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*L*imba engleză

L2 **Front Runner 4**

Manual pentru clasa a XII-a

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1. Complete the sentences with the correct form of the words in CAPITALS.

1. There is an . . . hysterical tone about television not just in the quality but in the quantity. INCREASE
2. She was utterly . . . , showing no gratitude for all we had done. GRACE
3. At school, I found that little was . . . in the classroom. MEMORY
4. The years passed . . . , and I have only sketchy recollections of them. FORGET
5. Churchill's . . . of vision impressed all who knew him. CLEAR



*Sir W. Churchill,
Prime Minister
(1940–1945)*

6. Despite a life devoted to helping the poor, she never won any . . . before her death. RECOGNIZE
7. Closure of the company will mean . . . for 200 people. EMPLOY
8. They were . . . to fund a project that had little chance of success. WILL
9. He acted in full . . . of the possible consequences. KNOW
10. There were more than 100 . . . for the two jobs. APPLY

2. There is a spelling mistake in each of the following sentences. Correct it.

1. I saw the advertisement in a newspaper yesterday.
2. A doctor's first responsibility is to her patients.
3. You are entitled to receive assistance from the government.
4. To her great disappointment, we all had to leave early.

5. I went to my father to ask him for his opinion on the matter.

3. Complete the sentences with the correct prepositions.

1. This programme is aimed . . . a teenage audience.
2. She often complains . . . not being appreciated.
3. I don't want to listen . . . all this nonsense.
4. The only thing he seems to care . . . is money.
5. We agreed never to refer . . . this matter again.
6. I asked him again to refrain . . . smoking.
7. He was staring . . . me without saying anything.
8. She suffers . . . terrible migraines.
9. How far do you agree . . . his opinion?
10. Have you applied . . . a position in the new company?

4. Fill in the blanks with one suitable word.

The week began when we all congregated (1) 3:30 pm on Range Road car park, ready, anticipating for (2) long bus trip (3) awaited us. (4) quick goodbyes to our parents, loved (5) etc., the journey began. The time passed quickly (6) account of the videos kindly donated (7) various pupils. The journey finally ended at the Hotel Soleil where we (8) met by a disturbing sight. (9) was no snow, except on the cap of the mountains.

The Saturday afternoon was taken (10) . . . by lunch, unpacking and generally looking (11) The first day skiing consisted (12) being put into ski groups and getting acquainted (13) the ski instructors. That afternoon the beginners were left behind (14) the other groups ventured higher up the mountain, stopping at various points according (15) their ability.

5. Put the verbs in brackets into the Simple Present or Present Continuous.

1. He (live) in a small flat but this week he (stay) with some friends.
2. The play (begin) now. On Sunday plays (begin) at 9:00 on the radio.

INTRODUCTORY TEST

3. On my way to school I usually (meet) my neighbours who (go) to work.

4. Mary (think) about the exam. She (think) it was long and difficult.

5. ... (listen) to me? ... you (understand) me?

6. Put the verbs in brackets into an appropriate present tense.

1. We (like) her. She (be) our teacher for two years.

2. He (be) an architect. He (work) for a Liverpool-based company.

3. "What (you/do)?" "I (fill in) an application form."

4. He usually (set) easy tasks. It's the first time he (give) us such a difficult assignment.

5. No one (yet/explain) why they (build) this road here.

7. Put the verbs in brackets into the correct form (Infinitive or -ing).

1. I look forward to (hear) from you as soon as possible.

2. Mary avoided the crowds by (go) the long way around.

3. His mother persuaded him (see) a doctor ages ago.

4. He regrets (play) badly in the last game.

5. She regrets (say) she can't come.

6. I don't remember (buy) the newspaper.

7. I promise I won't forget (buy) one tomorrow.

8. The tourists were frightened of (lose) their way.

9. She is ashamed (admit) that she had lied.

10. He'll be busy (write) the report at the weekend.

8. Rewrite the following sentences in Reported Speech.

1. "I don't think John will fail the exam," the teacher said.

2. "I've booked tickets for the Saturday night show," he told me.

3. "I passed the driving test," she said.

4. "I'll meet her tomorrow," he said.

5. "I don't know how to get there," he said.

6. "Why are you late?" she asked.

7. "I can't do it myself," she said.

8. "When will he be here?" the little boy asked.

9. "Who has written the script?" the actor asked.

10. "Have you ever regretted being a sailor?" his friend asked.

9. Translate these sentences into English.

1. Adrian mi-a spus că locuiește la Londra de trei ani și că el cunoaște foarte bine orașul.

2. Prietenii mei mi-au promis că dacă mă voi duce pe acolo, îmi vor arăta și mie locurile cele mai interesante din oraș.

3. Voiau să știe cine a regizat filmul.

4. Nu mi-a spus când se va întoarce, dar eram sigură că îl vom vedea înainte de 15 iunie.

5. Mi s-a plâns că tinerii din spate vorbesc de când a început spectacolul.

10. Finish each of these sentences so that it is as similar as possible in meaning to the sentence written before it.

1. As Tom grew older he became more independent.

The older

2. "There's too much noise in this room and I can't concentrate", said Mary.

Mary complained . . .

3. My parents didn't realize they had so much furniture until they had to move house.

Not until

4. My advice to you is to start revising as soon as possible.

If I were you

5. She asked me where I had bought my new bag.

"Where

6. I prefer reading to playing computer games.

I'd rather

7. The accident happened because you were driving so fast.

If you

8. You won't lose weight if you don't take more exercise.

Unless . . .

9. Did he win yesterday's race or not?

I wonder whether



Laurence Edward Alan “Laurie” Lee, (June 26, 1914 – May 13, 1997) was an English poet, novelist, and screenwriter.

His most famous work was an autobiographical trilogy which consisted of *Cider with Rosie* (1959), *As I Walked Out One Midsummer Morning* (1969), and *A Moment of War* (1991). While the first volume famously deals with his childhood in the idyllic Slad Valley, the second deals with his leaving home for London and his first visit to Spain in 1934, and the third with his return in December 1937 to join the Republican International Brigades.

Other works include *I Can't Stay Long* (1975), a collection of occasional writing. He also published a number of poems during World War II, and later his memoirs of the Spanish Civil War.

Changes for the better

• Talking it over

1. How should your ideal teacher be? Use suitable adjectives from the box and talk to your partner.

friendly, knowledgeable, gentle-mannered, patient, absent-minded, short-tempered, sensitive, enthusiastic, eccentric, arrogant, dedicated

2. Match the adjectives on the left to the correct meaning on the right.

- | | |
|----------------|--|
| 1. fair-minded | a. not able to think quickly |
| 2. equable | b. thinking about the feelings and needs of other people |
| 3. placid | c. judging people or situations in a way that is completely fair |
| 4. considerate | d. calm, reasonable and not easily made angry or upset |
| 5. slow-witted | e. rarely showing or experiencing excitement or anger |

3. Which of the qualities above complete the portrait of the ideal teacher?

• Reading

4. Read the two texts and answer the following questions.

- Which text portrays a modern teacher?
- What relationship is there between Miss B and her students?
- Which text is part of an interview and which is an excerpt from a story?

1. Miss B

She was a punitive little body and the school had christened her Crabby; she had a sour yellow, lank hair coiled in earphones, and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crept, she pounced — she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. “Good a-morning, children!” “Good morning, Teacher!” The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl “Ar Farther . . .” at which we said the Lord’s Prayer, praised all good things, and thanked God for the

VOCABULARY

lank = not attractive

to gobble = to make the sound made by a turkey

to pry = to be interested in someone's personal life in an annoying way

to pounce = to quickly jump on or hold someone

to whack = to hit with a lot of force

to scowl = to twist your face into an expression that shows you are angry

to growl = to say something in an unfriendly and angry way

to binge = to do too much of something you enjoy

legless = very drunk

swot = a student who works extremely hard and has no time for other activities



Martin Daunton

health of our King. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled, and sprang, and knocked some poor boy.

(Laurie Lee, *Cider with Rosie*)

2. The Master

Cambridge University is a federation of 31 independent colleges. So as Master of Trinity Hall, Martin Daunton is head of a college managing its own finances, electing its own scholars — known as fellows — to teach and research, and selecting its own students.

Intimacy, friendliness and a strong sense of community are traditions of Trinity Hall that Martin Daunton is determined to preserve. “We have made a deliberate decision to stay a small college,” he says. “We can then all know each other and can be intimate, friendly and supportive. And that means if we get someone in who has any social unease, we can really look after them well.” The Master in my days at Trinity Hall was a remote figure and Martin Daunton was amazed to hear that I had never been invited inside the Master’s lodge. He takes an interest in all that the students do, including their tendency to binge-drink when they first come up. He finds that doesn’t last and students soon get involved in some of the many activities within the college.” I was struck last Friday and Saturday night,” he tells me. “I went into the bar expecting to find it full of legless young students. In fact it wasn’t. They are doing other things, they are being active.”

“Legless” is by no means the only colloquial term Martin Daunton uses during our conversation. He tells me it is the college policy not to take students who are just “swots”. “What we want,” he says, “is people who realize it’s possible to get a good result and take part in the college activities, sing in the choir, row in one of the eights, debate in the political society. I feel it’s very important for me to encourage all these sorts of activities.”

(adapted from *The Master; Beautiful Britain*, 2006)

5. Re-read the two texts and the vocabulary box, then answer the questions.

1. Is there any connection between the way Miss B/Crabby looks and the way she behaves?
2. Does her relationship with the pupils stimulate learning? Explain.
3. Does Martin Daunton manage the college as an autocrat? Give arguments.
4. What elements in the Master’s vocabulary point to his relationship with the students?
5. Talk about Crabby’s and Martin Daunton’s relationships with their students.
6. The verbs in the first text are in the Past Tense. Identify the sentence which refers to repeated actions in the past.

A traditional relationship

• Talking it over

1. Modern times have brought important changes in the relationships between parents and children, students and teachers, citizens of different ethnic origins, etc. Can you think of other areas where relationships have undergone changes? Talk to your partner.

• Listening

2. Listen to the first part of a lecture on the British monarchy. Does the Queen still play any part in the relationship with the parliament and the institutions of government?



Queen Elizabeth II

3. Listen again and fill in the gaps.

Change seems to be the fashion of the day (1) there are areas of public life where calls (2) change should be treated with great caution. One (3) area of debate is the British monarchy, the centerpiece of the British Constitution, (4) has developed over hundreds of years. It is also a feature (5) the times that individuals and their functions often become confused (6) the public mind — and this is certainly true with the monarch and (7) role. When such a big issue is involved, (8) is important to retain a sense of perspective and clarity, and to look at the benefits (9) the nation of this institution.

The Queen was once asked what (10) thought her role was: she (11) that it consists in being, not doing. Her service is not in rushing around doing things but in being always unchanging, remaining quiet and observant (12) the affairs of the nation. That is an invaluable asset for any nation, to have (13) at the heart of government who remains always steady, true vigilant and (14) politics. It allows the government, considered in its entirety, to be likened to a flywheel, with stillness at the centre of the hub (15) which turns, with unceasing motion, all the machinery of governance.

(adapted from *Beautiful Britain* – spring 2006)

4. Listen to the second part of the lecture and tick the correct answer.

1. People's fluctuating appreciation of monarchy comes from
 - a) jealousy
 - b) complete ignorance of the role of this institution
 - c) unawareness of its role and service to the nation

The Civil List is an annual allowance, approved by Parliament, made to the sovereign and members of the royal family for the expense involved in carrying out their public duties.

Exchequer is the government department responsible for the collection of taxes and the paying out of public money.



Buckingham Palace
on Christmas Eve 2003

Past Tense Simple and Continuous

1. We use Past Simple to talk about - completed actions

They borrowed money and bought a house.

The article was published in "The Sun".

- habits

He read "The Times" everyday.

- states

As a child I didn't like swimming.

2. We use Past Continuous to talk about

- actions in progress in the past

I was sleeping when the phone rang.

- to give background information

It was getting dark and we were wondering what to do.

Past Perfect Simple and Continuous

1. We use Past Perfect Simple to talk about

- a past event which happened before another past event

She told us about her plans when she had made all the arrangements.

She told us about her plans when all the arrangements had been made.

2. We use Past Perfect Continuous to talk about

- an action which had been in progress up to a certain time in the past

He had been reading for two hours when she came to see him.

d) bad publicity

2. A peripheral aspect of a question means

a) as important as the main aim, part, etc. of the question

b) not as important as the main aim, part, etc. of the question

c) extremely important

d) completely unusual

3. The lecturer believes that the Civil List represents

a) a small amount of money

b) much more than it is received from Crown lands and rents

c) only a small part of the tax paid by the royal household

d) a huge amount of money

4. According to the lecturer

a) the monarchy is an old-fashioned institution

b) the monarch acts in favour of certain political parties

c) the monarchy is a symbol of power

d) the monarchy is above parties

5. Put the verbs in brackets into an appropriate Past Tense (Simple or Continuous).

One day John Digby (sit) in the playground eating his lunch from a paper bag when a dark shadow (loom) over him. He (look) up and (see) Mick Moakes peering down at him. Behind Moakes (stand) two of his pals. They (grin) and John (know) that something was going to happen to him.

6. Put the verbs in brackets into Past Simple or Past Perfect. Use active or passive forms.

Tacitus said that the Anglo-Saxons (be) stubborn but fiercely and proudly free people. Alfred the Great, king of the West Saxons, defeated the Danes who (try) to conquer his kingdom. He (lay) the basis for the unification of England under the West Saxon monarchy and (lead) a revival of learning and literature. An outstanding leader in both war and peace, he (call) *the great*. Education declined because until then the monasteries (loot) by the Danes. Few even among the clergy (can) read or write. With Alfred's help Latin books (translate) into Anglo-Saxon.

The Anglo-Saxon king (hold) the land as trustee for the people.

When the Anglo-Saxons (settle) in the British Isles, they (bring) this concept with them. Later, the Norman king, William (claim) that all land (own) outright by the king. Much misery (cause) to the people by this theft of their land.

It isn't always easy

Paragraph Plan for writing narratives

Paragraph 1

Set the scene: who/ what/where
Introduce the character(s), refer to their feelings, describe the weather, time, atmosphere, etc.

Paragraphs 2 – 3 – 4

Develop the story
Describe the main event(s) in detail. Describe people, places, actions, emotions.

Conclusion

End of the story
Refer to feelings, reactions, consequences. Make comments.
Which are the main parts of the story written by William Carlos Williams?

- A. Poor parents
- B. Diphtheria
- C. The Use of Force

VOCABULARY

diphtheria = a serious disease affecting your throat that makes it difficult for you to breathe
to gag = to be unable to swallow because you feel as if you are going to vomit

1. Read the Paragraph Plan for writing narratives and the following two excerpts. Which of them is the beginning and which is the end of a story?

1. “My friends, thank you for letting me have the last laugh. As for the money: because I love you all, my fortune will be divided equally among you. Enjoy your share, and think of me whenever you hear laughter.” The company fell silent. For the first time that day, there was a feeling of sadness in the air.

2. Jack Rogers could barely see through the windscreen of his coach. A heavy rain was falling steadily as he drove towards the Hastings River which flows near Mount Seaview in New South Wales, Australia. Usually placid, the river had been transformed into a thundering, 200-foot-wide torrent by days of rain. Roger’s mission was to cross the turbulent river using a narrow bridge now hidden beneath flood waters.

• Reading

2. a. Talk to your partner. Do doctors need good communication skills? How important is a good relationship between doctors and patients? Why do some children start screaming as soon as they see a doctor?

b. Read the abridged version of this story and choose the best title A-C.

They were new patients to me, all I had was the name, Olson. Please come down as soon as you can, my daughter is very sick.

When I arrived I was met by the mother, a startled looking woman, very clean and apologetic who merely said, “Is this the doctor?” and let me in.

The child was fully dressed and sitting on her father’s lap near the kitchen table. I could see that they were all very nervous, eyeing me up and down distrustfully. The child was fairly eating me up with her cold, steady eyes, and no expression to her face whatever. She did not move and seemed, inwardly, quiet; an unusually attractive little thing. But her face was flushed, she was breathing rapidly, and I realized that she had a high fever.

“She’s had a fever for three days,” began the father, “and we don’t know what it comes from. My wife has given her things, you know, like people do, but it don’t do no good. And there’s been a lot of sickness around. So we thought you’d better look her over and tell us what is the matter.”

We had been having a number of cases of diphtheria in the school to which this child went during that month and we were all thinking of that, though no one had as yet spoken of the thing.



Dr. William Carlos Williams, (sometimes known as WCW, September 17, 1883 – March 4, 1963), was an American poet closely associated with modernism and imagism.

Williams was born in Rutherford, New Jersey, a community near the city of Paterson. His father was an English immigrant, and his mother was born in Puerto Rico. In 1902 he entered the University of Pennsylvania Medical School. During his time at Penn, Williams befriended Ezra Pound, Hilda Doolittle (best known as H.D.) and the painter Charles Demuth. These friendships supported his growing passion for poetry. Surprisingly, most of his patients knew little if anything of his writings; instead they viewed him as a doctor who helped deliver over 2,000 of their children into the world.

OVER TO YOU!

5. Use the information in the Paragraph plan for writing narratives and write a story. Remember to use a variety of past tenses (Past Simple, Past Continuous, Past Perfect), appropriate time words and direct speech to enliven the narration.

“Well,” I said, “suppose we take a look at the throat first,” I smiled in my best professional manner and asking for the child’s first name I said, “come on, Mathilda, open your mouth and let’s take a look at your throat.”

Nothing doing.

“Come on, I coaxed, just open your mouth wide and let me take a look.”

“Such a nice man,” put in the mother. “Look how kind he is to you. Come on, do what he tells you to. He won’t hurt you.”

At that I ground my teeth in disgust. If only they wouldn’t use the word “hurt” I might be able to get somewhere.

“Look here,” I said to the child, “we’re going to look at your throat. You’re old enough to understand what I’m saying. Will you open it now by yourself or shall we have to open it for you?”

Not a move. Even her expression hadn’t changed. Then the battle began. I had to do it. I had to have a throat culture for her own protection.

“Put her in front of you on your lap,” I ordered her father, “and hold both her wrists.” But as soon as he did, the child let out a scream.

“Don’t, you’re hurting me. Let go of my hand. Let them go.” Then she shrieked terrifyingly, hysterically. “Stop it! You’re killing me!”

Then I grasped the child’s head with my left hand and tried to get the wooden tongue depressor between her teeth. She fought with clenched teeth, desperately. When finally I got the wooden spatula behind the last teeth she opened up for an instant but before I could see anything she gripped the wooden blade between her molars and reduced it to splinters before I could get it out again.

“Aren’t you ashamed,” the mother yelled at her. “Aren’t you ashamed to act like that in front of the doctor?”

“Get me a smooth-handled spoon,” I told the mother. “We’re going through with this.” In a final assault I overpowered the child’s neck and jaws. I forced the silver spoon back of her teeth and down her throat till she gagged. And there it was – both tonsils covered with membrane. She had fought valiantly to keep me from knowing her secret.

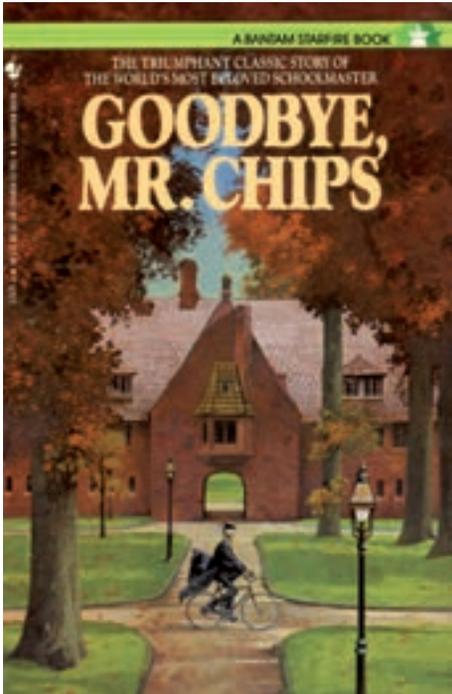
(adapted from William Carlos Williams)

3. Re-read the story and answer the following questions.

1. What tenses did the author use to tell the story? Give examples.
2. Why did the author use direct speech?
3. What time words did the author use to mark the sequence of events?

4. Correct three grammar mistakes in the story.

A teacher to remember



• Reading

1. Read part of the blurb on the back of *Goodbye, Mr. Chips*, by James Hilton (1934) and answer these questions.

a. How would you describe the relationship between Mr. Chips and his students?

b. What other qualities should a schoolmaster have to develop a good and memorable relationship with “rowdy” boys?

Full of enthusiasm, young English schoolmaster Mr. Chipping came to teach at Brookfield in 1870. It was a time when dignity and a generosity of spirit still existed, and the dedicated new schoolmaster expressed these beliefs to his rowdy students. Nicknamed Mr. Chips, this gentle and caring man helped shape the lives of generation after generation of boys. He became a legend at Brookfield, as enduring as the institution itself.

2. Read an excerpt from *Goodbye, Mr. Chips*. Did working with boys change Mr. Chips’ behaviour?

The one thing he had always had, a sense of humour, blossomed into a sudden richness to which his years lent maturity. He began to feel a greater sureness; his discipline improved to a point at which it could become, in a sense, less rigid; he became more popular. When he had first come to Brookfield he had aimed to be loved, honoured, and obeyed — but obeyed, at any rate. Obedience he had secured, and honour had been granted him; but only now came love, the sudden love of boys for a man who was kind without being soft, who understood them well enough, but not too much, and whose private happiness linked them with their own. He began to make little jokes, the sort that schoolboys like — mnemonics and puns that raised laughs and at the same time imprinted something in the mind. There was one that never failed to please, though it was only a sample of many others. Whenever his Roman History forms came to deal with the Lex Canuleia, the law that permitted patricians to marry plebeians, Chips used to add: “So that, you see, if Miss Plebs wanted Mr. Patrician to marry her, and he said he couldn’t, she probably replied: “Oh yes, you can, you liar!” Roars of laughter.

British English	American English
colour	color
travelled	traveled
Mr / Mrs	Mr. / Mrs.

VOCABULARY

blurb = the short description of a book printed on the back cover
rowdy = making a lot of noise

3. Tick the correct answer.

1. Mr. Chips’ sense of humour

a. developed with experience

c. remained unchanged

b. disappeared as he grew older



An ancient Roman

pun = an amusing use of a word or phrase which has several meanings or which sounds like another word. e.g. What's black and white and red (= read) - a newspaper

mnemonic = word, short poem, sentence etc. used to help you remember things. e.g. The spelling guide "i before e except after c". (believe but receive)

2. By "obedience" Mr. Chips meant
 - a. rigid discipline
 - b. observing the rules of the school
 - c. preventing the boys' personality to develop
3. According to Lex Canuleia
 - a. a patrician was forbidden the right to make friends with a plebeian
 - b. a patrician was allowed to marry a plebeian
 - c. patricians and plebeians could meet and talk
4. Who tells the story?
 - a. Mr. Chips
 - b. one of the schoolboys
 - c. the author

4. Read the sentences. Find and correct: two spelling mistakes, two mistakes with prepositions, two mistakes with tenses and two often misused verbs.

1. Paul wanted to marry with that girl last year.
2. The failure of the operation has shaken our believes.
3. She raised from her chair to welcome us.
4. We only deal in companies which have a good reputation.
5. Mrs. T. is teaching in our school for more than ten years.
6. I'm so gratefull that you didn't tell my parents about this.
7. I had to rise my voice in order to make myself heard over the noise in the classroom.
8. And then he mentioned that he was at Brookfield for forty-two years.

5. Complete the blanks in the following sentences with the correct form of the word given in capitals.

1. Last Sunday my parents celebrated 20 years of . . . MARRY
2. ". . . is the best medicine" is a well known saying. LAUGH
3. We all know that he had several . . . before finding the right method. FAIL
4. He has applied for a . . . to buy a new house. LEND
5. As he is only 16, everybody thinks that his selfishness is just . . . MATURE
6. The newly introduced income tax has increased the . . . of this government. POPULAR
7. The embarrassing episode had . . . itself on my mind. PRINT
8. Reading is an excellent way of . . . your experience. RICH

OVER TO YOU!

6. Describe your ideal teacher. What moral qualities should he/she have? Remember to include examples to support your views. (200 words)

Review and consolidation



1. Read part of the essay *The Pen and the Scalpel* by Richard Selzer. Can you think of any other aspect(s) the two professions have in common?

At first glance, it would appear that surgery and writing have little in common, but I think that is not so. . . . In each of them you hold a slender instrument that leaves a trail wherever it is applied. In one, there is the shedding of blood; in the other it is ink that is spilled upon a page. In one, the scalpel is restrained; in the other, the pen is given rein. The surgeon sutures together the tissues of the body to make whole what is sick or injured; the writer sews words into sentences to fashion new version of human experience. A surgical operation is rather like a short story. You make the incision, rummage around inside for a bit, then stitch up. It has a beginning, a middle and an end.

2. Match the underlined words to their definitions in the box below.

- a. to search for something among a lot of other things
- b. a small sharp knife used by a doctor for doing an operation

3. What do teaching and acting have in common? Talk to your partner.

4. Match the two columns to make collocations relating to friends.

- | | |
|------------------|-----------------|
| 1. make | a. acquaintance |
| 2. develop/spoil | b. friends |
| 3. have a good | c. touch |
| 4. a casual | d. a friendship |
| 5. lose/keep in | e. relationship |
| 6. strike up | f. grows |
| 7. a friendship | |
| 8. close | |

5. Use an appropriate word to complete the following sentences.

1. My brother seems to have already up a friendship with our new neighbours.
2. She describes herself as a acquaintance of the famous actor.
3. Contrary to all expectations, working together has their friendship.

Expressions describing relationships

1. see eye to eye
2. rub elbows with someone
3. make one's blood boil
4. give someone the cold shoulder
5. rain on someone's parade

Match them with the appropriate meaning:

- a. to ignore someone intentionally
- b. to spoil someone's happy feelings
- c. to disagree
- d. to cause someone to become angry
- e. to associate with someone

4. We mustn't . . . touch when we finish this course.
5. Does your little sister find it difficult to . . . friends at school?
6. They have been . . . friends since they were at school.



A forest fire

6. Use nouns with -ance (-ence) for the words in italics. Make other necessary changes.

Example: She *remembered* what had happened but rather vaguely.
She had a vague remembrance of what had happened.

1. He was *reluctant* to accept our help, and we clearly felt it.
2. He found that the dates of the letter and the e-mail *coincided*. It seemed strange to him.
3. I don't see that the new edition of the book is any *different* from the old one.
4. The matter was most *important*. There was no denying it.

7. Put the verbs in brackets in the correct tense and voice.

Firefighters killed as winds spread blaze started by arsonists

The Governor of California (declare) a state of emergency in an area 125 miles east of Los Angeles, where more than 1,000 firefighters (fight) a forest fire that (start) deliberately. Four of their colleagues (die) after high winds (sweep) flames over their vehicle. A reward of \$300,000 for the arrest of the arsonist responsible for the deaths (announce) last night.

A US Forest Service spokesman said: "These winds (be) devil winds. The firefighters (flee) for their lives but the flames (catch) them.

A record 9.6 million acres (burn) by forest fires in California this year.

(adapted from *The Times*, 2006)



E.M. Forster (1879-1970)

8. Translate into English.

1. Națiunile trebuie să se înțeleagă între ele și aceasta cât mai repede... pentru că micșorarea globului pământesc le aruncă una în brațele celeilalte. (E.M. Forster, *Notes on the English Character*)

2. Chiar atunci când manierele noastre de acasă corespund întocmai celor din societate — și bineînțeles ar trebui să fie cu mult mai bune — sunt întotdeauna diferite; și deosebirea este mai mare în limbaj decât în orice altceva.

3. Dan nu-și amintea unde a făcut cunoștință cu Tom, dar știa că prietenia lor a fost adevărată de la început și a durat până la terminarea liceului. Petreceau mult timp împreună, făceau același sport, se ajutau ori de câte ori aveau nevoie. Acum comunică des, dar distanța îi obligă să se vadă mult mai rar.

Community service refers to service that a person performs for the benefit of his or her local community. People become involved in community service for a range of reasons — for some, serving community is an altruistic act, for others it is a punishment. The term “community service” therefore refers to projects that members of certain youth organizations, such as the Boy Scouts or Girl Scouts and some highschool students perform. It is also an alternative sentencing technique in a justice system. And at times groups of people will commit to perform service to the community as a gesture to the larger community, as part of gift economics.

Why volunteer?

- great way to learn (1) *new skills*
- it can shape your ideas about (2) _____
- it can provide a sense of (3) _____
- it makes people feel they (4) _____
- great way to get a perspective on (5) _____
- it can look impressive on your (6) _____ *or* _____



Put a smile on your face!

• Points of view

1. **Give your opinion. How important are teenagers in a community? What can they do to feel they are an important part of the community they live in?**

2. **Work in pairs to draw a list of reasons why teenagers should get involved in community life. Check your list with another pair.**

• Listening

3. **You are going to listen to a talk on why it is important for teenagers to do volunteer work in their communities. As you listen, compare your ideas with the speaker’s.**

4. **Listen again and fill in the gaps in the left notes with one, two or three words, as in the example.**

• Reading

5. **You are going to read an article about highschool students involved in community service. What example of volunteering is given? Summarise the text in 1-2 sentences.**

After nine summers at Wavy Gravy’s Camp Winnarainbow, Iliana Berkowitz feels confident enough in her clowning to bring it to the masses. “I just want to do something silly that people can laugh at,” says the 17-year-old highschool senior from Palo Alto. So Berkowitz boards the Route 22 bus line on the Peninsula every Saturday morning dressed up as a clown, just to make passengers smile. In 2005, Berkowitz was one of 20 local teens selected to become a Diller Teen Fellow, an innovative program for 11th graders designed to inspire leadership among Jewish youth in the Bay Area. Diller Teen Fellows spend seven Sundays during the year exploring their Jewish identity, learning leadership skills and performing community service.

And this is where teen educator Jennifer Mangel stepped in with her program, *Doing Good Well*, which she’s been running through Berkeley Hillel. The goal is to encourage young people to commit to social action. “*Doing Good Well* was adapted to be a ‘bridge’ between the Diller Teen experience and a future role in community service”, Mangel says. At the Diller Teens’ last retreat, she worked with the participants on a plan for their next service projects. While the fellowship program initially had the teens working on group service

projects, *Doing Good Well* encouraged them to take action on their own. “My role is to help inspire them to find their passion and to give permission to them to follow it,” Mangel says of teens such as Berkowitz, who want to get involved in community service.

For Berkowitz, “doing good well” means dressing up like a clown to ride the bus with early-morning laborers between Menlo Park and Santa Clara. “I’m hoping to make some difference in the lives of some people who don’t normally get this random act of happiness,” Berkowitz says. Most of the passengers are Latino, African American or Vietnamese. “I’m a teenager and a white girl,” she says. “So when I start doing something silly, it will get people’s attention. I can’t imagine that this is a happy part of their day, for someone who rides the bus every day,” adds Berkowitz, who’s off to American University in Washington, DC, next fall. “It’s OK for me to sacrifice my integrity a little to make someone else happy.”

(adapted from *Teens take on leadership roles through community service*, by Rachel Sarah)



People doing community service

6. Answer the following questions.

1. How do you think people on the bus react when they see Iliana dressed as a clown?
2. Do you think she succeeds in putting a smile on their faces every time?
3. How does she feel about the program she is in?
4. What qualities does it take to do the kind of community service Iliana does?

• Words in action

7. Match the two columns to make collocations you came across either in the listening or in the reading text. Then use these collocations in sentences of your own.

- | | |
|---------------|--------------------|
| a) run | 1. one’s integrity |
| b) explore | 2. one’s identity |
| c) give | 3. goals |
| d) make | 4. permission |
| e) sacrifice | 5. a program |
| f) break down | 6. new skills |
| g) learn | 7. a difference |
| h) set/reach | 8. barriers |

OVER TO YOU!

8. “Volunteer work prepares students for life.” Prepare a five-minute presentation giving your opinion on the previous statement, bringing arguments and examples to support your views.

Expressing the future

There are several means of expressing the future, depending on the situation.

1) WILL

- predictions about the future:

I think he will win the elections.

- decisions made at the moment of speech:

I'll see you tonight then!

- offers, willingness:

I'll post that letter for you if you'd like.

- threats:

I'll tell your mom about your little secret!

2) BE GOING TO

- intentions, plans:

I'm going to make him tell the truth.

- predictions based on evidence:

Look! You're going to hit the car in front.

3) PRESENT SIMPLE

- firm plans, timetables:

His plane leaves at 4.15 PM.

4) PRESENT CONTINUOUS

- arrangements:

I'm seeing my dentist today.

5) TO BE TO

- official arrangements:

The Pope is to visit Brussels next month.

6) SHALL

- suggestions:

Shall we go to this concert?

- offers:

Shall I open that door for you?

Get involved

● Listening

1. Read the following fragments from news reports. Can you guess what the words in italics have in common?

a) *Little Brothers and Sisters* are 52% less likely to skip school.

b) *Junior Achievement* Worldwide annually reaches approximately 7.5 million students worldwide.

c) New Readers Press, *ProLiteracy's* publishing house, generates \$8 million in revenue annually.

2. Listen to a short description of each of the three organizations mentioned in the previous exercise and make a note of their aims. How effective do you think these organizations are? Would you be tempted to join any of these programs?

● Words in action

3. Read the box outlining means of expressing the future. Then read the following sentences and decide whether the explanation given for the use of that particular means of referring to the future is correct or not. If the explanation is wrong, correct it.

- I'm going to join* one of these volunteering programs.
– intention, plan
- Shall I talk* to my mother about it?
– activity planned to a future time
- Will you be joining* us tomorrow night for dinner?
– offer or willingness
- When *am I going to see* you again?
– firm plan or timetable
- I think I'll *order* a pizza.
– decision made on the spot
- All candidates *are to be present* in the examination room at 5 o'clock.
– prediction based on evidence
- By 2009, he *will have graduated* from university.
– activity planned to a future time.
- I *won't speak* to her ever again!
– threat
- I'll *carry* those bags for you.
– prediction about the future
- What time *does* the train leave?
– suggestion

7) FUTURE CONTINUOUS

- arrangements, routines:

When will the manager be visiting us because I must hand him in this report?

- temporary activities during a future period:

This time next week, I'll be lying on a beach in the Bahamas.

8) FUTURE PERFECT

- activities finished at a time in the future:

I'll have finished the essay by Monday.



A Caribbean beach and hotel

4. Tell a partner one thing you think you will have done in:

- a month's time
- one year's time
- five years' time

5. a. Use the Future Continuous to write polite questions you would ask someone about the following things.

- plans for the weekend
- Example: What will you be doing this weekend?
- the time they will visit their grandparents
- the location of their winter holiday
- plans for the afternoon

b. Find out your partner's answers to your questions.

6. There are grammatical mistakes in five of the following sentences. Find the mistakes and correct them.

1. I hope we be having a whale of a time in the Caribbean this time next month.
2. Unless you do something to make her change her mind, she going to resign soon.
3. Look at those clouds! It's going to rain.
4. When I turn 18, I will have living in the same neighbourhood for 10 years.
5. Stop lying or I tell your friend what you did.
6. We're going sailing round the world next year.
7. The meeting will be held on Monday at 10 o'clock.
8. I having my hair cut today.

7. To refer to the future in time and conditional clauses, we use the Present Simple (not *will*). In the following sentences, underline the correct expression in italics.

1. *When/While* the Queen enters a room, everyone must stand.
2. *Once/Until* you hear the fire alarm, you should run for the emergency exit.
3. *Immediately/By the time* you arrive here and read this note, I will have already got to Paris.
4. Take your umbrella, *unless/in case* it rains.
5. I'll lend you the book, *on condition that/supposing* you return it to me soon.

OVER TO YOU!

8. Write a letter to a friend in which you should use at least three different ways of expressing the future, telling him/her about your plans for the next holiday. (200 words)

Go public

• Talking it over

Leaflets and information sheets

are pieces of writing meant to inform the reader and sometimes they may be aimed at persuading the reader, too. Formal tasks should focus on factual information, making use of diplomatic language, while more informal tasks may involve tactful as well as persuasive language.

A leaflet should consist of:

- a title meant to attract the reader's attention
- an attention-grabbing introduction
- a main body divided into sections, each bearing an appropriate heading
- a brief conclusion summarizing the main points

amounts	example
responsibility	leadership
helping	careers
projects	opportunities
organizations	commitments

1. Read the box on the left, then decide if the following sentences are true or false.

1. Leaflets and information sheets fall in the category of public information writings.
2. Leaflets are always formal in style.
3. It is possible to use a friendly tone, depending on your target reader.
4. In terms of organization, leaflets are written using a title and sections with headings.
5. It is not important to give a title to your leaflet.

2. Read the task and answer the questions that follow.

You are a member of your high school's Welfare Committee and have been asked to write a leaflet to be given to your fellow students to encourage them to join volunteering activities together with their families.

1. Who are your target readers?
2. How formal does your writing need to be?
3. What kind of information do you think your target readers would like to be given? Should you include details about what kind of activities they could join? Why (not)?

3. Read this list. Tick the language features you would use in your leaflet, and put a cross against any of them which are irrelevant or inappropriate.

- | | |
|----------------------------------|------------------------|
| - descriptive language | - persuasive language |
| - very formal style | - financial terms |
| - a light-hearted, friendly tone | - rhetorical questions |
| - long sentences | - idioms |

4. Read the model leaflet and fill in the gaps with words from the box on the left:

Looking for something different?

It's easy to feel disconnected, as many parents juggle work, family, and activity after activity. But there are a number of things that can help bring us back together. One of the most satisfying, fun, and productive ways to unite is volunteering for community service ____ (1). Not only does it help bring families together, volunteerism also sets a good ____ (2) for your children and is helpful to the community as well.

What Are Some Reasons to Get Involved?

Why should you get your family started in lending a ____ (3) hand? First of all, the satisfaction and pride you feel when helping



Volunteers who help at a soup kitchen



Hospital volunteers working at the reception



Some people even volunteer as firefighters

others are important reasons to volunteer. What's more, volunteering can strengthen your family. Most people who shy away from volunteering insist they just don't have the time to give after fulfilling work and family ____ (4). Volunteerism is a wonderful way for families to have fun and feel closer to each other to boot. It also doesn't have to require enormous ____ (5) of time.

What Can Kids and Teens Learn From Community Service?

If volunteering begins at an early age, it can become part of a child's life — something he or she may just expect and want to do. It can certainly teach them a sense of ____ (6). By volunteering, children and teens learn what it means to make and keep a commitment. It can also teach teens job skills. Community service can help young people decide on their future ____ (7). Are they interested in the medical field? Hospitals and clinics often have teenage volunteer programs. Do they love politics? Kids can work on the real campaigns of local political candidates.

How Do I Get My Family Involved?

The Internet offers lots of sites with information about volunteer ____ (8). You can also call a favourite charity, hospital, or church directly to see if they have any needs, or look up "Volunteerism" in your phone book, under the Human Services section. Or, contact a local volunteer clearinghouse, which matches up volunteers and community ____ (9) and can help you find openings at non-profit organizations in your area.

You'll see the benefits in time

Volunteering is a great way to learn new skills — from working as part of a team to setting and reaching goals. It gives you a chance to discover what kinds of things you're best at and enjoy the most. Learning to work as a team member, taking on ____ (10) roles, setting project goals — these are all skills that can be gained by volunteering and will serve a child well in any future career.

5. Talk to a partner. How convincing is this leaflet? Are the readers informed? What reasons does it list for families to do such activities together? Would you be tempted to join any volunteering activity? Which of the language features listed in exercise 3 apply to this writing? Give examples.

OVER TO YOU!

6. You are a member of a committee in charge of establishing a range of extracurricular activities for school children. Write your leaflet to the students giving reasons why they should join extracurricular activities, mentioning what activities they can choose from (250 words).

Exploring your identity

• Points of view



David Beckham



Margaret Thatcher

1. Talk to a partner! What documents do people usually have to identify themselves?

Do you always have your ID on you? Why (not)?

What kind of information does your ID provide about you? Do you feel the information is sufficient? Would you add/do away with any details? Why?

2. What gives you a sense of identity? Work in pairs and rank these aspects that make up your identity in the order of importance to you. Say which is the most and the least important aspect, giving reasons for your choices. Discuss your ranking with another pair.

place of birth	age	sex
education	nationality	family
the language you speak	social background	job/studies
race	clothes	beliefs/convictions
moral values		

3. Look at the pictures. Say what the two people have in common.

• Reading

4. Read the following excerpt from a newspaper article and summarize it in no more than 100 words.

Ethnic identity, like love or shadows, is elusive; it is essential to one's self, but the more you try to seize it or define it, the more it fades from your grasp. Even talking about it somehow suggests that it is on the point of drifting away, or has already disappeared. So it is in this country with cultural studies activists, who resentfully try to retrieve this or that ethnic identity from history, from slavery or from dislocation. So, too, it now is with Englishness, astonishing though that must seem to anyone over 40. For centuries, being English has needed no definition or examination; it simply was. The idea was so vigorous that the word was used interchangeably with the word "British", odd though that now seems. Yet suddenly, astonishingly quickly, the idea has come under threat.

"English" has become an unword. Young people have little idea what it might mean, and use it only to refer to football loyalties. Otherwise people hardly like to use it, unless referring to the language.

VOCABULARY

elusive = indefinable, hard to pin down

resentfully = bitterly

boldness = courage, audacity

unadulterated = pure, untainted

cant = hypocrisy

appeasement = conciliation

undercurrent = stream



The Palace of Westminster and the Clock Tower, symbols of Englishness



The Palace of Parliament in Bucharest, a symbol of Romanianness

It is so much safer, and so much more — how can one put it? — inclusive, to say British, though by some strange perversity British has come also to mean anybody who is not English. It's embarrassing. (...)

Of the many things once, and perhaps no longer, true of Englishness, there are two I particularly mind about. One was described by Voltaire: "How I love English boldness," he said. "How I love the people that say what they think." This quality is not at odds with the English genius for hypocrisy — which does seem to have persisted — nor with discretion. But I associate it with strength and clarity of mind, and with courage unadulterated by affectation and cant. It is the Englishness of Dr. Johnson. The other English quality, of which Orwell wrote rather elegiacally, is (or was) a love of privacy and of private pursuits, the liberty on which such privacy depends. But even then, Orwell thought this kind of liberty was a lost cause: how much more so now.

Today both these qualities seem to have been reversed. Very few people dare to say boldly what they think; we live in an atmosphere of appeasement and nicey-niceyness and immense pressure only to say what is acceptable. Yet though people may not say what they really mean, they never seem to stop talking. The undercurrent of consultation, counselling and kissing-and-telling is like a constant roar of emotional traffic.

What all this talk is doing is intruding on and invading that personal privacy so central to the English tradition of political independence and personal happiness; there is a persistent nagging in the air, politically and socially. There was a time when it could have been called very unEnglish; now I think it is becoming unEnglish to object. All the same, I do object. Whether it truly matters, I cannot say. But at least we can protest, and boldly.

(adapted from *The Daily Telegraph*)

5. Answer these questions with reference to the above article.

1. What is ethnic identity compared to? What is the common ground the two terms of comparison share? What effect does this comparison create?
2. How has "English" become an "unword"? How do young people perceive this concept?
3. What is the author's attitude towards the people's perception of Englishness?
4. Which are the two predominant characteristics of Englishness mentioned in the third paragraph? What remark does the author make about these two qualities?

OVER TO YOU!

6. How could you define Romanianness? Write a 250-word essay expressing your views on the subject, giving examples of what makes up Romanian identity.

Review and consolidation

1. Match the two columns in the box on the left, then use the phrases to fill in the gaps in the sentences that follow.

leadership	act (of...)
community	responsibility
random	program
social	projects
group	skills
innovative	service
sense of	action

Example: Volunteering definitely instils in teenagers a sense of responsibility.

1. He has the necessary in a team captain, that's why he easily earns the other's respect.
2. This community needs people to get involved and take to improve the quality of life.
3. He could have been given a harsher sentence but was let off with since he had no prior record.
4. I think we will all benefit from taking part in this rather which offers so many possibilities for self-development.
5. Their car being destroyed proved to be vandalism.
6. Working on helps students develop team spirit.



A live concert

2. Complete each of the following sentences with a collocation containing one of these verbs: make, give, learn, reach, explore.

e.g. The most important benefit for anyone involved in community projects is that they learn new skills that will certainly prove useful in the future.

1. Every little act of generosity is bound to for the homeless.
2. It's important to do your best in order to, which brings about a sense of achievement.
3. His parents refused to so that he could join his friends to the live concert.
4. Every teenager goes through a phase when he/she tries to, to see who they are.



3. Choose the correct alternative in each sentence. Sometimes both alternatives can be correct.

1. I'm sure the stadium *will be/is to* be full for the match on Saturday.
2. If Ann calls, *I am going to let/will let* you know.
3. *Are you just staying in/Do you just stay in* to watch TV tonight, or *are you coming/do you come* to the party?
4. *I'm not asking/I'm not going to ask* Jane to dance.
5. Dr. Dan Brown *will have given/will be giving* the same talk at 10 o'clock next Monday.
6. This time next week, *I'll be driving/I'll drive* to Paris.



The American president George W. Bush and the Japanese prime minister Junichiro Koizumi

1. Who is your target audience?
2. What kind of register should you use?
3. What tone should your writing have: serious, formal, friendly, welcoming?
4. What is the purpose of your writing: to inform, to attract, to persuade?
5. What tourist attraction could you write about? What aspects of this attraction would you stress?



Predeal

7. In five years' time they *will have managed/are going to manage* to buy their own house.
8. *I'm going to call/I'll be calling* on you to see how you feel.
9. You can take my car tomorrow, if you want to, I *won't be using/am not to use* it.
10. The president *is to visit/is visiting* Japan next week.

4. For each pair of sentences, decide if the meaning is similar or different. If the meaning is different, explain what is meant by each sentence.

1. a) They're meeting at five.
b) They're going to meet at five.
2. a) They're thinking of getting a new car.
b) They're planning on getting a new car.
3. a) Will you come to Jenny's party?
b) Will you be coming to Jenny's party?
4. a) The plane leaves at 5.20 from gate 2.
b) The plane is due to leave at 5.20 from gate 2.
5. a) The Prime Minister is to visit Japan next week.
b) The Prime Minister is visiting Japan next week.

5. Read the task and answer the questions on the left.

Your national tourist office is producing a series of leaflets about tourist attractions in your area. You have been asked for a leaflet (250 words) to be published in an international student magazine about one attraction that you know, highlighting why tourists should visit this place and giving any practical information necessary.

6. Use the introduction and the conclusion a student wrote about Predeal in response to the previous task and complete the leaflet yourself.

Predeal — Romania's number one mountain resort

Although it was seldom mentioned in the past, Romania has been recently acknowledged for its breathtaking scenery and varied landscape. What better way of taking in the beauty of the mountains than a stop in Predeal, now the most popular resort.

.....

So if you wish to observe the spectacular landscapes of the Carpathian Mountains, entertain yourself practising winter sports or you are simply looking for a refuge from the stress of every-day life, Predeal is the place to go.

REVISION AND SKILLS DEVELOPMENT

Speaking

1. Read the information box about GAP and talk to your partner about the types of voluntary work GAPpers can get involved in. Would you like to volunteer? Why?

GAP is a not-for-profit organization and GAPpers are involved in voluntary work for the benefit of local communities promoting global citizenship. GAPpers carry out challenging roles within schools, caring institutions, camps, hospitals and on environmental projects.

2. Read this lecture about caring delivered by a GAP activist and choose the correct word.

A caring placement can be **1) a. a chance b. an opportunity c. an occasion** to spend time improving the lives of **2) a. single b. strange c. individual** people. GAPpers get involved in looking after each **3) a. baby b. student c. person** in their care — reading to them, talking to them, thinking of activities for them and making them feel as comfortable as possible. It **4) a. may b. must c. would** at times be frustrating and you may feel that you are **5) a. hopeless b. unappreciated c. careless** but you can have a dramatic impact on the lives of people you care for.

Placements include working alongside: children, children or adults who are physically or mentally disabled, adults with learning **6) a. facilities b. skills c. difficulties**, the elderly, the homeless orphans and street children.

There is the chance to care for people who are disabled and this could involve **7) a. feeding b. reading c. writing, dressing, washing and physiotherapy**. Patients being treated for conditions such as cancer or leprosy also need particular care, so think hard about what you want to do. You will need to be committed, patient and **8) a. decided b. sensible c. sensitive** to others. It's a demanding job, but a very interesting and rewarding one.

Listening

3. Listen to the lecture to check your answers.

Vocabulary

4. There are unnecessary words in this text. Find them and take them out.



*Barbara
Hendricks*

Inside the one-room school of a Cambodian refugee camp in the Thailand, a slender black woman listens intently as children talk about their hopes of returning in to their country. Later she picks her way along the muddy paths of this town to show a French television crew a display to warning of the land mines that have spread a deadly carpet over much of this Cambodia. The woman's dedication is evident; yet also she is not an aid worker, but an international opera star. Since 1987 American singer Barbara Hendricks has had used her worldwide celebrity to champion refugee causes as Goodwill Ambassador to the United Nations High Commission for these Refugees. Her mission to the Cambodian camp brought home to millions of television and viewers the hardships and dangers that refugees face.

5. Use appropriate verbs to complete the collocations in the following sentences.

1. She wanted to know more about herself, to her identity.
2. Your work as a volunteer will definitely a difference.
3. Her friends encouraged her to action on her own.
4. But she needed her parents to permission.
5. He is too sensible to his integrity.
6. Prejudice is just one of the barriers than need to be

REVISION AND SKILLS DEVELOPMENT

Grammar

6. Choose the correct form of the verb to complete these sentences.

- Jane in York when she met the man who was to become her husband.
 - lived
 - had lived
 - was living
- Tom in a fast-food restaurant for a few weeks before he went to university.
 - has worked
 - worked
 - was working
- I for five hours in the terrible weather when a small dog appeared in front of me.
 - drove
 - had been driving
 - had driven
- My friend was 20 when his first article in a widely read magazine.
 - published
 - had been published
 - was published
- At the time our children after by an old aunt of my husband's.
 - were being looked
 - had looked
 - were looked

7. Put the verbs in an appropriate future form.

- I (not do) anything special on Friday evening.
- The bus (get) in at 10:30, which means we (have) plenty of time to get to the airport.
- we (take) the bus or walk to the conference centre?
- As she doesn't want to take any risk, she (book) tickets well in advance.
- I think Manchester United (win) the championship.
- Just think, this time on Saturday we (lie) on the beach.
- The NATO officials (meet) in Paris next month.
- Do you think he (finish) the report by the end of the week?
- An imminent event is one that (happen) soon.
- By then she (work) here for 20 years.

8. Complete each sentence in such a way that it is as similar as possible in meaning to the sentence above it.

- She never had to wash the car before.
This is the first
- He hasn't called his parents since Easter.
It was Easter when
- My friend started writing this story two months ago and she hasn't finished it yet.
My friend has
- There is no decision from the board of directors about the irregularities.
The board of directors

9. There are three spelling mistakes, three mistakes with prepositions and three with verb tenses in this text. Identify the mistakes and correct them.

How clever is your dog?

Your dog sits on command, comes when he will be called, begs from his supper and, when you speak to him, he wags his tail. But that's nothing compared to what the most intelligent dogs are capable of.

"What you have to remember is that dogs are invented," says Professor Coren. "We had domesticated dogs and made them totally different to the wolf, which is still wild.

"As we learn more about dogs' abilities and how to communicate with them, we can help them develop even more advanced and human-like behaviour. Dogs are capable of much more advanced behaviour than simply running to fetch a stick or jumping up and down at the door when their owner comes back from work", adds Coren. He claims that a dog can tell just from the scent of your breathe whether you have lung cancer.

A dog's sense of hearing mean it can pick up the rumble of an earthquake before it can be registered in even the most sensitive equipment.

Project work

10. In your group, design a leaflet to help young people know about the activity of a voluntary organization. Make sure you include information about: the purpose of that organization, about the type of activities involved, what people should do to join the organization, advantages and challenges.

Anger anger

• Points of view

1. Talk to a partner! Consider carefully the following situations. Take turns to tell your partner how you would feel in each situation and how you feel you would react in each situation. You may use some of the adjectives in the box on the left to say how you feel.

- you've just found out that a person you've relied on, trusted with some of your secrets and helped a lot was talking behind your back, exposing you secrets to others
- something you have been preparing for long is continually postponed
- an accident happens and you lose all your pictures/holiday memories, music, films and files on your computer
- someone keeps telling lies about you and you lose the people around you one by one without knowing why

frustrated	cross
betrayed	upset
annoyed	bothered
irritated	snappy
irate	furious
fuming	enraged
worried	concerned

• Reading

2. Work in groups of three. Read the allotted text and summarize the ideas in the text to share them to the other members of your group. What do all texts have in common?

A. The culture of road rage has deep roots. We inherit aggressive and dangerous driving patterns as children, watching our parents and other adults behind the wheel, and by watching and absorbing bad driving behaviors depicted in movies and television commercials. A wide range of activities have become to be subsumed under the catch-all phrase of Road rage. Many of the actions are minor and related to low levels of frustration, whereas some are major and relate more to assault or criminal action. Activities associated with road rage include: beeping the horn, pursuing a vehicle, flashing head lights, forcing a car off the road, gesticulation, forcing a car to pull over, verbal abuse, bumping into another car, tailgating, threatening another driver, braking or slowing suddenly, damaging another vehicle intentionally, deliberate obstruction, physically assaulting another driver, cutting off or swerving in front.

B. An Irish businessman whose drunken antics forced a British Airways jet to make an emergency landing in Winnipeg will leave the city with a criminal record and owing more than \$17,000 in fines. David McAuliffe, 38, pleaded guilty in a Winnipeg courtroom Thursday to mischief and disobeying a flight crew. McAuliffe became abusive to passengers and flight-crew members when he was refused alcohol service while flying from London to Phoenix for a business trip last Saturday. He was eventually handcuffed to his seat and the pilot on the British Airways 747 diverted the plane to Winnipeg.



Traffic in a big city

VOCABULARY

tailgate = follow another car closely
swerve = turn sharply, change direction
antics = behaviour
mischief = trouble, misbehaviour



A soft-spoken and clearly embarrassed McAuliffe said Thursday that he was sincerely sorry to everyone on the plane for his behaviour. He said the last five days had changed his life and he admitted the hurt and pain he'd caused his family were tremendous.

C. An increasingly agitated Hudson's shopper waited impatiently in line for a busy sales clerk. She asked for a different sized dress. The salesperson reportedly rolled her eyes. Angry words ensued. The shopper turned on another salesperson, throwing her to the ground and punching her in the head. The horrifying scene captured on videotape by a security camera at Oakland Mall last week stunned Metro Detroit shoppers. And while law enforcement and retail experts agree incidents of violence in stores are uncommon, they do say that verbal confrontations and irritation between shoppers and store staffers increase as the stores become more crowded. "People put themselves under pressure because of expectations," said Sandra Schiff, a psychologist and director of planning and development for Eastwood Clinic. "It leads to irrational behaviour. They are taking gift-buying way too seriously and they are taking the fun out of it. The first thing people should do is lighten up."



A shopping mall

● **Listening**

3. You are going to hear part of a talk on road rage. Before you listen, make a list of possible causes of aggressive driving and road rage. For each cause, try to suggest a solution to rectify the problem.

4. Listen and check your predictions.

5. Listen again and decide if these sentences are true or false.

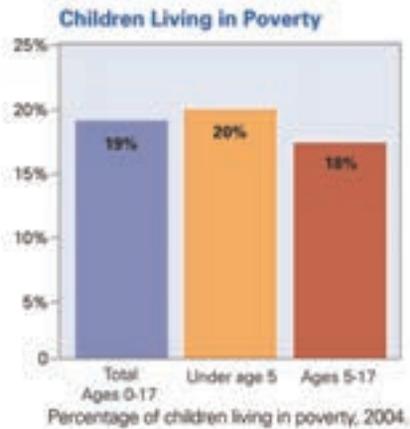
1. According to the speaker, factors leading to road rage include a large number of cars causing heavy traffic, frustration, anger, violence.
2. There are no effective solutions to do away with road rage.
3. What struck the speaker the most was that behind the wheel every driver is prone to road rage.
4. While involved in a road rage incident, most drivers channel all their negativity to getting revenge.



● **Words in action**

6. Find the odd one out in each string of adjectives.

furious	irate	embarrassed	fuming
calm	bothered	composed	serene
worried	concerned	upset	self-possessed
poised	snappy	bad-tempered	irritable
peaceful	cool	tranquil	annoyed



Stress is the “wear and tear” our minds and bodies experience as we attempt to cope with our continually changing environment. People often think of stress as pressure at work or rush-hour traffic. These events may be triggers, but stress is actually the body’s internal reaction to such factors. Stress is the automatic “fight-or-flight” response in the body, activated by adrenaline and other stress hormones.

Whenever we feel anxious, tense, tired, frightened, elated or depressed, we are undergoing stress. Life without stress would be unbearable. Certain types of stress (physical or mental exercise, intense creativity) are actually very desirable. It is only when real or perceived change overwhelms the body’s ability to cope that stress becomes harmful.



Leading stressful lives

• Points of view

1. Which of these do you consider to be evils of this century: poverty, technology, stress? Give arguments for your opinion.

2. Work in pairs. Consider the following list of factors that could lead to stress. Discuss with your partner and decide which is the most/least serious cause of stress.

- | | |
|-------------------------|------------------------|
| traumatic accident | financial difficulties |
| job dissatisfaction | bad health |
| family responsibilities | hectic lives |
| too much workload | house chores |

• Reading

3. Read the following confession. What was/were the cause(s) of stress this woman mentions?

I have two full time jobs — I’m a customer service centre manager and a mom of two young kids. I see myself as a happy person and a hard worker. But last month, the commute to work, my job, the chores around the house, and trying to spend enough time with my kids was really stressing me out. I have to get up really early in the morning to get the kids ready for school, then it takes me so long to get to work that I’m in a bad mood by the time I get there. My office is short-staffed and we had a lot of deadlines to meet so I was working overtime. My home life suffered. Traffic going home doesn’t help my mood, and when I got there, I was just so tired I didn’t want to do anything! But I was faced with making dinner and doing laundry. My kids need my attention too!

4. What advice would you give this woman to cope with stress?

5. Read the rest of her account and check whether your advice coincides with the solutions she has found.

I wanted to handle my stress before it got the best of me. I talked with my boss about working later hours so I don’t run into so much traffic and I am in a better mood when I get there and get home. I asked my husband to pick up the kids from school, and he has offered to help more with dinner and the laundry. When he cooks, I go for a bike ride with my kids. I also started setting five minutes aside in the morning and in the afternoon at work for me to relax and take a deep breath. These small changes have made a big difference in my life!

6. Choose an appropriate form of one of these verbs to complete

Reporting with passive verbs

We often use a passive to report what people say, think, especially if it is not important who is being reported.

Each student was asked to write an essay by the end of the term.

Another common way of reporting what is said is to use **it + passive verb + that ...**

It is reported that the fire destroyed the entire building.

Other verbs that can be used in this pattern include:

agree, allege, announce, assume, believe, claim, consider, decide, demonstrate, discover, expect, feel, find, plan, propose, show, suggest, think, understand.

1. My car was stolen last week.
2. He was arrested yesterday for break-in and theft.
3. Identification papers must be presented on arrival.
 - a) in order to avoid using “you” in formal notices/announcements
 - b) the agent is obvious
 - c) the agent is unknown/unimportant

What is the difference in meaning between these sentences?

- a) We’re fixing the TV set this weekend.
 - b) We’re having the TV set fixed this weekend.
- Have/ get something done usually describes a service performed for as by someone else.

the sentences and write a corresponding passive sentence with the word(s) given. Use each verb only once.

extinguish	look	see	make
demonstrate	put	explain	

1. He _____ the problem to us. The problem
2. Has anyone _____ Mona this morning? Has Mona
3. They have _____ him return the money. He
4. I am sure that John will _____ his qualities as a team leader to those who question him. I am sure John’s qualities
5. Students often _____ up to strict teachers. Strict teachers
6. They _____ the accident down to bad weather. The accident
7. The fire fighters _____ the fire in a matter of minutes. The fire

7. In which of the passive sentences in the previous exercise can you omit the agent? Why?

8. Read the box on the left. Match the sentences with the reasons for omitting the agent.

9. Rephrase these sentences beginning with the underlined word(s), as in the example. Make any necessary changes.

1. People expect him to resign. *He is expected to resign.*
2. Many people believe stress is a side effect of a disease.
3. There’s a rumour going round that Jimmy will be leaving the team shortly.
4. The police alleged that the perpetrator must have had an accomplice.
5. One report says that the actress has financial problems.

10. Complete the second sentence using the structure *have/get something done* so that the meaning stays the same.

1. My house is being renovated at the moment. I am having my house renovated at the moment.
2. Someone eventually came and fixed my washing machine. I eventually
3. It will probably take me a week to do this project. I won’t get
4. Someone will come and clean my flat from top to bottom. I will
5. I am going to a top stylist today so that he will cut my hair. I am going to

Technology taking over



By the mid 20th century humans had achieved a mastery of technology sufficient to leave the planet



EDSAC, one of the first computers ever created

• Points of view

1. Talk to a partner. What role does technology play in your life?

1. Do you rely on it every day? Give examples.
2. Do you feel people could live without technology?
3. When was the last time you read a set of instructions telling you how to use any device? Was it from an instruction book or a note from a friend?

2. Work in pairs to make a list of at least four elements that you feel are needed for a set of instructions to be clear (e.g. style, choice of vocabulary, layout, etc.). Check your list with another pair.

• Reading

3. Read the following sets of instructions and say whether they fulfil your criteria for good instructions. Explain why (not).

A. In order to install your voyager 1040 follow these instructions.

1. First step to installing the 1040 adapter is to make sure not to install the device in the machine.

2. Then insert the CD Rom into the drive this will auto run and take you to the install screen. If the CD Rom doesn't run go into My Computer and then Right Mouse Click on the CD Rom drive which displays the Voyager 1040 disk and select Explore. Inside there double click on the Setup.exe file.

3. This will take you to the install screen. Once on there select the install option to start the install shield wizard click Next and Yes to agree to the license agreement.

4. It will now prompt you to select a location to install the files to leave this as it is and select next.

5. It will now prompt you to switch off the machine and insert the card make sure to save any open work and then power down the machine and Remove the power supply and install the 1040 PCI card.

6. Once the card has been fitted and the case put back together start up windows as you normally would and in the bottom right corner there will be a green square Right mouse click open this and select Open Utility this will take you to a wireless network tab.

7. In there will be a list of available networks with the voyager 210 listed Click on the base and select Configure in this new window select Ok. You will notice the voyager will be in the preferred network now as well click ok to finish the installation of the 1040.

INSTRUCTIONS are usually meant to give precise information in a way that the reader finds easy to understand. Depending on whether the instructions are meant for the general reader (for publication) or for someone you know well, the style of the instructions should be formal or informal. In either case, the organization of such a piece of writing is important, therefore use of sequencing words (firstly, then, etc.) is essential. Instructions usually make use of imperatives, but variations (relative and participle clauses) are recommended in order to avoid monotony.

**Instrucțiuni de utilizare:
aparat de climatizare**

Recomandări de siguranță

Este dăunător pentru sănătatea dumneavoastră să vă expuneți la aerul rece timp îndelungat. Este indicat să lăsați curentul de aer să circule prin toată camera.

Nu atingeți butoanele de comandă când aveți mâinile ude.

Nu puneți niciun obiect pe unitatea de exterior.

Folosiți o sursă de alimentare corespunzătoare, în concordanță cu cerințele de pe plăcuța indicatoare cu caracteristici tehnice. În cazul unei funcționări defectuoase, opriți aparatul mai întâi folosind telecomanda, apoi decuplați tensiunea de alimentare.

OVER TO YOU!

6. You are going to write instructions for a friend of yours. Choose one of the following, paying attention to the style you should adopt: how to use a piece of technical equipment in your house; how to prepare your favourite dish; how to play a game you like.

B. Dear Jane,

Here's how to go about making the best bread ever!

- Unplug the bread maker first and open it to take the bread pan out. Then clean the surface of the bread maker with a damp cloth, making sure you wipe it dry.

- Next you have to wash the bread pan thoroughly before you use it. Check that the kneading blade is securely positioned on the drive shaft. This is really important.

- Then pour 375 ml of lukewarm water into the bread pan. Put two tablespoons (about 30g) of butter or margarine in it too. And remember to add two level teaspoons of salt. Pour 600g of strong, making flour and two level tablespoons of milk powder. Now you'll have to make a small hole in the mould of flour to add the yeast.

- Before you put the bread pan into the baking chamber, make sure you wipe down its side. Close the lid and plug the device in.

- Finally, press the menu select button on the control panel to select the basic or rapid setting. Also press the timer button up or down to set the time. Then just press start.

Hopefully everything will work just fine. Any more info you may need is in the booklet on the top shelf.

Good luck and enjoy home-made bread!

Danny

4. Read again the two sets and answer the following questions.

1. Which set of instructions is from an informal note to a friend?
2. Where can you see the instructions how to use an answering machine?
3. How are the two pieces organized in order to make the message clear?
4. In order to avoid monotony in using only imperative forms, the two writers employed other forms as well. Find examples in the two texts.
5. Find examples of linking words. Why are they particularly important in this type of writing?

5. Translate into English the set of instructions on the left. Use a dictionary if necessary.

My cup of tea

Did you know?

Like many other things we are now accustomed to, tea was discovered in an accidental and somehow amusing way. Around the year 2737 BC, the Emperor of China, Shen Nung, was undertaking a journey to a remote part of his realm, when he and his servants decided to stop to rest. As a creative scientist and patron of the arts, this ruler had imposed a hygienic precaution according to which all drinking water was to be boiled. Thus, his attendants started performing this operation when suddenly some leaves from a nearby bush fell in the water, resulting in the infusion of a brown liquid into the water. Keen to discover the properties of this substance, the emperor tasted it and found it extremely refreshing. Consequently, tea was created, or at least so the legend goes.



The Japanese tea ceremony

● **Points of view**

1. Do you know what the title of the lesson alludes to? Are you familiar with the expression “(not) my cup of tea”? Explain to your partner what it means. Do you know of other expressions containing the word “tea”?

2. Scan the information in the box on the left and say whether you believe this legend to be true.

● **Reading**

3. Read the following sentences and say whether you think they are true or false.

1. Tea was discovered by the Japanese.
2. The first Europeans to enjoy the beverage were the Portuguese.
3. Tea was banned from consumption in Holland in the 16th century.
4. In the 19th century tea became very popular with the British and it was part of their social life.

4. Read the text to check your answers to the previous exercise.

A.

In the fifth century AD, the Buddhist priest Yeisei brought tea seeds from China to Japan, due to which he got to be called “The Father of Tea”. Immediately after its advent, tea received imperial sponsorship and it started to spread from the royal court to monasteries and other sectors of society. Tea was elevated to an art resulting in the creation of the Japanese Tea Ceremony.

B.

While tea was highly appreciated in both Japan and China, information concerning this then unknown beverage began to filter back Europe. The first European to personally encounter tea and write about it was the Portuguese Jesuit Father Jasper de Cruz, in 1560. As Portugal had a technologically advanced navy at that time, it was the first country to gain the right of trade with China. As a result, the Portuguese developed a trade route by which they shipped their tea to Lisbon, and then Dutch ships transported it to France, Holland and the Baltic Countries. As the consumption of tea increased dramatically in the Dutch society, doctors and university authorities engaged in a heated debate over the negative or positive effects of tea.

C.

Great Britain was the last of the three sea-faring nations to break



Dutch ships in the 17th century



The Japanese Tea Garden in Golden Gate Park, San Francisco

into the Chinese and East Indian trade routes. As early as 1600, Elizabeth I had founded the John Company, with the purpose of promoting Asian trade. This company became very influential and it was the largest and most powerful monopoly ever to exist in the world. At the time, the newer East India Company floundered against such competition. Therefore, in 1773 the Parliament decided to merge the John Company and the East India Company. Eventually, the tea mania swept across England as it had previously done throughout France and Holland.

D.

It was not until 1670 that English colonists in Boston became aware of tea and 20 years later this beverage became publicly available for sale. Tea gardens were first opened in New York City, already acquainted with tea as a former Dutch colony. Around the 1880s, in both America and England fine hotels began to offer tea service in tea rooms and tea courts. Late in the afternoon, Victorian ladies and their gentlemen friends could meet for tea and conversation. By 1910, hotels were already hosting afternoon tea dances and dance craze after dance craze swept the United States and England.

E.

Tea has a past related to that of the British nation. However, the fact is that the British would not be what and who they are today had it not been for tea. We can find tea in every area of the Anglo-Saxon life, from literature to wars, from politics to everyday life. Therefore, we cannot imagine this country in the absence of tea, the same way the French cannot be pictured without their cheese, the Swiss without their watches, or the Spanish without bullfighting. In a world that is every day more intent upon globalization, tea remains a specific landmark of Britishness.

5. Choose the appropriate heading for each paragraph of the article on tea from the ones suggested below. There are two extra headings you will not use.

1. Discovery of tea
2. Tea and the social life
3. Tea — a dangerous or a beneficial drug?
4. Europe learns of tea
5. Tea — a British landmark
6. Japanese influence
7. Tea conquers England

6. Think of an appropriate title for this article.

OVER TO YOU!

7. Research the importance of tea in the British culture. Prepare a five-minute oral presentation on “Tea and Britishness”.

Review and consolidation

1. Think of a situation/an event that made you lose your temper. Tell your partner about it.

2. Consider the table on the left. Fill in the missing nouns or verbs. Use a dictionary if necessary.

3. Sort out these expressions and write them in your notebooks in two separate columns whether they refer to “being calm” or “getting annoyed”.

Noun	Adjective	Verb
ire	irate
.....	furious
.....	worried
.....	embarrassed
.....	annoyed
.....	enraged

lighten up	go berserk
cool off	lose one's temper
blow a fuse	settle down
become irate	seethe with anger
get worked up	let off steam
calm down	fly into a rage



Letting off steam



A DJ

4. Match the sentence halves.

- | | |
|-----------------------------------|--|
| a) The award was given | ... to be the best in his field. |
| b) Our house was broken | ... by somebody in Latin America. |
| c) We were recommended | ... to the youngest singer in competition. |
| d) Help will be given | ... to be done. |
| e) I remember being sent a letter | ... a good place for dinner. |
| f) There's so much | ... to the new employees. |
| g) The DJ is considered | ... into last week. |

5. Translate these sentences into English. Pay attention to the use of passives.

- S-a furat o sumă destul de mare de bani din caseta de valori.
- Actrița a fost surprinsă de toate mesajele de admirație pe care le primise.
- Cățelul e supărat de când stăpânii nu i-au mai cumpărat mâncarea preferată.
- Ar fi trebuit ca ei să fie pedepsiți cum se cuvine.
- El a fost declarat câștigător al competiției de seniori.
- La poliție victimei i s-au arătat mai multe poze cu suspecti.
- Se crede că ea va fi noul director de marketing.

Error correction exercises containing spelling and punctuation mistakes can be sometimes very challenging.

Common spelling mistakes include:

- incorrect addition of suffixes: happiness
- incorrect plurals: lifes
- single or double consonants: loveles, tearfull
- missing silent letters: bordom
- misspelt suffix: definate
- reversed vowels: concieve

Common punctuation mistakes include:

- proper nouns, nationalities written with lower-case letters: italian
- missing or unnecessary commas/ apostrophes/ question marks, etc.

Hang dry
 Washing elucidation
 Eligible certificate
 Please turn the wrong side out and wash separately
 Our designers have created garment for home and away for work and play

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6. Rearrange the words to make coherent sentences beginning as shown.

1. major / major / longer / are / to / needed / perform / operations / incisions / no
 Major
2. computer / I / installed / the / yesterday / had / new
 I
3. I / underground / I / my / while / travelling / got / the / was / stolen / handbag / on
 While
4. new / their / redecorated / in / condition / they / house / it / month / terrible / next / will / is / have / so / a
 Their
5. up / too / when / the / I / it / I / it / so / long / skirt / was / bought / taken / had
 The

7. Look at the instructions on the left found on different products. In the process of translating them from Romanian into English mistakes have occurred. Spot the mistakes and explain what the correct versions should have been.

8. Read carefully the following text. In most of the lines there is either a spelling or a punctuation mistake. Find the errors and correct them. If the line is correct, put a tick. Indicate the correct spelling or punctuation on the dotted line.

Please read this information before using your mobile phone. These instructions are intended for your safety. To avoid hearing impairment when you answer calls, lower the volume before placing the phone to your year. Keep out of children's reach. Do not allow children, to play with your mobile phone or it's accessories, which may contain small parts that could be detached and create a choking hazard? We recommend that you fully charge the batery before you use your mobile phone for the first time. Please note that because of possible interference to electronic equipment, some vehicle manufacturers forbid the use of mobile phones in there vehicles unless a handsfree kit with an external antenna supports the installation. Mobile phones operate using radio signals, which cannot guarantee connection under all conditions.



Interactive television

• Points of view

1. Discuss the following with your partner:

a) The average person in Romania spends a quarter of his life in front of the TV set, perhaps saying “it’s like having someone in the room”.

b) “Because of television, we are less involved with other people. We have fewer conversations, and fewer people who know us intimately.”

• Reading

2. Read the following article on interactive television. Choose the right heading (1-6) in the box on the left for each paragraph (A-E). There is an extra heading you will not need.

A. Interactive TV (iTV) is any television with what is called a “return path”. Information flows not only from broadcaster to viewer, but also back from viewer to broadcaster. Another feature common to all iTV systems is the ability to offer each TV set, or each viewer who uses that TV set, a different choice of content.

B. T-commerce: You will be able to buy a pizza without dialing a phone.

Interactive Goodies: You will be able to pause live TV or record shows. You will be able to click on advertisements to “find out more”.

Click stream Analysis (“telegraphics”)

C. With interactive television every click of your remote control goes into a database. This is called your TV set’s “click stream”, and it can be analyzed to create a surprisingly sophisticated picture of who you are and what motivates you (sometimes called “telegraphics”). Such profiles of households or individuals can then be used to target consumers with direct marketing techniques, through their television, in the mail or over the phone. It will be easy for broadcasters to create the following reports about viewers of interactive television: viewing hours over week/channel choice over week/loyalty to shows/who watches a certain show or shows, in order by wealth of neighbourhood/ advertisements missed or seen/response to big events. Telegraphics is vital in any strategy to keep you in front of the screen.

How do you and your family use television? What content on TV, and situations outside, combine to make you watch more? When do you turn it off altogether? How can you be stopped from doing this?

D. Control — that’s what interactive television offers. Sitting on your couch, you will soon be able to have almost any product or service you desire, delivered at the touch of a button.

But what if you prefer to monitor people in their homes, any time, day

1. Interactive television spies on viewers
2. People are talking about interactive television for three main reasons:
3. What is interactive television?
4. What does interactive television offer?
5. How are you going to pay for interactive television?
6. What is interactive television used for?

VOCABULARY

viewer = someone who watches television

direct marketing = the business of selling things directly to people by post or telephone rather than in shops

to target = to make something have an effect on a particular limited group or area

customer = someone who buys goods or services from a shop, company etc.

eventually = after a long time, or after a lot of things have happened

to tamper = to touch something or make changes to it without permission, especially in order to deliberately damage it

People who are watching something

- spectator** = someone who is watching an event or game
- viewer** = someone who is watching a programme on television
- audience** = the people who are watching a play or performance
- onlooker** = someone who watches something happening without being involved in it
- observer** = someone who watches an event, activity, or situation, especially in order to make an official report on it
- watcher** = someone who watches a type of animal



- customer** = client who pays for a service
- shopper** = someone who goes to a shop looking for things to buy
- consumer** = anyone who buys goods or uses services
- guest** = someone who pays to stay in a hotel
- patient** = someone who is getting medical treatment from a doctor, or in a hospital
- client** = someone who gets services or advice from a professional person, company, or organization

or night? What if you want to build up, over years, psychological profiles of individuals from a distance — what motivates them, what makes them anxious, what makes them jump? What if you want to use that knowledge to manipulate what they know, how they feel and, finally, what they do?

Interactive television can deliver that as well. It can provide all this control, to any company or government that is able to pay the money. “We can build up profiles of people,” says Two Way TV Managing Director Simon Cornwell, “based on what they say and on their actual behavior. Eventually the product will target itself to individual customers and what one customer sees will be very different from what another customer sees.”

E. Interactive television will be used to invade viewers’ privacy. Contrary to what you might have heard, this is important, because privacy was never about information; it’s about power — the individual’s bargaining power with the rest of the world. If you have nothing left to hide, then your negotiating position is impossibly weak. Your free will is exposed to tampering, and you may have much to fear.

3. Read the following statements relating to the previous text. State if they are true (T), false (F) or you do not find the information in the text (don’t know, DK).

1. Through interactive television the viewer can control what and when he watches. ___
2. If the TV set is set for one type of programme, you will never be able to change that. ___
3. Telegraphics helps television broadcasters to decide which programmes have a larger audience. ___
4. Viewers are able to limit the number of advertisements they receive. ___
5. Viewers can choose not to use interactive television even if they have paid for the service. ___

4. Read the two boxes on the left. Choose the right word to fill in the gaps in the following sentences.

1. Some shows are cancelled before they get a chance to attract any_____.
2. Ford has launched a big sales campaign in an effort to bring in new_____.
3. MTV’s core _____ is 18 to 24 year olds.
4. The program has an estimated _____ of 5 million households.
5. There are no facilities for _____ at the pool.
6. The last few runners appeared, to an accompanying cheer from the crowd of_____.
7. Military _____ have been allowed into the area to monitor the ceasefire.

The world of Wikipedia

Wikipedia

Wikipedia is a multilingual, web-based, free content encyclopedia project. Wikipedia is written collaboratively by volunteers; its articles can be edited by anyone with access to the web site. The name is a portmanteau of the words *wiki* (a type of collaborative website) and *encyclopedia*. Its primary servers are in Tampa, Florida, with additional servers in Amsterdam and Seoul.

Wikipedia was launched as the English Wikipedia on January 15, 2001. The project is now operated by the Wikimedia Foundation, a non-profit organization created by Jimmy Wales, who is the co-founder of Wikipedia. Wikipedia has over six million articles in 250 languages, including more than 1.6 million in the English edition. It has steadily risen in popularity since its inception and currently ranks among the eleven most-visited websites worldwide.



• Talking it over

1. Discuss with your colleague which of the following sources of information you usually use: books, newspapers, dictionaries, encyclopedias, on-line encyclopedias, the internet, your teachers, your colleagues, your parents.

2. Rank them according to accessibility and reliability. Which source has proved the most accessible? Which has proved the most reliable?

• Reading

3. Read the following article about Wikipedia and its possible flaws.

Wikipedia, the online encyclopedia, has been plunged into controversy after one of its most prolific contributors and editors, a professor with degrees in theology and canon law, was exposed as a 24-year-old college drop-out.

The editor, who called himself Essjay, was recruited by staff at Wikipedia to work on the site's arbitration committee, a team of expert administrators charged with resolving disputes over content, policy and behaviour on the "free encyclopedia that anyone can edit".

Essjay claimed to be a professor of religion at a private university and contributed to an estimated 16,000 Wikipedia entries. In fact, Essjay was Ryan Jordan, a 24-year-old from Kentucky with no advanced degrees.

He was unmasked after the *New Yorker* magazine referred to Essjay's contributions to the site and how he would spend up to 14 hours a day editing, "correcting errors and removing obscenities".

The piece described him as a "professor of religion with a PhD in theology and a degree in canon law" and noted he was serving his "second term as chairman of the mediation committee" which rules on disputes over information posted on the site.

But last week Essjay was forced to resign after a critic of the online encyclopedia told the *New Yorker* his biographical information was fake.

"He holds no advanced degrees," the magazine stated. "At the time of publication, neither we nor Wikipedia knew Essjay's real name."

Essjay had told them he hid his identity because "he feared retribution from those he had ruled against online".

In a statement on Wikipedia, Jimmy Wales, the website's co-founder, said he had asked Essjay to "resign immediately".

(adapted from www.telegraph.co.uk, 2007)

Conditionals

Zero conditional (if + present, present simple) - situations which are always true;

First conditional (if + present simple, will/going to/may/might/ could + infinitive) - possible future situations and their possible result; If + should/happen to/should happen - the event seems more unlikely;

Second conditional (if + past simple, would/might/could + infinitive) - imaginary, unlikely situation in the present or future

If + were to + infinitive - makes the event seem more unlikely;

Third conditional (if + past perfect, would/might/could + perfect infinitive) - speculate about how things might have been different in the past.

Will/won't/going to in If-clauses

In some situations, *if* can be followed by *will/won't/going to* in the same clause with the following functions:

- a. Refusal (*won't*)
- b. Polite request (*will*)
- c. Strong disapproval at someone's insistence on doing something (*will*)
- d. intention (*going to*)

Funny use of if-clauses

Sign on a beach in California

If you with litter will disgrace,
And Spoil the Beauty of this Place
May Indigestion Rack Your Chest,
And Ants Invade Your Pants and Vest.

In a pub in Devon

If you really need glasses, please
don't take ours. Go to an optician.

4. What is your reaction to the article? Do you have any second thoughts about the reliability of internet sources?

• **Words in action**

5. Read the following sentences and match them to the explanations a–e. Read the box on the left to help you.

1. If you plant flowers in the spring, the garden will look nice in the summer.
 2. If you heat water to 100°C, it boils.
 3. If I were to tell the police officer what you've just said, he'd probably arrest you.
 4. If you happen to see Mr. Porter, ask him to call me.
 5. If you had a driving licence, we could take my father's car.
 6. If you had been paying attention, you might have avoided the accident.
 7. If it hadn't been for my dog, I would have moved to the city.
 8. If you should happen to miss the bus, I could drive you there myself.
- a. an imaginary situation in the present or future
 - b. a situation which is always true
 - c. a possible future situation and its probable result
 - d. an event which seems more unlikely
 - e. speculation about how things might have been different in the past

6. Read the following sentences and find one unnecessary word in each sentence or pair of sentences.

1. If you would have enough time, will you help me to fix the sink?
2. It's very unlikely you'll see her at the mall, but if you should happen run into her, give her my phone number, won't you?
3. Imagine that you came face to face with a lion; what might be the sensible thing to do? Would you have run away, for example?
4. If you will cut a tree back, it grows much stronger.
5. If you gossip about people, you can't should expect others not to gossip about you.

7. Read the second box on the left. Match each of the functions mentioned there with one of the sentences 1–6, according to the idea expressed in the *if* clause.

1. If you will keep dying your hair red, it's no wonder you are having trouble with your parents.
2. If you will come this way, Mr. Parker will see you now.
3. If he won't help us, there is nothing we can do about it.
4. If they are going to leave for the zoo, I think they should take the children as well.
5. If you won't turn your music down, we'll just have to unplug your stereo.
6. If you will fill in the form, I will give you all the necessary details.

The kingpin and the moles

• Talking it over

1. How do you choose which films to go to? Discuss with your partner which are the criteria that make you choose what film to watch.

• Reading

2. Read the following film review on *The Departed*, a movie which was awarded several Oscars in 2006.

Maybe you've heard the Internet buzz about *The Departed* being an old-school cop flick, unburdened by profundity. Maybe you'll think so too if you don't pay a lick of attention to what's on screen. Or maybe you'll recognize *The Departed* for what it is: a new American crime classic from the legendary Martin Scorsese, whose talent shines here on its highest beams.

A title card sets the scene: Boston, some years ago. And we're off, watching Leonardo DiCaprio as a cop pretending to be a hood and Matt Damon as his opposite. Both are trapped in circumstances where you can't tell the good from the bad.

All the actors bring their A games to this triumphant film. DiCaprio and Damon give explosive, emotionally complex performances, but it must be said that Jack Nicholson reaches undreamed-of heights of decadent devilment as Irish mob kingpin Frank Costello. Whether he's wielding a gun, buying off cops, seducing children into a life of crime, or chatting while elbow-deep in blood, Nicholson is electrifying.

William Monahan's stinging script transfers the plot of the terrific 2002 Hong Kong thriller *Infernal Affairs* to his native Boston so he can drill down to its depraved core. This is vital, visceral filmmaking, indebted to Michael Ballhaus' vibrant cinematography and Howard Shore's evocative score, boosted by Scorsese's typically astute soundtrack choices — a unique uniting of the Stones, John Lennon, Van Morrison, the Beach Boys and Patsy Cline. And once again, Thelma Schoonmaker turns editing into an art form. She's the wizard at Scorsese's side, getting the action to jump off the screen while setting up psychological provocations that reverberate hellishly in your head. *The Departed*, flawed by a few underwritten characters and some overwrought imagery (the symbolic rat), pins you to your seat.

Billy Costigan (DiCaprio) and Colin Sullivan (Damon), unknown to each other, are both trainees at the Massachusetts State Police Academy. For Billy, it's a goodbye to the Southies, the South Boston criminal element that formed him. For Colin, it's a chance to play mole for Costello, who trained him since boyhood. The drama intensifies when Billy is told that he will never wear the Statie

The Departed (2006)

starring:

Jack Nicholson, Leonardo DiCaprio, Matt Damon, Mark Wahlberg, Martin Sheen

director: Martin Scorsese

studio: Warner Bros. Pictures

rating: R

release date: October 6, 2006

runtime: 150 minutes

VOCABULARY

a flick = (AmE) a film

a lick of attention = a small amount of attention

a hood = (AmE) a criminal

kingpin = the person most important in a group

to wield = to hold a weapon

stinging = strongly criticising

score = the music itself (film)

to pin to = fasten to something

mole = someone who works for an organization while secretly giving information to its enemies

flinty = not showing any emotion

rookie = (AmE) someone who has just started doing a job and has little experience

to rat out = if someone rats you out, they are disloyal to you, especially by telling someone in authority about something wrong that you have done

gore = blood and violence

Writing a film review

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 she/ he wants to see/ read/ buy the movie/ book. Reviews have three main parts:

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 on the movie/ book/ show

C. verdict: do you recommend the book/ movie/ show?



Leonardo DiCaprio

Words usually used in film reviews

spectacular visual effects, excessive violence, breathtaking, evocative, mood, atmosphere, poorly, unsuccessful, detail, scenery, irresistible, perfect, moments, plot

uniform. His father figure, Capt. Queenan (Martin Sheen), wants Billy to go undercover and infiltrate Costello's crew. Billy's identity will be known only by Queenan and his flinty enforcer, Sgt. Dignam.

Colin joins the suits led by Capt. Ellerby (the reliably superb Alec Baldwin) in the Special Investigations Unit. And so two rookies, assigned to rat out the people they work with, begin to unravel from the strain of maintaining identities antithetical to their true natures.

Scorsese doesn't need gore to make his points. A scene with Billy and a vibrating cell phone matches Hitchcock for suspense. Issues of sin, redemption, identity and loyalty resonate in Scorsese's films, including the atypical *Kundun*, *Age of Innocence* and *The Aviator*. Each new film absorbs the others, creating a body of work that can stand with the greatest. Scorsese tops the list of American directors because, even when he fails, he strives passionately to make movies that matter. *The Departed*, a defiantly uncompromised vision of a society rotting from the inside, is one of his best.

(Peter Travers, *Rolling Stone*, 2007)

3. Read the common features of a film review that you find in the box on the left. Read the text again and organize the information and the opinions according to the following criteria:

The factual information includes such elements as:

- film genre
- the film background (setting, period)
- director
- other important elements: image, editing, musical score, soundtrack
- actors
- synopsis of the film (the plot)?

The author's opinion on the movie includes:

- opinion on the director
- opinion on the actors and their acting
- opinion on the plot
- opinion on the movie as a whole

4. What is the author's verdict on the movie?

OVER TO YOU!

5. Write a 250-word review on the latest movie you have seen that you think might be of interest to your colleagues. Include a clear description of the story (synopsis), comment on what you consider its strengths and weaknesses, give an overall recommendation. You may use some of the words and expressions in the box on the left.

VOCABULARY

straddle = if something straddles a line, road, or river, part of it is on one side and part on the other side

stunt = a dangerous action that is done to entertain people, especially in a film

chase = the act of following someone or something quickly in order to catch them

escapism = activities or entertainment that help you forget about bad or boring things for a short time

blaxploitation = a film genre that emerged in the United States in the early 1970s when many exploitation films were made that targeted the urban African American audience

swashbucklers = relating to adventures in which people do brave, exciting things and fight against their enemies with swords

mobster = a member of an organized criminal group

hoodlum = a criminal, often a young person, who does violent or illegal things

cathartic = helping you to remove strong or violent emotions

slasher = a very violent film

offshoot = a new stem or branch on a plant

eulogy = a speech or piece of writing in which you praise someone or something very much, especially at a funeral

six-gun = a pistol with a revolving cylinder (usually having six chambers for bullets)

spoof = a funny book, play, or film that copies something serious or important and makes it seem silly

CGI = computer generated imagery

Stunts and six-guns

• Talking it over

1. Could you imagine your life without movies? What do you think could replace them? Discuss the two questions with your colleague.

• Reading

2. Read the following article which describes the main film genres.

What are Film Genres?

Film genres are various forms or identifiable types, categories, classifications or groups of films that are recurring and have similar, familiar or instantly-recognizable patterns, that include one or more of the following: settings, content and subject matter, themes, mood, period, plot, central narrative events, motifs, styles, structures, situations, recurring icons. Many films straddle several film genres.

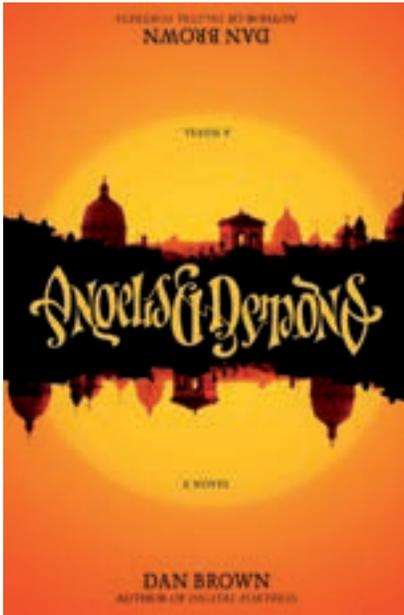
Action Films — Action films usually include high energy, big-budget physical stunts and chases, possibly with rescues, battles, fights, escapes, destructive crises (floods, explosions, natural disasters, fires, etc.), non-stop motion, spectacular rhythm and pacing, and adventurous, often two-dimensional “good-guy” heroes (or recently, heroines) battling “bad guys” — all designed for pure audience escapism. Includes the James Bond “fantasy” spy/espionage series, martial arts films, and so-called “blaxploitation” films. A major sub-genre is the disaster film.

Adventure Films — Adventure films are usually exciting stories, with new experiences or exotic locales, very similar to or often paired with the action film genre. They can include traditional swashbucklers, serialized films, and historical spectacles (similar to the epics film genre), searches or expeditions for lost continents, “jungle” and “desert” epics, treasure hunts, disaster films, or searches for the unknown.

Comedy Films — Comedies are light-hearted plots consistently and deliberately designed to amuse and provoke laughter (with one-liners, jokes, etc.) by exaggerating the situation, the language, action, relationships and characters.

Crime & Gangster Films — Crime (gangster) films are developed around the sinister actions of criminals or mobsters, particularly bankrobbers, underworld figures, or ruthless hoodlums who operate outside the law, stealing and murdering their way through life. Criminal and gangster films are often categorized as film noir or detective-mystery films — because of underlying similarities between these cinematic forms. This category includes a description of various “serial killer” films.

Drama Films — Dramas are serious, plot-driven presentations, portraying realistic characters, settings, life situations, and stories



Stranger Than Fiction

Details: 2006, USA, Drama/Comedy, cert 12A, 113 mins, Dir: Marc Forster

With: Dustin Hoffman, Emma Thompson, Maggie Gyllenhaal, Queen Latifah, Will Ferrell

Summary: A tax accountant discovers that he is actually the creation of a novelist, and worse still, that she wants to kill his character off.

Reviews

Peter Bradshaw: This sugary and sentimental comedy has some quirky points, but it's feeble compared to the work of those who have done the same sort of thing better. **more...**

Control freak Will Ferrell discovers he is a character in a novel being written by Emma Thompson: cue existential crisis and a witty postmodern caper, says **Philip French**. **more...**

involving intense character development and interaction. Usually, they are not focused on special-effects, comedy, or action. Dramatic films are probably the largest film genre.

Horror Films — Horror films are designed to frighten and to invoke our worst hidden fears, often in a terrifying, shocking finale, while captivating and entertaining us at the same time in a cathartic experience. Horror films feature a wide range of styles, from the earliest silent *Nosferatu* classic (released in 1922, it tells the story of Dracula), to today's CGI monsters and deranged humans. They are often combined with science fiction when the menace or monster is related to a corruption of technology, or when Earth is threatened by aliens. The fantasy and supernatural film genres are not usually synonymous with the horror genre. There are many sub-genres of horror: slasher, teen terror, serial killers, satanic, Dracula, Frankenstein, etc.

Science Fiction Films — Sci-fi films are often quasi-scientific, visionary and imaginative — complete with heroes, aliens, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology, unknown and unknowable forces, and extraordinary monsters (“things or creatures from space”), either created by mad scientists or by nuclear havoc. They are sometimes an offshoot of fantasy films, or they share some similarities with action/adventure films. Science fiction often expresses the potential of technology to destroy humankind and easily overlaps with horror films.

Westerns — Westerns are the major defining genre of the American film industry — a eulogy to the early days of the expansive American frontier. They are one of the oldest, most enduring genres with very recognizable plots, elements, and characters (six-guns, horses, dusty towns and trails, cowboys, Indians, etc.). Over time, westerns have been re-defined, re-invented and expanded, dismissed, re-discovered, and spoofed. (adapted from www.movie.unlimited.com)

3. Read the box on the left where the film *Stranger than fiction* is presented. Which are the elements that you find about the film?

Is there anything that you think might be important in the presentation of a film?

4. There are two samples taken from reviews of *Stranger Than Fiction* in the box on the left. What is the reviewers' opinion of the film? In what way do the reviewers express their opinion?

5. What is your favourite film genre? Think of a film that you have enjoyed very much and present it to your classmates.

Review and consolidation



Ziua când nu mă uit la televizor

Media, în toate formele lor, fac cotidian apologia informării. Ne invită aproape amenințător să credem într-un zeu al cunoașterii minore căruia, dacă nu-i închinăm zilnic atenția noastră, ni se spune că-l pierdem. N-ai deschis televizorul pentru a lăsa să-ți picure în cap zumzetul obositor al realității, ei bine, ai încurcat-o, amice! Încercând în anumite zile să scap de forma asta de dependență față de nimicurile guralive ale prezentului, evit lectura ziarelor, mă feresc de telecomandă și citesc...

(Alin Ionescu, *Cotidianul*, 2007)

1. Read the following text and ask questions so that the underlined items are the answer.

Recovery programme for email addicts

Alcoholics have a 12-step programme to tackle their addiction, drug addicts too, and now there is one for those addicted to email.

Forget the mantra “I am so and so and I am an alcoholic”. The new programme (1) will have people admitting that email is managing them rather than the other way round (2), and will help them to tackle their obsession for reading or replying to emails (3) on holiday, in the car and even in the bathroom.

A life coach for business executives (4) in America devised the plan for cases such as a golfer who checked his BlackBerry after every shot and lost a potential client who thought he was a socially-inept obsessive (5). Marsha Egan said email misuse could cost businesses millions of pounds in lost productivity.

One of her clients could not walk by a computer — her own or anyone else’s — without checking for messages. Another had 3,600 emails in his inbox. Others wait for emails (6) and send themselves a message if one hasn’t shown up for several minutes, she claimed.

Research by King’s College London says addiction to email is doubly worrying because such technology depletes cognitive abilities more rapidly than drugs (7). Email users suffered a 10 per cent drop in IQ scores (8), more than twice the fall recorded by marijuana users.

(adapted from www.telegraph.co.uk, 2007)

2. What is the main idea of the text?

3. In your own words, explain the negative effect of email abuse on cognitive abilities.

4. Imagine the internet had not been invented. Continue the following sentences to express your regrets, wishes and speculation about the present and the future. Start as follows:

1. If the internet had not been invented,
2. Had it not been for the internet, I
3. If I were Bill Gates, I
4. If I should meet the Wikipedia creator, I
5. If you surf the internet, you....
6. If my brother won’t double check the information on Wikipedia, he...
7. If the internet were to be banned,
8. If Google is to disappear, ...

5. Translate into English the text in the box on the left.



Back when he was Nicolas Coppola, and casting directors were more interested in talking about his uncle Francis than giving him work, Nicolas Cage set himself an ultimatum. “I kept getting rejected,” he says in a slow, musical drawl, like a lizard sunning himself on a rock. “And it got to me, so I wound up in the hospital with hepatitis and mononucleosis. It was horrible. And I said to myself, I’m not doing this again. I’ll do one more audition and if I don’t get it, I’m done. A lot of my friends from Napa Valley were going up to Alaska and working on the crab boats and coming back with \$25,000 and buying sports cars. I thought, I’m going to go and do that. So that was the plan. Sort of a Melville-like existence at sea if I didn’t get the job as an actor. And then I did, and everything was changed.”

6. Read the box on the left. This is the beginning of the interview with Nicolas Cage (by Dorian Lynskey from *The Guardian*, 2007). Before listening to the interview, discuss with your colleague what you know about Nicolas Cage.

7. While listening to the interview, tick the information you hear.

- a. Nicolas Cage’s latest film is Ghost Rider.
- b. His favourite character as a child was Superman.
- c. His mother was a dancer.
- d. His characters express anger or sadness.
- e. He considers that as an artist you have to be able to break the wall.
- f. Nicolas Cage is 43 years old.
- g. People go to the movies to see perfection.
- h. “Picasso said art is a lie that tells the truth.”

8. In the interview Nicolas Cage said “Picasso said art is a lie that tells the truth”. Explain in your words what this statement might mean.

9. Match the type of film (a-f) to the definition (1-7). There is one definition you do not need.

- a. western
- b. thriller
- c. horror movie
- d. action movie
- e. romantic comedy
- f. cartoon /animated movie

- 1. a film made using photographs of models or drawings, which are put together to look as if they are moving
- 2. a film about cowboys and life in the 19th century in the American West
- 3. a film that tells an exciting story about murder or crime
- 4. a film that is intended to make you laugh, about two people who meet and have a romantic relationship
- 5. a film about people who are on a long journey in a car, and the adventures they have while they are travelling
- 6. a film that is intended to make you feel frightened, for example one in which people get attacked by strange creatures, or in which dead people come to life
- 7. a film that has a lot of exciting events in it, for example people fighting or chasing each other in cars

REVISION AND SKILLS DEVELOPMENT

Reading

1. Use the words in the box to fill in the gaps.

channel	choices	interactive
feedback	tools	dialogue
viewers	producers	screen

Interactive television isn't new. Since the very earliest days of television, (1) _____ have been trying to make their programmes and channels more dynamic and participatory. In the case of children's television, for example, the (2) _____ element often involved desperately trying to get the viewers to sing along, jump up and down or dance around the room. Adult viewers have been won over to the idea of interacting with television in a number of clever ways too. Anything and everything has been tried: asking for (3) _____, running prize competitions, giving out leaflets with extra information.

The telephone, in particular, has proved itself to be a powerful interactive television (4) _____. Nearly every daytime television chat show asks (5) _____ to ring in with their views or problems. Recently, music channels like The Box have installed technologies that allow viewers to ring in, on a premium-rate line, to choose a video. The video is then put in a queue and eventually shown to everyone watching the (6) _____.

Interactive television can be defined as anything that lets the television viewer or viewers and the people making the television channel, programme or service engage in a (7) _____. More specifically, it can be defined as a dialogue that takes the viewers beyond the passive experience of watching and allows them to make (8) _____ and take actions — even if the action is as simple as filling in a postcard and popping it in the mail, or drawing a picture on the television (9) _____.

Vocabulary

2. Read the definitions and decide whether they are accurate or not. If the information they contain is incorrect, correct the definitions.

e.g. 1. A spectator is usually someone who watches a programme on television. — wrong, a spectator usually watches an event or a game

2. A viewer is a person who watches a play or a performance.

3. Audience refers to the people who watch an event or a game.

4. An onlooker is someone who witnesses something happening without getting involved.

5. A watcher is a person who watches an event in order to draw an official report on it.

6. An observer is someone who enjoys watching a type of animal.

3. Explain the differences in meaning between these words: *customer, shopper, consumer, guest, patient, client*. Then use them in an appropriate form to complete the sentences.

1. _____ are encouraged to complain about faulty goods.

2. Your inappropriate behaviour meant our law firm losing an important _____.

3. The firm has excellent _____ relations.

4. He invited her to be his _____ for an evening at the theatre.

5. Crowds of Christmas _____ invaded the stores for last minute presents.

6. I have been a _____ of doctor Phillips for three years now.

4. Fill in the missing words in these expressions. Then use them in sentences of your own.

a) fly into a e) blow a

b) one's temper f) berserk

c) seethe with g) let steam

d) irate h) get worked

5. Complete the strings of synonyms with words beginning as shown.

bad-tempered = f....., i.....,
f....., a.....

self-possessed = c....., c.....,
p.....

peaceful = s....., t.....

worried = c.....

6. Match the three columns to form expressions.

REVISION AND SKILLS DEVELOPMENT

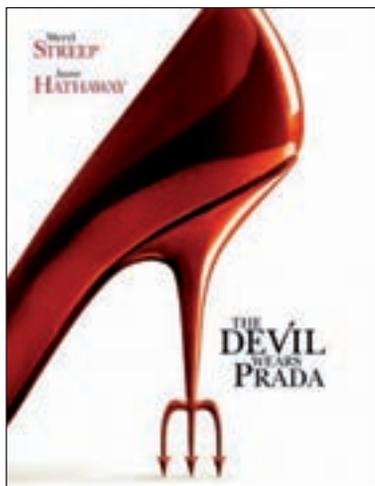
Then use some of the expressions to fill in the gaps in the sentences that follow. Make any necessary changes.

go	one's temper	blow
with anger	get	off steam
become	berserk	lose
into a rage	let	worked up
fly	a fuse	seethe
irate		

1. One of the customers suddenly demanding his money back.
2. Whenever I need to I usually punch a cushion.
3. My mom would if she knew I failed the exam.
4. It's not like her to get upset while talking to people, but that annoying man simply made her

Listening

7. Listen to this review for an award-winning film *The Devil Wears Prada* and fill in the missing information.



Nominated for an Academy Award in _____

Release year: _____

Genre: _____

Screen adaptation of the novel: _____

Director: _____
 Cast: _____ Hathaway, Meryl _____,
 _____ Tucci

Film distributed by: _____

Critics' reaction: _____

Speaking

8. Choose one of these statements. Prepare a two-minute presentation giving your views on the selected statement.

1. In the future, technology will govern our lives.
2. Books and newspapers are a thing of the past.
3. More technology means more stress.

9. Use the verbs in brackets in an appropriate tense to complete these conditional clauses.

1. Call me if he (come) before 6 o'clock.
2. Had I known about the mix-up, I (say) anything about his departure.
3. Don't sign your name unless you (tell) so by the supervisor.
4. If you were to win the lottery, what (do) with the money?
5. I would have helped you, if I (know) you were in trouble.
6. I could lend you the money, if you (want) me to.
7. If I (have) the time, I would visit my parents more often.

10. Use the verbs in the brackets in an appropriate passive form.

1. I (tell) that she would be here by noon. Where is she?
2. The famous pop star (rumour) to have got married secretly.
3. It (generally believe) that politicians are scoundrels.
4. The brooch I bought last week (previously sell) in an auction for \$ 2,000.
5. It (recently discover) that ulcer (cause) by a virus.



Acupuncture treatment



A practitioner of yoga

VOCABULARY

to fly in the face of = to be the opposite of what most people think is reasonable, sensible or normal
lucrative = profitable
to swear on/by = to make a very serious promise
restorative = making you feel healthier or stronger
to deride = to make remarks that show you think something is silly or useless

Flower power

• **Talking it over**

1. Work with your partner and match the two columns.

- | | |
|---|--|
| 1. Alternative medicine is a way of treating illnesses that | a. uses massage with pleasant smelling natural oils to reduce pain |
| 2. A herbalist is someone who | b. is treated by giving extremely small amounts of a substance that causes the disease |
| 3. Homeopathy is a system of medicine in which a disease | c. grows, sells or uses herbs to treat illness |
| 4. Aromatherapy is a treatment that | d. is not based on Western scientific methods |

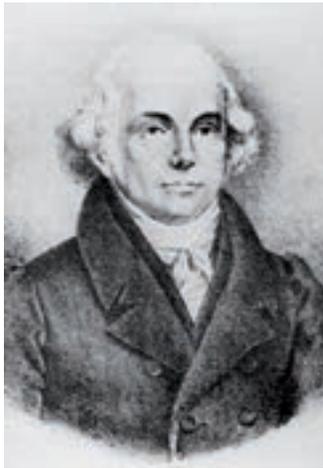
2. Talk to your partner. Do you think that homeopathic techniques have the power to cure illnesses? Do you drink herbal tea?

• **Reading**

3. a. Read this lecture on alternative medicine. Ignore the blank spaces. Have remedies gained in popularity?

Long before yoga, acupuncture and homeopathy gained credence as complementary therapies, a Birmingham-born 1) called Edward Bach decided that mainstream medicine wasn't the answer. After extensive research into the 2) of chronic disease, in 1920s. Dr. Bach concluded that all physical 3) is an expression of an emotional imbalance such as 4) or anxiety, which weakens the immune system and allows illness to take hold. Flying in the face of all accepted 5) thinking at the time, he believed that the solution 6) these imbalances lay in nature, and began studying the wild 7) and trees that inhabit the British countryside.

In 1930 he abandoned his lucrative Harley Street practice and conducted exhaustive 8) to find plants that could transform negative emotions such as despair, 9) and lack of self-esteem. He created 38 tinctures containing the "essences" of wild flowers — now known as Bach's flower 10) Although greeted 11) scepticism by medical community, the remedies now have millions of devotees across the world, who swear by them to 12) a host of physical and emotional illnesses. The most popular, a "rescue



*Samuel Hahnemann,
the father of homeopathy*



remedy” — a combination of Rock Rose, Star of Bethlehem, Impatiens, Cherry Plum and Clematis is described by 13) as “yoga in a bottle” for its soothing, restorative qualities.

Dr. Bach died in 1936. His ideas were 14) in the pharmaceutically-oriented world of Western medicine and his theories, once derided as fanciful and 15), contributed to the foundations on which the modern alternative medicine establishment is built.

b. Listen to the lecture on the radio programme “Our lives and our health” and complete the blanks.

● **Words in action**

4. Tick the true sentences and correct the wrong ones.

1. Dr. Edward Bach lost his confidence in traditional medicine when homeopathy gained in popularity.
2. Extensive research helped Dr. Bach see the relationship between an emotional imbalance and a weakening of the immune system.
3. His conclusion met the disagreement of the medical world.
4. The remedies created by Dr. Bach were the result of exhaustive experiments.
5. Bach’s remedies have long been forgotten.

Adjective suffixes -ive; -ing; -ary

Verb + -ive	adjective
addict	addictive
possess	possessive
respond	responsive
Verb + -ing	
disappoint	disappointing
frighten	frightening
Noun + -ary	
revolution	revolutionary
mission	missionary

5. Find four -ive adjectives in the text.

6. Find the -ing adjective which tells us about the effect of the “yoga in the bottle” on our health.

7. Use the -ive adjectives in the box in sentences of your own.

Food industry and nanotechnology



A supermarket



Mayonnaise made with emulsifiers



Genetically modified flowers

• Talking it over

1. Talk to your partner. Do you read the inscriptions on the packages of goods you buy? What does the Food Safety Agency do? Why is the activity of this agency important?

• Reading

2. Read the following excerpt from an article about the use of nanotechnology. Complete the text by filling in 1–4 choosing from A–E. There is an extra fragment you do not need to use.

(1) . . . Five out of ten of the world’s largest food companies are aggressively exploring the potential of nanotechnology for better packaging, improved food safety and better nutritional content.

The food industry is moving faster than any other sector to embrace nanotechnology — the manufacture of objects so small that they cannot be seen even with a conventional microscope — and it is estimated that it will be incorporated into \$20 billion worth of food products by 2010.

(2) . . . The experience with genetically modified food would suggest not. Although no nanotech food products are available in Britain, a handful are in the US where there are already demands from lobby groups for “nanohazard” labeling.

(3) . . . The use of “nanofilters” is already ensuring that viruses and bacteria are removed completely from liquids such as milk, improving safety and giving longer shelf life. Equally, there is little controversy over new techniques of attaching nanoscale-sensing devices to food products and packaging, so that the sources of food ingredients can be traced back to origin; something that food campaigners have long been demanding.

(4) . . . meaning that products such as mayonnaise don’t separate out even if they have a low-fat content. Creating lower-fat products that still have the same mouth-feel and taste as full fat is a big challenge for the food industry.

The Woodrow Wilson International Centre at the University of Minnesota has been running the Project on Emerging Nanotechnologies and assessed its anticipated applications in agriculture and food production. It points out that the food industry is moving faster than almost any other sector to realize the benefits of nanotechnology, while also being reluctant to reveal what is in the



development pipeline. This makes it difficult to make an accurate assessment as to whether products are likely to pose a risk.

(adapted from *The Times*, 2006)

- A. Many of the applications of nanotechnology as applied to food are not controversial.
- B. Could nanomaterials migrate from packaging into food?
- C. Another potential use of nanotechnology directly in food is to use it to improve emulsification,
- D. Could nanotechnology be the next food battle-ground?
- E. Many of the applications of nanotechnology as applied to food are not controversial.

● **Focus on**

3. Answer the questions.

1. Why are food companies exploring the use of nanotechnology?
2. Is it certain that the public will appreciate nanotech food products?
3. What is the use of “nanofilters”?
4. Can we now assess the risks involved in consuming nanotech products?

● **Words in action**

4. Read the *Modal verbs* box. What do *can*, *cannot*, *would* and *could* in the underlined sentences in the text express?

5. Use an appropriate modal verb in the following sentences.

1. I not get tickets for the concert, they were all sold out.
2. I am confident that a solution be found.
3. He always try to help when I had a problem.
4. you lend me your dictionary for a couple of days?
5. Life during the war time was harsh and cruel. You have hated it.

6. Chose a, b or c to complete the blanks.

1. Lunchtime easily extend to 3:30.
a. must b. can c. should
2. Your skateboard run into someone who didn’t see it coming.
a. should b. could c. must
3. It’s too late now. You here at 7:30.
a. could have been b. must have been c. should have been
4. You upset when you heard the news.
a. must have been b. could have been c. should have been

Modal verbs

We use *can* – *could* to express

— ability/inability

I can speak three foreign languages.

Could you hear that all right?

— possibility/impossibility

He can leave earlier if he wants.

She can’t have spent all the money.

— permission

Can I make a phone call?

He could use my computer if he wanted to.

— a request

Can you leave the door open, please?

We use *would*

— to talk about past habits

Every morning he would go to buy his newspaper.

— to make an offer

Would you like me to give you a helping hand?

— to express a certainty

I’m afraid that nobody would help you in that kind of situation.

— to express a prediction

She said she would be here soon.

— to make a request

Would you shut the window, please?

Devices or gadgets?

• Talking it over

1. Complete these short descriptions using the correct form of the words in the box on the left.

television (2)	signal	magnify
screen (2)	clear	

1. An instrument that tiny things to make them visible or An ordinary one has glass lenses that can an object by up to 500 times.

2. A device that takes pictures. Light passes through lenses and falls on a An electron gun scans the and sends electric to sets or video cassette recorders.



2. What do the two texts describe? Talk to your partner about their use and importance for scientific discoveries.

3. Use the words in the box to complete the following sentences.

1. Dentists must take care in sterilizing all their
2. This is a new for opening bottles.
3. I've bought a clever for sharpening knives.
4. These are new surgical
5. In my opinion, the washing-machine is the most useful household

gadget	instruments	equipment
appliance	device	

• Reading

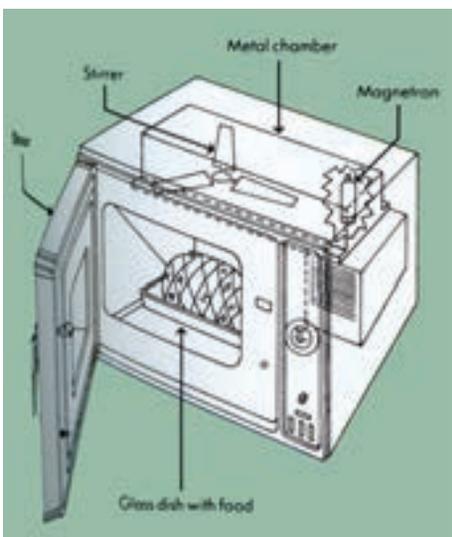
4. Read this part of an entry in an encyclopedia about the microwave oven and answer these questions.

1. Why is food cooked much quicker in a microwave oven?
2. What does the stirrer do?
3. Why shouldn't we use metal cookware in microwave ovens?

The microwave oven is an appliance that heats food by penetrating it with short radio waves. These waves cause molecules in food to vibrate rapidly. Friction among the moving molecules creates heat, which cooks the food.

Microwave cooking takes much less time than cooking with gas or electric ovens. This is because microwave ovens produce heat directly inside the food while gas or electric ovens cook food from the outside in.

Microwaves are produced in a microwave oven by an electronic vacuum tube called a magnetron. In most ovens the waves travel through a metal chamber to the stirrer, a device similar to an electric fan. The stirrer scatters the waves around the interior of the oven. The waves bounce from wall to wall until they enter the food in the oven.





Microwaves pass through glass, paper, and most kinds of china and plastics. Therefore we should use containers made of these materials to hold food in microwave ovens. Metal cookware should be avoided because it reflects microwaves, preventing them from entering the food. Moreover, metal containers may reflect energy back to the magnetron and damage it.

5. a. Look at the picture of the microwave oven and describe it.
 b. Explain to your partner how food is cooked in a microwave oven.

water	fire	light

6. Write the following verbs in the suitable column.

ripple	smoulder	travel	bounce	splash
freeze	glow	burn	glisten	waves

7. a. Match these descriptions to the appliances and gadgets below.

- a. egg timer b. tin opener c. food processor d. electric whisk

- It can be made entirely of metal or it can have a plastic handle. It has a sharp tip for cutting through.
- It is an electrical appliance and is made of plastic. It can slice, chop, mix things. You save a lot of time using it.
- It's made of glass or plastic. You just turn it upside down. It's easy to use.
- The part which you hold is made of plastic but the blades are usually made of metal. You can make it go faster or more slowly.

- b. Write similar descriptions for: a) a remote control; b) a coffee machine.



8. Match the two columns.

- | | |
|-----------------|---------------|
| 1. wheels | a. thaws |
| 2. colours | b. go off |
| 3. alarm clocks | c. spill |
| 4. water | d. escape |
| 5. snow | e. spin |
| 6. metal | f. contracts |
| 7. liquids | g. evaporates |
| 8. flames | h. run |
| 9. gas can | i. dance |

9. Write a short description of a mobile phone. Include the necessary instructions on how to use it for taking photos. Begin the second part like this:

It's dead easy. First you . . . Then . . .

Invisibility – from fiction to reality



Harry Potter

1. Read these very brief presentations of famous books or movies in which invisibility plays an important part. Complete the blanks with suitable titles. Choose from the following:

Star Trek *Harry Potter* *The Time Machine* *The Hobbit*

1. *The Enchanted Castle* by Edith Nesbit, 1907: a ring turns the housemaid's niece invisible, but proves more grief than joy.

2. by J.K. Rowling: the hero is given an invisibility cloak that used to be his father's.

3. by J.R.R. Tolkien: a ring gives the wearer invisibility but becomes a problem in *The Lord of the Rings* trilogy.

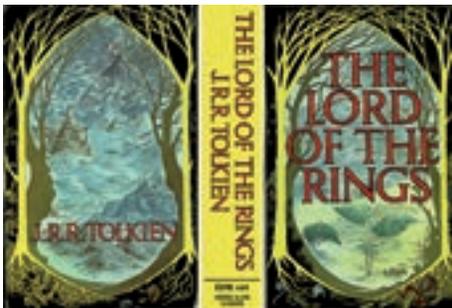
4. : The Romulans and the Klingons have cloaking technology that renders their starships invisible.

2. Read this part of a newspaper article. Has invisibility remained of interest only in fiction?

It began as just a wizard idea from a British scientist. Yesterday it became a reality. Following in the footsteps of Harry Potter, it was revealed that the world's first invisibility cloak has been tested in America. So far the device is rather limited — it is 5in (13cm) wide and can hide an object only from microwave beams.

But the principle has been proved to work and in the near future there are hopes that total invisibility may become possible for larger objects.

(adapted from *The Times*, October 2006)



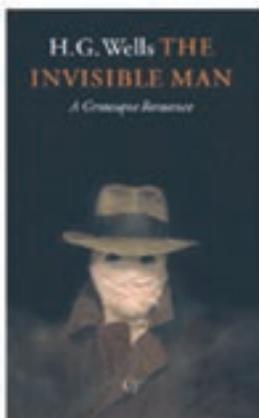
3. What might be the uses of invisibility in the modern world? Talk to your partner and identify possible applications of invisibility.

• Reading

4. Read this summary of *The Invisible Man* by H.G. Wells and translate it into Romanian.

The story begins when a mysterious stranger arrives at the local inn in a village in West Sussex. The stranger wears a long, thick coat and gloves and his face is hidden entirely by bandages, large goggles, and a wide-brimmed hat. Extremely reclusive, he demands to be left alone, spending most of his time in his room working with a set of chemicals and laboratory apparatus, only venturing out at night.

Meanwhile, a series of mysterious burglaries occur in the village in which the victims catch no sight of the thief. One morning, the innkeepers, Mr. and Mrs. Hall, pass the stranger's room and notice the stranger's clothes are scattered all over the floor but the stranger is nowhere to be seen. To their amazement, the furniture seems to spring





H.G. Wells (September 21, 1866 — August 13, 1946) is an English novelist who achieved early popularity with science-fiction stories such as *The Time Machine*, *The Invisible Man* and *The War of the Worlds*. Later he wrote comic novels based on the lower-middle-class world of his youth (*Kipps* and *The History of Mr. Polly*) and more serious fiction and non-fiction works dealing with political, historical and scientific issues.

alive while the bedclothes and a chair leap into mid-air and push them out of the room. Later in the day Mrs. Hall confronts the stranger about this, but he removes his bandages and goggles to reveal nothing beneath. As Mrs. Hall flees in horror, the police attempt to catch the stranger but he throws off all his clothes and escapes.

The Invisible Man turns out to be a former brilliant medical student who was desperately poor and after leaving the university determined to achieve something of scientific significance. So, he began work on an experiment to make people and objects invisible.

Just by chance, the Invisible Man, whose real name was Griffin, meets Dr. Kemp whom he recognizes as a university fellow. He explains to Kemp that he now plans to begin a reign of terror, using his invisibility to terrorize the nation and Dr. Kemp as his visible partner.

Realizing that Griffin is clearly insane, Kemp has no plans to help him and alerts the police. When the police arrive, Griffin violently assaults Kemp and a policeman before escaping, and the next day he leaves a note on Kemp's doorstep announcing that Kemp will be the first man killed in the reign of terror.

Attacked out of empty air, Dr. Kemp is finally saved by a workman who hurls a shovel through the air, striking the Invisible Man and knocking him to the ground, where he is violently beaten by some workers. The Invisible Man dies of the injuries, and his naked and battered body slowly becomes visible on the ground as he dies.

Summary writing

Stages in writing a summary:

1. Read the text attentively.
2. Decide if there are episodes that can be ignored.
3. Identify the main points in each episode.
4. Make notes of the important points using your own words.
5. Put the notes in logical (chronological) order.
6. Write the first draft.
7. Check the length and see that all the important points were included.
8. Check the spelling and consistency of verb forms. Use either present or past forms (if you narrate an event), vocabulary, sentence structure and punctuation.
9. Write the final version.

Remember that when writing summaries the following can be excluded: figures of speech, unnecessary adjectives or adverbs, lists, anecdotes.

5. Read the notes on summary writing. Using the given tips suggest a shorter version of the summary.

OVER TO YOU!

6. Write the summary of a book you have read or the plot of a film you have seen.

Review and consolidation



1. Read the following text. Match the underlined words with the definitions below.

Science and Health

Airplane air found not to cause blood clots.

Reduced air pressure and oxygen levels do not appear to promote the formation of deadly blood clots on long commercial flights, an ailment sometimes called “economy class syndrome,” a new report said. The findings seem to bolster the belief that clots develop in otherwise healthy people mainly because they sit in cramped quarters that slow blood flow, especially in the legs, not because of cabin environment. Travelers have been advised for several years to try to exercise their leg and calf muscles or walk around the cabin to prevent the development of clots that can travel to the lungs, brain or heart. The same problem can occur on long car or train trips. The study was published in this week’s *Journal of the American Medical Association*.

(adapted from *The New York Times*, 2006)

1. an illness that is not very serious
2. to improve something or make it stronger
3. a thick, almost solid mass formed when blood or milk dries
4. a room or place where you do not have enough space
5. the back part of a leg between the ankle and the knee

2. Answer these questions.

1. Who might be interested in this discovery?
2. What should people who spend a long time travelling by plane, by car or by train do to avoid possible blood clots?

3. a. Match this sentence to its passive construction in the text.

Scientists/ Doctors have advised travelers to try to exercise their leg and calf muscles or walk around the cabin.

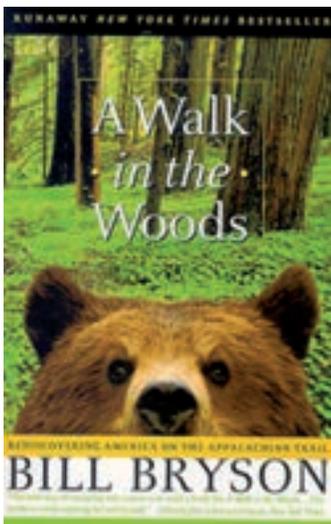
b. Identify another passive construction in the text and make it active.

4. Complete these sentences with an appropriate modal verb.

1. I asked the shop assistant about Bill Bryson’s latest book, but all she tell me was that it would be on sale before the end of this month.

2. Next time read your exam paper before you hand it in. You make the same mistake again.

3. Whose car is that outside Tom’s house? It belong to Tom’s sister. I heard that she has just bought a new car.



4. Students download any material without the permission of a member of the IT staff.
5. mind leaving me alone for a few minutes.
6. When my mother was away, my grandmother take care of me.

5. Match the first part of the sentences to appropriate endings.

1. We could have walked here . . .
 2. He would talk for hours on this subject . . .
 3. He would have talked for hours on this subject
 4. I needn't have gone to the meeting
 5. I might have kept my job
- a. when he was younger.
 - b. but Jane gave us a lift.
 - c. because they didn't tell me anything I didn't know already.
 - d. if I hadn't been so rude to my boss the other day.
 - e. if I'd let him.

6. Use these words to complete the following sentences.

gadget(s) domestic appliance(s) device(s)

1. Nowadays vacuum cleaners, cookers and dishwashers are we cannot do without.
2. My mother bought a useful little for peeling carrots.
3. Our new house was full of installed by the earlier owners. They were designed to make life easier but most of them were completely useless.
4. An aerial is a used on top of a building to pick up a TV signal.

7. Complete these sentences with an appropriate word.

1. As the temperature kept up, the snow started to
2. It's a major catastrophe. Thousands of gallons of crude oil were into the ocean.
3. You can the wheel with your hand.
4. Metals expand with heat and with cold.
5. I'm afraid the colour when I washed your new skirt.

PROJECT WORK

8. Choose an important scientific or technologic discovery/ invention. Present it to your class. Your presentation should include: some details about the discoverer/ inventor, the practical use of that discovery/ invention and how it has changed our life.



A love for violin making



• Talking it over

1. Work with your partner and write names of jobs related to each field of activity.

film industry	arts and crafts	music
stuntman	designer	conductor

• Reading

2. Read the text and choose the most suitable heading from the list A-G for each part 1-5.

- A. Natural finish B. Traditional techniques C. A life in music
D. Sound design E. Music to your ears F. Passion for perfection
G. Promote musical heritage

1. Helen Michetschlager, a violin maker, works in a small workshop in Manchester. Calm pervades the atmosphere in her studio untouched by the hubbub going on nearby, as if every item in the room is waiting for a piece of music to begin. All around the workshop, the tools and materials of her trade — knives, saws, pieces of wood — all covered with a thin layer of wood-dust that has settled over everything.

Helen is passionate about her work and crafts her instruments with a loving eye for detail, using techniques that have remained unchanged for centuries. She explains that a violin maker from the 18th century could walk into her studio and carry on from where she has left off.

2. Once the structure of the violin is completed, Helen starts the varnishing process. Usually a minimum of three coats are required. She uses a traditional recipe, and historically authentic varnish which a violin-making colleague makes for her. It contains no cellulose resins, it is simply a pure, oil-based varnish made with natural oils and resins that give the wood its beautiful, rich, golden-brown gloss.

Once the varnish is dry, Helen fits the pegs and bridge she has made and attaches the strings. After this she allows time for the instrument to “settle” and during this period she will test the sound and make any necessary fine adjustments.

3. According to received wisdom in the music world, when it comes to violas, size matters: the bigger the viola, the better the sound. Helen’s challenge, therefore, is to create smaller instruments that are

VOCABULARY

hubbub = a situation in which there is a lot of noise

to varnish = to paint

peg = a wooden screw for making the strings of a musical instrument tighter or looser

bridge = a small piece of wood on a guitar, violin, etc. over which the strings are stretched

resin = a sticky substance produced by some trees, used in making varnish



acoustically very good. She needs to make small instruments sound like big ones. And she has crafted some very clever designs in order to achieve this. For example, she has designed her violas that are either cornerless or that have two corners instead of the traditional four.

4. In 1980, Helen graduated the Newark School of Violin Making and has been making fine violins, violas and cellos professionally ever since. Word of her talents has spread. Her clients now come from all over the world and range from talented teenagers to orchestra principals and concert soloists.

5. As for the future, she is quite determined to make even better-sounding instruments. To this end, she is constantly pushing through existing design frontiers and into new areas.



3. Give detailed answers to these questions.

1. How does Helen do her work?
2. What stages can you identify in making a violin?
3. Does Helen experiment with her craft?
4. How did she manage to achieve recognition?

4. Complete the sentences with the correct particle.

1. With quite a lot of difficulty he managed to push his way the crowd. (use force to move forward)
2. Her parents pushed her marrying him when she really didn't want to. (persuade)
3. The government is pushing with its electoral reforms. (continue with a plan)
4. You didn't get caught last time you cheated, but don't push your (take a risk)
5. People living near the airport are pushing new restrictions on night flights. (keep asking for)

5. How would you translate into Romanian the proverb “train yourself for the right job — don't be a square peg in a round hole.”

OVER TO YOU!

6. Write three paragraphs about your future profession. Use these questions to guide you.

- a) Why have you chosen it?
- b) What personal qualities will help you do it?
- c) How do you think you can overcome possible difficulties?

Successful careers



Hannah Starkey,
Scenes from everyday life



Ray Conniff

VOCABULARY

to flit about/to a particular place

= to fly or move quickly from one place to another

to defy = to refuse to obey a person or law

• Words in action

1. Match the two columns and then read the proverbs.

- | | |
|--------------------------------|----------------------------|
| 1. Don't put the cart | a. what you sow. |
| 2. He who hesitates | b. not enough Indians. |
| 3. The first step | c. is lost. |
| 4. Nothing ventured, | d. nothing gained. |
| 5. If you can't stand the heat | e. does not grow on trees. |
| 6. Too many chiefs | f. to learn. |
| 7. You are never too old | g. is always the hardest. |
| 8. Money | h. before the horse. |
| 9. You reap | i. get out of the kitchen. |

2. a. Which of the proverbs above means:

1. too many people are giving orders, and not enough are following orders.
2. the amount of effort you put into something determines how much you will get out of it.
3. you can't achieve anything if you don't try.

b. Paraphrase the other proverbs.

• Reading

3. Read the two texts and suggest a suitable subtitle for each text.

1. Hannah Starkey, the Belfast-born photographer, graduated from the Royal College of Art in 1997 and promptly won five major awards, leading to her work being exhibited at the National Portrait Gallery. Now, ten years on, her achievements run to four pages and include being part of the permanent collection at Tate Modern as well as having dozen solo shows.

What is the secret of her success? Maybe because rather than flitting between subjects and styles over the past decade, she has remained faithful to a singular interest: the capturing of quiet moments in the lives of young women in the inner city. When asked about her photographs, Starkey said "They are scenes from everyday life I've witnessed but I take the essence of that thing and recreate it." Talking about the people in her photos she also said "I have tremendous respect for the people who keep London moving. The people who clean the streets or drive us home at night and it's important to be concerned about them."

2. Ray Conniff was a highly successful popular musician who defied rock'n'roll and lived to talk about it. He blended together sweet

Reported Speech

When we report what somebody says we make changes in vocabulary and grammar. When we use a past reporting verb, we change the tense in reported speech. Examples:

“I’m reading the newspaper,” he said. He said he was reading the newspaper.

“I met him every morning,” she said. She said she met him every morning.

“I’ve never eaten tomato ice cream,” she said. She said she had never eaten tomato ice cream.

“I’ll see her tomorrow,” he said. He told me he would see her the next day.

Reported questions

“Are you happy here?” he asked.

He asked me if I was happy there.

“Do you always come home so late?” she asked. She asked me if/whether I always came home so late.

“Where did you spend your holiday?” She wanted to know where I had spent my holiday.

Reported commands

“Please open the window, Jane,” Mary said.

Mary asked Jane to open the window.

“Don’t set the alarm,” Anne said.

Anne told me not to set the alarm.

We do not change the original words when:

- the reporting verb is in a present tense

“I wanted to check the system,” he says. He says that he wanted to check the system

- if we report something on the day it is said

“I am happy to see you.” He said he is happy to see me.

choruses and soothing strings, creating an easy listening sound and encouraged his audiences to sit back with eyes closed, and allow the orchestra to do the work.

When interviewed about his life and career, he began by saying that he was born in Attleboro, Massachusetts and came from a musical family. He said he had formed a small dance band immediately after he graduated a course at the Juilliard School of Music in New York and added that he had worked hard as a trombonist but enjoyed great success as bandleader at ABC radio in New York. Ray added that he had never put aside his old instrument and had often substituted the trombonist who failed to turn up for the session they were recording.

4. Answer the following questions.

1. Which artist enjoyed success at an early age?
2. What do the two artists have in common?
3. Do the works of the two artists appeal to large audiences?

5. a. Read the language focus box and change the quotes in the first excerpt into reported speech.**b. Change the underlined sentences in excerpt 2 into direct speech.****6. Use the verbs in the box to report the following sentences.**

announce beg remind boast threaten refuse claim

1. “Please let me watch the film, Mum,” Sarah said.
2. “Bring your dictionary tomorrow,” the teacher said.
3. “The lesson is over,” the teacher said.
4. “I won’t help you because you didn’t help me,” Mary said.
5. “I wasn’t anywhere near the bank,” the accused said.
6. “If you do that again, I won’t see you again,” she said.
7. “I will easily beat you,” the boxer said.

7. Translate the following sentences.

1. Mi s-a spus că uneori va trebui să lucrez sâmbata și duminica.
2. M-a întrebat dacă știu că Ray Conniff a fost un mare muzician.
3. L-am întrebat dacă a văzut ultima expoziție de fotografie a Hannei Starkey.
4. Mi-a promis că mă va duce acasă cu mașina.
5. M-a încurajat să scriu o piesă despre viața marelui pictor.
6. Sora ei a crezut că eu am scris invitațiile.

Take this opportunity

• Words in action

1. director	a. theatre
2. surgeon	b. building site
3. headmaster	c. kitchen
4. foreman	d. night club
5. bouncer	e. operation theatre
6. chef	f. hotel
7. receptionist	g. school
8. model	h. company
9. prompter	i. catwalk
10. mayor	j. town hall

1. Link the name of the job with the location associated with it from the box on the left. Work in pairs.

• Reading

2. Complete the informal letter to Mike. You may not use more than one word for each gap.

Dear Mike,

I've read an ad for Project Manager's assistant and I think you 1) . . . be ideally 2) . . . for the job. You can travel abroad and use their car. Isn't it great?

Responsibilities . . . well, as Project Manager's assistant you will have to work long 3) . . . and at weekends 4) . . . necessary.

The post includes 5) duties as finding venues for the exhibitions, preparation of 6) . . . materials, etc. You must 7) . . . that you speak 8) . . . French and German, which I'm sure you can and are 9) . . . to manage stress.

If I 10) . . . you, I would apply immediately.

Love, Jenny

3. Fill in the correct preposition.

1. Having studied in Manchester for three years, I am fluent . . . English.

2. I feel that I have good experience . . . assessing 20th-century painting.

3. I excel . . . using Word for Windows.

4. I am used to working . . . a deadline.

5. My current position offers little prospect . . . promotion.

6. I was really excited . . . the possibility of working in a team.

7. They are not likely to challenge us . . . any of the details.

8. Unfortunately, she was dismissed . . . her job.

9. . . . further details and an application form, please contact the HR Department.

10. Only individuals . . . relevant experience are expected to apply.

4. Read this letter of application and correct

a. three spelling mistakes

b. three vocabulary mistakes

c. three mistakes with prepositions



Useful language

Applying for a job

Paragraph 1 - state the reason for writing

I am writing to apply for the position/ post of . . .

With reference to your advertisement in the *Guardian* . . .

Paragraph 2 - education, qualifications, previous experience and personal qualities
I attended “ . . . ” High School where I obtained the baccalaureat in 2007.

I graduated in Business Administration in . . .

As you will see from my enclosed CV, I have experience in . . .

I have recently completed a course in . . .

I am used to working under pressure/ as part of a team.

I am good at negotiating/ I have good knowledge of . . .

Paragraph 3 - closing remarks

I am keen to work in a company like yours.

I would be available for an interview at any time.

I would appreciate a reply at your earliest convenience.

I will be glad to supply you with any further information.

Dear Sir,

I would like to apply for the position of personnal assistant advertised in today’s *Daily Mail*.

As you will see in my CV (enclosed) I have recently gone to a course in word processing in addition with a tree-month course in advanced German.

I have a keen interest of traveling abroad and a willingness to work longertime. My interpersonal skills as well as my problem-solving abilities have always been so appreciated.

I belive this post will give me the opportunity to prove both my knowledge and experience about working in a team. I am available for an interview at any time.

Yours faithfully,
Tom Baker

5. Read the Useful language box on the left and write the letter of application for these advertisements.

Project Manager’s Assistant — SPS Publishers

This post helps the Project Manager in charge with preparation of three annual international book fairs.

The assistant’s busy schedule will extend beyond the daily programme and at weekends.

The successful applicant will be hard-working, available to travel abroad and capable to work under pressure. A good command of two foreign languages, good organizational skills and capacity to work in teams are also needed.

Duties include the selection of venues, negotiation of prices, preparation and distribution of catalogues.

An attractive monthly salary and the use of the company car are offered.

Please send applications to

St. Christopher School

Co-educational, Day/Boarding, 540 pupils

Resident Music Assistant

Required from September 2007, an enthusiastic and able musician to provide assistance with lessons and extracurricular activities. The assistant will be expected to live in the School and share in the life of one of the boarding houses. The post will suit someone with initial musical training or experience who wishes to extend his or her own skills.

Application forms and further details of the post are available from the Head. Applications should be made as soon as possible.

PO Box 32, Grange Road, St. Peter Port

The stylistic extremes of John Constable



The Hay Wain



The Mill Stream

VOCABULARY

to lend itself to = to be suitable for a particular purpose

to straddle = to include different things

rendition = a particular way of performing a poem, song, etc.

blob = a small amount of a thick liquid

to dwell on = to spend a long time thinking, talking etc.

streak = a long, thin mark or line

to teeter = to move in a way that makes you seem about to fall

• Reading

1. Read the text and identify the facts which point to Constable's stylistic extremes.

The unforgettable show “Constable: The Great Landscapes,” on view at Tate Britain, raises one of the great enigmas at the heart of artistic creation. What is it that induced so many painters of the past to disguise the visionary, ultramodernist perception they had of reality?

John Constable, the master of English landscape painting, who was born in 1776, uniquely lends himself to this investigation because his work has come down to us in its quasi-integrity. It straddled two extreme forms of artistic expression: the well-balanced 18th-century rendition of nature and the shorthand transcription of colour and light that would later characterize Impressionism.

A recently discovered watercolour, *View in the Stour Valley Looking Towards Langham Church from Dedham*, shows that in 1805, Constable still sketched harmonious landscapes with atmospheric effects in the spirit of his great 18th-century predecessor Thomas Gainsborough.

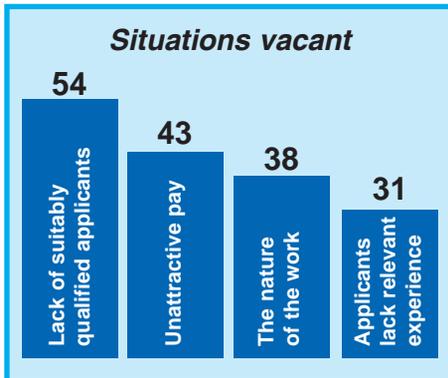
The distance that separates this dreamy study of nature and one of his masterpieces done five years later, *The Church Porch, East Bergholt* is astonishing. Done in quickly applied blobs of oil paint, the picture eliminates detail and dwells on the contrast of luminous colour and darkness, perfectly suited to the real subject, a meditation near tombstones outside a village church.

In his sketch of *The Mill Stream*, Constable anticipated the manner of Camille Pissarro in his early impressionist days, combining sophistication in the composition with broad applications of paint that leaves out detail. In another sketch, one can notice a dancing movement in the clouds and trees, the white streaks that convey reflections on the rippling surface of the water giving the sketch a visionary quality.

As time passed, Constable's rejection of detail became systematic in his outdoor sketches. He focused on the expressiveness of light to convey moods.

Around 1820, Constable went much further. His sketch for *The Hay Wain* teeters on the edge of abstraction. Gone are contours, shapes and details. The landscape is distilled into colour stains. With this fresh

Review and consolidation



1. Look at the grid on the left and talk to your partner about the difficulties in filling posts in social services. What other reasons might make it difficult to find applicants for this job?

2. Read the text and answer the question: what happens in the field of social work?

Recent child protection scandals have exposed how serious deficiencies in social work training — particularly the lack of analytical skills — have led to poor assessments of children at risk of abuse. This has cast doubt on how adequately social workers are being prepared for the demands of the job and has led some to question whether the profession, as it is currently constituted, has a future.

A report of the Institute for Public Policy Research (IPPR) commissioned by the Association of Directors of Social Services, envisages the creation of a new cadre of social care professionals who will practice a combination of social work, nursing, therapy and teaching. According to the report, this would mean “social work as we currently know it will cease to exist”.

A range of government reforms are now underway with the goal of raising the profession’s status and proficiency.

(adapted from *The Guardian*, 2004)

3. Read the text again and say whether these sentences are true or false.

1. Social workers have made mistakes in assessing the situation of children at risk.
2. Social workers are perfectly trained for their job.
3. The IPPR report recommends thorough changes in training social workers.
4. The government shows no interest in this issue.

4. Put the following sentences into reported speech. Use the following reporting verbs:

remember advise complain warn suggest boast

1. “Don’t climb the mountain on such a foggy day, it can be very dangerous.”

The mountain guide

2. “Oh, just a minute, was it Constable who painted this landscape?”

She couldn’t



Dan Brown

Use these words to complete the following collocations.

<i>operate</i>	<i>attend</i>
<i>graduate</i>	<i>join</i>
<i>work</i>	<i>broaden</i>
<i>have</i>	<i>show</i>

to initiative
 to experience
 to our team
 to a course
 to shifts
 to from university
 to good communication skills
 to a word processor

3. The service in this restaurant is very slow.
My friend
4. “I think it might be better to wait until the manager gets here“.
The manager’s assistant
5. “Oh, I’m easily the best basketball player at the college.“
He
6. “Well, Sarah, if I were you I’d eat more fruit and vegetables.“
The doctor

5. Translate the following sentences into English.

1. Părinții lui au vrut să știe dacă a luat o hotărâre privind viitoarea lui profesie.
2. El a recunoscut că nu știe cine a scris *Codul lui Da Vinci*.
3. L-am întrebat de ce a cerut concediu în luna mai.
4. Prietena mea mi-a amintit că va trebui să termin raportul până luni.
5. Fratele meu m-a asigurat că vine să mă vadă săptămâna viitoare.
6. Maria a negat că l-a văzut pe Tom la petrecere.

6. Read carefully the following sentences. Tick the ones which are correct. Cross out the extra word in the incorrect sentences.

1. The Human Resources Department has been advertised the post in several newspapers.
2. You could have warned me that the interview room was unavailable.
3. They fired him because he stole money from the box cash till.
4. To get to the top in this profession you need to have good organizational skills.
5. I have recently completed a short course on the garden design.
6. Please tell me how many hours I would be expected to work in each day.
7. You will see how stressful this job is only when you will start work.
8. It’s a good job but I don’t get paid very much.

7. Complete this letter of application. Remember to mention the reasons for applying, your experience and suitability for the job. Ask for more details about the responsibilities involved and use appropriate closing comments.

Dear Sir/ Madam,
 I would like to apply for the job of reception assistant as advertised in this month’s issue of *Jobs for Students*.

REVISION AND SKILLS DEVELOPMENT

Speaking

1. Give your opinion. Why is it important and sometimes not very easy to take a decision concerning your future career? Should parents decide? Do they know better? Should young people totally ignore their parents' advice?



2. Why is this lady called “queen of the dance”? Read the text and then complete it with a suitable word. The first one is done.

The music strikes up and the couples glide onto **0) the** floor and for Mrs. Pat Wilkinson the sight of it still brings 1) light to her eyes.

Thousands 2) pupils have passed beneath her critical gaze 3) she first began teaching English country dancing, and today 4) is recognized 5) one of the nation's foremost experts.

At a special ceremony 6) London the English Folk dance and Song Society honoured her 7) their prestigious national tutor award for her work at Morecambe Adult Education College where she has 8) taking classes for over four decades.

But away from college she travels hundreds 9) . . . miles every year to act as Master of Ceremonies and caller at costume balls. Then there are the week-long

residential summer schools she runs 10) different parts of the country.

It was five years 11) that Mrs. Wilkinson celebrated 50 years of dance but she says she tingles with the pleasure of it all as 12) now as when she first began.

“It is just a constant delight to see people coming 13) and forming friendships and progressing 14) their first nervous steps to skilled confidence”, she says.

At the core of Mrs. Wilkinson's pleasure is the knowledge that she is helping to keep alive 15) . . . of England's greatest traditions, especially when she acts as MC at costume balls where the dress and music go back to the 17th and 18th centuries.

3. Answer these questions.

1. Apart from teaching traditional folk dances, what else does Pat Wilkinson do?

2. After 50 years of activity, does she seem to have lost interest in her profession?

3. What is the key of Pat Wilkinson's successful career?

4. Read the list below and the Curriculum Vitae. Tick the references from the list which have not been included in the CV.

date of birth	address	relatives
education	telephone number	employment
skills	nationality	bank account
marital status	interests	referees

CURRICULUM VITAE

Name: Laura Dan
Date of Birth: 15 February 1982
Address: 201, Louis Pasteur St., Bucharest
Telephone: 021 987362
Nationality: Romanian
Marital Status: single
Education/Qualifications:
Bucharest University
BA in Mathematics
“George Coşbuc” High School

REVISION AND SKILLS DEVELOPMENT

Employment to date:

2004 – present Bucharest Trading Bank

Skills: advances working knowledge of programming and all Microsoft Office applications

Interests: swimming, tennis, entertaining friends

Other information: Advanced French
Basic Japanese
Clean driving licence

5. Write your own CV.

Grammar

6. Complete the pairs of sentences and explain the differences in meaning between the two modals.

1. You mustn't eat this ice cream.

It's not yours.

You shouldn't eat so much ice cream.

.....

2. She can't have left so early.

.....

She needn't have left so early.

.....

3. Nobody would agree with this idea.

.....

Would you turn off the TV, please.

.....

4. Could you finally open the door?

.....

Could you pay this check into the bank tomorrow?

.....

7. Change the following sentences into Direct Speech.

e.g. Ted admitted that he might have taken the CD.
"OK, perhaps I took it after all."

1. Tom claimed that he had written the letter.

2. John denied that he had broken the glass.

3. She warned us not to leave the heater on all night.

4. She persuaded me to stay for dinner.

5. Jane said that she wasn't tired.

6. Mike and Laura announced that they were going to get married.

7. The receptionist confirmed that our room had been reserved.

8. Mary advised her friend not to cook the fish for too long.

8. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

1. They've asked me if I would give them a helping hand.

to

I give them a helping hand.

2. The police let him leave after they had questioned him.

was

He by the police.

3. "I've passed my driving test first time!" said John.

had

John his driving test first time.

4. "You stole my gold ring!" she said to me.

stealing

She her gold ring.

5. Jane finds it difficult to accept the idea that her son has gone to live abroad.

used

Jane finds it that her son had gone to live abroad.

6. She gave such a moving performance that we were in tears.

so

She that we were in tears.

7. Students may not leave their bicycles here.

aren't

Students their bicycles here.

8. It was a bad idea to put this sweater in the washing machine.

shouldn't

This shirt in the washing machine.

9. No one showed us how to operate this machine.

not

We how to operate this machine.

10. I am sure that something happened or they would be back by now.

have

Something or they would be back by now.

Let's party in Sighișoara

• Points of view

1. Discuss with your colleague the concept of “cultural heritage” as it is defined by UNESCO: „The concept of heritage in our time is an open one, reflecting living culture every bit as much as that of the past.”

• Reading

2. Read the following article which presents Sighișoara as an important cultural and multiethnic centre of Romania.

Sighișoara/Segesvar/Schaessburg is famous in Romania for at least two reasons. Firstly, there is no doubt Sighișoara is the best preserved fortified town in Transylvania, with a beautiful and authentic medieval architecture. The medieval stronghold was built on top of a hill, surrounded by forests, and known as the “Hill of the Fortress”. The superb natural background against which **Sighișoara** was set made people call it “a gem of Transylvania” or “a pearl of the Târnava river”.

Secondly, Sighișoara is impressive by its multiethnic and multicultural character. In the 10th century A.D., the area of **Sighișoara** was part of the voievodate *Terra Blachorum* ruled by prince *Gelu*. Starting from the 12th century, the Hungarians would populate Transylvania with German colonists from Flanders, Saxony, the Rhine and the Moselle rivers; the role of the so-called “Saxons” was to strengthen the borders of the Hungarian Kingdom. In return, they were stimulated by privileges granted to them directly by Hungarian kings. The Saxon new-comers, i.e. craftsmen, farmers, tradesmen would set up their own settlements. In the 14th century, the lower platform of the citadel was occupied by many craftsmen, organised in guilds, which were similar to those in Western Europe; the town saw an unprecedented economic growth. In 1937, **Schässburg** (Sighișoara’s name in German) was the second important town in Transylvania (after Sibiu). The name of Sighișoara was first mentioned in a written document issued by Vlad Dracul, Vlad the Impaler’s father, in 1431.

Since 1992, every summer, **Sighișoara** has become a meeting place for youth coming from Romania and from all over the world; they are trying to recreate and revive medieval ways of life by way of the **Festival of Medieval Art**. Then, for a week-long, Sighișoara’s old streets and places become lively with theatrical plays, concerts, films, dancing, painting, games, conferences, contests and carnivals.

The ProEtnica Festival is the second important cultural event taking place in Sighișoara every year in summer. **The Days of the Ethnic Communities in Romania** represents the most important event of its kind in Romania and South Eastern Europe. The last editions of the



Sighișoara — old centre of town

UNESCO World Heritage

The World Heritage List includes 830 properties forming part of the cultural and natural heritage which the World Heritage Committee considers as having outstanding universal value. These include 644 cultural, 162 natural and 24 mixed properties in 138 States Parties.

Romania

Danube Delta (1991)

Churches of Moldavia (1993)

Monastery of Horezu (1993)

Villages with Fortified Churches in Transylvania (1993, 1999)

Dacian Fortresses of the Orăștie Mountains (1999)

Historic Centre of Sighișoara (1999)

Wooden Churches of Maramureș (1999)

A. Each year Sighișoara holds a medieval festival in perfect harmony with the town's profile. I have been attending it for 2 years now and can say it's one of the most beautiful moments for me in the summer. In the citadel you can always see people dressed in medieval costumes, wearing clothes with the dust of time upon them, acting as if they have just left their house, 500 years ago. During the 3 days festival you may attend the plays with medieval profile in the most important squares and also can be a part of Sighișoara at night when movies — Dracula related mostly — are projected in the citadel.

(www.world66.com)

B. If it's the last week-end of July, then there must be the Medieval Art Festival from Sighișoara. This year as well, the fortress was assaulted by the almost 30,000 tourists that came with their backpacks to the highly spoken cultural event, which this year more than ever had the aspect of a kitsch art bazaar. Although the fortress hosted many cultural moments, few of them managed to escape the ridicule and the most important events (for instance, the classical music concerts in churches) were attended by a small number of art lovers.

(www.ziua.ro)

festival have proven that ProEtnica is an important contribution to the right to cultural identity of the ethnic communities in Romania and abroad. Every year, the festival has brought together hundreds of representatives of ethnic groups such as Albanian, Armenian, Bulgarian, Czech, Croatian, German, Greek, Hungarian, Italian, Jewish, Macedonian, Polish, Roma, Russian-Lipovan, Ruthenian, Serbian, Slovakian, Tartar, Turkish, Ukrainian and the Vlachs Community. The program of the festival includes dance and music performances, conferences, workshops, concerts, as well as many exhibitions. Traditional and contemporary music and dance performances take place on stages in Sighișoara and also in the squares of the medieval citadel.

In conclusion, if you choose to come to Sighișoara or to Segesvar or to Schaessburg, you will be part of a unique experience stemming from common European cultural heritage.

(adapted from www.sighisoara.com)

3. Identify the two reasons for which Sighișoara is famous in Romania.

4. Identify the two cultural events taking place in Sighișoara each summer.

5. Comment on the following:

a) The Festival of Medieval Art is a living proof of Romania's membership to a common European cultural heritage.

b) ProEtnica Festival is organized under the "Unity in Diversity" motto.

6. Read the two boxes on the left which describe the Festival of Medieval Art in Sighișoara. Which of them mentions:

- number of participants
- when the festival takes place
- duration of the festival
- location for the festival's events
- activities during the festival
- positive impression about the festival
- negative impression about the festival

7. Choose a festival or a cultural event similar to the ones presented in the lesson and describe it in a 250-word essay.

PROJECT WORK

8. Choose one of the UNESCO world heritage monuments in Romania and design a poster to present it to the class. In your own project team, decide on the following: location of the site; description of the site; historic and artistic importance of the site; important personalities connected to the site; possible legends connected to the site. **Be ready to present the project in four weeks' time.**

Let's party in Brussels

• Points of view

1. Together with your colleague discuss the advantages of living in a cosmopolitan city.

• Reading

2. Read the following article which presents the city of Brussels.

Brussels is the capital of Belgium, of Flanders (consisting of both the Flemish Community and the Flemish Region) and of the French Community of Belgium, and the administrative centre of the European Union. This has earned the city the title “Capital of Europe”. It is the second international city in the world, as measured by the number of headquarters of international organizations. Brussels has been given its character by the coexistence of French and Flemish culture, and it is nowadays home to nationalities around the world, adding a cosmopolitan flavour to its atmosphere. About a third of its 1 million inhabitants are foreigners, most of which are either Islamic immigrants or civil servants, expat business people and diplomats working for the European Union, NATO, or one of the many other multinational institutions or firms that are located there.

The vibrant atmosphere of Brussels is further enhanced by picturesque medieval streets, lively squares, beautiful boulevards, impressive monuments, spacious parks, cosy cafés, interesting restaurants and an active cultural life.

The heart of Brussels and the place to start getting to know the city is the **Grand' Place**. This historic square, lined with exuberantly ornate guild houses and focused on the Gothic heights of the Hotel de Ville, is widely held to be one of Europe's finest.

The Grand' Place is also, as it has been for centuries, the focal point of the city's social and civic life. The people of Brussels gather here for their most important ceremonies and festivals, for the traditional bird market on Sunday mornings, and — perhaps most importantly — for no task more pressing than to sit, have a beer, and let the world pass.

At the beginning of July, Brussels' Grand Place is packed with spectators, including the Royal Family and their guests, for the annual **Ommegang**, or “walk about” in Dutch, the major annual event in the city since 1549. Although historians believe it began as a religious ritual in the 14th Century, the huge parade and festival is now devoid of religious connotations and focuses on local folklore and heritage.

The focus of this elaborate festival that each year brings the 16th century to life in the Grand' Place is Charles V's empire. Dazzling and colorful, the Ommegang evokes the procession organized to



Brussels — La Grande Place

Some international organizations whose headquarters are in Brussels

The European Commission
 The Council of the European Union
 The European Parliament (together with Strasbourg)
 The Committee of the Regions
 The European Economic and Social Committee
 The North Atlantic Treaty Organization (NATO)



Opinion Essay

In the opinion essay you are expected to express your viewpoint on a definite subject while supporting it with coherent arguments.

Structure:

Introduction: first paragraph

two sentences to describe the two opposite opinions. The third sentence says what your opinion is.

Body: second paragraph (your opinion)

topic sentence – argument or reason – example, explanation or supporting details (you could have up to 3 arguments or reasons)

third paragraph (opposing opinion)

topic sentence – argument or reason – example, explanation or supporting details (you could have up to 3 arguments or reasons)

Conclusion: fourth paragraph

Summary – your opinion

commemorate Charles’s “Joyous Entry” into Brussels on June 2, 1549 when he watched as representatives from the crafts and trades of the city, as well as crossbowmen processed around the Grand’ Place.

Since 1976, every other year, in August, the Grand Place is the location of an exceptional **Floral Carpet exhibition**.

The beauty and diversity of all the carpets is largely due to their main component, the famous begonia. Chosen above all for its qualities of robustness, resistance to bad weather and strong sunshine, the begonia guarantees the long life and freshness of the carpet. It also gives it a rich range of colors — from vivid colors to delicate pastel shades, with in between, the parti-colored and white flowers which reflect the light so well. The flowers are packed together one by one, 300 to every square meter of the ground, (+/- 700.000 flowers!) so tightly (no soil is used at all) that they will not be blown away by the first puff of wind, and create their own microclimate.

Whenever you come to Brussels, you will discover a Brussels that is in the spirit of the times, a capital that is relaxed and comfortable, as much in its history as in its present-day reality. Very fashionable. Very designer. Very creative. A must visit!

3. Read the text again and identify the following sentences as true or false. If false, correct them.

1. French is the only official language in Brussels.
2. Brussels is considered the capital of Europe as it is the administrative centre of the European Union.
3. La Grande Place is usually closed to the public except for the occasions when there are special events there.
4. The Ommegang has lost its religious significance over the centuries.
5. The president of Belgium attends the Ommegang festival together with his family.
6. The Floral carpet’s theme in 2006 was “Art Nouveau”, while the 2007 edition will focus on the Treaty of Rome.
7. Begonias are the only flowers used to create the floral carpets exhibition in Brussels.

4. Read the following topic and write an opinion essay of not more than 250 words/25 lines.

When people move to another country, some of them decide to follow the customs of the new country. Others prefer to keep their own customs. Compare these two choices. Which one do you prefer? Support your answer with specific details.

Remember the structure of an opinion essay is the one in the box on the left.

Questionnaire on European identity

1. Do or did your mother or father speak different “mother tongues” or first languages than you?

2. At the age of 30 where do you plan to be living?

3. How important are the following in what Europe means to you ?

0 (not at all important) ... 5 (very important)

Membership of the European Union/ The Euro currency/ Geographical location/ Certain values and traditions

4. Since the age of 16, have you visited any other European countries? (visited, not passed through)

5. What was the main reason for your visit?

6. In your opinion, should the following groups of people be accepted in Romania without any restrictions or not be accepted?

Citizens of the countries of the European Union who want to settle here.

People from Europe but from non-European Union countries who wish to work here.

People from non-European countries who wish to work here.

7. How would you rate the importance of the following in terms of who you are, how you feel or think about yourself as a person?

0 (not at all important) ... 5 (very important)

- your family's social position
- your being a man or a woman
- your education

Are you Romanian or European?**• Talking it over**

1. **Individually read and answer the questions in the survey on European identity you find in the box on the left. Then in groups of four discuss your answers and decide on the following:**

a) There is a strong connection between the feeling of belonging to Europe and the number of countries visited and the number of foreign languages acquired in school;

b) Europe means certain values and traditions;

c) Identity is shaped by the place where you were born.

Choose one spokesperson to present the conclusions of your group to the class. At class level, as a conclusion to your discussions, try and define European identity.

2. **There follow some samples from a report on *Understanding European Identity* undertaken in Edinburgh, Scotland. The four interviewees — Mhairi, Cameron, Catriona and Lucy — all belong to the 18–24 age group. The question they were asked is: *Do you ever think at yourself as being European or describe as being European?***

Read the descriptions of the four interviewees and match them to the answers they provided (**the first box on the next page**).

1. Mhairi is a 21 year old female, born and bred in Edinburgh. She feels very strongly Scottish but more weakly British and European. She speaks French and Spanish. Answer _____

2. Cameron identifies his place of residence as being a bridge between Europe and America — neither one nor the other. He identifies with Europe at a basic level — we are technically/ geographically European. While he wouldn't call himself European, he has been described as such by Americans and this made him consider it. Answer _____

3. Catriona has spent time as an exchange student in mainland Europe and she thinks herself as European although she wouldn't normally describe herself as such. Identifying with Europe occurred during the exchange when she could see the commonalities that the people from Europe had with her that the Arab students didn't have. Answer _____

4. Lucy is a “Modern Scot” as she sees herself as Scottish European rather than British. She might emigrate but wouldn't change her nationality. She feels European when people criticize membership to the European Union. She feels that being European is about identifying with people from European countries, about sharing a common way of life. Answer _____



Pieter Breughel the Elder,
The Tower of Babel

What do names for days of the week signify?

The German names for days of the week actually go back to before Charlemagne, King of the Franks and then emperor of the Holy Roman Empire between 800 and 814. The Teutonic deities were aligned with their Roman counterparts across the week.

Thus the Roman god of war, Mars, became his Germanic colleague, *Tiu*. *Mardi* in French, but *Dienstag* in German which became *Tuesday* (from *Tiu*) in English.

Venus, the goddess of love, had to make way for her Teutonic incarnation, *Freya*. These days French lovers start their weekend on *vendredi*, the Germans on *Freitag* and the English on *Friday*.

But Charlemagne's mission to civilise the heathens of the North and teach them Christianity led him to remove *Woden*, the father of the Teuton gods, from his position in the middle of the week. He is still there in Nordic languages and English (*Woden's day*) but sacrificed in the German language for a more practical solution. *Mittwoch* — middle of the week, the only day of the week that means what it says.

A modern tower of Babel

• Talking it over

1. What do you think the title of the lesson might refer to? Have a look at *The Tower of Babel* by Pieter Breughel the Elder and read the caption underneath.

2. Discuss in your groups the importance of knowing the language of the country you are visiting.

• Reading

3. Read the following stories told by different Europeans relating to the diversity of languages and people of the Old Continent.

Last blood!

How far you would go to defend something depends on what language you speak. A German trade union might be willing to fight *Haut und Haaren* for jobs. In English, we don't sacrifice our skin and hair, but we would be likely to fight *tooth and nail* in order to make sure that we keep the pound.

Possibly linked to that famous Gallic nose of theirs, the French would fight *bec et ongles* or nose and nails, to defend their wine producers from all those New World upstarts. The Spanish, who evidently have a high pain threshold, will even fight *brazo partido*, or with a broken arm!

Other countries go even further — the Poles fight till the last breath — *walczy? do ostatniego tchu* — while the fiery Italians and Hungarians would defend their honour until the last drop of blood, *all'ultimo sangue* and *utolsó vérig*. The polite English don't mention the *b* word — we just fight until the bitter end.

Best of luck!

Many Europeans like to think of the Old Continent as the cradle of rationality, where such medieval notions as superstition belong to the past. Still, we regularly knock on wood, get uncomfortable on Friday the 13th, and avoid walking underneath ladders. Similarly, the last thing to do when wishing for something to happen is to speak the words out loud.

So don't feel threatened when a Briton wishes you a serious injury just before you go on stage. *Break a leg* is his way of saying good luck. Nor do Germans and Hungarians, not satisfied with a mere leg, curse each other into intensive care when they say *Hals und Beinbruch*, and *kéz és labtörést* (break an arm and a leg). The Italians, known for their theatrical ways, fend off the evil spirits of fortune by placing you inside the mouth of a wolf: *In bocca al lupo*, they say, to which the corresponding reply would be *crepi il lupo*; that the wolf may die. The French, those infamous poets, say *merde*.

Are you enjoying your food?

Have you ever wondered why, whilst the French wish fellow eaters *bon appétit*, the Germans a hearty *guten Appetit* and the Italians an impassioned *buon appetito*, English speakers say nothing, or perhaps just mumble a clumsy “enjoy your food” before tucking in? It’s not that they don’t relish their food or hope that others won’t either (well, perhaps Mr. Chirac wouldn’t!). It is simply because Puritanism considered food as merely something to keep one alive so as to then serve God.

To take pleasure in food and eating was to detract from one’s, and food’s, quite simple purpose. And so, by accident of history and quirk of religion, the English language does not have its own saying. Perhaps that’s not so important in today’s world of international cuisine — we’ll just use someone else’s!

A real Tower of Babel

If, during breakfast at home, an Italian were to ask for *burro* while pointing to the butter, it would probably sound Chinese to the Spaniards. But what for the Spanish sounds Chinese; for Italians sounds Arabic, although to the French and the Greek this incomprehensible muddle also sounds Chinese. However, if an Englishman were to hear the Greek saying that something sounded Chinese, he would probably respond that to him it really sounded like double Dutch.

Making the most of our efforts

Europe seems obsessed with losing competitiveness to the new players on the world stage. However, our languages offer plenty of expressions that show how we can do two things at once. The Germans believe we can kill two flies with one quick swat, *zwei Fliegen mit einer Klappe schlagen*. In Spain, they prefer killing birds, *matar dos pardals d’un sol tret*, as the Catalans would say, though they still kill two with one blow. The Italians are less violent, limiting themselves to catching two pigeons with one seed, *prendere due piccioni con una fava*.

The French hit things twice with one stone, *faire d’une pierre deux coups*, as do the English, who *kill two birds with one stone*. Perhaps we would be more competitive if we directed our energies at less violent tasks...

(adapted from www.cafebabel.com)

4. Read each story and try to find the Romanian equivalent for the idioms mentioned. Then answer the following questions:

a) which idioms have close equivalents to Romanian?

b) how could you explain the fact that so many languages have similar idioms relating to everyday experiences?

5. There is a list of English idioms which have close equivalents in Romanian. Read them and try to translate them.

1. She was so beautiful that I *couldn't take my eyes off her*.
2. Winning that prize *has gone to his head*.
3. I happen to know the manager of the firm you've applied to for a job. I can *put in a good word*.
4. Although he had known her for two weeks he decided *to take the bull by the horns* and ask her to marry him.
5. When their grandfather died, Robert and his sister *got the lion's share* of his money.
6. He can't read music; he plays *by ear*.
7. She was so tired last night that she *slept like a log* until 10 o'clock this morning.
8. The dress *fits like a glove*.
9. Whenever I feel embarrassed I always go *as red as a beetroot*.
10. David and the new boss seem to have *got off on the wrong foot*. Poor David! There go his chances for promotion.

6. Read the following lines. Look up the meanings in the dictionary. Then, in groups of four, build a situation to make each idiom clear to your colleagues.

- a. “Jack’s always had green fingers.”; b. “Give me a hand, would you?”; c. “He’s full of beans, isn’t he?”; d. “Of course she’s got butterflies in her stomach. It’s her first marriage”; e. “I’d better come with you. I’ve been cooking the books.”

Review and consolidation

Time to present your project work!

Poster Gallery

1. Place your posters on the walls of your classroom so that everybody can see them.
2. Appoint one spokesperson from each group to present the poster.
3. The other members of each project team, pencil in hand, “visit” the poster gallery and listen to the presentation.
4. Time limit: 5 minutes for each presentation including questions from the “visitors”.
5. Limit the number of “visitors” to each project to four or five.
6. Repeat the process until everybody has seen all posters.
7. Re-group each project team and discuss the other projects you have “visited”.
8. Plenary discussion on the projects.
9. Optionally, rank the projects on the basis of pre-established criteria.
10. Find a place in the school to let everybody enjoy your work. Good luck!



The lion's share

1. Discuss with your partner the following quotations relating to European identity. Give examples that might illustrate your opinion.

- a) “The best way to reinforce the feeling of European identity will be through education, especially history teaching.” — Rokas Bernotas, Permanent Representative of Lithuania to the Council of Europe
- b) “We will perhaps move from the age of nations to the age of minorities — minorities understood in every sense: ethnic minorities assuredly, but also religious minorities, cultural minorities (embracing every aspect of the word “cultural”), sexual minorities, etc. In fact, every social, cultural or occupational segment constitutes a minority in relation to the whole. We are becoming aware of the fact that a national community is an assemblage and that the real problem is not to erase diversity but to promote dialogue and harmony among the component elements of the whole. As far as the nations of Europe are concerned, it is worth noting that none of them will constitute a majority in a united Europe. If the Europe of the 19th century was the homeland of nations, the Europe of the 21st century seems destined to become the homeland of minorities.” — Peter Schieder, Council of Europe

2. Read the following sentences and complete the idioms with the right nouns from the box below. There are more nouns than you need.

tooth/ foot/ nail/ birds/ eyes/ hand/ lion/ arm/ heart

1. Deedee killed two ___ with one stone, both shopping and looking for a shop of her own to rent.
2. We fought ___ and ___ to get these plans accepted.
3. She looked stunning. I couldn't take my ___ off her all evening.
4. The Lopez family owns the ___'s share of the country's farmland.
5. At 2, he played the piano by ___.
6. Simon and I got off on the wrong ___ but we're good friends now.

3. Translate into English the following sentences paying attention to the underlined expressions.

1. Ce păcat că nu ți-ai cumpărat bluza aceea verde. Îți vena ca o mănuașă.
2. De când a primit bursa Erasmus nici nu mai vorbește cu noi. I s-a urcat succesul la cap.
3. După ce și-a luat partea leului din lucrurile furate, a plecat trântind ușa.

4. Tare aş vrea ca profesorul meu să pună o vorbă bună pentru mine la directorul şcolii.

5. Când ne-a văzut intrând în cameră, s-a făcut roşie ca sfecla şi a început să scrie nervos în caiet.

4. Read the following article which presents the Erasmus programme and choose the best variant to fill in the numbered gaps.

Imagine studying at university for a year without any (0) A fees and with the added benefit of a grant of £235 (1)_ month, regardless of parental income. You would get the (2)_ to travel and make new friends from across Europe. The Erasmus programme was (3)_ by the European Union nearly 20 years ago to (4)_ mobility of students and staff (5)_ Europe. Erasmus is not confined (6)_ language or business students. Holly Hamilton shared the (7)_ about learning in a foreign language (8)_ she found several countries where she could study (9)_ her law degree abroad in English. She opted to (10)_ a five-month course in Gothenburg, in Sweden. "It was (11)_ so different, and it gave me the (12)_ I needed to carry on with my degree and get (13)_ out of it. The courses (14)_ in English. A few Swedish students sometimes (15)_ them, but it was a course specifically for Erasmus students, which meant I met some really good people from all over Europe".



Gothenburg, Sweden

1. All the following are examples of behaviour which most people dislike being subjected to:

- Being snubbed
- Being taken for granted
- Being talked down to
- Being kept in the dark
- Being let down
- Being manipulated

2. How do you deal with the following circumstances?

- the person you are talking to won't let his or her eyes meet yours;
- the person you are talking to finishes your sentences for you;
- the person you are talking to asks you a lot of questions but doesn't bother to listen to the answers.

- | | | | |
|-----------------|--------------|----------------|----------------|
| 0. A. tuition | B. education | C. training | D. instruction |
| 1. A. every | B. a | C. each | D. one |
| 2. A. chance | B. occasion | C. opportunity | D. possibility |
| 3. A. opened | B. set up | C. started | D. introduced |
| 4. A. promote | B. market | C. push | D. advertize |
| 5. A. over | B. across | C. through | D. by |
| 6. A. to | B. for | C. in | D. with |
| 7. A. worry | B. concern | C. trouble | D. stress |
| 8. A. while | B. when | C. as | D. until |
| 9. A. about | B. for | C. at | D. in |
| 10. A. do | B. make | C. place | D. study |
| 11. A. very | B. just | C. almost | D. too |
| 12. A. boost | B. increase | C. boom | D. surge |
| 13. A. more | B. the most | C. much | D. less |
| 14. A. taught | B. held | C. read | D. were taught |
| 15. A. enrolled | B. joined | C. entered | D. enlisted |

5. Have you ever decided to start a new life? Make a list of at least five things you would like to change in your life.

Start with: I wish ...

6. Have a look at the boxes on the left. Express your wishes in connection to the situations mentioned including a reason for your reaction. e.g. "I wish you hadn't kept me in the dark on the real reason for your trip. I could have helped you."

Privacy on the Internet

- In the UK, the Regulation of Investigatory Powers (RIP) Act of 2000 allows a limited group of government authorities to demand private information about people's Internet and mobile phone habits from the companies that provide connections.

- A voluntary code of practice was introduced in 2001 in the Anti-terrorism, Crime and Security Act. The government plans to strengthen this with the European directive on keeping communications data, currently in the draft phase.

- However, an international law firm says this directive breaches human rights legislation.

- In March 2003, the government backed down from plans to allow a multiplicity of public bodies access to personal data, and instead focused on a major overhaul of who should have access.

• Talking it over

1. **The Universal Declaration of Human Rights (UDHR) includes 30 rights that are equal to each other and it is the duty of governments to protect and promote. Discuss with your colleague how many of them you are aware of.**

• Reading

2. **The following text is a case study for the 12th human right namely "Right to privacy in home, family and correspondence". Before reading the text, discuss its possible meaning.**

New technology poses new challenges and offers criminals new opportunities. In the past, post office "snoopers" developed techniques to open and secretly reseal envelopes. These days an email can be read or copied without the sender or recipient knowing. An estimated 600 million people worldwide have Internet access, and therefore access to email. This makes the Internet an extraordinary source of private information. Police and security services feel they have a legitimate interest in collecting information that may lead them to detect serious crime. The British Government, along with many other governments, has increased the police's powers to detect crime in the digital age by allowing them access to formerly private information on the Internet. In its efforts to detect crime over the Internet, the British government introduced the Regulation of Investigatory Powers (RIP) Act in July 2000. The RIP Act gives a limited group of authorities working for the police, Customs, and secret services, the right to demand information about individuals' Internet and mobile phone habits from Internet Service Providers (ISPs) and mobile phone companies. Under the RIP Act, ISPs linking computers with the Internet can be forced to install "black boxes" which would allow security forces to monitor e-mail messages. The authorities could also force individuals and companies to decode encrypted messages or face prosecution. Critics fear this gives security forces powers to invade the privacy of British citizens. The British government has admitted that the new law might result in information being inadvertently collected about innocent citizens, but that this is necessary to track, trace and tap high-tech criminals. The UK is not alone in this controversial subject. The FBI uses a snooping system called Carnivore, which can collect and sift through hundreds of e-mails. Carnivore piggybacks on the network run by ISP's and scans all incoming and outgoing email of people under surveillance. Civil liberty groups decry the existence of Carnivore, saying it violates FBI operating rules which spy on named targets and



Organizing a debate

A *verbal debate* is 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 the 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. (adapted from www.nd.edu)

How to organize a debate

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 five minutes to think what arguments they are going to use.

- 1st affirmative speaker - 3 min.
- 1st negative speaker - 3 min.
- 2nd affirmative speaker - 3 min.
- 2nd negative speaker - 3 min.
- Take questions for both sides from audience or from each other - 10 min.
- Concluding negative speech - 3 min.
- Concluding affirmative speech - 3 min.
- Each debate takes about 30 minutes.

do not carry out “trawling” operations. Privacy is a major issue in the US, and many politicians and civil liberties groups are advocating new measures to establish a clear set of rules about how personal information is collected. Internet lobbyists began to mobilise against the proposal, which they nicknamed the “snooper’s charter.”

They created a website called “Stand” that urged people to voice their opposition by faxing their MP. Within days, the government abandoned the proposal to expand the list of authorities who have access to records. The privacy debate, however, is far from over. As technology develops, the right to privacy will increasingly be challenged.

(adapted from www.bbc.co.uk., I have a right)

3. Answer the following questions relating to the previous text.

1. Which are the reasons Internet lobbyists oppose the RIP?
2. Which are the reasons the British government has enforced the RIP?
3. In your own words, explain in what way the RIP in Britain and Carnivore in the US violate human rights.

4. Read the box on the left about organizing a debate. Then, in your group, decide which of the following topics might be of interest to you.

- a) Every citizen should commit to 2,000 hours of voluntary national service in their lifetime.
- b) Are the Olympic Games a waste of money?
- c) Should the age to vote be reduced?
- d) Right to privacy in correspondence is a threat to national security.

After deciding on a topic, follow the instructions in the box on the left and organize a debate.

While organizing your speech, keep in mind the following:

- the first thirty seconds of your speech are the most important — you must grab the attention of the audience and engage their interest in what you have to say. You could raise a thought-provoking question, make an interesting or controversial statement, or even recount a joke.
- the body of speech should be organized so that the related points follow one another in a logical progression and make the job of the listener a far easier one.
- in the closing part summarize the main points of your speech and provide some further food for thought for your listeners.

While delivering your speech, keep in mind the following:

- speak clearly, and adjust your voice so that everyone can hear you.
- make eye contact with your audience.
- do not fidget or make other nervous gestures with your hands; do not keep your hands in your pockets.
- be yourself, allow your own personality to come across in your speech.

The court's Grand Chamber (The European Court of Human Rights) rejected the appeal of Leyla Shahin, who had hoped to qualify as a medical doctor in Turkey, but was banned from medical school after she refused to remove her headscarf. She was ultimately forced to study abroad. "Turkey's ban on headscarves clearly infringes the right to religious practice and expression," said Holly Cartner, Europe and Central Asia director at Human Rights Watch.

Women who wear the headscarf are barred from state employment, taking up elected posts in parliament, appearing as lawyers in court, working as teachers in private schools and universities and, in some cases, even from venturing onto state property.

Women in Turkey have no choice about whether or not to study in a "secular university." All universities, private and state alike, are subject to the government ban. Women have to choose whether to remove their headscarf in violation of their religious beliefs and sense of personal modesty, or resign themselves to a life without higher education or career prospects.



Europe and the headscarf

• Points of view

1. In your own words explain what the following statements might mean:

a) Article nine of the European Convention on Human Rights enshrines the freedom to manifest one's religion or beliefs, subject "only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others".

b) "All religious effects are, in principle, to be kept out of the classroom."

• Reading

2. Read the following article debating the issue of Muslim headscarf in public schools.

A number of European countries have been struggling with the dilemmas posed by the Muslim headscarf, which throws up a variety of difficult issues relating to tolerance and equality. France is introducing a ban on the wearing of veils in schools, while in Germany, two states have proposed legislation which would also bar the scarf from educational institutions. In both countries it is argued that the covering of the head is a symbol of women's oppression which has no place in a democratic society — and certainly not in a school. Some female Muslims, feminists note, are forced into wearing the scarves by men — fathers, brothers, boyfriends and husbands.

But there are undeniably Muslim women and girls who of their own accord believe they should be covered up. They declare they are suffering discrimination at the hands of the state and being denied their right to freedom of religion.

For both countries, efforts to prevent the headscarf appearing in civic spaces have raised serious questions about religious tolerance, and fuelled the ongoing row about the relative benefits of assimilation as opposed to multi-culturalism in an age of immigration.

3. Before discussing your own opinion on the issue, read some opinions of the people involved in the debate.

1. "I see my religion as a fundamental part of my identity," 31-year-old teacher Fereshta Ludin declared.

2. "Cracking down in this way is only likely to lead to a sense of victimization, which will fuel extremism, not reduce it". Fanny Dethloff

Argumentative essays

Definition: In this kind of essay, we not only give information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue. We should clearly take our stand and write as if we are trying to persuade an opposing audience to adopt new beliefs or behavior. The primary objective is to persuade people to change beliefs that many of them do not want to change.

Basic structure

1. Introduction: state topic/ statement. It introduces the two main sides with the respective views.
2. It includes the separate positions on each side with their respective arguments, examples, general knowledge. Both sides should be presented without commitment of the author.
3. The closing paragraph gives a balanced consideration of the topic; it may also include the opinion of the writer. The personal opinion can be given directly or indirectly.

3. “Personally, I am against it, it is a symbol of the inferior status of women in Muslim countries”. Binnaz Toprak

4. “The veil in itself is just a piece of tissue, what counts is what is behind it.” Elize Arlon, Belgium

5. “Does anyone really believe that this will stop women being forced to wear the hijab by their families and peers? If the law prevents them wearing headscarves in public, they will only be forced to cover up the moment they get home. This law will offend those who want to wear headscarves, crucifixes or other symbols of their religion, and only benefit those who are somehow offended by seeing the symbols of other people’s beliefs in public”. Maria, Aldershot, UK

6. “We live in a secular West. No headscarves in schools! The veil is to silence, to make invisible and to subjugate women. It is the mark of oppression”. Lili Ann Motta, New York

7. “Yes, I strongly believe that the scarf should be banned. It is a symbol of female oppression and has no place in a modern society. Those who insist on wearing scarves should return to their native country.” R. Johns, Singapore

4. What are your opinion on the issue? Are you offended by people wearing religious insignia in school or not? Are you one of them?

5. If the school is supposed to be preparing you for life, do you agree with this law banning religious effects from the classroom?

6. Read the box on the left about how to write an argumentative essay. Then choose from the list below the topic you feel is controversial. Write a 250-word essay keeping in mind the structure you have in the box on the left.

- a) Are the exams necessary? Are they aimed at checking our knowledge or just causing stress?
- b) Should religious education become compulsory at schools?
- c) Should sex education be increased in schools in an attempt to curb problems such as teenage pregnancy?
- d) What are two sides of the death penalty? Is it a cruel murderer or a just punishment? Can it be a deterrent to crime?

Verbs to use in an argumentative essay

It has been asserted that....
 is contended
 could be maintained
 might be argued
 may be claimed

Linkers to use in an argumentative essay

When stating first argument: Firstly, to begin with
 When stating second argument: secondly, in the second place, also, furthermore, besides, moreover, in addition
 Last supporting argument: finally
 Concluding statement: in conclusion, in summary, thus

They may be poor but not stupid

Prof. Muhammad Yunus & Grameen Bank Awarded The Nobel Peace Prize for 2006

Grameen Bank (GB) has reversed conventional banking practice by removing the need for collateral and created a banking system based on mutual trust, accountability, participation and creativity. GB provides credit to the poorest of the poor in rural Bangladesh, without any collateral. At GB, credit is a cost effective weapon to fight poverty and it serves as a catalyst in the over all development of socio-economic conditions of the poor who have been kept outside the banking orbit on the ground that they are poor and hence not bankable. Professor Muhammad Yunus, the founder of “Grameen Bank” and its Managing Director, reasoned that if financial resources can be made available to the poor people on terms and conditions that are appropriate and reasonable, “these millions of small people with their millions of small pursuits can add up to create the biggest development wonder.”

As of February, 2007, it has 7,000 million borrowers, 97 percent of whom are women. With 2381 branches, GB provides services in 75,950 villages, covering more than 90 percent of the total villages in Bangladesh.

• Talking it over

1. Read the press release below and the one in the box on the left and discuss the following:

- what is the connection between the two texts?
- why was Prof. Muhammad Yunus awarded the Nobel Prize for Peace?

Grameen Bank, which provides microcredit to poor people, established a program called Village Phone, through which women entrepreneurs can start a business providing wireless payphone service in rural areas of Bangladesh. In doing so, Grameen has created a new class of women entrepreneurs who have raised themselves from poverty. Moreover, it has improved the livelihoods of farmers and others who are provided access to critical market information and lifeline communications previously unattainable in some 28,000 villages of Bangladesh.

• Listening

2. You are going to listen to the acceptance speech by Prof. Yunus Muhammad of the Petersburg Prize awarded by the Development Gateway Foundation, USA in 2004.

Before listening, read some of the main ideas of the speech and discuss with your colleague what they might mean:

- Telephone-ladies quickly learned and innovated all the ropes of the telephone business.
- There is absolutely no reason why financial services should be denied to the beggars.
- The only place in the world where poverty may exist will be in the poverty museums, no longer in human society.

3. Listen to Prof. Muhammad Yunus’ speech and complete the text with the information you hear:

Professional people serious doubt about the capacity of the illiterate women to this state-of-the-art telecommunication technology. A mobile phone became the fastest way to makeand earn social respectability. Today there are 60,000 telephone ladies providing telephone service in per cent of the villages of Bangladesh. We encourage and every conceivable intervention to help the poor out of poverty. If a significant number of quit begging within a year or so, this would be a big of the inherent capacity of the poor people, even the beggars, to their problems with their own abilities if only services are made available to them.



Nouns and the use of articles

Countable noun + a/ an:

- one person/ thing which is not known or unimportant
 - meaning “one”
 - professions
 - classification of things or people
- countable noun(s) + the**
- “we know which one” as mentioned before
 - a particular case
 - family names, nationalities
 - categories of people
 - after prepositions
 - the superlative
 - unique notions

Uncountable nouns + the

- “we know which one”
- a particular case
- names of cinemas/ ships/ hotels/ institutions/ documents/ public bodies/ newspapers/ historical events/ museums
- geographical names: seas/ oceans/ rivers/ mountain ranges

countable and uncountable + zero article

- things in general
- geographical names: streets/ cities/ countries/ continents/ peaks

4. After listening to the speech, answer the following questions:

- a) What do you consider striking about Prof. Muhammad Yunus’ initiative?
- b) What is the relationship between poverty and human rights?
- c) Why do you consider Prof. Muhammad Yunus turned his attention to women more than to men?

5. Read the following text and explain the use of articles according to the uses you find in the box on the left.

As soon as we launched the project (1) we were struck by its success. It became a coveted enterprise (2) for the Grameen borrowers. A mobile phone (3) became the fastest way to make money and earn social respectability (4). Telephone-ladies (5) quickly learned and innovated all the ropes of the telephone business. Today there are 60,000 telephone ladies providing telephone service (6) in 80 per cent of the villages of Bangladesh. In villages where grid electricity (7) does not exist, solar energy (8) powers the phones. The number of telephone-ladies will exceed 100,000 by the end (9) of this year. Grameen Phone, the mobile phone company (10) which provides the telephone service, has over 1.7 million subscribers. But telephone-ladies who are only 3% of the subscribers, use 15% of the air-time of the company, generating substantial revenue for the company.

Today, Petersberg Prize, vindicates our belief in the creativity (11) and energy of the poor (12), particularly poor women. I hope the world (13) will look at the poor differently than they did before this Prize went to the Village Phone Project of Grameen Bank.

6. Fill in the gaps with the right article

(1).. recent report in (2)... *Sport and Science* magazine explains how (3).. sports training programmes need to be designed to fit (4).. needs of (5)... individual athletes. (6)... factors such as (7).. age, (8)... lifestyle and even (9)... language background are all important. (10) most successful training programmes are planned specifically for each individual athlete. (11)... decisions about (12)... diet and even how much sleep they need can really affect their chances of (13)... success.

7. Translate the following sentences into English paying attention to the use of articles.

1. Îi place viața dar nu a avut o viață prea interesantă.
2. Din ignoranță a făcut greșeală după greșeală.
3. Limba chineză este total diferită de japoneză.
4. Lipsa spațiilor de parcare îi forțează pe șoferi să transforme străzile largi în alei înguste.
5. Regulile nu sunt făcute pentru a fi încălcate.
6. Haga și Amsterdam sunt capitalele Olandei.

About Amnesty International

Amnesty International (AI) is a worldwide movement of people who campaign for internationally recognized human rights.

AI's vision is of a world in which every person enjoys all of the human rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.

AI's mission is to undertake research and action focused on preventing and ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination, within the context of its work to promote all human rights. AI is independent of any government, political ideology, economic interest or religion. It does not support or oppose any government or political system, nor does it support or oppose the views of the victims whose rights it seeks to protect. It is concerned solely with the impartial protection of human rights.

AI has a varied network of members and supporters around the world. At the latest count, there were more than 2.2 million members, supporters and subscribers in over 150 countries and territories in every region of the world. Although they come from many different backgrounds and have widely different political and religious beliefs, they are united by a determination to work for a world where everyone enjoys human rights.

AI's national sections, members and supporters are primarily responsible for funding the movement. (www.amnesty.org)

“Make some noise”**• Talking it over**

1. Read the following statement by Yoko Ono and discuss its possible meanings with your colleague.

“Music speaks the language of freedom, revolution and solidarity. Without that freedom — without music that is angry, joyful and necessary — we are nothing.” (Yoko Ono)

• Reading

2. Read the presentation of the Amnesty International campaign “Make Some Noise”.

Make Some Noise is a global venture by Amnesty International that mixes music, celebration and action to protect individuals wherever freedom, justice and equality are denied. Yoko Ono, John Lennon's wife, offered the recording rights to *Imagine* and John Lennon's entire solo songbook to Amnesty International so that they could harness the power of music to inspire a new generation to stand up for human rights.

As a solo artist, John Lennon's unique talent and passionate campaign for world peace made him one of the most influential activists the world has ever seen. “Peace is no violence, no frustration, no fear,” claimed Lennon — and with this lyrical mantra, he strived to promote the issues he believed in, inspiring change through music which both provoked and united communities. In a world plagued by war and poverty, Lennon's message is just as relevant today as it was when first written.

Amnesty International aims to attract one million new supporters worldwide. “We're not here to talk about the past, tug on the heartstrings or show images of suffering. We're here to make a positive impact on our world and collectively raise our voices to make as much noise as we can for human rights”, they say in the campaign.

New versions of Lennon's iconic songs have been recorded by bands like the Black Eyed Peas, The Cure, Snow Patrol, The Postal Service, Maroon 5 and Avril Lavigne.

Tracks will be available in immediate, accessible, popular formats — as digital downloads, ringtones and a compilation album.

All of the money raised through the sale of **Make Some Noise** music, mobile content and merchandise will be channelled directly back into AI's global research and campaigning work.

The goal of **Make Some Noise** is to engage more than 1 million new supporters for AI's human rights work.

(adapted from www.amnesty.org)

Imagine

by John Lennon

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

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no 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 live as one



- 3. Answer the following questions relating to the previous text.**
1. What is special about this new Amnesty International campaign?
 2. Who are those targeted by the campaign?
 3. What methods does Amnesty International use to sell the products of the campaign?
 4. What is Amnesty International's goal?

4. Read the lyrics of *Imagine* by John Lennon and discuss their meaning by following the structure below:

- a) all notions he imagines might disappear (preceded by *no* or *nothing*);
- b) all changes he hopes people could achieve.

5. Turn each stanza into a complex sentence starting as follows:

- a) If there is no heaven and no hell, then people..... because.....
- b) With no countries in the world, there are no.....; as a result, people
- c) Lack of material possessions may lead to so that people
- d) I may be a dreamer, but

6. Use John Lennon's ideas in *Imagine* to design a speech for the promotion of peace and togetherness. Start by addressing your audience by *you* and finish by including everybody into *us*.

7. There is another song by John Lennon *crippled inside*. Analyse it with your colleague. There are some hints that might help you understand the meaning.

- a) who do you think John Lennon addresses the song to?
- b) describe the people mentioned in the first and the second stanza;
- c) "you can hide your face behind a smile"
- d) "a dog's life ain't no fun"
- e) what "lie" does the poet have in mind?
- f) the difference between "crippled inside" in the first stanza and the second stanza.

you can shine your shoes
and wear a suit
you can comb your hair
and look quite cute
you can hide your face
behind a smile
one thing you can't hide
is when you're crippled inside

well now you know that your
cat has nine lives babe
nine lives to itself
but you only got one
and a dog life ain't no fun
mamma take a look outside.
you can go to church
and sing a hymn
judge me by the color
of my skin
you can live a lie until you die
one thing you can't hide
is when you're crippled inside.
(crippled inside, John Lennon)

Review and consolidation

Some of the 30 human rights included in the Universal Declaration of Human Rights

1. All Human beings are free and equal in dignity and rights.
2. All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.
3. Right to life, liberty and security of person
4. Freedom from slavery
5. Freedom from torture
11. Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defence
12. Right to privacy in home, family and correspondence
13. Freedom of movement in your own country and the right to leave and return to any countries
18. Freedom of thought and conscience and religion
19. Freedom of opinion and expression and to seek, receive and impart information
25. Right to adequate living standard for self and family, including food, housing, clothing, medical care and social security
26. Right to education



1. Read the box on the left which includes some of the 30 human rights in the Universal Declaration of Human Rights. In groups of four, rank them from the most important to the least important. Prepare arguments to sustain your opinion. Choose a spokesperson for your group and present your ranking to the class. After listening to each group, decide on the first 5 most important human rights as chosen by all the members of the class.

2. Read the following text and find the human right it refers to. Do not pay attention to the gaps.

Caste is determined by one's birth into _(1) particular social group. It is based on _(2) descent and is hereditary in nature.

In much of _(3) Asia and parts of _(4) Africa, caste is _(5) basis of discrimination and exclusion of _(6) distinct groups.

Over 250 million people worldwide suffer from this form of discrimination which is _(7) obstacle to the fulfilment of _(8) civil, political, economic, social and cultural rights.

Communities affected by caste include _(9) Dalits in India, Nepal, Bangladesh, Sri Lanka and Pakistan, as well as _(10) Buraku people of Japan.

Status as _(11) Dalit affects every dimension of _(12) individual's life. Dalits are among _(13) poorest of Indians. Their status is frequently _(14) basis for violence, including land encroachment, murders, attacks, rapes and arson. They suffer from _(15) wage discrimination, infringement of the right to vote and run for elections, discrimination in schools, disproportionately high drop out rates and levels of illiteracy.

3. Go back to the previous text and fill in the gaps with the necessary article.

4. Translate the following text into English.

Educația pentru drepturile omului (EDO) a înregistrat în timp multiple definiții și abordări. Programul pentru tineret al Consiliului Europei, una dintre cele mai active instituții în acest domeniu, a definit EDO drept „programe și activități educaționale care promovează egalitatea demnității umane, în conexiune cu alte programe care promovează învățarea interculturală, participarea și susținerea minorităților”. O definiție a drepturilor omului este dificil de formulat, ca și în cazul altor valori fundamentale — binele, adevărul, dreptatea. În sens juridic, un drept este o revendicare pe care suntem îndreptățiți să o cerem. Un drept al omului este o revendicare atribuită prin simpla condiție de a fi ființă umană.

Gypsies put EU to the test

The most significant acid test for the Union is its ongoing treatment of the Roma. They can be found living in the housing projects of Paris; the toxic dumps of Kosovo; the ruined outskirts of villages in eastern Slovakia; the gray flatlands of Dublin. Each place has its own — sometimes tiny — community, but collectively these groups form a 10-million-strong mosaic of poverty and exclusion.

There are, of course, Romani doctors, ethnographers, poets, and scholars who have called for a new era of consciousness. They point to Romani contributions to the arts, politics, and music by figures of Gypsy descent as diverse as Picasso, Django Reinhardt, Bob Hoskins, Charlie Chaplin. “The persistent, relentless portrayal of Roma as rootless, lawless, immoral, childlike thieves . . . will ensure that anti-Gypsy prejudice will remain firmly a part of Euro-American attitudes,” says Ian Hancock, a Romani scholar from the University of Texas...

A young Slovakian intellectual engaged me in a debate on American civil rights. He was an eloquent defender of the marginalized, but when I asked him about contemporary issues of sterilization, school discrimination, and burnings of Romani houses in his own country, he said without rancor: “Of course, yes, but they’re just Gypsies.” (Colum McCann, 2007)

La baza drepturilor omului stau valorile fundamentale: demnitatea umană, egalitatea, existență interpersonală și interstatală.

5. Fill in the gaps with one appropriate word.

Until recently, girls in Afghanistan ____ (1) denied the right to go to school. Under the Taleban rule, ____ (2) 1996 to 2001, female education was banned. Women and girls were excluded ____ (3) all aspects of Afghan educational life, from primary school to university. The government closed ____ (4) of the girls’ schools in the country and prevented female teachers from working. ____ (5) parents feared that their daughters ____ (6) grow up illiterate. Some girls were secretly educated in ____ (7) homes by parents and teachers; others attended underground schools. The Taleban imposed restrictions ____ (8) Afghan educational institutions and demanded ____ (9) religion be emphasised at the expense of all other subjects. On the Taleban’s orders, around half ____ (10) the country’s schools were destroyed.

6. Fill in the gaps with words you form from the words given in the box. There are two words you do not need.

The past fifty years have seen ____ (1) economic gains for many. However, ____ (2) and development problems, compounded by the side effects of rapid ____ (3) of some economies and societies, are putting a strain on the world’s human and natural resources.

The United Nations Development Programme has recorded successful initiatives such as the Hifadhi Ardhi Shinyanga (HASHI) project.

In Tanzania, the community-based soil conservation project (HASHI) has been ____ (4) in reversing land degradation through a revival of traditional forms of conservation.

Through the project’s work, people have been able to ____ (5) their ____ (6) Ngitili system of land management with significant improvements for both the environment and the livelihoods of communities.

precedent	section	poor	expand
success	establish	tradition	area

7. Read the article in the box on the left. Which are the human rights which are violated in the case of the Roma people?

8. How do you relate to the last sentence of the article? What is your personal experience as regards the fate of Roma people in Romania?

9. Write a first-person monologue from the point of view of a Gypsy teenager in Romania, right after Romania has been admitted into the EU.

REVISION AND SKILLS DEVELOPMENT

Reading

1. Read the following article which presents a theatrical project called “Theatralia — when theatre becomes babel”.

The London-based theatre company, (1) founded by the Sardinian director Filomena Campus (2), experiments with multilingual theatre. Actors from different nationalities, multilingual shows and a will to experiment: it’s the perfect mix that characterises Theatralia, the theatre company founded in 2003 by Filomena Campus in London.

The adventure (3) started in Campus’s native Sardinia. She developed her taste for multi-linguism whilst promoting theatre workshops in the University of Cagliari’s language department. In 2001, she decided to move to England: “In London, it’s easier to work with people from all over the world in order to create one theatrical language, which is able to overcome any kind of barriers. To reach this goal we use any means available to us — words, music, dance and video arts.”

“Often, when working with a particular group of people, ideas come quite naturally. We call it ‘devising theatre’: starting with an existing text and moulding it with creative inputs from each one of us. We avoid strictly following a predefined theatrical script.”

Theatralia continued its exploration of different ways to communicate in theatre with its latest work, **II Misterioso**. It previewed at the Camden People’s Theatre (4) in London last November. Adapted from the original script by the famous Italian writer, Stefano Benni, the story tells the life and work of one of the masters of American jazz, Thelonius Monk, who died in 1982.

The success (5) of the show arises from both the remarkable performance of the actors, musicians and audience participation. Upon entering the theatre, styled as a fifties jazz joint, the audience is given a piece of paper with a sentence to shout during the performance. Some are seated next to one of the actors hidden in the stalls.

But what are the difficulties of adapting a script from Italian to English? “Translation,” says Campus. “For a highly poetic text like **II Misterioso**, the risk is

losing the poetry as it is enclosed in the sound of the words. The sound has its own language, bounded in the word itself, which cannot be translated into English.”



For **II Misterioso**, Filomena found a possible solution by keeping parts of the text in Italian and using alternative ways to present them to her public. “We projected parts of the text on the performers’ bodies. At the same time the English version was being sung on the stage.”

This stratagem seems to work. Valentina, who is originally from Italy but studying in London, liked the show. “My English is not yet perfect. Thanks to the bi-linguism of the performance though, I could follow the story. The dance and video images also helped a lot.”

(www.cafebabel.com, 2007)

2. Answer the following questions relating to the previous text.

- What is specific to the Theatralia project?
- Why did Filomena Campus choose to base her theatre project in London?
- Which are the disadvantages of translation in a show of this kind?
- What method did they use to convey meaning in **II Misterioso**?
- Would you be interested to take part in such a performance? Why? Why not?

3. Read the text again and explain the use of “the” in the five underlined structures.

REVISION AND SKILLS DEVELOPMENT

4. Rephrase the following sentences so that the meaning stays the same. Start as shown.

- Unfortunately I have to leave tonight!
I wish _____.
- I'm sorry they don't visit me anymore.
I wish _____.
- With more help I could have solved the problem.
If only _____.
- I told him the secret and now he is upset.
He wishes I _____.
- I regret you didn't take this into account.
I wish _____.

5. Correct the mistakes in each sentence.

- It's high time you tide up your room.
- His house, that is very old, is opposite the post office.
- There is a few chance of his getting the job.
- Must I borrow these files for a moment, sir?
- The thief finally confessed to steal the jewels.

6. Choose the right variant.

- The officer suggested _____ the bus.
A. to take B. they will take C. they take
- I am tired. I wish I _____ some rest.
A. get B. got C. should get
- This time next year, I _____ my finals.
A. will sit B. will be sitting C. have sat
- How far is it to London? _____ 60 miles.
A. There is B. It is C. There are
- The train hasn't arrived, _____ is strange.
A. that B. which C. it

7. Translate the following sentences into English.

- Teatrul Globe se află în Londra.
- Munții Carpați nu sunt foarte înalți, dar vârful Omu este cel mai cunoscut.
- Tare ar vrea să traverseze oceanul Atlantic și să cunoască locuri minunate despre care a citit toată viața.
- Orașul lui preferat este Paris, dar ceea ce îi place cel mai mult este Parisul din romanele lui Victor Hugo.
- Fericirea și sănătatea nu se pot cumpăra la kilogram.
- Au plecat la plimbare braț la braț în dimineața însoțită de iulie.

7. De n-ar fi făcut greșeală după greșeală, nimeni nu l-ar fi considerat vinovat de pierderea meciului.

8. Se uita la cei din jur de parcă nu i-ar fi văzut niciodată în viața lui.

9. Ar prefera să fie plătit cu 50 de dolari pe zi.

10. Un măr pe zi te menține sănătos, spun englezii.

8. Read the following situations and express your regret about what happened. Use structures with "wish", "if only" "d rather".

a) You had a party last night, but your guests didn't eat and drink as much as you thought they would. The trouble is you're going on holiday tomorrow.

b) You love gardening — it's your favourite hobby. The trouble is, your family has recently moved to a flat with no garden. You'd love to get your hands on a garden somewhere.

c) You want to paint your living room. Unfortunately, the colour you want, "mustard yellow", is not in stock anywhere any more. You're very disappointed, as it's the exact shade you want.

9. Read the following contest notice. In groups of four decide on the personality you consider the greatest human rights personality of modern times and prepare your presentation. Choose your spokesperson.

Human Rights Day Balloon Debate: who is the greatest of the 20th century?

So who do you think is the greatest human rights personality of modern times? Martin Luther King; Nelson Mandela; Eleanor Roosevelt; Mahatma Gandhi; or someone else altogether? Have your say in the inaugural Centre for the Study of Human Rights Balloon Debate. Six famed human rights personalities, living or dead, will be in the balloon. But there is only enough air to support one. Five have to go. Each will have his or her case put by a spokesperson, explaining why he or she is truly the greatest and should be allowed to stay while all the rest should be ejected. The audience will throw out four before hearing from the final two once again. Then the decision will have to be made — as to who in the audience's opinion is truly the greatest human rights person of the 20th century.

(www.lse.ac.uk)

As old as the centuries

• Points of view

spacious	airy
remote	tucked away
isolated	wooden
simple	sophisticated
glass	marble
fully-equipped	

1. **Imagine your ideal house. Jot a few ideas down in your notebooks. Then describe it to your partner, mentioning where it is located, its size, shape, materials used for building it, number of rooms.**

2. **Work in pairs. Take turns to answer these questions.**

1. Do you have a room of your own or do you share it with a sibling?
2. Do you like your room? Why (not)?
3. Does your room represent you? Is there a personal touch to it?
4. Were you involved in the process of arranging the furniture, choosing items to be displayed in your room?
5. If you had the chance to change anything about the way your room looks like, what would you change? Why?

• Words in action

3. **Match each adjective 1–5 to another a–e to form well-known collocations usually used to describe rooms. Use a dictionary if necessary. Which of the collocations is different in some way from the others?**

1. warm		a) cluttered
2. light		b) cosy
3. cramped	and	c) tidy
4. bright		d) airy
5. neat		e) cheerful

4. **Say which of the adverbs from the box can be used with these adjectives: decorated, furnished, built, lit. More than one answer is possible.**

brightly	elegantly
stylishly	tastefully
dimly	comfortably
recently	softly
classily	sophisticatedly

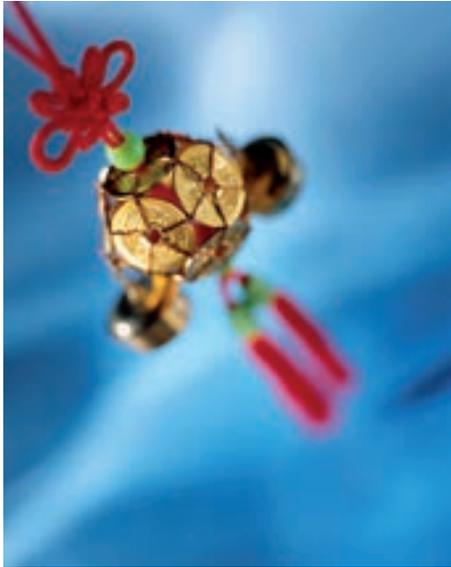
5. **Use one of the adverbs from exercise 4 to complete each of the following sentences.**

1. I like these _____ coloured curtains, not to mention that their pattern matches the red and orange carpet on the floor.
2. What I like about this living room is that it is _____ lit, creating a mysterious atmosphere.
3. This room is too _____ decorated to match my taste, I usually prefer sparsely decorated ones.
4. This _____ built home hasn't been furnished since no one lives there yet.

• Reading

6. **Read the following text and explain the terms “bagua” and “chi”.**

Feng shui is an ancient and wise approach to the way our environment affects us. The way we feel and the way we act is affected



A feng shui decorative object



A room in a Chinese home decorated in the feng shui style

in a great amount by the environment which surrounds us. Therefore, by learning how to properly organize what surrounds us, we can improve our lives, and that is what feng shui is about.

By organizing our environment randomly, we do not take control of how it affects us and give it the chance to become an obstacle without even realizing it. Feng shui shows us how our spaces can be designed and re-arranged in order to provide us the right balance and harmony. Simple things such as the position in which we place our desk, can become determinative to the harmony we feel in that space, and affect factors such as the concentration we may have when working in that space.

Among the most important feng shui concepts is the one of bagua. Bagua is a term employed to denominate the map of feng shui which is the tool we can use to evaluate each living or working space. This map's shape is an octagon which is divided in nine different areas. Each area corresponds to nine main areas of life and allow us to identify the position of each one of those areas in the space we are evaluating.

Feng shui manages five main elements which we should always have in mind when harmonizing our environment: water, wood, fire, earth and metal. Each one of these five elements moves in a different way and makes the energy of the environment vary depending on it. The term "chi" denominates the energy, which is always changing and moving and depends on the five elements. Feng shui studies the way chi moves and acts as an invisible force determining the kind of energy that objects and everything that surrounds us contain.

As we can see, feng shui can provide us a very rich and wise new world to explore. By acquiring the knowledge it has to provide, we can understand and improve our environment or space, whatever its nature is. This way, feng shui allows us to improve our life style and our energy by maximizing the environment in which we are.

7. Summarize the main Feng Shui principles in a few sentences. How do you feel about these?

8. Listen to the recording and fill in the gaps with 1 – 3 words.
 Feng Shui can be literally translated as (1)
 It has also been called (2)
 This philosophy can be used to improve the flow of energy in both (3) and

The Pa Kua is an easy method to (4) the Feng Shui of any environment.

Feng Shui offers (5) to rectify inauspicious situations.



The Coca-Cola Museum in Las Vegas

Popular culture has been defined as everything from “common culture”, to “folk culture”, to “mass culture”. While it has been all of these things at various points in history, in Post-War America, popular culture is undeniably associated with commercial culture and all its trappings: movies, television, radio, cyberspace, advertising, toys, nearly any commodity available for purchase, many forms of art, photography, games, and even group “experiences” like collective comet-watching or rave dancing on ecstasy. “Pop culture” is also one of the US’ most lucrative export commodities, making everything from Levi’s jeans to Sylvester Stallone movies popular on the international market.

VOCABULARY

blotty = stained by ink
glutted = full of, overloaded with
mimic = imitate, impersonate
deadpan = straight, unsmiling
pervasiveness = occurrence, incidence

Art imitating life?

• Points of view

1. Talk to a partner. Discuss the following sentences.

1. What is art to you?
2. Does art have a purpose in itself? What would that be, in your opinion?
3. Look at the object on the left. Is it art? Why (not)?

2. Have you ever heard of pop culture? If yes, what do you know about it? Share your information with your partner. If not, read the box on the left and share your impressions with your partner.

• Reading

3. Read the following excerpt from an article and explain Andy Warhol’s views on pop culture.

Andy Warhol began as a commercial illustrator, and a very successful one, doing jobs like shoe ads for I. Miller in a stylish blotty line that derived from Ben Shahn. He first exhibited in an art gallery in 1962, when the Ferus Gallery in Los Angeles showed his 32 *Campbell’s Soup Cans*, 1961-62. From then on, most of Warhol’s best work was done over a span of about six years, finishing in 1968, when he was shot. And it all flowed from one central insight: that in a culture glutted with information, where most people experience most things at second or third hand through TV and print, through images that become banal and disassociated by repeated again and again and again, there is role for affectless art. You no longer need to be hot and full of feeling. You can be supercool, like a slightly frosted mirror. Not that Warhol worked this out; he didn’t have to. He felt it and embodied it. He was a conduit for a sort of collective American state of mind in which celebrity — the famous image of a person, the famous brand name — had completely replaced both sacredness and solidity. Warhol’s thirty-two soup cans are about sameness (though with different labels): same brand, same size, same paint surface, same fame as product. They mimic the condition of mass advertising, out of which his sensibility had grown. They are much more deadpan than the object which may have partly inspired them, Jasper Johns’s pair of bronze Ballantine ale cans. This affectlessness, this fascinated and yet indifferent take on the object, became the key to Warhol’s work; it is there in the repetition of stars’ faces (Liz, Jackie, Marilyn, Marlon, and the rest), and as a record of the condition of being an uninvolved spectator it speaks eloquently about the condition of image overload in a media saturated culture. Warhol extended it by using silk screen, and



Andy Warhol (August 6, 1928 — February 22, 1987) is an American artist associated with the definition of Pop Art. He was a painter, an avant-garde filmmaker, a commercial illustrator, music industry producer, writer and celebrity. He founded the magazine *Interview*. Warhol showed an early artistic talent and studied commercial art at Carnegie Mellon University in Pittsburgh. In 1949, he moved to New York City and began a successful career in magazine illustration and advertising. He became well-known mainly for his whimsical ink drawings of shoes done in a loose, blotted style. These figured in some of his earliest showings in New York at the Bodley Gallery.

1. What I think of is that we should pay her a visit in hospital.
2. It was in Paris that I saw into the exhibition.
3. He promised to call me at the weekend but it wasn't until Tuesday that he finally did called.
4. All I know is that he forgot about to come.
5. It was at the office that I had met him that day.

not bothering to clean up the imperfections of the print: those slips of the screen, uneven inkings of the roller, and general graininess. What they suggested was not the humanizing touch of the hand but the pervasiveness of routine error and of entropy...

(adapted from Robert Hughes, *American Visions*)

4. How are Andy Warhol's ideas on art illustrated in this quote?

“What's great about this country is that America started the tradition where the richest consumers buy essentially the same things as the poorest. You can be watching TV and see Coca-Cola, and you know that the President drinks Coca-Cola, Liz Taylor drinks Coca-Cola, and just think, you can drink Coca-Cola, too. A coke is a coke and no amount of money can get you a better coke than the one the bum on the corner is drinking. All the cokes are the same and all the cokes are good. Liz Taylor knows it, the President knows it, the bum knows it, and you know it.”

(*The Philosophy of Andy Warhol: From A to B and Back Again*)

5. In exercises 3 and 4, you came across these sentences: *What they suggested was not the humanizing touch of the hand but the pervasiveness of routine error and of entropy.* And *What's great about this country is that America started the tradition...* What effect does the use of the structures in bold have on the reader? How would these sentences sound without emphasis?

6. There are several ways of creating emphasis. Match the explanations with the examples.

1. To emphasize an action, we use a structure with *what* + do.
2. In order to emphasize a series of actions we use *what* + *happen* + *be* + *that*...
3. We use *all* instead of *what* to mean “the only thing”, implying that what happens is not very important.
4. To emphasize nouns, we use a structure with *it* + *be* + *noun* + *that/ who*.
5. Prepositional phrases are emphasized using the structure *it* + *be* + *prepositional phrase* + *that*.
 - a) What happened next was that he called the police to complain about the blaring noise coming from his neighbours' house.
 - b) It is from John that I heard the news.
 - c) All we were about to do was take a walk.
 - d) What she did was slam the phone down.
 - e) It was Dan who called me yesterday.

7. Find the extra word in each of the sentences in the box.

Perspectives on cultures



1. Work in pairs. Decide whether the following sentences about articles are true or false.

1. Articles are pieces of writing meant for publication in newspapers, magazines, newsletters, etc.
2. Articles do not usually have titles.
3. Articles are usually written in order to inform, persuade, convince, entertain readers.
4. An article may have more than one purpose.
5. Articles are usually divided into sections bearing headings.
6. An article may be written in semi-formal or formal style depending on the target reader.
7. An article meant for teenagers should be written in a formal style.
8. In terms of organization, an article should be written as a continuous text organized in paragraphs.
9. It is not advisable to use statistics in articles.
10. The title of an article should grab the reader's attention.

• Reading

2. Read the following article and choose the most appropriate title from the ones suggested (A–C). Ignore the fact that the first paragraph is missing.

- A. American culture
- B. Cultural Influences Go Both Ways
- C. An American viewpoint on culture

(...) Growing up in America, I didn't realize how many foreign cultural items were parts of American culture. I think many Americans assume that what they grew up with was simply American, or aren't aware of the foreign influences in their midst. For example, try to think of a truly, purely American food. It's difficult. All I could come up with were large steaks and peanut butter. Most of the other American foods are awfully similar to dishes found in countries from which early settlers to America emigrated. They serve a lovely pot roast in Ireland and England. They also serve great apple pie there and have been for a very long time. Other "American" foods, like Cajun food, barbecue, pizza, hamburgers, hotdogs, pretzels, chips, and so forth also have roots in other cultures. So, the transmission of cultural influences is not uni-directional.

There is a clear two-way (or thousand-way) street in existence. And, just as American cultural items have their own meanings and interpretations in Europe, so do European cultural items in America. Consequently, French fries have a wholly different meaning in America than in France where they are called *pomme frites* and are

DID YOU KNOW?

Obesity is on the increase globally and is set to become the world's biggest health problem. Recent reports suggest that it may soon overtake cigarette smoking as a serious health risk. Healthy eating habits are one of the easiest and most effective ways to promote and improve physical well-being. By thinking more carefully about what you eat and making healthier food choices, you can get the very best out of your life.

The multitude of creative ideas, healthy recipes, fitness plans, nutritional information and health discussions on the *You Are What You Eat* site are here for the promotion of your health and well-being.



usually served with fancy fish or meat dinners, not hamburgers, and with Provensal sauce or sauce tartare, not ketchup.

Thus, Americans have clearly also received, altered, and redefined things from other cultures all along. Just because Americans have French fries, it doesn't mean that France's entire culture(s) was (were) unproblematically plopped down like a dollop of whipped cream onto America. It goes the same way for American culture in other countries. Considering this, why would the presence of some American pop cultural items (such as TV shows) in other countries mean that American culture is easily and clearly taking over other cultures?

(adapted from Cultural landscape publication)

3. Read the article again and complete the paragraph plan by summarizing the content of each paragraph.

Paragraph 1: Introducing the topic (cultural influence — a one-way street?)

Paragraph 2:

Paragraph 3:

Paragraph 4:

4. Read this list of features. Tick the ones that apply to the previous article. Put a cross next to those which are irrelevant.

- good title
- attention-grabbing introduction
- illustrations/ examples/ explanations supporting an argument
- organization in paragraphs
- section headings
- semi-formal register
- impersonal, neutral style
- complex grammatical structures
- descriptive vocabulary
- rhetorical questions

5. Is it advisable to use personal opinion in an article meant for publication in a newspaper? How should personal viewpoints be used? How strong is personal opinion in this article?

6. Write the introductory paragraph yourself suitable for inclusion in this article. Make sure that you use an appropriate register.

10 tips for a healthy lifestyle

1. Eat breakfast
2. Get the hydration habit — and drink plenty of water
3. Cut down on caffeine
4. Get fresh – eat plenty of fresh food
5. Eat five-a-day – fruit and vegetables
6. Banish the frying pan – use low-fat cooking methods
7. Eat good fats – top up your polyunsaturates
8. Make it yourself – don't rely on processed food
9. Cut down on sugar and salt
10. Finger on the pulse – eat more beans, lentils and wholegrain foods

OVER TO YOU!

7. Your school magazine has made a call for articles for a special feature entitled *Perspectives on culture* and you have decided to contribute to it. You should mention which foreign culture has had the greatest impact on your own and through which means. You should write your article in about 250 words.

A new craze

FICTION is a general term, describing any narrative in prose or verse that is entirely or partly the work of imagination. Although in its broadest sense fiction includes plays and narrative poems, it is commonly used when referring to the short story and the novel.

There are two main types of fiction:

- literary fiction tends to appeal to a smaller, more intellectually adventurous audience

- commercial fiction attracts a broad audience

Subgenres of fiction include mystery, romance, legal thriller, western, science fiction/ fantasy, horror and so on.

1. Romance
2. Thriller
3. Mystery
4. Western
5. Horror

1. Read the box on the left and say if these are examples of fiction or not.

a short story	a newspaper article	a play
a review	a novel	

2. Which of these are not elements of fiction?

characters	plot	rhyme	narrative technique
setting	stanza	acts	

3. Match each type of fiction a-e to its definition 1-5 (in the box).

a. This type of fiction filled with gut-wrenching fear keeps readers turning the blood-filled pages. Well-known writers of this genre include Edgar Allan Poe, Mary Shelley, Stephen King.

b. This is a popular genre which focuses on a crime, usually murder. The action tends to centre on the attempts of a wily detective-type to solve the crime.

c. These novels are about life on America's post Civil War western frontier usually involve conflicts between cowboys and outlaws, cowboys and Native Americans, or Easterners and Westerners.

d. This is a huge category aimed at diverting and entertaining women.

e. These novels are tense, exciting, often sensational works with ingenious plotting, swift action, and continuous suspense. In this genre, a writer's objective is to deliver a story with sustained tension, surprise, and a constant sense of impending doom that propels the reader forward.

• Reading

4. Read the text, then write a dictionary entry for fanfic. Compare your definition with your partner's and choose the better one.

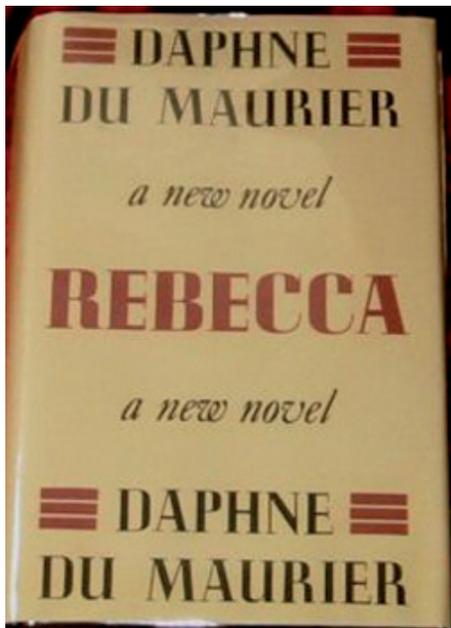
By now many people know there exists something called fan fiction — that there are reams of reader-generated stories floating around the Internet based on characters from TV, movies, and books. Fanfic has been around for a long time, but it has attracted an unusual amount of media attention in the last three or four years.

For the last six years, I have both read and written stories set in the *Xena: Warrior Princess* universe, and I have read fiction generated by other fandoms as well. This influences my reaction when people dismiss fanfic as akin to scribbling in a coloring book, as the fantasy writer Robin Hobb did in an anti-fanfic diatribe posted on her website in 2005.

VOCABULARY

reams = a large quantity of material, usually written material
quaintly = peculiarly, unusually
diatribe = attack, criticism
derivative = unoriginal, imitative

Rosencrantz & Guildenstern Are Dead is a humorous, absurdist, tragic and existentialist play by Tom Stoppard, first staged at the Edinburgh Festival Fringe August 26, 1966. A 1990 film version starred Gary Oldman and Tim Roth as the title characters and featured Richard Dreyfuss as the Player. The play expands upon the exploits of two minor characters from Shakespeare's *Hamlet*.



Hobb's indictment made the standard charges against fan fiction, from intellectual theft to intellectual laziness. "Fan fiction allows the writer to pretend to be creating a story, while using someone else's world, characters, and plot....The first step to becoming a writer is to have your own idea. Not to take someone else's idea, put a dent in it, and claim it as your own."

There are, to be sure, fan stories that do little more than "fix" a particular scene to the fan's liking. Yet Hobb's sweeping generalization is wrong. Fan writers may borrow others' characters — though often adding new secondary characters, or fleshing out a character who makes only a brief walk-on in the "canon" — but they certainly create their own plots.

As many defenders of fanfic have pointed out, much classic literature would fail the kind of originality test Hobb wants to impose. Goethe's *Faust* retells a medieval legend previously adapted by Christopher Marlowe. Respectable modern-day literature has no shortage of derivative works. What are Tom Stoppard's *Rosencrantz & Guildenstern Are Dead* or John Updike's *Gertrude and Claudius* but *Hamlet* fanfics? Yet no one slapped the "fanfic" label on Sally Beauman's *Rebecca's Tale*, a revisionist take on Daphne du Maurier's *Rebecca*, when it was released by a major publisher in 2001.

So is the growth of Internet-based fan fiction a cultural development to be wholeheartedly applauded? Not quite. The good news about the Internet is that, in a world without gatekeepers, anyone can get published. The bad news, of course, is the same. The real problem, though, is that less experienced readers may develop seriously skewed standards of what constitutes a readable story. It is frankly disturbing to encounter teenagers and young adults whose recreational reading is limited to fanfic based on their favorite shows, and there have been moments when I have felt like telling some of my own readers to put down the fanfic and pick up a book. It is even more troubling, as far as educational experiences go, that a teenager can wantonly butcher the English language at fanfiction.net and get complimented on a "well-written story."

(Cathy Young, February 2007)

5. Read the text again to answer these questions.

1. How is fanfic different from any other type of fiction?
2. How does Robin Hobb, a detractor of fanfic, create her argument?
3. What arguments does Cathy Young bring to shatter Hobb's argumentation?
4. What famous examples of literature are quoted by Young as being mere examples of fanfic?
5. Does the author of the article believe that we should embrace fanfic wholeheartedly? What are her reservations?

Review and consolidation

- | | |
|------------------|----------------------|
| a) warm and | b) ... and cluttered |
| c) elegantly ... | d) tastefully ... |
| e) light and ... | f) bright and ... |
| g) dimly ... | h) ... and tidy |



1. Fill in the missing adjectives in the collocations on the left.

2. Rewrite the sentences as to preserve the meaning of the original one, beginning as shown. There is an example at the beginning.

1. I know where you made your mistake, you miscalculated the bill.

Where *you made a mistake is that you miscalculated the bill.*

2. We simply went back to the beginning and started again.

What

3. A window was broken and that's all that happened.

All that

4. Richard was the one to call the police, I'm sure.

I'm sure it

5. I know what he found attractive in this woman, he liked her beaming smile.

It is

6. You don't know who your friends are until you ask for their help and they give it to you.

It's only when

7. He met his future wife in London.

It's

8. I cannot meet with you for lunch before 2 o'clock.

It's not

9. We took him to the hospital immediately after the accident.

Where

10. I like her because she looks amazing for her age.

What

3. Rewrite these sentences in several ways as to emphasize different parts of them. There is an example at the beginning.

1. The president wants to have a second term of office.

It is the president who wants a second term of office.

What the president wants is to have a second term of office.

It is a second term of office that the president wants.

2. "Miercurea Ciuc" has won the ice hockey tournament for the last three years.

3. I saw the camera on the table when I left.

4. I realized my mistake when I was on the phone with Maria.

5. He gave them some home-made cake.

6. I watched the football game on TV last night.

4. Translate the following into English.

1. Abia când am ajuns la birou mi-am dat seama că uitasem cheile acasă.



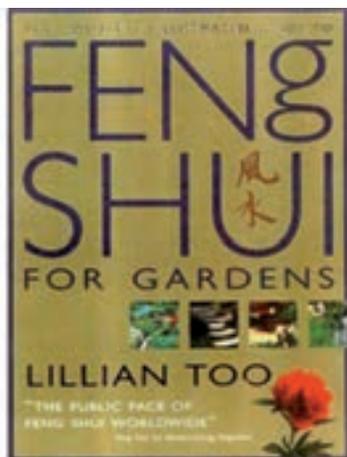
2. Am fost nevoit să o sun pe Mara, nu pe Doina, ca să aflu la ce oră începe piesa de teatru.
3. Trebuia să mă prezint pentru interviu la sediul central al companiei, nu la biroul lor din provincie.
4. Ceea ce trebuia să aflu imediat era ora de plecare a avionului, ca să nu întârzii.
5. Ce era de făcut în acea situație era să contramandăm rezervarea făcută la restaurant.
6. Numai când mă văd în oglindă îmi dau seama ce înalt sunt.
7. Ne putem întâlni să mergem împreună la cinema, dar nu mai devreme de ora 3.
8. Îl întrebasesem cât e ceasul, nu cum îl cheamă. Probabil pronunția mea greșită a creat confuzia.
9. Tot ce-am zis era că îl admir pentru curajul lui.
10. E nevoie doar să accesezi site-ul nostru pentru a afla între ce ore este deschis magazinul.

5. Use the words given below to fill in the gaps in the text that follows.

rid	traditional	bring
life	goal	design
placement	where	source
principles	energy	raise
problems	space	abundance

Feng Shui, which is a Chinese (1) _____ philosophy, means literally *wind and water*. In (2) _____ Chinese beliefs, wind and water are the (3) _____ of all life energy. This life energy, called *chi*, brings (4) _____ and blessings into your environment and your life. So when you're designing according to the (5) _____ of Feng Shui, you're really encouraging the chi to flow into and throughout your space (not to mention your life). Feng Shui, the art of perfect (6) _____, is about allowing (7) _____ energy (chi) to move through your environment to (8) _____ harmony and balance. This good (9) _____ brings good stuff into your life.

The main (10) _____ in Feng Shui gardening is to raise the level of chi in the garden and make sure that it moves smoothly and freely throughout the (11) _____. In other words, you have to get (12) _____ of barriers to chi, and you need to use Feng Shui fixes (called cures) to (13) _____ the chi in areas (14) _____ it may get trapped and stagnate. You can also use cures to solve the (15) _____ that arise when chi moves too quickly through your garden. There is a whole branch of classical feng shui which deals with the outside environment. It is called Form School or Landscape School. But outside and inside are forever entwined in terms of how they can affect the occupants.



6. Listen to the continuation of the text and make notes.

The Bagua symbolizes how your (1) is connected to your (2) The (3) Life Sectors have a physical location in your (4) and a (5) location in your life. If you need a little more love in your life, make sure the (6) sector gets the needed attention.

Game on

• Talking it over

1. Talk to a partner! How do you usually spend your free time? Which do you find more fulfilling: going out with friends or spending time on your own? Why? Would you agree that technology (television, video games, computers, the Internet) has destroyed childhood? Why (not)? Is there more to games than entertainment?



2. Match these expressions containing the word “game” with their definitions. Then, use them in sentences of your own.

- | | |
|------------------------------------|---|
| 1. beat somebody at their own game | a. to do something which is helpful to another’s plans |
| 2. the game is up | b. to behave in a fair or honourable way |
| 3. give the game away | c. to reveal a secret by accident |
| 4. play the game | d. the deception has been discovered |
| 5. play somebody’s game. | e. to defeat or do better than somebody in an activity which they have chosen or in which they think that they are strong |

• Reading

3. Read the text and decide whether the saying “All work and no play (makes Jack a dull boy)” would make an appropriate title for it.

Video games have long pushed hardware to new levels, but they’ve also pushed the linguistic envelope, with games and gamers constantly coining new words and phrases. More recently, the release of the Sony PlayStation 3 (PS3) and the Nintendo Wii last fall marked the official start of the war for supremacy among the next-generation (or next-gen, as many hipsters now prefer) gaming consoles, which also includes Microsoft’s Xbox 360, released a year earlier. And with the availability of Microsoft Windows Vista and its game-friendly software and hardware, 2007 ought to be the biggest year in gaming ever.

One indicator that video games are growing up is the new academic field of ludology, which is devoted to the study of all games, but video games in particular. Based on the Latin term *ludus* (game), ludology covers not only hardcore graphics programming courses for future game designers but also sociological studies that examine the impact of video games on the culture. Ludologists are everywhere you look these days, with more than 100 campuses in North America alone offering some kind of program in video game studies.

That adults are flocking to video games shouldn’t be all that surprising, since gaming is, in the end, just another form of escapism



and there's nothing grown-ups love more than escaping the stress and routine of responsible adult life. Some escape with a glass of wine with dinner, others with whatever's on TV. But for many adults now, the best form of escape is a wild first-person shooter (a game in which the player assumes the perspective of a gunman) or deathmatch (a game in which the object is to frag — kill — as many opponents as possible).

Most game-playing adults don't set up LAN parties — gatherings where people bring their own computers, connect them together into a local area network, and then play games against each other. That's kid stuff. When adults want some pwnage (a deliberate typo for ownage, complete dominance over a game-playing opponent), they connect to an Internet service like Xbox Live and get their MMORPG (massively multiplayer online role-playing game) jollies there.

(adapted from www.msn.com)

Abbreviations (making words or phrases shorter by omitting letters or simply using the first letter of each word) become useful whenever we want to save time or space in writing, for instance while writing text messages on mobile phones. Sometimes we use abbreviations when we avoid being understood by others.

4. Answer these questions about the text.

1. Why does the author believe that 2007 is going to be the biggest year in gaming?
2. What evidence is there that video games are becoming increasingly popular?
3. Why do adults turn to video games? What other escapes are mentioned in the text?
4. What does LAN stand for? What about MMORPG? What are these?

OVER TO YOU!

5. Here is a list of the most common abbreviations in use. Use them to write a message of your own. Exchange your message with your partner's and write a reply to his/ her message.

2DAY	today	AKA	also known as
2L8	too late	ASAP	as soon as possible
2MORO	tomorrow	ATB	all the best
2NITE	tonight	BHL8	be home late
AFAIK	as far as I know	BRB	be right back
BTW	by the way	CU	see you
CUBL8R	call you back later	DK	don't know
FYI	for your information	GR8	great
HRU	how are you?	IMO	in my opinion
KIT	keep in touch	LOL	lots of luck
MYOB	mind your own business	NE1	anyone
NO1	no one	NRN	no reply necessary
PCM	please call me	RUCMNG	are you coming?
SIT	stay in touch	SRY	sorry
THX	thanks	WB	write back
W84M	wait for me	X	kiss

Escape

● **Points of view**

1. Talk to a partner! What does the word “escape” make you think of? In what sense is each picture an escape? What might the people be escaping from?

2. Have you ever been on any of these types of holiday: backpacking, camping, cruise, hiking, sightseeing, skiing? Draw a list of advantages and disadvantages of these types of holidays, then compare your list with your partner’s. Decide together which the most and the least entertaining one is.

● **Words in action**

3. Tick the right boxes to form phrases. Use them in sentences of your own.

HAVE	TAKE	
		a break
		it easy
		time out / to relax
		a good / great time
		a weekend break
		a party
		it your way

4. a) Find the odd one out in each set of words.

- gym, personal trainer, workout, shower
- gallery, curator, bench, painting
- tripod, racket, lens, camera
- paperback, blurb, fiction, actor
- director, dean, stage, monologue
- plot, characters, stunts, statues

b) What leisure activity does each set of words refer to?

● **Listening**

5. Listen to the recording and tick the hobby in the box on the left.

sculpture	horseback riding
drawing	acting
painting	swimming

6. Listen again and fill in the gaps in the following notes with one to three words.

Drawing is a powerful (1) tool.

The joy of creating a drawing is both your (2) _____ and _____.

Drawing allows you to speak (3) _____.

You can decorate your surroundings with (4) _____.

You can find time in (5) _____ for drawing.

7. Read this blurb and say what hobby this book focuses on.

Film is a powerful medium. Successful filmmakers possess the passion to visually tell a story that will affect people’s emotions, make them see things differently, help them discover new ideas, or just create an escape for them.





Whether you love the experience of being enthralled by movies or the excitement, challenge, and magic of making the movie yourself, *Filmmaking for Dummies* is your primer to creating a respectable product. For the seasoned professional, this friendly reference can inspire you with fresh ideas — before you embark on your next big flick.

Taking into account the advent of digital technology, author Bryan Michael Stoller focuses on creative elements that apply to both film and video production. He also points out technical differences and notes the many similarities between traditional and newer age making of motion pictures — all in a fun and engaging way that'll have you shooting for the stars!

8. Look again at the underlined words in the final paragraph of the blurb. What are they?

9. Complete the sentences using *both, each, most, neither, none, some, few, a few, little, a little*. Say whether they are determiners or pronouns.

1. I knew very _____ people at the party so I decided to leave early.
2. _____ of us are planning to get together next weekend. Would you like to come?
3. Could I have _____ more milk in this coffee? It's too strong for me.
4. I've got very _____ spare time this week. Can we put off our meeting for a few days?
5. _____ of the students was given a test.
6. _____ their children are boys.
7. _____ of us wanted to go to the opera, we all preferred the cinema instead.
8. I went to a party on Saturday and _____ of the people there were strangers.
9. _____ of her parents cares about what might happen to her.
10. Would you like _____ orange juice?

10. Choose the correct option.

1. Almost *each / every* visitor stopped and stared at the unusual sculpture.
2. She has *little / enough* chance of success in her application.
3. *All / Whole* the towns in that region had their electricity cut off after the storm.
4. I'm sorry I haven't finished, I haven't had *much / little* time today.
5. I used to earn *less / fewer* than a pound a day when I started working as a student.
6. I used to read *less / fewer* books in the past than I do now.

Words like “many”, “both” and “all” can function as determiners or pronouns. **Determiners**, which come before nouns, are often used to talk about quantities and amounts. When they are used instead of nouns, many words which are determiners can be used on their own as **pronouns**.

e.g. I'm afraid we haven't got *enough* time to go into details. — *determiner*

You should go and buy some milk. We haven't got *enough*. — *pronoun*

Many students like professor Camden. — *determiner*

Many of the students refused to join the protest. — *pronoun*

A helping hand



• Talking it over

1. Talk to a partner! Take turns to answer these questions.

1. How difficult do you think it is to make the decision to go to university outside your home town?
2. What kind of problems could there arise?
3. Have you made plans for the future regarding higher education?
4. Would you consider studying abroad for a while? If yes, what would you miss the most?

2. Read the task and decide whether the sentences that follow are true or false.

A friend of yours wrote to you asking for advice how to deal with heavy workload in college and stress. Being a first year student yourself, confronted with the same problems, you have decided to write a letter to your friend explaining how you managed to cope with the situation and suggesting practical steps your friend can take. Write your letter in about 300 words.

1. You are asked to write a letter to somebody you know well.
2. The register you should adopt in your letter is formal.
3. You should write the date and include postal addresses.
4. The purpose of your letter is to reassure your friend and give advice.
5. Your friend is a college student and so are you.
6. Your friend cannot cope with college life and has asked for your help.

CONNECTORS

Informal connectors are usually one-syllable words: and, but, yet, still, so, but not only what's more, all in a nutshell, to begin with.

Formal connectors are mainly sophisticated words that contain two or more syllables: therefore, consequently, however, nevertheless.

• Reading

3. Read the model letter and complete the paragraph plan.

Dear Julie,

I'm really sorry for my late reply, but I've been caught up in homework and school drained the powers out of me. Moreover, my roommate has recently split with her boyfriend, consequently I've been spending quite a lot of time trying to cheer her up lately.

However, I was meaning to tell you that I'm perfectly aware of your situation. Being a first year student at college is not an easy task. I know it from personal experience, I'm no stranger to lots of homework, papers to hand in every week, monthly projects and end-of-term essays for most subjects, plus after-school activities (volunteering to teach disabled kids French, joining the drama society), which has definitely got to me too. I was overwhelmed myself at first, but here's how I went about it.



A college campus



PARAGRAPH PLAN

- Opening formula:
- Paragraph 1:
- Paragraph 2:
- Paragraph 3:
- Paragraph 4:
- Paragraph 5:
- Closing formula:

INFORMAL LETTERS, like any other type of letters, may be written for a variety of reasons: to give information or to ask for information, to invite someone, to give or ask for advice, to persuade/convince someone, etc.

Since you know the person you are writing to, the letter should be written in a chatty style, containing idiomatic expressions, phrasal verbs, phrases with *get*, and so on. Abbreviations are also permitted.

OVER TO YOU!

- 6. Imagine you are a first-year student at college and share a flat with two other colleagues. Unfortunately the arrangement is not working out for you. Write a letter to a friend explaining the problems you are having with your flatmates and ask for advice. Write your letter in about 300 words.
- 7. Work in pairs to exchange letters and write letters in reply giving advice for the outlined problems.

First and foremost, my roommate — who is two years older — taught me how to manage time effectively. Always make a list of things you have to do for the next day, plan well ahead for the whole week and you'll never feel again that you're running out of time. No more forgetting to do certain things. In addition, eat only healthy food, lots of fruit and vegetables and drink lots of water. It helps with your studies. I guess you already knew that.

Another aspect to bear in mind, you should definitely take up a sport. I couldn't believe it myself at first but now I can assure you that it really works. I have always wanted to be able to play golf, so I've decided to take up golf lessons. I'm still not good at it, I mean I still haven't got round to the putting posture, apparently it takes a lot of practice, but I feel it's helpful with letting off steam when you're overloaded. It's also a very relaxing sport, it helps you clear your mind and concentrate on your most important goals. You should seriously consider a sport.

I really have to go now, I'm preparing an oral presentation for a class tomorrow and I have to practise thoroughly otherwise I'd be lost before my audience. On a slightly different tone, I do hope you'll give my advice a try. Let me know how it works out for you. Send my regards to yours.

Lots of love,
Jenna

4. Although the letter is consistently informal, the underlined words are inappropriate in terms of register. Replace them with the ones suggested below.

Also	First	so	To cap it all
Anyway	Seriously though	Then	

5. Find in the letter examples for each of the following features of informal style.

- modal verbs
- phrasal verbs
- idiomatic expressions
- contractions
- chatty style

Unreel the story



A scene from a silent film

Social Realism, also known as **Socio-Realism**, is an artistic movement, expressed in the visual and other realist arts, which depicts working class activities.

Many artists who subscribed to Social Realism were painters with socialist (but not necessarily Marxist) political views. The movement therefore has some commonalities with the Socialist Realism used in the Soviet Union and the Eastern Bloc, but the two are not identical — Social Realism is not an official art, and allows space for subjectivity. In certain contexts, Socialist Realism has been described as a specific branch of Social Realism.

The term “soap opera” can be broken down: “soap” alludes to the role played by the detergent manufacturers, especially Procter and Gamble, who exploited daytime serials to advertise and promote their products; “opera” is taken to refer to the tendency of this genre to be larger-than-life and excessively melodramatic.

• Talking it over

1. **Talk to a partner! Why are people so fascinated by stories? What is it that makes us watch films? What would be, in your opinion, the most important elements contributing to the success of a film: the cast, special effects, a good story, a thought-provoking plot, a twist in the end, a haunting theme, etc.?**

• Listening

2. **You are going to hear part of a talk on serial films. Read first the notes to predict the missing information, as far as possible. Listen and insert one, two or three words in each gap.**

Serial films were popular from the era of silent films through to (1) _____. The multi-part films consisted of (2) _____ that could be anywhere between fifteen and twenty minutes (3) _____. Serials would generally include attractive heroines, action heroes, and villains in (4) _____ that often ended with a suspenseful and (5) _____ cliff-hanger ending. Serials are distinctly different from film series and (6) _____. Many modern-day soap operas and well-known TV series, such as *Lost in Space* and the soapish *Dallas*, have used (7) _____ ending as enticement to tune in again.

• Reading

3. **Have you ever heard of soap operas? Where do you think the term comes? Read this article to check your predictions.**

Soap opera is the most popular form of television programming in the world, being the foremost genre in Britain for thirty five years, since the very first episode of *Coronation Street* was screened in 1960. The phenomenon evolved from the radio soap operas of the 1930s and '40s, emerging initially in the United States, and attracting a large following of predominantly female listeners. With the increasing popularity of television, it was not long before the genre became firmly established on the screen. Soap opera origin is rather humble, in that it was originally intended to provide entertainment on a local level. However, it was soon realised that the genre had major export potential, resulting in international reputation for the majority of contemporary soaps, be they British, American or Australian. It seems that soaps have succeeded in capturing the global imagination.



SERIALS

There was a parallel tradition of serials both in the United States and in Europe. In Europe, the motion picture serial was a close relative to today's TV series, with longer, self-contained episodes or segments. France, with pioneering *auteur* director Louis Feuillade, provided several magnificent chapter plays, including the five-part **Fantomas** (1913, France).

The first American serial was the 12-reel *What Happened to Mary?* (1912), a production of Thomas A. Edison's Company, that starred Mary Fuller (the first true serial queen), and was released concurrently with the serial story "What Happened to Mary?" in McClure's *Ladies' World* Magazine. The series was followed with the six-episode *Who Will Marry Mary?* (1913), and with another twelve episode series, *The Active Life of Dolly of the Dailies* (1914).

Over the years, soaps operas have been condemned as little more than "chewing-gum for the eyes"; harmful, corrupting and distracting agents in the daily lives of many thousands of people. Typically, soap viewers have been equally condemned and stereotyped for their addiction to this so-called mindless form of entertainment. Early accounts of the radio-soap listeners envisage groups of educationally backward, emotionally and socially deprived women, all eagerly tuning in to their favourite serial. The typical listener was thought to be a lower-class housewife, using soaps as a form of escapism from mundane isolation in the home and an indisputable source of advice on personal problems. Indeed, Jane Feuer emphasises that the originally derisive term "soap opera", with its melodrama, may now emerge as a mode better described as "social realism".

There may also be a chance that soap popularity is all part of a conspiracy on the part of television producers and directors. They are aware that soaps will guarantee a large and regular audience if they are scheduled at the appropriate time. This is why soaps are predominantly screened during the day, or early in the evening, as the family are sitting down to a meal or when home-based mother is doing the ironing. Regular viewing becomes part of the domestic routine, and perhaps become little more than "habit". Soaps are principally sources of entertainment, providing pleasure and enjoyment for many, though they also provide considerable food for thought, at which viewers mull over problems in every spectrum of life. Whatever the reason for watching them, soap operas possess an incredible magnetic pull, and a power that must never be underestimated.

(Merris Griffiths, *Why are soap operas so popular?*)

4. Read again and make a list of possible reasons M. Griffiths gives to account for people's taste in soap operas. Check your list with your partner's. Is there anything else you could add to this list?

5. Do you watch soap operas or novellas? If not, is there anyone in your family who does? Tell your partner what you (they) like about it: the story, the characters, the setting, the theme song, or other details.

OVER TO YOU!

6. Prepare a five-minute oral presentation on the topic: Whatever the reason for watching them, soap operas possess an incredible magnetic pull, and a power that must never be underestimated. Give your opinion on this statement sustaining your viewpoint with arguments and examples.

Review and consolidation

beat somebody	the game
the game	away
give the game	at their own game
play	is up
play	somebody's game

1. Match the two columns, then use the expressions in a correct form to complete the sentences.

- You can't leave me to amuse the children all on my own — that's not
- They tried to make us look like fools but we
- She didn't realize that by complaining she only Peter's
- It was simply a misunderstanding, I was under the impression they had already found out about you leaving so I
- Stop lying,

2. Rewrite the following short messages using abbreviations as far as possible.

- Sorry I've missed you this morning, I'll call you later.
- I'll be home late. See you tonight.
- How are you? Long time no speak. Call me.
- I really don't know what to do. Can I call you later today?
- I'll keep my fingers crossed for you. Lots of luck!

3. Fill in the correct verb.

- When you're too stressed out, all you need is to a break.
- There's no rush, it easy.
- Fine, it your way, I'm not going to fight you on this one.
- We were a good time, when one of the neighbours called the police.
- I'm a party this weekend.

4. Complete the sentences using *any, both, either, every, most, some, few, a few, little or a little*. Use each word once only.

- There was only _____ information about Thai food in the library, so I looked on the Internet.
- There are _____ chocolates left in the box. Would you like one?
- _____ plants provide such a rich source of protein as the soy bean.
- I've got _____ money left, unfortunately, which means I cannot join you tonight.
- "Would you like some tea or some hot chocolate?" " _____ way it's fine by me, thanks."
- Do you happen to know if she has _____ brothers or sisters?
- _____ students have to take the test.
- _____ teenagers love listening to music.



Thai food

9. I need _____ more time to deal with this problem.
 10. _____ books were good, but I like the thriller better than the other one.

5. Read about internet-based hobbies and match each description with one of the hobbies: currency bill tracking, geocaching, blogging. Ignore the gaps for the time being.



a) This is an outdoor treasure-hunting game in which the participants use a Global Positioning System (GPS) receiver or (1) _____ navigational techniques to hide and seek containers (called “geocaches” or “caches”) anywhere in the world. A typical cache is a small waterproof container containing a logbook and “treasure,” usually toys or trinkets of (2) _____ monetary value. Today, well over 350,000 geocaches are currently placed in 222 countries around the world, which are registered on various websites devoted to the sport.

b) A blog is a user-generated website where entries are made in journal style and displayed in a reverse chronological order. Blogs provide commentary or news on a particular subject, such as food, politics, or local news; (3) _____ function as more personal online diaries. A typical blog combines text, images, and links to other blogs, web pages, and (4) _____ media related to its topic. The ability for readers to leave comments in an interactive format is an important part of most early blogs. Most blogs are primarily textual although (5) _____ focus on photographs (photoblog), sketchblog, videos (vlog), or audio (podcasting), and are part of a wider network of social media.



c) This is the process (usually facilitated by (6) _____ one of a number of websites set up for the purpose) of tracking the movements of banknotes, similar to how ornithologists track migrations of birds by ringing them. Currency bill tracking sites can track currency among the users of (7) _____ website. A user may register a bill by entering its serial number, and if someone else has already registered the bill, then the “route” of the bill can be displayed. (8) _____ bill tracking sites encourage marking before spending, whereas (9) _____ do not. (10) _____ usually depends on the laws of the country issuing the currency.

6. Use these words to complete the gaps in the three short texts in the previous exercise. You will use some of the words more than once, as indicated in brackets.

- | | | | |
|-----------|--------|----------|------|
| little | others | any | this |
| other (2) | that | some (3) | |

Speaking

1. Choose one of the following statements and prepare a 3-minute presentation, saying if you agree/disagree with it, bringing arguments and examples.

1. Art is that which is made with the intention of stimulating the human senses, mind or spirit.
2. Art should not mean, but be.
3. Besides providing a means of entertainment, films are also instructive and didactic.
4. We are what we read.

Reading

2. Read the following text, ignoring the gaps for the time being, and summarize it in a couple of sentences. Is *Making the most of Martial Arts as Therapy* an appropriate title for the article?

Many people have discovered the healing power of martial arts, as they strive to get a grip on emotional issues (1) ____.

Confronting your fears

Often, what holds people back in life is fear. People are afraid of failing, as well as succeeding — afraid of speaking up, and at the same time, remaining silent. But learning martial arts is a powerful antidote to all that fear. The first time someone hits you or throws you to the mat, you're probably going to be afraid of getting hurt. The first time that you hit or throw someone else, you're probably going to be afraid of hurting him. But soon you realize (2) ____ . You learn that you're strong, you can defend yourself, and even (3) ____.



Building blocks: Confidence and self-esteem

Physical mastery of skills makes you feel more self-confident and builds your self-esteem. It's our achievements (4) ____, whether that achievement is a perfect front kick or a good score on a math test. As you learn the skills, you also develop the self-confidence to face your fears and to live your life the way you always wanted to. You begin to learn that you're a competent person and (5) ____ (and others if you need to). Besides, if you can do a flying side kick, you can do anything: rebuild that Mustang's engine, start your own business, and earn a graduate degree.

Developing emotional muscle memory

Emotional muscle memory builds on the idea of *muscle memory* — simply the result of thousands of repetitions of a single technique. If you do a side kick 10,000 times, the 10,001th time that you do the kick, you don't really have to think about it. You just do it. If you've been practising it perfectly, then you'll just do it perfectly. The less you have to think about what you're doing, the more successful you'll be doing it. However, emotions can take over. Practising a side kick in class is one thing, but doing it when you're scared is another thing. You may panic, you may forget what to do, and you may miss. That's where emotional muscle memory comes in.

What this means is (6) ____ . You can build your emotional muscle memory by simply performing despite your nerves. Thus, competing in a tournament can help you build your reserves of emotional muscle memory. (It doesn't matter whether you win or lose, as long as you did something.) Think of rank promotion examinations as just another way to build your emotional muscle memory.

3. Read the text again and fill in the blanks 1–6 with the phrases A–F listed below.

- A. that you're worth defending
- B. that you should put yourself in situations where you're nervous
- C. that make us feel good about ourselves
- D. that may have followed them for years
- E. that people aren't that fragile
- F. that you can take care of yourself

REVISION AND SKILLS DEVELOPMENT

Vocabulary

4. Underline the correct option.

1. Sometimes I'm so exhausted that I can only think of *taking/ having* time out to recharge my batteries.
2. I honestly don't mind, he should just *have/ take* it his way.
3. You have no idea what you've missed, we *had/ took* a whale of time on that trip.
4. We should all learn to *take/ have* it easy, otherwise we'll soon be worn out.

5. Fill in the missing adjective to complete the sentences.

1. I could describe the atmosphere in the new cafe as being and cosy.
2. This tastefully living room is very welcoming to guests.
3. Being dimly adds an aura of mystery to the entire setting.
4. I prefer this light and bedroom to the other one, which I find quite and cluttered.
5. What everyone notices about his room immediately is that it is neat and

6. Guess what form of art is described. Which of these could be turned into hobbies?

- a) It is the practice of applying colour to a surface such as paper, canvas, wood, etc.
- b) It is the process of making pictures by means of capturing light on a light-sensitive medium, such as a sensor or film.
- c) It is the process of making a three-dimensional object out of clay, wood, etc.
- d) This is an art form that involves organized sounds and silence.
- e) It is the branch of the performing arts concerned with acting out stories in front of an audience using combinations of speech, gesture, mime, puppets, music, dance, sound and spectacle.

Listening

7. You are going to listen to a part of a radio programme on backpacking. Answer these questions.

1. What does a backpacker need to carry along?

2. What is really important to most backpackers?
3. What reason do people have to go backpacking?
4. What advantages are there to backpacking?

Grammar

8. Rewrite these sentences in as many ways as possible so as to emphasize different parts of the sentence each time.

1. I went to a book shop to look for a first edition of the book.
2. I was never able to understand why they had got divorced.
3. I didn't realize we had been at school together until he showed me a picture.
4. The main road put us off buying the house.
5. The star captured the attention of all journalist present at the celebration.
6. He stole a car because he couldn't afford one.

9. Translate into English, paying attention to determiners and pronouns.

1. Niciunul dintre cei doi gemeni nu spusese adevărul.
2. Altă variantă pe care o am la dispoziție e să-i sun pe fiecare și să-i întreb ce părere au.
3. La fiecare doi ani se ține această conferință internațională.
4. Există toate șansele ca ea să fie realeasă ca președinte al organizației.
5. O să-l vizitez la spital fie azi, fie mâine.
6. Niciunul dintre elevii mei nu a știut răspunsul corect la întrebarea de la test.
7. Amândoi părinții erau îngrijorați de starea de sănătate a fiului lor.
8. Va fi în concediu de maternitate pentru încă două luni.

Project work

10. Work in groups of three or four. Design a poster to show how either performance arts or visual arts (your choice) enrich our existence.

FINAL TEST 1

1. Fill in the blanks with the correct form of the verbs in brackets.

Beware of Buster the dog burglar

Buster the terrier may look innocent enough — but he's a kleptomaniac.

His desperate owner (1) (hand) him over to The Dogs Trust when she (2) (can) no longer cope with his constant thieving. Now experts (3) (try) to cure the 10-month-old terrier's "illness".



It (4) (think) that Buster developed his special talent — stealing valuables knowing he (5) (reward) with treats when he (6) (return) them.

Richard Jones, a behaviour adviser, said: "He's just like a naughty kid who never (7) (tell) it's wrong." Mr. Jones (8) (add): "For most things we can get away with giving him a bit of biscuit or cheese but when he (9) (take) a mobile we have to give him a piece of ham. If it's something we're not interested in, he just (10) run around and drop it after a while.

(adapted from *Daily Express*, 2005)

2. Complete each of the gaps using the appropriate form of the word in capitals.

1. One important goal of this university is to offer students counseling and FELLOW

2. She was given every to try something else. COURAGE

3. No, we are not obliged to help. We have all VOLUNTARY

4. You'll feel much better after this hot bath scented with powders. RESTORE

5. There is only little over the use of this new medical technology. CONTROVERSIAL

3. Choose the best alternative.

1. We all listened attentively to his *each/ every* word.

2. She needs *other/ another* few days to finish writing the report.

3. This pair of gloves is much better than the other *ones/ one*.

4. As the keynote speech was by a well-known specialist *few/ a few* people wanted to ask more questions.

5. There's *little/ a little* time left, so we can have a cup of tea before we go.

4. Find the extra word in each of the following sentences.

1. Harry may have had won the match with a bit of luck.

2. He couldn't possibly to leave without paying.

3. I think you should have go to Sinaia for a week.

4. We might as well as give up this stupid plan now.

5. He can't have broken in the window.

6. I couldn't see what the two paintings did had in common.

7. She wants to know why do I insist on signing the contract.

8. They will always help you when you will ask them.

9. We will have history at 9.30 tomorrow.

10. She has had to cancel her holiday when she went down with the flu.

5. Translate into English.

1. Prietena mea m-a întrebat dacă am rezervat deja biletele de tren. I-am spus că nu am avut timp.

2. Am crezut că Tom ne va spune ceva despre noul sau loc de muncă. Se pare că nu e prea mulțumit.

3. Unchiului ei îi părea rău că nu va putea să ajungă la timp și va pierde prima parte a concertului.

4. El a recunoscut că a uitat să stingă lumina și să controleze aragazul înainte de a pleca.

5. Soția lui i-a amintit să cumpere pâine și lapte și i-a spus să nu întârzie.

1. Fill in the blanks with the correct form of the verb in brackets.

All-night queues for new video game

The fierce international battle to dominate the video games market 1) (hit) Britain yesterday as fans 2) (queue) through the night to get the latest console.

The Nintendo DS 3) (be) the first of several high tech gadgets due to go on sale in the next 12 months. Nintendo 4) (hope) the launch of the DS, which 5) (cost) £99, 6) (give) it the upper hand against its rival Sony. Nintendo 7) always (dominate) the market with its Gameboy machines but industry observers say it could lose ground to Sony.

Last night staff at the Virgin Megastore in Oxford Street 8) (offer) blankets and drinks to customers who 9) (wait) for hours before the shop 10) (open).

(adapted from *Daily Express*, 2005)

2. Choose the correct form of the verb.

- We'll *live/ have been living* in this house for twenty years in July.
- Shall/ Will* I see you next week, then?
- It's snowing/ It's going to snow* tomorrow.
- We'll be having/ We'll have* our weekly meeting tomorrow instead of Monday this week.
- The exam results *are due to arrive/ are arriving* at school tomorrow.

3. Complete each of the gaps using the appropriate form of the word in capitals.

- You'll damage your microwave if you use metal. COOK
- The received is that a child shouldn't be given too much money. WISE
- The concert was fantastic and the piano reaped rapturous applause. SOLO
- This country can no longer hope to its glorious past. CREATE
- We were all very impressed and thought it was an experience. FORGET

4. Complete the text with one suitable word.

Every now and 1) someone will introduce me 2) an audience as "the modern Marco Polo". I accept 3) comparison very humbly. For my 4) journeys, however long and often, always pale 5) measured against the amazing deeds and exciting adventures of the greatest traveller 6) ever set out for far places.

More than 700 years ago, the 17-year-old Marco Polo set out 7) Venice for far Cathay. He would spend 24 years exploring a world as far 8) and mysterious to Europeans of his day 9). the moon and stars are to us. And the tales he brought later put into book form, still make the most fascinating travel of all time.

(adapted from *The traveller nobody would believe* by Lowell Thomas)

5. Choose the correct alternative.

- This *can/ must* be the place — it's the only coffee shop in the street.
- The plane *should/ could* be landing in five minutes.
- We *needn't/ mustn't* put the heating on; it's not cold enough.
- They *couldn't/ shouldn't* go into the disco because they were too young.
- I really *can/ must* lose some weight or else I'll have to buy new clothes.

6. Translate into English.

- Maria a fost cea care a împrumutat cartea de la bibliotecă și a uitat să o înapoieze ieri, așa cum promisese.
- De unde vin banii pentru construirea drumului, asta va trebui să aflăm.
- Ceea ce fac ei este să piardă timp prețios cu jocuri de calculator neinteresante.
- Vestea bună am aflat-o de la colega mea de bancă, nu de la prietena ta.
- Tot ceea ce urma să spunem fusese decis într-o întâlnire anterioară.

UNIT 1, Lesson 2, ex. 2 & 4

Part one

Change seems to be the fashion of the day but there are areas of public life where calls for change should be treated with great caution. One such area of debate is the British monarchy, the centerpiece of the British constitution, which has developed over hundreds of years. It is also a feature of the times that individuals and their functions often become confused in the public mind — and this is certainly true with the monarch and her role. When such a big issue is involved, it is important to retain a sense of perspective and clarity, and to look at the benefits to the nation of this institution.

The Queen was once asked what she thought her role was: she answered that it consists in being, not doing. Her service is not in rushing around doing things but in being always unchanging, remaining quiet and observant over the affairs of the nation. That is an invaluable asset for any nation, to have someone at the heart of government who remains always steady, true vigilant and above politics. It allows the government, considered in its entirety, to be likened to a flywheel, with stillness at the centre of the hub round which turns, with unceasing motion, all the machinery of governance.

Part two

Why then do we seem to be so fluctuating in our appreciation of monarchy and what it stands for? Why at one moment are we all for it and in the next prepared to doubt — or even to condemn — it? Perhaps it is because many of us are never quite sure what the purpose of the institution is and have little awareness as to how well it has served the nation through many centuries. Many hold the view that it is merely an expensive show, paid for by the taxpayers, with very little return on the money. However, even in this peripheral aspect of the question, few appreciate that the civil List granted annually by Parliament to the royal household is but a small fraction of the income the national exchequer receives each year from crown land and rents.

The greatest single virtue of monarchy is that the monarch is above politics and thereby acts as a symbol of unity for all the people of the nation, regardless of their political or other affiliations or affections. The

monarch occupies a superior and necessary role, ever watchful over the constitution.

UNIT 2, Lesson 1, ex. 3 & 4

Volunteering is a great way to learn new skills — from working as part of a team to setting and reaching goals. It gives you a chance to discover what kinds of things you're best at and enjoy the most. A volunteer job that you love can even help shape your ideas about your career goals. Volunteering also can provide you with a sense of responsibility because people really depend on you. And it can help you develop a new understanding of people who are different from you — people with disabilities, people in financial distress, sick kids, or the elderly.

Volunteering helps people feel they make a difference — that they do have the power to change things for the better. When people depend on you, it can change the way you look at yourself. You can feel proud of the goals that you've achieved for an organization — whether it's helping to organize a fundraiser to raise money for breast cancer or running the race itself.

Volunteering is also a great way to get a perspective on your own life. Sometimes it's easy to get consumed by worries about your grades or the fight you had with your friend or parent. And although these things are very important in their own way, sometimes it can be helpful to get some distance and think about other things. Volunteering allows you to do this. It lets you focus on others and see that your involvement in the world can be meaningful. Finally, volunteering can help save you from being bored — it gives you a place to be where you can have a good time and keep busy.

In addition to all the other reasons for volunteering, it can look impressive on college or job applications. That's not the main reason for volunteering, of course — don't do it just to please other people or only to look good or you won't enjoy it. But volunteering does show others (and yourself!) that you are reliable enough to make a commitment and show up on schedule. Volunteering also shows employers and colleges that you believe in making the world a better place — and that you're willing to sacrifice your time and energy to do it.

So what’s in it for you? You get to explore your physical, creative, social, political, and career interests with like-minded people. Trying something different may bring you in contact with people you didn’t know who share your interests and curiosity. A club or group can also be a great way to meet people who are different from you. Lots of youth programs bring people together with those who are different as a way to break down the barriers between people.

And how do you go about it? Review the activities your school offers and listen to other students’ experiences to find an activity that meets your needs. Think about your interests, abilities, and time — is your sister tired of playing chess with you? Do you wish you had more computer time? Are you tired of shooting hoops alone? Are you looking to meet friends or get support? Do you need to increase the appeal of your college application? Don’t limit yourself to the familiar — try something new. Think about different roles within groups that you might want to try — president, captain, participant, leader, support person. Each role is important. Being president teaches you leadership and management skills, but involves more responsibility; being a member gives you structure and is less stressful. You can also lend your skills in areas that are needed, such as using your financial skills to be a group’s treasurer.

UNIT 2, Lesson 2, ex. 2

a) *Big Brothers Big Sisters* is the oldest, largest and most effective youth mentoring organization in the United States. Leader in one-to-one youth service for more than a century, this organization aims at developing positive relationships that have a direct and lasting impact on the lives of young people. *Big Brothers Big Sisters* mentors children, ages 6 through 18, in communities across the country. The *Big Brothers Big Sisters* mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors that have a measurable impact on youth. National research has shown that positive relationships between youth and their Big Brothers and Big Sisters mentors have a direct and measurable impact on children’s lives. By participating in our youth mentoring programs, Little Brothers and Sisters are:

- More confident in their schoolwork performance
- Able to get along better with their families
- 46% less likely to begin using illegal drugs
- 27% less likely to begin using alcohol
- 52% less likely to skip school.

b) *Junior Achievement* uses hands-on experiences to help young people understand the economics of life. In partnership with business and educators, *Junior Achievement* brings the real world to students, opening their minds to their potential. We are the passionate people behind a movement that seeks to educate and inspire young people to succeed in a global economy. JA Worldwide annually reaches approximately 7.5 million students worldwide. Through age-appropriate curricula, JA programs begin at the elementary school level, teaching children how they can impact the world around them as individuals, workers and consumers. JA programs continue through the middle grades and high school, focusing on the key content areas of entrepreneurship, work readiness, and financial literacy.

c) *ProLiteracy Worldwide* is now the oldest and largest nongovernmental literacy organization in the world and pursues a mission of sponsoring educational programs that help adults and their families acquire the literacy practices and skills they need to function more effectively in their daily lives. *ProLiteracy* uses its unique methodology to provide training, technical assistance, and targeted local grants to support tailored programs that combine literacy with economic self-reliance, health, education, peace, human rights, and environmental sustainability projects. *New Readers Press*, *ProLiteracy*’s publishing house, generates \$8 million in revenue annually. Proceeds from the sale of its materials support *ProLiteracy*’s work throughout the US and the world.

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A caring placement can be an opportunity to spend time improving the lives of individual people. GAPpers get involved in looking after each person in their care — reading to them, talking to them, thinking of activities for them and making them feel as comfortable as possible. It may at times be frustrating and you may feel that you are unappreciated but you can have a dramatic impact on the lives of people you care for.

Placements include working alongside: children, children or adults who are physically or mentally disabled, adults with learning difficulties, the elderly, the homeless orphans and street children.

There is the chance to care for people who are disabled and this could involve feeding, dressing, washing and physiotherapy. Patients being treated for conditions such as cancer or leprosy also need particular care, so think hard about what you want to do. You will need to be committed, patient and sensitive to others. It's a demanding job, but a very interesting and rewarding one.

UNIT 3, Lesson 1, ex. 3

Driving and habitual road rage have become virtually inseparable. Why? What causes aggressive driving and habitual road rage? And everybody points to the same factors: more cars lead to more traffic, which in its turn leads to more frustration, more stress, more anger, more hostility, and eventually to more violence. More cars lead to more aggression on the roads. Given this logic the standard solutions are: more and better roads, better cars, better laws, better enforcement, and better public education campaigns. Even individual and group therapy. All of these approaches have been helpful, but in my opinion, they are not sufficient to contain and eliminate the epidemic of road rage.

I was astounded the first time I listened to drivers who had tape recorded their thoughts and feelings in traffic, speaking their thoughts aloud while driving, giving a sort of play-by-play of what it's like inside the private world of the driver. This was the first time in the history of psychology that self-witnessing data became available through hundreds of drivers speaking and recording their thoughts in traffic. One feature that particularly amazed me was the pervasive negativity of their thoughts and feelings. In a kind of Jekyll and Hyde effect perfectly ordinary, friendly, good-hearted people tend to become extremely intolerant and anti-social as soon as they get behind the wheel. Behind the wheel their personality undergoes a rapid transformation, from polite and tolerant to inconsiderate, intolerant and emotionally unintelligent. Here's an example of a person involved in a road rage incident.

“Just before the on-ramp entrance I let a car go in front of me. I thought I had saved this person a great deal of trouble and that he would be thankful that I let him go ahead of me. But instead of getting the wave, I got nothing. I didn't even see a quick gesture of thanks. I scanned my memory back to make sure I hadn't missed anything. Regardless of how hard I looked for a sign of gratitude, I found none. Immediately, I became infuriated. I don't understand why some people are so rude. I feel like tailgating this person to let him know how I feel. What would society be like if everyone were like this rude person? Maybe I should've just made him wait for his turn. How hard is it to wave anyway? Any civilized person would do it. But this person is hardly civilized. I didn't have to do this person a favour, and I felt as if that rebuff ruined my whole day. I felt hurt and insulted as well as angry. All I could think about was revenge. I wanted to teach that person a lesson. I wanted that person to crash, to run out of gas, or get pulled over by the police. I wanted that person to feel like I did, angry. I knew the chances were pretty small that he would be plagued by any of my curses. So I decided not to leave it to other forces to teach him a lesson. I had to be the punisher. By this time we were both on the freeway. I tailgated him in the fast lane going 60 mph. I must have been no more than a few feet away from his car. I was aware how dangerous it was in the stop-and-go traffic of rush hour. Then as I passed him, I revved my V8 engine and gave him the meanest glare I could muster.”

UNIT 4, Lesson 5

Interview with Nicolas Cage by Dorian Lynskey, Friday February 16, 2007 (*The Guardian*)

Reporter: In his latest film, *Ghost Rider*, a Marvel Comics adaptation about a demonically possessed biker with a flaming skull for a head, everything unpredictable stems from its star. You can spot the Cageisms a mile off — like the way his character cheers himself up with jelly beans, *Carpenters* records and videos of chimps doing karate. In one scene, he drinks a pot of coffee straight from the hotplate.

N.C.: “That happened because my mother was teaching mentally challenged adults how to dance, and there was one man she told me about who took a hot

scalding pot of coffee and just drank the whole thing down in one gulp and didn't think about it. And I thought, well, that's amazing. I've got to put that in a movie."

Reporter: It's typical of Cage to see Superman not as an all-American hero but as a stranded extraterrestrial. As a kid, his favourite characters were Ghost Rider and the Hulk.

N.C.: "What's interesting about them is they're monsters and yet they're good. At the time I was having nightmares, and Ghost Rider was a way of getting control of the bad dreams — to have them for you instead of against you."

Reporter: He says the bad dreams were inspired by scary movies — nothing out of the ordinary — but it was a troubled household. His mother, dancer Joy Vogelsang, was a schizophrenic who spent much of Cage's youth in mental institutions; he was raised by his father August, a literature professor. The turbulent Coppola blood that almost drove his uncle mad making *Apocalypse Now* froths in his veins, too. Many years later, Cage discovered that the children of schizophrenic people were often manic overachievers.

N.C.: "For me, acting was a way of taking destructive energy and doing something productive with it, and in that way it was quite a life saver. Instead of turning it on myself or on somebody else, I put it on film and created characters to express anger or express sadness."

Reporter: When he started acting, he seemed driven to push harder, to go further. After considering the surname Blue, he settled on, after the Marvel character Luke, and Cage fashioned himself a volatile outsider persona. Cage. His life was already a kind of performance. In his teens, he did funny, reckless things. When he was 18, he was on a date in an LA deli called Canter's when he decided to "take the volume way up" and smashed a ketchup bottle against the far wall.

N.C.: "They love that now. They hated it for a long time and wouldn't let me in. I went in recently and they said thanks for all the press."

Reporter: Most people have a mischievous inner voice that urges them to do stupid, inappropriate things. Was he just obeying his?

N.C.: "Oh yeah. Oh yeah! There's no question that

I had a Tourette's — like lack of inhibition in me. You've got to have some of that if you want to be interesting as an artist. You've got to be able to break the wall. That's part of it."

Reporter: Perhaps he's looking to explain his current disillusionment with acting. He has an extraordinary number of films in the pipeline — the Internet Movie Database lists nine, seven of which he is also producing — but he sounds restless.

N.C.: "I may stay doing this for a while longer. I don't really know just yet. I may have other interests I want to pursue. I've done this for 43 years now. I mean, I've acted professionally since I was 16. The biggest problem for me was feeling that as I became more balanced and a better man that I wouldn't have the fire to create from. Or even the desire to do it any more. Because what's the point of showing oneself on camera if you've moved on to bigger and better things in your mind? I think what makes people fascinating is conflict, it's drama, it's the human condition. Nobody wants to watch perfection. How many people went to see [Dalai Lama biopic] *Kundun*? People want to see the monkey. They don't want to see the eagle. We all want to watch the train wreck."

Reporter: Now that Cage is, by his own admission, not the train wreck he once was, he seems slightly adrift. What would he do if he gave up acting? Put his feet up? Work for charity? Finally explore the crab boats of Alaska?

N.C.: "Well, there is living. There's not just acting about life. Picasso said art is a lie that tells the truth. What if you just want to tell the truth and not lie about it?"

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The Devil Wears Prada is an Academy Award-nominated 2006 comedy-drama film, a loose screen adaptation of Lauren Weisberger's 2003 novel of the same name. It stars Anne Hathaway as Andrea "Andy" Sachs, a recent college graduate who comes to New York City and gets a job as a co-assistant to powerful and demanding fashion magazine editor Miranda Priestly, played by Meryl Streep. Emily Blunt and Stanley Tucci co-star, with Adrian Grenier, Simon Baker and Tracie Thoms playing key supporting roles. Wendy Finerman produced and David Frankel

directed; the film was distributed by 20th Century Fox.

Streep's performance drew rave reviews from critics and later earned her many award nominations, including her record-setting 14th Oscar bid, as well as a Golden Globe for Best Actress in a Comedy or Musical. Blunt also drew favorable notice and nominations, as did many of those involved in the film's production. While critical reaction to the film as a whole was more measured, it received generally favorable notice and became a surprise summer box-office hit following its June 30 North American release. The commercial success and critical praise for Streep continued in foreign markets, and it led the international box office for most of October. The US DVD release likewise was the top rental during December. Ultimately, it would gross over \$300 million, mostly from its international run, and finish in 2006's top 20 both in the US and overseas. It was also the highest-grossing film ever in Streep's and Hathaway's careers. A television series based on the story is slated for the 2007-2008 TV season.

UNIT 8, Lesson 3

Acceptance Speech on Petersberg Prize by Prof. Muhammad Yunus, Managing Director of Grameen Bank, Bangladesh

Winning the Petersberg Prize is an event of great rejoice for anybody. This prestigious prize has been created to give unparalleled honour and distinction to the recipient organization. To Grameen Bank not only it brings honour and distinction, it also brings a resounding endorsement of the Grameen Bank's effort to bring information and communication technology (ICT) to the benefit of the poor.

What Grameen Bank has done is simply to take advantage of the synergy between micro-credit and ICT and help the poor women to exploit the market opportunity that exists around them. Before launching the project when we presented the Village Phone Project to the professional people they expressed serious doubt about the capacity of the illiterate women to understand this state-of-the-art telecommunication technology. They argued that the poor women are good only for handling traditional activities, such as raising chicken and cows, making

baskets, selling vegetables. It is ridiculous to think about telecommunication business for people who have never seen a telephone, or even electricity, in their lives.

We remained thoroughly convinced that while people may be poor and illiterate, they are not stupid. Potentially they are as smart as anybody else in the world.

As soon as we launched the project we were struck by its success. It became a coveted enterprise for the Grameen borrowers. A mobile phone became the fastest way to make money and earn social respectability. Telephone-ladies quickly learned and innovated all the ropes of the telephone business. Today there are 60,000 telephone ladies providing telephone service in 80 per cent of the villages of Bangladesh. In villages where grid electricity does not exist, solar energy powers the phones. Number of telephone-ladies will exceed 100,000 by the end of this year. Grameen Phone, the mobile phone company which provides the telephone service, has over 1.7 million subscribers. But telephone-ladies who are only 3% of the subscribers, use 15% of the air-time of the company, generating substantial revenue for the company.

Today, Petersberg Prize vindicates our belief in the creativity and energy of the poor people, particularly poor women. I hope the world will look at the poor differently than they did before this Prize went to the Village Phone Project of Grameen Bank.

Thank you Development Gateway Foundation for selecting us for the Petersberg Prize. Thank you, President Wolfensohn, thank you Dr. Ramphel for giving our telephone-ladies this thumping endorsement. Thanks to the sponsors of this Prize, Deutsche Telekom and Microsoft. Thank you for inspiring us all in Grameen Bank. Thank you also for challenging the entrepreneurs, particularly social business entrepreneurs, around the world to come up with powerful ideas to bring ICT to empower the poor to fight out of poverty.

Beginning from 1976, when we started to lend money to the poor in Bangladesh, we have been struggling to convince the world that what we are doing is not only a serious business by itself, but it also

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opens up endless possibilities for the poor by creating self-employment opportunities. We have been arguing that it is absolutely wrong of the financial institutions to reject the poor by assuming that they are not creditworthy. We have demonstrated umpteen times that not only they are creditworthy, in many countries they are more creditworthy than the rich. We have demonstrated that banking can be done without collateral, without legal instruments, without group guarantee or joint-liability. We have demonstrated that the poor can borrow, invest, and improve their income. They can save and even build their own pension funds. They can build houses with bank financing, send their children to pursue higher education with student loans.

Grameen Bank not only lends money to the poor it is also owned by the borrowers themselves. At present there are 3.5 million borrowers in Grameen Bank, 95 per cent of whom are women. Currently it lends out nearly half a billion US dollars a year. Its repayment rate is 99 per cent. It is financially self-reliant. It does not take any loan or grant from any source. All its funds come from the deposits it collects from the borrowers and non-borrowers. It routinely makes profit.

To encourage the children of the borrowers to stay in school and perform well in schools, Grameen Bank offers over 6,000 scholarships each year to these children. Grameen Bank gives student loans to students who are in professional schools to become doctors, engineers, lawyers, scientists, etc.

Many who claim to be micro-credit experts have been preaching to the world that while micro-credit is a good intervention for the poor in higher layers of poverty, it is of no use to the bottom poor. We have been arguing that credit should be accepted as a human right. It is a human right for the bottom poor too. We encourage and support every conceivable intervention to help the poor fight out of poverty. Availability of microcredit to the poor should not discourage or slow down any other interventions. Micro-credit is an intervention which brings better mileage to all other interventions. Microcredit helps all other interventions work better. Grameen Village Phone is an example.

To explode the myth that microcredit does not work for the bottom poor Grameen Bank this year has launched a programme to give loans exclusively to

beggars, particularly generational beggars. We are offering an option to the beggars. We invite them to consider carrying collection of popular consumer items, financed by Grameen Bank, when they go out to beg from the rural households. They can do both begging and selling at their convenience. If their selling activity picks up, they may quit begging and focus on selling. Nearly 10,000 beggars have already joined the programme. We are expecting this number to exceed 25,000 by the end of the year. Typical loan to a beggar amounts to US \$ 10.

Beggars who do not have limbs, cannot go house to house, do the begging at a fixed spot with a beggar's bowl in front. We are inviting them to keep some soft drinks, cookies, fruits etc. next to them, and give their patrons an option — to throw in a coin into the beggar's bowl or buy something, or do both.

We are thinking of giving telephone loans to some beggars to turn them into telephone-ladies. If they find it difficult to operate the business, we'll help them hire someone or go into partnership with someone who can help run the business better.

I am very happy to report that the beggars are responding to the programme enthusiastically. If a significant number of beggars quit begging within a year or so, this would be a big demonstration of the inherent capacity of the poor people, even the beggars, to overcome their problems with their own abilities if only financial services are made available to them. If there are additional interventions, they will only go to make better enabling environment for the beggars. There is absolutely no reason why financial services should be denied to the beggars.

I strongly feel that we can create a poverty-free world. Basic ingredient of overcoming poverty is packed inside each poor person. All we need to do is to help the person to unleash this energy and creativity. Once this can be done, poverty will disappear very fast. Only place in the world where poverty may exist will be in the poverty museums, no longer in human society.

I accept the honour you have given us on behalf of all my colleagues and the borrowers of Grameen Bank, particularly its telephone-ladies.

Thank you very much.

UNIT 9, Lesson 1, ex. 8

For thousands of years the Chinese have applied the philosophy of Feng Shui to create auspicious energy flow within their surroundings. Literally translated as Wind and Water or the harmony between nature and living beings, Feng Shui utilizes the delicate flow of universal life energy to enhance our lives. Enhance your environment and create harmony, abundance, and well-being for yourself and your family.

Feng Shui has been used for centuries by the Chinese to ensure that the energy flow within and around their environment is enhanced, creating auspicious “blessings” in life. Feng Shui has been called environmental acupuncture simply because we are working with the energy meridians around us and enhancing the Chi, or beneficial energy, flow within the environment.

Feng Shui can improve all aspects of our lives and is increasingly being used for both personal homes and businesses to enhance the flow of energy. Many large businesses such as Virgin Airways, British Airways, Microsoft, Midland Bank, Harvey Nichols, the offices of The Wall Street Journal, The Hong Kong Bank, Shanghai Bank, and Morgan Bank have used Feng Shui to improve their business and harmony within the business world.

The Pa Kua is one of the easiest methods used to determine the Feng Shui of any given environment. The Pa Kua is an octagonal map or grid containing the symbols of the I Ching, the ancient oracle on which Feng Shui is based. These symbols relate to every area or aspect of our lives and are divided into such categories as: fame, relationships/marriage, children/creativity, helpful people/travel, career, inner knowledge, family/ancestors/health, and wealth/blessings.

The Pa Kua grid is placed over the land, the building, rooms within a house or building and desks to show where there are negative or missing spaces and what may need rectifying or enhancing in life or the environment. For example, if the Pa Kua grid is placed over the entire house plan and it shows the toilet, bathroom, laundry, or kitchen in the wealth/blessings area it would be considered that the money coming into that particular environment would disappear very fast, as if to be “going down the drain.”

Feng Shui offers remedies or enhancements to rectify inauspicious situations. In the above mentioned situation, the remedy would be to use a round leaf plant, a hanging crystal, a wind chime, or the colours blue or green (the wealth/blessings colours). If the individual chooses to use a round leaf pot plant, they could also place six or eight gold coins, wrapped in red, underneath the plant, to symbolize the growth of their money. It is not necessary, however, to use all these remedies together as it is up to the individual’s needs and personal aesthetics to choose what might be the most suitable enhancement for their environment.

It is important whenever using any Feng Shui remedies or enhancements, which you choose the most subtle and suitable items to fit into the individual environment, whether it is in a house or business. After all, Feng Shui is about improving all aspects and areas in our lives and environment in order to create a world that is more in balance.

UNIT 10, Lesson 2

On a simple sheet of paper, a magnificent eagle can soar over a snow-covered mountain, a small child can hug an adoring puppy, dewdrops on a rose can glisten in the morning sun, a mermaid can swim with dolphins under the ocean, or a lightning bolt can illuminate a stormy sky. Drawing can bring extraordinary and unexpected dimensions to your life. By adding drawing to your everyday experiences, you can change how you, and others, see the world. It’s a powerful tool, one that you can spend a lifetime investigating.

The joy and personal satisfaction of creating a drawing is both your incentive and your reward. The process of discovering this ability enriches all aspects of your life. Think about the following as you consider the possibilities inherent in drawing. Your drawings illustrate your personal perceptions. Drawing challenges you to communicate what you see in a non-narrative language. Drawing allows you to speak without words. Drawing adds a new and exciting activity to your life. With only a few supplies and some basic skills, you soon find yourself taking pride in your new achievements. You can decorate your surroundings with a personal touch. Have some of your drawings framed and hang them in your home.

Family and friends may become quite fascinated by your drawings. Don't be surprised if they soon request some of your work for their own homes. Of course, this is a good time to encourage them to take up drawing themselves. Through the eyes of an artist, you appreciate everything around you from a whole new perspective. Drawing is seeing. As an artist, you visually explore the world with a whole new purpose — to find drawing subjects! The act of drawing produces a physical reward. It really doesn't matter why you draw or who sees your drawings. Maybe you hope to one day publicly exhibit your drawings. Or you may choose to only share them with family and friends. You also have the option of keeping them all for yourself. Your drawings serve as a journal of your artistic journey. Drawing is relaxing, mentally challenging, and emotionally stimulating. You CAN draw, and you can improve as much as your interest, patience, and commitment take you. The most important thing is that you are drawing. You are making art.

However, the fun part of practicing drawing is that you can draw whatever you like, however you want, whenever you want, and your skills automatically improve. The three most important elements of discovering how to draw are practice, practice, and more practice!

Some practice ideas to consider include the following:

Draw everything and anything you love, every chance you have.

When you find a skill you're not so great at, such as drawing circles or straight lines freehand, sketch lots and lots of them.

Practice drawing perfect alphabet letters. Letters (and numbers) have all the types of lines you use in drawing.

Choose what you consider to be the most challenging part of each project you do and redraw that section, or practice this technique over and over.

Keep a pencil and some paper handy, and experiment with making marks, lines, and shading by drawing random doodles.

You can find time in your hectic schedule for drawing, and somewhere in your home is a special place just waiting to be claimed as your personal

drawing space. The artist inside you is waiting to emerge and claim ownership of the joys of drawing.

UNIT 10, Lesson 4

Serial Films are some of the earliest forms of film during the silent era through to the 1950s, often episodic in form (usually with 12-15 parts) and simplistic in plot, which were shown over a period of weeks or years. The multi-part films consisted of episodes that could be anywhere between fifteen and twenty minutes in length. The segments were presented one chapter at a time in weekly instalments over the course of time. Serials were usually included during the shorts projected in a neighbourhood movie theatre, offered before the feature film, B-western, or Saturday afternoon "kiddie" matinee. They were often scheduled along with lots of cartoons, newsreels, other two-reelers, and theatrical trailers/previews.

Serials would generally include attractive heroines, action heroes, and villains (the Scorpion, the Dragon, and the Spider, to name a few) in melodramatic sequences that often ended with a suspenseful (and manipulative) *cliff-hanger ending* — that promised to be continued the next week to bring the ticket-buying audience back for more. The heroes and heroines would courageously fight for justice and honour, and the diabolical villains with evil devices would struggle against them. Action sequences would predominate with chases, jumps off buildings or trains, terrifying falls, narrow escapes, fist-fights, close calls and hair-raising situations, and other exciting, death-defying stunts, involving runaway trains, fires, sawmills, other natural disasters, and explosions. In all serials, the truth was often exaggerated or stretched in order to keep the hero alive from week to week.

Serials are distinctly different from *film series* (films with a recurring set of performers and identical plot routines, such as *The Thin Man* (1934), the *James Bond* films, or the *Tarzan* series), or from sequels (follow-up films that continue the plot with similar characters and events, such as *The Planet of the Apes* sequels).

In modern times, Hollywood studios have borrowed the lucrative idea of using cliff-hangers and serialized instalment plans or multi-part stories for their largely self-contained epics, e.g., *The Matrix* trilogy, *The Lord of the Rings* trilogy, the *Star Wars* (1977) sequels and

prequels, Spielberg's *Indiana Jones* and *Jurassic Park* flicks, the *Kill Bill* volumes, and the *Back to the Future* trio. These are not pure serials, but stand-alone, full-length movies with many chapters, volumes, or parts, and exciting serial-like sequences. Many modern-day soap operas and well-known TV series, such as *Lost in Space* and the soapish *Dallas*, have used the cliff-hanger ending as enticement to tune in again.

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Backpacking (also **tramping** or **trekking** or **bushwalking** in some countries) combines hiking and camping in a single trip. A backpacker hikes into the backcountry to spend one or more nights there, and carries supplies and equipment to satisfy sleeping and eating needs.

A backpacker packs all of his or her gear into a backpack. This gear must include food, water, and shelter, or the means to obtain them, but very little else, and often in a more compact and simpler form than one would use for stationary camping. A backpacking trip must include at least one overnight stay in the wilderness (otherwise it is a day hike). Many backpacking trips last just a weekend (one or two nights), but long-distance expeditions may last weeks or months, sometimes aided by planned food and supply drops.

Backpacking camps are more spartan than ordinary camps. In areas that experience a regular traffic of backpackers, a hike-in camp might have a fire ring and a small wooden bulletin board with a map and some warning or information signs. Many hike-in camps are no more than level patches of ground without scrub or underbrush. In very remote areas, established camps do not exist at all, and travelers must choose appropriate camps themselves.

In some places, backpackers have access to lodging that are more substantial than a tent. In the more remote parts of Great Britain, bothies exist to provide simple (free) accommodation for backpackers. Another example is the High Sierra Camps in Yosemite National Park. Mountain huts provide similar accommodation in other countries, so being a member of a mountain hut

organization is advantageous (perhaps required) to make use of their facilities. On other trails (e.g. the Appalachian Trail) there are somewhat more established shelters of a sort that offer a place for weary hikers to spend the night without needing to set up a tent.

Most backpackers purposely try to avoid impacting on the land through which they travel. This includes following established trails as much as possible, not removing anything, and not leaving residue in the backcountry. The Leave No Trace movement offers a set of guidelines for low-impact backpacking ("Leave nothing but footprints. Take nothing but photos. Kill nothing but time.").

People are drawn to backpacking primarily for recreation, to explore places that they consider beautiful and fascinating, many of which cannot be accessed in any other way. A backpacker can travel deeper into remote areas, away from people and their effects, than a day-hiker can. However, backpacking presents more advantages besides distance of travel. Many weekend trips cover routes that could be hiked in a single day, but people choose to backpack them anyway, for the experience of staying overnight.

These possibilities come with disadvantages. The weight of a pack, laden with supplies and gear, forces backpackers to travel more slowly than day-hikers would, and it can become a nuisance and a distraction from enjoying the scenery. In addition, camp chores (such as pitching camp, breaking camp, and cooking) can easily consume several hours every day.

Backpackers face many risks, including adverse weather, difficult terrain, treacherous river crossings, and hungry or unpredictable animals (although the perceived danger from wild animals usually greatly exceeds the true risk). They are subject to illnesses, which run the gamut from simple dehydration to heat exhaustion, hypothermia, altitude sickness, and physical injury. The remoteness of backpacking locations exacerbates any mishap. However, these hazards do not deter backpackers who are properly prepared. Some simply accept danger as a risk that they must endure if they want to backpack; for others, the potential dangers actually enhance the allure of the wilderness.