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Words and Thoughts of Wisdom

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„Words and Thoughts of Wisdom” este o revistă școlară de cultură și creație, cu apariție anuală, realizată de profesorii Seminarului Teologic Liceal Ortodox „Sfântul Ioan Iacob” din Dorohoi.

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Cuvânt introductiv

În anul școlar 2025-2026, Seminarul Teologic Liceal Ortodox „Sfântul Ioan Iacob" Dorohoi a implementat cu succes cea de-a patra ediție a proiectului educativ Words of Wisdom, activitate inclusă în Calendarul Proiectelor de Educație Extrașcolară Interjudețene.

Proiectul a fost conceput ca un demers educațional menit să stimuleze interesul elevilor pentru studiul limbilor moderne europene și să faciliteze contactul direct cu diversitatea culturală specifică spațiului britanic și european. Prin structura sa, activitatea a oferit un cadru atractiv și formativ pentru explorarea valorilor, tradițiilor și expresiilor culturale europene contemporane.

Elevii participanți, proveniți din ciclul gimnazial și liceal, au abordat teme variate care le-au permis să își dezvolte competențele de comunicare în limba engleză, atât în registru oral, cât și în registru scris. Totodată, proiectul a încurajat manifestarea creativității prin realizarea de lucrări literare, artistice sau multimedia, integrate într-o abordare interdisciplinară ce a îmbinat perspective lingvistice, culturale și etice. Participanții au fost invitați să elaboreze creații originale – texte, eseuri, ilustrații sau materiale vizuale – care să reflecte, într-o manieră autentică, elemente reprezentative ale civilizației britanice, în concordanță cu tematica propusă.

Prin continuitatea sa, Words of Wisdom se afirmă ca un proiect educativ dedicat aprofundării și valorizării culturii britanice și europene, promovând totodată conștientizarea rădăcinilor latine ale limbii române și a capacității acesteia de a integra influențe culturale diverse. Activitatea contribuie astfel la formarea unei perspective interculturale solide, esențială pentru dezvoltarea competențelor elevilor într-un context educațional european modern.

Director,
Pr. prof. CHICHIOACĂ Petru-Georgel

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Buckingham Palace-A Symbol Of Tradition and Continuity

Elev: Cîntar Claudiu,
Prof. Cătănescu Adela Eugenia,
Liceul Tehnologic „Domnul Tudor” Drobeta Turnu Severin, Mehedinți

Growing up in a world of fast-paced trends and changing digital landscapes, the idea of "tradition" can sometimes feel like a dusty concept from a textbook. However, when I look at Buckingham Palace, that perception changes. It isn’t just a massive building; it represents the physical heartbeat of British culture and a bridge between past stories and the modern world.

To understand the Palace, one must first look at its place in the London landscape. Situated in the City of Westminster, it is the centre of the "ceremonial" London, connected to Trafalgar Square by The Mall—a grand, red-colored road designed to look like a giant red carpet. Interestingly, the site wasn't always royal. In the 17th century, it was a mulberry garden planted by King James I. The original "Buckingham House," built in 1703, was a private townhouse for the Duke of Buckingham before King George III bought it in 1761 as a getaway for Queen Charlotte. It wasn't until the accession of Queen Victoria in 1837 that it became the official permanent residence of the British monarch.

My fascination with the Palace started with the "Changing of the Guard." At first, I saw it as a colorful tourist attraction, but the more I read, the more I realized it is an effective display of discipline and continuity that has survived for centuries. For student interested in sociology and history, this ceremony is a lesson in identity. It shows how the UK preserves its military precision and royal dignity, even as the world around it becomes more informal, more modern.

What intrigues me most is the bustling life within these walls. The Palace is like a mini-city. It has its own post office, a cinema, a swimming pool, and even a doctor’s surgery. Among its 775 rooms, there are 78 bathrooms and 1,514 doors! One of my favorite "secrets" is the network of tunnels located beneath the palace, which connect it to nearby streets—legend says a clockmaker once lived in these basements and knew the palace better than the royals themselves.

Beyond the gates, the Palace serves as a symbol of national unity. Whether it is a Royal Wedding or a period of national mourning, the balcony of Buckingham Palace is where the British people turn to see their history unfold in real-time. Exploring the "State Rooms" or learning about the Royal Collection isn't just about admiring gold-leafed ceilings; it’s about understanding how art and architecture were used to project power and cultural sophistication on a global stage.

The inhabitants of the Palace live a life governed by fascinating protocols. For example, did you know you can tell if the Monarch is home just by looking at the roof? If the Royal Standard flag is flying, they are in; if it’s the Union Jack, they are away. The residents also share their home with over 350 clocks, which require a full-time "horological conservator"

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to keep them wound and synchronized—a perfect metaphor for the British obsession with punctuality and order.

In an era where everything is temporary, Buckingham Palace stands as a permanent reminder of where Britain came from. Whether it is the Changing of the Guard or a royal appearance on the famous balcony, the Palace remains the ultimate starting point for anyone eager to dive into British culture. It is a place where every stone tells a story of empire, resilience, and the enduring power of tradition.

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London's Long Story

Elev: Băleanu Rihana,
Prof. Cătănescu Adela Eugenia,
Liceul Tehnologic „Domnul Tudor" Drobeta Turnu Severin, Mehedinți

From Roman boots on muddy banks,
Where "Londinium" first stood in ranks,
A wall of stone, a bridge of wood,
The start of where the giants stood.

Then came the knights and kings of old,
With Tower walls and stories told,
Of silver crowns and dungeon keys,
And ships that sailed the seven seas.

But smoke rose high in sixty-six,
When fire burned the wooden sticks,
The city fell, but didn't die,
New cathedrals reached the sky.

From Dickens' fog to Victoria's pride,
The Underground began its ride,
Through wars and bombs and rainy days,
The "Big Smoke" found its resilient ways.

Now red buses pass the Shard so tall,
History hiding in every wall,
From Roman ghosts to the London Eye,
The river flows as time goes by.

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The Storm

Elev: Mema Mario,
Prof. Cătănescu Adela Eugenia,
Liceul Tehnologic „Domnul Tudor” Drobeta Turnu Severin, Mehedinți

Screaming birds flew up in the sky
Towards the infinite dark blue,
Not knowing their flight
Was so gloomy, still hearth warming somehow for the crew.

They were playing their part
In the endless sea universe,
Showing how the rhythm of nature
Can be hectic and implacable too.

Men stood powerless in the waves
But the thoughts were wondering wild:
“No matter how hard it will be
We will go through it with pride”.

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Stronger Than Words

Elev: Arseni Maria,
Prof. Constantin Lăcrămioara,
Colegiul „Mihai Eminescu” Bacău

In quiet halls where whispers grow,
A heavy silence starts to flow,
With words that sting and eyes that stare,
It feels like no one really cares.

A laugh too loud, a cruel disguise,
Pain reflected in young eyes,
But deep inside, a spark still stays,
A light that shines through darkest days.

A laugh too loud, a cruel disguise,
Pain reflected in young eyes,
But deep inside, a spark still stays,
A light that shines through darkest days.

And kindness can still be strong,
It mends the hurt, it rights the wrong,
One gentle word, one hand held tight,
Can turn the dark to something bright.

So stand up tall, let courage grow,
Be the kindness others know,
Because the bravest hearts will see—
The world can change, starting with me.

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Words of Wisdom

Elev: Dodiță Anastasia Ioana,
Prof. Constantin Lăcrămioara,
Colegiul „Mihai Eminescu” Bacău

It may begin like a curse carved in bone,
a fading echo when you stand alone.
Yet forgive them still, through every scar and stain,
like ink that keeps on flowing through the pain.

Words of wisdom are worth a try,
You will feel like you can fly,
Seeing the world in another way,
In the end it’s just another day.

God is there, up above,
Watching us with full of love,
Hoping that one day we will hear this word,
Even after all that’s happening in this world.

Waiting for the day we truly hear
the quiet truth still ringing through our fear—
even while this wounded world keeps turning on,
hope survives long after darkness is gone.

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THROUGH STORM AND RAIN

Elev: Chirițescu Gelu Ionuț,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

Across the hills where old winds speak,
I walked alone, yet not so weak,
For whispers carved in ancient stone
Taught me I’m never truly alone.

The river told me, “Flow, don’t stay,
Even the night will turn to day,”
And in its voice, both calm and deep,
I found the promises I keep.

The oak tree said, “Stand firm and tall,
Face every rise, survive each fall,”
Its roots held tight through storm and rain,
A quiet strength that conquered pain.

The stars above, in silver light,
Reminded me to chase what’s right,
That dreams are maps we must pursue,
Even when skies are dark, not blue.

So now I walk with clearer sight,
Through shadowed paths and fields of light,
For wisdom lives in all we see—
The world itself becomes the key.

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ECHOES OF LONDON

Elev: Florea Radica,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

Beneath a silver, quiet rain,
I walk along the Thames again,
Where ancient bridges softly sigh
And clouds drift slowly through the sky.

The city whispers through the mist,
In every street a story exists,
Old clocks that mark the passing time,
And footsteps echoing in rhyme.

Red buses pass like fleeting dreams,
Through narrow roads and shadowed beams,
While distant bells begin to chime,
A gentle song of place and time.

In quiet corners, soft and still,
Where shadows linger, trees stand chill,
I pause and feel the world’s slow sway,
A gentle breath of greyish day..

And in this land of grey and light,
I find a calm, a truth, a sight—
That every path, both old and new,
Leads me to worlds I never knew.

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BETWEEN PAGES AND MAGIC

Elev: Mincu Miruna,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

The rain had been falling softly against the window all afternoon, drawing long, quiet lines across the glass. The sky was grey and heavy, and the wind whispered through the trees in a way that made everything feel distant and mysterious. It was the kind of weather that belonged in England, the kind she had often imagined while reading her favorite books.

Emma sat curled up in a chair, a warm blanket wrapped around her shoulders, completely lost in the pages of Harry Potter. She had been reading for hours, turning each page with growing excitement. The world outside had slowly faded away, and the only thing that mattered now was the story unfolding in her hands. She had always wondered what it would feel like to be part of that world, to walk through the halls of Hogwarts and to hear the echo of footsteps on its ancient stone floors.

By the time she reached the next chapter, her heart was beating faster. The castle had just revealed another secret, and Harry was about to discover something unexpected. Emma leaned closer to the book, barely breathing. She had forgotten the sound of the rain, the room around her, even the ticking clock on the wall.

Then, something changed. The words on the page seemed to shimmer, as if they had been touched by light. Emma blinked, unsure of what she had seen. She had been so absorbed in the story that her imagination had already begun to blur the line between reality and fiction. But this felt different. The air around her grew colder, and the sound of the rain slowly disappeared.

When she looked up, she was no longer in her room.

She stood on a wide, open ground, and in front of her rose the majestic castle of Hogwarts. Its towers stretched high into the misty sky, and its windows glowed softly, just as she had imagined them so many times before. For a moment, she couldn’t move. She had read about this place, dreamed about it, but now it was real. “First time here?” a familiar voice asked.

Emma turned quickly. Harry Potter was standing beside her, looking exactly as she had imagined him. She felt a mix of surprise, joy, and disbelief. She wanted to speak, but for a second, no words came out. She realized that everything she had read, everything she had imagined, had somehow become part of her reality. “I… I think so,” she finally said, her voice barely above a whisper.

As they walked toward the castle, Emma noticed how alive everything felt—the sound of distant laughter, the movement of students in the corridors, the soft flicker of candles floating in the Great Hall. She had never felt so present, so connected to a place that had once existed only in her imagination.

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Harry showed her around, and together they explored hidden passages and quiet corners of the castle. At one point, they stopped near a tall window overlooking the dark grounds. The rain had started again, tapping gently against the glass, just like it had in her room.

"You look like you belong here," Harry said. Emma smiled, but deep inside, she understood something more. This world had welcomed her not because it was real, but because she had believed in it. Because she had read, imagined, and allowed herself to feel every word.

Suddenly, the sound of rain grew louder.

When she opened her eyes again, she was back in her chair, the book still open in her hands. The storm outside had not stopped, and the room looked exactly the same. For a moment, she wondered if it had all been a dream.

But when she looked down at the page, she smiled.

Because now she knew—some stories are not just read. They are lived.

And somewhere, between the pages and the rain, she had found a piece of magic that would stay with her forever.

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WHISPERS OF LIGHT

Elev: Mozdrogan Nicoleta,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

In morning light, so soft and clear,
I hear the words I hold so dear,
They guide my steps, they help me see
The person I am meant to be.

A gentle voice inside my heart
Reminds me I can play my part,
To dream, to hope, to always try,
And never fear to ask “why?”.

Like petals dancing in the breeze,
I learn from moments such as these,
That kindness grows in words we say,
And lights the dark along the way.

So I will follow what is true,
With skies of gold and endless blue,
For wisdom shines both far and near,
A quiet voice I choose to hear.

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A DREAM TRIP

Elev: Preda Jessica,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

Once upon a time, there was a girl just like me who dreamt about visiting London. She imagined the red buses, the tall buildings, and the famous places she saw in her English book. Every day, she thought about how it would feel to walk on the streets of that big city.

One day, her dream came true. She traveled to London with her parents. When she arrived, she felt excited and a little nervous at the same time. Everything looked new and different. People spoke English everywhere, and she tried to understand their words. She smiled because she recognized some expressions from school.

On the first day, she saw the famous red double-decker buses. She climbed to the top and looked outside with wide eyes. The streets were busy, and the black taxis moved quickly. She felt like she was inside a movie. The city was alive, and she loved every moment of it.

Then, she visited Big Ben and the Houses of Parliament. The buildings were very tall and beautiful. She took many pictures and listened carefully while her parents told her interesting facts. She also walked near the River Thames, where the water shined in the sunlight. The view was amazing, and she felt calm and happy.

Another special moment was when she visited a big park. The grass was green, and the trees were full of life. She saw people relaxing, playing, and enjoying the fresh air. She sat on a bench and thought about how lucky she was to be there. Her heart was full of joy.

In the evening, the city lights made everything look magical. She felt like she was in a fairy tale. She realized that London was not only a place on the map, but a world full of stories, dreams, and new experiences.

One of the most exciting moments was when she visited a famous museum. Inside, she saw ancient objects, beautiful paintings, and interesting exhibits from all over the world. She walked slowly from one room to another, reading simple descriptions in English and trying to understand as much as she could. Even if she did not know every word, she felt proud because she could recognize many of them. This made her feel more confident and curious, as if every new word opened a small door to a bigger world.

At the end of the trip, she felt a little sad because she had to leave, but she also felt grateful. It was an unforgettable holiday, a journey that opened her mind and her heart. From that moment, she knew that learning English would help her discover even more beautiful places in the world.

And the girl? She still dreams about London… and she knows she will return one day.

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THE PATH I CHOOSE

Elev: Țîniu Saman,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

I found a path beside the stream,
It felt like stepping in a dream,
The wind was soft, the sky was wide,
And quiet thoughts walked by my side.

A voice inside said, “Take your chance,
Life is not just circumstance,”
So step by step, I moved ahead,
With hopeful words inside my head.

The clouds may come, the rain may fall,
But courage rises through it all,
Each drop a lesson, strong and true,
Reminding me what I can do.

And though the road may twist and bend,
I trust the journey to the end,
For every choice I make today
Will shape tomorrow in its way.

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A WALK THROUGH OLD LONDON

Elev: Toma Patricia,
Prof. Diaconu Adela,
Școala Gimnazială „Anton Pann” Craiova, Dolj

One morning, Ana found herself walking on a narrow street in old London. The air was cold, and the sky was covered with grey clouds. Around her, people hurried from one place to another, wearing simple clothes and carrying small bags. Everything looked different from the world she knew.

As she walked, she noticed a boy about her age sitting quietly near a small house. He looked tired, but his eyes were kind. Ana stopped and asked him if he was alright. The boy smiled politely and told her his name was David. He said life was not always easy for him, but he believed things would get better.

Ana listened carefully. She was surprised by his calm voice and his courage. Even though he had many problems, he did not complain. Instead, he spoke about hope and about working hard to build a better future. Ana felt that she could learn something important from him.

They walked together for a while, passing small houses and busy streets. David showed her the places he knew and told her stories about his life. Ana realized that people in the past had many difficulties, but they were strong and determined. She began to see the world in a new way.

After some time, the street became quiet, and the city slowly faded. Ana found herself back where she had started, but she felt different. She was thinking about David and his words. She understood that courage does not mean having no problems, but facing them with hope.

From that day on, Ana tried to be braver and more patient. She remembered that even in difficult moments, there is always a way forward. And sometimes, a simple walk can teach us the most important lessons.

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FROM THE WISDOM OF OTHERS

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Words of wisdom are very important in people’s lives because they can help us make better decisions and become stronger individuals. Many people receive advice from parents, friends, teachers, or even strangers. Sometimes these words can completely change the way a person thinks or acts. Even though I do not consider myself a very wise person, I can usually tell when someone speaks from experience and honestly wants to help others. Wise advice often comes from people who have already gone through difficult situations and learned important lessons from life.

Throughout life, everyone faces problems, difficult moments, and situations where they feel stuck. In those moments, advice from others can be very useful. Some people say that we should listen to every piece of advice we receive, but I personally believe that not all advice is good. That is why I try to carefully choose which advice to follow. If someone gives me advice that is useful and can improve my life, then I will take it seriously. However, if the advice is negative, unrealistic, or completely unrelated to my situation, I may ignore it or simply think about it without following it.

For example, imagine that a person feels lost and does not know what to do with their future. One person may encourage them to work hard and never give up, while another person may tell them something discouraging that only creates more confusion. In this situation, it is important to recognize which words are truly helpful. Good advice should motivate people, help them grow, and make them feel more confident. Sometimes even advice that does not seem useful at first can still teach us something new or help us see life from another perspective.

A lot of the advice I have received comes from my parents. Parents usually want the best for their children because they care about them deeply. They often teach important values such as honesty, responsibility, respect, and patience. My parents taught me to be careful in life and to think before making important decisions. They also told me that trust is something valuable and that not everyone deserves it immediately. These lessons are very important because the world can sometimes be difficult and unfair. If people are too trusting, they may end up disappointed or hurt.

Besides my parents, I have also learned many things from friends and strangers. Friends can give excellent advice because they often understand our feelings and problems better than other people. Good friends support us during hard times and encourage us to become better versions of ourselves. Of course, friends are not perfect and sometimes they can also give bad advice. However, mistakes are part of being human, and nobody always knows the right answer.

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Interestingly, even strangers can sometimes offer valuable words of wisdom. A simple conversation with someone we barely know can leave a strong impression on us. Some strangers share advice based on their own life experiences, and these experiences can help others avoid making the same mistakes. This shows that not everyone in the world is selfish or bad. Many people are kind and genuinely want to help others without expecting anything in return.

Some of the most important pieces of advice I have heard are to understand other people, to be brave, and to never give up easily. Understanding others is essential because every person has different struggles, emotions, and experiences. If we try to understand people instead of judging them quickly, relationships become stronger and conflicts become smaller. Being bold and courageous is also important because life often requires us to take risks and face challenges. Fear can stop people from achieving their goals, but confidence and determination can help them succeed.

Another important lesson is that experience creates wisdom. Older people are usually wiser because they have lived through many situations and learned from both success and failure. However, wisdom is not only connected to age. Even younger people can become wise if they learn from their mistakes and pay attention to the world around them. Wise people usually think carefully before speaking, stay calm during problems, and try to help others with honest advice.

Nowadays, many young people ignore advice because they believe they already know everything. Social media and modern life sometimes make people less willing to listen to others. However, listening to wise words can prevent many mistakes and help people make smarter choices. Advice does not control our lives, but it can guide us in the right direction. In the end, every person decides what path to follow, but having guidance from wise people can make life easier.

In conclusion, words of wisdom are extremely important because they help people grow, learn, and overcome difficulties. Advice can come from parents, friends, strangers, or personal experiences. Not every piece of advice is good, so people should think carefully before following it. However, truly wise words can change lives, offer comfort during difficult moments, and teach valuable lessons. That is why I believe we should always listen carefully, learn from others, and use good advice to become better people.

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MOMENTS THAT CHANGE EVERYTHING

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Words are much more than simple sounds. Sometimes, a few words can change the way a person thinks forever. They can inspire people, help them become better, and even teach important life lessons. I learned this myself because of one small moment that started with football and later changed the way I saw competition, success, and confidence.

About six months ago, I went to one of my friend’s houses to watch a football match together. We were both very excited because our favorite teams were playing. While we were watching the game, my friend suddenly took something out of his pocket and started playing with it. It was a kendama, a Japanese skill toy that looked simple at first, but actually required a lot of practice and control.

At the beginning, I did not think much about it. I thought it was just another toy. But after watching him do a few tricks, I became really curious. He let me try it, and I immediately realized how difficult it actually was. I could barely land the ball correctly, while my friend was doing tricks easily. Even though I kept failing, I had a lot of fun trying.

After that day, I could not stop thinking about kendama. I watched videos online, learned about different tricks, and finally convinced my parents to buy me one. The moment I got my first kendama, I started practicing every single day. Sometimes I practiced after school, sometimes before sleeping, and sometimes for hours during weekends. At first, I failed many times, but little by little I improved.

A few months later, I became pretty good. I could do tricks that seemed impossible before, and my friends started noticing my progress. Some people even told me I was one of the best players they knew. Hearing those compliments made me feel proud, but slowly I also became arrogant without realizing it. Whenever someone beat me or performed better than me, I always found excuses. I blamed the kendama, my hands, or even luck. Deep inside, I wanted to believe I was already one of the best.

One evening, while scrolling through YouTube videos, I discovered a kendama player named Adrian Vilcu. The moment I watched his tricks, I was shocked. He played so smoothly and confidently that it almost looked unreal. I immediately started searching for more videos of him and learned that he was one of the best kendama players in Romania. Later, I also found out that he won third place at the Kendama World Championship and second place at another major competition.

The more I watched him, the more inspired I became. But what impressed me the most was not only his skill. It was his attitude. Even though he was incredibly talented, he stayed

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calm, respectful, and humble. In one video, he said something that stayed in my mind for a long time: "The moment you think you are the best, you stop improving."

Those words hit me harder than I expected. I suddenly realized that I had become arrogant. Instead of focusing on learning and improving, I was too busy trying to prove I was better than others. That sentence completely changed the way I thought about competition.

After that moment, I started practicing differently. I stopped getting angry when someone played better than me. Instead, I tried to learn from stronger players. I understood that losing is not embarrassing because every mistake teaches something important. I also learned that being humble is much more important than showing off.

Months later, all my hard work finally paid off. I participated in the National Kendama Championship and managed to win second place. I was extremely happy, not only because of the result, but because I knew how much I had changed as a person during that journey. Winning felt amazing, but becoming more mature and learning an important lesson felt even better.

Now, every time I practice kendama, I remember those words. They remind me that there will always be someone better, and that this is actually a good thing because it pushes us to improve. Success is not only about talent or trophies. It is also about attitude, respect, and the ability to keep learning.

In conclusion, words of wisdom can have a huge impact on people, especially young people. One simple sentence can completely change the way someone thinks and behaves. My experience with kendama taught me that confidence is good, but arrogance can stop people from growing. Thanks to the advice I heard from someone I admired, I became not only a better kendama player, but also a better and more humble person.

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PERSPECTIVE

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My grandmother used to tell me a very interesting piece of advice when I was younger. She always said that words have two different meanings. The first meaning is the simple one that you can find in a dictionary. The second meaning is more personal because every person understands words differently depending on their feelings, experiences, and personality. When I was little, I did not fully understand what she meant, but as I grew older, I started to realize how true her words really were. People can hear the exact same sentence and still react in completely different ways.

To understand this idea better, let us imagine a situation that happens to many teenagers. Imagine that your parents enter your room with serious faces and tell you that they need to talk to you later. Most people would immediately start to worry. Even if nothing bad actually happened, the sentence itself sounds mysterious and stressful. Some teenagers may instantly think that they are in trouble for something they did recently. Others might believe that their parents have bad news to share.

There is also another type of reaction. Some people become extremely anxious and start imagining the worst possible situations. They may remember a bad grade from school, an argument with a friend, or a rule they accidentally broke at home. Their minds begin creating problems that may not even exist. This example shows how differently people can think and how perspective changes the meaning of words.

In my opinion, people can often be divided into two large groups: optimists and pessimists. Pessimists usually focus more on the negative side of situations. They expect problems even before anything bad happens. Sometimes they worry so much that small problems begin to feel huge and impossible to solve. They often think about what could go wrong instead of searching for solutions. Because of this, pessimists can become trapped in fear, stress, and overthinking.

Optimists, however, see life in a very different way. They still understand that problems exist, but they try to stay calm and hopeful. Instead of focusing only on difficulties, they search for positive things even during hard moments. A beautiful example is the saying that optimists focus on the beauty of the rose instead of its thorns. They know the thorns are there, but they believe the flower is still beautiful and worth admiring.

I think being optimistic is healthier because positive thinking helps people become stronger and happier. Of course, nobody can stay positive all the time because life is not perfect. Everyone experiences sadness, disappointment, and fear sometimes. However, choosing to see hope instead of only negativity can make difficult situations easier to handle. Positive people

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usually encourage others, spread kindness, and make the people around them feel safer and happier.

Social media and modern life can also affect the way people think. Many young people compare themselves to others online and start feeling insecure or unhappy. Sometimes people only notice the negative comments or bad opinions and forget about the good things in their lives. This is another example of how perspective changes reality. Two people can look at the same situation, but one sees failure while the other sees an opportunity to improve and learn.

My grandmother's advice taught me that words are more powerful than they first appear. The meaning of words is not only found in books or dictionaries but also inside our minds and hearts. The way we choose to understand words can change our emotions, decisions, and even our future. If we always expect the worst, life will seem frightening and unfair. But if we try to think positively and understand situations calmly, life becomes less stressful and more beautiful.

In conclusion, perspective plays a very important role in human life. Words and actions do not always have only one meaning because every person sees the world differently. Optimists and pessimists react differently to the same situations because their minds focus on different things. My grandmother's advice helped me understand that we have the power to choose how we see life. In the end, our perspective shapes our emotions, our reactions, and the way we live every day.

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Truth and Kindness

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Words of wisdom have a special power in our lives. They are not just simple sentences that we hear and forget every day. Instead, they are very meaningful thoughts that can guide us like a map, inspire us to do great things, and help us make better choices when we are confused.

Sometimes, when we are having a really bad day, a few wise words can change the way we see the whole world. They can give us the courage to continue playing, learning, and trying when life becomes difficult and heavy. It is like having a small flashlight in a big, dark room. Without these words, we would walk in the dark and bump into walls.

People often remember words of wisdom from the people they love and trust the most. This includes our parents, our school teachers, our grandparents, or even famous writers from old books. My parents always tell me nice things to help me grow up well and be a good person. My teacher tells me wise things so I do not give up on my homework when it is too hard.

These words usually come from their own lives because they were children once too. They made many mistakes in the past, they fell down, and they learned from it. That is why their advice is so valuable today. They want to protect us from making the same mistakes and getting hurt.

For example, sayings like "Be patient," "Learn from your mistakes," or "Treat others with kindness" may seem very simple. We hear them all the time at school or at home, and sometimes we get bored of them. However, they contain important lessons about life. When my mother says "Be patient," it means I should not cry when I have to wait for my favorite toy or food. When my father says "Treat others with kindness," he reminds me to share my toys and snacks with my friends, even if I want to keep them all for myself.

Words can change the world or someone’s thinking completely. A nice word can make a sad person smile, but a mean word can make someone cry all night. That is why we really need to think very carefully before we open our mouth to speak.

Our words can also lie, even if we do not realize it or do not want to be bad. Some lies are small and harmless, like saying you ate your vegetables when you hid them under the plate. But other lies can really hurt someone’s feelings and break their heart. So, we must be very careful about the lies we tell, because sometimes the truth hurts much less than a big lie. A lie grows like a snowball, and in the end, it becomes too big to hide.

You always hear this common question, "How are you?" and we usually answer very fast with "I'm fine" or "Good." But inside our hearts, it is always much more than that. Sometimes we are sad, sometimes we are scared, or sometimes we just want to cry. It is frustrating, right? We say we are fine because it is easy, but it is not the real truth.

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But what can we do about it? We are often too scared to speak up and show our real emotions. We hide behind small lies and masks. Sometimes, we even judge other people or stay completely quiet just because we want to fit in with the popular kids. We forget to be ourselves because we want people to like us. We stop ourselves from expressing what we really feel or what we really want in life, and that makes us feel very lonely inside.

Staying in our comfort zone feels much better and safer. It is like staying under a warm blanket on a rainy day. Attracting attention or being different from the group makes us scared. It makes us question what other people think about us, and we worry if they are laughing at us behind our backs. This fear is very hard to ignore, and it sits in our stomach like a heavy stone. But if you choose to be brave and show who you really are, maybe you will be much happier in the end.

This fear can also come from being scared of being alone in this big world. Sometimes we want to be alone to rest, but we never want to be lonely. Loneliness is a sad feeling. People have a strong need to feel like they belong to a group, a family, or a team. Sadly, some people do not even care where or to what they belong—they just want that feeling of belonging so badly that they accept bad friends, even if it brings a negative and sad outcome to their lives.

Words of wisdom can help us in these difficult moments of doubt. When we feel lost, stressed about school, or afraid of the future, a thoughtful piece of advice can bring comfort and clarity. It feels like a warm hug for our brain. Wise words remind us that problems are temporary. Just like a heavy rainstorm finishes and the beautiful sun comes back, our bad days will finish too. Every single challenge teaches us something useful for the future. In this way, words of wisdom become a bright light in the dark.

Religion is also a beautiful form of meditation. It is something that makes our minds and souls much kinder. It encourages us to spread love everywhere we go. Praying to God is like talking to a best friend who always listens and never judges. It makes our big problems feel much lighter and smaller. When we pray, we put our worries away and we feel safe.

In conclusion, we need much more kindness on this cruel planet. The world can be a mean place sometimes, with bullies and bad news, but if we use wise words, tell the truth, and practice kindness every day, we can make it a beautiful home for everyone. One day, when we are grown-ups, we will pass these wise words to our own children, and the light will never go out.

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Words of Wisdom: A Light in the Dark

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Words of wisdom have a special power in our lives. They are not just simple sentences that we hear every day. Instead, they are meaningful thoughts that can guide us, inspire us, and help us make better choices when we are confused. Sometimes, when we are having a really bad day, a few wise words can change the way we see the world. They can give us the courage to continue playing, learning, and trying when life becomes hard. It is like having a small flashlight in a big, dark room.

People often remember words of wisdom from the people they love the most. This includes our parents, our teachers, our grandparents, or even famous writers from old books. My parents always tell me things to help me grow up well. My teacher tells me things so I do not give up on my homework. These words usually come from their own lives because they were children once too. They made many mistakes in the past, and that is why their advice is so valuable today. They want to protect us from making the same mistakes.

For example, sayings like "Be patient", "Learn from your mistakes", or "Treat others with kindness" may seem very simple. We hear them all the time in school or at home. However, they contain important lessons about life. When my mother says "Be patient," it means I should not cry when I have to wait for my favorite toy. When my father says "Treat others with kindness," he reminds me to share my snacks with my friends, even if I am very hungry.

Words of wisdom can also help us in moments of doubt when we do not know what to do. When we feel lost, stressed, or afraid of a big school test, a thoughtful piece of advice can bring comfort and clarity. It feels like a warm hug for our brain. These words remind us that problems are temporary. Just like a rainstorm finishes and the sun comes back, our bad days will finish too. Every single challenge teaches us something useful for the future. In this way, words of wisdom become a bright light in the dark.

Growing up is a very difficult job for a child. Every day, we have to learn new things, follow many rules, and try to be good. Sometimes, we fail. For example, I remember when I tried to ride my bicycle without the small training wheels. I fell down many times and my knees hurt badly. I wanted to cry and throw my bicycle away forever.

But then, my grandfather came to me and said a very wise thing. He said, "The ground is hard, but your spirit is harder. Get up and try again." I did not understand the word "spirit" perfectly, but I understood that he believed in me. So, I cleaned my knees, got back on the bicycle, and tried again. Now, I can ride very fast. His words gave me super power.

We can also find wisdom in the stories we read or the cartoons we watch on television. For example, in many fairy tales, the main character is small and weak, but they win against a

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big monster because they are brave and good. These stories teach us that you do not need big muscles to be a hero. You only need a good heart and wise thoughts.

Another good lesson I learned from a cartoon is that "Yesterday is history, tomorrow is a mystery, but today is a gift." This means we should not worry about what happened yesterday at school, like losing a game. We should also not be scared about tomorrow. We just need to enjoy today and play happily right now.

In conclusion, words of wisdom are like a magical toolbox for our life. We can collect these words from our family, our teachers, our friends, and our favorite books. Whenever we feel sad, angry, or confused, we can open this toolbox and find the perfect sentence to make us feel better. We should always listen carefully when older people speak to us because they are giving us a treasure. One day, when we are grown-ups and have our own children, we will pass these wise words to them. This way, the light will never go out.

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The Lantern We Carry Within

Elev: Paler-Șerban Ștefania-Ioana,
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There are moments when I find myself wondering where words of wisdom truly come from. Not from books, not from anything written on a classroom blackboard, but from somewhere deeper - a quiet place within, where thoughts are not yet spoken, but already alive.

It is a place I have come to recognize slowly, without even realizing it at first. A place one does not reach easily. It reveals itself only after something has been lost, or after something has not gone as expected. In that hidden corner of the soul, thoughts do not appear suddenly. They grow. They take shape in silence, like wildflowers on cliffs, without perfect conditions, without permission, simply because life has made them grow.

They never come all at once. There is no moment when everything becomes clear. Instead, they appear in fragments, in small sparks, especially when everything feels too heavy to carry. They do not illuminate the entire path ahead, but they give just enough light for one more step. And sometimes, one step is all that is needed.

I have come to understand that everyone carries their own unseen story - moments of doubt, of falling, of not believing they can rise again. There are thoughts that remain unspoken, shaped only in silence, in hesitation, in the weight of difficult choices. These thoughts belong to no one else. They are shaped by each life, quietly and deeply.

Mistakes, too, begin to look different with time. What once seemed like failure or burden slowly reveals another meaning. They are not only wounds, but doors - heavy, difficult to open, but not impossible. And behind them, there is no perfection waiting, but something more valuable: understanding. From that understanding, something simple begins to take form, something almost ordinary, yet deeply powerful - words of wisdom.

They are not complicated. They do not need to be. Sometimes they exist in just a few words - to keep going, to be patient, to be kind. Their strength does not come from how they sound, but from how they are felt, especially in moments when everything seems uncertain.

In a world that moves too quickly, I have begun to see the value of stillness. Of pausing, even briefly, and allowing silence to settle. Because not all answers are found outside. Some remain within, waiting quietly, until there is enough silence to hear them.

With time, these thoughts change. They grow, they deepen, they become something more than they once were. What once felt like comfort becomes something stronger, something that holds everything together when things begin to fall apart. And in that shift, the world itself seems different.

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In the end, it becomes clear that not everything will be remembered - not every word, not every action. But certain moments remain. Moments when something from within made it possible to move forward, even without certainty. Perhaps wisdom is not about having all the answers, but about continuing to search, even in doubt, and trusting that somewhere, in that quiet place within, there is always something waiting to be found - words of wisdom.

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The Today's Journal Entry: Words of Wisdom

Elev: Nicolae Serena-Georgiana,
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„April is the cruellest month, breeding
Lilacs out of the dead land, mixing
Memory and desire, stirring
Dull roots with spring rain."
- T.S. Eliot, The Waste Land, „The Burial of the Dead"

It is a truth universally acknowledged that wisdom often comes from those who have lived longer than you. Grandmother's bench is one of those places where such wisdom is passed on. The bench wood is worn smooth by years, resting just outside grandma's small house, under the walnut tree that seems to be as old as memory itself. Beyond it, the village stretches in silence: the dirt road, the grove, the fields fading into night. Above all, the sky, watching over those who have lived and those who are still learning how.

As usual, tonight we sat on the bench after dinner. The air still held the warmth of the day, and the first stars appeared one by one, as if called gently into being. I had questions… I always do, and I also had the restless feeling that comes after reading many words and understanding too little of what they mean.

Now, at midnight, she is already fast asleep, and I am writing these thoughts down so I will not forget what she taught me tonight.

"Grandmother, I said, I read so many books… and still, I don't know what to do with what I read. Where does wisdom really come from?"

She did not answer at once. She looked up at the sky and said, "It comes from the past, my child, and books are the way it reaches you. Look at that star. Its light has travelled for a very long time to reach us. Wisdom is the same. It begins far back in the past, long before us, and arrives to us only when we are ready to see it."

I followed her gaze, then lowered my eyes. "But the past can be painful", I said, as T. S. Eliot's words came to my mind.

She nodded slowly. "Yes. And that is why they teache us. Listen:

What are the roots that clutch, what branches grow
Out of this stony rubbish? Son of man,
You cannot say, or guess, for you know only
A heap of broken images..."

She let the words settle between us.

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"When we look at the past, we don't see a clear story. We see pieces. That is what he means. Wisdom is not given to us ready-made. We learn to put the pieces together" she said.

I thought about that for a second. "And people always manage to do that?"

She gave a short smile. "Not always. Some understand too late. William Shakespeare shows this in King Lear." She paused, then spoke again:

"Poor naked wretches, wheresoe'er you are,
That bide the pelting of this pitiless storm,
How shall your houseless heads and unfed sides
Your looped and windowed raggedness defend you?"

He sees others clearly only when he has nothing left", she said. "The past teaches him, but only when everything is lost. The past teaches him, but too late. Fortunately, we still have time to learn from it."

She brushed her hand lightly over the grass near our feet. "And sometimes", she continued, "wisdom is closer than we think. Walt Whitman understood it. He looked at something simple… the grass…

I guess it is the handkerchief of the Lord,
A scented gift and remembrancer designedly dropped,
Bearing the owner's name someway in the corners,
That we may see and remark, and say Whose?"

For him, even the grass carries meaning", she said. "It grows from what was here before. It is part of a longer story."

"Like us", I said.

"Yes. That is why he could say, I am large, I contain multitudes."

"But F. Scott Fitzgerald says we cannot go back."

She looked at me, almost testing me. "And yet he ends like this:

So we beat on, boats against the current,
borne back ceaselessly into the past.

We cannot escape the past", she said. "But we can choose how we face it."

"And Oscar Wilde?" I asked her.

"He tried not to face it. And he learned: Where there is sorrow there is holy ground. You see? Some truths come only when we stop running."

I hesitated. "What about Hamlet?"

She answered more softly now: "There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy. He understood too much," she said. "But he was alone. And wisdom, when it is not shared, becomes a burden."

We sat in silence for a while.

"The past is not enough on its own", I said slowly.

She shook her head. "No. It must be shared. That is how wisdom moves. From one generation to another."

I gazed at the sky. "So we should look back."

"Look back to the past, but do not return to it. What has been will not come back, but what it has left behind reaches you and helps you move forward. Wisdom moves the same way,

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through lives, through loss, through words written by those who endured and understood. It arrives quietly, without announcement, and only when we are ready to recognise it. It lives in stories, in voices long gone, in questions that remain. And sometimes, it lives on a worn wooden bench, beneath a tree, beside someone who has learned how to listen" she said.

Grandmother has never left this village. And yet tonight she gave me something older than distance: a light that had been travelling long before me.

So, we go on, all of us, carried forward, toward that vast, patient place where wisdom waits to be found.

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Wisdom Like a River

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Languages When the world feels heavy and the road stretches far ahead, there are moments when everything seems uncertain. In those moments, courage does not come as a sudden force, but as a quiet decision to keep walking. Each step, even the smallest one, carries meaning. Like a river that moves steadily through stone, you continue, shaped by everything you face. The path may be long, but every step brings you closer to who you are becoming. Some battles are won simply by continuing.

In everyday life, kindness has a quiet beauty that often goes unnoticed. A gentle word, a warm smile, or a moment of attention can change more than we realize. People carry stories that remain hidden, and sometimes a small act of kindness reaches deeper than anything else. Like a soft light in the evening, kindness creates warmth and comfort. It does not need to be loud to be powerful. The smallest gestures can leave the deepest marks.

Sometimes life takes an unexpected turn, and everything feels different from what you imagined. Disappointment may appear, and confusion may follow, yet these moments carry lessons that shape your growth. Like a tree that bends under the wind and rises again, you learn to become stronger with time. Every experience adds something new, even when it feels difficult. Through these moments, you discover strength you did not know you had. Every fall becomes a step toward something greater.

Different paths unfold in different ways, and each journey has its own rhythm. Looking at others may bring doubt, yet your story holds its own meaning. The sun rises when its time comes, and the stars shine in their own moment. In the same way, your growth follows a path that belongs only to you. There is something beautiful in becoming who you are meant to be, step by step, without rushing. Your time will come in its own quiet way.

Open your heart to the world around you, even when it feels uncertain. Within that openness lies the chance to experience joy, connection, and understanding. Like a window that lets in both light and fresh air, the heart grows through what it receives. Moments of trust and care bring meaning to everyday life. They create memories that stay long after the moment has passed. A heart that feels deeply also lives fully.

Moving forward brings its own kind of strength, especially when the future feels unknown. Life unfolds slowly, revealing itself step by step, like a path lit by a soft glow. Each moment carries the possibility of growth, even when the direction seems unclear. With patience and trust, the way becomes easier to follow. In time, everything begins to make sense, not all at once, but gradually, as you continue your journey. Not all light is seen. Some of it is felt. And sometimes, that is enough.

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Wisdom in the Books of the Old Testament

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Languages Introduction

Wisdom occupies a central place in biblical spirituality, being considered one of God's highest gifts to humanity. In the Old Testament, it is not merely an accumulation of knowledge, but an art of living, a moral and spiritual orientation that guides the human being toward goodness, justice, and communion with God. The sapiential literature – Proverbs, Ecclesiastes, Job, the Book of Wisdom, and the Book of Sirach – represents the most mature expression of biblical reflection on wisdom, yet the theme also appears in the Psalms, the Pentateuch, and the prophetic books.

The Origin and Nature of Wisdom

Wisdom, in the biblical understanding, has its source in God. It is not the exclusive product of human experience, but a gift received through faith and obedience. Proverbs 2:6 states clearly: "The Lord gives wisdom; from His mouth come knowledge and understanding." This affirmation establishes the theological foundation of all sapiential literature: a person becomes wise insofar as they open themselves to God's work. Wisdom is often presented as a personalized, almost hypostatic reality. In Proverbs 8, Wisdom speaks in the first person, declaring that she was "beside God" at creation (Prov. 8:30). This personification highlights her divine character and her role in the order of the world.

Wisdom as the Art of Moral Life

The Book of Proverbs is the classic manual of practical wisdom. Here, wisdom is associated with moral life, discernment, and responsibility. The wise person is the one who:

• fears God (Prov. 1:7: "The fear of the Lord is the beginning of wisdom");

• avoids sin and wickedness (Prov. 3:7: "Do not be wise in your own eyes; fear the Lord and turn away from evil");

• seeks justice and truth (Prov. 4:7: "The beginning of wisdom is this: get wisdom!").

Wisdom is not theoretical but practical, oriented toward daily life: family relationships, work, friendship, social justice. It becomes the criterion by which the success of a person's life is judged.

Wisdom as Reflection on the Human Condition

The Book of Ecclesiastes brings a deeply existential perspective. The author observes the limits of reason and the fragility of life: "Vanity of vanities, all is vanity" (Eccl. 1:2). Wisdom is not denied but relativized: it cannot explain everything, cannot control destiny, and cannot avoid death. Nevertheless, Ecclesiastes affirms that wisdom consists in living responsibly, enjoying God's gifts (Eccl. 3:12–13). Wisdom thus becomes a search, a path of spiritual maturation.

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Wisdom as a Response to Suffering

The Book of Job is one of the most profound biblical meditations on suffering. Job's friends attempt to explain pain through a simplistic logic: suffering is punishment for sin. Job rejects this view and seeks a higher wisdom, one that surpasses human reasoning. Chapter 28 is a hymn to wisdom, stating that wisdom cannot be found in the world, nor bought, nor obtained through intellectual effort: "God understands the way to it, and He knows its place" (Job 28:23). The conclusion is identical to that of Proverbs: "The fear of the Lord—that is wisdom" (Job 28:28).

Wisdom as a Gift of the Holy Spirit

In the deuterocanonical books, especially the Wisdom of Solomon and Sirach, the theme of wisdom acquires an even deeper theological dimension. Wisdom is presented as an emanation of God, "a breath of the power of God and a pure emanation of the glory of the Almighty" (Wis. 7:25). She enlightens the mind, strengthens the will, and leads to virtue. Sirach emphasizes that wisdom is acquired through prayer, study, and the fulfillment of the Law: "Those who fear the Lord will seek wisdom" (Sir. 6:37). Wisdom thus becomes a path to sanctification.

Conclusions

Wisdom in the Old Testament is a complex reality that combines moral, spiritual, intellectual, and existential dimensions. It is not merely a set of rules, but a relationship with God, an orientation of life toward goodness, truth, and justice. Wisdom:

• comes from God;
• is acquired through faith, prayer, and obedience;
• helps the human being live in harmony with others and with creation;
• gives meaning to suffering and human limitation;
• leads toward salvation.

Thus, the sapiential literature of the Old Testament remains an invaluable spiritual treasure that continues to inspire and shape consciences to this day.

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The Wisdom of Job

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When shadows gathered thick upon his days,
And every comfort crumbled into dust,
Job stood unbroken in his quiet ways,
Holding to God with unrelenting trust.
He questioned pain, but never left the Light—
A wounded heart still choosing what is right.

His friends spoke thunder, certain they knew why,
Yet Job stayed rooted deeper than their fear.
He lifted honest sorrow to the sky,
Knowing the Lord still bent His ear to hear.
In ashes, he discovered something true:
That faith grows strongest when the night is blue.

And when the storm at last began to cease,
The voice of God rose mighty, calm, and clear.
Job bowed in awe, and found a deeper peace—
A wisdom born from trials he held dear.
For hope endures where trust in God remains,
And grace blooms brightest in our hardest pains.

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Counsel to the Young

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Walk gently, youth, and guard your wandering heart,
For wisdom grows where patience takes its root.
Let not your pride command you to depart
From counsel seasoned, steady, calm, and true.
A humble spirit gathers more than gold,
And learns to shine as quiet strength grows old.

Seek truth with courage, though the path is long;
Let discipline become your trusted friend.
Resist the lure of voices loud and wrong,
Whose promises deceive you in the end.
Choose teachers wise, whose lives reflect the light—
Their footsteps guide your own from night to right.

Honor the Lord in every breath you take;
Remember Him in joy and in distress.
For storms will rise, and hearts may bend or break,
But those who trust in God find steadfastness.
Stand firm, young soul, and let your spirit see:
The fear of God is wisdom’s truest key.

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The Role of the Monarchy in British Politics and Tourism

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The British monarchy has been one of the most recognizable institutions in the world for centuries. Even though the United Kingdom is a constitutional monarchy where political power mainly belongs to Parliament and the Prime Minister, the Royal Family still plays an important symbolic role in British politics and society. In addition, the monarchy has become a major attraction for international tourism, bringing millions of visitors to the country every year. However, while many people admire the monarchy as a symbol of stability and tradition, others question its relevance in a modern democratic system and criticize the financial costs supported by taxpayers.

One of the main advantages of the monarchy is the sense of national unity it provides. Kings and queens are seen as figures who represent the continuity of the nation beyond political parties and government changes. During periods of crisis, such as wars, economic difficulties, or national tragedies, the monarch often acts as a reassuring presence for citizens. Many British people appreciate the monarchy because it connects modern society with the country's rich history and traditions. Ceremonies such as royal weddings, coronations, and national celebrations reinforce this feeling of identity and continuity.

Another important benefit is the monarchy's contribution to tourism. Millions of tourists visit the United Kingdom every year to see royal palaces, castles, and ceremonies such as the Changing of the Guard at Buckingham Palace. Places connected to the Royal Family, including Windsor Castle and the Tower of London, generate significant income for the British economy. Tourists are often fascinated by the traditions, luxury, and historical significance associated with the monarchy. As a result, hotels, restaurants, museums, and local businesses benefit greatly from royal tourism.

Despite these advantages, critics argue that the monarchy is outdated in a modern democracy. They believe that positions of power and privilege should not be inherited through birth. In a society that values equality and merit, some people consider the monarchy incompatible with democratic ideals. Furthermore, although the monarch has limited political authority, critics fear that the institution still has indirect influence over political affairs.

Another major criticism concerns the cost of maintaining the Royal Family. Taxpayers contribute millions of pounds every year to support royal residences, security, travel, and ceremonies. Opponents argue that this money could be better invested in education, healthcare, or social programs. They also point out that many citizens struggle financially while the Royal Family continues to live in great luxury.

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In conclusion, the British monarchy remains an important part of national culture, politics, and tourism. It offers stability, tradition, and economic benefits through tourism. However, debates continue regarding its democratic relevance and financial costs. Whether admired or criticized, the monarchy continues to shape Britain's image both nationally and internationally.

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The Role of the Royal Family in Modern Diplomacy

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When people think about diplomacy, they usually imagine politicians, ambassadors, and international organizations. However, in the United Kingdom, the Royal Family also plays an essential role in building international relationships. Although the monarchy has little direct political power, its influence in diplomacy is based on image, tradition, and public representation. In the modern world, the Royal Family has become an important instrument of "soft power," helping Britain maintain strong global connections.

A clear example of royal diplomacy can be seen during official state visits. When members of the Royal Family travel abroad, they often meet presidents, prime ministers, and other international leaders. These meetings are not only ceremonial; they create opportunities for cooperation in areas such as trade, education, culture, and environmental protection. Because royals are not directly involved in party politics, they can sometimes create a more relaxed and friendly atmosphere than politicians.

The monarchy is also extremely important for Britain's international image. Around the world, many people associate the United Kingdom with royal traditions, palaces, and ceremonies. Events involving the Royal Family attract enormous global attention through television and social media. As a result, the monarchy contributes to Britain's cultural popularity and helps strengthen tourism and international interest in the country.

Another important aspect is continuity. Governments change regularly after elections, but monarchs usually remain in their position for decades. This stability allows the Royal Family to develop long-term diplomatic relationships with foreign leaders. Their experience and visibility often make them respected figures in international relations.

Nevertheless, the role of the Royal Family in diplomacy is not free from criticism. Some people believe that diplomacy should belong entirely to elected officials rather than hereditary figures. Since members of the monarchy are not chosen by citizens, critics argue that they should not represent the country internationally. Others consider royal tours and ceremonies too expensive, especially when public money is involved.

In addition, media scandals involving royal family members may negatively affect Britain's reputation abroad. In the digital age, controversies spread quickly, and public opinion can change rapidly. For this reason, the monarchy must constantly adapt to modern expectations while maintaining its traditional image.

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To conclude, the Royal Family continues to play a unique role in modern diplomacy. Through international visits, cultural representation, and long-term relationships, the monarchy contributes to Britain's influence around the world. Even though some people criticize its costs and democratic legitimacy, the Royal Family remains one of the most recognizable symbols of the United Kingdom.

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Stand-up and fight!

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It is said that words hold the greatest power that man can wield. But few realize that every time we speak them, we clothe them in our own light or shadow, according to our soul, our worldview, and the way we live our lives. From the same unseen source springs both the power to crush and humiliate and the power to soothe, lift and heal. Sometimes, just a few words give birth to wars; other times, the same few syllables ignite the beginning of a love. In them lives a paradoxical energy, an immense force that, often, we don't even realize we carry within us.

The real battle does not begin outside, but inside us, where thoughts and emotions collide like waves in the middle of a storm, or swords that intersect between light and darkness. Stand up and fight is not only a call to war, but also a prayer of awakening. „Stand up and fight" does not only mean standing up against the world, but especially against your own fears, silences and shadows. In an era where silence is confused with peace and conformity with wisdom, standing up and fighting becomes an act of profound, almost sacred courage. The real battle is between the shadows that inhabit us and the flame that wants to set us free. It is the silent war between who we were and who we are meant to become.

The hardest fight is always with yourself, with the part of you that is afraid to believe, to forgive, to hope again. „Stand up and fight" then becomes a call to remembrance: remember who you are, what power flows through your veins, what light you were meant to spread. It is not a fight for domination, but for liberation. For balance. For truth. The words we speak are swords of light or darkness, as we choose. The moment we choose to speak from love, truth and conscience, we become warriors of light. Every phrase spoken from the heart is a victory over chaos. Every thought transformed into a blessing is a sword that does not hurt, but heals. But if we give in to hatred, judgment, fear, then our words become poisoned arrows, and instead of overcoming, we collapse into our own darkness.

To fight, therefore, does not mean to destroy. It means to transform. It means to rise after each fall, to gather the shards of your soul and reassemble them in the form of light. „Stand up and fight" is a manifesto of consciousness, a cry to everything that is alive in you: do not give up, do not be silent, do not dim your flame just because the world does not understand how it burns. Because in the end, the fight is not about victory. It's about awakening. It's about choosing not to be broken by your own pain, about refusing to remain an inert witness to your own life. It's about standing up to yourself, looking deep into the eyes of the shadow, and saying, „I am no longer afraid. I choose to be light."

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And only then, in the silence that follows the inner battle, will you understand that you were never alone. That all those who had the courage to stand up, fight and love, were, are and always will be from the same lineage of souls: those who understood that war is not won with weapons, but with truth. That the ultimate victory is not over others, but over one's own helplessness. That the force that moves the world is the same that is born from words and that, sometimes, a simple „I believe in you" is worth as much as a revolution. So, stand up. not with anger, but with fire. Not with hate, but with light. Because the true warrior does not fight to destroy, but to heal. And maybe, just maybe, that is where the true meaning of the calling begins: „Stand up and fight, but do it with love."

But what does it truly mean to „stand up and fight"? It means to awaken from the sleep of fear, to stop waiting for the world to save you and to understand that the world begins again each time you decide to rise. Every dawn you survive is a revolution. Every tear that falls and does not drown you is a baptism in the waters of courage. To stand up and fight means to walk through your own ruins, to look at what has broken you and not turn away, to kneel in the dust of your disappointments and still whisper, "I am not done. My light still breathes." Because the moment you do that, the universe listens. And all that was once scattered inside you begins to rearrange itself into something that resembles wholeness. The world will tell you that to fight is to win, but the soul knows that to fight is to „remember". To remember who you were before the pain, and to reclaim that purity not as weakness, but as strength reborn. The true warrior does not raise their sword to conquer others, but to cut through illusion, to open paths where walls once stood, to carve out space for truth to breathe. „Stand up and fight" means to love when love is the hardest choice, to forgive when the wound is still open, to speak when your voice trembles, to hold another's pain in your hands without turning it into your own rage. That is the highest form of value, to remain tender in a world that glorifies hardness, to be the calm in the storm, the flame that burns quietly but refuses to die. And when you fall, because you will fall, rise again, not because someone told you to, but because something sacred inside you whispers, "This is not how my story ends". Each fall is a chapter. Each scar, a verse in the scripture of your becoming. And every time you rise, the world shifts slightly toward light. So „stand up and fight", not to prove, but to „become". Fight not against the dark, but for the light. Not against the world, but for the truth of your soul. For the right to feel deeply, to live honestly, to love fiercely. Let your courage be the quiet rebellion that changes everything. Because one day, when all the noise fades and all the battles end, you will understand that the war was never against others. It was always the sacred struggle to stay awake, to remain kind, to remain human. And in that moment, standing in the silence after the storm, you will realize that victory was never about triumph, but about tenderness that survived the fire. So, stand up once more. Not with fear, not with pride, but with that small, unstoppable spark that says, "I choose to rise. I choose to heal. I choose to love". For that and only that, is the greatest fight of all.

When you stand up and fight, you are not fighting „for" perfection, but for presence. You are learning to stand in your truth, even when it shakes. You are learning that courage is not the absence of fear, but the decision to act despite it. And you are learning, perhaps painfully, that healing is not linear, that some wounds reopen just to show you how far you've come. But even in those moments of rawness, something magnificent unfolds, the realization

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that every scar you carry is proof that the light found its way through you. To „stand up and fight" is to say yes to life in all its contradictions, to beauty and to sorrow, to hope and to uncertainty. It is to live with your heart unarmored, to love without calculation, to forgive even when there is no apology. It is to walk through fire and emerge with your essence intact, not untouched by pain, but purified by it. Because pain, when faced with love, transforms into wisdom. And wisdom, when shared with compassion, becomes light for others lost in their own storms.

And maybe, in the quiet eternity after the last battle has been fought, you will understand that to stand up and fight was never about resistance, it was about surrender. About surrendering to your truest self, to the call of your own heart, to the infinite act of becoming. And in that surrender, there is no defeat, only the eternal whisper of the soul saying: „I have risen. I have loved. I have lived in light."

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Wisdom wins where violence fails

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In my free time or during our English classes, I often watch Dhar Mann's short movies, which I consider relevant examples in order to illustrate the consequences of violence in our everyday life. He is well-known for his movies educational content, in which he presents situations inspired by real life and the moral lessons that can be learned from them. For my paper, I have chosen one of them and I am going to write the main ideas in the following lines.

The Dhar Mann video "Genius Kid Fights Mean Kid Inside School" presents a powerful example of how intelligence and character triumph over violence. In this story, a youngster faces a mean bully at school. Instead of responding with brute force, the protagonist relies on his unique strengths and problem-solving abilities. This video teaches viewers that real strength comes from empathy, courage and smart decisions, not physical aggression.

At the beginning, the mean kid is aggressive and teases the main character. Tension rises as the bully tries to prove dominance through intimidation. However, the genius kid remains calm and avoids a physical fight. Instead, he uses intelligence, compassion and resilience to de-escalate the situation. This choice not only prevents harm but also inspires the bully to rethink his behavior. The story shows that when people choose to be smart instead of violent, they set a positive example for others and build real respect among peers.

The moral lesson is central: Violence is not the answer to conflict. Smart thinking, understanding and communication conquer anger and hostility. Through its dramatic storytelling and relatable scenario, this video motivates viewers to choose peace and rational thinking in their own lives. In today's world, many students face bullying, aggression, or pressure to retaliate. This video encourages young people to reflect before reacting. It highlights that real courage is shown by those who can control their emotions and seek peaceful resolutions. Instead of escalating conflict with violence, choosing smart and compassionate actions leads to stronger friendships and a safer environment for everyone.

By presenting a realistic conflict and a smart, nonviolent response, this Dhar Mann video perfectly embodies the message "Be Smart, Not Violent." It serves as a modern and relatable lesson for all students who want to build confidence without hurting others. Violence is often seen as a quick response to frustration or conflict, but it usually makes problems worse. The phrase "Be Smart, Not Violent!" encourages individuals, especially young people to handle difficult situations through understanding, reflection and wisdom. Being intelligent means considering consequences, managing emotions and finding peaceful ways to solve problems.

Why Violence Happens - Violence usually stems from anger, fear, or misunderstanding. Many people react violently because they feel threatened, disrespected, or

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out of control. In student environments such as schools, conflicts and disagreements are common. When people don't know how to express emotions or solve problems rationally, they might choose physical or verbal aggression. Unfortunately, these reactions often result in harm, sadness and deeper conflicts.

The Value of Being Smart - Being smart doesn't just mean having academic knowledge, it also means having emotional intelligence. Emotional intelligence helps individuals understand others' feelings, manage personal stress, communicate effectively and make thoughtful decisions. When students practice emotional intelligence, they can handle conflict with maturity and respect. This leads to better relationships, safer communities and more positive outcomes in both school and life.

For example, if two students disagree, the smarter response is to talk it out, seek help from teachers, or find common ground rather than fighting. Smart actions include listening, understanding different points of view and finding creative solutions. These choices show courage and leadership.

These skills allow individuals to solve conflicts in ways that protect dignity and promote peace. The message "Be Smart, Not Violent!" is a strong and important idea for students today. It teaches that true strength comes from understanding, patience and wise decision-making. When people choose intelligence and empathy instead of anger and aggression, they contribute to a healthier and safer society.

Another essential aspect is the role of education in preventing violence. The family and school are the main environments in which an individual's character is formed. If a child is raised in an environment where respect, communication and empathy are promoted, he will be less likely to become aggressive. Teachers and parents must provide positive examples and encourage dialogue, instead of authoritarian or aggressive behaviors.

Self-control is also a very important quality. In times of stress, it is easy to react impulsively, but the consequences can be serious. Being smart means controlling your reactions and not letting negative emotions influence you. Often, the best solution is to withdraw from a conflict situation and return to it after you have calmed down.

Empathy also plays a key role. The ability to put ourselves in the shoes of others helps us to better understand the effects of our actions. An empathetic person will not resort to violence because they are aware of the suffering it can cause. Therefore, developing empathy contributes to creating a safer and more harmonious environment.

In addition, it should be noted that each individual has a responsibility to contribute to reducing violence. Even small actions, such as avoiding a conflict or supporting a person in difficulty, can have a positive impact. Choosing to be intelligent and calm instead of violent can also influence the behavior of those around them.

Another important argument is that violence can have long-term effects on a person's development. Those who frequently resort to aggressive behavior can end up forming a negative self-image and encounter difficulties in their relationships with others. In contrast, people who choose to be calm and rational develop better social skills and have a greater chance of success in life. Society as a whole also has an important role to play in promoting nonviolence.

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Educational campaigns, school activities and community involvement can help reduce this phenomenon. It is important for each person to be aware of their role and to act responsibly.

In conclusion, the message "Be smart, don't be violent!" represents an essential lesson for each of us. Violence does not bring real solutions, but only problems and suffering. In contrast, intelligence, self-control and empathy are qualities that help us overcome difficulties and build relationships based on respect. Choosing to react calmly and rationally is proof of true inner strength. Through education, positive examples, and involvement, we can contribute to creating a better society, where conflicts are resolved through dialogue, not violence.

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When Violence Strikes the Mind and Heart, Silence Follows

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Violence is loud, immediate and destructive. It shatters bodies, ruins relationships and leaves invisible scars in the hearts and minds of all involved. Every act of aggression, whether small or large, carries consequences that ripple far beyond the moment. Yet, the choice to respond with intelligence instead of violence is the ultimate act of courage. Intelligence allows us to see beyond the fury, to find solutions where others see only conflict, and to turn moments of anger into opportunities for understanding.

History shows us the power of the mind over the fist. Societies torn apart by war, oppression and hatred bear witness to the devastation left behind. Yet, in contrast, there are individuals who, armed not with fists but with words, ideas and strategy, changed the course of humanity. Mahatma Gandhi resisted colonial powers without weapons, mobilizing millions through patience, wisdom and moral courage. Martin Luther King Jr. faced systemic hatred with eloquence and nonviolence, inspiring millions to demand justice. Malala Yousafzai, threatened by those who sought to silence her, chose education and advocacy as her weapon. These examples remind us that strength is measured not by the ability to inflict pain, but by the courage to act wisely, thoughtfully and morally.

Violence tempts because it is immediate. A punch, a shout, a threat, it demands attention, it intimidates, it dominates. But its power is hollow. Violence leaves behind cycles of retaliation, fear and silence. Every act of aggression deepens the wounds of both the victim and the agressor. Intelligence, however, interrupts this cycle. It transforms anger into dialogue, enmity into understanding and destruction into creation. Where violence destroys, intelligence builds. Where violence silences, intelligence inspires.

Even in daily life, the choice between violence and intelligence is constant. A harsh word, a small quarrel, an insult, they all offer moments where rage tempts action. But choosing intelligence means seeing beyond the immediate, imagining consequences and responding with awareness. It means refusing to feed the fire of anger, even when it burns inside. It is in these choices, repeated countless times, that character is forged, communities are strengthened and the future is shaped.

The effects of violence extend far beyond the immediate moment. A violent action can echo for years in the minds of those affected, creating fear, resentment and trauma. It can destroy trust, break relationships and turn hearts cold. Intelligence, on the other hand, offers alternatives. Negotiation, empathy, reasoning and patience allow conflicts to be resolved without bloodshed. They give us the power to influence the world positively, to create solutions that last and to inspire others to rise above the instinct to harm.

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Violence attacks the mind as well as the heart. it clouds judgment, erodes empathy and narrows perception. When fury dominates, reason cannot survive. Decisions made in anger are rarely wise, they are impulsive, shortsighted and often irreversible. Intelligence allows reflection, perspective and clarity. It is a tool that protects both the self and others, transforming potential destruction into constructive action. To think before acting is not hesitation, it is mastery over instinct, proof that the human spirit is stronger than rage.

The heart and mind are interconnected. When violence reaches the heart, emotions overpower judgment. Anger blinds, fear paralyzes and hatred spreads. The consequences are not merely physical, they are mental, emotional and spiritual. Communities fracture, trust dissolves and opportunities for understanding vanish. Yet intelligence offers a different path. It teaches us to pause, to think and to respond with wisdom rather than impulsivity. It allows us to break the cycle of violence before it begins, creating a world where minds remain clear, hearts remain open and humanity can thrive.

Another important truth about violence is that it rarely begins as something large. It starts quietly, almost invisibly. It begins with a word said in anger, with a gesture of contempt, with a moment when patience disappears. At first it seems insignificant, almost harmless. Yet these small sparks can ignite fires that spread far beyond control. A careless insult can break a friendship. A moment of rage can destroy years of trust. Violence grows when intelligence is silent, when reflection is ignored, and when emotions rule without guidance.

Human beings possess something extraordinary: the ability to think before acting. This ability separates instinct from wisdom. Animals react immediately to threat or frustration, but humans have the power to pause, to reflect and to choose. In that brief pause lies the difference between destruction and resolution. Intelligence is the voice that whispers, “Stop. Think. There is another way.” Violence is the voice that shouts, “Strike now.” The future depends on which voice we choose to follow. Many people believe violence shows strength. They imagine that raising a fist proves courage or authority. In reality, violence often hides insecurity and fear. It is easier to hit than to understand, easier to shout than to listen, easier to destroy than to build. True strength requires control. It requires the discipline to restrain anger and the wisdom to search for solutions beyond aggression. The strongest individuals are not those who dominate others through fear, but those who guide others through understanding.

Violence may promise immediate satisfaction, but intelligence promises lasting change. Violence may silence others, but intelligence allows voices to be heard. Violence may destroy in seconds, but intelligence can build for generations. When violence reaches the heart, reason may shatter, but it does not disappear forever. It waits for the moment when reflection returns, when emotions calm and when the mind chooses once again to guide the hand. In that moment, humanity remembers its greatest strength, the power to think, to understand and to create a future where intelligence speaks louder than violence.

Be intelligent, not violent! Let your mind conquer what your fists cannot! Let your wisdom echo where anger only shouts!

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The health of my soul in a very rushed world

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I have heard the phrase “health education” many times, but it is only in recent years that I have really begun to understand what it means. At first, I saw it as a set of rules: eating right, practicing physical exercises, getting enough sleep. But, as I have grown up and started to face greater responsibilities, I have realized that health education is actually a form of education for life. It is a process through which I learn not only how to protect my body, but also how to shape my character, how to manage my emotions and how to relate to the others.

For me, health is not just the absence of illness. It is balance. Being able to go to bed at peace, knowing that I did everything I could that day, offers me the greatest satisfaction. It is about not letting failure destroy me and not defining myself by a negative grade or opinion. In the 11th grade, I feel the pressure of the future more and more. There are continuous discussions among my classmates about high school, faculties future plans and careers. All of these can create stress and insecurity. In moments like these that I have learned that emotional health is just as important as physical health, crucial to endure all that pressure and to make the best decisions for me.

I have gone through times when I have felt overwhelmed. Times when I have compared myself to others or felt like I was not good enough. But I have realized that my attitude makes the difference. A positive attitude does not mean denying reality or ignoring problems. It means choosing to believe that I can improve, that I can be better in everything, caring only about my state of well-being, my comfort and decency. It means turning mistakes into lessons and understanding that every wrong step can actually bring me closer to a better version of myself.

I believe that health education should teach us from a young age how to manage our emotions. We live in a world where everything is fast, where we are constantly connected to social networks and where comparisons are inevitable. It is easy to fall into the trap of dissatisfaction or frustration. That is why I believe that I must learn to accept myself, know my limits and give myself time to grow. Mental health begins with self-acceptance.

In addition to emotional health, education for life also means responsibility for one's own body. I am aware that many habits formed in adolescence can influence one's entire life. Unbalanced nutrition, lack of exercise or addictions can have long-term effects. Choosing to take care of myself is, at the same time, a proof of maturity. It is not always easy to choose what is right instead of what is convenient, but I understand that my health depends on these daily decisions.

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For me, an essential element of education for life is love for life. Loving life means appreciating it even when it's not perfect. It means being grateful for the opportunity to learn, dream and build something on your own. It means understanding that every day is a chance to become better.

This love for life led me to become actively involved in the school community. As a member of the Student Council, I had the opportunity to participate in organizing charity fairs. Together with my classmates, I made various handmade decorations, which I sold during these events. Each object made meant time, patience and the desire to do good.

Our goal was to raise money for needy students from our school. With the obtained funds, we bought food for children facing material deprivation. For me, these moments were more than just extracurricular activities. They were real lessons about empathy and responsibility.

I realized that health is not only a personal issue, but also a social one. A child who does not have access to adequate nutrition or who feels marginalized can be affected both physically and emotionally. Through our gestures, we tried to offer not only material support, but also a sense of belonging. I believe that knowing that you are not alone is part of mental health.

Being involved in these projects also helped me grow. I learned what organization, responsibility and collaboration mean. I felt the satisfaction of contributing to the good of others. At that moment, I understood that education for life is not limited to theoretical information, but it is built through concrete actions.

For this reason, I believe that we should discuss more often in school about the support provided to students in need. I would suggest organizing a debate on creating a permanent solidarity program. I believe that a healthy educational environment is one in which each student feels respected and supported, regardless their financial situation.

For me, health education means balance between body, mind and soul. It means taking care of myself, but also getting involved for others. It means choosing optimism instead of resignation and empathy instead of indifference. It means loving life enough to live it responsibly.

In the end, I believe that true education is seen in the choices I make every day. If I choose to pay attention to my health, think positively and help when I can, then I can say that I understand what education for life means. It is not just a contest topic, but a lesson that I learn every day. And if through my involvement I can bring a smile or real support to someone's life, then I know that this education has a deep meaning.

In addition to the experiences and information I have gathered, I really like to read and constantly document myself from reliable sources, because I believe that correct information is an essential step in understanding mental health. Reading helps me discover different perspectives, methods of managing emotions and ways in which people manage to overcome difficult moments. I also try to constantly adapt to verified information and recommendations provided by specialists, in order to better understand both my own feelings and those of those around me. An important role in my motivation is also played by inspirational quotes, which give me encouragement in moments when I feel that things are getting difficult. They help me

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not to give up and to continue even when progress seems slow. Among the quotes that inspire me are: "You don't have to control your thoughts. You just have to stop letting them control you.", Dan Millman and Noam Shpancer's idea that mental health is not a destination, but a continuous process of personal development. ("Mental health is not a destination, it's a process. It's about how you drive, not where you're going".)

I often find myself coming back to motivational thoughts that remind me that each person heals at their own pace and that we don't have to solve everything in one moment. Messages like "You don't have to solve your whole life tonight. Focus on just one thing, one breath, one moment at a time!" help me look at things with more patience and balance. I find that such words have the power to restore hope and remind us that we are not alone, that everyone has a story and that difficulties can become lessons that help us grow.

For me, motivational quotes are not just simple phrases, but true sources of encouragement that motivate me to continue, to trust the process and to believe that happiness and emotional balance can be learned and built step by step.

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MAY NIGHT

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It is dark, the wind is heard far above me, running madly.

Next to me, the open window draws strokes of blue milk in the black air. Night fluffs hang from the ceiling. I stand straight, pressed against the corner of the window, with my outstretched fingers I feel the stone sill cooled by the dew-laden air. Under my feet I feel the fabric of the colorful carpet, dry, rough, but concrete and soothing. Along the street, the foliage of the trees shines dimly illuminated by pale rays coming from I know not where and trembles restlessly with a metallic noise. Around me circles of loneliness intersect, build one on top of the other, smell of the desert and rustle with fear.

I feel that my forehead is pressed by the night and with eyes dripping with darkness I try to distinguish something in the granite horizon. I am tense to the point of pain, I feel my blood flowing almost solidly through my arteries. But in my chest, foamy waters with diamond crests boil, waves crash against waves and raise crystal towers in the air. Inside my eyes, the sun rises, illuminating the enchanted silver forest and the turquoise mountains. Among their blue rocks, the clear golden river flows deep, strong and swift. My heart is a living fire, my soul, the flight of a masterful bird. I no longer hear the wind. My bare legs transform into supple trunks, full of sap, my arms into supple, graceful branches, and from my fingers sprout green and swift shoots. On my head, supple vines covered with leaves, intertwined in a wreath, shine with dew and white, blue and yellow flowers mix in my hair and flow together on my chest and shoulders, dressing my body in a bittersweet perfume. Filigree dreams fly in the transparent air, ringing in tinkles and chaining themselves in agile dances. Happy...

I rest my white fists on the cold gray windowsill. Then I open them and at the tips of my fingers I feel the coolness of the stone. A shiver hits my still throbbing chest like a bolt of lightning, it climbs and passes over my neck, runs down my back and disappears.

It is dark and high winds run one after the other with thin groans. The horizon is immersed in ink. But from there the first ray of sunshine will burst. I wait for it patiently... because the world will never be the same again...

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London

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London is the capital of the United Kingdom of Great Britain and Northern Ireland, a country located in the north-west of Europe. There are a lot of famous landmarks to see in London, including Big Ben, the London Eye, and Buckingham Palace, the official residence of King Charles III. The Royal Family has a rich history; two of its most representative figures of modern times are Lady Diana, Princess of Wales, who died at the age of 36 in a car accident, and Queen Elizabeth II. Her Majesty the Queen ruled the UK for over 70 years.

London is known for its windy and rainy weather, rarely hot and sunny like in other countries. The city is noisy and crowded, with people there either for a visit or because they live and work in this huge metropolis. It has got a large population of around 9 million citizens.

The city has also got lots of parks and green spaces, such as Hyde Park. Another wonderful thing to see is the “double deckers”; these are buses with two floors or decks and more space for passengers. What I really love about London is that it has free museums, which makes them accessible to art and history lovers, science and technology enthusiasts, and people keen on learning about culture in general.

In conclusion, London is a beautiful city, and it offers everything you can imagine, from historical landmarks to modern attractions. I can’t wait to visit London and discover all the things there from my own perspective!

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The British Royal Family

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The British royal family is the lineage of the monarchs of the United Kingdom. One notable member of this family, particularly as monarch, is Queen Elizabeth I, who ruled from 1558 until her death in 1603. The era when she ruled is called the Elizabethan Age due to the fact that this period brought cultural development, exploration, and the expansion of England. Also, this ruler never married or had children, which resulted in the end of the Tudor dynasty.

One of the most prominent monarchs in the world was Queen Elizabeth II, who ruled from 1952 until her death in 2022. She holds the record for the longest-reigning British monarch. Throughout her reign, she made a significant contribution to the evolution of this institution due to changes in social and technological fields, while the role of the British monarchy became mostly ceremonial.

Queen Elizabeth II's son, namely King Charles III, succeeded to the throne. Today, he is engaged in royal ceremonies and represents his country and people, for example, by meeting other heads of state and participating in charity work. Another well-known personality from this family is Princess Diana, or Diana, Princess of Wales. She was famous for her humanitarian activities, charitable actions, and good relationships with her subjects. Diana took an active role in the development of many humanitarian initiatives related to raising awareness of landmines, AIDS, and protecting children. Nowadays, Prince William, the firstborn child of King Charles III and Princess Diana and the future ruler of the country, performs royal duties. Catherine, Princess of Wales, is also well known and popular; she supports many non-profit organisations and does charity work. Prince Harry, another well-known member of the royal family, used to perform the responsibilities of a working royal; however, he left his duties to live independently but within the boundaries of the royal family.

To conclude, at the moment, the British monarchy is mostly symbolic and ceremonial, with its members actively engaged in charitable and non-profit activities and performing their royal duties. King Charles III currently serves as the monarch of the United Kingdom and the head of the British Royal Family. He ascended the throne in 2022 following the passing of his mother, Queen Elizabeth II, who reigned for more than seventy years.

As the oldest individual to assume the British kingship, Charles has dedicated much of his life to preparing for this role. Prior to his accession, he was known as the Prince of Wales for several decades, during which he devoted himself to public service and championed numerous causes, particularly environmental conservation, architecture, and sustainable agriculture. In his capacity as king, he continues to represent the United Kingdom at official functions, engage with international leaders, and participate in state ceremonies; however, he

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does not exercise political power. His eldest son, Prince William, is next in line for the British throne. Prince William undertakes numerous royal responsibilities and is regarded as the future leader of the monarchy. He is married to Catherine Middleton, and King Charles was married to Diana Spencer, known as Princess Diana. She was one of the most famous members of the royal family.

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The United Kingdom Seen Through the Eyes of a Romanian Boy

Elev: Maxim Darius Iustin,
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Hi there!

My name is Darius and I would like to tell you how the United Kingdom is, well, from my own perspective, of course.

First of all, I want to tell you a little secret about me! I was born in the UK and lived in Coventry Road, Ilford, with my parents, uncle, aunt, and my two cousins in a rented multi - family house. If I'm not mistaken, these are quite common in the UK.

When it was time for me to go to nursery school, my parents and I moved to Balfour Road, also in Ilford, and that's where we stayed throughout our life in the UK. I soon went to Balfour Nursery School. I don't remember too much from when I was there, but I do remember some things: we did activities most of the time (for example, we made Christmas decorations for the holidays), I wasn't the only Romanian child there, and we sang funny songs.

After nursery school, I went to primary school, Christchurch Primary School. There, I started Reception, which was fairly fun. I had to wear a school uniform that included a red jumper with the school's emblem on it and black trousers. In Reception, I had a very kind teacher with curly hair, and I learnt to write letters from her, the alphabet, and much more. Something cool about the schools in the UK is that, at an early age, kids receive tablets on which they can play educational or non-educational games. We also had other toys alongside tablets: building blocks, Legos, etc. Besides having access to a cafeteria, we also had access to a playground. In Reception, children could participate in school plays and go on field trips, too.

I moved from Reception to Year 1, and I was in a new classroom but with the same classmates. My new teacher was a young man, with curly, light brown hair and a big smile on his face. He also had two female assistants and they were kind as well. In Year 1, I learnt how to properly pronounce and spell tricky words (the, with, that), and to write sentences about different cultures, nature and other topics. From the tablets in Reception, we moved on to smartboards. Compared to Romania, we were ahead of the school system here.

During Year 1, we had some special school days, when we could leave the classroom and have interesting outdoor activities. These special days were also learning opportunities for us, children, but in a much more fun way. I remember one time we went to London and visited some museums, a theatre and watched a movie, and last but not least, went on the London Eye. Riding the London Eye is an amazing experience because you can see almost all of London's glory, and I truly recommend going on it.

After Year 1, my family and I left London and moved to Romania. This story of my life in the UK shows what a part of the UK is like. Thank you for reading!

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Tower Bridge

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Tower Bridge is big and tall,
One of the prettiest sights in the world,
Standing proudly in London town,
Watching the river flowing down.

The lights at night look lovely and bright,
Making the city feel just right.
Cars go over; boats pass through,
Under the sky so wide and blue.

It feels like magic; it’s old and grand,
A famous place in England’s land.
If I could visit it, I would stay
And watch the bridge the whole day.

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CITOPIA

Elev: Bogdan Cecilia Anamaria,
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„Make your life a dream, and a dream reality." (Antoine de Saint de Exupéry)

I've been travelling along the coast of the Mediterranean Sea having nothing else in my bag than my map, my atlas and a bottle of water. There were no people around, no villages and all I could see were a few seagulls flying in circles, searching for food. All of this seemed so strange,it felt like the time had stopped and the world had stood still.

-I wish there were someone I could talk to….it's been so many days since I last saw a human face. But no, my wish wasn't granted so all I could do was to keep moving forward and see what God had planned for me.

After walking for another 5 miles in the scorching sun I saw what looked like a gate, a big gate that seemed to scratch the sky in the distance. I started to move towards that gate, at first slowly then running as I could see it clearer and clearer. I didn't know what was waiting for me on the other side but what could be worse than being alone in a world that no longer looks like the one you knew? I armed myself with courage and knocked on the door. No one answered. I waited for a few seconds, then I knocked again…and again…and again. Finally, I could hear the heavy sound of an opening door and I saw a man who seemed to be in his thirties welcoming me into the city. I was glad to see a human being after so many days. I entered the gate and suddenly, in front of me I could see a splendid city with golden houses and flowers and trees everywhere around.

-What is this place? I mumbled in astonishment.

-This? You must be joking! the man said. This is the greatest city that has ever existed! This is Citopia!

-Sorry, but I've never heard of it.

-Now you must be joking! the man answered, laughing. Everybody has heard of it! People travel from far and wide to see it but only a few are welcomed inside. So, my friend, enjoy the moment! This is your lucky day!

-I was too surprised to find a proper reply so all I could do was to follow the man into the city. While we moved forward I could see singers performing, people dancing and children playing happily in what looked like the most amazing park I had ever seen. It had everything, from roller-coasters to a zoo with some animals that I thought were extinct and a botanical garden with flowers and trees that I've never seen before. It was so beautiful that I could hardly believe my eyes!

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-Follow me! the man said. You'll have enough time to admire all of this but now I have to take you to the king.

-The king? I asked. Why the king?

-Because he decides who gets the permission to stay in this city. We're almost there.

When I looked closely I could see a great palace, a palace greater than Versailles with impressive gardens and birds singing what sounded like the greatest trill I have ever heard. I followed the man through the gates of that palace and I entered the throne room, a massive room with diamond chandeliers and golden chairs. What impressed me the most was the throne. It was so big and adorned with gold, sapphires and rubies. On that throne sat a man wearing silky clothes and a shiny crown on his head. He seemed to be pretty old….80 years old, I estimated, or more.

-Approach, my boy! he said in a calm voice. Let me see you better. I am an old man you see, my vision is not what it used to be.

-I started to walk towards the man and all kinds of feelings started to invade me. What if he doesn't like me? What if he is mean? After all, I have no idea where or what Citopia is. I had never heard of it although I've always liked Geography and I am the first in my class.

-Don't be afraid! the man said. I'm the king of this place and no one will hurt you. Come and tell me who you are and what you are doing here.

-My name is Andrew, your grace! I am thirteen years old and I come from Bucharest, Romania. I was on holiday with my family on the Mediterranean coast when suddenly I found myself alone, in the middle of nowhere and I started walking towards the gates of your city when this kind man here let me inside.

-Romania? The Mediterranean Sea? Those places aren't from this world.

-Yes, they are! They are from this world, the only world that exists.

-Are you sure of that? You see, long time ago a group of friends and I, tired of seeing what the human race had become, decided it's time to abandon the Earth and find another place to live. We could no longer endure the hate, the sorrow, all the vices and lusts that took control over people. We could no longer see how the forests were cut down, how the wild animals were slaughtered without anyone caring about them, without anyone stopping this. We tried to speak to the leaders of the world about the dangers that will soon come, about the negative effects of pollution but they didn't listen to us. They called us "Damn Ecologists" and all they cared about was how they could become richer and richer. So, we decided to move to another world, to another dimension and create a city according to our believes, a city where people could live freely, in peace and harmony, a green city with trees, and flowers and birds singing and animals living in their natural habitat and this is how Citopia appeared. Here we have great respect for nature and for the animals, here people care about each other and we all live happily together as it should be.

-But…but how….how did you get here? To this place? To this...dimension?

-I prayed to Mother Nature to show us the way, to take us somewhere where the vicious men couldn't find us, somewhere where we could live in peace and where we could create another world for our sons and daughters because in the end all that matters is our legacy, what we leave behind us when we close our eyes for good.

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-This is so amazing! It almost sounds utopian! But it looks so real, so nice that I wanna stay here, live here, walk on the streets and spend time in that magnificent park that I saw while I was walking towards your palace, listening to the song of the birds for days and days! I could never get bored in such a place!

At that moment Andrew remembered his family and felt bad that they weren't there with him. Where were they? What happened to them? He decided to ask the king, maybe he could give him a clue.

Your majesty! My family! I don't know where my family is or what happened to them. As I said, when I woke up I was completely alone. Do you know anything about them?

-Of course I know! As this kind man surely told you only a few are allowed to enter this place. Those that I like to call The Pure Heart people. The people that didn't lose respect for the nature and that can still appreciate all the wonders of the Earth. I'm afraid your parents don't match this criterion so they were left behind.

-Will I ever see them again?

-Do you want to see them again? the king asked.

-Of course! They are my parents! I love them with all my heart.

-Then you will see them sooner than you think.

In that moment Andrew started to see the king and the throne room like in a fog, he couldn't distinguish the faces of the people at the court clearly nor the beautiful flowers or the things that decorated that impressive room. He started to hear more and more clearly his mother's voice calling him: Andrew, Andreeewww! It's time to wake up or we'll lose our flight!

Andrew opened his eyes and found himself in his bed, in his room while his mother was staring down on him, telling him to hurry up in order to catch their flight.

-Was I dreaming? Am I at home? We haven't left yet?

-Of course it was a dream! What were you dreaming about?

-I was dreaming that I was in a city called Citopia, the greatest city ever and there were forests, and animals, and flowers and a golden palace and people lived happily together.

-Hmm. This sounds utopian! his mother said. Unfortunately there is no such a place.

-But it could be if we start doing good deeds and protect nature, and….

-Enough Andrew! Get up and get dressed. I don't wanna lose the plane because of a dream.

-One day, Mum, I am sure that one day people will be sorry for not listening and for not caring. And I hope that one day Mother Nature will let us live in a place where there is no evil, only good. And one day I wanna go to Citopia and stay there for the rest of my life.

-My sweet boy! his mother said. Citopia is a utopian place. I thought you knew what this word means. Plus, all you are telling me happened in a dream, a nice dream but a dream in the end.

-I know, Mum! And I know what's coming! mumbled Andrew as he headed to the bathroom to wash his face. He grabbed his suitcase and left the house with his family, heading to the airport and while the previous days he had only thought about the Mediterranean Sea now all his thoughts were on Citopia, hoping that soon he would go back there, to his dream place, to his ideal city.

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British Easter Traditions

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Easter is one of the most important religious and cultural celebrations in the United Kingdom. It is celebrated every spring and marks the resurrection of Jesus Christ, which according to Christian belief happened three days after his crucifixion. Easter is a time of joy, hope, and renewal, and it is observed by millions of people across Britain. Over the centuries, the holiday has developed many traditions that combine religion, history, folklore, and modern customs. Today, British Easter traditions include church services, family gatherings, festive meals, chocolate eggs, games for children, and public celebrations.

The Easter period begins with Lent, which lasts for forty days before Easter Sunday. Lent is traditionally a period of fasting, prayer, and self-discipline for Christians. During this time, many people choose to give up something they enjoy, such as sweets, chocolate, soft drinks, or social media. This practice is meant to encourage reflection and spiritual growth. Churches often organize special events and services during Lent to help believers prepare for Easter.

The week before Easter Sunday is called Holy Week. It includes several important religious days, especially Palm Sunday, Good Friday, and Easter Sunday itself. Palm Sunday celebrates Jesus entering Jerusalem, where people welcomed him by waving palm branches. Many churches in Britain distribute small crosses made from palm leaves during special church services.

Good Friday is one of the most solemn days in the Christian calendar because it commemorates the crucifixion of Jesus Christ. In the United Kingdom, Good Friday is an official public holiday, meaning schools, banks, and many businesses are closed. People often spend the day quietly with family members or attend church services. Some churches organize processions and dramatic reenactments of the crucifixion story. Television channels may also broadcast religious programs connected to Easter.

A famous British Easter tradition connected with Good Friday is the eating of hot cross buns. These sweet buns are made with dried fruit and spices and are marked with a cross on top. The cross symbolizes the crucifixion of Christ, while the spices are said to represent those used during his burial. Hot cross buns are usually eaten toasted with butter and are extremely popular throughout the Easter season. Many supermarkets and bakeries in Britain begin selling them several weeks before Easter arrives.

One of the best-known Easter traditions in Britain is decorating Easter eggs. Eggs have been symbols of life and rebirth for centuries, long before Christianity spread through Europe. Christians later connected eggs with the resurrection of Jesus and new life. In the past, people decorated real eggs using paint and natural dyes. Today, chocolate Easter eggs are far more

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common and are sold in almost every shop during springtime. Chocolate companies create eggs of different sizes, flavors, and designs, often including candies or small toys inside.

Children especially enjoy Easter because of the tradition of Easter egg hunts. Parents hide chocolate eggs around the house or garden, and children search for them excitedly. Schools, parks, castles, and local communities often organize large public Easter egg hunts where families can participate together. These activities create a festive atmosphere and encourage outdoor fun after the long winter months.

Another important symbol of Easter is the Easter Bunny. This fictional rabbit is believed to bring chocolate eggs and sweets to children. The tradition originally came from Germany but became extremely popular in Britain and other English-speaking countries. Today, images of rabbits appear on Easter cards, decorations, and chocolate products throughout the season.

Religion remains an important part of Easter for many British people. Churches across the country become crowded on Easter Sunday as families attend special celebrations. Church buildings are decorated with flowers, especially white lilies, which symbolize purity, peace, and resurrection. Choirs perform hymns and religious music, creating a joyful atmosphere. For Christians, Easter Sunday is considered the most important day of the year because it celebrates victory over death and the promise of eternal life.

Food also plays a major role in British Easter celebrations. Families usually gather for a large Easter Sunday lunch. Traditional meals often include roast lamb, potatoes, vegetables, mint sauce, and gravy. Lamb has religious significance because it symbolizes sacrifice and innocence. Some families also prepare ham or chicken instead of lamb, depending on personal preferences.

Desserts are another important part of the celebration. One traditional British dessert is simnel cake, a rich fruit cake covered with marzipan. It is usually decorated with eleven marzipan balls representing the eleven faithful apostles of Jesus, excluding Judas. Simnel cake has been associated with Easter for centuries and is still enjoyed by many families today.

In many towns and villages, Easter is celebrated with community events and local customs. Some places organize Easter parades, fairs, concerts, and charity activities. Morris dancing, a traditional English folk dance, is sometimes performed during Easter festivals, especially in rural areas. In certain regions, old traditions such as egg rolling competitions continue to survive. In these games, people roll decorated eggs down hills, and the winner is the person whose egg travels the farthest without breaking.

Easter in Britain is also connected with the arrival of spring. Flowers begin to bloom, temperatures become warmer, and days become longer. Schools usually close for a two-week Easter holiday, giving families time to travel, rest, or spend time together. Many people take short vacations to the countryside or the seaside during this period.

Modern Easter celebrations have become highly commercialized, with shops advertising chocolate eggs, gifts, decorations, and special promotions. However, despite the commercial aspect, many people still value the deeper religious and family meaning of the holiday. Easter continues to represent hope, renewal, forgiveness, and togetherness.

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In conclusion, British Easter traditions are a fascinating mixture of religious beliefs, historical customs, and modern celebrations. From church services and hot cross buns to Easter egg hunts and family meals, these traditions create a joyful and meaningful atmosphere throughout the United Kingdom. Easter remains an important celebration that brings families and communities together while preserving cultural and spiritual values that have existed for generations.

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THE DROUGHT QUEEN

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It was a quiet night in the kingdom of Lionessia. Leona, the young lioness, couldn't sleep and started to walk without a precise purpose in mind on what used to be the banks of the river Totis, thinking about the problems her subjects had to face in the last months. Since she became queen the animals of the savanna faced one of the most difficult periods of their existence: the food was scarce and the water almost nonexistent and all of them came to her to ask for help.

While searching her mind for a solution to stop starvation she saw something moving on the small water oasis in front of her. She decided to investigate and when she came closer she saw a strange creature, a combination between a small rabbit and a fox. She remembered that her father, the late king, used to tell her stories about the spirit of the savanna who could take different forms and shapes and appear to those in need.

"Greetings, friend", she said. "I am Leona, the queen of the animals and all living creatures of this savanna. Who do I have the honor of speaking with?"

The strange creature looked her in the eyes and said: "Your highness, I am Matti, the spirit of the savanna, and I come to you tonight because I know you are in a desperate situation".

"More than desperate", Leona said. "And I don't know what to do to save my folks from the cruel fate they are about to face. It's been months since it last rained and there is no food or water for the animals. We have already lost some of them to starvation and many others are about to follow".

Matti stood up on his back paws, looked at Leona with his calm, dark eyes and said: "Don't worry, queen, I am here to help you…only if you prove worthy enough. If you want this harsh period to stop you have to make some sacrifices."

"Sacrifices?" Leona said intrigued. "What kind of sacrifices?

Matti's ears twitched slightly, as if listening to something far beyond the dry wind that swept the cracked earth.

"Not the kind you fear," he replied gently. "No blood, no lives. The savanna has already taken enough. The sacrifices I ask are of a different nature—harder, perhaps, because they come from the heart."

Leona narrowed her eyes, her golden gaze steady. "Speak plainly."

"The first," Matti said, stepping lightly across the edge of the shrinking oasis, "is pride. You must let go of the idea that you alone must save everyone. A queen who carries the burden alone will collapse beneath it."

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Leona felt a sting in her chest. Since her coronation, she had tried to be exactly what her father had been—strong, decisive, unshakable. She always lived with the impression that showing doubt would feel like failure.

"And the second?" she asked quietly.

"Trust," Matti continued. "Not all creatures of the savanna are your allies… but many are, even those you have never called upon. You must unite them—all of them. The grazers, the hunters, even the birds of the sky. Each holds a piece of what you need."

Leona looked out over the dark plains. In the distance, she saw faint silhouettes moving—those were her people, restless and hungry.

"And the last sacrifice?" she asked.

Matti paused. For the first time, his calm expression grew serious.

"Hope," he said softly. "Not losing it… but sharing it. A leader's hope is a flame. If you keep it to yourself, it dies. If you give it to others, it grows."

Leona let out a slow breath. "And if I fail?"

"Then the savanna will fade," Matti said simply. "But if you succeed… the rains will return, and life will follow."

Silence stretched between them, broken only by the faint ripple of the oasis water. Finally, Leona lifted her head and said: "Tell me what I must do!"

Matti smiled, his form flickering slightly in the moonlight.

"Tomorrow at dawn," he began, "you will call a gathering at the Great Baobab Tree. Not just your pride—everyone. And when they arrive, you will not give orders…". He stepped closer, his voice lowering. "You will listen and encourage them to speak their mind."

At dawn, the savanna stirred with something unfamiliar. Word had spread quickly. From the smallest ant to the tallest giraffe, from wary antelopes to silent predators, animals gathered beneath the vast, ancient branches of the Great Baobab. Murmurs filled the air—confusion, tension, even fear. Leona stood before them. This time, she did not roar.

"I have called you here," she said, her voice clear but calm, "not as your ruler… but as one of you."

The murmurs quieted.

"I have tried to find a solution alone," she continued. "And I have failed. So today, I ask you—what do you see? What do you know? What can we do… together?"

At first, no one spoke. Then, a small voice rose.

A meerkat stepped forward. "There are roots beneath the dry ground," he said. "Deep ones. We can dig for them… but we are too few."

A flock of birds circled above. One swooped down. "Far to the east," they chirped, "there are still clouds. They do not come here… but perhaps something blocks them."

An old elephant lifted his trunk. "Long ago," he rumbled, "there was a hidden waterway beneath the land. It fed the river Totis. If we could reopen it…"

Slowly, piece by piece, a plan began to form. Leona listened to every word. And for the first time since becoming queen, she realized something powerful: She had never been alone.

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That night, as the animals worked together—digging, scouting, breaking through hardened earth—Leona returned to the oasis.

"Matti," she called softly. "I have done as you asked."

The spirit appeared once more, his eyes gleaming.

"And what did you learn?" he asked.

Leona smiled faintly.

"That a queen does not save her kingdom," she said. "She helps it save itself."

Matti bowed his small head nad said: "Then you are worthy."

At that moment, a distant rumble echoed across the sky. Leona looked up. Clouds. Dark, heavy, and full clouds.The first drop of rain fell onto the dry earth… and then another… and another.Soon, the savanna was alive with the sound it had long forgotten: RAIN. And as the river Totis began, slowly, to flow once more, Leona stood among her people—not above them, but with them—knowing that this was only the beginning of a new kind of reign.

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Early in the morning

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In the early dawn with gentle rays,
A longing for goodness in the soul is raised,
A pure thought, a simple deed,
That helps the world to better proceed.

When you lend a hand without fear,
When you say “thank you” sincere,
Lights ignite in saddened eyes,
And you feel the sky within you rise.

Goodness is a path so clear,
Close beside the soul, held dear,
Those who know to help and care
Carry their own shining star there.

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The Eternal Branch: Romania's Royal Bonds with the British Crown An Analysis of Relational, Dynastic, and Cultural Interdependence

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The relationship between the Royal Family of Romania and the British Monarchy represents one of the most resilient dynastic partnerships in the history of modern Europe.

This connection is a tapestry woven from the threads of the 19th-century "Grandmother of Europe," Queen Victoria, and maintained through the political upheavals of two World Wars, the isolation of the Cold War, and the contemporary revival of European cultural heritage. It is a bond defined by "blood and service," characterized by a shared vision of constitutional monarchy and a deep personal kinship that has endured even during the Romanian Royal Family's long decades of exile.

The Victorian Architect:

Princess Marie of Edinburgh The cornerstone of this Anglo-Romanian relationship was laid in 1893 with the marriage of Princess Marie of Edinburgh to Crown Prince Ferdinand of Romania. Marie was the daughter of Prince Alfred, Duke of Edinburgh (Queen Victoria's second son), and Grand Duchess Maria Alexandrovna of Russia. This union did more than just link two houses; it introduced a distinct British cultural and political sensibility into the Romanian court. Marie was a first cousin to King George V, and her upbringing in the English countryside and at the royal residences of London shaped her worldview. When she arrived in Bucharest, she carried with her the Victorian ideals of duty, mixed with a flamboyant artistic spirit that would later define her reign as Queen.

Throughout her tenure, and particularly during the First World War, Marie's British roots were a strategic asset.

While the Hohenzollern-Sigmaringen dynasty was technically of German origin, Marie's influence helped steer Romania toward the Allied cause. Her constant correspondence with her British cousins, including King George V, provided a back-channel for diplomacy during the darkest hours of the conflict. In 1919, during the Paris Peace Conference, it was Marie who famously lobbied the Western powers—including the British leadership—to recognize the unification of Greater Romania. Her visit to London in 1919 was treated as a major state event, reinforcing the idea that Romania was no longer a distant Balkan outpost but a crucial partner of the British Empire in Eastern Europe. Her influence extended to her children, with her daughter Princess Elisabeth becoming Queen of Greece and Princess Maria becoming Queen of Yugoslavia, creating a mini-network of Victorian power in the Balkans that always looked toward London for guidance.

A Brotherhood of Exile:

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King Michael I and the Windsors The most poignantly personal chapter of this relationship began in 1947. King Michael I, having led the courageous 1944 coup that brought Romania to the side of the Allies, was eventually forced to abdicate at gunpoint by the Soviet-backed communist regime. Just weeks before his forced departure, Michael had traveled to London for the wedding of his third cousins, Princess Elizabeth and Philip Mountbatten. It was in London, at a dinner organized by the British Royal Family, that Michael met Princess Anne of Bourbon-Parma, his future wife.

The British court was, in many ways, the emotional anchor of this royal marriage, providing a sense of normalcy and continuity during a time of extreme upheaval.

During Michael's nearly 50 years of exile, the United Kingdom became his primary sanctuary and a second home. The King lived for several years in Hampshire and later at a farm in Hertfordshire, Page 1 where he pursued a career as a commercial pilot and a farmer. During this period, the British Royal Family provided a vital support network.

King Michael and Queen Elizabeth II shared a lifelong bond, rooted in their shared descent from Queen Victoria and King Christian IX of Denmark.

Michael was always treated as a reigning monarch at British state functions, a gesture of profound symbolic importance that denied the legitimacy of the communist regime in Romania.

This "solidarity in exile" ensured that when the 1989 Revolution occurred, the Romanian Royal Family had a ready and respected platform in the West from which to advocate for their country's return to democracy.

The Transylvanian Connection:

King Charles III's Patronage In the post-1989 era, the relationship took on a new, more ecological and cultural dimension through the personal passion of King Charles III. Charles's fascination with Romania began in 1998, and he has since become one of the country's most impactful unofficial ambassadors. Over the last quarter century, he has visited Romania dozens of times, acquiring and restoring historic properties in Transylvania, such as those in Viscri and Valea Zălanului. His efforts have focused on the preservation of a way of life that has largely vanished in Western Europe: high-biodiversity meadows, traditional small-scale farming, and Saxon architectural heritage. His connection is also genealogical. Charles has frequently joked about being a descendant of Vlad the Impaler through a line that includes Queen Mary, the consort of George V. Beyond the humor, his commitment is demonstrated through The Prince's Foundation and the Mihai Eminescu Trust, which have poured millions of pounds into Romanian rural conservation. This is not merely a hobby; it is a manifestation of the "noblesse oblige" that links the two families. When Charles ascended the British throne in 2022, his choice to visit Romania as his first private overseas destination as King was a powerful statement of his enduring commitment to the country and his cousins in the Romanian Royal House.

Institutional Continuity and the Modern Era

Today, the relationship between the two houses is managed with a blend of historical reverence and modern pragmatism. Her Majesty Margareta, Custodian of the Crown of Romania, maintains a close partnership with the British Royal Family.

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Having lived and worked in the UK for many years—notably at the University of Edinburgh and later with the United Nations—Margareta brings a uniquely British perspective to her leadership of the Romanian Royal House.

The ceremonial presence of the Romanian Royal Family at significant British milestones including the funerals of Queen Elizabeth II and the Coronation of King Charles III highlights their continued status as "family" rather than just foreign dignitaries.

This relationship remains a pillar of Romania's soft power, providing a bridge to the oldest and most prestigious institutions of Western Europe and ensuring that the deep-seated blood ties continue to bear fruit in the 21st century.

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The Roles and Culture of Britain: A Look at Traditions and Religion

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Britain has lots of special traditions and important things that have been part of its life for a very long time. For example, the royal family is really important. Kings and queens have lived in big castles, and people still care a lot about them today. Many tourists go to see Buckingham Palace and watch the Changing of the Guard, which is a famous tradition. People also watch royal weddings or coronations on TV, and some even celebrate them with their families.

Another thing people in Britain really like is afternoon tea. It started a long time ago, and people eat sandwiches, cakes, and drink tea while sitting together and talking. I think it sounds really nice because people can relax and spend time together. Even today, many places serve afternoon tea, and some people dress nicely for it, like it is a special event.

Britain is also known for some small traditions in everyday life. For example, people talk a lot about the weather because it changes all the time. Also, queuingis very important there. People always wait in line and don’t like when someone skips their turn. Saying “please”, “thank you”, and “sorry” is also very important, and children learn these words from when they are little.

Food is another important part of British culture. There are traditional foods like fish and chips, roast dinner, and English breakfast. Many families eat together on Sundays, and they have a big meal with meat, potatoes, and vegetables. Even if people now eat food from all around the world, these traditional meals are still popular.

Sports are also very popular in Britain. Football is the most loved sport, and many people support a team and watch matches every week. Other sports like cricket, rugby, and tennis are also important. Big matches can make people very excited and bring them together.

Religion is also a big part of British culture. A long time ago, the Church of England was very powerful, and it influenced how people lived. Many holidays, like Christmas and Easter, come from religion. Even today, soBut now, Britain is different because people believe in many different religions. Some people are Christian, some are Muslim, some are Hindu, and some people don’t believe in any religion. Because of this, people celebrate many different holidays, like Diwali and Eid. I think this is nice because people can learn about different cultures.

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Britain also has a lot of history. There are many old buildings, castles, and museums. Cities like London are very famous and have both old and new things. This makes Britain a very interesting place to visit.

In the end, I think Britain is a country where old traditions and new ideas come together. People still respect their history, but they also accept new cultures. That is why Britain is special and different from other places. me important events, like royal weddings, include prayers.

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KATSEYE-INFLUENȚA MUZICII

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Katseye is an international girl group formed through a collaboration between HYBE and Geffen Records, officially debuting in 2024. The group consints of six members from various parts of the world (USA, Switzerland, South Korea, Philippines) and follows a K-pop style training system, based in Los Angeles, California.

Key imformation:

Members (6): Daniela Avanzini, Lara Raj, Manon Bannerman; Megan Meiyok; Sophia Laforteza, and Yoonchae Jeong.

Origin: Formed through the survival reality show.

The Debut: Dream Academy.

Style: Described as a global pop group with strong influences from K-pop culture.

Documentary: The story of the group's formation is featured in the Netflix series "Pop star Academy: Katrize"

Online Presence: Official information music, and, videos can be found on the official Katseye website

The members of Katseye currently live in Los Angeles, California, wich serves as their primary base of operations. While they initially lived together in the "Katseye house" to strengthen their bond, recent information indicates that they more live sparately or im smaller groups:

Where each member lives now (in Los Angeles):

Based on recent interviews and social media posts, the girls have moved out of the communal house into separate spartments:

Sophia and Yoonchae They appear to be the only ones still living in the original KATSEYE house, though they have separate rooms. Since Yoonchae was a minor until recently, it is believed a manager lives with them for supervision.

Lara and Megan: They have moved into their oren apartament together.

Daniela and Manon: they also live together; Daniela is often seen as the one who drives for both of them.

1.Daniela Avanzini: Originally from Atlanta, Georgia (USA), with Cuban and Venezuelan rootes.

2. Lara Raj: Originally from New York (USA); her family is of Indian

3. Manon Bannerman: From Zurich Switzerland, with Ghanaian and Italian heritage.

4. Megan Skiendiel : From Honolulu, Hawaii (USA) with Chinese-Singaporean roots.

5. Sophia Laforteza: From Manila, Philiphines

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6. Yoonchae Jeun g: Born and raised in South Korea.

Some of the songs by KATSEYE include “Debut,” “Touch,” “My Way,” “Dream It,” and “Stay Together,” each of them highlighting the group’s positive message and emotional connection with listeners.

In conclusion, the music of KATSEYE has a positive influence on teenagers, as it promotes meaningful values and emotions. The messages in their songs often reflect themes such as love, understanding, friendship, and self-expression, which can inspire young listeners and help them feel more connected and understood. Through their music, they encourage a supportive and optimistic perspective on life, making their impact both powerful and beneficial.

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British culture

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British culture, a mixture of tradition and innovation, has left a strong imprint on the world. From scenic landscapes and historic castles to the art and music scene, the UK offers many cultural experiences.

British literature is known worldwide.

Shakespeare's works are studied and played on stages around the world. Jane Austen's novels provide a clear picture of nineteenth-century English society.

Recent authors, such as J.K. Rowling has attracted millions of readers and shows that British literature remains active.

British music has had a big global impact. Bands like The Beatles and the Rolling Stones have influenced generations. Artists like Adele and Ed Sheeran continue this impact.

Festivals like Glastonbury attract public from many countries. British visual art is diverse. Artists like Turner and Constable have marked art history.

Modern movements like Young British Artists have brought new ideas. Museums and galleries such as the National Gallery and the Tate Modern welcome visitors from all over the world.

The importance of British culture has several aspects. English is used in business, science and online. This helps global communication. The democratic and legal system in Britain has influenced many countries. Innovations, from the steam engine to the World Wide Web, have changed society. Football, organized in modern form in England, is the most popular sport in the world.

British culture is not just tradition. It continues to influence and inspire through the combination of past and present creation. British culture is interesting! On the one hand, they have ancient traditions, such as 5 o'clock tea or their castles full of history. On the other hand, there are those who invented rock and pop music that we all love, from The Beatles to new artists.

What I find loud is that English, which comes from them, is spoken all over the world. This helps people to communicate and learn from each other. And football, which is the most popular sport, started from them! I think it's important because it brought us many new ideas and made our world more connected. It's a culture that combines the past with the present in a

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unique way. In conclusion, British culture is like a long and adventurous story. From the stories written by the great authors, to the music that makes us dance, everything shows us how creative they are. The fact that their language is spoken everywhere helps the world to be more united. It is a culture that teaches us a lot and inspires us to be curious and open to the new.

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The United Kingdom's Trilogy of Influence: Empire, Airwaves and the Crown

Elevi: Negru Renata –Ștefania, Păltinel Antonia,
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Languages A country's power is not measured in square kilometers, but in square inches of the human mind it occupies. For 400 years, Great Britain has lived rent-free in the world's imagination. It did so through three great projects that changed with the centuries: first, the British Empire, which drew the maps; second, its music and media, which wrote the soundtrack; and third, the British monarchy, which gave the world a story to follow.

These three forces are not history lessons. They are active, living systems that still shape how 1.5 billion people speak, what 4 billion people watch, and how nations think about tradition. This essay will examine each pillar with its wisdom and its wounds, because „WORDS OF WISDOM" means telling the whole truth.

I.The First Pillar: The British Empire – The Global Administrator, 1583-1997

The British Empire was not an accident. It was a project built on four tools: ships, trade, law, and language. It began with John Cabot claiming Newfoundland in 1497 and ended with the handover of Hong Kong in 1997. For 400 years, it was the largest political machine ever built.

The Wisdom – The Infrastructure of the Modern World:

1. Language: The empire's most durable product is English. It is the official language of 67 countries and the de facto language of science, aviation, computing, and diplomacy. The International Civil Aviation Organization mandates English for all pilots and controllers. 80% of academic journal articles are published in English. This gives any student from Iași to Jakarta a common key to global knowledge.

2. Law and Government: The Westminster system of parliamentary democracy is used in Canada, Australia, New Zealand, India, and 30 other nations. English common law, based on precedent rather than legal codes, is the foundation for 33% of the world's population. The idea of „habeas corpus" – that the state cannot imprison you without cause – is a British export.

3. Infrastructure: The British built 65,000 km of railways in India by 1947, the fourth-largest network on Earth today. They mapped the world, creating the Greenwich Meridian in 1884, which is why we have global time zones. They standardized sports: the Football Association was founded in London in 1863, and FIFA now has 211 member nations – more than the UN.

4. Abolition: The British Empire became the world's policeman against slavery. The Slave Trade Act of 1807 made it illegal for British ships to transport slaves. The Royal Navy's

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West Africa Squadron freed 150,000 Africans between 1808 and 1860. The Slavery Abolition Act of 1833 freed 800,000 slaves in the Caribbean, Canada, and South Africa.

The Wounds – The Cost of the Project:

1. Economic Extraction: The empire was a business. The East India Company was the first multinational corporation, with its own army of 260,000 men. It systematically deindustrialized India. In 1750, India produced 25% of global textiles. By 1900, after British tariffs and industrial policy, it produced 2%. The Bengal Famine of 1943 killed 3 million people while the British war cabinet exported rice from India to feed troops in Europe. Winston Churchill, when told of the suffering, said: „I hate Indians. They are a beastly people with a beastly religion."

2. Cultural Erasure: The „civilizing mission" assumed British culture was superior. Local education systems in Africa and Asia were replaced. In Kenya, the British colonial government banned the Gikuyu language in schools. In Australia, Aboriginal children were taken from families until the 1970s – the „Stolen Generations."

3. Violence and Division: The empire used concentration camps during the Boer War, 1899-1902, where 26,000 Afrikaner women and children died. The 1919 Amritsar Massacre in India killed 379 unarmed protesters. The 1884 Berlin Conference drew the borders of Africa with no Africans present, creating nations like Nigeria with 250 ethnic groups, leading to modern civil wars.

4. Stolen Heritage: The British Museum holds 8 million objects. The Elgin Marbles were stripped from the Parthenon in Athens by Lord Elgin in 1801-1812. The Benin Bronzes were looted from Nigeria in 1897. The Rosetta Stone was taken from Egypt in 1801. All three nations have formally requested their return. The wisdom of the empire is that we must keep the railways but return the marbles.

II. The Second Pillar: British Music and Media – The Empire of the Eardrum, 1960-Present When the Union Jack was lowered in colonies after 1945, a new flag was raised: the album cover.

Britain realized that a three-minute song could conquer territory faster than any battleship. The Wisdom – The Soundtrack of Globalization:

1. The British Invasion: On February 9, 1964, 73 million Americans watched The Beatles on The Ed Sullivan Show. That is 34% of the U.S. population. It was the moment American teenagers decided British was cool. The Beatles were followed by The Rolling Stones, The Who, Led Zeppelin, Pink Floyd, David Bowie, Elton John, and Queen. In the 1990s, Britpop with Oasis and Blur, and the Spice Girls, did it again. Today, Adele's album 21 sold 31 million copies. Ed Sheeran's ÷ is the most-streamed album of the 2010s. This is soft power: you cannot invade a country that is singing your songs.

2. The BBC – The World's Teacher: The British Broadcasting Corporation was founded in 1922. Its World Service now broadcasts in 42 languages to 364 million people weekly. During World War II, „London Calling" was a beacon of truth for occupied Europe. Today, BBC nature documentaries narrated by Sir David Attenborough, now 98, have been seen by over 500 million people. His series Planet Earth cost $25 million and took 5 years to film. The BBC's journalistic standard – „verify, then trust" – became a global model.

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3. The Fantasy Factory: Britain writes the world's myths. James Bond, created by Ian Fleming in 1953, is the longest-running film franchise, with 25 films grossing $7.8 billion. Harry Potter by J.K. Rowling sold 600 million books in 85 languages. Hogwarts is more geographically real to children than many capital cities. The Lord of the Rings, written by Oxford professor J.R.R. Tolkien, invented modern fantasy. Doctor Who, since 1963, is the longest-running sci-fi show. Sherlock, Downton Abbey, and The Crown sell British history to the world. Netflix spent $260 million on The Crown – $13 million per episode.

4. The Economic Machine: The UK creative industries are worth £126 billion per year, 5.7% of the UK economy. They employ 2.4 million people. Music tourism brings £6.6 billion annually. 30 million people visit the UK because of film and TV locations. The „Harry Potter effect" brings £4 billion to the UK economy.

The Wounds – The Monoculture Problem:

1. The Volume Problem: Cultural dominance silences others. In 2023, 9 of the 10 highest-grossing films worldwide were English-language. On Spotify, 80% of the top 50 global songs are in English. This means a talented musician in Romania or Nigeria struggles to be heard globally unless they sing in English.

2. The Stereotype Machine: Hollywood and British media often reduce other cultures to clichés. Arabs are villains, Africans are poor, Eastern Europeans are criminals. Borat made $262 million by mocking Kazakhstan. These images stick.

3. The Bias Problem: The BBC is trusted, but it is not neutral. During the 2003 Iraq War, a Cardiff University study found 90% of BBC sources were from the UK government. The BBC's coverage of Brexit was criticized by both sides for bias. The wisdom of British media is that we must listen to it, but also listen past it. A wise person watches the BBC and Al Jazeera, listens to Adele and to Maria Tănase. III. The Third Pillar: The British Monarchy – The World's Longest Running Story, 871-Present The British monarchy is an 1,150-year-old institution that has survived beheadings, empire, and Netflix. It has no political power, yet it puts 4.1 billion people in front of TVs for a funeral.

The Wisdom – The Power of Symbol:

1. Constitutional Stability: The monarch is Head of State, not Head of Government. This means the Crown is above party politics. Queen Elizabeth II, in her 70-year reign from 1952-2022, met 15 Prime Ministers from Winston Churchill to Liz Truss. She gave them weekly advice but never told the public who she voted for. This system prevented a cult of personality. The King cannot be voted out, so he does not need to campaign.

2. The Economic Brand: Brand Finance valued the „Monarchy Brand" at £67.5 billion in 2017. The Sovereign Grant cost taxpayers £86.3 million in 2022-2023 – £1.29 per person. In return, the monarchy generates £2.5 billion annually. How? Tourism: 30 million people visit royal sites like Buckingham Palace, Windsor Castle, and Tower of London. Events: Prince William and Kate Middleton's wedding in 2011 generated £1 billion in tourism. Prince Harry and Meghan Markle's wedding in 2018 brought £500 million. The funeral of Elizabeth II cost £162 million but generated £1.8 billion in global media value.

3. The Charity Engine: The Royal Family are patrons of 3,000 charities. King Charles III's Prince's Trust, founded in 1976, has helped 1 million disadvantaged young people start

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businesses. The Earthshot Prize, launched in 2020, gives £1 million annually to five environmental solutions. Members of the Royal Family complete 2,000+ public engagements per year – visiting hospitals, schools, and disaster zones.

4. The Commonwealth Link: The monarch is Head of the Commonwealth, a voluntary association of 56 countries, 2.5 billion people. It is the only organization that links rich and poor nations, democracies and monarchies, without an army.

The Wounds – The Cost of a Crown:

1. The Democracy Problem: The Head of State is chosen by birth, not by ballot. In the 21st century, this looks medieval. The Republic movement in the UK has 25% support, and is growing among young people.

2. The Money Problem: The Crown Estate owns £15.6 billion in property, including all of Regent Street in London and the seabed around the UK. The Royal Family's private wealth is estimated at £28 billion. During a cost-of-living crisis, £86 million in public money for palaces is hard to defend.

3. The History Problem: The monarchy cannot escape empire. The Imperial State Crown has the Cullinan II diamond, cut from a 3,106-carat stone taken from South Africa in 1905. King Charles III has expressed „profound sorrow" for slavery but has not apologized or offered reparations. This is why Barbados became a republic in 2021, and Jamaica, Belize, and Antigua plan to follow.

4. The Family Problem:

The monarchy is a family, and families are messy. The 1992 „annus horribilis" saw three royal divorces and a fire at Windsor Castle. Princess Diana's death in 1997 caused a crisis of public trust. Prince Andrew's links to Jeffrey Epstein forced him from public life. The 2021 Oprah interview with Prince Harry and Meghan Markle, alleging racism, was watched by 49 million people and damaged the brand. The wisdom of the monarchy is that it must serve to survive. A crown that only takes will be melted down. Conclusion: Three Pillars, One Roof, and a Question for Us The British Empire built the roads and laid the cables. British music and media sent the traffic. The British monarchy became the landmark everyone recognizes. Remove one pillar, and the roof falls. The empire gave The Beatles the English language to sing in.

The monarchy gave them MBEs in 1965. The BBC broadcast them to the world. The real „WORDS OF WISDOM" from Britain is that power is not a possession. It is a performance. The empire performed power through control.

Music performs power through joy. The monarchy performs power through continuity. All three are acts. And all acts must end.

As a Romanian student, I see our own trilogy. We have the Latin language from Rome, a legacy of another empire. We have the doina and the music of George Enescu, which tells our history without words. We have our own symbols, from Stephen the Great to the Dacian flag. Our question is not „How do we become like Britain?" but „What is our trilogy, and what will we do with it?" Britain's story says that influence is not about how much land you own, but about how many minds you open.

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The ships have sailed home. The colonies are independent. But the English book, the British song, and the royal wedding are still here.

That is because they stopped demanding and started offering. The final wisdom is this: every nation, every person, gets a moment on stage. The empire's moment was long. The Beatles' moment was loud. The Queen's moment was long and quiet. Our moment is coming. The only question is: what story will we tell when the world is listening?

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I miss being together

Elev: Păltinel Olivia Elena,
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I miss the simple evenings back then, When the light stayed on until the morning light Like something I thought I would never lose.. An indescribable longing, a longing that will always remain. I miss the moments when I was loved without noticing The small questions that were always more important than I could ever believe. Everything was ordinary, something I thought I would not miss I miss the sleepless nights when we remembered the beautiful moments we had spent together so far. For us together it meant a whole We thought "What's the point of everything?" And we won't know soon enough... Because there's not a single smile left, not even a single word I always think about the words spoken, the moments lived and the beautiful smiles I remember the evenings passing quickly with laughter and joy The days full of splendor, when we sat and laughed But now the evenings pass too slowly I miss hearing your voice I miss the sound of your footsteps on the smooth asphalt coming to embrace me in your arms I miss your brown eyes that hid the autumn in your gaze and the way you were silent as if silence could love And now everything comes back like an old melody listened to in a slight sense of wonder...

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Bridging Cultures Through Language: A Journey into British Identity

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Language is more than a means of communication; it is a gateway to culture, identity, and understanding. In today’s interconnected world, learning English does not only mean acquiring a practical skill, but also discovering the richness of British culture and its global influence. Through language, we gain access to new ideas, traditions, and ways of thinking that shape our personal and intellectual development.

British culture has had a profound impact on the world, especially through literature, education, and social values. The works of William Shakespeare, for example, continue to influence literature and language even today. His plays explore universal themes such as love, ambition, and identity, making them relevant across generations and cultures. At the same time, modern British writers contribute to a constantly evolving cultural landscape, showing that language is a living, dynamic force.

For students, learning English represents much more than memorizing vocabulary or grammar rules. It is an opportunity to connect with a wider world and to better understand both others and themselves. By exploring British traditions, customs, and values, we begin to see similarities and differences between cultures. This process helps us develop a more open and tolerant perspective, which is essential in today’s diverse society.

Moreover, language plays a crucial role in shaping identity. The way we express ourselves influences how we are perceived by others and how we perceive ourselves.

When we learn a foreign language, we also learn new ways of thinking. English, in particular, allows us to communicate with people from different backgrounds, making it easier to share ideas and experiences. This interaction contributes to the formation of a more complex and enriched identity.

Another important aspect of language learning is the development of communication skills. Being able to express thoughts clearly and confidently is essential in both academic and real-life situations. Activities such as debates, presentations, and essay writing encourage students to organize their ideas, support their opinions, and engage in meaningful discussions. These skills are not only useful in school, but also in future careers and social interactions.

In addition, literature plays a key role in understanding culture and identity. Through books, we are able to experience different perspectives and emotions. We learn empathy by putting ourselves in the place of characters from different backgrounds. Literature becomes both a mirror, reflecting our own experiences, and a window, opening our minds to new possibilities. In this way, reading is not just an academic activity, but a powerful tool for personal growth.

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In the digital age, the role of language has become even more significant. Social media and online platforms allow people to communicate instantly across the globe. English often serves as a common language in these interactions, connecting individuals from different cultures. However, this also means that we must be more aware of the impact of our words. Communication is faster, but not always more thoughtful. Therefore, it is important to use language responsibly and respectfully.

Furthermore, engaging with another culture encourages critical thinking. When we encounter new ideas, we are challenged to analyze, compare, and reflect. This process helps us become more independent thinkers and better decision-makers. Instead of accepting information passively, we learn to question and form our own opinions. Such abilities are essential in both education and everyday life.

At the same time, learning about other cultures helps us appreciate our own. Understanding British culture does not mean losing our identity, but rather strengthening it. By comparing traditions, values, and perspectives, we become more aware of what makes our own culture unique. This balance between global understanding and local identity is one of the greatest benefits of language learning.

In conclusion, learning English and exploring British culture is not just an academic requirement, but a meaningful journey of self-discovery. Language allows us to build bridges between cultures, to understand others, and to better define who we are. It shapes our thoughts, influences our identity, and connects us to the world. Through words, we do not lose ourselves—we grow, evolve, and become part of a larger, interconnected community.

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The Big Ben

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Big Ben is a clock that is very famous. It is in London, the capital city of England.

It is very tall and beautiful. Many people think that Big Ben is the name of the tower, but it is actually the name of the giant bell inside. The bell is really heavy.

Big Ben is a symbol of England. When people see it, they know that they are in a very special and beautiful place! And when it lights up, it is very beautiful and it seems like you are in a fairytale. I would like to go and visit it one day in my summer holiday.

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Old Stones and New Glass: The Two Faces of England

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When the majority of the people mention England, they tend to think of a few things, the King, red buses, and rainy days. As much as those things are certainly real, the real cultural space of England is much more interesting. It is a nation where an old-fashioned castle can be viewed in the morning and a glass tower in the afternoon. It is the combination of such an old and such a modern country at the same time that is unique.

A Respect towards the Past.

It is one of the first things you see about England, how much they appreciate their history. The English like preserving old structures unlike other countries who demolish them to give place to new ones. You can come across the 800-year-old churches in the heart of such big cities as London or Manchester surrounded by the contemporary offices. Another large component of this is the Monarchy. Although the King does not govern the government, the Royal Family is a massive representation of the national identity of the country. It makes the people feel that their story is quite long and there is much tradition behind it.

The English Personality.

The English manner is also quite particular in the way people behave. They are known to be very polite to the extent of being very formal It is a well known joke that when you step on the foot of an Englishman he will say sorry. Their belief is in fair play and in taking their turn and this is why they always queue to be in perfect lines at bus stops or shops.

The sense of humour is another significant aspect of their personality. British humour is normally quite dry and sarcastic. The kind of humour they like is self-deprecating humour, that is, they like to laugh at themselves. They do not tend to flaunt and display their success; they like being understated and silent.

More Than Just Fish and Chips.

This has completely changed as before people thought that English food was boring. Due to the fact that England has opened its doors to people of every part of the world, its food scene is currently stunning. Although the classic remains to be the Fish and Chips, Chicken Tikka Masala (also of South Asian origin) is also seen by many people as one of the national dishes. There is an English neighbourhood where you can get food of nearly all nationalities. Such a multicultural blend has rendered the country very vibrant and exciting compared to how it was half a century ago.

Football, Music, and Books.

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The influence of entertainment in the world culture by England is enormous. The world has some of the best-known tales such as Harry Potter, The Lord of The Rings and the plays by William Shakespeare, all of them created by this little island.

Next, there is sport. In England football is not simply a game it is a second religion. Cities transform totally on Saturdays when the fans visit the stadiums. Millions of people around the world watch the Premier League and therefore it is one of the biggest exports of England. It can be a football game or a global superstar, but England knows how to attract the notice of the world.

Finally, England is a nation of extremes. It is a destination that cherishes its ancient myths and at the same time, it is also highly futuristic. It is the country of silent but beautiful villages and noisy and bustling cities. England has preserved its ancient customs and traditions with a warm welcome to new individuals and new ideologies, hence, developing a culture that is recognized all over the world. It demonstrates that you can be proud of your origin and at the same time progress to the world of the modern times.

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Queen Elisabeth

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Queen Elizabeth was strong and proud,
She spoke with grace before the crowd.
She ruled her kingdom with careful mind,
Because her fear was far behind.

She wore a crown of gold and light,
And helped her people through each fight.
The English ships sailed far at sea,
Protecting lands and thinking high.

She never chose a king to have,
"England is my love," she always said.
She worked each day with heart and care,
While danger waited for a mistake.

Though many years have passed away,
Her name is known even today.
A queen so wise and even bright,
Queen Elizabeth was like a light.

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British obiceiuri & simboluri

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Pe străzile Londrei, red buses **trec**,
Big Ben **is chiming**, timpul nu **se-oprește** nicicând.
Copiii fac pancakes, zâmbind **bright**,
În grădini, people **are laughing**, totul **e light**.
Union Jack **flutură** sus, proud and tall,
People **are waving**, tradiția **ne cheamă** pe toți.
Afternoon tea **is waiting**, cu cakes și bread,
Stories **are unfolding**, și culture **se simte** în aer.
Fireworks **explode** în Bonfire Night **sky**,
Everyone **is cheering**, și **noaptea** pare vie.

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Shakespeare- acrostih

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Spirits of the stage come alive,
Hearts are moved when his words arrive.
All the world's a stage, he said,
Knowing tales of love and dread.
Every line a timeless song,
Stories that to ages belong.
Playing kings and queens of old,
Emotions deep, so bright and bold.
Actors dance within his rhyme,
Remembered through the test of time.
Endless wonder, Shakespeare's prime.

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Methods for integrating creativity into language education

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Integrating creativity into language education (especially in middle school) does not mean just "fun" activities, but transforming language into a space for exploration, expression and identity. The foreign language thus becomes not just an object of study, but a means through which the student thinks, creates and discovers himself.

Creativity in teaching English involves opening up authentic communication contexts, in which students can experiment, imagine and construct meaning. Through dramatization, role-playing or simulations (for example, an imaginary interview with William Shakespeare or a debate inspired by the work of the Parliament of the United Kingdom), students go beyond the mechanical reproduction of structures and end up using language as a living instrument of communication. Creative writing represents another fertile framework for the development of language skills. Rewriting an ending, building a story starting from a "What if…?" or creating an imaginary diary stimulates divergent thinking and consolidates vocabulary in a natural way. Students learn to combine linguistic accuracy with personal expressiveness.

Creating a cultural poster, a comic strip or a mini-tour guide to London involves not only using language, but also integrating digital and intercultural skills. Students become content creators, and the final product acquires social value when it is presented to peers or displayed in class. An authentic audience gives meaning to the effort and strengthens self-confidence.

e.g. Example comic strip - "A Day in the UK – Comic Strip with Customs & Symbols"

Students create a mini-comic strip that presents British traditions and symbols on a regular or festive day, using Present Continuous.

Duration: 1–2 weeks

Level: middle school

Type: individual or group (2–3 students)

Objectives

• Express daily or festive activities in Present Continuous
• Learn about British symbols and traditions
• Develop visual and linguistic creativity
• Practice thematic vocabulary and simple dialogue

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Integrating creativity also requires a different approach to grammar. Instead of repetitive exercises, the teacher can propose open-ended tasks that require the application of structures in original contexts. For example, the use of the Past Simple tense can be integrated into the creation of an “unusual” story, and the Present Continuous can become part of an improvised dialogue. Thus, grammar is perceived as a functional tool, not as an end in itself.

e.g Dialogue example

Reporter: Good morning! I am reporting live from the palace. The royal family is having a very busy day today.

Cameraman: What is the King doing right now?

Reporter: The King is meeting foreign ambassadors. He is talking about international projects.

Cameraman: And what is the Queen doing?

Reporter: The Queen is visiting a children’s hospital. She is speaking with doctors and she is giving gifts to the children.

Cameraman: Is the Prince working today?

Reporter: Yes, he is attending an environmental conference. He is giving a speech about climate change.

Cameraman: What about the Princess?

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Reporter: She is organizing a charity event. She is preparing decorations and she is talking to volunteers.

Reporter: As you can see, everyone is working very hard today!

Through such exercises:

• Students can add imaginary characters (a royal dog, a royal chef etc.).

• They can introduce funny situations:

"The royal corgi is running in the garden and the guard is trying to catch him!"

• They can transform the dialogue into a TV news story or a vlog.

From a methodological perspective, strategies such as project-based learning, task-based learning or didactic dramatization support the development of creativity. These methods promote collaboration, problem-solving and reflection on the learning process. Evaluation, in turn, should include criteria that value originality, coherence and relevance of the message, not just formal correctness.

e.g Project: "A Day in the Life of the Royal Family – Live Report"

Topic: Students make a "live" report about the activities of members of The Royal Family, predominantly using Present Continuous.

Duration: 1–2 weeks

Level: 7th grade (adaptable for 6th or 8th grade)

Type: group project (3–4 students)

Targeted skills

• Correct use of Present Continuous in oral contexts

• Producing a coherent oral message

• Teamwork

• Manifesting creativity in expression

An essential element in cultivating creativity is the emotional climate of the classroom. Students need a safe environment, where mistakes are accepted as a natural part of the learning process, and personal ideas are encouraged. The teacher becomes a facilitator, guide and supporter of students' initiative. Integrating creativity into language education contributes to the formation of autonomous, motivated students who are able to use English with flexibility and confidence. A foreign language is no longer just a set of rules, but a space for exploration and personal expression, in which learning becomes a meaningful and lasting experience. Through these methods, English becomes a space for experimentation and discovery, and students become actively involved, develop autonomy and feel motivated to communicate. Integrating creativity not only facilitates the learning of grammar and vocabulary, but also the development of intercultural and socio-emotional skills, essential for the formation of confident and expressive students.

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Billy learns to share

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There once was a boy named Billy. Billy wasn't really liked by everyone because he never helped anyone and never shared anything he had.

If anyone asked him for a favor, a pen, or something else, he would laugh and say, "No! That's not my problem," and walk away.

Time passed, and Billy remained the same person. But one day, something he wasn't expecting happened. While giving a presentation in front of the class, Billy slipped, and all his notes fell onto the floor. For a moment, Billy froze. Then, to his surprise, his classmates quickly came to help him. They picked up his notes and have them back with smiles.

Later that day, Billy realized that he had forgotten his pen at home. He asked one of his classmates if they could lend him something to write with. The classmate kindly gave him some pens and let him choose one.

By the end of the day, Billy understood the importance of sharing and helping others. From that day on, he was no longer the same. He started helping his classmates, sharing his things, and being friendly to everyone. He became the person he had once refused to be.

Weeks later, Billy got a big surprise. His teacher gave him the Kindness Award because he had started helping others every day. Everyone clapped for him, and Billy felt proud. He realized that being kind didn't just make others happy—it made him a better person too.

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Teaching Grammar to develop Creative Thinking

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Creativity is important on a national and global level for economic growth and development, but there is an increasing recognition that it is a key at an individual level also. Creativity improves the self-esteem, motivation and achievement of learners. If the students are encouraged to think creatively, they will:

- become more interested in discovering things for themselves
- be more open to new ideas and challenges
- be more able to solve problems
- have the chance to work well with others
- become more effective learners
- have greater ownership over their learning.

Sparking creativity in students opens the door to learning in every possible area. When children think creatively, they look beyond what is in front of them to see what else could be there. They explore from many different angles and engage all of their senses. This creative exploration can lead to successful problem solving, a broader understanding of topics taught, and a sense of appreciation for the world they live in, for the society they are part of.

According to Bob Jeffery, the characteristics of creative learning are relevance, ownership of language, control of learning process and innovation (Jeffery, 2006).

- Relevance- learning that is meaningful to the immediate needs and interests of students and to the group as a whole.
- Ownership of knowledge- the student learns for herself—not the teacher's, examiner's or society's knowledge. Creative learning is internalized and makes a difference to the students' self.
- Control of learning processes- the student is self-motivated, not governed by extrinsic factors, or purely task-oriented exercises.
- Innovation- something new is created. A major change has taken place- a new skill mastered, new insight gained, new understanding realized, new, meaningful knowledge acquired. A radical shift is indicated, as opposed to more gradual, cumulative learning, with which it is complementary.

When the teacher wants to encourage creativity in education, there are several things to be done. One is that there are creative skills that can be taught. Students should be taught to think productively, generate ideas effectively, think of alternative approaches to a given issue or question. Creativity can be developed through the educational process by encouraging potential and achieving a better utilization of resources within the individual and group teaching-learning process. Continuing on these ideas, we could not speak of creativity in

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education without mentioning the importance of a creative atmosphere conducive to thoughtful and creative thinking in the classroom.

"Creativity, then, is the order of the day in students' handling of language. Their talent for innovation is a basic one. Our best efforts in teaching might well be directed toward providing a fertile environment in which this natural capacity can flourish" (Chomsky, 1976: 42). Because children are inherently creative, the real challenge for teachers is to nourish and develop their natural creativity, not stifle it. Teaching creatively at any level can keep us interested in our teaching and keep the attention of our students. We devise new ways to accomplish the same goals, but we also leave room for unplanned and unpredictable goals to develop.

From my experience in teaching EFL getting students excited about grammar is one of the biggest challenges I could ever face. This is, in part, because it has developed an awful reputation over the years for being difficult and boring especially for the students who are not keen on learning languages and focus on technical areas. But despite students' opinions on the subject, we all know that grammar is essential to students' success on standardized tests and college entrance exams. Thus, most of the high school students are now acutely aware that no matter their specialization or college prospects they will always be required to have a language certificate that is recognized all over the world. So, grammar must be taught and learned and teachers should try to overcome the problems in teaching grammar for the benefit of the students.

Language awareness has an essential role in the process of learning a foreign language and it should not be ignored by teachers and learners, whatever the learning level may be. Language awareness means a methodology which explores language and language use and their connections with classroom practice. It provides a challenging and interesting way to approaching language (Wright and Bolitho,1993:298). Language awareness activities can be used from the very early stages of learning a foreign language if the language of the task is simple enough. Very young learners are willing to make simple observations, to experiment, while more advanced students will love identifying, discussing, imitating more subtle aspects of language which they have been previously unable to capture.

We may refer to the initial stages of learning grammar as "awareness raising." Awareness raising is what happens when the current stage of the learner's grammar knowledge re-organises itself in response to new discoveries."(Gerngross, Puchta, Thornbury, 2009: 14).Awareness raising activities are essentially learner-led, unlike traditional presentation, which is teacher-led. The teacher provides optimal conditions for awareness raising, but the grammar is discovered by the learner. This is why this first stage is referred to as "Discovery".

The language awareness lessons are divided into three sections: "Discovery", "Consolidation" and "Use". "Discovery" is not the same as the traditional "Presentation", since that one meant only learning what the teacher teaches, and learning is not something mechanical and should be learner-directed. "Consolidation" does not necessarily imply speaking activities, as in the "Practice" stage, but only understanding tasks. Also, "Use" is not the same as "Production", since we refer here to personalized use. Students are asked to use the new structure in a way that is relevant to them and their world.

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The creative practice lessons include the following stages: lead- in, presentation of the model text, reconstruction of the model text, text creation and text sharing. The lead-in activities are useful because they warm everyone up and get pupils work in the foreign language. They develop interest in the topic of the grammar lesson. Brainstorming is a typical lead-in activity. The presentation of the model text which shows the written form of the target structure and at the same time it clarifies its form, meaning and use. This can be done in many ways, for example the teacher dictates the text to the pupils or they read it on a handout or on a worksheet. The reconstruction of the model text, done in spoken or written form, means eliciting from the students, as accurately as possibly, the text presented to them earlier. We could use gestures, pictures or written prompts. In the next stage, ”Text creation”, the students create their own text following the given model. Text sharing means reading the text they created to all the other students.

The Language awareness activities are designed and used in class to introduce and provide initial practice of items that may still be unfamiliar to students. The creative grammar activities provide ideas for a deeper and more personalised familiarisation with these items, always with an element of individual creativity. Each lesson should end with the creation of a learner text - a permanent and original record of the grammar, in the form of a story, a poem, a drawing or a DVD.

In this section, I will note some problems associated with grammar teaching in general:

- Direct grammar instruction is still very common. When teaching intermediate students I avoid giving direct grammar instruction without making sure the students have the necessary knowledge to understand technical language. However, when teaching advanced students – 11th and 12th graders this method comes in handy.
- In most cases grammar instruction is not integrated into the four skills but given in isolation.
- Mostly it is teachers that formulate the grammar rules. Grammar rules will be clearer and be remembered better when students formulate them themselves (inductive learning) than when teachers formulate them (deductive learning).
- Learners need repeated input of a grammar item. Just one grammar presentation is not enough.
- Learners are often overwhelmed with linguistic terminology .

I have been working with pupils from 14 up to 18 years old, and the general problem with all the ages is that grammar seems to be too abstract and difficult for them. The issue is that the grammar presentation in the textbooks is often complicated and always uninteresting to the pupils, so it is quite hard to catch their attention and make them become involved in the grammar lesson. Fortunately, teaching and learning grammar no longer needs to be the terrible experience they have had in the past. In fact, newer research shows that the more creative and varied we get with our methods of teaching grammar, the more likely our students are to have an active understanding of what grammar is, and be able to use the rules they know in context. If teachers want to be creative, they will discover o lot of ideas for English grammar exercises that will keep the students engaged without boring them to death.

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DEFENDING THE CRITICAL SPIRIT: THE ART OF DEBATE AND THE DEMOCRATIC LEGACY IN BRITISH CULTURE

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In a world increasingly marked by polarization and rapid technological shifts, the capacity of societies to maintain an open, rational, and structured dialogue constitutes the bedrock of modern liberty. British culture has gifted humanity with numerous foundational elements, ranging from timeless literary masterpieces to scientific breakthroughs and rigorous administrative systems.

However, one of the most influential and enduring aspects of this heritage is found neither in museums nor in the pages of imperial history, but rather in the way British society conceptualized and practiced the confrontation of ideas. The art of debate, formalized through the parliamentary model and later expanded as a global educational tool via the competitive debating movement, represents a vital contribution to the definition of liberal democracy and the Western critical spirit.

This essay aims to analyze debate not merely as a rhetorical exercise, but as an identity pillar of British culture, reflecting a profound understanding of texts, arguments, and tolerance toward opposing views. Within a value system anchored in "words of wisdom," the spoken word ceases to be a weapon meant to destroy the adversary and becomes an instrument for seeking truth, or at the very least, identifying the best solutions for the community.

The genesis of debate culture within the British landscape is intrinsically tied to the political evolution of the United Kingdom. Unlike continental models, where major shifts often erupted through violent revolutionary movements, the British model distinguished itself through a gradual transition based on negotiation and legislation. The Palace of Westminster, the seat of the British Parliament, imposed a unique architecture for dialogue: the two opposing sides (Government and Opposition) sit facing each other, separated by a symbolic distance equivalent to the length of two swords. This spatial arrangement perfectly mirrors the essence of the concept of a "loyal opposition", which is the idea that one can vehemently contest the policies of the ruling power without being deemed an enemy of the State or the Crown.

In the eighteenth and nineteenth centuries, this rigor of political argumentation expanded beyond parliamentary walls, finding fertile ground in elite universities. The founding of debating societies such as the Oxford Union (1823) and the Cambridge Union (1815) transformed rhetoric from a rigid academic craft into a living art form. In these forums,

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undergraduate students, who were the future leaders of the Anglo-Saxon world, learned to tackle the most pressing issues of their time, from the abolition of slavery and colonial rights to revolutionary philosophical and scientific theories. The rules were strict: arguments had to be logically proven, logical fallacies made by opponents had to be called out instantly, and decency of language was mandatory. Thus, British culture established the idea that an individual's worth is not determined by the volume of their voice, but by the weight of their arguments.

The global impact of this cultural element expanded significantly through the creation of the competitive format known today as "British Parliamentary" (BP) debating. Currently adopted as the official format for the World Universities Debating Championships, the BP system closely mirrors the dynamics of the House of Commons. A BP debate round features four teams: two on the Government side (Opening Government and Closing Government) and two on the Opposition side.

This dynamic adds a fascinating layer of complexity to the exercise, as teams must not only refute the opposing side but also differentiate themselves from their bench partners by introducing new perspectives and deeper analyses.

The underlying philosophy of this format is profoundly democratic and inclusive.

Participants do not choose their sides based on personal convictions; instead, sides are randomly assigned just 15 minutes before the round begins. This structural aspect is crucial: a debater might be forced to defend a motion that they fundamentally disagree with in real life. This exercise of emotional detachment and cognitive empathy represents the most potent antidote to dogmatism.

Young people learn that no complex issue is purely black or white; rather, it presents subtle nuances that deserve to be explored with intellectual honesty.

Viewed through the lens of the "Words of Wisdom" project, incorporating a debating component into extracurricular education offers an extraordinary opportunity for cultural synthesis.

For contemporary students, mastering debating techniques of British inspiration does not constitute an act of abandoning their own identity, but rather a way to enrich it. Language becomes a tool for building rigorous logical frameworks, testing hypotheses, and polishing public speaking skills.

Furthermore, debating fosters essential twenty-first-century skills: analytical thinking, media literacy (the ability to sift factual information from misinformation), and oratorical poise. In an era where social media platforms often incentivize impulsive reactions and personal attacks (argumentum ad hominem), returning to British standards of civilized dialogue teaches us to challenge the idea, not the person. The Anglo-Saxon cultural legacy thus converges with the

European ideal of humanism, both promoting a citizenry capable of independent thought and respectful listening.

In conclusion, the art of debate represents one of the most valuable elements of British culture exported worldwide. It transcends a mere political or academic dimension, becoming a lifestyle rooted in reason, fair play, and mutual respect. A society that knows how to debate is

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a society resilient against manipulation, capable of progressing through consensus and managing differences without resorting to conflict.

For the participants of the 2026 regional project, this cultural legacy serves as an invitation to excellence. By cultivating well-structured arguments and elegant discourse, young people demonstrate that they are prepared to become global citizens, carrying the wisdom of the past as a torch to illuminate the uncertainties of the future.

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British Gastronomy

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British food culture is indeed a constituent of the United Kingdom's culture, representing the history, society and traditions of the country over centuries of British history. While at times it might have been considered unsophisticated compared to France or Italy for instance, it has greatly evolved and is now highly valued for being authentic and offering a wide range of dishes. It not only represents the food practices of a people but also the history of their society, industrialisation and the multiculti character of today's UK.

One of the most iconic traditional dishes that constitute an important aspect of British gastronomy is the Full English Breakfast. It is world famous as a hearty, nutritionally packed breakfast meal. An English breakfast traditionally consists of eggs, bacon, sausages, baked beans, grilled tomatoes, mushrooms, toast and black pudding. In certain regions hash browns or fried bread may be included as well. This particular dish originated as a meal enjoyed by the working classes, providing them with a substantial amount of energy to support their demanding manual work. Today, the Full English is one of the key British culinary traditions served throughout hotels, cafes and restaurants all over the country and variations such as Irish and Scottish breakfast show that the concept of a substantial breakfast is deeply rooted within the UK.

Potatoes are an indispensable part of British cuisine. The potato-based dish that probably enjoys most popularity in Britain is fish and chips. A serving typically consists of fried fish and a portion of thick-cut fries. This extremely popular meal became a widely consumed dish throughout Britain in the mid 19th century and is considered one of the quintessential symbols of British cuisine. It is commonly consumed with a sprinkle of salt, some vinegar and mushy peas. There are many variations of potato dishes available such as mashed potato, roasted potato, potato pie and jacket potato that are generally associated with Sunday roasts, a tradition where

family gatherings revolve around roast meat, vegetables, gravy and Yorkshire pudding. The extensive use of potatoes is linked to Britain's agricultural background and is strongly associated with their preference for a practical meal that offers high levels of satiety.

Apart from the aforementioned dishes that are central to British gastronomy there are many other food recipes that are integral to its culinary identity. Shepherd's pie, made out of minced lamb topped with a layer of mashed potato is one of the most comforting food dishes. Steak and kidney pie, Cornish pasties, bangers and mash, or Lancashire hotpot are yet another couple of quintessential British dishes. They are all quite simple and yet are all greatly loved and admired, in part, for their delicious and satisfying flavors. Just as they have a variety of

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hearty, savory dishes Britain is also blessed with a number of decadent traditional dessert recipes such as the apple crumble, bread and butter pudding, trifle and sticky toffee pudding. They are usually characterized by rich textures and sugary taste which make them an essential part of British food culture.

It is impossible to discuss British gastronomy without mentioning tea. The custom of afternoon tea, or five o'clock tea, that developed during the 19th century, primarily among aristocrats, is believed to have been initiated by Anna the Duchess of Bedford who always felt hungry because of the long period between lunch and dinner. Typically, sandwiches, scones with cream and jam, and different sorts of pastries are part of an afternoon tea. Over time, tea transformed from just a drink into a social phenomenon and became the symbol of refinement, hospitality and homeliness. Tea still remains one of the most widely consumed beverages in Britain and British society.

Religious celebrations also contribute significantly to the richness of British gastronomy. Pancake Day, more commonly referred to as Shrove Tuesday is traditionally celebrated before the Christian fasting season of Lent. On this particular day it was a general custom for individuals to make pancakes as a way to use up perishable ingredients such as eggs, milk and flour prior to Lenten austerity. Races involving running with pancakes are held across Britain and are a part of a much bigger social custom which reflects their community spirit. Christmas, another significant festival of the year is also an important occasion for gastronomy. British people traditionally celebrate Christmas with roasted turkey, stuffing, gravy and Christmas pudding which represents the main dishes served at family gatherings.

In the recent decades Britain has seen an increased level of influence of multiculturalism and global cuisine on its own traditional food culture. British cuisine has become more diverse through various international traditions brought by immigrants and is now widely appreciated all over the country. Indian, Chinese, Italian or Middle Eastern dishes have become so popular that one can easily argue that chicken tikka masala, for instance, is one of Britain's most adored dishes. On the other hand British chefs have started receiving a great deal of international acclaim for the dishes that reflect a fusion of their culinary tradition with modern cooking techniques so that we are witnessing a growing appreciation of British gastronomy around the world.

In conclusion, British gastronomy is much more than just a range of various dishes. It is a complex culinary system which is strongly linked with British history, traditions, social habits and culture in general. Traditional English breakfast, fish and chips, afternoon tea and special occasion dishes are just a few examples of the great and colorful food heritage that the UK has to offer. Although sometimes described as plain or simple, British cuisine reflects British character and values; it embraces both past traditions and foreign influence and as such continues to maintain a vital role within the national identity.

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AFTERNOON TEA: A FAMOUS ELEMENT OF BRITISH CULTURE

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British culture is famous all around the world for its traditions, history, and unique lifestyle.

One of the most well-known elements of British culture is afternoon tea. This tradition is more than simply drinking tea; it represents relaxation, politeness, and spending time with other people. Even today, afternoon tea remains an important symbol of life in the United Kingdom.

The tradition of afternoon tea began in the nineteenth century during the Victorian era. It was introduced by Anna, the Duchess of Bedford, who often felt hungry between lunch and dinner.

At that time, dinner was served very late in the evening, so she started drinking tea and eating small snacks in the afternoon. Soon, she invited friends to join her, and this habit quickly became popular among wealthy people. Over time, afternoon tea became an important social activity in British society.

A traditional afternoon tea usually includes black tea, small sandwiches, cakes, biscuits, and scones served with jam and cream. Tea is often served in elegant cups and teapots, creating a calm and pleasant atmosphere. Many hotels and cafés in London still offer traditional afternoon tea experiences for both tourists and local people. It is considered a special and relaxing moment during the day.

Tea itself is extremely important in British culture. Many British people drink several cups of tea every day, especially in the morning or during work breaks. Offering tea to guests is considered polite and friendly. In difficult or stressful situations, people often say, "Let us have a cup of tea," because tea is associated with comfort and calmness. This shows how deeply the tradition is connected to everyday life.

Afternoon tea is also a symbol of elegance and good manners. During the Victorian era, people followed strict etiquette rules while drinking tea. For example, they used special plates, cups, and silverware. Even though modern society is less formal, many people still enjoy the classic style of afternoon tea because it connects them with British history and tradition.

Today, British culture is influenced by many modern trends and international customs, but afternoon tea continues to remain popular. Tourists from all over the world are interested in experiencing this tradition because it reflects the charm and identity of the United Kingdom. It is not only about food and drinks, but also about enjoying conversations and spending quality time together.

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In conclusion, afternoon tea is one of the most famous elements of British culture. It combines history, tradition, and social connection in a simple but meaningful way. Although society has changed over time, this tradition continues to be appreciated by both British people and visitors.

Afternoon tea remains an important cultural symbol that represents the elegance and hospitality of the United Kingdom.

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Bluebell

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„When the sky is as blue as a bluebell then any wish you make that day will come true" I tell my beautiful boys, Harry and William. As we look up at the sky, when out in the garden of Buckingham Palace, they are mesmerized by this saying, so they close their eyes and silently make a wish. I smile softly while making my own wish, dreaming with my eyes open of the first time I heard this saying, a time that seems ages away, as it was just a fever dream.

My parents had a tumultuous marriage constantly fighting. The only constant in our family was the state of fight. My older sister used to blame me, saying I was the last nail in the coffin as I was born a girl. I hated myself my entire childhood, never feeling comfortable with myself, wanting to fly away, just as easily as a bird, to a place far from there. I carried a weight on my shoulders that wasn't mine or my sister's, it was my parent's. Because we never got along, I would spend the majority of my time alone, despite being surrounded by people at all times.

The staff even felt pity for me at times. Margaret, my nanny and her sister Dorothy, my governess, taught me to make flower crowns which my mother never had the time to do, we started to get along, them being the only ones who could make me feel happier. That until my sisters grew envious and begged my parents to exchange nannies. As fed up as my parent were with us, children, they surprisingly fulfilled their wish.

All of it added up and made me feel grateful for their finalized divorce and the decision to send me to the Riddlesworth Hall boarding school, in Norfolk. My time there was short but full of happy moments that I cherish even now, when I have children of my own. I deeply regret not keeping in touch with my former friend Rose, as she helped and gave the emotional support I so desperately needed. Her green piercing eyes looked into mine every morning before class to make sure I did not cry or just to check if I was well. If not, she would let me talk about what was on my chest and give me her advice.

Teachers were indifferent of my family's state, especially Mr. Herbert, but he never cared for something other than his wellbeing in his life. I hated Maths because of him failing me on every exam and not caring as I knew what the results would be. I enjoyed art class as we spend it outside, oil painting. Rose was funny, extroverted, carrying and understanding, my best friend at the time and she had a crush on Mister Herbert's son, John, who was in the year ahead of us. The only time I tried to understand Maths was when Rose wanted to impress John. She had though that showing him how good of a Maths teacher she was would catch his attention. It did not, yet she did not give up trying to impress him with every chance she got.

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I was happy for her, even though he was not interested in her. Hoping that I would have the chance to tell him more about her amazing nature I joined the poetry club which he presided. A sense of warmth filled my heart as I heard one girl recite her poem about hope and the waking nature of spring. Hope which always dies last and makes you keep going, it motivates you to keep trying, to give life another chance. I tried speaking to him after than moment, but he seemed too busy talking to the girl who had recited.

I went outside with Rose and I confessed to her that he was, for sure, interested in the other girl and she just closed her eyes and then she told me: ¨Any wish you make on a day in bluebell season in which the sky is as blue as a bluebell will come true ¨, then she winked at me. I laughed, as it seemed silly. Yet, I hoped that was true and I did the same, wishing for the happiness and comfort I feel now with my children.

Now, when I look at my precious boys, I see a clemency in their eyes that I never had, but Rose did and that saved me many times when I was feeling blue. Never would I have thought that a toothless smile could fill my heart with a such inexplicable joy. Life with them feels like it's always the bluebell season, while hope and contentment flood my soul, as I know the sun will shine again to warm me and its gentle rays will always caress the flower petals, like a mother combs its child's hair, teaching us that Nature never ceases to look after us all.

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Honoring the Foundations of Knowledge: A Teacher's Reflection on Science, Memory and Gratitude

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In an age defined by rapid technological progress, instant access to information, and the digitalization of learning, it is easy for students to believe that knowledge simply exists – ready-made, polished, and waiting to be consumed. Yet every formula, every theory, every laboratory technique, and every digital tool they use today is the result of centuries of curiosity, perseverance, and human brilliance. As a chemistry teacher, I feel a profound responsibility to remind my students that science is not merely a collection of facts but a living legacy built by countless minds whose contributions deserve our attention and respect.

Chemistry, perhaps more than any other science, is a discipline shaped by invisible labor. The periodic table did not appear overnight; it emerged from the meticulous work of scientists who dedicated their lives to understanding the nature of matter. The principles of thermodynamics, the discovery of the electron, the development of spectroscopy, and the creation of modern analytical methods all stem from individuals who dared to question the unknown. Their discoveries form the intellectual scaffolding that supports every experiment performed in today's classrooms and laboratories.

In the rush toward innovation, students sometimes forget that progress is possible only because others have paved the way. Digital simulations, virtual labs, and AI-powered learning tools are extraordinary achievements, but they stand on the shoulders of pioneers who worked without such advantages. Recognizing these contributions is not an act of nostalgia—it is an act of intellectual honesty. It teaches humility, cultivates gratitude, and strengthens the ethical foundation of scientific inquiry.

I believe that students should not only learn scientific concepts but also understand the stories behind them. Knowing that Marie Curie carried test tubes in her pockets, that Dmitri Mendeleev arranged the periodic table through intuition and insight, or that Rosalind Franklin's meticulous work made the structure of DNA visible, transforms science from abstraction into human endeavor. It reminds students that discovery is not magic; it is effort, courage, and imagination.

As educators, we must encourage our students to honor the past while embracing the future. The digital age offers unprecedented opportunities for learning, but it should never erase the memory of those who built the foundations of modern science. By acknowledging their contributions, students develop a deeper appreciation for the knowledge they inherit and a stronger sense of responsibility for the knowledge they will one day create. Science advances when we look forward – but it gains meaning when we also look back.

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Chemistry, Culture, and the Journey of Becoming: How British Civilization and Science Shape My Education

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There are moments in a student's life when two seemingly different worlds begin to connect in unexpected ways. For me, those worlds are chemistry and the English language, and the bridge between them has often been the rich and influential British culture and civilization. What started as two separate school subjects gradually became two complementary forces shaping the way I think, learn, and imagine my future.

British civilization has long been associated with scientific curiosity, intellectual discipline, and cultural openness. From the early alchemists to the pioneers of modern chemistry, the United Kingdom has offered the world some of the most brilliant scientific minds. Sir Humphry Davy, who isolated sodium and potassium; Michael Faraday, whose discoveries laid the foundations of electrochemistry; and Dorothy Crowfoot Hodgkin, the Nobel Prize–winning chemist who revealed the structure of penicillin and vitamin B12 — all these figures represent more than historical names. They are symbols of a culture that values perseverance, creativity, and the courage to explore the unknown.

Studying chemistry while learning English has allowed me to access this scientific heritage directly. Reading articles, watching documentaries, or exploring research written in English has opened a door to a global scientific community. It has helped me understand that chemistry is not only a school subject but a universal language — one that connects people, cultures, and ideas across continents.

At the same time, British culture has taught me something equally important: the power of communication. The English language is not just a tool for translation; it is a gateway to understanding how science is shared, debated, and developed. Many of the world's most influential scientific journals, conferences, and research collaborations use English as their primary language. By learning it, I feel that I am preparing myself not only to understand science but to participate in it.

From a personal perspective, the combined study of chemistry and English has shaped my education in ways I did not expect. Chemistry has taught me to think logically, to observe carefully, and to search for patterns in the world around me. English has taught me to express ideas clearly, to understand different perspectives, and to communicate with confidence. Together, they have helped me grow into a more curious, disciplined, and open minded learner.

Looking toward the future, I believe these two fields will continue to influence my development. Whether I choose a career in scientific research, environmental protection, medicine, or even education, the ability to understand complex chemical concepts and to communicate them effectively in English will be a powerful advantage. In a world where

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international collaboration is essential, these skills can open doors to scholarships, university programs, internships, and global scientific projects.

Most importantly, studying chemistry and British culture has taught me that knowledge is not isolated. It grows when we connect disciplines, when we learn from other cultures, and when we allow ourselves to be inspired by the achievements of those who came before us. As I continue my educational journey, I carry with me the belief that science and language together can shape not only a career, but also a way of understanding the world — with curiosity, respect, and wisdom.

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Where Science Meets Soul: How Chemistry, English, and British Culture Shape My Dream of Becoming a Veterinarian

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There are subjects we study because we must, and there are subjects we grow into because they quietly shape who we are becoming. For me, chemistry and the English language have never been just lessons written on the timetable. They have been two voices guiding me, each in its own way, toward a dream that has slowly taken root in my heart — the dream of becoming a veterinarian.

Chemistry was the first to whisper to me. It taught me that the world is built from invisible patterns, delicate bonds, and transformations that happen in silence. It showed me that life itself is a symphony of reactions — the oxygen carried through a puppy's bloodstream, the enzymes that heal a wounded wing, the delicate balance that keeps a kitten alive on its very first day. Through chemistry, I learned to see life not only with my eyes, but with a deeper understanding of its fragile architecture.

English, on the other hand, opened a different kind of door. Through British culture — its literature, its scientific legacy, its spirit of curiosity — I discovered the beauty of expressing ideas, of listening to stories, of understanding the world beyond the borders of my own language. The United Kingdom has given the world not only Shakespeare and Dickens, but also brilliant scientists whose discoveries changed the way we understand life. Michael Faraday, Rosalind Franklin, Dorothy Hodgkin — their work reminds me that science is not only precision, but also imagination, courage, and the desire to serve humanity.

Learning English has allowed me to step closer to this world. It is the language of international research, of veterinary medicine textbooks, of conferences where people from all continents gather to protect and heal animals. When I study English, I feel as though I am preparing myself to speak the language of my future profession — a language that will help me learn, collaborate, and care.

Together, chemistry and English have become two wings that lift me toward my dream. One teaches me how life works; the other teaches me how to understand and share that knowledge. And somewhere between them, British culture has added a quiet elegance — a reminder that science and compassion can coexist, that knowledge can be both rigorous and gentle.

My dream of becoming a veterinarian is not only about medicine. It is about kindness, responsibility, and the desire to protect those who cannot speak for themselves. I imagine myself one day studying abroad, perhaps in a university where the halls echo with centuries of

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scientific discovery. I imagine reading research papers in English, understanding the chemistry behind treatments, and using both to save a life — whether it belongs to a stray dog, a farm animal, or a creature of the forest.

As I continue my studies, I realize that education is not a straight line. It is a constellation of influences — a teacher's encouragement, a book that stays with you, a scientific concept that suddenly makes sense, a language that opens the world. Chemistry sharpens my mind. English broadens my horizons. And my dream gives meaning to both.

If there is one thing I have learned so far, it is that knowledge becomes powerful when it is guided by purpose. And my purpose is clear: to understand life deeply, to communicate with the world confidently, and to use both gifts to heal. In this way, chemistry and English are not just subjects I study — they are the compass that guides me toward the person I hope to become.

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The Crown of Britain

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Across the hills where history stays,
The royal crown still lights the days.
With ancient walls and flags unfurled,
It draws the eyes of all the world.

The monarchy stands proud and tall,
A symbol shared by great and small.
Through wars and change, through joy and pain,
It brought the nation hope again.

Tourists wander palace halls,
Past royal gardens, ancient walls.
They watch the guards in red parade,
And marvel at traditions made.

Yet voices rise with doubt and fear:
“Why keep a royal system here?”
Some say the crown belongs to time,
Not modern laws or reasoned minds.

They speak of wealth, of social lines,
Of costly trips and grand designs.
They question if a state should pay
To keep such privilege today.

Still, royals travel far and wide,
With diplomacy as their guide.
They build connections, calm debate,
And represent the British state.

So Britain walks a careful way
Between the old and new each day.
The crown remains both loved and questioned,
A lasting part of Britain’s nation.

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The Influence of the Monarchy on British Society

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The British monarchy has a strong influence on British society, even in the twenty-first century. Although political power belongs mainly to elected institutions, the Royal Family continues to shape public attitudes, traditions, and national identity. Supporters believe that the monarchy encourages charitable activities and represents the cultural heritage of the United Kingdom. On the other hand, critics argue that it reinforces social inequality and may interfere indirectly in political matters.

One of the monarchy's most positive influences is its support for charitable causes. Members of the Royal Family are involved in hundreds of charities and social organizations focusing on health, education, environmental protection, and mental health awareness. Their public support helps raise money and attract media attention to important social issues. For example, royal campaigns related to mental health have encouraged open discussions about emotional well-being, especially among young people.

The monarchy also plays a significant role in representing British national identity. Royal traditions, ceremonies, and celebrations are recognized around the world and contribute to a sense of pride among many citizens. Events such as jubilees, royal weddings, and state ceremonies bring people together and strengthen social unity. The monarchy is often seen as a symbol of continuity and stability in a rapidly changing society. However, critics believe that the monarchy contributes to the preservation of class distinctions and inequality. The existence of a royal family with inherited wealth and privileges may seem unfair in a society that promotes equal opportunities. Some people argue that the monarchy sends the message that certain individuals are naturally superior because of their birth. This idea can conflict with modern democratic values based on equality and social mobility.

Another criticism concerns the possibility of political influence. Although the monarch is expected to remain politically neutral, members of the Royal Family may still influence public opinion through speeches, meetings, or public statements. Some critics worry that this influence is not entirely compatible with democratic transparency, since the monarchy is not elected by citizens.

In conclusion, the British monarchy continues to influence society in many ways. It supports charitable work, preserves national traditions, and provides a sense of identity for many people. At the same time, debates remain about social inequality and the monarchy's place in a modern democratic society. The institution remains both admired and controversial, reflecting the complexity of British culture and history.

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The Monarchy and British National Identity

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National identity is shaped by history, culture, traditions, and symbols that unite citizens. In the United Kingdom, the monarchy has long been one of the strongest national symbols. For many people, the Royal Family represents the history and continuity of the British nation. However, opinions differ regarding whether the monarchy still reflects modern British society and values.

One of the monarchy's greatest strengths is its ability to preserve traditions. Ceremonies such as coronations, royal weddings, and official celebrations connect modern citizens with centuries of history. These events are often watched by millions of people around the world and create a sense of pride among many Britons. The monarchy is therefore considered an important cultural institution that helps maintain national identity.

The Royal Family also acts as a symbol of unity. In a multicultural and politically divided society, the monarch is expected to remain neutral and represent all citizens equally. During difficult moments, such as national crises or periods of mourning, members of the Royal Family often provide emotional support and encouragement through public speeches and appearances.

In addition, the monarchy contributes to Britain's international image. Around the world, people often associate Britain with royal traditions, castles, and ceremonies. This global recognition strengthens Britain's cultural influence and attracts tourism and international interest.

Despite these positive aspects, some critics argue that the monarchy no longer reflects the diversity and equality of modern British society. They believe that an institution based on inherited privilege is inconsistent with democratic values. Younger generations, in particular, may feel less attached to royal traditions than older citizens.

Another criticism is that the monarchy can reinforce social divisions. The contrast between royal wealth and the financial struggles of ordinary citizens sometimes creates resentment. Critics also argue that media obsession with the Royal Family may encourage celebrity culture instead of focusing on social progress.

In conclusion, the British monarchy continues to play an important role in shaping national identity. It preserves traditions, promotes unity, and contributes to Britain's international reputation. Nevertheless, debates about equality, relevance, and modernization continue to influence public attitudes toward the monarchy. Whether its influence grows or declines in the future, the monarchy remains deeply connected to British history and culture.

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Should the British Monarchy Continue to Exist?

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The question of whether the British monarchy should continue to exist remains an important topic of debate in modern society. Some people strongly support the institution because they believe it represents tradition, stability, and national identity. Others argue that the monarchy is outdated, expensive, and incompatible with democratic values. Both sides present strong arguments regarding the future of the Royal Family.

Supporters of the monarchy believe that it provides stability during periods of political uncertainty. While governments and prime ministers frequently change, the monarch remains a constant figure who symbolizes unity and continuity. Many citizens feel emotionally connected to royal traditions and ceremonies, which have existed for centuries. These traditions help preserve Britain's cultural heritage and distinguish the country from other modern democracies.

Another argument in favor of the monarchy is its economic contribution through tourism. Millions of tourists visit the United Kingdom every year to see royal landmarks, attend ceremonies, and learn about British history. This tourism generates important revenue for local businesses and the national economy. Royal events such as weddings and coronations also attract global media attention and increase international interest in Britain.

However, opponents believe that the monarchy is no longer necessary in a democratic society. They argue that no individual should receive privileges and status simply because of birth. In modern democracies, positions of influence are usually earned through elections or professional achievements. Therefore, critics see the monarchy as a symbol of inequality and inherited privilege.

The financial cost of supporting the Royal Family is another major criticism. Taxpayers contribute significant amounts of money for royal residences, security, travel, and ceremonies. Many people believe these public funds could be used more effectively for healthcare, education, or social services.

Critics also argue that the media attention surrounding the Royal Family sometimes distracts society from more important political and social issues. In addition, scandals involving royal members may damage public trust and reduce respect for the institution.

In conclusion, the British monarchy continues to divide public opinion. Supporters appreciate its historical importance, cultural value, and contribution to tourism, while critics question its democratic legitimacy and financial cost. The future of the monarchy will likely depend on its ability to adapt to modern social expectations and remain relevant in contemporary society.

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The night the zebra stole the sky

Elev: Toma Adelina,
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Long ago, zebras were completely invisible, not just hard to see, truly invisible. You could hear them running, feel the ground shake, but you could never see them. At first, this seemed like a gift because no predators could catch them, but it was also a curse. ”No one knows we exist”, one young zebra whispered sadly. ”We run, we live…but we are nothing to the world.”

One night, while wandering far from the herd, that zebra looked up at the sky. It was filled with glowing stars scattered across endless darkness. For the first time, the zebra had an idea: “What if I could wear the night?”, it thought. So it climbed the tallest mountain in the land and waited until the sky dipped low enough to touch. When the moment came, the zebra leaped, higher than any animal had ever jumped, and tore a piece of the night sky with her teeth. The sky trembled and the stars flickered. The darkness wrapped around the zebra’s body, clinging to it in long shadows. The stars tried to escape, bursting into thin lines of light between the darkness.

When the zebra landed, it was no longer invisible. It was covered in black like the night and streaked with white where the stars had slipped through.

The sky thundered in anger: “You have stolen from me!” But when the other animals saw the zebra, they gasped: “For the first time… we can see you!” The sky grew quiet. “Then keep it”, it said at last. “But you will never be invisible again.”

The zebra returned to her herd, and from that day, every zebra was born wearing a piece of the night sky, black shadows and white streaks, forever visible, forever unforgettable.

And if you look closely, on very dark nights, the sky still seems to be missing something

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How the Ladybug Got Its Black Spots

Elev: Cojocariu Alesia-Daria,
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A long time ago, the ladybug was completely red. Its wings were shiny and beautiful, but they had no black spots. One day, the little ladybug was flying through the garden looking for food. She landed on flowers and leaves and enjoyed the warm sunshine.

An old wise owl saw her resting on a flower and said: “Your wings are very beautiful, but something is missing. You need something special so everyone can recognize you.”

As the ladybug was thinking about the owl’s words but soon the sky became dark. Big clouds appeared and a strong storm started. The wind blew hard and the rain began to fall. The little ladybug got scared and quickly hid under a large leaf.

When the storm finally stopped, a few small drops of black mud fell from the leaf onto the ladybug’s red wings.

Later, the ladybug flew to a small pond and looked at her reflection in the water. She saw the little black spots and remembered, but then she smiled.

The other insects recognized her immediately and admired her unique pattern, which made her look special and easy to recognize.

From that day on, all ladybugs have black spots on their wings.

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The Curiosity of the Short-Nosed Giant

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Once upon a time, in the days when the world was brand new, the Elephant had no trunk. He had only a small, blackened nose, about the size of a boot, which he could wiggle from side to side but could never use to pick anything up.

In those days there lived a particularly young and insatiably curious elephant named Ely. Ely was full of questions. She asked the Ostrich why her tail feathers grew just so, and she asked the Giraffe why his skin was so spotty. But her biggest question of all was: "What does the Crocodile have for dinner?"

The other animals shushed her, for the Crocodile was a dangerous mystery. But Ely's curiosity was too big to be shushed. One morning she packed a bundle of melons and trotted off to the banks of the great, grey-green, greasy Limpopo River.

At the water's edge, she stepped on what she thought was a log. To her surprise, the log winked one eye.

"Excuse me", Ely whispered, "but do you know what the Crocodile has for dinner?" The creature opened its jaw wide and said, "Come closer, little one, and I will tell you." Elly leaned her head down right next to the creature's toothy mouth. Suddenly SNAP! the Crocodile caught Ely by her small boot-shaped nose. I think, said the Crocodile through his teeth, that today I shall start my meal with a fresh young elephant!"

Elly backed away, pulling with all her might. She sat on her haunches and pulled, and pulled, and pulled. The Crocodile splashed in the water and pulled, and pulled, and pulled. As they both tugged, Elly's nose began to stretch. It grew into a rope. It grew into a cable. It grew longer and longer until it was nearly six feet long! Finally, the Crocodile let go with a loud slop and Elly fell backwards. She sat for three days waiting for her nose to shrink, but it never did. At first, she was sad-until she realised she could use this new long nose to swat flies, reach the highest, juiciest leaves on the trees, and spray herself with cool water.

When she returned home , the other animals were amazed. Soon, every elephant followed her to the river to get a stretch of their own, and they have had trunks ever since.

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The Kind Butterfly

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Long ago, the butterfly was plain and gray. It lived in a quiet garden and felt sad because all the other animals were beautiful. The peacock had bright feathers, the flowers had lovely colours, but the butterfly had none.

One sunny day, the butterfly helped the flowers by carrying their pollen from one place to another. The flowers were very grateful. To show their gratitude, they decided to share their colours with the butterfly.

The red rose gave it a little red, the yellow sunflower gave it the bright yellow, and the bellflower added a touch of blue. Soon, the butterfly's wings were full of wonderful colours.

From that day on, the butterfly flew happily through the garden, showing everyone its beautiful wings and reminding them that kindness is always somehow rewarded.

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A tragic fear of the unevolved little owl

Elev: Achiței Gina Ștefania,
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A little owl, oh so pure, she was nearly a baby when she had to bid adieu…

The little owl was a sweet little thing, she was only two weeks old when she started learning how to fly. Her parents took her far into the forest, hunting for food, but as night came, they decided that heading all the way home might be a little troublesome. And it became even more of an issue when a snowstorm suddenly started. There being no holes to occupy in the surrounding trees, the family settled in a small little hole at the bottom of a tree, a little place formed by the corrosion of the roots. The small owl settled with her face away from the entrance, her parents shielding her body from the cold.

As midnight came upon the forest, shuffling could be heard outside, but the little owl, stuck looking at the wall, only got to feel the warmth disappear as the two figures that had held her in place vanished, giving her barely enough time to turn and see the tail of a fox, the fox that left the little owl now all alone.

And that is how the little owl evolved itself, terrified of losing anyone ever again, of being unable to see the danger and scare the predators away before the came close. After losing everyone she knew and kept dear and close, she got her now known ability of being able to turn her neck behind herself and see all there is in the dark.

That is the story of the owl's rotating neck and all time seeing eyes.

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The Story of the Lazy Rabbit

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Long ago Rabbit had really small ears and lived in a green meadow with Horse, Goat and Dog.

Every morning, the animals worked hard. Horse carried heavy things, Goat climbed hills to find plants, Dog watched the field to keep everyone safe. Rabbit didn’t work. When his friends asked for help he only said “Hop!” and jumped away to rest in the grass.

One windy day, the strong Wind saw Rabbit being lazy. The Wind blew loudly across the meadow. “Whoosh!” Rabbit’s ears were caught and stretched longer and longer. When the wind stopped, Rabbit’s ears were long. “Now you’ll hear when your friends need help!”, said the Wind.

After that day, Rabbit listened and helped his friends every day.

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A Raspberry-Coloured Bird

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Long ago, there was a bird with very long legs and dull feathers. She wasn’t strong and other birds thought she looked strange.

One rainy day, she tried to run across a wet field. The ground was slippery, and suddenly she slipped and fell straight into a big raspberry bush. Squish! The bird covered her feathers with bright red juice.

The bird felt embarrassed and started to cry. But when the rain stopped and the sun came out, God looked down and felt sorry for the lovely bird.

Instead of washing away, the raspberry colour stayed on her feathers and turned them into a beautiful pink colour.

From that day on, flamingos were pink and the long-legged bird was finally proud of how she looked.

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The Light Of the Firefly

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Long time ago, the firefly was just a small insect. It could fly, but nobody noticed it. Birds chased it, frogs tried to eat it, and at night it could not see where it was going. The forest became dark after sunset and the firefly often hit leaves, branches and tree trunks. It wanted something that would help it survive in the night.

One evening, a big storm hit the forest. Thunder roared and lightning lit the sky again and again. The firefly hid under a leaf and watched the bright flashed. After the storm ended, a tiny piece of lightning remained inside a broken tree. The firefly flew closer. The spark was warm and the firefly decided to carry it inside its body.

From that night on, the firefly could glow in the dark. The light helped it see where it flew and offered protection. Birds and frogs could also see the light and stayed away. That is how the firefly got its light, and why it still shines in the forest every evening.

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The Lion and Its Golden Colour

Elev: Zelincă Denis-George,
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Long ago, in a time when animals looked very different, the lion did not have its beautiful golden colour. Instead, its fur was pale and dull, almost like dry grass. The lion was strong and brave, but it felt sad because it did not look special.

One day, the lion walked through the savannah and saw the bright yellow sun shining in the sky. The sun was warm and full of light, and all the animals admired it. The lion wished it could be as bright and beautiful as the sun. So, the lion decided to climb the highest hill in order to speak to the sun. ”Dear Sun”, said the Lion, ”you are so bright and golden. I wish I could shine like you.” The sun listened kindly and smiled. ”You have a brave heart”, the sun said. ”I will give you a gift.” The sun sent down warm rays of light that gently touched the lion’s fur. Slowly, the lion’s pale coat began to change. It became golden, bright and warm– just like the sun. The lion looked at its reflection in the water and felt proud and happy for the first time.

From that day on, the lion became known as the king of the savannah, not only because of its strength , but also because of its beautiful golden colour.

And that’s how the lion got its golden fur.

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British Soul

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If you ask someone about the "British Soul," they might immediately think of the King, the big red buses in London, or the endless rainy afternoons. But I believe the British soul is something much deeper than just the symbols we see on postcards. It is like a giant, colorful puzzle made of history, cozy traditions, old legends, and a very specific way of looking at life. To understand it, you have to look past the fog and the umbrellas.

For me, the journey into the heart of Britain begins with a simple cup of tea. In many countries, tea is just a drink, but in the UK, it is a national ritual. It is the answer to almost any situation. If the weather is "lovely" (which usually means it’s pouring rain), you have a cup of tea. If you had a long day at school, a "cuppa" and some digestive biscuits make everything better. This tradition shows a very important part of the British soul: the "Keep Calm and Carry On" attitude. It means that no matter how difficult or messy life gets, you can always find a moment of peace and a way to move forward with a smile.

Another essential part of this soul is their unique sense of humor. British people are famous for irony and "self-deprecation" – which is a fancy way of saying they love to make jokes about themselves. They don’t like to brag or show off. Instead, they prefer to be modest and find the funny side of a boring or even a sad situation. If a Brit says something is "quite good," they might actually mean it is amazing. But if they say it is "interesting," watch out! They might actually think it’s a disaster. This clever way of using language is what makes British books and movies so special and famous all over the world.

Then, there is the "Great Outdoors." You can truly feel the British soul when you leave the big, noisy cities and travel to the countryside. There is something magical about the green hills of the Cotswolds, the mysterious moors of Yorkshire, or the wild, rocky cliffs of Scotland. British people have a very old and strong connection to nature. They aren't afraid of a little wind or mud. They put on their "wellies" (Wellington boots), grab an old raincoat, and take their dogs for long walks. This love for the land is why they have so many beautiful gardens and parks. Even in the middle of London, you can find a quiet corner with green grass and ancient trees where you can forget about the traffic.

The British soul is also visible in their homes and towns. Unlike in many other European countries where people live in big apartment buildings, the British dream is to have a small house with a garden. Even in London, you see rows and rows of brick houses with white windows and colorful doors. They love to keep their gardens perfect, with roses and lavender, even if the space is tiny. This shows their love for privacy and comfort – what they call "being

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cozy." Inside these houses, you will often find fireplaces, old carpets, and shelves full of books, creating an atmosphere that feels warm and welcoming.

When it comes to daily life, we have to mention the British school system, which is a huge part of their culture. For a student in the UK, the school uniform is a symbol of belonging. Each school has its own colors, ties, and blazers. This might seem strict, but it creates a sense of community and pride. It teaches young people that they are part of something bigger than themselves. Also, the British soul is very competitive but fair. You can see this in their love for sports. Whether it is football on a Saturday afternoon, cricket on a sunny village green, or the famous tennis matches at Wimbledon, the British believe in "fair play." Winning is important, but playing by the rules and respecting the opponent is even more important.

History is another layer of this puzzle. In Britain, the past is not just in museums; it is alive on every street. You can see a modern, shiny glass skyscraper right next to a stone church that has been there for 600 years. They respect their kings and queens, their knights, and their old castles, but they are also very creative and modern. The British soul is responsible for some of the greatest inventions and art in history. Think about the plays of William Shakespeare, the mysteries of Sherlock Holmes, or the magical world of Harry Potter. Think about the music that changed the world, from The Beatles to the stars of today like Adele or Ed Sheeran. This mix of "very old" and "brand new" is what makes their culture so fascinating.

We must also talk about the "British Sunday." This is a day when time seems to slow down. Families gather for a "Sunday Roast" – a big meal with roasted meat, potatoes, and the famous Yorkshire pudding. It is a time for family and for being together. Even in our fast, digital world, the British people try to keep these small traditions alive because they offer a sense of belonging and "home."

Finally, I think the British soul is about kindness and being polite. You will hear the word "sorry" a hundred times a day in England, even if someone else bumps into you! It is a culture that values manners and waiting your turn in a "queue." It might seem a bit formal at first, but underneath that shy exterior, there is a lot of warmth and a great imagination.

In conclusion, the British soul is not just one thing. It is a mix of many feelings: it is the sound of Big Ben echoing through the streets, the smell of wet grass after a storm, the taste of salt and vinegar on fish and chips, and the cozy feeling of a library full of old books. It is a soul that respects tradition but isn't afraid to dream of the future. It is a soul that invites you to sit down, have a tea, and stay for a story. It is a world where everyone is welcome to find their own piece of the puzzle.

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MY FIRST BOOK

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I like reading. It is my favourite activity. When I come home from school I have a quick lunch and then I go to my room. I do my homework, then I read.

I borrowed lots of books from the school library. I like reading foreign authors and I finished reading them all because the school library is too small. I even read some books three or four times. My mother opens the door of my room sometimes and sees me reading; she smiles. This saves us both, as my mother is rather strict.

One day I encouraged myself and I asked my mum if she could buy me some books. She said she could buy one a month, because they are expensive and we could not afford to spend too much on them. But one was not enough. After a few days, while returning home from grandpa, I saw a little bookstore with a sign: second hand books. I knew that second hand means cheap, but I did not dare to ask my mum for money.

The following week, when mum said that we should visit grandpa again, I pretended not feeling well and she let me stay home. My father was at work. I took the spare keys of the house from an old drawer and I hoped that the pocket money I had saved would be enough to buy one book.

I ran to the bookstore. It was hot and the sweat was pooring into my eyes. I cleaned my face with my T-shirt, pushed the door and entered. My eyes slowly adapted to the darkness inside and I could not believe what was around me: stacks of books touching the ceiling and short tunnels among them. I was sorrounded by thousands of books. In the air there was a smell of paper, stories and dreams.

Is anyone here?, I asked.

From far behind a male voice said:

How can I help you?

I forgot to breathe.

I...want to buy a book.

What book?

I took all my money out of the pocket and showed it to the man in front of me.

This is all the money I have got... it does not matter the book, but I want a good one...

He smiled and ran his fingers through his hair.

Wouldn’ t it be better to go and buy a few donouts for yourself?

But I want a book, isn’ t the money enough?

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My dear, the problem is that all the books are in English.

I am very good at English.

All right, let me find something for you.

I waited, asking myself how he could find anything in that mess but, magically, he showed up with a wonderful book in his hand. It was The Chronicles of Narnia: The Lion, The Witch and The Wardrobe. I looked at the covers; they were old but I could distinguish a lion carrying a boy and a girl and jumping nowhere. I thanked the man with enthusiasm and ran home.

Three days later I had already read it two times and fell in love with it. I wanted more books. I saved money and sold a few things and, in the end, I bought fifteen books. I had to lie to my mother about the books, but it was not difficult for my consciousness. We had never been friends anyway.

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THE BEAUTY OF ART

Elev: Ispir Salomeea,
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Since I was a child, I have been keen on art. The passion for painting was instilled by my mother, who had travelled all of her life to find the inspiration for the perfect piece. As she grew older and older, this responsibility had been passed down to me. For years I have tried to fulfil her wish but, every time I came home from another destination, I felt like something was missing. If only I knew the place I had been looking for had been right in front of me all along…

One evening, I was sitting in our backyard with my mind immersed in a million thoughts. I had just came back from my twelfth trip and I couldn' t have felt more disappointment. I began to think there wasn' t any beauty left in this world. Just then, I realized: that beauty had been standing right in front of me all the time. In a flash of inspiration, I grabbed my tools and started painting our garden at sundown. That was the moment I created the most enchanting picture in this universe, because the magic veiled itself in the quiet and peaceful times.

Our garden is not just a place. It's a conversation between light and soil, patience and growth—a small, living poem that never quite says the same thing twice. Flowers open like whispered confessions, each petal a careful unfolding of colour—bold in some corners, shy in others. Even the air feels textured, brushed with the scent of earth and something faintly sweet, like time slowing down.

And in the evening, it softens. Shadows grow long and thoughtful, wrapping around stems and stones. The colours deepen, as if the garden is gathering itself inward, reflecting on the day. A quiet settles—not empty, but full.

I am grateful now for how much visual richness is right outside my door. I don't have to travel that far to find my inspiration anymore because I have an endless muse before my eyes.

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THE THIEF OF DREAMS

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Darkness was descending over the hushed city as every drop of joy, hope and desire drained out of our hearts. The weather got colder, days felt entirely monotone, our souls froze with nothing left to long for. Only one person overflowed with energy, becoming more and more delighted with each day that passed by – the thief of dreams.

This malicious man crawled into your mind while you slept and stole all of your ideas and aspirations, making them his own. Due to the fact that he gathered parts of everyone' s spirit, his appearance changed continually. Although we knew it was the same person, we just couldn' t put a finger on his identity. Therefore, my family decided to catch and make him pay the price for all the harm he caused. If only we realized it wasn' t going to be nowhere near easy…

One night, we heard him make his way into our apartment, heading to my little sister s room – we were already waiting for him. As he was getting closer and closer to her bed, my dad followed the sound of his footsteps with a sack in his hand, covering the thief' s head when he bent forward. He tried fighting my father but he couldn' t put up with his force. At that moment, he begged us to release him:

”Please, please, let me go! I promise I will return all the dreams I stole and I will never do something like this ever again!”

”It s high time you did”, I replied. ”Only if you reveal your identity, we will leave you alone.”

His face began morphing, returning to its original assets, while we stood there in shock: my brother was the thief of dreams all along! With a sudden twist that left everyone breathless, the true identity of the thieving rascal was finally revealed, bringing closure to the long quest for truth.

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Sutton Hoo Treasure

Elev: Stoleru Elena Daniela,
Prof. Istrate Marta-Raluca,
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In a quiet bay at night, where shadows often play,
The Sutton Hoo treasure rests in a mysterious way.
An ancient burial, enchanted and old,
Hiding its treasures, leaving many stories untold.

In Suffolk's deep soil, where a king's last journey was hidden in the past,
Rises a jewel that in the darkest corner was supposed forever to last.
The whispers of Raedwald, a leader so bold,
Echo through time as his sacrifices fierce into the present bolt.

Secrets uncovered on simple summer days
Shine through history like warm sun rays.
The treasure gleams in the candle's wax cry
While stars rest in the dark blue sky.

The helmet as a symbol of power and might,
And the sword is a quiet reminder of battles fought at night.
Buried for ages with the king's final breath,
Lies a haunting legacy of life and death.

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ICONIC FIGURES IN THE ENGLISH CLASSROOM

Prof. Mandrea Teodora,
Liceul „Ștefan Procopiu" Vaslui

Teaching advanced English learners through iconic British artists, films, and television shows offers a rich, engaging, and culturally immersive approach that goes far beyond traditional language instruction. At higher proficiency levels, students are no longer just learning grammar and vocabulary—they are refining nuance, understanding cultural context, and developing critical thinking in the target language. Integrating British cultural products into the classroom helps achieve these goals in a dynamic and meaningful way.

For advanced students, exposure to authentic language is essential. Films, television series, and artistic works provide access to real-life language use, including idiomatic expressions, regional accents, humor, and social conventions and British media is particularly valuable because of its linguistic richness, diversity of dialects, and strong cultural identity.

To begin with, contextual learning is a major benefit because, instead of memorizing vocabulary in isolation, students encounter words and phrases within meaningful situations, which enhances retention and helps learners understand how language functions in real communication. For example, watching a courtroom drama exposes students to formal register and legal terminology, while a comedy series introduces informal speech and slang. Another key advantage is cultural literacy. Language and culture are inseparable, thus, by exploring British films and television, students gain insight into social norms, historical contexts, class structures, humor styles, and values. As a result, this understanding is crucial for achieving near-native fluency and avoiding miscommunication. Additionally, using media fosters motivation and engagement and advanced learners often feel plateaued; traditional exercises may seem repetitive or uninspiring. Introducing films and shows revitalizes interest, making lessons more interactive and enjoyable.

There are different types of media that serve different pedagogical purposes and teachers could select materials based on learning objectives. British films often explore complex themes such as For instance, British films tackle themes such as identity, class, history, and morality and they are ideal for developing listening comprehension with varied accents or analyzing narrative structure and themes, encouraging discussion and debate. Historical dramas, literary adaptations, and contemporary social films are particularly useful for advanced learners, while TV shows provide extended exposure to characters and language over time. In their turn, they are effective for building familiarity with conversational patterns, understanding character development and interpersonal dynamics while practicing episodic comprehension. Genres such as crime dramas, sitcoms, and political series offer diverse linguistic input, contributing to an integrative approach to the English class. Songs and performances by British artists are also a source that must be seriously taken into account, as they can help students analyze poetic language and metaphor, improve pronunciation and rhythm while exploring

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cultural and generational themes. Also, lyrics often contain idiomatic expressions and emotional nuance that challenge advanced learners.

How to Integrate British Media into the Classroom? Effective integration requires careful planning. Simply showing a film is not enough; activities must be structured to promote active learning. For example, before engaging with the material, students should be prepared linguistically and contextually, by discussing the historical or social background, predicting themes based on trailers or images and brainstorming questions to guide viewing. While-viewing activities keep students focused and encourage active listening. Thay may do note-taking tasks (e.g., identifying key quotes or expressions), comprehension questions, exercises that help identifying tone, mood, or character relationships or they may try potting examples of specific language features (phrasal verbs, slang, formal vs. informal speech). After viewing, students should reflect, analyze, and produce language, whether in group discussions and debates or by writing summaries or critiques, planning role-playing scenes or deliver speeches comparing themes with students' own cultures.

Project-based learning is particularly effective for advanced students because it integrates multiple skills and encourages autonomy. Students may work on film analysis presentations, with pre-tasks such as summarize the plot, analyze characters and themes, identify linguistic features (accent, vocabulary, idioms), present findings to the class. In this way, students develop research, speaking, and analytical skills while engaging deeply with authentic material. A challenging project is to create a TV show episode (write a script using appropriate tone and register, incorporate idiomatic expressions and cultural references, perform or record the episode, which enhances creativity, collaboration, and practical language use. Essay tasks may gain plus value if students compare themes from a British film or show with their own culture, tackle education systems, social class, family dynamics or humor styles. In this way, students practise critical thinking and academic writing while deepening cultural awareness.

To conclude, incorporating British artists, films, and television shows into advanced English classes transforms language learning into an immersive cultural experience. It enables students to engage with authentic language, develop cultural awareness, and refine advanced communication skills. Through structured activities, creative projects, and critical discussions, learners move beyond textbook English and gain the confidence to navigate real-world communication. This approach not only improves linguistic competence but also fosters a deeper appreciation of the richness and diversity of the English-speaking world. Ultimately, teaching English through British media is not just about learning a language—it is about understanding a culture, interpreting meaning, and becoming a more sophisticated communicator.

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THE BRISTISH MONARCHY AND THE BALANCE OF POWER

Elev: Tabără Mihai,
Prof. Mandrea Teodora,
Liceul „Ștefan Procopiu" Vaslui

The British monarchy is one of the oldest and most respected institutions in the world. It represents tradition, continuity, and national identity, serving as a symbol of unity for millions of citizens. While the monarchy plays an important cultural and ceremonial role, its influence on political decisions has significantly declined over time. I am not against the British monarchy, but I believe that if it exists, there must be a clear and well-defined relationship between the monarch and political power. In other words, the monarchy should remain symbolic, while real political authority must be exercised by democratic institutions.

Throughout history, monarchs often held vast powers. In earlier periods, the British king or queen could make laws, levy taxes, and control political decisions without significant oversight. This concentration of power sometimes led to abuses and conflicts. Important historical developments, such as the Magna Carta (1215), began to limit royal authority by establishing that the monarch was not above the law. Later, the Glorious Revolution (1688) further reduced the power of the monarchy and strengthened the role of Parliament. These events marked the transition toward a constitutional system in which power is shared and regulated.

The evolution of the British political system has been widely analysed and most interpretations highlight the modern understanding of the monarch's role: influential in a symbolic or advisory sense, but not actively involved in political decision-making. The British system functions effectively because power is distributed among institutions rather than concentrated in a single authority. Today, the British monarch serves mainly as a ceremonial figurehead. For example, Elizabeth II reigned for over seventy years, during which she fulfilled constitutional and symbolic duties without making political decisions. She formally opened Parliament, met regularly with the Prime Minister, and represented the United Kingdom internationally. However, actual governance is carried out by elected officials and institutions such as UK Parliament. According to The British Monarchy Official Website, the monarch acts on the advice of ministers, reinforcing the principle that political authority lies with democratic bodies.

A modern democratic state cannot rely on a single individual to maintain balance or fairness. Even a well-intentioned monarch cannot guarantee impartial governance. True stability comes from institutions, checks and balances, and the rule of law. As explained by Encyclopaedia Britannica and BBC, the British system demonstrates how tradition and democracy can coexist. The monarchy provides continuity and identity, while Parliament and government exercise real power. This separation ensures accountability and prevents the

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concentration of authority. Some may argue that the monarch can act as a neutral arbiter in politics, stepping in during times of crisis or disagreement. While this idea may seem appealing, it is not practical in a modern democracy. Relying on one individual to maintain political balance introduces risks and unpredictability and democratic institutions are specifically designed to ensure fairness, transparency, and long-term stability. Therefore, even a neutral monarch cannot replace the role of laws and elected representatives.

In conclusion, the British monarchy serves a valuable symbolic role, representing tradition, national identity, and unity. However, political power in a modern state must rest with Parliament, government, and the law. Historical developments such as the Magna Carta and the Glorious Revolution demonstrate the importance of limiting concentrated power. Today, the United Kingdom stands as an example of how a monarchy can coexist with democracy, provided that its role remains clearly defined and limited. Power should be shared, not concentrated, ensuring accountability, fairness, and stability in governance.

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THE BRITISH EMPIRE

Elev: Moisă Nicolae,
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Liceul „Ștefan Procopiu” Vaslui

People know the British Empire as a great power but now, after it dissolved, you may ask yourself “What legacy it has for itself?”. Don`t worry I will tell you some things that may help you understand the greatness of the British Empire.

The Abolition of Slavery. The British Empire started to end the practice of slavery and the Atlantic slave trade inside the UK and its colonies in the late 18th and early 19th centuries, condemning slavery as un-Christian, criticising it for violating the rights of man, James Edward Oglethorpe being the first to act against slavery on humanistic grounds. The British abolished the slavery from its African colonies. In the 1807 the Slave Trade Act was passed by the British Parliament that made the slave trade illegal throughout the British Empire and in the 1811 slave trade was made a criminal felony this proving to be far more effective.

The modernization of Japan. The British Empire got involved in Emperor's Meiji ambitious programme to remodel Japan as a modern industrial state with British advisors and planners and on 22 May 1868 Sir Harry Parkes, the head of the British Legation, made Britain the first Western Power to recognise the new regime of Emperor Meiji. After Japanese officials studied the administration of Western countries, the banking system and the Navy of Japan were established on the British pattern.

The development of colonies. The British Empire, as a great colonial power, has contributed in the development of its colonies in infrastructure, education, governance and economic development. The British Empire built infrastructure like railways, roads and ports. As well as bringing modern healthcare and sanitation practices, education that promoted literacy and modernisation and a stable political system.

In conclusion the British Empire brought good things in the world and have changed its colonies for the better.

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BRITISH MEDIA AND MUSIC

Elev: Vituța Albert,
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Liceul „Ștefan Procopiu” Vaslui

British media and music still hold a remarkable place in shaping popular culture around the world. Even today, their influence stretches far beyond simple entertainment, touching everything from the way we speak and dress to the attitudes and ideas we share. In our hyper-connected age, it’s almost impossible to escape the reach of British cultural exports — whether it’s the timeless songs of The Beatles, the global phenomenon of Harry Potter, or the trusted voice of the BBC. This widespread influence is a double-edged sword, bringing real benefits while also raising some important concerns.

On the positive side, British media and music have created a kind of shared cultural language that brings people together across borders. The Beatles weren’t just a band — they became a global experience that has inspired musicians and fans for generations. Their songs still get played everywhere, decades later, which says something powerful about the lasting quality of British creativity. The same goes for Harry Potter. What started as a series of books grew into a worldwide sensation, captivating millions with its themes of friendship, bravery, and the power of imagination. These cultural touchstones give people from very different backgrounds something in common — a sense of connection in an increasingly divided world.

British productions are also often praised for their quality. Whether it’s clever storytelling, rich characters, or thoughtful attention to detail, UK films, TV shows, and documentaries frequently set a high bar. The BBC, in particular, has built a reputation for intelligent, well-made content — from gripping dramas to insightful documentaries — that many other broadcasters look up to. This standard pushes creators in other countries to raise their own game, which ultimately benefits audiences everywhere.

There’s also the quieter but significant effect on language. Through music, movies, and television, English has spread naturally and enjoyably. People pick up vocabulary, accents, and expressions without even realising it, which makes learning the language feel less like a chore and more like a natural part of enjoying culture. This has opened doors for education, business, travel, and international friendships.

That said, this dominance isn’t without its downsides, and one of the biggest worries is that constant exposure to British (and other Western) content can slowly push local cultures into the background. When people grow up watching more British shows or listening to more British music than their own country’s artists, they may start to value foreign culture more highly than their own. Over time, this can weaken local traditions, stories, and even languages.

Smaller media industries often struggle to compete too. With much smaller budgets and less international marketing power, talented local creators can find it incredibly difficult to

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get noticed. As a result, many rich, unique stories from around the world never reach a wide audience. This creates an imbalance where a handful of cultures dominate the global stage, while others feel sidelined or invisible.

There's also the risk of cultural homogenisation. When British perspectives, values, and lifestyles are so widely consumed, they can unintentionally shape how people in very different societies see the world. Ideas about success, relationships, humour, or even what's "normal" can start to feel universal, even when they don't really fit every culture. While this can create a sense of global unity, it can also flatten the beautiful diversity that makes the world interesting in the first place.

To put it in a nutshell, British media and music have given the world a great deal — moments of joy, inspiration, connection, and creativity. But their success also highlights the need for balance. The challenge for all of us is to enjoy and learn from these powerful global influences without letting them drown out our own voices and traditions. By actively supporting local artists and stories alongside international ones, we can enjoy the best of both worlds: a richer global culture that still respects and preserves what makes each society unique.

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England's gates

Elev: Dăescu Larisa Ioana,
Prof. Mușat Simona-Marilena,
Liceul Teoretic „Traian Lalescu” Orșova, Mehedinți

Entering the gates of the Anglo-Saxon space,
You'll find a breathtaking place.
With an amazing culture to know,
England is a place to go.

In England, you'll see for sure
Buildings unique for their architecture:
From towers, castles and skyscrapers,
That hold the tales of our ancestors
To mystic, Gothic Cathedrals,
Like Canterbury and Durham.

If you see a double-decker bus,
With no hesitation, but only trust,
Quickly, go to the Big Ben's tower that's proudly raised,
Hearing it's bells, you ll be amazed.

There's so much I can say about the Anglo-Saxon space,
But I think the wise decision to make
It's to let you convince yourself,
Not by reading a book taken from a shelf,
But falling in love on your own with this place.

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Nightfall in London

Elev: Dănuț Daria Clara Maria,
Prof. Mușat Simona-Marilena,
Liceul Teoretic „Traian Lalescu” Orșova, Mehedinți

A gentle breeze in the passing night,
Drifts through London’s streets of light,
The Big Ben glows through crowded eyes,
Where rainy whispers hug the skies.

Beneath the golden road below,
Quit stars softly glow,
Red buses rest along tired lanes,
As night covers the city in dreamy shades.

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Spring in the U.K.

Elev: Olaru Andra Floriana,
Prof. Mușat Simona-Marilena,
Liceul Teoretic „Traian Lalescu” Orșova, Mehedinți

Spring in the U.K. is a full of colour season. It marks the end of the cold, grey winter and the beginning of an active and full of joy season. For the British people, it is not just a change of weather, it is a period of old traditions and holidays which are meant to bring the families together.

One of the obvious signs of spring in the U.K. are the blooming daffodils. They cover the parks, forming a yellow blanket over the grass. By the time the days become longer, people start spending more time outdoors, even though the temperature is usually quite low.

The most important holiday in spring is Easter. One of the Easter traditions in the United Kingdom is the chocolate egg hunt. It is enjoyed mostly by the kids. This hunt requires a lot of space, so it is usually organised in public parks. A traditional meal there are the hot cross buns. They are some little meatballs with a lot of condiments and a cross on them. They are usually served on the Friday before Easter.

Another holiday is St. David's Day. It is celebrated in Wales, being the first of March. On this day, the Welsh people wear a daffodil or leek. These are the national symbols of the country. However, on 17th March, Saint Patrick's Day is celebrated in the U.K. , even though it is from Ireland . They celebrate it by wearing green clothes. At the beginning of May, there is May Day Bank Holiday. It celebrates the beginning of summer. In a lot of English villages , people dance around the Maypole.

In conclusion, spring in the U.K. is a season of joy and hope. Through the traditions, the people transform a period of changing weather into a holiday for the whole community . This isn’t about searching for Easter eggs or dancing around a pole, it is about remembering that it’s time for a new, fresh beginning .

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London Through My Eyes

Elev: Dancău Nicoleta Sânziana,
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Liceul Teoretic „Traian Lalescu" Orșova, Mehedinți

England is a fascinating country that's part of the United Kingdom, located on the island of Great Britain. It's known all over the world for its rich history, incredible literature, and strong passion for sports. Its capital, London, is a lively and exciting city, and I'd love to share some of my own thoughts for anyone who dreams of visiting it.

Last year, I had the chance to go to London on a short study trip. I stayed in a lovely neighborhood just a few stops from the city center, which gave me the perfect balance: I got to see both everyday local life and the famous attractions.

In my opinion, London is a beautiful mix of the ancient and the modern. Landmarks like Westminster Abbey and the Tower of London are absolutely stunning, but what really makes the city special is its diversity. If you go beyond the usual tourist spots, you'll discover places like the Sky Garden, where you can enjoy an amazing view of the city for free, or the South Bank, which is always full of energy, street performers and creative vibes.

If you're into sports, London is basically a dream destination, especially for football fans. Visiting stadiums like Wembley or the Emirates Stadium is an unforgettable experience. It's not just about watching a match; it's about feeling the energy and tradition that bring people together. And if you prefer something calmer, Wimbledon offers a glimpse into the elegant world of tennis, which is such an important part of British summer culture.

London is also packed with museums, many of which are free, like the British Museum or the Tate Modern. I think it's amazing that you can experience such high-quality culture without paying anything. Walking through these places really makes you realize how much history and creativity the city holds.

One thing to keep in mind is the weather - it can change really quickly. You might experience sunshine, rain, and wind all in one day, so having an umbrella with you is always a good idea. And if you enjoy food, don't miss out on trying a traditional Sunday Roast or Afternoon Tea. It's a great way to relax and enjoy British traditions, which are honestly much better than people often expect.

As for the people, I found them very friendly and polite. Whether I was talking to a bus driver or someone in a shop, everyone seemed kind, welcoming, and had a great sense of humor. I also noticed how active people are: you'll see lots of people jogging in Hyde Park or cycling to work, even when it's raining!

Overall, I truly believe London is an amazing city that offers something for everyone. If you like places where history blends with modern life, then it's definitely worth visiting.

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Just a simple guard?

Elev: Iordache Maria Alexandra,
Prof. Militaru Nicoleta Marilena,
Liceul de Arte „Ionel Perlea” Ialomița

„The bearskin hats, introduced in 1815, make the guards appear more imposing and tall, adding to the sense of intimidation and military discipline “, it’s what everyone says. But, how could such cruelty be imposing?

Now, my little son, a Canadian black bear is dead, the only thing that remains is the hat. I can only think about him through the eyes of a royal guard…

Does the man that wears him wake up and think about it? While he is on duty, marching exactly 15 paces across the area, my baby is watching him, counting the steps. While the young human deals with curious tourists that do not know his cruelty, the hat that wraps his head is crying. The shouts that he says to the visitors “ Stand back from the Kings Guard”, when I said it they didn't register it. They came closer and closer to our cave, so why are those people listening?

Is a human mother as worried about her son? She doesn't know he is wearing my baby's fur. She only knows hers is part of the Scots Guards or Welsh Guards, being trained more than the regular line infantry. His buttons are arranged in groups of five and he wears a white and green plume on the left side of my child's skin. Those things differentiate him, making her boy a true fighter. Is she thinking of the history of the regiment? We all know it is rooted in wars and blood, but that is how everything started for the Guards.

That lady and I are standing in our homes , questioning what it means to be a guard at the Royal Palace. For me, it means killing bears for looks and being obedient to the king , without thinking about the order. For her, it means honor and dignity. I will try to see it that way…for my baby. He has a new life…along the Guards.

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My wise words to myself

Elev: Crăciun Angela Mihaela,
Prof. Militaru Nicoleta Marilena,
Liceul de Arte „Ionel Perlea” Ialomița

I used to think that being wise
Meant having all the answers ready,
Speaking clearly, never shaking,
Always certain, always steady.

But now I know it’s smaller things
The way my mother says “be careful,”
The silence after an argument,
The tears I hide but still feel grateful for.

Wisdom is learning not everyone stays.
Some people become memories
Before we are prepared to lose them.
Some promises fade quietly
Like songs we stop listening to.

I’ve learned that confidence
Is not walking into a room
Thinking you are better than others,
But entering without needing
To prove you are enough.

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A day in the life of a Beefeater

Elev: Dragomir Diana Florentina,
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It was a beautiful, warm and sunny day in London. This kind of weather in rare here so kids were out, playing with their friends, running around, laughing and overall having an amazing time.

However, for a Beefeater this conditions were not so great. Their red and heavy uniforms were meant to keep them warm during cold weather and not very accommodating for hot days protecting The Tower of London.

For Bill, this day in particular was already going south since he woke up in his apartment near the tower with a severe headache and persistent nausea. He was hungover from a party at the hidden pub him and other Yeomen Warders had to celebrate the coronations of the new king. Regardless, it was a clam day, Bill repeated to himself, trying to take his mind of his sick state. He also was encouraging himself by remembering that today he has a day shift.

In the morning a lot of tourists visited The Tower of London, thus Bill was able to focus on them rather on his sick feeling. Actually, he was more than happy to take selfies with kids and tell them the history behind the building. He thought that this day would be a usual one, with no threads or unpleasant incidents. Little did he know that latter that day, late afternoon, after the sun sat, he’d encounter the danger of his life.

Hours passed and tourists were scattering around leaving the tower behind. Bill had two more hours of this shift and se couldn’t take his mind of the comfortable bed awaiting for him in his small and cozy apartment. Because of his lack of focus, he didn’t notice the intruder that snuck into the tower. It was strictly forbidden to go into the tower as it was an old structure, pieces of it ready to fall at all times. He realized that something wasn’t all right when he heard one of his comrades screaming in agonizing pain. He immediately ran towards the scream not knowing what expect.

When he arrived at the scene, he saw his comrade on the ground, holding his wounded leg. He asked what happened trying to keep his composure and at the same time trying to calm down his colleague. The other guard, tears streaming down his face, said that a mad man attacked him from behind with a rang hitting his leg with such force he ended up on the ground wailing like a baby. The wounded man also said that the attacker ran up the other side of The Tower of London. Bill’s face drained out of color. On the other side of the tower were the Beefeater’s apartments. Bill ignored the pounding in his head and ran towards the homes of the guards alerting other Yeomen that it was an intruder in the tower.

The group arrived at the apartments but it was oddly quiet. No trace of the man. But out of sudden the man lunged at Bill from a bear by bush, still holding the rang and swinging it

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at him. He was faster than the mad man and jumped on him, immobilizing him. One of the other guards that came with Bill called the cops that arrived on the spot very quickly. The man was arrested and the cops thanked Bill and the Yeomen for catching the intruder because he actually was a long escaped felon, on the run for weeks.

After everything that happened Bill was exhausted, dragging his tired legs back to his home. He never expected such a crazy day like this one and for sure he will remember it as the day he became a hero, the day he saved his own life.

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The phone box

Elev: Zaharia Daria Gabriela,
Prof. Militaru Nicoleta Marilena,
Liceul de Arte „Ionel Perlea” Ialomița

Spring is one of the most beautiful seasons to visit the United Kingdom, the main reason being the views in both city and country side.I was lucky enough to experience London in this amazing time of the year while I was staying at my cousin's apartment.

Kate is that type of hopeless romantic who always tries to be cupid with everyone around her and she tried doing the same with me.She would take me to clubs where a bunch of guys would flirt with you all night and the next day not a single text from them, once she even took me on a blind date telling me that we are meeting some old friends of hers. It turned out that her old friend was a walking red flag who talked to me for 3 hours straight about his ex-girlfriend Megan and I started missing her at that point. On our way home I remembered telling my little sister that I would call her from one of the famous red phone boxes and I was lucky enough for Kate to have one next to her apartament.While I was waiting for someone to pick up I heard a knock on the doors glass and when I turned around to see who it was I was stunned. The most handsome boy that I have ever seen was staying right in front of me.He was taller than me,had the most beautiful green eyes which I could not stop staring at and light brown hair slightly messed up. He looked at me like I was some lost girl in the forest then he asked me if I was done using the phone. I got out and he smiled at me with the most heart melting smile asking what my name was. His was Andrew. We spoke for a while when Kate called asking ironically if I got lost on my way back. He asked me if I wanted to meet him tomorrow at the same place and time, and I obviously said yes. The next day Kate took me to the mall and to her favorite restaurant and I remembered while we were eating that I had to be at the phone box 30 minutes ago and rushed out telling Kate I would tell her all about it when I got home.

When I got to the phone box I saw a pink rose with a ribbon that had my name on it, and now as I am writing my wedding speech I am looking at the exact same rose and ribbon but put behind a glass that keeps it beautiful through the years. Till this very moment I am grateful that I stepped into that phone box waiting for Lexi to pick up, because if I didn't, I wouldn't have met you.

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The Right Choice

Elev: Onea Răzvan,
Prof. Militaru Nicoleta Marilena,
Liceul de Arte „Ionel Perlea” Ialomița

Every day we choose a way,
In what we do and what we say.
A little choice may seem so small,
But sometimes it can change it all.

A wise choice is not always fun,
Like homework waiting to be done,
Or telling truth when you feel fear,
Or helping someone standing near.

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Words of Wisdom

Elev: Trifan Denisa,
Prof. Olaru Lăcrămioara-Petronela,
Școala Gimnazială „Prof. Gheorghe Dumitreasa” Girov, Neamț

Women here, in England, say
Old truths should not fade away.
Righteous men stand tall and proud,
Deeds, not words, should speak aloud.
Small but mighty are their kids in the crowd.

Only heroes can explain,
From depths of loss, they rise again.

What lies ahead is yet not clear,
In changing times, new paths appear,
Soon hopeful changes will draw near.
Daring hearts will change what’s plain,
Over the years, through wind and rain,
Marking a future yer unclaimed.

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My favourite book

Elev: Tudor Lucas,
Prof. Peptea Ileana,
Școala Gimnazială Mănești, Dâmbovița

My favourite book is Harry Potter. I like reading English books and first was this one.

This is a story about the adventures of a little boy who finds out he is a wizard and starts learning magic the special school Hogwarts. Together with his friends Ron and Harmione, he goes through many adventures, including Quidditch matches and a fight with a dangerous enemy who wants to steal a stone. The book is full of mysterious adventures and for sure everyone would want a magic wand like his.

Some things I like about this book are that the story is explained thread by thread and how Harry manages to face all the challenges. But one thing I didn't like is that we don't even have a photo of Harry to see how he looks like. I recommend the book because is very good for developing imagination and after you finish it you have some passages from book number 2 and you can imagine what it will be like.

The book Harry Potter is important for English culture because it represents a method that makes English culture and language known.

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Let's visit Big Ben!

Elev: Oprea Ștefania,
Prof. Peptea Ileana,
Școala Gimnazială Mănești, Dâmbovița

This is the Big Ben, the most popular clock tower in the world. If you want to walk through London you will see British buses and also the flag of the UK. The Big Ben is the best tourist attraction in England. There are some old buildings near the clock Tower. I like watching photos with Big Ben very much because it makes me happy and I like this old monument. I will be much happier if I see this not only in pictures. England has many old values and Big Ben is one of them, for me the UK is one of the best countries in the world because it knew how to promote its values. You can take the bus for a couch fare if you want to see the entire city and find information about it. These buses are famous all over the world. I am glad to see that the weather is sunny and nice because in England it rains a lot and the weather is very changeable.

The symbol of the UK is Big Ben, I think that everybody has heard about it. I wish I took some photos there to show them to my little brother. I like English language and I want to speak in English to other people from the UK.

The most important values of England are: the flag, the buses and the Big Ben so that if I arrive there I want to buy a key ring with Big Ben and a cup for coffee with the English flag to see them every moment.

I advise everybody to visit England only once because it has amazing attractions. I will tell my teacher to organize a trip to see England, I hope she will agree with me. I can't wait to be in front of the Big Ben to say "Hello" to everybody!

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British Symbols

Prof. Peptea Ileana,
Școala Gimnazială Mănești, Dâmbovița

Britain is known as an island made of three countries, an expression that captures the diversity of the island empire. In the north - the wild Scotland, in the center - bustling hills, in the south - rural regions spoiled by the Gulf current, between them - villages unchanged for centuries, old headquarters of the nobility with immeasurable riches and cities with splendid cathedrals. Britain has preserved its culture and its ancient traditions as almost no other country in Europe has done.

The symbols of the monarchy are many, the most important being these: the coat of arms, the flag, the imperial crown, the banknotes and coins, the national anthem.

The coat of arms consists of a superposed shield by a knight's helmet and supported by two animals: a lion and a unicorn. The right support is a similar crowned lion, symbol of England, and the left support is a unicorn, symbol of Scotland. Since the unicorn is considered a dangerous animal, it is tied in chains. The coat of arms contains the motto of the English monarchs: "God and My Right" and the motto of the Order of the Garter: "Let him who thinks evil be shamed" on a garter behind the shield

The flag of Great Britain has the appearance of a blue canvas of rectangular shape. The entire panel is crossed by two diagonal stripes in red with a white outline. Above these lines is an even wider red cross with the same white outline.

The Imperial State Crown is one of the Crown Jewels of the United Kingdom and symbolizes the sovereignty of the monarch. It has existed in various forms since the fifteenth century. The current version was created in 1937 and is worn by the monarch after a coronation and used at the State Opening of Parliament

Money and banknotes change when a king ascends the throne, the face of each ruler is put on coins and banknotes

The anthem is quite important for the British people, it has been used since 1745, each time changing only the lyrics depending who is in government, the queen or the king.

All these symbols, but also many others are important for British citizens, being representative for their country and being proud of them.

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My Queen

Elev: Ivănoiu Daria,
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Queen Elizabeth II was the most famous queen of Great Britain. She was queen for 70 years, the longest time in British History. She was born in 1926 and became queen in 1952 when she was only 25 years old.

During her life she saw many changes in the world. She helped in the army as a mechanic in World War II. She met many world leaders and travelled a lot. She loved traditions and her Corgi dogs. She died in 2022 at the age of 96. Now her son, Charles III, is the king.

Queen Elizabeth II promoted tourism in Britain. She helped make famous places popular. Some important tourist attractions are Buckingham Palace, where she lived, Windsor Castle, her favourite home, and Westminster Abbey, where she was crowned. Many people from all over the world visit these places. The monarchy attracts tourists and promotes national unity.

People will always remember her as a very kind and hard-working queen. I consider her my favourite queen because of her elegancy and her speeches in public. She helped many people and for this is she is a model.

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The Power of Wise Words in Rudyard Kipling's "If"

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Rudyard Kipling's poem "If," written back in 1895, is still one of the most loved and important poems in English. Many people call it a "guidebook for life," and it fits right in with the idea of "Words of Wisdom." Through advice that feels like a father talking to his son, Kipling explores what it takes to become a grown-up who is wise and respected.

The poem is built around a series of "If" statements. Each section describes tough situations you might face and offers smart ways to handle them. Right from the start, Kipling points out how important it is to keep your feelings in check and stay strong inside:

"If you can keep your head when all about you
Are losing theirs and blaming it on you…"

This opening line really gets to the heart of wisdom: being able to stay calm and think clearly even when everyone else is panicking or unfairly blaming you. In today's world, where social media can quickly stir up anger and fake news, this advice feels incredibly relevant and necessary for young people.

Kipling goes on to emphasize how valuable it is to believe in yourself and be tough. He tells you to trust your own judgment, even when others have doubts, but also to be open to questioning your own ideas. One of the most famous and impactful parts says:

"If you can meet with Triumph and Disaster
And treat those two impostors just the same…"

By calling both success and failure "impostors," Kipling teaches us a deep lesson: neither extreme should define who we are. Real wisdom means staying balanced and keeping your determination, no matter what happens. This idea actually echoes old philosophies like Stoicism and even Christian teachings about staying humble when things go well and keeping hope alive when they don't.

The poem also touches on the importance of dreaming big without getting lost in your dreams, and thinking deeply without becoming a slave to your thoughts. Kipling warns against getting carried away by success or being crushed by defeat. He encourages honesty, hard work, and the guts to rebuild what has been broken:

"If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss…"

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This really shows a strong character and an amazing level of mental resilience. It teaches that true wisdom involves being willing to take chances and having the strength to pick yourself up and start over without complaining.

Another main idea in "If" is finding the right balance between being yourself and getting along with others. Kipling encourages you to rub shoulders with important people without losing your connection to everyday folks, and to stay honest even when everyone around you is being dishonest. He promotes understanding, kindness, and doing the right thing in every situation.

The poem ends with a powerful and moving conclusion:

"If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!"

Here, Kipling says that true maturity isn't about your age, money, or social status. Instead, it's about using every single moment of your life with purpose. Becoming "a Man" – meaning a responsible, wise, and good adult – is presented as the ultimate reward for living by these principles.

From a writing point of view, "If" is clear, direct, and has a great rhythm. The constant repeat of "If" creates a sort of hypnotic and encouraging effect. Even though the poem was written over 130 years ago during the Victorian era, its message still speaks to people across different times and cultures. It has inspired millions worldwide, from politicians and athletes to students and just regular people going through tough times.

For our "Words of Wisdom" project, Kipling's poem is a fantastic example of how books and literature can pass down valuable life lessons. The poem doesn't offer easy fixes or empty promises. Instead, it shows wisdom as a challenging but rewarding path that requires constant effort, self-control, and moral courage.

Personally, reading and thinking about this poem made me really look at my own life. In a world full of pressure, competition, and fast changes, it's easy to lose your way. "If" acts like a compass, reminding us of the values that truly matter: patience, honesty, resilience, humility, and persistence. These wise words aren't just beautiful lines of poetry; they're practical tools for building a meaningful life.

To sum it all up, Rudyard Kipling's "If" is much more than just a poem. It's a deep collection of wise words that continues to guide and inspire new generations. Its message is still crucial in the 21st century, especially for young people trying to navigate a complicated and often confusing world. By promoting balance, strength of character, and doing the right thing, Kipling shows us that real success isn't measured by what we get, but by the kind of person we become. This masterpiece truly proves that great literature can offer some of the most valuable guidance in life.

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Beowulf: A Window into Anglo-Saxon Literary History

Elev: Munteanu Miruna,
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The Anglo-Saxon culture includes an important branch of historical literature that had a huge impact on the history we know today. Anglo-Saxon literature (roughly 450 to 1066 CE) did far more than just reflect its time; it also shaped European history, created a global language, and provided the architectural blueprint by which the Middle Ages are reconstructed today.

The relationship between literature and political power was changed completely when the Anglo-Saxons chose to write complex poetry and historical chronicles in their own language (Old English). Before that era, history in Western Europe was recorded exclusively in Latin.

One of the most influential pieces of literature written by the Anglo-Saxons is Beowulf. This epic poem doesn't have a definitive composition date, making this topic one of the greatest debates in English literature. The story itself is believed to have been composed somewhere between the 8th and early 11th centuries (roughly 700 to 1000 CE), and it started as an oral tradition, sung or recited aloud by poets around campfires and in mead-halls for generations before anyone wrote it down. The manuscript—the single surviving physical copy of Beowulf we have today—was handwritten by two anonymous Christian monks around the year 1000 CE.

The author of the poem is completely anonymous; today, this writer is simply called "the Beowulf poet." However, the text tells us a lot about who this person likely was: they were almost certainly a Christian monk or scholar living in an English kingdom (like Northumbria or Mercia). We know this because while the story is about ancient, pagan Scandinavian warriors, the poet constantly inserts Christian concepts, referencing the biblical God, the story of Cain and Abel, and Christian morals.

The poem contains 3,182 lines and is set not in England, but in 6th-century Scandinavia (modern-day Denmark and Sweden). The narrative structure follows the life of Beowulf, a hero of a Germanic tribe called the Geats (from southern Sweden), and is divided into three epic monster battles.

Act I: The Battle with Grendel

King Hrothgar of Denmark has built a magnificent mead-hall called Heorot, a place of joy, drinking, and community. However, the noise angers Grendel, a horrific, man-eating monster who lives in the nearby swamps. For 12 years, Grendel attacks the hall every night, slaughtering Hrothgar's men.

Hearing of this, the young warrior Beowulf sails to Denmark with his men to help. To prove his strength, Beowulf fights Grendel with his bare hands (since weapons cannot pierce the monster's magical skin). Beowulf rips Grendel's arm completely out of its socket. Mortally wounded, Grendel flees back to his swamp to die.

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Act II: Grendel's Mother

The Danes celebrate, but the peace is short-lived. Seeking revenge for her son's death, Grendel's mother—an even more vicious swamp-hag—attacks Heorot and kills one of Hrothgar's closest advisors.

Beowulf tracks her down to an eerie, boiling underwater cave. They engage in a brutal wrestling match. When his human sword breaks against her skin, Beowulf spots a magical, giant-forged sword inside her cave. He uses it to decapitate her, finally freeing the Danes from the curse. Beowulf returns home to Sweden a massive celebrity.

Act III: The Dragon and the Death of Beowulf

The story jumps 50 years into the future. Beowulf is now an old man who has ruled his homeland of Geatland peacefully as king for five decades.

However, a thief stumbles upon a hidden burial mound and steals a gold cup from a sleeping, fire-breathing dragon. Enraged, the dragon wakes up and begins burning down Geatland, destroying Beowulf's own royal hall.

Knowing it will likely be his final battle, the elderly King Beowulf goes to fight the beast. All of his cowardly warriors run away in terror, except for one loyal young kinsman named Wiglaf. Together, Beowulf and Wiglaf kill the dragon, but Beowulf is fatally bitten in the neck by the dragon's venomous teeth.

The poem ends with Beowulf's funeral. His body is burned on a massive pyre, and his ashes are buried in a giant mound overlooking the sea, leaving his people mourning their lost protector.

This poem isn't just a fantasy story; it also explores deep human concepts such as fate, the good king vs. the good warrior, and the inevitability of collapse.

While Beowulf is widely celebrated today as a literary masterpiece, its actual impact on history is quite unusual. For centuries after it was written, it had zero impact because it was completely lost and forgotten. Its true historical influence began in the 19th and 20th centuries. Once rediscovered, Beowulf radically changed how historians view the Dark Ages, altered the trajectory of academic scholarship, and literally birthed the modern fantasy genre.

In 1936, a young Oxford professor named J.R.R. Tolkien delivered a landmark lecture titled "Beowulf: The Monsters and the Critics." Tolkien argued that historians were so busy looking at the poem's historical data that they missed its poetic genius.

Because Beowulf made such a profound impact on Tolkien, it became the literal blueprint for modern myth-making. When Tolkien wrote The Hobbit and The Lord of the Rings, he lifted elements straight out of Beowulf. Without the historic survival of this one poem, the multi-billion-dollar modern fantasy genre (from The Lord of the Rings to Game of Thrones) simply would not exist in the way we know it today.

This literary masterpiece is proof of Anglo-Saxon literature's impact not only on history, but also on the literary genres we know today. It birthed the modern fantasy genre and helped improve a language that is spoken globally nowadays. Its existence is an important part of the history of Anglo-Saxon culture, and it helps us understand how some of our oral traditions sounded back then.

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A magical world

Elev: Nica Joshua,
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The clock echos in the classroom. I'm bored with the Math class. I don't even listen to teacher:

If A is 15 and B is 30…bla…bla…bla…

The bell rings. I usually go home, but today I have to stay in the school library to study for the Math test. Great! I don't like Math, but I don't want to fail the test so…

The school library isn't very big. I like to read in my free time, but not math books. I search the math section and take a book from the shelf. I hear a weird sound at the fantasy section, so I go to see what or who is doing that sound. And there, I see a door. A secret door hidden in the wall.

I'm not very brave, but curiosity make me enter the door. The wall closes after me, but I'm not afraid. The math test is even scarier than this.

When I enter the door, I realize that I am in a weird house. There are a lot of people inside. I ask one of them:

"What is your name? I'm Jacob, nice to meet you! Are you new here?"

"Yes, I am. Where am I?"

"This is the Magic Mansion. It's our home", said Jacob.

"Are you magical"?

"Yes, all of us are magical! Even if you're from the other side, like you. "

"I'm not magical…"

"You are!" If your brain can transform simple words into stories, you are magical. All of us were created by imagination, the force that is in all of us!

"You are created by human imagination?"

"Yes, we are. And you can help us by using this kind of magic."

I was happy because of this. But I had to go home, so I promised Jacob that I will come back another day.

At the Math test I got 9 points from ten and I didn't even study. I am so happy for everything that happened, and I start to use my imagination more.

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Behind the wall

Elev: Mocan Mara,
Prof. Radu Adina,
Liceul Greco-Catolic „Iuliu Maniu" Oradea, Bihor

After the Romanian class, I went to the library. I wanted to read the third volume of "Demon Slayer". When I picked the book up a wall opened. There was a forest, a bamboo forest. While I was entering the forest I saw some people training. They were fighting each other but they were just training.

I wanted to ask someone where I was, and so I did.

"Hi, my name is Claire, I have just wanted to ask you, guys, where am I?

"Who are you?"

"I've just told you; I'm Claire! I don't know where I am!

"Let me guess, you're from a school, right?"

"Yes, I've just wanted to pick up a book, at the library, when a wall opened."

"I see, a lot of people make mistakes like this."

"If you are so smart, tell me, please, how am I supposed to know that it was a mistake?"

"Well …I don't know … Yes you're right, I guess you weren't supposed to know that it was a mistake."

"So, where am I?"

"Oh, you're in Japan, year 1750."

"What?! But how?"

"Well, you wanted to read Demon Slayer right? "

"Yes…"

"So you're in Demon Slayer but for real…"

"And what am I supposed to do now?"

"You can't do anything; you're stuck here for a week…

"Why?"

"Because all the kids who enter this world have to wait for a week or they have to stay here forever!"

I started to crying then…

"But I don't want to wait for a week, my family is going to Poland and I want to go too…"

"Stay calm , one week here is one day in your world."

"Well… Aah.. That's great then…"

"Shhh…Not so loud, you are in Demon Slayer, a lot of demons can hear you!"

"Sorry…Where are we going now?"

"I think I'm supposed to take you to Ubuyashiki Mansion."

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"Wow that's so cool…"

"For you maybe…"

"So who are you, anyway?"

"I'm a fighting trainer…"

So as the week passed, I made some new friends, learned to fight with a katana and trained really hard… In the last day I started crying because I didn't want to leave my friends there.

"Relax, you can visit them anytime you want!" the trainer said.

"Really?"

"Really!"

"Nice… I guess I'll be leaving soon. Goodbye."

"Oh… See you later!"

So that's how the best experience of my life ended.

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A New Day

Elev: Marghita Bianca Elena Nicoleta,
Prof. Vlăsceanu Raluca Elena,
Școala Gimnazială Guișoieni, Vâlcea

In the morning, I wake up,
Brush my teeth, my face, my hands
Eat some sausages, some eggs,
Kiss my family, my pets.

In the aftrernoon, I come
Back from school, ready for lunch
Do some homework, watch cartoons,
`Thomas and Friends`is the best
Never say no to your friends.

In the evening, all at home,
Mum and dad, brother and I,
Dinner`s ready, one, two, three,
`Fish and Chips`, my favourite dish.

Night is comming, without asking,
I still have a lot to say,
Mum`s preparing my pyjamas
Sorry, friends! It`s time to sleep!

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Between Tradition and Modernity

Elev: Trașcă Maria Ioana,
Prof. Vlăsceanu Raluca Elena,
Școala Gimnazială Pesceana, Vâlcea

Cities around the world have always fascinated me, especially those combining both historical and modern architectural buildings, traditions, ideas.

From my point of veiw, history is very important, as it is a link between our past and present. It is about our origins, about who we were and who we tend to be whereas, modern times, is about who we had became and who we might become.

From the historical point of veiw, I know about London that it had survived medieval plagues, the 1666 Great Fire, but also that it had evolved from a trading port into a global metropolis vitited today by turists from everywhere. As a consequence, it can be classified as a strong and positive example to follow.

Moreover, I truly belive that it`s essential to know about the world we live in and of which we dream to became part of it, to read about different countries, cities, towns, villages and discover their historical and cultural background, but also to aknowledge the big changes they have been suffering along the centuries and how they have evolved until today. A big realisation that helps into this, is the internet along with the different gadgets people can use to ease their research, travellings and visits. It is this very way that I`ve managed to find out and learn about different places, one of the most fascinating being London, of which I`d like to write about. Nevertheless, it is fatal to aknowledge and be aware about how to use technology, about how to protect our identity, our personal data, always verify the received informantion, never share key passwords.

However, going forwards is highly essential for our development, allowing humas to open real future possibilities thus, enable changes for cultural diversities. Nowadays, students along with teachers, can easily apply for educational partnerships, designed for individual and cultural skills development thigs that couldn`t have happened so easily in the past.

Comming back, London, the capital city of U.K., might be considered the city of opportunities, both historical and modern but also educational. I dream of going and study there, not just visiting it. Being and living in the 21st century, I`d say it`s a privillage for me, as the ways of travelling abroad and of applying for universities and jobs got easier than years before. This represents an advantage, for people to build a modern view over the future, where forgotten goals can be achieved with hard work, desire and faith. However, I must add that life there is rather expenssive and that not everyone affords it. Due to this, I`m preparing myself, in order to be able to apply for a scholarship that will allow me to accomplish not only my goals, but also to meet new friends, new history, traditions, culture and visit important sightseeings.

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Studying there, will also give me the opportunity to see The Tower Brige, The London Eye, The British Museum, but also Piccadilly Circus, Big Ben and Parliament, Westminster Abbey and Cathedral, Buckingham Palace and the Changing of the Guard. There is so much history everywhere to see and take in that I`m sure my knowledges and memories will profoundly increase.

Altogether, I must say that life is precious and wonderful and that it could become even more colourful and meaningful when you understand your origins, your history, culture and tradition beautifully blended with modern development.

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Queen Elizabeth II – Famous British Historical Figure

Elev: Dodoi Alin-Gabriel,
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Queen Elizabeth II was one of the most important figures in British history and the longest-reigning monarch in the world. She ruled for more than 70 years and became a symbol of stability, tradition, and responsibility.

As general information of real importance and relevance we can mention the following:

- Full name: Elizabeth Alexandra Mary Windsor
- Born: 21 April 1926, London
- Became queen: 6 February 1952 (at age 25)
- Died: 8 September 2022
- Husband: Prince Philip
- Children: Charles, Anne, Andrew, Edward

Her reign lasted for 70 years (1952–2022) during which there were 15 prime ministers (from Winston Churchill to Liz Truss). Also, the British Empire changed into the Commonwealth and society and technology changed dramatically. She did not run the government, but she ruled for: representation, unity, tradition and stability. According to her personality and public image, The Queen was known for her calm behavior, discipline, political neutrality, strong sense of duty.

Why Is She Important? We could positively mention that Queen Elizabeth II was important because she united the British people, because she maintained royal traditions, she represented the country worldwide and because she was an inspiration for many, many generations at the time and after. For many people, she represented stability in a changing world.

Along the historical background, I would also like to add her big love for pets. Queen Elizabeth II loved corgis so much that she created her own royal dog dynasty. It all started in 1944 when she received a corgi named Susan for her 18th birthday. The Queen adored Susan and even secretly took her on the royal honeymoon by hiding her in the carriage. From Susan, she bred generations of puppies, and almost every corgi she owned for the next 70 years was a direct descendant of that one dog. The dogs lived a luxurious royal life — they slept in a special "corgi room," ate meals prepared by palace chefs (often fresh meat and vegetables), and each had their own personality and place in the royal routine. The Queen personally fed them whenever she was at home and used a special whistle to call them. She even invented a new breed called the "dorgi" after one of her corgis mated with Princess Margaret's dachshund. Her

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love for them was so famous that the corgis appeared in movies, cartoons, and even the 2012 Olympic opening video with James Bond.

She was a positive figure, a very refined and humorous person, with a deep sense of religious and civic duty. She helped people in need, being patron of more than 600 organizations and charities, a real model all around the world, adding volunteering and charity activities in the main core of the humanity.

There are many ways to honor the life of Queen Elizabeth II and learn more about her fascinating legacy and British royalty in general. Touring some of the places that were most significant to the queen is a meaningful, memorable, and unique way to do so. One could spend pleasent moments and create quite unique memories by visiting important buildings with historical meaning and importance but also that have shaped Queen Elizabeth II life, such as Windsor Castle, Westminster Abbey, Buckingham Palace, Clarence House, Palace of Holyroodhouse, Balmoral Castle. By adding any of them into your agenda, your historical knowledge will enlarge, your touristic experience will increase and your personality will positively develop, along with your ability to share the experience with all your friends and family.

To sum up, one could strongly state that Queen Elizabeth II was not only a queen but also a symbol of modern history. Through her dedication and responsibility, she became one of the most respected personalities of the 20th and 21st centuries. Her legacy will always remain an important part of British culture.

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The Warmth of Shrove Tuesday

Elev: Budașcu Vlad,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul” București

On Shrove Tuesday, when morning comes,
The kitchen wakes with cheerful drums.
A smell of pancakes fills the air
And people gather everywhere.

The batter’s ready, smooth and light,
The pan is hot, the fire just right.
With every toss, so quick and free,
A pancake flips so easily.

With sugar, lemon, all set down,
They share the treats from town to town.
Before the days of Lent begin,
They celebrate with joy within.

A simple feast, a holy day,
Before old customs fade away.
And in this moment, warm and true,
The spirit of the day shines through.

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Florence Nightingale: A Voice of Care

Elev: Ilie Paula,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

In hospital halls where silence stayed,
She moved with calm and soft lamp aid.
Through wounded men and endless pain,
She came each night and came again.

In Crimean winds, so cold and grey,
She never turned her eyes away.
With steady steps through fear and loss,
She carried hope where lives were crossed.

She wrote of care, of what must change,
To make the system better arranged.
Not just a nurse, but voice and guide,
For dignity she stood beside.

And still her name through time is known,
A light that made compassion grow.
A simple lamp, yet strong and bright,
That pushed away the deepest night.

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Shadows Along the Thames

Elev: Lopotaru Răzvan,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

The Thames keeps flowing through the night,
Reflecting all the city lights.
It's seen so many years go by,
With cloudy days and rainy skies.

Old bridges cross from side to side,
While boats move slowly with the tide.
The people change, the years move fast,
But London still remembers its past.

Sometimes the river feels so still,
As if time has stopped beside the hill.
And if you listen quietly there,
You might imagine history in the air.

The morning comes, the streets awake,
The city starts to move and shake.
But hidden in the rushing crowd,
The voices of the past speak loud.

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The Afternoon Tea Ritual

Elev: Maftei Edward,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

At five o'clock the afternoon is slow,
And softer light begins to glow.
People pause for a while and take their place,
Time feels like it slows its pace.

In simple cups with gentle steam,
The tea feels warm, like part of a dream.
With milk or lemon, mild and sweet,
A calm small break before they meet.

A plate of biscuits, light and plain,
A small comfort after work and strain.
They talk a bit, the day goes by,
And worries seem to fade and die.

It isn't formal but it feels right,
A quiet pause in fading light.
A simple moment calm and true,
That gently slows the day for you.

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A Glimpse of Britain

Elev: Roșală Sophia,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

Under soft grey skies and gentle rain,
Old streets remember times again.
From castle walls to busy town,
The past still quietly moves around.

Green hills stretch out far and wide,
With winding rivers by their side.
And if you stop and look once more,
History whispers through the shore.

Britain is more than what you see,
It's lived in truth and memory.
A land of change, of old and new,
With stories waiting to break through.

In every village, every street,
Old and modern gently meet.
And in the air that people breathe,
The past and present interweave.

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The Secret Workers of Big Ben

Elev: Sotirescu Iunia,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

Inside the clock, where nobody sees,
Five quiet workers are turning the keys.
They wake up early, before the break of day,
To keep the great clock in its steady way.

They turn the iron wheels with steady care,
Through morning light and the cold evening air.
With careful steps and hardworking hands,
They make sure that time follows careful demands.

They feel a real pride in the work they do,
Keeping each hour so steady and true.
Though hidden deeply away in the stone,
They work as a team in a world of their own.

For many long years, through tempest and sun,
The bell of Big Ben strikes when each hour is done.
And every hour, so loud and so clear,
Its famous chime brings Londoners near.

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Dick Whittington - The Boy Who Followed London's Call

Elev: Teișanu Andrei,
Prof. Silter Andreea,
Liceul Tehnologic „Sf. Antim Ivireanul" Bucuresti

In London streets of rain and stone,
A boy once walked with hope alone.
No silver coin, no place to stay,
Just dreams that would not fade away.

They say the city seemed to call,
Like distant bells along the wall.
"Go back," the voices warned him then,
But still he chose to stay again.

Through muddy roads and crowded lanes,
Through hunger, cold and heavy rains,
He learned the city step by step,
With worn-out shoes and quiet breath.

From lowest ground to higher place,
He found his chance, he found his pace.
And London kept his story true,
Of what a single dream can do.

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King Arthur ’s Knight
-British lore rediviva-

Elev: Calenciuc Valentin,
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Școala Gimnazială Milișăuți, Suceava

On a rainy day, two princesses and their personal knight walked through the forest as rain drizzled gently around them. A soft breeze moved through the trees as he held an umbrella above them. The rain did not touch the princesses’ dresses. His armour seemed to be made to guard him from more than swords and steel. It seemed to protect him from the elements as well. Their walk was calm and serene; the grass was glistening with water droplets.

A small squirrel jumped on the knight’s helmet, which startled the princesses as they heard the metal clank loudly. The princesses giggled as they saw that the squirrel was trying to enter his helm. The knight tried to remove the squirrel, but Princess Alice gently lifted it from his helm. The knight and the princesses resumed their walk, with Alice still holding the squirrel in her hands. After some time, the squirrel jumped out of her hands and ran off as they approached the castle’s gates, where two guards were standing on each side of it.

As the princesses approached the gates, the knight followed closely behind. The guards opened the massive metal doors, their golden highlights gleaming—quite sophisticated, even for the royal family.

The princesses continued toward the castle entrance. The doors swung open, welcoming them inside. They walked through lavish corridors where maids and butlers bowed respectfully as they passed.

The knight followed them all the way to their chambers. Once they arrived, he bowed and took his leave, heading toward the barracks.

As he entered, another knight greeted him.

“Hey, Vernon.”

“Hi, John,” he replied.

Vernon continued walking until he reached his quarters. There, he removed his armour piece by piece, placing each carefully onto a mannequin.

When he was finished, he sat on the windowsill, watching raindrops fall from the sky. The flickering candlelight reflected in his eyes.

His brief moment of peace didn’t last long. A sudden commotion echoed from inside the castle—the shared wall between the barracks and the palace is doing little to muffle the noise.

Vernon gets up and quietly slips through the barracks, making his way into the castle. He reaches the throne room but doesn’t enter just yet. Instead, he presses his ear against the door, listening to the commotion inside.

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"Why do we have to share him?" a female voice demands.

"Because he is the only knight fit for the job," an older male voice replies.

"But we rarely even see his face!" another voice argues—it sounds like Princess Alice.

"We've discussed this a dozen times," the man says firmly. "A pretty face won't save you from a knife to the body."

Vernon strains to listen more closely, quickly realizing the voice belongs to the king.

The argument drags on for a while longer before the princesses finally give up on trying to change his mind. Soon after, footsteps echo through the corridors, accompanied by a faint glow of light.

Vernon quickly moves out of sight, careful not to be seen.

A knight passes by—it's John, making his usual patrol. Vernon tries to slip away unnoticed, but unfortunately for him, John spots him almost immediately.

"Vernon? What are you doing here? Is it midnight patrol already?" John asks, genuinely confused.

"No… I just came to check up on a friend," Vernon replies—an excuse so brilliantly crafted it could fool absolutely no one.

"Oh really? That's sweet of you," John says.

"Well, I'll leave you to it," Vernon replies before walking off.

Vernon makes his way through the halls and exits the castle, heading back to the barracks and into his room. Without wasting time, he lies down and falls asleep.

A few hours later, he's shaken awake.

"Hey, mate, time for the midnight patrol," John says.

"Give me five minutes…" Vernon mutters, stretching and rubbing his eyes.

True to his word, five minutes later he steps out of his room, fully armoured. He takes the lantern from John and begins his patrol through the castle.

The night is quiet—almost too quiet—but Vernon has never trusted the shadows. Light is his only protection against the darkness creeping along the walls.

Moonlight seeps through the windows, casting a dim glow across the halls.

He wanders the castle halls with no direction, no real destination in mind.

As he passes by the princesses' chambers, he notices a dim light slipping from beneath the door—and hears voices.

They should be asleep. It is midnight, after all. Beauty sleep and all that.

Vernon pauses. Then, naturally, he leans against the door. Just to listen.

—What? It's called being thorough.

"Are you sure this is a good idea?"

A step.

"Yes! Do you really want to be protected by a knight who never takes off his helmet? Like—ever?!"

Two hurried steps.

"But magic is illegal, Alice!"

Silence.

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"Yeah, yeah, whatever. We're royalty—the law obeys us, Sophie."

A mattress squeaks.

"I don't know if it works like that. What if the spell is wrong? What if it backfires? What if we die?!"

"Sophie! … Calm down. The book says it only requires an item touched by the person we want to convince—just once. We wait until Father touches something small, pick it up with a handkerchief, then toss it into the cauldron."

"Fine! But if it fails or backfires, it's on you."

"Deal."

The light beneath the door fades, and Vernon resumes his patrol. Later that night, another knight approaches to relieve him for the three o'clock watch.

Vernon returns to the barracks and steps into his room. He removes his armour piece by piece, sets it aside, and lies down. Soon enough, he's asleep.

The dawn's light entered through the window, hitting Vernon's face - he would have liked to say, "Five more minutes," but duty was calling.

He got up, put on his armour, and stepped outside the barracks, breathing in the cold morning air.

Suddenly, something slammed into him from behind, knocking him to the ground - or rather… someone.

"UF, sorry!" a voice exclaimed.

As Vernon looked up, he saw John quickly getting off him.

"I told them to get rid of the lower doorframe. Are you okay, mate?" John asked, helping Vernon back to his feet.

"Yeah, just be more careful next time… and honestly, I do think they should remove it. I almost tripped over it once myself," Vernon replied as he adjusted his armour.

John headed toward the village beyond the castle gates, while Vernon made his way to the princess's quarters.

Once he arrived, he knocked on the door.

"Your Highness, it's time to wake up," he called.

No response.

He knocked once more before speaking.

"I'm coming inside."

Vernon pushed the handle down and stepped into the room. The princesses were still asleep — well, what did you expect?

Quietly, he stepped back outside, turning to stand guard beside the entrance.

A few hours passed before Alice finally emerged from the room, still dressed in her nightgown.

"Awake before the roster as always, hm, Vernon?" Alice said as she slowly closed the door behind her. The day carried on as usual. Sophie woke up a few minutes later, and together they headed toward the Great Hall.

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During breakfast, the king proudly spoke of raising the Weather Boys' salaries by five copper coins in recognition of their excellent work.

And that would bring their total pay to roughly five silver and twenty copper a week… What? I'm the narrator. I handle everything around here. —

The king set down his fork and rose from his seat. Alice, who had been sitting closest to him, quickly snatched the fork using a handkerchief before dragging Sophie back toward their chambers.

Vernon followed behind them — as he should — only for the door to shut and lock right in front of him. Then Vernon heard the princesses chanting from inside the room.

"Silver spoon for a scoop of trust.

One sentence for them to think it's true,

one spell to make it so.

The mind's will shall be shaped at once,

and the object shall suffice."

A strange green mist began flowing from beneath the door.

Then came the screaming.

The doors burst open, slamming straight into Vernon and knocking him to the floor. His helmet rolled across the hallway as the princesses rushed past him in panic.

Inside the room, the cauldron was spewing flames.

Vernon quickly pushed himself back onto his feet and sprinted toward the emergency bell, pulling it with all his strength.

The alarm echoed through the castle.

Guards flooded the halls almost immediately, but by then the fire had already begun spreading through the corridors. Buckets of water were thrown at the flames, yet the water evaporated before it could even touch them -Well. That certainly could have gone better.

Vernon quickly redirected the other knights, ordering them to evacuate everyone from the castle. Somehow, despite the chaos and the spreading Inferno Flames, everyone managed to escape safely.

The castle continued to burn as silk curtains, wooden furniture, and cotton tapestries vanished into the fire one by one.

-…Hey, at least the structure itself was still standing. The bricks neither cracked nor burned.

Thank goodness the builders of this kingdom had the foresight to think that far ahead.

"Told you," Sophie muttered.

"Oh, shut up…" Alice groaned.

The flames eventually died down, leaving behind only smoke, ash, and the ruined remains of the castle's interior.

Once the heat became bearable, several knights entered the wreckage to search for anything that might explain the fire. After some time, they returned to the king.

"My lord, we found nothing that could have directly caused the fire," the Knight General reported. "However, we suspect a member of the kitchen staff. The traces of magic

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appear to originate from a cauldron. We will find the culprit and send them to the dungeons for illegal magic use and arson."

"Good," the king replied coldly. "Whoever finds them shall receive five gold as a reward."

And so, as the sun went to sleep and the moon rose to take its place, the hunt began.

The crowd slowly began to disperse. Servants whispered among themselves while exhausted guards leaned against scorched walls. Smoke still drifted into the night sky.

Vernon stood silently near the castle gates, watching the blackened windows above.

Not far from him stood the princesses.

Sophie looked as though she were about to faint at any moment. Alice, meanwhile, stared at the ruined castle without saying a word.

That alone was concerning enough.

For once, she had nothing clever to say.

Vernon's gaze lingered on them for a moment longer before he finally looked away.

…No.

Some things were better left untouched.

And so, as the moon climbed higher above the kingdom, the ashes of the crown continued to smoulder long after the flames had died.

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Ancient History - a Lesson of Wisdom

Elev: Stoica Bianca Elena,
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In lands where echoes guard the past,
Old empires breathe through stones that last,
Through silent streets you used to know,
The seeds of ancient cultures grow.

From Prague’s old clocks to Vienna’s light,
Where history is not out of sight,
Each step we take, each word we say,
Still carries meaning until today.

Oh Big Ben, keeper of the hour,
You measure more than time and power,
Each chime a memory, soft and clear:
Of what once was lost still lingers here.

Between the East and Western flame,
This region learned to rise from pain,
Through deadly wars and missing peace,
Now you can feel greater release.

In every land, a story lives,
In every loss, the past still gives
A reason not to give up,
Reflecting that there's always a start.

So let us learn, not just recall,
The wisdom carved in every storm,
For in these lands, both old and new,
We find ourselves in what we knew.

History lives, not far away,
But in each choice we make today.

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Britain in Verse

Elev: Ghiga Sofia,
Prof. Smădu Georgeta Daniela,
Liceul Tehnologic „Petre Ionescu” Muscel, Argeș

Those red lines, bolded with white,
Shine with bravery so bright.
The proud blue which stands behind
Its depth beams so true and kind.

Fish and chips right by the sea,
Maybe a warm cup of tea?
Beans and toast to start the day,
This cusine never looks grey.

Robin Hood roams sherwood green,
Goldilocks slips in unseen,
And King Arthur rules with might,
All are tales from England's light.

Cricket balls fly through the air,
Golfers play with steady care,
Football chants fill up the stands,
Sport is pride across these lands.

He made the phrases we say,
All which we still use today,
Gave English its sound unique,
Shakespeare shaped the words we speak.

Centuries have passed,
This culture still shines...

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The rich tapestry of British cultural identity

Elev: Enaru Bianca Maria,
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The culture of the United Kingdom is a complex and fascinating blend of traditions, values and influences that have developed over centuries. Shaped by history, geography and social change, British culture reflects a unique combination of continuity and adaptation. From literature to art to social customs and everyday life, the cultural space of Britain offers a rich and diverse identity that continues to evolve in the modern world.

One of the most defining aspects of British culture is its deep historical roots. The United Kingdom is made up of four nations – England, Scotland, Wales and Northern Ireland -, each with its own distinct traditions, languages and identities. Despite these differences, they share a common history that includes events such as the rise and fall of the British Empire, the Industrial Revolution, or the development of parliamentary democracy. These historical experiences have left a strong imprint on British values, including a respect for tradition, institutions, and continuity.

Language and literature play a central role in shaping British's cultural identity. English, which originated in England, has become a global language, spreading British influence worldwide. British literature is particularly significant, with writers such as William Shakespeare, Jane Austen and Charles Dickens contributing to a literary heritage that is studied and admired all across the globe. Their works often explore themes of society, class, morality and human nature, offering insight into both historical and contemporary British life.

Another important element of the British culture is its system of social values and etiquette. British society is often associated with politeness, understatement, and a sense of humor that relies heavily on irony and sarcasm. Queuing, saying "please" and "thank you", and respecting personal space are considered very important aspects of everyday behavior. These social norms reflect a broader cultural emphasis on order, respect and self-control, which have been shaped by centuries of social development.

The monarchy also plays a significant symbolic role in British culture. Although its political power is limited, the royal family represents continuity, tradition and national identity. Events such as royal weddings, jubilees and ceremonies attract global attention and reinforce a sense of shared heritage among the British people. The monarchy is closely linked with historical landmarks, traditions and rituals that continue to hold cultural importance.

British culture is also strongly expressed through its traditions and celebrations. Holidays such as Christmas, Easter and Bonfire Night are widely celebrated, often with customs that date back hundreds of years. For example, Bonfire Night commemorates the failed Gunpowder Plot of 1605 and is marked by fireworks and bonfires across the country. These

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celebrations help maintain a connection to the past while bringing communities together in the present.

The arts and popular culture are also essential components of the cultural space of the United Kingdom, which has made significant contributions to music, film and visual arts. British bands such as The Beatles and Queen have had a lasting global impact, while cinema and television continue to produce internationally acclaimed content. Museums, galleries and theaters are an integral part of cultural life, particularly in cities like London, which is considered one of the cultural capitals of the world.

Sport is another area where British culture is highly influential. Many popular sports, including football, rugby, and cricket, originated in Britain and are now played worldwide. Football, in particular, is deeply embedded in British society, with clubs and competitions that inspire strong loyalty and passion among fans. Sporting events often serve as a source of pride and unity, bringing people together across social and regional boundaries.

In recent decades, British culture has become increasingly diverse due to globalization and immigration. This has led to a more multicultural society in which different traditions, religions and lifestyles coexist. Cities like London, Birmingham and Manchester are especially known for their cultural diversity, offering a wide range of cultural experience. The diversity has enriched British culture, making it more dynamic and inclusive, while also presenting challenges related to integration and integrity.

In conclusion, the culture of the British space is a rich and multifaceted phenomenon shaped by history, tradition, and change. It reflects a balance between preserving heritage and embracing modern influences. From literature and social customs, to food art and multiculturalism, British culture continues to evolve while maintaining a strong sense of identity. Its global influence and adaptability ensure that it remains relevant and significant to and ever-changing world.

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Be yourself!

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It was a perfect day of fall. The sky was full of gold and orange tones and the sun was shining beautifully through the windows of the old house. It was the kind of morning that filled most people with joy, however for sixteen year old Ophelia, mornings felt rather empty.

She stood in front of the mirror in her small bedroom nervously fixing her ginger curls. Her hair fell over her shoulders, but her green eyes avoided her own reflection. That day was the first day at her new high school, another new beginning, another place where she would probably just blend in the background.

"I hope you don't plan to hide from the world again" her grandma said gently, while folding some clothes. Ophelia sighed and grabbed her bag. Living with her grandparents had never embarrassed her, but sometimes she wondered if people her age would judge her for it. Her parents had moved abroad for work years ago, leaving the girl to live with the two people she loves the most.

At breakfast her grandpa looked up from his food and took her hand, giving her a warm squeeze with an understanding smile. "You should know by now that the right people will never ask you to become someone you're not" she returned the small smile "I know that, I'll try to stay away from people like that"

When she arrived at school she immediately noticed how loud everyone was. Friend groups laughed loudly in the hallway while she stood alone on a bench, pretending to look for a book she currently didn't need. However, after a few minutes a girl named Jennie approached her with a friendly smile. "You're new here? I hve never seen you before. If you want to you can sit next to me in class."

For the first time in a long- long time Ophelia felt like she was being acknowledged. Over the next few weeks Jennie introduced Ophelia to her friend group, everything felt perfect, they invited her to cafes after school, added her to all the group chats, they basically filled the silence in her life, making the young girl laugh more than she had had in years.

However little by little things began to change, whenever Ophelia shared an opinion the others made fun of her awkwardness, Jennie even made jokes about her living with her grandparents. Even if their comments sounded harmless they left behind big scars on her soul.

One afternoon, while Ophelia was placing her order at a café she overheard Jennie talking to the other girls with a cruel laugh. "She's such a loser, honestly she's just like a puppy that only follows us around and she's so boring and easy to control" Ophelia froze, her hands beginning to tremble as she looked down at the cup of tea in her hands, every smile, every

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compliment, everything felt fake now, her friendship with them was just a lie made for their own fun.

That evening she returned home as fast as possible, yet she was unusually quiet and her grandparents noticed. “What happened, darling?” Ophelia tried to pretend she was fine but moments later tears began rolling down her cheeks “You were so right, grandpa. These girls are horrible, now I know that they were only keeping me around to amuse themselves and they were being mean. I never want to make friends again!” Her grandpa listened carefully before speaking “Sometimes it’s better to be alone then surrounded by fake people, I promise that one day you will find the right friends”. Her grandma gently stroked her beautiful curly hair and added “another thing, confidence doesn’t appear overnight, it grows with you every time you stand up for yourself.” The words stayed long in Ophelia’s mind after the conversation.

A few days later Jennie invited her to a small party, normally Ophelia would agree immediately for fear she should be excluded, but this time something inside her changed.

At the party Jennie began mocking her again in front of the whole group, the room filled with uncomfortable laughter. Suddenly, Ophelia stood up “I spend so much time trying to make people like me that I forgot to ask myself if you are even worth liking,” Jennie fell silent and her smile disappeared instantly. Then before she could even respond Ophelia picked up her bag and walked out, finally feeling proud of herself.

A few minutes later while she was waiting at the bus station another girl, her name is Violet, walked up to her “Ophelia, right? I just wanted to say that I think you’re very brave for telling Jennie that” Ophelia blinked in surprise.

Soon the girls became friends, unlike Jennie, Violet didn’t make her feel small in order to be included and around her Ophelia was able to be herself.

Eventually Ophelia began making more true friends through Violet, she became more confident, spoke more openly in class and even joined the theatre club. Even if she still has moments of insecurity she no longer allowed fear to take her down.

One weekend while helping her grandparents water the garden Ophelia smiled softly to herself “You were right” Her grandpa tilted his head raising a brow “About what?” “The right people don’t ask you to change who you are” Her grandparents smiled as the gold sunlight covered the garden.

And in the end Ophelia finally understood the meaning of her grandparent’s words of wisdom, real friendships begins in the moment you stop asking for acceptance and start believing you deserve it.

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Enjoy your life!

Elev: Terheș Sara,
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It was the first day of their holidays. Leo and Clara had decided to go on a long-awaited hiking trip through the Great Pine Forest. The sky was bright, clear blue and the sun was warm on their backs as they stood at the very beginning of the trail. Their journey had just begun.

Leo was a young man who worked in a busy city office and was always in a hurry. He felt anxious because he wanted to reach the top of the mountain as fast as possible. It was an ambition he had had ever since he was a little boy. On the other hand, his sister was a calm and experienced hiker. As they started walking , Leo was constantly checking his watch, while Clara seemed happy to just enjoy the fresh air, and the calming sounds of birds chirruping.

First of all, they began to climb the steepest part of the path. Leo looked at his map while he was walking, nearly tripping over a large tree root. After they had gone further into the thick forest , the trail became narrow and covered in slippery mud. Then Leo stopped and sighed loudly in frustration because he thought they were moving way too slowly.

Suddenly Clara stopped and sat down on a flat stone overlooking a deep green valley. Just then the wind slowed down and the mountain became very quiet. At that moment, she looked at Leo and shared a piece of wisdom he would never forget.

"Leo, you're so worried about the finish line, you're treating this mountain like a burden. The real goal isn't just to reach the top, it is actually to be here while climbing, If you only focus on the end, you miss the life happening right in front of you."

Eventually Leo took a deep breadth and sat down beside her. For the first time all morning, he actually enjoyed the view instead of focusing on every step he took. They did reach the to later that day, but Leo realised that the best part of the trip had already happened on that flat stone..

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The Importance of School Culture in Students' Well being and Empowerment

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In today's society, young people face many challenges that affect their emotional and mental wellbeing. Students often experience stress, anxiety, loneliness, and pressure to succeed. Social media, unrealistic expectations, and the fear of failure can make teenagers feel insecure and overwhelmed. Because of this, schools are no longer only places where students learn academic subjects such as mathematics, literature, or science. They are also environments that influence emotions, values, confidence, and relationships. For this reason, school culture has become extremely important in the wellbeing and empowerment of students. A positive school culture can help students feel safe, respected, motivated, and capable of overcoming difficulties. In many ways, it offers students the "words of wisdom" they need in order to grow into confident and balanced adults.

School culture refers to the atmosphere, attitudes, relationships, and values that exist within a school community. It includes the way teachers communicate with students, the respect between classmates, and the general feeling students experience every day at school. A positive school culture creates an environment where students feel accepted, supported, and encouraged to develop both academically and emotionally. On the other hand, a negative school culture can increase stress, fear, and isolation.

One of the most important aspects of positive school culture is respect. Students need to feel respected by teachers and classmates in order to build confidence and self-esteem. When teachers listen to students, encourage their ideas, and treat them fairly, students become more willing to express themselves and participate actively in school life. Respect also teaches students how to interact with others in a kind and understanding way. A school culture based on empathy and acceptance helps students feel that they belong, which is essential during adolescence.

Belonging is directly connected to emotional well being. Many students struggle with insecurity and fear of being judged by others. They may worry about their appearance, personality, or academic performance. In a supportive school culture, students understand that they are valued not only for their grades but also for who they are as individuals. This creates emotional stability and helps students develop a healthier self-image.

Moreover, positive school culture reduces feelings of loneliness. Although modern technology allows people to communicate constantly online, many teenagers still feel emotionally isolated. Some students find it difficult to make friends or express their feelings openly. Schools that encourage teamwork, communication, and inclusion help students build

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meaningful relationships. Friendships and supportive connections are essential for well being because they provide comfort, understanding, and encouragement during difficult moments.

Teachers also play an important role in creating a healthy school culture. A caring teacher can have a strong influence on a student's emotional development. Sometimes, a few encouraging words can completely change the way a student sees themselves. Students often remember teachers who believed in them and motivated them during challenging periods of their lives. This shows that emotional support is just as important as academic instruction.

In addition, positive school culture empowers students by helping them recognize their abilities and strengths. Empowerment means giving students confidence, independence, and the belief that they can make a difference in their lives and communities. Many young people today compare themselves to unrealistic standards promoted on social media and feel that they are not good enough. This constant comparison can damage self-esteem and create anxiety. A supportive school environment can help students overcome these negative feelings.

Another important aspect of school culture is emotional support. Adolescence is often a confusing and emotional stage of life. Students may struggle with anxiety, fear about the future, family problems, or personal insecurities. A supportive school culture creates a safe space where students can speak openly about their emotions without fear of being judged. Schools that care about emotional well being teach students that asking for help is not a weakness but a sign of courage and maturity.

Mental health has become one of the biggest concerns among young people today. Academic pressure, social expectations, and online negativity can seriously affect emotional balance. Students who constantly feel stressed or anxious may lose motivation and confidence. Positive school culture helps reduce this pressure by creating a healthier and more balanced environment. Instead of focusing only on competition and perfect results, supportive schools encourage personal growth, effort, and learning from mistakes.

Inclusion is closely connected to empowerment because students cannot feel confident if they constantly feel excluded or misunderstood. When schools celebrate diversity and encourage acceptance, students become more open-minded and compassionate. They learn that differences should not divide people but enrich society.

School culture also influences motivation and academic performance. Students learn more effectively when they feel emotionally safe and encouraged. Fear and negativity reduce creativity and curiosity, while support and positivity inspire learning. A student who feels appreciated is more likely to participate actively, take risks, and develop confidence in their abilities. Therefore, emotional well being and academic success are strongly connected.

In today's world, empowerment is more important than ever. Teenagers are constantly exposed to unrealistic images of success and happiness through social media. Many compare their lives with carefully edited online content and may feel inadequate or unsuccessful. Schools can help students resist these negative influences by teaching self-acceptance, critical thinking, and resilience.

The expression "words of wisdom" perfectly reflects the role schools should have in students' lives. Wisdom is not only about academic knowledge but also about understanding how to live with confidence, kindness, and balance. Schools should guide students not only

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toward professional success but also toward emotional well being and self-respect. In a world often dominated by negativity and pressure, schools can become places of hope, encouragement, and personal growth.

In conclusion, school culture plays a fundamental role in the well being and empowerment of students. A positive environment based on respect, empathy, inclusion, and emotional support helps students feel safe, valued, and confident. It encourages them to believe in their abilities and develop resilience in the face of challenges. In today's stressful and competitive world, schools must do more than provide academic education. They must create communities where students can grow emotionally, socially, and personally. By promoting well being and empowerment, schools give young people the wisdom and strength they need to face the future with confidence, hope, and determination.

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Education in India and UK

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The legal landscape for the right to education has seen significant updates in both India and the UK recently. Below is a focused look at how these two countries define and enforce this fundamental right as of early 2026.

1. India: The Right to Education (RTE) Act

In India, education is a fundamental right under Article 21A of the Constitution. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, is the primary legislation enforcing this.

Right to Education (RTE) +1

- Core Mandate: Every child aged 6 to 14 years has the right to free and compulsory education in a neighborhood school.
- The 25% Reservation: A unique feature of the Indian law is Section 12(1)(c), which mandates private unaided schools to reserve 25% of their seats for children from economically weaker sections (EWS) and disadvantaged groups.
- Recent Legal Updates (2026):
  - In January 2026, the Supreme Court issued a landmark ruling directing Central and State governments to strictly frame and notify rules to ensure these 25% reserved seats are actually filled, describing it as a "national mission".
  - New amendment bills in 2025/2026 are exploring extending these rights to children as young as 3 years old.
- Prohibitions: The Act strictly prohibits capitation fees, screening procedures for admission, physical punishment, and mental harassment.

Right to Education (RTE) +6

2. United Kingdom: Comprehensive Reform in 2026

Education law in the UK is currently undergoing a major shift following the publication of the 2026 Schools White Paper.

- Compulsory Status: Parents are legally required to ensure their children receive a "suitable" full-time education between the ages of 5 and 16 (in England). This can be at school or via home education.
- New "Every Child Achieving and Thriving" Reforms (2026):
  - SEND Rights: A radical expansion of rights for children with Special Educational Needs and Disabilities (SEND) was introduced in February 2026 to make the state system more inclusive and reduce reliance on legal tribunals.

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- Curriculum Shifts: As of September 2026, academies (which previously had more flexibility) are now increasingly aligned with the National Curriculum. New requirements include compulsory media literacy, financial literacy, and citizenship in primary schools.
- Teacher Standards: From September 1, 2026, all teachers in state primary and secondary schools must hold or be working toward Qualified Teacher Status (QTS), removing previous loopholes for academies.

• Safety and Wellbeing: New statutory guidance on "Keeping Children Safe in Education" and updated rules on "Restrictive Interventions" (effective April 2026) strengthen the legal protections for student dignity and safety.

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How to deal with technology in education

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Media in the classroom is more than a challenge. Students and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom. Media "inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched". (Biagy, 1996) Bearing in mind all these features and positive input of Media in Education I thought to undertake this study to give my modest contribution to the enhancement of teaching and learning English.

The need to re-view and re-conceptualize visual literacy (VL) within the 21st century's digital landscape, complementary mindset, and skills has become more than critical. Some researchers even go as far as advocating for an emerging Digital Visual Literacy (DVL) concept (and discipline), defined as the ability "both to create and understand certain types of information, in this case visual information created with a computer" (Spalter & VanDam, 2008, p. 94). Asserting that, despite certain overlaps in both theory and practice, DVL qualitatively differs from other literacies (e.g. multimedia literacy or screen literacy) because of its focus on the visual, Spalter and van- Dam (2008) further describe DVL as the ability to:

• Critically evaluate digital visual materials (two-dimensional, three-dimensional (3D), static, and moving).

• Make decisions on the basis of digital visual representations of data and ideas.

• Use computers to create effective visual communications

The learning outcomes state that students will be able to:

• Identify their learning styles.

• Comprehend the meaning of VL in the context of information literacy.

• Create graphic representations of data, information, knowledge, and wisdom (charts, maps, concept maps, & storyboards).

• Use digital camera, iMovie, or equivalent, and other presentation and multimedia software to create a short movie.

• Provide classmates with constructive face-to face and online feedback.

It has been almost ten years that the following questions have always been in my mind:

1. How can Media help my students speak more?

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2. How can classroom Media presentations help my students speak freely?
3. How can I help my students not to forget what they learn through Media?
4. How can we exploit a piece of learning material offered by various Media?

Here are some findings and answers to the questions:

1. Media provide huge information, they motivate students to speak and help them integrate listening, reading, talking and writing skills, through various kinds of activities.

2. A clear example are Power Point presentations which help students speak freely, eye contact, organize ideas. Through Media Presentations there is more communication and collaboration among students, while working with the pages of a book is more individual, less collaborative and less interactive.

3. We can exploit a piece of learning materials offered by various Media in several different ways through: analysing a text in the book, reading and generating ideas from a text in the newspaper or magazine, watching and discussing a TV program or a movie, classroom presentations, exercises and activities using various kinds of Media, pair and group work, reconstructing the text based on the above information brought from different Media, engaging students in useful writing and revision activities, etc.

Children can learn to make out a great deal in the field of vision. What we select and look at in this field of vision is what for the individual becomes reality. They can learn that reality is governed by our visual literacy. Children can learn that whatever we make of it, we are inclined to make it what we want it to be. We are not only bringing to the field of vision what we already know and are, but we are also selecting just what of that field we want to look at, and while we are looking at it, tending to make it just what we want it to be (1976, pp. 32-3).

The need for VL training has become more than understandable and self-evident. Some years ago, VL skills were considered as students' future needs. Today, that future is our present: The communication and information revolution has brought about a rather imperialistic in nature, visual culture. Those "future" needs are already here, undoubtedly imperative; moreover, they cannot be fulfilled solely on what the verbal-oriented, left brained schooling and society has to offer (Pink, 2006). For instance, it is more than obvious that the way the mind is conditioned to think in the verbal-oriented, left-brained school which has systematically promoted linear, logical, recall-based thinking, has failed to address the full potential of such important skills as creative thinking and problem solving. Thus, educators have to face the demand for VL training more rigorously than in the past. They have to start taking systematic steps towards the direction of introducing the life-skill of VL to their teaching. Let us also highlight the importance of changing the current perception as to what learning is, and of what it should be composed. Although VL is without doubt capable of addressing efficiently and effectively most current learning issues, VL training will not assume the position it deserves unless a more holistic view of learning is adopted. Educators need to recognize that all teaching and learning experiences involve communication and that communication cannot any longer be limited to spoken or written word. In other words, "there is more to read in our society than just print" (Considine, 1987, p. 640). This leads us to an expanded and inclusive view of the very

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notion of literacy which, combining verbal and visual text via a constantly evolving array of new technologies, results in what Kress (2003) advances as multimodality, or multiple modes of representation, and Gee refers to as "multimodal principle," that is, "meaning and knowledge are built up through various modalities (images, texts, symbols, interactions, abstract design, sound, etc.), not just words" (2004, p. 210).

Ausburn and Ausburn's (1978, p. 295) list of potential benefits of developing VL are just as pertinent in the 21st century:

• Increase in all kinds of verbal skills;

• Improved self-expression and ordering of ideas;

• Increase in student motivation and interest in subjects of all types and at all levels;

• "Reaching" students not being reached in traditional ways. Students such as the educationally disadvantaged, the truant, the socially underprivileged, the emotionally disturbed, the intellectually handicapped but also the gifted, the ethnic and bilinguals, the dyslexic, the deaf, those with speech pathology problems- all respond and have been helped in terms of both interest and achievement;

• Improved image of self and relationship to the world;

• Improved self-reliance, independence, and confidence.

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MORAL AND SPIRITUAL VALUES IN BRITISH CULTURE

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British culture is often described as a "tapestry"—a bit worn in places, deeply traditional in others, but held together by a surprisingly consistent set of moral and spiritual threads. While the UK has become increasingly secular, the underlying value system remains a unique blend of Christian heritage, Enlightenment philosophy, and modern pluralism.

1. The "Fair Play" Ethos

The concept of "fair play" goes beyond sports; it’s a social contract. It encompasses:

- Justice and the Rule of Law: A deep-seated belief that everyone is subject to the same rules.
- Queueing: It’s more than a cliché—it’s a moral expression of patience and respect for the "first come, first served" equality.
- Support for the Underdog: There is a cultural tendency to root for those facing the odds, reflecting a moral distaste for arrogance or "bullying" behavior.

2. The Shift from Religious to "Spiritual"

Historically, the Church of England (Anglicanism) provided the moral scaffolding for the country. Today, the landscape is much more varied:

- Secular Humanism: Many adhere to strong moral codes based on reason, empathy, and social responsibility.
- Religious Pluralism: Large Muslim, Hindu, Sikh, and Jewish communities have enriched the UK’s spiritual life, bringing a strong focus on family loyalty, charity and community cohesion.
- Individualism vs. Community: While individual rights are fiercely protected, there is a lingering spiritual attachment to the "Common Good," most visible in the public’s almost religious devotion to the National Health Service (NHS).

3. Civic Values and "Britishness"

The UK government formally identifies four "Fundamental British Values" which are taught in schools to foster social harmony:

1. Democracy: The right to a voice.
2. The Rule of Law: Protection through a legal framework.
3. Individual Liberty: The freedom to live as one chooses within the law.
4. Mutual Respect and Tolerance: Acceptance of those with different faiths and beliefs.

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4. The "Stiff Upper Lip" vs. Modern Empathy

Historically, British morality prized stoicism—the idea that one should endure hardship without complaint. While this persists in the form of "Keep Calm and Carry On," there has been a significant shift toward:

- Environmental Stewardship: A growing moral imperative to protect the "green and pleasant land," manifesting in high engagement with conservation and climate action.
- Charity and Altruism: The UK consistently ranks high in global giving indices. From "Comic Relief" to local food banks, the moral value of "mucking in" to help others is a core trait.

Britain vs. The USA and Europe

While the UK and the US are often grouped together as "The West," their moral and spiritual leanings have diverged significantly over the last few decades:

- Secularism vs. Religiosity: The UK leans much further toward Secular-Rational values than the US. In Britain, a politician openly discussing their faith as a primary driver for policy is often met with skepticism or unease (famously summarized by Alastair Campbell's line, "We don't do God"). In contrast, faith remains a central pillar of American public life.
- Individualism vs. Social Safety Net: British morality places a higher premium on Collective Responsibility. While Americans often view liberty through the lens of individual autonomy, the British "moral' heart" is often tied to the idea of the "Social Contract"—the belief that the state has a moral duty to provide a floor (like the NHS) beneath which no one should fall.
- The "Politeness" Filter: Compared to the more direct communication styles of Northern Europe (like Germany or the Netherlands), British morality is wrapped in layers of indirectness. To a Brit, being "blunt" can be seen as a moral failing of kindness, whereas to a Northern European, being "indirect" can be seen as a moral failing of honesty.

The Evolution of the "Spiritual"

In British literature, this shift is palpable. We moved from the high-Victorian era of moral absolutism (think Dickens or Brontë, where "good" and "evil" were clearly defined by Christian ethics) to Modernist and Post-modernist ambiguity.

In contemporary British culture, "spirituality" is often found in:

- Art and Satire: The "sacred" duty to mock power and avoid taking oneself too seriously.
- Stoic Kindness: Doing the right thing without making a fuss about it

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The Right to Education: A Gateway to Human Dignity

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Education is a fundamental human right that is essential for the exercise of all other human rights. It is not merely a privilege for a few, but a basic entitlement that empowers individuals to reach their full potential and contribute meaningfully to society. This right is formally recognized in international law, most notably in the Universal Declaration of Human Rights (UDHR), which states that education shall be free and compulsory, at least in its elementary stages.

The Pillars of Educational Rights

According to international standards, the right to education is built on several key principles:

- Availability: Functional educational institutions must be available in sufficient quantity.
- Accessibility: Schools must be accessible to everyone without discrimination. This includes physical accessibility (reasonable distance) and economic accessibility (affordability).
- Acceptability: The quality and form of education must be relevant, culturally appropriate, and of good quality.
- Adaptability: Education must be flexible to meet the changing needs of societies and diverse student backgrounds.

The Impact on Individuals and Society

At an individual level, education is a "multiplier" right. It provides the tools for personal empowerment, enabling people to lift themselves out of poverty and protect themselves from exploitation. It fosters critical thinking and informed decision-making, which are crucial for active citizenship.

On a broader scale, the right to education drives:

- Economic Growth: An educated workforce is more productive and innovative.
- Social Equality: It levels the playing field for marginalized groups, including women and those from low-income backgrounds.
- Global Peace: By promoting tolerance and understanding between different cultures and religions, education helps build more stable and peaceful societies.

Persistent Challenges

Despite global recognition, millions of children and youth remain out of school due to social, economic, and cultural barriers. Poverty remains the greatest hurdle, as many families

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cannot afford even the indirect costs of schooling, such as uniforms and supplies. Additionally, in many regions, girls and children with disabilities face specific forms of exclusion.

In conclusion, the right to education is the foundation of a more inclusive and equitable world. While significant progress has been made through legal frameworks like India's Right to Education (RTE) Act or UNESCO's global initiatives, ensuring universal access remains one of the greatest moral challenges of our time. Education is the most sustainable investment a nation can make for its future.

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UPDATE FOR TEACHERS ALL THE TIME TO ALL TIMES

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The growing prevalence of students with Autism Spectrum Disorder (ASD) and/or Attention Deficit Hyperactivity Disorder (ADHD) poses challenges for all teachers and that is why there are some tasks these students find the most difficult- e.g. concentrating, coping with change, understanding multiple perspectives, sustaining attention to tasks-are the ones they are required to do all day long in every classroom environment. Students with ASD may need support making sense of the world and how to participate in it while students with ADHD can be energetic, creative, innovative problem solvers that need support in managing hyper activity, impulsivity and inattention. Recognizing and understanding the traits and learning styles of students with ASD and/or ADHD are very important and applying specific teaching methods, classroom strategies and techniques for ASD and ADHD in the classroom (e.g. task analysis, visual prompts, social stories) are crucial when it comes to interacting with them.

Becoming familiar with the fundamental core strategies of the TEACCH approach, the basic principles of PECS and Makaton signs and symbols and creating meaningful and individualized visual structures/ supports for students with ASD and ADHD can develop school-based interventions (e.g. classroom management techniques and accommodations) for students with ASD and/or ADHD;

Collaborating with parents and building home-school partnerships is very important in this process of building self confidence and achieving good results.

About pathological demand avoidance

Pathological Demand Avoidance (PDA) was first described by Professor Elizabeth Newson in the 1980s as a pervasive developmental disorder. In some regions PDA does not yet have formal diagnostic status.

Limited research has meant that a very vulnerable and highly complex group of children often diagnosed with ASD or other related conditions have been misunderstood as naughty or disruptive.

At school these children often struggle to reach their potential because of their need to be in control. The invisible barrier of anxiety and avoidance is often forgotten and the child appears to be choosing not to engage when in fact they don't know how to overcome these feelings on their own.

- Children with PDA may appear to be verbally competent, but may understand less than we think. Although they may be highly sociable, they usually struggle to understand where they fit in the social hierarchy (e.g. that adults have more authority than children), and their need to be in control can mean that their peer relationships run into trouble.
- The other key area of difference is that children with PDA are often highly skilled when it comes to pretend play. They may become easily engrossed in fantasy to the

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point where they 'become' certain characters and confuse pretending with reality. Some research has described this as a coping mechanism because it is a barrier to outside demands.

They are in almost every class, usually sitting in the first or last bench. It's at the head teacher's or class teacher's discretion. Where it is better for students with special educational needs to sit, for that is what this article is about, I do not know. What is certain is that they want to be integrated into mainstream education because, although they are different, they have equal rights with other pupils. This is indisputable, but how good is it for them, for the other children, and, above all, how well prepared are we teachers for these pupils, to ensure that they receive an education equal to that of the others and have a chance, however small that chance may be, of leading a normal life, educationally and intellectually?

With a sheet of paper in front of me, I look at them and observe them: some of them work diligently, they try, they try hard...others scribble until the paper tears...other children don't even write, they are not eager to work, they do nothing...I can't help but wonder what life looks like through their eyes or through the eyes of their parents who want them to be with the other children, equal to them.

But how can we teachers really help these children? Are we sufficiently prepared for them? In addition to the differentiated work, those special, different worksheets that we give these children, those few minutes that we give them 100% for assessment and feedback, are they enough for these children? Are we giving them the moral support, the confidence and the chance of a normal, acceptable and accepted future in society?

What about the other children, these children's classmates? Are they helpful? Some of them bully them, some of them prefer to ignore their 'different' and 'special' peers, other children understand them, they get close to them and try to help them, they support them morally, they protect them, they anticipate their needs, they become their voice, they feel them, they are there, they really help them. But how many of them do that? Is that enough?

And parents? It's hard for me to imagine parenting a "special" child. With worries, feelings of guilt, the desire to do everything humanly possible for this child and the hope...the hope that someday he will be the same, maybe it is utopian to say the same as the others, but certainly with/along with the others.

What is certain is that the attention, the care, the limited help that teachers and peers give these children is not enough. It must not be limited, it must be permanent. For who understands them better than their parents? Today, nobody! But if the teacher were specially trained and prepared, not to help them take tiny, sometimes non-existent steps, but to give them real moral and intellectual 'wings', that is to say, if the teacher were theirs, this special child's, and theirs alone, then the chances of a 'special' child's progressing to a completely normal child would be significantly increased. And if the other children, his peers, were also trained, taught, in special programs, activities or, why not, special classes, then they would all know how to be peers to these children.

Trained parents, trained teachers and classmates, a society educated in this sense, all this means giving a real chance and real help to these children who are DIFFERENT, BUT STILL EQUAL!

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The Echoes of Heroes: Tracing the Anglo-Saxon Cultural Legacy

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Teachers can use digital technologies to plan interactive lessons based on online resources and educational applications. Access to digital libraries and OER (Open Educational Resources) allows teachers to include up-to-date materials, offering a variety of multimedia and interactive content that can enhance students' motivation and engagement. Technologies also enable the personalization of lessons according to students' individual needs, adapting materials and tasks to different learning styles.Based on these considerations, we chose to design a lesson for students in special lower secondary education, representing a journey through the origins, language, and literature that formed the foundation of British culture. To generate the content, we used https://gamma.app/.

The Echoes of Heroes: Tracing the Anglo-Saxon Cultural Legacy

From the 5th century onwards, Germanic settlers — Angles, Saxons, and Jutes — crossed the North Sea to forge a remarkable new identity on British soil. Their arrival was not merely a migration, but the birth of a civilization. Beowulf does not fight for personal gain alone. His voyage to aid King Hrothgar of the Danes is a profound act of loyalty — the warrior placing his gifts in service of a greater good.

In Anglo-Saxon society, lof — fame or glory — was a warrior's most prized possession. To earn one's place through heroic acts was the highest aspiration, remembered long after death. The clash between Beowulf and Grendel in Heorot's mead hall is more than a physical contest — it is the defining moment of a culture that believed glory must be seized, even in the face of darkness.

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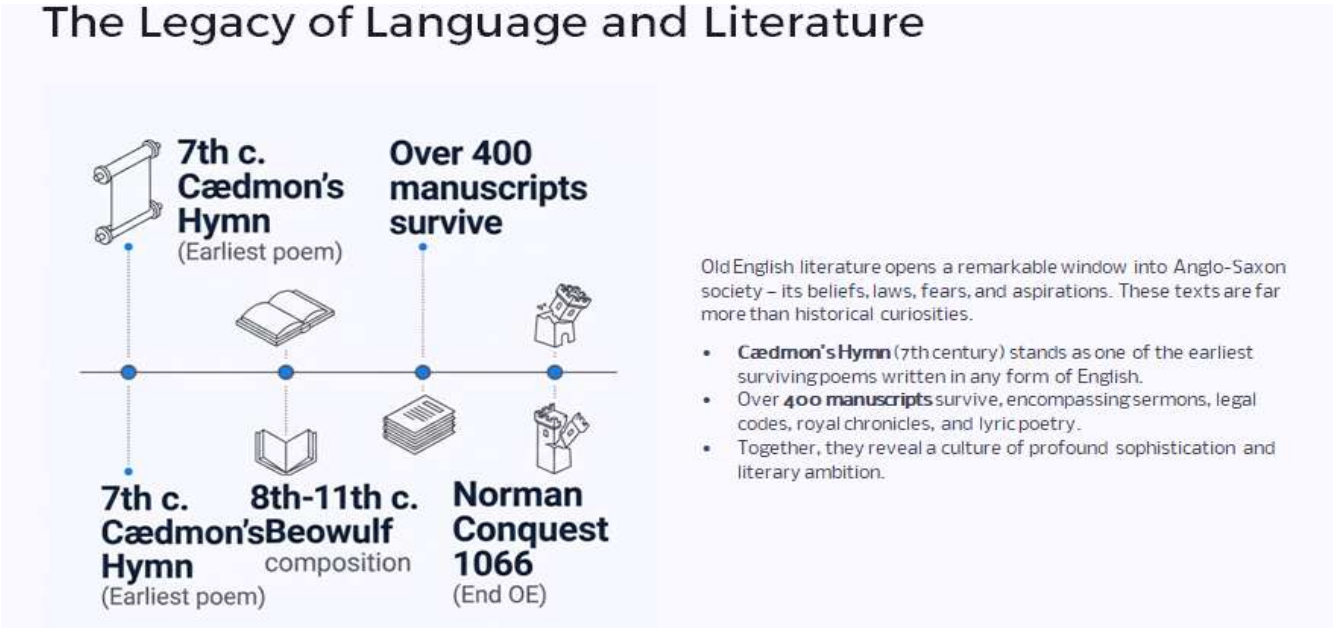

The world the Anglo-Saxons built — in language, law, literature, and legend — did not end with the Norman Conquest. It lives on, woven into the fabric of every English word spoken today.

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A People Who Endured

The Anglo-Saxon identity – forged in migration, war, and faith – proved resilient enough to survive conquest and transformation.

Words That Last Forever

Beowulf remains a cornerstone of English literature, studied and celebrated for its historical depth and poetic power.

A Living Legacy

From grammar to mythology to heroic ideals, the Anglo-Saxon cultural space continues to shape how the modern world thinks, speaks, and tells its stories.

The content of this lesson can be viewed by accessing the following link: https://gamma.app/docs/The-Echoes-of-Heroes-Tracing-the-Anglo-Saxon-Cultural-Legacy-v1155ywrpa7ptpr

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The Bard of Avon

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Surely the greatest English writer
He was viewed from afar
Actors love to act his plays
Keeping audiences amazed for years.
Everyone has heard of him,
Stories full of drama he created.
People all around whisper his name
Evil, good and everything in between
All his words are true even now.
Real genius never dies
Everlasting stories being still alive.

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The Legacy -A .Journey of Words

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Around the year 449 AD, three Germanic tribes - the Angles, Saxons, and Jutes - invaded Britain from what is now Germany and Denmark, searching for new land and fresh opportunities. Over centuries, they settled across Britain and established several kingdoms that would eventually become known as "Angle-land," or simply England - a name that literally means "land of the Angles." The Anglo-Saxons brought with them a Germanic language that would become the direct ancestor of modem English, but what makes their contribution to our language truly remarkable is not just what they said, but how they said it. Their words were simple, direct, and powerful - rooted in everyday life rather than fancy scholarship. Words like "mother," "father," "bread," "water," "love," "truth," and "courage" emerged from common people describing their real experiences, and these humble beginnings gave English its honest, straightforward character.

The Anglo-Saxon vocabulary was deeply connected to nature and survival: "sun," "moon," "stone," "fire" and "sea" reflected the world they saw daily, while action words like "work," "fight," "build" and "grow" showed their values of strength, effort, and determination. Perhaps most fascinatingly, their language choices reveal what they treasured as wisdom - loyalty, courage, community, and honesty. This is why every time we say "Wednesday" (Woden's Day, honoring the god of wisdom), "Thursday" (Thunor's Day, the god of strength), or "Friday" (Freya's Day, the goddess of love) we are speaking Anglo-Saxon wisdom without even realizing it.

The year 1066 marked a turning point in English history - and in the English language itself. When William the Conqueror and his Norman army invaded England from France, they didn'tjust bring soldiers; they brought an entirely new language. For the next few centuries, French became the language of power, spoken by kings, nobles, and wealthy merchants, while common people continued speaking Anglo-Saxon English. This clash of languages created something extraordinary: English began absorbing thousands of French words, transforming from a simple Germanic tongue into a richer, more complex language. By the 1400s, English was becoming the language of everyday people in courts, government and literature. The wisdom in this transformation is profound: languages don't stay frozen in time; they grow stronger by absorbing new ideas and words from other cultures. English proved that it could take foreign influences and make them its own, becoming richer and more flexible in the process.

William Shakespeare took that English language and turned it into art. He wrote 39 plays and 154 sonnets. He invented or popularized over 1,700 words that we still use today,

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words so perfectly crafted that they became permanent parts of English. Some of these words seem so natural to us now that it is hard to imagine English without them: "bedroom," "eyeball," "fashionable," "lonely," "assassination," "swagger," and "uncomfortable" were all either created by Shakespeare or given their modern meaning through his plays. Beyond inventing words, Shakespeare showed that English could be just as poetic, powerful, and expressive as any ancient language. His plays explored the deepest questions of human wisdom.

I want to share with you a few pieces of his timeless advice, that are well known and are still relevant in 2026 because he understood human relationship deeply.

- "Love all, trust a few, do wrong to none." (All's Well That Ends Well) - which might mean that kindness is great, but keep your inner circle tight. Integrity matters more than popularity.
- "Be not afraid of greatness. Some are born great, some achieve greatness, and others have greatness thrust upon them." (Twelfth Night) - that means success comes in different ways. It is about destiny and effort.
- "To be, or not to be..." (Hamlet) - is perhaps the most powerful question ever written in English. "To be" means to live, to experience, to feel everything - both joy and pain. "Or not to be" represents escape, numbness, or giving up. Teenagers today still relate to Hamlet's question when struggling with anxiety or depression when they're overwhelmed by social media pressure, cyberbullying, or just feeling like life is too hard.
- "All the world's a stage, and all the men and women merely players." (As You Like It) - fits perfectly with the idea of finding your identity. People create different versions of themselves on TikTok, Instagram, Snapchat, and YouTube - showing different "characters" to different audience.

To conclude, from the first Saxon fortifications to the stages of the Globe Theatre, British history is about the power of the word. While the Anglo-Saxons gave us the language, Shakespeare gave us the art. Together, they remind us that our future is built on the stories we choose to tell and the wisdom we choose to keep, yet at the same time it gave us the first lesson in the power of clear, truthful communication: great wisdom often speaks in the simplest words.

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A glimpse in the Great Britain's history through famous landmarks

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Have you ever wondered why millions of people fly halfway across the world just to look at an old building? Well, in Great Britain, those "old buildings" are actually some of the most amazing places on Earth. The United Kingdom (which is made up of England, Scotland, and Wales) isn't just a spot on a map--it's a place where history, royal traditions, and even a bit of mystery come together.

If you go to London, you can't miss Big Ben. But , if someone might ask, Big Ben isn't the tower! It's actually the name of the massive 13-ton bell inside. The tower itself is called the Elizabeth Tower. It stands right over the River Thames, and at night, it lights up so brightly it looks like something out of a movie.

Just a short walk away is Buckingham Palace. This is where the King officially lives and works. It's got 775 rooms (can you imagine playing hide-and-seek in there?). The best part is the Changing of the Guard. You will see soldiers in bright red coats and those tall black hats called "bearskins" marching to music. It's a tradition that makes you feel like you have stepped back in time.

Then there is Tower Bridge. It is famous because the middle of the road actually lifts up to let big ships pass through. If you are not afraid of heights, you can walk across the glass floor at the top and look straight down at the cars and the river!

Right next door is the Tower of London. This place has been everything: a palace, a fortress, and even a scary prison. Today, it is where they keep the Crown Jewels. Seeing the real crowns covered in giant diamonds is definitely a "wow" moment.

One of the weirdest places in the UK is Stonehenge. It's a circle of giant rocks in the middle of a field. How did people 5,000 years ago move stones that heavy without any trucks? Nobody knows for sure! Some think it was an ancient calendar because on the longest day of the year, the sun hits the stones perfectly.

If you head north to Scotland, you have to visit Edinburgh Castle. The most interesting thing about it? It is built on top of an extinct volcano! It towers over the city and was home to Scottish royalty for ages.

But what do you say about Wales? Conwy Castle is regarded as one of the best preserved medieval fortresses in Europe, featuring towering walls and a complete town circuit.

What else may attract tourists? I can give you some hints:

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- The London Eye: A giant observation wheel that gives you the best view of the whole city.
- Westminster Abbey: A 1,000-year-old church where kings and queens get crowned. Even famous scientists like Isaac Newton are buried there!

- The British Museum: It is like a giant treasure chest filled with Egyptian mummies and ancient statues.

Why It Matters

These landmarks are more than just instagrammable posts. They tell the story of how Great Britain grew from a small island into one of the most influential countries in history. Whether it is the mystery of Stonehenge or the gold-covered rooms of a palace, every landmark has a story to tell.

If you ever get the chance to visit, take it! You won't just be seeing old stones and bridges; you will be walking through history.

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The British Monarchy.
An Important Cultural Symbol

Elev: Duceac Eduard,
Prof. Altiparmac Anca,
Școala Gimnazială „Alexandru Ioan Cuza" Bacău

The world is changing fast with new technology and different opinions on politics. This is making people question institutions like monarchies. Some people think that the monarchies should only be in history books and do not have a place in our world.. The British monarchy is still really famous and important all over the world as it is one of the oldest and most involved in social and diplomatic releations all over the world and I believe that this is why its popularity hasn't faded over the years and especially nowadays. I think that the British monarchy is still important because it helps keep our traditions alive makes people feel proud to be British, nott to mention the number of tourists attracted to Buckingham Palace and the everything from the royal family to the gards outside. I believe it also gives British people a sense of belonging and safety, a mental comfort built in hundreds of years.

One of the reasons to like the British monarchy is its connection to people's history. The British monarchy is not about politics it is about our heritage. The kings and queens have seen many big events in history like wars and revolutions. They help us remember where we come from. We love watching things like coronations, royal weddings and the Changing of the Guard. These events are so elegant. They remind us of our past and help us keep customs alive even when everything else is changing so fast.

In today's world, it is hard for countries to keep their identity. Music, clothes and social media are all the same everywhere. This makes it hard for young people to know what is special about their country. The British monarchy helps us remember what makes Britain unique. When people watch the royal family on television they are not just watching some fancy event. They are seeing a part of their culture that has been around for centuries. This helps people feel like they belong and are proud of being British.

The British monarchy also gives us a sense of stability. Politicians and governments change, presidents change and sometimes all these changes bring worries and instability, economic responses and a sense of insecurity. The monarchy is always the same. They do not represent a party they represent a country. When things are tough like during wars or economic problems the royal family helps people feel better. They give speeches, they appear in public, they organize charities and human aid actions which make people feel more united, cared about, it gives them strength to carry on. The royal Family represents stability in a world that is always changing.

Even if the power of the British monarchy is limited in politics and governing the country they do a lot of work for charity. The royal family helps organizations that support

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health, education and the environment. They bring attention to issues and encourage people to help.

Some people do not like the monarchy. They think it is old-fashioned and unfair because no one should be born into a position. They think that our society should be equal and not have institutions like the monarchy. They also think that it costs much money to keep the royal family.

I believe that the British monarchy is the right thing in the right place! If it hadn't been so, it wouldn't have lasted for so long. People all over the world admire the British monarchy with its elegance and common sense and everything it stands for. And by the way, the monarchy brings in more money than it costs. The tourists and attention it brings help UK's economy. The value of UK's history and traditions cannot be measured in money. That is why people all over the world respect and admire the British Monarchy!

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British media and music in the world

Elev: Patache Iarina,
Prof. Altiparmac Anca,
Școala Gimnazială „Alexandru Ioan Cuza” Bacău

British culture has had a strong influence on the world for many decades. Music, films, television and even fashion from the UK are popular in many countries today. From famous bands like The Beatles and singers like Ed Sheeran to successful movies such as Harry Potter, the British entertainment industry continues to be on a leading place and attract millions of people around the world. In my opinion, British media and music have had an important positive impact on global popular culture.

One reason why British media is so influential is the English language. Since English is spoken everywhere and it became an “international language” British songs, films and TV shows are accessible to everybody. Technology also makes it easier to get in touch with them. Many young people improve their English by listening to music, watching series, or following British content creators online.

Another important aspect is the quality and creativity of British artists. The UK has produced many famous musicians, actors and writers. For example, The Beatles became one of the most influential bands in history and inspired generations of artist. Singers like Sia, Adele, Ed Sheeran, Robbie Williams have always had full house concerts all over the world. We have grown up with their songs. The Harry Potter series a global community of fans and encouraged millions of children to read more books. It became more than a book or a series of films, but a trend. Every child wanted a “sorting hat” and wanted to be a Gryffindor or a Hufflepuff, anything but a Slytherin.

British media is also one of the best known and most reliable media in the world. The BBC broadcasts news, animal life, courses to help people learn English, etc. It is a media empire, trusted and acknowledged all over the world. It also helps people learn more about British traditions and culture. Through films and television, people can discover British history, humour, accents and every day life.

I believe that the British media and music continue to play a major role in global popular culture because they are creative, accessible and internationally popular. British entertainment brings people together and continues to inspire millions across the world.

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The British Empire then and now!

Elev: Stângaciu Ștefan,
Prof. Altiparmac Anca,
Școala Gimnazială „Alexandru Ioan Cuza" Bacău

The British Empire played a very important role in world history and its influence can still be seen today. Some people believe that the Empire had a positive effect on global culture, while others think that it created many problems for different nations.

In my opinion, the British Empire influenced the world in both good and bad ways, but some of its contributions are still important in the modern society. One of the biggest effects of the British Empire was the spread of the English language. Today, English is spoken in many countries and it is used internationally in education, business, and communication.

Because so many people speak English, it is easier for countries to work together and exchange ideas. For students, learning English also creates more opportunities in the future.

Another important contribution was the development of democratic ideas and legal systems. Many former British colonies kept parliamentary systems and laws influenced by Britain. These systems helped some countries become more organized and stable over time.

At the same time, British culture became popular through literature, music, television, and sports. For example, football, as everybody has heard about Manchester United, and famous British authors from Shakespeare to Jane Austen, to Thomas Hardy and to the more actual J. K. Rowling are appreciated all around the world. J.K. Rowling's Harry Potter became a phenomenon especially after the books were put into films.

Everybody has heard of the Beatles, the Spice Girls, Robbie Williams and other singers that have left their mark all over this planet.

However, the Empire also had negative consequences.

In many colonies, local traditions and cultures were ignored or destroyed.

Some countries suffered because of economic exploitation and social inequality created during colonial rule. Indians and African states have undoubtedly suffered from the cruel exploitation of the human and natural resources, at the time. Even today, certain regions are still affected by problems that started during that period.

In my opinion, the British Empire had a strong impact on global culture. It helped spread the English language, democratic values, and cultural traditions that remain of great importance today. On the other hand, it also caused inequality and cultural loss in many places. I believe that we should learn from history and not repeat the mistakes, but we should take the good parts and cherish and improve them.

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O zi prin Londra

Elev: Pața Daria-Ecaterina,
Prof. Leonte Mariana-Liliana,
Colegiul Tehnic „Gheorghe Asachi” Iași

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In London

Elev: Murariu Mihai,
Prof. Manea Valentina,
Liceul Tehnologic Roșia-Jiu, Fărcășești, Gorj

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Black and white

Elev: Băloi Ioana,
Prof. Manea Valentina,
Școala Gimnazială „Ion Popescu” Bărbătești, Gorj

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Telephone box

Elev: Dragotă Adina,
Prof. Manea Valentina,
Școala Gimnazială „Ion Popescu” Bărbătești, Gorj

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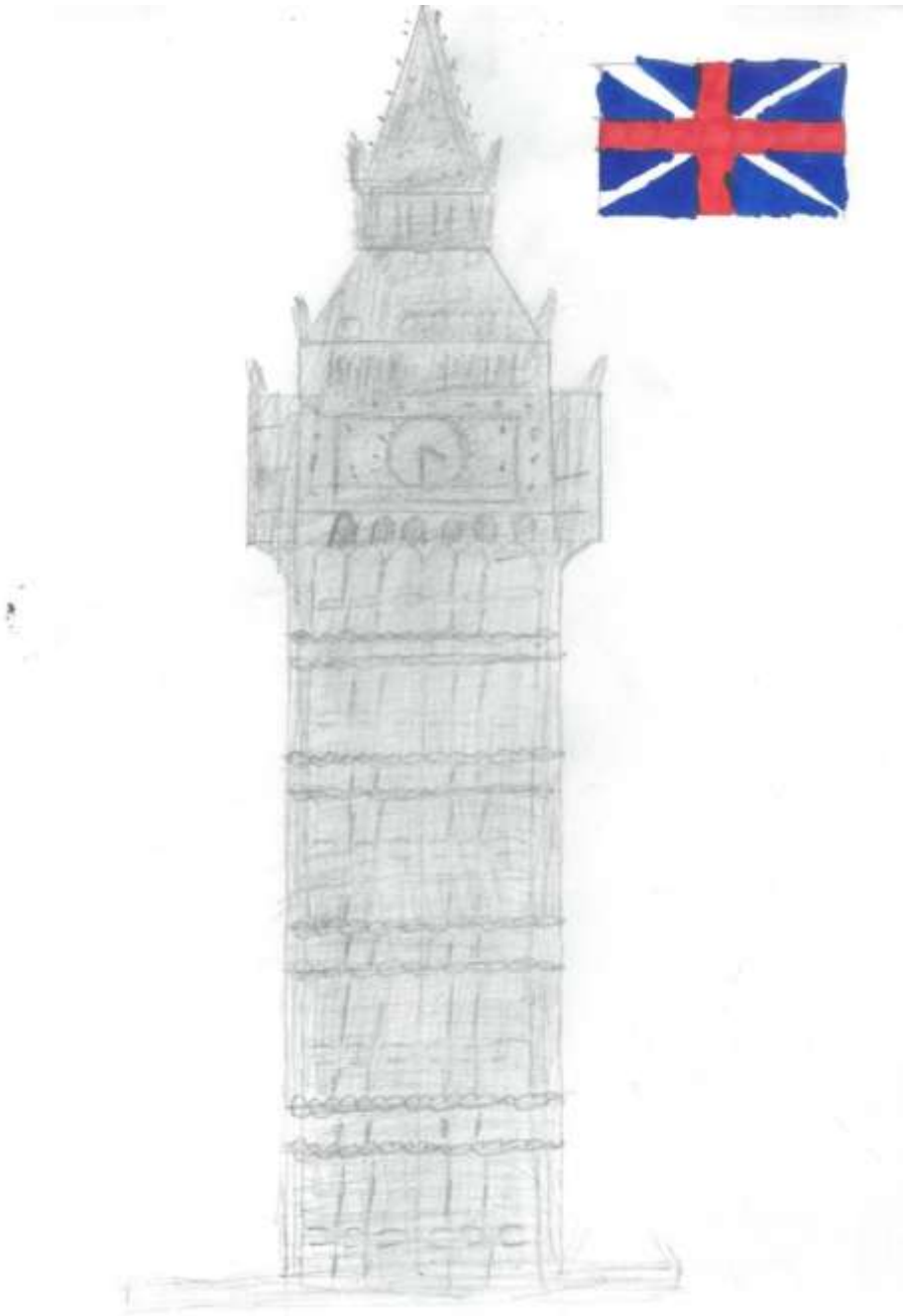

Big Ben

Elev: Lăudat Cristian-Marius,
Prof. Manea Valentina,
Școala Gimnazială „Ion Popescu” Bărbătești, Gorj

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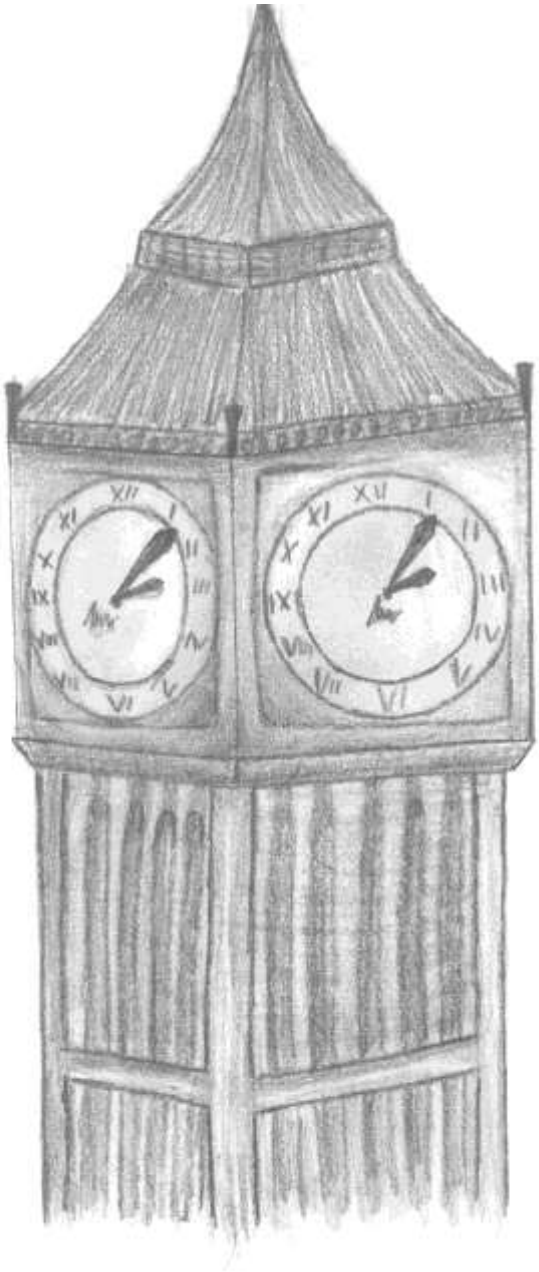

Ancient times

Elev: Deaconu Andreea,
Prof. Manea Valentina,
Școala Gimnazială „Ion Popescu” Bărbătești, Gorj

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Universe begins

Elev: Mandan Victoria,
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Școala Gimnazială „Ion Popescu" Bărbătești, Gorj

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Elev: Hrimiuc Maria,
Prof. Dobrincu Alina,
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Elev: Hrimiuc Elena,
Prof. Dobrincu Alina,
Liceul „Dimitrie Cantemir” Darabani, Botoșani

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Sub cerul britanic

Elev: Bahrin Rareș-Sorin,
Prof. Dobrincu Alina,
Liceul „Dimitrie Cantemir” Darabani, Botoșani

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Elev: Benghia Daria,
Prof. Mușat Simona-Marilena,
Liceul Teoretic „Traian Lalescu” Orșova, Mehedinți

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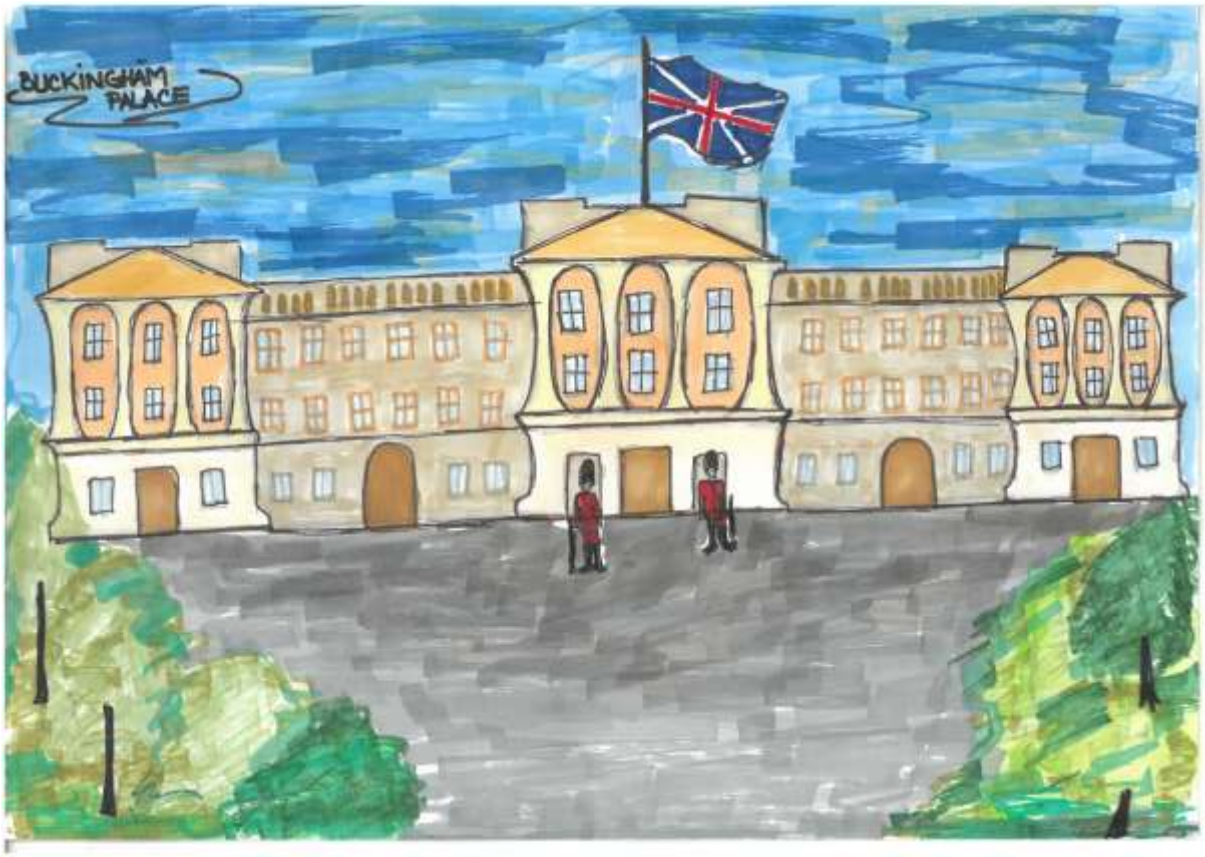

Buckingham Palace

Elev: Gheorghe Iasmina,
Prof.Mușat Simona-Marilena,
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Elev: Olaru Andra,
Prof. Mușat Simona-Marilena,
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Elev: Dănuț Daria Maria Clara,
Prof. Mușat Simona-Marilena,
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About England

Elev: Oprescu Irina,
Prof. Mușat Simona-Marilena,
Liceul Teoretic „Traian Lalescu” Orșova, Mehedinți

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Elev: Alexa Simina-Ionela,
Prof. Ștefan Simona-Luminița,
Liceul „Regina Maria” Dorohoi, Botoșani

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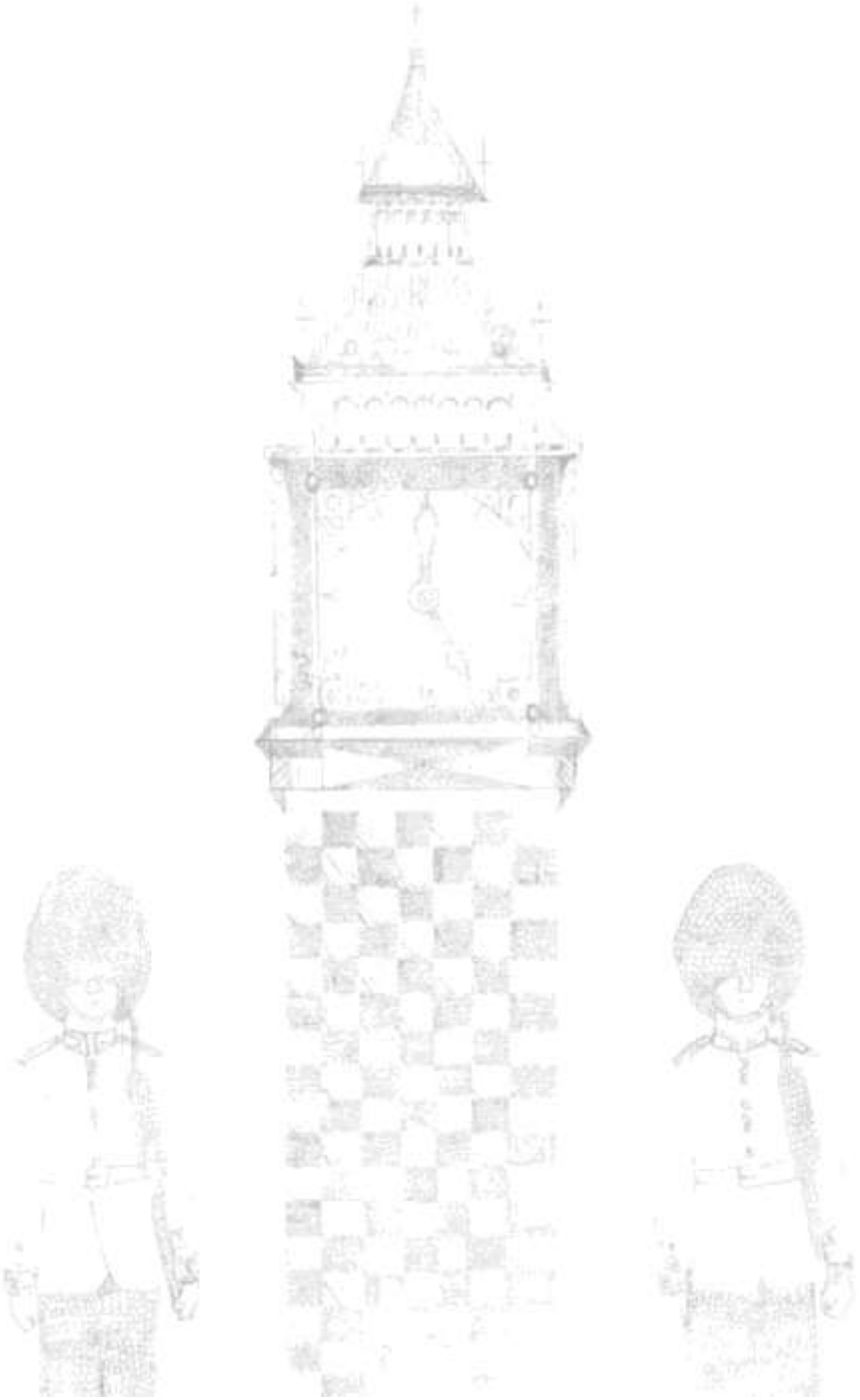

Guarding History

Elev: Cadinoiu Mariana-Petruța,
Prof. Sudureac-Todirică Iuliana-Loredana,
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The Queen

Elev: Maftei Ioana-Manuela,
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Liceul „Ștefan D. Luchian" Ștefănești, Botoșani

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Elev: Mitoșeriu Andreea-Ioana,
Prof. Sudureac-Todirică Iuliana-Loredana,
Liceul „Ștefan D. Luchian” Ștefănești, Botoșani

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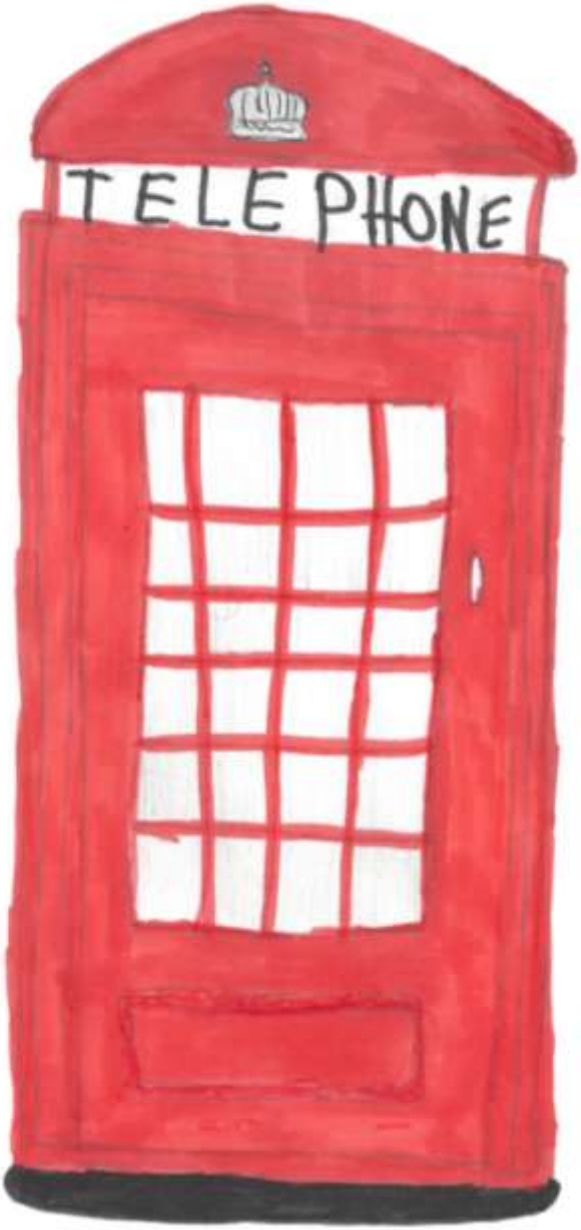

The telephone

Elev: Măgîlă Ion Alexandru,
Prof. Vlăsceanu Raluca Elena,
Școala Gimnazială Pesceana, Vâlcea

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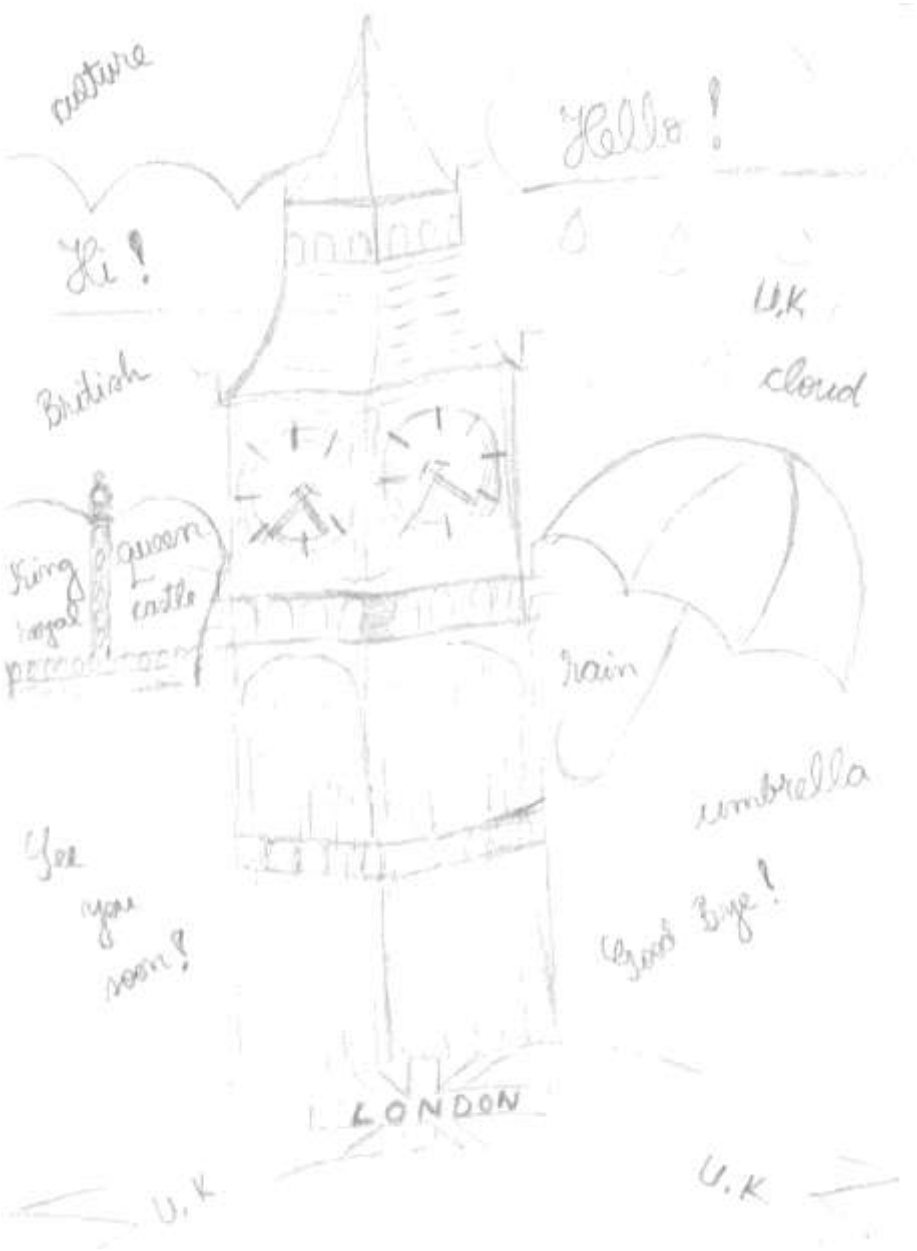

London's Big Ben

Elev: Zamura Andreea-Gabriela,
Prof. Vlăsceanu Raluca Elena,
Școala Gimnazială Pesceana, Vâlcea

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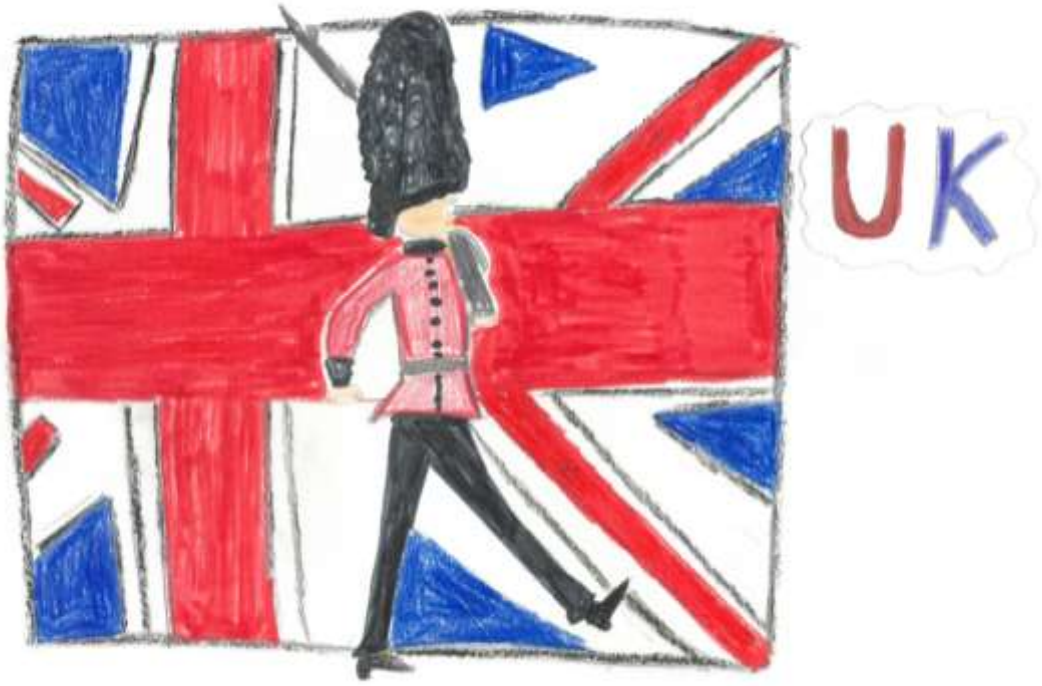

The Royal Guard

Elev: Olteanu Ionela-Mihaela,
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Școala Gimnazială Gușoeni, Vâlcea

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Elev: Preda Elena-Andreea,
Prof. Vlăsceanu Raluca Elena,
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Elev: Ciurariu Ioana,
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Elev: Iovu Rahaela,
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Elev: Ciubeică Delia,
Prof. Bodai Ana-Maria, Prof. Coșorianu Rebeca,
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Elev: Elcu Alexandra,
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Queen Victoria

Elev: Hăisan Petruța,
Prof. Chelariu Cristina,
Liceul Tehnologic „Nicolae Bălcescu” Flămânzi, Botoșani

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Elev: Bălăucă Maria Marinela,
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Elev: Bejan Daria Alexandra,
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England – a blend of history and modernity

Elev: Scutariu Alexandra-Patricia,
Prof. Dulgheru Anca-Luminița,
Colegiul Național „A. T. Laurian” Botoșani

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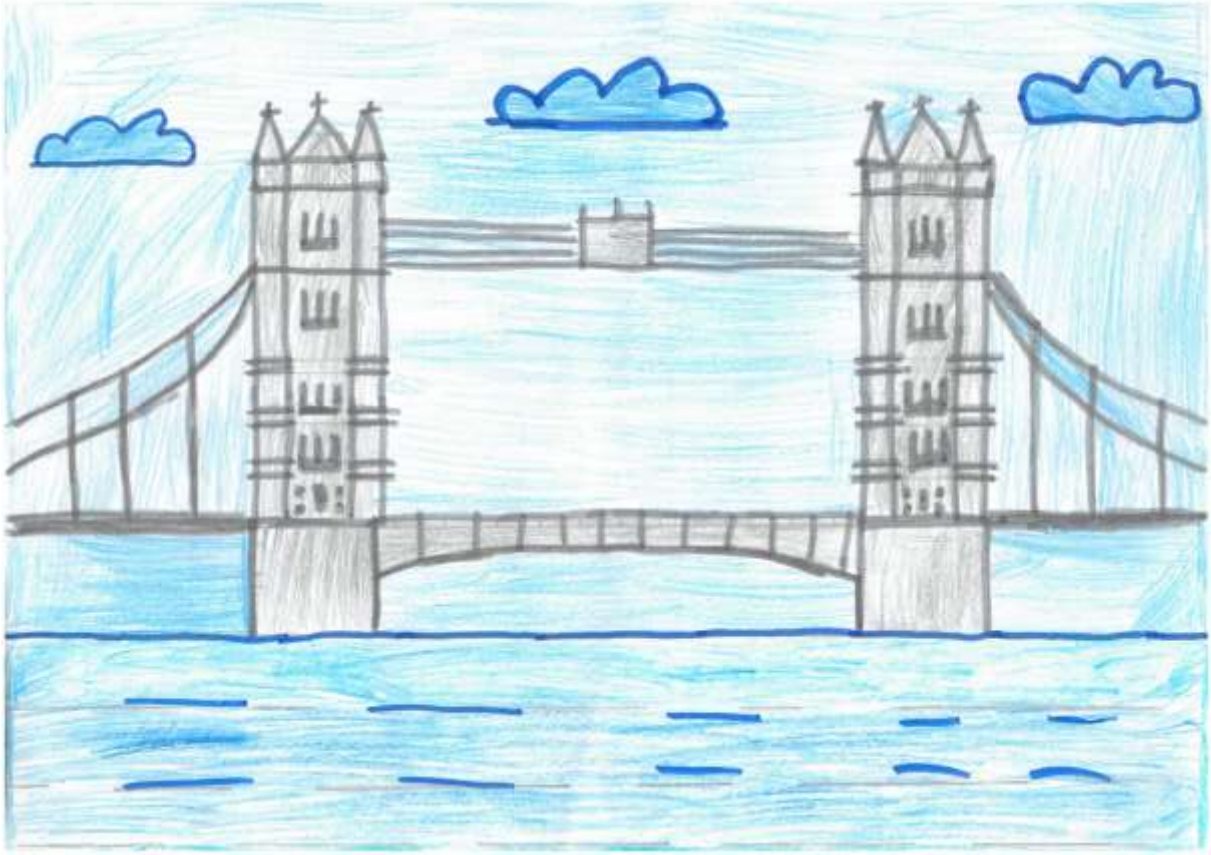

Tower Bridge

Elev: Petrișor Luca Ionuț,
Prof. Crețu Irina Oltica,
Școala Gimnazială nr. 13 Botoșani

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Elev: Cososchi Patrik Adrian,
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Elev: Ciocan Amalia,
Prof. Crețu Irina Oltica,
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Shakespeare

Elev: Vizeteu Ștefania Elena,
Prof. Crețu Irina Oltica,
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When you say UK, you say...

Elev: Chică-Roșă Daria,
Prof. Crețu Irina Oltica,
Școala Gimnazială nr. 13 Botoșani

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Big Ben and me

Elev: Kurt Elif-Nur-Sofia,
Prof. Crețu Irina Oltica,
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Elev: Borș Stelian-Andrei,
Prof. Crețu Irina Oltica,
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Elev: Apjok Patrick Laurențiu,
Prof. Crețu Irina Oltica,
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The lands of The Purple Thistle

Elev: Suceveanu Eva,
Prof. Crețu Irina Oltica,
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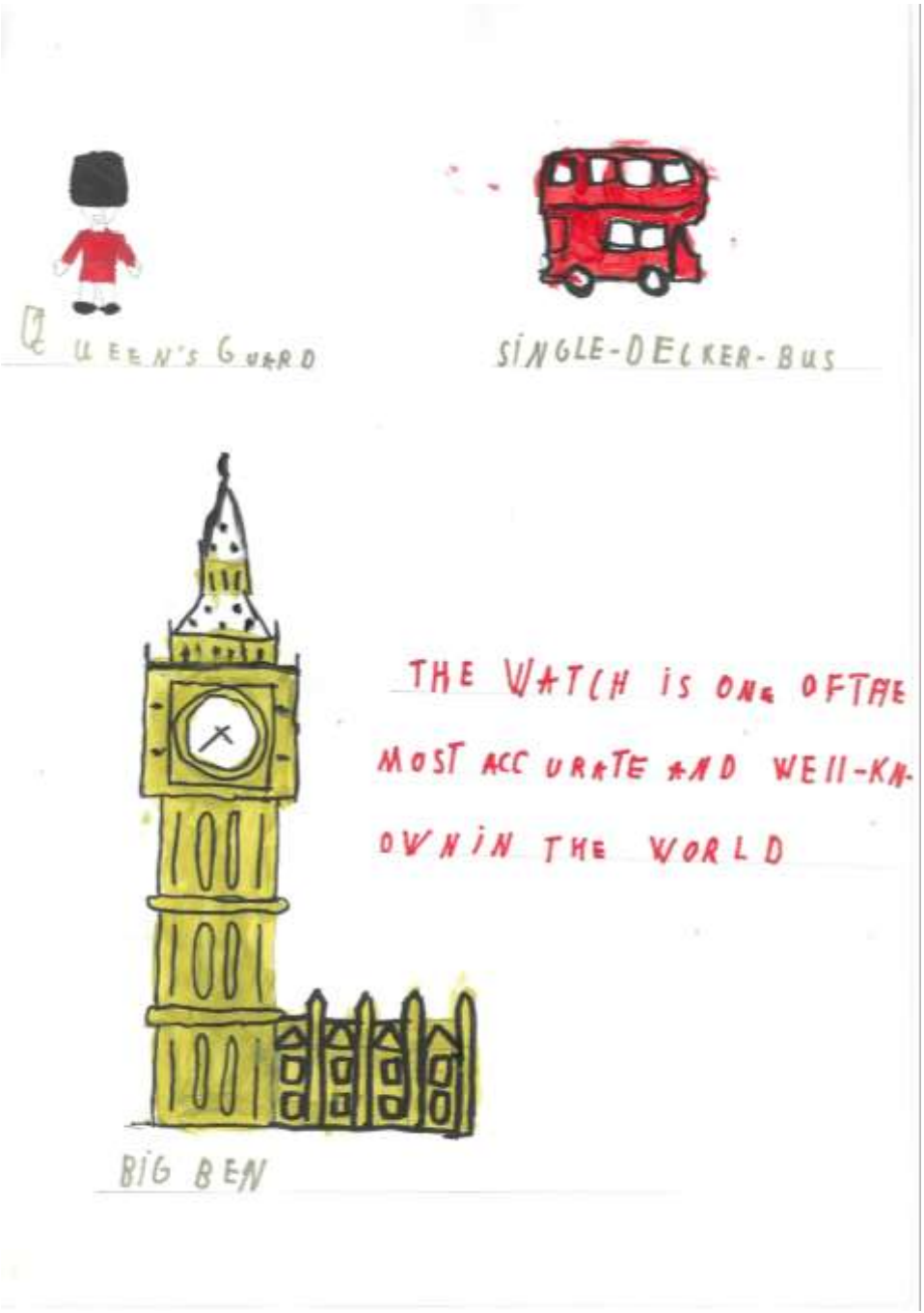

Symbols of London

Elev: Baltaru Alessia Nicola,
Prof. Crețu Irina Oltica,
Școala Gimnazială nr. 13 Botoșani

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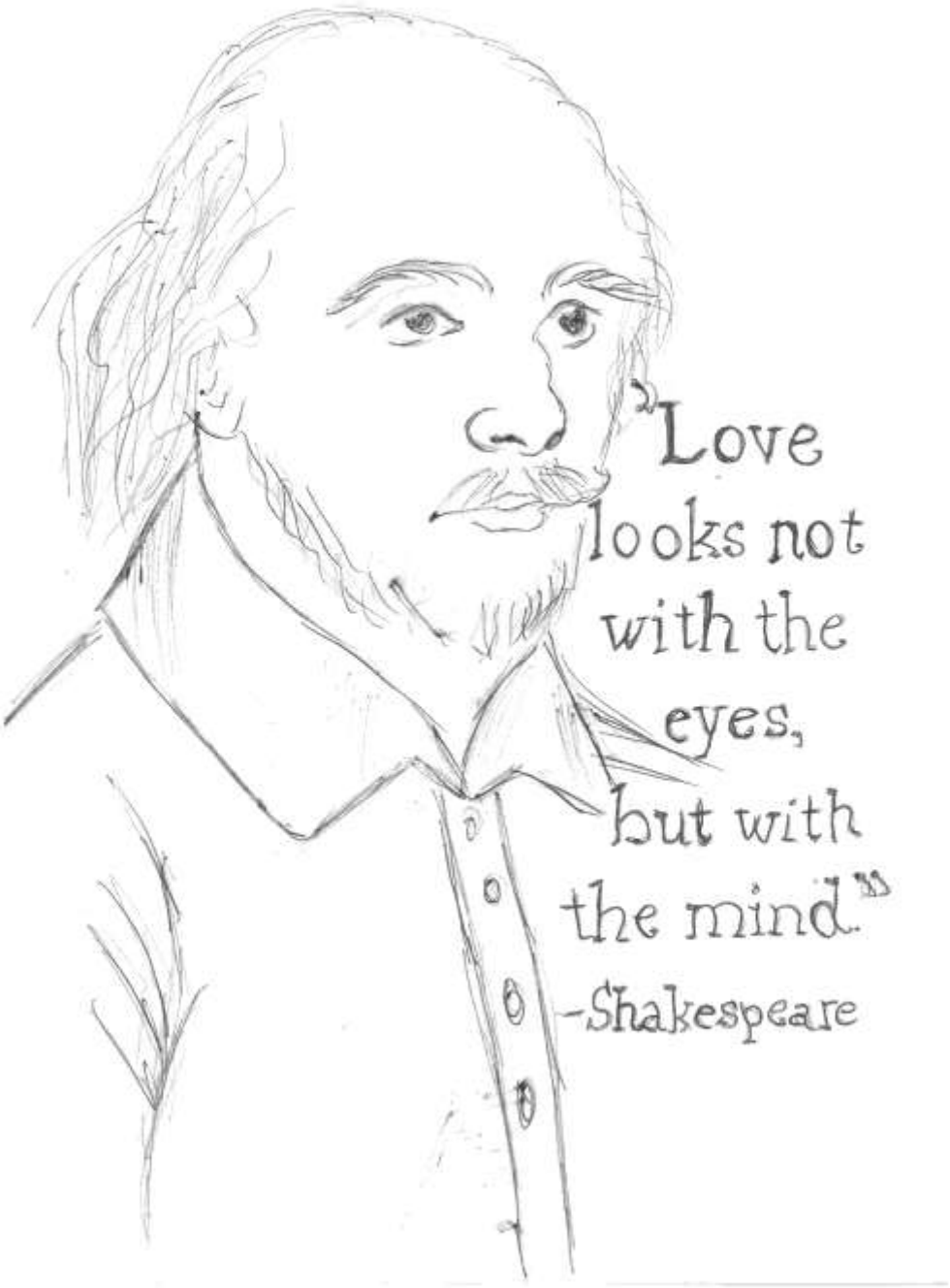

Shakespeare

Elev: Hapău Florinela,
Prof. Puiu Otilia-Mariana,
Seminarul Teologic Liceal Ortodox „Sfântul Ioan Iacob" Dorohoi, Botoșani

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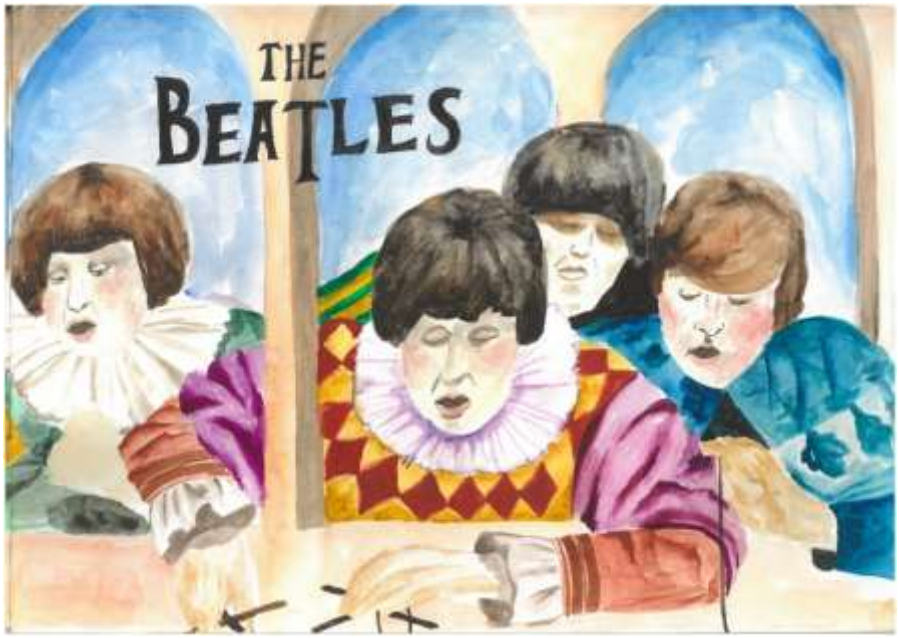

Între muzică și tragedie. Romeo și Julieta sub acorduri

Elev: Ilucă Andreea-Ioana,
Prof. Cucoreanu Gianina-Magdalena,
Colegiul Național „Grigore Ghica” Dorohoi, Botoșani

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Princess Diana

Elev: Scorțaru Mihaela-Elena,
Prof. Condriuc Florina-Cristina,
Școala Gimnazială „Octav Băncilă” Corni, Botoșani

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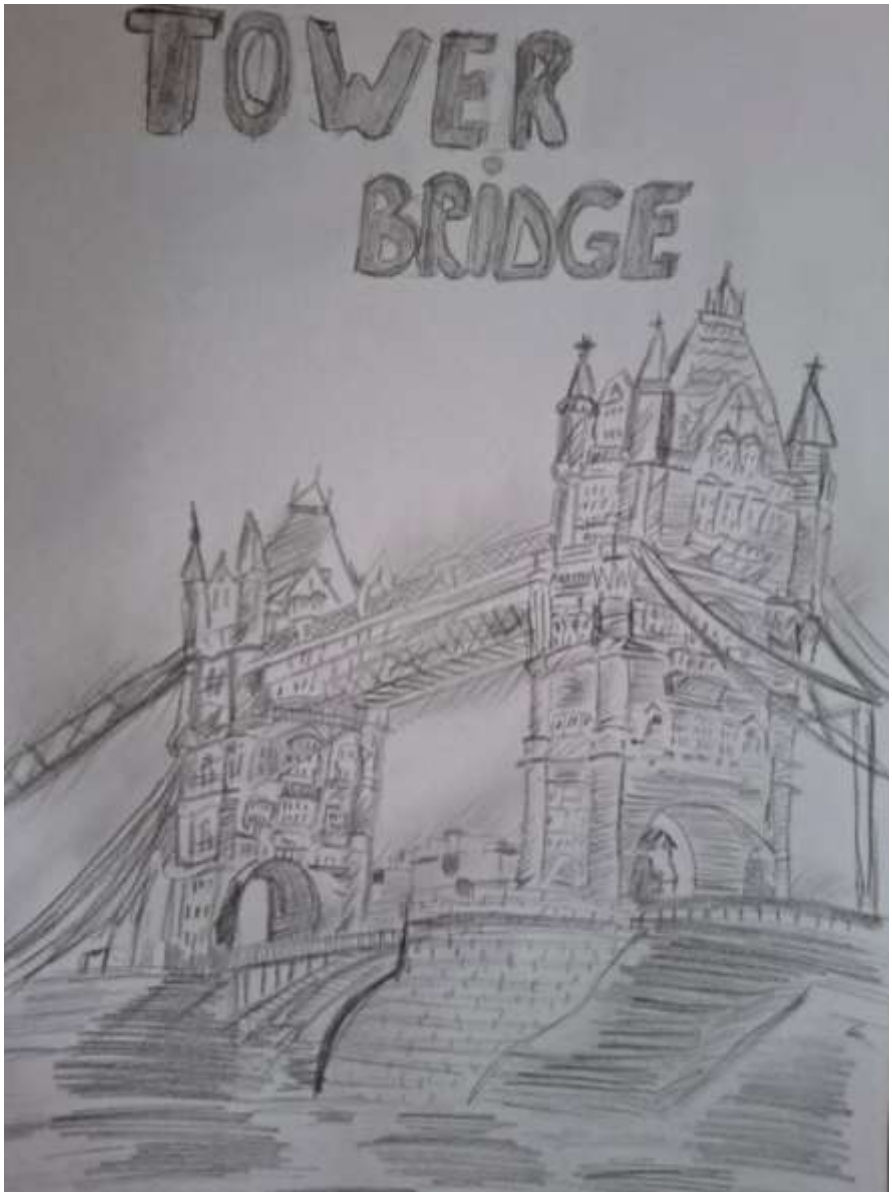

Tower Bridge

Elev: Chiriac Alexandra,
Prof. Condriuc Florina-Cristina,
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Elev: Patrașcanu Antonia-Maria,
Prof. Condriuc Florina-Cristina,
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London Bridge

Elev: Simion Alexandrina Eliana,
Prof. Bălan Lăcrimioara Dana,
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Elev: Boboescu Ionela Maia,
Prof. Bălan Lăcrimioara Dana,
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Elev: Andronic Iulia,
Prof. Anuței Angela-Georgeta,
Școala Gimnazială „Aron Vodă” Aroneanu, Iași

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Katseye – influence of music

Elev: Merișef Emilia,
Prof. Anuței Angela-Georgeta,
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Elev: Mîndru Lavinia,
Prof. Anuței Angela-Georgeta,
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William Shakespeare

Elev: Netcă Daria Emilia,
Prof. Anuței Angela-Georgeta,
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The Wonder of Great Britain

Elev: Dima Sara Ioana,
Prof. Lăzărescu Lucia-Doina,
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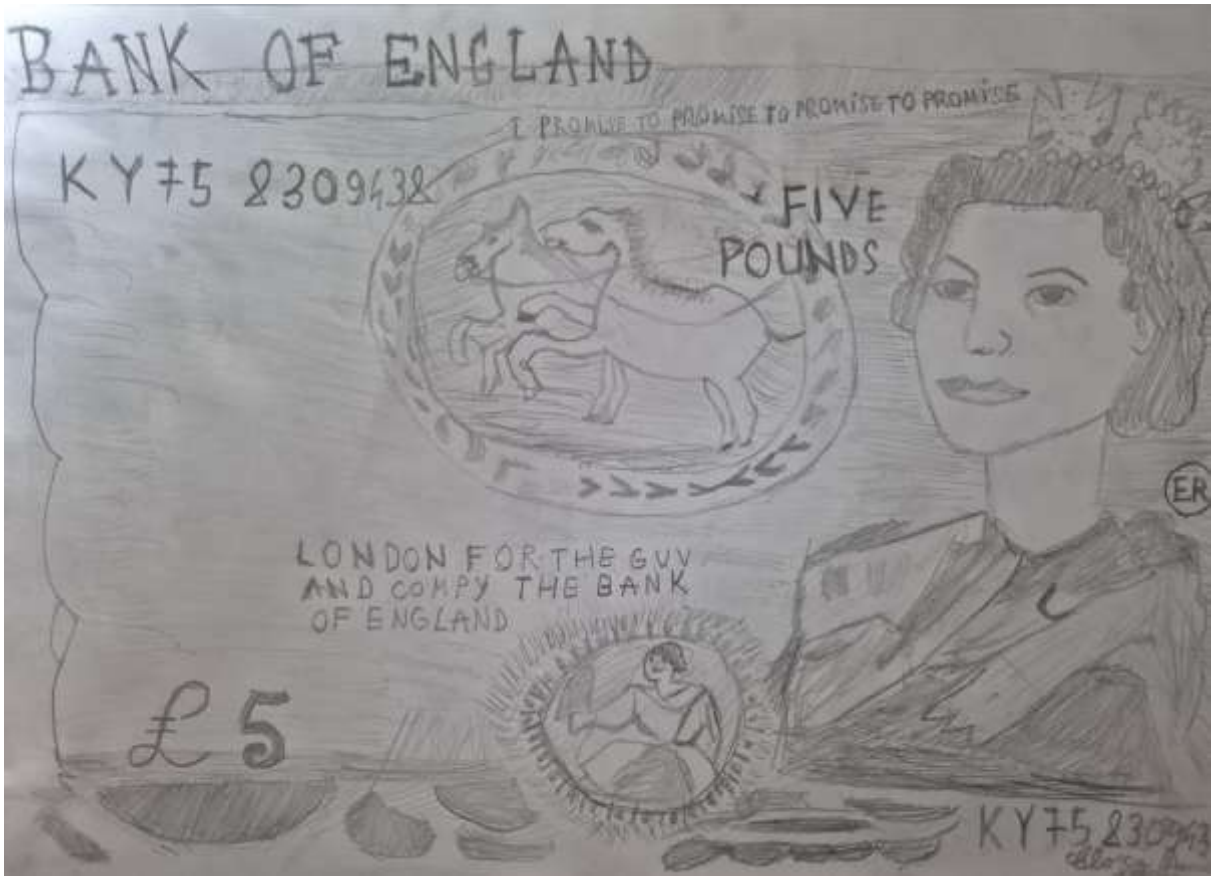

Money

Elev: Hobincă Mădălina,
Prof. Olaru Lăcrămioara-Petronela,
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Queen Elisabeth

Elev: Maciu Ioana,
Prof. Olaru Lăcrămioara-Petronela,
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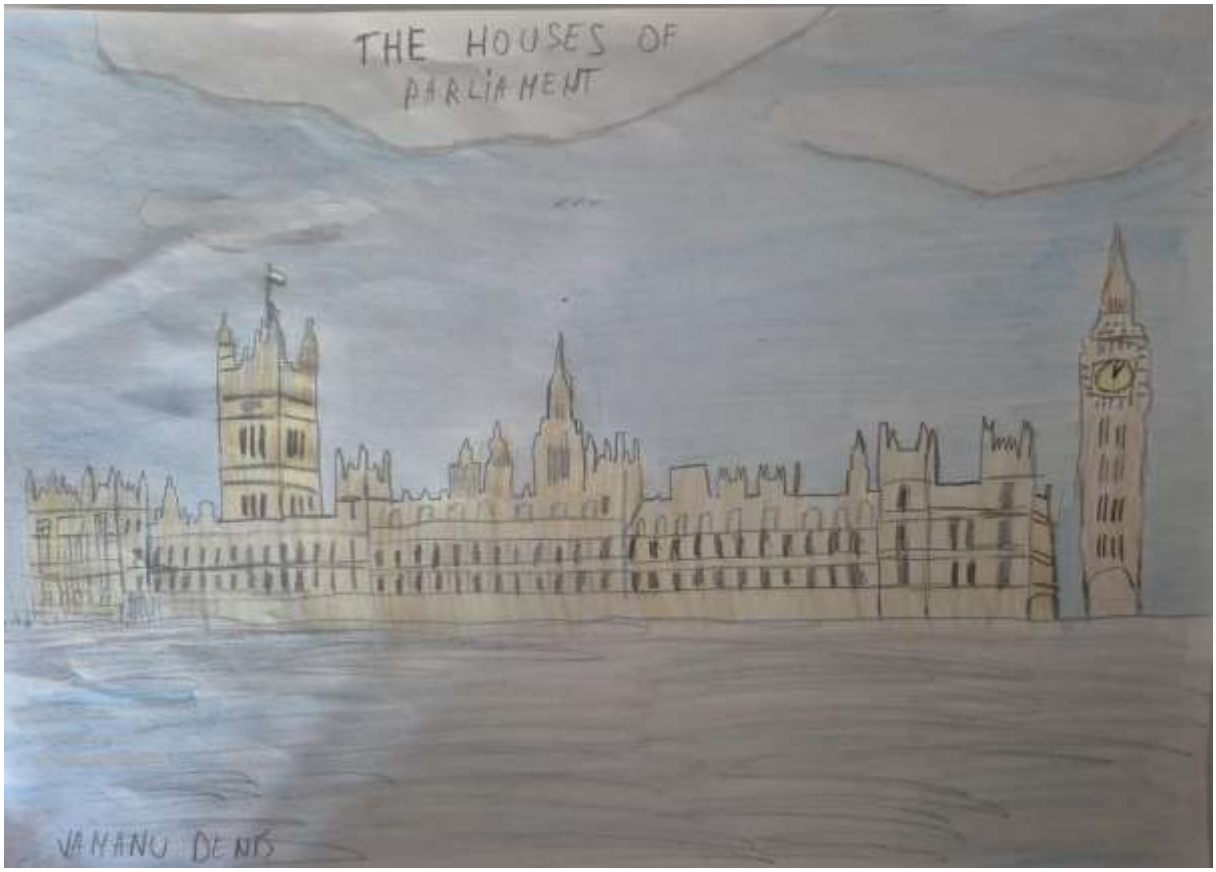

The Houses of Parlament

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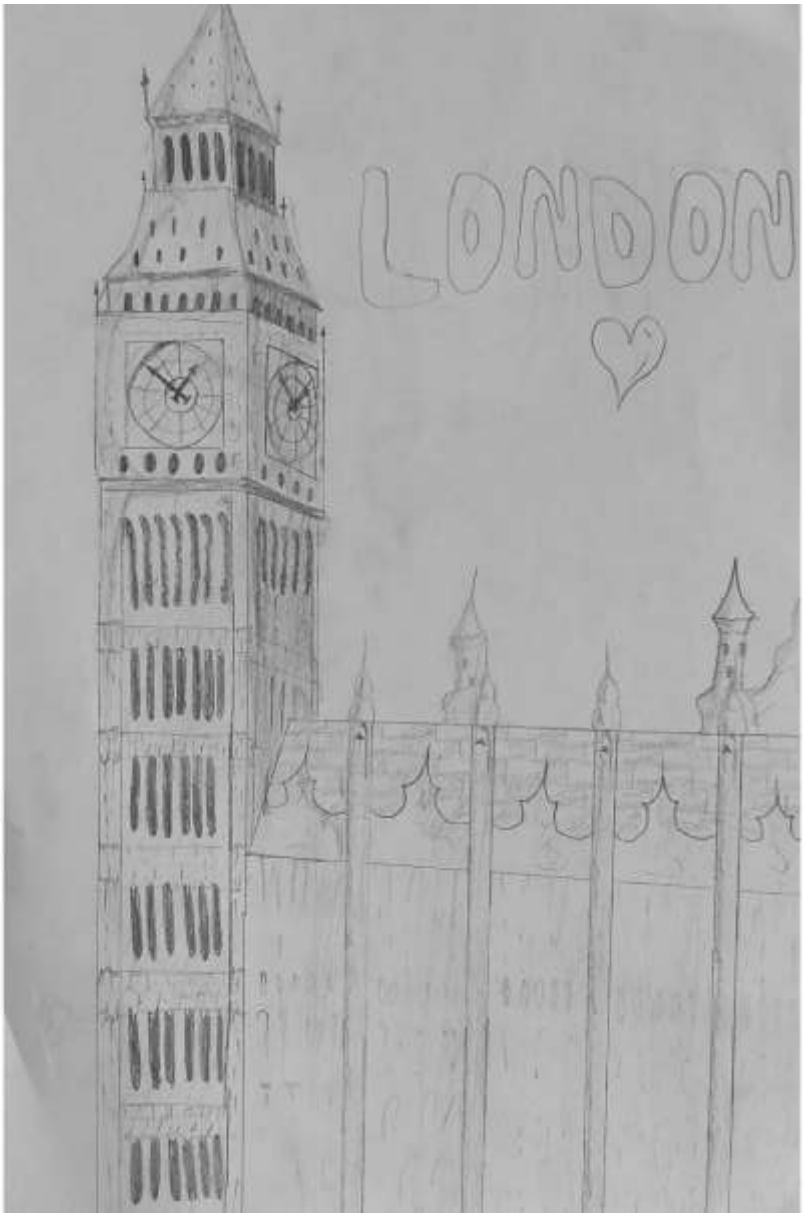

Big Ben

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Liceul Tehnologic „Dacia” Caransebeș, Caraș-Severin

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Queen Elizabeth II

Elev: Stancu Lorena-Alexandra,
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Words of Wisdom

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We light the planet

Elev: Călin Narcisa,
Prof. Bilitz Veronica,
Colegiul Național „Nicolae Iorga” Brăila

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Think green live green

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Prof. Bilitz Veronica,
Colegiul Național „Nicolae Iorga" Brăila

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I love UK

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Prof. Bilitz Veronica,
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Icons of UK

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The Queen

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The Royal Crown

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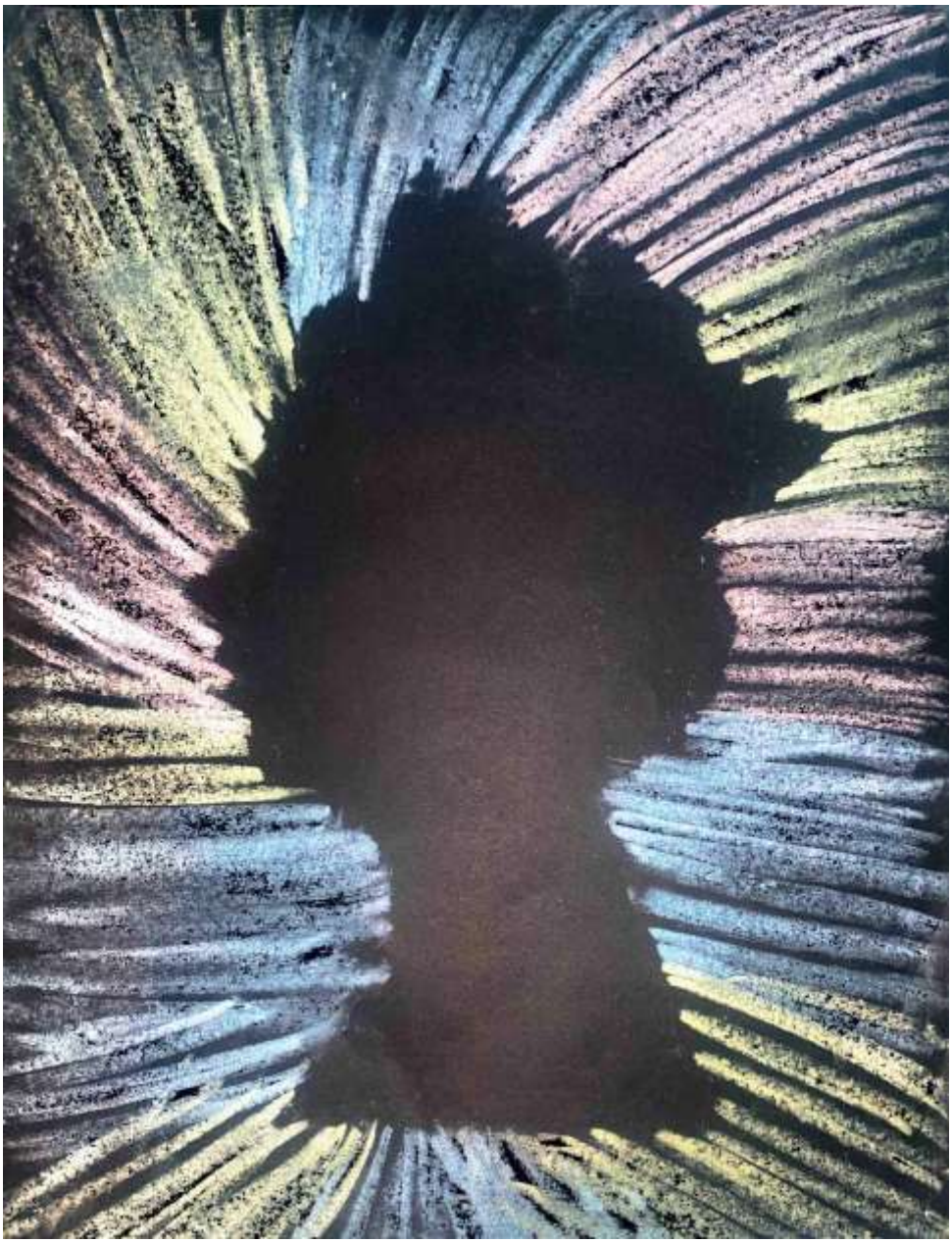

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The Flag

Elev: Feloiu Alessio,
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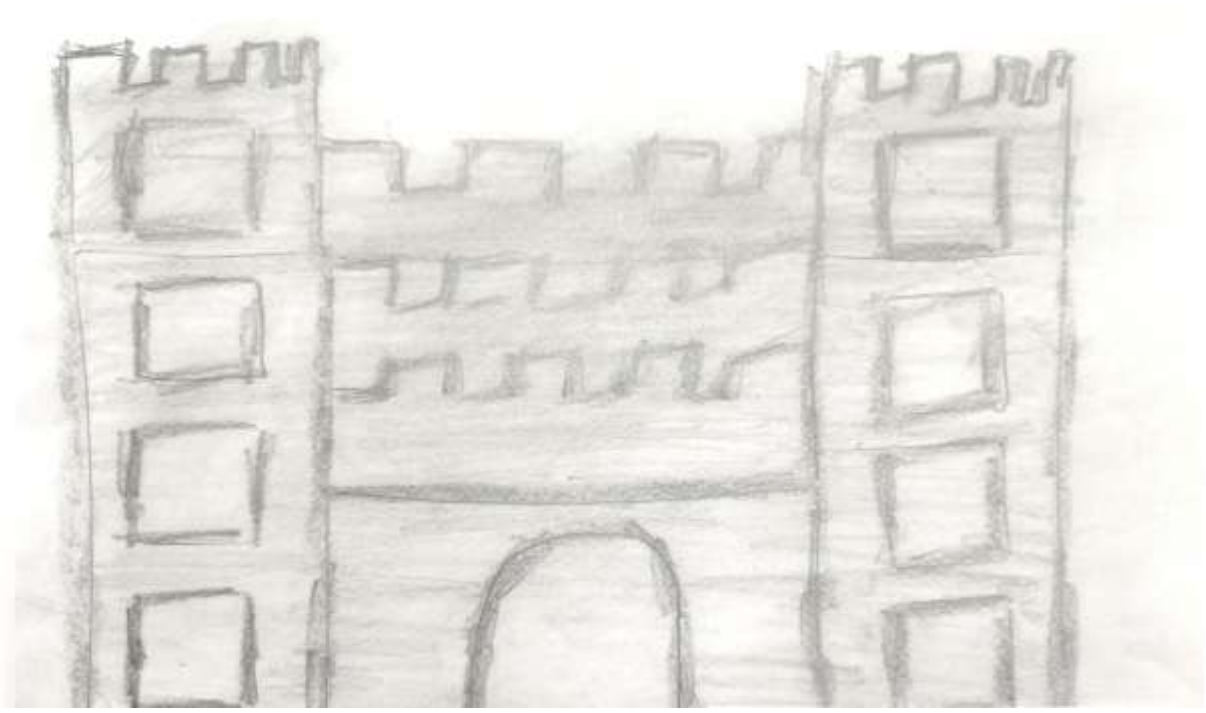

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