

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

# Limba engleză

L1

Manual pentru clasa a XI-a

Doina Miloș  
Roxana Marin



**CORINT**  
EDUCAȚIONAL



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# INITIAL TEST



## 1. Arrange the following sentences in the right order, so as to form a coherent paragraph.

1. But Paula wanted to do a programme that would have some lasting benefit.
2. If you had been by the Thames that day, you would have seen Paula telephoning all sorts of people and asking them for help.
3. Paula Jones first became a famous TV personality in the Go For It! programme.
4. Paula had exactly twelve hours to complete the challenge.
5. Viewers saw her jumping in and out of a helicopter as she tried to find the hidden treasure.
6. First she got the army to build a platform for the ice rink.
7. Lord Cheeseburton gave Paula a challenge.
8. Then she got top musicians and dancers to perform.
9. He wanted her to organise an ice skating show with full orchestra on the River Thames.
10. During the day people could watch the show coming together on television.
11. All the money from the show would go to help the appeal.
12. At eight o'clock in the evening the show began with fireworks, music and dancing.

## 2. Read the text below. Use the words given in capitals at the end of the text to form a word that fits in the corresponding spaces.

### TROPICAL ISLANDS

Many people dream of a (0)..... holiday on a tropical island. They imagine endless (1)..... beaches, the

(2)..... of the sea, and clear blue skies. The truth is that a (3)..... holiday is even more (4)..... Most Caribbean islands are very (5)..... . They are clean and unpolluted, and the (6)..... are always (7)..... . Although the hotels are often large and (8)....., the welcome you receive is far from impersonal. Most visitors don't want the (9)..... of these islands to increase. They want to keep it a jealously guarded secret.

### Example:

0. RELAX      0. RELAXATION  
1. GOLD    2. WARM    3. TROPICS  
4. ENJOY    5. ATTRACT    6. ISLAND  
7. HOSPITALITY    8. LUXURY  
9. POPULAR    10. JEALOUSY

## 3. Some of the verbs in the following text are used incorrectly. Change them so as to make the text accurate. There are 10 problem verbs.

I finished university six months ago and I've got a degree in business administration. I enjoyed do the course very much although I realise I should have been studied a lot harder! A few of my friends have already got full-time jobs but most, like me, are still waiting for something suitable to turn up. Meanwhile, I make sure that I keep myself being busy. I look through the job advertisements in the newspapers every day and I also asked all the people I know to tell me if they will hear of any vacancies where they work. What I'm looking for is something challenging, and I would certainly be happy moving to another city or even work abroad for a while. The salary is not so important at this stage, provided I'm earning enough to live on, because I don't want to continue depend on my parents, although they are very generous to me. At the moment, I work in a nearby restaurant two evenings a week, washing up and generally helping out, which brings in a little bit of money. The other people who working there are very friendly, and many of them are in the same situation as me, so we have lots to talk about.

## 4. Correct the mistakes.

- The dishes has been washed.  
The letters are being opened every morning in the office.  
The woman seen taking the children to school.

# INITIAL TEST

Your homework must finished by Thursday.  
Mike has been tell about the new job.  
The cars stole from the park.  
The house is been decorated recently.  
The centre will visit by the King next month.  
He was teach how to drive by his brother.  
He was pay a lot of money for the job.

## 5. Put the verbs in brackets into the correct tense.

If you have (have) a toothache, go to the dentist.  
If you hadn't been (not/be) in a hurry, you wouldn't have forgotten (not/forget) your keys.

If Peter ..... (do) lots of exercises, he'll be fit and healthy.  
If he ..... (remember) earlier, he ..... (send) her a birthday card.  
If you ..... (not/be) ill, you ..... (go) to the party.  
Please call me if you ..... (need) any help.  
Jason ..... (not/break) his arm if he ..... (be) more careful.  
Helen ..... (get) wet if she ..... (not/take) her umbrella.  
Unless it ..... (rain), we'll go for a walk.

## 6. Fill in the active or passive form of the verbs in brackets.

Mrs Thurber is a rich young lady. She (1) lives (live) in a pretty house on the outskirts of the city with her husband and her two cats. Every day, Mrs Thurber (2) ... (take) into the city centre. Her car (3) ... (drive) by her chauffeur. She then (4) ... (go) shopping in her favourite shops. Her bags (5) ... (carry) by her chauffeur. Mrs Wilson (6) ... (buy) lots of things every week. She (7) ... (need) lots of clothes because she goes to lots of parties. In fact, this week she (8) ... (invite) to a big birthday party which (9) ... (hold) in a large mansion in the country. All of her friends will be there, so Mrs Thurber (10) ... (look forward) to it.

## 7. Complete the second sentence so that it has a similar meaning to the first sentence, using a modal verb or a synonymous expression.

- Perhaps they didn't notice the tyre was flat.  
They .....
- I'm sure the cat didn't open the fridge!  
The cat .....
- Although it was very wide, she managed to swim across the river.  
She .....

- I think it's a good idea for you to take a holiday.  
You had .....
- All that trouble I went to wasn't necessary in the end.  
I .....
- I'm disappointed that you didn't back me up!  
You .....
- The only explanation for him being so late is that his train was delayed.  
His train .....

## 8. Read this paragraph discussing advantages and disadvantages to being a ballerina. Fill in the numbered blanks by choosing an appropriate connector from a-g below:

Every girl has at least once dreamt of becoming a ballerina. (1)....., being a ballet dancer implies advantages as well as disadvantages. (2)....., being a good dancer is a sure way to fame and success. (3)....., the greatest satisfaction is to be admired by people. (4)..... sometimes the life of a dancer can be very dangerous. (5)....., during long hours of training you can very easily get hurt. (6)..... sometimes accidents lead to the sudden end of your career. (7)....., being a ballerina is both glamorous and dangerous.

- But
- In fact
- In my opinion
- All in all
- For example
- First of all
- And



## 9. Write a paragraph (10 lines) giving your opinion on this saying: "Keep your friends close and your enemies closer."

## Reading



David Kolb

### David Kolb

- David Kolb's learning styles model and experiential learning theory are today acknowledged by academics, teachers, managers and trainers as truly seminal works.

### Acronyms

*What's Your Style* features some acronyms that many educators and learners are familiar with.

Here are some more for you:

#### ■ AKA (Also Known As)

A remarkable acronym that's now so well established that it's virtually become a word, and certainly requires no reference to the original source words to be immediately understood.

#### ■ BTW (By The Way)

One of the most commonly used abbreviations today, meaning "incidentally" or "in passing", and originally meaning "by the way of a secondary subject or matter", which was earlier shortened to "by the bye", which has now almost passed out of use. "By the way" is referenced in 1870's Brewer, so it's not a recent expression.

#### ■ DRIB (Don't Read If Busy)

Only the email generation could have developed the need for such an acronym....

#### ■ KISS (Keep It Simple & Stupid)

One of the all time great acronyms. A motto and reminder that simplicity works. Variations on the KISS theme include *Keep It Short and Sweet*, *Keep It Simple Sunshine*, *Keep It Simple and Straightforward*, *Keep It Simple Sister*, *Keep It Simple Sweetheart*.

1. In pairs, ask each other the following questions. Tell each other which method works best for you, and why.

- Do you like to learn from specific experiences, and from how you feel about these experiences?
- Do you like to learn from watching and listening, and make your judgments only after careful observation?
- Do you like to learn through a systematic analysis of a situation?
- Do you like to learn by doing things?

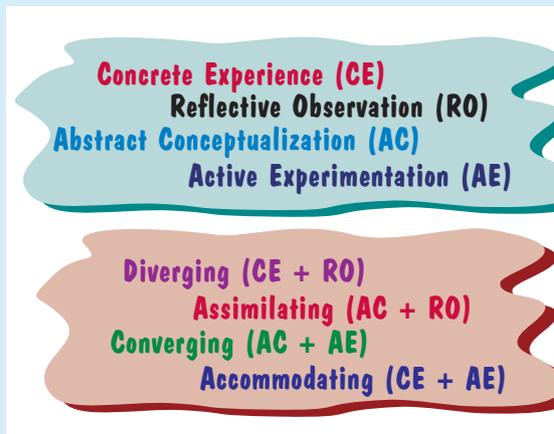
2. Read the following study to identify your personal style. Compare with your partner's.

### What's Your Style

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this "cycle of learning" as a central principle of his experiential learning theory, typically expressed as four-stage cycle of learning, in which "immediate or concrete experiences" provide a basis for "observations and reflections." These "observations and reflections" are assimilated and distilled into "abstract concepts" producing new implications for action which can be "actively tested" in turn creating new experiences.

Kolb's model therefore works on two levels – a four-stage cycle → and a four-type definition of learning styles, (each representing the combination of two dialectally linked preferred styles, rather like a two-by-two matrix of the four-stage cycle styles), for which Kolb used these terms →



The word "dialectally" is not widely understood, and yet carries an essential meaning, namely "conflicting" (its ancient Greek root means "debate"). Kolb meant by this that we cannot do both at the same time, and to an extent our urge to want to do both creates conflict, which we resolve through choice when confronted with a new learning situation. We internally decide whether we wish to **do** or **watch**, and at the same time we decide whether to **think** or **feel**.

3. Match the following learners to the right style.

**Adam:** An excellent problem solver and decision maker. Loves to experiment with new ideas, to simulate, and to work with practical applications.

## Vocabulary

**Helen:** Needs clear explanations, enjoys organizing input in tables, lists etc. Enjoys lectures, hates games and prefers to be given time to think things over.

**Chris:** Likes to watch and learn but also work in teams. Able to look at things from different perspectives. Takes feedback well.

**Michael:** Tends to act on “gut” instinct rather than logical analysis. Can be dominating. Needs to be kept busy with different practical tasks.

### 4. Find synonyms to the words and expressions below in the text on the previous page.

- to lay out systematically and graphically: .....
- relating to an actual, specific thing or instance: .....
- in due order or sequence: .....
- connected: .....
- an irresistible or impelling force, influence or instinct: .....
- leading to: .....
- drawing apart from a common point: .....
- flexible, friendly: .....

### 5. Fill in the blanks with words and expressions from exercise 4.

- He ..... a brilliant but nonetheless completely crazy plan.
- There is a strong ..... between one's eating habits and health.
- He helped me with the bags and, ....., I made him dinner.
- All of a sudden, she was overcome by an ..... to run away.
- Our efforts eventually ..... to an outstanding accomplishment.
- You keep complaining but how about some ..... ideas?!
- It appears that we have ..... opinions on this.
- Jane is the best room-mate! She is even more ..... than Mum!

### 6. In most blanks below, you will need to use the verb to set as a phrasal verb.

- They ..... at dawn, so as not to arrive after nightfall.
- Why did you ..... him .....? He didn't deserve to spend 10 years in prison.
- ..... the apples ..... on that shelf, our customers are used to finding apples there.
- His intervention ..... a lot of things in motion.
- His intervention ..... quite a time bomb.

### 7. Which type(s) of learner would be bothered by the following class rules and why? There may be more than one answer!

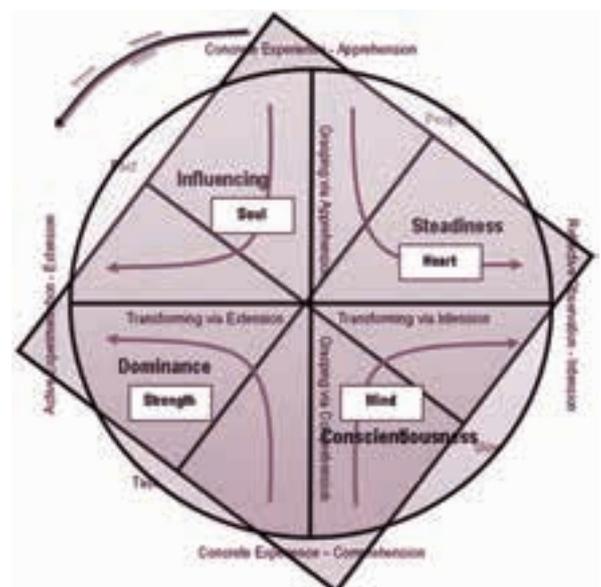
- All assignments are mandatory unless specified otherwise. Failure to turn in an assignment at the given deadline will result in a grade 2.
- Disrespectful language or behaviour to one's peers in class is absolutely forbidden; the penalty for breaking this rule is a grade 2.
- Repeated interruptions of colleagues' performance and class in general may result in a summoning of parents, a grade 2 or a trial by the teachers' council.

### Phrasal verbs

Phrasal verbs are verbs whose meaning is changed by the addition of a preposition.

- To set:**
  - to arrange
  - to fix
  - to put stones in a piece of jewelry
- To set out:**
  - to begin an earnest attempt
  - to undertake
  - to display for exhibition or sale
  - to plant
  - to start a journey (A.E.)
- To set off:**
  - to start a mechanism (such as a bomb)
  - to start a journey (Br.E.)
- To set up:**
  - to arrange things in a certain way
  - to cause a person to be accused of a crime they have not committed

Find other phrasal verbs in “What's Your Style.”



## English in use

### Tenses – revision

#### ■ Simple Present:

1. *Present action or condition*

I hear you.

Here comes the bus.

2. *General truths*

There are thirty days in September.

3. *Non-action; habitual action*

I like music.

I run on Tuesdays and Sundays.

4. *Future time*

The train leaves at 4:00 p.m.  
(scheduled)

#### ■ Present Progressive

1. *Activity in progress*

I am playing soccer now.

2. *Temporary situation*

He is living with his parents.

#### ■ Simple Past

*Completed action*

We visited the museum yesterday.

#### ■ Past Continuous

1. *Past action that took place over a period of time*

They were climbing for twenty-seven days.

2. *Past action interrupted by another*

We were eating dinner when she told me.

#### ■ Future

1. *With will/won't — activity or event that will or won't exist or happen in the future*

I'll get up late tomorrow.

I won't get up early.

2. *With going to — future in relation to circumstances in the present*

I'm hungry.



1. Read the following text. Use the words in the box (they are given in the order you need to use them) to form words that fit the spaces. The first one is done for you as an example.

Everyone seems to be talking about standards lately.

Parents want higher standards. Or they want to go back to the old standards. Or they complain about the lack of standards. Faculty say the students can't meet even minimal standards. Subject matter "experts" want more "authentic" standards. Business people want standards that help students become better 1..... .

It is time to rethink standards in a fundamental way. To simply modify task-specific ones in subject areas - which is the current rage - is not enough. We must get to the root of the problem that plagues 2..... . We do this only by rediscovering and teaching 3..... standards useful to students wherever they go and whatever they end up doing.

What are these standards? They are not new. They are not even 4..... . In fact, once made explicit, they are quite 5..... . They enable us to make a matter clear when others are expressing it in a confused, vague or 6..... way. They enable us to be accurate and precise when we are facing the inaccurate, imprecise or 7..... . They enable us to get beneath the surface of an issue or problem when there is some 8..... to miss important complexities. They enable us to step outside one point of view into another when most are 9..... trapped within a narrow perspective.

Put most simply, I am referring to the intellectual standards of clarity, accuracy, precision, relevance, depth and 10..... of thought. They are essential in all academic, professional and personal performances that require sound thinking.



2. Match the underlined words in the text to the ones in the box.



I left school and university with my head packed full of knowledge; enough of it, anyway, to pass all the examinations that were put in my path. As a well-educated man I rather expected my work to be easy, something at which my intellect would allow me to excel without excessive effort. It came as something of a shock, therefore, to face the world outside for the first time, and to realize that I was sadly unprepared, not only for the necessary business of earning a living,

## Grammar

but, more importantly, to manage with the new problems which came my way, in both life and work. I was fortunate enough to find a first employer prepared to invest a lot of time in what was, actually, my real education. I will always feel guilty about leaving them at the end of our 10-year contract.

### 3. Use words from the box in exercise 2 to complete the following sentences.

- Teaching 3-year-olds can be a very tough job. Are you sure you can 1.....?
- The young widow was crying 2..... .
- As we hadn't eaten in days, we were quite ill-equipped for that serious 3..... .
- I understand you work for a large company but what do you do, 4.....?
- I kept strolling on the beach, hoping to 5..... an unusual artifact which was going to make me rich and famous.
- The police officer was fired because he had made 6..... use of power.

### 4. Rephrase the following sentences, using the word given, so that the meaning stays the same.

**Example:** I don't want you to buy me the car. (RATHER)  
I'd rather you didn't buy me the car.

- The cost of the meals is not included in the cost of the tour. (NOT)
- I get the impression that you are not enjoying yourself. (SEEM)
- I haven't seen Ann since she left for France. (LAST)
- I had a quick look at the letter while my wife was out of the bedroom. (WAITING)
- I had never seen such a good movie before. (BEST)
- He is currently working as a reporter for the Daily News. (ARTICLES)
- Not having met him before, I thought I should be careful. (HAD)
- I applied but have not had a reply yet. (THEY)
- He learned to drive when he was eighteen. (BEEN)
- She's always moaning about lack of room. (SICK)

### 5. Find and correct the errors (if any) in the following sentences.

- I have been to the cinema every day last week.
- I didn't see Spielberg's last film yet.
- Where have you been last summer?
- My parents work in the food industry right now.
- Why were you eating so much meat at Christmas? That's why you are so sick now!
- I'm working for Siemens. I have been with them for the past 5 years.

### 6. What Romanian tenses can correspond to Present Perfect Simple? Think of different examples.

## Tenses – revision

#### ■ Present Perfect

1. *With verbs of state that begin in the past and lead up to and include the present*

He has lived here for many years.

2. *To express habitual or continued action*

He has worn glasses all his life.

3. *With events occurring at an indefinite or unspecified time in the past*

Have you ever been to Tokyo before?

#### ■ Present Perfect Progressive

*To express duration of an action that began in the past, has continued into the present, and may continue into the future*

David has been working for two hours, and he hasn't finished yet.

#### ■ Past Perfect

1. *To describe a past event or condition completed before another event in the past*

When I arrived home, he had already called.

2. *In reported speech*

Jane said that she had gone to the movies.

#### ■ Future Perfect

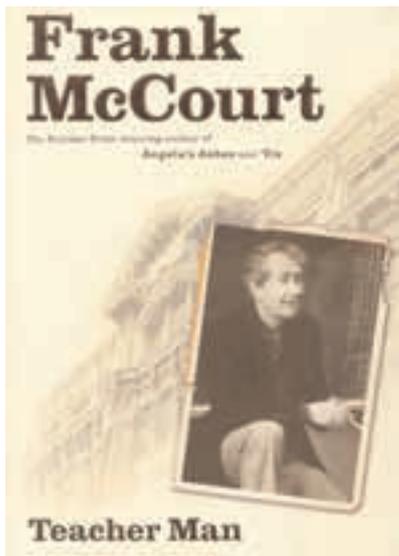
*To express action that will be completed by or before a specified time in the future*

By next month we will have finished this job.

He won't have finished his work by 11.



## Listening and speaking



### Frank McCourt

A Pulitzer Prize-winner, and one of the master storytellers of American literature, he is the author of the new memoir, *Teacher Man* (2006), an account of his thirty-year teaching career with the New York City public school system.

Renowned for his irreverent charm and self-effacing wit, McCourt first became a literary star at the age of 66, after establishing himself as a dedicated and beloved English teacher at McKee Vocational High School in Staten Island, Seward Park High School on the Lower East Side, and Manhattan's famous, fiercely competitive Stuyvesant High School.

### Vocabulary

**Icicles** = pointed sticks of ice formed by the dripping and freezing of water (off rooftops, usually)

**To feel out of sorts** = to feel uncomfortable

**Not my kettle of fish** = not something I like

**Fishy** = dubious

**Sparkling** = fizzy (usually about drinks); lively (about funny, intelligent persons)

1. Teaching is one of the most paradoxical professions: the same people who hold it as a noble profession may sometimes refer to „those poor teachers” in clearly disdainful tones. But what makes a good teacher? In pairs, try to agree on the three most important qualities a good teacher should have. Then get together with another pair and try to agree on three essential qualities out of your combined list of six. Then get together with another group of 4 and try to agree on three qualities again! Let the class know what your group of 8 has agreed upon.

2. Listen to an interview with Frank McCourt, a contemporary Irish-American teacher turned writer after retiring. While you listen, write down the 3 qualities that made Frank McCourt a good teacher.

3. According to the interview, are the following statements true or false?

- Teaching is a simple profession.
- Frank McCourt does not have high school studies.
- Honesty and his Irish accent helped McCourt become popular with his students.
- Writing a book is like sculpting.
- Frank McCourt had to retire at 57.

4. Setting is essential for good learning. Rank the following in the order of the importance they have for you (1 — most important, 7 — least important). Compare with your partner.

- \_\_\_ Rapport with teacher and colleagues
- \_\_\_ Physical health
- \_\_\_ Teacher's pedagogical skill
- \_\_\_ Colleagues' gender (co-ed or segregated classes)
- \_\_\_ Ambience of classroom (colours, temperature, furniture)
- \_\_\_ Time of day
- \_\_\_ Class size

5. Read the letter of an 11<sup>th</sup> grade student who has recently changed schools. He is referring to many of the elements you've just had to rank. Use ONE word only to fill in each of the blanks.

Dear Mike,

Sorry I've been out of touch for so long. It's taken me longer than I expected to get settled in here, at Bentley High School. But I'm about to make it up to you — this is going to be one long letter! The toughest thing here is the ..... ! I wonder if that's why there aren't too many ..... around... Also, the ones I've met so far are more than just plump!... I've gotten used to the icicles in my nose, but I don't know that I'll ever go out with a girl twice as big as me...

What also made me feel out of sorts in the first month was the ..... classrooms. Great for staying warm, but 20 people in a 6 sqm room?! Not my kettle of fish! By the way, people also tend to smell rather “fishy” here...

## Writing

And then there is the 30-minute ..... at six a.m. to get there. I'm basically sound asleep for the first couple of classes! I hear we'll start one full hour later once we switch to daylight saving time. I can't wait!

The ..... are the one great thing here. They are friendly, knowledgeable and patient. A very different ballgame from crazy Miss Juniper and gloomy Mr Yellowduck, I'll say! Take my Maths teacher: he actually makes Maths fun!

Give my love to all at old Limerick High. I miss the sparkling wit of everybody there, I can see now that it was not only fun, but also ..... in a good way. Write soon!

Take care,  
Norman

**6. A friend you made on a summer camp is considering moving to your school next year. The main reason for this is that your school has a better reputation and your friend feels she/he may get a better education there.**

**Write a 250-word letter about the opportunities for successful learning at your school and the advisability of a transfer. Refer to:**

- school curriculum
- class size (how many students)
- classroom size
- labs, equipment, internet access
- library
- gym
- extracurricular activities available at your school.

**Do not overlook your friend's natural inclinations, strong and weak points.**

**7. Describe 3 of the pictures on the right, pointing out similarities and differences.**

Choose one of the three that you like most and say why. You should not speak for more than 1 minute. Your colleague should do the same for the remaining pictures.



## Cultural awareness

- In spring 2003, there were an estimated 1.1 million homeschool students, an increase from 850,000 in spring 1999. (National Center for Education Statistics, *1.1 Million Homeschooled Students in the United States in 2003*, July 2004)
- Concern about the environment of other schools motivated 31% of parents, while 30% of parents homeschooled their children to provide religious or moral instruction. (National Center for Education Statistics, *1.1 Million Homeschooled Students in the United States in 2003*, July 2004)
- Less than 10% of homeschool students live in a household with two full-time working adults. (U.S. Census Bureau, *Home Schooling in the U.S.: Trends and Characteristics*, August 2001)
- Homeschool students scored an average of 1093.1 on the SATs, compared to 1012.6 for public school students and 1123.8 for private-independent schools. (National Center for the Study of Privatization in Education, Teachers College, Columbia University, *Home-Schooling in the U.S.*, January 2004)
- 47% of homeschool parents earned a bachelor's or graduate / professional school degree, compared with 33% of non-homeschool parents. (National Center for Education Statistics, *Homeschooling in the United States: 1999*, July 2001)  
Sixty-nine percent of homeschool graduates go on to postsecondary education. (Home School Legal Defense Association)



1. Read the title and opening words of the article below. What do you think the topic is? Choose 2 or 3 out of the following:

- Respiratory problems
- Taking an important exam
- NDE (Near Death Experience)
- Learning how to read
- An unusual child
- Pollution
- A victim of kidnapping
- An unconventional parent

2. Read this article to check your 2-3 predictions from the previous exercise. You should be able to verify at least 2 from the list above.

### I CAN BREATHE AGAIN!

by Carol Finkelstein

*Waiting to Exhale* was such an inspiring book. Have you ever caught yourself “waiting to exhale”?

I have spent so much of my life holding my breath. Raising my children has certainly been one of those situations. For me, every decision in parenting had to be thoroughly researched and then deliberated and discussed. And once the decision was made, I found myself holding my breath, worrying about how it would turn out.

One of the most deliberated decisions I made for my kids was the education decision—whether to homeschool or not, and how to homeschool. It wasn't a decision made once and then laid to rest, either. It was a decision deliberated daily for years. How much should I push them, how much should I let them be, what should I teach them and how and when?

When my first child was a baby, a friend learned about a method of teaching your 2-year-old baby to read. We decided to try it, envisioning our babies reading very young and growing up very smart and well educated. Neither of our babies took to the program well, even though we tried it with them again and again. My son, Chris, refused to read at two years, then at three years. I gradually tried more traditional ways of teaching him letters and sounds. Surely he would read by five years of age! But not Chris. Maybe by the time he was six years old, or by seven? But Chris refused to be forced or cajoled into reading. By now his friends were learning to read in school, but Chris still couldn't read. He struggled to decipher simple words and he hated trying to read because it was so frustrating.

I was holding my breath the whole time. I was battling tremendous self-doubt. I must be an awful mother. Some folks advised me to take Chris to specialists, test his hearing, eyesight, cognitive abilities, look into reading labs for him. Deep in my soul, those didn't feel right and I never took Chris to any of those things.

And then the miracle happened. Right on his ninth birthday, reading clicked in his mind and he just began reading. Within a month he was reading easily at his grade level. Within a year he had read every book on airplanes at the public library.

I breathed a sigh of relief. The muscles in my stomach could finally relax. I could let my shoulders drop and I could unfurrow my brow. At long last Chris was reading.

3. Chris is now a father. Will he send his 6 year-old son to school or not? Speak with a partner about this, then write 60-80 words about it.

## Cultural awareness

### Autobiography in 5 parts

by Portia Nelson

4. Read Susan's response to Carol Finkelstein's article. Why is homeschooling preferable to a conventional education, according to the two parents?

Dear Carol,

I am an unschooling mum, just like you. My now 12-year-old son was on the same path as Chris, refusing to read in kindergarten and then again in another kindergarten. Adam had absolutely no interest in learning letters period. I took him out of school in first grade and decided to unschool him since I had already had tremendous success with my now 16 year old daughter, Sasha. I tried... and my husband tried to interest him in books... in letters... in reading cereal boxes... all during that time I was reading to him during the day and at bedtime. I continued reading to him every night but even at age 8 1/2 he still didn't even recognize the letters.

Well, to make a long story short, Pokemon was the rage... and his birthday gift of a GameBoy was all it took. He sat in his room for about three days playing furiously and came out for air only to eat... And in those 3 days he learned to read!

Thank you for a great article. I laughed through and through and, what made it even better, was that I could relate only too well!

Best,  
Sarah

5. What do YOU think is better?

Below you have some criteria to help you decide. Tick each under "home" or "school," as appropriate.

	Home	School
Academic skills		
Social skills		
Physical comfort		
Psychical comfort		
Fun		
Costs		
Career prospects		

6. Read Portia Nelson's *Autobiography in 5 Parts* on the right. Cover Parts II-V then answer question a, then cover Parts III-V and do question b and so on.

a. The following words and expressions are used metaphorically. What are they synonymous with?

Street = Deep hole =

b. What is the link between lines 3 and 6 of this stanza?

Here are some key words that might help you better answer this question. Keep your answer brief, 20-30 words.

ego denial immaturity

c. Has the situation improved? How?

If the hero/ine can see the difficulty coming, why is s/he not doing anything to prevent it?

d. Could this stanza introduce the idea of learning? What kind?

1.

I walk down the street.  
There is a deep hole in the sidewalk.  
I fall in.  
I am lost ... I am helpless,  
It isn't my fault.  
It takes forever to find a way out.

2.

I walk down the same street.  
There is a deep hole in the sidewalk.  
I pretend I don't see it.  
I fall in again.  
I can't believe I am in the same place,  
But, it isn't my fault.  
It still takes a long time to get out.

3.

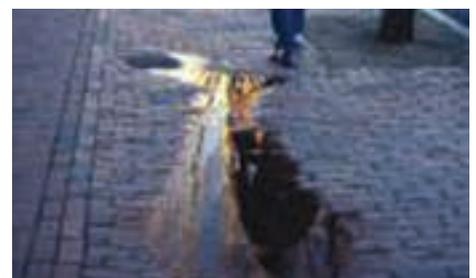
I walk down the same street.  
There is a deep hole in the sidewalk.  
I see it is there.  
I still fall in ... it's a habit,  
My eyes are open.  
I know where I am.  
It is my fault.  
I get out immediately.

4.

I walk down the same street.  
There is a deep hole in the sidewalk.  
I walk around it.

5.

I walk down another street.



Think of an experience that either you or somebody you know had, that was unsuccessful, unpleasant or even tragic at the time it occurred. Does the cycle of learning illustrated by *Autobiography...* apply to your (friend's) experience? How?

## Reading

### Vocabulary

**Job** = the work you do regularly to earn money, especially when you work for an employer

**Profession** = work such as law, medicine, or teaching, for which you need special training and education

**Trade** = a skilled job in which you use your hands to do things, such as building houses, making furniture, or repairing cars

**Career** = the type of work that you do for most of your working life, which involves several similar jobs over a long period of time

**Vocation** = a job such as being a nurse, priest, or teacher that you do because you have a strong feeling that you want to do it, especially because you want to help people

**Livelihood** = the work that you do in order to earn enough money to live on



1. Discuss with other students.

Which of the following is the most important to you when deciding on a career? Rank them, then compare your list to your partner's.

- |                                   |   |
|-----------------------------------|---|
| 1. personal satisfaction          | 5. chosen by your parents                                   |
| 2. well-paid                      | 6. using your initiative                                    |
| 3. opportunity to travel          | 7. physical ability (refer to the two pictures on the left) |
| 4. chance to meet a lot of people |   |

2. a. Rank the types of work in the vocabulary box according to: necessary training and social recognition.

b. Where do the following fit in: carpenter; window cleaner; football coach; politician; sanitation engineer?

3. Read the following text to find out about the way dreams could turn into goals. Fill in the gaps A–D with the appropriate text (1–6). There are two extra texts.

Mary Verdi-Fletcher is the founder of Dancing Wheels, a Cleveland dance company for people with and without disabilities.

“Dancing Wheels developed out of my true love and desire to dance. Stereotypically, people who use wheelchairs [she has spina bifida] are not included in activities related to physicality, so I was pretty much isolated from opportunities.

My mother was a dancer and my father was a musician. (A)

I had become a special events director for a non-profit agency. I had a lot of skills, but dance kept calling me. Then one day, 13 years ago, I decided that the time was right.

Since there were no positions for me to be paid as a dancer, I created one. (B)

Dance is an emotion and can be demonstrated in so many ways. We're proving that – and I hope we inspire others to look at their own goals and dreams and ambitions and to look beyond their own inner barriers to see what they can accomplish. Dancing has personally brought me so much joy and so much freedom beyond any expectation I ever had. When I graduated from school, it was the saddest day of my life. I didn't drive; I didn't have a job. (C) I was told I should get a job that was oriented toward office work – find something safe and non-mobile.

I hit rock bottom. (D) “It got to a point to where I stopped taking ‘no’ for an answer. A lot of people who never encounter obstacles or achieve a great hurdle don't know what it's like to have to put so much determination behind something. So you see many people who are not working at their maximum potential.”

1. They instilled in me the appreciation for the art form (which stayed) with me during my formative years.
2. Nobody wanted to pay me as a dancer.
3. I was offered a scholarship for college but couldn't get there.
4. I lived a very dependent lifestyle, and the community was not very helpful. I had gotten a lot of “nos”.
5. My parents considered I was crazy.
6. When I made that commitment and took on the attitude that there had to be a place for me, things started to come together.

TURN DREAMS INTO GOALS

Vocabulary

4. Read the text in exercise 3 again and find words modified by the use of suffixes. If possible, try to find the base word for each modified word. Notice the changes in spelling.

e.g. founder – to found – founder

5. What is the correct name for a person who does the following? Put each word in the appropriate box in the table. The first has been done as an example.

-ist	-er	-or	-ee	-ian
	Film producer			

A person who..

1. produces films; 2. types; 3. supervises others; 4. plays music professionally; 5. is employed by a company; 6. writes reports for newspapers; 7. gives instruction to others; 8. is being trained for their job; 9. gives therapy to people; 10. studies history.

6. Add two examples of your own for each column in exercise 5.

7. Complete each word with one of the suffixes in the box on the right.

- I think that anything is prefer ..... to having to walk in the rain.
- Don't touch that china pot! It's absolutely price.....
- The orchestra enjoyed working with the new conduct.....
- Driving in winter is a bit hazard.....
- You should have taken your water ..... boots.
- The ice-skater's movements were extremely grace .....
- Volleyball playing is no longer fashion ..... in this country.
- The pizza looked very good, but it wasn't very easily digest .....
- Her lady.....behaviour impressed the audience.
- Peter was so angry he was absolutely speech.....
- Turn down the music or it will deaf ..... you .....
- The British Rail apologise for the cancel ..... of the 3:50 to London.

8. Fill in the gaps with the idioms you find in the box below.

Two young entrepreneurs, who started a new business five years ago, have been interviewed by our reporter Janis Toddler. Roy Chrisler, co-founder of doitynow.com says, "Everyone thinks we've ..... but it was not really like that. For the first months, we could hardly ..... . We had to take the bus to work! When the business finally ..... it was even harder. We would spend 18 hours at work." Speaking about decisions, Roy Chrisler added, "There were moments when you had to make up your mind on the spot. Nobody teaches you such things. But you can't prepare for everything, so sometimes you just have to ..... When you start a new business, it takes some time before you feel confident about what to do and how to do it. Usually, employers allow you to ..... but when you are your own boss you don't have the luxury."

Word formation

Suffixes that show the part of speech

A suffix changes the meaning of the word – by changing its part of speech:

a) *noun*:

**-ation/ition; -ance; -cy; -er; -ment; -ness; -ity; -ist.**

e.g. inform - information; dance - dancer, govern - government; sweet - sweetness; tour - tourist.

b) *adjective*:

**-ous; -ful; -ing; -al; -less; -y.**

e.g. danger - dangerous; forget - forgetful; sing - singing; music - musical.

c) *verb*:

**-ise; -ify; -en.**

e.g. intense - intensify; flat - flatten; modern - modernise.

Suffixes that have meaning (adjectives)

**-less** - without

e.g. useless; homeless.

**-like** - typical of, suitable to

e.g. childlike, jelly-like.

**-proof** - treated or made so as not to be harmed by smth or to protect people against smth.

e.g. waterproof, soundproof.

**-able/ible** - that you can do smth to; having a particular quality.

e.g. washable; comfortable.

**-ful** - full of smth; having the quality of smth or causing smth.

e.g. eventful; respectful; painful.

The bookies made a killing



Idioms connected to work

- Make a killing** = make a big profit quickly
- Make ends meet** = pay for necessities
- Get off the ground** = start to be successful
- Think on your feet** = think as you go along
- Find your feet** = get used to a new situation

## English in use

*unemployment / former / who / fallen / further / running / enough / have / despite / survey*



The Library and Learning Centre at North Leamington Community School and Arts College Sixth Form Centre



Unemployment line

### Expressions meaning "end of employment"

**To lose one's job** = not have it any longer, because it was taken from you

**To fire / dismiss (formal) / to sack somebody** = to make someone leave their job, especially because they have done something wrong

**To lay off** = to make workers, especially workers in a large factory or organization, leave their jobs, because there is not enough work for them to do, or not enough money to pay their wages

**To make someone redundant** = to make someone leave their job, and usually pay them some money to do so, because they are no longer needed

1. Read the text and fill in the word which fits best. There is one example (0). Choose from the words in the box on the left.

Media studies students – sometimes stereotyped as studying “Mickey Mouse” degrees – are among the most employable of any graduates, says a major survey.

The latest “What Do Graduates Do?” (0) *survey* of over 200,000 ex-students reveals that media graduates (1) among the highest employment rates. The survey shows that graduate (2) has fallen for the second year (3). The latest figures, based on those leaving university in 2004, show that graduate unemployment has (4) by 0.5% to 6.1% – with the “best immediate employment prospects” being for (5) students of marketing, media studies and civil engineering. Many of those (6) are not in work are pursuing (7) studies – such as law graduates. (8) is particularly gratifying is that (9) more graduates are looking for jobs each year, businesses seemingly cannot get (10) of them. (BBC 2005)

2. Read the text below to find out more about advertising copywriting. In most lines there is one unnecessary word. It is either grammatically incorrect or does not fit in with the sense of the text. Find this word and underline it. Some lines are correct. Indicate these with a tick. (✓)

### Get Paid to Persuade

1. Advertising copywriters write the ads that the millions of
2. people watch, read, or listen to every a day. Their words
3. move people, and sell billions of dollars worth of products
4. every year. As an advertising copywriter you will to have
5. a job that is a creative, stimulating, often glamorous, and
6. generally more a lot of fun every day of the week. One day
7. you could be flying across the country to shoot a national
8. TV spot with a very celebrity. A week later you could be
9. conjuring up the name of a newest breakfast cereal.
10. As an advertising copywriter you will have a high paying
11. job that lets you to see the results of your creativity – on
12. television, in magazines, on billboards, and elsewhere.
13. Plus your workplace will likely be already filled with perks most people can only dream about.

3. Choose the right expression from the box on the left to complete the sentences.

1. Many people won't complain about pay and conditions because they're terrified of ..... **their jobs**.  
a. missing; b. losing; c. wasting
2. A New York art teacher who refused to take part in the daily flag ceremony **was** ..... from her post.  
a. dismissed; b. cancelled; c. discarded
4. He **was** ..... **for** being drunk in the office.  
a. thrown; b. sacked; c. rejected
5. At least 2,000 computer programmers **have been** ..... **redundant** in the past year.  
a. done; b. sent; c. made

### 4. Discuss the differences in meaning between these sentences.

1. I'm going to buy a paper. / I'm going to buy the paper.
2. She has grey hair. / She has a grey hair.
3. There are twenty students in the class, but only ten are in class today.
4. Modern architecture is impressive, but the architecture of the 1970s is terrible.
5. After leaving school he went to sea. / After leaving the school he went to the sea.
6. I'd like a glass of milk and a cheese sandwich. / Windows are made of glass and cheese is made from milk.

### 5. Find the mistakes in these sentences and correct them. One sentence contains no errors.

1. If there has been robbery you should call a police.
2. Her brothers were all in the bed asleep when she left the home in morning.
3. The most houses in South of England are built of the brick.
4. He's in the hospital having operation.
5. You need permission from the planning department before building a house.
6. What a wonderful news about the Henry's sister getting scholarship !
7. How many luggages are you going to take on plane ?
8. I'd like some informations on holidays in USA. Can you give me an advice ?
9. What magnificent view of mountains in distance !

### 6. Use the words below to complete the following passage. Check your answers in a dictionary.

eye / spade / rag / end / roof / wall / mind / bull

It drives me up the ..... (1) when they argue like that. They never see ..... to ..... (2) on anything, but I suppose it's quite normal for fathers and sons to disagree. George always speaks his ..... (3) and Philip is never afraid to call a ..... a .....(4). Philip knows that when he expresses his views on politics it's like a red ..... (5) to a ..... (6) and his father always goes off at the deep ..... (7). He really hit the ..... (8) today when he thought Philip had accused him of not believing in democracy.

### 7. Use the idioms in exercise 6 to write sentences of your own.

### 8. Read the sentences and translate into Romanian the underlined collective nouns.

1. The journalists raised a whole host of questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence.
2. The kids left all their wet towels in a heap on the bathroom floor.
3. The Grand Hotel was now just a mound of rubble.
4. Jackson was imprisoned in 1934 for a string of sensational crimes.
5. The official report into the disaster points up a whole catalog of errors and oversights.
6. By the end of the meeting we had a whole raft of new ideas for expansion.

## Nouns

**Abstract nouns:** love, freedom  
**Collective nouns:** family, police  
**Common nouns:** book, cup  
**Proper nouns:** Greg, London.

**Plural of nouns -s / -es / -ies / -ves /**  
 pencils / buses / ladies / leaves  
**irregular** men/ women/ lice / mice /  
 geese  
**unchanged** craft / deer / sheep  
**only plurals** arms / belongings /  
 scissors

## Countable / Uncountable

**Countable**  
 book – books/ toy – toys /fly – flies  
**Uncountable**  
**Substance :** water, salt, oil  
**-ics :** economics, mathematics  
**abstract :** courage, beauty  
**games :** billiards  
**diseases :** mumps

## Articles

### A/An

- one person/thing which is not known or unimportant  
 e.g. Could you lend me a pen?
- meaning one  
 e.g. Give me a book, not two.
- to classify people and things  
 e.g. He decided to become an engineer.

### The

- objects considered unique  
 e.g. the earth, the ozone layer
- names of:  
 cinemas / ships / hotels / institutions /  
 documents / public bodies / news-  
 papers / historical events  
 e.g. The Times, The Constitution
- seas / groups of islands / mountain  
 ranges / states / gulfs / oceans  
 e.g. The Black Sea, the Gobi
- the superlative degree  
 e.g. the richest / only / last / first  
 e.g. the first chapter

### No article

Names of countries / streets /  
 buildings / peaks / cities  
 e.g. Greece, Paris, Omu

## Listening and speaking



### Ways of expressing agreement and disagreement

- I'm completely in favour of that.
- That seems quite a good idea.
- I'm sorry but I can't accept that.
- That's very interesting but...
- I'm afraid I'm not very happy about it.

1. You are going to listen to an interview with a famous American entrepreneur. His motto is "Nothing is an obstacle unless you say it is". Which do you think are the qualities that led to his success in business?

2. While listening, check the following sentences as *True* or *False*.

1. In 1975, I decided I would like to do something for satisfaction instead of for the money.
2. I didn't like the idea of being responsible for the results of my actions.
3. I left high school six months before graduation.
4. I live life one day at a time.
5. I have been working for myself since 1987.
6. Be passionate about life and you will be passionate about what you do!
7. Be open-minded.

3. Listen to the interview again and fill in the necessary information to draw up Wally Amos' career profile:

Name / Nationality / Domain of activity / Present position / Educational background / Previous jobs / Other activities

4. Think of a job and tell your colleagues about it without mentioning the name. Speak about: what you do; where you do it (outdoors, indoors); why you do it (satisfaction, money, reputation, etc.); what qualities are necessary to be successful in this job.

5. Look at the pictures on the left. They all show *People enjoying their work*. Compare and contrast two of them saying which person gets more satisfaction out of his/her job and why.

6. Work in pairs. Imagine one of you is a reporter and interviews one of the people in the pictures at their work place. Think of the questions that you would like to ask him/her. The other student is the interviewee. Play the dialogue in front of your classmates.

### 7. PROJECT WORK.

1. Choose 2-3 partners for your project work group.
2. Read the two topics below and choose one of them.
3. In your groups, discuss the way you organize your project, different roles assigned to group members, final format of the project (visual, graphic etc.), information sources you may need to use, final presentation of the project (who and how).

**A. People often judge others based on their first impressions – greetings, appearance.** Present:

- a. personal situations mostly affected by first impressions.
- b. a list of things you should / shouldn't do in order to improve the first impression people might have of you.

**B. There are many cultural differences which facilitate or hinder communication.** Present:

- a. different concepts of "personal space" and "privacy" with nations such as the French, the Americans, the Italians and the Romanians.
- b. a list of tips for an American who comes to Romania for the first time.

# TURN DREAMS INTO GOALS

8. Read the following advertisement for a summer job. Would you be interested? Why/why not?

APPLICATIONS FOR ADVENTURE INSTRUCTORS ARE NOW OPEN! Email or call us for an application and brochure to be mailed to you. If you are over 18 by June 1st 2006, and love working with kids, then you can experience the BEST summer of your life with CCUSA! Camp Counselors USA can place you at an American Summer Camp for the work and travel experience of a lifetime! We work with the top 1000 children's camps across America, from New York to California.

You must be available for 9 weeks, anytime between mid June to late August.

\* Qualifications required.

If you are interested in working with children, doing anything from sports to arts to drama, then this is definitely for YOU! Please don't worry if you do not have any experience or qualifications (even better if you do), because as long as you are outgoing, patient, have loads of energy, enjoy working with children, and think you can make a child's summer the best ever, then you are a PERFECT candidate.

Employer/ Agency : CCUSA, Scotland House, Harlow, Essex CM33 5HU, UK  
Contact name : Duncan Jane

9. Read Paul Ionescu's personal profile and use the model below to write the letter of application on his behalf. Fill in the necessary information to answer the advertisement in ex. 8.

the recipient's address

your address

Dear Ms. Duncan,

Date

I am writing to apply for the position of ....., as advertised on www.reed.co.uk on January 5, 2006.

I am currently ....., My courses include ....., I am also responsible for .....

I believe that I would be an ideal candidate for the position you have outlined, as I ....., I have no previous experience of working on a camp, but ....., I would like to work with age-group ....., as .....

Please do not hesitate to contact me at the above address if you need any further information.

I look forward to hearing from you,

Yours sincerely,

signature

(full name)

10. Read the text on London Weekend Television. You would be interested in applying for a trainee job. Write the letter of application taking into consideration the features that might single you out as a possible applicant.

## Writing

### Personal profile

A **personal profile** is a brief description of you and your experience. It should focus closely on the experience and skills required for the job you are applying for. It should be seen as an advertisement for yourself.

#### ■ Who you are

**Name:** Paul Ionescu

**Current position:** student in 11<sup>th</sup> grade

**Characteristics:** outgoing, down-to-earth, optimistic

#### ■ What you can do

**Abilities:** good swimmer, play the guitar

**Interests:** natural science, geography, birdwatching

#### ■ What you want

Intend to enroll in Child Psychology as further studies.

Would be interested to improve English.

### London Weekend Television

Television is one of the most coveted careers and accordingly one of the hardest to get into. The search is for people of confidence, broad knowledge and thinking ability, a quick mind and an ability to handle almost any human situation. Barry Cox is head of current affairs at London Weekend Television: "We take on between one and twenty people a year for the three programmes we have. We get more than 1,000 applicants for the trainee jobs. The first stage is to sift through the letters; and people are instantly disqualified if the letter is not up to par. What we want is short, concise letters, printed and preferably with all the information on one sheet. What I want to know is the person's qualifications, their experience; and I am not interested in hobbies or whether they were head boy or girl at school. A person gets black marks for a long spiel on why he/she would be good in television or for a hunk of philosophy on the role of TV in the world today. I just want to know if the applicants are going to be good at the job and it's my job to find them out."

## Cultural awareness



### Women during the Elizabethan Age

- Women had no right of property over their possessions.
- Women were the property of their husbands.
- Poor girls had no education.
- Rich girls were taught things like needlework and how to manage servants.
- There were no professions open to women.
- Women inspired poets and painters for their works.

### William Shakespeare

- He went to Stratford Grammar School where he learnt Latin – Ovid, Virgil and Horace – and the elements of grammar and logic.
- At 18, he got married to Anne Hathaway and they had three children.
- At the age of 22 he went to seek employment in London.
- At first he worked at the Blackfriars Theatre where he prepared old plays for performance and occasionally acted.
- When his own plays began to appear, his greatness was acknowledged.

1. a. Think of famous names in science, philosophy, art and literature. How many of them are names of women?

b. Discuss the social conditions in different epochs that hindered women from getting public recognition for their achievements.

c. **Virginia Woolf** (1882-1941) supported the idea that women should have the same rights and opportunities as men, irrespective of the age they lived in. **Read the following excerpt from *A Room of One's Own*.**

“Women are poorer than men because – this or that. Perhaps now it would be better to give up seeking for the truth, and receiving on one’s head an avalanche of opinion hot as lava, discoloured as dish-water. It would be better to draw the curtains; to shut out distractions; to light the lamp; to narrow the enquiry and to ask the historian, who records not opinions but facts, to describe under what conditions women lived, not throughout the ages, but in England, say, in the time of Elizabeth.”

2. What do you know about women in the Elizabethan Age ?

Read the box on the left to get some information about their condition.

3. Read Virginia Woolf’s presentation of woman’s condition in the time of Elizabeth. Explain in your own words “a very queer, composite being thus emerges.”

“A very queer, composite being thus emerges. Imaginatively she is of the highest importance; practically she is completely insignificant. She pervades poetry from cover to cover; she is all but absent from history. She dominates the lives of kings and conquerors in fiction; in fact she was the slave of any boy whose parents forced a ring upon her finger. Some of the most inspired words, some of the most profound thoughts in literature fall from her lips; in real life she could hardly read, could scarcely spell, and was the property of her husband.”

4. What do you know about Shakespeare’s education and life ?

Read the box on the left to get a full picture of the most important moments in his life.

5. Imagine William Shakespeare had had a twin sister, as gifted as he was. What do you think her life would have been ? Discuss with your partner and then read the following fragment.

“Let me imagine, since facts are so hard to come by, what would have happened had Shakespeare had a wonderfully gifted sister, called Judith, let us say. She was as adventurous, as imaginative, as agog to see the world as he was. But she was not sent to school. She had no chance of learning grammar and logic, let alone of reading Horace and Virgil. She picked up a book now and then, one of her brother’s perhaps, and read a few pages. But then her parents came in and told her to mend the stockings or mind the stew and not moon about with books and papers. They would have spoken sharply but kindly, for they were substantial people who knew the conditions of life for a woman and loved their daughter-indeed, more likely than not she was the apple of her father’s eye. Perhaps she scribbled some pages up in an apple loft on the sly but was careful to hide them. Women cannot write the plays of fire to them. Soon, however, before she was out of her teens, she was to be betrothed to the son of a neighbouring woolstapler. She cried out that marriage was hateful. He begged her instead not to hurt

## Cultural awareness

him, not to shame him in this matter of her marriage. He would give her a chain of beads or a fine petticoat, he said; and there were tears in his eyes. How could she disobey him? How could she break his heart? The force of her own gift alone drove her to it.”

**6. List Judith Shakespeare’s features as they are presented by Virginia Woolf. Speak about her attitude to education, to writing, to marriage.**

**7. Describe in your own words the relationship between Judith and her parents.**

**8. What do you think „The force of her own gift alone drove her to it” means? Read to confirm your assumptions.**

“She made up a small parcel of her belongings, let herself down by a rope one summer’s night and took the road to London. She was not seventeen. The birds that sang in the hedge were not more musical than she was. She had the quickest fancy, a gift like her brother’s, for the tune of words. Like him, she had a taste for the theatre. She stood at the stage door; she wanted to act, she said. Men laughed in her face. The manager – a fat, loose-lipped man – guffawed. He bellowed something about poodles dancing and women acting – no woman, he said, could possibly be an actress. He hinted – you can imagine what. She could get no training in her craft. Could she even seek her dinner in a tavern or roam the streets at midnight? Yet her genius was for fiction and lusted to feed abundantly upon the lives of men and women and the study of their ways. At last – for she was very young, oddly like Shakespeare the poet in her face, with the same grey eyes and rounded brows – at last Nick Greene the actor manager took pity on her; she found herself with child by that gentleman and so – who shall measure the heat and violence of the poet’s heart when caught and tangled in a woman’s body? – killed herself one winter’s night and lies buried at some crossroads where the omnibuses now stop outside the Elephant and Castle.” (Virginia Woolf – *A Room of One’s Own*)

**9. Explain** “no woman could possibly be an actress.”

**10. What do you feel about the way the story ends? Was Judith justified to ignore social laws and chase her dream to London?**

**11. Read the following excerpt (box on the right) taken from the same essay.**

**12. Explain in your own words** “Fiction is like a spider’s web attached to life at all four corners.”

**13. The picture on the right is that of Globe Theatre as it looked in Shakespeare’s time. Imagine you are one of the audience and you overhear Judith’s discussion with the “loose-lipped manager” on her intention to become an actress. Write a story to include this incident (about 250 words).**

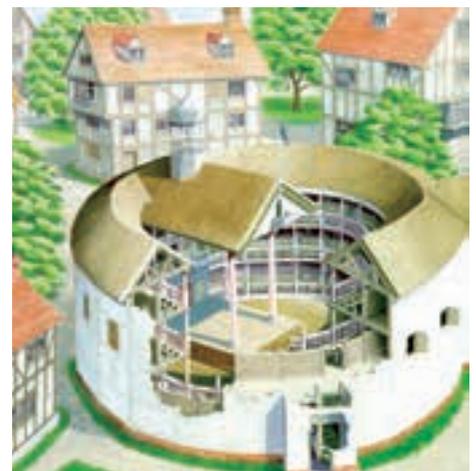
**14. Virginia Woolf advocated the necessity of a “room of one’s own” in everybody’s life as a “shelter” for personal development. Do you agree or disagree with this idea? If yes, describe your “own room.” If not, explain why you don’t need such a “special” place.**



Virginia Woolf

“(…) For it is a perennial puzzle why no woman wrote a word of that extraordinary literature when every other man, it seemed, was capable of song or sonnet. What were the conditions in which women lived? I asked myself; for fiction, imaginative work that is, is not dropped like a pebble upon the ground, as science may be; fiction is like a spider’s web, attached ever so lightly perhaps, but still attached to life at all four corners. Often the attachment is scarcely perceptible; Shakespeare’s plays, for instance, seem to hang there complete by themselves. But when the web is pulled askew, hooked up at the edge, torn in the middle, one remembers that these webs are not spun in mid-air by incorporeal creatures, but are the work of suffering human beings, and are attached to grossly material things, like health and money and the houses we live in.”

Virginia Woolf – *A Room of One’s Own*



# PRACTICE TEST 1

1. The 4 most important verbs in „What’s your style” are *to do*, *to watch*, *to think* and *to feel*. They can also be phrasal verbs. Match them to the right meaning, then fill in the blanks in the sentences below.

To do away with	to adorn
To do for	to eliminate
To do up	to be sufficient
To watch out	to be on the alert
To watch over	to superintend
To think over	to consider (a proposal)
To think through	to make a plan
To think out	to analyze

No need to match here 😊

To feel out = to put forth an idea so as to check how others feel about it.

- I don’t need an answer right away. .... it .....
- You’d better ..... with that knife!
- I’m not going to ..... the kitchen ..... for the in-laws. It’s fine as it is!
- You’ve ..... all ....., haven’t you? Well, I’ll keep my fingers crossed for you, let me know how it goes.
- My brother used to ..... 100 seamstresses. They all loved him, although none spoke English.
- There are some nice scarves here. Which one do you think will ..... John?



2. Find and correct the mistakes in these sentences:

- Alvaro didn’t used to speak any English.
- Don’t worry about me. I am used to drive in these conditions. I’ll call you as soon as I’ve arrived.
- Now that I work in an office, I use to wear a suit every day.
- Charles has become so rude, and he is used to being such a polite boy.
- Did you used to playing football when you were a child?



3. Choose the correct answers in the following dialogue:

CHRIS: Hi! What are you up to?

PETE: Oh, I’m just looking for *many/some/any* antiques at this sale.

CHRIS: Have you found *something / anything / nothing* yet?

PETE: Well, there seem to be *a few/ few/ little* things of interest. It really is a shame.

CHRIS: I can’t believe that. I’m sure you can find a *thing/something/ anything* interesting if you look in *all/ each/some* stall.

PETE: You’re probably right. It’s just that there are *a few/a lot/a lot of* collectors and they *every/each/all* seem to be set on finding a *thing/anything/much* of value. It’s so stressful competing with them!

CHRIS: How *many/much/few* antique furniture do you think there is?

PETE: Oh, I’d say there must be *many / several / much* pieces. However, only *a few / few /*

*little* are really worth *the high / a high / high* prices they are asking.

CHRIS: Why don't you take a break? Would you like to have *any/some/ little* coffee?

PETE: Sure, I'd love to have *any/ little/ one*. I could use *some/a few/a little* minutes of downtime.

CHRIS: Great, Let's go over there. There're *a few/ some/ little* seats left.

**4. Read sentences a-j below, illustrating the information in the two circles at the bottom. Then draw two circles of your own: one describing life a few years ago and one describing life now. Once you have finished, find a partner and share your information.**

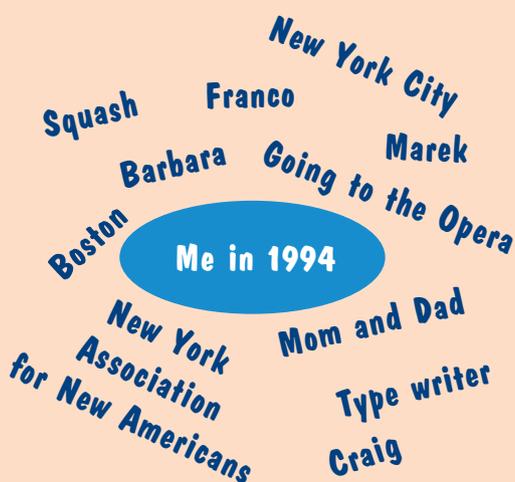
- a. In 1994, I lived in New York.
- b. Since then, I have moved to Livorno where I have been living for the past five years.
- c. In 1994, I had been married to Barbara for four years. Since then, we have had our daughter Katherine. Katherine is three years old.
- d. Barbara and I have been married for ten years.
- e. I used to play squash twice a week when I lived in New York.
- f. Now I play tennis twice a week. I have been playing tennis for over a year.
- g. My best friends were Marek and Franco in New York. Now my best friend is Corrado.
- h. I loved going to the opera in New York. Now, I love going to museums around Tuscany.
- i. I worked at the New York Association for New Americans for two years in New York.
- j. Now I work at the British School. I have been working there for over four years.

**5. Write a letter to an old friend you haven't seen for a few years, telling him/her about what has changed and what has remained the same since you last saw him/her. (200-250 words)**

Use the main points from the ones you touched upon at exercise 4.

**6. Choose the best word to complete each of the following sentences.**

1. He did not give me ....., but it was still something. He was indeed very busy.
  - a. a good advice; b. much advice; c. any advice
2. We haven't got ..... this week.
  - a. much homework; b. many homeworks; c. many homework
3. She does not have ..... as a nurse.
  - a. lots of experience; b. many experiences; c. any experiences
4. I haven't read ..... about World War II.
  - a. much information; b. many informations; c. many information
5. How many ..... do you have?
  - a. pieces of luggage; b. suitcases of luggage; c. luggages
6. So ..... came that we ran out of food.
  - a. much people; b. many people; c. many peoples
7. A cactus doesn't need ..... .
  - a. much water; b. many waters; c. a lot of waters
8. There's not ..... of dust on any of their records.
  - a. a spot; b. a speck; c. an ounce
9. He hasn't got ..... knowledge about economics.
  - a. a; b. some; c. any; d. no;
10. "How ..... would you like with your rice?"
  - a. many chicken; b. many chickens; c. much chicken



## Reading



Jon Stewart

### Jon Stewart plants tongue in cheek

Just what is American democracy? Jon Stewart, host of the Emmy- and Peabody Award-winning “Daily Show,” and his coterie of patriots deliver a sarcastic take on the U.S. political system in his book, *The Daily Show with Jon Stewart Presents America (The Book): A Citizen’s Guide to Democracy Inaction*. Stewart was invited on the “Today” show to discuss the book. Read the excerpt on the right for a taste of Stewart’s outlook.

### Vocabulary

**To plant/speak tongue in cheek** = to mock, to speak sarcastically  
**Understatement** = a statement of something that is obvious  
**Time-sharing** = several owners using the same property (such as a cabin in the mountains, a summer house etc.)  
**Wondrous** = wonderful  
**To wither** = to die  
**To monger fear** = to instill/inspire fear  
**To inflict** = to cause  
**To take root** = to become permanent  
**To lurk** = to lie in waiting  
**Allegedly** = supposedly

1. Read the following text and sum it up in no more than 100 words:

#### Democracy Before America

It is often said that America “invented” democracy. This view is, of course, an understatement; America invented not only democracy, but freedom, justice, liberty, and “time-sharing.” But representative democracy is unquestionably our proudest achievement, the creation most uniquely our own [...]. So why, then, has participation in this most wondrous system withered?

As heirs to a legacy more than two centuries old, it is understandable why present-day Americans would take their own democracy for granted. A president freely chosen from a wide-open field of two men every four years; a Congress with a 99 percent incumbency rate; a Supreme Court comprised of nine politically appointed judges whose only oversight is the icy scythe of Death – all these reveal a system fully capable of maintaining itself. But our perfect democracy, which neither needs nor particularly wants voters, is a rarity. [...]

In this chapter, we will briefly explore the evolution of an idea, following the *H.M.S. Democracy* on her dangerous voyage through the mists of time, past the Straits of Monarchy, surviving Hurricane Theocracy, then navigating around the Cape of Good Feudal System to arrive, battered but safe, at her destined port-of-call: Americatown.

#### Early Man: More Animal Than Political

The human race is by nature brutal, amoral, unreasonable and self-centered, but for the first few hundred thousand years of our existence as a species, we were way too obvious about it. Civic institutions back then were non-existent, as was debate, which would appear later after the invention of the frontal lobe. [...]

#### Athens: Our Big Fat Greek Forerunners

Ancient Greece is widely credited with creating the world’s first democracy. [...] In Greek democracy, political power was concentrated not in the hands of one person, or even a small group of people, but rather evenly and fairly distributed among all the people, meaning every John Q. Publikopolous could play a role in Athenian government.

Compared with American democracy, the Athenian version seems simplistic, naive, and gay. Transcripts of early Athenian policy debates reveal a populace moved more by eloquence and rationality than demagogues and fear-mongering. Thankfully, this type of humane governance wasn’t allowed to take root. Athens’s great experiment ended in 338 B.C., when Philip of Macedon’s forces invaded the city, inflicting on its inhabitants the eternal fate of the noble and enlightened: to be brutally crushed by the armed and dumb.

#### Rome: The First Republicans

The fall of Athens was followed by the emergence, overnight, of Rome. At first glance its people appear to have enjoyed a system of representative government similar to ours. True, behind its facade of

## Vocabulary

allegedly “representative” officials lurked a *de facto* oligarchy ruled by entrenched plutocrats. But the similarities don’t end there. In fact, the Founding Fathers borrowed many of their ideas from the Roman model, including its bicameral legislature, its emphasis on republicanism and civic virtue, and its Freudian fascination with big white columns.

### The Magna Carta: Power to the Extremely Wealthy People

And then, darkness. For more than 1,000 years democracy disappeared from the European scene. The period instead saw the blossoming of an exciting array of alternate forms of government, such as monarchy, absolute monarchy, kingship, queenhood, and three different types of oppression (religious/ethnic/for giggles). [...] The people needed a champion, and as is usually the case, the obscenely rich rode to the rescue. In 1215, England’s wealthy barons refused to give King John the money he needed to wage war unless he signed the Magna Carta. The document codified that no man was above the law. Unfortunately for the peasant class, it did little to address how many were below it.

### The Seventeenth and Eighteenth Centuries: Enlightening Strikes

Though a promising development for democracy, the Magna Carta was mostly ignored as the world plunged into what would be known as the Dark Ages. Oppression and high mortality rates seemed ready to swallow what remained of mankind, when through the darkness emerged the light that would be its salvation: Reason. It began slowly. “Hey, what if we stop storing the corpses in the drinking water and see if that makes any difference to our health?” From there, it gathered momentum. Soon, all conventional wisdom, from the shape of the Earth to whether the ruling class could have your hut burned and your organs removed because they thought you caused an eclipse, was up for grabs. This proved especially pertinent for the future of democracy and ushered in an era known as the Enlightenment.

The Enlightenment, with its emphasis on reason, would finally provide democracy with its philosophical underpinnings. The seventeenth and eighteenth centuries produced a wave of prominent thinkers espousing political systems based on what they called “the social contract.” Government, they theorized, was a sort of legal agreement between the rulers and the ruled, the terms of which were binding on both parties. It was a groundbreaking theory. All they needed now was some country dumb enough to try it before the King found out and had them all drawn and quartered.

2. Based on the text above, finish the following sentences in your own words. Do not use expressions from the text. Use 5-8 words.

- Democracy came to America .....
- Primitive man has a lot in common .....
- Greece and Rome gave American politicians .....
- The Middle Ages meant .....
- The Magna Carta did not .....
- Emancipation crossed the ocean to America because .....

**Array** = range

**For giggles** = for fun

**To wage war** = to pay for/to make war  
**To plunge** = to jump into, to go full force into

**To emerge** = to appear

**To gather momentum** = to gather force

**To be up for grabs** = to be available

**To usher (in)** = to announce, to herald

**Underpinning(s)** = the idea(s) that underlie (democracy), the foundation of (democracy)

**To espouse** = to support

**To bind** = to connect, to oblige

**Groundbreaking** = revolutionary

**To be drawn and quartered** = to be pulled apart (by horses) into four different directions

### Clinton Monument

*Dear U.S. Citizens,*

I have the distinguished honor of being on the committee to raise five million dollars for a monument of Bill Clinton. We originally wanted to put him on Mt. Rushmore until we discovered there was not enough room for two more faces.

We finally decided to place it beside Christopher Columbus, the greatest Democrat of them all. He left not knowing where he was going, did not know where he was, returned not knowing where he had been, and did it all on someone else’s money.

If you are one of the fortunate people who has anything left after paying taxes, we will expect a generous contribution to this worthwhile project.

Thank You

*The Monument Committee*

Mount Rushmore



## English in use

### PEOPLE CAN BE...

intolerant      lazy

sensitive      deep

dependable      confident

dissimilar      stuck up

mindful      adaptable

non-violent      homophobic

cautious      shallow

sly      intransigent

jumpy      goofy      panicky

clingy      rigorous      smooth

intrepid      arrogant

legitimate      unsettling

enthusiastic      immature

whimsical      assuming

grumpy      unruly      reliable

unaware      ordinary

warm      calculated      possessive

impatient      handsome

considerate      pro-choice

anti-war      moody

scheming      pro-life      committed      cute



1. Put the following adjectives into three groups according to whether you think the word has a generally:

- 1) positive,
- 2) negative or
- 3) neutral meaning

Some words can be rather positive or rather negative, which may mean almost neutral.

2. Some adjectives are preceded by negative prefixes:

in- (intolerant, intrinsigent), im-, anti-, un-, non-, dis-. Which of such adjectives listed on the left have a positive or neutral meaning? Use them in sentences of your own.

3. Complete the following article by filling in the blanks. Use only one word for each space.

Strong resistance to change is often rooted .....(1) deeply conditioned or historically reinforced feelings. Patience and tolerance are required to help people in .....(2) situation to see things differently. Bit .....(3) bit. There are examples of this sort of gradual change everywhere in .....(4) living world. Originally homophobic people discover they miss a gay colleague who's changed jobs after 5 years of sharing the .....(5) office.

Certain types of people often find change very unsettling. And it's usually the reliable, dependable, steady, habitual, process-oriented types. Do you think your boyfriend is the best? That nobody is .....(6) trustworthy, steady and sure to follow through with things? And .....(7) adorable grumpiness every time you propose a trip! Well, if you want heaven to last, don't go for .....(8) fashionable plum red perm without checking with him...

People who welcome change are not generally the best at .....(9) reliably, dependably and follow processes. The reliability/dependability capabilities are directly opposite character traits to mobility / adaptability capabilities. In other words, the more reliable you are, the more adverse to change you are as well. ....(10) modern legends are a good illustration in this respect. Take Superman, Batman, Wonder Woman or Power Puff Girls – they all protect the world .....(11) is!

.....(12) industries and disciplines have a high concentration of staff .....(13) personality has a strong reliability/dependability profile. The best-documented examples: health services and nursing, administration, public sector and government departments, utilities and services. These sectors .....(14) tend to have many staff with character profiles who find change difficult. Have you ever wondered .....(15) it is usually artists, writers and philosophers who cause revolutions to happen? These freer professions often come with a disrespect for authority that breeds growing unruliness with age. Be mindful of people's strengths and weaknesses. Take the time to understand the people you are dealing with, how and why they feel like they do, before you take action.

4. In most of the lines of the following text, there is one unnecessary word. Read the text and put out a line through each unnecessary word. Some lines are correct.

Why is democracy ~~such~~ as a principle so potent?

WHAT MAKES DEMOCRACY TICK

Grammar

It is certain that it owes its strength to giving the people the means of refusing to be ruled without accountability. At a first sight this is quite a lame argument: the system is good not only because you can kick those in charge out. In practice it is immensely powerful. The electorate gives one lot a chance. If they are content they re-elect it. If it loses their own trust – and the opposition gains their trust – then a change of government occurs. A peaceful revolution, based on the only one concept which ultimately matters – those who govern are trusted by those who put them there.

This may be a serious hot issue with transnational institutions. Critics of the European Union say that it only so *appears* to have perfect democratic legitimacy: a directly elected parliament representing the people; a council of ministers representing the member-states; and a commission for representing the executive. However, low voter turnout and the rejection of the proposed constitution in some member-states gives rise off to talk of a “democratic deficit”. This misses the more fundamental point: why have people lost faith in the political elite?

In national elections in developed European countries the main base deal is that “I as a government intend to take x% of your money in taxes in order to do the following things ...” There is no equivalent deal in acceding or fresh admitted member states.

All evidence so suggests that increased participation in the international economy raises the living standards of poorer countries, so the notion that “the democratic claim of universal equality of worth is mocked by intensification of global inequalities...” does not stand up for. It is those outside the international economy who are the poorest. The key elements for a functioning well democracy are: a liberal market economy, the ability to remove by the peaceful means those who govern us, and knowing who we mean when we say “we”. I suspect the toughest question to answer is: who are “we”?

5. Correct the mistakes in these sentences:

- a. She did more badly than me in the test.
- b. Andalusia is one of the dryest regions of Europe.
- c. We seem to travel more and more far these days.
- d. Cluj boasts the olddest university in Transylvania.
- e. Your room is more tinier than mine.



6. Match the following sentences to 1, 2, 3 or 4 on the right. Then translate the sentences into Romanian:

- a. Romanian does not have as many irregular verbs as English.
- b. She wasn't given as much money as she deserved.
- c. There are ten times as many reasons to stay as there are to go.
- d. This is as good a place as any.
- e. Making sushi wasn't as/so difficult as we had expected.
- f. Her latest novel is not nearly as good as her latest play.
- g. I don't think it's worse. I think it's as cold as usual.
- h. She'll never be as good as you.

Comparatives and superlatives

**One-syllable adjectives** add *-er* and *(the) -est*:

*Smart, smarter, smartest*

If the adjective ends in *-y*, this becomes *-i*:

*Dry, drier, driest.*

Unless the *-y* is preceded by a *vowel*:

*Coy, coyer, coyest*

If the adjective ends in a single consonant, the consonant is doubled:

*Big, bigger, biggest*

*Red, redder, reddest*

**Exceptions:**

good, better, best

bad, worse, worst

far, farther / further, farthest / furthest

**Most two-syllable and all three-syllable adjectives** take *more* and *(the) most*:

*Ancient, more ancient, most ancient*

*Difficult, more difficult, most difficult*

Two-syllable adjectives ending in *-y* add *-ier*, *(the) -iest*:

*Tiny, tinier, tiniest*

*Catchy, catchier, catchiest*

**Did you know that some two-syllable adjectives can take either *-er/-est* or *more/most*? Here are a few of the most common ones:**

narrow	polite
simple	likely
cruel	gentle
tupid	common

**As... as...**

This structure can be used with adjectives and adverbs, as well as *much/many* + noun.

The expression can be:

- 1. followed by a noun, noun phrase or object pronoun.
- 2. followed by a clause
- 3. followed by *possible, ever* or *usual*
- 4. preceded by *just, (not) nearly, not quite, twice/ten times* etc.

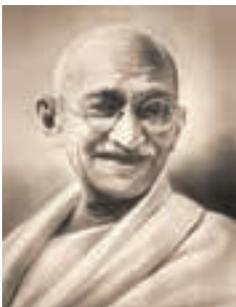
## Speaking

*Stone walls do not a prison make  
Nor iron bars a cage  
Minds innocent and quiet take  
That for an hermitage*  
Richard Lovelace

Freedom can mean an absence of external restraints; in this case it signifies the opposite of slavery. The achievement of freedom depends upon the environment; if one is in jail or limited by a lack of resources, one is not free to do all one might wish to do. Even natural laws restrict this form of freedom; no one is free to fly without wings (though we may be free to attempt to do so or not).

The French philosopher Jean-Jacques Rousseau asserted that the condition of freedom was inherent to humanity, an inevitable facet of the possession of a soul and sapience, with the implication that all social interactions subsequent to birth imply a loss of freedom, voluntarily or involuntarily.

Notable 20th century freedom icons include Martin Luther King Jr., Nelson Mandela, Rabbi Leo Baeck, Gandhi, and Václav Havel.



Mahatma Gandhi



Rabbi Leo Baeck



Martin Luther King

### 1. Read the following quotes and decide whether the authors praise democracy or not.

1. A man is a success if he gets up in the morning and gets to bed at night, and in between he does what he wants to. – *Bob Dylan*
2. A government can be compared to our lungs. Our lungs are best when we don't realize they are helping us breathe. It is when we are constantly aware of our lungs that we know they have come down with an illness. – *Lao-Tzu*
3. Liberty means responsibility. That is why most men dread it. – *G. B. Shaw*
4. It is by the goodness of God that in our country we have those three unspeakably precious things: freedom of speech, freedom of conscience, and the prudence never to practice either of them. – *Mark Twain*
5. The two pillars of "political correctness" are willful ignorance, and a steadfast refusal to face the truth. – *George MacDonald Fraser*
6. I disapprove of what you say, but I will defend to the death your right to say it. – *Voltaire as quoted by Beatrice Hall in "The Friends of Voltaire", 1906*
7. Suppose you were an idiot. And suppose you were a member of Congress. But I repeat myself. – *Mark Twain*
8. Imagination is more important than knowledge, for knowledge is limited while imagination embraces the whole world. – *Albert Einstein*

### 2. Organising a debate

A verbal debate is primarily conducted between two teams: the affirmative side to support the topic and the negative side to oppose the topic. The speakers from the two teams give explanations for and against the topic. The two teams are not only communicating with each other but with the third party — the audience. The affirmative and negative teams are trying their best to persuade the audience to believe their side. The audience may give a decision at the end of the debate. The officer (or the teacher) enforces the strict time limitation of the debate. When the allotted time is over, the timekeeper calls the closing of the speech.

Pick an issue which interests you and other students. For example, **Imagination is more important than knowledge.**

Form two two-person teams, one affirmative and one negative. Take ten minutes to have a general discussion about the issue on both sides, write them on the board. During this time the two teams can be formulating their ideas and strategies. After the discussion give them 5 minutes to think of what arguments they are going to use.

#### Have a short debate:

First Affirmative Speaker – 3 minutes

First Negative Speaker – 3 minutes

Second Affirmative Speaker – 3 minutes

Second Negative Speaker – 3 minutes

Take questions for both sides from audience or from each other – 10 minutes

Concluding Negative Speech – 3 minutes

Concluding Affirmative Speech – 3 minutes

Each debate takes about 30 minutes.

Writing

3. Read the following 200-word essay and decide if it's argumentative or opinion.

**Fame – be careful what you wish for**

Many dream about being famous at least once during their lifetime. But is being famous an achievement or a curse? Is it worth working hard to achieve recognition only to have to wear sunglasses so as to avoid recognition after one has succeeded?

Firstly, fame often comes with wealth and material comfort. While it is true that money cannot buy happiness, it is undeniable that it is preferable to be miserable in comfort to being miserable in... misery. Secondly, fame also brings one the admiration of all. People rush to welcome the star and feel lucky when in the company of an acclaimed personality. The positive energies coming from adulation are thus a considerable bonus of fame.

However, there must be times when being famous is an impediment to peace and quiet, in solitude or in the company of dear ones. Being watched everywhere one goes must surely have some drawbacks. The loneliness of the great is no empty phrase. Do people rush to embrace the real you or the projection they have of you?

In conclusion, as great as the advantages of wealth and unanimous adoration may be, the price of fame is too high if we consider the isolation and permanent scrutiny of a star's private life.

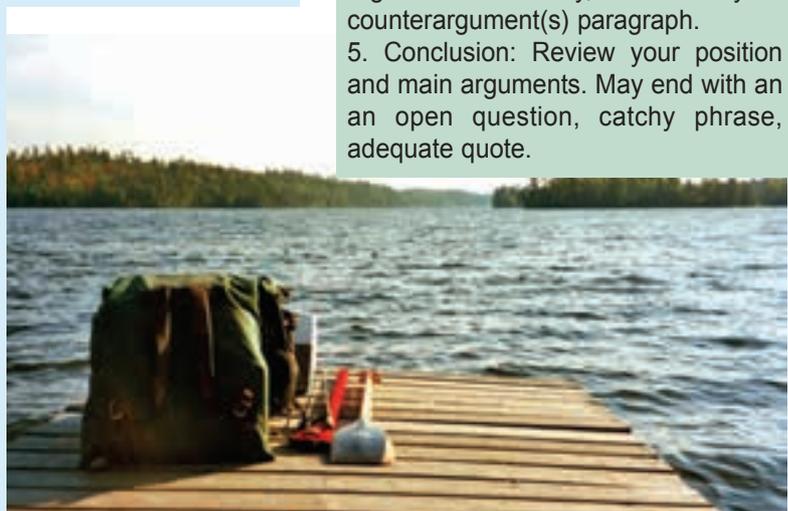
(adapted after Virginia Evans and Jane Dooley)

4. Write a 250-word opinion essay on one of the following statements:

“EVERYBODY must have the right to expression in democracy.”

“Liberty means responsibility.”

“Imagination is more important than knowledge.”



There are 2 basic types of essay:

a. the argumentative essay

b. the opinion essay

The former is a more neutral, formal discussion of the advantages and disadvantages of a certain situation, concept, proposition. Avoid strong language, contractions, philosophical or sentimental ramblings. It is preferable to avoid 1<sup>st</sup> person and use a more impersonal tone. Arguments should be balanced, as much as possible.

The latter is a more personal argumentation, strongly in favour or against a certain topic. The author's perspective is personal, rather than general. More subjective language can be used, including 1<sup>st</sup> person.

**Basic structure:**

1. Introduction: state topic/statement. If argumentative, use a catchy proverb, quote. If opinion, announce your position.
2. State your first argument. Offer justification and/or an example to illustrate it. Use linkers: *firstly, to begin with*.
3. State your second argument. Offer justification and/or an example to illustrate it. Use linkers: *secondly, in the second place, also, furthermore, besides*.
4. State your third argument. Offer justification and/or an example to illustrate it. Use linkers. If you write an argumentative essay, make this your counterargument(s) paragraph.
5. Conclusion: Review your position and main arguments. May end with an open question, catchy phrase, adequate quote.

## Cultural awareness



### ATSI (Aboriginal and Torres Strait Islanders)

- ATSI are about 1.6% of the total Australian population.
- The life expectancy of ATSI women is 65 yrs — well below the 80 yrs for the total female population.
- Many health problems of ATSI people can be attributed to environmental conditions as well as poor access to health services.
- Unemployment for ATSI people is three times the national average and incomes are less than two-thirds of other Australians.
- Approximately 11% of North South Wales ATSI population aged 15 yrs have never attended school.
- Nationally, ATSI children between the ages of 10 and 17 yrs are 18.6 times more likely to be imprisoned and held in detention than other children.
- 4 in 5 ATSI people in North South Wales do time in prison for drugs and alcohol related crimes.



1. Read this excerpt from Charles Perkins' „19... A Bastard Like Me” and try to figure out when and where the events took place.

### Freedom rides 19...

In 19... a group of about 30 people, primarily university students and a small number of Aboriginal people, made a bus trip from Sydney through towns in rural New South Wales. Their aim was to draw attention to racism in those areas – for example the exclusion of Indigenous people from public baths. They called themselves “freedom riders.”

One of the leaders, Charles Perkins, later wrote about his experiences: The next day we began to fully investigate what was going on in Moree. We found out the Council had discriminatory laws against Aborigines who were not allowed to go inside the Council chambers, nor use the toilets. A number of hotels were not serving Aborigines ... The biggest point of discrimination was the local swimming pool. Aboriginal adults were not allowed to swim there at all. Aboriginal children were let in on a Wednesday afternoon during school hours between one and three. But then, after the school hours finished, the whistle blew and all the Aboriginal kids had to get out and only the white kids were allowed to stay. The swimming pool was the one point we thought we would hit at first ...

When we got down to the pool I said, “I want a ticket for myself and these ten Aboriginal kids behind me. Here’s the money.”

“Sorry, darkies not allowed in,” replied the baths manager. The manager was a real tough-looking bloke too. He frightened me. We decided to block up the gate: “Nobody gets through unless we get through with all the Aboriginal kids!” And the crowd came, hundreds of them ...

Then the police arrived ... The mayor ordered the police to have us removed from the gate entrance. They took hold of my arm and the struggle started. There was a lot of pushing and shoving and spitting. Rotten tomatoes, fruit and eggs began to fly, then the stones were coming over and bottles too ...

The crowd got ugly then. One of our students ... was punched to the ground by one of the tough boys who did not like what we were doing. The mob from the hotel across the road decided that they were going to show these university students and niggers and black so-and-so’s whose town this was. They came over and did most of the kicking, throwing and punching, and the spitting ...

The situation looked very bad. The police then said, “Right, we’ll let them in.”

They let the kids in for a swim and we went in with them.

We had broken the ban! Everybody came in! We saw the kids into the pool first and we had a swim with them. The Aboriginal kids had broken the ban for the first time in the history of Moree ... It was a wonderful moment ...

So that was our first confrontation with Moree. A confrontation which resulted in turning the town upside-down.

Before we left we said to the Aborigines, “If you are banned again, we’ll be back.” We also told that to the mayor and the police. We did have to go back, too.

## Cultural awareness

### Imagine

Communism and anarchism are closely inter-related. The property of all (communism) could practically annul individual property (anarchism). Neither in anarchism nor in communism do people have a drive towards owning substantial property. This ideally leads to political power shared by all (communism) or no politics (anarchism). Is John Lennon's song a manifesto of communism or of anarchism?

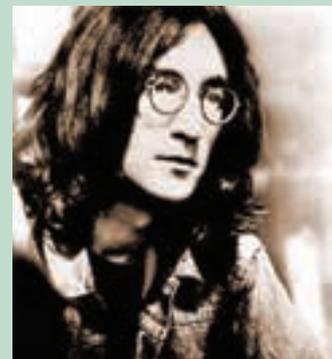
Imagine there's no heaven  
It's easy if you try  
Nowhere below us  
Above only sky  
Imagine all the people  
Living for today...

Imagine there's no countries  
It isn't hard to do  
Nothing to kill or die for  
And no religion too  
Imagine all the people  
Living life in peace...

You may say I'm a dreamer  
But I'm not the only one  
I hope someday you'll join us  
And the world will be as one...

Imagine no possessions  
I wonder if you can  
No need for greed or hunger  
A brotherhood of man  
Imagine all the people  
Sharing all the world...

You may say I'm a dreamer  
But I'm not the only one  
I hope someday you'll join us  
And the world will be as one...



### 2. Debate the following question with your colleagues:

Is the society described above a democracy or not? Think of other countries where similar situations (used to) exist.

### 3. What kind of society/world is the following poem about? Is this a realistic projection? How do we call people with such views?

#### Freedom's Fool

by Robert William Service

To hell with Government I say;  
I'm sick of all the piddling pack.  
I'd like to scam, get clean away,  
And never, nevermore come back.  
With heart of hope I long to go  
To some lost island of the sea,  
And there get drunk with joy to know  
No one on earth is over me.

There will be none to say me nay,  
So from my lexicon I can  
Obliterate the word "obey",  
And mock the meddling laws of man.  
The laws of Nature and of God  
Are good enough for guys like me,  
Who scorn to kiss the scarlet rod  
Of office and authority.

No Stars and Stripes nor Union Jack,  
Nor tri-colour nor crimson rag  
Shall claim my love, I'll turn my back  
On every land, on every flag.  
My banner shall be stainless white,  
An emblem of the Golden Rule,  
Yet for its freedom I will fight  
And die – like any other fool.

Oh Government's a bitter pill!  
No force or fear shall forge my fate;  
I'll bow to no communal will,  
For I myself shall be the State.  
Uncursed by man-curb and control,  
my Isle shall be emparadised,  
And I will re-possess my soul . . .  
Mad Anarchist! – *Well, wasn't Christ?*

### 4. What words and expressions does the author use to describe political structures? Paraphrase them in everyday language.

## Reading



### Words related to waste management

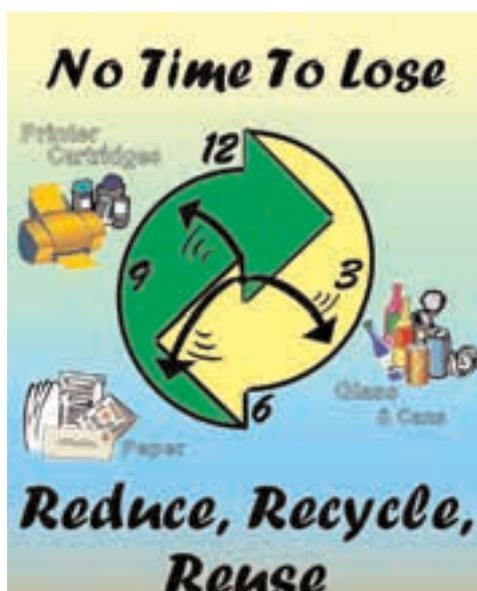
**Landfill** = a place where waste is buried under the ground

**Incinerate** = to burn something completely in order to destroy it

**Waste** = unwanted materials or substances that are left after you have used something

**Rubbish** = food, paper etc that is no longer needed and has been thrown away (garbage, trash) (Am.E.)

**Recycle** = to put used objects or materials through a special process so that they can be used again



1. Discuss the pictures on the left. What do they show?

2. Read the following text on waste management.

### Radical plans for waste could start a big clean-up

Many local authorities in Britain have huge problems with waste. The amount of household rubbish is expected to amount to 40 million tones a year by the year 2020. New European Union rules will also mean that countries will have to reduce landfilling. Incineration may seem attractive but there are political and financial problems with this option. Many local authorities around the world are turning to a system called zero waste, which would abolish landfilling and reduce dramatically the need for incinerators.

The idea is that everything we buy will be made of materials that can be reused, recycled or repaired.

Britain currently recycles 11% of household waste, burns 8% and dumps the rest. Surprisingly, most waste in our rubbish bins is organic waste which can be dangerous to our health when it rots and leaks from landfills. Many progressive cities and councils have introduced three-stream waste collection – they separate organic waste, dry recycles such as bottles and plastics, and dangerous materials such as batteries. According to Robin Murray, a leading zero-waste economist in Britain, as soon as this is done, “they find suddenly that they are recycling more than 50 %.”

Supporters of zero waste also say it can make money. Small businesses that recover and recycle waste can create jobs in areas where there is high unemployment.

15%-20 % of waste is difficult or expensive to recycle. Zero waste proposes a new way of thinking that simply designs such materials out of the system. The reaction of industry is a key factor. “The multinational companies are reacting to this far quicker than governments or environmental groups,” says Mr. Murray. Many large companies, he says, have foreseen new laws that will make producers take responsibilities for what happens to their products at the end of their life cycle. (*The Weekly Guardian*, 2002)

3. Choose the best answer for each question.

1. Why will European countries have to reduce the use of landfilling ?

a. Because it's expensive. b. Because of new European Union regulations. c. Because the amount of waste is increasing.

2. How much waste is dumped in Britain ?

a. 11 % b. 8 % c. 81%

3. What is the problem with organic waste ?

a. It rots. b. It rots and leaks from landfills. c. It is poisonous.

4. In what way is zero waste more than an environmental issue ?

a. It is good for big business. b. It can help the local economy. c. It is cheaper than using landfill sites.

5. What will happen to the 15%- 20% of waste that cannot be recycled ?

a. It will be burnt. b. It will be buried. c. It will be designed out of the system.

Vocabulary

4. Rephrase the underlined words after reading the explanations on the right column.

1. His muscles were slowly wasting away because of his illness.
2. Dad says it's OK to have the party here, as long as we don't trash the place.
3. George Bush's decision to trash the Kyoto global warming treaty is appalling.
4. The majors were quite polite and everything, it wasn't like they were saying it was a load of rubbish.
5. The government will be claiming that its reform of legal aid was a triumph for justice and any dissent will be rubbished.

5. Underline the words and phrases connected to global environment and the problems caused by human intervention. Translate them into Romanian.

Many problems which may appear to be local often contribute to more widespread problems. Traffic in towns causes congestion and pollution. Building new roads to solve these problems creates others – destruction of rural environments and increases in traffic. This in turn leads to acid rain, the production of greenhouse gases and global warming.

Human and industrial waste pours into our seas and oceans. This may be accidental, or deliberate. Oil spillages resulting from tanker accidents, the dumping of sewage, toxic chemicals and other rubbish cause widespread marine pollution.

Large areas of land on the edges of existing deserts are turning into deserts. Overgrazing, the removal of trees, soil erosion and decreasing rainfall are all to blame as land which was once useful to farmers becomes useless. (Longman, *Geography for GCSE*)

6. Match the headlines on the right to the problems you have spotted in the text above. Explain the process taking place.

7. Read the following sentences about the different forms of energy available. Match the sentences (1–4) with the correct sentences (a–d) and write the correct letter on the line.

1. Muscles and wood were the first source of energy used by early man. \_\_\_\_\_
2. Hydroelectric power is used to produce energy. \_\_\_\_\_
3. Nuclear fuels, such as uranium -235 and plutonium, can be made to produce immense heat by a process called „fission“. \_\_\_\_\_
4. Incoming tides can be trapped behind a dam across a bay or an estuary. \_\_\_\_\_
  - a. It is produced by the fall of water trapped in a dam.
  - b. It took thousands of years to progress to using coal on a large scale.
  - c. One danger, however, is in getting rid of the radioactive wastes which are produced.
  - d. The water is then allowed to flow out past water wheels as the tide goes out.

Words relating to waste used with different meanings

**Trash** = (informal) something that is of very poor quality.

**To trash** = (informal) to destroy something completely, either deliberately or by using it too much: (Am. E.) to criticize someone or something very severely.

**Rubbish** = (informal) an idea, statement, etc that is rubbish is silly or wrong and does not deserve serious attention

**To rubbish** = (Br.E.) to say something is bad or useless

**To waste away** = to gradually become thinner and weaker, usually because you are ill

MEDITERRANEAN SEA LIKE A SEWER

LOGGING COMPANIES destroy Amazon forest

ICE SHELVES MELT AS TEMPERATURES RISE

BRAER OIL TANKER GOES AGROUND

Marine pollution



## English in use



### Vocabulary

**Pesticide** = a chemical substance used to kill insects and small animals that destroy crops

**Hazardous** = dangerous, especially to people's health or safety

**Blubber** = the fat of sea animals, especially whales

**Flame retardants** = materials or substances that do not burn easily and are put on things to stop them from burning quickly

**Food chain** = all animals and plants considered as a group in which a plant is eaten by an insect or animal, which is then eaten by another animal and so on



1. Read the following text on arctic orcas and choose the best variant from a–d to complete the text. The first one is an example.

### Arctic orcas highly contaminated

Norwegian scientists have found that killer whales - or orcas, as they are sometimes known - have 0 ***overtaken*** polar bears at the head of the toxic table. No other arctic mammals have 1..... such a high concentration of hazardous man-made chemicals.

The Norwegian Polar Institute tested blubber 2..... taken from creatures in Tysfjord in the Norwegian Arctic. The chemicals they found 3..... pesticides and flame retardants – which used to be used in many industrial processes. Animals at the top of the food chain are particularly 4....., and whales – like polar bears – can 5..... the health of the marine environment.

The researchers are particularly worried about the flame retardants, because 6..... many other harmful chemicals, some are still legal.

The international environmental group, WWF, says the Arctic 7..... a chemical sink. It says the findings dramatically 8. .... the need for European Union ministers to decide on strong legislation.

However, WWF says it 9. .... pressure from the chemicals industry could lead to any new laws being so 10. .... that they will protect neither the environment nor human health. (BBC News, 2005)

- |                   |                     |                 |                 |
|-------------------|---------------------|-----------------|-----------------|
| 0. a. befallen    | <b>b. overtaken</b> | c. engulfed     | d. passed over  |
| 1. a. dispersed   | b. ingested         | c. digested     | d. incorporated |
| 2. a. samples     | b. examples         | c. copies       | d. specimens    |
| 3. a. showed      | b. involved         | c. represented  | d. included     |
| 4. a. affected    | b. impressed        | c. hindered     | d. influenced   |
| 5. a. discredit   | b. reflect          | c. rebound      | d. mirror       |
| 6. a. even        | b. unlike           | c. despite      | d. as well as   |
| 7. a. becomes     | b. became           | c. would become | d. has become   |
| 8. a. underline   | b. require          | c. inspire      | d. discard      |
| 9. a. risks       | b. regrets          | c. requires     | d. fears        |
| 10. a. irrelevant | b. unjust           | c. useless      | d. watered down |

2. Read the text and complete the gaps with words derived from the words in capitals.

A number of studies suggest that 1..... is consuming the Earth's resources at an 2..... fast rate. Even so, the issue of population is hardly ever discussed at 3..... summits or raised by green lobby groups. Professor Rapley, Director of the British Antarctic Survey, acknowledges it is a 4..... question, invoking the spectre of 5..... population control and even eugenics. He does not make 6..... about how the current 7. .... trend, from the current six billion towards eight or nine billion by 2050, can be reversed.

But, he says 8..... is one of a number of issues leading to environmental 9..... of various forms, and needs a higher priority than it 10..... receives. (BBC News 2005)

1. HUMAN 2. SUSTAIN 3. ENVIRONMENT 4. THORN 5. FORCE  
6. SUGGEST 7. UP 8. POPULATE 9. DEGRADE 10. CURRENT

Grammar

Conditionals

If clause	Main clause	Use
Present Tense or should	Future / Present / Imperative / had better / must / may / can	Real situation (likely to happen)
Past Tense	Would / could / should / might	Advice or imaginary situation (unlikely to happen)
Past Perfect	Would/could/should/might + have + Past Participle	Imaginary situation in the past (unfulfilled plans, regrets, wishes impossible to fulfill)

**Will / won't** in if-clause expresses refusal / polite request or strong disapproval at someone's insistence on doing something.

If he **won't** listen to us, he's sure to fail. (**refusal**)

If you'll take a seat, I'll call the manager (**polite request**)

If you will drink so much, no wonder you'll lose your license. (**insistence**)

**Should** in if-clause suggests the condition is possible but unlikely.

If you **should** see Michael, ask him to call me.



3. Other expressions could be used in place of *if*. Rephrase the following sentences to start with the word printed at the beginning.

- If you do your best, no one will criticize you.  
As long as .....
- You won't understand this if you don't pay attention.  
Unless .....
- You won't be punished if you admit to your mistake.  
Provided you .....
- If he had qualifications, he could find a job.  
Since he .....
- If you don't read the question carefully, you may answer it incorrectly.  
As long as .....

4. Read the following sentences and show the difference in meaning.

- If you won't lend me the money, I'll have to ask someone else.  
If you don't lend me the money, I'll have to ask someone else.
- Take your umbrella, in case it rains.  
Take your umbrella if it rains.
- If Rosa should get the job she's applied for, we would all miss her here.  
If Rosa got the job she's applied for, we would all miss her here.

5. Complete the following sentences. Note that you might have to use other tenses (active/passive voice) than required in the basic rules. Pay attention to the meaning of the sentences.

- If I had more time, I (come) to your party yesterday.
- Give the book to Jane if you (read) it.
- If you hadn't lost our flight tickets, we (be) on our way to the Caribbean now.
- If you (have) dinner right now, I'll come back later.
- If we (set) off earlier, we wouldn't be in this traffic jam now.

6. Complete the sentences below in any logical way.

- I won't lend you the money unless ...
- I'm glad I found out that the flight had been cancelled. Otherwise
- Providing ..... you can buy what you like.
- I'll lend you my car provided .....
- If you will make dinner .....
- If you should see the headmaster .....
- I would be happy to sleep on the floor if .....
- I wouldn't have resigned from my job if .....
- Peter won't succeed in life unless .....
- We'll do what you ask as long as .....

7. Translate into English.

- Dacă ai fi avut răbdare, ai fi descoperit adevărul singur.
- Nu voi pleca decât dacă îmi spui că nu mai vii.
- Dacă va ploua, vom sta în casă.
- Dacă se întâmplă să treacă pe la tine, spune-i să lase proiectul la secretariat.
- Dacă insiști să faci cumpărăturile, cumpără și trei pâini și două borcane de gem.

8. Imagine you were the swan in the picture.

What would you have done if you had no other place to build a nest but this polluted river bank?

## Listening and speaking



### Expressing reactions: surprise / excitement / relief/ interest / annoyance

- That's amazing!
- How annoying!
- Thanks goodness!
- How exciting!
- That's a relief!
- Fantastic!
- Fancy that!
- How interesting!
- Oh dear!
- Really!



1. Discuss with your partner the pictures on the left which show alternative sources of energy. Refer to advantages and disadvantages of using them.

2. Read the following quotations relating to environmental issues nowadays. Discuss them with your partner by expressing your reaction to their message (see the box on the left). Discuss possible solutions to the problems pinpointed in the quotations.

- A third of the world's population lives in water-stressed countries now. By 2025, this is expected to rise to two-thirds.
- There is more than enough water available, in total, for everyone's basic needs.
- The UN recommends that people need a minimum of 50 litres of water a day for drinking, washing, cooking and sanitation.
- More than five million people die from waterborne diseases each year – 10 times the number killed in wars around the globe.
- Hazardous chemicals are now found in the bodies of all new-born babies, and an estimated one in four people worldwide are exposed to unhealthy concentrations of air pollutants.
- One person flying in an airplane for one hour is responsible for the same greenhouse gas emissions as a typical Bangladeshi in a whole year.

3. You are going to listen to an interview with Jennifer Morgan, climate-change expert for environmental group WWF on the Kyoto Protocol. Before listening, discuss what the interview could be about. The Kyoto Protocol is an international agreement setting targets for industrialised countries to cut their greenhouse gas emissions. Think of the questions you would like to ask the specialist on the Kyoto Protocol.

4. While-listening, tick the questions the interviewer addressed Ms. Morgan.

- a. What are the targets of the Protocol ?
- b. Why did industrialized countries decide to sign such an agreement ?
- c. Have the targets been achieved ?
- d. What about poor countries ?
- e. Which are the benefits for Russia ?
- f. What is emissions trading ?

5. After listening, mark the following sentences as True (T), False (F) or Don't Know (DN)

1. The rise in global temperature may have catastrophic consequences for life on Earth.
2. EU countries are not expected to cut their present emissions.
3. Australia and the US have not ratified the agreement.
4. China and India will reduce their emissions by 20%.
5. Emissions trading works by allowing countries to buy and sell their agreed allowances of greenhouse gas emissions.
6. Countries are able to gain credits for activities which boost the environment's capacity to absorb carbon.
7. Tree planting is the most efficient solution to global warming.

Writing

6. You have been asked to write a report for the World Information Organisation on the following topic:

*What are the greatest threats to the environment in your country today? What are the solutions?*

Write your **report** (about 250 words).

**There is a model answer written by a student in Germany. Read the model and compare its structure to the tips on the left. Is there anything missing in the model answer? If yes, what?**

This is a report which considers the three greatest threats to the environment in Germany and some suggested solutions to the problems.

These threats are recycling of waste, especially household waste, pollution in general and the misuse of fertilisers, especially by farmers. Many people are still failing to organise their household rubbish into separate compartments; for example, old papers should be collected separately from plastic containers, such as yoghurt pots, whilst the remains of food can be used in the garden.

The population has to behave more responsibly and the government should raise public awareness by launching an environmental campaign.

Pollution in general, and in particular litter, is a problem in Germany too. A lot of people throw their waste, such as tissues, on the street – just where they are walking – instead of putting their rubbish in a bin. But, even worse is their habit of dropping litter in the forest or park when people are going for a walk. A solution to the problem of pollution is to provide more litter boxes.

The last threat is the misuse of fertilisers in farming because the population’s health can be dangerously affected after having eaten the food. More and more farmers use fertilisers to augment their crop.

The chemical ingredients of fertilisers are supposed to protect the harvest against insects, which reduce the crop. The population of Germany should protest against the abuse of fertilisers and boycott the farmer’s food. The government has to support the croppers to use more biological methods.

7. Write the report in exercise 6, referring to your own country.

8. PROJECT WORK.

You have been asked by the headmaster of your school to write a report about attitudes to extra-curricular activities in the school. You should :

- describe the ways in which some activities have increased or declined in importance during the last two years;
- explain why you think this has occurred;
- say what other extra-curricular activities may attract a large number of students in the future.

Go back to page 20 for tips on how to organise your project group.

How to write a report

- make sure you understand the purpose of the report;
- decide on the level of formality according to the target reader;
- begin by stating the purpose of the report;
- use section headings for clarity (or clear paragraphs);
- state any recommendations in the final paragraph.

Useful language to use in a report

■ Introduction

*The aim/purpose of this report is  
This report provides*

■ Presenting arguments in favour and against

*The points in favour/against ...can be summarized as follows:*

*There are a number of ways in which pollution could be solved at a local level.*

*In the words of ....*

*It is interesting that ...*

■ Recommendations / Closing lines

*My recommendations are the following:*

*I would recommend the support of croppers to use more ...*

*In my opinion, .....*

*To sum up/summarise*

*On balance*

*It is recommended*



## Cultural awareness



Isaac Asimov

### Vocabulary

**To slosh** = to walk through water or mud in a noisy way

**Hardware shop** = shop that sells equipment and tools for your home and garden

**Nuclear fission** = the splitting of the nucleus of an atom which results in a lot of power being produced

**Nuclear fusion** = a nuclear reaction which produces power without producing any waste

**On the beat** = police officers on duty, walking around a particular area for which they are responsible

**To hoard** = to collect and save large amounts of food, money etc, especially when it is not necessary to do so

**Lukewarm** = slightly warm

**Suburbanite** = someone who lives in a suburb

**Pushcart** = a large flat container like a box with wheels

**Posh** = upper class

**Trickle** = a thin slow flow of liquid

1. Discuss the title of the short story. What do you think the story could be about?
2. Read the beginning of the story and highlight all the references to means of transport and use of energy resources.

### Life without Fuel

by Isaac Asimov

It's 1997, and it's raining, and you'll have to walk to work again. Any given subway train breaks down one morning out of five. The buses are gone, and on a day like today bicycles slosh and slide.

Lucky you have a job in demolition. It's slow and dirty work, but steady. The fading structures of a decaying city are the great mineral mines and hardware shops of the nation. Break them down and re-use the parts. Coal is too difficult to dig up and transport to give us energy in the amounts we need, nuclear fission is judged to be too dangerous, the hoped-for breakthrough toward nuclear fusion never took place, and solar batteries are too expensive to maintain in sufficient quantity. Anyone older than ten can remember automobiles. At first the price of gasoline climbed way up. Finally only the well-to-do drove, and that was too clear an indication that they were filthy rich, so any automobile that showed itself on a city street was overturned and burned. The cars vanished, becoming part of the metal resource.

3. What is the tone of the story? Is the author pessimistic or optimistic about the situation presented?
4. Could you think of any advantages connected to life without fuel?
5. Read the continuation of the story to confirm your ideas.

There are advantages in 1997, if you want to look for them. The air is cleaner, and there seem to be fewer colds. The crime rate has dropped. With the police car too expensive, policemen are back on their beats. More important, the streets are full. Legs are king, and people walk everywhere far into the night. There is mutual protection in crowds. If the weather isn't too cold, people sit out front. If it is hot, the open air is the only air conditioning they get. At least the street lights still burn. Indoors, few people can afford to keep lights burning after supper.

As for the winter – well, it is inconvenient to be cold, with most of what furnace fuel is allowed hoarded for the dawn. But sweaters are popular indoor wear. Showers are not an everyday luxury. Lukewarm sponge baths must do and, if the air is not always fragrant in the human vicinity, the automobile fumes are gone.

It is worse in the suburbs, which were born with the auto. Suburbanites form associations that assign turns to the procurement and distribution of food. Pushcarts creak from house to house along the posh suburban roads, and every bad snowstorm is a disaster. It isn't easy to hoard enough food to last till the roads are open. There is not much refrigeration except for the snowbanks, and then the dogs must be fought off.

Cultural awareness

6. Is there any change in the tone of the story? Which could be some global and long-term effects of lack of fuel?

7. Read the end of the story to confirm your ideas.

Outside the United States and Europe, not more than one in five has enough to eat at any given time. There is a high infant mortality, but a strong current of American opinion holds that it is just as well. It serves to reduce the population, doesn't it?

It's more than just starvation, though. There are those who manage to survive on barely enough to keep the body working, and that proves to be not enough for the brain. It is estimated that nearly two billion people in the world are permanently brain-damaged by undernutrition, and the number is growing.

Machines must be replaced by human muscle and beasts of burden. People are working longer hours, and – with lighting restricted, television only three hours a night, new books few and printed in small editions – what is there to do with leisure? Work, sleep and eating are the great trinity of 1997, and only the first two are guaranteed.

Where will it end? It must end in a return to the days before 1800, to the days before the fossil fuels powered a vast machine industry and technology. It must end in subsistence farming and in a world population reduced by starvation, disease and violence to less than a billion.

And what can we do to prevent all this now?

Now? In 1997? Almost nothing.

If we had started 20 years ago, that might have been another matter. If we had started 50 years ago, it would have been easy.

(Adapted from *TIME*)

■ Text analysis

8. After reading the whole story do you think the author's tone is amusing or ironical?

9. Find in the text statements you could characterise as amusing and statements you could characterise as ironical.

10. Explain the use of modals in the last part of the story.

11. Discuss why it would have been easy 50 years earlier (in 1947) to secure the world's future.

Consider the following aspects:

- a. use of energy
- b. use of raw materials
- c. the social and economic consequences of urban growth
- d. the increase in population

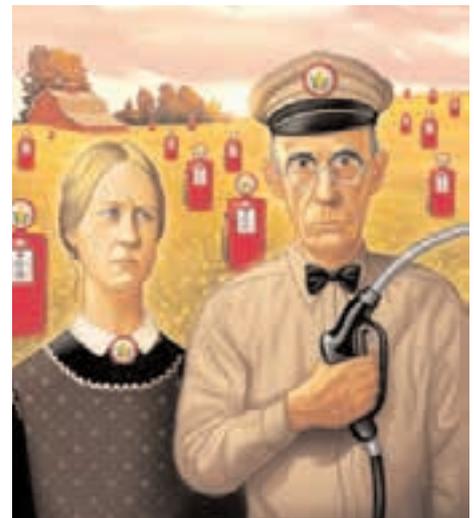
12. Read the information in the box on the right and use either item to explain the picture above the box.

13. Write a letter to Isaac Asimov to express your opinion about his short story *Life without Fuel* (250 words).

**Irony** = the perception or awareness of a discrepancy between actions and their results, or between appearance and reality. In all cases there may be an element of the absurd and the paradoxical.

**Paradox** = a statement that seems impossible because it contains two opposing ideas that are both true.

**Sarcasm** = a way of speaking or writing that involves saying the opposite of what you really mean in order to make an unkind joke or to show that you are annoyed.



Parody of Grant Wood's American Gothic

■ Word on the street is that the days of petroleum are numbered. Industry giants run full-page newspaper ads with slogans such as "Think outside of the barrel". Even though it could take decades or more before the oil pipeline dries up, researchers in industry, government, and academia are preparing for the inevitable.

■ Thanks to new technologies, many scientists foresee greener passenger cars running on ethanol and diesel fuel made from crop waste. Ethanol from corn is currently only a marginal gasoline additive.

1. Read the following article on environmental issues.

## Green House

By Brian Lavendel

Three years ago climatologist Jonathan Foley and his wife, Andrea, lived the American dream: a five-bedroom house on a large double lot, a young daughter, two dogs, two cars, and two jobs in the city. Every day they commuted to the University of Wisconsin in Madison, where she worked in the biochemistry department and he researched how humans alter the global climate. One big way, he knew, was by burning fossil fuels such as coal and oil.

Foley doesn't remember when the idea first occurred to him; he calls it a gradual process. But at some point – perhaps it was during his 30-mile commute into town, or while mowing his 14,000-square-foot suburban lawn – it dawned on him that his family's excessive use of fossil fuels was partly responsible for the climate change he studied. To Foley, it was already a scientifically proven fact that greenhouse gases – especially emissions from the burning of fossil fuels – were accumulating in the atmosphere and altering the earth's climate.

Studying the connection between human actions and climate helped Foley see the light. In late 1998 he and Andrea made what he calls a new-millennium resolution: to reduce their carbon dioxide emissions by 50 percent.

The first step had been to part with their large house in a suburban village and move to a smaller house in Madison, near the shores of Lake Monona. I expect that their new living quarters will be sparse, efficient, and chilly, in keeping with their resolution.

When the front door of the white-shuttered brick colonial opens and I catch a glimpse of a plush living room beyond the foyer, I wonder if I've mistakenly knocked on the door of a neighborhood bed-and-breakfast. But no, this is the place.

"It's not a house of denial," says Foley. And yet, he explains, this warm, cozy abode consumes a fraction of the fossil fuel used by neighboring homes.

Foley gives me a tour of their home. Along the way, he points out the energy-saving features –

most of which are not obvious to the casual eye. We start in the kitchen, which is lit, like the rest of the house, with compact fluorescent light bulbs. Thanks to recent improvements in the technology, says Foley, some bulbs (those with a lower "color temperature" rating) now give off a more pleasant spectrum of light and can be used with dimmer switches.

In the kitchen before us stands a new A. refrigerator. The freezer section, Foley points out, is below the refrigeration compartment. "Why put the motor on the bottom, where it heats everything up?" he asks rhetorically. Since cold air sinks and hot air rises, explains Foley, it makes sense to put the coldest section on the bottom and the motor on top. That way the motor can give off excess heat without warming the fridge itself.

Happily for the Foleys, their new home had already been outfitted with four solar panels to help heat its water. In Wisconsin's northern climate, the panels aren't able to supply all the hot water needed, but they meet two-thirds to three-quarters of the family's needs. "I love going into the basement on a sunny day in January and seeing the water preheated to 110 degrees by the sun," says Foley. In the summer the family is able to get by without using its natural-gas water heater at all.

Foley takes me into the master bedroom and gestures at the ceiling. It's the first time I notice that all the bedrooms have ceiling fans. The fans reduce the need for air-conditioning by blowing air across the skin, evaporating moisture, and thus cooling the body.

Perhaps the crowning stroke is that the Foleys' electricity is virtually emission-free. When the local utility announced a new wind farm, from which residents could purchase energy at a premium of 3 cents per kWh (about \$7 a month), Foley jumped at the chance. Since wind energy doesn't involve the burning of fossil fuels, he explains, even the little electricity his family uses – less than half that used by a typical Wisconsin family – is produced without adding carbon emissions to the atmosphere.

*Environmental journalist Brian Lavendel bicycles whenever possible,*

*leaving his ancient, combustion-engine Toyota in the driveway.*



2. Make a list of the things in the way the Foleys used to live which contributed to the production of greenhouse gas emissions.

3. Find the energy-saving features of the new Foley household.

4. By comparing the two lists, explain in your own words in what way the Foleys “reduced their carbon dioxide emissions by 50 percent.”

5. In the article there are some underlined words and phrases. Match them to the definitions below:

1. to realise a fact for the first time
2. to change
3. to regularly travel a long distance to get to work
4. to give something to someone else
5. to have enough, but no more
6. very comfortable, expensive, and of good quality
7. someone’s home
8. eagerly and quickly use an opportunity
9. matching something or suitable in a particular situation
10. a very good and original idea about what to do or how to deal with a problem
11. to produce a smell, light, heat, a sound etc.

6. Use some of the underlined words and phrases in the text to fill in the gaps in the following sentences.

1. The early retirement plan is excellent and I’m surprised that people haven’t .....
2. The 1962 Commonwealth Immigrants Act changed this, and only those born in Britain were henceforth automatically given the right of .....
3. Gas heaters should only be used in well-ventilated rooms as they ..... carbon monoxide.
4. You can ..... the color and size of the image using a remote control.
5. It slowly ..... her that they were all making fun of her.
6. I don’t mind ..... on the train as long as I have a good book to read.

7. In the following sentences only two of the three adjectives collocate with the noun. Circle the adjective that doesn’t collocate.

1. The explorers could hardly advance through the *dense* / *tight* / *thick* jungle.

2. I must express my *high* / *increasing* / *serious* doubt regarding her willingness to achieve her tasks.

3. Our debate continued after a *brief* / *minor* / *steady* interruption because of the loud music next door.

4. What is the *distinctive* / *precise* / *hidden* meaning of this statement?

5. We had to pack our things and leave because of a *pressing* / *family* / *severe* matter.

8. Fill in the gaps with only one word.

From the dawn (1)..... time, extinction has usually progressed (2)..... what scientists call a natural or background rate. Today the tempo is (3)..... faster. Many scientists believe this is (4)..... sixth great wave – the sixth mass extinction (5)..... affect life on Earth. We were not here for any (6)..... the previous mass extinctions, but this time our sheer preponderance is driving the slide (7)..... oblivion. We have more (8)..... doubled our numbers in half (9)..... century, and that is the most obvious reason (10)..... there is less room for any other species. We are taking (11)..... living room to grow our food, their food to feed (12)..... . We are exploiting them, trading in them, squeezing them (13)..... the margins of existence – and beyond. Often the choice (14)..... hard: conserve a species (15)..... feed a community, tourists’ dollars or turtles’ nests. Our pillage (16)..... the natural world has been likened (17)..... burning down the medieval libraries (18)..... Europe, before we (19)..... even bothered to catalogue their contents.

(adapted after Alex Kirby, BBC 2005)

Madison and Lake Monona



## Reading



### Vocabulary

**The Roaring 20's** = the 1920's, also known as the Jazz Age, a time when entertainment and the arts flourished all over the world, especially in the USA

**Re-tooled** = equipped with new tools, reviewed

**Rally** = (protest) march

**To rail** = to protest

**McRib sandwich** = McDonalds sandwich with pork ribs

**SARS** = Severe Acute Respiratory Syndrome



A SARS awareness poster

### Keith Porter

- **Keith Porter** is director of communication and outreach and executive radio producer for the Stanley Foundation.



### 1. Whole class discussion.

Is globalization inevitable? What makes you optimistic about globalization? What makes you pessimistic?

### 2. What attitude towards globalization does the author of the following article have?

#### The “pro-” and “anti-” globalization labels just don't fit

by Keith Porter

People around the globe are more connected to each other than ever before. Information and money flow more quickly than ever. Goods and services produced in one part of the world are increasingly available in all parts of the world. International travel is more frequent. International communication is commonplace. This phenomenon has been titled “globalization.” “The Era of Globalization” is fast becoming the preferred term for describing the current times. Just as the Depression, the Cold War Era, the Space Age, and the Roaring 20's are used to describe particular periods of history.

(1)..... some people consider globalization synonymous to global business, it is much more than that. The same forces that allow businesses to operate as if national borders did not exist also allow social activists, labor organizers, journalists, academics, and many others to work globally. Many so-called “pro-globalization” people are well aware of the dangers of globalization. And many “anti-globalization” activists love the global village aspects of globalization.

(2)....., the downsides of globalization are very similar to the downsides of capitalism. Capitalism can lead to rampant poverty, exploited workers, cheated stockholders, fraudulent product claims, disregard for the environment, and so on.

(3)....., in the western world these flaws are addressed with regulation. There are laws to protect workers, stockholders, consumers, the environment, etc. The laws fail and need be re-tooled because the profit motive is so powerful. The dance between what's good for business and what's good for society is the centerpiece of public life.

(4)..... this regulatory system has been evolving for generations within western nations, there is no equivalent system for taking the rough edges off globalization worldwide. (5)....., there is no formal, legal equivalent on the global scene to the Equal Employment Opportunities Commission, the Environmental Protection Agency, the Occupational Health and Safety Administration, and all the other groups which create a comfortable safety net for investors, consumers, and workers. And even if these global agencies DID exist, there is no global equivalent to the police and courts to enforce the regulations.

(6)..... I count myself as one of those people in the broad middle. I love global telecommunication, cheap foreign travel, global music, foreign food and inexpensive goods made overseas. (7)..... I hate it that in most developing countries it is too easy for a corporation to exploit workers, dump waste and avoid taxes.

(8)..... I don't like McRib sandwiches, David Letterman, and good American movies. (9)....., I hate the way this stuff is glorified in other countries to the point of driving out amazing local music, art, and food.

## Vocabulary

I like the fact that with only a few hours notice I could hop on a plane to Beijing, Hong Kong, Taipei, or Seoul. **(10)**.....

I am scared that those planes could be bringing SARS to my home town.

All this makes me conflicted... but it doesn't make me pro- or anti-globalization. So what organization do I join, what color ribbon do I wear on my shirt? I still don't have those answers...

**3. The linkers/paragraph openers in K. Porter's article are given below. In pairs, match them to the numbered gaps.**

- |                                  |  |
|----------------------------------|--|
| a. Hence: <u>6</u>               | b. Unfortunately                             |
| c. While                         | d. Yet                                       |
| e. Although                      | f. But                                       |
| g. However                       | h. Perhaps not surprisingly                  |
| i. I would be a hypocrite to say | j. Unlike in most African or Asian countries |

**4. Complete the following sentences in bold by circling one of the four choices given according to the text you have read.**

**1. Ours is an age.....**

- a. similar to the Roaring 20's
- b. of historical importance for all countries alike
- c. when new rockets are built and launched into space all the time
- d. of liquid borders in all aspects of life

**2. Entrepreneurs have.....**

- a. more work to do than anybody else in the era of globalization
- b. as many opportunities as non-profit workers
- c. more opportunities than those working in the social sector
- d. the same respect for national borders as social activists

**3. One cannot be a fan of globalization and.....**

- a. be aware of its dangers
- b. love the global village aspects of globalization
- c. love violent protesters against growing corporations
- d. ignore the perils that uncontrolled corporate growth may entail

**4. Regulation worldwide, so as to protect society from the downsides of globalization.....**

- a. is a myth
- b. is an ongoing process meant to protect all members of society
- c. needs a huge apparatus
- d. is difficult to formulate, but cannot fail once clarified

**5. According to Porter, Americans.....**

- a. have it easier than the rest of the world when it comes to fair chances and protection
- b. have a global police
- c. produce cheaper products
- d. travel more than Europeans

**6. Local cultural capital such as traditional food.....**

- a. doesn't have a chance in the global village
- b. is glorified by Americans
- c. is at least as good as fast food products, if not superior
- d. may carry SARS

### Can the European Union protect us from the downsides of globalization?

- By providing a large, single market, the EU allows its member states to take advantage of many of globalization's benefits among relatively like-minded countries at similar levels of economic development. Europeans find it easier to accept European integration than global integration because of their similar value systems and common commitment to generous social and environmental provisions.
- Europeans count on the EU to protect them from the inequalities that globalization can create. The generous provision of "structural funds" (aid to its poorest regions) and a social safety net make the Union safer.
- By aggregating the separate member states' strength, the EU increases leverage in international negotiations – whether on trade, environment, food safety, international finance, foreign policy, or culture. The repeal of US steel tariffs in December 2003, American willingness to eliminate its foreign sales corporation tax scheme, and the agreement not to implement secondary sanctions on European companies that do business with Cuba or Iran are all examples of Europe's collective leverage winning concessions from the United States.
- Europeans turn to the EU to regulate certain sectors, such as agriculture or culture, that would be dramatically transformed by unregulated globalization. From the standpoint of global efficiency and production, that would be a good thing. But Europeans (and not only the farmers) apparently would rather pay a significant price – including higher food prices – in order to maintain this aspect of their traditional culture.



## English in use



Modern architecture in Shanghai

The architecturally impressive **Plaza Hyundai** is situated in Hongqiao District, which boasts more than 300,000 expatriates.

The current rate of national economic growth makes Shanghai real estate an attractive proposition. Plaza Hyundai in particular stands out as an opportunity for international buyers. Unusually, the Bank of China is also offering mortgage finance to international buyers at 50% loan to property value.

The 25 storey tower is the first high grade serviced apartment building in the Hongqiao area. The property is priced in RMB and at current exchange rates a studio apartment will cost approximately £81,000 rising to £200,000 for a two bedroom apartment. Each apartment will be finished to a high standard with wooden floors and marble finishes. Additional features include central A.C, under-floor heating system in the bathroom, internet and cable TV.

The building will offer excellent facilities including:

- \* Swimming pool
- \* Club
- \* Room service
- \* Spa
- \* Maintenance
- \* Courier
- \* Restaurant, bar and coffee shop
- \* Laundry and dry cleaning
- \* House keeping services
- \* Associated office building and conference centre

### 1. Choose one of the four options given to fill each blank.

#### Billionaire Builder of China

Mr. Xu, chairman of Shimao Group, controls (0)..... more land than (1)..... private developer in America and builds luxury (2)..... estate projects that put even Mr. Trump to (3)..... for their sheer scale and flamboyance. Unlike the (4)..... Mr. Trump – who is never at a (5)..... for words and lives for the attention of cameras – Mr. Xu almost never grants interviews and is (6)..... secretive about his operations. In a country that started permitting people to buy homes (7)..... in the 1980's, developers like Mr. Xu found a way to gain rights to (8)..... land in the nation's biggest cities. Now they reap (9)..... profits, building large residential projects, often with hotels and other commercial buildings.

An industry that emerged only a decade (10)..... suddenly has annual sales of \$130 billion, making real estate one of the biggest engines in this nation's (11)..... economy. The growth has propelled Mr. Xu to No. 9 of the richest people in China. With \$1 billion in net assets, he (12)..... two publicly listed real estate companies and a collection of private offshore companies, and is overseeing \$9 billion in projects. But (13)..... is known about Mr. Xu, 55. His start was (14)..... . Like just about every person in China who came of age in Communist China, he started (15)..... poor. He grew up in Shishi, an entrepreneurial city in coastal Fujian Province, the oldest of eight children born to a machinery worker and a doctor.

“The nail that sticks up gets (16).....,” said Jack J. T. Huang, chairman of Asia for the law firm Jones Day, citing a common Chinese saying that is also popular in Japan and (17)..... in Asia. “No one wants to be that nail and talk about this kind of business.” Perhaps for (18)..... reason. China's real estate industry, like those in many other places, has been (19)..... by scandal – tales of illegal land grabs, corruption, government bribery, (20)..... construction work and the forced relocation of millions of peasants and urban poor.

- |    |                 |                  |                 |              |
|----|-----------------|------------------|-----------------|--------------|
| 0  | a. most         | <b>b. much</b>   | c. many         | d. numerous  |
| 1  | a. any          | b. every         | c. one          | d. this      |
| 2  | a. great        | b. real          | c. authentic    | d. fine      |
| 3  | a. shyness      | b. embarrassment | c. shame        | d. disgrace  |
| 4  | a. omniscient   | b. superfluous   | c. ubiquitous   | d. redundant |
| 5  | a. pause        | b. loss          | c. waste        | d. chase     |
| 6  | a. highly       | b. greatly       | c. seriously    | d. mainly    |
| 7  | a. only         | b. barely        | c. at last      | d. exactly   |
| 8  | a. hot          | b. central       | c. flat         | d. prime     |
| 9  | a. big          | b. great         | c. huge         | d. sizeable  |
| 10 | a. so           | b. ago           | c. just         | d. now       |
| 11 | a. blazing      | b. roaring       | c. hollering    | d. leaping   |
| 12 | a. declares     | b. points        | c. competes     | d. runs      |
| 13 | a. little       | b. less          | c. tiny         | d. nothing   |
| 14 | a. unfortunate  | b. inauspicious  | c. unsuccessful | d. blocked   |
| 15 | a. inside       | b. outside       | c. in           | d. out       |
| 16 | a. flattened    | b. broken        | c. bent         | d. hammered  |
| 17 | a. everywhere   | b. nowhere       | c. elsewhere    | d. somewhere |
| 18 | a. good         | b. fine          | c. serious      | d. solid     |
| 19 | a. parroted     | b. dogged        | c. ossified     | d. petrified |
| 20 | a. unattractive | b. shoddy        | c. disgusting   | d. shallow   |

2. Decide what the following sentences refer to:

- a. (physical) ability
- b. permission
- c. obligation
- d. necessity
- e. something which occurred unnecessarily
- f. moral obligation
- g. useful advice

1. Mr. Xu's driver may not speak in his employer's presence. b
2. Mr. Xu's wife didn't need to cook yesterday. \_\_\_
3. Mr. Xu should continue to be very private. \_\_\_
4. Mr. Xu ought to treat his workers nicely. \_\_\_
5. Mr. Xu could have breakfast in Paris any day. \_\_\_
6. Mr. Xu's cook has to get up at 5 am every day. \_\_\_
7. Mr. Xu's secretary needn't have got up when he came in. \_\_\_

3. Rank the sentences below based on the following scale.

a.....b.....c  
 Possible                  Likely                  Certain

1. Mr. Xu must have had a whole lot of good luck. c
2. Mr. Xu may have received a huge inheritance. \_\_\_
3. His company may be the only one of its kind in China. \_\_\_
4. He might have been abducted by the aliens. \_\_\_
5. He could buy lots of things with all his money. \_\_\_
6. Mr. Xu must be a very intelligent man. \_\_\_
7. His wife must have been thrilled when he proposed. \_\_\_
8. He will have even more money tomorrow. \_\_\_
9. The company could swallow many small companies. \_\_\_
10. Mr. Xu may be considering retirement. \_\_\_

4. Which of the sentences in exercise 3 refer to present or future situations and which to past ones?

PRESENT / FUTURE                  PAST  
 3, ...    1, ...

5. Complete the following sentences using a suitable modal verb (or verbal expression) and the verb in brackets.

- a. I'm so happy I ..... (go shopping) anymore!
- b. I'm sorry I'm late. I ..... (be) here at 8, I know, but I was caught in a terrible traffic jam on the way here.
- c. You ..... (call) to say you'd be late!...
- d. How ..... (speak) to me like that?! I'm your boss!
- f. I don't want your roses! You ..... (bother)!
- g. I just ..... (face) him after what I did.
- h. You ..... (be) very tired if you forgot to call me.
- i. Ah, the bell! That ..... (be) Bill, he always comes at 8.

MODALS

With the exception of *ought to*, all modal verbs used to describe present situations, whether real or possible/probable, are always followed by the short infinitive of the main verb.

MODAL + SHORT INFINITIVE

In sentences referring to past or future ability, permission, obligation / necessity we generally use the verbal expressions *to be allowed / permitted to* (permission), *to be able / capable to* (ability), *to have to* (obligation / necessity).

For deductions or assumptions referring to the past, we use the pattern:

MODAL + HAVE + PAST PARTICIPLE

Compare sentences 2 and 7 in exercise 2. Both refer to the past. However, only in one instance something actually took place.

Remember:

I didn't have to go to school yesterday. (so I didn't go)  
 He needn't have brought her flowers. (but he did)



## Speaking



**An article** is a piece of writing on a particular subject which is written for publication in a newsletter, magazine or newspaper. A wide range of approaches is possible, depending on the subject. A lighter topic might be given a fairly personal treatment, while a serious topic would be treated in a more neutral, analytical way.

Articles should have a subject-related heading which also catches the reader's eye and makes him/her want to read. Newspapers and magazines often use dramatic statements or word play in headings for this reason, and sometimes add a subheading which gives more information.

As with any other piece of writing, it is important to have an interesting introduction and a suitable conclusion to "round off" the piece, and to organize the information in paragraphs which help the reader to follow the argument or understand the different aspects of the subject. In addition, articles often include an outline of the story or the topic near the beginning so that the reader begins with a general picture and then reads on to find out more information.

**In the end, there can be only one...**

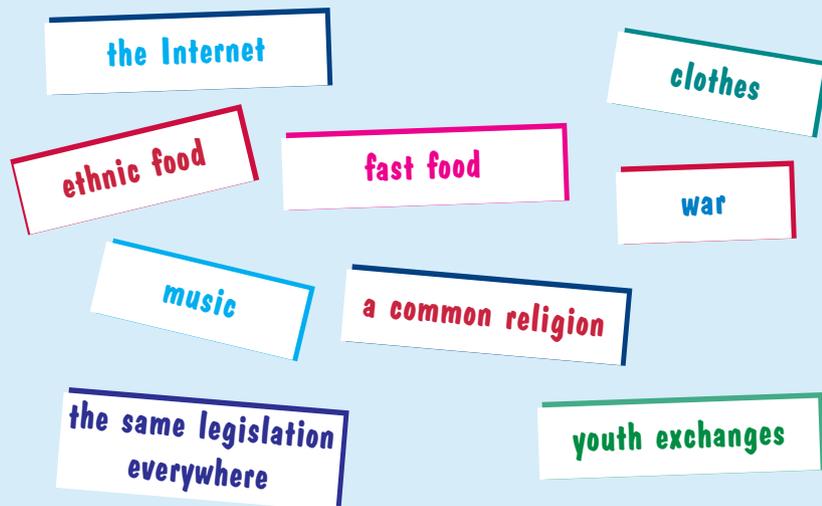
1. The two brands in the pictures on the left are among the best known, most bought ones in Romania. Engage in a 3-4 minutes conversation with your partner about which of these brands will eventually conquer the Romanian market, eliminating or reducing the other to negligible importance.

Make sure to state and support your opinion, but also give your partner a chance to state his/hers. If your opinions do not coincide, try to (politely) persuade him/her that you are right. You don't have to agree. You must, however, attempt to.

2. **DEBATE.** There are many instruments available to business people, policy makers, spiritual leaders and others who would like the world to be one, global society. Check the following list of such instruments. Add others if you like.

Decide on a topic for debate.

*Example:* **Music is the perfect instrument to turn the world into a global one.** Organise yourselves into debate teams, choose a timekeeper and try to persuade your audience that your arguments are the best.



3. **In groups of 4, find the best answer to the question below, then report your conclusion to the class. You should do your best to agree!**

All countries (should) have a specific contribution to a globalized society and economy. For example, Turkey has baklava, Greece moussaka, the French the croissant, the Russians the kazaciok, the Americans the skyscrapers and the English white tea.

What should Romania capitalize on, in the struggle to obtain a good place on the global scene?

4. **You have been asked to write a 250-word article for a "Romanian Youth Are Going Global" series in a youth English language magazine.** A number of people have been asked to write the same kind of article. Your article should state if/how young people in Romania are players

## Writing

### Writing an article

#### OPENING

- surprising bizarre fact/statement
- topic sentence/statement/definition
- question, quotation
- story that illustrates your argument(s)
- description or image that evokes a suitable atmosphere

#### CLOSING

- return to beginning
- a summary/conclusion
- short sentence, signaling a break
- question, quotation
- image/picture symbolizing the end (sunset, death, rot, decay, death) or a new beginning (dawn, birth, kittens/puppies, open window, mountain spring).



#### DO

- use a wide range of vocabulary and structure
- write for your target reader
- adjust your register to match your topic and approach
- use connectors to start paragraphs and new ideas
- organize your material clearly and consistently

#### DON'T

- write an essay
- try to sound too sophisticated: you may end up sounding artificial
- write for the teacher

**Jihad** (Arabic: “struggle”) = a Muslim’s central duty. Many things can be described as jihads: the struggle within the soul, defending the faith from critics, supporting its growth, even migrating to non-Muslim lands for the purpose of spreading Islam. Violent jihad (sacred war) is a constant of Islamic history. In Benjamin Barber’s text, the term means authentic spirituality.

in globalization. Support your ideas with examples. Choose an appropriate heading (and subheadings, if the case).

5. Read this excerpt and underline the ideas you most agree with. Try to refer to some of them in your own article (ex. 4).

### From HARD goods to soft goods

While making and selling goods is still the dominant form of economic activity in the international markets of McWorld, the goods are increasingly associated with or defined by symbolic interactions. The old capitalist economy in which products are manufactured and sold for profit to meet the demand of consumers who make their needs known to the market is gradually yielding to a postmodern capitalist economy in which needs are manufactured to meet the supply of producers who make their products known on the market.

The long dormant language of the soul, until just recently quite unfashionable, at least in the corporate domain, is making a secular comeback. As it assimilates and transforms so many other ideologies, post modernist capitalism has not shied away from assimilating religion. If Madonna can play erotic games with a crucifix, why shouldn’t Mazda work to acquire some commercial purchase on the Holy Spirit? “Trucks,” intones a gravelly-voiced consumer in a Mazda television ad, “are a spiritual thing for me.”

American Express teams up with Anita Roddick’s Body Shop to exploit environmentalism, human rights, and what it calls “trading honourably.” „American Express knows a lot of stores that are good for your body. And Anita knows one that’s good for your soul.”

For America’s largest brand-name consumer goods corporations (Coca-Cola, Marlboro, Nike, Levi’s, Pepsi, McDonald’s), selling American products means selling America: its popular culture, its putative prosperity, its ubiquitous imagery and software, and thus its very soul. Merchandising is as much about symbols as it is about goods, and sells not life’s necessities but life’s styles.

“American culture and goods thrive in South Africa,” reads the New York Times headline about new investment possibilities in a nation where, as it prepared for its first interracial free elections, black South Africans were sitting around in a KFC restaurant, sipping Coke and listening to a Whitney Houston tape.

The style marketed is uniquely American yet potentially global. To the world, America offers an incoherent and contradictory but seductive style: youthful, rich urban, austere cowboy, Hollywood glamorous, good-willed to a fault, socially aware, politically correct, mall pervaded and, ironically, often dominated by images of black ghetto life — black, however, as in hip and cool rather than in crime-ridden and squalid, “baaad” but not bad.

The Pepsi Generation, multicoloured and multicultural, is nothing if not American. Thus does white America use an indiscriminate selection of heroes from black America to capture heroically conceived global markets.

(Benjamin R. Barber,  
*Jihad Vs. McWorld*, Random House Inc. 1996)

## Cultural awareness



In an atmosphere of World War II hysteria, President Roosevelt, encouraged by officials at all levels of the federal government, authorized the internment of tens of thousands of American citizens of Japanese ancestry and resident aliens from Japan. Roosevelt's Executive Order 9066, dated February 19, 1942, gave the military broad powers to ban any citizen from a fifty- to sixty-mile-wide coastal area stretching from Washington state to California and extending inland into southern Arizona. The order also authorized transporting these citizens to assembly centers hastily set up and governed by the military in California, Arizona, Washington state, Wyoming and Oregon. Although it is not well known, the same executive order (and other war-time orders and restrictions) were also applied to smaller numbers of residents of the United States who were of Italian or German descent. For example, 3,200 resident aliens of Italian background were arrested and more than 300 of them were interned. About 11,000 German residents — including some naturalized citizens — were arrested and more than 5000 were interned. Yet the war-time measures applied to over 110,000 Japanese Americans were worse and more sweeping, uprooting entire communities and targeting citizens as well as resident aliens.

1. Supporters of globalization project mankind as “one big happy family.” How soon do you think this will happen?

2. Match the following names of famous people and characters to the right stanza in James Berry’s poem below:

Martin Luther King

E.T.

Anne Frank

Mahatma Gandhi

John Lennon

Tarzan

### WHAT DO WE DO WITH A...

*What* do we do with a difference?  
Do we stand and discuss its oddity  
or do we ignore it?  
*Do* we shut our eyes to it  
or poke it with a stick?  
Do we clobber it to death?  
*Do* we move around it in rage?  
and enlist the rage of others?  
Do we will it to go away?  
*Do* we look at it in awe  
or purely in wonderment?  
Do we work for it to disappear?  
*Do* we pass it stealthily  
or change route away from it?  
Do we will it to become like ourselves?  
*What* do we do with a difference?  
Do we communicate to it?  
let application acknowledge it  
for barriers to fall down?

... *VARIATION?*

3. Read the information on the left before reading Dwight Okita’s poem. What is the connection between the 2 poems?

### IN RESPONSE TO EXECUTIVE ORDER 9066:

*All Americans of Japanese Descent Must Report to Relocation Centers*

Dear Sirs:

Of course I’ll come. I’ve packed my galoshes  
and three packets of tomato seeds. Denise calls them  
love apples. My father where we’re going  
they won’t grow.

I’m a fourteen-year-old girl with bad spelling  
and a messy room. If it helps any, I will tell you  
I have always felt funny using chopsticks  
And my favourite food is hot dogs.

My best friend is a white girl named Denise –  
We look at boys together. She sat in front of me  
all through grade school because of our names:  
O’Connor, Ozawa. I know the back of Denise’s head very well.

## Cultural awareness

I tell her she's going bald. She tells me I copy on tests. We're best friends.

I saw Denise today in Geography class.

She was sitting on the other side of the room.

"You're trying to start a war," she said, "giving secrets away to the Enemy. Why can't you keep your big mouth shut?"

I didn't know what to say.

I gave her a packet of tomato seeds

and asked her to plant them for me, told her

when the first tomato ripened

she'd miss me.

#### 4. Is freedom of thought important today? Read the following futurist story published in *Dispatches From Cyberspace* to find out about freedom of thought in the Communications Age.

Once upon a time computers had keyboards for inputting instructions to perform any function desired. Eventually voice control evolved, to save the day for executives who never learned to type.

Listen up, y'all, this is how it all happened: Hackers rushed to fill a void – larger than the American plains when the Oklahoma Territory opened up with free land for settlers. Efficient at typing, and aware of the power of a relatively low-cost modem-equipped computer, hackers flourished like orchids in an Amazon jungle.

MindDrive was the first computer peripheral to allow computer control by thought waves. Sitting in the reflected light of her computer, a captivated young screenager muses over the potential power of this new hardware/software.

"If I can learn to ski, bowl, fly, play pinball, chess or checkers, operate a lie detector, compose music, create art, and enhance creativity and concentration, what else can I do that hasn't been accomplished? Replace anything my fingers can do!"

Soon a multi-point invasion is noticed throughout the planets - major data bases, government, military and scientific operations, universities and sectors of the corporate world are under electronic attack. The screenager leaves enough of a sophisticated trail to be trapped within three months. It took five. She gave them too much credit.

When arrested, she is very cooperative and polite. In court, she pleads not guilty. The prosecutors present evidence. On the stand, she swears she never touched her keyboard during the past six months, which can be technically proven. She used mind alone to do what her colleagues could accomplish only with their hands.

"What law covers my thinking?" she asks. "Is it illegal to think?"

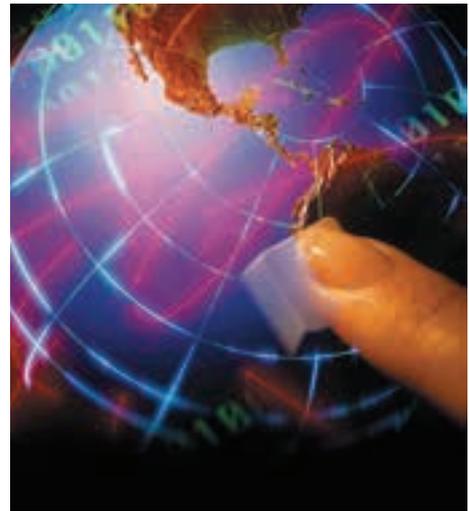
These questions resemble those posed about the status of synthetic pornography, where only computer-generated "synthetic children or adults" are involved. Can there be harm and criminal intent if no real person is involved?

The lawyer for the defence speaks:

"Your honour to suggest that this intelligent young lady was able to penetrate, by sheer mind force, all the billion-dollar defences of the largest and strongest diplomatic, military, educational, and corporate worlds by sitting in a chair would mena to accept an unreality that has never occurred. The defence rests."



A military person who read the two poems in this lesson commented: "If you can't win'em over, beat'em up."



In the **Communications Age**, every innovation, every marriage of technologies, and every major speedup or compression of earlier developments has the potential to change the world – and to create millionaires or techno peasants – in nanoseconds.

*Dispatches From Cyberspace* is a Canadian publication under the coordination of Vancouver-based futurist Frank Ogden, Dr. Tomorrow.

## Reading

Have a look at these numbers.

What profession is this about?

68 killed

807 arrested

1,308 attacked or threatened

196 in jail around the world



1. Skim these five sections of the *2005 Reporters without Borders Report* and match each of these headings to the appropriate section:

1. *Up by more than half*
2. *The rising tide of violence*
3. *Behind bars*
4. *The highest price*
5. *Under surveillance*

**A. The same countries are still the world's biggest prisons for journalists**, whose detention there gets ever longer. On 1 January 2006, 126 journalists and 3 media assistants were being held in 23 countries. In China, journalist and art critic Yu Dongyue has been in prison since the Tiananmen Square massacre in 1989. He has gone mad as a result of torture.

Libyan writer and journalist Abdullah Ali al-Sanussi al-Darrat has been in prison the longest. He was arrested in 1973 and it is not known whether he is still alive.

Eritrean privately-owned press was abolished in 2001; the editors and publishers are still in prison. Their detention place is still unknown, their families not allowed to visit.

What has fallen in the past year is the number of journalists arrested (807 compared to 907 in 2004). But every day an average of two journalists just doing their job are still arrested somewhere in the world.

**B. More than 1,300 physical attacks and threats were recorded by Reporters Without Borders during the year** — compared to 653 in 2004. These occurred almost daily in Bangladesh and Nepal and came from all sides — police, government or opposition party activists and members of armed groups. The attackers are very rarely punished and can thus continue to target journalists undeterred.

Journalist Manjur Morshed was seriously injured when he was badly beaten with a bamboo stick in the Bangladeshi town of Baufal in August by a pro-government MP he had accused of corruption. Local journalists demonstrated in protest against the attack.

About 50 journalists were beaten up by police, soldiers or henchmen of local politicians in Nigeria and Peru and accused of not minding their own business. Peruvian ambassador to Spain, during a trip home to Lima in April, physically attacked a radio journalist who wanted to interview him. The right arm of the reporter, Bettina Mendoza, of the station CPN, was injured. The diplomat later apologised.

**C. Iraq remains the world's most dangerous country for the media**, with 24 journalists and 5 media assistants killed in 2005. 76 journalists and media assistants have been killed there since the start of fighting in March 2003, more than in the 1955-75 Vietnam War.

In the Americas, two journalists were killed in Mexico for investigating drug smuggling and petrol racketeering. Several journalists were murdered in Russia and Belarus in shady circumstances. Official investigations there, often biased and politically-influenced, hardly ever produce results. Two leading Lebanese journalists were killed in 2005 — columnist Samir Kassir and publisher Gebran Tuani. May Chidiac, a well-known LBC presenter, survived a bomb attack on her car in September but lost a hand and a leg.

**Vocabulary**

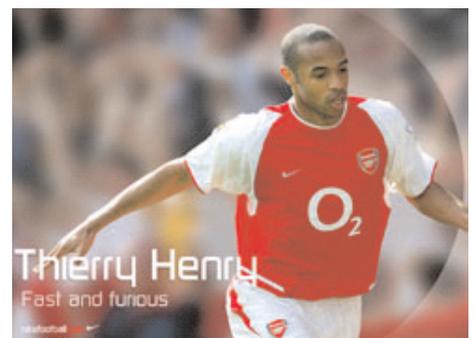
**What does it mean?...**

**STAND UP SPEAK UP** is a campaign that empowers true football fans to show their opposition to racism. The players can only speak out off the pitch. In the stadiums we need your help to show the ignorant few that their views won't be tolerated.



The symbol of the campaign is the black and white wristband. Players and fans have been wearing them to show they support Thierry Henry's campaign and their disgust at racist behaviour in stadiums and in the game. Millions of euros have been raised to go towards organisations and projects working against racism in football.

*A Nike campaign*



"Despite their small numbers, racists influence the atmosphere and people around them by shouting over the silent majority," Henry, 28, told *Time*. "You probably can't change the hardcore racists, but by urging the majority to stand up and speak out against them, we can make these people feel less comfortable spouting their racism."

**D. Reporters Without Borders has drawn up a list of 15 "enemies of the Internet"** — Belarus, Burma, China, Cuba, Iran, Libya, the Maldives, Nepal, North Korea, Saudi Arabia, Syria, Tunisia, Turkmenistan, Uzbekistan, Vietnam. These censor independent news websites and opposition publications, spy on Internet traffic to silence dissident voices and harass, threaten and sometimes throw in prison Internet users and bloggers who deviate from the government line.

In Tunisia, for example, the family of President Zine el-Abidine Ben Ali controls national access to the websites of all opposition publications and many news sites are blocked. The authorities imprison Internet users who defy them: pro-democracy lawyer Mohammed Abbou was given a 3 and a half jail sentence in April 2005 for criticising the president online.

**E. At least 1,006 cases of censorship were recorded in 2005.** Nepal is where more than half (567) of all cases worldwide were recorded. Since the state of emergency declared by King Gyanendra on 1 February, Nepal has had a ban on FM radio stations broadcasting news, blocking of websites, seizure of equipment and politically-inspired distribution of government advertising.

In China, the "broadcasting Great Wall" had new victims, with Voice of Tibet, the BBC, Sound of Hope and Radio Free Asia among the radio stations jammed by the regime with equipment from the French firm Thalès. Censorship continues to rule in Belarus, Kazakhstan and most of Central Asia and newspapers there are still shut down just for criticizing the government.



**2. Which section mentions:**

1. An uncertain death: .....
2. A case of disfiguration: .....
3. A positive development: .....
4. An overreaction later regretted: .....
5. Journalists hunted down by crime syndicates: .....
6. A situation in which relatives cannot give the victims any support: .....
7. Indirect western support to communist censorship: .....
8. A case of aggression by an elected politician: .....
9. A non-journalist imprisoned for having exercised his right to express himself: .....
10. A case of insanity: .....

**3. Find synonyms in the text for the underlined words and expressions and use them to rephrase the sentences:**

1. I offered help but she refused it contemptuously.
2. The young reporter exposed the horrific murder.
3. Don't try to stop me!
4. We tried to open the window but it was stuck.
5. Do you dare stand up against the president?!
6. Take care – he has a great uppercut and can hit you down.
7. I made use of all my powers of persuasion, but to no avail.

## English in use



Do these newspapers look like...

### A tabloid

A newspaper of small format giving the news in condensed form, usually with illustrated, often sensational material.

OR...

### A broadsheet

A newspaper usually double the size of a regular tabloid, written in a more formal, objective tone, and with less illustrations.

1. The text below contains some spelling and punctuation errors. Underline them, then make the necessary corrections.

Your Sept. 26 lead article "Your Own World" and the illustration that accompanied it really made me, cringe. I know its meant to be provocative, but it made me think of a "brave new world" where everybody is tricked by some kind of "content" provided by the industry. It seems so close that it does not feel, like some futuristic scenario. Wherever you look, in public transportation, train stations etc., you find kids doing what the people in your picture are doing. Staring at a minuscule screen and not giving a damn about what goes on around them — the person sitting next to them, the sun seting in the most fantastic colours, and so on. It scares me to think of future generations more and more addicted to these gadgets and less and less able to communicate with the real world. how will they be able to deal with the multifaceted claims of their professional life? How will they form relationship's with real people? I'm not accusing you of promoting it – you are simply reflecting it. This picture sure opened my eyes as to what the world has come too. Should I thank you?

2. Read the sentence below paying special attention to the verbs. What do the two underlined sections have in common?

I know it's meant to be provocative, but it made me think of a "brave new world" where everybody is tricked by some kind of "content" provided by the industry.

3. Below are the openings of two articles published hours after the Israeli Prime Minister Ariel Sharon's second stroke occurred. Read them and decide which one is from a tabloid and which from a broadsheet.

Christian broadcaster Pat Robertson suggested Thursday that Ariel Sharon's stroke was divine punishment for "dividing God's land." Sharon, who ordered Israel's withdrawal from Gaza last year, suffered a severe stroke on Wednesday.

The evangelist said he had personally prayed about a year ago with Sharon, whom he called "a very tender-hearted man and a good friend." He said he was sad to see Sharon in this condition. (ABC News, 5 Jan, 2005)

ONE can only imagine what was going through the minds of the surgeons who operated on Ariel Sharon through the night of January 4th. As *The Economist* went to press, the massive haemorrhage in the Israeli prime minister's skull had been stemmed, though with great difficulty. This is his second, and much more serious, stroke in three weeks. Even so, his condition is still described as severe. (*The Economist*, 5 Jan, 2005)

4. Convert these spoken statements into a more formal written form, using the passive.

- While the football game was going on, some wretched bastard stole my laptop!
- As far as I know, nobody said anything unpleasant about you.
- Normally we delivered our orders within 24 hrs.

**Grammar**

- d. We haven't received a great number of requests to change the schedule, so it stays the same for now.
- e. Some phony hero decided he was going to save the boy, but then somebody had to jump in to save him too!
- f. They fly the supplies in every Tuesday at noon.
- g. Everybody's fine, there have been no casualties.
- h. The French invented tennis.

5. Now go through the 8 sentences in exercise 4 again and decide if they could be rephrased using causative passive.

6. Use indefinite pronouns (someone, something etc.) or other words, as needed, to switch the following sentences from passive to active.

- a. Let us know if you want to be met at the airport.
- b. I'll never forget being asked if I was 18 in my first year as a teacher.
- c. All resumes must be accompanied by a cover letter.
- d. Everybody enjoys being given presents.
- e. Most people ought to be involved community service.
- f. Romania used to be ruled by a king.
- g. I wouldn't go there by myself if I were you — you might be attacked in that slum!
- h. Careful what you sign — it could be always be used against you.

7. Tom and Louise, a couple of teenage brothers, were home alone for a fortnight, while their parents were on vacation. Their parents are scheduled to return tomorrow. Write sentences using the causative passive, based on the prompts below.

**Example:**

the TV/to fix  
They need to get the TV fixed by tomorrow.

- a. the floors/to clean
- b. the carpets/to replace
- c. Granny/to bring back home
- d. big cake for the parents/to deliver
- e. tattoos/to remove
- f. front lawn/to mow
- g. stray dogs/to take to the kennel
- h. the plane/to hijack

8. Translate into English.

- a. Ne-am reparat mașina. A costat foarte mult.
- b. De ce te-ai vopsit?
- c. I-au spart casa de trei ori — normal că e stresat!



The mailbox was finally painted.

**The Passive Voice**

**I. The Passive Voice is used mostly in formal writing or speech.**

Here are the changes that occur in the predicate:

Active:	Passive:
do	is done
is doing	is being done
has done	has been done
did	was/were done
was doing	was/were being done
had done	had been done
will do	will be done
will have done	will have been done

**Example:**

I'll do it! (*informal*)  
It will be done! (*more formal*)

**II. Using modals in passive constructions usually enhances the impersonal tone:**

Somebody must paint the mailbox.  
The mailbox must be painted.  
You ought to do something.  
Something ought to be done.

**NEED** is more special, as it can be followed either by present participle or passive infinitive:

The mailbox needs to be painted.  
The mailbox needs painting.

**III. Causative constructions with have/get**

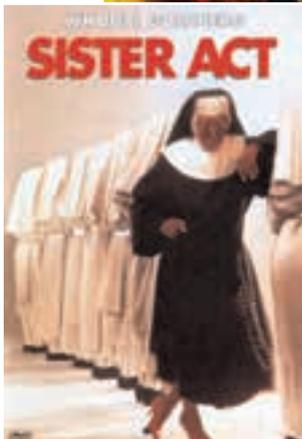
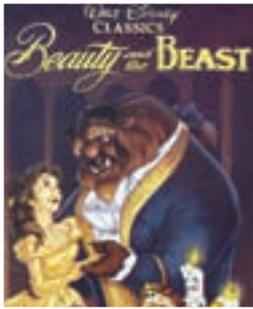
**a. When somebody is hired/paid by someone else to do something:**  
I've had my hair cut.  
They'll have the house renovated in June.

They'll get the house renovated in June. (*more colloquial with get*).

**b. Accidental/chance events, rather than planned or intentional ones:**  
They **lost** the letter.  
The letter **got lost**.

**c. Get can also be used in active form but with passive meaning:**  
They'll get a carpenter to repair the stage.

## Speaking



1. The pictures on the left show scenes from very different movies. What type of movies are they?

Choose from: (add more categories to the list if necessary)

- |          |                 |                  |
|----------|-----------------|------------------|
| ROMANCE  | COMEDY          | THRILLER/HORROR  |
| DRAMA    | SCIENCE FICTION | ADVENTURE/ACTION |
| ANIMATED | FANTASY         | HISTORICAL DRAMA |

2. Some of these movies are quite funny. In pairs, do the following:

- List the ones both you and your partner find funny: ....., ....., ....., .....
- Take a minute each to describe the strongest (funniest) points of the movie you consider funniest.
- In a 4-minute discussion, try to agree on the funniest movie from the ones listed under a.

3. What is your favourite movie? Jot down a few words about the following. Then present it to your partner.

- title: .....
- director: .....
- leading actors: .....
- supporting actors: .....
- soundtrack: .....
- special effects: .....
- other: .....

## Writing

**4. Read the following review and decide:**

- if you would like to see it.
- which paragraph(s) the author wrote as overview, verdict, or highlights.

**London Calling, With Luck, Lust And Ambition**

Because Woody Allen's early films are about as funny as any ever made, it is often assumed that his temperament is essentially comic. However the director has announced, in movie after movie, an absolute lack of faith in any ordering moral principle in the universe. In "Match Point," the director once again brings the bad news, delivering it with a light, sure touch. This is a Champagne cocktail laced with strychnine. (1)

Chris Wilton (Jonathan Rhys-Meyers), an Irishman of modest background, takes a job at an exclusive London club, helping its rich members polish their ground strokes. He seems both easygoing and slightly ill at ease, ingratiating and diffident. Before long, he befriends Tom Hewett (Matthew Goode), the amiable, unserious heir to a business fortune, who invites Chris to the family box at the opera. From there, it is a short trip to an affair with Tom's sister, Chloe (Emily Mortimer), a job in the family firm and the intermittently awkward but materially rewarding position of son-in-law. (2)

Mr. Rhys-Meyers has an unusual ability to keep the audience guessing. Is he a cipher or a sociopath? A careful social climber or a reckless rake? The first clue comes when Chris meets Tom's fiancée, an American actress named Nola Rice (Scarlett Johansson), in a scene that raises the movie's temperature from a polite simmer to a full sexual boil. Throughout, Ms. Johansson and Mr. Rhys-Meyers manage some of the best acting seen in a Woody Allen movie in a long time, escaping the archness and emotional disconnection that his writing often imposes. (3)

Mr. Allen's accomplishment here is to fool his audience, or at least to misdirect us, with a tale whose gilded surface disguises the darkness beneath. He keeps the story moving with the fleet momentum of a well-made play. If you walked in after the opening titles, it might take you a while to guess who made this picture. (4)

After a while you would, of course. The usual literary signposts are in place: surely no other screenwriter could write a line like "darling, have you seen my copy of Strindberg?" or send his protagonist to bed with a paperback Dostoyevsky. The film's setting is modified Henry James (wealthy London, with a few social and cultural outsiders buzzing around the hives of privilege); and the narrative engine is pure Theodore Dreiser — hunger, lust, ambition, greed. (5)

But it is the film's brisk, chilly precision that makes it so bracingly pleasurable. The gloom of random, meaningless existence has rarely been so much fun. A movie this good is no laughing matter. (6)

**5. Write a 250-word review on the latest movie/book you have seen/read that you think might be of interest to your colleagues. Include a clear description of the story, comment on what you consider its strengths and weaknesses, give an overall recommendation.**

A **review** is an article in a newspaper or magazine presenting someone's views upon a film, book, TV show etc. The purpose is to give factual information about the subject, and to give an opinion about it, to help the reader decide if s/he wants to see/buy the movie/book. Reviews have 3 main parts, not necessarily chronological:

A. Overview: What kind of book / movie / show is it? What is it about? Don't say how it ends!

B. Pros and cons: your comments can be objective (the photography was blurry) or subjective (the story was boring, too much violence etc)

C. Verdict: do you recommend the book/movie/exhibition/TV show?



*Cipher or sociopath?*  
Jonathan Rhys-Meyers as a former tennis pro

## Cultural awareness



### Oprah Winfrey

- **Personal data:** Born Jan. 29, 1954, in Kosciuko, Mississippi
- **Education:** Tennessee State University
- **Family:** Unmarried; has been with Stedman Graham for about 20 years.
- **First job:** Newsreader on Nashville local radio, 1971
- **Career highlights:** Oscar nomination, 1986; started national show, 1986; first black female billionaire
- **Pets:** Sophie and Solomon, cocker spaniels

Oprah Winfrey & Tom Cruise at the Nobel Peace Prize Concert, January, 2005



1. Read through the following text and then choose from the list A–I below to fill each of the spaces. You will not need two of the choices given.

I'm very conscious and cautious about what I do in my personal life and what I put into the universe through the airwaves because I realize I'm speaking to millions of people in 118 countries (1)..... . Where I am on the show is always where I am personally, and where I am right now is in a space where I realise (2)..... — unless there's going to be some miracle that's going to give me another 50 years. The realization of that is exciting and constantly stimulating.

Success is a magnifying glass on your personality. Who you are just becomes more intense. The real beauty of having material wealth is that you don't have to worry about paying the bills and (3).....: How do I accelerate my humanity? How do I use who I am on earth for a purpose (4).....?

How do I align the energy of my soul with my personality and use my personality to serve my soul?

My answer always comes back to self. There is no moving up and out into the world (5)..... . You cannot move freely, speak freely, act freely, be free unless you are comfortable with yourself.

All the women leaders I have met led with a greater sense of intuition than men. The only time I've made a bad business decision is when I didn't follow my instinct. My favourite phrase is: „Let me pray on it.” Sometimes I literally do pray, (6)..... . For me, doubt normally means don't. Doubt means do nothing until you know what to do. And I'm really, really, really attuned to that.

I tell people all the time that you have to fill up yourself so that you have enough to give to other people. Running on empty does not serve you or your family or your work. If I go too long without a break, (7)..... . I just physically don't have what it takes to be as up, clear and connected with the audience. So I have to give myself rejuvenation time. For me, that's walking through the woods with my dogs. That is sitting under the oaks reading or doing absolutely nothing. I have to replenish my well; it's essential for me.

A. and sometimes somebody else tells me what to do

B. you have more energy to be concerned about the things that matter

C. but sometimes I just wait to see if I wake up and feel the same way in the morning

D. who all have their varying ways of interpreting what I have said

E. I have less time remaining on earth than I have had

F. I start to feel like an engine running out of gas

G. unless you are fully acquainted with who you are

H. with all this war going on around us

I. that's bigger than myself

2. What is your favourite show on Romanian TV? Why do you like it? Is it the contents of the program or the personality of the host/ess? Share this with your partner.

**Cultural awareness**

3. In groups of 4-5, discuss the most watched host/talk/reality shows, on either foreign or national televisions. Come up with a top 3 worst and a top 3 best shows/programs.

Consider the following:

- how important/interesting the proposed topics are
- the intelligence and/or charisma of the host/ess
- what kind of people/guests are usually on the show
- the originality of the concept
- the quality of the impact on the general audience (positive/negative)

4. Starting from the following views, discuss the future of the media and entertainment. How much do you agree? Write a statement illustrating your own view on the topic.

Once a feasible pricing mechanism emerges, 500 channel TV systems will be wiped out by the availability of any content online at any time. (David T. Staples, UK)

Most TV programs have become such an offense to human intelligence!... Reading or [internet] surfing are preferable by far. (Lucian David, Romania)

Reading the morning paper over breakfast is a ritual of a quality no internet session or TV news bulletin will ever manage to equal. (Drew Thurman, USA)

5. Of the views expressed above, which is this poem closest to? Why?

**So far**

by Jon Milos

*So far no one has complained  
About lack of intelligence  
And no one has gone to school to learn  
To be a human being  
Everyone thinks he was born one.*

*Once people went to the market-place  
To watch stupidity  
Now they stay at home  
And watch it on TV — in  
colour.*

**Jon Milos** is a poet who was born in Serbia of Romanian parents. He was educated in France and has lived in Sweden for over 50 years. You will learn more about him in the *Cultural Awareness* lesson in Unit 10.



Jay Leno, guest host of The Tonight Show on NBC, and Johnny Depp

**Tips on writing a guidebook entry**

- 2005: 41% of online 9-17 year-olds watch TV and go online at the same time, according to a *Yankelovich promo brochure for their Youth Monitor service*
- April 2005: Each hour of television that four-year-olds watch per day increases their probability of turning into schoolyard bullies by 9 per cent, according to a University of Washington study that tracked almost 1300 children.
- March 2005: A University of California study found that teenagers and pre-teens with televisions in their bedroom are more likely to use drugs, smoke cigarettes, binge drink, and have sex. The study was published in the *Australian Doctor*. The study surveyed more than 1,000 10 to 16 year olds and found that over 50 percent of them had a television in their bedroom. The study also addresses how television's replacement for parent-child interaction contributes to harmful behavior. According to the study, parents of teens and pre-teens with televisions in their bedrooms are less likely to know where, and with whom, their children spend their after-school hours.

1. Read the following text. Which paragraphs A-G best fit into the numbered gaps in “How Cool Is Your Job?” You have one extra choice.

## How Cool Is Your Job? And Does It Even Matter?

by Adelle Waldman

Dustin Goot has the kind of job that piques the interest of people he meets at parties, at least initially. The 27-year-old New Yorker is an associate editor of a glossy magazine aimed at men but his magazine, launched just last year, and many people haven’t heard of it, which changes the dynamic.

[1]

That’s nothing to sneeze at. When we were in college, we all had the same job title — we were students. In a social setting, we might have bemoaned that we were judged on our appearances rather than our personalities, but it probably didn’t occur to us that one day another basis for snap judgments would be added to the mix: the cachet of our jobs.

[2]

That’s something that many twentysomethings realize over the years, says Abby Wilner, co-author of “The Quarterlifer’s Companion.” We may be eternally judged by our jobs but that doesn’t mean we’ll always care quite so much if our title fails to bowl people over.

[3]

That doesn’t mean that having a job that sounds glamorous isn’t an added bonus, especially if it’s an added bonus that comes on top of really liking the work, says Cathy Stocker, co-author with Ms. Wilner of “The Quarterlifer’s Companion.”

“In high school and college, there were set hoops to jump through,” says Ms. Stocker. “You knew what the standards were and what being successful meant.”

[4]

Hard to quantify as it is, you can measure your job status pretty easily. If you tell a stranger at a cocktail party what you do or where you work and he or she seems to find you extremely smart and interesting, then you have an impressive job. If the person reacts with a supercilious lack of interest and starts glancing around the room for other conversation partners, then your job is less glamorous (and the person unpardonably rude). Sometimes a very harrowing experience can also help us to put concerns with status in a better perspective.

[5]

Nor is she worried that many of her friends are medical students and residents who, a few years

down the line, will be full-fledged doctors, earning a lot more money than she does and treated with all the respect that our society affords physicians.

[6]

When she was 23, she herself was diagnosed with it. “That shifted my whole perspective,” says Ms. Do, who is in remission. “I saw people who didn’t make it. It is important to do whatever makes you happy.”

A. “When you are a senior in college or just a year or two out, a job is more conceptual or theoretical,” Ms. Wilner says. “After a couple years, you realize what’s more important — the hours, who you are working with, what you are doing, possibilities for promotion,” she says. “And you realize that while someone’s job might sound cool, they might be miserable eight hours a day.”

B. In the real world, it’s not so clear. While investment bankers and management consultants rake in big bucks, money is far from the only factor in the complicated web of professional status. Some jobs are glamorous even if they’re relatively low-paying — like, say, working in an entry-level position in fashion — while, to many people at least, doing things like the Peace Corps or Teach for America seem cool because they’re considered exotic or admirable.

C. “I used to be the overachiever who wanted to go off in a blaze of glory and discover the cure for cancer,” she says.

D. “It seems like a cool job when you first say it,” Mr. Goot says. But, “if you are at a magazine that not a lot of people have heard of, it’s a bit of a let down,” he says. “People kind of shrug their shoulders.”

Mr. Goot may not be at a magazine with the name recognition of, say, *Sports Illustrated*, but in the complicated status hierarchy that emerges around the “coolness factor” — that is, how cool is your job? — Mr. Goot fares pretty well.

E. Huong Do had such an experience. The 28-year-old research assistant works in public health in New York City. Ms. Do, who has a master’s degree in statistics, really enjoys her work, but knows that to really rise in her field, she should return to school for a Ph.D. But she’s not in a hurry.

F. So what happens if you love your job but it’s not the kind of thing that commands instant respect at parties?

G. Kevin Jasey didn’t become an architect to impress people at parties, but he says it does the trick pretty well. Mr. Jasey, 29, is a project manager for a national architectural firm in Philadelphia.

# EXAM PRACTICE 1

He has found that his chosen profession is creative and artsy enough to be interesting, but at the same time, it's seen as solid and professional.

## 2. Match sentences in group 1-10 to their logical correspondents in a-j.

1. He must be looking for his keys.
2. She could have left early.
3. They must be at home.
4. A theatre has at least two exits.
5. You can't be Donna's daughter!
6. He might still be at home.
7. You don't need to come.
8. I must've dropped my wallet.
9. You oughtn't to eat all the cake.
10. I'm the only one that knows the way.

- a. Their car is in the driveway.
- b. But you can, if you feel like it.
- c. So you should not lose sight of me.
- d. He's fumbling in his pockets.
- e. There is no light in her window.
- f. She never said anything about children.
- g. Kitty will probably want some too.
- h. Although it's after 9 am.
- i. I can't find it.
- j. So there must be another way out.



## 3. Complete the text using the indefinite article (a/an), the definite article (the) or no article.

Sleep is (1) powerful influence on all our lives, and a 60-year-old person has spent almost twenty years asleep. The traditional theory about (2) sleep is that our brain needs to rest for several hours to refresh itself and to "file" in our memory everything that has happened to us during the day. We can put off sleeping for a limited period, for instance if we go to (3) all-night party, but sooner or later we have to sleep. If we are not allowed to sleep, we suffer hallucinations, and eventually die.

However, Dr Ray Meddis has a fascinating new theory. He suggests that we don't really need to sleep at all. We sleep only because our brain is "programmed" to make us do so. He believes that

(4) sleep instinct originates from prehistoric times. Primitive man was "programmed" to sleep to protect himself from the darkness with its many dangers. Animals seem to have been similarly programmed. (5) number of hours they sleep does not depend on physical activity but on how much time they need to eat. Horses, cows and (6) elephants, for example, which spend many hours eating, sleep only 2 or 3 hours. Cats, on the other hand, who have (7) lot of spare time, sleep for 14 hours (8) day, more than half their lives.

According to Dr Meddis, the "tiredness" we feel at (9) end of (10) day is produced by a chemical mechanism in the brain which makes us sleep. We are "programmed" to feel "tired" or "sleepy" at (11) midnight, even if we have spent the day relaxing on the beach or doing nothing. Dr Meddis believes that the unpleasant symptoms we suffer when we don't sleep enough are not because we have not rested but because we have disobeyed our brain's programming. (12) longer we don't sleep, (13) worse we feel. But Dr Meddis believes that if scientists could locate and "turn off" the sleep mechanism in our brain that produces tiredness, we could live completely normal and healthy lives without sleeping.

So is sleeping (14) waste of time? Well, even Dr Meddis does not deny (15) great psychological value of sleep, and he asks us, "if scientists invented (16) pill which, if you took it, would keep you awake for ever, would you take it?"



# EXAM PRACTICE 1

## 4. Choose the option that best completes each of the following sentences.

- I'm not really sure where Beverly is. She ..... in the living room, or perhaps she's in the backyard.  
a. might sit b. might be sitting c. might have sat
- Doug ..... the video we rented on his way to work. It was on the table, but now it's gone.  
a. must have returned b. must not have returned c. must return
- You ..... the air pressure in your tires. You don't want to get a flat tire on your trip.  
a. ought to be checking b. ought to check c. ought to have checked
- The computer isn't working. It ..... during production.  
a. can be damaged b. should have been damaged c. must have been damaged
- The package ..... tomorrow afternoon. It was sent by express mail this morning.  
a. should be delivered b. should have been delivered c. should be delivering
- You ..... the tickets for the play in advance – they sell out quickly.  
a. have to book b. has to book c. have to be booked
- You can't mean that! You .....  
a. must joke b. have to have joked c. have got to be joking
- If Debbie hasn't come home yet, she ..... for us in the coffee shop.  
a. must still wait b. must still be waiting c. must still have waited
- Mike decided not to join us for lunch. He ..... at work to finish the marketing report.  
a. should have been staying b. had to stay c. should have stayed
- If I had gone with my friends to Jamaica, I ..... on a white sand beach right now.  
a. would be lying b. would lie c. would have lain
- If I had gone with my friends to Jamaica, I ..... come to work this week.  
a. would not must b. would have had to c. would not have had to
- If I had gone with my friends to Jamaica, I ..... scuba diving lessons.  
a. might be taken b. ought to be taking c. could have taken
- Margaret agreed to meet us at the entrance to the theater. She ..... for us when we get there.  
a. ought to be waiting b. ought to wait c. ought to have waited

- It ..... Sam who called and didn't leave a message on the answering machine. He said he wanted to get together with us this weekend.  
a. ought to be b. might have been c. should have been
- The machine ..... on by flipping this switch.  
a. can turn b. can be turned c. can be turning
- She ..... . That could have been why her eyes were so red and swollen.  
a. has to be crying b. could be crying c. might have been crying
- If she was crying, she ..... very upset.  
a. must have been b. shall be c. would have been
- That painting ..... by Picasso. It could be a forgery.  
a. might be painting b. might not paint c. might not have been painted
- Your diving equipment ..... regularly if you want to keep it in good condition.  
a. must be cleaned b. must have been cleaned c. must have been being cleaned
- If I hadn't taken a taxi, I ..... for you at the train station for hours.  
a. might have been waiting b. ought to have been waiting c. had to have waited

## 5. Using linkers adequately is an essential element of successful writing. Choose the correct linker to best complete the sentences below.

- The report is expected to be critical of the industry. ...., it is likely to recommend extensive changes to production.  
a. *What's more*  
b. *Furthermore*



# EXAM PRACTICE 1



2. The witness claims to have seen the suspect at the scene of the crime. ...., the police are in possession of video evidence of the man entering the building.

a. *Moreover*

b. *As well as that*

3. .... the wonderful main meal we also had a delicious pudding.

a. *Near*

b. *Besides*

4. The team haven't been playing too well. ...., they are expected to win this afternoon.

a. *In contrast*

b. *Nevertheless*

5. .... in nearly every country in the world they drive on the right, in England they insist on driving on the left.

a. *On the one hand*

b. *While*

6. He couldn't get the machine to work ..... following the instructions carefully.

a. *despite*

b. *however*

7. The younger kids were very disciplined, ..... the older ones created much havoc.

a. *but*

b. *whereas*

## 6. Writing task.

You have seen the following announcement in your local arts magazine:

### *PERFORMANCE OF THE YEAR 2002*

*What has been the best performance of 2001 in your local area? It could be a concert or a stage play, or perhaps an art or craft exhibition. You can make your nomination by sending us a review of what you have seen, telling us why you think it was the most outstanding performance of the year...*

Write your **review** for the magazine editor. (about 250 words)

### **Ideas for writing**

- Are you going to write about a concert, a stage play or an exhibition? Write down the full title if you can and make a note of the people involved in the performance and where it took place.

- Make a list of the reasons why you have nominated the performance. (This will form the main part of your review.)

- Are there any negative points? (You can acknowledge any criticisms, as long as the overall impression remains positive.)

*e.g. "Although the performance was a little long, the audience remained captivated throughout..."*

- Did other people enjoy it as much as you? What was the atmosphere like at the performance? Think of some good adjectives to describe what it was like being there.

*e.g. an electric atmosphere, the audience was totally involved..*

- Conclude your review with a summing-up of the performance that will be memorable to the reader.

*e.g. "I believe that ... will come to be seen as one of the best plays of the year, if not the decade."*

### **Drafting and proofreading your work**

Look at your first draft of the task and decide:

- Have you included all the essential information about the performance?

- Is the layout and organisation of your review appropriate?

- Is the language accurate with a good range of structures and some well-chosen adjectives?

- Is the style consistent?

- Will the reader enjoy reading your review?

## Reading



### Vocabulary

**Gut reaction/feeling** = instinct  
**Navel gazers** = contemplative people, here with a slightly ironic sense  
**To turn off** = to shut down, to stop  
**To undergo** = to go through, to experience  
**Outcome** = result, denouement  
**Mundane** = ordinary, normal  
**To debrief** = to discuss an activity after it was carried out



Red Cross disaster volunteers provide canteen service

### Tip!

- Look for links both before and after the gaps and at the beginning and end of the extracts. Look for lexical and grammatical links between the main text and the removed paragraphs.

1. Look at the picture on the left. What do you think the text below is about: pets, love, relationships? Skim the text to find out.

2. Six paragraphs have been taken out of the article below. Choose the correct extract A-F for each gap 1-6.

### Don't Think Twice, It's All Right

Not sure how you feel about a special person in your life? Analyzing the pluses and minuses of the relationship might not be the answer.

In a recent study conducted by Dolores Kraft, a clinical psychologist at the University of Texas Medical Center, and Dana Dunn, a social psychologist at Moravian College, people in one group were asked to list the reasons their relationship with a romantic partner was going the way it was, and then rate how satisfied they were. People in another group were asked to rate their satisfaction without any analysis; they just gave their gut reactions.

1.

In fact, we found the reverse. It was the people in the “gut feeling” group whose ratings predicted whether they were still dating their partner several months later. As for the navel gazers, their satisfaction ratings did not predict the outcome of their relationships at all. Our conclusion? Too much analysis can confuse people about how they really feel.

2.

Self-reflection is especially problematic when we are feeling down. Research by Susan Nolen-Hoeksema, a clinical psychologist at Yale University, shows that when people are depressed, ruminating on their problems makes things worse.

3.

People in the first group focused on the negative things in their lives and sunk into a worse mood. People in the other group actually felt better afterward, possibly because their negative self-focus was “turned off” by the distraction task.

4.

For years it was believed that emergency workers should undergo a debriefing process to focus on and relieve their experiences; the idea was that this would make them feel better and prevent mental health problems down the road. After 9/11, for example, well-meaning counselors flocked to New York to help police officers, firefighters and rescue workers deal with the trauma of what they had seen.

5.

What can we do to improve ourselves and feel happier? Numerous social psychological studies have confirmed Aristotle’s observation that “We become just by the practice of just actions, self-controlled by exercising self-control, and courageous by performing acts of courage.” If we are dissatisfied with some aspect of our lives, one of the best approaches is to act more like the person we want to be, rather than sitting around analyzing ourselves.

Vocabulary

6.

The trick is to go out of our way to be kind to others without thinking too much about why we're doing it. As a bonus, our kindnesses will make us happier.

- A In one study, mildly depressed college students were asked to spend eight minutes thinking about themselves or to spend the same amount of time thinking about mundane topics like "clouds forming in the sky."
- B It might seem that the people who thought about the specifics would be best at figuring out how they really felt, and that their satisfaction ratings would thus do the best job of predicting the outcome of their relationships.
- C What about people like police officers and firefighters who witness terrible events? Is it helpful for them to reflect on their experiences?
- D There are severe limits to what we can discover through self-reflection, and trying to explain the unexplainable does not lead to a sudden parting of the seas with our hidden thoughts and feelings revealed like flopping fish.
- E But did it do any good? In an extensive review of the research, a team led by Richard McNally, a clinical psychologist at Harvard, concluded that debriefing procedures have little benefit and might even hurt by interrupting the normal healing process. People often distract themselves from thinking about painful events right after they occur, and this may be better than mentally reliving the events.
- F Social psychologist Daniel Batson and colleagues at the University of Kansas found that participants who were given an opportunity to do a favor for another person ended up viewing themselves as kind, considerate people – unless, that is, they were asked to reflect on why they had done the favor. People in that group tended in the end to not view themselves as being especially kind.

In „Don't Think Twice, It's All Right," you encountered a noun formed by a **preposition + verb**.

*Outcome* is not a singular case. There are quite many possibilities. These nouns can be written as one word (in most cases in A.E.) or hyphenated. Br.E. speakers vary the one word with the hyphenated spelling.



3. Match the verbal nouns on the right to their definitions. Make sentences with 5 of them. Read them to the class.

- a retail establishment designed to permit customers to remain in their automobiles while being accommodated
- an effort or strategy designed to conceal something (crime, scandal)
- a period of exercise or practice, especially in athletics
- a fraud, a hoax or deceptive scheme
- the act of humiliating a person: that was quite a takedown he gave you
- a person who is present at an event without participating in it
- a series of games to determine a championship
- an accident in which a motor vehicle overturns
- the number of people present at a gathering
- something/body that is distasteful or causes loss of interest
- attendance
- an unanticipated or sudden check in progress
- something given/received for free
- the way in which something is constituted, arranged or planned
- something that betrays or exposes, often accidentally
- trousers made into shorts by cutting off part of the legs

turnoff      rollover  
 playoffs      cutoffs  
 setback      turnout  
 drive in      coverup  
 setup      workout  
 bystander  
 takedown      giveaway

## English in use



1. Complete each gap with one of the four choices given:

### Avoiding Burnout

In some ways it was a (1) breakfast meeting. The waitress was (2), the eggs were (3), and the restaurant was full of busy people. We shared a cup of black, coffee-like substance, and the first few times my client took a sip he managed to (4) quite a bit of it. His (5) hand was just one of the symptoms of his (6). That's why we were meeting. He wanted to know if I could help him.

I picked up a fork and explained that as long as I used it for (7), the fork would last indefinitely. However, if I began to use it to (8) nails or dig (9), it would soon break. The key was to use it for what it was designed to do. The look in his eyes told me he got it, but I still went (10) to say that people are like the fork. When they do what they are not designed to do, they eventually (11).

He was designed to work on projects where there was a definite goal. He (12) immense satisfaction from reaching goals. He also needed to work by himself about half the time. He was a scientist; he enjoyed lab time, doing calculations, interpreting test results.

What his job required on a day-to-day basis was another story. His primary task was to supervise a dozen people and maintain operations. No goals. No projects. No time alone. Consequently, his job was (13) the life out of him.

"My boss will fire me, I'm sure of it!"

"Everybody at work hates me!"

"I've been having these horrible headaches for over a week now."

"I didn't go see my mum for her birthday, I didn't even call her, I'm a mess!"

"I think my wife's cheating on me, too."

He'd say all sorts of things like that in very (14) tones, between clumsy bites and sips. I knew this was going to be a (15) one – but not impossible. I'd managed to somehow help people even more burned out than him!...

(WorldWideLearn, 24 May 2006)

### Stress

- Job burnout experienced by 25% to 40% of U.S. workers is blamed on stress.
- Depression, only one type of stress reaction, is predicted to be the leading occupational disease of the 21st century, responsible for more days lost than any other single factor.
- \$300 billion, or \$7,500 per employee, is spent annually in the U.S. on stress-related compensation claims, reduced productivity, absenteeism, health insurance costs, direct medical expenses (nearly 50% higher for workers who report stress), and employee turnover.
- Women who work full-time and have children under the age of 13 report the greatest stress worldwide.
- Globally, 23% of women executives and professionals, and 19% of their male peers, say they feel "super-stressed."

- |                 |               |             |               |
|-----------------|---------------|-------------|---------------|
| 1. a. typical   | b. average    | c. boring   | d. brief      |
| 2. a. euphoric  | b. reliable   | c. pleasant | d. attractive |
| 3. a. boiled    | b. average    | c. over     | d. beaten     |
| 4. a. spill     | b. shed       | c. divulge  | d. fall       |
| 5. a. quivering | b. vibrating  | c. left     | d. trembling  |
| 6. a. burnout   | b. fever      | c. state    | d. disease    |
| 7. a. food      | b. myself     | c. eating   | d. peas       |
| 8. a. beat      | b. push       | c. fix      | d. drive      |
| 9. a. ditches   | b. holes      | c. graves   | d. trenches   |
| 10. a. off      | b. on         | c. by       | d. away       |
| 11. a. fall     | b. cry        | c. break    | d. die        |
| 12. a. derived  | b. obtain     | c. receive  | d. produce    |
| 13. a. taking   | b. sucking    | c. beating  | d. burning    |
| 14. a. imminent | b. imperative | c. pressing | d. urgent     |
| 15. a. good     | b. bad        | c. tough    | d. heavy      |

GO OUT THERE!

Grammar

2. The hero of the story on the previous page had, or thought he had, several problems. What did he say? Choose from the verbs to start your sentences:

ADMIT ANNOUNCE DOUBT COMPLAIN EXPLAIN

Example:

He admitted (that) he hadn't called or visited his mum for her birthday.

3. Other verbs that can be used to introduce a reported statement. Put each of the following statements into reported speech, using the verbs given followed by that-clauses. That is optional most of the times though. Use each verb once only.



- a. My wife is a great dancer!
- b. Wow, this manor has at least 30 rooms!
- c. The train did leave at 6.
- d. I'm so sorry I never got to see that movie...
- e. We're leaving at 3, please be ready.
- f. Do you think you'll be there in time for the ceremony?
- g. Maybe moving out was not such a good idea.
- h. My name is Ethel.

4. Reporting questions

A new colleague in your class asked you these questions yesterday:

- a. Where will you be playing the basketball game?  
He asked...
- b. Have you been doing a lot of experiments in Physics class?  
He wanted to know if...
- c. When did the Maths form teacher take the class over?
- d. Does he give good grades generally?
- e. Are you doing English or Fench?

When you report your colleague's questions, mind the following:

- word order
- sequence of tenses
- question marks

Example:

He asked where we would be playing the game.

5. Turn the reported speech statements on the right into direct speech lines.

Example:

You should buy the green blouse.



When reporting speech, tenses and time expressions change as follows:

Direct Speech	Reported Speech
Present Simple	Past Simple
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Simple	Past Perfect
Past Continuous	Past Continuous
Past Perfect	Past Perfect
Shall/Will	Should / Would
Can/May	Could / Might
Must	Must / Had to
Now	Then
Today	That day
Tomorrow	The next / following day
Yesterday	The day before / previous day
This	That
Here	There
Ago	Before

Reporting verbs

order recommend promise  
suggest regret insist offer  
warn advise threaten deny

Some reporting verbs can, and are often followed, by:

- **Subjunctive:**  
He suggested that I (should) buy the green blouse.
- **Infinitive:**  
He insisted to buy me dinner at the Mariott.
- **Accusative + Infinitive:**  
He warned them not to try this at home.
- **(preposition +)-ing:**

He warned me against going there by myself.  
He insisted on buying me dinner at the Mariott.  
I regret getting engaged to that rascal.

## Speaking



An agony aunt (or, more recently, uncle), is an advice columnist at a magazine or newspaper. The image presented was originally of an older woman providing comforting advice and maternal wisdom (hence “aunt”). An agony aunt answers readers’ queries on personal problems, in particular giving advice on relationship issues. In many cases, the queries, as well as the answers, are created in the office, and the agony aunt is actually a team of writers.

### Love, actually

“The most improbable words you can ever say are ‘if you loved me you would do [whatever].’ The true facts are that we have no idea how someone else will express love. The trick is to recognize it when it happens and to appreciate it for the grace it is. Likewise, when you love someone, don’t expect them to be grateful or even responsive, remember that they may not recognize what you do either. Just do it because you love them. The fact that people don’t love us the way we want to be loved doesn’t mean they love us any less. An act of love is unique and unpredictable and should be greeted as a sunny morning. It doesn’t actually work very well, but once you know that it’s really just dumb luck, it seems to work better. So, anyway, it just comes down to luck.”

*Ferral Burgeois*

### 1. Speaking:

Student A: Describe one of the pictures below to your colleague, but don’t say which. Do not speak longer than 1 minute.

Student B: describe the remaining pictures. Do not speak longer than 1 minute.

### 2. In a 3/4-minute conversation with your partner, try to agree on the most fulfilling type of relationship from the ones illustrated above.

It might be necessary to re-describe some of the pictures, in more detail this time.

### 3. Did you manage to agree? What were some of your criteria?

Read this response to a young woman by an agony aunt and uncle. What would you have answered? Give an answer of your own to the young woman’s query, as if you were an agony aunt columnist. (100 words)

*I have never had a boyfriend and I will be 14 in two weeks. I feel so lonely. One of my best mates just got a boyfriend and his best mate is probably going to go out with my other best mate too. I’m not ugly, I’m quite hot, so I don’t understand this. I’m not a bad person either. Please help me.*

#### Aunty Lucia says:

You are not going to like my advice, but here it is anyway. Concentrate on your schoolwork. There is plenty of time for boyfriends. Let your friends spend their time chasing boys – you use your brains. You say that you are pretty – imagine what a catch you will be with brains as well. You will have the last laugh. Patience – it will all come to you in time.

#### Uncle Tim says:

Don’t be in a rush to grow up. I understand it must be difficult seeing your friends going out with boys, but your time will come.



## Writing

## 4. Read the article below, then discuss:

Has something like this ever happened to you or somebody you know? What did you/your friend do? How did it all end?

## Loving two – What can I do?

That is the question! I bet a lot of you girls and boys out there have asked yourselves this question at least once in your love life. It's really squeaky, even if it doesn't always seem like that; you have to be quite mature, reasonable and realistic to make the good decision or at least have the courage to make your own choices.

Let me make it clearer: you have a girlfriend/boyfriend, you've been together for quite a long time and you care for that person; sometimes you could even say you love him/her. Everything seems to be going well. But something is just not right - you meet somebody else at a party, or when you're out of town, or just like that, through destiny's power. An adventure, a date wouldn't hurt anybody – right?! After all you do love your girlfriend / boyfriend, you are happy together [...] or at least you think you are, because if you were totally happy and satisfied, why would you be wanting anybody else, even just for a little fun?

Finally you stop thinking about it and you just do it. But you get to find out that “the other person” is nicer, looks better, is more tender, more responsive to what you want. You go on the second date – things get more serious. You begin to have a feeling of guilt in your current relationship, but you get used to the idea, telling yourself that things will get better. In reality, you lose your peace of mind, caught in between two strong feelings: the safety, the stability of a long good relationship and the passion of the new relationship. Now you have a problem.

You can either let things the way they are and the situation could end up in disaster or you can do something about it, afraid as you might be to ruin the fragile stability of this cozy triangle of love.

My sincere opinion is that you should – and this may sound old-fashioned – what your heart tells you to do, even if it means being not so nice to somebody you care about. People may advise you differently, but you should make your own decisions. Think well and even if it's not going to be heaven afterwards, even if things will get worse, it will have been your decision and, whatever the consequences, the liability is yours.

Of course things are not easy. But you should do what you feel is right, even if it seems wrong to everybody else. The consequences [...] Well, look at the bright side of things: if you're not happy, at least you'll have learned something out of it. There's a lesson to learn from all our mistakes.

## 5. Write 150 words in response to the article.

Then swap notebooks with your partner and write a few lines as feedback to his/her account. Use the text on the right as a model. Pick a nice Agony Aunt name for yourself! 😊

## Yin and Yang Advice

## Julie:

My best friend has been going out with her boyfriend for 4 months and she is absolutely besotted, head over heels the lot. We decided to go out together last week and I nearly died when I saw him, all I knew about him was his name and where about he lived. He's the father of my first child! I never told anyone who he was; we both lived away from home, I was 19 and he was 22. We had been going out together for a few months when I found out I was pregnant. He didn't want anything to do with me. I moved back home and lived with my parents until I met the man of my dreams and he took my son on as his own and we've been happily married for 6 years. I just was gob smacked I wanted to be sick I was so embarrassed I pretended I never knew him and he clearly felt the same way. What am I to do? My friend has since asked us to go out with them again, I've made excuses but I can't pull it off forever.

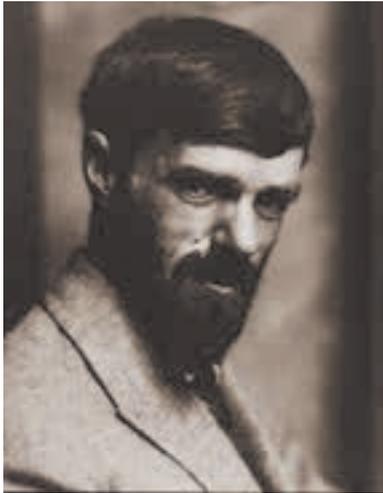
## Yin:

My heart goes out to you. Have you ever told your husband or your child who the real father is? If not there is going to be a time when you have to tell your son, he may even want to try and find him. I know you felt sick when you met this man, but maybe if you had said you knew him from when you were younger things may not have been so bad. This man must feel the same as you do, but I bet he is wondering whether you had your child and what you had.

## Yang:

Tell your friend that you do not want to go out in his company, if you want to avoid trouble say that you dislike his mannerisms or something. If he tries to contact you make it loud and clear he is not welcome. Unfortunately you are in a no win situation because if you tell your pal the reason it will cause trouble and if you stop going out with him and her it will also be viewed disapprovingly. What a rat.

## Cultural awareness



D.H. Lawrence

A book most notable for the controversy surrounding its publication, *Lady Chatterley's Lover* underwent various printings due to its sexual content: it was published privately in Florence in 1928, in a bowdlerized version in London in 1932 and finally unexpurgated by Grove Press in America in 1959. It was also D.H. Lawrence's last novel. It is the story of Connie, Constance Reid, who marries Sir Clifford Chatterley in 1917 only to have him wounded in the war such that he must be confined to a wheelchair permanently soon afterwards. After a brief affair with Michaelis the playwright, Lady Chatterley enjoys an extremely passionate relationship with Oliver Mellors, the gamekeeper on their estate. The later stages of the novel move onto the issue of her pregnancy by Mellors and her trip to Venice to disguise the true parentage of the child. The truth is eventually uncovered and the novel ends with a sense of fulfillment for both Lady Chatterley and Mellors although the situation is never fully resolved. The story and its sentiments suggest that the sexual relationship is the most profound of all and that it may be debased either by treating it lightly or by viewing it with shame (the attitudes seemingly taken by young and old respectively). The main reason for the censorship of the book in England was the unrestrained and explicit language used to describe the Mellors affair.

1. Read the following text and decide if the author's outlook on separations is optimistic or pessimistic.

After a while, you learn the subtle difference between holding a hand and chaining a soul. You learn that love doesn't mean leaning, and company doesn't always mean security. And you begin to learn that kisses aren't contracts and presents aren't promises. You begin to accept your defeats with your head up and your eyes ahead with the grace of an adult, not the grief of a child. You learn to build all your roads on today, because tomorrow's ground is too uncertain for plans and futures have a way of falling down in mid-flight. After a while, you learn that even sunshine burns if you get too much. So, you plant your own garden and decorate your own soul, instead of waiting for someone to bring you flowers. And you learn that you really can endure, that you really are strong. And you really do have worth. And you learn – and you learn. With every goodbye, you learn.

Veronica Shoffstall

2. Read the excerpt from D. H. Lawrence's *Lady Chatterley's Lover* and decide if the text above applies to Connie (the wife), Clifford (the husband), or Mellors (the lover).

*“Dear Clifford, I am afraid what you foresaw has happened. I am really in love with another man, and do hope you will divorce me. I am staying at present with Duncan in his flat. I told you he was at Venice with us. I'm awfully unhappy for your sake: but do try to take it quietly. You don't really need me any more, and I can't bear to come back to Wragby. I'm awfully sorry. But do try to forgive me, and divorce me and find someone better. I'm not really the right person for you, I am too impatient and selfish, I suppose. But I can't ever come back to live with you again. And I feel so frightfully sorry about it all, for your sake. But if you don't let yourself get worked up, you'll see you won't mind so frightfully. You didn't really care about me personally. So do forgive me and get rid of me.*

Connie”

Clifford was not *inwardly* surprised to get this letter. Inwardly, he had known for a long time she was leaving him. But he had absolutely refused any outward admission of it. Therefore, outwardly, it came as the most terrible blow and shock to him. He had kept the surface of his confidence in her quite serene.

And that is how we are, By strength of will we cut off our inner intuitive knowledge from admitted consciousness. This causes a state of dread, or apprehension, which makes the blow ten times worse when it does fall.”

## Cultural awareness

3. Read the following text and discuss it with a partner. Do you find the similes (comparisons) in the text adequate? How? The closing sentence of the text has been cut off. Write an appropriate closing sentence with your colleague.

Men and women. They're like fortresses. Whenever one wants to reach for the other they first step on the bridge, right? But the bridges are made up of all sorts of things like desires and expectations and fears and what not and consequently the bridges are very shaky – there are a lot of holes in them, so there's always the danger that you fall in the foamy, furious river beneath. Sometimes you make it across the bridge. You visit the fortress always telling yourself how beautiful it is. Then, after some time, little things you hadn't noticed before appear. Like, the furniture is not very well-matched, or the decorations are not all in good taste, or the fortress is too big or too small, too dark or too bright, the bedroom is not clean enough or whatever. So then you start thinking you don't want to be there forever. Obviously, you have to cross the bridge back. The same danger awaits you as when you first crossed it. This time you may even jump.

4. What famous couples can you think of that this poem may apply to? You may want to consider some of the choices below.

### Re-statement of Romance

by Wallace Stevens

The night knows nothing of the chants of night.  
It is what it is as I am what I am:  
And in perceiving this I best perceive myself

And you. Only we two may interchange  
Each in the other what each has to give.  
Only we two are one, not you and night,

Nor night and I, but you and I, alone,  
So much alone, so deeply by ourselves,  
So far beyond the casual solitudes,

That night is only the background of our selves,  
Supremely true each to its separate self,  
In the pale light that each upon the other throws.

- Napoleon and Josephine
- Elizabeth Taylor and Richard Burton
- Antony and Cleopatra
- Tom Cruise and Nicole Kidman
- Romeo and Juliet
- Bonnie and Clyde
- Guinevere and Lancelot
- Othello and Desdemona

*Desire can be only for what we do not possess, because, since desire is the desire to possess, once we possess something, we can no longer desire it.*

Plato



Bonnie and Clyde

In their getaway cars, **Bonnie and Clyde** carried a Kodak box camera; they loved to pose in dramatic tableaux wielding shotguns and revolvers, self-parodying the gangster image they realized they had earned. When they died, the police found an undeveloped roll of film under their car seat – photos of them together, looking adventurous and deeply in love.

\*

**Cleopatra** committed suicide when she and **Marc Antony** were defeated by Octavian at the sea battle of Actium in 31 BCE. Antony died in her arms shortly before, from a wound he had inflicted upon himself, thinking she had died.

\*

**Sir Lancelot** is regarded as the first and greatest of King Arthur's legendary knights. He rescued **Queen Guinevere** (King Arthur's wife) from the evil Méléagant as well as from being burned at the stake for adultery (with him). Elaine of Corbenic tricks him – apparently he thought she was Guinevere – into sleeping with her (and begetting Galahad). His long relationship with the real Guinevere ultimately brings about the destruction of King Arthur's realm.

## Reading



### Vocabulary

**Henge** = basically a simple bank and ditch enclosing an area of land (monument constructed in Neolithic Britain)

**Hoary** = grey or white in colour, especially through age

**Protractor** = a piece of plastic in the shape of a half-circle, which is used for measuring and drawing angles

1. What do you think may be the connection between the pictures on the left?

2. Read the following text and match the paragraphs A-E to the gaps 1-4. There is an extra paragraph.

### Henges, Pyramids and the Celtic Cross

TIME is the most important commodity on earth. It gives order to our lives, determining whether we get to where we are meant to be and measuring out our allotted lifespan. We think we understand time and have mastered its intricacies. But how did we tell time centuries ago?

1.

But what if this picture were false? What if our distant ancestors were far from being the passive creatures upon whom time acted to their eternal ignorance? What if they had mastered time and that it was through one of the strongest icons of our past, the Celtic cross? In his book *The Golden Thread of Time*, Crichton EM Miller looks at the possibility that what we recognise as a Celtic cross is an ancient navigational instrument. "This magical instrument that I have discovered, hoary with age ... encompasses a knowledge of the cosmos, the use and understanding of mathematics, geometry, surveying, astronomy and astrology. The secrets of this device were foundations of ancient civilisations, long before the written world."

2.

Finding longitude — the ability to determine a point east or west of a chosen north-south line, or meridian — has been sailing's greatest quest. Most archaeologists suggest that before being able to plot longitude, intercontinental ocean travel was impossible, or if achieved, relied on luck. They point out that longitude relies on knowing local time, and where, they ask, are the ancients' clocks?

3.

"The instrument of knowledge and practical skill is the cross," reveals Miller. "The Celtic cross is a practical working tool of great depth. It was the staff of magicians." Miller came to his understanding of the practical purpose of the Celtic cross whilst out at sea experimenting with finding the position of stars. He discovered that a simple protractor on a cross with a plumbline could define degrees. Since then, his experiments have concluded that this device can perform the minute geometric calculations necessary to build the pyramids, henges and ultimately enable timekeeping.

4.

This is a fine idea, but one that has a long way to go. Whilst Miller has patented his ideas for a working Celtic cross, he is yet to convince academia that ocean-going travel was commonplace from the Neolithic era. For now, Miller's cross is largely ignored. Only time will tell if he is right.

## Vocabulary

### Synonyms

All the words below mean “property willed to someone or anything handed down from the past.”

**Legacy / bequest/ inheritance** = they all mean willed personal property or sums of money;

**Legacy / inheritance** = they both mean anything handed down from one’s predecessors (heredity traits, cultural traditions, abstract things such as qualities, attitudes, principles, rights)

**Heritage** = real property that goes by right to an heir; enduring concrete things such as monuments, buildings, or natural resources

**Patrimony** = an estate, usually real, inherited from one’s father

**Birthright** = property, real or personal to which someone, especially a firstborn son is entitled by birth

**A.** Miller says that with this instrument he can prove that the ancients could understand time, that they could plot where they were in position to stars, and most importantly in terms of travel, used this same instrument to find longitude.

**B.** Miller’s answer is that they are right under our noses – in the henges and pyramids that exist throughout the world. “I have discovered that these pyramids and megaliths are the clocks and calendars of the ancients,” he says. Miller believes that henges were used in the Northern Hemisphere (where the pole star is higher in the sky) and pyramids in the Southern Hemisphere as “star clocks or observatories.” He concludes that these sophisticated structures were designed with the aid of an instrument that we recognise from graveyards and churches, but in its original form allowed an ancient understanding of the universe and time.

**C.** Our Neolithic ancestors looked to the sky for answers about time. Their skills were learnt from the position of the sun and moon and changes in nature. This basic time-keeping would not have given them a deep understanding of time and their place in the Universe.

**D.** And with his discovery of an alternative history that demonstrates we were once all “children of the earth,” Miller hopes to change the world.

**E.** His theory is supported in part by a discovery in the Great Pyramid at Giza. In 1872 Waynman Dixon discovered a shaft in the Egyptian pyramid and hidden within found a number of broken objects, what look like a measuring stick, a plumbline and a hook. He postulates that the pyramid was the giant clock the Egyptians used to tell the time and that in this way Giza became the prime meridian against which local time was set throughout the rest of the world using megalithic henges or pyramids.

### 3. Choose the best variant to complete the following sentences.

- Families were therefore nuclear and patriarchal and only one son inherited the ....  
a. patrimony b. legacy c. birthright.
- Conway castle is part of the .... of Wales and should be preserved for the people of Wales.  
a. patrimony b. bequest c. heritage
- Our genetic ..... cannot be changed.  
a. bequest b. inheritance c. patrimony
- The town takes great pride in its architectural ....  
a. heritage b. patrimony c. inheritance
- Such attitudes are a ..... from colonial times.  
a. inheritance b. heritage c. legacy

### 4. Fill in the gaps with one of the idioms on the right.

- The river bed was ..... at the end of the summer.
- The issue of working on Saturday evenings is a ..... between the store and the workers.
- The company had no money, so all the extra expenses were ..... .
- The dog was ..... after his owner stopped giving him food.
- ....., I am not going to lend my friend any more money.



Conway castle

### Idioms with “bone”

**As dry as a bone** = very dry

**A bone of contention** = something people disagree about

**To cut/pare something to the bone** = to cut down severely on something

**To feel something in one’s bones** = to have an intuition about something

**To make no bones about** = to make no mistakes about something

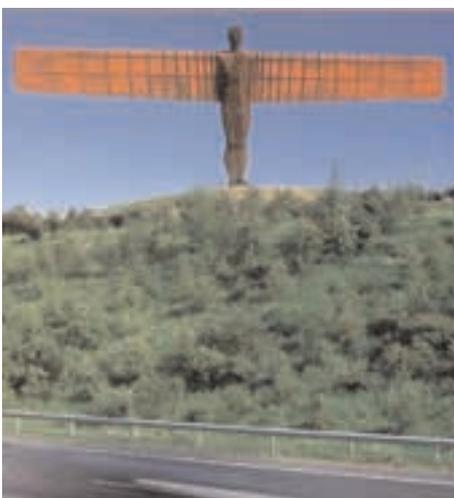
**Skin and bones** = a person/animal very thin or skinny

**Bare bones (of something)** = the most basic/important parts

## English in use



London Routemaster bus



The Angel of the North



Halloween pumpkins

1. Read the following text. In most lines there is an incorrectly spelled word or a punctuation error. Underline the error and tick the lines which are correct.

1. The media have returned with releash to the endlessly fascinating  
 2.debate about Englishness – a form of national identyty that is  
 3.distinct from Welshness, or scottishness, or Irishness or  
 4.Britishness. Renewed public discussion has been prompted, by the  
 5.Department of Culture, Media and Sport which has launched a  
 6.project, entitled Icons – a Portrait of England, to try and find the  
 7.most resonant symbols of Englishnness. They range across the  
 8.millennia from Stonehenge to the FA Cup, and across the country  
 9.from the Routemaster bus, which has now all but disapeared from  
 10.the streets of London, to the Angel of the North, a recent,  
 11.towering statue in Gateshead. And by including both the King  
 12.James Bible and the SS Empire Windrush,\* they although pay  
 13.tribute to England’s Christian past and to it’s increasingly  
 14.multicultural present.

\* the ship which arrived with workers from Jamaica in 1948

2. Read the following text on Mona Lisa’s smile and fill in the gaps with one appropriate word. The first (0) is done for you.

Professor Margaret Livingstone of Harvard University 0. said Mona Lisa’s smile only became apparent 1..... the viewer looked at other parts 2..... the painting. The Mona Lisa, painted 3..... Leonardo da Vinci in the 1500s, 4..... intrigued art lovers for five centuries 5..... of its subject’s mysterious smile. The 6..... disappeared when it was looked at 7..... of the way the human eye 8..... visual information. The eye uses two types 9..... vision, foveal and peripheral. Foveal, or direct 10 ....., is excellent at picking up detail but is less 11..... to picking up shadows. “The elusive quality of the Mona Lisa’s smile can 12..... explained by the fact that her smile 13. .... almost entirely in low spatial frequencies, 14..... so is seen 15..... by your peripheral vision,” Prof Livingstone said. (BBC 2005)

3. Read the text and complete the gaps with words derived from the words in capitals.

Best known as an American tradition, Halloween is now the third most lucrative festival after Christmas and Easter in the UK. Irish 1....., fleeing the potato famine in the 1840s, took Halloween to the US, where it was 2..... .

America’s 3..... version started to surface in Britain in the late 1990s and the country has fallen under its spell in a big way. Its rise in 4..... has triggered a huge demand for pumpkins, with one million bought in the UK in 2004 for Halloween, according to 5....., 99% of which were used as lanterns.

1. MIGRATE 2. BRACE 3. COMMERCE 4. POPULAR 5. RETAIL

## Grammar

## Inversion

4. Finish each of the following sentences in such a way it means exactly the same as the sentence printed before it.

1. I have never met such an infuriating person before.  
Never .....
2. They don't spend much money on entertainment.  
Rarely .....
3. She dances beautifully and sings sweetly too.  
Not only ..... but she also .....
4. As soon as we had finished dinner, the storm broke.  
Hardly ..... when.....
5. They little suspected that the play was going to be a success.  
Little .....
6. I had just begun my solo when there was a deafening noise off-stage.  
No sooner ..... than .....

5. Rewrite the following conditions using inversion.

1. If I had thought about it, I would have talked to Peter before the meeting.  
Had .....
2. If you eat too much ice-cream, you're bound to feel sick.  
Should you .....
3. If I'd seen you, I'd surely have waved to you.  
Had .....
4. If I were you, I would study harder for the exam.  
Were I .....
5. If it hadn't been for his timely intervention, all passengers would have died.  
But for .....
6. If you lend me some money, I'll be grateful for the rest of my life.  
Should you .....

6. Put the verbs in brackets into the correct tense.

1. I wish Paul (tell) ..... me what is wrong with him.
2. I wish I ( practice) ..... harder before the concert.
3. Tony wishes he (have)..... enough money to buy a new computer.
4. I wish Mark (stop) ..... playing his music so loud.
5. If only Stuart (call) ..... me.
6. If only we (go) ..... to Italy last summer.

7. Complete the following sentences with an appropriate clause.

1. Were I you, .....
2. But for your suggestions, .....
3. Should Ann phone, .....
4. If only I ..... spent so much money yesterday!
5. No sooner ..... the bell rang.
6. Not only ....., but he forgot his umbrella as well !
7. Only after ....., did they realize how lucky they had been.
8. Scarcely ....., when the lights went out.
9. Only by trying again and again, .....

■ If a negative adverb or adverbial expression is put at the beginning of a clause for emphasis, it is usually followed by auxiliary verb + subject.

e.g. **Not until** much later did she learn who her real father was.

**Under no circumstances** can we cash cheques.

■ In formal and literary styles, *if* can be dropped and an auxiliary verb put before the subject.

e.g. **Should** you see him (= if you see him).....

**Were** she my daughter (= if she were my daughter)...

**Had** I realized (= if I had realized) what you intended ...

■ The structure "but for"

e.g. **But for** his help (= if it hadn't been for his help)....

## Wishes, regrets, hopes

■ When **wish / if only** expresses regret that things are not different and refers to situations that are unreal, impossible or unlikely –  
+ **past tense** – present or future meaning

e.g. I wish /if only I spoke Italian.

+ **past perfect** – past meaning

e.g. I wish /if only you hadn't come.

+ **would** – wish for something to stop in the future

e.g. I wish/ if only it would stop raining.

■ **Hope** – wishes about things which seem possible in the future

e.g. I hope you feel better tomorrow.



## Listening and speaking



Icons - A Portrait of Romania



1. The pictures below belong to a book named *Icons - A Portrait of Romania*.

Discuss with your partner what chapter each of them might come from and decide on two most representative ones for "Romanianness." Use some of the phrases below to express your opinions.

### Interactive Communication

There are some tips when dealing with task no. 1:

- you should prove your ability to interact with your partner by
  - initiating dialogue
  - responding appropriately and at the required speed and rhythm.
- you should be able to use strategies to maintain or repair interaction
- you should wait for your turn before starting speaking
- you should be able to maintain the coherence of the discussion and move the task towards a conclusion
- do not express your opinions in an aggressive way

### Expressing opinion

What do you think about ?...  
 I think that ... / I'd say that ...  
 Do you see what I mean ?  
 Yes, I see what you mean.  
 Sure.  
 No, I don't see what you mean.  
 Do you agree ?  
 Yes, I agree.  
 That's true.  
 That's right.  
 That's just what I think.  
 No, I don't agree.  
 I partly agree.  
 In a way.



2. You are going to listen to William Wallace's story as a mixture of myth and historical truth. While listening, tick the names mentioned in the text.

- |                       |                     |
|-----------------------|---------------------|
| a. Braveheart         | e. Stirling Bridge  |
| b. John Major         | f. Robert the Bruce |
| c. William Wallace    | g. Edinburgh        |
| d. Sir William Hornby | h. London Bridge    |

3. Listen to the text again and while listening fill in the gaps to complete the sentences.

1. The stature of the man is such that he has grown along with his legend and he now stands a gargantuan ....., 7 inches.
2. Most people know of Wallace from the film ....., which like most films blends fact with .....
3. Blair is described as Wallace's friend during his ..... at Dundee and later a comrade-in-arms.
4. Stirling Bridge turned Wallace from ..... to national symbol, including in the minds of the English.
5. In ..... he paid some Scots who failed to ambush Wallace.
6. Wallace was captured in or near Glasgow and shipped south to ..... bound and.....
7. After ..... Wallace was dragged through London by ..... to be executed at Smithfield.
8. His head was placed on ..... at London Bridge and his limbs displayed in Scotland as .....

## Writing

### 4. Guidebook Entry

A publisher is preparing a guidebook for foreign visitors, which will focus on tourist attractions in your country. You have been asked to write a contribution to the guidebook, describing one or two attractions in your local area and giving practical information for visitors.

5. A Belgian student has submitted this “guidebook contribution” about Mini-Europe in Brussels. Read it and decide if he has included all the necessary information.

### Mini-Europe – a visit not to be missed

Located at the foot of the Atomium, MINI-EUROPE is the only park where you can have a whitestop tour around Europe in a few short hours. A truly unique voyage!

#### What to see

Stroll amid the typical ambiance of the most beautiful towns of the Old Continent. The incomparable chimes of Big Ben welcome you to the heart of London. The gondolas and mandolins will invite you to discover the charms of Venice. Follow the T.G.V. from Paris to the other end of France. You can make the models work yourself: the eruption of Vesuvius, the fall of the Berlin Wall, the bullfight in Seville and many more... In total 300 models and sites in a quite unequalled craftsmanship.

#### How it started

In 1987 a few art historians selected over one hundred buildings from various parts of the EU. They based the selection on the following criteria: socio cultural and architectural value, European symbolism, the beauty of the site and the technical problems involved in putting together a replica on a scale of 1/25.

#### What is new

Monuments from Poland, Cyprus, Latvia, Estonia, Lithuania and Malta have been added after the 2004 enlargement.

#### MINI-EUROPE... an absolute must!

##### Opening hours cash desks (the park stays open 1 hour later)

From 25/03/2006 to 30/06/2006 from 9:30 to 18:00

From 01/07/2006 to 31/08/2006 from 9:30 to 20:00

##### Mini-Europe “by night”

from 22/07/2006 to 20/08/2006 from 9:30 to 24:00

on Saturday and Sunday

Bruparck B – 1020 Brussels (Laken)

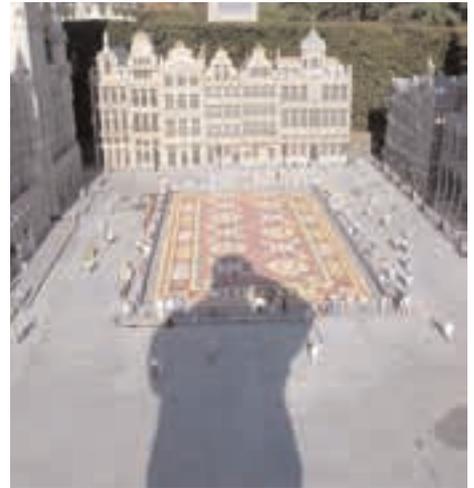
Infoline: +32 (0)2/478.05.50

Tel. +32 (0)2/474.13.13 Fax +32 (0)2/478.26.75

www.minieurope.be

### 6. PROJECT WORK.

As Romania is soon to join the 25 European Union member states, describe a site in Romania that might meet the criteria for selection in the Mini-Europe park. Use the format of a guidebook entry.



### Tips on writing a guidebook entry

There are some tips when dealing with task no. 4:

- the function of the guidebook entry is to recommend (on the basis of the writer's opinion) and to inform
- make the information accessible through headings and layout
- ensure the style and register are consistent
- decide on a strong introductory sentence
- focus on what is unusual about the place you describe
- add practical information for visitors such as location, opening hours, price, parking facilities, refreshment.



Sibiu – European capital in 2007

## Cultural awareness



John Fowles

### Vocabulary

**Lapwing** = a small black and white European bird with raised feathers on its head

**To wheel** = if birds or planes wheel, they fly around in circles

**Sward** = an area of land covered with grass

**Budding** = budding artist / actor / writer etc; someone who is just starting to paint, act etc and will probably be successful at it

**Clutter** = a large number of things that are scattered somewhere in an untidy way

**Whine** = if a machine whines, it makes a continuous high sound

**To ostracize** = if a group of people ostracize someone, they refuse to accept them as a member of the group

**Fastidious** = very careful about small details in your appearance, work etc. (syn. meticulous)

### Some Meditations Upon the Enigma That Is Stonehenge

by JOHN FOWLES

My earliest memory of Stonehenge is, like so many childhood memories, as much fiction as fact. I see a little boy standing at a country roadside. Larks sing, lapwings wheel. There across the cropped greensward the great stones rise and I run towards them, ahead of my parents – not at all, I'm afraid, as a budding scholar or an embryo Romantic. But at least I recognize a good natural exploring place when I see one. Climbing, scrambling, squeezing through stone pillars; but above all it is not suburban, the world I know best. Already I know suburbia is sameness, sameness, sameness; that freedom, or my freedom, lies in the unsame, and that nothing can be unsamer than this.

Of one thing I am certain: my own first meeting was happy. It may have been because I could not quite take that enticing clutter of boulders, so like a Dartmoor hilltop, as man-made, whatever I had been told beforehand. Almost all public buildings have always carried strong connotations in my mind of duty, work, imprisonment of one form or another – of the cell in all its senses. Where the wiser judge architecture by the way it plays with light and space, I tend to judge it by what it shuts out of those things. Stonehenge's marvelous openness to them was what first pleased me. It came to me on that occasion, and has remained since, as the most natural building, the most woven with light, sky and space, in the world.

My latest remembrance, on a recent clear but arctic November day is sadly different. Stonehenge stands in the fork of two busy roads, and the dominant sound in its present landscape is not the larksong of my memory, but the rather less poetic territorial whine of the long-distance truck. Visitors get to it now from a car-park, past a sunken "sales complex," then down a subway under the nearest road: all this is designed not to spoil the view, but the effect is unhappily reminiscent of an underground bunker. When they finally rise inside the wired-off enclosure, they are promptly faced with another barrier. The public is now forbidden the central area.

Conservation is a fine thing: yet one feels in some way cheated of a birthright, while the stone-grove itself seems deprived of an essential scale – indeed rather like a group of frightened aboriginals huddled together in self-defense against this sudden decision on our part to ostracize them so mercilessly. Everyone I had spoken to before coming had warned me that the new preserved-for-posterity Stonehenge – this was my first experience of it – makes a depressing visit. My wife, more fastidious than I am, took one look and turned back to the car.

Yet somehow, I could not argue seriously against the decision to keep the public away from the central area. The same problem besets the guardians of famous ancient monuments the world over. Neither soil nor structure can bear the constantly increasing strain of tourist traffic and our loss there is fundamentally a by-product of the universal problem of our species: gross overpopulation

(excerpt from *The Enigma of Stonehenge*, 1980)

## Cultural awareness

### Language awareness

1. Explain in your own words the following images created by the author:
  - a. “suburbia is sameness, sameness, sameness”
  - b. “that freedom, or my freedom, lies in the unsame”
  - c. “nothing can be unsamer than this (Stonehenge).”
2. When describing the present Stonehenge site the author uses such words as: “underground bunker,” “wired-off enclosure,” “sunken sales complex.” What is the tone of the description? Would you like to visit that site?
3. Explain in your own words the comparison: “rather like a group of frightened aborigines huddled together in self-defense.”
4. Explain in your own words: “the constantly increasing strain of tourist traffic.”

### Text analysis

5. Compare the two visits the authors makes to Stonehenge in terms of atmosphere and tone.
6. Taking into consideration the way John Fowles describes “public buildings” how could you paraphrase his description of Stonehenge as “the most natural building in the world”?
7. Which are the arguments the author brings in favour of conservation?
8. Why does the author feel “cheated of a birthright”?
9. As a whole, what is the general tone of the text?
10. You as a reader, are you in favour or against “conservation” as presented in the text?
11. Could you think of other examples of ancient monuments which are “preserved for eternity” similarly to Stonehenge?
12. The Peleş Castle is one of the major tourist attractions in Romania. Do you think that John Fowles’ opinion, “Neither soil nor structure can bear the constantly increasing strain of tourist traffic” could be applied in the case of Peleş Castle?
  - a. Discuss with your partner the advantages and disadvantages of conserving the Peleş Castle by closing it to the public. List at least three arguments in favour of closing the castle and three arguments against this option.
  - b. Share your conclusions with the class.
13. Read what the famous American columnist Art Buchwald wrote in an article called “The Mona Lisa Crouch.”
  - a. Compare your images of visitors to art galleries and museums with Art Buchwald’s description.
  - b. Do you agree with Buchwald’s opinion that Mona Lisa is “no longer considered a work of art, but more an idol”? Give reasons for opinion.



The Peleş Castle



Mona Lisa

“*La Joconde*, as it is known to the French, hangs in the Grande Galerie on the first floor of the museum (the Louvre). It is covered with a pane of glass, presumably to keep tourists from cutting their initials into it. A guard stands by it all day long to see that people don’t set off the burglar alarm that is attached to the back of the canvas.

The painting is no longer considered a work of art, but more an idol to be viewed by tourists with awe and reverence.”

*The Mona Lisa Crouch*,  
Art Buchwald

# PRACTICE TEST 3

## 1. Put the verbs in brackets in the right form.

Frantic efforts are now being made to render the traditional book as “old-fashioned” as the stage play or the symphony orchestra. Small fortunes 1 (to spend) putting books on the Internet. The plug-in book 2 (to spend) by Research and Development bureaucrats in media conglomerates these days. Books could be stored in the electronic spines of hand-held light-boxes. They could 3 (to load) into photosensitive pages for carrying on trains and planes. But all these developments 4 (to encounter) serious consumer resistance. People 5 (to appear) to find flickering screens tiring.

## 2. Read the following report of a discussion between X and Y and then reconstruct their dialogue.

When I came home after the party my mother asked me if I'd had fun and who'd been there. I told her it had been a pretty good party but I was disappointed Mary hadn't been there. When Mum asked if I'd call Mary to ask what had come up, I wondered if Mary would be happy to hear from me, I wasn't sure what I should do. Mum said she was sure she would, so I told Mum to wait, I wanted to see if something was wrong with Mary right away. I came back from the phone and told Mum Mary was in hospital! We made plans to go see her the following day. I knew even then that I'd never be able to get over that girl!

## 3. You are a reporter for a tabloid newspaper and your boss has asked you to write a 250-word article for tomorrow's issue.

*You have just interviewed a person who claims to be in close and regular communication with an extraterrestrial being. You have also discussed the topic with a variety of people of different ages and professions.*



## 4. Read the following dialogue. Write an 80-word paragraph entitled “On Education in Britain,” inclusive of all the relevant information provided by the interviewee. Your paragraph should NOT be a report of the interview and you should not use the interviewee's EXACT words/sentences.

Q1: How strict is discipline in public schools in Britain?

*A: Discipline is much the same as in state schools. However, some public schools see their reputation as highly important and so don't look kindly on rule breakers. Punishments range from detention to expulsion.*

Q2: How important are the GCSE's for one's life/career?

*A: The GCSE's are the first major exams in a person's life – they are the cornerstone of one's education. Without them you cannot do A-levels. But if you don't do them there are ways of still reaching higher education.*

Q3: Why are foreign languages popular A-levels?

*A: Because they give an insight into other cultures. Also, the exams are more spread out. Exams are not long, but rather short and specific: Speaking, Reading, Writing and Listening.*

Q4: Is the British education system superior to the Romanian one? Why (not)?

*A: The British education system is not superior at all and neither is the Romanian. They do however have their differences; each uses different methods, so the outcome is a very different minded person.*

Q5: Do you think students in Romanian schools are having a better time than students in British schools?

*A: School in no matter what country provides the most vital part of the growing process, and that is social interaction. No matter what people say when they are young (school is not fun etc.) many remember it later as “the best days of their lives.”*

## 5. Rephrase the following sentences, beginning as shown:

a. I left because I was ill.

It was .....

b. Your English needs a brush up.

What .....

c. Soon after the train had left there was an explosion.

Hardly .....

d. We lost our way and, on top of that, ran out of gas and had to spend the night in the car.

Not only .....

e. She told me why and then I understood.

I was only .....

f. I didn't realise how much this would complicate my existence.

Little .....

## 6. Translate into English.

1. Chiar dacă erau prieteni apropiați, ar fi trebuit să raporteze delictul.

2. Dacă n-ar fi fost el, acum aș fi invalid.

3. Aș vrea ca rezultatele tale la examen să corespundă speranțelor.

4. Măcar dacă n-ar fi așa de trist...

5. Ar vrea să cumpere enciclopedia aceea, indiferent cât costă.

6. În cazul în care te va suspecta pentru delictul recent, spune-i că ai fost plecat din oraș la acea dată.

7. Era vremea să fi fost tras la răspundere pentru toate greșelile tale.

8. Să fi amânat întâlnirea pentru săptămâna viitoare, ar fi avut și el ocazia să participe.

9. Să zicem că toată lumea ar lua 10 la teză – ce-ar spune profesorii de engleză?

7. Write a leaflet in the style of "Driving — Bucharest Style" (i.e. mock instructive). You should include at least 5 points. Do not exceed 150 words. Identify the target of your piece in the title (e.g. – "Getting Good Grades" or "How to Find a Good Wife/Husband").

## *Driving – Bucharest Style*

It's a jungle out there. Use the following tips to survive Bucharest's asphalt killing fields.

- Immerse yourself in sound. Honk continuously when moving forward, get a beeper for backward maneuvers and switch the alarm on when parking. Shout or be shouted at.
- Don't repair the brakes. Screech through corners.
- At traffic lights, don't stop at the painted line, but ON the zebra crossing.
- Fall asleep at traffic lights. When they switch to green, wait until someone behind you honks before moving.
- Park anywhere, preferably diagonally on sidewalks.
- Speed through puddles for maximum soaking effect.
- Bribe, and argue with, policemen (50,000 - 100,000 lei is the going rate).
- Wear your seatbelt without fastening it.
- Blame others or the state of the road for your bad driving.



## Reading



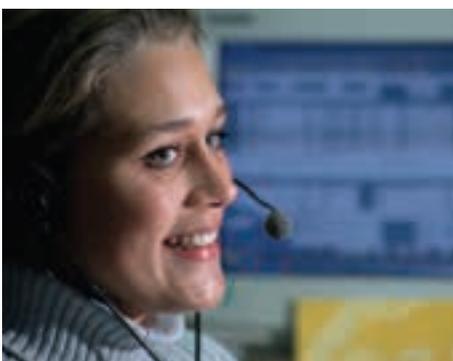
### John Tschohl

**John Tschohl** is an international management consultant and speaker. Described by *Time* and *Entrepreneur* magazines as a “customer service guru,” he has written several books on customer service, including *The Customer is Boss*, *Cashing In*, and *Achieving Excellence Through Customer Service*.

### Vocabulary

**Asset** = something or someone that is useful because they help you succeed or deal with problems  
**Call centre** = an office where people answer customers' questions, make sales etc by using the telephone rather than by meeting people  
**Knowledgeable** = knowing a lot  
**Empower** = (formal) to give a person or organization the legal right to do something

Call centre



1. Before reading the article on customer service answer the following questions:

- a. Where do you prefer to go shopping, in a supermarket or in a small shop? Why?
- b. Do you rely on the shop assistant's advice or do you buy what you think is best for you? Why?

### 8 Steps to Pleasing the Customer

by John Tschohl

If you want your business to succeed, you must focus your energies on your most valuable asset – your customers. Yes, you must have quality products, convenient hours and locations, and competitive prices, but your competitors probably have those, too. What will set you apart is how you treat your customers.

Providing good customer service doesn't have to be complicated. In fact, if you can implement these eight strategies, you'll be well on the way to cultivating – and keeping – a strong customer base.

**1. Recognize your customers.** A smile or a simple, “Hello” goes a long way in letting customers know you welcome them and appreciate their business. Even if you're working in a call center and don't have face-to-face contact with your customers, you do have access to a database with information on each customer. Use that information to make the customer feel welcomed and valued.

**2. Call customers by name.** There is no sweeter sound than that of your own name. It's the one thing we each own as individuals; it's precious to us. It's also a sign of respect, particularly when you use the customer's last name.

**3. Smile.** A warm smile is magic. It's welcoming and contagious. Even when doing business by phone, the customer at the other end of the line can hear the smile in your voice and will react positively to it.

**4. Be quick.** Speed is important. Customers want what they want now. Once they've made the decision to walk through your doors and do business with you, they want you to react quickly and efficiently in meeting their needs.

**5. Know what you're selling.** Whether it's a product or a service, it's imperative that you are knowledgeable about it and can convey that knowledge to your customers and help them make informed buying decisions.

**6. Care.** Customers want to know that you care about them – and not just their money. Communicate that you care about each customer by making eye contact, listening to what they are saying, and responding with concern to their complaints, and with answers to their questions.

**7. Perform.** Do what you say you will do. If you tell a customer you will deliver a product by Tuesday, then do it.

**8. Use empowerment.** When a customer approaches you with a problem, deal with it quickly and efficiently.

## Vocabulary

### Synonyms for “people engaged in buying products”

**Customer** = someone who buys goods from a particular shop, restaurant, or company

**Shopper** = the people in a shop or town who are buying things

**Client** = someone who pays for services or advice from a professional person or organization

**Buyer** = someone who buys something expensive such as a house, company, or painting, usually from another person, not a shop or company

**Consumers** = someone who buys and uses goods and services – use this especially to talk about people who buy things in general

**Clientele** = the people who regularly use a particular shop, restaurant etc, or the services of a professional person

**Market** = the number of people who want to buy a product, or the type of people who want to buy it

2. Answer the following questions relating to the text.

- What does the author consider the importance of customer service in the success of the business may be ?
- Does customer service involve only post-selling service ?
- Explain in your own words “knowledgeable.”
- Do you agree with the author’s ranking of the 8 steps to pleasing the customer? If yes, why? If not, rank them according to your own experience and expectations.

3. Choose the right word to fill in each sentence.

- The barman was serving the last ..... of the evening.  
a. customer; b. client; c. market
- Elkins assured the judge that neither of his ..... had a criminal record.  
a. customers; b. clients; c. buyers
- We couldn’t find a ..... for our house, so we weren’t able to move after all.  
a. consumer; b. client; c. buyer
- The ..... is interested in high quality goods, not just low prices.  
a. buyer; b. client; c. consumer
- The hotel’s ..... includes diplomats and Hollywood celebrities.  
a. buyers; b. clientele; c. market
- The magazine is aimed at the youth .....  
a. market; b. consumers; c. buyers

4. There follow some “consumer rights.” Match the definitions to the type of consumer right.

- “... of satisfactory quality”
- “... fit for all intended purposes”
- “... as described”

A. If goods turn out to be unsuitable for their intended use or develop a fault in an unusually short period of time, the buyer has a right to a refund or damages.

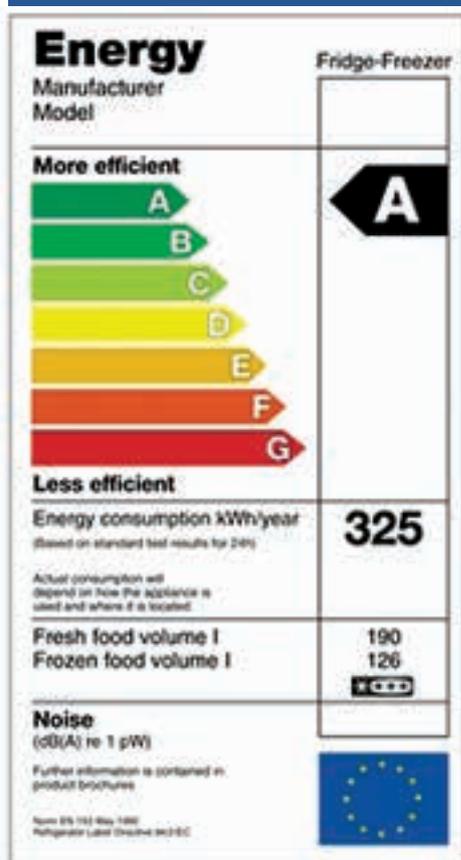
B. Goods shouldn’t contain any defects at the time of purchase, unless they were obvious to the buyer or were pointed out by the trader and then accepted by the buyer (as in the case of “seconds” or “shop soiled” goods). If the goods are found to be faulty or damaged, this gives the buyer “the right of rejection and cancellation of the contract,” i.e. the right to obtain a full refund.

C. All goods must live up to any description or claim made of them – on the packaging or a display sign or by the trader. If any description that cannot be easily confirmed by superficial examination at the time of sale proves later to be false, the buyer has “the right of rejection and cancellation of the contract,” i.e. the right to obtain a full refund.

(Sale and Supply of Goods Act 1994)



## English in use



European energy label

## Vocabulary

**Scam** = a clever but dishonest way to get money

**Spin a yarn** = to tell a story, especially using a lot of imagination

**Phoney** = false or not real, and intended to deceive someone

**Psychic** = someone who has mysterious powers, especially the ability to receive messages from dead people or to know what will happen in the future

**Lure** = to persuade someone to do something, especially something wrong or dangerous, by making it seem attractive or exciting

**Out of pocket** = if you are out of pocket, you have less money than you should have, especially as a result of making a mistake or being unlucky



### 1. Fill in the gaps with one appropriate word.

All European manufacturers and retailers must tell you ..... (1) the energy efficiency of certain household electrical appliances ..... (2) as fridges, washing machines, dishwashers, ovens and light bulbs.

One of ..... (3) main aims of the EU Energy Label is to help householders make informed decisions ..... (4) the purchase of energy-consuming appliances.

The label provides clear and easily recognisable information about the energy consumption and performance ..... (5) products and must be attached visibly to new appliances displayed ..... (6) sale. An important part of an energy label is the energy efficiency rating scale, ..... (7) provides a simple index of the product's efficiency from "A" (the most efficient) ..... (8) "G" (the least efficient).

The energy consumption figure shows you the units of electricity use in kWh to allow comparisons between models.

### 2. Read the following text and spot the spelling mistakes. Underline the words misspelt and write the correctly spelt words on the lines below.

Euroconsumer is warning people to be wary of psychyc scamsters who promise to tell people their fortune but instead spin them a yarn and disappear with their cash.

For most of us reading our horoscope is an enjoyable way of seeing if we can predict watt is coming around the corner. But it can turn from harmless fun into an expensive and worrying problem.

Phoney psychics operate the scam by placing advertisements in newspapers, magazines and the internet and offer to send astrology readings for a fea. In some cases they use scare tactic and send out unsolicited mailings with an aggressive tone, suggesting that the ricipient will experience some misfortune if they do not respond and send the money requested.

The scam works by appealing to the most vulnerable. The scamsters exploit those who are looking for answers to their problems and loure them in with their offer of a life-changing solution and good fortune. But there is no lifeline and the astrology reading never materialises. Instead these people inflyct more misery on their victims and live them out of pocket.

1..... 2..... 3..... 4..... 5..... 6..... 7..... 8.....  
9..... 10..... 11..... 12..... 13..... 14.....

### 3. Use the verbs in brackets in the right tense and voice.

The EU Eco-label scheme (establish)..... in 1992 (promote)..... products (and services) with a reduced environmental impact, by allowing manufacturers that have been awarded the Eco-label (display)..... the "Flower" logo on their products. Eco-label products (check)..... by independent bodies to ensure that they (comply)..... with strict environmental performance criteria. So, not only are they more environmentally friendly but they (perform)..... at least as well as, if not better, than conventional products.

### 4. Supply the right adverb. Some adverbs end in -ly and some do not.

1. He's a bad driver. He drives .....
2. She's a hard worker. She works .....

3. He's a fast runner. He runs .....
4. My name is last. I come .....
5. The train is early. It arrived .....
6. I get a monthly bill. I pay .....
7. She was brave. She acted .....
8. The plane is very high. It flies .....
9. She gave a rude reply. She replied .....
10. I'm a better player than you. I play .....

**5. Choose the right word for each sentence. Pay attention to the meaning.**

1. He was dead/deadly certain about the outcome of this actions.
2. Cyanide is a dead/deadly poison.
3. That suits me fine/finely.
4. The onion was fine/finely chopped.
5. You can eat free/freely in my restaurant.
6. They could speak free/freely as nobody was listening.
7. The story was high/highly amusing.
8. Throw it as high/highly as you can.
9. He was just/justly punished for his crimes.
10. I have arrived late/lately.
11. I haven't been to the theatre late/lately.
12. You should turn sharp/sharply left to get to our house.
13. She looked at her sharp/sharply.
14. You guessed wrong/wrongly.
15. I wrong/wrongly believed that you wanted to help me.

**6. Rewrite the following sentences correcting the word order.**

1. He has come to see often us.
2. We sent last month him some books.
3. I have been to London never.
4. I saw last week him in the street.
5. He has come from New York just.
6. My friend in the street, spoke to me very kindly yesterday morning.
7. John all day yesterday read at home very much.
8. Mr. Reed speaks very well English.
9. My friend was born in 1942, at 3 o'clock on November 15<sup>th</sup>.
10. I shall go also to meet your friend at the station.

#### Adverbs or adjectives ?

■ **Adjectives ending in -ly**

*e.g. costly, cowardly, deadly, friendly, likely, lively, lonely, lovely, silly, ugly, unlikely*

*e.g. She gave me a friendly smile – She smiled in a friendly way.*

*Daily, weekly, monthly, yearly, early and leisurely* are **both adjectives and adverbs.**

*e.g. It's a daily paper. It comes out daily.*

■ **Adjectives and adverbs with the same form but different meanings**

Clean = adv. completely

*e.g. I clean forgot.*

Dead = adv. exactly, completely, very

*e.g. He was dead tired.*

Direct = adv. the shortest route

(journeys and timetables)

*e.g. The plane goes direct from London to Houston.*

Fast = adv. completely, quickly

*e.g. He was fast asleep.*

Sharp = adv. punctually

*e.g. Can you be here at seven o'clock sharp ?*

■ *Better, best, hard, high, fast, fine,*

*late, low, near, straight, wide* **have**

**the same meaning as adjectives**

**and adverbs.**

#### Adverbs – position

■ Adverbs and adverbial phrases usually go at the end of the sentence and usually in the order **“how” – “where” – “when”**.

*e.g. They were playing quietly in the garden last night.*

■ Adverbs of frequency are usually placed after the auxiliary verb or before the main verb.

*e.g. I have never seen such a huge house.*

■ Adverbs of degree usually go before the words they modify.

*e.g. She types quite fast.*



## Listening and speaking

### Sharing opinions

■ **I agree + reason**

*That's right because...*

*I couldn't agree more.*

*That's just what I think.*

*Sure, because...*

*You've got a point there.*

■ **I don't agree + reason**

*Oh no, I can't agree with you.*

*What makes you say that ?*

*I see what you are getting at, but...*

■ **Avoiding giving an opinion**

*Do you think so ?*

*I suppose it all depends on your point of view.*

*That's interesting.*

*It's difficult to say.*



Consumer rights watchdog



### Data Protection

1. Before listening to the interview with Dr Susan Lace, Senior Policy Officer at the National Consumer Council, UK discuss with your partner the following excerpts from the book "The Glass Consumer: life in a surveillance society."

a. We are all "glass consumers." Organisations know so much about us, they can almost see through us. Governments and business collect and process our personal information on a massive scale. Everything we do, and everywhere we go, leaves a trail. But is this in our interest?

b. Every time consumers respond to an offer in a magazine, use a loyalty card, surf the internet, or obtain government services electronically, they are laying down a trail of information that can be sold to others, or used for marketing.

2. With your partner decide if the following could be considered as advantages or disadvantages of personal data collection.

1. better risk management (the prevention of terrorism, child protection)
2. personalising goods and services
3. product innovation
4. promoting cost-efficiency
5. injustice — this can occur when, for example, inaccurate or out-of-date information is used and this leads to a denial of opportunities
6. loss of dignity or privacy
7. becoming a victim of fraud

3. After listening to the interview answer the following questions.

1. What legislation exists to protect consumers?
2. What is the role of data controllers ?
3. How many data protection principles are there in the Act?
4. Does the Data Protection Act apply to all countries?

4. Out of the data protection principles listed below which do you consider the most relevant to your situation as a consumer?

1. Personal data must be processed fairly and lawfully, and usually only with the subject's consent.
2. Data should only be processed for specified and lawful purposes.
3. Data must not be excessive to the purpose(s) for which it is processed.
4. Data must be accurate and kept up to date.

5. Read the situations below and play the dialogue.

**Student A.** Imagine you bought a pair of trainers and one week later the sole came off. You decide to complain and ask for a refund.

**Student B.** You are employed at the Customer Service department of the "Three Malls in One." You are new, but you know that the shop policy is to refuse refunds.

## Writing

6. Read the following complaint letter written to the manager of “Barry’s” Restaurant. Read also the letter that Carmen Pliego has sent to her friend to tell her about her bad experience. Outline the structure of a letter of complaint.

July 25th 2006

Dear Sir or Madam,

I am writing to complain about the unacceptable treatment that I received in your restaurant last Friday when I was intending to have dinner with my friend.

First of all, we were given a table just in front of the toilets because there was not any other available, although we had booked it in advance. Furthermore, we were forced to leave at 10 p.m because someone else had also booked the same table.

Secondly, we had to wait for nearly half an hour to be served and after the long wait we were obliged to change our minds and ask for meat because there was no lobster left. In fact, only three out of the seven main courses were available.

I would also like to point out the incompetence of the service because the waiter spilled the sauce over my friend’s dish even though we had asked him not to do so.

To make matters worse, there was no response when I asked to speak to the manager of the restaurant so I have been forced to write to inform you of these unfortunate incidents.

I very much hope that in future you will note these mistakes in order to prevent them from happening again and I am afraid to say that I will have no alternative but to put the matter in the hands of my solicitors should I not receive compensation within the next days.

Yours faithfully,  
Carmen Pliego

7. Read the situation below and help your friend to write a complaint letter to the shop where she had purchased the pair of trousers. Do not write more than 250 words.

Your friend who is quite trendy and into fashionable clothes went up to London to get something special for a Blur concert. She got some leather trousers which cost a fortune and went to the concert. She phoned you the next day to tell you about the terrible end to the evening – she bent down to pick something up and her trousers split right down the seam at the back! She was so embarrassed – you said they must have been too small or she had danced too wildly, but she insisted they were her size and fitted perfectly.



*...Oh, and by the way, don't go to Barry's Restaurant for your birthday. We went there last night – the service was awful and the food was a disaster! I complained to the head waiter but he asked me to put it in writing...*

## Complaint letters

Effective complaints letters should be: **concise, authoritative, factual, constructive, and friendly.**

Good complaints letters have these features:

- **Concise** letters can be understood quickly.
- **Authoritative** letters – letters that are well written and professionally presented – have more credibility and are taken seriously.
- **Factual** letters enable the reader to see immediately the relevant details, dates, requirements, etc., and to justify action to resolve the complaint.
- **Constructive** letters – with positive statements, suggesting positive actions – encourage action and quicker decisions.
- **Friendly** letters – with a considerate, cooperative and complimentary tone – are prioritised because the reader warms to the writer and wants to help.

## Cultural awareness



Mark Twain

### Synonyms for “to steal”

**To take** = to steal something, especially money or things that can be carried away

**To nick/pinch** = (British spoken) to steal something

**To rip off** = (spoken) to steal something, especially someone’s personal possessions

**To go off with/ to walk off with** = to steal something very easily, by picking it up and walking away with it, usually without anyone noticing

**To help yourself to** = (informal) to steal something very easily without anyone trying to stop you

**To pilfer** = to steal things, especially small things or things you do not think are very valuable

**To swipe** = (informal) to steal something quickly when someone is not looking

**To snatch** = (American informal) to steal something, especially something small and not very valuable

1. The Sale of Goods Act 1994 states that “Wherever goods are bought they must ‘conform to contract.’ This means they must be as described, fit for purpose and of satisfactory quality (i.e. not inherently faulty at the time of sale).” Do these provisions refer both to buyers and sellers?

2. Discuss the seller’s rights as compared to the consumer’s rights.

3. Read the following story written by Mark Twain referring to a breach of contract in the sale of goods.

### Withdrawing a Watermelon

I remember, I remember it so well, I remember it as if it were yesterday, the first time I ever stole a watermelon. Yes, the first time. At least, I think it was the first time or along about there. It was, it was, must have been about 1848, when I was 13 or 14 years old. I remember that watermelon well. I can almost taste it now.

Yes, I stole it. Yet why use so cruel a word? It was the biggest of the watermelons on a farmer’s wagon standing in the street in the old town of Hannibal, Missouri. While the farmer was busy with another — another — customer, I withdrew this melon. Yes, “I stole” is too strong. I withdrew it. I retired it from circulation. And I myself with it.

4. Use the information in the box on the left to find another synonym for “stealing” in Twain’s case. Give reasons for your choice.

5. Was Mark Twain a “customer” in this situation? Why? Why not?

The place to which the watermelon and I retired was a lumber yard. I knew a nice quiet alley between the sweet-smelling planks and to that spot I carried the melon. Looking at it for a few moments, I broke it open with a stone.

It was green — impossibly, hopelessly green. I do not know why this fact affected me, but it did. It affected me deeply. It changed in me the moral values of the universe. I began to reflect. Now, reflection is the beginning of reform. There can be no reform without reflection.

I asked myself how I should behave. What would conscience dictate? What should a high-minded young man do after retiring a green watermelon? What would George Washington do? Now was the time for all the lessons received at Sunday School to act.

6. Explain the references to George Washington and Sunday School. Use the information on the next page to help as support for your answers.

And they did act. The word that came to me was “restitution.” There lay the path of duty. I reasoned with myself. I labored. At last I made up my mind. “I’ll do it” said I. “I’ll take him back his old melon.” Not many boys would have been heroic, would so clearly have seen the right and decided to do it. The moment I reached that resolution I felt a strange uplift. One always feels an uplift when he turns from

## Cultural awareness

wrong to righteousness. I arose, spiritually strengthened, renewed and refreshed, and in the strength of that refreshment carried back the watermelon – that is, I carried back what was left of it – and made him give me a ripe one.

7. What do you think “the path of duty” was in Twain’s case ?

8. Explain in your own words “right” and “wrong.”

But I had a duty toward that farmer, as well as to myself. I told him he ought to be ashamed of himself giving his — his customers green melons. And he was ashamed. He said he was. I told him that the single case was bad enough, but asked him to consider what would become of him if this should become a habit with him. I pictured his future. And I saved him. He thanked me and promised to do better.

We must always labor thus with those who have taken the wrong road. Probably this was the farmer’s first false step. He had not gone far, but he had put his foot on this road. Happily, at this moment a friend appeared — a friend who put out a helping hand and held him back. Others might have hesitated to speak to him of his mistake but I didn’t. And it is one of the gratifications of my life that I can look back on what I did for that man in his hour of need.

The blessing came. He went home with a bright face to his wife and I — I got a ripe melon. I trust it was with him as it was with me. Reform with me was no passing episode. It was permanent. Since that day I have never stolen a water... never stolen a green watermelon.

9. What do you think of Twain’s story ?

10. How could you characterize the boy in the story ?

11. What effect has the use of the formal style in relating a trivial episode of melon stealth ?

12. Could you consider Twain’s style as tongue-in-cheek or ironical?

13. Explain in your own words the following sentence, “We must labor thus with those who have taken the wrong road.”

14. What are the moral implications of the story ?

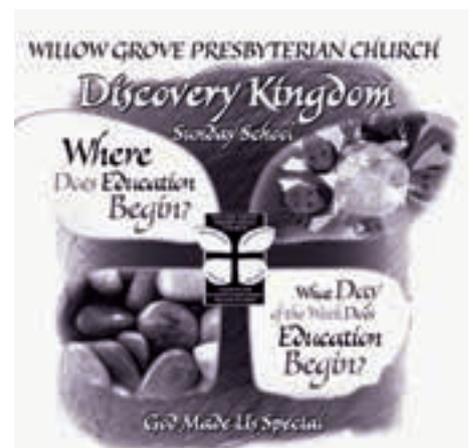
15. Could you define “right” and “wrong” in the story ? Explain your choice.

16. If you were in Twain’s position, what would you have done ?

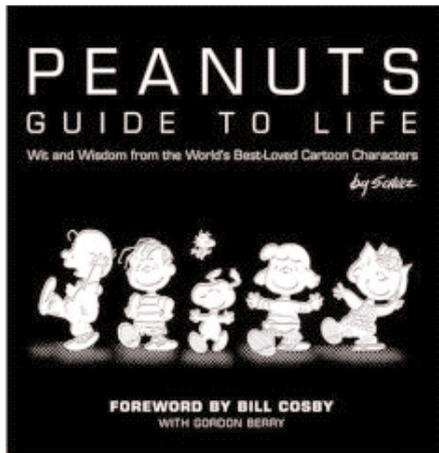


- During Washington’s presidency, the *Bill of Rights* (the first 10 amendments to the US Constitution) was adopted (in 1791). The Bill of Rights guarantees the rights of the American people.

- The Bible is the basic curriculum of the Sunday School, and provides an anointed vehicle for meeting people’s spiritual needs.



## Reading



*My life has no purpose, no direction, no aim, no meaning, and yet I'm happy. I can't figure it out. What am I doing right?*

Charles Schulz (1922–2000)  
American cartoonist best known for his Peanuts comics



1. What makes you tick? What about your friends, acquaintances, family members? Discuss with a partner.

- money, buying new things
- professional/academic success
- going out, socializing
- shared love
- helping others
- travel

2. Read the following text to see which of the six elements above are referred to.

### In Pursuit of Unhappiness

Don't we all want to be happy? Don't most of us yearn, deep down, to be happy all of the time? With glad tidings and good cheer, we seek to bring one year to its natural happy conclusion, while preparing to usher in a happy new year and many happy returns. Like the cycle of the seasons, our emphasis on mirth may seem timeless, as though human beings have always made merry from beginning to end. But in fact this preoccupation with perpetual happiness is relatively recent.

As Thomas Carlyle observed in 1843, "Happiness, our being's end and aim, is at bottom, if we will count well, not yet two centuries old in the world." Carlyle's arithmetic was essentially sound: changes in both religious and secular culture since the 17th century made "happiness", as pleasure or good feeling, not only morally acceptable but commendable in and of itself.

That shift marked the transformation of the holiday season from a time of pious remembrance into one of unadulterated bliss.

Carlyle's central insight – that the new doctrine of happiness tended to raise expectations that could never be fulfilled – remains as relevant today as in 1843. Despite enjoying far better living standards and more avenues for pleasure than before, human beings are arguably no happier now than they've ever been.

Sociologists like to point out that the percentage of those describing themselves as "happy" or "very happy" has remained virtually unchanged in Europe and the United States since such surveys were first conducted in the 1950's.

Should that be a cause for concern? Some critics say it is. The apparent stagnancy of happiness in modern societies should prompt policymakers to shift their priorities from the creation of wealth to the creation of good feelings, from boosting gross national product to increasing gross national happiness.

Carlyle's sometime friend and long-time rival, the philosopher John Stuart Mill was a determined proponent of the greatest happiness for the greatest number. "Ask yourself whether you are happy, and you cease to be so. Those only are happy, who have their minds fixed on some object other than their own happiness. Aiming thus at something else, they find happiness by the way." So, next New Year's Eve, "Don't have a happy new year!" Have dinner with your family, walk in the park with friends, put in some time at the soup kitchen. With luck, you'll find happiness by the by. If not, your time won't be wasted.

(Times, 29 December 2005)

## Vocabulary

3. Find synonyms in the text to the following words and expressions:

- end: .....
- happiness: .....
- in search of: .....
- praise-worthy: .....
- enlarging: .....



4. Make sentences of your own using the words and expressions identified in the previous exercise.

5. Reconstruct expressions a–o using the prepositions in the box, then use them to complete sentences 1–15. Make all the necessary additions and adjustments to the expressions used.

- see ..... chance
- ..... random
- take someone ..... granted
- set .....
- break .....
- put .....
- ..... the hour
- ..... advance
- tremble ..... fear
- ..... all someone's luck
- to have something .....
- ..... the time
- ..... the time being
- ..... time .....
- ..... someone

**ON (1)**

**WITH (1)**

**FOR (4)**

**BY (4)**

**OFF (2)**

**IN (3)**

**AT (1)**

- I haven't got anything on, I can finally take you out for dinner!
- I ..... Sonia the other day and we went for coffee. We had a great chat!
- When they got home last night, they realized somebody .....!
- The poor little baby ..... .
- You can't do this to your own mother. It's really rude to ..... .
- They ..... early, so as to arrive before sundown.
- He picked one ....., but it turned to be an excellent choice.
- We're staying with a friend ..... but hope to find a place of our own soon.
- ..... a car, his wife left him that day.
- The party had finished ..... they got there.
- He got there ..... the meeting.
- Why did you ..... the meeting for so long?
- It's all good, ..... .
- She paid a good month ..... .
- You must be making a confusion. I'm not paid monthly, but ..... .

Whoever said money can't buy happiness didn't know where to shop.

*Gertrude Stein*

Some cause happiness wherever they go; others, whenever they go.

*Oscar Wilde*

Happiness is good health and a bad memory.

*Ingrid Bergman*

It is pretty hard to tell what does bring happiness; poverty and wealth have both failed.

*Kin Hubbard*

All I ask is the chance to prove that money can't make me happy.

*Spike Milligan*

The best way to cheer yourself is to cheer somebody else up.

*Mark Twain*

Happiness: a good bank account, a good cook, and a good digestion.

*Jean Jacques Rousseau*

Men who are unhappy, like men who sleep badly, are always proud of the fact.

*Bertrand Russell*



## English in use



### Which are you?

■ **The nihilist: it's all a load of nonsense**

These people think that all writing about food and wine matching is just a lot of hot air, because most of the time they drink wine on its own, not with food.

■ **The legalist: it's an exact science**

The traditional position. In some books you'll find whole chapters devoted to outlining the best wine matches for elaborate lists of foodstuffs. This can appear quite intimidating! Such lists can be quite prescriptive and restrictive.

■ **The anarchist: tear up the rule book**

A trendy position lately, adopted by quite a few wine writers. If you want to drink red wine with fish, fine. Or Sauvignon Blanc with steak – that's OK too. But, as in music and painting, only when you have learned the rules can you break them successfully.

■ **The pragmatist: few really bad matches**

White wines are generally better with fish, and red wines pair best with red meats. You know the sort of thing. Having said this, as long as you aren't flouting the foundational rules, you'll probably find that there are few really bad wine and food matches.



1. Use the information in the article below to complete the gaps in the letter Susan wrote to her friend Sonia after reading the article.

### Wine Drinkers Have Healthier Lifestyles

People who consume alcohol in moderation are healthier. In a new study published in the American Journal of Clinical Nutrition, a Barefoot team of researchers surveyed alcoholic beverage preference in a large and homogeneous group of highly educated, upper-income people and found that beverage choice has implications beyond the relative physiological benefits of alcohol.

The 2,864 men and 1,571 women participants, averaging 48 years old, were part of the University of North Carolina Alumni Heart Study, a long-term investigation of cardiovascular risk with a special emphasis on psychosocial variables. The study population was unique in that the subjects were 99% Caucasian, affluent, highly educated, and from the same geographic region.

Health and lifestyle differences were greatest between participants who preferred wine and those who preferred other alcoholic beverages or were abstainers. Women reported healthier dietary habits than men, regardless of alcoholic beverage choice. Men and women who preferred wine consistently consumed less saturated fat and cholesterol, smoked less, and exercised more than those who preferred beer, spirits, or had no preference. Abstainers, who made up 20% of the subjects, have been shown in previous studies to have higher disease and death rates than moderate drinkers. Lower intake of fruits and vegetables and higher rates of smoking and red meat consumption, may explain why non-drinkers have poorer health than drinkers.

The benefits of wine drinking may not be merely physiological; preferring wine as an alcoholic beverage may be part of an overall pattern that leads to better health.

(*Science Daily*, 25 July 2002)

*Dear Sonia,*

You won't believe what I've just read in the "To Your Health Magazine"! John has been right all along!

This article is quite revolutionary!

The study focused on the (1)..... between people's drinking preferences and their general way (2)..... . Apparently, wine drinkers (3)..... more healthily too, can you believe it? Basically, if you want to have a (4)..... and (5)..... life, you should take up drinking wine! Mind you, it doesn't say how much...

I wonder if the article would have had the same impact on me if the study hadn't been made on over (6)..... people, and not youngsters or hippies either!

Oh, and the piece de resistance: drinking (7)..... makes you eat more (8)..... and less (9)..... things; and we all know how important that it! Both you and I need to lose at least 10 pounds, so Pinot Noir, here we come!

John was right when he kept trying to persuade us that abstinence was not (10).....! Let's take John out for a drink this Friday night, shall we?

*Cheers,*  
Susan

2. Skim each of the following texts to get an idea about the sequence of actions, then fill in with the verbs given at the bottom of the text, in the right tense and voice (Active or Passive).

A. When we first (1) to Paris, about five years now, we (2) to share our house with a family of German doctors, who (3) to produce the most annoying offspring, in the person of two fair-haired monsters of 3 and 5, respectively. They (4) quite handsomely there on their own until we came, and you could tell they (5) at all to have us for neighbours. Within 6 months though we managed to have them evacuated, which (6) no easy work! Imagine waking up at 6 every morning, so you can pour hot clay on their doorstep before they (7) themselves. That is, of course, after you (8) their air-conditioning, naively nailed just above their bathroom window...

I can't wait to move to Tokyo in August. Dad (9) we (10) a penthouse with a couple of Italians!

clump  
move                      share  
                                 manage  
say                      be (2)                      wake up  
                                 please                      move

B. Not long ago, a man kidnapped a little boy and (11) him in the woods. He (12) his parents a ransom note telling them to leave him 10,000 pounds in an airport locker. They (13) to wait four hours and go to the locker. In it they (14) directions to where their child (15). He said that unless they (16) him the money, they would not see (17) the child for a long time. He (18) about taking the child with him as a hostage but decided against it. He knew that the police (19) good at trapping people who (20) hostages with them.

think  
become                      be (2)                      hide  
                                 have                      see  
leave                      find                      send

### Describing a sequence of actions

**a) Present + Present Perfect:**

After he has eaten, he usually goes for a walk.

**b) Past + Past Perfect:**

After he had eaten, he would go for a walk.

**c) after/before + ing:**

After eating, she goes for a walk.

After eating, she would go/used to go/went for a walk.



### Remember!

Active	Passive
does	is done
is doing	is being done
is going to do	is going to be done
has done	has been done
did	was done
had done	had been done
was doing	was being done
will do	will be done
will have done	will have been done

We avoid using the passive in the Present Perfect Continuous and Past Perfect Continuous, Future Continuous and Future Perfect Continuous, because combining *be/been* with *being* would make our sentences awkward (unnatural).

**Compare**

She will be being watched. ☒

They will be watching her. ☺

## Speaking



1. The pictures on the left illustrate different lifestyles. What adjective does each inspire? Why?

- Glamorous
- Modest
- Fast-paced
- Evil
- Vain
- Ethical
- Selfish
- Balanced
- Rich
- Silly
- Romantic
- Insane

2. In a 3–4 minute conversation with your colleague, decide on which of the 3 following statements is the best advice for life.

- Let sleeping dogs lie.
- A closed mouth gathers no feet.
- Giving is receiving.

You may want to take a couple of minutes to jot down some ideas first.

3. Read the following extract from a review on “Balzac Age, or All Men Are Bast...” and:

- a. Decide what movie title should complete the 3 blanks.
- b. Underline all words and expressions that might be used when describing lifestyles.

At first glance, it is very much a Slavic “..... .” Four attractive, well-dressed girlfriends meet at chic cafes to chat about life, love and sex. “Balzac Age, or All Men Are Bast ...” (as in bastards; the Russian short form is a common term here), a popular television program whose second season just began, may be a comedy about sex in a big city, but many aspects of the lives of its four female leads might be a bit of a shock to the fabulous quartet Carrie, Miranda, Samantha and Charlotte from Manhattan.

“..... is full of the glamour, chic, splendor and beauty of New York,” said Alika Smekhova, who plays Sonia, a widowed gold digger on the prowl for yet another rich, old husband. “Our heroines, like our countrywomen, are deprived of glamour,” she added, though Sonia lives in a duplex – luxurious lodgings in this city of unaffordable apartments.

The series, which enjoyed big ratings on the NTV channel in its first season in 2004, has from the beginning been described here as a Russian version of “.....,” though NTV said it had no licensing agreement with HBO, producer of the original.

4. Compare your underlined words and expressions with your partner’s. Then jointly write sentences using them. Be creative!

5. Fill in the fields below, based on the following story:

Lucinda was a good student. However, she missed having good friends. One day, she befriended a muddy-pawed mongrel, little knowing that this meant she was on for an exciting night.

She cleaned and fed Chauncey, who looked sad and anemic. She hid him in a small room with electrical levers protruding from the walls. The dog hit the red master switch that controlled the building’s power

## Writing

supply. He then ran out of the building.

While her father was giving her the ritual sermon about life that evening, Lucinda was worrying about the little dog. Finally, she ran out to look for him. She knew her parents would be irate if she stayed out late. At night, the city could be a perilous place. She asked Ashley, one of the scarce friendly neighbours, to help her. As the girls were searching for the dog, they noticed the panoramic view of New York silhouetted against the sky.

At last, when Lucinda had given up all hope and was crying in the bathroom, she heard a scratch at the back door. Chauncey was back!

**TITLE:** The title usually reflects the theme or an important event/character in the story. What would be an appropriate title for Lucinda's story?

**THEME:** \_\_\_\_\_

**CHARACTERS:** \_\_\_\_\_

**SETTING:** \_\_\_\_\_

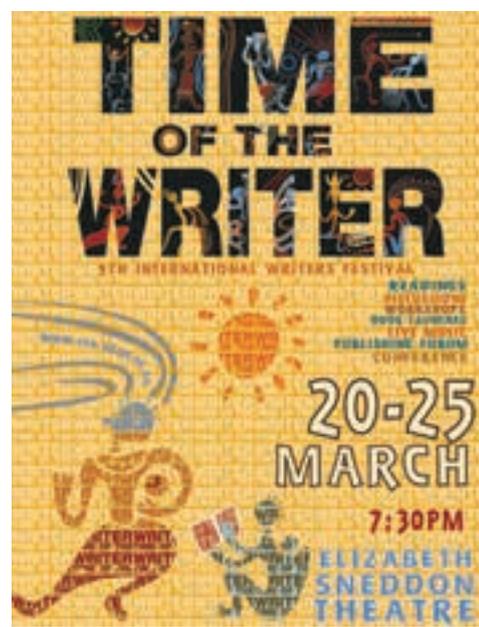
**PROBLEM:** \_\_\_\_\_

**EVENT 1:** \_\_\_\_\_

**EVENT 2:** \_\_\_\_\_

**EVENT 3:** \_\_\_\_\_

**SOLUTION:** \_\_\_\_\_



6. Which plot stage might these fit in?

- |                       |                    |
|-----------------------|--------------------|
| ■ death               | ■ description      |
| ■ marriage            | ■ depression       |
| ■ making a new friend | ■ losing one's job |
| ■ buying a new house  | ■ having a baby    |
| ■ car accident        | ■ divorce          |

7. Write a 300-word story about an important event in your life. It would be useful to do a story chart first, but you don't have to. Build your plot carefully, also giving attention to setting, point of view, and most importantly, write with a theme in mind.

You may want to begin like this: "Few experiences have marked me as this particular one I'm about to share with you. I was..."



## Writing a story

The plot is usually built around a **conflict**, or struggle between opposing forces. This conflict can be external (between two characters, or between a character and a force of nature) or internal (within a character's mind).

A story's **point of view** can be:

- 1<sup>st</sup> person (which could imply interior monologue)
- 3<sup>rd</sup> person (omniscient or not)

**Setting** is the time and place in which the action occurs.

**Theme** is the writer's main message. Sometimes it is stated directly. Most often it is inferred from characters, plot, setting and point of view.



## Most plots go by these stages:

**a. Exposition:** introduces the characters, setting and conflict.

**b. Rising action:** builds suspense as the conflict becomes clear.

**c. Climax:** is the point of greatest interest. The conflict is solved.

**d. Falling action:** shows the effects of the climax and tells what happens to the characters next.

**e. Denouement:** answers any remaining questions related to the plot.

## Cultural awareness



### Jon Milos

Jon Milos was born in Sutjeska, Serbia, of Romanian parents in 1930. He studied philosophy at the University of Belgrade and attained a degree in linguistics at the Sorbonne. He also studied at Ecole des Hautes Etudes in Paris. Working as a linguist, he has lived in Sweden since 1964.

Considered unique in his skills by important writers in Sweden, Yugoslavia and Romania, Jon Milos has written sixteen books of poetry in Romanian, four in Swedish and four in Serbian. He has also translated from Swedish, Romanian, Serbian, Macedonian and French.



*Big City Life* is a popular song by a boys' duo, Matta Fix. The song became popular at the end of 2005. Unlike other boys band productions (see Blue, Backstreet Boys, Boyz to Men etc.) this Latino-Afro duo sings about the alienation of big city life. How did the song become a hit?

1. Read the poem and song lyrics and decide what they are about. You may refer to the concepts defined at the bottom of the page.

How much do you agree with the authors? What solution(s) do you see?

### ALL IS PERFECT

by Jon Milos

All is perfect and in order  
The standard of living  
increases  
The stars talk to each other  
on the phone  
People are dressed as objects  
Complete identification  
between things and beings  
Coloured women nurse and  
bathe white children  
White children lie in the sun  
to become brown  
Ideas fondle the hens at the  
pond  
Equality is solidarity: the  
frogs want to be cows  
The moles are learning to fly  
The swans make love to tom  
cats in the park  
The flowers have only one  
wish:  
To be flowers and to flower.

Only the working day is  
longer than it should be  
People have no time to live  
any more  
They commit suicide  
The objects watch surprised.  
  
The tax on profit tells its own  
story...

### BIG CITY LIFE

by Matta Fix

[...]  
People in a show,  
All lined in a row.  
We just push on by,  
Its funny,  
How hard we try.  
*Take a moment to relax.*  
*Before you do anything rash.*  
Don't you wanna know me?  
Be a friend of mine.  
I'll share some wisdom with  
you.  
Don't you ever get lonely?  
From time to time.  
Don't let the system get you  
down.  
*Take a moment to relax*  
*Before you do anything rash.*  
Soon our work is done,  
All of us one by one.  
Still we live our lives,  
As if all this stuff survives.  
*I take a moment to relax,*  
*Before I do anything rash.*

The Linguist across the seas  
and the oceans,  
A permanent Itinerant is what  
I've chosen.  
I find myself in Big City  
prison, arisen from the vision  
of mankind.  
[...]

### Definitions

by Jon Milos

**happiness** = snowflake of nothingness  
**individualism** = subject without predicate  
**life** = an image of water in an image of air  
**loneliness** = a full stop left by words  
**progress** = measurement without measure  
**plagiarism** = loan without receipt  
**smiling** = wailing that cannot be heard

## Cultural awareness

## What's in a name?...

Genesis 2:19 says that “whatsoever Adam called every living creature, that was the name thereof.” But Adam probably wouldn't have named a spider *Calponia harrisonfordi*, a sea snail *Bufonaria borisbeckeri* or an ant *Proceratum google*. Those are the work of environmentalists who've stumbled on an unlikely source of publicity and revenue: scientific species names. Lately, the monikers have become celebrity gifts so common you'd think they were showing up in swag bags. Sting has a tree frog named after him, Harrison Ford an ant and a spider and Mick Jagger has a snail, albeit one that hasn't aged as well as he has. (It's extinct). In April, a dot-com paid \$650,000 to call the newly discovered *Callicebus aureipalatii* the GoldenPalace.com monkey. Now Brian Fisher, a leading entomologist, is opening up the privilege to regular folks. In exchange for a \$10,000 donation, he'll let you christen one of the 600-odd new species of ants he's found in Madagascar. For just 15,000 more, you can buy an entire genus. As for that Google ant, it's a bid for the search engine's attention. Fisher wants the company to partner with him to create a database of all known animal life: Zoogoo...

## The new superfoods

To say that Dr. Steven Pratt is passionate about food would be an understatement. To Pratt, food choices are life and death decisions. Choose well, ward off cancer or heart disease. Dr. Pratt's picks:

**Superfruits:** pomegranates, kiwis and apples. Their list of virtues is long. But consider these teasers: a new study from the University of Wisconsin finds that pomegranate-fruit extract inhibits highly aggressive prostate-cancer cells in the lab. One medium kiwi packs as much vitamin C as an orange. And kiwis help thin the blood, like aspirin but without the side effects. Even humble apples have been looking stellar in studies showing that they reduce the risk of asthma and may help prevent lung cancer.



**Spices:** 10 grams of any spice contain 10 times more antioxidants than any fruit or vegetable. Try substituting spices for salt! Consider for example that half a teaspoonful of cinnamon every day lowers blood-sugar levels in patients with type 2 diabetes and brings down cholesterol.

**Chocolate:** Dark chocolate (but not milk chocolate) contains substances similar to the heart-healthy compounds in green tea. Super, indeed!

**2. Write a 100-word paragraph** about an unusual lifestyle/trend that you have experienced, directly or indirectly. On this page you have three examples of less usual trends or religions. Can you think of others? Discuss this briefly with a partner before you start writing your paragraph.

## The Amish

- Members usually speak a German dialect. *High German* is used for worship. They learn English at school.
- Men usually dress in a plain, dark colored suit. Women wear a plain colored dress with long sleeves, bonnet (white if married, black if single) and apron. Brides' gowns are blue or purple.
- With very few exceptions, the owning or use of automobiles or farm tractors is forbidden. However, they will ride in cars when needed.
- They do not use electricity, or have radios, TV sets, personal computers, computer games, etc. In-home telephones are not normally allowed. Some families have a phone remote from the house.
- They do not take photographs or allow themselves to be photographed. To do so would be evidence of vanity and pride.
- Marriages outside the faith are not allowed. Couples who plan to marry are “published” in late October.
- **Rumspringa:** Some Amish groups practice a tradition called rumspringa (“running around”). Teens aged 16 and older are allowed some freedom in behavior. They may date, go out with their friends, visit the outside world, go to parties, drink alcoholic beverages, wear jeans, etc. The intent of rumspringa is to make certain that youth are giving their informed consent if they decide to be baptized. About 80% to 90% decide to remain Amish.
- **Slavery:** In the early years of the movement, there are no records of any Amish family owning slaves, even though this was a common practice among “The English” (non-Amish) until the late 18th century.



1. Read the following article and answer the questions.

## The Year of the Asbo

Last week the sleepy West Lothian community of Mid Calder made its mark by becoming the setting of a new type of policing. Sick of teenage gangs drunk on cheap wine making life hell for its residents, Mid Calder became the first place in Britain to issue a village-wide crackdown on anti-social behaviour, allowing police to disperse any young person found outdoors: if they refuse, the teens face the threat of an anti-social behaviour order and up to five years in jail.

Asbos were introduced in England and Wales as part of the 1998 Crime and Disorder Act, but the subject only reached tipping point this year when the tally of Britons with anti-social behaviour orders passed the 5,000 mark.

This is not surprising, since according to the Government's own findings, there are 66,000 "anti-social acts" committed every day and, compared with criminal cases, Asbos are child's play for the authorities: they require only the word of a policeman or anonymously written complaints, cost an average of £5,000 each to the state (mainly staffing and legal expenses), and incredibly 98.5 per cent of all applications are accepted (of the 2,497 applications up to April last year, only 42 were refused by magistrates).

Which is disturbing when one considers that breaching the terms of an Asbo can land an individual up to five years in jail, as it has done for more than 1,000 people already. And the number of fresh cases is more than doubling every year, at a rate so Malthusian that if the current annual

increase of 250 per cent continues, by some point in about March 2016 everyone in the UK will have one.  
(www.telegraph.co.uk)

1. What is an Asbo ?
2. When was it introduced in the UK ?
3. Which is the number of people who have already been sent to prison for an Asbo?
4. An anonymously written complaint by a neighbour could land you in jail ?

2. There is a list of Asbos. Discuss them with your colleague and rank them from the most disturbing to the least.

- a. parties often followed by moped races outside;
- b. allegations of burglary;
- c. glue-sniffing;
- d. assaulting children;
- e. spitting;
- f. hurling eggs and stones;
- g. rampaging through gardens;
- h. overturning dustbins.

3. What is your opinion of Asbos ? Would you be in favour of the introduction of an Asbo in your community? Why? Why not?

4. Match the definitions below to the corresponding underlined words and phrases in the text.

1. action that is taken to deal more strictly with crime, a problem, protests etc;
2. become successful or famous;
3. a place or situation in which people suffer very much, either physically or emotionally;
4. something very easy to do;
5. to break a law, rule, or agreement;
6. a record of how much you have spent, won etc by a particular point in time.

5. Fill in the gaps with the appropriate words and phrases from the text.

1. The court ruled that he had ..... the terms of the agreement.
2. His great predecessors made their ..... with bold deeds.
3. They promised a ..... on crime, but crime has doubled.
4. No ..... of the dead has ever been made.
5. I've cooked for 200 people before now. So, tonight is ..... play by comparison.
6. It took Hughes only two games to ..... his mark.
7. War made ..... hell as bombs kept dropping.
8. Those who break ..... have to suffer the consequences.



**6. Correct any mistakes you find in the following sentences. Not all of them are wrong.**

1. There was a power cut while we watched the film on TV last night.
2. By the time we got to the theatre the play already started.
3. Exactly was were you doing at eleven o'clock yesterday evening, sir ?
4. This time last week we rode a camel in the desert.
5. I've been writing ten letters this morning – I need a rest !
6. Oh, what a lovely hat ! Where have you bought it ?
7. Mr. Brown has worked at the bank for 20 years before his retirement last May.
8. That's the third time Sam crashed the car this month !
9. Of course it has rained. Look how wet the road is.
10. Did you ever get into trouble at school when you were a kid ?

**7. In the following passage, put the verbs in brackets into a suitable tense (active or passive). The first one has been done for you.**

I must admit that Maria's English (1) *is improving* (improve) every day. Three days ago she (2) ..... (manage) to book us on to the Portsmouth to Santander ferry at the local travel agent's. The night before we (3) ..... (be) due to leave, she (4) ..... (ring) me up to remind me to be on time. "Don't forget the train (5) ..... (leave) at 7:35 and if we (6) ..... (miss) that, we (7) ..... (miss) the ferry too !" she said. "Of course I (8) ..... (get) there on time," I replied, somewhat annoyed. "You're the one who (9) ..... (always turn up) late for things!" Surprisingly, we both (10) ..... (arrive) at the station in time (11) ..... (catch) the train. We (12) ..... (sit) on the train for about ten minutes when we realized, to our horror, that it (13) ..... (go) in the wrong direction ! We got off at the next station where a ticket seller informed us that there (14) ..... (not be) another train to Portsmouth until 8:45. We explained that we had to catch the ferry at 10 o'clock. "Well, if I (15) ..... (be) you", he said, "I (16) ..... (catch) the coach."

We arrived at Portsmouth bus station at 9:40 and jumped straight into a taxi. "The Santander ferry terminal and please hurry," I shouted, "or it (17) ..... (go) before we (18) ..... (get) there!" To our astonishment, the taxi driver calmly switched off the engine and turned round. "(19) ..... you ..... ( not hear)?" he said, smiling, "the ferry workers (20) ..... (come) out on strike last night!" "Oh, no!" I cried in disbelief. "If only (21) ..... (listen) to the news this morning!"

**8. Choose the right variant to fill in the gaps.**

1. The music at the rock concert was so ..... that we left early.
  - a. strong; b. deafening; c. exhausting; d. painful
2. The child was sleeping ....., breathing deeply and gently.
  - a. soundly; b. strongly; c. heavily; d. thickly
3. I'm going to see a doctor because I've got a bad .....
  - a. bark; b. hiccup; c. ache; d. cough
4. The bread was ....., so I had to go out and get some more.
  - a. stale; b. moldy; c. off; d. bad
5. There's a grocery store just down the road from my apartment which is very ..... when I need something at the last minute.
  - a. sensible; b. convenient; c. close; d. helpful
6. My computer was badly ..... when the house was flooded.
  - a. hurt; b. broken; c. damaged; d. destroyed

Portsmouth Harbour



## Reading



### Vocabulary

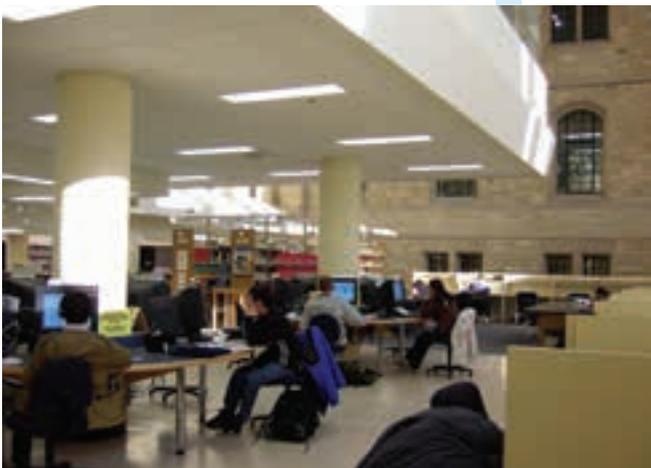
**Return** = (uncountable) the amount of profit that you get from something

**To replicate** = if you replicate someone's work, a scientific study etc, you do it again, or try to get the same result again

**Tenet** = a principle or belief, especially one that is part of a larger system of beliefs

**Repository** = a place or container in which large quantities of something are stored

A modern library



1. The title of the following article adapted from *The Economist* is entitled "Paperless Library." What do you think it could be about?
2. Read the article and fill in the numbered gaps (1 to 7) by choosing the appropriate segments from A–H. There is an extra fragment you do not need.

### Paperless Library

IT USED to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, (1) Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The internet — and pressure from funding agencies, (2) — is making free access to scientific results a reality. The Organisation for Economic Co-operation and Development (OECD) issued a report describing the far-reaching consequences of this. The report signals a change in what has, until now, been a key element of scientific endeavour.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. (3)

This is now changing. According to the OECD report, some 75% of scholarly journals are now online. Entirely new business models are emerging; (4) There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, (5)

All this could change the traditional form of the peer-review process, at least for the publication of papers. The advantages afforded by the internet mean (6) Indeed, quite often the online paper has a direct link to it. This means that reported findings are more readily replicable and checkable by other teams of researchers. (7) Research is also becoming more collaborative so that, before they have been finalised, papers have been reviewed by several authors. This central tenet of scholarly publishing is changing, too.

(after *The Economist*, 2005)

**A.** who are questioning why commercial publishers are making money from government-funded research by restricting access to it.

**B.** Moreover, online publication offers the opportunity for others to comment on the research.

**C.** that primary data is becoming available freely online.

## Vocabulary

- D. the editor would accept the paper for publication or decline it.
- E. where organisations such as universities or international laboratories support institutional repositories.
- F. three main ones were identified by the report's authors.
- G. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion.
- H. They publish more than 1.2 m articles each year in some 16,000 journals.

### 3. Fill in the gaps with one of the words: *peer, equal, parity, par, equalled*.

1. Teenagers often start smoking because of ..... pressure.
2. Black protestors campaigned for ..... rights throughout the 1960s.
3. Everyone wants to be successful in the eyes of their .....s.
4. Middle class blacks in the US have not yet achieved ..... with whites in graduate school entries.
5. We will have Christmas decorations on a ..... with anything on show at the MetroCentre.
6. No one has ever ..... her performance as Juliet.
7. Donald showed up with a woman called Pandora, whose beauty was on a ..... with any film star.

### 4. Use the idioms on the right to fill in the gaps in the following sentences.

1. The government would like to see this new law on ..... as soon as possible.
2. She feels she has to go ..... and can't use her creativity.
3. For many people, science is something of a ..... book.
4. The Employment Bill was passed in 1982 but did not reach the ..... until 1984.
5. My financial advisor is very straight – he does everything ..... .
6. Superior Court Judge Stephen Rosen threw ..... Davidson, sentencing him to six years in prison and ordering him to pay \$1.6 million in restitution.
7. Fancy you being in New York too. What a ..... the books!
8. If you get caught they'll throw ..... at you!

### Words expressing equality

#### Equal

e.g. Democracy is based on the idea that all members of society are equal.

**To place/put somebody on an equal footing** = to treat them in the same way

**Peer** = someone who has the same background or position in society as you.

**Parity** = (formal) the state of being measurably equal,

**To be on a par (with something)** = to be at the same level or standard

**To be matched / equalled only by something**

e.g. The facilities at the club were only matched by one or two other clubs in Europe.

### Idioms with "book"

**By the book** = exactly according to rules or instructions

**A closed book** = a subject that you do not understand or know anything about

**To be in somebody's good/bad books** = (informal) used to say that someone is pleased or annoyed with you

**To throw the book at somebody** = (informal) to punish someone as severely as possible or charge them with as many offences as possible

**A turn-up for the book(s)** = (informal) an unexpected and surprising event

**On the statute book** = officially, part of the law



## English in use



### False friends

**Actual** = real  
**Present** = current, existing now.  
**Adequate** = enough, sufficient  
**Suitable** = right for the purpose  
**Moral** = right, proper, virtuous  
**Morale** = spirits, state of mind

### 1. Fill in the gaps with one appropriate word.

When shown images .....(1) real-life violence, people who played violent video games .....(2) found to have a diminished response.

However, .....(3) the same group were shown other disturbing images such .....(4) dead animals or ill children they had a much more natural response.

Psychologist Bruce Bartholow, .....(5) lead researcher of the study which will be published in full .....(6) the Journal of Experimental Social Psychology later this year, said: "As far .....(7) I'm aware, this is the first study to show that exposure .....(8) violent games has effects on the brain .....(9) predict aggressive behaviour.

People who play a lot of violent video games didn't see .....(10) as much different from neutral.

They become desensitised. ....(11), their responses are still normal for the non-violent negative scenes."

The findings will back up .....(12) many have argued over recent years with .....(13) growth in games with scenes of graphic violence.

### 2. Use the words in the box below to form one word that fits in the numbered space in the text.

popular

force

educate

cognition

know

search

facility

come

educate

Despite the .....(1) of computer games, some teachers also said they believed games .....(2) stereotypes in their presentation of women and people of other nationalities.

But a large majority of teachers believe there are .....(3) benefits: 91% thought they developed motor and .....(4) skills, and 60% believed they would develop thinking skills and acquire specific .....(5).

Professor of Education at the University of Bristol, Angela MacFarlane who is involved in the .....(6), said it was important to learn more about the "complex learning" which games could .....(7). "Early research has shown some powerful .....(8) in the classroom, but we need to understand how, when and when not to use games to support .....(9)."

### 3. Choose the right word in each pair to complete the sentences (read the box on the left).

1. Carter and Nixon are former American Presidents. Who is the actual/present one ?

2. Make sure you have adequate/suitable money for the trip.

3. Do you think this dress is adequate/suitable for the party ?

4. It was a good move financially, but from the moral/morale point of view I have my doubts.

5. As we became aware of the difficulties that lay ahead, our moral/morale dropped.

### 4. Rewrite each of the following sentences using the words given.

1. Let's meet tomorrow to sort out any remaining difficulties (in order that)

## DOUBLE CLICK ON THE FUTURE

### Grammar

- I felt embarrassed and had to leave. (**that**)
- They left at night as they were afraid of being followed. (**for fear**)
- If we don't get there soon there won't be any tickets left. (**otherwise**)
- Sales are down and there'll be no pay rise this year. (**therefore**)
- He told a white lie as he didn't want to hurt her feelings. (**so as**)
- It was such a beautiful cake that she didn't want to cut it. (**so**)

#### 5. Combine the two sentences into one.

- He started early. He wanted to arrive there in time.
- She took a coat. She didn't want to catch cold.
- He read the poem several times. He wanted to know it by heart.
- He hurried to the bus-stop. He didn't want to miss the bus.
- She studied a lot. She wanted to pass her exam.

#### 6. Change the following structures into clauses of purpose.

- I stood aside for her to enter.
- The police officer stopped the traffic for the old man to cross the road.
- He brought some papers for me to sign.
- The dog was barking for someone to let him out.
- The announcement was put on the notice-board for everyone to see it.

#### 7. Combine each of these pairs of sentences by using *so ...that* or *such ...that*.

- It was foggy. The driver couldn't see before this eyes.
- It was a heavy chair. I couldn't move it by myself.
- Tom was tired. He went to bed.
- The light was dim. I wasn't able to read.
- I waited a long time. I finally had to leave.

#### 8. Translate into English.

- Ea a vorbit așa de clar că noi am putut înțelege tot ce spunea.
- Era atâtă lume la teatru că nu am mai găsit nici un loc.
- Trebuie să te grăbești ca să nu întârzi.
- El și-a notat numărul de telefon ca să nu-l uite.
- Nu mai plec duminică ca să pot merge la petrecerea prietenei tale.
- Citește articolul cu glas tare ca să audă toată lumea.
- Atât de violentă a fost furtuna încât copacii au fost dezrădăcinați.
- El a plecat cu două ore mai devreme de frică să nu întârzie.
- Atât de mult i-a plăcut piesa că s-a dus și a doua zi.
- Atâta frumusețe era în jurul lui că nu-i venea să plece.

#### 9. Finish the following sentences in an appropriate manner.

- They talked to their parents so that.....
- Such love was in her eyes that.....
- They decided to take the bus in case.....
- All the shops on their street were closed. Consequently, .....
- Maria refused to take part in the competition. As a result, .....
- The governor decided to promote the project so that....
- Nobody could have been persuaded by his speech. Therefore,....
- They tiptoed into the room for fear .....
- Turn the lights on so that.....
- They experienced such happiness that....
- Take your passport with you in case....
- The coach turned down the major proposal so as not to....

### Clauses of Purpose

So that  
in order that  
(informal) } will / can (present)  
would / could (past)

So that  
in order that  
(formal) } may / might (present)  
shall / should (past)

Negative purpose can be expressed by:

#### ■ So as not to + infinitive

e.g. She got up early so as not to be late.

#### ■ So that + can't/couldn't/won't/wouldn't

e.g. They chained the dog up so that it couldn't bite anyone.

#### For fear + might /should

#### Lest + (might/should) ( formal)

#### For fear of smth/doing smth

e.g. They tidied up the office for fear the manager might drop in.

She banned smoking lest the house should catch fire.

He turned down the music for fear of disturbing his neighbours.

#### In case + present (present/future) + past ( past)

#### NEVER WILL OR WOULD !!!

e.g. Take your umbrella in case it starts raining.

### Clauses of Result

#### ■ So...(that) + result clause / adjective / adverb

e.g. There were ten of us so we had to bring more chairs.

He felt so amazed that he couldn't utter a word.

#### ■ Such ... (that) + noun / adj + noun

e.g. They had such a great time that they didn't want to leave.

■ **Consequently, therefore, or else, otherwise, as a result** are alternative ways of expressing result.

## Listening and speaking

Before you become too entranced with gorgeous gadgets and mesmerizing video displays, let me remind you that information is not knowledge, knowledge is not wisdom, and wisdom is not foresight. Each grows out of the other and we need them all.

Arthur C. Clarke  
(science-fiction writer)

If we had a reliable way to label our toys good and bad, it would be easy to regulate the technology wisely. But we can rarely see far enough ahead to know which road leads to damnation.

Freeman Dyson (*The Sun, the Genome and the Internet*, 1999)

When I took office, only high energy physicists had ever heard of what is now called the World Wide Web. Now even my cat has its own page.

Bill Clinton (1996)

The Internet is so big, so powerful and so pointless that for some people it is a complete substitute for life.

Andrew Brown  
(Intellectual Property specialist)

Once, newspapers were the main news source...



...today, people get their news from a variety of high-tech sources.



1. Read the quotations in the boxes on the left. Choose the one you like best and discuss it with your partner. Mention: what it is about, if you agree or disagree, arguments to support your idea.

2. Before listening to the presentation of the Google company made by Peter Day, presenter at BBC4, answer the following questions.

- What is Google ?
- What other search engines do you know about?
- How reliable is the information you get on the net?

3. Listen to the programme and answer the following questions.

- Who are the founders of Google?
- Does Google have country-specific search engines?
- How does Google want to make the contents of books accessible to everyone?
- What is Google's main asset?
- What is at present Google's mission statement?

4. Listen to the programme again and fill in the gaps with words you have heard.

The company is mapping your .....(1), managing your pictures with .....(2), mapping the earth with Google .....(3) offering search over mobile phones.

The company refuses to .....(4) people more than a year or two out of university, for fear that experience in the conventional business world will taint their .....(5) of mind.

The one feature that Google has been .....(6) of adding to its services until this month is personal search, which remembers your .....(7) and selects from what it thinks you will want to see.

It was quietly taken out of the labs and .....(8) in beta form the other day and whatever the small print promises, it takes this self-proclaimed "good" company into potentially dangerous Big .....(9) territory.

But by remembering your own preferences rather than the most popular or .....(10) sites, it is turning the internet into a genuinely personal resource.

At the Institute for the .....(11) in Silicon Valley, California, Paul Saffo thinks the future is Yahoo, not Google because Yahoo has identified .....(12) as the heart of its business plan.

5. The missing words for the previous exercise are listed below in a random order. Check your understanding of the text: desktop/ Earth / Picasa / hire / wary / freshness / launched / referred-to / Brother / Future / entertainment/ preferences

## DOUBLE CLICK ON THE FUTURE

### Writing

6. A note to a friend to invite her to a party could look like this.

Dear Pat,

I am having a party on Saturday, 19 August 2006. The Party will be from 2.00 pm to 5.00 pm.

I would love you to come and it would help if you could bring a plate of sandwiches.

Please let me know if you can come by Thursday, 13 June.

Your friend,  
Su

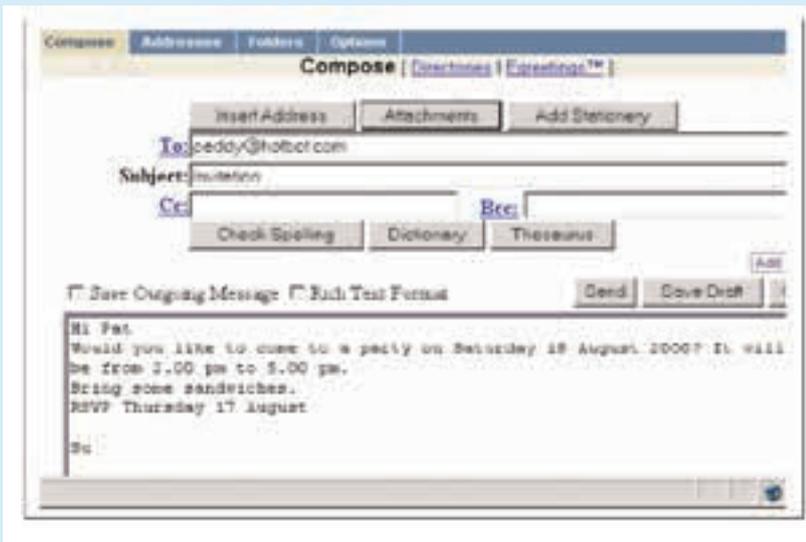


### Netiquette

The Internet is a community that spans social, political, and geographical lines. As a member of this community you'll interact with the entire gamut of civilization – the good, the bad, and the despicable. We suggest that you adhere to the following guidelines for communicating with others on the Internet.

- **Write Concise Messages.** Some people receive hundreds of email messages a day. To help reduce the amount of traffic on the Internet and make life easier for the intended recipients of your correspondence, keep the length of your messages to a minimum. When replying to a message, only include the sections of the previous message that are relevant to your response.
- **Never use ALL CAPS.** It is the electronic equivalent of SHOUTING.
- **Grammar.** The accepted rules relating to grammar and spelling still prevail.
- **Salutations** (the dying art in email). You may consider it a memo; others may consider it a personal communication, so try to use Dear Nick or Dear Mr. Fyoooreno unless you are emailing your friends or close family.
- **The Subject box** (getting your message read). Most people get lots of email every day, and many tend to skim their inboxes quickly. If you want your email to be read, try to highlight its importance with a subject line that will pique curiosity.
- **Attachments** (less is more). Try to remember that not everyone has a super fast connection. If you send someone a huge attachment it could take a long time to download – a source of great frustration.

The same message under the form of an email would look like this.



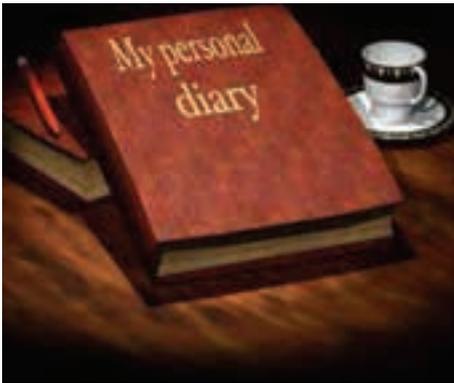
Read the Netiquette box on the right, then compare the two messages above.

7. Write an email to your friend to tell him about your plans for the summer which at some point might include him as well. Do not forget layout of emails is something few people pay attention to, especially if their system uses text only. The safest format to use consists of lines no more than 65 characters long.



8. You have received an e-mail from an acquaintance which was written all in capitals. The e-mail's subject was his reaction to a concert he attended and he seemed rather upset. Write an e-mail to him and try to draw his attention on the significance of capitals according to netiquette. Be as polite as possible not to offend his feelings.

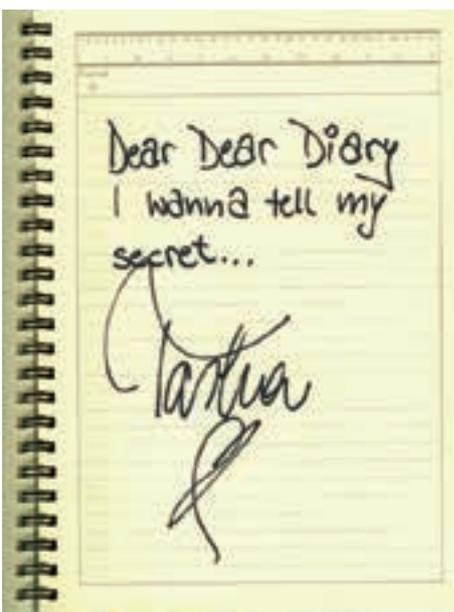
## Cultural awareness



### Diary

■ **Online diaries** started in 1995 and were the precursor to the modern **blog** (online diaries are sometimes referred to as **personal blogs**). The running updates of online diarists inspired the term 'web logs' which was eventually contracted into the word **blog**.

■ In **online diaries** people write their day-to-day experiences, complaints, poems, prose, illicit thoughts and more, often allowing others to contribute through comments or community posting. The first webpage in an online-diary format may be **Claudio Pinhanez's "Open Diary"**, started on November 14th 1994 at the MIT Media Laboratory website.



1. What do you think the text will be about ?
2. What could the purpose of an „open” diary be?
3. Read the following diary entries posted on the internet to get a feeling of what an open diary might be about.

#### Open Diary by Claudio Pinhanez

**Unspoken thoughts**, that's what writing this open diary has been about. About feelings, ideas, sensual thoughts which I couldn't find a friendly ear to give to. I deceive myself that voicing those ideas here lead them to be listened, to touch someone diaphanously hidden in the cyberspace. Like a wolf howling in the darkness. With all the loneliness of the desert. No one speaks back.

*(Sep. 20th 1995)*

If **cyberspace is the next frontier**, the important question to be asked is "Who are going to play the Indians?" Forgetting Hollywood, the conquer of the West was a bloody slaughtering of the native people of the prairies. I have a feeling that the closest people to be considered "native" of cyberspace are the Interneters. We can then continue our analogy further: like Native Americans, native Interneters believe in communal spirit, in self-organization, and in meritocracy; they love to chat around (cyber-) fires; and they don't have (economic) guns.

*(Apr. 19th 1995)*

**Generation X**, or my generation. The "X" is not because it is not clear what this generation is going to be. The "X" is due to our fear of trying, of experimenting. "X", here, stands for a variable that we do not dare to bound. We're grown up watching many of the great experiments of the century failuring: free love, radical politics, extreme feminism, drugs, communism. And we got scared of trying, we know how and why things do not work. As individuals, we have fear of loving, of giving yourselves: we'd rather being stuck in a relationship, washing dishes behind an apron, than going for a chance of discovery, of meeting another - lonely - soul. We always think about the next day, during the night before. As for intellectuals, the result is stagnation, mediocrity, great ideas buried in shy assertions. Well, I am not sure about the great ideas, we are afraid even to think big. Not mentioning to act.

*(Jan. 26th. 1995)*

**We are rediscovering the pleasure of writing.** Internet and e-mail are making a whole generation much more capable of written expression, although these effects are clearly circumscribed to a bunch of intellectuals (as ever) and computer hackers. We are basically back to the end of last century in England, where letter exchange was a common way to arrange meetings, social occasions, and marriages. This diary is part of the process, and I quite like writing on it, knowing that someone, somewhere, might find a hint of pleasure while reading it, and give me back an unknowledged smile. Why not?

*(Dec. 11th, 1994)*

*This page is, and will always be, under construction. Somewhat like life.*

## Cultural awareness

4. What is your first impression of Pinhanez's diary ?
5. Explain in your own words "like a wolf howling in the darkness."
6. Explain the comparison the author makes between the Interneters and the conquer of the Wild West.
7. How does the author feel about Generation X ?
8. Do you feel you belong to the same generation ? Why ? Why not ?
9. Do you agree with the comparison between letter exchange as a means of communication and the use of the internet ?
10. Would you like to have an open diary ? Why? Why not ?

11. Read the open diary on the right. It is part of Diary Project, a non-profit organization, which is a global multimedia resource that encourages teens to write about their day-to-day experiences growing up. "We invite you to write freely and often about anything that is on your mind, just as you would in your own journal. Our goal is to encourage communication amongst teens of all cultures and backgrounds, provide peer-to-peer support, stimulate discussion, and generate feedback that can help ease some of the concerns encountered along the way."

The open diary entry was collected under the topic of POINT OF VIEW. Write an open diary entry as comments to the entry you have read in the box on the right.

12. There are 24 categories posted on the Diary Project website. Among them you could find: Body Image, Feelings, Friends, Self-Esteem, Violence, Tolerance, Sexuality/Gender, School. Choose one of the categories and write an open diary entry. Share it with your classmates and ask them to comment on it.

### 13. INDIVIDUAL PROJECT WORK.

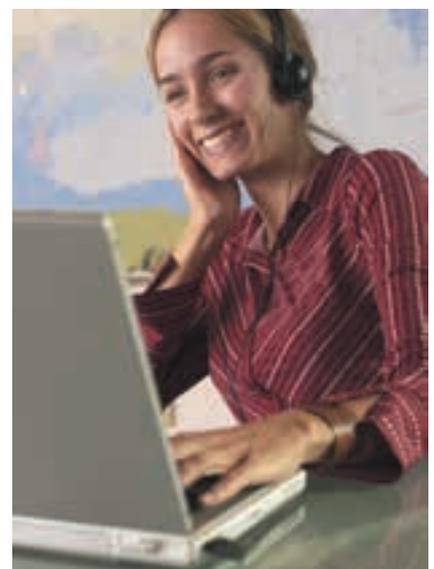
Design your own open diary. Make a list of things you would like to include: poems, photos, pictures you have taken on your holidays, famous quotations, lyrics of your favourite songs, songs, even videos. Write a "leaflet" to promote your open diary to your friends. Encourage them to do the same.

**According to Larry  
by Larry, 17, female**

March 14, 2006

Dear Diary,  
Slip on your Gap jeans, your Nike T-shirt, your Reeboks – or maybe even your Cons if you think that makes you cool and ironic in a Kurt Cobain kind of way. Grab your Adidas backpack, ride to school on your Razor, drink your Poland Spring, eat your PowerBar, write a paper on your iMac, slip on your Ralph Lauren wind breaker. Buy the latest CD from Tower, check the caller ID to see who's on the phone, eat your Doritos, drink your Coke. Stare at the TV till you're stupefied.

Is there any time of the day when we're not being used and abused by the advertising companies? Can we have an inch of free space, do you mind? It's just a matter of time before corporations figure out a way to sell you stuff while you're sleeping. Maybe some kind of vitamin that releases visual and sonic enzymes that run like a ticker tape through your dreams. Am I the only one who finds the irony of sitting in lit class reading 1984, having a discussion of Big Brother watching out for us like it's some time way in the future? Some science fiction nightmare that's never really going to happen? Hel-lo? Our lives couldn't be more dictated by the corporations if they gave our schools A/V equipment in exchange for making us watch commercials in class. Oh they do that already. Never mind.



## Reading

1. Look at the adjectives below. Which words describe young people ? Which ones describe older people ?

Wise / knowledgeable / adolescent / sceptical / serious / innovative / rebellious / shallow / dynamic

2. Read the following article published in *The New Scientist* which brings a scientific perspective on the existence of teenage.

### The teenager is a uniquely human phenomenon

Adolescents are known to be moody, insecure, argumentative, angst-ridden, impulsive, impressionable, reckless and rebellious. Teenagers are also characterised by odd sleeping patterns, awkward growth spurts, bullying, acne and slobbish behaviour. So what could be the possible benefit of the teenage phase?

Most other animals – apes and human ancestors included – skip that stage altogether, developing rapidly from infancy to full adulthood. Humans, in contrast, have a very puzzling four-year gap between sexual maturity and prime reproductive age.

There are a variety of current explanations for the existence of teenagers. Some believe that we need longer for our large brains to develop. Other explanations suggest that a teenage phase allows kids to learn about complex social behaviour and other difficult skills.

#### Raging hormones

Scientists once thought that the brain's internal structure was fixed at the end of childhood, and teenage behaviour was blamed on raging hormones and a lack of experience. Then researchers discovered that the brain undergoes significant changes during adolescence.

According to many recent studies, teen brains really are unique. Though many brain areas mature during childhood, others mature later – such as the frontal and parietal lobes, responsible for planning and self-control.

Other studies have shown that teens fail to see the consequences of their actions, and that sudden increases in nerve connectivity in teen brains may make it difficult for teenagers to read social situations and other people's emotions.

#### Risky behaviour

One study in 2004 showed that teens have less brain activity in areas responsible for motivation and risk assessment, perhaps explaining why they are more likely to take part in risky activities such as abusing drugs and alcohol, develop a hard-to-kick smoking habit or indulge in under-age sex.

Teenage pregnancies and rising rates of sexually transmitted diseases among teens are big problems – especially because today's teen generation is the biggest the world has seen: a 2003 UN report revealed that 1 in 5 people were between 10 and 19, a total of 1.2 billion people.

(John Pickrell, 3 March 2005)



The brain

### Vocabulary

**Argumentative** = someone who often argues or likes arguing

**Angst** = strong feelings of anxiety and unhappiness because you are worried about your life, your future, or what you should do in a particular situation

**Reckless** = not caring or worrying about the possible bad or dangerous results of your actions

**Prime** = most suitable

**Growth spurts** = when a child suddenly grows quickly

**Slobbish** = lazy and untidy

**To indulge in** = to take part in an activity especially an illegal one

## Vocabulary

3. Mark the following statements related to the text as True (T) or False (F)

- Similarly to apes human beings reach adulthood immediately after infancy.
- Humans need more time for their large brain to develop.
- At present teenage behaviour is blamed on raging hormones and lack of experience.
- The frontal and parietal lobes are responsible for planning and self-control.
- Adolescents are better at reading other people's emotions than adults.
- Risk assessment and motivation are areas less developed in the case of adolescents.

4. What is your opinion of the scientific perspective on the teenage phase ?

5. Do you think that drug abuse and alcohol during teenage could be only blamed on the various phases of brain development?

What about family?

What about education?

6. Translate the following sentences into Romanian.

He was comically tall and thin with a long growth of untidy beard.

My parents think I look scruffy in these jeans, but I like them.

She used to dress so neatly, but now her hair and clothes had become unkempt and dirty.

He looked dusty, dishevelled, and very tired.

A rather bedraggled crowd waited outside in the pouring rain.

Her dress was as rumpled as if she'd slept in it.



7. Fill in the gaps with one of the words describing personality.

- Anna is a distant relative of the prime minister, and she's one of the worst ..... I've ever met.
- Does he have to come on vacation with us? He's such a .....!
- He recognised no social barriers when making friends and was surrounded by an army of .....
- Call me a ....., but I think the world was a lot better before mobile phones came along.
- They wanted to get rid of her because they thought she was an interfering .....
- I got the impression you're something of a .....
- She made a visible effort to shake her blues. "I'm sorry if I've been such a ....."

### Synonyms for "untidy"

**Untidy** = someone who does not keep their clothes, hair etc neatly arranged

**Scruffy** = (British) someone who is wearing old, untidy clothes

**Unkempt** = someone whose clothes or hair are unkempt, has made no effort to try to look clean or tidy

**Dishevelled** = someone who has untidy hair and clothes, often because they have been in a hurry, or have been travelling or working hard

**Bedraggled** = someone who looks untidy, especially because they are wet or muddy

**Rumpled** = if clothes are rumpled, they have lots of creases in them and they look untidy

### Types of personality

**A wet blanket** = someone who spoils other people's fun because they are boring or miserable.

**The life and soul of the party** = someone who is very lively and entertaining on social occasions and is good at mixing with people

**A crank** = someone who has unusual ideas and behaves strangely

**A sponger** = someone who gets money, free meals etc from other people and does nothing for them - used to show disapproval

**A busybody** = someone who likes interfering in other people's affairs, giving advice, and trying to influence what people do

**A name-dropper** = when someone mentions the name of a famous person they have met or have some connection with, in order to seem impressive to other people - used humorously or to show disapproval

**A lone wolf** = someone who prefers to be alone

## English in use



### Food Talk

**To sow wild oats** = to have a good time as a young person before settling down to adult responsibilities.

**From soup to nuts** = everything imaginable

**To be a peach** = to be great

**Peachy keen** = fantastic

**To separate the wheat from the chaff** = to separate the good from the bad, or the useable from the useless

**To work for peanuts** = to have a low salary

**Sour grapes** = resentment and jealousy

**A lemon** = an automobile that is always breaking down because of poor workmanship

**To have your cake and eat it, too** = a desire to have something both ways at once

**Crying over spilled milk** = pointless regret over something that cannot be changed

- |             |            |
|-------------|------------|
| 1. mountain | 4. tragedy |
| 2. risk     | 5. endure  |
| 3. enthuse  | 6. high    |

### 1. Choose the right preposition to complete the text.

Today across the nation an ancient ritual, familiar *to / for* all Britons, handed *down / out* from generation to generation, will be conducted. Small children, some as young as four or five, will be dragged *from / out of* their places of safety, trussed *up / over* in cumbersome garb and dispatched *into / on* a wholly unfamiliar landscape, where they will suffer untold indignity, hardship and dismay, often for hours *at / for* a stretch.

Incredibly, their parents will not only be aware *of / about* the practice, they will almost invariably be the instigators of it, actively indulging *in / about* the torture even though, to a man and woman, they suffered *from / of* almost identical brutality as a child. Yes, it is time *for / of* the holiday walk in the country.

The prospect invariably offered *up / on* by those whose idea it is to set *off / about* into the New Year with a countryside forced march is that the younger members of the group will enjoy it once they get started.

### 2. Read the box on the left with idioms connected to food. Choose the right idiom to fill in the sentences below.

- Like many young men, John wanted to ..... after graduating from college.
- My friend Susan was ..... to lend me ten dollars when I found I didn't have enough money for lunch.
- Tired of ....., Tom applied for and obtained a better job.
- Some people reacted negatively to Maureen's promotion, but she thought that it was just .....
- Convinced that his car was ..... when it broke down for the third time in a month, Bill decided to return it to the dealer from whom he bought it.
- Margaret, who enjoyed the convenience of living with her parents but longed for the independence of living in her own apartment, finally accepted the fact that she could not .....
- Nicholas was upset that he had overslept and missed his job interview, but he decided that it was pointless .....
- The bridal shop has ..... when it comes to weddings.
- The revised evaluation process was designed to .....
- All the kids agreed that the movie was .....

### 3. Fill in the gaps with words derived from the base words in the box on the left.

To many people (1)..... seems a very uncomfortable and (2)..... sport, full of hardships and dangers. To (3) ....., however, the dangers are accepted in return for the thrill of conquering high peaks. Of course, from time to time, we read of (4)..... accidents especially when climbers are operating at the limits of human (5)..... . But if you have the right equipment, a head for (6)....., good training and you climb within your capabilities, there is no reason why this sport should not be as safe as many other.

## Grammar

### 4. Use the verb in brackets either in the infinitive or the -ing form.

1. She went on (talk) about her illness until we all went to sleep.
2. She stopped (talk) about her illnesses and went on (tell) us about her other problems.
3. I still remember (buy) my first bicycle.
4. I forgot (buy) the soap and I had to go back to the shop.
5. I dislike people (tell) me what to think.
6. Why won't you let me (explain) ?
7. I tried (change) the wheel, but my hands were too cold.
8. I tried (send) her flowers but she still wouldn't speak to me.
9. I don't think she means (get) married for the moment.
10. If you want to pass the exam, it will mean (study) hard.

### 5. Correct the errors in these sentences.

1. Although I was looking forward to meet her, I was afraid to make a bad impression.
2. Everyone was beginning getting nervous before the exam, but once we began realizing that we were all in the same boat, we began to feel better.
3. The man denied to have committed the crime but he failed convincing the magistrate.
4. They made me to sit down and wouldn't let me leaving without to apologize for being rude to them.
5. Don't forget making notes before you start to write the essay, and remember checking your work through afterwards.
6. You can't expect achieving success without to work hard.



### 6. Choose the better variant to complete each sentence.

1. My music teacher suggested ..... for an hour every day.  
a. practising; b. having practised
2. What the boy really ..... was to go to the cinema with his friend.  
a. appreciates; b. wanted
3. They are ..... to build a new bypass around the town.  
a. advising; b. planning
4. I didn't remember ..... play before until the last scene.  
a. to have seen; b. having seen
5. As for my neighbours, I really can't stand .....  
a. their relentless quarelling; b. they are quarrelling

### Infinitive vs. -ing

#### ■ Verbs normally followed by infinitive with to:

*Agree / appear / arrange / attempt / ask / choose / dare / decide / expect / fail / happen / hurry / manage / offer / plan / pretend / promise / refuse / seem / want / wish / etc.*

#### ■ Make and let (active voice) are followed by infinitive without to.

e.g. They made him admit to stealing.

#### ■ Verbs normally followed by -ing:

*Avoid / delay / deny / dislike / enjoy / escape / face / fancy / mind / postpone / resent / risk / feel like / keep on / give up / look forward to / put off / can't stand / etc.*

#### ■ Verbs followed either by infinitive with to or -ing with change of meaning

**forget, remember, stop + infinitive = future action**

e.g. He forgot / remembered / stopped to post the letters.

**forget, remember, stop + -ing = past action**

e.g. He forgot / remembered / stopped posting the letters.

**try + infinitive = something attempted which might fail or succeed.**

e.g. He tried to talk to his boss but he couldn't find him.

**try + -ing = making an experiment**

e.g. Why don't you try starting the engine by using some alcohol ?

**go on + infinitive = start a new action**

e.g. The Prime Minister concluded his speech and went on to answer the reporters' questions.

**go on + -ing = continuation of the same action**

e.g. They went on singing although the audience had left.

**mean + infinitive = to intend**

e.g. I meant to write to you but ....

**mean + -ing = to involve**

e.g. Working in Braşov would mean waking up very early.

## Listening and speaking

**Is graffiti free speech or vandalism? Is graffiti art? Is it freedom of expression? Or just defacement?**

- In New York this week, seven young artists – backed by fashion designer Marc Ecko – filed a law suit against New York City over its strict anti-graffiti law.
- The law bans people under 21 from possessing spray paint. The artists say the law violates their constitutional right to free speech.
- Meanwhile in Berlin, an international conference is under way to discuss ways of dealing with the city's graffiti.

**Can graffiti be a good thing? Is it creative or destructive? What are your experiences?**



**1. Read the box on the left presenting the issue under discussion and then the comments of some readers. Which stand do you take? Are you against graffiti or for? Do you agree with any of the comments below? Give reasons for your answer.**

No one has the right to deface private or public property to “express themselves.” Baltimore is an old city with beautiful architecture some of which has been defaced in the past. If individuals are caught defacing property with graffiti they should face a stiff fine and also pay any costs to restore what they have damaged.

**Stephanie Walsh, Baltimore, USA**

I believe that graffiti is vandalism if the person who owns the property which is being perpetrated against does not want it there. It's constructive in the sense that it hones their ability as an artist in a way they cannot get in most places but it's destructive because they do not have anywhere to legally show their work off at so they must break the laws of the town they live in in order to showcase their art.

**Kevin**

Whatever happened to freedom of speech? This is the US, right? One would think the NYPD had better things to worry about than kids with spray paint.

Just trying to make a mark in the mundane urban environment, which is over-saturated with in your face advertising. Graf is a breath of fresh air for all of us who turn their heads to the corporate world.

**360, Boston USA**

**2. Before listening to the programme entitled “We Are All Teenagers” answer the following question: In your opinion, in what ways do the following reflect the values and concerns of young people?**

- recent films - modern art - television programmes

**3. Listen to the programme and choose the best summary.**

- a. Culture is dominated by the concerns of young people. This is a bad thing because this culture is shallow and lacks a sense of history.
- b. The vibrant, energetic culture of young people is transforming our society and culture, making it more profound and meaningful.

**4. Tick the concepts mentioned in the programme.**

- |                         |                           |
|-------------------------|---------------------------|
| a. the 60s              | d. the birth of pop music |
| b. Britain              | e. unemployment           |
| c. the Second World War |                           |

**5. Discuss the following statement. State your opinion.**

An adolescent culture is one that lives on the surface, unencumbered by memory, light on knowledge and devoid of wisdom.

## Writing

6. You have read this advertisement for a competition in the “Young and Wild” magazine for teenagers.

### WIN AN ALL EXPENSES PAID TRIP AROUND THE WORLD!

*If you could have three wishes what would they be and why?*

All you have to do to enter our fabulous competition is to write and tell us what three things you would wish for and why. We are offering the holiday of a lifetime to the person who writes the most amusing or original suggestions.

7. Read the tips on writing a competition entry in the box on the right. Then read the sample offered below. Refer to the box on the right for some guidelines that might help you make the necessary corrections.

I've seen [1] your competition entry in a magazine and I'm very interested in taking part in this alluring [2] competition. Like everybody (including Cinderella), I surely have three cherished wishes, which I want to write you about.

No wonder that [3] my first wish would be to travel around the world. I've always been fond of travelling. I reckon tourism is the most popular attraction for people. This is because only travelling could [4] give you so much experience and could leave a lot of impressions. The desire to travel results from the thirst for discovery, discovery of new people, other cultures, different countries. This is the urge that compeled the pioneers to set off to the unexplored lands. Those have ever tasted of journey [5] will never forget it.

Also, I've always wished I could be an outstanding doctor – neither more, nor less [6]. When I was thinking of this profession, I understood that there was no other one which could give you more satisfaction than curing patients who suffered. So it's obvious that working as a doctor is among the nobliest [7] professions in the world. Last year I successfully graduated from the Medical University. And now I consider this occupation as utterly labour – [8] and time-consuming. But on the other hand, everything depends on yourself.

And it's a great challenge for me to do my best to make my wish come true. I hope that by [9] age of 35 I will have arrived [10].

And finally, I wish for the most important thing in the life. Being a doctor, I mean [11] health to be of the greatest value. I wish everyone to be healthy..., healthy to be able to fulfil all your plans, to achieve all your aims and to make true everything you've always wished for.

8. You have seen the following competition advertised by a British tour operator and decide to enter it.

### WIN FLIGHTS TO ANY INTERNATIONAL DESTINATION !

Send us a description of a traditional festival or event in your country.

Write about:

- its historical origins
- how people celebrate it today
- why it might be interesting for foreign visitors.

Do not write more than 250 words.

### Competition entry

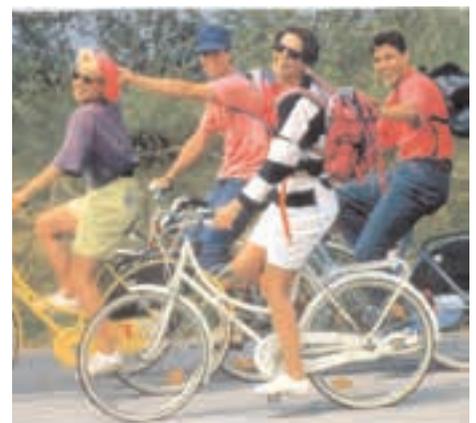
The tips presented are applicable to the topic presented on the left.

Follow these steps to organize your work.

- **Contents:** it's a descriptive essay about the three things you would wish for; the reasons for wishing them.
- **Organization and cohesion:** the essay should be divided into clear paragraphs for each wish and the respective reason.
- **Range:** should use language suited to descriptions and giving arguments.
- **Register:** as you write for a youth magazine you should use a semi-formal style.
- **Target reader :** would be informed about your wishes, persuaded by your arguments and amused by your choices.
- **Accuracy :** try to avoid major errors that might lead to misunderstandings and have a negative effect on the reader.

### Guidelines to corrections

1. choice of tense
2. wrong choice of word
3. choice of introductory structure
4. choice of tense
5. necessary rephrase
6. wrong expression
7. spelling
8. wrong word
9. article missing
10. wrong choice of word
11. wrong choice of word



## Cultural awareness

### Young British Artists or YBAs

- **Young British Artists** (also **Brit artists** and **Britart**) is the name given to a group of conceptual artists, painters, sculptors and installation artists based in the United Kingdom, most (though not all) of whom attended Goldsmiths College in London. The term Young British Artists is derived from shows of that name staged at the Saatchi Gallery from 1992 onwards, which brought the artists to fame.
- It has become an historic term, as most of the YBAs are now in their forties. They are noted for “shock tactics,” use of throwaway materials and wild-living, and are (or were) associated with the Hoxton area of East London. They achieved considerable media coverage and dominated British art during the 1990s.

“You have to step over the boundaries sometimes to find out where they are.”

Damien Hirst



1. Read the following article entitled “Damien Hirst: Shockaholic” which presents one of the representative artists of BritArt.

“What I like is that contradiction: a really gorgeous photograph of something horrific...” His “interest in wounds” included pictures of burns victims and those affected by venereal disease [...]

\*

His taste for the macabre has clearly not left him. But to shock is part of Damien Hirst’s stock-in-trade [...]

\*

Though he was by no means the most talented of his year at Goldsmith’s College, Damien Hirst was streetwise.

He put on his own show entitled Freeze, as a way of getting his exhibits into a gallery. It worked in spades [...]

\*

The sheer grotesqueness of his work was to make Damien Hirst a household name, even among those who would never contemplate setting foot in an art gallery.

It was he who put a shark in a tank of formaldehyde. This was followed by a shoal of fish, then sheep, pigs, cows and calves in various states of dismemberment.

One of his rotting cow’s head exhibits also contained maggots, newly-hatched bluebottle flies and an “Insectocutor” to electrocute them. It won him the 1995 Turner Prize.

Hirst says his intention was to force his viewers to examine their and society’s attitude to death, and the relationship between man and animals, art and reality.

“I want to make people think, not to totally shock them for the sake of it.” Even current Damien Hirst sceptics found his early work intriguing. “His glass boxes and stage sets were quite interesting; repellent but curious,” says David Lee, editor of the arts magazine Jackdaw. [...]

\*

His more recent work has become less unconventional, but no less lucrative. He derives most of his income from collages, smaller sculptures and his “spot” paintings; white canvases covered with equal-sized coloured spots.

One of them is destined to be landed on Mars next year on the European Space Agency’s Beagle 2 spacecraft.

“He was the person who understood that visibility is everything in the art world of the 1990s, and that people will assume you’re good if you’ve been given enough air-time,” says David Lee.

“Now we want to see something substantial, something that we’re not just told is good.”

Damien Hirst is now 35 and lives on a Devon farm with his Californian wife Maia and their two young children.

(Bob Chaundy, BBC News, Sept. 2002)

2. Explain in your own words Damien Hirst’s quotation in the box on the left. How does this quotation explain his art ?

## Cultural awareness

3. Explain the title of the workart on the right. What do you think is the artist's message ?

4. Another project by Damien Hirst is the "Pharmacy" to be found on the Tate Modern website as well as in the museum.

Pharmacy is a room-sized installation created by the artist Damien Hirst. The installation represents a real pharmacy containing bottles and packages of prescribed drugs. On the counter are four apothecary bottles, which represent the four elements, earth, air, fire and water.

5. Read the following quotations and answer the questions that follow.

a. *"The names of the drugs in the cabinet conjure up a vision of human misery and dread – with all the drugs there comes a reference to a particular sickness along with a list of side-effects."*

1. Do you think we are led to believe that medicines are perfect and will heal everything ?

2. Do you think we only see the good things in medicine and ignore the bad things, the side effects ?

b. *"Yeah, we all die, so this kind of big, happy, smiling, minimal, colourful, confident façade that medicine and drug companies put up is not flawless — your body lets you down but people want to believe in some kind of immortality."*

3. Have a look at the packaging you can see on various medicines and tablets. How does this kind of packaging differ from soft drinks or washing powder ?

4. Damien Hirst speaks about mortality and the way in which some of us use medicine to stay young. Do you believe that we are so afraid of our mortality that we will do anything, believe anything and take anything to prevent death ?

c. *"I like the way art works, the way it brightens people's lives up...but I was having difficulty convincing the people around me that it was worth believing in. And then I noticed that they were believing in medicine in exactly the same way I wanted them to believe in art."*

5. Can art heal ? Have you ever listened to a song, read a book or seen a painting that made you feel better about yourself or the world?

6. What is the purpose of art?

7. Should it inspire you to think differently?

8. Should art try to talk about everyday things and ideas?

9. Should art make us think about things we don't want to face?

10. Are there any issues or questions you would like to address through art?

11. What form would your artwork take – a sculpture, painting, installation, photograph?

12. Why have you chosen that form?



*The Physical Impossibility of Death in the Mind of Someone Living (1991)*

### Installation art

**Installation art** is art that, through the use of sculptural materials and other media, seeks to modify the way we experience a particular space. Installation art is not necessarily confined to gallery spaces and can refer to any material intervention in everyday public or private spaces. Materials used in contemporary installation art range from everyday and natural materials to new media such as video, sound, performance, computers and the internet. Some installations are site-specific in that they are designed to only exist in the space for which they were created.



Pharmacy



1. Read the following article on natural disasters and choose the right paragraph (A–G) to fill the gaps (1–6). There is an extra paragraph.

## Disasters don't kill people: poverty does

by Ross Clark

(*The Daily Telegraph*/ 20/01/2005)

The most telling remark about last week's tsunamis was made by a man who was in Scandinavia when the wave struck. In response to the reported deaths of 1,500 of his countrymen, Goran Persson, the Swedish Prime Minister, declared: "It is probably the worst [disaster] of our time and will impact on everyday Swedish life for a long time to come." In other words, in a country of fearsome winter storms, and where roads and railway lines are affected by ice and snow for many months of the year, the worst disaster to strike its people in living memory has occurred in a string of holiday destinations 8,000 miles away in the tropics. The point is that it isn't natural disasters which kill people, so much as poverty which prevents them protecting themselves.

[1]

Communications would have been affected but whole stretches of coastline would not have been cut off for days as they were last week in Indonesia. The beaches would not still be lined with bodies nearly a week after the disaster.

[2]

Contrary to the many fatalistic leading articles and columns written last week, which marvelled at the awesome power of Nature and encouraged us to believe that we are entirely at her mercy, there is something countries can do to improve their chances of surviving natural disasters: namely to do everything they can to achieve prosperity and the true security that comes with it.

[3]

It would be fatuous to make these points were it not for the fact that the world's strategy for averting natural disasters increasingly revolves around a policy of stunting the processes of industrialization.

[4]

Last week's tsunamis aside, almost all recent natural disasters have in some way been blamed upon global warming: the hurricanes which struck the Caribbean last summer, the heatwave that killed hundreds of Parisians in the summer of 2003, and the various famines to have struck sub-Saharan Africa over the past decade.

[5]

Moreover, according to these people, there is only one way we can hope to reduce the death toll from future disasters, and that is to reduce our consumption of fossil fuels drastically. They do not deny that the policy of reducing carbon emissions will severely hamper world economic growth, only the possibility that there could be any alternative strategy for coping with the problems posed by global warming. It has been left to Bjorn Lomborg, the Danish environmentalist who has become a pariah in the scientific world, to point out that the Kyoto treaty, which commits signatory nations to sharp reductions in fossil fuel use, is extremely poor value for money.

[6]

Yet to make this argument is to invite scorn. Global warming has become a dogma from which no dissent is to be tolerated. And so the world persists in a policy that will do little to abate global warming – such as it is – but will certainly prevent third world countries attaining the living standards of the West. The overall result will be to leave their populations more vulnerable to natural disasters.

*Indonesian tsunami, 2004*



**A.** The blame for all meteorological events, according to the doom-mongers of global warming, can be traced back to mankind's excessive burning of fossil fuels.

**B.** The effect of the treaty will be to reduce global economic growth by some \$150 billion year – all in the cause of postponing alleged global warming by a few years. Yet for half that sum, Lomborg calculates, the world could provide clean water, education and healthcare

# EXAM PRACTICE 2

for all. To Lomborg, it is obvious that money would be better spent protecting vulnerable settlements from sea level rise, or rebuilding them in more elevated positions, than in sacrificing economic development.

C. Had the tsunamis struck Scandinavia or the west coast of America, people would have died but in nothing like the numbers who died on the shores of the Indian Ocean. A flood warning system such as that employed in Britain after the catastrophic floods of 1953 would have evacuated most people to safety well in time.

D. The affected areas would not be facing starvation and infectious disease for weeks to come.

E. A fully industrialised Indonesia would have had a transport system capable of getting help to the required areas. It would also have been able to react to the earthquake alerts which were issued by US seismologists hours before the disaster. At the very least it would have had a network of refrigerated mortuaries to cope with the bodies of victims without leaving them to putrefy on the beaches.

F. For the past 15 years the governments of most developed nations and most international development agencies have been preoccupied with one threat: that of steadily rising sea levels caused by global warming.

G. The obsession with reducing carbon emissions will do nothing to prevent a repeat of last week's tsunamis and virtually nothing to arrest the steady rise in sea levels predicted over the next 100 years. But it will hamper the development of modern roads, airports and communication systems that could have saved tens of thousands of lives. The world's poor are being sacrificed in a misguided effort to save them.



2. **Underline the expressions which CANNOT be used with the nouns.**

1. We need **plenty of / several / a little / a couple of / a small amount of** / sugar to make the cake.
2. His shopping list included **a piece of / a jar of** / honey and **two packets of / two pots of** / yoghurt.
3. They earn **few / several / a great deal of / hardly any / little** / money.
4. **A large number of / Very little / Some / Both / A good deal of** / students attended the meeting.
5. He always adds **a large amount of / a great number of / lots of / a couple of / too much** / salt to his food.

3. **There is a mistake in each of the sentences below. Write the correct word on the line.**

1. You know how the saying goes, "No news are good news." \_\_\_\_\_
2. The police was taken aback to see him emerge from the plane. \_\_\_\_\_
3. Wolfs, deer, zebras are among the names of animals that have unusual plural forms. \_\_\_\_\_
4. She raised the binocular to her eyes in order to see the race more clearly. \_\_\_\_\_
5. Different countries have different weathers. \_\_\_\_\_
6. In addition to car fumes, noises can also be a form of pollution. \_\_\_\_\_
7. There are less horses in the stables than I expected. \_\_\_\_\_
8. What will they do will all those money? \_\_\_\_\_
9. His works will include planting trees and caring for animals. \_\_\_\_\_
10. In my opinion, economics are a very boring subject. \_\_\_\_\_

4. **Read the following sentences. Choose the tense that suits the meaning.**

1. While he *read / was reading* a book, the phone rang.
2. I was dirty because I *was working / had been working* in the garden all day.
3. John said he *thought / thinks* his music would be remembered for a long time.
4. I had *checked / was checking* the bags before we left.
5. Peter *went / has gone* to Paris last year.

# EXAM PRACTICE 2

## 5. Read the text on Tate Modern and fill in the gaps with one appropriate word.

In 2001, the Tate Modern accounted (1) a staggering 4m of the 5m extra visitors to government-funded museums (2) Britain. The gallery's immense popularity (3) injected a much-needed dose of glamour (4) museum-going in Britain. Even if you are (5) a fan of contemporary art, a visit to this former power station (6) the south bank of the Thames is a must.

But the Tate Modern has attracted criticism (7) well as praise. Part of the controversy stems (8) the unconventional way the museum has been curated. Ignoring chronology, (9) works are grouped into four themes: landscape, still life, the nude (10) "history painting." Thus, "Succession," a bronze by Matisse, is displayed in (11) same group ("Nude/Action/Body") as a slow-motion video (12) a naked man dancing ("Brontosaurus" by Sam Taylor-Wood).

In order (13) suspend fatigue, confine your visits to a single floor (14) a time, and then adjourn to (15) of the four bars and cafés to grab a snack (and enjoy splendid views (16) the river to St Paul's Cathedral). Alternatively, head straight to the fourth floor, (17) temporary shows are held. These galleries are far (18) crowded (due to an entrance fee) and often exhibit interesting new work.

(*The Economist*, 2006)

Millenium Bridge and Tate Modern



## 6. Finish each of the sentences in such a way that it is as similar in meaning as possible to the sentence printed before it.

a. The full story did not emerge until somebody leaked information to the press.  
Only .....

b. He walked through the door and was immediately met by a barrage of questions.  
No sooner .....

c. He wouldn't agree to the changes until I pointed out that his job depended on them.  
Not until .....

d. I have never been so insulted.  
Never .....

e. You must never talk to the press about this, whatever happens.  
Under .....

## 7. Put each phrasal verb from the box in the appropriate place in the text.

grow on    stand up to    make do with  
~~drew up~~    gone off    try out  
make for    broke off    put up  
with    done up    come up against

As Mrs Thomas was talking on the phone, a green van (0) drew up outside her house. She (1) ..... her phone call. "Can't talk now, Maggie, the decorators are here... yes, we're having our bathroom (2) ....." With that, she put the phone down and showed the workmen in. "We've (3) ..... a little problem with the paint, Mrs Thomas," said the taller of the two men. "The Ocean Green you chose in the catalogue has been discontinued, so we've had to (4) ..... the nearest colour, Grass Green."

Mrs Thomas looked troubled. "Don't worry, Mrs T.," said the other workman. "We can (5) ..... a little bit of the Grass Green on your walls, and then if you don't like it we can always go over it with something else later." He opened the tin, and Mrs Thomas frowned. "It's a bit lighter than you wanted, but it'll (6) ..... you, I promise," said the smaller workman. "Hmmm, I don't know," said Mrs Thomas, "I've rather (7) ..... the idea of green now. Perhaps we can leave the painting 'till my husband gets home. He may be able to (8) ..... this colour, but it's not what we imagined." "Anyway, you'll love the bench top we've got," said the little one.

"This marble base will (9) ..... a much stronger work surface than the conventional materials, and it's much more durable. It'll (10) ..... a lot of banging and cutting. We'll do that today, and leave the painting till later."

# EXAM PRACTICE 2



8. The pictures above are grouped under the title "Free time." Individually, compare and contrast two of the pictures mentioning which you consider could be the more relaxing activity.

9. Think of two activities that teenagers usually prefer while spending their free time. Describe the activities by covering the following points:

1. Where do they do these activities?
2. Why do you think they like these activities?
3. What are the good / bad points of these activities?
4. How typical are these activities of you and your friends?

10. The following text describes one activity which is teenagers' favourite.

A large swathe of young Americans use the web to create and share content as well as use other people's content for their own creations, says a report. The Pew American and Internet Life Project research suggested that 12 to 17-year-olds look to

web tools to share what they think and do online. It also said they were much more likely than adults to read and have a weblog. The report found that those who did have blogs were far more likely to remix and share music and images.

A third said they shared their own work – artwork, photos, stories, or video – with others online. Girls were more likely to do so than boys – 38% compared with 29%.

11. Is there any similarity between you and the teenagers presented in the survey? If yes, give the reasons for choosing this activity. If not, give the reasons for which you have chosen not to do it.

12. An international student magazine has invited you to contribute to its series called "In at the Deep End." Write an account of the first time you tried an unusual activity, such as an extreme sport, making a speech etc. describing the experience and your feelings. Do not write more than 250 words.

## INITIAL TEST

## Exercise 1:

3, 5, 1, 7, 9, 11, 4, 2, 6, 8, 10, 12.

## Exercise 3:

1. enjoyed doing; 2. should have studied; 3. keep myself busy; 4. I also ask all; 5. if they hear; 6. happy to move; 7. provided I earn; 8. continue depending on; 9. at the moment, I am working; 10. work there are very friendly

## Exercise 7:

1. They might not have noticed...  
2. The cat can't have opened...  
3. She was able to swim...  
4. You had better take a holiday.  
5. I needn't have taken all that trouble/gone through all that trouble.  
6. You ought to/should/might have backed me up!  
7. His train must have been delayed.

## Exercise 8:

1. b; 2. f; 3. c; 4. a; 5. e; 6. g; 7. d

## UNIT 1

## Reading and Vocabulary

## Exercise 4:

a. to set out; b. applying; c. in turn; d. linked; e. urge; f. creating; g. conflicting; h. accomodating

## English in Use and Grammar

## Exercise 1:

1. employees; 2. education; 3. intellectual; 4. controversial; 5. intuitive; 6. muddy; 7. distorted; 8. tendency; 9. hopelessly; 10. breadth

## Exercise 2:

woefully - sadly; a piece of cake - easy; in effect - actually; ill-equipped - unprepared; cope - manage; light upon - find; undue - excessive; encounter - face

## Exercise 3:

1. cope; 2. woefully; 3. encounter; 4. in effect; 5. light upon; 6. undue

## Exercise 4:

1. The cost for the tour does not include the cost of the meals.  
2. You don't seem to be enjoying yourself.  
3. I saw Ann last before she went to France.  
4. While I was waiting for my wife to return to the bedroom, I had a quick look at the letter.  
5. It was the best movie I had ever seen.  
6. He is writing articles for the Daily News.  
7. I had not met him before, so I thought I should be careful.  
8. I applied but they have not replied/responded yet.  
9. He's been able to drive since he was eighteen.  
10. I'm sick of her moaning about lack of room.

## Exercise 5:

1. I was at the cinema every day last week.  
2. I haven't seen Spielberg's last film yet.  
3. Where were you last summer?  
4. My parents are working in the food industry right now.  
5. Why did you eat so much meat at Christmas?  
6. I work for Siemens.

## Speaking and Writing

## Exercise 3:

a. false; b. true; c. true; d. can't tell; e. true;

## Exercise 5:

weather; girls; small/tiny; walk; teachers; simulating/motivating

## UNIT 2

## English in Use and Grammar

## Exercise 1:

1. have; 2. unemployment; 3. running; 4. fallen; 5. former; 6. who; 7. further; 8. what; 9. despite; 10. enough

## Exercise 2:

1. the; 2. a; 3. tick; 4. to; 5. a; 6. more; 7. tick; 8. very; 9. newest; 10. tick; 11. to; 12. tick; 13. already

## Exercise 6:

1. wall; 2. eye to eye; 3. mind; 4. spade a spade ; 5. rag; 6. bull; 7. end; 8. roof

## PRACTICE TEST 1

## Exercise 1:

a. Think it over; b. watch; c. do the kitchen up; d. thought it all through; e. watch over; f. do for

## Exercise 2:

a. Alvaro didn't use to speak any English; b. I'm used to driving...; c. I wear...; d. ... he used to be such a polite boy. e. Did you use to...

## Exercise 6:

1. b; 2. a; 3. a; 4. a; 5. a; 6. b; 7. a; 8. a; 9. c; 10. c

## UNIT 3

## English in Use and Grammar

## Exercise 3:

1. in; 2. this; 3. by; 4. the; 5. same; 6. as; 7. that; 8. that; 9. working; 10. even; 11. as; 12. certain; 13. whose; 14. will; 15. why

## Exercise 4:

Why is democracy **such** as a principle so potent? It is certain that it owes its strength to giving the people the means of refusing to be ruled without accountability. At **a** first sight this is quite a lame argument: the system is good **not** only because you can kick those in charge out. In practice it is immensely powerful. The electorate gives one lot a chance. If they are content they re-elect it. If it loses their **own** trust — and the opposition gains their trust — then a change of government occurs. A peaceful revolution, based on the only **one** concept which ultimately matters — those who govern are trusted by those who put them there. This may be a serious **hot** issue with transnational institutions. Critics of the European Union say that it only **se** appears to have perfect democratic legitimacy: a directly elected parliament representing the people; a council of ministers representing the member-states; and a commission **for** representing the executive. However, low voter turnout and the rejection of the proposed constitution in two founding member-states (France and the Netherlands) gives rise **off** to talk of a "democratic deficit".

This misses the more fundamental point **like**: why do people seem to have lost faith in the political elite? In national elections in developed European countries the main **base** deal is that “I as a government **have** intend to take x% of your money in taxes in order to do the following things ...” There is no equivalent deal in acceding or fresh **admitting** member states. All evidence **so** suggests that increased participation in the international economy raises the living standards of poorer countries, so the notion that “the democratic claim of universal equality of worth is mocked by intensification of global inequalities...” does not stand up **for**. It is those outside the international economy (often because of vested interests preventing free trade and competition) who are the poorest. The key elements for a functioning **well** democracy are: a liberal market economy, the ability to remove by **the** peaceful means those who govern us, and knowing who we mean when we say “we”. I suspect that the most difficult question to answer is: who are “we”?

#### Exercise 5:

She did worse than me in the test.  
Andalusia is one of the driest regions in Europe.  
We seem to travel farther and farther these days.  
Cluj boasts the oldest university in Transylvania.  
Your room is tinier than mine

#### Cultural Awareness

North South Wales, Australia - 1965.

### UNIT 4

#### English in Use and Grammar

##### Exercise 1:

1. b; 2. a; 3. d; 4. a; 5. b; 6. b; 7. d; 8. a; 9. d; 10. d

##### Exercise 2:

1. humankind; 2. unsustainably; 3. environmental; 4. thorny;  
5. forced; 6. suggestions; 7. upward; 8. overpopulation;  
9. degradation; 10. currently

### PRACTICE TEST 2

##### Exercise 7:

1. tight; 2. high; 3. steady; 4. distinctive; 5. severe

##### Exercise 8:

1. of; 2. to; 3. even; 4. the; 5. to; 6. of; 7. to; 8. than; 9. the  
10. why; 11. their; 12. ourselves; 13. to; 14. is; 15. to; 16. of;  
17. to; 18. of; 19. have

### UNIT 5

#### Reading and Vocabulary

##### Exercise 3:

1. While; 2. Perhaps not surprisingly; 3. Unlike in most African or Asian countries; 4. Although; 5. Unfortunately; 6. Hence; 7. Yet; 8. I would be a hypocrite to say; 9. However; 10. But

##### Exercise 4:

1 a; 2 a; 3 d; 4 b; 5 a; 6 c

#### English in Use and Grammar

##### Exercise 1:

1. a; 2. b; 3. c; 4. c; 5. b; 6. a; 7. a; 8. d; 9. c; 10. b; 11. b;  
12. d; 13. a; 14. b; 15. d; 16. d; 17. c; 18. a; 19. b; 20. b

##### Exercise 2:

1. b; 2. c/d; 3. g; 4. f; 5. a; 6. c; 7. e

##### Exercise 3:

1. d; 2. a/b; 3. a/b; 4. a; 5. c; 6. d/e; 7. c/d/e; 8. e; 9. c; 10. a/b

##### Exercise 5:

a. don't have to/need to go shopping  
b. should/ought to have been  
c. oughtn't to/shouldn't treat/have treated  
d. could/ought to have called  
e. dare you speak  
f. needn't have bothered  
g. should have gone  
h. can't face  
i. must have been  
k. will/should  
l. weren't allowed

### UNIT 6

#### Reading and Vocabulary

##### Exercise 1:

1. C; 2. B; 3. A; 4. E; 5. D

##### Exercise 2:

1. A; 2. C; 3. A; 4. B; 5. D; 6. C; 6. A; 7. E; 8. B; 9. D; 10. A

##### Exercise 3:

to spurn – to refuse contemptuously  
to lay open – to expose  
to preclude – to make something impossible by eliminating the conditions for it  
to jam – to block  
to defy – to stand up to  
to punch – to hit with a sharp blow of the fist  
to exert – to exercise, to employ/use

#### English in Use and Grammar

##### Exercise 1:

Your Sept. 26 lead article “Your Own World” and the illustration that **accompanied** it really made **me cringe**. I know **it's** meant to be provocative, but it made me think of a “brave new world” where everybody is immersed in some kind of “content” **provided** by the industry. It seems so close that it does not **feel like** some futuristic scenario. Wherever you look, in public transportation, train stations etc., you find kids doing what the people in your picture are **doing: staring** at a minuscule screen and not giving a damn about what goes on around them — the person sitting next to them, the sun **setting** in the most fantastic colours, and so **on**. **It** scares me to think of future generations more and more addicted to these gadgets and less and less able to communicate with the real world. **How** will they be able to deal with the multifaceted claims of their professional life? How will they form **relationships** with real people? I'm not accusing you of promoting it — you are simply reflecting it. This picture sure opened my eyes as to what the world has come **to**. Should I thank you?

##### Exercise 2:

I know you meant it to be provocative, but [...] world where some kind of “content” provided by the industry tricks everybody.  
I know you meant it to be provocative, but [...] world where the industry provides some kind of “content” that tricks everybody.

I know you meant it to be provocative, but [...] world where the industry provides some kind of “content” to trick everybody.

*Exercise 4:*

- While the football game was going on, my laptop was stolen!
- As far as I know, nothing unpleasant was said about you.
- Normally our orders are delivered within 24hrs.
- Not a great number of requests to change the schedule have been received, so it stays the same for now.
- The phony hero who was going to save the boy had to be saved in his turn!
- The supplies are flown in every Tuesday at noon.
- Nobody's been injured.
- Tennis was invented by the French.

*Exercise 6:*

- Let us know if somebody should meet you at the airport.
- I'll never forget the time when I was 18 in my first year as a teacher.
- You must accompany your resume with a cover letter.
- Everybody is happy when they receive presents.
- Community service is something most people ought to do.
- Romania used to have a king/Romania's leader used to be a king/A king used to rule Romania.
- I wouldn't go there by myself if I were you – someone might attack you in that slum!
- Careful what you sign – someone could always use that against you.

*Exercise 7:*

Possible answers:

- They'll/must get the floors cleaned.
- They'll/might the carpets replaced.
- They'll surely have Granny brought back home from the asylum.
- They'll/could get a big cake for the parents delivered tomorrow.
- They'll probably get their tattoos removed.
- They'll surely have/get the front lawn mown.
- They'll have all the stray dogs around the estate taken to the kennel
- They might get their parents' plane hijacked.

**Cultural awareness**

*Exercise 1:*

- 1: D; 2: E; 3: B; 4: I; 5: G; 6: C; 7: F

**EXAM PRACTICE 1**

*Exercise 1:*

- 1: D; 2: F; 3: A; 4: B; 5: E; 6: C

*Exercise 2:*

- 1: d ; 2: e; 3: a; 4: j; 5: f; 6: h; 7: b; 8: i; 9: g; 10: c

*Exercise 3:*

- 1: a; 2: -; 3: an; 4: the; 5: the; 6: -; 7: a; 8: a; 9: the; 10: the; 11: -; 12: the; 13: the; 14: a; 15: the; 16: a

*Exercise 4:*

- 1: b; 2: a; 3: b; 4: c; 5: a; 6: a; 7: c; 8: b; 9: b; 10: a; 11: c; 12: c; 13: a; 14: b; 15: b; 16: c; 17: a; 18: c; 19: a; 20: a

*Exercise 5:*

- 1: b; 2: a; 3: b; 4: b; 5: b; 6: a; 7: a, b

**UNIT 7**

**Reading and Vocabulary**

*Exercise 2:*

- 1 B; 2 D; 3 A; 4 C; 5 E ; 6 F

*Exercise 3:*

Turnoff – something/body that that is distasteful or causes loss of interest

Playoffs – a series of games to determine a championship

Cutoffs – pants (often blue jeans) made into shorts by cutting off part of the legs

Drive in – a retail establishment designed to permit customers to remain in their automobiles while being accommodated

Workout – a period of exercise or practice, especially in athletics

Takedown – the act of humiliating a person: That was quite a takedown he gave you

Bystander – a person who is present at an event without participating in it

Turnout – the number of people present at a gathering; attendance

Rollover – an accident in which a motor vehicle overturns

Setback – an unanticipated or sudden check in progress

Giveaway – something given/received for free; OR

something that betrays or exposes, often accidentally

Coverup – an effort or strategy designed to conceal something, such as a crime or scandal

Setup – the way in which something is constituted, arranged or planned OR a fraud, a hoax or deceptive scheme

**English in Use and Grammar**

*Exercise 1:*

- 1: a; 2: c; 3: b; 4: a; 5: d; 6: a; 7: c; 8: d; 9: d; 10: b; 11: c; 12: a; 13: b; 14: d; 15: c

**UNIT 8**

**Reading and Vocabulary**

*Exercise 2:*

- 1: C; 2: A; 3: B; 4: E

**English in Use and Grammar**

*Exercise 1:*

- 1: relish; 2: identity; 3: Scottishness; 4: prompted by; 5: tick; 6: project entitled; 7: tick; 8: Stonehenge to; 9: tick; 10: tick; 11: tick; 12: tick ; 13: its

*Exercise 2:*

- 1: when/if; 2: of; 3: by; 4: has; 5: because; 6: smile; 7: because; 8: processes; 9: of; 10: vision; 11: useful; 12: be; 13: is; 14: and; 15: best

*Exercise 3:*

- 1: immigrants; 2: embraced; 3: commercialized; 4: popularity; 5: retailers

**PRACTICE TEST 3**

*Exercise 1:*

- 1: are spent/are being spent; 2: is stored; 3: be loaded; 4: are encountering/have encountered; 5: appear

*Exercise 5:*

- It was because I was ill that I left.
- What your English needs is a brush up.

- c. Hardly had the train left, when there was an explosion.  
 d. Not only did we lose our way, (but) we also ran out of gas and ...  
 e. It was only after she told me why that I understood.  
 f. Little did I realize/know how much that would complicate my existence.

*Exercise 6:*

- Even if/though they were close friends, they should (still) have reported the incident.
- If it hadn't been for him/but for him, I would be in a wheelchair now
- I would like your exam result to meet the expectations.
- If only he weren't so sad...
- He'd rather buy that encyclopedia, no matter how much it costs.
- In case you should be/are suspected of having committed the latest crime/incident, tell them you were out of town on that day.
- It was about time you should be held responsible for all your mistakes.
- Had I /if I had put off the meeting to next week, he would have had a chance to participate/attend as well.
- Suppose/supposing everybody got a ten in the semester test – what would the English teachers say?

## UNIT 9

### English in Use and Grammar

*Exercise 1:*

1. about; 2. such; 3. the; 4. about; 5. of; 6. for; 7. which; 8. to

*Exercise 2:*

psychic / disappear / what / harmless / worrying / fee / tactics / mailing / recipient / appealing / lure / astrology / inflict / leave

## UNIT 10

### Reading and Vocabulary

*Exercise 5:*

- haven't got anything on
- I saw sonia by chance
- had broken in
- trembling with fear
- take her for granted
- set off
- at random
- for the time being
- for all his luck (winning the car)
- by the time
- in (good) time for
- put off
- by me
- in advance
- by the hour

### English in Use and Grammar

*Exercise 1:*

1. connection; 2. of life; 3. eat; 4. long; 5. healthy; 6. four thousand; 7. wine; 8. greens; 9. fatty; 10. healthy

*Exercise 2:*

- moved; 2. had to; 3. had managed; 4. had been doing; 5. were not pleased; 6. had been/was; 7. wake up; 8. ve clumped; 9. says; 10. are sharing/will share; 11. hid; 12. sent; 13. were; 14. would find; 15. was; 16. left; 17. would not see; 18. had thought; 19. had become/was becoming; 20. had

## PRACTICE TEST 4

*Exercise 6:*

- were watching; 2. had already started; 3. were riding; 4. I've written; 5. where did you buy it ?; 6. worked; 7. has crashed

*Exercise 7:*

- managed; 3. were due; 4. rang; 5. leaves; 6. miss; 7. will miss; 8. will be ; 9. always turn up/ are always turning up; 10. arrived ; 11. to catch; 12. had been sitting; 13. was going 14. is not ; 15. were ; 16. would ; 17. will go/ goes ; 18. get ; 19. haven't you heard ; 20. came; 21. I had listened ;

*Exercise 8:*

1. b; 2. a; 3. d; 4. a; 5. b; 6. c

## UNIT 11

### English in Use and Grammar

*Exercise 1:*

1. of; 2. were; 3. when; 4. as ; 5. the; 6. in; 7. as; 8. to; 9. which; 10. it; 11. however; 12. what; 13. what

## UNIT 12

### English in use and grammar

*Exercise 3:*

- mountaineering; 2. risky; 3. enthusiasts; 4. tragic; 5. endurance; 6. heights

*Exercise 4:*

- talking; 2. talking; to tell; 3. buying; 4. to buy; 5. telling; 6. explain; 7. to change; 8. sending; 9. to get; 10. studying

*Exercise 5:*

- meeting; I might make (variant); 2. to get nervous; to realize; 3. having committed; to convince; 4. sit down; leave; apologizing; 5. to make; writing; to check; 6. to achieve; working

*Exercise 6:*

1. a; 2. b; 3. b; 4. b; 5. a

## EXAM PRACTICE 2

*Exercise 1:*

- 1 - C / 2 - D / 3 - A / 4 - E / 5 - F / 6 - B

*Exercise 2:*

- Several / a couple of; 2. a piece of / two packets of; 3. few / several; 4. very little / a good deal of; 5. a great number of / a couple of.

*Exercise 3:*

- is; 2. were; 3. wolves; 4. binoculars; 5. weather; 6. noise; 7. fewer; 8. that; 9. work; 10. is.

*Exercise 4:*

- was reading; 2. had been working; 3. thought; 4. had checked; 5. went.

*Exercise 5:*

- for; 2. in; 3. has; 4. into; 5. not; 6. on; 7. as; 8. from; 9. the; 10. and; 11. the; 12. of; 13. to; 14. at; 15. one; 16. across; 17. where; 18. less.

*Exercise 7:*

- broke off; 2. done up; 3. come up against; 4. make do with; 5. try out; 6. grow on; 7. gone off; 8. put up with; 9. make for; 10. stand up to.

## UNIT 1

### Liberation of Learning

Newsweek magazine, 21 Nov, 2005

#### How difficult was teaching?

It was 15 years before I began to feel slightly comfortable in that platform, and that was halfway through my career. It's what people don't realize about high school teaching. You're dealing with a hundred and seventy-five ingredients and in each of these ingredients are more ingredients. It was so complex, which is what lost John Kerry the vote. [...]

#### Would you ever send anyone into teaching?

Oh, yeah. I encourage people to go into teaching. I say, "You won't be paid much, you won't be running around in a Bentley or anything like that, but at the end of it you'll have something to think about, and you'll feel satisfied."

#### What makes a classroom work?

You have to be honest. They know when you're lying. If you contradict yourself, or if you have your phony mask on — your teacher mask or your older-generation mask — they know. Honesty is the most pragmatic thing you can practice in the classroom. That's it. And then you have to find your voice, your style, your tone. You have a tone. This is the magic of teaching.

#### Did you ever consider an alternative career?

I used to think of journalism, when I was at NYU... But I never had a high school diploma. I had no self assurance at all. I took the teaching exam like a lot of other people. I just barely squeaked in. [Then] I went into the classroom. I was reluctant to expose myself to bosses and newspapers, but Jesus, to expose yourself to NYC adolescents at the time of gang warfare and so on! That was the hardest. And for me — other teachers were tougher than I was — I didn't know the drill. I didn't know the atmosphere. A high school was for me a completely new experience. Everybody else had gone to high school in America. For me it was an exotic place in the negative sense. I didn't know anything about the routines and the drills and the procedures, and open-school day when the parents would come in... I didn't know anything about that. I didn't know what to say to them. I was afraid. I thought they were going to tear me to pieces. But it was the accent. "Oh, what a cute bloke!" That saved my a\_.

#### Looking back, has there been any pattern in your life?

Learning. The fog falls away before me. I'm not saying I'm completely out of it. But when you learn that you're learning, you're almost liberated. That's what I was doing in the classroom.

#### Why did you retire when you were 57?

I found my voice fading one day. I was talking to a class in the spring of '87. I found my voice fading and I said to myself, "You've said all you want to say..."

## UNIT 2

In 1975, Wally Amos quit his job as a theatrical agent to develop his growing hobby of baking bite-sized chocolate chip cookies. With the financial backing of friends such as Bill Cosby and Helen Reddy, he opened the first store in the world to sell chocolate chip cookies exclusively, on Sunset Boulevard in Hollywood. Famous **Amos** brand cookies was born and has become a household name. Now, Wally Amos is a writer, speaker, literacy advocate and cookie entrepreneur whose trademark Hawaiian shirt and Panama hat are featured at the Smithsonian Institute. His unique, positive mental attitude inspires those who hear him speak his motto: "Nothing is an obstacle unless you say it is."

**R:** How did you obtain this job?

**W.A.:** In 1975, I decided I would like to do something for satisfaction instead of for the money. At the suggestion of a friend, B.J. Gilmore, I decided to open a store selling chocolate chip cookies. Little did I realize I would be launching a career as an entrepreneur.

**R:** When did you know this was your dream job?

**W.A.:** I never looked at it as a job. I liked the idea of being responsible for the results of my actions. I like creating things and making things happen. Being an entrepreneur gives me that opportunity, in many different fields.

**R:** What do you enjoy most about this job?

**W.A.:** The freedom it affords me. I also like the fact that it is up to me to create the results I desire.

**R:** What is an average day like?

**W.A.:** There are no average days. Each day is different. Often times in a different city or country.

**R:** What is your educational/professional background?

**W.A.:** I left high school six months before graduation. I don't necessarily have a professional background. I was in the Air Force for four years. Worked at Saks Fifth Avenue for four years. Worked at the William Morris Agency for six years. I had my own personal manager business, in show business, for seven years, and from that went into the cookie business, which lead to lectures, books, video and audio cassettes, promoting literacy and other causes, etc.

**R:** What would you like to accomplish next?

**W.A.:** I don't have a list of goals I would like to accomplish. I live life one day at a time. Opportunities come into my life and I respond to those that appeal to me. My number one goal is peace of mind.

**R:** What has been the biggest sacrifice you have made for this job?

**W.A.:** Again, I don't have a job. I am doing the things I choose to do, when I choose to do them, the way I choose to do them. And I love what I'm doing. When you have those ingredients in the mix, there are no sacrifices.

**R:** Who or what has been your biggest influence in entering this field?

**W.A.:** I have been working for myself since 1967. Doing so was a necessity because I did not like the idea of someone telling me how far I could advance. I suppose I was influenced by the desire to always do more.

**R:** What advice would you give someone who wanted to enter this field?

**W.A.:** Be patient. Be prepared to work long hours each day for little or no salary during the early years. Always remember that you are a part of a team. Most entrepreneurs forget that. It will help to make the following quote your mantra: "I am more than I am but less than we are." Know as much as possible about your chosen field. Be passionate about life and you will be passionate about what you do!

**R:** What advice would you give someone who was trying to attain his or her dream job?

**W.A.:** Again, being patient. Sometimes you have to do a lot of things to determine what it is you don't want to do. Along the way you pick up a lot of experience. Be open minded. You might just stumble into your dream job. LISTEN!!!! Opportunity is everywhere. A friend of mine always says, "I'm standing in possibility!"

(USA TODAY Education/Career Quest)

## UNIT 4

**Interview with Jennifer Morgan, climate-change expert for environmental group WWF on the Kyoto Protocol.**

**R: What is the Kyoto Protocol?**

**J.M.:** The Kyoto Protocol is an international agreement setting targets for industrialised countries to cut their greenhouse gas emissions. Targeted gases: carbon dioxide, methane, hydrofluorocarbons, perfluorocarbons and sulphur hexafluoride. These gases are considered at least partly responsible for global warming – the rise in global temperature which may have catastrophic consequences for life on Earth. The protocol was agreed in 1997, based on principles set out in a framework convention signed in 1992.

**R: What are the targets?**

**J.M.:** Industrialised countries have committed to cut their combined emissions to 5% below 1990 levels by 2008–2012. Each country that signed the protocol agreed to its own specific target. EU countries are expected to cut their present emissions by 8% and Japan by 5%. Some countries with low emissions were permitted to increase them. Russia initially wavered over signing the protocol, amid speculation that it was jockeying for more favourable terms. But the country's cabinet agreed to back Kyoto in September 2004.

**R: When did the Kyoto Protocol come into force?**

**J.M.:** The Kyoto Protocol became a legally binding treaty on 16 February 2005. It could only come into force after two conditions had been fulfilled. It had been ratified by at least 55 countries. It had been ratified by nations accounting for at least 55% of emissions from what the Treaty calls *Annex 1* countries – 38 industrialised countries given targets for reducing emissions, plus Belarus, Turkey and now Kazakhstan. The first target was met in 2002. But following the decision of the United States and Australia not to ratify, Russia's position became crucial for the fulfilment of the second condition. It finally did ratify on 18 November 2004, and the Kyoto Protocol came into force 90 days later – on 16 February 2005. The targets for reducing emissions then become binding on all the *Annex 1* countries which have ratified the Protocol. The two main countries which have not are Australia and the USA.

**R: Why did Russia decide to back the treaty?**

**J.M.:** The deciding factor appears to have been the political benefits Russia stands to gain. In particular, there has been talk of stronger European Union support for Russia's bid to join the World Trade Organization, when it ratifies the protocol. Fears still persist in Russia that Kyoto could badly affect the country's economic growth. However, Russia will be able to make a lot of money selling credits when emissions trading (see below) gets under way, because its economy collapsed after 1990. The protocol does not require Russia to decrease its emissions from their 1990 level at all, but its output of greenhouse gases has shrunk by nearly 40%.

**R: Have the targets been achieved?**

**J.M.:** Industrialised countries cut their overall emissions by about 3% from 1990 to 2000. But this was largely because a sharp decrease in emissions from the collapsing economies of former Soviet countries masked an 8% rise among rich countries. The UN says industrialised countries are now well off target for the end of the decade and predicts emissions 10% above 1990 levels by 2010. The treaty suffered a massive blow in 2001 when the US, responsible for about quarter of the world's emissions, pulled out. There is not even any certainty that the 15 countries that were members of the EU in 1997 will meet their collective target of an 8% reduction on 1990 levels. France, Sweden and the UK have already done so, but others – such as Spain, Portugal and Ireland – have made no progress at all.

**R: How much difference will Kyoto make?**

**J.M.:** Most climate scientists say that the targets set in the Kyoto Protocol are merely scratching the surface of the problem. The agreement aims to reduce emissions from industrialised nations only by around 5%, whereas the consensus among many climate scientists is that in order to avoid the worst consequences of global warming, emissions cuts in the order of 60% across the board are needed. This has led to criticisms that the agreement is toothless, as well as being virtually obsolete without US support. But others say its failure would be a disaster as, despite its flaws, it sets out a framework for future negotiations which could take another decade to rebuild. Kyoto commitments have been signed into law in some countries, US states and in the EU, and will stay in place regardless of the fate of the protocol itself.

**R: What about poor countries?**

**J.M.:** The agreement acknowledges that developing countries contribute least to climate change but will quite likely suffer most from its effects. Many have signed it. They do not have to commit to specific targets, but have to report their emissions levels and develop national climate change mitigation programmes. China and India, potential major polluters with huge populations and growing economies, have both ratified the protocol.

**R: What is emissions trading?**

**J.M.:** Emissions trading works by allowing countries to buy and sell their agreed allowances of greenhouse gas emissions. Highly polluting countries can buy unused "credits" from those which are allowed to emit more than they actually do. Countries are also able to gain credits for

activities which boost the environment's capacity to absorb carbon. These include tree planting and soil conservation, and can be carried out in the country itself, or by that country working in a developing country.

**R : Are there alternatives?**

**J.M.:** One approach gaining increasing support is based on the principle that an equal quota of greenhouse gas emissions should be allocated for every person on the planet.

The proposal, dubbed "contraction and convergence," states that rich countries should "contract" their emissions with the aim that global emissions "converge" at equal levels based on the amount of pollution scientists think the planet can take. (BBC News)

## UNIT 8

That William Wallace is a giant of Scottish history is beyond question. The stature of the man is such that he has grown along with his legend and in many descriptions he now stands a gargantuan 6 feet, 7 inches. His deeds, like his height, may be exaggerated but what is also beyond question is that Wallace is one of Scotland's greatest heroes. So, in the midst of all the myths, who was the real William Wallace?

Most people know of Wallace from the film *Braveheart*, which like most films blends fact with fiction. Like many histories, *Braveheart* tells of the son of Sir Malcolm Wallace, a minor noble of Renfrewshire, who became the symbol of resistance to English conquest. In fact, the truth is more complicated.

Wallace was indeed an outlaw, but like most outlaws his life was less than the stuff of romantic literature. Court records mention one William Wallace as a thief, the partner of a Matthew of York, who robbed a woman at her home. Wallace escaped the charge.

At least one of the outlaw tales is true. Wallace did kill Sir William Heselrig, English sheriff of Lanark, in 1297. However, it is doubtful whether this was in revenge for the murder of his mistress by the English, as the tales recount. Like the tales though, he was certainly not lacking in bravado. His next deed was to attack Sir William Ormsby, one of Scotland's English governors. Ormsby fled for his life. Stirling Bridge turned Wallace from brigand to national symbol, including in the minds of the English. "Tell your commander that we are not here to make peace but to do battle to defend ourselves and to liberate our kingdom. Let them come on, and we shall prove this in their very beards," Wallace is quoted as saying before the battle by an English writer of the time.

Wallace did not have long to glory in his fame as defeat quickly followed at Falkirk in 1298. He fled Scotland for the continent where he tried to enlist support for John Balliol and Scotland's cause. He returned to find the resistance crumbling. Robert the Bruce defected in 1302 and the Scots parliament confirmed a peace treaty with Edward in 1304. Following the treaty, the Scots were persuaded that one of the conditions for peace was the life of William Wallace.

In truth Edward had been trying to capture him before, and used Scots to do it. In March 1303 he paid some Scots who

failed to ambush Wallace. In March 1305 a Scot who had previously been part of the resistance, Sheriff John Menteith, succeeded where others failed. Wallace was captured in or near Glasgow and shipped south to London, bound and gagged.

There he was paraded through the streets and taken to Westminster for trial before a panel of nobles. The charges and sentences were read together. They were: murder, arson, sacrilege, the destruction of property and, famously, treason. Wallace denied only the last charge.

After the trial Wallace was dragged through London by horse to be executed at Smithfield. He was hanged, cut down while still alive, disembowelled and probably castrated. His lungs, liver and heart were thrown on a fire for sacrilege and he was then decapitated. His head was placed on a pole at London Bridge and his limbs displayed in Scotland as a warning. And as *Braveheart* shows, Edward's message did not have the desired effect.

**This article:** <http://heritage.scotsman.com/16-May-05>

## UNIT 9

**Interview with Dr Susan Lace, Senior Policy Officer at the National Consumer Council, UK on data protection**

**Dr. S.L.:** Every time consumers respond to an offer in a magazine, use a loyalty card, surf the internet, or obtain government services electronically, they are laying down a trail of information that can be sold to others, or used for marketing.

**R: Why does data protection matter?**

**Dr.S.L.:** Personal information is one of the most valuable commodities in society today. Government and public service providers gather a wealth of information from taxpayers, car owners, benefit recipients, patients, clients, customers and voters. Businesses, too, are intent on developing ever more sophisticated ways of capturing and using data about individuals. Consumers have much to gain from these developments. But whenever personal data is collected and stored, it may also be abused. Wrong information may be passed on to third parties, privacy invaded, or individuals besieged by marketers. Trust is hard-won and necessarily fragile. If the information age is to develop on secure foundations, it is vital that those who collect and use personal data maintain the confidence of those who are asked to provide it.

**R: What legislation exists to protect consumers?**

**Dr.S.L.:** In July 1998, a new Data Protection Act replaced the 1984 Act. It covers most information held in written files, as well as on computer. There are eight data protection principles in the Act that define the duties of people who collect and provide personal data. Data controllers make decisions about what data is held, how and why it is held and who has access to it. Those who act on behalf of data controllers are called data processors. Data controllers and data processors can be an individual, a group of individuals or organisation depending on its size. The principles also define the rights of people who own the information about themselves – data subjects. The principles dictate that:

1. personal data must be processed fairly and lawfully, and usually only with the subject's consent. Consent should be given freely if pertinent information is insufficient and not while under duress; 2. data should only be processed for specified and lawful purposes; 3. data must not be excessive to the purpose(s) for which it is processed; 4. data must be accurate and kept up to date; 5. data must not be kept longer than the purpose requires; 6. the data subject's rights must be protected; 7. data must be safeguarded against misuse or accidental loss; 8. data must not be transferred outside the European Economic Area without the assurance of adequate protection (this issue has led to the "safe harbour" agreement).

## **R: What work has the NCC done?**

**Dr.S.L.:** In our work in the past, the NCC has produced a number of reports on data protection and consumers' right to privacy.

## **UNIT 11**

**Google searches for the future** By Peter Day, Presenter, BBC Radio 4 and BBC World Service

**Does Google know what it's doing ?** Probably not. And therein may lie its genius. I went round the "Googleplex" in Silicon Valley California four years after the company started. It was unreconstructed 1960s California; bikes in the corridors, lava lamps everywhere, the famous ex-Grateful Dead chef cooking delights in the Google canteen, a grand piano in reception for the Google PhDs to tinkle on during breaks.

But most impressive of all was what I saw above the reception desk: a live selection of searches being requested at that moment all over the world. I read out a few... and then turned to my Google escort. "No one in history has ever been able to do this before," I said, overwhelmed by it. "We are looking into the mind of the world." But like all great innovations, we take things like the internet for granted as soon as we get it. While I was there I talked to the founders of Google, Sergey Brin and Larry Page. This was before they had hired a chief executive officer – Eric Schmidt – and were still running the firm themselves, long before last year's extraordinary share sale that made them multi-billionaires. Even in 2002 the company was generating enough money from ads to wipe its face. The company is mapping your desktop, managing your pictures with *Picasa*, mapping the earth with Google Earth, offering search over mobile phones.

It is going local by rolling country-specific search engines, it is edging into telecoms by apparently trying to build a fibre optic network, starting up an agency to place print ads like those on its web pages, launching Google Talk for instant messaging and Gmail for electronic mail.

But it does not stop there, and Google wants to make the contents of books (not just their titles) searchable to everyone (maybe eventually all the books in the world), and it even wants to make TV programmes searchable. In August 2005, one year after the company's first share flotation, Google raised another \$4billion to add to its existing

\$3billion cash pile, making it the fastest growing company ever seen. It is taking a million square feet of NASA property in Silicon Valley for a new Googleplex to create space for its army of PhDs who spend their time dreaming up ways of making search better. Its main asset is the number of PhDs it has working for it, ceaselessly trying to figure out how to extend the principle of search into everything, unbounded by time, space and (soon) language barriers. The company refuses to hire people more than a year or two out of university, for fear that experience in the conventional business world will taint their freshness of mind. Google googles the Internet for its own purposes, ceaselessly.

Google's business plan seems to be a simple one: its people start things, and then work out how to make money out of them. This is an internet land grab of extraordinary dimensions.

The one feature that Google has been wary of adding to its services until this month is personal search, which remembers your preferences and selects from what it thinks you will want to see.

It was quietly taken out of the labs and launched in beta form the other day and whatever the small print promises, it takes this self-proclaimed "good" company into potentially dangerous Big Brother territory. But by remembering your own preferences rather than the most popular or referred-to sites, it is turning the internet into a genuinely personal resource. A mighty move.

The Google tracker and author John Battelle says that Google's ultimate ambition is to change its overt mission statement. At present, it professes "to organise the world's information and make it accessible." The plan is to bring in the even more grandiose aim "to become the marketplace for all global commerce." And of course it may not be Google. Build a better search engine than Google, and the Internet will beat a path to your door. At the Institute for the Future in Silicon Valley, California, Paul Saffo thinks the future is Yahoo, not Google because Yahoo has identified entertainment as the heart of its business plan. It plans to link every other sort of internet exploration to the entertainment imperative. Out there in cyberspace, something very important is happening to all our lives. That's what Google knows, even if it doesn't know where it's going.

Story from BBC NEWS:Published: 2005/11/15

## **UNIT 12**

There is a strange phenomenon. Britain is getting older. In fact, the population is older now than it has been for over a century. Yet at the same time our culture has never been more adolescent. Young people may be a dwindling minority, but they exercise an extraordinarily powerful influence on the cultural stage, from television and newspapers to film and art. The turning point, of course, was the 1960s. Until then, young people were largely ignored in a culture that was stiflingly middle-aged. A generation, who were brought up in very different conditions from those of their parents, rebelled in a way that remains unprecedented in western

society. It is not difficult to explain or understand the 60s. The young were the product of the long postwar boom, not war and unemployment, and the baby boom lent them exceptional demographic weight. What is far more difficult to comprehend is why our culture, in the decades since, has become progressively more infantile. It is as if the 60s gave birth to a new dynamic, which made young people the dominant and permanent subjects of our culture. It started with the birth of pop music as a youth genre, but the concerns and attitudes of the young generation have since permeated areas that were never adolescent. One only has to think of Britart, for example, whose motif has been the desire to shock, or film, whose preoccupaton with violence as spectacle is driven by the appetite of the young, to see how powerful these adolescent values have become. It is not that they are simply negative or offer nothing: on the contrary, there is much to be admired in their energy, scepticism and commitment to innovation. But they are also characterised by transience and shallowness, a desire to shock for shock's sake, and a belief that only the present is of value. A culture that succumbs to adolescence is a culture that is drained of meaning and experience, not to mention history and profundity. But why is it happening? It can be argued that the 60s unleashed a new cultural dynamic, which is still working its way through society. A new mindset was formed, which gave priority to the young. It is plausible to suggest that parents and grandparents who themselves were the rebels of the 60s are more inclined to respect, and defer

to, the sensibilities and demands of youth. And this tendency has been reinforced by a new technological dynamic, manifest in the internet, mobiles and the like, which has left older generations feeling a little left out, and lent credence to a misplaced technological determination among the young. There is more than a grain of truth in all this. But as the proportion of young people steadily declines, one would still expect the sheer weight of growing age to assert itself. So far there is absolutely no sign of this. In fact, extraordinarily, the opposite is happening. The underlying reason for all this could not be more fundamental. It concerns the western condition. For over half a century we have only known prosperity, never experienced mass unemployment, never fought wars except on the edges at other people's expense, never known the extremes of human existence, comfortable in a continent that has enjoyed, for the most part, a similar existence and, having turned its back on grand visions, opted for the quiet life. Yet it is extremes, personal or political or both, that teach us the meaning of life. Without them, the excesses of the young provide a little of the excitement otherwise lacking. The outcome is a growing shallowness. Britart may shock, but it hardly provides us with a deeper insight into the human condition. Hollywood movies may entertain, but they barely ever enlighten. An adolescent culture is one that lives on the surface, unencumbered by memory, light on knowledge and devoid of wisdom.

*(The Guardian Weekly, Martin Jacques)*

Doina Miloș Roxana Marin

# Limba engleză L1

Manual pentru clasa a XI-a



Filiera teoretică și vocațională