

Condrat, Viorica.

English: Level A 2.3: Form 7 / Viorica Condrat, Viorica Cebotaroș; Ministerul Educației, Culturii și Cercetării. – [Chișinău]: Prut Internațional (pe cop. Ed. „Prut”), 2020 (Combinatul Poligrafic). – 144 p. : il., tab. Comanda nr. 20796.

ISBN 978-9975-54-521-1

811.111(075.3)

C 64

CONTENTS

UNIT 1				
	Grammar	Vocabulary	Speaking	Page
1. BACK TO SCHOOL	Past simple	Summer holiday activities	Talking about summer holidays	6
2. BEING IN TIME	Should	Adjectives to describe feelings	Talking about feelings. Describing an unusual job. Giving advice and responding to advice	9
3. CULTURE FILE	Numerals	Dates, years, prices	Talking about the school year in the USA, the UK and Moldova. Making suggestions and responding to them	12
4. FORMS OF LEARNING	Present simple and present continuous	School activities	Talking about online learning and face-to-face learning	15
5. NATURE AND ADVENTURE	Present perfect and past simple	Adjectives to describe places	Talking about travelling	18

UNIT 2				
	Grammar	Vocabulary	Speaking	Page
1. WELLNESS	Abstract and concrete uncountable nouns. Subject-verb agreement	Nouns formed by adding suffixes	Talking about healthy lifestyle. Expressing agreement and disagreement	22
2. WELLNESS MONTH	Must	Habits of an unhealthy lifestyle	Talking about habits of an unhealthy lifestyle. Expressing opinion	25
3. PLAY LIKE A CHAMPION TODAY	Word order in questions	Sports	Interviewing people about their sport activities	28
4. LIFE IS A SPORT	Tag questions	Nouns formed by adding suffixes	Talking about heroes	31
5. THE SPIRIT OF SPORTSMANSHIP	Past perfect	Sport-related vocabulary	Talking about losing in sport	34
6. A SUCCESS STORY	Past perfect	Healthy lifestyle vocabulary	Speaking about the benefits of having a healthy lifestyle.	37

UNIT 3				
	Grammar	Vocabulary	Speaking	Page
1. BEST FRIENDS FOREVER	Reported speech	Adjectives to describe personality	Talking about friends and friendship	41
2. FAMILY TRADITIONS	Reported speech	Free time activities	Talking about family traditions	44
3. SLEEPOVERS	Past simple and past continuous	Free time activities	Talking about traditions with friends	47
4. THE GOLDEN TRIO	Reported speech	Christmas party vocabulary	Talking about Christmas parties	50
5. A CHRISTMAS CAROL	Word order in questions	Traditional Christmas dishes	Talking about Christmas traditions in the UK and in Moldova	53

UNIT 4				
	Grammar	Vocabulary	Speaking	Page
1. COMMUNICATION MATTERS	Conditional 1	<i>Do or make?</i> Formal and informal expressions	Tips for a successful conversation	57
2. CONNECTING PEOPLE	Conditional 2	Collocations	Talking about the role of technology in people's life. Giving advice with <i>If I were you ...</i>	60
3. CAPITAL CITIES	Prepositions of direction and destination	Negative prefixes	Talking about places of interest in capital cities	63
4. I HAVE A DREAM	Had to	Synonyms	Talking about dreams. Talking about the Black History Month	66
5. NETIQUETTE	<i>Some and any</i>	Online communication vocabulary	Talking about rules of online communication	69

UNIT 5				
	Grammar	Vocabulary	Speaking	Page
1. EQUAL BUT DIFFERENT	Conditional 2	Adjective + preposition combinations	Talking about gender equality	73
2. INCLUSION FOR ALL	Could	Collocations. Synonyms	Talking about inclusion	76
3. WHAT IF...	Reported speech in the past	Synonyms. Antonyms	Staging a fairy tale	79
4. A STRAIGHT-A STUDENT	Reported speech in the past	Collocations with <i>get</i> Collocations with <i>test</i>	Talking about the grading system in the USA and in Moldova	82
5. LET'S AGREE TO DISAGREE	Reported speech in the past	Music styles, musical instruments	Talking about musical preferences. A music questionnaire	85
6. THE ART OF SMALL STEPS	Conditional 2	Collocations	Talking about success and how to achieve it. Making a book presentation	88

UNIT 6				
	Grammar	Vocabulary	Speaking	Page
1. CLIMATE CHANGE	Interrogative adjectives <i>whose, which</i>	Weather	Talking about climate change. Talking about protecting nature	92
2. THE HOME OF MY DREAMS	Reported speech	House-related vocabulary	Talking about the difference between <i>home</i> and <i>house</i> . Talking about the home of my dreams	95
3. THE POWER OF A DIARY	Relative pronouns	Collocations with <i>time</i>	Talking about keeping a diary	98
4. CINEMA GOING	Subject-verb agreement with plural invariable nouns	Types of films	Talking about films. Talking about rules of behaviour at the cinema	101
5. MY SUMMER PLANS	<i>The</i> with geographical names	Summer activities	Talking about summer plans	104

Vocabulary Building	108
Transcripts	123
Vocabulary	136
Irregular verbs	142

Speaking and Reading

1. Match the questions and answers.

- How was your summer?
- Did you like your summer vacation?
- Where did you go?
- What place did you visit?
- Are you happy to be back to school?

Yes, I did
Soroca Fortress.
Yes, I am.
It was great!
I went to the seaside.



4. Read the text and say what the children missed doing.

On September 1, Moldovan children start school. They enter their classrooms with happy smiles and interested eyes. They usually make a lot of noise as they want to share their summer adventures. Some went to the seaside and swam with dolphins. Others climbed mountains and fished in rivers. Some travelled the country and visited some beautiful places in Moldova. There are kids who went to summer camps and made new friends. Even those who stayed at home have so much to tell their classmates about their summer activities.

They all loved their summer vacation, but they also missed school. They missed chatting to their classmates. They missed working in groups on projects. They missed learning new things. They missed listening to their teacher. And some even missed doing homework.

Now they are ready for a new start. They understand that the first day of September is the perfect time to set goals. They know they have to work a lot during the school year. They are not afraid of problems. They also know that many hands make light work. What is even more important, they enjoy learning. So they know that learning is fun!

Vocabulary

5. Which words go together? Match the parts to form word combinations.

Climb
Go
Make
Set
Share
Travel

the country
goals
adventures
- mountains
to the seaside
friends



6. Fill in the blanks with a verb from the following list. There are more verbs than necessary.

Ana: Did you miss school?

Vlad: Yes, a lot. I missed _____ new things. And I missed _____ to our classmates. And you?

Ana: Me too. I missed _____ in groups. And I also missed _____ to our teacher.

Vlad: You won't believe me, but I also missed _____ homework!

Ana: Oh, no! It can't be true!

working
learning
doing

listening
chatting
making



Pronunciation: -ed endings

7. Listen and repeat.

/d/	/t/	/ɪd/
called, opened, played	stopped, finished, liked	wanted, ended, waited

8. In the text, find the regular verbs that are used in the past simple. Arrange them in the correct column, according to the pronunciation of -ed. Read the verbs.

/d/	/t/	/ɪd/
climbed		

9. Look at the verbs in the list. Which of them belong to column 3 from Exercise 8? Listen and check.

liked	started	called
downloaded	played	listened
worked	ended	stopped
danced	finished	waited
watched	wanted	cooked
chatted	jumped	opened
talked	repeated	needed

Grammar: Past Simple

Language Facts

like → liked
play → played

study → studied
travel → travelled

stop → stopped
chat → chatted



10. In pairs, complete the chart.

Present simple

They visit a new place every summer.
I love my summer vacation.
They chat to their friends every day.
We study a lot during the school year.
They stay at home in summer.
She goes to summer camps.
He makes new friends.

Past simple

They _____ a new place last summer.
I _____ my summer vacation.
They _____ to their friends yesterday.
We _____ a lot last year.
They _____ at home last summer.
She _____ to a summer camp last June.
They _____ new friends at the camp.

11. Dan and Sanda share their summer adventures. Write the verbs in brackets in the past simple. Then listen to check your answers.

Sanda: Hello, Dan! Good to see you.

Dan: Hi, Sanda! Glad to see you too.

How _____ (be) your summer vacation?

Sanda: It _____ (be) great! I _____ (visit) so many places! But most of all I _____ (enjoy) the summer camp.

Dan: Where _____ (be) the summer camp?

Sanda: In Vadul-lui-Vodă, in the heart of Moldova.

Dan: Really? I _____ (be) there last year. It's a great place. _____ (you / make) a lot of friends at the camp?

Sanda: Oh yes. Very nice people. We _____ (have) a great time together.

Dan: What _____ (you / do)?

Sanda: We _____ (swim) in the swimming pool, _____ (play) games, and _____ (take) part in different competitions. We also _____ (learn) new things. I'd like to go there again next year. And you? What _____ (you / do) in summer?

Dan: I _____ (travel) to different places in Moldova. I _____ (go) to Soroca Fortress, to Orheiul-Vechi and I also _____ (visit) some monasteries. I _____ (like) all the places that I _____ (see).

Sanda: _____ (you / go) to Capriana?

Dan: No, I _____. But it is on my list for next summer. Oh, here is our bus! Let's go!



Listening and Speaking

12. Listen to Nicu and Elena talking about their summer vacation. Complete the table. Say who had a more interesting vacation. Why do you think so?

	Where?	When?	With whom?	How?
Nicu
Elena

13. a) Look at **Your summer vacation** below. What are the questions? Add other words if necessary.

E.g. Where/go?

Where did you go in summer?

Useful language for showing interest

- + Really? Wow! Great! Fantastic!
- Oh no! How awful!

Your summer vacation

- | | |
|------------------|----------------------------------|
| 1. Where/go? | 5. / enjoy your summer vacation? |
| 2. When/go? | 6. What/miss doing? |
| 3. With whom/go? | 4. How/travel? |

- b) Work in pairs. Ask your classmate about his/her summer vacation. Show interest in what he/she says and ask for more information. Then exchange roles.

Writing

14. Write to your friend about your summer vacation. Consult the **Vocabulary Building** section, pp. 108, 111, 116, 117, 118, 119.

Vocabulary and Speaking

1. Match a Facebook reaction with a feeling.

annoyed	happy	sad	excited	worried
angry	fantastic	unhappy		
shocked	loving	good	terrific	
			surprised	
			fine	terrible



Vocabulary Building,
p.111

2. In pairs, complete the table. Discuss with your partner what makes people experience these feelings.

EMOTIONS	Positive						
	Negative	unhappy					

3. Stand up and move around the class. Interview your classmates. Ask the questions **Did you feel...? When did you feel like this? Why did you feel like this?** Report the findings to the class.

Find someone who felt:

- ✓ worried
- ✓ terrific
- ✓ fantastic
- ✓ surprised
- ✓ annoyed
- ✓ excited



4. In English they say **Where there's a will, there's a way**. In groups of four, brainstorm what the proverb means. Do you agree or disagree with the proverb? Why?

Reading



5. a) If you have a problem, do you discuss it with a friend or with a member of your family? Why?

- b) Read the text and see what Ilie does when he has a problem. What does he think about his mother's advice?

My mother is a fantastic woman. She always helps people when they have problems. Probably this is because of her job. She is a life coach. She helps people understand and find solutions to their problems. She also helps everyone in the family.

At the beginning of the fall semester, I felt worried. I wanted to do everything in time and I was afraid. My mum gave me useful advice. She told me I should make good use of my time when I set my goals. So I made a plan. All my school activities had a time limit. Mum told me I should find time for my family and friends in my plan. I should think about everything carefully. She said I should not worry. I should be ready to make changes to my plan.

I can say that this plan helps me a lot. I really do everything in time. I also have time for my family and friends. I now believe that where there's a will there's a way.

Vocabulary

6. Find in the text opposites for:

never _____
end _____
nothing _____
useless _____
lose _____
problems _____
calm _____
terrible _____

7. Complete the phrases with the right verb. Which phrases refer to mother? Which phrases refer to the son?



_____ a plan
_____ advice
_____ goals
_____ solutions
_____ worried
_____ good use
of one's time



Pronunciation: u → /ʌ/



8. Listen, repeat, transcribe and translate.

mum, cup, fun, cut, but, nut, butter, peanut, uncle,
under, ugly, unable, umbrella



Grammar: should

9. Complete the sentences with **should** or **shouldn't** to give advice to your classmate.

1. You _____ worry about that.
2. You _____ do sport every day.
3. You _____ go to bed late.
4. You _____ plan your activities.
5. You _____ eat more vegetables.

10. Complete the sentences with **should** or **shouldn't** and a verb from the list.

1. You _____ people in need.
2. He _____ about it. Everything will be fine.
3. They _____ goals if they want to be successful.
4. You _____ afraid of problems.
5. You _____ time for your friends.

make
help
be
set

follow
find
be
worry

6. They _____ ready to make changes to their plan.
 7. You _____ noise during the lesson.
 8. If you have a plan, you _____ it.



Listening and Speaking

- 11.** Listen to the conversation between Ilie and his mother. Write down what Ilie should do to follow his mother's advice. Add two more pieces of advice. Compare your advice to that of your desk mate.

Language Facts



Giving advice

I think you should ...

I don't think you should ...

Responding to advice

That's a good idea.

- 12.** Work in pairs. Listen to your classmate's problems and give advice. Add three more problems and ask your friend for advice.



1. My friend's birthday is tomorrow. I don't know what present to buy for her / him.
 2. My laptop isn't working well – it's very slow.
 3. I can't wake up early in the morning. 5. _____

13. Ilie says that his mother is a life coach. Look at the word cloud and write a list of activities a life coach usually does. Do you think such a job is necessary? Why? / Why not? Report your ideas to the class.



Project work

- 14.** Make your own plan. Ask your parents, friends and teachers for advice. What should you do to be always in time with the planned activities? What should you do to make good use of your time? Follow your plan and write down your progress. Make the necessary changes. At the end of the semester, report the results of your project.



Speaking and Reading

- Rodica Spînu is from Moldova. She is 13. She wants to go to an international summer camp next summer. She must fill in the application form. Help her fill it in.



Name, Surname	<input type="text"/>
Country of residence	<input type="text"/>
Email	<input type="text" value="rodicaspinu@gmail.com"/>
Age	<input type="text"/>
Grade	<input type="text"/>

rodicaspinu@gmail.com

at dot

- What do you think? What answer will a student aged 13 from the USA give next to Grade? What about a student from the UK?
- Ann went to an international summer camp in Belgium. There she met Ben and Sarah. Ben is from the USA and Sarah is from the UK. They talked about the start of the school year, their grades, and vacations. Listen to their dialogue and say what the differences are.



Ben: So, you've told us that you are 13. That means that you're in the 8th grade. Right?
 Ana: No. I'm in the 7th grade. In Moldova children who are 13 are usually in the 7th grade. And you, Sarah? Are you in the 7th or 8th grade?
 Sarah: Actually, I'm in Year 9. In England kids in Year 9 are aged between 13 and 14. It is usually the third year of secondary school.
 Ana: My grade is the third year of the gymnasium level. The gymnasium level starts with the fifth grade and ends with the ninth grade. Then from the 10th grade there is the lyceum level. How about you, Ben? Are you in secondary school?

Ben: Oh, no. Actually, I'm in the last year of middle school. In the USA the middle school includes the 6th, the 7th, and the 8th grades. Then there's high school.

Ana: Wow! It's so interesting!

Sarah: It is. Do we all start school in September?

Ana: At the beginning of September in Moldova. And we study two semesters.

Ben: Just like in the States. There is the fall semester from September to December, and there is the spring semester from January to May.

Sarah: We study three terms in England. The first one is from September to the middle of December. The second is from January to the end of March. The third is from April to the 22nd or 23rd of July.

Ana: Ben, I think we have the longest summer break.

Sarah: You know what? Let's draw a diagram to show the similarities and the differences in our countries.

Ben: What a great idea! Then we can show it to the rest of the group.

Language Facts

American English	British English
fall	autumn
vacation	holiday
	break

4. Draw the diagram Ben, Sarah and Ana were talking about. Present it to the class.

Pronunciation: u → /ju:/



5. Listen, repeat, transcribe and translate.

university	uniform	community
unit	union	future
unique	education	during
huge		



Vocabulary

6. Look at Sarah's part of the diary describing the conversation she had with Ben and Ana. Write the missing words. Use one word only in each space.

I had a great morning today. I _____ two new friends, Ben and Ana. Ben is _____ and Ana is Moldovan. We talked about the _____ of the school year, our grades, and _____. It looks like Ana and Ben have longer summer _____. I'm not complaining. I have more breaks during the _____ year. I had no idea there are so many _____. Actually, we worked together on a small project. We drew a _____ showing how _____ our school systems are. We had so much _____.
BTW, I still think it's strange to call autumn _____.

Language Facts



BTW – abbreviation for *By the way*, used in emails, or informal writing.

7. Fill in prepositions.

____ Moldova children aged ____ 7 and 10 go to primary school. After that they go ____ the gymnasium. The gymnasium level starts ____ the 5th grade and ends ____ the ninth grade. ____ the 10th grade there is the lyceum level. The school year starts ____ the beginning ____ September and finishes ____ the end ____ May. The autumn semester is ____ September ____ December. The spring semester is ____ January ____ May.

Grammar and Listening



Vocabulary Building,
p.115

	We write	We say
Dates	14 th September	The 14 th of September
	20/11	The 20 th of November
Years	1908	Nineteen oh eight
	1995	Nineteen ninety-five
	2005	Two thousand and five
	2010	Twenty ten
Prices	£7.50	Seven pounds fifty
	€20.25	Twenty euros twenty-five
	\$10.45	Ten dollars and forty-five cents
Phone numbers	0231569089	Oh//two-three-one//five-six-nine//oh-eight-nine
	068155713	Oh//six-eight-one//double five//seven-one-three

8. Listen to three dialogues. How much is it? Circle the right price.

1. Pen: \$1.15 / \$1.50
2. Book: €13.99 / €14.19
3. Train ticket: £16.20 / £60.20



9. Listen to some of the most significant events in the British history. Write down the years.

1. Queen Victoria came to the throne in _____.
2. The Norman Conquest took place in _____.
3. The Great Fire of London happened in _____.
4. William Shakespeare was born in _____.
5. The War of the Roses began in _____.
6. Tim Berners-Lee invented the World Wide Web in _____.

10. Look at the pictures and make up sentences according to the model.

E.g. The Independence Day in Moldova is on the 27th of August.



25/12



14/02



04/07



17/03

Speaking

11. In pairs, exchange telephone numbers.

12. Read the conversation below and look at the new words and phrases written in bold. In pairs, make up your own dialogues. Practise the dialogues and exchange roles.



- Ion:* I like playing video games after school. **How about you,**
Doina: **Actually**, I love playing video games too.
- Ion:* **Let's** play Counterstrike together.
- Doina:* **What a great idea!**
- Emil:* Well, I love riding my bike after school. **And you,** Laura?
- Laura:* **Me too.** I love it.
- Emil:* **How about riding** together today after school?
- Laura:* **Sorry I can't!** I have to go to the piano lessons instead.

Making a suggestion

How about going to the cinema?

Let's draw a picture together.

Writing

13. Imagine you are Ben. Write a text message to your parents telling them about your new foreign friends (Ana and Sarah) from the summer camp.



Speaking and Reading

1. Get in groups of four. Look at the pictures below. Discuss what they represent. Decide which one refers to traditional learning and which one refers to online learning. Write two statements for each picture describing what each form of learning involves. Report your ideas to the rest of the class.



Vocabulary Building,
p.108



Language Facts

Online learning is also called **e-learning** and it means that students learn at home using computers and courses provided on the Internet.

2. There are people who prefer online learning to face-to-face learning. How about you? What do you prefer? Read the text in which David and Maria share their preferences. Do you agree with David or Maria? Why?

David is 13. He is a student from Canada. Maria is also 13. She is a student from Moldova. They enjoy learning. Maria goes to school every day. David studies in front of a computer. This is what they say about their studies.

David: I like studying at home in front of my computer. I think online learning is the best. I can make good use of my time. I can also make my own study plan. I start my class at 9 o'clock. I learn the lesson and do exercises. I do everything in time according to my plan. The teacher explains the lesson with the help of web services and Apps. I think that such lessons are more interesting and useful for me. Sometimes, I miss talking to my classmates.



Maria: I think my classroom is better than the online classroom. I can talk to my friends and teachers. I like working in groups with my classmates during the lesson. I think I understand the lesson better when we work together. The teacher is always there to help us when we need it. Such classrooms may be noisy, but I don't mind. We work together and we learn something new. I like that we are friendly and polite. I think this doesn't happen in online learning.

3. Work in pairs. Based on the information from the text, compare online learning to face-to-face learning. Point out the advantages and disadvantages.

FORM	ADVANTAGES	DISADVANTAGES
Online learning		
Face-to-face learning		



4. In pairs, discuss these questions:

- What does David like about online learning?
- What does Maria like about face-to-face learning?
- What do you like about these two types of learning?
- What things do you dislike about these two types of learning?

Pronunciation → /z/ /s/ /iz/



5. How do you say the **he/she/it** form of these verbs? Listen and check.

choose	teach	relax
understand	miss	stay
text	use	do
study	talk	go

Vocabulary

6. David prefers online learning to face-to-face learning. What do you prefer? Make up sentences about yourself according to this pattern.

- the school classroom / the online classroom
- group work / individual work
- working on projects / doing exercises
- e-books / printed books
- watching films / reading books

Language Facts

Prefer something **to** something

*prefer online learning
to face-to-face learning*



7. Work in pairs. Tell your classmate what you prefer and why. Use the information from Exercise 6.

8. This is a typical school day in David's life. Write the verbs in the correct form.

David _____ (get up/usually) at 7 o'clock. He _____ (do/always) his morning exercises. Then he _____ (have) breakfast. David _____ (not go) to school for his classes. He _____ (study) online. He _____ (try) to make good use of his time. At 8:45 he _____ (turn on) his computer and _____ (be) ready to start the lesson. He _____



(be / never) late for school. The teacher _____ (explain) the lesson with the help of web services and Apps. David _____ (find) it very interesting and useful. He _____ (enjoy) online learning, but there is one thing he really _____ (miss). Can you guess what?

Grammar: Present simple and present continuous

9. Choose the correct form of the verb.

1. A: What do you write / are you writing?
B: I do / am doing my homework.
2. A: Hello. Is Nina at home?
B: No, she is playing / plays tennis with her friend.
3. A: Do you like / Are you liking online classes?
B: They are not bad, but I prefer our usual classes.
4. A: Don't make noise. I write / am writing an essay.
B: Sorry.
5. A: Is Victor watching / Does Victor watch the news?
B: No, he is watching / watches a football match.

10. Use the verbs in the present simple or present continuous.

1. David often _____ his friends. He _____ Maria now. (text, text)
2. _____ Cristina _____ the new English words now? No, she _____. She _____ an email. (write, write)
3. Nicu _____ computer games in the evening. At the moment he _____ Dota2. (play, play)
4. Ana _____ the online classroom. (not like)
5. Maria _____ an English poem every week. She _____ the poem 'I have a dream' now. (learn, learn)
6. Loredana _____ on a project now. She often _____ on projects with her classmates. (work, work)
7. I _____ this singer. _____ you _____ her? (not know, know)
8. Matei _____ now. He _____ for information for his project. (not play, search)
9. Vera always _____ with her friends in the evenings. She _____ with Anastasia now. (chat, chat)
10. What time _____ she _____ classes every day? (finish)

11. Look at the pictures and describe what the people are doing.



Listening

12. Watch the YouTube video and say what kind of game the participants are playing. Who wins the competition? What have you learned from the video?

<https://www.youtube.com/watch?v=OsW5sV3GMDM>



Writing

13. Write to your friend about a typical school day in your life.

Pronunciation: mb → /m/



1. Listen, repeat, transcribe and translate.

bomb, limb, lamb,
thumb, numb, comb,
dumb, climb



Grammar: Present perfect and past simple

2. Choose the correct form.

1. Have you ever visited / Did you ever visit the British Museum?
2. I have seen / saw her yesterday.
3. I have talked / talked to her 10 minutes ago.
4. When have you met / did you meet him?
5. He has already done / already did his homework.

Language Facts



- Use the present perfect to ask about or tell somebody about a past action for the first time.
E.g. *Have you been to Iași?*
- Use the past simple to ask/talk about specific past details.
E.g. *When did you go there?*

3. Put the verbs in brackets in the present perfect or past simple.

Sergiu: _____ (you, ever, be) to Spain?

Ana: Yes, I _____ (go) there with my parents last summer. We _____ (visit) my aunt.

Sergiu: Wow! How _____ (you, travel)?

Ana: We _____ (go) there by plane. It _____ (be) my first journey by plane.

Sergiu: _____ (you, like) it?

Ana: Yes, a lot! How about you? _____ (you, ever, travel) by plane?

Sergiu: Yes, I _____ (go) to Italy two years ago. I _____ (be) a little afraid at the beginning, but then everything _____ (be) fine.

Ana: I know what you mean.

Speaking and Reading

4. Stand up and move around the class. Ask your classmates the questions **Have you ever visited ...? When did you go to ...? What did you like there?** to learn about their adventures in nature. Report the findings to the class.

Find someone who has visited:

- Naslavcea
- Soroca Fortress
- Pădurea Domnească Nature Reserve
- Monastery Capriana
- Orheiul-Vechi
- Castel Mimi



East or West, home is best!

- 5.** Read the text and say what place Mihai and his family visited. Say if they agree with the proverb **East or West, home is best**. Justify your answer.

Last Saturday my family and I had a great adventure. During the week we worked a lot and we wanted to have a rest. We decided to go to the Little Switzerland of Moldova. This is what people call the lovely cliffs near Fetești, Edineț. So we travelled to the north of the country. We were excited about the trip. The weather was warm. It was the perfect day for a trip. When we got there, we couldn't believe our eyes. We saw beautiful high cliffs. They were as white as snow. We wanted to climb them immediately. We were careful where we went. When we got to the top of the cliff, we saw a wonderful view. We took a lot of pictures. Unfortunately, there was no Internet, so I could not share the best pictures on my Instagram. I wanted my friends to see this beautiful place. I did it later on my way home. In the car we talked about the place. We agreed that we had fun. We were actually sorry to leave the place. Moldovans are lucky to have such a wonderful place in their country!

Vocabulary

- 6.** Find in the text words that mean the same.

right away	- _____	break - _____
fortunate	- _____	lovely - _____
excellent	- _____	happy - _____
have the same opinion	- _____	photos - _____
state	- _____	rocks - _____



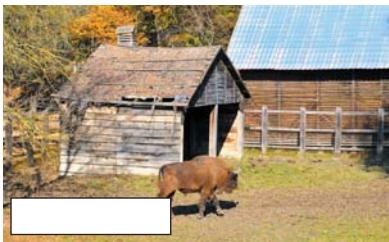
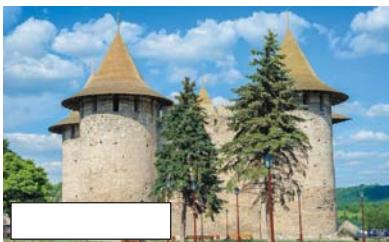
- 7.** Consider the following adjectives: **ancient, great, positive, beautiful, hard-working, excited, patient, warm, perfect, honest, careful, wonderful, generous, lucky, gorgeous, as white as snow, clever, tall, calm, high**. Which adjectives are often used to describe a place, a person, both? Arrange them in the correct column.

You may need to use a dictionary.



PLACE	PERSON	BOTH
ancient, ...	positive, ...	great, ...

- 8.** In pairs, name the places and describe one of the places using the adjectives from Exercise 7.



9. Look at the map of Moldova and complete the sentences.

E.g. Soroca is in the north-east.

1. Tiraspol is _____
2. Cahul is _____
3. Soroca is _____
4. Chișinău is _____
5. Edineț is _____



Writing

Language Facts

of or 's

When we are talking about organizations, countries and places, we can usually use either **of** or a possessive '**s**:

*The streets **of** London/London's streets*

10. Rewrite the sentences using the apostrophe.

E.g. The future of Moldova is bright.
Moldova's future is bright.

1. The colloseum of Rome is amazing.
2. The forests of Europe are in danger.
3. The glass bridge of China is scary.
4. The thistle is the emblem of Scotland.
5. Ottawa is the capital of Canada.

11. Make up sentences with the following phrases. Use the Internet if you need it.

Brazil's official language
Australia's capital city

India's population
America's longest war

Canada's national sport
European Union's purpose

Listening

12. One of the best ways to see the countryside is to ride a bicycle. It can be fun and exciting, but it is also dangerous. Listen to Cătălin and Cezara talking about their cycling experience. Follow their intonation. What happens to their voice when they express a positive opinion?

13. Listen to the dialogue again. Say whether the following statements are **True** or **False**.

1. Cezara and Cătălin rode the bicycle from the top to the foot of the dangerous hill. **T / F**
2. Cătălin suggests riding on the country road. **T / F**
3. Cezara loved the lavender field. **T / F**
4. Cătălin's mother keeps lavender in the house. **T / F**
5. Cătălin plans to buy a house in the city in the future. **T / F**

Project work

14. Make a poster with the title **East or West, home is best!** Share your own ideas of the most recent place you have visited in Moldova. Use pictures you took then. Present your poster to your classmates. Use the following vocabulary for your presentation: **a trip, family time, nature, adventure, have a rest, agree, be positive, a wonderful view, take pictures, have fun, north/south/west/east.**

	Yes	Think so	No
✓ pronounce the endings of regular verbs in the past simple			
✓ pronounce the endings of verbs in the present simple when they refer to <i>he/she/it</i>			
✓ pronounce words containing <i>mb</i> and <i>u</i>			
✓ use appropriate intonation to express my feelings as well as a positive or negative attitude			
✓ use the learned vocabulary appropriately			
✓ talk about my summer holidays			
✓ describe an unusual job			
✓ describe a place of interest from my country			
✓ distinguish between traditional learning and online learning			
✓ tell the differences between Moldovan, American, and British start of the school year, grades, and vacations			
✓ express my feelings			
✓ make good use of my time			
✓ say dates, prices, years, and phone numbers correctly			
✓ distinguish between the present simple and present continuous			
✓ distinguish between the past simple and present perfect			
✓ use 's with geographical names			
✓ show interest			
✓ give advice			
✓ make a suggestion			

Speaking and Reading

- Circle the answer you would give to the following questions. Compare your answers with those of your partner. What can you say about each other's lifestyles?

1. Do you lead a healthy lifestyle?	Yes	No
2. Do you eat vegetables regularly?	Yes	No
3. Do you eat many fruits?	Yes	No
4. Do you drink at least 1.5 litres of water a day?	Yes	No
5. Do you exercise every day?	Yes	No



- Look at the picture and answer the following questions:

- ✓ What does the man in the picture have on the plate?
- ✓ What do you think his job is?
- ✓ What advice does he give?
- ✓ Do you agree with it? Justify your answer.

- Read the text and say what wellness is.

This is Radu Cojocaru. He is a nutritionist. His job is to give advice about what food is good for a person's health. He helps people choose the best diet for them. Here is what he said on a morning show to a local channel about wellness.

Wellness is a popular word now. It does not simply mean to be in good health or to be healthy. It actually means to live a healthy lifestyle. In my opinion, wellness is what brings people happiness. More and more people understand that if they want to stay healthy and be happy, they should change their habits. They should choose carefully what they eat. For example, they should include more fruits and vegetables in their diet, and exclude salty and fatty food. Too much sugar is also bad. In fact, it is common knowledge that too much salt, fat, and sugar in a person's diet can cause serious illnesses. The size of the meal is also important. My advice is to eat five small meals during the day instead of three meals. People also should drink a lot of water. At least 1.5 litres of water. Exercise is also important. People don't have to go to a fitness centre to exercise. A good type of exercise is to ride the bike, or jog, or go for a walk. People should realize that their wellness depends on their healthy habits.



Vocabulary

4. Ion is asking Raluca what she does for a healthy lifestyle. Complete the blanks with words from the table. Which of the things she mentions do you also do?

wellness	diet
meals	exercise
habits	nutritionist

Ion: What do you do to have a healthy lifestyle?

Raluca: First of all, I know that sport is important, so I _____ every day. I also have a healthy _____ I never eat fast food. Instead, I eat a lot of fruits and vegetables.

Ion: How many _____ a day do you have?

Raluca: Five, but they are all small. This is my _____'s advice.

Ion: I know you like crisps and you used to eat them almost every day. Was it difficult for you to change your eating _____?

Raluca: It wasn't easy, but where there is a will there is a way.

Ion: That's right. I admire what you do for your _____.

Raluca: Thanks.



Language Facts



Adj + ness → N

kind + ness → kindness

happy + ness → happiness

5. Add the suffix **-ness** to the following adjectives to form nouns.

dark, kind, sad, ill, polite, weak, fit, happy

6. Read the dialogue. Complete the blanks with the required nouns. Choose from the nouns used in Exercise 5. Why did Maria start doing sport? How did sport change her life?

Nicu: Hello, glad to see you. Where are you going?

Maria: To the _____ centre.

Nicu: Oh, you have started doing sport!

Maria: Yes, 6 months ago. In fact, it was my doctor's advice. I used to do very little physical activity. I also had a _____ for sweets. My passive way of life and my poor diet were the cause of my _____.

Nicu: Do you feel better now?

Maria: Yes, I have forgotten what _____ is. But most important, I have learned that sport also brings joy and _____.

Nicu: Really?

Maria: Yes, try it and you will see. If I start my day with sport, there is no place for _____ that day. Only good mood and a lot of energy.



Pronunciation: -isl→/aɪl/



7. Listen, repeat, transcribe and translate.

isle, island, islander, aisle

Listening and Speaking

Expressing agreement

Exactly.
Absolutely!
That's right.
You're right.

Expressing disagreement

I'm afraid it's not quite so.
I believe you are mistaken.
I don't think so.
On the contrary.

8. Listen to Bill and Ana speaking about what they do to stay healthy. What do they say about the three elements of a healthy lifestyle: **sport, healthy diet, sleep?**

9. Listen again. Agree or disagree with the following statements. Add some more information.

E.g. A: Bill starts his day with sport.

B: That's right. He does morning exercises every day.
He likes to do them to the music.



1. Every morning Bill goes for a walk.
2. Bill doesn't have breakfast before he goes to school.
3. Bill is full of energy after doing his morning exercises.
4. Bill plays volleyball twice a week.
5. Bill goes to bed after 10 o'clock.
6. Ana sleeps late at the weekend.
7. The alarm clock wakes Ana up every morning.
8. Ana goes to school on foot.
9. Ana has a healthy diet.
10. After doing sport, Ana feels tired.

10. Think about your lifestyle. Do you think it is healthy? What do you do to stay healthy? Is there anything else you should do for your wellness? Discuss these questions with your classmate.

Language Facts



Uncountable

Subject-verb agreement

This **advice** is good!

The **information** is useful.

Wellness brings happiness.

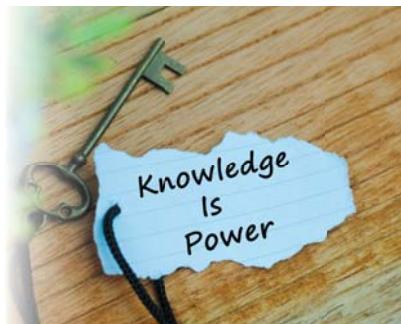
Grammar: Uncountable nouns

11. Find in the text from *Exercise 3* all the uncountable nouns. Group them into two categories: **Abstract** and **Concrete**.

Abstract	Concrete
wellness, ...	food, ...

12. Fill in the space with the appropriate uncountable noun from *Exercise 11*. Use a dictionary if necessary.

1. _____ is power, ignorance is weakness.
2. _____ comes from within. It is a product of our own mind.
We should work every day if we want to live a happy life.
3. _____ is a dangerous gift. If people don't ask for it, you should not give it.
4. _____ is better than wealth.
5. _____ is life. They say you are what you eat.



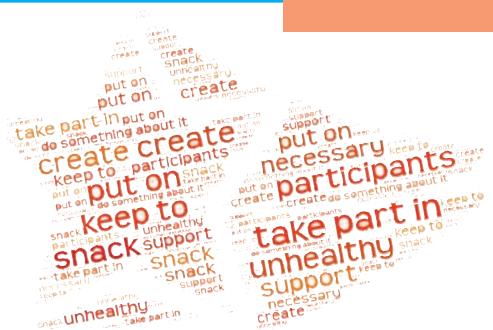
Writing

13. Write a post on your Facebook page explaining to your friends what **wellness** is and why it is important.

Speaking

- 1.** a) Arrange the words in the correct order to form questions.

Work in pairs. Ask your classmate these questions and take notes of the answers they give.



Diet questionnaire

1. often eat you how fast food do? _____
A) never B) once / twice a month C) once a week D) almost every day
 2. vegetables do many or fruits you how eat per day? _____
A) 5 B) 3-4 C) 1-2 D) 0
 3. you do how eat often sweets? _____
A) never B) once or twice a week C) three times a week D) every day
 4. do how you meals have many per day? _____
A) 4-5 B) 3 C) 2 D) 1
 5. breakfast have do every day you? _____
A) always B) nearly always C) nearly never D) never

Results



Mostly 'A' answers: Congratulations, your diet is very good. Keep up the good work.



Mostly 'B' answers: Well, but you can do better. Try a little harder. Exercise more and don't eat so many sweets.



Mostly 'C' answers: You will have to eat healthier and change your eating habits if you want to live a long and healthy life.



Mostly 'D' answers: Be careful! Your diet is bad!
You must change your eating habits now.

b) Calculate the results. How many As/Bs/Cs/Ds?
Read the results that follow the questionnaire.

c) Do you think your classmate has a healthy diet?
What habits of an unhealthy diet does he/she have?
What should he/she do to have a healthy diet?

Expressing your opinion

In my opinion...

I believe that...

I think that...

It seems to me that...



- 2.** Prepare 5 questions to find out if your classmate exercises enough. Ask your classmate these questions. What are the results?

Reading and Speaking

3. Read the text and fill in the table.



Sandu, Diana, Maxim and Emilia decided to take part in the wellness month organised at their school. They know that they have to change their lifestyles. Radu Cojocaru created a special plan for the participants. They say they are ready. They think this programme will help them stay healthy. This is what they say.

Sandu: Well, I must change my eating habits. Frankly speaking, I eat too much junk food. This doesn't do any good to me. Actually, I have put on weight. I hope that this programme will help me change my eating habits. I will follow the plan and I will do everything to realize my goal.

Diana: In my opinion, I will be a totally different person in a month. I mean I will have a healthier lifestyle. I will exclude the unhealthy snacks and drinks from my diet. I will also exercise more. My friends believe in me. They think I will be successful at the end.

Maxim: I think I don't move enough. I spend too much time sitting in front of my computer. I feel I must do something about it. I will keep to the plan. I will make the necessary changes to be well.

Emilia: This wellness month is a great idea! I know that I must do something about my present lifestyle. I often tell myself that I will change my eating habits starting with next Monday. Monday comes, and nothing changes. Now that I'm part of this programme, I know I will do it. The fact that my friends are also here will help me. We will support one another.

Name	What problems do they have?	What will they do?
Sandu		
Diana		
Maxim		
Emilia		

4. Talk to your classmate. Do you have any habits of an unhealthy lifestyle? What are they? Have you ever tried to change your lifestyle? If so, what did you do?
5. Work in groups of four. One student asks the others the following questions: **Would you like to participate in a wellness month? What bad habits would you like to change? Share your results with the other groups.**

Vocabulary and Listening

6. Paraphrase the underlined parts of the following sentences with words and word combinations from the text. Listen to check your answers.

The children are happy to participate in the wellness month. The nutritionist made a plan for each of them. All participants are ready to do what the nutritionist told them. To be honest, they are a little worried. It is not easy to reach such a goal, but it is possible. They will help each other. They will not have unhealthy snacks and drinks in their diet any more. There will be no more food that is unhealthy, but quick and easy to eat in their diet. All of them will change their eating habits and will start having a healthy diet.



7. A reporter from the local newspaper is talking to the participants in the wellness month. Complete the blanks with the missing words.

Reporter: Why did you decide to _____ part in the wellness month?

Sandu: I understand I have bad eating _____. Junk food will _____ me no good. I have also _____ some weight. I feel I must do something _____ it.

Reporter: And you, Diana?

Diana: I have too many unhealthy snacks and drinks. And I _____ very little. I should move more.

Reporter: What about you, Maxim?

Maxim: I _____ too much time in front of my computer. I know this is not good. I would like to change something about my lifestyle.

Reporter: And you, Emilia?

Emilia: I would like to _____ my eating habits. I can't do it alone. I hope this program and my friends will help me.

Reporter: It is great that you decided to be _____ of this programme. I see you are all _____ to start. I am sure you will _____ your goal. Good luck to all of you!

Language Facts



must + V

personal obligation

I **must do** something about
my bad eating habits.

Grammar: Must for Personal Obligation

8. Write down what you must do to avoid living an unhealthy lifestyle.

E.g. I must walk more in the evening.

Writing

9. Imagine you saw the following statement on your friend's Facebook post. Leave a comment to it.

You **must be** the change you want to see in the world. (Mahatma Gandhi)

Pronunciation: ft → /f/



10. Listen, repeat, transcribe and translate.

soften
often*



Vocabulary



1. What sports can you see in the pictures? Listen and repeat the words.

Vocabulary Building,
p.117

A collage of words related to sports, including: racket, fond of, match, practice, professional, lead, hard-working, lead, championship, practice, concentrated, and fond of.



Language Facts

Play + sports with a ball

E.g. *play football, play baseball.*



Go + sports ending in *-ing*

E.g. *go cycling, go skiing OR I cycle.* BUT: *do boxing.*

Do + sport and exercises in general

E.g. *do sport, do athletics, do Pilates.*

2. Say what the people in the pictures from Exercise 1 are doing.

E.g. They are doing athletics.

Reading and Speaking

3. Read Marcel's story. Do you think he will win the game?
Justify your answer.

This is Marcel. He is 13. He is a nice guy. He is hard-working. He does everything in time. He is never late. He studies well at school. He also finds time for his two hobbies. He is fond

of music. He plays the guitar. His friends think that he is really good. He is also passionate about sport. He plays tennis. Every day after school he goes to the local tennis club and plays tennis for an hour. He wants to become a professional tennis player. He knows he has to work a lot to realize his goal. He also knows that he has to lead a healthy lifestyle. He really loves his lifestyle. What you can always find in his bag is an apple. He loves to say that an apple a day keeps the doctor away.



Today is a big day for him. He's playing his first match in the local championship. He is excited, but at the same time he is determined. He is holding his racket tightly in his left hand. He is concentrated. He is looking at the ball in his right hand. He is ready to serve. He is ready to start. He is ready to win!

4. Here are the answers to some questions about Marcel's life. Write the questions.

- | | |
|-------------|--|
| 1. _____ ?' | 'I am 13.' |
| 2. _____ ?' | 'I do. In fact, I have two – music and sport.' |
| 3. _____ ?' | 'The guitar.' |
| 4. _____ ?' | 'I play tennis.' |
| 5. _____ ?' | 'Every day.' |
| 6. _____ ?' | 'At the local tennis club.' |

5. You are a reporter for the school newspaper. Prepare some questions to interview Marcel after he won the local championship. Roleplay the interview with your peer.

6. Talk to your classmates. Find out what kind of sport they do. Ask for as much information as you can. Begin your questions with:



1. Do _____ ?
2. When / start _____ ?
3. How often _____ ?
4. With whom _____ ?
5. Where _____ ?

7. Sandu talked to his classmates to find out what sports they do and what musical instruments they play. These are his findings. Fill in the missing word. Write one word only in each space.

Language Facts

He plays tennis.
He plays the guitar.

Diana _____ boxing and plays _____ piano. Mihai _____ football, but he _____ play any musical instruments. Maria and Ana _____ swimming; they both _____ the violin. Marin, Alex and Nadia _____ karate. Marin plays _____ saxophone. Alex and Nadia _____ the accordion. I _____ athletics.

FITNESS CENTRE**

Your wellness starts in our fitness centre!

PROFESSIONAL FITNESS COACHES

24/7

- aerobics
- boxing
- yoga
- swimming
- tennis

8. Here is a poster advertising a fitness centre. Tell your friends what services it offers. Consult the **Vocabulary Building** section, p. 117.

Listening

9. Listen to Nina and Ion speaking about a sporting event called the Highland Games. Fill in the blanks with the missing words.

Ion: Hello Nina. Glad to see you. How are you?

Nina: Fine, thank you. And you?

Ion: Me too, thanks.

Nina: What are you so excited about?



Ion: I have just watched a _____ about the Highland Games.

Nina: The Highland Games? What's that?

Ion: Well, it is a very popular event in _____.

Nina: Sporting competitions, I guess?

Ion: Yes, sport and _____. Both traditional Scottish. A lot of bagpipers and drummers play all day and there is a wonderful atmosphere. All the participants wear _____.

Nina: Ah, the traditional Scottish skirt.

Ion: That's right.

Nina: That sounds interesting! When do the games take place?

Ion: From _____ to _____. In different parts of _____.

Nina: You say they play traditional Scottish sports. Can you name a few?

Ion: Tug-of-war and tossing the caber. They are for the strongest athletes.

Nina: I've never heard of such sports!

Ion: Here are two pictures which illustrate them.

Nina: Oh, one must be really _____ to take part in such competitions. I'd like to know more about the Highland Games.

Ion: Let's _____ together to learn more.

Nina: Ok.



Writing

10. Write a short post in English about the Highland Games. Mention when and where these games take place. Say what the traditional Scottish skirt is called. Name two traditional Scottish sports. Include also some additional information you googled.

Pronunciation: -ng → /ŋ/

11. Listen, repeat, transcribe and translate.

king, bring, sing, tongue, hungry, English,
language, finger, singer



Speaking and Reading

- A hero is a person whom you admire very much. Do you have a hero? If so, who is your hero? Why is he/she your hero? What impresses you about him/her? What can your hero do? In pairs, discuss these questions and report your findings to the rest of the class.

- Read the text and say why Simone Biles is Ana's hero.

My hero is Simone Biles. I simply love her. She is an artistic gymnast. She has won the most World medals (25) and most World gold medals (19). Her performance at the 2016 Summer Olympics was amazing. She was simply brilliant. She won three gold and one bronze medals individually, and one gold medal as part of the United States team. When I look at her on TV, I think that she can fly. The jumps she does are fantastic. She can also dance beautifully. She took part in the show *Dancing with the Stars* and she impressed everybody. She is the perfect example of what a person can become if they work hard to realize their goals. She has always inspired me. I like her determination and courage. She never gives up. At the Rio 2016 Olympic Games she said: 'I'm not the next Usain Bolt or Michael Phelps - I'm the first Simone Biles'. These are the words of a winner.

- Answer the following questions.

- Which of Simone's qualities does Ana admire?
- What helped Simone get such good results?
- What qualities do you think are necessary to realize your goals?
- Do you have a goal?
What do you do to realize it?

Vocabulary

- Find in the text four synonyms for **very good**.

Language Facts

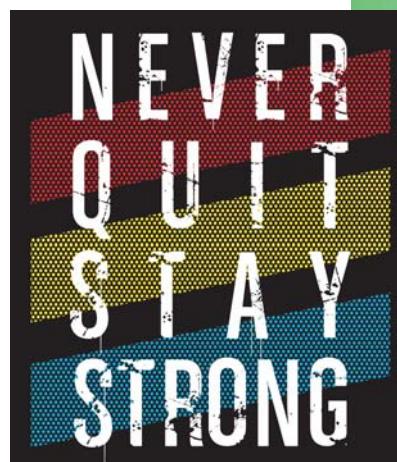
V + er ↪ N

the doer of the action

win + er ↪ **winner**

write + er ↪ **writer**

teach + er ↪ **teacher**



5. Form nouns from these verbs. Listen and repeat them.

dance _____ ski _____ play _____ box _____
 swim _____ skate _____ run _____ defend _____



6. Use the words from Exercises 4 and 5 to write about what the people in these pictures are and what they can do.

E.g. Serena Williams is a brilliant tennis player. She can play tennis very well.



Serena Williams



Michael Phelps



Usain Bolt



Megan Rapinoe



Evgeni Plushenko



Mikaela Shiffrin

7. Match the questions to the answers.

- 1. Who has won the game?
- 2. What has happened?
- 3. Have you seen Plushenko's performance?
- 4. Has she participated in the competition?
- 5. What have they done?

- a. Yes, I have. He's brilliant.
- b. No, she hasn't.
- c. Megan Rapinoe has just scored a goal!
- d. They have lost the game.
- e. I don't know. I have just turned on the TV.

8. Fill in the space with the missing word. Use one word only.

I _____ just watched the game. What a game! Megan Rapinoe is the best football _____. She _____ work miracles with the ball. Have you seen what _____ she has scored? What I like about her is that she never _____ up. Probably that is why she is the captain of the United States women's national soccer _____. She's my _____. She inspires me. I know I _____ realize my goals if I work hard. What I need is courage and _____.

Language Facts



soccer = football

Grammar: Tag Questions

10. Add the tag. Then listen and repeat. Pay attention to the intonation of tag questions.

E.g. Maria can play the guitar, *can't she?*



Language Facts



You **can** swim, **can't you?**

Maria **can't** ski, **can she?**

They **have** won, **haven't they?**

Bob **hasn't** seen it, **has he?**



1. 'She can become an amazing athlete, _____?'
'Yes, she can. She should practise more.'
2. You have seen Megan Rapinoe's goal, _____?
'Yes, I have. It was brilliant!'
3. 'You can't skate, _____?'
'No, I can't. But I want to learn to skate.'
4. 'Dan can play basketball very well, _____?'
'Yes, he can. He is the captain of the school's basketball team.'
5. 'They haven't seen Plushenko's performance, _____?'
'Unfortunately they have missed it.'

Listening and Speaking

11. Fill in the missing words. Then listen and check. What do you think, is football a game for boys only? Why do you think so?

Andi: Have you seen the football _____?

Nina: Yes, I _____. What a show!

Andi: It was amazing! The team _____ very well.

Nina: And Messi was brilliant! He _____ two beautiful goals.

Andi: Well, I didn't know you are _____ of football.

Nina: Actually, I am. But I _____ never played football. Girls do not play football here in Moldova. They say it's a sport for boys.

Andi: You know what, we _____ play football together. I can show you some moves. What do you say?

Nina: Really? I'd love to.

12. Look at the picture and say what you see in it. Is there anything unusual about the picture? Describe what kind of sport it is. Describe the players. In pairs, make up a possible dialogue between the players before the game and act it out.



13. Make a poster about your hero. Then give a presentation to the class.

Pronunciation: -nk→/ŋk/



14. Listen, repeat, transcribe and translate.

bank pink thank ink
tank sink prank frank
drink think

Lesson Five THE SPIRIT OF SPORTSMANSHIP

Speaking

1. Circle the answer you would give to the following statements.

Compare your answers with those of your partner. What can you say about each other's points of view?

1. Sports is about winning.	Yes	No
2. Losing a game is a shame.	Yes	No
3. The participation in a competition is what counts.	Yes	No
4. Rivals should encourage one another.	Yes	No



2. Look at the picture and answer the following questions:

- ✓ Where are the two people?
- ✓ What are the people in the picture doing?
- ✓ What will happen next?
- ✓ What is the meaning of *sportsmanship*?

3. Read the text and say what *the spirit of sportsmanship* means.

On April 23, 2017, 40.048 runners started the annual London Marathon in Greenwich Park in London. Matt Rees was among the runners. It was the second time he ran the marathon. In 2016, he finished it in two hours and twenty-nine minutes. He hoped to get a better result in 2017. When he was close to the finish line, he saw David Wyeth, another runner, lying on the ground. Matt decided to help David finish the marathon. He put David's arm around his neck and encouraged him to continue. The crowd was cheering them. Prince William and Prince Harry were also cheering when Matt and David crossed the finish line. David received medical attention. He was OK. He was just dehydrated. Later on Matt said that he hadn't done anything special. He also said that he had started practising the sport in 2015 to get fitter. He was definitely not sorry that he had finished the marathon in two hours and fifty-two minutes in 2017. He was happy he could help David finish the marathon too. This is what makes the London marathon so special. This is called the spirit of sportsmanship!



4. Say if the following statements are True or False.

- | | |
|---|-------|
| 1. London Marathon happens every year. | T / F |
| 2. The finish line is in Greenwich Park in London. | T / F |
| 3. Few people usually participated in the marathon in 2017. | T / F |
| 4. Matt Rees got a better result in 2016. | T / F |
| 5. Prince William and Prince Harry were showing their support to the runners. | T / F |
| 6. Matt was not sorry that he had helped David finish the marathon. | T / F |



Vocabulary

5. Match the parts to form word combinations.

cross	on the ground
run	sport
get	the marathon
lie	the finish line
receive	fit
practise	a better result
get	medical attention

6. In the text, find sentences that have the following meaning.

1. He was near the finish line.
2. The crowd was shouting loudly to support and encourage them.
3. He lost too much water from his body.
4. Matt Rees was one of the runners.
5. He felt well.
6. He didn't regret that he had finished the marathon in two hours and fifty-two minutes in 2017.

Grammar: Past perfect

Language Facts



Past perfect → had + Past Participle

I went to play football with my friend after I **had done** my homework.

8. Put the words in the correct order.

1. won / She / competition / had / the / in 1992
2. well / The / played / team / hadn't
3. Paul / truth / told / the / hadn't /
4. had / friends / David and Matt / become
5. had / They / before / we / left / arrived



7. Find in the text sentences which have the following verb form: **had + past participle**, and write them down. What do you think this verb form indicates?

9. Put the verbs in brackets in the past perfect. Pay attention to the action that had happened first.

1. The match _____ (start) when we arrived.
2. When we got there, we understood we _____ (forget) the tickets.
3. People cheered after Messi _____ (score) a goal.
4. David was happy that Matt _____ (help) him finish the marathon.
5. Matt knew that he _____ (do) the right thing.
6. The match was cancelled because one of the players _____ (hurt) his leg.
7. I lied that my dog _____ (eat) my homework. Nobody believed me.
8. Tom realized his goal after he _____ (work) hard.
9. We went cycling after we _____ (do) our homework.
10. They went out after the rain _____ (stop).

10. Fill in the gaps with the right form of the verb. Say what Paul did wrong.

Paul didn't want to go to the gym. He lied to his teacher that he _____ (fall). He said he couldn't walk. The teacher was worried. She called a doctor. The doctor asked Paul what _____ (happen). Paul said that he _____ (hurt) his leg. The doctor took Paul to hospital. Paul was sorry he _____ (lie). His classmates _____ (go) home while he was still in hospital. After that incident he went to all his sports classes.

Pronunciation: -old → /əʊld/

11. Listen, repeat, transcribe and translate.

old, cold, bold, sold, fold, gold,
hold, scold, folder, holder, told



Listening

12. In pairs, fill in the missing words in the dialogue. Then listen and check your answers.

Pavel: Have you heard what happened to Nicu?

Nadia: No. I hope nothing serious.

Pavel: He was one of the _____ at our school marathon.

Nadia: Yes, I know. He had _____ hard to take part in it.

Pavel: When he was close to the _____ he fell.

Nadia: Oh, dear! But what _____?

Pavel: He was _____. Luckily his friend _____ him finish the marathon. Everybody was _____ them.

Nadia: I can imagine. I hope Nicu is fine.

Pavel: Yes. He immediately _____ medical attention. But he is sorry he didn't _____ the marathon.

Nadia: He'll do it next year. He shouldn't _____ up.

Pavel: You are right. He doesn't _____ up. Look what he wrote on his Facebook Page.

Nadia: "It does not matter how slowly you go as long as you do not stop." (Confucius) Great words. We should leave a comment.

Pavel: Yes. We should _____ him.



Writing

13. Imagine you're Nicu's friend. Write a comment to his status. In order to encourage him, tell him what happened at London Marathon in 2017.

Speaking

14. In pairs, discuss the meaning of the following quotes. Which one do you agree with? Why? Use the dictionary if necessary.

1. *Winners never quit, and quitters never win.* (Vince Lombardi)
2. *Fall seven times, stand up eight.* (Japanese Proverb)
3. *Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do.* (Pele)

Pronunciation: -gn→/n/



1. Listen, repeat, transcribe and translate.

sign, design, campaign, foreign, sovereign, reign, resign, gnome



2. In Lesson 2 you read a text about four friends who decided to take part in the wellness month organised at their school. Imagine this is the infographic they prepared to present their results. What do you think the children wanted to say? Report your ideas to the rest of the class.



Reading

3. Read the text and say what benefits of leading a healthy lifestyle the children felt.



Sandu, Diana, Maxim and Emilia realized their goals. They shared their experience with their classmates. They made an infographic where they included four basic steps to wellness: healthy diet, exercise, study, and rest. They ate five small meals a day. They included more vegetables and fruits in their diet. They avoided too much sugar, salt and fat. They exercised regularly. Sandu and Emilia rode their bike for one hour after school. Maxim swam in the swimming pool three days a week. Diana walked with her friends for two hours in the evening. They all felt great and could concentrate better when they were doing their homework. They also went to bed early. They had 8 hours of sleep every night. They said that they felt the benefits of leading a healthy lifestyle. Their memory and concentration improved greatly. They even became happier. Radu Cojocaru was right when he said that wellness brings happiness.

Vocabulary and Listening

4. Sandu is talking to Olivia about the changes in his lifestyle. What change was the most difficult to make? Fill in the space with one word only. Listen and check your answers.

Sandu: I am really happy I took part in the _____ month. I have a different life now.

Olivia: What was wrong with your life before that?

Sandu: I had a lot of bad _____. I ate a lot of _____ food. I didn't do any sport. I spent a lot of time playing computer _____. I slept 6 hours a day, sometimes even less. As a result I felt sleepy and tired all the time. At school it was difficult to concentrate.

Olivia: How has your _____ changed?

Sandu: This month I included a lot of fruits and _____ in my diet. I gave up crisps, biscuits and coca cola. And I started doing sport. I also went to bed at 10 o'clock.

Olivia: What sport do you do?

Sandu: I ride my _____ every day.

Olivia: I also like riding the bike! Was it hard for you to make these _____?

Sandu: It was not easy, especially to change my eating _____. But I am glad I could do it.

Olivia: Congratulations! Now it is important to keep to this _____ lifestyle.

Sandu: I definitely will.

5. Paraphrase the sentences using the verb given in brackets.

1. The children told their classmates about their experience. (**shared**)
2. They tried not to eat too much sugar, salt and fat. (**avoided**)
3. The children can concentrate better now. (**improved**)
4. Wellness makes you feel happy. (**brings**)

6. Fill in the blanks with the missing verbs. Use them in the required tense:

This is what Diana did during the Wellness Month to change her lifestyle. She _____ five meals a day. All of them _____ small. She _____ more vegetables in her diet. She _____ sweets and cakes. Every evening she _____ with her friends for two hours. She _____ to bed at 10 o'clock. Now she is happy that she _____ her goal.



Grammar: Past perfect

7. Identify which action took place first in the past and which action took place second.

1. The team shouted loudly. They had won the match.
2. The tennis player started crying because he had lost the game.
3. The four friends thanked Radu Cojocaru because he had helped them.
4. The children felt better after they had changed their lifestyles.
5. The friends were very happy that they had taken part in the wellness programme.

Writing

8. At the end of the Wellness Month the children emailed the nutritionist Radu Cojocaru to thank him for helping them change their lifestyle. Underline the expressions of gratitude that they use.

New Message

To radu.cojocaru@gmail.com

Subject Thanks

Dear Dr. Cojocaru,
This month has changed my life completely. I have become a different person. I feel much better. I have better results at school and my parents are very pleased with me. Thank you very much for your advice and for helping me change my lifestyle.
Kind regards,
Sandu Corobceanu

Send   

New Message

To radu.cojocaru@gmail.com

Subject A thank-you note

Dear Dr. Cojocaru,
I am really happy I have taken part in the Wellness Month. I have learned a lot of things on how to lead a healthy life. Now I know that a healthy diet, regular exercise and 8 hours of sleep can make me feel full of life and do better at school. I am really grateful to you for organizing this programme.
Yours sincerely,
Diana Ursu

Send   

9. Write two thank you emails to Dr. Cojocaru on the part of Emilia and Maxim.

Project work

10. Draw your own infographic representing the lifestyle of your family. Then present it to the class.

	Yes	Think so	No
✓ pronounce names of sports			
✓ pronounce words ending in er			
✓ pronounce words containing <i>isl</i> , <i>gn</i> , <i>old</i> , <i>ng</i> , <i>nk</i> , <i>ft</i>			
✓ use appropriate intonation in tag question			
✓ use the learned vocabulary appropriately			
✓ talk about my lifestyle			
✓ describe my hero			
✓ read the information on a poster			
✓ distinguish between healthy and unhealthy eating habits			
✓ explain what the Highland Games are			
✓ explain what the London Marathon is			
✓ write a thank-you email			
✓ express agreement and disagreement			
✓ form nouns with the help of <i>er</i> and <i>ness</i>			
✓ use past perfect correctly			
✓ use <i>must+V</i> correctly			
✓ express my opinion			
✓ make up tag questions			
✓ draw an infographic and present it to the class			
✓ express gratitude			
✓ express agreement			

Speaking and Reading

1. In pairs, find seven words in the wordsearch below.

K	I	N	D	R	S	A
N	F	U	M	E	U	N
I	D	R	P	S	T	G
C	Q	A	I	P	W	O
E	C	W	B	E	A	O
L	O	V	E	C	N	D
F	F	D	U	T	V	D

With your partner discuss what makes a good friend. Make up sentences with these words stating what being a good friend means.

E.g. A friend is always good to you.



2. Read the text about four friends and say what makes their friendship so special.

Monica, Cristi, Vera and Daniel are a bunch of positive kids who always stick together. They know they can trust one another. They are very reliable. Everybody says they make a great team. When people ask them what their secret is, they say that communication is the key to success. They admit that they are very different and that they have conflicts. The teens say that they solve their conflicts with the help of dialogue. They openly discuss their problems. They also believe that their different characters help them as well. Monica, for example, is the most patient of the four. Cristi is the most confident. Vera is the most creative. Daniel is the most sensible. They all have a good sense of humour. They think that their differences help them make such a great team. These guys never get bored together. They spend their free time together. They share common interests. They support one another. Here is what each of them says about their team:

Monica: I love what we do together. We never get bored. We always encourage one another. When I feel sad, my friends support me. I know my secrets are safe with them. I am lucky to have such great friends.

Cristi: My friends are very reliable. I know they will help me if I need it. I also know that they will give me good advice. We do so many things together. We almost never fight. When we do, we try to understand one another.

Vera: I can say two lines I wrote about us: *In a world where things can change, / I am blessed to have great friends.* They are amazing. I love the way we spend our free time. We go to the movies, or we organize something.

Daniel: Our friendship is beautiful. I care about my friends a lot. I know they care about me too. I like the way we discuss everything. We joke a lot. We are together because we are honest. In fact, our motto is: 'Honesty is the best policy'.



Vocabulary: Describing personality

3. Find in the text the adjectives that describe the children's personality.
4. How would you describe the person in each of these descriptions?
 1. He never tells lies.
 2. She doesn't get angry when people are late and she has to wait for a long time.
 3. She can write very nice poems.
 4. He keeps his promises.
 5. He knows he can do things well.

Language Facts



Opposites

dis- + obedient → disobedient
un- + able → unable
im- + possible → impossible

5. Add a prefix to form the opposite of the adjectives from Exercise 5. Write the adjectives in the correct column.

un-	dis-	in-
...

6. Here are some more adjectives describing character. What are the opposites? Use a prefix from Exercise 6.

obedient, pleasant, ambitious, selfish,
successful, polite, loyal, grateful

Grammar: Reported Speech

Language Facts

Reported Speech



Ana: My friends always encourage me. → Ana says (that) her friends always encourage her.
Matei: I am very reliable. → Matei says (that) he is very reliable.
Monica: We always stick together. → Monica says (that) they always stick together.
Alex: I know I can trust my friends. → Alex says (that) he knows he can trust his friends.
Viorica: We love our evening walks. → Viorica says (that) they love their evening walks.

7. Change into Reported Speech.

1. Monica: 'We always encourage one another.'
2. Monica: 'When I feel sad, my friends support me.'
3. Monica: 'I know my secrets are safe with my friends.'
4. Monica: 'I am lucky to have such great friends.'
5. Monica: 'I love what we do together'
6. Monica: 'We never get bored'

8. Tell your classmate what Cristi, Vera and Daniel say about their friendship. Use Reported Speech.



Pronunciation: silent l

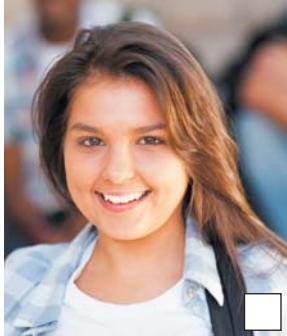


9. Listen, repeat, transcribe and translate.

calm salmon half talk
palm almond walk chalk

Listening and Speaking

10. Listen to Bill describing his deskmate and tick her picture.



Listen again. What two questions does Bob ask Bill? How does Bill answer them?



Tell me about her appearance

What does she look like?

Tell me what kind of person she is

What is she like?

11. In pairs, ask and answer questions about a member of your family or a good friend. Consult the **Vocabulary Building** section, pp.109–110.
12. Answer the following questions with your classmate. Use the following conversation formulas to express your opinion: **As for me, ... / In my opinion, ... / I think ... / I believe ...**
1. What qualities do you appreciate in your friend?
 2. What qualities should a good friend have? Name three qualities that you consider most important and explain why.

Writing

13. Write down all the words related to character traits mentioned in the lesson. Group them in two columns. In the first mention the traits a good friend should have, in the second those they shouldn't have. Write a paragraph describing what a good friend should be like.



Speaking and Reading

1. In pairs, ask each other the following questions. Take notes of your partner's answers and report them to the rest of the class.

1. What is one of your family traditions?
2. What happens?
3. When does it happen?



4. Where does it happen?
5. Who is part of the tradition?
6. What do you feel?

2. Read the text and say what you think about Lucia's family tradition.



My family is very fond of fishing. It's a tradition in our family to go fishing once a month. We really like spending our free time outdoors. My friends think that this is an unusual tradition. They think they are not patient enough to do it. Some even say that fishing is boring. I think they are wrong.

We get to the lake early in the morning. First we go to our spot and get ready. Then we take our fishing rods and cast them. We love coming early in the morning so that we can admire the sunrise. The silence around us brings so much peace. When one of us catches the first fish, we wink at one another. We call it the good luck wink. After that each of us always catches fish.

Sometimes we organize fishing competitions. Last time I was the winner. I caught the biggest fish. My father said he had never caught such a big fish. My mother said that I was a great fisherman. I think my brother was a little bit upset. He was a little jealous at first. Then he told me I had done a great job. I know that I was just lucky that time. What I love most about our family is that we always stick together and support one another. Fishing is a possibility to be together and admire the beauty of nature.

There is something that bothers us. All the time we get there we find a lot of litter. We really cannot understand why people are so irresponsible. It is our duty to preserve nature, not to destroy it. We always clean the place. But every time we get back there we find it dirty. This makes me very sad.

Vocabulary

3. Fill in the blanks with opposites for the underlined words. Find them in the text.

1. They like spending the time outdoors, not indoors.
2. Fishing is fun, it is not boring.
3. I think they are not right, they are wrong.
4. I was not the loser. I was the winner.
5. Every time we get there, the place is not clean. It is dirty.

- 4.** Fill in the blanks with the missing verb in the required form.
- They usually _____ fishing once a month.
 - They _____ to the lake early in the morning.
 - First they _____ ready.
 - Then they _____ their fishing rods into the water.
 - When one of them _____ the first fish, they wink at one another.
 - Sometimes they _____ fishing competitions.



5. Answer the following questions:

- What do you call a person who catches fish?
- What do you call the time when the sun first appears in the sky in the morning?
- What do you call small pieces of rubbish such as paper, cans and bottles, that people have left lying in a public place?
- What do you call people who do not think enough about the effects of what they do?

Pronunciation: silent w



6. Listen, repeat, transcribe and translate.

answer wrong wrap
write two wrist
who

Listening and Speaking

7. Listen to Vlad speaking about a family tradition. Are the following statements **True or False?** Correct the false statements.

- Vlad's grandparents live in the country.
- Vlad and his family go to their grandparents on Saturday morning.
- Vlad's granny is an excellent cook.
- Most of all Vlad likes his granny's biscuits.
- Vlad's granny wants to know all their news.

Language Facts



Informal language is the language you use when talking to friends and relatives

8. Look at the informal language that Vlad has used and match the words with the meanings.

1. telly
2. have a laugh
3. cool

- a. excellent, very good
b. television
c. have fun

9. In pairs, underline the words that are informal. Roleplay a situation in which you will use them.

- Hey
- Good morning
- Sorry!
- I apologize
- delicious
- yummy
- vegetables
- veggies



10. Access the following link and listen to the song **Earth Day Song | Reduce, Reuse, Recycle**: <https://www.youtube.com/watch?v=qtyBzFV9yTs>.



In the song, they mention what we should do to produce less waste.

In your notebooks, draw the table and put the action we should do in the right column.

In pairs, discuss what we should do to protect nature.

REDUCE	REUSE	RECYCLE
...

Grammar: Reported Speech



11. Change what Vlad says into Reported Speech.

1. Vlad: 'My family and I love weekends.'
2. Vlad: 'Our grandparents are happy to see us.'
3. Vlad: 'Granny always cooks something delicious for us.'
4. Vlad: 'Sometimes we watch a comedy on telly together.'
5. Vlad: 'I love Saturdays in the country'.

12. Change the statements from Reported Speech into Direct Speech.

E.g. Radu says that he likes fishing. – Radu: 'I like fishing.'

1. Radu says that he has very good friends.
2. Radu says that his friends are reliable.
3. Radu says that he likes to spend his free time with his friends.
4. Radu says that they often go fishing together.
5. Radu says that they enjoy being outdoors.

Writing

13. Lucia wants people to be more responsible. She wants them to stop throwing litter everywhere. This is the post she has written. Leave a reply to it.



You should protect the planet. It is your true home. Do you throw litter in your house? No, you don't! You keep it clean and tidy. So keep the planet clean and tidy as well. It's so simple! Reduce! Reuse! Recycle! Now tell me what you do.

Language Use

maria.pop@gmail.com
 at ← dot →

- In pairs, choose the best language for an email to your friend. Explain your choice.

Hi Dear Lots of love I'm Kind regards I am

**Language Facts****Informal Email**

- Greeting:** Hi...
- Introduction:** I ask about my friend's health / I thank the friend for the previous email, etc.
- Body:** It's the main subject of my email / I talk about my family, school, etc. / When I talk about two subjects, I write two paragraphs.
- Closing:** I say goodbye / I ask my friend to write back to me / I send my love.

Reading and Speaking

- Jane has written an email to her friend Lucia. Arrange the parts of the email in the correct order. What tradition is Jane writing about?

I'm sorry I couldn't reply to your email immediately. Yesterday, Barb and I went to a sleepover at Cam's house. Last month the girls came to my house. Yesterday, we met at Cam's.

Love,
Jane.

How are you? I'm so glad you had so much fun when you went fishing with your family. I really love your family tradition. Thanks for sending me some photos. You all look amazing. BTW, you did a great job cleaning the place. It makes me angry when people are so selfish and irresponsible. We should protect our nature!

1 Hi, Lucia!

I have to run now. I'm meeting Cam and Barb. We're going to the movies tonight. Write soon and tell me if you also have sleepovers in Moldova.

Sleepovers are a lot of fun! They help us get closer. Yesterday, we had a karaoke night. I'm not sure Cam's parents loved the idea, but they didn't say anything. They actually supported us. Cam's mum took some pictures of us singing together. I'm sending you a few so you can see what a wonderful time we had. We sang the biggest hits. We danced. In the picture I'm sending we were singing Ed Sheeran's song 'Perfect'. I can say that our sleepover was perfect.

3. Here are the answers to some questions about the sleepover Jane went to. What are the questions? Begin your questions with one of these interrogative words: **When?** **What?** **Who?**

1. ' _____ (you / go / to Cam's)?' 'Yesterday.'
2. ' _____ (you / do / yesterday)?"'We had a karaoke night.'
3. ' _____ (you / sing) ?' 'Ed Sheeran's song *Perfect*'
4. ' _____ (take / pictures)?"'Cam's mum.'

Vocabulary and Speaking

4. In the text, find the words that have the following meaning:

1. a successful pop song;
2. a type of party when a young person or a group of young people stay for the night at the house of a friend;
3. a type of entertainment in which a machine plays only the music of popular songs so that people can sing the words themselves;
4. caring only about what you want or need without any thought for the needs or wishes of other people.

5. In the text, find synonyms for the following words:

1. photos _____
2. at once _____
3. go to the cinema _____



6. Match the parts to form word combinations:

1. Have
2. Look
3. Get
4. Take
5. Have
6. Sing
7. Have

- a. pictures
- b. the biggest hits
- c. a wonderful time
- d. a karaoke night
- e. closer
- f. fun
- g. amazing

7. Use the word combinations from Exercise 6 to speak about Jane's sleepover.

Food For Thought

Friendship is a sleepless sleepover.

Pronunciation: words ending in -ind→/aɪnd/

8. Listen, repeat, transcribe and translate.

kind bind grind remind
mind find unkind mankind
hind blind behind

Listening and Speaking

9. Listen and repeat the dialogue. Copy the rhythm.

A: Where were you at 6 o'clock in the evening?

B: I was at my friend's.

A: What were you doing?

B: We were listening to music.

10. In pairs, ask and answer questions about yesterday. Follow the example from Exercise 8.

6:30 a.m. 11:00 a.m. 1:00 p.m. 4:00 p.m. 6:00 p.m. 10:00 p.m.

Grammar: Past simple and past continuous

Language Facts



The girls **were singing** when Cam's mother **took** a picture of them.

The girls **were dancing** while mother **was making** tea.

→ Use past continuous for an action in progress.

→ Use past simple for a completed action.

11. Write sentences with **when**. Use the past simple and past continuous.

E.g. The girls / sing / Cam's mother / take / a picture of them.

The girls **were singing** when Cam's mother **took** a picture of them.

1. Cam / talk on the phone / her friends / come.
2. The girls / sing Ed's song *Perfect* / Cam's father / enter the room.
3. The girls / have fun / the phone / ring.
4. The girls / dance / the music / stop.
5. Jane / write an email / her friend / call her.
6. Barb / sleep / the alarm clock / go off.



12. Put the verbs into the past simple or past continuous.

Last week Cam _____ (invite) her friends to a sleepover. They all _____ (like) the idea. When the girls _____ (walk) to Cam's house, it _____ (start) to rain. Unfortunately, they _____ (not have) an umbrella. When they _____ (get) to Cam's house, they _____ (be) wet through. Cam _____ (be) very happy to see her friends. She _____ (be) worried they could get sick. So she quickly _____ (make) some tea for them. She _____ (also give) her friends some clothes to change. While Cam _____ (make) tea, Barb and Jane _____ (look) at the photos they had taken at Jane's sleepover. They _____ (smile). They _____ (have) a lot of fun then! They all _____ (agree) that their sleepover _____ (help) them to get closer.

Writing

13. Write a reply to Jane's email. Describe a tradition you have with your friends.

Writing and Speaking

1. Look at the pictures below. What do they represent?

In pairs, write a 10-sentence story featuring the objects from the pictures. Use a dictionary if necessary. Present it to the class.



A word cloud containing words related to the Harry Potter theme, such as 'fantasy', 'novel', 'series', 'in need', 'intelligence', 'impress', 'overcome', 'sense of humour', 'determination', 'favourite', and 'novel'.

Listening and Speaking

2. Listen to Nata and Andrei talking about their costumes for the school's Christmas party and say whether the statements are **True** or **False**. Correct the false statements. Follow the intonation.



1. Andrei will wear Shrek's costume. **T / F**
2. Harry Potter is Nata's favourite character. **T / F**
3. Andrei's mom will draw the scar on his face. **T / F**
4. Nata will be Hermione at the party. **T / F**
5. Andrei can do some magic tricks. **T / F**
6. Nata does not worry about her costume. **T / F**

3. Imagine you have to think about a costume for your school's Christmas party. In pairs, discuss what costumes you will have. Explain your choice. Report the partner's ideas to the rest of the class.

**Grammar: Reported Speech**

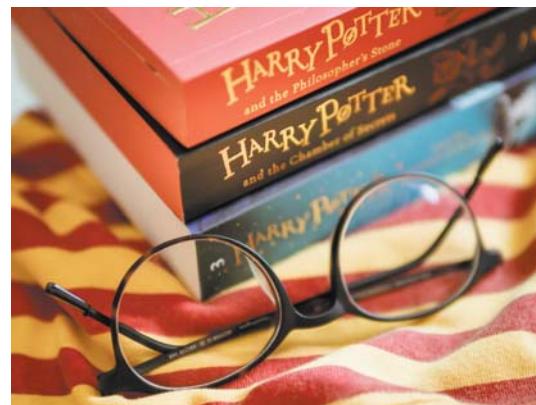
4. Change what Nata and Andrei say into Reported Speech.

1. *Nata:* I love Harry Potter.
2. *Anrei:* I am ready for the school's Christmas party.
3. *Nata:* I don't know what to wear.
4. *Anrei:* I have a cloak, but it is not invisible.
5. *Nata:* I am impressed!
6. *Anrei:* I can do some magic tricks.

Reading

5. Read the text about the Golden Trio and say what the true meaning of friendship is.

I'd like to talk about the Golden Trio from J. K. Rowling's *Harry Potter*, a series of seven fantasy novels. I think *Harry Potter* is about friendship. Three best friends manage to overcome so many difficulties because they always stick together and support one another. There are two things that impress me most. First, they are only 12 years old when they meet, but they still understand what true friendship means. Second, they make such a great team despite their differences. It is true they have very different characters. But they know that they can trust one another. They share all their secrets and they always help one another. I think that their friendship shows the true meaning of the proverb *A friend in need is a friend indeed*. I cannot say who my favourite character is. I don't have one. I love them all. I like Harry for his determination, Hermione for her intelligence, and Ron for his sense of humour. They never get bored together. I think they are inspiring. They show us how to be a good friend. We can also learn from them that when we work together we can realize all our goals.



Vocabulary

6. In the text, find antonyms to the words in the table. In pairs, use them in sentences of your own.

enemy	distrust	stupidity
hesitation	reality	similarities

Language Facts

Fantasy Books

Books that cannot be true because they have one or more elements that make them fantastic.

Reading

7. What statements best reflect the meaning of the proverb *A friend in need is a friend indeed*? Justify your answer. Say what kind of friend you are.

- ✓ When you get a bad grade ...
- ✓ When you forget your lunch ...
- ✓ When you make a mistake ...
- ✓ When you don't do the homework ...
- ✓ When you feel lonely ...

- ✓ your friend says that it is ok.
- ✓ your friend shares their lunch with you.
- ✓ your friend keeps silent.
- ✓ your friend gives you their homework to copy.
- ✓ your friend gives you a hug.

- ✓ your friend helps you to understand the material.
- ✓ your friend says they are sorry.
- ✓ your friend tells you the truth.
- ✓ your friend helps you do the homework.
- ✓ your friend does not notice.

► Vocabulary Building,
pp. 109–110

8. Write down four names of your favourite characters from Harry Potter. In pairs, discuss their appearance and their character. Use the following questions:

What does she/he look like?

What is she/he like?



9. Work in groups of three. Make up a dialogue for the following situation using the given prompts.

Harry and Ron are staying at Hogwarts for Christmas. Hermione goes home. The friends wish each other Merry Christmas. On the following morning Harry and Ron go and see what Christmas presents they have got.

Prompts: *Merry Christmas, presents, invisibility cloak, you've got a present.*

10. Watch the short video clip from *Harry Potter and the Philosopher's Stone* and see what dialogue the friends had. What was similar to yours? What was different?

The link to the video: <https://www.youtube.com/watch?v=w8vxuZ3bjrA>



11. Watch the video again and answer the following questions.

1. Why was Ron not going home for Christmas?
2. What did Hermione tell her friends to do?
3. What do you think, why did Ron say that they had a bad influence on Hermione?
4. What present did Ron get from his mother?
5. What present did Harry get from Ron's mother?
6. What was so special about the invisibility cloak?
7. Who sent Harry the invisibility cloak?

12. Roleplay the scene. Add your own lines in the conversations, using vocabulary words about friendship.

Writing

13. Write three Christmas postcards: one to your friend, one to your teacher, and one to your parents. Keep in mind that in the postcard you can:



1. Wish people well, e.g. *Have a Merry Christmas! / Have a Happy New Year!*
2. Say how lucky you are to know them, e.g. *I'm lucky to have a friend like you!*
3. Say 'thank you', e.g. *Thanks for helping me. Thanks for teaching me.*
4. Make a promise, e.g. *I promise to work harder.*

Poster Presentation

14. The text from Exercise 5 shows a student's opinion about their favourite book. Express your own opinion about your favourite book. Prepare a poster and present it to the class. In your presentation try to answer the following questions:

1. What kind of book is it?
2. What is the book about?
3. Who are the main characters?
4. What are the things that impressed you most?
5. Why do you recommend the book to your classmates?

Reading and Speaking

1. In groups of four, make up a short story on the pictures below. Pay attention to the man's face expression in the pictures. How does it change? Use the words from the vocabulary star. Present your stories to the class.



2. Read the text and identify which picture from Exercise 1 refers to which part of the text.

Christmas is a magical period! It is the time when people come together and show their love and support for one another. They also show kindness and feel joy. This is not what Ebenezer Scrooge feels at Christmas. He is selfish and unkind. He hates Christmas and he wants to ruin Christmas for everybody. But miracles happen at Christmas and Scrooge gets his second chance.

When he gets home alone, he sees three ghosts. First, the Ghost of Christmas Past shows Scrooge his past. He was unhappy when he was a child. Then he started thinking only about money and became very mean. Second, the Ghost of Christmas Present shows him how mean he has been to his clerk. He sees his clerk's sick son. The family is sad but they are still happy and grateful that they have one another. Then he sees his nephew's family. His nephew came to him earlier during the day and invited him to his house, but Scrooge refused. Finally, the Ghost of Christmas Future shows him his unhappy future life and death.

All of a sudden, Scrooge understands all the mistakes he has made in his life. He wants to change everything. When he wakes up on Christmas Day, he is full of hope and joy. He buys the biggest turkey for his clerk's poor family and gives it to them. Then he goes to his nephew's house and spends the whole day with his family. Finally Scrooge has understood the true meaning of Christmas, which is actually the true meaning of life.

Indeed, Christmas is a magical period!

3. Correct the statements.

1. Ebenezer Scrooge has always felt joy and kindness at Christmas.
2. The son of Ebenezer Scrooge's nephew is sick.
3. Ebenezer Scrooge had a happy childhood.
4. The Ghost of Christmas Future shows Ebenezer Scrooge his bright future.
5. Ebenezer Scrooge buys the biggest turkey and gives it to his nephew.



4. In pairs, discuss what the true meaning of Christmas is. Share your ideas with the rest of the class.
5. Name the mistakes Ebenezer Scrooge has made. How will he behave in the future?

Before Christmas	After Christmas
...	...

6. Write the adjectives that characterize Ebenezer Scrooge' personality.

Pronunciation: silent t



7. Listen, repeat, transcribe and translate.

Christmas listen whistle wrestling
fasten hasten moisten glisten

Listening and Speaking

8. Listen to Daria and Luke's conversation. Fill in the spaces with the missing word.

Luke: You know. We sing _____ at Christmas. It's a _____ I really like. I love listening to people singing. It's _____.

Daria: Interesting. Do you have a _____ carol?

Luke: Sure. I love *O Holy _____*. Have you heard it?

Daria: I'm not sure. Can you _____ it?

Luke: I'm not a great singer, you know. Maybe just the first line. *O holy night, the _____ are brightly shining.*

Daria: I know the carol. It is very _____. And, by the way, you sing very _____.

Luke: Thanks. Do you have any special Christmas songs?

Daria: Actually, we also sing _____. We call them *colinde*.

Luke: Now it's your _____ to sing to me.

Daria: Ok. *Am plecat să colindăm, /Domn, domn să-nălțăm, /Când boierii nu-s acasă, /Domn, domn să-nălțăm.*



Speaking and Grammar

9. Stand up and move around the class. Find someone who:

- prefers a white Christmas;
- can cook a Christmas meal;
- has already bought Christmas presents;
- likes giving presents at Christmas;
- makes their own Christmas cards and sends them to friends;
- has never spent Christmas away from their family;
- loves singing Christmas carols;
- has an unusual Christmas tradition;
- goes to the mountains for Christmas;
- is not very 'Christmassy'.

Language Facts

white Christmas

a Christmas during which there is snow on the ground.

Language Facts

Christmassy

characteristic of or suitable for Christmas.

Vocabulary: traditional Christmas dishes

10. Read William's email to his friend Sarah about his family's traditional Christmas dinner. Number the dishes on the pictures the way he mentions them in his email.

New Message

To sarah.brown@gmail.com

Subject Christmas dinner

Hi Sarah!

How are you? I loved your hand-made card. It's brilliant! You're really good at it! Thanks!!! I'm writing to you while my dad is cooking the Christmas dinner. My dad is a great cook! His roasted turkey with gravy is delicious. But my favourites are pigs in blankets. I can eat all of them. My sister is a vegetarian, so she'll have roast potatoes and her Brussel sprouts. I hate them, but they are never absent from our Christmas dinner.

I have to run now. Mum is calling me to help her lay the table. Write about your Christmas dinner. Do you have Brussel sprouts, too?

Merry Xmas!

Love, Will.

P.S. I hope you got my present.

Send     

Writing

11. Reply to William's email. Write about your family's traditional Christmas dinner.

Project Presentation

12. It is high time to share the results of the individual project you started at the beginning of the semester. Prepare a digital poster and show how successful you were in following your plan. Did you realize all your goals? Is there anything you didn't manage to do? Post the poster on your classroom site. Comment on one another's posts. Don't forget to make a new one for the next year.

	Yes	Think so	No
✓ pronounce words containing the letter combination <i>st</i>			
✓ use appropriate intonation when speaking in English			
✓ use the learned vocabulary appropriately			
✓ talk about your best friend(s)			
✓ talk about your family tradition			
✓ explain what sleepover means			
✓ describe your favourite book			
✓ describe your favourite character(s)			
✓ talk about Christmas in Moldova			
✓ describe the traditional English Christmas menu			
✓ explain what a carol is			
✓ describe the events in <i>A Christmas Carol</i>			
✓ describe a person's appearance			
✓ describe a person's character			
✓ change statements into Reported Speech			
✓ form new words with the help of the prefixes <i>dis-/un-/im-</i>			
✓ write emails			
✓ differentiate between formal and informal language			
✓ use appropriate language in an informal email			
✓ use tenses correctly			
✓ express a positive opinion			



Speaking and Reading

1. In pairs, unscramble the words to make a sentence. Discuss with your partner what the sentence means. Say if you agree with it. Why?/ Why not?

to success Great is communication
the key in life.



2. Look at the pictures of people talking. In class, discuss which communication is successful and which is not successful. Why?



- ### **3. Read the text and say what communication rules people follow.**

Communication is very important in people's lives. People socialize to make friends and do business, learn new things and share experience. It is impossible to imagine one's life without communicating. Think about yourselves. Who are the people you communicate with? How do you start talking to them? Do you follow certain rules?

The answer many people usually give is that they don't follow any rules. But is it really so? Think about the way you talk to your parents, your friends, your teachers. Think about the way you talk to a stranger to ask for directions or to a guest you haven't met before. Do you talk in the same way in all these situations?

Actually, the way people talk depends on the situation. They usually talk in a more informal way to their friends, and in a more formal way to people they are not very close to. However, all of them start their communication with a greeting. So this is the first rule they follow. They can ask people how they are and what has happened in their lives. They are also polite, and this is another rule they follow. If they are not polite, people will not want to talk to them. Their communication will not be successful. Another rule they follow is to speak clearly and to the point. They want people to understand their message. They don't want to confuse them. There is also the rule of brevity. Shakespeare said that brevity is the soul of wit. It means that people who are brief are intelligent. If they want to be successful in their communication, they will be brief. Finally, people should not say what they believe is false. We should also remember that communication is cooperation. When people talk they actually cooperate with one another. They exchange messages, ideas, thoughts, and energy.

Now do you still think that communication is an easy process?



4. Read the following dialogues. What is the relationship between the speakers? Justify your answer. Point out the formal and informal expressions used in these dialogues.

A: Thank you very much for the beautiful book, Mr. Smith. It was very nice of you to remember my birthday.
B: It was the least I could do. I hope you enjoy it.

I: The flowers are gorgeous!
Thanks a lot, Bob!
K: Don't mention it.
Happy anniversary!

T: How about a movie tonight?
V: Sounds great!

C: I would like to invite you to dinner at the new restaurant.
D: Thank you very much.

Vocabulary and Speaking

5. Choose the most suitable verb.

1. Travelling helps you (learn, find, study) new things.
2. In order to have a successful conversation, you should (tell, say, speak) to the point.
3. She is a sociable person. It is easy for her to (do, make, create) friends.
4. This is an opportunity to (share, tell, say) our experience.
5. Discipline teaches a child to (follow, make, go after) rules.
6. It has been a pleasure to (make, do, create) business with that company.

6. Make or Do? Arrange the following words in the right column. Use a dictionary to check.

Progress, exercises, an excuse, an effort, harm, a mistake, a comment, your best, your homework, a favour.

Do	Make
...	...

Grammar: Conditional I

Language Facts

If they **are not** polite, people **will not want** to talk to them.
Communication **will be** successful if people **follow** certain rules.



REAL POSSIBILITY

If the **if-clause** comes first, we usually put a comma before the next clause.

7. Match the halves:

1. If you speak to the point,
2. People will not understand
3. If you work hard,
4. You'll learn more quickly
5. If he leaves now,

- a. you will make progress.
- b. he will catch the bus.
- c. if you don't speak clearly.
- d. people will understand you better.
- e. if you work regularly.

8. Complete with the correct form of the verbs.

1. If you _____ (be) polite, people _____ (like) you.
2. They _____ (be) pleased if you _____ (visit) them.
3. If you _____ (not take) your umbrella, it _____ (rain).
4. She _____ (help) you if you _____ (ask) her.
5. If you _____ (not do) your homework, your teacher _____ (ask) for it.
6. If she _____ (not know) how to get to the museum, she _____ (ask) for directions.
7. If he _____ (go) to London, he _____ (visit) Buckingham Palace.
8. He _____ (tell) you the truth if you _____ (promise) to keep his secret.
9. If the weather _____ (be) good tomorrow, we _____ (go) to the lake.
10. If you _____ (take) this medicine every day, you _____ (feel) better soon.

If

Pronunciation: silent k



9. Listen, repeat, transcribe and translate.

knife knight knock knee
knit know knowledge knob

Listening and Speaking



10. Listen to two conversations. Which conversation is more successful? Why?

Vocabulary
Building,
p. 111

Here are some tips for a successful conversation:

- Ask questions
- Don't just answer yes or no.
- Try to add a comment of your own.
- Don't let the conversation stop.
- Show that you are interested, both with words and voice.



11. Think of three questions to ask your partner about each of these subjects.

- Before class today
- Something he/she is wearing
- Learning English

Have conversations. Try to sound interested and keep the conversation going.

Writing

12. You are writing a report for your school magazine. Complete each question with **do** or **make**. Interview your classmates. After that, write the report on the results you've got.

1. Do you _____ your best to be polite when talking to somebody?
2. Do you ever _____ negative comments about people's hair/clothes?
3. Is it easy for you to _____ friends?
4. Do you _____ excuses when someone asks you to _____ a favour for them?

Pupil's name	Always	Sometimes	Never
...	

Speaking and Reading

1. In pairs, look at the pictures and say what object each picture represents. Fill in the table. Discuss what object is the most useful and why. Report your findings to the whole class.



Name	Use	Advantage	Disadvantage
...
...
...
...



2. Get in groups of four and discuss the following statement: **It is impossible to imagine our life without technology**. Present three arguments to the rest of the class supporting your point of view.
 3. Read the text and say in what project the students take part and how it was possible to happen.

It is impossible to imagine our life without technology. If we didn't have it, life would be more difficult. We would not be able to stay always connected and informed. Now at every moment we can get in touch with anybody all over the world.

Our school took part in an international project 'So far away, and yet so close'. The aim of the project was to connect students from the USA, the UK and Moldova. Every month the learners met online and shared their experience. Their virtual meetings helped them understand different cultures and different ways of thinking. They realized that the beauty of the world is in its diversity. The learners were

very happy to find out so many curious facts about other countries from the primary source. They even managed to learn some traditional dance moves when they spoke about folklore. They had a lot of fun during these online meetings. They laughed a lot, and they made new friends with whom they socialize on social media. They never met face to face, but they were happy they could meet online to get to know one another better.



Vocabulary

4. Choose the most suitable verb from the list.

socialize took get (2) shared make had

1. We _____ a lot of fun at the party.
2. The children _____ part in the discussion.
3. He is very sociable. It is easy for him to _____ new friends.
4. I am trying to _____ in touch with Ana. Do you have her phone number?
5. The children _____ their experience during the online meeting.
6. At present children _____ with friends more on social media than face to face.
7. He will need a few days to _____ to know his new classmates.

5. Match the two parts of the sentences.

1. He has friends all over
2. Language is the way
3. The dancers taught the audience some traditional
4. They spoke on the phone, but they have never met

- a. face to face.
- b. dance moves.
- c. the world.
- d. of thinking.

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

1. When I saw them, I understood that something was wrong.
2. The goal of the project is to connect young people from three countries.
3. Don't come too near!

7. Give antonyms to the following words.

possible _____
old _____

close (adj.) _____
easy _____

Pronunciation: ch as /k/



8. Listen, repeat, transcribe and translate.

technology chorus headache
architecture ache Michael
character Christmas stomach

Grammar: Conditional 2

Language Facts

If we **didn't have** technology, life **would be** more difficult.

I **would do** more exercise if I **had** more time.

If he **knew** how to get there, he **wouldn't need** a GPS.

If I **were** you, I **wouldn't do** it.

Nick **would help** you if he **were** free.

UNREAL POSSIBILITY



If I were you...

If he / she / it were...

I would = I'd

9. Match the sentence beginnings and endings.

- | | |
|--|---|
| 1. You would feel better
2. If I knew English well,
3. If he were here,
4. What would you do
5. If there were no Internet, | a. he would know what to do.
b. communication would be more difficult.
c. I would help you with your homework.
d. if you drank some tea.
e. if you saw a ghost? |
|--|---|

10. Complete the sentences with the correct form of the verbs in brackets.

1. It's a pity it is cold today. If it _____ (be) warmer, we _____ (go) for a walk.
2. I don't have enough money. If I _____ (have) more money, I _____ (buy) this dictionary.
3. I don't know German, but if I _____ (know) it, I _____ (not need) anyone to translate for me.
4. Sometimes he tells lies, but if he _____ (be) honest, I _____ (trust) him.
5. She doesn't work very much. She _____ (have) better results if she _____ (work) more.
6. He is always busy. He _____ (meet) you for a coffee more often if he _____ (have) more free time.
7. The text is easy and I don't need help with it. If the text _____ (be) difficult, I _____ (ask) a friend to help me.
8. He plays the piano in the evening and the neighbours complain. The neighbours _____ (not complain) if he _____ (not play) the piano in the evening.

If

11. Complete the sentences so that they are true for you. Compare them with a partner.

- | | |
|--|--|
| 1. I would know English better if ... | 3. If I had magic power, ... |
| 2. If I were the director of our school, ... | 4. If I won a lot of money in a lottery, ... |

Use **If I were you...**
to give a piece of advice.

Speaking

12. In pairs, find out what habits of yours you don't quite like. Give pieces of advice to one another following the pattern above.



Listening

13. Listen to Tatiana speaking about their first online meeting within the project 'So far away, and yet so close' and answer the following question: **What did Tatiana find funny?**

14. Listen again and mark the following sentences true (T) or false (F).

1. Tatiana liked the first meeting.
2. The first meeting focused on the southern part of the UK.
3. Tatiana knew something about their national dress.
4. It takes 3 metres to make a kilt.
5. A bagpipe is a musical instrument.

Writing

15. In this lesson you and your classmates discussed if it was possible to imagine one's life without technology. Write a paragraph that will reflect your point of view on this issue.

Pronunciation



1. Listen and repeat the following place names.

Europe, the United States of America,
District of Columbia, Washington D.C., London,
the Potomac River, the Thames, Downing Street,
the White House, Buckingham Palace, Westminster
Palace, the Houses of Parliament, Big Ben,
Victoria tower, the London Eye



Listening and Reading

2. During the international project 'So far away, and yet, so close', the students presented interesting facts about their countries. One of the online meetings was devoted to the capital cities of their countries. As you read, listen to Adam's and Alexa's presentations about their capital cities and fill in the missing words.

Adam: Do you know that the capital of the United States of America is the _____ of Columbia? I'm sure you're more familiar with Washington, D.C. It is on the Potomac _____. It's a big city with an _____ history. Actually, when you _____ the city, you feel you walk through the pages of the _____ history. There are many memorials and museums dedicated to our great leaders. The motto of the capital is 'Justice for All'. It is _____ that everybody in the States has equal rights. We are a very democratic country. The White _____, the residence of the US President is also here. It is _____ to guess the colour of the House. There are 132 rooms in it. The Oval Office is the official office of the President.



London,
the world
in one city!

Alexa: London is the _____ of my country. It is a _____ city. It is one of the biggest cities in Europe. It is also an _____ city with a long and interesting history. London is the home to about 8,982,000 people. They say, London is 'the world in one city'. The _____ family has their official residence at Buckingham Palace. Queen Victoria was the first monarch to live here. British Parliament works in Westminster _____, known also as the Houses of Parliament. The well-known _____, Big Ben, is in one of its towers. Opposite Big Ben, there is Victoria tower. Our Prime Minister lives at 10 Downing Street. The street has become famous and _____ and many tourists visit it. London has a lot of museums. It is really difficult to recommend which place to go to as every place is fantastic. Just walking in one of London's famous parks gives so much pleasure. But I think you shouldn't _____ a boat tour on the Thames. And you should also go to the London Eye and see most of the London landmarks from above.

Minister lives at 10 Downing Street. The street has become famous and _____ and many tourists visit it. London has a lot of museums. It is really difficult to recommend which place to go to as every place is fantastic. Just walking in one of London's famous parks gives so much pleasure. But I think you shouldn't _____ a boat tour on the Thames. And you should also go to the London Eye and see most of the London landmarks from above.

Vocabulary and Writing

3. Write the names of the buildings in the pictures.



4. What buildings from Exercise 3 are these sentences about?

1. The British Prime Minister lives here.
2. The Queen lives here.
3. From here you can see a lot of places of interest in London.
4. The US president lives here.
5. It is a famous clock in London.

5. Paraphrase these sentences, using the word in bold.

1. London is the home to about 8.982,000 people. (live)
2. The royal family has their official residence at Buckingham Palace. (lives)
3. I'm sure you're more familiar with Washington, D.C. (know)
4. You can see a lot of landmarks from the London Eye. (places)

6. Put the words in the list in the right column to make negatives.

happy, polite, interesting, patient, obedient, respectful,
helpful, necessary, prepared, real, probable

un-	dis-	im-
...

7. Agree with these statements, using words from Exercise 7 which have the same meaning as the underlined words.

1. 'The trip was boring, wasn't it?'
'Oh, yes! It was absolutely _____.'
2. 'That tourist was far from polite. He refused to tell us where the Buckingham Palace was.'
'He was totally _____. He even told us some bad words!'
3. 'My sister was extremely sad when she missed her plane to London.'
'I can imagine how _____ she was!'
4. 'They did not show any respect for the country they were visiting.'
'Yes, they were very _____!'

Writing

8. Write 5 sentences stating what you would do if you visited London and Washington D.C. Compare your sentences with those of your classmates.

Grammar: prepositions of direction and destination

9. Write the correct preposition in each picture.



Language Facts

1. He drove his car **towards** the Jefferson Memorial in Washington D.C.
2. They often walk **through** the forest.
3. She walked **along** the road.
4. Where's the nearest bridge **across** the river?
5. So many planes fly **over** London.



10. Choose the correct preposition.

1. There was no mobile phone signal when they went **through** / **across** the tunnel.
2. She walked **along** / **across** the street until she got to the post-office.
3. The little girl suddenly ran **across** / **through** the road.
4. They were driving **towards** / **over** the forest.
5. The children ran **over** / **through** the bridge and **along** / **towards** the path.
6. What places of interest can you see if you fly **over** / **along** Washington D.C.?

11. Complete the sentences with a preposition.

Match the sentences to the pictures.

1. The plane flew **_____** the forest.
2. The road goes **_____** the village.
3. The dog swam **_____** the river.
4. They walked slowly **_____** the road.
5. He moved **_____** the tree.



Listening and Grammar

12. Listen to the dreams Radu and Ioana have. Mark the following sentences true (T) or false (F).

1. Radu wants to visit Washington D.C.
 2. He has money to go there.
 3. He wants to swim across the Thames.
 4. He would walk through Royal Forests.
 5. Ioana is in Washington D.C.
6. She wants to see the White House.
 7. She knows she can meet the President of the USA in the White House.
 8. She had a boat tour on the Potomac river.



Speaking

13. Imagine you are a member of the project. Prepare a similar presentation about the capital city of Moldova. What details would you include? What places would you suggest visiting? Consult the **Vocabulary Building** section, p. 113.

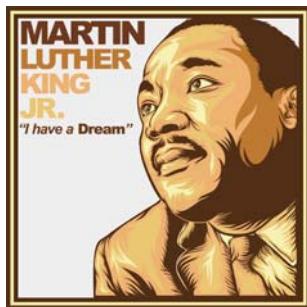
Speaking and Reading

- In pairs, discuss what dreams you had and what you did to realize them. Were there dreams you did not realize? Why? Report your findings to the rest of the class.

Dream	Realized	Unrealized
...



- Get in group of four and discuss Eleanor Roosevelt's quote: 'The future belongs to those who believe in the beauty of their dreams.' During your discussion consider the following questions: (1) What is a dream? (2) What makes a dream beautiful? (3) Why are dreams important? (4) What should one do to realize their dreams? Present your group's ideas to the rest of the class.
- Before reading the text look at the pictures below. Do you know any of the people from the pictures? Read the text and say which of their dreams made them famous. Why is February Black History Month in the USA?



Heritage
a tradition passed
from one generation
to another,
e.g. black heritage

The participation in the international project 'So far away, and yet, so close' helped Moldovan students learn many interesting facts about the foreign countries. During one meeting they learned that February is Black History Month in the USA. It is the time when Americans remember important people and events in the history of Afro-Americans. They speak about the importance of the black heritage in American history. It is difficult to imagine but Afro-Americans did not have the same rights as the white people did in the past. For example, when they took a bus, they had to sit at the back of the bus. It was not legal for them to walk, eat, rest, or even talk in the same place as the white people. This was so unjust. However, Afro-Americans fought for their rights. Martin Luther King Jr was their leader. In 1963, he told everybody about his dreams. His biggest dream was that nobody judged people only because they had a different skin colour. Another hero of that period was Rosa Sparks. She refused to give her seat on a bus to a white person in 1955. The police arrested her because of this. But her act was full of courage at the time. She became an inspiration for many Afro-Americans to fight for their rights. Langston Hughes was an Afro-American poet who had dreams as well. He also wanted people to have equal rights. In 1922, he wrote his famous poem *Hold Fast to Dreams* to inspire people to believe in their dreams.

I HAVE A DREAM

*Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.*

*Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.*



A bird that has its wing broken can't fly. This means that its life is in danger and that it can die.



A field that is covered with snow does not produce any harvest. It's a sad picture. Nature seems to be dead.

If

4. In pairs, discuss why Langston Hughes encourages everybody to follow their dreams. What do you think will happen to them if they don't follow their dreams?



5. Replace the words in *italics* with their synonyms from the text.
- One of the *goals* of my life is to learn at least two foreign languages.
 - It is difficult to find *motivation* when one does not have a plan.
 - I admire the *bravery* of people who fight for their rights.
 - It is a human right to have *the same* rights as anyone else.
 - So many *actions* had happened before Afro-Americans realized their dreams.

6. Fill in the right preposition.

- People should fight _____ racism.
- People should fight _____ their rights.
- Close your eyes. I have a surprise _____ you.
- I think Dan doesn't like me. He has something _____ me.
- I don't like this idea. I am _____ it.
- I'm _____ justice! I'm _____ injustice!



Pronunciation: silent gh

7. Listen, repeat, transcribe and translate.

right, sight, height, high, sigh, fight,
fought, brought, thought, caught



Language Facts

When they took a bus, they **had to** sit at the back of the bus.

Did white people **have to** sit at the back of the bus?

White people **didn't have to** sit at the back of the bus.

OBLIGATION AND NECESSITY IN THE PAST

8. Match the halves.

- Cory had to do
- We didn't have to get
- Did she have to work
- At school, we didn't have to
- When I was a kid I didn't have to

- up early.
- wear a uniform.
- worry about homework.
- all day?
- all the exercises.



Grammar: had to



9. Write down in your notebook 5 sentences about what you had to do when you were a child. Then ask your partner if they had to do the same things. Report the findings to the rest of the class.

E.g. When I was a child I had to go to the kindergarten. Did you have to go to the kindergarten?

10. Paraphrase these sentences, using **had to** in the right form.

1. It was Friday evening, so it was not necessary for Daria to go to bed early.
2. I got a bad grade in my test, so it was necessary for me to study.
3. The learners were disappointed when they understood that it was not necessary for them to read the book.
4. It was very important for Tim to take three pills a day.
5. Was it really necessary for them to wake up early last Sunday?

Listening and Speaking

11. Listen to Rebecca's presentation and say what similarities and differences there are in celebrating Black History Month in the USA and the UK.

Similarities	Differences
...	...

12. Sorin and Veronica wanted to make a poster about the Black History Month. They presented a poster. Listen to their conversation when they were planning what to do and fill in the missing words.

Sorin: What information do you think we should _____ in the poster?

Veronica: I think we should look for the origin of this _____. I'm curious why Americans celebrate Black History Month in _____?

Sorin: I _____ with you. This is interesting. I also think we should look for information about some important black _____. I liked what we learned about Martin Luther King Jr.'s _____. His fight for equal rights is _____.

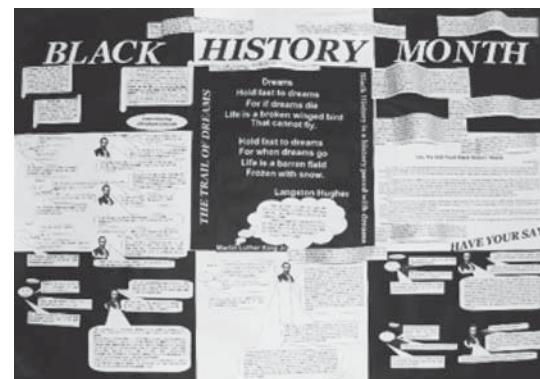
Veronica: We can also include Langston Hughes's poem in our poster. I think it is a great _____. It helped people not to give up. In my opinion, it is still inspiring.

Sorin: I loved it! And what do you say if we also speak about Rosa Parks?

Veronica: Oh, I admire her _____. We should definitely speak about her contribution to the _____ for equal rights!

Sorin: We should go and look for information first and then decide how to make our poster.

Veronica: Totally agree. And then we'll prepare the _____.



13. In pairs, make up a similar dialogue deciding on what you should include in your poster dedicated to Black History Month.

Writing

14. Igor posted the following text: 'You'll never achieve your dreams if they don't become goals.' Write a comment to his post in which you explain why you agree or disagree with the statement.

Speaking and Writing

1. Adi has just bought a new camera. He is so excited about it. He has taken some pictures, but he can't download them. He asks for help on the discussion board. In pairs, choose the best answer. Explain what is wrong with the others. Explain what the purpose of the smiley face is.



GOOGLE IT!

Why have you bought a camera?

I can help you. ☺

Come on, that's easy!

2. In pairs, discuss what you should do if you get into one of the following situations online.

Somebody you know writes disrespectful remarks about you in an online group you are also following.

You are very angry with a classmate. You want to post a rude comment in a group anonymously.

You want to forward a message you received from your friend.

You get an email that says: 'If you don't forward this email to 30 people, your account will be closed.'

You read a rude message about a person you don't like.

3. Get in groups of 4 and write down five rules you should follow when writing online messages. Present your rules to the rest of the class.

Reading and Speaking

4. Read the text and say what the expression 'think twice before you write' means.

Online communication is different from face-to-face communication. Now people communicate online a lot. They send messages, and make calls. They use social media where they write posts and comment on their friends' posts. It is also a form of communication. It is new and unusual. The biggest advantage is that people can communicate at any time in any place. However, there are also disadvantages. Cyberbullying is one of them. Cyberbullying happens when people send unkind messages. These messages can scare people who can become depressed. Mike, one of the participants in the international project 'So far away, and yet, so close' shared his experience.





Mike: Cyberbullying is a serious problem. People can hurt others when they make rude comments. The results are very sad. Teenagers can suffer a lot. I was a cyber victim. A person wrote cruel comments to me. I don't know why I didn't block him from the very start. He laughed at me in his comments. He laughed at the fact that I wear glasses. He even laughed at the colour of my skin. I asked him to leave me alone, but he didn't do it. I blocked him. But I felt anxious and depressed because of his words. I was even afraid because he promised to find me. It was a very unpleasant experience. Luckily my family and friends helped me to recover. My school psychologist also helped me a lot. We often met and

talked about my bad experience. I created a group on Facebook to help other cyber victims. So we have an online community where we support one another. We follow the netiquette rules. Our motto is: 'Think twice before you write!'

5. Look at the photo Mike posted on his Facebook group. What message does it convey? Do you agree with it? Why? / Why not?
6. In Lesson 1, you learned about the rules we should follow in face-to-face communication. What are the rules of online communication? In pairs, write a list of netiquette rules and present it to the rest of the class.



Vocabulary and Speaking

7. Match a verb with a noun to form collocations.
8. Write questions using the collocations from Exercise 7 and the following interrogative words: **How often**, **What**, **How**, **Why**, **How many**.
9. Work in pairs. Ask your classmate the questions you wrote in Exercise 8.
10. Make the opposites of these words by adding a negative prefix. Then use them to complete the sentences below.

kind, pleasant, usual, advantage

1. It was _____ to hear him talk like that. He is always very polite.
2. Online communication has its advantages and _____.
3. Bob's _____ remark made Allan upset.
4. What makes a message _____?

11. Use the words below to complete the sentences.

rude, recover, hurt, anxious, blocked

1. It was difficult for him to _____ after the conversation with that person.
2. It is _____ not to say 'Thank you' when they give you something.
3. My mother gets _____ when I am sad.
4. Her rude comments _____ me.
5. He didn't want to receive messages from that unknown person and so he _____ him.

Grammar: some and any

12. Complete the sentences with **some** or **any**.

1. _____ people do everything with their left hand.
2. You can take _____ bus. They all go to the centre.
3. Would you like _____ cake?
4. After that he didn't receive _____ cruel comments.
5. I'd like _____ bananas, please.
6. Come and see me _____ time you want.
7. Which of these cakes may I eat? – _____.
8. Can I have _____ oranges, please?
9. He didn't get _____ comments.
10. Would you like _____ water?

**ANY
QUESTiONS?**

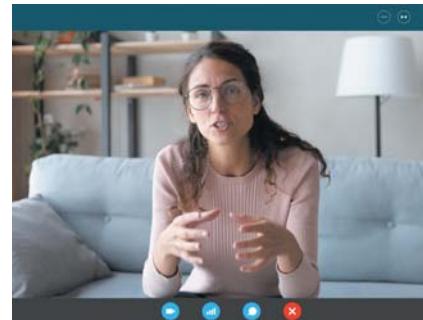


Pronunciation: silent p



13. Listen, repeat, transcribe and translate.

psychologist pneumonia receipt
pseudonym cupboard raspberry



Listening and Speaking

14. Listen to a psychologist speaking about what to do in case of cyberbullying. Arrange the tips in the order in which you hear them.

- Don't respond if you get unkind messages.
- Block the bully.
- Ignore the bully.
- Discussing your problem with an older person is a good idea.

Listen to the recording again and answer the following questions.

1. Why is it a good idea to ignore the bully?
2. Why shouldn't you respond to bullying messages?
3. What should you do to distract yourself from thinking about the rude messages?
4. What happens if you block the bully?

Writing

15. Write a post about cyberbullying. Express your point of view on the issue. Say what a person can do if somebody cyberbullies them. Leave a comment to a similar post of your classmate.

	Yes	Think so	No
✓ pronounce words containing 'ch', silent 'k', 'gh', 'p'.			
✓ pronounce place names			
✓ use appropriate intonation in your communication			
✓ use the learned vocabulary appropriately			
✓ communicate both face to face and online successfully			
✓ talk about the capitals of Moldova, the USA, and the UK			
✓ determine the rules of face-to-face and online communication			
✓ distinguish the advantages and disadvantages of online communication			
✓ talk about Black History Month			
✓ identify the harm cyberbullying does			
✓ define the rules of netiquette			
✓ give advice using <i>If I were you...</i>			
✓ use Conditional 1 (i.e. If + present, will + V) correctly			
✓ use Conditional 2 (i.e. If + past, would + V) correctly			
✓ use <i>had to</i> correctly			
✓ use <i>any</i> and <i>some</i> correctly			
✓ use prepositions of destination and direction correctly			
✓ write online messages following netiquette rules			
✓ maintain a conversation			
✓ describe important Afro-American figures			



Speaking and Reading

1. In pairs, decide which of the following activities women do and which men do. Fill in the table. Report your results to the rest of the class: **do karate, do ballroom dancing, fix things in the house, wash up, cook.**

Women	Men	Both
...



2. In pairs, look at the pictures and answer the following questions:

- ✓ What are the children's hobbies?
- ✓ What do you think, do they like what they're doing? What makes you think so?
- ✓ How do they prepare before competitions?
- ✓ What hobbies are for girls and what hobbies are for boys?

3. Read the text and say what the motto of Cornel's family means.

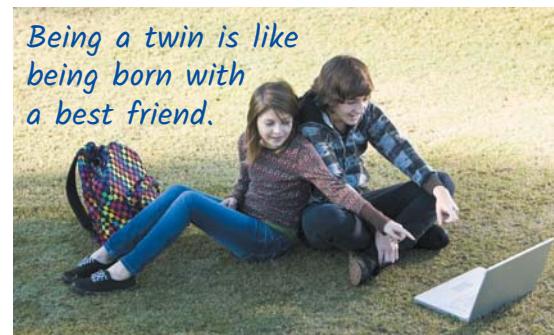
My family is not very large, but it is very friendly. There are four members in it: my dad, my mum, my sister and I. We are very close and always support each other. We know we can trust one another. What I love most about my family is that we are all equal. We respect each other's opinion and we always discuss our problems.

What I particularly like is that we don't make a difference between a woman's job and a man's job. My dad, for example, loves to cook for us. Frankly speaking, we love his dishes more. He's a great cook, but his real job is soft-engineering. Usually he cooks and we wash up. My mum is very good at fixing things in the house. Last time when our TV set broke, she fixed it. We think that she really loves when something breaks in the house.

My sister and I are twins. We have many things in common, but at the same time we are so different. I, for example, like ballroom dancing. My partner and I took part in various competitions. Sometimes we win, sometimes we gain experience, as my mum says. Last time we won the first prize. My partner and I practised very hard in our free time. I'm very proud of her. We make a real team.

My sister is also very active. She does karate. She's very good. She also took part in many competitions and won many prizes. She's very ambitious. She's also very correct. She knows what fair play is.

Our parents support our hobbies and interests. They encourage us all the time. I think this is why we haven't given up. I think people should stop dividing hobbies according to a person's gender. I don't think they should judge somebody if they behave differently or have a different hobby. This is what our parents have always taught us. Actually, the motto of our family is: 'There's beauty and strength in diversity.'



Vocabulary

4. Fill in the blanks with the required word.

1. The two sisters are 13 and celebrate their birthday on the same day. They are _____.
2. An _____ person has a strong desire to be successful and works for it.
3. She always plays honestly, according to the rules. She knows what _____ play is.
4. There is beauty and _____ in diversity.
5. My parents always help me if I need it. In other words, they always _____ me.

5. Fill in the blanks with the required preposition.

1. Mother is very good _____ fixing things in the house.
2. Nina is fond _____ reading.
3. England is famous _____ its rainy weather.
4. Pete is pleased _____ his results.
5. Julie is very different _____ her sister.
6. She is afraid _____ darkness.
7. He is interested _____ ballroom dancing.
8. Our parents are proud _____ our results.



6. Put questions to the underlined words from Exercise 5.

E.g. What is mother good at?



7. Use the required preposition. In pairs, ask and answer the following questions. Ask follow-up questions to find out more information.

1. What are you good _____ ?
2. What are you afraid _____ ?
3. What are you interested _____ ?
4. What are you fond _____ ?

8. Choose the best word to complete the sentences.

1. She _____ karate three times a week. (plays, makes, does)
2. The children _____ a real team. (make, do)
3. Frankly _____, I don't like online lessons very much. (talking, speaking, telling)
4. As you _____ experience, you will grow in confidence. (gain, win)
5. We don't _____ a distinction between a man's job and a woman's job. (do, make)
6. They took part in a lot of competitions and _____ many prizes. (gained, won)
7. Nick is a very _____ friend of mine. (near, close, open, shut)

9. Write the words below in the correct column to form word combinations.

experience, the first prize, a gold medal, weight, a game,
a competition, popularity, support, time, 10 000 lei in a lottery

Gain	Win
...	...

10. Use the correct form of the verb gain or win. In pairs, answer the following questions.

1. How would you spend the money if you _____ 10 000 lei in a lottery?
2. Have you ever _____ a competition or a game? If so, what was it? When was it?
How did you feel about it?
3. What should people do not to _____ too much weight?

- 11.** In the text, find synonyms for the following words.

1. Repair the TV – _____
2. Wash the dishes – _____
3. Stop doing or having something – _____
4. Participate in – _____



- 12.** Use the words from Exercise 11 to complete the following sentences.

1. My classmates _____ a lot of sports competitions every year.
2. When the TV breaks, mother can easily _____ it.
3. To lose weight, I should _____ eating sweets.
4. I don't like to _____, but I do it after every meal.

■ Pronunciation: qu → /kw/



- 13.** Listen, repeat, transcribe and translate.

equal quiz quiet require
queen square quarter quote

■ Grammar: Conditional 2



- 14.** Read the following sentences and write sentences with **if**.

1. I don't have enough money. That's why I won't buy this book. But if I _____.
2. He isn't good at Maths and he can't help you with your homework. But if he _____.
3. She doesn't know his email address. That's why she can't send him an email.
But if she _____.
4. Peter knows how to get there. He doesn't need a GPS. But if he _____.
5. He works hard and has good results. But if he _____.

■ Listening

- 15.** Listen to three people. Mark the sentences true (T) or false (F).

Correct the false sentences.

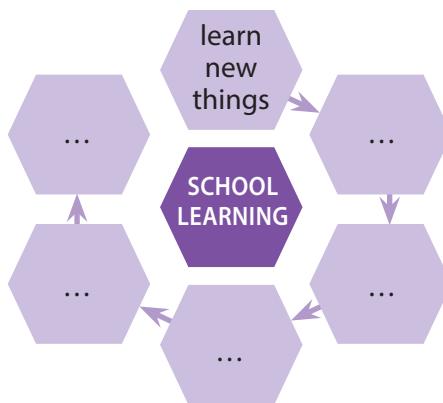
1. In Nicu's family dad cooks all the time.
2. Nicu's mother can't cook.
3. Nelly can play football.
4. Nelly is the only girl in the football team.
5. During the last match, Nelly scored the winning goal.
6. Elena's brother is interested in computing.
7. Elena's sister is good at languages.
8. Elena loves Mathematics and Physics.
9. Elena took part in the international Olympiad in Physics.
10. Elena won the 2nd prize in the Olympiad.



- 16.** Based on the pair work you have done and the discussions you have had in class, write a report on the learners' attitude towards the following statement: **There's beauty and strength in diversity.**

Speaking and Reading

1. Get in groups of four and fill in the spidergram with the advantages of school learning.



2. In class, answer the following questions:

- ✓ What is inclusion in classrooms?
- ✓ Studies have shown that teachers and students can benefit from inclusion classrooms. What will all gain?
- ✓ Where else can inclusion be an effective method?
- ✓ What is a problem with inclusion in Moldova?

3. Cristina should write an essay about her hero. Read the text she wrote and say why her sister is her hero.



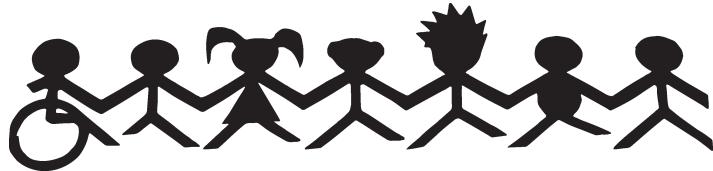
My hero is my elder sister, Carolina. She's a beautiful, inspiring, and extremely brave young girl. Every day is a small victory for her. What amazes me most is that Carolina never gives up. She has achieved so many things by working hard. My family is very proud of her. I can say that she's the example I follow.

There is something that makes me sad. Quite often, when we go out, people stare at her, some even say rude words. This makes me unhappy, but my sister just holds my hand and smiles.

My sister is special. She is a person with special needs. She walks and talks with difficulty. A few years ago she couldn't even walk at all. She worked so hard to just walk. As she gets tired very quickly, she still needs her wheelchair to move.

Unfortunately, my sister didn't go to kindergarten. As she couldn't walk very well, my parents thought that she should get home-schooling. But her teacher told my parents that my sister should go to school. She believed that Carolina could learn even better with other kids. My parents followed the advice and never regretted it.

She has achieved so many things. But her biggest achievement is that she has made friends. Her classmates treated her as their equal from the very start. She felt she was part of their group. This is what I call inclusion. They see each other quite often. They sometimes go out, they study



together, and they help each other. I think that their support also contributed to my sister's success at school.

Now my sister has started a campaign. She fights for the rights of special needs kids like her. She fights for inclusion as every child deserves to receive education and have the same rights as the other kids. Everyone should be treated equally.



TRY WALKING IN MY SHOES

4. Carolina has had a lot of difficulties in her life. She has worked hard to achieve success. Tell her story to the class as if you were Carolina.

Vocabulary

5. In pairs, answer the questions below.

1. Have you ever followed a strict diet? When was it? Why did you have to do it?
2. Do you follow other people's advice? Whose advice do you follow?
3. Is there a person in your life whose example you follow? Who is this person? What example do you follow?
4. Do you follow celebrities on social media? Who do you follow? Why? What have you learnt about them?

6. Choose the correct word.

1. It is not good to (say, speak, talk) rude words to other people.
2. The teens worked (a lot of, hard) to get better results.
3. People (got, turned, are becoming) tired of waiting.
4. She is an open person. She can easily (do, make, create) friends.



7. Fill in the correct preposition.

1. She didn't give _____ work no matter how hard it was for her.
2. The parents are proud _____ their children's achievements.
3. Carolina fights _____ the rights of special needs kids.
4. She walks _____ difficulty.
5. My sister wanted to go _____ school _____ other kids.

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

- to surprise very much – _____
- to stop trying to do smth – _____
- impolite – _____
- look at smb for a long time, esp. with surprise or fear – _____
- fast – _____

Pronunciation: words ending in -sion→/ʒn/



9. Listen, repeat, transcribe and translate.

inclusion confusion invasion vision
television division illusion fusion

Grammar: could

Language Facts

She believed that Carolina **could learn** even better with other kids.

A few years ago she **couldn't** even **walk** at all.

Could you write when you were six?

ABILITY IN THE PAST

she believed
she could

so she did

10. Fill in the blanks with the right form of the verb **could**.

- When I was ten, I _____ play the violin. It was too difficult for me.
- My sister _____ walk with difficulty after the accident.
- Yesterday, I _____ do the exercise alone so I called Carolina to help me.
- Marcel _____ play tennis last Saturday because he broke his arm.
- I _____ speak English before I went to school.
- My grandmother _____ play chess, and she was the best!
- Dan _____ eat because he was ill.
- Mozart _____ play the piano when he was three.
- I'm curious, _____ you swim when you were six?
- _____ you read and write when you left kindergarten?

11. Use the prompts and the pictures to write sentences with **could**.



Speaking and Listening

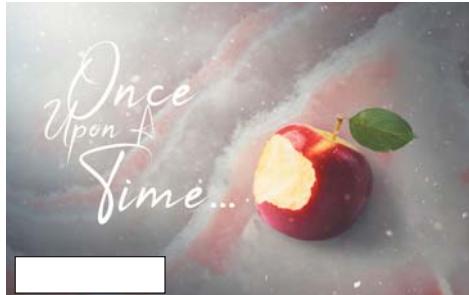
- In pairs, ask one another what you **could** do when you were 3, 7, and 10. Report your findings to the rest of the class.
- Listen to the conversation between Cristina and Traian and say what the topic of Carolina's essay may be.
- Listen to the conversation again and mark the following sentences true (T) or false (F).
 - Carolina is the winner of the republican essay competition.
 - Cristina is sorry she didn't take part in the competition.
 - Traian thinks Cristina is very talented.
 - Carolina's essay was about inclusion.
 - Traian doesn't think Carolina knows what problems people with special needs have.
 - Both friends dream about a world full of inclusion.

Writing

- Write a comment on Carolina's post, which says: **Inclusion is not an illusion. It is what we can do to make this world a better place.**

Speaking and Writing

- 1.** Look at the pictures below. They present symbolic objects from famous fairy tales. In pairs, write the title of the fairy tale in each picture. Discuss what your favourite fairy tale is. Why? Report the findings to the rest of the class.



A word cloud graphic centered on the theme of acting and performance. Key words include 'rehearse', 'make up', 'stage', 'play', 'reaction', 'exclaim', 'perform', 'rewrite', and 'stereotype'. The words are rendered in different sizes and colors (black, white, red) on a dark blue background.

- 

REWRITE

2. Get in groups of four and rewrite the story of a famous fairy tale. Make the characters of the fairy tale your contemporaries. What details will you include in your tale? What details will you exclude? How will your tale end?

3. Read the story of a group of teens who participated in their school celebration of Women's Day. They rewrote a famous fairy tale. Read the text and say what the play helped them understand.



Every school organizes a festivity to celebrate a holiday. It is common to celebrate Christmas or St. Valentine's Day. Students gather after school and rehearse some interesting school plays. They spend the time together, they laugh a lot, they have fun. Then they perform the school play in front of the school audience. The students are usually very creative. They can make up so many interesting plays.

This year, Matei's school decided to have a celebration of Women's Day. Matei's class wanted to participate in the celebration. They wanted to make up something very original. At first, they thought of performing a fairy tale.

'I love Cinderella,' said Patricia.

'It is an interesting story for girls,' added Matei.

Patricia didn't like Matei's comment. She wanted to know what stories were for boys. The children were about to start a fight when Sanda exclaimed:

'I have an idea!'

Sanda wanted to rewrite the tale and instead of Cinderella they would have a Cinderfella. She explained that it was interesting to see people's reaction if the main character was a young boy.

'This is impossible,' said Sergiu. 'We don't have enough time.'

Sanda disagreed. She believed that they had to start right away.

The teens worked a lot. They argued sometimes, but they enjoyed working together. When their teacher asked them what they were rehearsing, they said:

'Our play is very unusual!'



On the day of their performance, the children were nervous.
'The room is full today,' said Matei.
'Our parents are in the audience,' said Sandra.
The children encouraged one another and went on the stage. They had a lot of fun. The audience laughed all the time. The children were happy.
In the evening, on their way home, they were discussing their performance.
'We were really good,' said Matei.
'Especially you, Matei, in the role of Ciderfella,' said Patricia.
Matei thanked Patricia. Then he said:
'It is strange that people laugh at Cinderfella, and feel sorry for Cinderella.'
That remark made the children think. They concluded that people expect boys to be strong and girls to be weak. They knew that it was a wrong belief. Their school play helped them understand one stereotype about gender.

Vocabulary

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

1. I will do it immediately.
2. Every day the pupils meet after class to rehearse the play.
3. He always feels worried during tests.
4. It is a wrong opinion that boys are strong and girls are weak.
5. Children can invent funny stories.
6. The most important person in the story is a boy named Tom.

5. Complete the following sentences by using antonyms for the underlined words.

1. A: I didn't like that film. It was boring!
B: Oh, no, I liked it a lot!. It was so _____ !
2. A: Some people believe that girls are weak. But I don't think so.
B: You are right. Girls can be as _____ as boys.
3. A: Is it possible to prepare for the performance in one day?
B: I'm afraid that's _____. You need more time for it if you want to be successful.
4. A: Do you agree that girls are better at ballroom dancing than boys?
B: I am afraid I _____. I know some boys who are very good at it.
5. A: Is it right to believe that some kinds of sport are for boys only?
B: I think it is a _____ belief. It is not good to make this division.

6. In the text, find sentences that have the same meaning as the ones below.

1. Sandra wanted to write the play again.
2. Patricia didn't like what Matei said about it.
3. The children were going to start a fight.
4. They sometimes spoke angrily because they didn't agree with each other, but they liked working together.
5. In the evening, as they were going home, they were discussing their performance.
6. They enjoyed it greatly.

Listening and watching

- 7. Watch the video. What word is missing at the end? Why is it missing? Would you like to read such a fairy tale? Why? / Why not? <https://youtu.be/t1p8UaCfq8Y>**

Pronunciation: *gh* as /f/



8. Listen, repeat, transcribe and translate.

laugh enough cough tough laughter rough

Grammar: Reported Speech in the Past

Language Facts

REPORTED SPEECH



'I love Cinderella,' said Patricia. → Patricia said (that) **she loved** Cinderella.

The children said: 'We are rehearsing our play now'. → The children said (that) **they were** rehearsing their play **then**.

Nick said: 'I have read this fairy tale'. → Nick said that **he had read that** fairy tale.

Direct Speech	Reported Speech	Direct Speech	Reported Speech
Present simple	Past simple	This	That
Present continuous	Past continuous	These	Those
Present perfect	Past perfect	Here	There
Past simple	Past perfect	Now	Then
Can	Could	Today	That day
Must/Have to	Had to	Yesterday	The day before
Will	Would	Tomorrow	The next day

9. Change the following sentences into Reported Speech.

- 'It is an interesting story for girls,' added Matei.
- Sanda exclaimed: 'I have an idea!'
- 'This is impossible,' said Sergiu. 'We don't have enough time.'
- They said: 'Our play is very unusual!'
- 'The room is full today,' said Matei.
- 'Our parents are in the audience,' said Sanda.
- Then he said: 'It is strange that people laugh at Cinderella, and feel sorry for Cinderella.'
- Elena said: 'The children are coming on the stage now.'
- Matei's mother said: 'I have never watched such an interesting play.'
- The parents said: 'We are happy to be here.'

10. Write down what you remember your classmates and the teacher said during the lesson. At home report their speech.

Performing

11. Stage up the fairy tale you have rewritten.

Speaking and Reading

Vocabulary Building,
p. 108

1. In pairs, write down what a student should do in order to be successful. Report your results to the rest of the class.
2. Look at the pictures below and describe the girl in them. Say what she feels and what has caused her emotions. Compare your answers with your partner.



3. Imagine you talk to your friend about the test you get ready for. You are worried about the test. What will you say to each other? In pairs, make up a dialogue to role-play this situation.
4. Debby and Dima are very good friends. They met during the online international project *So far away, and yet, so close*. They like talking to one another and discovering interesting facts about their cultures. They often video-chat. Read the conversation they had during their last video-chat and say what new information they learned.



Debby: Hey, Dima! How are you?

Dima: Not bad, thanks. Just a bit tired. What about you?

Debby: I'm OK. But why are you tired?

Dima: I had a test in Maths this Monday. It was very difficult, but I made it. Now I'm getting ready for my next test. It's in English and it's next Friday.

Debby: It seems like a lot of work! I know how stressful the period before the test is.

Dima: Yes. I'm just revising everything I have learned. But as you say, it's stressful.

Debby: Don't worry! Everything will be OK. I know you're a straight-A student!

Dima: A straight-A student? What an interesting expression! What does it mean?

Debby: A straight-A student is a student who gets the best results in all tests.

Dima: Oh, thanks, you're too kind. But why 'A'?

Debby: 'A' is the highest grade you can get in the States.

Dima: I see! In our country the highest grade is '10'. In Romanian we say 'un elev de nota 10', a student who always gets a '10' in their tests.



Debby: Interesting. And what grade does a student get when they fail?

Dima: Fail? What do you mean?

Debby: When they don't pass the test. In the US, for example, such a student gets an 'F'. Nobody wants to get an 'F' here.

Dima: I understand. In my country a student who gets a '4' fails the test.

Debby: So we have letters as grades, and you have numbers.

Dima: It looks like this. I like talking to you. I always learn something new.

Debby: Same here. Now we should get back to study to get an 'A' or a '10' in our tests.

Dima: Sounds great. See you.

Debby: Bye.

Vocabulary

5. In the text, find the sentences that have the following meaning.

1. Now I am preparing for my next test.
2. A straight-A student is a student who obtains the best results in all tests.
3. 'A' is the highest grade you can receive in the States.
4. Now we should start studying again to receive an 'A' or a '10' in our tests.



- ✓ **Receive** – I got an email this morning.
- ✓ **Obtain** – She is trying to get a new job.
- ✓ **Buy** – Where did you get that umbrella?
- ✓ **Bring** – Can you get the books from the bookcase?



- It is getting late.
- ✓ **Become** – It is getting dark.
It is getting hot.



6. Write a synonym for the verb **get** in each of these sentences.

1. I must get some bread before I go home.
2. He got angry when he found out the mark for the test.
3. I didn't get any emails from him yesterday.
4. I am going to get something from the office. I'll be back in a few minutes.
5. He got help from his friends.
6. What a lovely hat! Where did you get it?

7. Write sentences using **I'm getting + ADJ** or **It's getting + ADJ**. Choose from the following adjectives: **dark, late, hungry, hot, tired, cold**.

A: _____

Yes, it is. I'll open the window.

A: _____

Ok, let's have something to eat then.

A: _____

Yes, it is. I think I'll go to bed.

A: _____

Yes, me too. I'll close the window.

A: _____

Yes, I'll turn on the light.

A: _____

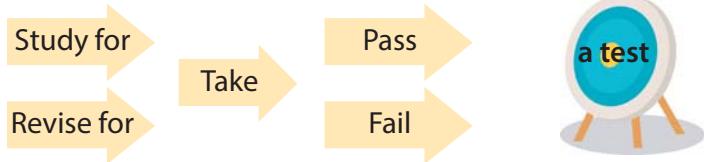
Let's take a break then.

8. Rehearse, revise or repeat? Use the required verb in the appropriate form.



1. Tomorrow we _____ the last part of the play.
2. Listen and _____ the new words.
3. I can't go to the theatre tonight. I have to _____ for my test.
4. The students _____ the sentence after the teacher.
5. The children _____ for the show every day.
6. I'm _____ Physics today.

9. Learn the following word combinations with the noun **test**.



10. Look at the pictures and write down what the students are doing or have done using the word combinations from Exercise 9. Compare your sentences with your partner's.



Pronunciation: *th* → /θ/



11. Listen, repeat, transcribe and translate.

thanks thunder health bath
thin thief athlete path
thick tooth cloth

Grammar: Reported Speech

12. Change the following sentences into Reported Speech.

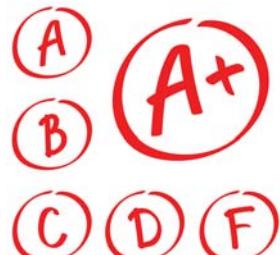
1. Dima said: 'I'm a bit tired.'
2. Dima said: 'I had a test in Maths this Monday.'
3. Dima said: 'The test was very difficult.'
4. Dima said: 'Now I'm getting ready for my next test.'
5. Dima said: 'I'm just revising everything I have learned.'
6. Dima said: 'I like talking to you. I always learn something new.'
7. Debbie said: 'Everything will be OK.'
8. Dima said: 'I can't remember this word.'

Listening

13. Listen to the dialogue and say what Andrea did before the test.

Writing

14. Write a short note on the grading system in the USA and Moldova for the school newspaper.



Pronunciation



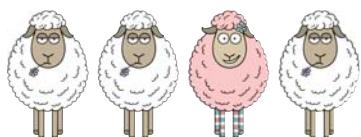
1. Listen, repeat, transcribe and translate.

jazz, rock, duo, guitar,
saxophone, piano, cello,
trumpet, drums, violin,
double bass



Speaking and Reading

2. In pairs, discuss the meaning of the following statements. Pick up the one you think is the most interesting and think of a situation you could apply it to. Present it to the rest of the class.



Dare to be yourself

- Differences should not divide us; they should unite us.
- Let's agree to disagree.
- You don't have to always win every fight.
- You don't see things the way everyone else sees them.

You're different.

3. Look at the pictures and say what kind of music these musicians play. What music do you prefer? Who is your favourite musician?

Vocabulary Building,
p. 116



4. Read the definitions of **jazz** and **rock**. Then listen to the recordings and try to identify which music each piece is. Which one do you like most? Why?

Jazz is a type of music which combines African-American music with European music. It is a popular music to play and hear because of different styles. Some common jazz instruments include the saxophone, trumpet, piano, double bass, and drums.

Rock is a genre of popular music. Musically, rock mostly uses the electric guitar as part of a rock group with a bass guitar and drums. Rock music is song-based.

<https://www.youtube.com/watch?v=92HtJHxosWg>

<https://www.youtube.com/watch?v=WGoDaYjdfSg>

5. Read the text about Marcel's musical family and say what their musical preferences are. What statement from Exercise 2 describes this family best?



My family is very musical. My mum can play the piano, my dad can play the saxophone, and I can play the guitar. You can easily guess that my parents are fond of classical music. They also love jazz music. They're totally in love with George Gershwin. He was a famous American composer and pianist. My parents love playing his hit *Summertime*. When they play it together, I really think that this is very magical. There is a special charm when a pianist and a saxophonist make a duo. I'm learning to play *Summertime* on my guitar as I want to surprise my parents. At present, I'm not so good at it. I need to practise more. But maybe it is because I like rock more than jazz.

My favourite musician is Jimmi Hendrix. He was a famous American guitarist and singer. He was brilliant! He could play the guitar so well! The song I like most is Purple Haze. I have learned to play this song quite well. Even my parents say that I'm very good at it.

It is true that my parents are not very fond of rock music, but they encourage me to follow my passion. They think it is OK when tastes differ; what isn't OK is when people refuse to accept another person's differences. So in my house, you can very often hear jazz and rock music.



Vocabulary



6. Name the people in music.

1. Eugen Doga can compose music. He is a famous _____.
2. George Gershwin could play the piano.
He was an American _____.
3. Jimmi Hendrix could play the guitar. He was a famous _____.
4. Adele can sing very well. She is a British _____.
5. Billy Amstell could play the saxophone.
He was a famous British _____.

7. Fill in the blanks with the required preposition.

1. My parents are fond _____ classical music.
2. They're totally _____ love _____ George Gershwin.
3. I'm learning to play *Summertime* _____ my guitar.
4. _____ present, I'm not so good _____ it.



8. Fill in the blanks with the required word.

1. Music is his true _____.
2. She has very good _____ in music.
3. There is a special _____ about their music.
4. That song has become a real _____.
Everyone knows it.
5. The _____ performed very well
at the concert last night.

duo, hit, charm,
passion, taste



9. Look at the pictures on this page and write down what instruments the people in them are playing.

10. Use synonyms instead of the underlined words in the following sentences.

1. Jimmi Hendrix is a well-known musician.
2. *Yesterday* is a successful song by the Beatles.
3. He was an excellent musician.
4. The duet for piano and violin was wonderful.



Grammar: Reported Speech

11. Change into Reported Speech. Consult the Table on Page 81 if necessary.

1. Marcel said: 'My mom can play the piano.'
2. Marcel said: 'I'm learning to play *Summertime* on my guitar.'
3. Marcel said: 'I have learned to play this song quite well.'
4. Marcel said: 'I need to practise more.'
5. Marcel said: 'We will probably go to a concert next week.'
6. Marcel said: 'I will teach you how to play the guitar.'

12. Change from Reported Speech into Direct Speech.

1. Marcel said that his parents always encouraged him.
2. Nina said that she would listen to Adele's new song that day.
3. Ana said that she had been to a lot of concerts.
4. Nicu said that his friends liked music.
5. Svetlana said she could sing very well.



Speaking

13. Arrange the words in the correct order to make questions. In pairs, do the music questionnaire. Ask for more information. Report your findings to the rest of the class.

1. you, often, do, how _____?
 - go to concerts
 - listen to music
 - download music
 - look for song lyrics on the Internet
2. listen to, you, how, music, do, usually?
 - On TV
 - On the radio
 - Online
 - On your phone
3. listen, you, when, music, do, to?
 - When I am happy.
 - When I am tired.
 - When I am sad.
 - Always.

Listening



14. Listen to the recording and answer the following question: *Why was Marcel's birthday four years ago special for him?*

15. Listen again and mark the sentences true (T) or false (F).

1. Marcel remembers the birthday party he had four years ago.
2. Marcel got no present from his parents.
3. The guitar was a present from Marcel's cousin.
4. Marcel liked his birthday present a lot.
5. Marcel understood that he loved music a lot.

Writing

16. Marcel has posted the following picture. Write down a paragraph in which you agree or disagree with the statement. Use an example from your own experience to explain why you think namely so. Consult the Vocabulary Building section, p. 116.



Speaking

1. In pairs, write down what a student should do in order to be successful. Report your results to the rest of the class.



3. Get in groups of four and examine the given infographic. Discuss what it represents. Add what elements are missing in the ladder to success. Report your ideas to the rest of the class.



2. Agree or disagree with the quote in the picture. Justify your answer.



Reading

4. Read what information Viorica found on the Internet. Say what exactly she liked about that information. Do you agree with her point of view? Why? / Why not?



Let me share with you something interesting. I have recently finished reading *The Little Prince* by the French author Antoine de Saint-Exupéry. My eldest sister recommended the book. I am not sorry at all. I really loved it. The book seems to be so simple, but it made me think about the real values in life. I think everybody should read this book. I was so impressed by the book that I decided to prepare a presentation. I will present it next week during our reading club.

In my presentation, I wanted to say something about the author. I searched for information. I googled the author's name and I discovered the life of an amazing man. Then, I came across a beautiful prayer by him. At first, I didn't want to read it, but then I thought that it could be interesting. And I was right. What impressed me most was the last line: 'Teach me the art of small steps!'

Such a simple request, but there's so much wisdom in it! Sometimes we hurry so much that we don't take enough time to examine everything carefully. We seem to hurry all the time. We seem to be impatient. We seem to want everything quickly without putting much effort. And then we get disappointed. We should understand that it takes time for good things to happen. We should be patient. Even at school we should understand that success does not come easily,

that we should work hard, and that we should think critically. We should also understand that friendships do not happen overnight. Even friendships need time and patience to last.

Probably I will start my presentation with this quote. I think that it is important for us to understand that we can be successful if we work regularly. We should take a small step every day and we will surely realize our goals.

Vocabulary

5. In the text, find the sentences that have the following meaning.

1. I found by chance a beautiful prayer on the Internet.
2. My eldest sister advised me to read the book.
3. We will certainly achieve our dreams.
4. I learned about the life of an amazing man.
5. I don't regret it at all.

6. Fill in the blanks with the missing word.

1. It _____ time and effort to realize your goals.
2. A clever person has a lot of _____.
3. When I have to prepare a presentation, I _____ for additional information on the Internet.
4. People who want to be _____ in their lives understand that they should take a small step every day.
5. I passed the test because I studied _____.

7. Fill in the blanks with the missing preposition.

1. It is important _____ me to have a plan.
2. He is a very generous person. He always shares his meal _____ his friend.
3. As I was reading that poem, I came _____ a very interesting line.
4. The police searched _____ the missing boy everywhere.
5. It takes time _____ good things to happen.
6. The classmates were impressed _____ Viorica's book presentation.

Pronunciation: oa → /əʊ/



8. Listen, repeat, transcribe and translate.

goal	roast	foam	coast
coat	coach	boast	float
soap	coal	loan	

Grammar: Conditional 2

9. Read the following sentences and write sentences with if.

1. People hurry. They make mistakes. But if they _____.
2. He never searches for additional information. His presentations are boring. But if he _____.
3. She doesn't read the book. She doesn't find it. But if she _____.
4. They study regularly and pass the test successfully. But if they _____.
5. She reads a lot and knows many interesting facts. But if she _____.

If



10. Answer the following questions. Begin with: 'No, but ...!'

Example: Do you have a pen?

Response: No, but if I had a pen, I would give it to you.

- | | |
|---------------------------------------|------------------------------------|
| 1. Are you tired? | 4. Are you at home now? |
| 2. Are you a bird? | 5. Do you speak Japanese? |
| 3. Are you in London? | 6. Do you live in Washington D.C.? |
| 7. Are you the teacher of this class? | |

Speaking and Listening

11. Viorica liked the book she read and she wants to make a book presentation. In pairs, discuss what a book presentation should include. How should she begin her presentation? How should she end it? Report the results of your discussion to the rest of the class.

12. Look at the poster of the presentation. In pairs, discuss what you see in it. Think about possible answers to the following questions.

1. Where is the boy?
2. Is the boy alone?
3. What is the boy doing?
4. What does the inscription represent?

13. Listen to Viorica's presentation at the reading club and say how she felt when she read the end of the story.

14. Listen to the presentation again and mark the following sentences true (T) or false (F).

- | | |
|---|---|
| 1. The title of the book is <i>The Art of Small Steps</i> . | 5. The Little Prince's friend is a fox. |
| 2. The book is a fairy tale. | 6. The story has a happy end. |
| 3. There is nothing on the Little Prince's planet. | 7. The Little Prince's life is an example people should follow. |
| 4. The Little Prince never asks questions. | |

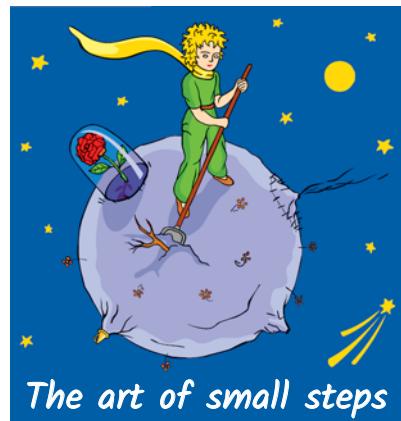


15. In pairs, tell one another what you'd like to do:

- after the class;
- at home;
- at the weekend;
- in summer.

In English, **I would like to... / I'd like to...** is a polite way to say **I want**.

E.g. I would like to talk about my favourite book.



Writing

16. Write a paragraph on the importance of taking small steps in a person's life. Use a personal example to prove your point of view. Share your ideas with the rest of the class.

Project work

17. Prepare a presentation on a book/story that you liked. Consider what you will include in your presentation. What will you say at the beginning and at the end of your presentation? Prepare a poster for your presentation. Consult the **Vocabulary Building** section, p. 118.

	Yes	Think so	No
✓ pronounce the words containing <i>qu, gh, th, oa</i> , and those ending in <i>-sion</i>			
✓ pronounce the names of musical instruments			
✓ use the learned vocabulary appropriately			
✓ use <i>could</i> to express ability in the past			
✓ transform Direct Speech into Reported Speech in the past			
✓ use Conditional 2 correctly			
✓ talk about the importance of inclusion			
✓ describe my musical preferences			
✓ role play a situation			
✓ make up dialogues with the new vocabulary			
✓ express my point of view on the discussed topics			
✓ make a presentation on a book I like			
✓ explain the grading system in the USA			
✓ talk about gender equality			
✓ take small steps to achieve my goals			
✓ distinguish between different musical styles			
✓ name musical instruments			
✓ report on the findings of a questionnaire			

Speaking and Writing



1. In pairs, discuss what the picture tries to say. Write down three main points you think it makes. Share your ideas with the rest of the class.

Vocabulary Building, p. 112

- 2.** Write down the answers to the following questions.
Compare your answers with those of your partner.

- ✓ What do you think *green activist* means?
 - ✓ What is the temperature in winter in Moldova?
 - ✓ What is the temperature in summer in Moldova?
 - ✓ What do you think *climate change* means?
 - ✓ How do people know that the climate is changing?
 - ✓ Why do you think it is important to have an Earth Day?

- 3.** Complete the following sentences. Share your ideas with the rest of the class.

1. If people don't protect the planet, _____.
 2. If we didn't throw so much litter, _____.
 3. If I were a green activist, _____.
 4. If we are more responsible citizens, _____.



Reading

4. Lara's school organized a public speaking event devoted to Earth Day. Lara wanted to participate in the event. She is a green activist. She wants people to be more responsible. Read the text she prepared. Do you think she should add anything to make her speech more convincing? If yes, what exactly?

I am worried about the changes that are happening in nature. Climate change is a serious problem. There are people who don't believe it. But scientists from all over the world agree that climate change is real.

Just think about the climate in our country. We all learned that Moldova's climate is continental. This means that our summers should be long and warm, and our winters should be mild and dry. Is this the real situation?

Our summers are long but boiling, and our winters are getting warmer and warmer. I think that winter in Moldova is the



season of contrasts: it can be warm like in spring, and then it can be freezing. Then think about precipitations. In summer, there is little rain, and in winter there is little snow. When I ask my grandparents to tell me what the weather was like in their childhood, they tell me about winters with a lot of snow and warm summers with enough rain to have a good harvest in autumn.

So I ask myself: 'Whose fault is it? Who is responsible for this situation?'

Human activity is the main cause of climate change. We should take care of our earth more. We should recycle more. We should plant more trees.

In conclusion, I can say that there are two sides: the side of believers and that of non-believers. Which side are you on?

Pronunciation: w



5. Listen, repeat, transcribe and translate.

worried warm with what
world weather we where
winter was which when

Vocabulary

6. Match the parts.

1. People are worried
2. People are responsible
3. Many people don't think
4. Human activity is the main cause
5. We should take care
6. Scientists

- a. of climate change.
- b. about climate change.
- c. of our earth.
- d. from all over the world think it is real problem.
- e. for this situation.
- f. about the climate in our country.

7. Write short sentences to describe the weather conditions in each picture. Choose from the following words: **cloudy, windy, foggy, raining, sunny, snowing, cold, hot.**



It's _____.



It's _____.



It's _____.



It's _____.



It's _____.



It's _____.

Language Facts



What's the weather like?
It's warm.

8. Use a word from the list below as a synonym for **very + ADJ.**



1. A: It's very cold today, 20 degrees below zero.
B: Yes, it's _____.
2. A: It was very warm yesterday.
B: Yes, it was _____.
3. A: Nelu got very good results in the Olympiad.
B: A gold medal is an _____ result indeed.

hot,
freezing,
boiling,
excellent,
furious



4. A: He was very angry with himself.
B: Yes, I saw he was _____, but I didn't understand why.
5. A: It is very hot today.
B: Yes, it's _____.

Grammar: whose, which

9. Use the required interrogative adjective.

1. A: _____ bag is this?
B: It's Alice's.
2. A: I have two pens. _____ pen do you want?
B: The blue one.
3. A: _____ keys are these?
B: They are my mother's keys.
4. A: _____ book did you take?
B: My friend's book.
5. A: _____ exercise is better:
swimming or tennis?
B: I think both are good.
6. A: _____ season do you like more:
spring or summer?
B: Summer, when we are on holiday.
7. A: _____ umbrella is this?
B: It's Dan's.
8. A: _____ language do you speak better:
English or German?
B: English.

10. Make questions. The words in brackets should be the answer to your question.

1. These are (Jim's) books.
2. I bought the (red) pen, not the green one.
3. This is (the scientists') opinion.
4. (Saturday) is more convenient for me, not Friday.



Listening

11. Listen to the recording and answer the following questions.

1. Who is Greta Thunberg?
2. What is she famous for?

12. Listen again and mark these sentences true (T) or false (F).

1. Greta is from Belgium.
2. At the age of 15 Greta participated in an essay competition.
3. Her essay was about the future of education.
4. Greta was the winner in the essay competition.
5. Greta organized protests in Sweden.
6. Only young people from Europe supported her.
7. Greta is worried about climate change.
8. Greta wants everyone to protect nature.

Writing

13. Make up a poster and write down 5 actions people can take to fight climate change. Consult the Vocabulary Building section, p. 112.

Language Facts

Interrogative adjectives

which, whose

Which side are you on?

Whose fault is it?



Vocabulary and Speaking

- 1.** In pairs, find 16 house-related words in the wordsearch below.

D	E	S	K	I	T	C	H	E	N	A	E
C	O	O	K	E	R	T	A	B	L	E	S
W	A	R	D	R	O	B	E	A	P	F	T
N	S	B	A	T	H	R	O	O	M	A	U
R	O	B	W	B	E	D	R	O	O	M	D
A	F	E	F	R	I	D	G	E	F	A	Y
Z	A	D	C	O	M	P	U	T	E	R	N
A	R	M	C	H	A	I	R	C	X	W	K



- 2.** In pairs, fill in the table with the words you have found in Exercise 1. What other words will you add in each column?

Kitchen	Living room	Study	Bedroom	Bathroom
...		

3. Look at the following pictures representing places to live. Discuss the advantages and disadvantages of living in such places. Which one would you prefer? Why?
 4. In pairs, describe the home of your dreams. Report your partner's dream to the rest of the class. Use the words from Exercise 2. Consult the **Vocabulary Building** section, p. 114.



|| Reading

5. Read the poem and say what the difference between the words **home** and **house** is.

A Home Song

by Henry Van Dyke

I read within a poet's book
A word that starred the page:
'Stone walls do not a prison make,
Nor iron bars a cage!'

Yes, that is true; and something more
You'll find, where'er you roam,
That marble floors and gilded walls
Can never make a home.



But every house where Love abides,
And Friendship is a guest,
Is surely home, and home-sweet-home:
For there the heart can rest.

6. Read the poem again and answer the following questions.

1. What kind of information did the author read in books?
2. Why do you think the author believes that a beautiful and rich house is not a home?
3. What kind of home is the home of his dreams?

7. In pairs, match the following expressions.

Discuss the meaning of the proverbs.

Compare your answers to those of your classmates.

1. There's no place
2. East or west,
3. My home is

- a. my castle.
- b. like home.
- c. home is best.



Pronunciation: /a:/



8. Listen, repeat, transcribe and translate.

star
bar
marble

heart
castle
calm

palm
start
harm

farm
garden

Reading and Listening

9. In pairs, fill in the missing words. Choose from: **rooms, table, conditions, home, garden, dinner**. Listen and check your answers.

New Message

To claire.scot@gmail.com

From daria.morosan@gmail.com

Dear Claire,

I've got some wonderful news. My family and I have finally moved to the _____ of our dreams. It's a small two-storey house near Bălți. We are so happy to live here!

Now my brother and I have our separate _____. This means no more fighting. My room is in yellow colours, just like I wanted. There's a bed, a wardrobe, a computer desk, my own small home library, and a very comfortable chair in it. So now I have all the _____ to study here. The dining room is the favourite room of our family. It's a large room full of light. There's a round wooden _____ in the middle of the room. We love to have our _____ there. We talk about everything during that time. I'm so happy that we moved in spring because our front _____ is so beautiful. Everything is green and peaceful.

I'm attaching a few pictures of my beautiful new home to the email.

Hope to hear from you soon.

Love,
Daria.

Send

Unit 6

10. In pairs, answer the following questions.

1. What kind of house does Daria have?
2. Where is the house?
3. What makes Daria particularly happy?
4. What is her room like?



11. Look at the following pictures and write the order in which Daria mentions them in her email. Which picture does not belong here?



12. Describe the pictures. Say what changes you would make if you lived there.



13. Listen to Claire's voice message on WhatsApp and say what she can see from her balcony.

14. Listen to the recording again and mark the following sentences true (T) or false (F).

1. Claire lives in a house near London.
2. Claire fights with her brother, with whom she shares a room.
3. Claire does her homework in the study.
4. The favourite room in Daria's family is the dining room.
5. Claire has a balcony from which she admires her garden.
6. Claire would like Daria to visit her one day.



15. In her voice message Claire mentions Tron Kirk. Read the text and say what it is and what it is famous for. Would you like to visit it? Why? /Why not?

Tron Kirk is a very beautiful, old building in the heart of the Old Town of Edinburgh, Scotland. It was a church in the past, but now it is the place of the Edinburgh World Heritage Exhibition. It is so majestic. The other buildings around it make it very special. A person who walks this place can think that they are in a film from *Harry Potter* series.

Grammar: Reported Speech

16. Change the following sentences into Reported Speech

1. Daria wrote: 'My family and I have finally moved to the home of our dreams.'
2. Daria wrote: 'My room is in yellow colours.'
3. Daria wrote: 'The dining room is the favourite room of our family.'
4. Daria wrote: 'I'm attaching a few pictures of my beautiful new home to the email.'
5. Clair said: 'I have a wonderful view from my balcony.'
6. Claire said: 'I like to sit in one of the armchairs and read a book in the evenings.'
7. Claire said: 'My apartment in Edinburgh is not big, but it's comfortable.'
8. Claire said: 'My room is not big.'

Writing

17. Write an email to your friend about the home of your dreams.
Consult the Vocabulary Building section, p. 114.

Speaking and Reading



2. Answer the following questions.

- ✓ What is a diary?
 - ✓ Why do people keep diaries?
 - ✓ What do people write in their diaries?
 - ✓ Is it useful to keep a diary? Why? / Why not?
 - ✓ Do you keep a diary? Why? / Why not?

3. In pairs, arrange the diary entries in the correct order.



- Write a final comment/future action.
 - Write the date, day on the top left of the page.
 - Describe the day / your feelings.
 - Discuss the event(s) / feelings in detail.

4. Read the text and say why Anne Frank's diary is important.



On June 12, 1942, a thirteen-year-old Jewish girl received a special gift for her birthday. The girl's name was Anne Frank and the special gift was a diary. She was a simple teenage girl with big dreams. She believed that all people are good. She admired the beautiful things around her and she wanted people to be happy. She wrote about this in her diary. She wrote about her feelings. She also described the events of her tragic life.

When the Nazis invaded the Netherlands, Anne Frank together with her family had to hide in a secret annex. In her diary, she wrote everything that was happening to her and her

family. This helped her pass her time. Sadly, the police discovered the hiding place and arrested everybody. Anne died in 1945 in the concentration camp. After the end of the Second World War, her father published her diary. People from all over the world loved Anne's diary. The hiding place became a museum.

Anne's diary is very important. It helps us understand that all are equal and that discrimination and racism are dangerous. It also shows how little people need to be happy. It costs us nothing to make others happy. Anne's voice from her diary tells us to be generous: 'No one has ever



1. In pairs, describe the picture. Give a title to the picture. Present your ideas to the rest of the class.



become poor by giving.' We also learn that hard work makes people happy: 'Laziness may appear attractive, but hard work gives satisfaction.'

Indeed, Anne Frank's diary is very powerful. It teaches us to be good, generous, and hard working. These qualities make us truly happy.



5. Are these sentences true (T) or false (F)? Correct the false sentences.

1. Anne Frank and her family lived in the Netherlands.
2. On her 15th birthday, Anne got a diary.
3. Anne wrote in her diary because she wanted to become famous.
4. Anne's diary makes people think about important things in life.
5. People like Anne's diary because they can learn a lot of good things from it.

6. In the text, find sentences with a similar meaning.

1. Anne got an unusual present for her birthday.
2. In her diary, Anne wrote about the things that happened in her tragic life.
3. The police found out where they hid.
4. When the war finished, Anne's father published her diary.
5. Anne Frank's diary has a strong effect on the readers.

7. Answer the following questions.

1. Why was Anne's birthday gift special?
2. How do you understand Anne's words 'No one has ever become poor by giving'? Do you agree? Why/Why not? Do you share what you have with other people?
3. Would you like to read Anne's diary? Why?/Why not?

Vocabulary

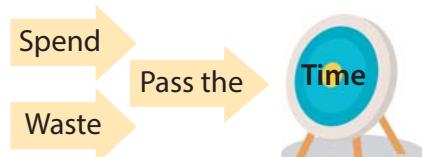
8. Fill in the blanks with a word from the list.

1. Anne Frank's life was _____.
2. Anne and her family lived for some time in a _____.
3. Anne died in a _____.
4. Anne's father _____ his daughter's diary and people could read it.
5. Anne's diary teaches us to be _____.

concentration camp
tragic
generous
secret annex
published

9. Complete the sentences with the correct form of one of these verbs: pass, spend, waste.

1. I like to _____ time with my friends.
2. She went for a walk to _____ the time until dinner.
3. Start working. Don't _____ any more time.
4. He wants to _____ more time with his family.
5. When Nina was ill, I brought her some magazines to help her _____ the time.
6. She _____ a lot of time on unimportant things and didn't manage to do the important things.
7. They tell each other stories to _____ the time.



10. In pairs, ask and answer the following questions.

1. How do you spend your free time?
2. Do you sometimes waste time? How?
3. If you have to wait for your friend, what do you do to pass the time?

Pronunciation



- 11.** Listen, repeat, transcribe and translate.

Nazi equal police
annex diary qualities
Netherlands museum

Grammar: Relative Pronouns

12. Fill in the gaps with the correct word. Choose from: **who, which, whose, whom**.

1. The events _____ Anne describes in the diary happened to her and her family when they lived in the annex.
2. He's a friend _____ opinion I respect.
3. Anne Frank, _____ was a thirteen-year-old girl, wrote about her life in her diary.
4. People _____ share their things with others are never poor.
5. The book _____ I am reading now is a diary.
6. Anne's diary is a book _____ impressed people all over the world.
7. There are lots of translations of the book _____ Anne Frank wrote.
8. The girl _____ I met last night was very nice.

Listening

13. Listen to Mihail speaking about Anne's Diary and answer the following questions.

1. Why did Mihail decide to read Anne's Diary?
 - a. because the teacher recommended this book.
 - b. because some words from the book impressed Mihail.
 - c. because his friends were reading this book.
2. Where did he take the book from?
 - a. from the library
 - b. from the teacher
 - c. from the Internet
3. Where does he keep the book?
 - a. on the desktop
 - b. in his bag
 - c. on his desk
4. Why does Mihail like the book?
 - a. because it has clever ideas
 - b. because he feels sad when he reads it

14. Write a diary entry about what happened today, and how you felt. Follow the structure suggested in Exercise 3.

- Start with *Dear Diary*.
- Describe the events that happened during the day.
- Write in the past tense.
- Use pronouns like *I, my* and *me* to show that the events happened to you.
- Talk about how you were feeling or what you were thinking when each event happened.

Speaking and Reading

1. Answer the following questions. Compare your answers with your deskmate's. Report one another's answers to the rest of the class.

1. Do you like watching films?	...
2. Where do you usually watch films?	...
3. What was the last film you saw?	...
4. How often do you go to the cinema?	...
5. What film would you like to watch?	...

2. In pairs, look at the pictures and say what emotions the people in them feel. Name the types of film the people are watching.



3. Imagine you want to go to the cinema with your friend. You decide to watch a tragedy. You discuss what you can and can't do while watching the film. In pairs, roleplay the situation.

4. Read the text and say what the picture represents.

I told my friend Elsa from the USA about the lesson we had about Anne Frank. She recommended a film. Its title is *The Boy in the Striped Pajamas*. She told me that I should see it. Last Sunday, my friend Corina and I went to the cinema to see the film. When we entered the cinema, we saw the film posters. We saw two boys, one of whom was wearing striped pajamas and the other was wearing plain clothes. A fence separated them. The poster was very dramatic. We were curious to see what had happened to the boys.

That time we didn't want to buy any popcorn and soda. We just wanted to watch the movie. We took our seats and turned off the phones. The film started. I could hardly breathe. The film was so sad, and the boys' lives so tragic that my friend and I cried. We couldn't believe that people could be so cruel during the Second World War. Everybody in the cinema was silent. People were really moved by the story. I saw tears in people's eyes when we left the cinema.

I can say that the film changed me a lot. I started thinking about how lucky I am to live in a peaceful time. I think I complain less now. Just like Anne Frank I try to see the beauty that surrounds me. The film has inspired me to read the book with the same title and written by John



Vocabulary Building,
p. 119





Boyne. I can say that the book is even more interesting. I think we should read such books. We should know how cruel people could be. Such books are warnings not to repeat the same mistakes from history. They also help us understand the real values and appreciate what we have. So they show us that we have a second chance and we should make the right decisions. We should help and respect others. We should promote peace.

Vocabulary

5. In the text, find sentences with a similar meaning as the sentences below.

1. There was a fence between them.
2. We sat down.
3. We wanted to see what had happened to the boys.
4. Nobody spoke in the cinema.
5. People felt very sad.
6. I try to see the beauty around me.
7. It was difficult for me to breathe.
8. After I watched this film, I wanted to read the book very much.



6. Fill in the blanks with a word from the list.

1. On the poster there was a boy who was _____ striped pajamas.
2. People entered the cinema and _____ their seats.
3. People were _____ by the story.
4. People were sad and there were _____ in their eyes.
5. The film has _____ me to read the book.
6. The book teaches us to _____ what we have.

tears
took
moved
appreciate
inspired
wearing

7. Fill in the blanks with antonyms for the underlined words.

1. A: You can't turn on your phone now. The film hasn't finished yet. Please _____ your phone.
B: Ok, sorry.
2. Children are sometimes noisy at the cinema, but this time everyone was _____.
3. I think that people should be kind, but sadly, sometimes they can be _____.
4. Life in wartime was awful. We really should appreciate _____.

8. Match the two parts.

1. It was boiling hot in the room.
2. It was a foggy morning.
3. He was very tired.
4. Something is wrong with the phone.
5. This can't be true!

- a. I can hardly hear you.
- b. I can hardly believe you.
- c. I could hardly breathe.
- d. I could hardly see where I was driving.
- e. He could hardly keep his eyes open.

Pronunciation: j → /dʒ/



9. Listen, repeat, transcribe and translate.

pajamas jar jewel joke
jam jaw just jail
jacket join jaguar

Language Facts

Subject-verb agreement

The pajamas are very comfortable.

10. Fill in the gaps with the correct verb form.

Choose from: **be** (3), **make** (1), and **fit** (1).

1. The pants expensive.
2. Clothes the man.
3. My new jeans very uncomfortable.
4. These shorts too big around the waist.
5. The trousers well.



Speaking and Listening

11. Look at the film posters below. Pick up the poster of the film you'd like to see. Why would you like to see it? In pairs, roleplay the situation in which you invite your friend to go and see the film together with you this weekend. Convince them that the film is very interesting. What reasons will you give?



12. Listen to the following two conversations.

1. What are Carol and Paul's plans for the weekend?
2. What are Sergiu and Sabina's plans for the weekend?

Language Facts

See a film **at the cinema**.

Watch a film **at home**.

13. Listen to the conversations again and mark the sentences True (T) or False (F).

- | | |
|---|---|
| 1. Carol likes cartoons a lot. | 6. Sabina convinces Sergiu to go to see the fantasy film. |
| 2. Paul likes watching films at home. | 7. Sergiu will go to see a drama at the cinema. |
| 3. Carol thinks that comedies help her relax. | 8. Sabina says <i>Maleficent</i> is boring. |
| 4. Paul wants to tell Carol about a Romanian king. | |
| 5. Sergiu thinks he will not like <i>Maleficent</i> . | |

14. Write a diary entry about the last film you saw. Think about what the film made you feel. What did you like about the film? What did the film help you understand? Consult the Vocabulary Building section, p. 119.

Speaking and Reading



2. In pairs, take the summertime quiz. How many questions can you answer? Compare your results with those of the rest of the class. Say what place you would like to discover. Why?

1. What's the name of the mountains in Romania?
 2. Are there any virgin forests in Romania?
 3. What do you know about One Hundred Hills from Moldova?
 4. Where can we see bison in their natural habitat?
 5. Where's the heart island in Moldova?
 6. Where's the deepest lake in Europe?
 7. What lake in Europe has the shape of the inverted letter 'Y'?



3. Igor, Dora, Eugen, and Iana speak about their summer plans. Whose plans do you like most? Why?



Igor: I am so happy that this summer my family and I are going to the mountains. This has been my dream for a long time. We're going to visit the Carpathians in Romania. I want to see the majestic mountains in real life, not only in books. I know that brown bears, wolves, goats, and lynxes live there. The Carpathians also provide a habitat for a lot of plants. There are also virgin forests there. It will be such a pleasure to go hiking. Actually, my dream is to get on top of Omu, the highest peak in the Bucegi mountain area. I know it's a big challenge, but I think I'll make it!

Dora: My family and I decided to discover the wonderful landscapes in Moldova this year. I know there are many beautiful valleys and hills in our country. I want to see One Hundred Hills near the Prut River. This reservation is 8 km long and 1.7–2.3 km wide. Surprisingly, scientists do not know exactly how they appeared. I want to see the sunset from Gypsy Hill. I think it will be very beautiful. We also plan to visit Padurea Domnească natural reserve. We'll see bison living in their natural habitat. We'll breathe fresh air from the old oak trees.



Eugen: I'm going to spend my summer at my grandparents' house. They live in Naslavcea village, which is in Ocnita district. I love spending my summer break there. I love hiking the hills

and valleys. There are forests and a lot of species of wild flowers. I also love the caves from the region. My grandparents tell me so many legends about treasures that are in the caves. They speak about the spirits of the hills that protect the lands of Naslavcea. But the place I love most is the heart island. It's the most beautiful place in Moldova. It is a small island in the shape of a heart between the two banks of the Nistru River. I have talked so much about the beauty of the place to my foreign friends. One of them, Fred, is going to visit me together with his family. I can't wait to show them all the beautiful places in the region.



Iana: My family and I are going to visit our relatives in Italy this summer. They live near Lake Como in Lombardy region. The shape of the lake looks like the inverted letter 'Y'. It is the third largest lake in Italy and it is the deepest lake in Europe. I've seen so many beautiful pictures of that place and now I'll see it with my own eyes! My cousin always tells me something interesting about the lake and the surrounding places. She has already made a plan of the places we will visit. We are going to see the beautiful villas and parks from the region. We are also going to visit some beautiful towns in the north of Italy, like Venice, Florence, and Milan.

Pronunciation



4. Listen and repeat.

the Carpathians Romania Milan
the Prut River Venice Lake Como
Moldova Florence Lombardy

Vocabulary

5. In the text, find the sentences with the following meaning.

- It will be such a pleasure to go for long walks.
- I want very much to get on top of Omu.
- I know it's a difficult thing to do but I think I will be able to do it.
- I am eager to show them all the beautiful places in the region.
- My cousin always tells me something interesting about the lake and the places near it.



6. Complete the sentences with a word from the list.

dream, eyes, species, wait, challenge, banks, habitat, landscapes

- Getting to the top of the mountain was a real _____.
- Dora's family decided to discover the wonderful Moldovan _____ this year.
- I can't _____ to show my friends all the beautiful places in the region.
- I've seen a lot of pictures of the heart island, but I would like to see it with my own _____.
- Going to the mountains has been my _____ for a long time.
- The heart island is between the two _____ of the river Nistru.
- The Carpathians provide a _____ for brown bears, wolves, goats, and lynxes and for a lot of _____ of plants.

Grammar: 'the' with geographical names

Language Facts



Use **the** with:

Mountains: **the Alps, the Carpathians**
Oceans: **the Atlantic Ocean, the Indian Ocean**
Seas: **the Black Sea, the Mediterranean Sea**
Rivers: **the Prut, the Thames**

Don't use **the** with:

Continents: *Europe, Africa*
Countries*: *France, Germany*
Cities, villages: *New York, Chișinău*
Lakes: *Lake Victoria*
Specific mountains: *(Mount) Everest*

**the United Kingdom, the United States of America, the Republic of Ireland*

7. Answer the following geography questions. Use **the** where necessary.

- What is the name of the ocean between Africa and Australia?
- What's the name of the sea between England and France?
- Where is Canada?
- What river runs through London?
- What mountains are situated in England?
- What river runs through Washington D.C.?
- What country is London the capital of?
- What is the longest river in Moldova?



8. Use **the** where necessary.

- Nile is the longest river in Africa.
- Last year my friends visited United States of America.
- United Kingdom consists of Great Britain and Northern Ireland.
- Edinburgh is the capital of Scotland.
- They usually go to Black Sea in summer, but this summer they are going to Mediterranean Sea.
- Tom has visited a lot of countries in Europe.
- Naslavcea is a beautiful village in the north of Moldova.
- lake Como is in Italy.

Listening and Speaking

Go sightseeing
Go swimming
Go hiking

9. Listen to 3 friends speaking about their favourite free time activities in summer. What activity does each of them like to do?

10. Work in pairs. Ask and answer the following questions.

- Which of the activities below have you done? When did you do them? Describe your experiences.
- Which of the activities below do you like to do?
- Which of the activities below haven't you done, but would like to do?

Choose from: go hiking, go swimming, go jogging, go biking, go fishing, go sightseeing.

Writing

11. Write an email to your friend about your summer plans.

12. Start the first page of your summer diary. Make up a list of plans for the summer. Track your progress. Write down your actions and feelings. Consult the **Vocabulary Building** section, pp. 108–122.



	Yes	Think so	No
✓ pronounce the words containing <i>w</i> , /a:/, and <i>j</i>			
✓ pronounce the names of places			
✓ use the learned vocabulary appropriately			
✓ use relative pronouns correctly			
✓ use the definite article with geographical names correctly			
✓ use <i>whose</i> and <i>which</i> correctly in questions			
✓ describe weather conditions			
✓ describe the home of my dreams			
✓ role play a situation			
✓ write a diary entry			
✓ express my point of view on the discussed topics			
✓ talk about Anne Frank's diary			
✓ talk about my favourite film			
✓ explain the rules one should follow when they go to the cinema			
✓ explain the differences between various types of films			
✓ make summer plans			
✓ talk about my summer plans			
✓ describe different places			
✓ recite a poem			
✓ talk about climate change			
✓ make a poster about climate change			
✓ write an email describing my home			
✓ send a voice message about my home			

VOCABULARY BUILDING

School-related vocabulary

study at
be back to
go to
miss



- The kids are finally back to school.
- They missed school very much.
- My sister studies Chinese at school.
- I go to school every day.

elementary/primary

→ A school for students from about 5 to 10 years old.

secondary

→ A school for students from about 11 to 13.

high

→ A school for students from 14 to 18.



Online Learning
E - Learning



Offline Learning
Traditional Learning

HOME SCHOOLING

→ The teaching of children at home.

Your teacher may ask you to do these things in the classroom.



Read the text on Page 6, please.

Repeat the sentence after me.

I'd like you to work with a partner.

Could you share your book with your deskmate?

How do you spell 'teach'?

How do you use the word 'really'?

Could you explain the difference between online and traditional learning?

What does 'adventure' mean?

I'd like you to take part in this project.

Revise the lesson.

Describing appearance

When someone asks you *What does she look like?*, they ask you to describe that person's appearance.



What does Sarah look like?

She's blond, and very beautiful.

→ Talking about a person's hair and eyes



She's got long brown hair.
She's got grey eyes.



He's got short blond hair.
He's got blue eyes.



She's got curly black hair.
They've got brown eyes.



She's got long, straight black hair.
They've got brown eyes.



He's got short, wavy red hair.
He's got green eyes.

→ Talking about a person's height and weight



He's tall.

She's of medium height.

He's short.



They are fit.



He's overweight.

You can use *average* to describe a person whose height and weight are similar to most people.

Is Alex big?

No, about average.

→ Talking about beauty in men and women



- Anne's beautiful.
- Anne's very pretty.
- Anne's attractive.
- Anne's good-looking.
- Anne's gorgeous.



- Paul's handsome.
- Paul's attractive.
- Paul's good-looking.
- Paul's gorgeous.

- It is impolite to describe a person as *ugly*. *Ordinary* is more polite when you want to describe a person who is not different or special.
- It is impolite to use *fat*. *Overweight* is more polite.

Describing character

When someone asks you *What is she like?*, they ask you to describe that person's character.



What's Sarah like?

She's such a hard-working girl.

→ What's he like?

He's an impolite person.

He's a negative person.

He's lazy.

He's dishonest.

He's selfish.

He's shy.

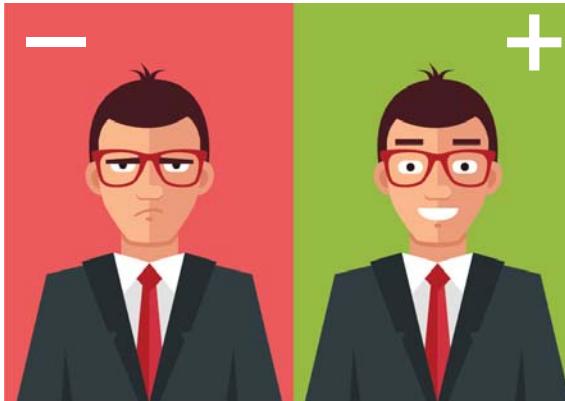
He's unreliable.

He's impatient.

He's unfriendly.

He's unpleasant.

He's stupid.



He's a polite person.

He's a positive person.

He's hard-working.

He's honest.

He's generous.

He's confident.

He's reliable.

He's patient.

He's friendly.

He's pleasant.

He's clever/intelligent.

- You can use *kind* to describe a person who wants to help other people.
- You can use *nice, friendly* or *pleasant* to describe a person who is happy to talk to other people.
- When you want to describe a person who does not have these qualities, you can use the opposites, i.e. *unkind, unfriendly*, and *unpleasant*.

→ Describing a friend

This is my friend Paula. She's an intelligent young girl. She knows so many interesting facts about the world around us. She is very kind. She always helps me. She's also very friendly. It's always nice to talk to her. She makes me laugh a lot. I feel happy in her company because she's a positive person. I know she's reliable. I can tell her all my secrets. She always does what she has promised to do. She does everything in time. She's very organized. I really admire my friend.



This is my friend Sam. the first thing I would say about Sam is that he is very serious. He always thinks carefully before doing something. I don't think he has done anything silly. He's also extremely generous. He shares everything with us. He's an honest young man. I have never heard him telling lies. He's always calm. When we worry about something, he finds the right words to stop us feeling this way. He's very creative. He's full of original ideas. When we work in a team, our team always has the best projects. I'm lucky to have such a friend!



- A person who is opposite of *nice* is *mean*. Mean people can be very *unpleasant*.
- A person who is opposite of *serious* is *funny*. Such a person makes people laugh.
- A person who thinks to be better than others is *arrogant*. Such a person is not good company.

Describing feelings

How are you? is part of the traditional greeting in English. The answer is usually *I'm fine, thank you.* If you want to know how the person feels, you may ask *How are you feeling?*



How are you feeling?

I'm worried.

What has happened?

I have to take a difficult test tomorrow.

→ Positive vs negative feelings

Happy		Unhappy	
Interested	Glad	Angry	Terrible
Terrific	Wonderful	Annoyed	Awful
Grateful	Pleased	Worried	Afraid
Satisfied			Sad

→ Expressing feelings



- I feel a little sad/angry/annoyed/worried.
- I am a little sad/angry/annoyed/worried.
- To be honest, I'm a little bit sad/angry/annoyed/worried.
- It's been a difficult day.
- The thing is that I am angry/sad.
- I am mad at him/her.
- I'm angry with him/her.
- I'm afraid of the dark.
- I feel wonderful/terrific.
- I'm happy/pleased to see you.
- I'm interested in the new project we're working on together.
- I'm satisfied with my test results.
- I'm grateful to my parents for their support.

→ Be an active listener



- Show interest.
- Nod.
- Smile.
- Be encouraging.



- Ask more questions.
- ??
- 'What has happened?'
- 'What's wrong?'
- 'What's the matter?'

- Don't judge.
- 'I understand.'
- 'I see.'



Describing the weather

Do you know that in English people often start a conversation talking about the weather?



Lovely day, isn't it?

Yes, it is.

What's the weather like today?



fog → foggy



sun → sunny



cloud → cloudy



rain → rainy

When it's foggy, you can't see very well.

When it's sunny, you need sunglasses.

It's cloudy outside. Take the umbrella with you.

I feel sad on a rainy day.



heavy rain



light rain



clear blue sky



strong wind



It is snowing.



It is raining.



The wind is blowing.



The sun is shining.

Temperature



30 degrees Celsius



15 degrees below zero

boiling hot warm cool cold freezing

- You can use *cool* to mean *slightly cold* in a negative way, e.g. *The summer was cool.*
- You can use *cool* to mean *cold* in a positive way, e.g. *The water in the pool was lovely and cool.*
- If the temperature is low, it is cold. If the temperature is high, it is hot.

English sayings about the weather

- After rain comes fair weather.
- Rainbow at noon, more rain soon.
- A warm November is the sign of a bad winter.
- The higher the clouds, the better the weather.



Describing countries

When people ask you *Where are you from?*, they want to know the city/state/country of your origin or your nationality. The question *Where do you come from?* has the same meaning.



Where are
you from?

I'm from Moldova.

I'm from Cahul.

I'm Moldovan.

Who speaks what where?

Flag	Country	Capital city	Nationality	Language
	Moldova	Chișinău	Moldovan	Romanian
	Romania	Bucharest	Romanian	Romanian
	Ukraine	Kiev	Ukrainian	Ukrainian
	Russia	Moscow	Russian	Russian
	The UK (United Kingdom)	London	British	English
	The USA (United States of America)	Washington D.C.	American	English
	Canada	Ottawa	Canadian	English & French
	Japan	Tokyo	Japanese	Japanese

What is your country like?

peaceful	charming	rich	hot	tropical	faraway	home	neighbouring
independent	great						
friendly	European	Countries	native	welcoming			
beautiful	democratic	fascinating	cold	poor	foreign	temperate	distant

- You can *visit, tour, or travel* a country, e.g. *They travelled the country in their car.*
- A country can *border* something, e.g. *Ukraine borders a number of European countries.*

Moldova – a piece of heaven

Moldova is my native country. It is a small country in Eastern Europe. It borders Ukraine and Romania. The capital city is Chisinau.

Moldova is famous for its vineyards. On the map it looks like a bunch of grapes. My country is beautiful all year round. You can hear people say that Moldova is a piece of heaven. I think that my home country is friendly. Moldovan people are very hospitable.

I am very proud of my country!

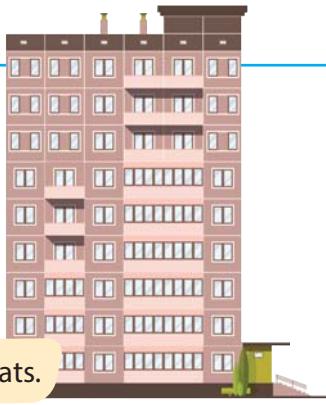


Describing my home

A flat is a set of rooms usually on the same floor in a large building. In American English, they use the word *apartment* more commonly.



Do you live in a house?



No, I live in a block of flats.

Describing the kitchen

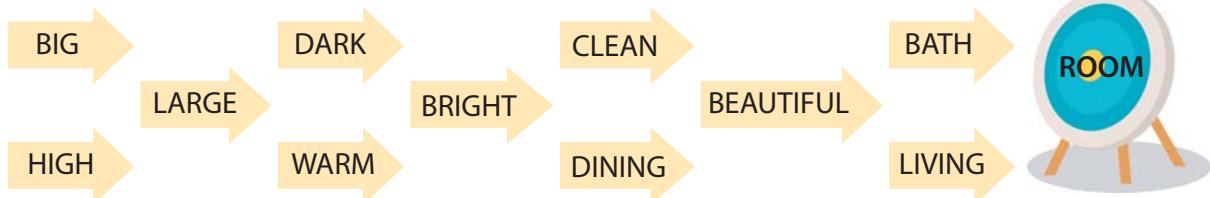
Tell me about your kitchen.



In my kitchen there is ...



Describing a room



Describing your room

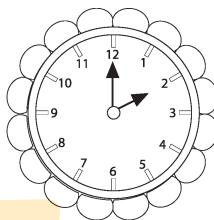


My room is not very big, but it is comfortable. It is my favourite room in the house. There's a desk near the window where I do my homework. There's a computer and a lamp on the desk. Near the desk there's a cupboard where I keep my clothes. Above the cupboard there's a shelf. There are books on the shelf. There's also a sofa in the room. On the wall there is a picture. There's a carpet on the floor. My room is the perfect place for study and rest!

Time & calendar



What time is it?



It's two p.m.

What time is it?



It's five o'clock.



It's ten minutes past five.



It's a quarter past five.



It's half past five.



It's twenty minutes to six.



It's a quarter to six.



It's five minutes to six.



It's six o'clock.

Seasons, months, and days



in winter

- in December
- in January
- in February



- on the 25th of December
- on Monday



in spring

- in March
- in April
- in May



- on the 2nd of May
- on Sunday



in summer

- in June
- in July
- in August



- on the 4th of July
- at the weekend (BrE)
- on the weekend (AmE)



in autumn

- in September
- in October
- in November



- on the 31st of October
- on Sunday

Talking about music

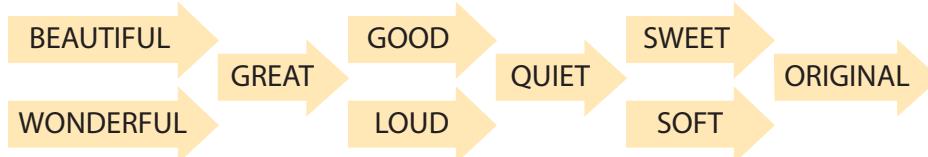
Type of music



Musical instruments and musicians



Describing music



People in music

- A **singer** is somebody who sings.
- A **composer** is somebody who writes music, especially classical music.
- A **songwriter** is somebody who writes songs.
- A **band** is a group of musicians and a singer who play jazz, pop, or rock music.

Verbs

- play **the** violin / piano / guitar...
- listen **to** music
- like / love music
- be a fan of music



Talking about sport

→ What sport do you like to play?



play football



play basketball



play volleyball



play hockey



play tennis

→ What sport do you do?



do gymnastics



do yoga



do karate



do judo



do athletics



go jogging



go swimming



go cycling



go surfing



go hiking

→ What can you do with the ball



throw



catch



kick



pass



hold

→ Winning and losing

France and Germany played a football match. France scored two goals. Germany didn't score any goals. You can say that:

- France **won** the game. ≠ Germany **lost** the game.
- France **won** 2–0 [spoken as two nil]. ≠ Germany **lost** 2–0.
- France **beat** Germany. ≠ Germany **lost to** France.

Talking about books



Describing a book



- A *paper book* is a printed book.
- An *e-book* is the electronic version of a printed book.
- An *audiobook* is the recording of a book.



Asking somebody about books



How often do you read books?

What kind of books do you like best?

Do you have a favourite author?

When do you usually read books?

Has any book made you laugh?

Who is your favourite writer?

What was the last book you read? Did you like it?

Has any book made you cry?

Plot and characters

- When you talk about *the plot* of a book, you talk about the main events that happened in the book. The plot can be *simple, interesting*.
- A *character* is a person from a book. A character can be *main, principal, minor, comic, tragic, heroic, negative, positive*.

You can get ...

interested in the book



impressed with the book



bored with the book



Going to the cinema

- When you say *watch a film*, it means that you do it at home.
- When you say *see a film*, it means that you go to the cinema.
- The words *film* and *movie* are synonyms. You can also use the word *picture*.



I saw a wonderful film last night at the cinema. You should go and see it too. You'll love it!

We're watching that old comedy you recommended. Join us!

Types of film



comedy

this film makes you laugh



drama

this film makes you cry



fantasy

this film is full of magic



historical

this film tells you stories from the past



western

this film is about cowboys



science fiction

this film is about the future



horror

this film makes you jump with fear



action

this film is with guns and fights

People in film

- A *director* is somebody who makes the film.
- An *actor* is somebody who plays in the film.
- A *star* is a very famous actor.
- A *screenwriter* writes the dialogues for the actors.
- A *producer* is somebody who is responsible for everything.
- An *editor* is somebody who joins the scenes together.



Rules for movie theatres



- Arrive in time.
- Turn off your phones.
- Don't talk.
- Don't take pictures or record the film.
- Don't leave the place dirty. Clean up after yourself.



A *movie theatre* is the synonym for *cinema*.



Useful language

What's on? → What film is there at the cinema?

What's it about? → What type of film is it?

Who's in it? → Who are the actors?

Word formation

→ Prefixes

You can add the prefixes *im-*, *dis-* and *un-*, to form a word with an opposite meaning.



- im* + possible → **impossible**
- im* + polite → **impolite**
- im* + patient → **impatient**
- im* + perfect → **imperfect**
- im* + moral → **immoral**



- dis* + honest → **dishonest**
- dis* + loyal → **disloyal**
- dis* + like → **dislike**
- dis* + agree → **disagree**
- dis* + obey → **disobey**

- un* + healthy → **unhealthy**
- un* + happy → **unhappy**
- un* + known → **unknown**
- un* + real → **unreal**
- un* + just → **unjust**



→ Suffixes

You can add the suffix *-er* or *-or* to form a noun showing the doer of the action.



runner
a person who runs



painter
a person who paints



actor
a person who acts in a play or a film



driver
a person who drives a car



dancer
a person who dances



singer
a person who sings



teacher
a person who teaches



director
a person who directs



editor
a person who edits



designer
a person who designs

When you add the suffix *-ness* to an adjective you form a noun.



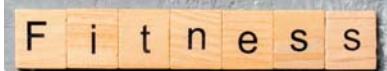
happy + *ness* →
the state of being happy



well + *ness* →
the state of being well



fit + *ness* →
the state of being fit



ill + *ness* →
the state of being ill



Collocations I: the verb 'be'

be afraid of



feel fear
e.g. He is afraid of dogs.

be worried about



feel stressed
e.g. She was worried about the next exam.

be sorry



regret
e.g. He is sorry he broke the plate.

be in love with



love smth/smb very much
e.g. She is in love with her work.

be fond of



like smth/sb a lot
e.g. He is fond of fishing.

be interested in



show curiosity
e.g. She is interested in history.

be good at
doing smth



do smth well
e.g. He is good at fixing his bike.

be famous for



known by many people
because of smth
e.g. He is famous for his music.

be proud of smth



feel happiness because
one has achieved smth
e.g. She is proud of her success.

be grateful (to sb)
for smth



show thanks
e.g. She is grateful to her friends for their help.

be excited
about smth



feel very happy
e.g. They are excited about the trip.

be responsible for



take care of smth/smb
e.g. He is responsible for his dog.

be ready to do
smth



be prepared
e.g. She is ready to go to school.

be lucky



have good luck
e.g. He was lucky to pass the test.

be different
from



not to be the same
e.g. Sarah is different from her twin brother.

Collocations 2

→ **Have**



have fun

have an adventure



have a rest



have a karaoke party



- Sarah and Ann had a lot of fun at the party.
- The family had a real adventure last summer.
- After work dad has a rest. Usually he reads a book in his comfortable armchair.
- The friends had a karaoke party. They had a wonderful time together.

→ **Take**



take pictures



take part in



take care of smb



take a seat

- I always take pictures when I visit new places.
- The two friends took part in the annual marathon.

- Mum took care of me when I was sick.
- The boy told his granny to take a seat.

→ **Share**



share pictures



share experiences



share interests



share secrets with smb

- The two friends shared their picture on Instagram.
- We learn when we share our experiences.

- Friends share common interests.
- I always share my secrets with my best friend.

→ **Follow**



follow a plan



follow rules



follow advice



follow your passion

- My mum always achieves her goals because she follows her plan.
- At school we must follow some rules.

- You should follow the doctor's advice.
- Follow your passion and you will realize your goals.

TRANSCRIPTS

UNIT 1

Lesson 1

- Nicu: I went to the seaside with my family in the summer. We travelled by car. We liked our holiday a lot. It was so nice to swim in the sea and lie in the sun. I also enjoyed our excursions. We went to see a famous fortress and the local dolphinarium. Actually, I think that it is cruel to keep the dolphins there. People loved the show, but I'm not sure the dolphins love to make people laugh.
- Elena: This summer I travelled by plane to Italy. My family and I went to see my elder sister who studies there. I had an amazing vacation. I visited so many beautiful places. I ate the famous Italian ice-cream and definitely their delicious pizza. One night my family and I went to the opera. That was absolutely fantastic.

Lesson 2

- Mum: Ilie, you look worried. What's the matter, honey?
- Ilie: Nothing, mum. I have so many things to do, but there is so little time for it. I am afraid I can't do everything in time!
- Mum: I don't think you should worry about it, my dear. This won't help you.
- Ilie: What should I do?
- Mum: Firstly, you should make a plan. In other words, a list of what you have to do. Secondly, set a time limit for every activity.
- Ilie: Do you think it is possible to follow a plan?
- Mum: Of course it is. Just try and you will see how easy everything gets. And by the way, don't forget to leave some time for family and friends.
- Ilie: I don't think it is possible! How can I have time for my friends if I have so many things to do?
- Mum: Everything is possible, dear. If you think carefully, you will find time for everything: for your studies and for your friends. Rest is as important as work.
- Ilie: What if I can't follow the plan?
- Mum: You should be ready to make little changes to it. I hope you remember the proverb 'Where there is a will, there is a way.'
- Ilie: Oh yes, your favourite! Thanks, mum.

Lesson 3

- DIALOGUE 1 *Shop assistant:* Can I help you?
Customer: Yes, please. How much is the pen?
Shop assistant: It's one dollar fifteen cents.
Customer: Can I have two?
Shop assistant: Sure. Anything else?
Customer: No, thank you.
- DIALOGUE 2 *Shop assistant:* This is the new book by J.K. Rowling. And the price is very good.
Customer: How much is it?

Shop assistant: Thirteen euros nineteen-nine.

Customer: A good price indeed.

DIALOGUE 3

Passenger: A ticket to London, please.

Conductor: Sure. It's sixty pounds twenty.

Passenger: Train tickets are getting more and more expensive.

Lesson 5

Cătălin: Wow! We rode the bicycle from the top to the foot of that hill. What an adventure!

Cezara: Yes, you are right! We did it! In fact, it wasn't so difficult. Can we try it again?

Cătălin: Well, we can, but I don't think it is such a good idea. The hill is quite dangerous. I'm afraid we will not be so lucky next time.

Cezara: Ok, then. Let's ride on that country road. It is so quiet here and the view between the two fields is so lovely. Let's stop and take some beautiful pictures here.

Cătălin: Look! There is a lavender field over there!

Cezara: I can't believe my eyes! What a wonderful view!

Cătălin: Indeed it is! It smells so sweet, but tastes so bitter!

Cezara: These are my favourite field flowers. They are so soft, so violet and so perfect!

Cătălin: My mother keeps lavender in the house to keep the air fresh.

Cezara: That's great! You know, I like the idea of living in the countryside near a lavender field. How about you?

Cătălin: Me too. Maybe I'll buy a house in this beautiful area in the future to live in.

Cezara: Hmm. You are always full of interesting ideas!

Cătălin: What a nice thing to say. Thanks!

UNIT 2

Lesson 1

Bill: My day starts with morning exercises. I like doing them to the music. Sport and music put me in a good mood and give me energy for the day. I never miss breakfast. I know it is the most important meal of the day. My doctor says that children who eat the morning meal do better on tests. I can say it is true. I always take water with me. This keeps me full and hydrated. Drinking enough water keeps my skin healthy. I also do physical activity every day. I play volleyball three times a week and tennis twice a week. I know that sleep is very important for my wellness so I never go to bed later than 10 o'clock.

Ana: I always wake up early, even at the weekend – at 7 o'clock. I don't need an alarm clock to wake me up. My biological clock does it. My morning starts with a glass of warm water and good mood. I always walk to school - this is the exercise that I do in the morning. I also try to have a healthy diet. My diet includes fruits and vegetables, fish, eggs, meat and cheese. I have 5 meals a day – 3 main meals and 2 snacks. I don't eat big portions and I never eat fast food. I do aerobics 5 times a week. Sport gives me a lot of energy and joy. I go to bed at about 10 o'clock.

Lesson 2

Reporter: Why did you decide to take part in the wellness month?
Sandu: I understand I have bad eating habits. Junk food will do me no good. I have also gained some weight. I feel I must do something about it.
Reporter: And you, Diana?
Diana: I have too many unhealthy snacks and drinks. And I exercise very little. I should move more.
Reporter: What about you, Maxim?
Maxim: I spend too much time in front of my computer. I know this is not good. I would like to change something about my lifestyle.
Reporter: And you, Emilia?
Emilia: I would like to change my eating habits. I can't do it alone. I hope this program and my friends will help me.
Reporter: It is great that you decided to be part of this programme. I see you are all eager to start. I am sure you will achieve your goal. Good luck to all of you!

Lesson 3

Ion: Hello Nina. Glad to see you. How are you?
Nina: Fine, thank you. And you?
Ion: Me too, thanks.
Nina: What are you so excited about?
Ion: I have just watched a video about the Highland Games.
Nina: The Highland Games? What's that?
Ion: It is a very popular event in Scotland.
Nina: Sporting competitions, I guess?
Ion: Yes, sport and music. Both traditional Scottish. A lot of bagpipers and drummers play all day and there is a wonderful atmosphere.
Nina: Really? That sounds interesting! When do the games take place?
Ion: From May to September. In different parts of Scotland.
Nina: You say there are traditional Scottish sports. Can you name a few?
Ion: Tug-of-war and tossing the caber. They are for the strongest athletes.
Nina: I've never heard of such sports!
Ion: Here are two pictures which illustrate them.
Nina: Oh, one must be really strong to take part in such competitions. I'd like to know more about the Highland Games.
Ion: Let's google together to learn more.
Nina: Ok.

Lesson 4

Andi: Have you seen the football match?
Nina: Yes, I have. What a show!
Andi: It was amazing! The team played very well.
Nina: And Messi was brilliant! He scored two beautiful goals.
Andi: I didn't know you are fond of football.

Nina: Actually, I am. But I have never played football. Girls do not play football here in Moldova. They say it's a sport for boys.

Andi: You know what, we can play football together. I can show you some moves. What do you say?

Nina: Really? I'd love to.

Lesson 5

Pavel: Have you heard what happened to Nicu?

Nadia: No. I hope nothing serious.

Pavel: He was one of the runners at our school marathon.

Nadia: Yes, I know. He had trained hard to take part in it.

Pavel: When he was close to the finish line he fell.

Nadia: Oh, dear! But what had happened?

Pavel: He was dehydrated. Luckily, his friend helped him finish the marathon. Everybody was cheering them.

Nadia: I can imagine. I hope Nicu is fine.

Pavel: Yes. He immediately received medical attention. But he is sorry he didn't win the marathon.

Nadia: He'll do it next year. He shouldn't give up.

Pavel: You are right. He doesn't give up. Look what he wrote on his Facebook Page.

Nadia: "It does not matter how slowly you go as long as you do not stop." (Confucius) Great words.
We should leave a comment.

Pavel: Yes. We should encourage him.

Lesson 6

Sandu: I am really happy I took part in the wellness month. I have a different life now.

Olivia: What was wrong with your life before that?

Sandu: I had a lot of bad habits. I ate a lot of junk food. I did not do any sport. I spent a lot of time playing computer games. I slept 6 hours a day, sometimes even less. As a result I felt sleepy and tired all the time. At school it was difficult to concentrate.

Olivia: How has your lifestyle changed?

Sandu: This month I included a lot of fruits and vegetables in my diet. I gave up crisps, biscuits and coca cola. And I started doing sport. I also go to bed at 10 o'clock.

Olivia: What sport do you do?

Sandu: I ride my bike every day.

Olivia: I also like riding the bike! Was it hard for you to make these changes?

Sandu: It was not easy, especially to change my eating habits. But I am glad I could do it.

Olivia: Congratulations! Now it is important to keep to this healthy lifestyle.

Sandu: I definitely will.

UNIT 3

Lesson 1

Bob: Bill, tell me about your desk mate. What does she look like?

Bill: She's not very tall and has long fair hair. And she has blue eyes and a beautiful smile.

Bob: And what's she like?

Bill: She's really nice – very kind and friendly.

Lesson 2

Vlad: My family and I love weekends. It's the time when we are together, when we discuss our little problems and share our little joys. There's a tradition in our family to visit our grandparents at the weekend. Every Friday evening we go to the country. Our grandparents are happy to see us. Granny always cooks something delicious for us. She makes very nice cakes and biscuits. But most of all I like the bread that she makes. On Saturday, my father and I work in the garden. My mother and sister do the cleaning and help granny cook. We spend Saturday evenings together, sharing our news. My granny always asks us a lot of questions. She is very curious. Sometimes we watch a comedy on telly together and have a good laugh. I love Saturdays in the country. They're cool.

Lesson 4

Nata: Are you ready for the school's Christmas party?
Andrei: Yes, I have already made my costume. I'll be Harry Potter!
Nata: Really? He's one of my favourite characters from the series! Have you found glasses like he has?
Andrei: Yes. And I've also got a wizard's hat, a wand, and a broom.
Nata: Wow. I'm really impressed! Will you have the scar in the shape of a lightning bolt on the forehead as well?
Andrei: Yes, my sister will draw one. And I'll have a cloak, too.
Nata: Don't tell me you'll be invisible.
Andrei: Ah-ah-ah. That was a good joke. But I'll do some magic tricks. How about you? What costume will you have?
Nata: I'm thinking about Fiona.
Andrei: But this is easy. You just have to paint your face green and that's it.
Nata: Come on. It's not that easy. I have to think about what to put on as well.
Andrei: Yes. It's always difficult to choose the right costume.
Nata: Ok, I have to run. See you.
Andrei: Bye.

Lesson 5

Luke: You know. We sing carols at Christmas. It's a tradition I really like. I love listening to people singing. It's magical.
Daria: Interesting. Do you have a favourite carol?
Luke: Sure. I love *O Holy Night*. Have you heard it?
Daria: I'm not sure. Can you sing it?
Luke: I'm not a great singer, you know. Maybe just the first line. *O holy night, the stars are brightly shining.*
Daria: I know the carol. It is very popular. And, by the way, you sing very well.
Luke: Thanks. Do you have any special Christmas songs?
Daria: Actually, we also sing carols. We call them *colinde*.
Luke: Now it's your turn to sing to me.
Daria: Ok. *Am plecat să colindăm,/Domn, domn să-nălțăm,/Când boierii nu-s acasă,/Domn, domn să-nălțăm.*

UNIT 4

Lesson 1

CONVERSATION 1 *Denis: Hello, Emy.**Emy: Hello.**Denis: How was school today?**Emy: Ok.**Denis: Did you get any marks?**Emy: Yes.**Denis: What marks did you get?**Emy: A nine and a ten.**Denis: In what subjects?**Emy: History and Maths.**Denis: You must be happy.**Emy: I am.**Denis: I am afraid I have to go now. My bus is coming. Bye. See you tomorrow.**Emy: Bye.*CONVERSATION 2 *Kate: Hello, Artiom.**Artiom: Hi, Kate. How are you?**Kate: Fine, thanks. And you?**Artiom: I'm fine, too, thank you.**Kate: How was school today?**Artiom: It was ok. We had 5 classes and we didn't have any tests.**Kate: That's good. I hate tests, too. Did you get any marks?**Artiom: Yes, two marks. A nine in Geography and a ten in History.**Kate: Congratulations!**Artiom: Thanks. What about you? How was your day?**Kate: Not bad. I also got two marks. Two nines. One in Maths and the other in Physics. And I am pleased.**Artiom: Well done! By the way, I can't understand a problem in Maths. Can you help me?**Kate: Sure, if I can. I'll call you in the evening and you will tell me what exactly you don't understand.**Artiom: Ok.*

Lesson 2

Tatiana: We had our first online meeting today. The project 'So far away, and yet so close' is really cool. Today we spoke about Scotland, the northern part of the UK. It is a wonderful country, full of traditions. It was interesting to learn about their national dress – the kilt. I knew it is a skirt worn by men, but I was surprised to learn that it takes about 8 metres of cloth to make one! We also listened to the music of bagpipes – the Scottish national musical instrument. Scottish people speak English in a little different way. I noticed they say 'luv' instead of 'love' and they pronounce some other words differently. It sounds a little funny, but I like it.

Lesson 3

Adam: Do you know that the capital of the United States of America is the District of Columbia? I'm sure you're more familiar with Washington, D.C. It is on the Potomac River. It's a big city with an interesting history. Actually, when you visit the city, you feel you walk through the pages of the American history. There are many memorials and museums dedicated to our great leaders. The motto of the capital is 'Justice for All'. It is true that everybody in the States has equal rights. We are a very democratic country. The White House, the residence of the US President is also here. It is easy to guess the colour of the House. There are 132 rooms in it. The Oval Office is the official office of the President.

Alexa: London is the capital of my country. It is a wonderful city. It is one of the biggest cities in Europe. It is also an old city with a long and interesting history. London is the home to about 8,982,000 people. They say, London is 'the world in one city'. The royal family has their official residence at Buckingham Palace. Queen Victoria was the first monarch to live here. British Parliament works in Westminster Palace, known also as the Houses of Parliament. The well-known clock, Big Ben, is in one of its towers. Opposite Big Ben, there is Victoria tower. Our Prime Minister lives at 10 Downing Street. The street has become famous and many tourists visit it. London has a lot of museums. It is really difficult to recommend which place to go to as every place is fantastic. Just walking in one of London's famous parks gives so much pleasure. But I think you shouldn't miss a boat tour on the Thames. And you should also go to the London Eye and see most of the London landmarks from above.

Lesson 3

Radu: I have a dream. After I have read Harry Potter, I want to visit London. If I had money I would go there today. I would walk through the famous Royal Parks. I would see the Tower Bridge across the Thames.

Ioana: If I were in Washington D.C., I would go to the White House. I think this is the most famous building in the capital of the USA. Maybe I would meet the president of the USA. I know this is rather improbable, but it is my dream. I would also take a boat tour on the Potomac River in Washington, DC. The view must be fantastic!

Lesson 4

Rebecca: In the UK we also celebrate Black History Month. We do it in October, not in February. It is extremely important to know the contribution of the black people in the history of our country. Usually, at school we learn only about the contribution of white people. So Black History Month is the time when we learn about the importance of black heritage. This year, for example, we learned about Guy Bailey's story, which happened in 1963. His story also involves a bus. Actually, when he wanted to become a driver for the bus company from Bristol, he didn't get the job because of the colour of his skin. It is shocking that in the past it was legal to do so. Fortunately, black and white people supported Guy Bailey. They protested against such an injustice. They refused to take the buses from the company. Their action was very important in the fight against discrimination.

Lesson 4

Sorin: What information do you think we should include in the poster?

Veronica: I think we should look for the origin of this celebration. I'm curious why Americans celebrate Black History Month in February?

- Sorin: I agree with you. This is interesting. I also think we should look for information about some important black leaders. I liked what we learned about Martin Luther King Jr.'s dream. His fight for equal rights is inspiring.
- Veronica: We can also include Langston Hughes's poem in our poster. I think it is a great poem. It helped people not to give up. In my opinion, it is still inspiring.
- Sorin: I loved it! And what do you say if we also speak about Rosa Parks?
- Veronica: Oh, I admire her courage! We should definitely speak about her contribution to the fight for equal rights.
- Sorin: Then we should go and look for information first and then decide how to make our poster.
- Veronica: Totally agree. And then we'll prepare the presentation.

Lesson 5

Cyberbullying has become a serious problem. Here are some things you can do if you are in such a situation. First of all, talk to an adult, like parent or teacher. Secondly, ignore the bully. Bullies like getting a reaction. If you ignore them, you're telling them that you don't care. This is the best way to take away their power. If you get a bad message, turn off your computer or your phone for a while. Thirdly, don't respond. Responding when we're upset can make things worse. Do something you love that doesn't give you time to think about what's happening, like playing the guitar, going for a run, reading or watching TV. Finally, block the bully. Most devices have settings that let you block the bully from sending notes.

UNIT 5

Lesson 1

1. Hello. My name is Nicu. In my family, both my mother and my father cook very well. If dad comes home earlier, he starts cooking. He also cooks on Sundays. Mother cooks on Saturdays and when she gets home earlier than dad.
2. Hi. My name is Nelly. I am fond of football. I play football with my friends three times a week. There are 9 boys and 2 girls in our team. During the last match, my friend Nadia scored the winning goal. All the members of the team were extremely happy.
3. Hello. My name is Elena. I have a brother and a sister. My brother loves languages. He is very good at learning them. My sister is interested in computing. She spends hours writing different programs. She wants to be a programmer. I love Maths and Physics. Last year I took part in the national Olympiad in Physics and won the first prize. My parents were very proud of me. They always support us.

Lesson 2

- Cristina: I'm so proud of Carolina. Her essay won the first prize in the republican competition. I'm so happy she took part in it!
- Traian: She really deserves to be the winner! She's very talented!
- Cristina: Yes, she is. And she has a lot to say!
- Traian: The topic of her essay was interesting. You know, I think nobody could write about it better than Carolina.

- Cristina: You are right! She knows what inclusion means and how important it is for people with special needs.
- Traian: I admire your sister. She's very brave. Her campaign helped a lot of people to understand the problems special needs people have.
- Cristina: And the biggest problem is inclusion. People should understand that all will benefit from this. Just imagine how beautiful the world will be if every person has equal rights.
- Traian: It will be a world where people will care about one another more.

Lesson 4

- Andrea: Hey Dan, how are you?
- Dan: Fine, thanks. How about you?
- Andrea: I'm fine, thank you. I have just learnt the test results. I have passed it!
- Dan: Congratulations! I know you worked hard for it.
- Andrea: Yes, Dan, before the test I revised all the topics. This helped me a lot.
- Dan: As for me, I have to take a test in Maths the day after tomorrow. Maths is not easy for me, you know, but I don't want to fail.
- Andrea: You will pass it, I'm sure. I can help you to study for the test if you like. Maths is my favourite subject.
- Dan: Thanks, Andrea. You are a true friend.

Lesson 5

I will never forget my birthday four years ago. My parents said: 'You're a grown up now. We are very proud of you!'

They gave me the present I wanted but their words were more important to me. Then, in the evening my uncle came and gave me a big pack.

'This is your present!', he said. I opened it and I couldn't believe my eyes! He gave me a guitar as a present. That was the day when I discovered my passion for music.

Lesson 6

Hello, everybody. Today I would like to talk about *The Little Prince*. This is one of the books I think everybody should read. I would like to name my presentation *The Art of Small Steps*. I think this book shows us that it takes time for good things to happen. We just have to be good and patient.

The story looks like a fairy tale, but it is not. It is an amazing story about a little boy who lives on another planet. He is not alone. He has a rose that he loves very much. He does everything to protect it. He is happy. But he wants to know what is happening on other planets. So he visits them. His travels help him gain wisdom. He is curious and wants to know what is in people's minds. He asks a lot of questions. You know, I think that he puts these questions to me, the reader. He wants to help us understand the real values in life. This boy shows us that love and friendship are very important. He knows that people should support one another. He protects his rose on his planet. He is responsible for his actions. He cares about his friend, the fox. He is the example we should follow.

I was sad at the end of the story. But then I understood that the Little Prince went back home to his rose. He shared his wisdom with me, his reader. I'm very grateful for that. I know that his story taught me the art of small steps. I know that if I work hard regularly, I will achieve my goals. I also know that I should love and respect the people around me. And I should protect my planet.

UNIT 6

Lesson 1

Greta Thunberg is a Swedish teenager who inspired an international movement to fight climate change. She grew up in Stockholm, in Sweden. Greta's mother is an opera singer. Her father is an actor. In May 2018, when Greta was 15, she won a climate change essay competition in a local newspaper. Three months later, in August, she started protesting in front of the Swedish parliament building. She wanted the adults to stop destroying nature. "Why have an education when there is no future," she asked. By December 2018, more than 20,000 students from Australia, the UK, Belgium, the US and Japan joined her. She has become a real climate activist, inspiring people to protect the world we live in.

Lesson 2

Dear Claire,

I've got some wonderful news. My family and I have finally moved to the home of our dreams. It's a small two-storey house near Balti. We are so happy to live here!

Now my brother and I have our separate rooms. This means no more fighting. My room is in yellow colours, just like I wanted. There's a bed, a wardrobe, a computer desk, my own small home library, and a very comfortable chair in it. So now I have all the conditions to study here. The dining room is the favourite room of our family. It's a large room full of light. There's a round wooden table in the middle of the room. We love to have our dinner there. We talk about everything during that time. I'm so happy that we moved in spring because our front garden is so beautiful. Everything is green and peaceful.

I'm attaching a few pictures of my beautiful new home to the email.

Hope to hear from you soon.

Love,
Daria.

Lesson 2

Hi Daria,

Your place is simply gorgeous. I am so happy for you! My apartment in Edinburgh is not big, but it's comfortable. I don't have a sibling, so there's no one to fight with in my room. My room is not big. There's just my bed and a chest of drawers in it. I do my homework in the study. There is a big library in the room. I like to sit in one of the armchairs and read a book in the evenings. My family also loves the dining room. Just like you, we talk about this and that during our dinner. We also like the living room. We spend quite a lot of time in it. We watch TV or play games. I don't have a beautiful garden in front of my house, but I have a wonderful view from my balcony. As I live in the Old Town, I can see the Tron Kirk at the distance. I hope one day you'll visit me to see it yourself. Maybe during your summer break. That would be lovely.

Take care!

Cheers,
Claire.

Lesson 3

One day on the Internet I read the following words: 'No one has ever become poor by giving.' I liked this quote and wanted to learn something about its author. I googled and found out that the author of these words is a thirteen-year-old girl, Anne Frank. I also learned that her life was very hard and that she describes it in her diary. I wanted to read the diary. I googled it and found it. The book is on my desktop now. Every day, I read about 10 pages from it. I feel very sad as I read it, but I like it a lot. I think everyone should read this book. It has a lot of wise ideas about what is important in life.

Lesson 4**CONVERSATION 1**

Carol: Hey, Paul. How's it going?

Paul: Hi, Carol. Not bad. Thanks. And how are things with you?

Carol: Fine. I haven't seen you for ages.

Paul: We should meet more often. You know, there's a new movie in the cinema. I'd like to see it this Saturday. Would you like to come with me?

Carol: What kind of film is it?

Paul: It's a cartoon actually. But I think it's interesting. I saw the second part last year. Maybe you've heard about it, Hotel Transylvania.

Carol: Oh, I love it. I like comedies, and this cartoon makes me laugh a lot. The characters are so funny. I didn't know you like comedies.

Paul: Actually, I prefer historical films. I like to see how past heroes fought in battles. I can also learn something from these films.

Carol: I see. But comedies are my favorites. They help me relax and forget about my troubles. I usually like watching them at home, on my sofa.

Paul: I like going to the cinema. I think seeing those battles on screen is better than on my TV screen.

Carol: I understand. So let's meet on Saturday then and see the adventures of Count Dracula and his family.

Paul: Yeah, let's do it. You know that there was a king in Romania who was called Dracula.

Carol: Oh, Paul, please don't start. I don't want another history lesson.

Paul: Ok.

CONVERSATION 2

Sergiu: Hi, Sabina. How are you?

Sabina: I'm fine, thanks. And you?

Sergiu: I'm fine, too. Do you have any plans for the weekend?

Sabina: No, I don't. Why?

Sergiu: Let's go to the cinema together.

Sabina: Are there any interesting films at the cinema?

Sergiu: There's a drama and a fantasy film.

Sabina: I love fantasy. What film is it?

Sergiu: *Maleficent*.

Sabina: I saw the first part. It was such an interesting film. I really liked the story. I'd like to see the continuation.

Sergiu: I haven't seen the first part. Will I understand the story?

Sabina: Sure you will. I will be there if you have questions.

Sergiu: Frankly speaking, I'm not a big fan of fantasy films. I like action films.

Sabina: I can tell you that you will see a lot of action in this film. Let's go and see *Maleficent*.

Sergiu: Ok, then. Let's do it.

Lesson 5

SPEAKER 1

In my free time I like to go swimming. There is a swimming pool in my city, so I go there three times a week. Every summer I go to the seaside. I enjoy swimming in the sea.

SPEAKER 2

I like to visit places of interest when I am on holiday. Every year my family and I visit two cities in Romania. We go and see as many tourist attractions as possible. I love when we have a guide who tells us interesting information about every place we visit.

SPEAKER 3

I enjoy walking. Every summer my family and I go for long walks together. We explore the countryside and have a lot of fun together.

VOCABULARY

A			
according to (adv)	/ə'kɔ:dɪŋ tu:/	conform	согласно
achieve (v)	/ə'tʃ:iv/	a atinge	достичь
achievement (n)	/ə'tʃ:ivmənt/	realizare	достижение
actually (adv)	/'æktsjueli/	de fapt	на самом деле
advantage (n)	/əd'vea:ntɪdʒ/	avantaj	преимущество
advice (n)	/əd'veɪs/	sfat	совет
aged (adj)	/eɪdʒd/	în vîrstă de	в возрасте
agree (v)	/ə'gri:/	a fi de acord	соглашаться
aim (n)	/eɪm/	scop	цель
amazing (adj)	/ə'merzɪŋ/	uimitor	удивительный
ambitious (adj)	/æm'bɪʃəs/	ambițios	стремящийся
annex (n)	/'ænɪks/	construcție-anexă	пристройка
annoyed (adj)	/ə'nɔɪd/	supărat, enervat	раздраженный
annual (adj)	/'ænjuəl/	anual	ежегодный
anxious (adj)	/'æŋkʃəs/	îngrijorat neliniștit,	беспокойный
app (n)	/æp/	aplicație	приложение
argue (v)	/'a:gju:/	a se certa	спорить
attach (v)	/ə'tætʃ/	a atașa	прикреплять
audience (n)	/'ɔ:diəns/	spectatori	публика
avoid (v)	/ə'veɪd/	a evita	избегать
B			
ballroom dancing (n)	/'bɔ:lru:m'dan:sɪŋ/	dans de societate	балльные танцы
belief (n)	/brɪ'lɪ:f/	convingere, opinie	вера
believer (n)	/brɪ'lɪ:və/	adept	сторонник
benefit (n)	/'benɪfɪt/	beneficiu	польза
blessed (adj)	/'blesid/	fericit	счастливый
bother (v)	/'brɒðə/	a îngrijora, a deranja	беспокоить
brave (adj)	/brɛv/	curajos	храбрый
break (n)	/breɪk/	vacanță	каникулы
brevity (n)	/'brevɪtɪ/	concizie	краткость
brief (adj)	/bri:f/	succinct, laconic	краткий
brilliant (adj)	/'brɪliənt/	strălucit, extraordinar	блестящий
bunch (n)	/bʌntʃ/	gașcă	компания
C			
campaign (n)	/kæm'peɪn/	campanie	кампания

VOCABULARY

care about (smb) (v)	/'keər ə'baʊt/	a se îngriji de	заботиться о
cast (v)	/kɑ:st/	a arunca	бросать
cause (v)	/kɔ:z/	a cauza, a provoca	причинять
cello (n)	/'tʃeləʊ/	violoncel	виолончель
challenge (n)	/'tʃælɪndʒ/	provocare	вызов
character (n)	/'kærɪktə/	personaj; caracter	персонаж
cheer (v)	/tʃɪə/	a încuraja	подбодрить
cliff (n)	/klɪf/	stâncă	обрыв
come across (smth) (v)	/'kʌm ə'krɒs/	a da de (ceva)	натолкнуться
comment (n)	/'kɒmənt/	comentariu	комментарий
comment on (v)	/'kɒmənt'ɒn/	a comenta	комментировать
complain (v)	/kəm'plæin/	a se plânge	жаловаться
composer (n)	/kəm'pəʊzə/	compozitor	композитор
concentrate (v)	/'kɒnsəntreɪt/	a se concentra	сосредоточиваться
concentration camp (n)	/kɒnsən'treɪʃən 'kæmp/	lagăr de concentrare	концлагерь
conclude (v)	/kən'klu:d/	a concluziona	делать вывод
confident (adj)	/'kɒnfɪdənt/	sigur	уверенный
confuse (v)	/kən'fju:z/	a zăpăci	сбивать с толку
connect (v)	/kə'nekt/	a conecta	соединять
contribute (v)	/kən'trɪbju:t/	a contribui	способствовать
courage (n)	/'kʌləridʒ/	curaj	смелость
creative (adj)	/kri'eitiv/	creativ	творческий
cross the finish line	/'krɒs ðə 'finɪʃ 'laɪn/	a trece linia de sosire	пересечь финишную черту

D

dance move (n)	/'dɑ:nz 'mu:v/	mișcare de dans	танцевальное движение
death (n)	/deθ/	moarte	смерть
definitely (adv)	/'defɪnətli/	sigur	определенno
dehydrated (adj)	/,di:haɪ'dreɪtɪd/	deshidratat	обезвоженный
depressed (adj)	/dɪ'prest/	deprimat	подавленный
deserve (v)	/dɪ'zɜ:v/	a merita	заслужить
despite (prep)	/dɪ'spart/	în ciuda	несмотря на
determination (n)	/dɪ,tɜ:mɪ'neɪʃən/	determinare	решимость
determined (adj)	/dɪ'tɜ:mɪnd/	hotărât	решительный
diagram (n)	/'daɪəgræm/	diagramă	диаграмма
disadvantage (n)	/,dɪsəd'vea:ntɪdʒ/	dezavantaj	недостаток

disappointed (adj)	/,dɪsə'pɔɪntɪd/	dezamăgit	разочаровавшийся
discrimination (n)	/dɪ,skrɪmɪ'nейʃən/	discriminare	дискриминация
diversity (n)	/də'versitəti/	diversitate	многообразие
double bass (n)	/,dʌbl 'beis/	contrabas	контрабас
duo (n)	'dju:əʊ/	duo	дуэт
duty (n)	'dju:ti/	datorie	обязанность

E

e-learning (n)	/'i:lз:nɪŋ/	învățare online	электронное обучение
equal (n/adj)	/'i:kwəl/	egal	равный
event (n)	/i'vent/	eveniment	событие
excited (adj)	/ɪk'saɪtɪd/	emoționat	взволнованный
exclaim (v)	/ɪk'skleim/	a exclama	воскликнуть
exclude (v)	/ɪk'sklu:d/	a exclude	исключить
exercise (v)	/'eksəsəz/	a face exerciții	упражняться
expect (v)	/ɪk'spekt/	a se aștepta la	ожидать
explain (v)	/ɪk'splein/	a explica	объяснять

F

face-to-face (communication) (adj)	/,feɪs tə'feɪs/ /kə,mju:nɪ'kefən/	(comunicare) fată în față	(общение) лицом к лицу
fail (v)	/feil/	a pica (un examen)	проводиться (на экзамене)
fair play (n)	/,feə'pleɪ/	joc cinstit	честная игра
fall (AE) (n)	/fɔ:l/	toamnă	осень
familiar with (adj)	/fə'miliə wɪð/	familiarizat cu ceva	знаком с
fantasy (n)	/'fæntəsi/	(roman) fantastic	фантастика
fatty (adj)	/'fæti/	gras	жирный
fault (n)	/folt/	vină	вины
festivity (n)	/fes'tiviti/	festivitate	праздник
fight (for) (v)	/fart/	a lupta (pentru)	сражаться (за)
finish line (n)	/'finiʃ 'laɪn/	linie de sosire	финишная черта
fisherman (n)	/'fiʃəmən/	pescar	рыбак
fishing rod (n)	/'fiʃɪŋ ,rɒd/	vargă de undiță	удочка
fit (adj)	/fit/	în formă, sănătos	в хорошей форме, здоровый
fix (v)	/fiks/	a repara	чинить
forever (adv)	/fə'revə/	pentru totdeauna	навсегда
formal (adj)	/'fɔ:məl/	oficial	официальный
fun (have fun) (n)	/fʌn/	a se amuza	радоваться, веселиться

VOCABULARY

G			
gain (experience) (v)	/gɛn/ (/ɪk'spiəriəns/)	a dobândi (experiență)	приобретать (опыт)
gather (v)	/'gæðə/	a se strânge	собираться
give up (v)	/'gɪv'ʌp/	a renunță	сдаваться
goal (n)	/gəʊl/	1. scop; 2. gol	1. цель; 2. гол
google (v)	/'gu:gł/	a căuta informații pe Google	гуглить
gorgeous (adj)	/'gɔ:dʒəs/	minunat, splendid	великолепный
grade (n)	/greɪd/	1. clasă; 2. notă	1. класс; 2. оценка
guy (n)	/gaɪ/	băiat	парень
gymnast (n)	/'dʒɪmnæst/	gimnast	гимнаст
H			
habit (n)	/'hæbit/	obicei	привычка
hardly (adv)	/'ha:dli/	abia, cu greu	едва ли, с трудом
hear (from smb) (v)	/hɪə/	a primi vești (de la)	получать известия
heritage (n)	/'heritidʒ/	patrimoniu	наследие
hit (n)	/hɪt/	șlagăr, cântec la modă	хит
home-schooling (n)	/,həʊm'sku:lɪŋ/	școlarizare la domiciliu	домашнее обучение
honesty (n)	/'ɒnəsti/	onestitate	честность
hurt (v)	/hɜ:t/	a răni, a ofensa	обижать
I			
illness (n)	/'ɪlnəs/	boală	болезнь
immediately (adv)	/ɪ'mi:diətlɪ/	imediat	немедленно
impress (v)	/ɪm'pres/	a impresiona	производить впечатление
inclusion (n)	/ɪn'klu:ʒən/	inclusiune	инклюзивное образование
informal (adj)	/ɪn'fɔ:məl/	neoficial, familiar	неофициальный
inspire (v)	/ɪn'spaɪə/	a încuraja (să facă ceva)	вдохновлять
inspiring (adj)	/ɪn'spaɪərɪŋ/	inspirător	вдохновляющий
invade (v)	/ɪn'veɪd/	a invada	вторгаться
inverted (adj)	/ɪn'vez:tɪd/	inversat, răsturnat	перевернутый
irresponsible (adj)	/ɪrɪ'sponsɪbl/	iresponsabil	безответственный
J			
jealous (adj)	/'dʒeləs/	gelos	завистливый
joke (n)	/dʒəʊk/	glumă	шутка
joy (n)	/dʒɔɪ/	bucurie	радость
judge (v)	/dʒʌdʒ/	a judeca	судить

K			
karate (n)	/kə'rɑ:tɪ/	karate	каратэ
L			
landmark (n)	/'lændmɑ:k/	punct de reper	достопримечательность
last (v)	/la:st/	a dura	длиться
laziness (n)	/'leɪzɪnəs/	lene	лень
lead (v)	/li:d/	a duce	вести
learning (n)	/'lɜ:nɪŋ/	învățare	обучение
life coach (n)	/'lɑ:f ,kəʊtʃ/	antrenor de viață	личностный тренер
lifestyle (n)	/'lɑ:fstail/	stil de viață	образ жизни
lynx (n)	/lɪŋks/	râs	рысь
M			
manage (v)	/'mænɪdʒ/	a reuși	справляться
marathon (n)	/'mærəθən/	maraton	марафон
mean (adj)	/mi:n/	avar	скончай
memorial (n)	/mə'mɔ:riəl/	monument comemorativ	мемориал
miracle (n)	/'mɪrəkl/	miracol	чудо
monarch (n)	/'mənək/	monarh	монарх
motto (n)	/'mɒtəʊ/	motto	девиз
moved (by the story) (adj)	/mu:vð/	impresionat	взволнованный
N			
nervous (adj)	/'nɜ:vəs/	neliniștit, agitat	нервный
netiquette (n)	/'netɪket/	neticetă, reguli de comportament, adopție de utilizatorii de internet	сетевой этикет
nutritionist (n)	/nu:j:t'refənist/	nutriționist	диетолог
O			
online (communication) (adj)	/'ɒnlайн/ (/kə,mju:nɪ'kejən/)	(comunicare) online	онлайн(-общение)
overcome (v)	/,əʊvə'kʌm/	a depăși	преодолеть
overnight (adj, adv)	/,əʊvə'nart/	peste noapte	с вечера
P			
particularly (adv)	/pə'tɪkju:ləli/	mai ales	особенно
passion (n)	/'pæʃən/	pasiune	увлечение
passionate about (adj)	/'pæʃənət ə'baut/	pasionat de	увлечен
patience (n)	/'peɪʃəns/	răbdare	терпение

VOCABULARY

patient (adj)	/'peɪʃənt/	răbdător	терпеливый
peaceful (adj)	/'pi:sfəl/	liniștit	спокойный
peak (n)	/pi:k/	vârf	вершина горы
perform (a play) (v)	/pə'fɔ:m/	a juca (o piesă)	исполнять (сценку)
performance (n)	/pə'fɔ:məns/	spectacol	выступление
plain clothes (n)	/,plein'kləʊðz/	haine simple	простая одежда
play (n)	/pleɪ/	piesă de teatru	спектакль
post (n)	/pəʊst/	postare (de pe Face-book)	пост (на фейсбуке)
post (v)	/pəʊst/	a publica	публиковать
power (n)	/paʊə/	putere	сила
powerful (adj)	/'paʊəfəl/	puternic, de excepție	сильный, значительный
prayer (n)	/preə/	rugăciune	молитва
preserve (v)	/pri'zɜ:v/	a proteja	сохранять
prize (n)	/praɪz/	premiu	премия
promote (v)	/prə'məut/	a promova	способствовать
provide (v)	/prə'veard/	a oferi	предоставлять
put on (weight) (v)	/,pʊt'ɒn 'weɪt/	a lua în greutate, a se îngrășa	прибавить в весе

Q

quit (v)	/kwɪt/	a renunță	бросать
quote (n)	/kwəʊt/	citat	цитата

R

racism (n)	/'reisɪzəm/	rasism	расизм
racket (n)	/'rækɪt/	rachetă	ракетка
realize (v)	/'riələrz/	a-și împlini un vis, a atinge un țel	осуществлять
recommend (v)	/,rekə'mend/	a recomanda	рекомендовать
recover (v)	/ri'kʌvər/	a-și reveni după	выздоравливать
rehearse (v)	/ri'hɜ:s/	(teatr.) a repeta (scene)	репетировать
reliable (adj)	/ri'lærəbl/	de încredere	надежный
remark (n)	/ri'ma:k/	remarcă	замечание
reply (n/v)	/ri'plar/	răspuns; a răspunde	ответ; ответить
request (n)	/ri'kwest/	cerere, solicitare	просьба
residence (n)	/'rezidəns/	locuință	резиденция
revise (v)	/ri'veiz/	a recapitula (pentru examen, test)	просматривать

ride (a bike) (v)	/raɪd/	a merge cu bicicleta	ехать на велосипеде
right (n)	/raɪt/	drept	право
right away (adv)	/,raɪt ə'weɪ/	imediat	сразу
ruin (v)	/'ru:ɪn/	a strica	разрушать
S			
salty (adj)	/'sɔlti/	sărat	соленый
satisfaction (n)	/,sætɪs'fækʃən/	satisfacție	удовлетворение
scare (v)	/skeə/	a spăria	пугать
score (a goal) (v)	/skɔ:/	a înscrie (un gol)	забить (гол)
scientist (n)	/'saɪəntɪst/	om de știință, savant	ученый
search (v)	/sɜ:tʃ/	a căuta	искать
sensible (adj)	/'sensibl/	rezonabil	разумный
separate (v)	/'sepəreɪt/	a separa, a diviza	отделять
series (n)	/'siəri:z/	serie	серия
serve (v)	/sɜ:v/	a pune minge în joc	подавать
set (goals) (v)	/set/	a stabili obiective	ставить цели
similarity (n)	/,sim'lærɪti/	asemănare	сходство
sleepover (n)	/'sli:pəʊvə/	petrecere în pijamale	ночевка
socialize (v)	/'səʊʃəlaɪz/	a socializa	общаться
soda	/'səʊdə/	băutură răcoritoare, carbogazoasă, preparată din sifon, sirop de fructe și înghețată	газировка
soft-engineering (n)	/,sɔft ,endʒɪ'nɪərɪŋ/	soft-inginerie	программная инженерия
solution (n)	/sə'lju:ʃən/	soluție	решение
species (n)	/'spi:ʃi:z/	specie	вид
spend (v)	/spend/	1. a petrece (timpul); 2. a cheltui (bani)	1. проводить (время); 2. тратить деньги
spirit (n)	/'spɪrɪt/	spirit	дух
sportsmanship (n)	/'spo:tsmənʃɪp/	sportivitate; corectitudine	честность, солидарность
spot (n)	/spɒt/	loc	место
stage (n)	/steɪdʒ/	scenă	сцена
stare at (v)	/'steər ət/	a se holba la	пялиться на
status (n)	/'stætəs/	status (pe Facebook)	статус (на Фейсбуке)
step (n)	/step/	pas	шаг
stick (together) (v)	/stɪk/	a rămâne (împreună)	держаться (вместе)
strength (n)	/streŋθ/	forță	сила
stressful (adj)	/'stresfəl/	stresant	стрессовый

VOCABULARY

striped (adj)	/straɪpt/	dungat	в полоску
support (v)	/sə'pɔ:t/	a susține	поддерживать
surround (v)	/sə'rəʊnd/	a încoraja	окружать
surrounding (adj)	/sə'rəʊndɪŋ/	încorijorator	окружающий
swimming pool (n)	/'swɪmɪŋ ,pu:l/	piscină	плавательный бассейн
T			
teen (teenager) (n)	/ti:n/ /'ti:n,eɪdʒə/	adolescent	подросток
teenage (adj)	/'ti:nɪdʒ/	adolescent	подростковый
term (n)	/tɜ:m/	semestru	семестр
terrific (adj)	/tə'rɪfɪk/	formidabil	потрясающий
tightly (adv)	/'taɪtlɪ/	strâns	плотно
to the point	/tʊ ðə 'pɔɪnt/	la subiect	по существу
trait (n)	/treɪt/	trăsătură	черта
treasure (n)	/'treʒə/	comoară	сокровище
treat (v) sb as their equal	/tri:t/	a trata ca egali	относиться как к равному
trust smb (v)	/trʌst/	a avea încredere în	доверять
turn off (the phone) (v)	/'tɜ:n'nɒf/	a închide (telefonul)	выключить (телефон)
twins (n)	/twinz/	gemeni	двойняшки, близнецы
U			
unfortunately (adv)	/ʌn'fɔ:tʃənətlɪ/	din păcate	к сожалению
unjust (adj)	/ʌn'dʒʌst/	nedrept	несправедливый
upset (adj)	/ʌp'set/	supărat, tulburat, foarte afectat	расстроенный
V			
value (n)	/'vælju:/	valoare	ценность
view (n)	/vju:/	vedere	вид
W			
warning (n)	/'wɔ:rnɪŋ/	avertisment	предупреждение
web services (n)	/'web 'sɜ:vɪsɪz/	servicii web	веб-услуги
wellness (n)	/'welnəs/	bunăstare	благополучие
wheelchair (n)	/'wi:lʃeə/	scaun cu rotile	инвалидное кресло
wink at smb (v)	/wɪŋk/	a face cu ochiul cuiva	подмигивать
wisdom (n)	/'wɪzdm/	întelepciune	мудрость
without (prep)	/wɪ'ðaʊt/	fără	без
wrong (adj)	/rɒŋ/	greșit	неправильный
Y			
yet (adv)	/jet/	totuși	все же

LIST OF IRREGULAR VERBS

Infinitive	Past Tense		Past Participle	
be /bi:/	was/were /wɒz/ /wɜ:/		been /bi:n/	
become /bɪ'kʌm/	became /bɪ'keɪm/		become /bɪ'kʌm/	
begin /bɪ'gɪn/	began /bɪ'gæn/		begun /bɪ'gʌn/	
break /breɪk/	broke /brəʊk/		broken /'brəʊkən/	
bring /brɪŋ/	brought /brɔ:t/		brought /brɔ:t/	
buy /baɪ/	bought /bɔ:t/		bought /bɔ:t/	
catch /kætʃ/	caught /kɔ:t/		caught /kɔ:t/	
choose /tʃu:z/	chose /tʃəʊz/		chosen /tʃəʊzn/	
come /kʌm/	came /kεm/		come /kʌm/	
cost /kɒst/	cost /kɒst/		cost /kɒst/	
do /du:/	did /dɪd/		done /dʌn/	
draw /drɔ:/	drew /dru:/		drawn /drɔ:n/	
drink /drɪŋk/	drank /dræŋk/		drunk /drʌŋk/	
eat /i:t/	ate /et/		eaten /i:tən/	
fall /fɔ:l/	fell /fel/		fallen /'fɔ:lən/	
feel /fi:l/	felt /felt/		felt /felt/	
fight /fart/	fought /fɔ:t/		fought /fɔ:t/	
find /faʊnd/	found /faʊnd/		found /faʊnd/	
fly /flar/	flew /flu:/		flown /fləʊn/	
forget /fə'get/	forgot /fə'gɒt/		forgotten /fə'gɒtən/	
get /get/	got /gɒt/		got /gɒt/	
give /gɪv/	gave /gɪv/		given /'gɪvən/	
go /gəʊ/	went /went/		gone /gən/	
have /hæv/	had /hæd/		had /hæd/	
hear /hɪə/	heard /hɜ:d/		heard /hɜ:d/	
hurt /hɜ:t/	hurt /hɜ:t/		hurt /hɜ:t/	
keep /ki:p/	kept /kept/		kept /kept/	
know /nəʊ/	knew /nju:/		known /nəʊn/	
lead /li:d/	led /led/		led /led/	
leave /li:v/	left /left/		left /left/	
lie /laɪ/	lay /leɪ/		lain /leɪn/	
lose /lu:z/	lost /lɒst/		lost /lɒst/	
make /meɪk/	made /meɪd/		made /meɪd/	

mean	/mi:n/	meant	/ment/	meant	/ment/
meet	/mi:t/	met	/met/	met	/met/
overcome	/əʊvə'kʌm/	overcame	/əʊvə'keɪm/	overcome	/əʊvə'kʌm/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/ri:d/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdən/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/sei/	said	/sed/	said	/sed/
see	/si:/	saw	/sɔ:/	seen	/si:n/
send	/send/	sent	/sent/	sent	/sent/
set	/set/	set	/set/	set	/set/
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sleep	/sli:p/	slept	/slept/	slept	/slept/
speak	/spi:k/	spoke	/spəʊk/	spoken	/'spəʊkən/
spend	/spend/	spent	/spent/	spent	/spent/
stick	/stɪk/	stuck	/stʌk/	stuck	/stʌk/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
take	/teɪk/	took	/tʊk/	taken	/'terkən/
teach	/ti:tʃ/	taught	/tɔ:t/	taught	/tɔ:t/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔ:t/	thought	/θɔ:t/
understand	/ʌndə'stænd/	understood	/ʌndə'stʊd/	understood	/ʌndə'stʊd/
wake	/weɪk/	woke	/wəʊk/	woken	/'wəʊkən/
wear	/weə/	wore	/wɔ:/	worn	/wɔ:n/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'ritən/

English

Level A 2.3 Form 7



ISBN 978-9975-54-521-1

9 789975 545211

www.edituraprut.md