

C2.2

Unit 3

**Exercise 1**

**Fill in the blanks with the appropriate Millennial expression from the box below. Each item can only be used once. Choose carefully based on meaning, tone, and context.**

adulting	ghosted	FOMO	binge-watch	low-key
flex	throw shade	extra	hangry	humblebrag

- I tried to make dinner, pay bills, and clean the apartment all in one night — I was really proud of my \_\_\_\_\_ skills.
- She didn't even text to cancel — she totally \_\_\_\_\_ me after our second date.
- I couldn't go to the concert, and my feed was full of videos; my \_\_\_\_\_ was real.
- We started one episode after dinner and ended up \_\_\_\_\_ the whole season.
- I'm feeling kind of \_\_\_\_\_ excited about this promotion — I don't want to make a big deal out of it.
- He kept mentioning how "exhausted" he was from his marathon training — classic \_\_\_\_\_.
- Don't \_\_\_\_\_ at her like that just because she got the raise.
- I skipped lunch and now I'm absolutely \_\_\_\_\_.
- He bought a sports car just to \_\_\_\_\_ on his ex.
- Her outfit was so over-the-top; she's always so \_\_\_\_\_ about everything.

## Exercise 2

Complete the sentences with the correct causative structure. Pay close attention to meaning, verb form, and register.

1. I finally \_\_\_\_\_ my car \_\_\_\_\_ after postponing it for months.
2. The director \_\_\_\_\_ the interns \_\_\_\_\_ the entire report before the deadline.
3. We \_\_\_\_\_ our house \_\_\_\_\_ while we were on holiday — the decorators were efficient.
4. The teacher wouldn't \_\_\_\_\_ the students \_\_\_\_\_ early, even though the fire alarm went off.
5. She \_\_\_\_\_ her assistant \_\_\_\_\_ the client immediately to confirm the booking.
6. I'm going to \_\_\_\_\_ my hair \_\_\_\_\_ before the wedding — it's too long now.
7. The comedian's joke \_\_\_\_\_ everyone \_\_\_\_\_ uncontrollably.
8. We should \_\_\_\_\_ the IT department \_\_\_\_\_ a new firewall as soon as possible.
9. He \_\_\_\_\_ his brother \_\_\_\_\_ him with the move by offering free pizza.
10. The manager \_\_\_\_\_ the team \_\_\_\_\_ that weekend off — an unexpected gesture of kindness.

## Exercise 3

Complete each sentence with the most suitable expression from the box below.

Be attentive to tone (formal, neutral, informal), source of obligation (internal vs external), and strength (strong vs mild).

be obliged to	be compelled to	be required to	be supposed to	be duty-bound to
have no choice but to	be under no obligation to	be expected to	be pressurized into	be incumbent upon

1. As a government official, she is \_\_\_\_\_ act in the public interest at all times.
2. During the audit, all employees will \_\_\_\_\_ submit their financial statements.
3. We were \_\_\_\_\_ reveal the source of our information, but we refused.
4. You're \_\_\_\_\_ attend every meeting, but it's considered polite if you do.
5. He claimed he only signed the contract because he was \_\_\_\_\_ do so by his supervisor.
6. I didn't want to apologize, but I felt morally \_\_\_\_\_ admit my mistake.
7. Citizens are \_\_\_\_\_ comply with the country's laws.
8. Given your role as team leader, it is \_\_\_\_\_ you to ensure deadlines are met.
9. After the scandal, the minister said she had \_\_\_\_\_ resign to protect the government's image.
10. You're \_\_\_\_\_ stay for the entire event if you don't wish to — feel free to leave early.

#### Exercise 4

**You are going to read an article about differences between new generations and older ones. For questions 1–6, choose the answer (A, B, C, or D) which you think fits best according to the text.**

#### Generations in Flux

Each new generation inevitably provokes a mixture of fascination and disapproval. The young are seen as harbingers of change—symbols of progress or decline, depending on one's perspective. What distinguishes Generation Z, however, is the speed and visibility with which their habits have transformed the social landscape. Raised amid smartphones, social networks, and relentless connectivity, they have rewritten the rules of interaction, work, and identity at a pace that leaves many older adults struggling to keep up.

Critics are quick to lament that this generation's reliance on technology has eroded their attention spans and interpersonal skills. Yet such complaints echo throughout history: from the written word to television, each innovation has provoked anxieties about moral decay. What is genuinely novel today is not the complaint itself but the scale at which technological mediation permeates daily life. Digital fluency is no longer a discrete skill but the native language through which this generation perceives and constructs reality.

At the same time, the values driving Generation Z cannot be dismissed as superficial by-products of screen culture. Their insistence on authenticity, inclusivity, and social accountability reflects not a retreat from reality but an attempt to redefine it. They are, in many ways, pragmatic idealists—

keenly aware of global crises yet unwilling to accept cynicism as the only mature stance. For them, social and environmental engagement are not extracurricular interests but essential dimensions of personal identity.

Still, tensions remain. The very platforms that amplify young voices also foster relentless comparison, anxiety, and self-surveillance. The generation that prides itself on openness often finds itself trapped in the pursuit of online perfection. The result is a paradoxical blend of confidence and fragility: individuals who are socially conscious yet privately uncertain.

What older generations might interpret as inconsistency may, in fact, be an adaptive response to complexity. In a world of blurred boundaries and accelerating change, coherence may be less important than agility. The challenge, then, is not for the young to conform to inherited expectations, but for society to rethink what it means to thrive in an age where reinvention is the norm rather than the exception.

### Questions

1. In the first paragraph, the writer suggests that older generations' reactions to young people are
  - A. unusually critical compared to the past.
  - B. dependent on whether they value change positively or negatively.
  - C. based on envy of technological competence.
  - D. more justified than previous generational critiques.
2. The writer's main point in the second paragraph is that
  - A. technology has genuinely damaged young people's ability to focus.
  - B. previous generations' criticisms were mostly unfounded.
  - C. current anxieties about youth and technology resemble those of the past, though the context is unprecedented.
  - D. the moral decline of the young has reached a new low.
3. The phrase "digital fluency is no longer a discrete skill" (paragraph 2) implies that
  - A. young people have stopped developing other important skills.
  - B. technology has become inseparable from how young people understand the world.
  - C. older generations fail to grasp the importance of digital training.
  - D. society should teach technology as a distinct subject.

4. According to the writer, Generation Z's social values
  - A. are shallow and heavily influenced by online trends.
  - B. demonstrate an unrealistic detachment from global realities.
  - C. are driven by both practical awareness and idealism.
  - D. have been entirely shaped by the education system.
  
5. In paragraph four, the writer describes Generation Z as
  - A. overconfident in their ability to manage stress.
  - B. aware of the contradictions in their online presence.
  - C. more emotionally stable than previous generations.
  - D. unconcerned about how they are perceived by others.
  
6. Overall, the writer's attitude towards Generation Z can best be described as
  - A. dismissive but curious.
  - B. critical yet sympathetic.
  - C. nostalgic and disapproving.
  - D. admiring and uncritical.