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Contents

UNIT 1 Watching TV is not a waste of time	4
LISTENING	5
GRAMMAR	6
WRITING.....	6
UNIT 2 ADOLESCENCE	8
LISTENING	9
GRAMMAR	9
WRITING.....	10
UNIT 3 THE SOLDIER.....	12
LISTENING	13
GRAMMAR	14
WRITING.....	14
Unit 4 Good health.....	17
Listening.....	18
Grammar	18
Writing	19
UNIT 5 HOME AND ENVIRONMENT	21
LISTENING	22
GRAMMAR	23
WRITING.....	25
UNIT 6 I'd rather listen to music while studying.....	28
Listening.....	29
Grammar	30
WRITING.....	31
UNIT 7 SCHOOLING AND EDUCATION	34

Listening.....	35
Grammar.....	35
WRITING.....	37
UNIT 8 WASTE.....	39
Listening.....	41
Grammar.....	41
UNIT 9 MICHAEL JACKSON: IDOLIZED IN LIFE, DEIFIED IN DEATH.....	44
Listening.....	45
Grammar.....	46
UNIT 10 FOREIGN LANGUAGES.....	48
Listening.....	49
Grammar.....	50

UNIT 1 Watching TV is not a waste of time

I. What do you think the title refers to? Do you agree with this idea? Does watching TV help you get informed, enrich your knowledge of the world or do you use it just for entertainment?

II. Read the following essay and then answer the questions:

Everybody has **leisure** activities. Some people prefer **multitasking** rest that is spending their free time efficiently, doing more than one thing at the same time. For instance, we can simultaneously cook a dinner, watch TV and talk to our family. Others like **no-brainer** activities, which do not require people to think, for example taking a relaxing bath with bubbles and candles. Some people can't imagine their rest without television. Television is a great entertaining invention. Watching television is having a fun time but at the same time it's a huge resource of useful information about our planet, people, animals, plants, history and scientific discoveries.

First of all, television is a great relaxing source. Sometimes when people come home, especially if they have had a hard day full of events, they want to relax and to distract from heavy thoughts. People usually turn on TV in order to watch a good heart **touching** movie or a very funny comedy. When we watch a comedy, funny moments make us **laugh**; laughing helps us relax and get rid of stress and tension inside of us.

In addition, television is an efficient educational source. Such channels as Discovery Channel, Animal Planet, History Channel, National Geographic Channel and Travel Channel give us information about historical events, scientific discoveries, beautiful places of interests, distant countries, incredible resources of human body, life of wild animals and other treasures of our amazing blue planet. For example, Discovery Channel **broadcasts** the program "Blue Planet", which is about different marine **inhabitants**, their fight for being alive and passing on the genes to further generations. At last, television is a great source of learning foreign languages. When foreign students watch TV they both enrich their vocabulary and develop their listening skills.

All in all, some people can say that watching television is a waste of time; however I strongly believe that advantages of watching TV outweigh its disadvantages.

1. Why do some people prefer multitasking rest?
2. What are no-brainer activities?
3. Why do people usually turn on TV?
4. How do people relax by watching television?
5. Which are the well-known educational channels?
6. What do they broadcast?
7. What is the "Blue Planet" programme about?
8. Why is television a great source of learning foreign languages?

III. Match the highlighted words to their definitions:

1. A person's ability to do more than one thing at a time
2. Something that is very simple to do or to understand
3. The time when you are not working or doing other duties
4. Smile while making sounds with your voice that show you think something is funny or you are happy _____
5. Making you feel sadness or sympathy _____
6. person or animal that lives in a particular place _____
7. send out a programme on television or radio _____

IV Answer the questions:

1. Is watching TV one of your leisure activities? Why?
2. Do you do other things while watching TV?
3. What is the negative impact of watching television on people's mind?
4. What can people do in order not to become addicted to TV?

LISTENING

- I. You will hear people talking in eight different situations. For questions 1-8, choose the best answer, A, B or C.
- 1 You overhear this man in a shop.
He wants to change some paint because
A he doesn't like the colour.
B he thinks there is something wrong with it.
C he finds it makes him ill.
 - 2 This woman is complaining at a railway station enquiry office. She is angry because
A her train is late.
B her train has been cancelled.
C she thinks the train service is very poor.
 - 3 These two people are having an argument. Are they arguing about
A the climate?
B the weather outside?
C the snowfall in recent years?
 - 4 This is a conversation between a man and a woman. Is the man
A a policeman?
B a garage mechanic?
C a judge or other official in a court of law?
 - 5 The speaker in this extract is a very keen gardener. He is talking about his success in growing
A a type of fruit.
B a type of vegetable.
C some flowers.
 - 6 In this extract you are listening to someone speaking to quite a large group of people. Is he giving
A a history lecture?
B a talk at a gardening club?
C advice to medical students?
 - 7 This extract comes from a talk on the radio. Is the speaker describing
A a piece of music?
B a magnificent building?
C a formal garden?
 - 8 In this extract you can hear someone speaking on the telephone. She wants to book some theatre tickets but she finds that
A the performance is fully booked.
B the performance has been cancelled. **I**
C she can no longer have a special discount.

GRAMMAR

Noun phrases

I. Complete each of the gaps with one of the words from the box.

chances depths height matter grain
sense sign source state pack

- 1 I keep forgetting people's names; I think it must be a _____ **of age**.
- 2 It's not exactly a _____ **of life and death**, but I would appreciate it if you could get it done as soon as possible.
- 3 There wasn't a _____ **of truth** in what he said - his speech was a _____ **of lies** from start to finish.
- 4 I felt **an** enormous _____ **of relief** when I heard I'd passed.
- 5 After the rioting, the government declared a _____ **of emergency**, calling out the troops and imposing a night-time curfew.
- 6 I have no investments or savings, so the state pension is my only _____ **of income**.
- 7 Whether you're in the _____ **of winter** or the _____ **of summer**, AirFlow® ensures the temperature inside your home is exactly how you want it.
- 8 The team's _____ **of promotion** to the First Division suffered a blow yesterday when they lost at home to relegation candidates Bristol City.

II. There is one mistake in each of the following sentences. Find the mistakes and correct them. There is an example at the beginning (0).

lamb

- 0 We had ~~lamb~~'s chops for lunch yesterday.
- 1 I'm going to get another beer can - I'm really thirsty.
- 2 He tried to turn the handle of door, but realized he'd been locked in.
- 3 She didn't have an evidence's scrap to support her accusations.
- 4 She gave me several useful advice pieces on cooking with pastry.
- 5 We had to write a three pages essay on the importance of money in today's society.
- 6 The hotel could only guarantee him a week work.
- 7 They gazed in wonder at the snow-covered mountains' tops.
- 8 I read about it in last April edition of *Gardening Monthly*.

WRITING

Describing People

A descriptive essay about a person should consist of:

- a) an **introduction** in which you give general information about the person, saying when, where and how you first met them;
- b) a **main body** in which you describe their physical appearance, personal qualities and hobbies/interests. You start a new paragraph for each topic:
- c) a **conclusion** in which you write your comments and/or feelings about the person.

- When describing someone you know well or see often (i.e. a friend, a neighbour, etc), you should use present tenses. When describing someone who is no longer alive, or someone you knew a long time ago and you do not see any more, you should use past tenses.
- Descriptions of people can be found in articles, letters, narratives, etc. The writing style you use depends on the situation and the intended reader. For example, if you are writing an article for a magazine,

you should use semi-formal style and a polite, respectful tone.

I. Read the article and label the paragraphs with the headings below, then replace the topic sentences with other appropriate ones.

hobbies/interests, name & when/where I how met, comments/feelings, physical appearance & clothes, personal qualities

A Close Friend by Jim White

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humour and he always makes me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under the sea.

II. Read the article again and circle the adjectives/ phrases used to describe Jacques' physical appearance and personality. Does Jacques have any negative qualities? Does the writer describe any of Jacques' mannerisms?

III. Your teacher has asked you to write a composition describing a person who once helped you. Write your **composition**, describing the person's appearance, personal qualities, mannerisms and hobbies/interests.

UNIT 2 ADOLESCENCE

I. Do you communicate well with the people who are older than you? Why?/Why not? What are, in your opinion, the main causes **of** the generation gap?

II. Read the following article and then answer the questions:

Adolescence is the time of life from **onset** of puberty to full adulthood. The exact period of adolescence, which varies from person to person, falls approximately between the ages 12 and 20 and **encompassed** both physiological and psychological changes. Physiological changes usually **occur** during the first several years of the period. The physical changes signal a range of **psychological** changes, which manifest themselves throughout adolescence, varying significantly from person to person and from one culture to another.

Psychological changes generally include questioning of identity and **achievement** of an appropriate sex role, movement toward personal independence, and social changes in which, for a time, the most important factor is **peer** group relations.

Adolescence in Western societies tends to be a period of rebellion against adult authority figures, often parents or school officials, in the search for personal identity. Many psychologists regard adolescence as a **by-product** of social pressures specific to given societies, not as a unique period of biological **turmoil**. In fact, the classification of a period of life as "adolescence" is a relatively recent development in many Western societies, one that is not recognized as a distinct phase of life in many other cultures.

1. What period of life does adolescence represent?
2. What kind of changes does it encompass?
3. How do psychological changes vary?
4. What do psychological changes include?
5. What is the most important factor in this period?
6. How does adolescence manifest itself in Western societies?
7. How do psychologists look upon adolescence?

III Match the highlighted words to their definitions:

1. a person who is the same age or has the same social position or the same abilities as other people in the group _____
2. a state of confusion, uncertainty or disorder _____
3. includes, especially different types of things _____
4. the moment at which something happens _____
5. something that is produced as a result of making something else, or something unexpected that happens as a result of something ____
6. happen ____
7. relating to the human mind and feelings _____
8. something very good and difficult that you have succeeded in doing _____

IV. Answer the questions:

1. Do you have a positive relationship with the people around you?
2. What are the main reasons why you sometimes argue with your parents/friends? Do you think they are good listeners when you try to make yourself understood?
3. How do your argues usually end up?
4. What are the issues that make your generation so different from theirs?

LISTENING

I. You will hear 5 different people talking about the sort of books they like to read. For questions 19-23, choose from the list a-F what each one likes to read. Use each letter only once. There is one extra letter which you do not need to use.

A Popular non-fiction. Speaker 1

B Technical manuals.

Speaker 2

C Biographies.

Speaker 3

D Books by well-known authors from the past.

E The latest fiction.

Speaker 4

F Books on historical topics.

Speaker 5

II. You will hear a conversation between a man called Mr Jenkins, his son, Bill, and his neighbour, Mrs Smith. Answer questions 24-30 by writing **J** (for Mr Jenkins), **B** (for Bill), or **S** (for Mrs Smith) in the boxes provided.

24 Whose face shows how he/she is feeling?

25 Who mentions road safety?

26 Who interrupts other people?

27 Who feels sorry for one of the others?

28 Bill is accused of something (apart from causing damage). I Who makes this other accusation?

29 Who gets interrupted when he/she tries to explain something?

30 Whose idea is it to use the recreation ground? _____

GRAMMAR

Articles

In the following sentences decide which gaps require an article. Write *a*, *an*, or *the* or leave the gap blank.

1 _____ electric toaster was invented over _____ hundred years ago, although _____ consumers only began to show interest in it in _____ 1930s.

2 You can take _____ dogs and _____ other pets into _____ Britain but they have to have _____ passport and wear _____ microchip under their skin. _____ 'passport' is in fact _____ health certificate and _____ microchip contains _____ information such as _____ address of the pet and its telephone number.

3 When we were on _____ holiday in _____ mountains last week we saw _____ bear.

4 She works as _____ teacher in _____ school for _____ blind in Ireland. _____ school has over _____ thousand pupils.

5 Leslie: 'I'm looking forward to this concert. Have you got _____ tickets?'
Linda: 'Oh no! I've left them at _____ home. Don't worry, though. I'll get _____ taxi - I can be there and back in half _____ hour.'

Comparisons

Complete each of the gaps in 1-10 with the correct form of one of the adjectives from the box. You may have to use the comparative or superlative form or you may not need to make any change at all.

soon early boring good careful tired fast hard quiet hot

1 I knew the exam would be difficult, but I didn't expect it to be as _____ as that.

- 2 Last summer was the _____ since records began, with temperatures reaching 40° in some parts of Britain.
- 3 There are too many mistakes in this composition. You need to be a lot
- 4 He was very ill last week, but I'm pleased to say he seems to be getting _____ now.
- 5 I look forward to hearing from you as _____ as possible.
- 6 That was the _____ ' _____ film I've ever seen. I nearly fell asleep near the end.
- 7 The later you go to bed, the _____ you'll feel tomorrow.
- 8 We were the first guests to arrive at the party. We got there half an hour _____ than anybody else.
- 9 The cheetah, which can run at a speed of 110 kilometres an hour, is the _____ animal in the world.
- 10 Life in the countryside is so much _____ than in the city; no traffic, no crowds and no neighbours!

Comparative expressions

Match a line of dialogue on the left with an appropriate response on the right.

- | | |
|---|---------------------------------|
| 1 Don't get upset. You shouldn't lose your temper with him. | a More or less, |
| 2 I was in a hurry to leave and I fell over on the stairs. | b That's easier said than done, |
| 3 Amazing, Andy! How did you do that? | c He will, sooner or later. |
| 4 Do you understand what you have to do? | d More haste less speed. |
| 5 He said he'd phone me, but he hasn't. | e More by luck than judgement. |

WRITING

A **narrative** can be written in the first or the third person and describes a series of events, either imaginary or based on your own experience. A good narrative should consist of:

- a) an **introduction** in which you set the scene (people involved, time, place) in an interesting way to catch the reader's attention and make him/her want to continue reading your story;
- b) a **main body** consisting of two or more paragraphs in which you develop your story; and
- c) a **conclusion** in which you can refer to people's feelings, comments and reactions or consequences. The more unpredictable your conclusion is, the longer-lasting the impression it will make on the reader.

This type of writing can be found in novels, articles, witness statements, etc.

Points to consider

You should never start writing your story before you have decided on a plot. Sequence of events is very important. Use time words such as: **at first, before, until, while, during, then, after, finally**, etc.

Use of various adjectives (disgusted, exhilarating, etc.) and adverbs (fearlessly, surprisingly, etc.) to describe feelings and actions, as well as use of direct speech and a variety of verbs, will make your story more exciting to read. Be careful with the tenses you choose. You can use **Past Continuous** to set the

scene (*e.g. It was raining hard and the wind was blowing as Jonathan drove towards the small cottage.*), **Past Simple** to describe the main events of the story. (*e.g. Jonathan opened the garden gate and went through the garden towards the front door. He knocked on the door but there was no answer.*) or **Past Perfect** to give the background of the story (*e.g. Jonathan had been planning to visit the old cottage for months before he was able to do so*). **Present** and **past participles** can also be used. *e.g. Startled, he went round the house towards the back door.* Descriptions of people, places, objects or events and descriptive techniques can be used in a narrative when you want to emphasise specific parts of your narration.

I. Read the following story which begins with the words "Someone from the hospital called; it sounded urgent." and correct the mistakes. Write S for spelling, WO for word order, WW for wrong word, G for grammar or P for punctuation.

"Someone from the hospital called. it sounded urgent. It's your wife. Maybe you should ..."
Paul didn't wait for the secretary to finish.

He turned pale and broke into a cold sweat, then did his way hurriedly back to the car park, jumped into his car and drove crazily through the slow traffic. He had noticed the honking of horns, the screeching of brakes or the other drivers yelling furiously at him. "Please, please let her be all right," he kept saying to himself.

Minutes later, the doors of the emergency department opened and he found her in the cold reception lounge. He pushed to the front of the queue and asked for his wife, the receptionist patiently scanned the computer screen and then directed him to Room 12. Without thanking her, he dashed for the lift. Heart pounding, Paul his eyes closed for a moment, praying. He dreaded what he was about to find.

The door opened onto a dimly lighted corridor. Paul walked towards Room 12 and nervously pushed the door open. She was staying in bed, exhausting. She sleepily opened her eyes and murmured, "hello, darling."

UNIT 3 THE SOLDIER

I. What does the title of the story suggest to you? Find four terms which could be related to it.

II. Read the following story and mark the statements (1-7) as true (T) or false (F):.

A story is told about a soldier who was **finally** coming home after having fought in Vietnam. He called his parents from San Francisco. "Mom and Dad, I'm coming home, but I've got a **favour** to ask. I have a friend I'd like to bring with me." "Sure," **they replied** "we'd love to meet him."

"There's something you should know," the son continued, "**he was hurt** pretty badly in the fighting. He stepped on a land mine and lost an arm and leg. He has nowhere else to go, and I want him to come live with us."

"I'm sorry to hear that, son. Maybe we can help him find somewhere to live."

"No, Mom and Dad, I want him to live with us."

"Son," said the father, "you don't know what you're asking. Someone with such a handicap would be a terrible burden on us. We have our own lives to live, and **we can't let** something like this interfere with our lives. I think you should just come home and forget about this guy. He'll find a **way** to live on his own." At that point, the son hung up the phone. The parents heard nothing more from him.

A few days later, however, they received a call from the San Francisco police. Their son had died after falling from a building, they were told. The police **believed** it was suicide. The grief-stricken parents flew to San Francisco and were taken to the city morgue **to identify** the body of their son. They recognized him, but to their horror **they also discovered** something they didn't know, their son had only one arm and one leg.

The parents in this story are like many of us. We find it easy to love those who are **good-looking** or fun to have around, but we don't like people who **inconvenience us** or make us feel uncomfortable. We would rather stay away from people who aren't as healthy, beautiful, or smart as we are.

Thankfully, there's Someone who won't treat us that way. Someone who loves us with an unconditional love that welcomes us into the forever family, regardless of how **messed up** we are. Tonight, before you tuck yourself in for the night, say a little prayer that God will give you the strength you need to accept people as they are, and to help us all be more understanding of those who are different from us!!!

1. A soldier who had fought in Vietnam, called his parents telling them he had been wounded
2. He told them he wanted to invite a friend with a handicap to stay with them
3. His father was glad to hear that _____
4. His father told him he couldn't accept to live with someone who was a real burden
5. After a while the soldier's parents found out that their son had fallen from a building
6. Their son had been murdered _____
7. Like the soldier's parents many people don't like to be surrounded by happy and funny

people _____

III. Find synonyms for the highlighted words and phrases in the text:

1. finally _____
2. favour _____
3. they replied _____
4. he was hurt- _____
5. we can't let _____
6. way _____

7. believed _____
8. to identify _____
9. they also discovered- _____
- 10: good-looking _____
11. inconvenience us _____
12. messed up _____

IV Answer the questions:

1. What is the main theme of the text?
2. Do you feel comfortable when you are in the presence of handicapped people? Is your attitude special or do you behave normally? Why?
3. What would you do if you were in the position to help an invalid person?
4. What do you think a soldier's motivation can be to volunteer?

LISTENING

You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C.

- 1 John is about to visit Scotland. He expects that when he gets back home he will
 - A feel refreshed.
 - B find his word processor working properly.
 - C be able to revise his book.
- 2 You will hear a lecturer speaking. His main topic is
 - A the problems people have sleeping.
 - B the health effects of tea and coffee.
 - C people's mental abilities.
- 3 You will hear a man called Mr Waterson being questioned in court. He claims to have forgotten
 - A the appearance of Mrs Enderby's hair.
 - B the time of day when he last saw her.
 - C the time of day when he was watching television.
- 4 You will hear part of a conversation between a man and a woman. The woman ends up
 - A unable to believe the man.
 - B struck by his generosity.
 - C struck by his lack of generosity.
- 5 You will hear a lecturer addressing a group of students. He is concerned that the students
 - A shouldn't all try to read the same books at once.
 - B should buy the really important books which he has ordered for them
 - C should divide up so that they cover the whole of the course between them.
- 6 You will hear a conversation between two golfers. The man is losing his golf balls because
 - A there is something wrong with his club or the way he plays.
 - B there is something wrong with his arm.
 - C there is something wrong with his glasses.
- 7 Listen to part of an interview on the radio. Mr Fergusson, who speaks first, thinks that
 - A cheap houses are the best investment.
 - B dearer houses are the best investment.
 - C there's no fixed rule about whether to buy a cheap house or a dearer one.
- 8 You will hear a radio news report about a late night incident in a town. The incident involved a man protesting about
 - A rising water bills.
 - B police behaviour.
 - C wasted water or electricity.

GRAMMAR

Open cloze: Prepositions

Complete each of the following gaps with a suitable preposition. The first one has been done for you (0).

Heavy musicians

I've never been particularly fond (0) *of* heavy metal music, but my dad's a real fan. He used to go and see groups play (1) concert all the time when he was a teenager, and when he found out that one of his favourite live bands, 'Black Purple', was going (2) tour again, he just had to get tickets. He told me the lead vocalist as famous (3) being a bit crazy and that he used to jump off the stage (4) the audience. I knew they'd had a few records (5) the charts (6) the seventies, and the two or three tracks I'd heard (7) the radio didn't sound too bad, so when my dad asked me to go with him I agreed. When they came (8) stage I began to realize I'd made a big mistake. All the members of the band were (9) least 60 years old, they all looked really (10) of condition and they produced some of the worst sounds I've ever heard. The guitarists were either extremely untalented or their instruments just weren't (11) tune. The drummer looked completely uninterested (12) everything and seemed to be playing the same beat over and over again. And as for the lead vocalist, he was quite good (13) jumping up and down, but he certainly couldn't sing. I got fed up (14) it all after about three songs and wanted to go home, but my dad made me stay (15) the end.

Phrasal verbs

Complete each gap with the appropriate form of one of the verbs from the box. In each section, 1-6, the verb required for both spaces, **a** and **b**, is the same. There is an example at the beginning (0).

wear	put	pass	break
come	get	bring	

- 0 a He *passed out* at the sight of blood, and didn't regain consciousness for over a minute.
b I took the day off work - I didn't want to *pass* my cold **on** to everyone there.
- 1 a He suffered a heart attack, which may have been _____ **on** by stress.
b She was unconscious, so I threw water over her face in an attempt to _____ her **round**.
- 2 a My energy levels are low, and I feel absolutely **out** when I get home from work.
b I started to feel pain as the effects of the drug began to **off**.
- 3 a I fully intended to go to the dentist's last month, but I never _____ **round to** making an appointment,
b I hope I _____ **over** this flu soon - I don't want to be ill when I go on holiday.
- 4 a The cholera epidemic _____ **out** in Peru in January 1991 and spread rapidly to neighbouring _____ countries,
b I'm allergic to dairy products; if I eat any, I **out in** a nasty rash.
- 5 a I'm in agony - I tried to lift up the television on my own and I _____ my back **out**.
b She was suffering from an upset stomach, which she _____ **down to** the fish she'd eaten the night before.
- 6 a Denise has just phoned from her sick bed - she's _____ **down with** a flu bug, apparently.
b Scientists have yet to _____ **up with** the definitive cure for baldness.

WRITING

FORMAL LETTERS

Remember that formal letters begin and end with either: Dear Sir/Madam, Yours faithfully, or Dear Mr/Mrs/Ms Smith, Yours sincerely,

All formal letters begin with the reason for writing - e.g. *I am writing to request .../inform you.../complain about.../apologise for... I apply for... /etc.* In addition, you can include one or more of the following:

- who you are - e.g. *I am writing on behalf of my English class...*

- a reference to something you have seen or read - e.g. *I am writing in response to your article in last Tuesday's issue of Education News.*
- details of place, time, people spoken to, etc, e.g. *... while I was attending the seminars for students on 4th May*

Depending on the reason for writing, letters can end with one or more of the following:

- A summary of the main body
- A reiteration of the reason for writing °
- A reassurance
- A reference to future action

An expression of gratitude

INFORMAL LETTERS

Informal letters usually begin and end with first names in the following way:

Dear John, Lots of love, Susan/ Dear Margaret, Take care and write soon, Bill.

Informal letters can begin with the reason for writing, e.g. *I thought I would write to let you know about this fantastic new I course that's being offered.*

Alternatively, they can begin with an informal greeting, | e.g. *How are you doing?*

The closing comment depends on the content of the letter - e.g. *Write soon and let me know what you think. / Why don't you give it a try?/ etc*

Letters are written for a variety of reasons. These include:

- giving information • requesting information • making complaints
- making corrections • making suggestions • asking for permission
- giving advice, etc.

Two or more of these reasons for writing could appear in the same letter. (e.g. *Write a letter thanking someone ... explaining that you have decided to... and asking for their advice on...*)

STYLE

The style of writing in your letter can be formal, semi-formal or informal, depending on the rubric and the target reader. You should make sure that you keep the same style throughout your letter.

LAYOUT

All letters should include the following:

An appropriate greeting (e.g. *Dear John, Dear Sir, etc*), followed by an introduction with your opening remarks (e.g. *How are you, etc*) and your reason for writing (e.g. *I thought I would write and tell you about my holidays, etc*).

- A main body which contains the information requested by the rubric.
- A conclusion where you can summarise the main points and/or make reference to future action. You should include your closing remarks (e.g. *Write back soon, etc*), followed by an appropriate ending (e.g. *Yours faithfully, John Smith, etc*)

I Work in pairs. Read model A, and say if it is appropriate. Think about whether:

- the paragraphs are clearly organised
- the writer follows the instructions in the rubric
- the style is appropriate for the target reader

Dear Tim,

Hi - how are you? I'm good but I have exams this week at school. I write to answer your letter in which you ask for my advice.

There are a range of options you could choose from. But before I begin with those, I like to say it's a shame you can't take extra lessons. I had extra lessons when I wanted to improve my French and that it helped a lot, but that was also because of my teacher. She was the best! Anyway, you could listen to the English music more often.

Of course you shouldn't spend hours to listen to music. That's just a waste of time! Listening to songs in English is a good way to learn new vocabulary, and it's fun too! Furthermore, if I was you I'd read more in English. You can also have conversations with a friend in English, and then correct each other's mistakes. Be serious, though. I did it once and we just ended up laughing the whole time! I recommend that you accept these advices on the matter. Your sincerely, Angela

Unit 4 Good health

I. Look at the title of the article and the pictures and try to predict what the article is about?

II. Read the article and then correct the sentences related to the text:

If you want to feel **fit** you'd better go in for one kind of sport or another. I should admit that everyone must do all he can to be **healthy**. Good health is **better** than the best medicine. «You have a sound mind in a sound body» as the old Latin saying goes. The English proverb «Sickness in the body brings sickness to the mind» expresses a **similar** idea but from a different point of view. All kinds of physical exercises are very useful to make our bodies **strong** and to keep fit and healthy. To tell the truth I don't do sports regularly and it is not an essential part of my daily life. In the morning I do some exercises just to awake. Then some aerobics for myself. It puts me into the **fine moods**. In summer I go swimming as there is a beautiful river with pure water where my Granny lives. In winter, it's rather long at our place, I should say, I prefer skiing (There is nothing like the sight of a winter forest - a **real** fairy tale). I like to ride the bike and tobogganing in winter. Mum says that I'm too old to do it, why not after all? I shouldn't call myself a sports fan. Of course, I **like** to watch sports competitions on TV. Fortunately, they show different ones - football, basketball. I like tennis tournaments very much. I think it's a very intelligent kind of sport for clever thinking people. I also admire skiing championships and swimming. But what I like most is basketball. The best games are viewed on TV. I came to know that **modern** basketball appeared in 1891 in the USA. The originator, John Naismith was a coach at the college. He invented the baskets and the rules of the game. Since then basketball has become very popular and is spread all over the world. It is the sport of strong tall men, the sport of giants.

1. You can go in for one sport or another if you want to feel depressed.
2. Everyone must do all he can to earn money
3. All kinds of pills are very useful to make our bodies strong and to keep ourselves fit and healthy.
4. In the morning I do some exercises just to fall asleep easily.
5. In summer I go swimming as there is a big hole full of mud.
6. Mum says I'm too drunk to ride the bike and tobogganing.
7. I shouldn't call myself a drug addict.
8. What I like most is gambling.
9. John Naismith was a researcher at the college.
10. Basketball is the sport of short men, the sport of dwarfs.

III. Give the opposites of the highlighted words or phrases in the text:

- | | |
|------------------|---------------------|
| 1. fit _____ | 6. strong _____ |
| 2. healthy _____ | 7. fine moods _____ |
| 3. better _____ | 8. real _____ |
| 4. similar _____ | 9 I like _____ |
| 5. useful _____ | 10. modern _____ |

IV. Answer the questions:

1. Do you practice any sports? Which one(s) ?
2. Where do you go in for it / them? Does anyone join you?
3. Do you do sports to keep healthy or just for entertainment?
4. What is the importance of exercise in keeping a diet?

Listening

I. You will hear five people talking about memorable experiences they have had. For questions 19-23, choose from the list A-F what happened to each one. Use each letter only once. There is one extra letter which you do not need to use.

- | | |
|--------------------------------|-----------|
| A Given the sack. | Speaker 1 |
| B Rescued by the fire brigade. | Speaker 2 |
| C Drenched by a downpour. | Speaker 3 |
| D Covered in paint. | Speaker 4 |
| E Covered in dye. | Speaker 5 |
| F Wet from a river or lake. | |

II. You will hear a conversation which takes place on a busy pavement between an inspector from the government, a woman called Mrs Turnbull and a woman who is passing by. Answer questions 24-30 by writing **I** (for inspector), **T** (for Mrs Turnbull) or **P** (for passer-by) in the boxes provided.

- | | |
|--|----|
| 24 Who makes a mistake about what someone else thinks? | 24 |
| 25 Who gets a name wrong? | 25 |
| 26 Who represents a campaigning group? | 26 |
| 27 Who cares about wildlife? | 27 |
| 28 Who says the road would only be moved a short distance? | 28 |
| 29 Who says the road could be raised in places? | 29 |
| 30 Who thinks he/she is being treated unfairly? | 30 |

Grammar

Conjunctions

Rewrite each of the sentences using the word given. There is an example at the beginning (0).

- 0 She wore dark glasses because she didn't want to be recognized, **(so that)** She wore dark glasses so that she wouldn't be recognized.
- 1 I don't like boxing, but I still enjoyed the film 'Ali'. **(even)**
 - 2 Two of their players were sent off, but they still won the game, **(despite)**
 - 3 If we don't phone her, she'll worry about us. **(otherwise)**
 - 4 It doesn't matter how I comb it, my hair always looks a mess! **(however)**
 - 5 You might want some more later, so I'll leave the plate there, **(in case)**
 - 6 We spoke very quietly because we didn't want to wake my dad up. **(so as)**

Gerunds and infinitives

Complete each of the following gaps with either the gerund or the infinitive of the word in brackets.

- 1 I don't mind _____ (look) after the neighbour's cat for a week, but I refuse _____ (have) it here in the house.
- 2 At first I was really keen on the idea of _____ (learn) _____ (speak) Swahili, but now I'm beginning _____ (think) it's a bit of a waste of time.
- 3 There appeared _____ (be) no one in the house. Pickering considered _____ (climb) through one of the open windows but if he did this, he risked _____ (attract) the attention of the neighbours. He decided _____ (wait) until it was dark.
- 4 Please stop _____ (make) so much noise. I'm trying _____ (concentrate).

- 5 I really don't feel like _____ (go) out tonight. I'd prefer _____ (stay) in and watch a DVD.
- 6 _____ (give) up chocolate is a good idea, but if you intend _____ (lose) ten kilos in three months you'll have to do a lot more than that!
- 7 I'm delighted _____ (hear) you're coming to the wedding. Rachel and I are certainly both looking forward to _____ (see) you again.
- 8 I've been meaning _____ (paint) the front door for ages, but I keep _____ (forget) _____ (buy) the paint.
- 9 We'd really like _____ (live) in the city centre but it's virtually impossible _____ (find) a three-bedroomed flat at a price we can afford (pay).
- 10 I left school when I was 16 _____ (work) in my father's firm, but now I regret not (go) to university.

Countable and uncountable nouns ,

Underline the alternative which cannot be used.

- 1 Have you heard *any/a/the* news about the accident?
- 2 I didn't speak *a large number/a great deal/a lot* of English when I was in London.
- 3 *Many/Several/Every* people in our neighbourhood have complained about the smell from the factory.
- 4 They didn't give us very much *advice/suggestion/information* about where to look for a cheap *guest house/hotel/accommodation* in the town.
- 5 Could you pass me a *piece/bar/slice* of bread please?
- 6 a: Would you like *some/any/few* more chips?
b: No, thanks. I've already got *plenty/much/enough*.
- 7 We haven't got *no/any/much* cheese left. Could you buy *a few/a little/some* on your way home tonight?
- 8 Come on, let's go out for a meal. We've still got *a little/little/plenty* of money.
- 9 I think I'll have *some more/another/any more* coffee.
- 10 Don't put *too much/another/any more* chicken in my sandwiches. A couple of slices is plenty.

Writing

Opinion essay

- I Work in pairs. Discuss the proposition. Do you agree or disagree with it? Brainstorm ideas for and against.

Computers will soon make pens, paper and hand-writing obsolete.

When you are expressing your own opinion in the essay, it is acceptable to use first person pronouns. *I am convinced that... I am of the opinion that...* However, to avoid over-use of personal pronouns, opinions, judgements and arguments can be introduced using impersonal language, for example passive structures or preparatory *it*.

It is interesting how much ...

It would appear that...

It is undoubtedly true/highly likely that...

It is usual/important/impossible, etc. for... to ...

It is right/wrong to suggest that...

- II Read the writing tip. Then rewrite the sentences using preparatory *it* and the words in brackets.

- 1 We have to remember that people have been using pen and paper for centuries, (bear in mind)
- 2 I'm pretty sure that paper won't become obsolete, (almost certainly true)
- 3 Some people say that it's a waste of time teaching children to write neatly, (be argued)

- 4** I simply cannot believe that paper will become obsolete, (inconceivable)
- 5** What surprises me is how few people can write neatly, (surprising)
- 6** I think children really should be taught to touch-type at school, (essential for children)
- 7** People who say that paper and pen will become obsolete are wrong, (wrong to suggest)

III. Plan an opinion essay about the proposition in exercise **1**.

Paragraph **1** Introduction

Paragraph **2** Points in support of your opinion

Paragraph **3** Points in support of the opposite opinion

Paragraph **4** Conclusion

UNIT 5 HOME AND ENVIRONMENT

I. Read the following article about home and environment. For questions 1-6 choose the correct answer A, B, G or D.

Environment affects action. It is a simple reality of our world. Humans are built to take in the space around them, evaluate it according to a set of inner elements, and then to react accordingly. It is a powerful and important part of our survival toolkit.

This fact is made clear in the home, where you and your family spend the majority of your time. If your home is a warm and inviting environment, then people will be more likely to congregate there. If it is uncomfortable, strangely decorated, or full of weird and distracting colors, then you might often find your nest empty.

These effects are even more subtle than simply making people more comfortable, or more likely to come over. Clutter is one factor that can have a tremendously powerful impact on behavior. If your home is messy and full of useless clutter, then the minds of the people residing there will tend to be chaotic. As they look around, their minds will recoil at the avalanche of stimuli, and will adjust accordingly, making them more open to chaotic cluttered thoughts themselves.

By contrast if your home is neat, organized, and serene, then your family members will look around and their minds will melt easily into these characteristics, making them more able to react in a peaceful, organized, and serene matter.

Colour is another important factor, especially if you are raising small children in this home. Colour is one of the most powerful subconscious factors that people use to evaluate if an environment is safe or dangerous. Extreme colors such as bright oranges, reds, and yellows, will stimulate a person's mind, making them more alert. It will also make them more aggressive, and irritated. By contrast cool sage, gentle earth tones and dreamy blues will make the space more relaxed, and lethargic, for the people in your family.

When decorating your home it is important to pay attention to more than just the beauty or decorative nature of the space, *You* actually have to look below the surface, to see what the environment will mean to the subconscious minds of you and your family members, by paying attention to these subtle cues, you can nurture the sanity and strength, and health of the people that you love in a wholly new way.

1. What are humans supposed to do about the environment to survive?
 - A. to take in the space around them, evaluate it according to a set of inner elements, and then to react accordingly;
 - B. to evaluate the space around them in order to decorate it;
 - C. to take in the space around them and then to react accordingly,
 - D. to evaluate it according to the furniture and decorate it properly.

2. People are more likely to come to your home if
 - A. you are a good host;
 - B. you spend most of your time there;
 - C. it is a warm and inviting environment;
 - D. they are good friends of yours

3. The people's behavior becomes chaotic
 - A. if your home is unwelcoming;
 - B. if your home is messy and full of useless things;
 - C. if your home is full of pieces of furniture;
 - D. if they don't feel comfortable at your home.

4. The family members will be calm, organised and well-balanced
 - A. when your home is neat and the things are put in order;
 - B. if your home is clean and well-furnished;
 - C. if your home has just been painted;
 - D. if you are kind and calm

5. People in your family are more relaxed and serene
 - A. if the colours of the environment are extreme, such as bright oranges, reds and yellows;
 - B. if the colours of the environment are gentle earth tones and dreamy blues;
 - C. when they feel safe;
 - D. when the atmosphere is peaceful.

6. When decorating your home it is important
 - A. to make a good selection of colours;
 - B. to consider the shapes of the decorations;
 - C. to furnish it properly;
 - D. to give a meaning to your environment

LISTENING

You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C.

- 1 You overhear a customer complaining in a shop or garage. She is complaining about
 - A a coat.
 - B a car.
 - C - a skirt.
- 2 You will hear someone speaking on the telephone to a taxi firm. He is going to
 - A cancel his journey.
 - B ring another taxi firm.
 - C just wait for a taxi to come and pick him up.
- 3 You will hear a dentist and his patient speaking to one another. The patient is going to have two teeth removed because
 - A they're too bad to save.
 - B he's tired of having them filled.
 - C he's in pain.
- 4 You will hear a mother who is pleased with the good report her son has just brought home from school.
The most surprising improvement in Peter's work is in
 - A geography.
 - B maths.
 - C -French.
- 5 You will hear a conversation between a child and the person who is teaching him to play the drums. The teacher wants his pupil to
 - A play faster.
 - B play more lightly.
 - C practise hitting the drums more sharply.
- 6 You will hear a man who is not very happy about a job which someone has offered him. His main concern is

- A the pay.
 B the chance of having his money stolen.
 C the risks and responsibilities he would have to take.
- 7 You will hear a travel agent talking to someone who is booking airline tickets. His journey will finish in
 A Dresden.
 B Moscow.
 C Amsterdam.
- 8 You will hear the start of a lecture about how people are affected by different colours. The lecturer thinks that blue is a bad colour for
 A national flags.
 B china and plates.
 C food.

GRAMMAR

Modal verbs: *might, could, may, can*

I In 1-7, complete the second sentence so that it has the same meaning as the first. There is an example at the beginning (0).

0 Would you mind lending me your pen for a moment? May I borrow your pen for a moment?

1 Although he lives here, we never see him.

He may _____.

2 They're very likely to ask you to speak French during the interview. You may _____.

3 Perhaps she didn't know you were married.

She might _____.

4 He had a good chance of getting the job, but he didn't apply.

If he'd applied for the job, he could _____.

5 I rarely use my bike these days, so it would make sense if I sold it.

I rarely use my bike these days, so I may _____.

6 Why on earth didn't you tell me you were vegetarian? You might _____!

7 It's unlikely she was enjoying herself very much. She can't _____.

II. For questions 1-8 below, use the information in **a** to complete the gap in **b**, which is more formal. Choose from the words in the box. There is an example at the beginning (0).

	obliged	obligatory	obligation	permitted	forbidden
recommended	supposed	required	presumed		

0 **a** We don't have to give the money back.

b We are under no *obligation* to refund the money.

1 **a** You mustn't smoke anywhere in the building.

b Smoking is not _____ in any part of the building.

2 **a** They've been told they mustn't speak to the press, **b** They have been _____ to speak to the press.

3 **a** You really should wear strong shoes.

b Sturdy footwear is strongly _____.

4 **a** You needn't pay until the course finishes.

b Payment is not _____ until the end of the course.

5 **a** Don't feel you have to give anything.

b You should not feel _____ to contribute.

- 6 a It should have got here a couple of weeks ago. b It was _____ to arrive a fortnight ago.
- 7 a They think he must have left the country, b He is _____ to have left the country.
- 8 a You must wear a seat belt.
b The wearing of seat belts is _____ .

III. Complete the gaps with the correct form of one of the following verbs. In some cases more than one answer may be possible.

must have to need to should

- 1 I know it's not my business, but if you're not feeling very well, then I think you _____ take the day off work.
- 2 We were planning to go out tonight but I _____ finish writing this report for my boss instead.
- 3 If you feel you _____ look up any words in the text, use an English-English dictionary.
- 4 I _____ remember to get some eggs on the way home from work tonight. I want to make a cake.
- 5 _____ write a story about ourselves or can we write one about someone we know?
- 6 I'm sorry I'm a bit late - I _____ go to a meeting and it lasted longer than I expected.
- 7 I've told you before, you _____ hand in your homework to me on time – I don't want tell you again!
- 8 You really _____ try and stop biting your nails. They look so ugly like that.

IV. Complete each of the spaces with one of the negative modal forms from the box, together with the correct form of the verb in brackets. More than one answer may be possible.

mustn't don't need to shouldn't needn't
don't have to didn't need to didn't have to needn't have

- 1 What a waste of time! I _____ (revise) 16th century European history; none of it came up in the exam.
- 2 We _____ (pay) for a babysitter for Luke last night; my parents looked after him at their house.
- 3 The Christmas holidays are a little longer than usual this year. We _____ (go) back to school until January 10th.
- 4 You _____ (tell) anyone what I've just said. I'll be very angry if you do.
5 I know I _____ (have) any more cream cakes, but it is my birthday after all.
- 6 I realize now, of course, that I _____ (buy) all this wine for the party; we've got a lot of bottles left from the last one we had.
- 7 You _____ (worry) about your car while you're away on holiday. We'll look after it for you.
- 8 He _____ (go) to prison in the end. The judge let him off with a £900 fine.

WRITING

REVIEW

Task

The editor of your college English language magazine has asked you to write a review of two films you have seen recently saying why one of the films is likely to be of particular relevance and interest to students at the college and why you believe the other is not worth watching. Write your **review**.

DO indicate the structure of your review in the first paragraph.

DO start your review with a humorous or catchy comment to attract your audience's attention.

In reviews of more than one event, DO use the language of comparison and contrast.

DO use vocabulary specific to the event (film/TV/play/concert) you are reviewing.

DO give information about the cast, director or screenplay.

DON'T forget to cover all the points mentioned in the task

DON'T just describe the plot; offer your evaluation.

DO end your review with a recommendation.

DON'T tell your readers about the ending if it will ruin the film or book for them.

Model answer Video of the Week

I rented 'Days of Wonder' and 'My Cure for the Summertime Blues' from my local video club last week. The first video I watched was well worth the money and time and has an important message for people like us; all I can say about the second is that you'd be better off spending your spare cash on a takeaway pizza.

You'll be surprised I'm sure that 'Days of Wonder' was the second and not the first video I watched. Despite a star-studded cast including Caroline Nayra Smith, a director (Ann Champion) with a string of film successes behind her and a **screenplay** based on the novel of the same name, 'Days of Wonder' just doesn't work. Changing the setting from 17th century Paris to contemporary Sydney, while leaving the script in the baroque style of the original novel, is particularly ineffective. What's more, it's impossible to believe that a man would contemplate killing someone merely for speaking to his girlfriend.

Ten minutes into 'My Cure for the Summertime Blues', however, I was amazed to find myself laughing till I cried and nodding in agreement with almost every line of the script. I'd never seen any of the actors before but I found their portrayal of teenagers from a London comprehensive on holiday in Greece completely convincing. The film also has a clear message for young people: that caring about others and the planet mean a lot more than money or good looks.

So, if you're looking for a way to spend an evening **with friends watching something that you 'll all enjoy** and which really does have something important to say then leave 'Days of Wonder' on the shelf and spend your money on 'My Cure for the Summertime Blues'.

USEFUL LANGUAGE

BOOK (FICTION)

Types: thriller, mystery, whodunit, romance, science fiction, fantasy, historical

Elements: character, plot, dialogue, setting, atmosphere, author, novelist, writer

BOOK (NON-FICTION)

Types: coffee table book, cookery book, travel book, encyclopedia, dictionary, textbook, manual

Elements: chapter, section, index, glossary, illustration, author, editor

FILM

Types: (as for fiction) + adaptation, comedy, animation Elements: screenplay, script, set, role, costume, design, photography, special effects, animation, soundtrack People: cast, actor, director, producer, scriptwriter

PLAY

Types: (as for film) + farce, musical

Elements: act, scene, set, role, costume, lyrics, music, design, stage

People: (as for film) + playwright, composer CONCERT

Types of group or musician: rock group/band/musician, (lead, bass, rhythm) guitarist, (lead/backing) singer, drummer, folk singer/guitarist, country and western singer, jazz band/quartet/trio/singer, orchestra, quintet/quartet/ ensemble/soloist/violinist/cellist

Elements: song, lyrics, tune, piece, symphony, concerto, cantata, score, stage, theatre, hall, auditorium

People: songwriter, composer, conductor

EXHIBITION

Types: painting, sculpture, photography, furniture, design, handicrafts

Elements: gallery, catalogue, displays TV PROGRAMME

Types: series, documentary, soap opera, drama, situation comedy, chat show, debate, current affairs programme People: compere, presenter, host, director, producer, scriptwriter, cast, actor

PROVIDING BACKGROUND INFORMATION

'A horse of a different colour' is Michael Gordon's fourth novel I second film I first major role I second individual exhibition.

'In the beginning was the word' came on at Odeon cinemas last week and I went along to see it

INTRODUCING A BRIEF ACCOUNT OF THE PLOT

Set in 18th century London, the film tells the story of I recounts events in the lives of three sisters.

In the breathtaking landscape of northern Canada, the book examines the themes of solitude and intimacy.

On the eve of the First World War, the series introduces us to the Wilson household.

COMMENTING CRITICALLY

/ found the plot rather conventional/predictable/contrived/ completely bizarre/absurd/incomprehensible. The novelist has succeeded in creating an extremely intricate/complex plot/entirely believable/life-like characters.

The characters are completely believable/unconvincing and the dialogue is witty/stilted and natural/artificial. The ballerina was absolutely brilliant/was verging on the incompetent.

A particular strength/weakness of the production was the set design by Marcelo Camilleri.

The exhibition catalogue is economically priced! ridiculously over-priced.

PROVIDING A RECOMMENDATION

/ would strongly advise you not to miss/waste your money on 'Ain't got a clue'. I would definitely recommend seeing/visiting/reading/having a look at 'Melbourne: a sentimental journey'.

For those who enjoy contemporary music, Tropical String Quartet are not to be missed.

Go and see 'Momix'. You'll be amazed.

COMPARING AND CONTRASTING (STRENGTHS OR TWO EVENTS)

While/Whereas/Although/Despite the fact that/In spite of the fact that characterisation was particularly strong, the plot gradually lost credibility.

The cast is brilliant; especially when you take into account how truly dreadful the script is. 'I remember what you did last winter' is a masterpiece; 'Looking for Sam' is the opposite.

Both films are likely to appeal to younger audiences, but 'Postmortem' will be especially appealing. Neither the novel nor the film fully convinced me, though the character of Margo really comes alive on the screen.

UNIT 6 I'd rather listen to music while studying

- I. Read the following report on students who prefer music over silence when studying. For questions 1-6 choose the correct answer A, B, C or D.

While walking around a college campus or dorm, one is bound to either see a student wearing headphones or hear music playing in a dorm room. It almost seems as though music has become a part of life.

Today, some students feel that listening to music while studying is an essential that keeps focus, while others seem to feel that studying with music is a distraction.

So who is right in this debate? According to surveys given by the Washington Post, whether one chooses to listen to music while studying or to study in silence, the material will be learned and comprehended. The catch is that the "brain system involved were different."

Those who listen to music while studying will learn the material, but will have less flexibility in applying the information. On the other hand, those who do not study with music will learn the same information, but will be able to apply the knowledge to other situations other than the classroom and retain the information.

The reason for this is due to the part of the brain called the hippocampus. While listening to music or multi-tasking, it becomes split, making the focus 50 percent in the music and 50 percent on the work. Meanwhile, studying in silence keeps the hippocampus 100 percent focused on the work.

So what is the "correct" way to study with music? It is said that if one must study with music on, the best way is to listen to music with no words, like classical, or even music that is familiar so that there is no longer thought involved. Studying this way with music keeps the focus on studying and not on the words or the beats of the music. It will in turn become the background of studying and no longer in competition.

At Cabrini, it seems as though the majority seem to listen to music while they study or do work. There are still some who prefer silence, while for others it depends on the subject or how hard the work is that is being worked on.

Overall, it seems that each has their own way of studying with or without music. Each preference is different and no two answers are alike, but in the end, who is truly the better student?

1. When do you usually see a student wearing headphones or hear music playing in a dorm?
 - A. while going to a hostel
 - B. when you are in a hotel room
 - C. while walking around a college campus or dorm
 - D. as you are walking in the street
2. What do students feel about listening to music while studying?
 - A. some of them think it is relaxing, others consider it a bore
 - B. some of them think it is useful, others consider it is useless
 - C. some of them think it is a pleasure, others consider it a discomfort
 - D. some of them think it is essential, others consider it a distraction
3. What will happen to those who listen to music while studying?
 - A. will learn the material, but will have less flexibility in applying the information.
 - B. will learn the material, but won't be able to apply it in a different context at all
 - C. won't understand the material
 - D. will learn the material and will be able to apply it in a flexible way
4. What happens to the brain of a person who studies in silence, without listening to music ?

- A. it is kept 100 per cent focused on the work
 - B. it focuses 50 per cent in the music and 50 per cent on the work
 - C. it does a multitasking work
 - D. it focuses 50 per cent on the work
5. What kind of music should we choose to be able to concentrate on studying?
- A. classical
 - B. pop
 - C. without any words
 - D. country
6. What really matters in the end?
- A. keeping silence while studying
 - B. listening to music while studying
 - C. the kind of music we listen to
 - D. who is the better student

Listening

You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C.

- 1 You overhear this conversation between a doctor and her patient, Mr Jones. Mr Jones wants the doctor to
 - A give him some medicine.
 - B send him to hospital.
 - C examine him.
- 2 You will hear a dentist's receptionist talking to a patient, Mr Brownlow, on the phone. The receptionist offers Mr Brownlow
 - A just an appointment for a thorough inspection.
 - B about six appointments. I
 - C the chance to have all his treatment at once.
- 3 You will hear a woman and a man discussing Charlie, who has injured his leg. Charlie is
 - A a cat.
 - B a dog.
 - C a child.
- 4 You will hear someone introducing some performers called The Bouncing Beans. The Bouncing Beans are
 - A magicians.
 - B dancers.
 - C acrobats.
- 5 You will hear an angry market trader speaking to his supplier on the telephone. The trader refuses
 - A an apology.
 - B a refund.
 - C a fresh delivery.
- 6 You will hear two people discussing a minor road accident. According to these people, which vehicle was stationary when the accident happened?
 - A the bus or the lorry
 - B the van
 - C one of the cars
- 7 You **will** hear this announcement on a chat show. Mr Cooke is famous as
 - A a singer.

B a violinist.

C a fashion designer.

8 You will hear a couple - a woman called Alice and a man called Peter - who are going to a wedding reception together. Alice suggests that if they buy some clothes beforehand they can

A put them in their car.

B take them to the reception in smart bags.

C wear them at the reception.

Grammar

Causative *have*

Write out the following sentences using the correct forms of causative *have* and the main verb. Add any other words which may be necessary.

0 I/have/coat/dry-clean/week ago. I had my coat dry'-cleaned a week ago.

1 We/have/car/repair/yesterday.

2 I want/have/photo/take.

3 She/never/have/ears/pierce/before.

4 I/have/hair/cut/5 o'clock/tomorrow.

5 They/probably/have/house/paint/next month.

6 I/always/have/my suits/make/Milan/now.

Active and passive

Complete each of the gaps with an appropriate active or passive form of the verb in brackets. You may need to use more than one word in each gap.

1 Glenn Lambert _____ (release) from prison yesterday, ten years after _____ (find) guilty of a crime he _____ (not commit).

2 Our car _____ (repair) at the garage at the moment. I _____ (tell) yesterday that it probably _____ (not be) ready until next Friday.

3 **a:** I _____ (ask) to give a talk at the conference next month.

b: So have I. I _____ (not prepare) mine yet. How about you?

4 **a:** What _____ (happen) to those boys who _____ (catch) spraying paint on the walls of the school last year?

b: Don't you remember? They (make) to clean it all off. It _____ (take) them three days altogether.

5 Three million chocolate bars _____ (produce) at this factory each week. Over one million of these _____ (sell) in the UK, and the rest _____ (export) to other European countries.

6 My great grandfather _ (give) a beautiful clock when he retired in 1960. When he (die) in 1980, the clock _____ (stop) working; it still _____ (not fix).

7 A Roman necklace, which _____ (think) to be worth over two million pounds, _____ (find) last week by Audrey Perham while she _____ (walk) her dog in Queen's Park, Brighton.

8 There were two of them, both about ten years old. They came into my garden and _____ (destroy) all the flowers. The police _____ (not do) anything. It's not right - they shouldn't _____ (allow) to get away with it!

WRITING

REPORT

Task

You were contacted by an international research company looking at sporting activities in your area. You agreed to interview fifty people using the questionnaire below and to write a report describing the existing level of participation in sporting activities in your community including any factors which discourage people from taking part in sport and recommending ways of encouraging more people to take up a sport.

QUESTIONNAIRE ON PARTICIPATION IN SPORTING ACTIVITIES

- Do you take part in sporting activities? If so, which ones?
- What prevents you from taking part or from taking part more?

Write your **report**.

Model answer

DO begin by stating the purpose of your report.

DO use an impersonal formal style.

DO use lists of points.

DO develop the ideas in the input.

DO use clear layout with headings.

DON'T let your report look like a discursive composition.

DO summarise information succinctly by using invented statistics.

DO divide your report into sections according to the input.

DO express opinions and recommendations in the last section of your report.

DO use footnotes for extra information, definitions and clarification.

Participation in Sport in Santa Maria

Introduction

The principal aims of this report are to:

1 provide an overview of participation in sporting activities by members of my local community (Santa Maria).

2 indicate factors preventing greater participation.

- 3 make recommendations as to how greater participation might be achieved.

- I interviewed fifty people between the ages of 13 and 82 living in Santa Maria using the questionnaire provided.

- Participation

Thirty-seven of the people interviewed took part in at least one sport activity and seventeen took part in two or more. The most popular of these was football (20), followed by various keep fit activities e.g.

- jogging, aerobics, walking (17) and then by tennis (7), swimming (6), basketball (5) and martial arts (5).

- Factors preventing fuller participation

There was a clear division between those who already took part in a sport and those who did not. The former group cited cost of equipment (17) and lack of facilities e.g. courts, football pitches (15) as the main factors preventing them from taking part more. Those who did not play a sport, on the other hand, cited poor health (6)*, lack of time (10) and lack of interest (5) as the main factors.

- Recommendations

In my opinion, encouraging those who currently take no part in sports should be a priority. I recommend, therefore:

- an advertising campaign to promote keep-fit activities for the over-60s.
- more flexible timetables at council-run sports centres.
- introduction of new activities e.g. water aerobics.

Those who already take part in some sporting activity will be encouraged to do more by the creation of more sporting facilities.

- It should be noted that these individuals were all over sixty-five.

USEFUL LANGUAGE

STATING THE PURPOSE

The aim/purpose of this report is/was to describe/evaluate/present ...

In this report, I will describe/evaluate/present ...

This report provides a description/evaluation/presentation ...

DESCRIBING HOW YOU GOT YOUR INFORMATION

I spoke to /interviewed several members of our sales staff...

Members of the local police force answered a questionnaire ...

I visited three hotels: the Maritime/; the Plage Royale and the Shackelton ...

I conducted a survey among college graduates ...

Car owners were invited to attend a focus group ...

REPORTING YOUR RESULTS

Most people said/expressed the opinion that...

According to Dr Ann Wilkinson, the funding is inadequate ...

A high/small/significant proportion of those surveyed/respondents said that ...

25% of the older residents ...

A small group (6) felt that the situation had deteriorated.

PRESENTING A LIST

The points in favour/against introducing genetically modified foods can be summarised as follows:

1 ...

2 ...

The following reasons were given for lack of participation in local festivals:

1 ...

2 ...

Arguments in favour of/ against the introduction of a local television channel were:

1 ...

2 ...

There are a number of ways in which facilities for the parents of small children could be improved:

1 ...

2 ...

MAKING RECOMMENDATIONS

In the light of the results of the survey/questionnaire the introduction of a small fee would seem to be the best choice /option/ solution.

I would recommend, therefore, the purchase of five more computers and laser printers.

My recommendations are the following:

- Look at these two tasks. Decide which one you are going to answer.
-
-

- "TASK

An international organisation has asked you to write a report for a survey it is carrying out into trends in weather change around the world. They would like you to describe the main seasons in your country and typical weather conditions associated with these seasons. You should also describe any changes in weather patterns over the last 25 years that you are aware of and suggestions as to possible causes. They have asked you to indicate any consequences of these CHANGES IN WEATHER

- Your school/college is considering 'adopting' a particular animal in danger of extinction. This would involve giving money and distributing information about the plight of the animal. You have been asked to select one particular animal that you believe is at serious risk of extinction and to write a report describing the animal and its habitat, the reasons why it could become extinct and any action that you think that could help save its future. You should conclude your report by saying why you believe this animal in particular deserves the support of your school/college.

- Write your report in about 250 words.

UNIT 7 SCHOOLING AND EDUCATION

I. Can you predict what the article is about? Is there any difference, in your opinion, between schooling and education?

II. Read the article about schooling and education and mark the statements (1-7) as true (T) or false (F).

It is commonly believed in the United States that school is where people go to **get an education**. **Nevertheless**, it has been said that today children **interrupt** their education to go to school. The distinction between schooling and education implied by this remark is important.

Education is much more open-ended and all-inclusive than schooling. Education knows no bounds. It can take place anywhere, whether in the shower or in the job, whether in a kitchen or on a tractor. It includes both the formal learning that takes place in schools and the whole universe of informal learning. The agents of education can **range from a revered** grandparent to the people debating politics on the radio, from a child to a distinguished scientist. Whereas schooling has a certain predictability, education quite often produces surprises. A chance conversation with a stranger may lead a person to discover how little is known about other religions. People **are engaged** in education from infancy on. Education, then, is a very **broad**, inclusive term. It is a lifelong process, a process that starts long before the start of school, and one that should be an integral part of one's entire life.

Schooling, on the other hand, is a specific, formalized process, whose general pattern varies little from one **setting** to the next. **Throughout** a country, children arrive at school at approximately the same time, take assigned seats, are taught by an adult, use similar textbooks, do homework, take exams, and so on. The slices of reality that are to be learned, whether they are the alphabet or an understanding of the working of government, have usually been limited by the boundaries of the subject being taught. For example, high school students know that they're not likely **to find out** in their classes the truth about political problems in their communities or what the latest film makers are experimenting with. There are definite conditions surrounding the formalized process of schooling.

1. Most of the people in the United States consider that school is the only place where people are educated _____.
2. People can get education in a great variety of places _____.
3. Only teachers can be agents of education _____.
4. Schooling is formal and predictable _____.
5. Education can only take place at times _____.
6. Schooling implies a definite formalized pattern _____.
7. Students believe that they have a lot of possibilities to find out about anything in the world at school _____.

III. Give the synonyms of the highlighted words and expressions in the text

- | | |
|------------------------|-----------------------|
| 1. to get an education | 6. are engaged _____ |
| 2. nevertheless _____ | 7. broad _____ |
| 3. interrupt _____ | 8. setting _____ |
| 4. range from _____ | 9. throughout _____ |
| 5. revered _____ | 10. to find out _____ |

IV. Answer the questions:

1. Do you consider children receive a proper training and education in school so as to be good *citizens* of the country? What would be the changes you would make if you were in the position to do it?
2. Why is lifelong learning/education important in the present social context?
3. Do the graduates in our country get familiar easily with the work environment?
4. Can you mention some other educational factors besides school?

Listening

Part 1

You will hear a courier on a package holiday talking about an event in Finland. For questions **1-8** fill in the missing information.

You will hear the recording **twice**.

Finland: The Johannus festival

The Johannus festival dates back to pagan times.

Nowadays the festivities are associated with the Christian(1) of St John.

People often go back to their (2) in the countryside for midsummer.

During the festivities, towns and cities become almost..... (3).

To get from Helsinki to Hirvensalmi requires a..... (4) coach journey

The local dance takes place on a.....(5)

The fire is set alight at.....(6)

People usually visit (7) the next day.

Anyone planning to go fishing should wear.....(8)

Part 2

You will hear the director of a theatre company announcing changes to a production. For questions **9-17**, complete the notes. **Listen very carefully as you will hear the recording ONCE only.**

MACBETH

Points to deal with:

Rehearsals in _____ (9) at 7pm on _____ (10) Winton
 Arts Council money to cover costs for.....and.....(11) Finance
 still required for _____ (12) Need ideas for _____(13) events.
 Replacement needed for _____ (14) actor. Auditions also for part
 of _____ (15) Price per ticket: _____ (16) Website: www. _____
 _____ (17)

Grammar

Tenses

I Complete each of the gaps with an appropriate past tense form of the verb in brackets. Choose from the past simple, past continuous, past perfect simple and past perfect continuous.

1 Susana _____ (live) in Germany for three months when she _____ (start) going out with Reiner. At that time he _____ (train) to be a teacher and she _____ (meet) him at a college disco.

2 When I _____ (hear) about the motorway accident on the radio, I immediately _____ (phone) my son to check that he (get) back safely. He _____ (tell) me he _____ (take) a different route home.

3 We _____ (watch) a particularly romantic scene of a film at the cinema when my boyfriend's mobile phone _____ (go) off. He _____ (forget) to switch it off.

4 By the time we _____ (get) to the party they _____ (eat) all the food. In fact, it was so late that most of the guests _____ (already/leave) and only two or three people _____ (still/dance).

II Complete the gaps in this story with the verbs in the box. Put the verbs in an appropriate past tense form.

go	hold	wait	tell'	take	get
pass	sit	finish'	drive	be''	start

When I(1). _____ my dad that I (2) _____ all my exams, he (3)_____ me to our local drive-through McDonalds to celebrate. While we (4) _____ at the window for some more chips to be cooked, I (5) _____ to the toilet inside the restaurant to wash my hands. Once I (6) _____, I rushed outside, jumped into the car and (7)_____ eating the chips that my dad (8) _____ in his hand. It was then that I heard an unfamiliar, and angry-sounding cough. I turned to discover that it wasn't my dad in the driving seat but a rather red-faced man; I (9) _____ into the wrong car! My dad (10)_____ already _____ away from the window where they serve the food and he (11) _____ in the car a short distance away, laughing at me. Needless to say, I didn't think it (12)_____ very funny!

III. For questions 1-15, complete the gaps with the present perfect or past simple of the verbs in brackets.

How things change!

The Office for National Statistics (1) _____ (just/publish) a book which records how life in Britain (2) _____ (change) since the beginning of the 20th century. Over the last 100 years or so, life expectancy (3) _____ (increase) dramatically. In 1901 men generally (4) _____ (expect) to live to 45, while women (5) _____ (live) four years longer. Since then the figure (6) _____ (rise) to 74 and 79 respectively and the number of people aged over 50 (7) _____ (double) from one sixth to one third of the population. There (8) _____ (be) changes, too, in the types of illness that people suffer from. Smallpox and diphtheria (9) _____ (disappear) in Britain many years ago whereas cancer, AIDS and heart disease are now predominant. In the last 30 years the nation (10) _____ (become) wealthier: in the early 1970s the average weekly wage (11) _____ (be) £160; now it is twice that figure at over £340. One of the most significant changes (12) _____ (take) place in the area of car ownership. The motor car (13) _____ (have) its first test in Britain in 1896; by 1950 there (14) _____ (be) two million cars on the roads, and in 1998 this figure (15) _____ (stand) at 22 million.

IV. Each of the underlined future forms is inappropriate. Rewrite each sentence with a more suitable future form.

- 1 Have you cut your finger? Come into the bathroom and I put a plaster on it.
- 2 Congratulations! I hear you will have a baby.
- 3 I've arranged to play tennis with Miguel tomorrow morning. We're about to meet at the sports centre at 10 am.
- 4 Can you wake me up before you will leave for work tomorrow morning?
- 5 I don't think I'm getting more than 50% in the exam; I never do well at physics.
- 6 This time tomorrow we're going to sit on the plane, probably somewhere over the Alps.
- 7 What do you do next weekend? Have you made any plans?
- 8 Phone me on Friday. I'm speaking to Greg by then, so I can tell you what his plans are.

V. Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given, without changing it in any way. There is an example at the beginning (0).

0 She will often panic if there is a problem,

tendency

She *has a tendency to panic if there is a problem.*

1 I was surprised when he said he wouldn't work overtime.

refusal

His _____

2 Don't bother to read that book.

worth

It _____

3 Shall I carry your bag for you?

like

Would _____

4 He tried very hard to give up smoking.
mess,

effort

He _____

5 I'm very grateful to you for coming at such short notice.

appreciate

I really _____

6 I found it impossible not to laugh when he said that.

help

I _____

7 If you don't leave now, you'll miss the bus.

better

You _____

8 I find it difficult to remember names,
difficulty

I _____

9 They made us clean up the

made

We _____

10 She didn't like the fact that he had been treated so badly.

being

She objected _____

WRITING

ARTICLE

Task

You have been invited to write an article for an international magazine called 'Future Perfect'. The article should discuss expectations you and your friends had for the new millennium before it began and say to what extent these expectations have been fulfilled so far.

Write the **article**.

QUESTIONS YOU ASK YOURSELF

We're all supposed to hate advertising, but do we? I don't think we do at all.

What's Lodz got to offer the tourist? Everything from magnificent architecture to one of the loveliest parks in Poland.

'TALKING' TO THE READER

/ bet you don't want to spend the rest of your life living with your parents. I'm sure you'll agree diet is even more important than exercise. We all hate it when someone keeps us waiting. Why not give it a try?

You've got nothing to lose.

A New Millennium — A New World?

DO use language suited to your audience and topic.

DON'T forget to cover all aspects of the task.

DON'T forget to express your opinion.

DO finish your article in an interesting way.

On the night of the 31st of December **1999** the world as a whole celebrated in style and we, here in Xania, were no exception. I don't know a single person who didn't greet the new millennium with at least some expectations that it would be better than the preceding thousand years.

Many of us hoped for an end to war, to hunger and to injustice. Another wish that we made that night was for a cleaner, less polluted planet. Almost all of us were fairly certain that the new millennium would bring with it more technological and scientific advances. Mobile phones with cameras and screens, faster, more powerful computers and further developments in genetics leading to the eradication of disease are just some of the things I can remember my friends mentioning as possibilities.

We woke, however, on the 1st of January 2000 to find that the world had hardly changed at all. Wars were still being fought, there was still hunger and injustice and the air didn't smell any fresher. On the positive side, the notorious Y2K (Year 2000) bug hadn't caused any significant damage either.

As time has gone on we've seen many of the technological and scientific advances we dreamed about come to be. Science continues to find cures for many of the diseases of the last century. As a result, there is a greater feeling of optimism than there was before. This, I believe, can help us find solutions to the world's problems and perhaps, as the century and millennium grow older, we can really change the world.

4 You are going to write one of the following articles in approximately 250 words. Choose one of the tasks in the box and work with another student who has made the same choice. (The article you write in the exam will not require any specialist knowledge.) Plan and write your article. Follow the suggested procedure below.

1 Stress is an increasing problem for students in this college. Have you got any ideas that will help students combat stress, particularly in the lead-up to exams? Your college magazine needs an article on this topic and is offering a free day in a local health club for the best article.

2 You have been asked to write an article for an international magazine about the problem of homelessness in your country. Describe some of the reasons as to why you think homelessness might occur and any action that you think should and could be taken.

3 Your college magazine is including a special section on the contribution of older people (over 60) to society. You have been asked to contribute a short article profiling an extraordinary older person that you know. Write the article describing the special characteristics and/or achievements of this person.

UNIT 8 WASTE

I . Look at the title of this story and answer the questions:

1. Do you usually waste a lot of money?
2. What do you spend money on most of the times?
3. Are you satisfied with the pocket money your parents give you?

II. Read the following story and then put the events in the order they happened-the first sentence has already been given:

Recently I was invited to a friend's house for supper - and had a meal like I've never had before! Ben, the host, had also invited his fiancée Marina, and another work colleague called Alistair. We were all, including Marina, a little surprised by the invitation. It's not that Ben is unsociable, or a bad cook, but he's very **frugal**. No, not mean, it's just that he never spends more than he has to. He's never been wasteful or bought anything **compulsively**. Money has been hard earned and so should be spent wisely.

I remember one time **we got a pay rise**. The money was backdated a few months and so we were paid more money than normal one month. I went out and bought a microwave oven. Alistair decided to splash out on a new coat. And Ben? Did he take Marina out for a celebration meal? Buy a small present for her? A little something for himself perhaps? Nothing. Ben says he is against consumerism. Why buy something he already has, or doesn't really need? Better to keep the money for something important rather than spend it frivolously.

Last year Ben told us about Buy Nothing Day. The organisers of the event want everyone to try and not buy anything at all for one whole Saturday before Christmas. They say that it is challenging to last 24 hours without spending any money, especially this time of the year.

So how come he was inviting us round for a meal? Had he changed? Was this a new, extravagant Ben? Had he bought something special for his friends, or were we going to eat beans on toast? He greeted us at the door with a grin, and as we entered the smells of cooking **wafted in** from the kitchen. "We thought we might be getting baked beans," said Alistair, "but you've really cooked us something!"

Ben **ushered** us into his dining room where a laid table was waiting for us. He was still smiling in a strange way. "Nothing but the best for my friends!" said Ben. We all sat down and looked nervously at each other - what was he up to? "I hope, said Marina, "that he **turns out** to be a good cook!"

Ben returned with a tray and four bowls of steaming soup. We **sniffed** – it smelled OK! We took a small spoonful - it tasted OK! It wasn't quite clear what kind of soup it was, so we asked. "It's a mixture of carrots, potatoes and tomatoes.", replied Ben. "And some wild mint from the garden." We finished the soup and Ben took four empty bowls back to the kitchen. Not bad.

The next course was also a little strange in that we didn't quite know what it was again. There wasn't any meat or fish we could see. "It's just another mixture of things," answered Ben patiently. "This time I've fried together some peppers, mushrooms, and lots of onions." There was some bread too, but it was a little **stale**.

As we ate we chatted about work, other friends and what film we'd like to see later that evening. Eventually the subject turned back to what we were eating. "Was there a **recipe** for this," asked Marina, "or did you make it up?" Ben put his fork down. "What I cooked depended on what I could find." Marina was surprised. "But you can find anything in British supermarkets these days." "But there's less choice in what you can find *outside* supermarkets." He replied.

We all **stared** at him in amazement. "What do you mean *outside* supermarkets?" asked Alistair.

Seeing that we had all finished the food Ben decided that it was time **to spill the beans**, as it were. He had read recently that an enormous amount of food was thrown away every day. Apparently supermarkets throw away 5 per cent of their food. And street markets too - what they can't sell they leave on the side of the road because they only want to sell fresh food. So Ben decided to see if this was true or

not. He went to look inside his local supermarket bins. There he found packet food that was slightly out of date, bags full of sandwiches and loaves of bread. From the street market there were boxes of **discarded** carrots, potatoes, peppers and some brown but edible bananas. "And many other things too.", said Ben.

We were all shocked. "You mean, all this food you found in the street?", I asked. Yes, that was the case, Ben said he can afford not to eat free food so would not do this regularly. "Because there are many people homeless and poor people who need the food, but the amount of food thrown away is enough to feed millions of people."

So Ben had successfully provided a decent meal for his friends, and made us aware of how much food is wasted every day.

- a. They were astonished to find out that Ben had prepared the food out of what the supermarkets had thrown away and could have been eaten by many homeless and poor people
- b. Ben, his friend, had also invited other two colleagues
- c. In the end, in spite of being shocked, they realised that Ben had made them aware of how much food was wasted every day
- d. One day the author was invited to a friend's house for supper _____
- e. At first his friends were very surprised because it was Buy Nothing Day and they knew that Ben didn't use to spend much money on food
- f. After eating the two dishes the guests wanted to know what he had used to prepare the food

III. Match the highlighted words to their definitions

1. looked for a long time with the eyes wide open, especially when surprised or frightened
2. thrown away because they were no longer wanted or needed
3. he unexpectedly proves to be _____
4. showed us where to go _____
5. coming in gently through the air _____
6. no longer new or fresh, usually as a result of being kept too long
7. smelled by taking air in through the nose _____
8. too much and in a way that shows you are unable to stop
9. the sum of money we usually got was increased _____
10. a set of instructions telling you how to prepare and cook food
11. careful to buy or use what is necessary
12. to tell something that other people wanted to keep a secret

IV. Answer the questions:

1. When do supermarkets throw away food? Why?
2. What is the writer worried about?
3. Do you agree that it's strange that supermarkets throw away food which is not out of date?
4. 4 What do you think of Ben?
5. Where did the food for the meal come from?
6. Are the things you often buy necessary, or an extravagance?
7. Do you like cooking? Do you use a recipe when you cook": Where do you normally buy your food?
8. What would you do if you found out that the food you were eating was out of date?

Listening

You will hear a talk about an archaeological discovery. For questions **1-10**, complete the notes using no more than three words.

You will hear the recording **twice**.

Important fossils: The 'Toumai' skull

Age of Toumai's skull:..... (1) years.

Found by Michel Brunet after spending _____ (2) searching in Chad.

Region: Chad - close to Sahara - was v. green but surrounded by(3)

The conditions have kept the skull and other fossils..... (4)

Toumai means.....(5)

Toumai is(6) the age of the next oldest skull.

Skull's characteristics: both..... (7) and(8)

Face:..... (9)

Teeth: small and..... (10)

Part 2

You will hear part of a radio broadcast about travel in Europe. For questions **11-18**, complete the notes the speaker is using.

Listen very carefully as you will hear the recording ONCE only.

Travel in Europe

Trains: faster,..... (11), more comfortable, and they have.....
(12).

Europass: £300 - 5 days / £500 - up to(13) days.

I Inter-Rail pass: (for under 26s) **I** for fast trains
and.....(14)

- you may have to pay..... (15)

Good idea to.....(16) if travelling at very
busy times of the year.

Accommodation:..... (17) or campgrounds.

Lyon/France: underground maze used to..... (18)

Grammar

Relative clauses

Complete the gaps with appropriate relative pronouns, giving alternatives where more than one answer is possible. Add commas if they are required.

1 Mr Jones _____ has taught here for 15 years will be leaving the school at the end of term. He has accepted the post of head teacher at St Mary's, the school in _____ he began his teaching career in 1980.

2 a Yesterday I spoke to the boy _____ has just moved into the house on the corner.

b Do you mean the one _____ mum looks like Cher?

3 a Do you know a good place _____ we could go for a bop?

b Yes, we could go to that club _____ has just opened in Farndale Street.

- 4 The reason _____ we're going skiing in March is because it's much cheaper than. Obviously we'd prefer to go in January _____ the snow's better but we can't afford it.
- 5 The fox _____ is normally a very shy animal can often be seen in city centres. It tends to keep to residential areas _____ food is usually easy to find.
- 6 You're the only student _____ hasn't written a letter of application.

What's

more, it's the third piece of homework in a row _____ you haven't done.

- 7 I lost that necklace _____ I was wearing on Friday _____ made me very unpopular at home. It belonged to my eldest sister _____ boyfriend gave it to her for her birthday.

Defining relative clauses contain information which is essential for our understanding of the whole sentence.

Look at the following extracts and answer the questions.

I moved into a flat with a boy who played drums in a punk band.

I wore clothes that got all the neighbours talking.

The underlined words are relative pronouns. What alternative pronouns can be used?

Can the relative pronoun be omitted from these two sentences? Why/Why not?

She'd come home with blackberries she'd picked and tales of wild rabbits she'd seen.

Two relative pronouns have been omitted from this sentence. Where could they be inserted and which ones could be used? Why is it possible to leave them out in this case?

The woman to whom I spoke had no idea what was going on. The woman who I spoke to had no idea what was going on.

Which of these sentences is more formal?

Can the relative pronoun be omitted in either of them?

Complete these sentences using *when, where, why* or *whose*.

a What's the name of the place _____ we had that accident last year?

b The reason people from Mediterranean countries live so long is because they eat so well.

c I'll always remember the day _____ I got my first job.

d That's the woman _____ husband you spoke to on the phone.

Practice

Complete each of the gaps below with an appropriate relative pronoun or relative adverb. Decide in which sentences there is more than one possibility and whether the word can be left out.

- 1 I'd like to go back to the restaurant _____ we celebrated your birthday last year.
- 2 Have you been to the new cyber cafe _____ has just opened in the town centre?
- 3 Ironic, really. The person _____ car they stole had just finished a three-year prison sentence for car theft.
- 4 Have you finished the book _____ I lent you?
- 5 I wish I could remember the name of the man _____ sold me this computer.
- 6 The only thing _____ worries me is the cost. Will we be able to afford it?
- 7 Here's that phone number _____ you wanted.
- 8 I was born in 1969. That was the year _____ the first man landed on the Moon.

Relative clauses

Correct the following sentences by changing the underlined word. You should write only **one** word.

- 1 We thought it was horrible, so we gave it to my mother, she loves that kind of thing.
- 2 The plane took off over two hours late, what meant I missed my connecting flight in Frankfurt.
- 3 He was criticized for giving a speech on a subject about that he knew very little.
- 4 There are two or three people in the photo which name I can't remember.
- 5 We're going back to the same hotel that we stayed last year.
- 6 I still don't understand the reason because they decided to close the sports centre.
- 7 My eldest son, that lives in Japan now, hardly ever comes back to visit us.
- 8 Kate and Steve were the only two people from work to came to our wedding.

Alternatives to relative clauses

1 Infinitives with 'to' can be used:

- after words like *someone, nobody, anything* etc.

*There is **nothing to suggest** that the crimes are connected. (= nothing which suggests)*

- to replace relative clauses containing a modal verb.

*There are **several dishes to choose from**. (= several dishes which you can choose from)*

- after phrases like *the first, the next, the only* and superlatives.

*The **next person to talk** will get extra homework. (= next person who talks)*

*He has become the **oldest person ever to run** a marathon. (= person who has ever run)*

2 Relative clauses can be reduced by using:

- a present participle

***Anyone wanting** further information, should contact Peter Wiley. (= Anyone who wants) **Who's that person sitting** next to your brother? (= person who is sitting)*

- a past participle.

*The two **men arrested** in connection with the robbery have been released without charge. (= men who were/had been arrested)*

Open cloze: Relative clauses

For questions 1-8 read the text below, which is the continuation of the text on mixed-generation clubs. Complete each of the gaps with either a relative pronoun (*who, which, that, whose*) or a relative adverb (*when, where*). If there is more than one possibility, or the word can be left out, you should also indicate this. There is an example at the beginning (0).

Unfortunately, those clubs (0) which Ah at depend on serving alcohol to make a profit are less keen on the idea of allowing youngsters in. But places such as Whirl-Y-Gig, (1) opens from 9pm-2am, aim to prove them wrong. The Barefoot Boogie, in Highgate, north west London is another venue (2) hosts regular mixed-generation nights. Elizabeth Payne, (3) runs the twice-monthly club, says it's a unique evening for everyone. 'It is one of the only places (4) I can go to with my three children, (5) ages range from two to fourteen, confident that we'll all have a good time,' she says. Places (6) parents can take their children and know they'll be safe are useful for those days (7) you have trouble getting a babysitter. But do not mistake it for a creche. Payne had to circulate a memo (8) explained to parents that they should only go if their children also wanted a night out.

UNIT 9 MICHAEL JACKSON: IDOLIZED IN LIFE, DEIFIED IN DEATH

Born on August 29th, 1958, Jackson made his show business debut with four of his older brothers in the Jackson Five pop group, and went on to lead the stage clan with a piping soprano and dazzling dance moves. By 1969, the group had signed a contract with Motown Records, becoming one of the last great acts to emerge from the legendary label.

The Jacksons produced seven platinum singles for Motown, selling over a million, and three multi-platinum albums, selling more than two million. They moved to CBS's Epic Records in 1976. Despite the early success, Jackson was to recall those years as unhappy and lonely ones. Eventually the family act broke up, as Jackson went solo.

According to Robert Thompson, an expert in pop culture at the University of Syracuse, New York, Jackson's later problems can be traced back to the phenomenal success of "Thriller." "He got to the point that he was so rich, so powerful and so famous, that he was allowed to kind of withdraw from any kind of reality," Thompson told AFP. That retreat was manifested in Jackson's acquisition of a sprawling California estate he christened Neverland Ranch in reference to the story of "Peter Pan," the boy who never grew up.

Within the secluded boundaries of Neverland, Jackson was able to enjoy the childhood he said he never had, furnishing the property with a train, fairground rides, arcade games and even a zoo. "Thriller" was followed by "Bad" in 1987 (20 million sold) and "Dangerous" in 1991 (21 million sold) with videos whose auto-erotic dance contrasted with Jackson sweet, childlike personality offstage.

Over the years, his skin became much lighter and he appeared to have had extensive plastic surgery on his face. Vanity Fair magazine reported in 2003 that the tip of his nose is actually a prosthesis. In 1994, he stunned the public by marrying Lisa Marie Presley, the 26-year-old daughter of Elvis Presley. The marriage lasted less than two years and was a hot topic for the tabloids.

Idolized in life and deified in death, Jackson continues to be worshipped by fans for revolutionizing music, dance video.

1. How did Michael Jackson become a leader of the Jackson Five group?
 - A. dancing amazingly in the Jackson Five Group;
 - B. imposing his original singing style;
 - C. as a soprano stage leader with dazzling dance moves;
 - D. signing contracts
2. What was the outcome of his feeling unhappy and lonely?
 - A. he produced seven platinum singles;
 - B. he got married , separating from the group;
 - C. he separated from his wife;
 - D. he split up with the group going solo
3. Why did Michael, according to Robert Thompson, afford to 'withdraw' from reality?
 - A. because he didn't like reality;
 - B. because he had become a rich, powerful celebrity;
 - C. because he preferred staying indoors;
 - D. because he had become addicted to drugs
4. What did Neverland Ranch estate he had bought symbolize?
 - A. nobody's place;
 - B. an imaginary place;

- C. the place of a boy who never grew up;
- D. the place of a boy who never had a land

5 How did he enjoy his childhood at Neverland?

- A. playing with a lot of children;
- B. furnishing the property with a train, fairground rides, arcade games and a zoo;
- C. having fun with his friends;
- D. breeding a lot of animals

6. How long did his marriage with Lisa Marie Presley last?

- A. more than two years;
- B. two years;
- C. ten years;
- D. less than two years

Listening

Part 1. You will hear a radio presenter talking about an extreme-sports event that takes place in Britain. For questions **1-9**, fill in the missing information.

You will hear the recording **twice**.

New event called: *The National Adventure Sports Show*

It takes place from Friday to..... (1)

Expect to see lots of high-speed thrills and..... (2)

Up to..... (3) people could be there.

On sale - lots of sports wear and..... (4)

Apart from competitions, there's also a..... (5)

Fans says the festival has a..... (6)

The organisers want people to see..... (7) from other countries.

Weather this weekend: sunny and..... (8)

The festival is being broadcast by..... (9)

Part 2

You will hear part of a radio programme in which the presenter is talking about a report on current eating habits in Britain. For questions **10-18**, complete the notes the presenter is using.

Listen very carefully as you will hear the recording ONCE only.

Report: UK Food trends

Chinese food has replaced.....(10) as the nation's favourite. Total no. of restaurant meals eaten last year:..... (11) 5,410..... (12) restaurants vs. 5,200 Indian restaurants. Italian restaurants more popular than (13) restaurants. 'Fusion cuisine': a combination of food from (14) 40% of restaurants are part of..... (15) The survey doesn't include takeaways and..... (16) Most people eat out every.....(17) 30% of restaurants said they made a (18) last year.

Grammar

Creating emphasis

In each of the following sentences there is a word which should not be there. Cross out the word. There is an example at the beginning (0).

- 0 What annoys me so much about her is the fact of that she never helps with the washing up.
- 1 It was just after we arrived at the hotel that we have received a call from our neighbour telling us we'd been burgled.
- 2 I used to hate going to visit my grandparents: all what we ever did was watch television and listen to my grandad talking about politics.
- 3 It might have been because Jane that rang when I was in the shower - she's the only person I know who'd phone so early in the day.
- 4 It's not so much what she says that annoys me, and it's more the way she says it.
- 5 He realized he had little hope of finding his way out of the forest in the fog, so what he did it was to build himself a shelter out of branches and leaves.
- 6 It was only when the police came at 3 o'clock in the morning so that they finally turned their music down.

Reported speech

- 1 Cross out the two options which **cannot** be used to complete each sentence. There is an example at the beginning (0).
- 0 The doctor *reassured*! ~~*explained*~~ / ~~*promised*~~ / ~~*mentioned*~~ her that the drugs would have no serious side-effects.
- 1 She *invited* / ~~*refused*~~ / ~~*offered*~~ / ~~*asked*~~ me to go on holiday with her.
- 2 David *denied* / ~~*admitted*~~ / ~~*confessed*~~ / ~~*claimed*~~ to being a little nervous before the operation.
- 3 We were *accused* / ~~*blamed*~~ / ~~*told off*~~ / ~~*complained*~~ for causing the disruption.
- 4 My mother *persuaded* / ~~*encouraged*~~ / ~~*insisted*~~ / ~~*requested*~~ I go with her to the hospital.
- 5 Several people have *commented* / ~~*complimented*~~ / ~~*remarked*~~ / ~~*congratulated*~~ on Sally's new look.
- 6 Zoe's beautician *advised* / ~~*suggested*~~ / ~~*argued*~~ / ~~*warned*~~ her against having cosmetic surgery.
- 7 We tried to *dissuade*! ~~*discourage*~~ / ~~*urge*~~ / ~~*convince*~~ her from going through with it, as well.
- 8 It has been *told* / ~~*assured*~~ / ~~*announced*~~ / ~~*confirmed*~~ that the security forces will be on maximum alert.
- 9 My boss could see I was stressed out and he *advised* / ~~*suggested*~~ / ~~*proposed*~~ / ~~*recommended*~~ me to take a few days' holiday.
- 10 She found a dead spider in her salad and *demanded* / ~~*ordered*~~ / ~~*asked*~~ / ~~*insisted*~~ to see the manager.

Contrasting ideas

Choose the most appropriate sentence endings. Sometimes more than one answer is possible.

- 2 I'm not keen on shopping for clothes, whereas .
- A my brother isn't either.
- B my sister loves it.
- C I'm not fond of shopping for food.
- 2 I often had rows with my brother.
- A However, we sometimes fell out.
- B However, we always remained good friends.
- C However, we never hit each other.

- 3 I enjoy living in the town centre, despite
A the noise.
B it's so noisy.
C being so noisy.
- 4 Although we arrived late for the concert,
A we missed the first few songs.
B they wouldn't let us go in.
C we managed to get a good seat.
- 5 We got on well when we shared a flat, in spite
A of the difference in our ages.
B of her being much older than me.
C the fact I was much younger than her.
- 6 I'm glad I went to the sales, despite
A the long wait in the cold.
B of the fact the queue was so long.
C having to wait so long in the cold.

UNIT 10 FOREIGN LANGUAGES

Read the article about foreign language teaching. For questions 1-7 choose the correct answer A, B, G or D.

Foreign language education in the United States at the beginning of the twenty-first century is energized by some of the most dramatic developments in its modern history. Proficiency movement and standards initiatives have changed the focus of language instruction and assessment. Implications emerging brain research have fueled renewed interest in early and intensive language learning for children in the first years of formal schooling, as well as program wide emphasis on meaningful use of language in authentic contexts. The resources of the Internet and other technology tools provide new opportunities for students to have direct experiences with the target language and its cultures, both within and beyond the school setting. The American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, first published in 1986, shifted the emphasis in language instructional goals from what learners know *about* language to what they can *do with* the language they have learned, and at the same time they established a common metric for measuring student performance. The Proficiency Guidelines describe student performance in listening, speaking, reading, and writing at the novice, intermediate, advanced, and superior levels. They were adapted from guidelines developed in U.S. government language schools and have made "proficiency-oriented instruction" a part of the vocabulary of every language teacher.

The *Standards for Foreign Language Learning in the Twenty-First Century*, introduced in 1996 and revised in 1999, created the bold vision of a long sequence of language instruction for all learners, beginning in kindergarten and continuing through grade twelve and beyond.

Sample performance indicators were provided for grades four, eight, and twelve, and sample learning scenarios described classroom activities that reflect the standards.

The Oral Proficiency Interview (OPI) is the tool by which trained interviewers place foreign language speakers on a proficiency continuum from novice to superior. By focusing on the ability to use the language to accomplish communicative tasks of increasing complexity, the OPI has influenced curriculum, teaching, and assessment, as well as standards for licensure of language teachers.

The application of the proficiency model to the other language skills of writing, reading, and comprehension created a new focus in assessment on performance tasks rather than linguistic manipulation. Teachers create contexts and rubrics for evaluating student performance and portfolios of student work, in addition to more traditional tests of accuracy and grammatical competence.

1. What are the main changes in foreign language education in the United States in the twenty-first century?
 - A. an interest in foreign language learning in early schooling and a meaningful use of language in authentic contexts;
 - B. a growing interest in the knowledge about language;
 - C. an emphasis placed on the use of language;
 - D. the necessity to learn at least two foreign languages

2. How do the Internet and other technological tools influence students' language learning?
 - A. the students have direct access to the target language and its culture;
 - B. the students feel more relaxed while learning;
 - C. they enable students to learn more easily;
 - D. they make their work easier

3. What is the main goal in foreign language teaching according to The American Council on the Teaching of Foreign *Languages* (ACTFL) ?
- A. students should learn a lot about the language;
 - B. to develop language skills in an interactive way;
 - C. students should be able to do something with the language they have learned;
 - D. to have a good command of the language
4. What are the skills measuring student performance in The Proficiency Guidelines?
- A. speaking and writing;
 - B. listening, speaking, reading, writing;
 - C. speaking, reading and writing;
 - D. reading and listening;
5. What is the sequence The *Standards for Foreign Language Learning in the Twenty-First Century* have established?
- A. beginning with the first grade and continuing through grade twelve and beyond;
 - B. from the 5th grade up to the twelfth one;
 - C. beginning with the first grade and continuing through grade twelve;
 - D. from kindergarten up to grade twelve and beyond.
6. How are foreign language speakers assessed according to The Oral Proficiency Interview (OPI)?
- A. from beginner to advanced;
 - B. from novice to advanced;
 - C. from basic to superior;
 - D. from novice to superior
7. How do teachers evaluate student performance?
- A. by creating contexts and rubrics for evaluating student performance and portfolios of student work;
 - B. by portfolios and tests of accuracy and grammatical competence;
 - C. by devising communicative tests;
 - D. by assessing their knowledge in language

Listening

Part 1

You will hear the organiser of a conference on script-writing talking about the seminars that people can attend. For questions 1-9, look at the programme of events and fill in the missing information.

You will hear the recording **twice**.

Afternoon Seminar Programme Sunday 4th August		
Speaker	Title	Room
Eliza Stirling (1) (for first-time writers)	Room 5/first floor
Elaine Johnson	Three-Dimensional Heroes and Heroines (how to write (2)) (3)

Terry Hunt.....(4) I Room 9/second floor

Ian Walters _____ (5) _____ (6)
/ground floor
(surprise endings)

Time: _____ (7)
Don't forget: _____ (8) on booking form
+ also write your _____ (9)

Part 2

You will hear a tour guide talking about the history of a building. For questions 10-18, complete the notes the speaker is using.

Listen very carefully as you will hear the recording ONCE only.

Tour notes

- 863 AD: First building was Saxon..... (10)
- All that remains today:..... (11)
- East + west walls had..... (12)
- 1258 AD: Landowner added..... (13) and a moat.
- 1324 AD: Castle destroyed by..... (14)
- 1329 AD: Charles Dereham built a..... (15)
- Cost in today's money: £..... (16)
- Catherine Dereham responsible for extending..... (17) and designing garden.
- In chapel ceiling there are beautiful (18).

Grammar

Correcting mistakes

Find the mistakes in the following sentences and rewrite them so that they are correct.

- 1 My father's been worked as a shop assistant for over 15 years.
- 2 I've been breaking my leg three times in the last few years.
- 3 Charlie Chaplin has been one of the greatest comic actors of the silent movies.
- 4 Do you realize how long time I've been waiting here for you?
- 5 This is the first time I see this film.
- 6 James and I have known each other since many years.
- 7 It's over two years since I play football.
- 8 I cleaned three rooms of the house so far today; I'll do the other two this afternoon.

II. Complete each of the gaps using the appropriate form of the word in capitals at the end of the line. There is an example at the beginning (0).

- 0 In an effort to ensure **success** in next year's European competition, United have strengthened their **team** by buying two outstanding overseas players. **SURE STRONG**
- 1 The build-up of troops in the border area has _____ **tension** between the two countries. **HIGH**
- 2 Faced with a rapidly _____ economic **crisis**, the Prime Minister was coming under increasing pressure to resign. **DEEP**
- 3 Despite rocketing unemployment figures, the President insisted that there were some _____ **signs** of recovery in the economy. **COURAGE**

- 4 Join the World Wildlife Fund and help protect _____ **species** from extinction. **DANGER**
 5 The FBI is perhaps the best known of America's **law** _____ **agencies**. **FORCE**
 6 She was **deeply** _____ by the death of her cat. **SAD**
 7 There is no doubt that the school's work experience programme _____ **the outlook** of its pupils and greatly _____ **their lives**. **BROAD RICH**
 8 His audience found the joke offensive and greeted it with a _____ **silence**. **DEAF**

III. Complete each of the gaps with an appropriate future form of the verb in brackets.

- 1 That bag looks very heavy. I _____ (carry) it for you, if you want.
 2 I _____ (have) my eyes tested on Saturday. I've got an appointment for 10.30.
 3 The autumn term _____ (end) on December 23rd, the same day as my birthday. I _____ (be) 15 then.
 4 No, don't phone me at 8 o'clock. I _____ (watch) the match at that time. Phone me at 9 instead; it _____ (finish) by then.
 5 I _____ (get) some new clothes tomorrow; I've decided I need to change my look.
 6 I think we should wait until Kevin _____ (get) back.
 7 Don't forget that when they get here this evening, they _____ (travel) for over 12 hours, so I expect they _____ (want) to go straight to bed.
 8 Katie? Hi, it's Antonio. Listen, I'm on the train at Croydon, so I _____ (be) at Brighton station at five past nine. Can you pick me up?

IV. Read this extract from a letter which Roger wrote to his penfriend, telling him about an interview for a job he went to recently. Then complete the dialogue below.

It was a really short interview, but I think I did OK. She started off by asking why I had applied for the job. I explained to her that I was thinking of going to catering college next year and that I wanted to have some experience of hotel or restaurant work first. Then when she asked me if I had any previous experience I told her about a summer holiday I'd spent working behind the bar at the Sussex Hotel. I mentioned something about how useful it had been and how it had helped me to understand what working in a large hotel was like. She seemed quite impressed with that! Anyway, she wanted to know what I thought my main strengths were, so I said I had a lot of patience and that I was very reliable - you know how I always work hard and never arrive late.

Interviewer: So, tell me Roger, (1) _____ ?

Roger: Well, (2) _____ to catering college next year, and (3) _____ some experience of working in a restaurant or hotel before I go.

Interviewer: And (4) _____ any previous experience of this type of work?

Roger: Yes, I spent one summer working behind the bar in the restaurant at the Sussex Hotel. It (5) _____. I think it (6) _____ to work in a large hotel – the demands of the job, the pressures, the challenges and so on.

Interviewer: Good. Now, let's talk about your personal qualities.

(7) _____ ?

Roger: Well, I (8) _____, which I think is an important quality for a waiter. And I also think (9) _____ person - I always work hard, and I never arrive late for anything.