

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

Limba engleză

L2

Front Runner 3

Manual pentru clasa a XI-a

Ecaterina Comișel

Doina Miloș

Ileana Pîrvu



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Autoare a numeroase materiale destinate studiului limbii engleze, coautoare a seriei de manuale pentru clasele V-XII, *Pathway to English*, a manualelor pentru clasele a III-a și a IV-a, *Firm Steps* și a manualelor pentru clasele a IX-a și a X-a, *Front Runner*.

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1. Use these verbs to make suitable compound adjectives. Complete the sentences.

make build establish employ break

1. Have you ever considered leaving your job and going self-.....?
2. I have just heard that the newly-..... ship is on its maiden voyage.
3. This has really proved to be a money-..... enterprise.
4. I was told it was a well -..... tradition until the turn of the century.
5. The temperature reached a record-..... 50 degrees yesterday.

2. Correct the mistakes in the following sentences. All are related to adjectives.

1. The rebels killed hundreds of unarming civilians.
2. After spending a few years in prison, her brother is a completely reforming character.
3. It took him some time to write this ten-pages report.
4. I think it is easier to get to Oxford by coach.
5. The hottest the curry, the better he likes it.



3. Mark the correct verb form.

1. If you *don't spend/ didn't spend* so much money on fashionable clothes, you could buy a car.

2. If I had invested my money in that company, I *will make/ would have made* a huge profit.
3. You'll be exhausted if you *will work/ work* like that all day.
4. If I *knew/ had known* your address I would send you a photo.
5. *I'd drive/ I will drive* to Spain if I had a more reliable car.
6. I am sure he'll do well in the interview unless he *makes/ doesn't make* some mistakes.
7. Supposing we were stopped by the police, what *did we/ would we* say?
8. If you press this button, the machine *will start/ starts*.
9. Tell her to ring me if she *has/ had* the chance.
10. If it fits inside your pocket, it *is/ will be* worth buying it.

4. Write the correct conditionals for the following sentences.

1. She feels so tired. She goes to bed late.
2. He was an extremely hard worker. He was able to run three companies at the same time.
3. I forgot to set the alarm. I missed the train.
4. He has lost his ticket. He won't be allowed to enter the concert hall.
5. He must smoke. He coughs for such a long time every morning.

5. Complete the sentences with *must/ mustn't, have/ has to, need/ needn't, should, can or could*.

1. You clean the kitchen, I'll do it later.
2. You come and visit us. We would be so happy to see you again.
3. we meet on Friday morning? No. I'm sorry, I finish a project.
4. You have helped them to clean this mess.
5. Do we book a table at that restaurant?
6. Do you think you ... stand a little further away?
7. The government take action against tax evasion.

INTRODUCTORY TEST

8. You buy a dictionary. You can always use mine.

9. You take photographs in a museum.

6. Rephrase the following sentences. Begin with the given words.

1. They have always been such hard workers.

They have always worked

2. Mike's a faster swimmer than his brother.

Mike swims

3. We didn't expect them to leave the party.

They left

4. When do you think was your best performance?

When did you perform

5. These problems seem so easy.

We can solve

6. We have a high regard for him.

He is

7. Complete the following sentences with the correct form of the words in CAPITALS.

1. If you are not more . . . in class, you won't pass your exams. ATTEND

2. The author was delighted that his latest novel received . . . acclaim. CRITIC

3. I find this little boy almost . . . difficult to work with. POSSIBLE

4. They have . . . announced their decision. OFFICIAL

5. The group provides support and . . . for all people. FRIEND

6. Successful writers need both skill and . . . CREATE

7. The most important quality an army officer needs is . . . LEAD

8. After the heart attack the old woman was left in . . . care. INTENSE

9. It is . . . to wear sunscreen when out in the sun. ADVISE

10. This is a rather . . . issue. CONTROVERSY

8. There is mistake in each of the following sentences. Write the correct word in the blanks.

1. Few knowledge is more dangerous than ignorance.

2. What kind of equipments do you need to go skating?

3. I need your advices. Can you help me?

4. His works will include planting trees and caring for animals.

5. The police is called in to deal with the riot.

9. Fill in the blanks with one suitable word.

John Fowles, 79, author who teased his readers

John Fowles, the British writer (1)..... teasing, multilayered fiction explored (2)..... tensions between free will (3)..... the constraints of society, even as it played (4)..... traditional novelistic conventions and challenged readers to find

(5)..... own interpretations (6)..... his work, died on Saturday, his publisher, Random House, told The Associated Press. He was 79.

Fowles's originality, versatility and skill were nowhere more evident (7)..... in his (8)..... celebrated novels, (9)..... them *The Collector*, *The Magus* and *The French Lieutenant's Woman*.

In *The French Lieutenant's Woman*, (10)..... example, he combined the story and melodrama of (11)..... 19th-century Victorian novel with the sensibility of a 20th-century postmodern narrator, offering (12)..... readers two alternative endings (13)..... which to choose, and at one point boldly inserting himself into the book (14)..... a character who accompanies its hero (15)..... a train to London.

(adapted from *The International Herald Tribune*, November 8, 2005)



It's never too late to learn

• Points of view

1. Let's talk! Work in pairs and answer these questions.

1. How important is education for you own future?
2. Are you happy with your achievements so far?
3. What do you think school should do to help students improve their performance?

• Reading

2. Read the text and list the factors which contributed to the author's failure at school.

“At school, I found that little was memorable in the classroom. If you worked hard at Rutlish you were encouraged. If you did not, you were ignored, unless you were disruptive; so I retreated to the shadows and stayed there, inconspicuous. Only once was there a price to be paid for not working. At about the age of thirteen or fourteen an opportunity arose for me to sit an entrance examination for Charterhouse. I was keen, but my school was not — only their top academic pupils would sit; they wanted no failures. Nor were my parents happy with the idea: what was wrong with Rutlish? And probably — though they never said so — they were worried about the extra cost a place at a leading public school would entail. I understood this, and the opportunity drifted away.

The years passed forgettably, and I have only sketchy recollections of them. GCE “O” levels in 1959 approached without drama. My parents' struggle to hide their bad health and poor finances absorbed all their strength, and they did not push me at all. They assumed I would pass my exams as easily as my academic sister had passed her school certificate, a decade before. But I had not worked, and I passed only three “O” levels — History, English language and English Literature.

Although this was self-inflicted failure, there was little reproach from my sick parents. They were, as ever, stoical, but I knew they were hurt and disappointed. They had hoped for so much, and I had achieved so little. I had let them down. And in their hurt I saw with sudden clarity the pleasure it would have brought them if I had produced the results for which they had hoped. It was a moment of deep shame.

I knew I would now have to work harder, but I saw no likelihood of doing this at Rutlish, and went to the headmaster to tell him I was leaving school. He seemed to bear my impending departure with



SIR JOHN MAJOR, born on March 29 1943, is a British politician who served as Prime Minister of the United Kingdom from 1990 until 1997. He was also a member of the Cabinets of Margaret Thatcher as Chief Secretary to the Treasury, Foreign Secretary and Chancellor of the Exchequer.

VOCABULARY

to entail = to make it necessary to do something

to drift away = to move or go somewhere slowly

to let down = to make someone disappointed by not doing something they are expecting you to do

to take stock (of something) = to think carefully about the things that have happened in a situation in order to decide what to do next

Past Tense and Past Perfect

Narratives are normally set in the past and therefore we must use:

1) Past Tense Simple (the 2nd form of the verb): At school I *found* ... I *retreated* ...

2) Past Perfect (had + the 3rd form of the verb) to describe an event that happened before another past event: By the time I got to the station, the train *had left*.

3) Future in the Past (would + short Infinitive) to express a future action after a verb in the past: They assumed I *would pass* my exams.



Public and private schools

In the UK there is a split between the state and the private education sector. Private education includes “public schools” (called public because when they were established they were not linked to the church) as well as numerous private or independent schools. What they all have in common is that they charge fees whereas state education is free. Private schools receive no funding or very little funding from the government but still have to follow national educational standards.

fortitude, and did not object. Nor did he ask whether my parents approved — which was fortunate, since I had not informed them. When I told them later that the headmaster was content for me to leave they did not protest. They had too much else to worry them.

And so Rutlish and I parted around my sixteenth birthday, and I took stock. I had wasted my time at school, and had rarely been happy there. I left with no ambitions, other than a vague wish to go into politics. This had been heightened when I met our local Labour Member of Parliament, Colonel Marcus Lipton, at a church fête.

(adapted from *The Autobiography*, by John Major)

3. Answer the following questions.

1. What attitude did the author adopt as a student?
2. Why didn't his parents push him to do more?
3. How did he feel about his failure?
4. Did he take any decision for his future?

● **Words in action**

4. Use these words from the text to complete the following sentences:

**disruptive inconspicuous sketchy
self-inflicting impending**

1. It cannot be a gunshot wound, so it must be murder.
2. There must be a quick reaction against this ecological crisis.
3. He didn't have enough time to enter into details and gave us only a very account of his expedition.
4. They cannot easily identify her as she looks as as possible.
5. I found it hard to work with such noisy, students.

5. Re-read the last paragraph of the text. Identify two examples of Past Perfect.

6. Complete the sentences with Past Tense Simple or Past Perfect of the verbs in brackets.

1. He (not work) enough and he only (pass) three exams.
2. When I (see) how much damage the fire (cause) I (realise) that ten years' work (be) destroyed.
3. I (think) that he (go) home because I couldn't see him anywhere.
4. After they (eat) all the food, they (pick) up their bags and left.

It happens in Asia



• Points of view

1. **Let's talk! Work in pairs. The box below contains the most important sections in a newspaper. Which do you always read? Why?**

leader or editorial world news business
 health/science fashion sports education culture
 announcements obituaries

- a. classified ads
- b. a feature
- c. agony aunt
- d. a supplement

niche = 1. (C) a job or activity that is perfect for someone: She's found a niche for herself in the book trade. 2. (C) a hollow place in a wall, often made to hold a statue. 3. (singular, technical) all the people who buy a particular product or use a particular service. (C stands for a countable noun.)

VOCABULARY

to tailor something to/for = to make or change something especially for a particular person or purpose

pool = a group of people who are available to work

intake = the number of people who are allowed to enter a school, college, profession during a particular period.

to spring = to appear or come somewhere suddenly or unexpectedly

2. **Match the words on the left with their correct meaning.**

1. a person you write to at a magazine to discuss emotional problems
2. a separate magazine that comes free with a newspaper
3. an article or set of articles devoted to a particular topic
4. pages of advertisements in different categories

3. **Read quickly the following newspaper article. Look at the dictionary entry for *niche* and tick the right meaning.**

In Asia, niche programs meet specific needs

The choice of destination for MBA studies in Asia is growing ever wider as courses proliferate. Tougher competition to attract aspiring MBA's has led some Asian business schools to introduce tailored courses designed to fit the needs of specific groups such as wealth managers, budding entrepreneurs and those working for not-for-profit organisations.

At Singapore Management University (SMU) new niche courses are being developed to meet changing market needs. The prosperous island state, with its reputation for stability and a sophisticated infrastructure, is attracting large amounts of private money from Europe and elsewhere. An increasing number of locals, too, have significant personal wealth. The result is that Singapore is now positioning itself as a rival to Switzerland as the world's most important private banking center. However, it faces a challenge. In order to look after this growing influx of money, Singapore needs more highly trained financial advisers. SMU has created a Master of Science in Wealth Management, a specialized postgraduate program to deepen Singapore's talent pool of wealth-management professionals. As the program director of the MLS program explains: "There is no other course like this anywhere in the region. Wealth management today is a transnational business and our program has been designed to attract

A news report

It is a relatively short piece of writing for publication in a magazine or newspaper, giving information concerning a current event. This piece of writing is formal in style and the information is presented objectively.

Structure

A headline – short, eye-catching and stimulating the readers’ curiosity;

An introductory paragraph which includes brief information about the event, people involved, the place etc.;

Main body containing details, explanations of the causes and results of the event;

A conclusion which restates the importance of the event, reactions or comments of witness or spokesperson.

Points to consider in writing a news report

As it is written for a newspaper, the register must be consistently formal.

The final comments of the police, witness or spokesperson may be written in Direct or Reported Speech.

Passive Voice and a variety of reporting verbs are used in News Reports.

students from abroad. For the last two intakes, around 40% of the students have come from outside Singapore. We hope to continue to make it a truly pan-Asia program.”

Innovative niche courses are springing up elsewhere in the region to meet demand. Professor Ricky Lim, associate dean of the Asian Institute of Management based in the Philippines, declared: “In the face of tougher competition, most entrepreneurs today do not have time to take their hands off their businesses. We had this firmly in mind when designing our ME and have concentrated on providing what entrepreneurs need for sustaining and growing a profitable enterprise.”

(adapted from *The International Herald Tribune*, 2005)

• **Words in action**

4. A collocation is a pair or group of words that are often used together. There are some in the article you have read: to meet/fit the needs; to face a challenge. Cross out the word which does not normally belong to the collocations.

stiff/tough/heavy competition; tailor/create/design a course; run/work/go a successful business; have/develop/build management skills; carry out/make/conduct market research

5. Complete the blanks with words and expressions from the text.

1. Have you heard about the computer software that is specially for schools.
2. Unfortunately, the . . . in some universities is down by 10%.
3. There is now a large . . . of software engineers.
4. With the coming of the warm season there is a massive . . . of tourists into the region.
5. He has just started to become successful. Yes, he is just a . . . entrepreneur.

6. Re-read the article. Identify the component parts and state the main idea of each paragraph.

7. Find the passive constructions in the article.

8. Talk to your partner and decide what might the following headlines report about:

- Security scanners for train passengers
- “Spy in the sky” keeps watch on speeding drivers

OVER TO YOU!

9. Using some of these expressions, write about a memorable interesting/ embarrassing/ frightening/ funny event you have witnessed.

catch one’s breath; get the shock of one’s life; see the funny side of things; burst out laughing

It isn't fair

• Words in action

1. library
2. official form
3. university entrance regulations
4. timetable
5. application form



VOCABULARY

bias = a tendency to support or oppose a particular person or thing in an unfair way by allowing personal opinion to influence your judgment

articulacy = an ability to express your thoughts and feelings easily and clearly

to hold true = to be true or remain true

fee = money that you pay to a professional person or an institution for their work

1. Work in pairs. Read these notices and extracts from rules. Where can you find them? Use the prompts in the box on the left.

- a. It should be noted that possession of the minimum requirements does not guarantee admission.
- b. Subject to alteration.
- c. Affix recent photograph here.
- d. No dictionaries or magazines may be removed.
- e. Delete where applicable.

2. Complete the following sentences with the suitable word.

1. *pass/ take*

- a. I hope she'll be successful in the exam. When does she it?
- b. If I the exam, my parents will be so happy.

2. *fail/ lose*

- a. He the exam and now he has to resit it.
- b. You'll the deposit if you cancel the order.

3. *revision/ rehearsal*

- a. She did no but she still got a very high mark.
- b. He is a producer with three plays in

3. Choose the correct collocation.

1. A few students have recently decided to *go/ leave/ withdraw* the course this year.

2. You know that you don't have to *assist/ frequent/ attend* all the lectures at this university.

3. If you want to study abroad you must apply for *a fee/ a salary/ a scholarship*.

4. Does the government *agree/ recognise/ accept* the school-leaving exams of other countries?

• Tape activities

4. A. You will hear a talk about university admissions. Tick the correct options.

1. How does the speaker feel about the admissions system?
A. confused; B. angry; C. surprised
2. At the interview state school children perform
A. better than children educated in private schools;
B. as well as private school children

In the UK higher education is provided by three main types of institutions: universities, colleges and institutions of higher education and art and music colleges. All universities are autonomous institutions, particularly in matters relating to courses. In 1992 polytechnics were given university status (i.e. the right to award their own degrees) and took university titles. The Department of Education and Skills is responsible for all universities.



Trinity College, Cambridge

Saying you do not approve

- I'm not in favour of . . .
- I'm really not pleased with . . .
- I can't approve of . . .
- Is it really necessary?
- How dreadful/appalling!

OVER TO YOU!

7. How do students in our country get access to universities? Write three paragraphs to be included in an article on this topic.

- C. worse than children educated in private schools
- 3. By *manners* the speaker means
 - A. Confidence and charm; B. Hypocrisy;
 - C. Experience in carrying out a conversation
- 4. The speaker says that private school pupils
 - A. are very intelligent;
 - B. appear to be more intelligent than they are;
 - C. are a great deal less intelligent
- 5. Oxbridge and Cambridge Colleges
 - A. admit all Eton or Westminster pupils;
 - B. reject all Eton or Westminster pupils;
 - C. reject even bright Eton or Westminster pupils

B. Complete the blanks in the second part of the talk.

That's why I think that the entire university admissions system in this country is (1)..... . It is a national disgrace. Recently, at an evening at my (2)..... school I listened with horror to a man from UCAS who warned us that the system was now little better than (3)..... . "It is inefficient and (4)....." he said; "there is no guarantee that the right child will end up on the right (5)..... at the right university."

But I think that there is a solution to this. It is the American system of Scholastic Aptitude (6)..... known as SATs, which universities there use (7)..... part of their admissions procedures.

In the past, I was rather (8)..... them; I thought that they amounted to a rather crude teenage (9)..... test, and felt convinced that would be unable to make the fine personal distinctions that the old Oxbridge (10)..... examinations were designed for. Maybe SATs can't make those distinctions, but what they can do, and do (11)..... in the United States, is offer some objective, (12)..... of teenagers' academic abilities.

5. Answer these questions.

- 1. What does the speaker think about the admission system in the UK?
- 2. What adjectives does he use to characterize the system?
- 3. Does the speaker suggest any solution?

6. What do you think about the admission procedure at Oxford? Use expressions in the language box if you disagree with their system.

Is it all in the past?

• Reading



New College, Oxford

VOCABULARY

don = a member of the teaching staff of a university or college, especially at Oxford Balliol — one of the earliest colleges of Oxford University — or Cambridge University

alumnus, pl. alumni = a former student of a school, college, or university

masque = a theatrical play often performed in the 16th and 17th centuries written in poetry and including music, dancing and songs

tutor = a teacher in a British university or college

quintessential = being a perfect example of a particular type of person or thing

1. Read these literary excerpts. What are they all about? Tick the most obvious common topic:

- a. Science b. History c. Punctuation d. Education
e. Government policy on education

A. *Dons English!* Nobody more proudly or quintessentially English than Jowett of Balliol, who wished to “inoculate England” with his college alumni, and of whom a contemporary undergraduate wrote, as part of the libretto for a college masque:

*Here come I, my name is Jowett;
There's no knowledge but I know it.
I am the master of this College.
What I know not isn't knowledge.*

Jowett was the greatest Oxford tutor of his time, with a gift of inspiration that his pupils powerfully felt. He was one of the supreme influences of Victorian England dedicated as he was to the production of a ruling elite.

B. (...) the progress of Oxford University has been dominated by science – ever more students, ever more laboratories, a whole new class and kind of Oxford academic. All around the Museum, in direct descent to its botanical columns, now stand the scientific departments, served by their own computer laboratory.

Physical chemistry and biochemistry have become Oxford specialities: the chemistry school is the largest and most distinguished in Britain.

(adapted from *Oxford*, by Jan Morris)

C. Everyone knows the basics of punctuation, surely? Aren't we all taught at school how to use full stops, commas and question marks?

And yet we see ignorance and indifference everywhere. “Its Summer!” says a sign that cries out for an apostrophe. “ANTIQUE,S,” says another, bizarrely.

D. Isn't this sad? People who have been taught nothing about their own language are (contrary to educational expectations) spending all their leisure hours attempting to string sentences together for the edification of others. And there is no editing on the Internet! Meanwhile, in the world of text messages, ignorance of grammar and punctuation obviously doesn't affect a person's ability to communicate



Students at Clare College, Cambridge

Tips for a good debate

- the aim of a debate is to convince the people, using logical arguments, that a state of affairs exists, it is necessary, important etc.;
- the Chairperson introduces the topic of the debate and the speakers;
- the speakers should take turns: the first speaker describes the basis of the debate and states their point of view; the opposition speaker brings arguments against the first speaker;
- the speakers present their arguments speaking clearly; they can only interrupt the opposition speaker in a polite way; they should address the Chairperson who controls the debate;
- in the end the participants vote and the Chairperson announces the conclusion.

messages such as “CU later.” But if you try anything longer, it always seems to turn out much like the writing of the infant Pip in *Great Expectations*:

MI DEER JO I OPE U R KRWITE WELL I OPE I SHAL SON B HABELL 4 2 TEEDGE U JO . . . PIP

(adapted from *Eats, Shoots & Leaves — The Zero Tolerance Approach to Punctuation*, by Lynne Truss)

2. Mark the statements as T (true) or F (false) according to the texts.

1. Jowett was a student at Balliol.
2. Jowett had the reputation of knowing everything.
3. Jowett was an inspiration to his students.
4. The author’s attitude to that tutor and that time was mostly negative.
5. Students interested in science should choose Oxford University.
6. Nowadays everybody masters the art of writing accurately.
7. The expression “to string sentences together” in excerpt D shows the author’s approval of this activity.
8. The author shows great interest and respect for the way some people communicate nowadays.

3. These are controversial issues: everywhere you look now there are signs of ignorance; students should pay for their education. **Work in pairs and make a list of issues you consider controversial.**

4. Read the *Tips for a good debate* on the left and answer the question: are the participants allowed to read their speeches or to interrupt the speaker in a rude way?

Asking for clarification	Let me put it another way.
Do you mean . . .	In other words . . .
Is what you’re saying . . .	Disagreeing
Sorry, I’m not quite with you.	No, I don’t think that’s right.
I didn’t quite understand what you meant by . . . (refusing them treatment.)	That’s not the way I see . . .
Giving clarification	Do you really think . . . ?
What I mean is . . .	Changing the subject
	We’ll come back to that later.
	Shall we leave that issue for the moment?

OVER TO YOU!

5. Study the expressions in the box above. Work in groups. Choose one of the issues on your list and organise a debate competition.

Review and consolidation



Charles Dickens



VOCABULARY

banter = conversation that has a lot of jokes and teasing remarks

incessant = (activity) which continues without stopping in an annoying way

to condone = to accept or forgive behaviour that most people think is morally wrong

1. These are generally considered golden rules to studying. Do you use them? Which do you find most useful? Which is *your* golden rule to study? Talk to your partner.

a. Preview the material to help yourself focus on the most important information.

b. Read the chapter carefully. Look for key words and ideas.

c. When you come to a paragraph/ excerpt you don't understand, stop and reread it.

d. Review the material.

e. Set aside solid blocks of time for studying with short breaks in between.

f. If you work according to a schedule, be sure it is realistic.

g. Devote more time to subjects you find more difficult.

2. Match the verbs in bold to the correct descriptions.

1. Farmers **lived** very simple lives in those times.

2. He **was revising** a difficult chapter when his friend called.

3. The old man was in hospital because he **had had** a heart attack.

4. She **had been working** in the garden all morning, so she was tired.

5. I **was reading** a story when my sister **was listening** to her favourite music.

6. He **had been studying** in a college for two years before he decided to take a part-time job.

7. Charles Dickens **wrote** about the life of the poor.

8. At 9 o'clock yesterday I **was writing** a letter.

9. My mother **had booked** the tickets before she told us about this short holiday.

10. First they **got** together to brainstorm. Then they **wrote** the first draft of the project.

a. to talk about actions of people who died.

b. action which happened before another past action or before a certain time in the past.

c. actions which happened one after the other in the past.

d. to lay emphasis on the duration of an action which started and finished in the past before another past action.

e. action which was taking place at a stated time in the past

f. two actions taking place at the same time.

g. action taking place in the past when another action interrupted it.

h. action which lasted for some time in the past and whose result could be seen in the past.

i. past state which is now finished.

j. action which finished in the past and whose result could be seen in the past.



Graduates at the International School in Bogotá, 2002

- a. to make someone have a particular feeling or belief
- b. child who stays away from school without permission
- c. to do someone's work
- d. to be so used to something that you do not recognize their value and do not show that you are grateful.



3. Fill in the blanks with suitable words and expressions you learned in this unit.

1. All train times are ... change in bad weather conditions.
2. Employers must interview all candidates without any ...
3. Does the bank charge any ... for setting up the account?
4. Changing the computer system would ... long periods or re-training.
5. After two years spent teaching abroad, she returned home for a month to ... of her life.
6. All the new courses are ... to meet the needs of our students.
7. Our college has increased its ... of students by 20% this year.
8. His ... encouraged him to read widely in philosophy.

4. Read the text and list the reasons why this teacher was dissatisfied with her activity in the UK. Match the underlined words and expressions to their definitions in the box on the left.

So I, too, have become one of the increasing number of British teachers choosing to work abroad. After five years of teaching in inner and outer London secondary schools, I decided to work in an international school in Bogotá, Colombia.

The students I was teaching were challenging, but I had always enjoyed their lively banter and the staff camaraderie. So it was not the pupils who prompted me to leave but the education system itself and the incessant Government directives. Teachers are supposed to educate, in other words to instill a love of learning and encourage children to think independently.

Yet teachers spend little of their energy on teaching. Instead, they become professional envelope stuffers and report collators. I spent hours chasing up truants and parents who condoned their child's absences.

Contrast that with the situation I found in Colombia. Private schools look after their staff, and I was paid for covering lessons and organising school trips. When I enter a classroom, I can be confident that my students have done their homework, and have brought along a pen and the correct books.

There are also cultural differences which make teaching more enjoyable in Colombia. Teachers are respected and enjoy a higher social status. Education is valued and is considered a privilege. In Britain education is taken for granted. It is an unquestioning right that society abuses. And so long as such attitudes remain, few teachers will be able to resist offers from overseas schools.

(adapted from *Daily Mail*, July 2003)

5. An important event has taken place in your school. Write about it in a news report (200-250 words).

Which way to go?

• Talking it over

1. Make a list of advantages and disadvantages of the jobs in the pictures. Use words from the box to describe them.

absorbing; solitary; (un)predictable; menial; skilled;
(un)conventional; rewarding; stressful; creative;
intellectual; exhausting; (un)safe; boring; risky

2. Decide with a partner which job would be best for you. Think about:

- what the job involves
- what qualities are needed for the job

• Reading

3. Read the following article, ignoring the blanks, and say why doctors criticise online medical recruitment in the UK.

Top medical students have been forced to reapply for (1) a training positions after failing to score enough points in (2) a computer recruitment system that senior doctors warn is threatening (3) the job prospects of Britain's most promising medics. More than 80 senior doctors have criticised changes to (4) a medical training system, which relies on (5) a points scored on (6) a online application form rather than interviews. The Modernising Medical Careers system, run by (7) the Department of Health, requires (8) all students to apply online for a two-year foundation training course at (9) a hospital after finishing (10) the initial five years of (11) the medical training.

There are six sections on (12) a application form, with exam qualifications carrying (13) the same weight as leadership qualities, resulting in (14) low exam marks only contributing to one-sixth of (15) the total score. The lower they score, the less likely the student is to get (16) a job. If they fail the application system, students undergo further assessment. A spokeswoman of the Health Department said the system was based on "fair and open competition."

However, in (17) a letter to *The Times* over the weekend, the specialists claimed (18) the recruitment process was unfair and was leaving (19) the top students bitter and desperate. South Manchester University Hospital professor of surgery Charles McCollum, who wrote (20) a letter that was co-signed by more than 80 colleagues, said





60 out of 360 students at his university failed to get jobs after (21)___ first round of (22)___ selection process. Still, not all Professor McCollum’s fellow medics share his views.

(adapted from *The Daily Telegraph*, March 2006)

4. Read the text again and insert the missing articles: definite (*the*), indefinite (*a/an*) or zero article (\emptyset). The first one has already been done for you as an example. Listen and check your answers.

• Words in action

5. The following words taken from the article are all formed by adding affixes (prefixes and suffixes) to other words. Copy the table in your notebooks and write the words in the right column. For each of them, underline the affix and suggest related words.

Nouns	Adjectives	Verbs
recruitment		

reapply; recruitment; threatening; application;
 foundation; initial; qualification; leadership; likely;
 unfair; co-sign; consultant

e.g. *recruitment*, *recruit* (verb), *recruit* (noun), *recruiter* (noun)



6. In the article you came across the word *spokeswoman*. In everyday language there is a tendency to replace these words with others that do not indicate if the person is male or female (as for instance *spokesperson* instead of *spokeswoman*). Study the words from the box on the left, then use them to replace the underlined words in the following sentences.

salesperson
 fire fighter
 police officer
 chairperson
 head teacher
 flight attendant

1. I was feeling very nauseous so I asked the air hostess to give me some advice as to what I should do.

2. The person that everyone remembers best from our high school years is, beyond any doubt, our headmaster; he was a very authoritative but caring person.

3. His father is a very successful salesman, that’s how they afforded buying a yacht.

4. I think you would be an excellent chairman for this meeting, if you ask me.

5. I can’t believe he is actually considering such a risky job as a fireman.

6. It has never been his dream to become a policeman, it simply happened.

OVER TO YOU!

7. Your friend has recently written to you breaking the news that he/she has finally decided to pursue a career as a marine biologist. Write a reply to your friend (150-200 words), explaining why you think that job does not fit his/her personality and suggesting another job, bringing arguments why this one is more suitable.

A step in the right direction



• Points of view

1. Work in pairs. Read the list of conditions you would want in an ideal job and rank those items in the order of importance. Report back to class the most and the least important conditions.

- | | |
|----------------------------------|---------------------|
| - career prospects | - jolly colleagues |
| - perks (advantages or benefits) | - job security |
| - a comfortable workspace | - meal tickets |
| - good pay | - a supportive boss |
| - health insurance | - generous holidays |

2. Look at the box on the left. Say what we call these professionals. There is an example at the beginning.

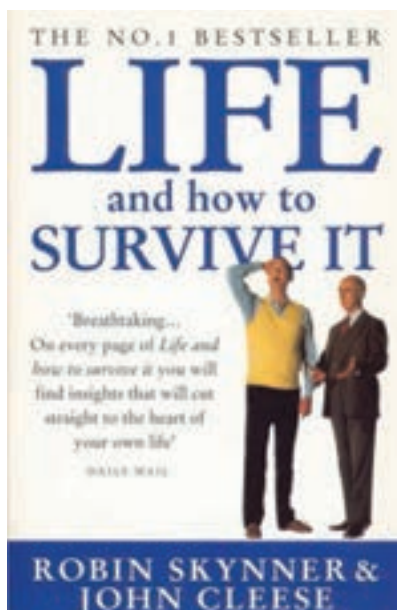
- someone who plays the piano: *a pianist*
- someone who cooks
- someone who makes or repairs wooden objects
- someone who paints
- someone who entertains
- someone who draws

• Tape activities

3. You are going to hear the success story of Robin Skynner. Listen and say what his job is and whether you would be tempted to take on such a job. What do you think his job involves? What qualities are needed in this job?

4. Listen again and for questions 1–5, choose the best answer a), b) or c).

1. According to the speaker, psychotherapy
 - a) used to be traditionally common in the UK.
 - b) has always been perceived through certain stereotypes.
 - c) was preferred instead of psychiatry.
2. Robin Skynner's main contribution is that he
 - a) persuaded television producers to make a TV series.
 - b) has helped improved people's opinion on psychotherapy.
 - c) was acclaimed by the public when he published his book.
3. Skynner has had several jobs and worked as
 - a) a naval officer, a fisherman, a fighter pilot.
 - b) a fisherman, a fighter pilot, a psychiatrist.
 - c) a fighter pilot, a doctor, a psychiatrist.
4. What was Skynner's motivation to become a psychiatrist?
 - a) He tried to understand sanity by studying its opposite.
 - b) He wanted to turn insanity upside down.
 - c) He meant to treat insane people at the Maudsley Hospital in London.





A therapy session

- a) bear the brunt of something
- b) bear comparison with somebody/ something
- c) bear fruit
- d) bear in mind
- e) bear with somebody/ something

A **homophone** is a word pronounced like another word, but with a different meaning or spelling. (e.g. *some/sum, bear/bare*)



A stationery shop

5. A pioneer of family therapy, Skynner believes that
- a) the British are becoming more reluctant to psychotherapy.
 - b) psychotherapy was more popular in the sixties.
 - c) currently psychotherapy is becoming an industry.

● Words in action

5. In the listening extract you heard the expression *bear witness* which means “to provide evidence of the truth of something, to be proof.” On the left, there are some more expressions containing the same verb; match each of them to its definition.

- 1. to be able to be compared favourably with somebody/something
- 2. to show patience towards somebody/something
- 3. to take into account, to remember
- 4. to receive the main force, shock or impact of something
- 5. to have or bring about a result

6. Choose the more appropriate option in each sentence.

- 1. Modern paintings don't *bear fruit/bear comparison* with those of the old masters.
- 2. His secretary has to *bear the brunt of/bear witness* to his temper.
- 3. I'd love to go to the cinema with you but please *bear in mind/bear with it* that this is the second time I've seen this film.
- 4. Her efforts finally *bore the brunt of/bore fruit* and got the promotion.
- 5. If you will *bear witness/bear with me* a little longer, I'll prove my innocence.

7. Can you think of a word with the same sound, but a different meaning, for 1–10 below? Use a dictionary, if necessary.

- | | |
|----------------|---------------|
| 1. knew/ | 6. route/ |
| 2. sun/ | 7. principle/ |
| 3. stationery/ | 8. story/ |
| 4. steak/ | 9. ensure/ |
| 5. cell/ | 10. great/ |

8. Correct the mistakes in each sentence.

- 1. I was *scent* to the *principle's* office to explain my behaviour.
- 2. Our next-door neighbour has one daughter and two *sun*s.
- 3. What's at *steak* here is his *pride*.
- 4. They are building a five-story building outside the *cinema*.
- 5. This is a brand *knew* car.

Letters

Letters are divided into two broad categories: formal and informal. The level of formality depends on the person you address the letter and the reason for writing. Letters are written for different purposes: to ask for or give information/directions/advice, to invite/to refuse or accept an invitation, to apologise, to apply for a job/a course of study, to complain, to express thanks/congratulations, etc.

All letters have the same organisation: salutation; an introductory paragraph stating reason for writing; a main body (2–3 paragraphs) developing points from the task; a final paragraph containing closing remarks; name and signature.



Informal style includes:

Informal greetings (*Dear Lucy*), personal tone, use of colloquial English (phrasal verbs, idioms), informal connectors, chatty style, use of short forms and omissions of pronouns, informal closing remarks (*Love, Best wishes, Kisses and hugs*).

Closer to success

• Points of view

1. Talk to a partner. What is the first step one is likely to take when looking for a job? Where can you find jobs advertised?

2. Match the formal expressions in 1–7 with their informal counterparts in a–g.

1. Unfortunately, owing to previous commitments, I am unable to attend the event.

2. I would appreciate a reply at your earliest convenience.

3. Thus, I recommend that you accept this advice on the matter.

4. I trust this is the information you require.

5. I look forward to meeting you.

6. I regret to inform you that...

7. You are cordially invited to attend our annual celebration.

a. I can't wait to get to know you.

b. Write back soon!

c. Hope this is what you wanted to know.

d. I'm afraid I can't make it because I've already made plans I can't change.

e. So, I think you'd better trust me on this one.

f. So sorry to let you know that...

g. We'd love to have you with us at this year's event.

3. Letters of application are usually written in response to advertisements in newspapers or magazines. Read the following advertisements taken from *The Toronto Star*, March 30 issue, and say what you think these jobs involve.

Accountant needed. Toronto magazine co. requires an accountant with total financial department responsibilities. Minimum 3 years relevant experience required. Details at: www.beautynet.com/jobs. E-mail, CV and application letter to: careers@beautynet.com before April 4.

Receptionist, experience needed for busy X-ray clinic in Brampton to cover maternity leave or longer. Enthusiastic team player. Call 416-757-7968.

Mississauga manufacturing company requires a human resource administrator. The successful candidate will have excellent communication, organization and people skills, strong computer skills. Interested candidates can fax their applications to (905)850-4424.

PLAN

- Greeting
- Paragraph 1: reason for writing
- Paragraph 2: relevant professional experience
- Paragraph 3: qualities required for the job
- Paragraph 4: closing remarks
- Name and signature



A job interview

Formal style includes:

Formal greetings (*Dear Sir or Madam, Dear Mr Johnson*), impersonal tone, complex sentence structures (frequent use of the passive voice, inversions, relative clauses, conditional clauses etc.), formal connectors, advanced vocabulary, no use of short forms, formal closing remarks (*Yours faithfully, Yours sincerely*).

OVER TO YOU!

6. Choose one of the advertisements in exercise 3 and write you letter of application in about 200 words.

4. Consider the plan of a letter of application. Then read the following letter whose paragraphs have been jumbled and arrange them in the correct order according to the plan.

March 30

Dear Sir or Madam,

1. I am available for interview at your earliest convenience and would be able to start work after serving out the three weeks' notice in my current job. Mr Smith has agreed to act as my referee. I am looking forward to hearing from you.

2. As you will see from my enclosed CV, I have spent the last six years working for Tadwell Trade Company, which I joined immediately after having finished postgraduate studies. Last year I was promoted to the position of head accountant, in charge of a team of five. My responsibilities range from management of the office to financial balances.

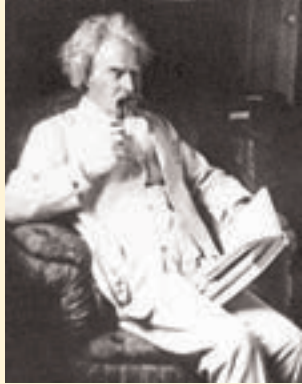
3. I am writing in response to your advertisement which has appeared in today's edition of *The Toronto Star*. I should like to apply for the position of accountant.

4. Given the experience I have presently acquired, I consider myself prepared for a greater challenge in a more dynamic environment than my present job. I feel I possess both the professional qualifications and the personal qualities to meet the demands of the job. I am an enthusiastic team player and I consider my command of French and German to be an asset.

Yours faithfully,
Linda Briggs

5. Read this list and tick the features which apply to the previous letter.

- formal language
- colloquial English
- short forms
- impersonal style
- formal greeting/ closing remarks
- advanced vocabulary



MARK TWAIN (1835-1910) is best known for the novels *The Adventures of Tom Sawyer* (1876) and *The Adventures of Huckleberry Finn* (1885). He also wrote the historical novels *The Prince and the Pauper* (1882) and *A Connecticut Yankee in King Arthur's Court* (1898).



Huckleberry Finn, a character created by Mark Twain for his novel *The Adventures of Tom Sawyer*, became the main character in *The Adventures of Huckleberry Finn*. Called Huck by his friends, he is not educated but an independent and happy boy. The book focuses on Huck's trip down the Mississippi River with a slave called Jim who has escaped.

A taste for adventure

• Talking it over

1. Are you the kind of person who thinks of the possible outcomes of a situation before deciding how to act? Or do you tend to get carried away and not consider the consequences? Do you feel that we are affected by the choices we make? Why (not)?

• Reading

2. You are going to read an excerpt from *The Adventures of Huckleberry Finn*. Some words have been extracted from the passage. Consider the words in the box and tell your partner what you think is going to happen in this story.

breakfast snake bad luck dead man money

3. Read the fragment and check your predictions.

After breakfast I wanted to talk about the dead man and guess out how he come to be killed, but Jim didn't want to. He said it would fetch bad luck; and besides, he said, he might come and ha'nt us; he said a man that warn't buried was more likely to go a-ha'nting around than one that was planted and comfortable. That sounded pretty reasonable, so I didn't say no more; but I couldn't keep from studying over it and wishing I knowed who shot the man, and what they done it for. We rummaged the clothes we'd got, and found eight dollars in silver sewed up in the lining of an old blanket overcoat. Jim said he reckoned the people in that house stole the coat, because if they'd a knowed the money was there they wouldn't a left it. I said I reckoned they killed him, too; but Jim didn't want to talk about that. I says:

“Now you think it's bad luck; but what did you say when I fetched in the snake-skin that I found on the top of the ridge day before yesterday? You said it was the worst bad luck in the world to touch a snake-skin with my hands. Well, here's your bad luck! We've raked in all this truck and eight dollars besides. I wish we could have some bad luck like this every day, Jim.”

“Never you mind, honey, never you mind. It's a-comin'. Mind I tell you, it's a-comin'.” It did come, too. It was a Tuesday that we had that talk. Well, after dinner Friday we was laying around in the grass at the upper end of the ridge, and got out of tobacco. I went to the cavern to get some, and found a rattlesnake in there. I killed him, and curled him



up on the foot of Jim's blanket, ever so natural, thinking there'd be some fun when Jim found him there. Well, by night I forgot all about the snake, and when Jim flung himself down on the blanket while I struck a light the snake's mate was there, and bit him.

(Mark Twain, *The Adventures of Huckleberry Finn*)

4. Read the text again and decide whether the following statements are true or false.

1. Huck and Jim killed a man on Tuesday.
2. Jim considers that talking about the cause of the man's death will only bring bad luck.
3. Huck doesn't believe in superstitions or bad luck, to the contrary he is happy with the money he finds.
4. Huck was bitten by a rattlesnake.

• **Text analysis**

5. What is the general impression the two characters leave on you? Choose words from the box to characterise them. Justify your choice.

puerile	superstitious	inconsiderate	playful
fun-loving	independent	friendly	wise
high-spirited	childish	sensible	

6. In order to enhance the credibility of the writing, Twain employs regional speech, which also brings his characters to life. Find in the text examples of the following non-standard uses of English:

- incorrect use of tenses
- double negations
- lack of agreement between subject and verb
- incorrect forms of verbs

7. Read the box on the left about the point of view. Go back to the text and find evidence that this is an extract from a first person narrative.

8. Work in pairs. Rewrite the fragment from the point of view of a third person narrator. What qualities of the original writing are lost?

Point of view

In a first person narrative, the story can be told either by the main character or by a less important one. When the narrator is the main character, the reader has direct access to the main points of interest. The "I" narrator analyses his feelings, motivates his conduct and explains his thoughts. Thus, the reader is tempted to sympathise with the main character, or even identify with him.

OVER TO YOU!

9. Work in groups of three. Imagine one of you is Huck and a second person is Jim. Create a conversation between the two characters continuing the story in the previous fragment. The third person should write down the story from Jim's point of view. Present your story in front of the class.

Review and consolidation



Brussels

1. Work in pairs. For each of the following phonetic transcriptions find two words spelled differently. Use a dictionary if necessary. There is an example at the beginning.

e.g. /ki:/ 1. key; 2. quay

/sent/; /prei/; /weit/; /beə/; /weist/; /ðeə/

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

1. The Parkers are moving to Brussels next year.
2. After the school we went for an ice cream.
3. She goes to a bed late at night.
4. The young actress was on the threshold of success when she had the accident.
5. I saw Simon the last week when I was going to the cinema.



The Alumnae Theatre in Toronto

3. Complete the second sentence, using the word given, so that the meaning stays the same.

1. Try to remember that this kind of behaviour is unacceptable. MIND
Try to...
2. This book doesn't even compare with his first novel. BEAR
This book...

4. Read this excerpt from a newspaper article and fill in the gaps 1–7 with phrases from A–I. There are two extra phrases.

When Andrea Lui was young, her mother, like many traditional Asian parents, wanted ___(1): a doctor, a lawyer, an accountant. And as a rebellious teenager growing up in suburban Oakville, she made ___(2).

“My mom is hoping it’s still a passing phase. She tries very hard to understand but worries because it’s not the most secure job in the world. Traditional Asian parents want their kids ___(3). I became a full-time bartender and part-time actor instead.”

Lui, an only child of divorced parents, wanted to act because she got ___(4). “I knew at twelve that acting was something I would always want to do. It was all about pretending and playing. It was all about still being you but also being able to show different parts of yourself, too.”

Yet her mother still worries. “She’s still hesitant about it. She knows it’s never going to be steady work but lets me do it because it’s what I love. I mean it’s hard ___(5) that’s so hard to succeed. I know





The Golden Globe trophy



An acting class

she still wonders, when is the rug going to be pulled out from underneath?”

Although it doesn't look like the carpet will be pulled anytime soon, Lui still considers ___(6). “It's not about fame or fortune in Toronto. There aren't a lot of working actors and I'm happy I'll be able ___(7). Very few people get to do that.”

- A. herself lucky to be a successful Toronto actor
- B. to play different people
- C. to meet famous actors
- D. her to be one of the three things
- E. to do what I love right now
- F. her own choice: an actor
- G. to have as many part-time jobs as possible
- H. to see your child struggling at something
- I. to work a steady 9-to-5

5. Match the beginnings with the endings. Identify the register of each letter as well as its purpose.

Beginnings:

1. Thanks for the invitation to your next concert. My family and I would love to see you perform.
2. I am writing to express my extreme dissatisfaction with a trip organised by your travel agency from which I have recently returned.
3. I'm really sorry about missing your wedding last Saturday.
4. I am writing to express my interest in the position of social organiser for a children's summer school advertised in yesterday's issue of *The Daily Mirror*.
5. I am writing to enquire about the details of becoming a member of the “Arts and crafts” Club.

Endings:

- a) I enclose a copy of my CV together with a letter of recommendation from my previous employer. I feel that my abilities meet your requirements, therefore I hope you will give my application serious consideration. I am looking forward to hearing from you.
- b) Let me know if there are any changes to the programme. Otherwise, you can count on us being there for you. Can't wait to see you on the stage.
- c) Thanking you in anticipation for your cooperation on this matter. I am looking forward to receiving further information about the club.
- d) All things considered, bearing in mind the inconvenience you have caused my family, I feel I am entitled to a full refund. I am looking forward to receiving a cheque from you within ten days.
- e) Let me say again how sorry I am. Hope we can get together soon and have a chat. Plus, I have a wedding gift for the two of you.

REVISION AND SKILLS DEVELOPMENT

Reading

1. A. Read the text below, ignoring the gaps. Is it taken from: 1. a tourist guide; 2. a newspaper; 3. a brochure?

B. Read the text again and decide which option (A, B, C or D) best fits each space. Put the letter you choose in the gap.

Switzerland's perennial appeal

With four official languages (German, French, Italian and Romansh) and widespread use of English, Switzerland's international focus (0) **B** underestimated. The country (1)..... for its education standards. According to the Swiss Federal Statistical Office, the number of students enrolled at Swiss universities who (2)..... high school in Switzerland comprised 16.3% of the total in 2003. In this academic year, the International University in Geneva (3)..... students of 61 different nationalities. "IUG attracts students who (4)..... to immerse themselves in an international atmosphere in a city host to the European headquarters of the United Nations," says the director of the university.

Last year, the school also (5)..... a BA in International Relations with some faculty members who (6)..... former senior administrators from the United Nations. They (7)..... a practical dimension to the studies.

The International Institute for Management Development (IMD) in Lausanne (8)..... one of the



Lausanne, Switzerland

most respected business schools worldwide. Formed through the 1990 merger of two international management education centers, IMD (9)..... a strong business focus and, as such, has a clear mandate of working in partnership with businesses. The school (10)..... only about 90 students per year to its intense 10-month MBA course. IMD retains its close ties to industry via both course content and student opportunities. For example, Shell International and IMD recently (11)..... expansion of their joint scholarship program to include students from Africa, Asia, Eastern Europe and Latin America. "Shell has a shared interest in attracting the very best applicants, along with a strong ability to help us (12)..... our strategic objective of targeting greater diversity with classes," says MBA programme director.

- | | | | |
|----------------------|----------------------|---------------------|--------------------|
| 0. A. couldn't be | B. cannot be | C. won't have to be | D. can be |
| 1. A. was known | B. is known | C. had been known | D. will be known |
| 2. A. did not attend | B. are not attending | C. do not attend | D. will not attend |
| 3. A. had boasted | B. boasted | C. boasts | D. was boasting |
| 4. A. are wanting | B. had wanted | C. wanted | D. want |
| 5. A. has started | B. starts | C. started | D. start |
| 6. A. will be | B. has been | C. are | D. is |
| 7. A. bring | B. had brought | C. is bringing | D. brings |
| 8. A. was | B. is | C. have been | D. had been |
| 9. A. had | B. had had | C. has | D. will have |
| 10. A. admits | B. is admitting | C. admitted | D. admit |
| 11. A. announced | B. had announced | C. announce | D. has announced |
| 12. A. meeting | B. meet | C. meets | D. to meet |

REVISION AND SKILLS DEVELOPMENT

Vocabulary

2. Fill in the blanks with the suitable “bear” expression.

1. It’s the new members of the staff who will of the redundancies.

2. We hope that our careful investments will soon

3. Her latest film to her talent as a director.

4. This novel with his previous best sellers.

5. I think that’s excellent advice to

6. me a minute and I’ll check if Tom is in his office.

3. This is a sloppy letter of application from Tom Smith. Read it carefully and then rewrite it for him so that he stands better chances to get the job.

Dear Sir,

Just by chance I saw you ad in the newspaper yesterday about a well-paid job taking British tourists around France. I must say that I’m quite interested.

I studied French at school for four years and can speak this language quite well. As I also worked in a hotel in France for two years I think I can help the British tourists who’d like to spend their holidays in that country.

I must tell you something else. I spent a few summers showing tourists round England, which I quite liked. I suppose that that experience could be useful in some way at your place.

And, one more thing. I’m good at sports (basketball, football and tennis) and I’m keen on music — all sorts.

I’m quite sure that I could do the job you’re advertising. (You forgot to mention the salary in your advertisement.) I could come for an interview any time. Let me know if your are interested.

Best wishes,
Tom Smith

Grammar

4. Put the verbs in brackets in the correct tense. Use either Active or Passive Voice.

1. Our cat has been much more lively since we (add) vitamin supplements to her diet.

2. This is the first time I (lose) my address book. It (not happen) again, I promise.

3. At the time of the trial last summer Tom (be) in prison for eight months.

4. Last year the contestants (make) to dress in ridiculous outfits.

5. She (wait) for you for at least half an hour.

6. This recipe (give) to me by my aunt years ago.

7. The thief (catch). Hopefully, you’ll get back your mobile.

8. We (book) the tickets and then made all the other arrangements.

9. She (not speak) Greek. She never (study) this language.



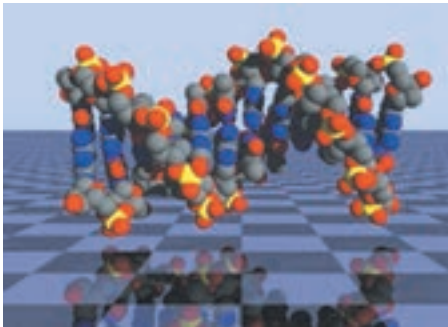
Greece

5. Use the words in the box to form common uncountable compound nouns. These words are never used with an article. Use them in sentences of your own.

income family pocket tax junk
planning money food

What is racial profiling?

Racial profiling occurs when race is used by law enforcement or private security officials, to any degree, as a basis for criminal suspicion in non-suspect specific investigations. Discrimination based on race, ethnicity, religion, nationality or on any other particular identity undermines the basic human rights and freedoms to which every person is entitled.



VOCABULARY

check-in desk = a place where you report your arrival at an airport, hotel, hospital

domestic flight = relating to or happening in one particular country and not involving any other countries

assailant = someone who attacks another person

profile = a short description that gives important details about a person, a group of people, or a place

stereotype = a belief or idea of what a particular type of person or thing is like

security screening = tests or checks that are done to make sure that people or things are acceptable or suitable for a particular purpose

Airline security vs civil rights

• **Talking it over**

1. Discuss with your colleague the following statement: “No one can make you feel inferior without your consent.”

• **Reading**

2. Read the following article which presents an instance of racial profiling.

It was Christmas Day, three months after the trauma of September 11, and a planeload of exhausted, slightly nervous passengers were going home at the last minute for the holidays, on American Airlines flight 363 from Baltimore Washington International Airport to Dallas-Fort Worth. At the check-in desk, an Arab-American was asked a series of questions and, in the end, he was refused permission to board the plane and was left at the gate. This has happened many times on domestic flights in the United States since September 11, but this time it was different. The Arab-American, Walied Shater, was, in fact, a secret serviceman on his way to guard President George Bush at the “Western White House” in Crawford, Texas. This meant big trouble.

In a discussion about this incident on American TV, an expert used the two words “racial profiling” — one of the most controversial issues in contemporary America. American Airlines said Shater had not been refused permission to board the flight because of his Arab-American identity. Instead, the troubled airline (which lost two planes on September 11) published critical accounts of his behaviour, describing him as angry and aggressive. His identity was eventually confirmed by the Secret Service, but he had become so aggressive by then that airline officials thought it was best to leave him behind.

It is a fact that Arab-Americans and people with Muslim names have been subjected to much more attention than other passengers on flights since September 11. There have been many cases of people being left off planes because the flight crew and the passengers were worried about their Middle Eastern appearance.

The fact that all 19 of the hijackers involved in the September 11 attacks were Muslim Arabs has inevitably had an effect on the perceptions of airline pilots and crews. It is possible to argue, then, that there might be a significant security benefit in paying particular attention to passengers who fit that profile. On the other hand, the role of a Briton, Richard Reid, a Muslim with a non-Muslim name, in the

A **civil right** is an enforceable right or privilege, which if interfered with by another gives rise to an action for injury. Examples of civil rights are freedom of speech, press, assembly, the right to vote, freedom from involuntary servitude, and the right to equality in public places. Discrimination occurs when the civil rights of an individual are denied or interfered with because of their membership in a particular group or class. Statutes have been enacted to prevent discrimination based on a person's race, sex, religion, age, previous condition of servitude, physical limitation, national origin and in some instances sexual preference.

Modals - Expressing possibility

May/might — there is a chance that something is true, or that there is a possibility of it happening.
e.g. We *may* be climbing in the Alps next summer. I *might* get a job soon.

Might is not used as a past form of may: both are used to talk about the present or the future. It is a less definite or more hesitant form of may, suggesting a smaller chance.

May/might + have + 3rd vb — to say that it is possible that something happened or was true in the past.

e.g. She is very late. She *may have missed* the train. You were stupid to climb up there. You *might have killed* yourself. (but it did not happen)

Could is often used in similar ways to may and might.

shoe-bomb attempt on an American Airlines flight before Christmas was a clear reminder that the assailants in the next attack may not conform to the stereotype.

This is a valuable debate. If there is clearly a significant benefit to using ethnic profiling in security screening, there could be further discussion of how to balance security and the civil rights of those people who are screened. Surely, the fact that Mr Shater was a secret serviceman with one of the highest security levels in the USA was more important than the fact that he was of Arab descent.

(adapted from *The Guardian Weekly*, 2003)

3. Explain in your own words “This meant big trouble.”
4. Mention the arguments the airline company used to refuse permission to board the plane to the Arab-American.
5. Find arguments to support racial profiling.
6. Read the box on the left and mention the civil rights which the Arab-American citizen was denied.
7. Imagine you were one of the airline officials; what would you have done in this situation?

• **Words in action**

8. Match the words in Column 1–5 to words in Column a–e to form collocations.

- | | |
|---------------|-----------------|
| 1. refuse | a. a stereotype |
| 2. board | b. a profile |
| 3. pay | c. permission |
| 4. fit | d. attention |
| 5. conform to | e. a plane |

9. Complete these sentences using an appropriate form of words from the text.

1. Mr Shater was _____ permission to board the plane.
2. He was _____ by the airline as being “angry and aggressive.”
3. The Secrete Service eventually _____ his identity.
4. There is now a discussion about how security and civil rights can be _____ .

10. Fill in the blanks by inserting the correct form of *may*.

1. It's rather cloudy today; it _____ rain or even snow.
2. I don't think he is in town, although he _____ be.
3. Why don't you listen to your father's advice ? You _____ have had an accident on the slippery road.
4. You'd better hurry; you _____ miss the train if you don't leave now.



*Dolly the sheep,
the first cloned animal*

VOCABULARY

bioethics = the ethics of biological science and medicine.

Parkinson's = a serious illness in which your muscles become very weak and your arms and legs shake

Alzheimer's = dementia; a disease that affects the brain, especially of old people, and that gradually makes it difficult to move, talk or remember things



Cloning and bioethics

• Points of view

1. Before reading the following paragraphs, check your knowledge on cloning by filling in the following sentences. Choose from the words in the box.

- _____ is the procedure of creating an exact copy of an animal or plant cell using DNA.
- The agents that transform a single fertilized human egg into 10 trillion cells in just 9 months are called _____.
- _____ are a small group of human cells that become an embryo.
- A _____ is a part of the nucleus of a human cell containing genes.
- A _____ disease is one that gradually gets worse.

stem cells / degenerative / cloning / blastocysts / chromosome

Cloning is often associated with science fiction horror stories, because it suggests the creation of identical people. In reality, it is impossible to create two identical people. Personality, character and behaviour are not determined only by genetic factors. The real aims of cloning technology are to help in the development of tissue for transplantation, in genetic diagnosis and in biological research. But cloning technology raises some very difficult bioethical questions.

Scientists have cloned human embryos and successfully extracted stem cells from one of them. The research opens the way for once-undreamed of treatments for long-term degenerative diseases such as diabetes, Parkinson's and Alzheimer's. It also reignites the debate about human cloning. The team used 242 eggs from 16 women to clone 30 blastocysts — the tiny ball of cells that become an embryo. Stem cells are the agents that turn a single fertilized egg into up to 10 trillion cells in just nine months' gestation.

Embryonic stem cells: These are the first cells of life, found in a newly fertilised human egg. Each embryonic stem cell has the capacity, with the aid of chemical stimuli, to transform itself into any type of cell in the body: a skin cell, a blood cell, heart tissue, etc. Once the embryo is fully formed there are no more stem cells as all the organs and bodily functions have been determined. Scientists are very interested to learn how to programme these cells to regenerate old or worn out organs and tissue so that they can cure such illnesses as heart disease and kidney failure.

Opinion essay

It is a type of writing where the writer argues a case, or expresses an opinion, by looking at a problem from two sides.

Structure

Introductory paragraph

State the topic and your opinion

Main body

2–3 paragraphs to present a separate viewpoint supported by your reasons. A paragraph giving the opposing viewpoint and reasons must be included

Conclusion

Restate your opinion

Points to consider in writing an opinion essay

Remember: *Opinions are like belly buttons: everybody has got one, but do other people want to hear you talk about yours?*

SO, the first stage in writing your opinion happens in your head, while you get your ideas straight.

- use formal style
 - address the reader directly
- or*
- start with a quotation
 - use linkers to group ideas and order paragraphs
 - give reasons for each of your viewpoints

Therapeutic cloning: This is a procedure in which cells, usually skin cells, are taken from a patient and inserted into a fertilised egg whose nucleus has been removed. The cell that is created is permitted to divide repeatedly. Scientists then extract stem cells from it, and use those cells to grow tissue which is a perfect genetic match for the patient. The cells created by therapeutic cloning can potentially be transplanted into the patient to treat a disease from which the patient suffers.

2. Answer the following questions relating to the issues in the texts on the previous page.

- a. What is the main task still remaining for stem cell researchers?
- b. Why is stem cell research controversial?
- c. What is therapeutic cloning?
- d. What are the points for and against stem cell research? Do you think it is morally acceptable to create a human clone?

3. There follows a mini-composition comprising the basic structure of an opinion essay.

1. Telling the truth may be a virtue, but is it not more important to know how to tell lies? 2. Obviously, modern civilised society couldn't exist if everybody lied all the time. 3. But at the same time, would it not be equally disastrous if everybody always told the truth? 4. So, it seems to me that lying is an essential skill, and that schools are quite right to teach children how to do it.

Each of the sentences above is the topic sentence of a paragraph in an article entitled "The importance of not being earnest." What is the function of each paragraph?

1. introduces the subject
2.
3. disadvantages of telling the truth
4.

4. Choose one of the bioethical dilemmas presented below and write an opinion essay. Do not write more than 250 words.

1. Scientists take stem cells from an aborted foetus for their research. Is this acceptable?
2. Therapeutic cloning will give the possibility of extending human lifespan (to 100, 120, perhaps 140 years), but it will be expensive. Rich people will be able to regenerate their failing organs, just as they now pay for plastic surgery. Is this acceptable?

OVER TO YOU!

5. Expand the mini-composition (ex. 3) to write an opinion essay. Provide reasons for each point of view. Use some of the following to link ideas and paragraphs:

in my opinion, I strongly believe, it seems to me that, first of all, firstly, to begin with, what is more, another major reason, in addition to this, people argue that, there are people who oppose, for example, such as, especially, to sum up, taking everything into consideration, all things considered



WOLE SOYINKA — Nobel Laureate, playwright, poet and political activist, born on July 13, 1934, in Abeokuta, Western Nigeria. During the 1970s and throughout the next decade, he was a force in local and national politics in his homeland and also served as a visiting professor at numerous universities, including Harvard, Yale, Cornell, and Cambridge. In 1986, Soyinka was awarded the Nobel Prize for Literature, the first African to be so honoured. The Swedish Academy described him as “one of the finest poetical playwrights that have written in English.”

The history of the Reith Lectures

The Reith Lectures were inaugurated in 1948 by the BBC to mark the historic contribution made to public service broadcasting by Sir John Reith, the corporation’s first director-general. John Reith maintained that broadcasting should be a public service which enriches the intellectual and cultural life of the nation. It is in this spirit that the BBC each year invites a leading figure to deliver a series of lectures on radio. The aim is to advance public understanding and debate about significant issues of contemporary interest.

The quest for dignity

• Points of view

1. Discuss with your partner the concept of “human dignity.”

Choose from the following list the words that might help you to define the concept: *respect, self-esteem, slavery, tolerance, independence, self-preservation, the dignity of labour, submission, terrorism, violence.*

• Tape activities

2. You are going to listen to some extracts from a lecture by Wole Soyinka delivered at BBC in the series called The Reith Lectures. While listening number the following excerpts in the order you hear them.

___. “In a culture where it is acceptable for a young man to be dragged down an alleyway and shot, children grow up believing there is no such thing as respect for human dignity. They (...) often develop anxiety and a fatalistic approach to their own lives.”

___. In other words, the essence of dignity that is unique to humanity is manifested through the relations of one human being to another, one human being to the family, clan or community, in the relations between one collectivity and another however defined, including race relationships.

___. The historic man, according to them, would appear to be a product of a choice between abject submission or bondage on the one hand, for the sake of self-preservation and, on the other, a quest for dignity, even if this leads to death.

___. When the being that is labeled “slave” acquires dignity, he has already ceased to be a slave.

3. After listening answer the following questions relating to the issue of human dignity.

1. What does Wole Soyinka consider as the most defining attribute of human existence?
2. What is the context in which human dignity acquires relevance?
3. Is there such being as a dignified slave?
4. Explain in your own words “Sooner Death, than Indignity.”

4. Listen to the excerpts again and fill in the gaps with the words you hear.

“Human Dignity appears to have been on everyone’s _____(1)

Modals

Expressing certainty (positive and negative)

e.g. I *shall* be away tomorrow. There's the phone. That *will* be Tim. It *won't* rain this evening. You *must* be tired. That *can't* be John, he's in Dublin.

It *must have been* Kate who phoned while you were out. (past)

He *can't have thrown away* all the toys.

Expressing permission

e.g. You *can* borrow that pen if you want to. You *may* speak. (formal)

We *could* go to any part of the island we wanted to. (past)

Expressing prohibition

e.g. Children *cannot* bathe except in the presence of two lifesavers.

The retailer *may not* sell the book below the publisher's price.

Until we have cured you, you *will not* be leaving here.

Persons under 18 *shall not* be employed in nightwork.

You *shouldn't* take her help for granted (action unacceptable or undesirable)

You *mustn't* do that. (unacceptable or undesirable)

Expressing necessity and obligation

I really *must* stop smoking.

I *have to* work from nine to five (regulation or order from somebody)

This is the only form you *need* fill in.

You *needn't have woken* me up. I *don't have to* go to work today. (unnecessary action)

It started raining, so I *didn't need to* water the flowers. (not done, not necessary)

They *ought to* be more sensible, *shouldn't* they?

from the most rudimentary society, recognized as such by _____(2) who have occupied their minds with the evolution of the social order. Nothing is more fascinating, but permanently _____(3) than the kind of binarism attributed to the motoring force of the evolution of the social order by Hegel, Nietzsche, Hobbes and Locke among others. The _____(4) man, according to them, would appear to be a product of a choice between abject submission or _____(5) on the one hand, for the sake of self-preservation and, on the other, a _____(6) for dignity, even if this leads to death."

5. Work in pairs. Discuss the differences in meaning between these sentences and decide how each one might continue.

- They might tell me but ...
They may have told me but ...
- You mustn't tell her that ...
You don't have to tell her that ...
- I should have trusted him but ...
I needn't have trusted him but ...
- He may not have seen her, so ...
He can't have seen her, so ...

6. Fill in the gaps with the necessary Modal Verb.

- You _____bring an umbrella. It isn't going to rain.
- Zoo notice: Visitors _____feed this animal.
- I wonder who broke the glass; it ___(be) the cat for she was out all day.
- "I phoned you at nine this morning but got no answer". "I'm sorry, I _____(be) in the garden."
- "I saw a snake yesterday." "You _____(see) a snake. There aren't any snakes in this country."

7. Translate the following sentences into English. Pay attention to the use of Modal Verbs.

- Era un excelent jucător de tenis, așa că nu a avut nevoie să joace prea multe ore pe zi pentru a se menține în formă.
- Prietena mea n-ar fi trebuit să-ți ceară scuze deoarece nu îți greșise cu nimic.
- Fiind în întârziere, John a trebuit să ia un taxi ca să ajungă la timp.
- Nu ai voie să vorbești în timpul spectacolului.
- Nu trebuia să spui asemenea lucruri, deoarece ai jignit-o.
- E posibil ca el să fi scris această scrisoare, nu-i cunosc prea bine scrisul.
- Peter nu a ajuns încă; e posibil să se fi rătăcit.
- E posibil ca ei să fi fost foarte grăbiți.



Where, after all, do universal rights begin? In small places, close to home — so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the larger world.

(Eleanor Roosevelt,
The Great Question, 1958)

VOCABULARY

to pip = to beat someone in a race, competition etc, by only a small amount

stench = a very strong bad smell

to squelch = to make a sucking sound by walking or moving in something soft and wet

dumbfounded = extremely surprised

Telephone conversation

1. Before reading the poem, read Eleanor Roosevelt's quotation on human rights. Discuss the meaning with your partner.

Telephone conversation

by Wole Soyinka

The price seemed reasonable, location
Indifferent. The landlady swore she lived
Off premises. Nothing remained
But self-confession. "Madam," I warned,
"I hate a wasted journey — I am African."
Silence. Silenced transmission of
Pressurized good-breeding. Voice, when it came,
Lipstick coated, long gold-rolled
Cigarette-holder pipped. Caught I was, foully.

"HOW DARK ?" ...I had not misheard... "ARE YOU LIGHT
OR VERY DARK?" Button B. Button A. Stench
Of rancid breath of public hide-and-speak.
Red booth. Red pillar-box. "Red double-tiered
Omnibus" squelching tar. It was real ! Shamed
By ill-mannered silence, surrender
Pushed dumbfoundment to beg simplification
Considerate she was, varying the emphasis —

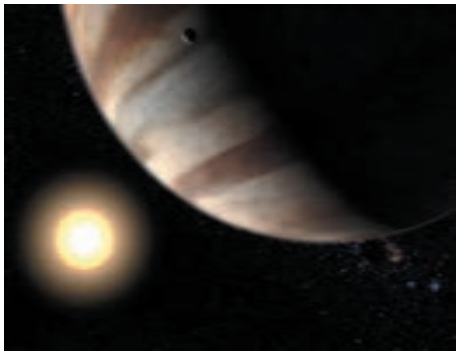
"ARE YOU DARK? OR VERY LIGHT?" Revelation came.
"You mean — like plain or milk chocolate?"
Her assent was clinical, crushing in its light
Impersonality. Rapidly, wavelength adjusted,
I chose. "West African sepia" — and as an afterthought,
"Down in my passport." Silence for spectroscopic
Flight of fancy, till truthfulness clanged her accent
Hard on the mouthpiece. "WHAT'S THAT ?" conceding.
"DON'T KNOW WHAT THAT IS" "Like Brunette."

"THAT'S DARK, ISN'T IT?" "Not altogether.
Facially, I am Brunette, but madam, you should see
The rest of me. Palm of my hand, soles of my feet
Are a peroxide blonde. Friction, caused —
Foolishly, madam — by sitting down, has turned
My bottom raven black — One moment madam"! — sensing
Her receiver rearing on the thunderclap
About my ears — "Madam," I pleaded "wouldn't you rather
See for yourself?"

The setting of the poem is a red public telephone booth in London many years ago, when users pushed one button on the phone to speak, and another to listen.

Scenario

A small new planet has been discovered that has everything needed to sustain human life. No one has ever lived there. There are no laws, no rules, and no history. You will all be settlers here and in preparation your group has been appointed to draw up the bill of rights for this all-new planet. You do not know what position you will have in this country.



2. Paraphrase what happens in this poem. What do you think the poem’s theme is?

3. What does the dialogue reveal about the two characters?

4. Since the speaker was prepared for prejudice, why do you think the woman’s question disturbs him so much?

5. This poem is full of colours — and not just of skin. What colours do you see in the poem? What does Soyinka want to communicate through these images of colour?

6. What do you think of the speaker’s final question?

7. If you faced this kind of discrimination how would you react to it?

8. Read the scenario in the box on the left.

9. a. In small groups, do the following.

- Give this new planet a name.
- Decide on ten rights that the whole group can agree upon and list them on the blackboard or chart paper.

b. Present your list to the class.

- Do some of the rights overlap? Can they be combined?
- Is any right listed on only one list? Should it be included or eliminated?

c. Discussion questions:

- Did your ideas about which rights were most important change during the activity?
- How would life be on this planet if some of these rights were excluded?
- Are there any rights you would still like to add to the final list?
- Why is making a list like this useful?

10. Project. On the left there is the HUMAN RIGHTS TREE.

A. Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that YOU think all people need to live in dignity and justice.

B. A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.

Present your Human Rights tree to the class and explain your choices.

Review and consolidation



VOCABULARY

to allege = to say that something is true or that someone has done something wrong, although it has not been proved

to pass over = if you pass someone over for a job, you choose someone else who is younger or lower in the organization than them

census = 1. an official process of counting a country's population and finding out about the people; 2. an official process of counting something for government planning

1. Read the following article relating to equal pay.

Gender discrimination? Women are still earning less than men. However, the pay gap between the sexes is closing. In what is set to be the biggest civil rights case against a private employer in US legal history, it is alleged that Wal-Mart has systematically paid women less than men and passed them over for promotion. The case involves up to 1.6 million women who have worked for Wal-Mart since 1998. Wal-Mart lawyers argue that statistical differences in pay and positions were due to differing job interests between men and women that exist in the general workforce, and which therefore cannot be blamed on the company.

Female employees today earn an average of 77% of what their male co-workers do, up from 59% 40 years ago, according to the US census. While many women have made progress in professions such as law and medicine, discrimination continues across much of the economy.

The gap between men and women's pay in the UK is wider than official figures show, according to research by PayFinder.com, which compares salaries. It showed the average pay gap at 24%, wider than the official figure of 19%. The website states it is "incredible" that the gender pay gap still exists in modern times.

2. Choose the right continuation for each statement by referring back to the text:

1. Gender discrimination concerning equal pay is...
 - a. restricted to Wal-Mart only.
 - b. restricted to the US only.
 - c. still evident in the US and the UK as well.
2. Female employees, on average, earn...
 - a. more in the US than in the UK.
 - b. less in the US than in the UK.
 - c. as much in the US as in the UK.

3. Decide if you agree or disagree with the following statements. Compare your answers in small groups. Justify your opinion.

- (a) I think a woman should earn the same as a man.
- (b) There should be more men in female-dominated jobs.
- (c) All boards of directors should contain an equal number of men and women.
- (d) I feel happy with women's pay and promotion prospects in my own country.
- (e) I think that women will never have the same employment rights as men.





- A. Unlike the bar code
- B. with profound implications for consumer privacy
- C. with highly miniaturized computers
- D. which can provide a unique ID for any physical object in the world,
- E. that rolls off a manufacturing line.
- F. as if they were aliens.
- G. as they move from one place to another

4. Use a Modal Verb to express criticism in the following situations:

1. A friend recently bought an expensive ipod. Now he/she has asked you for a loan so that he/she can buy a book for school. What do you say to him/her?
2. A friend of yours promised to pick you up at 8 p.m. He arrives late. What do you say to him?
3. You lent a new CD to a friend. When you got it back it was scratched. What do you say to him/her?

5. Correct the Modal Verbs wherever necessary.

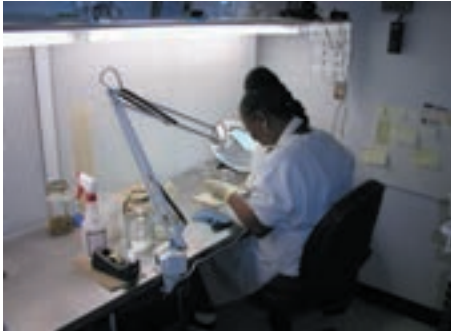
1. He mustn't be in the garden because I can hear the mower.
2. The back door didn't have to be locked so that burglars didn't get in.
3. My car can't be stolen because it is impossible to open the door without the right key.
4. You may see Helen tonight because she said she would try and come to the party.
5. It was such a bad line, I shouldn't hear what she was saying.
6. They should have been late, otherwise they wouldn't have missed the train.
7. You might have told me you weren't coming.

6. Read the following text and fill in the numbered gaps (1–6) with one of the fragments (A–G) on the left. There is an extra fragment that you do not need.

A new consumer goods tracking system called Radio Frequency Identification (RFID) is poised to enter all of our lives, (1). RFID couples radio frequency (RF) identification technology (2) (somewhere between the size of a grain of sand and a speck of dust) that enable products to be identified and tracked at any point along the supply chain. They are to be built directly into food, clothes, drugs, or auto-parts during the manufacturing process. RFID employs a numbering scheme called EPC (for “electronic product code”) (3) eventually intended to replace the UPC bar code used on products today. (4), however, the EPC goes beyond identifying product categories — it actually assigns a unique number to every single item (5). Once assigned, this number is transmitted by a radio frequency ID tag (RFID) in or on the product. Receiver or reader devices are used to pick up the signal transmitted by the RFID tag. Proponents envision a pervasive global network of millions of receivers in airports, seaports, highways, retail stores, and in the home. This would allow for seamless, continuous identification and tracking of physical items (6), enabling companies to determine the whereabouts of all their products at all times.

A matter of genetics

• Talking it over



A genetic lab

- a) genetics
- b) genetic engineering
- c) genealogy
- d) genome
- e) DNA
- f) metabolise (vb)

1. Tell a partner what you understand by genetics. Do you think genetics and genetic engineering will help us find cures for terrible diseases in the near future?

2. Match the words in the box on the left with their definitions below. Check your answers with a partner.

1. the chemical in the cells of animals and plants which carries genetic information

2. the deliberate changing of inherited features by altering the structure or position of individual genes

3. to use food, minerals etc. to create new cells or energy by means of chemical processes

4. the study of family history, including the study of who the ancestors of particular people were and how they were related to each other

5. the scientific study of the ways in which different characteristics are passed from each generation of living things to the next one

6. the total genetic content contained in the DNA, an organism's genetic material

• Reading

3. Read the following article and say what benefits of the fast reading of DNA are mentioned.

Next-generation technologies that make reading DNA fast, cheap and widely accessible are coming in less than a decade. Their potential to revolutionize research and bring about the era of truly personalized medicine means the time to start preparing is now.

Every baby born in the US today is tested for at least one genetic disease, phenylketonuria, before he or she leaves the hospital. Certain lung cancer patients are tested for variations in a gene called *EGFR*, to see if they are likely to respond to the drug Iressa. Genetic tests indicating how a patient will metabolize other drugs are increasingly used to determine the drugs' dosage. Beginnings of the personalized medicine that will be possible with low-cost personal genomes can already be glimpsed, and demand for it is growing.

Beyond health concerns, we also want to know our genealogy. How closely are we related to Genghis Khan or to each other? We want to know what interaction of genes with other genes and with the



Mixed Conditionals

We can mix the second and third conditionals in two different situations:

1. when we want to refer to a past event which could have a direct result on a present situation:

If I hadn't spent all the money on that expensive car, I wouldn't be in this difficult situation now.

2. when we want to refer to a present state of affairs which could have changed a past situation:

If they didn't have such a large family, they wouldn't have bought that enormous house.

1. We didn't take the right equipment with us when we decided to climb the mountain, that's why we are not on the peak now.

2. Jenny doesn't like Latino music so she didn't go to Enrique Iglesias' concert.

3. I didn't meet the right person, that's why I'm single now.

4. We bought an expensive hi-fi system, that's why we're short of money now.

5. Michael isn't very patient with children so he didn't become a teacher.

6. Andy is lazy so he didn't help his parents with moving the furniture.

7. I watched the TV show, that's why I'm so well informed about what happened.

environment shapes our faces, our bodies, our dispositions. Thousands or millions of data sets comprising individuals' whole genome *and* phenome — the traits that result from instructions encoded in the genome — will make it possible to start unravelling some of those complex pathways. Yet the prospect of this new type of personal information suddenly becoming widely available also prompts worries about how it might be misused — by insurers, employers, law enforcement agents, friends, neighbours, commercial interests or criminals.

No one can predict what living in an era of personal genomics will be like unless the waters are tested.

(adapted from *Scientific American*, January 2006)

4. Read again and decide if the following statements are accurate, according to the article. If they are inaccurate, correct them.

1. People will have free access to new DNA technologies in more than ten years.

2. In the US, babies are tested for lung cancer.

3. Genetic tests are used to determine the dosage of a patient's intake of drugs.

4. The information encoded in the genomes may be misused by geneticists.

5. In the previous article you came across the sentence "No one can predict what living in an era of personal genomics will be like unless the waters are tested." Unless introduces a conditional sentence. Match the underlined words in the following sentences with their meanings in a–d below.

a. let's assume

b. if not, except when

c. only if, on condition that

d. it wouldn't have had any effect on the result

1. We're going to the seaside this weekend unless it rains.

2. Even if I had been offered a bigger salary, I would still have given up my job there.

3. As long as you're not willing to put more effort in, you're not likely to make any real progress.

4. Supposing you earned enough money, would you give up your job?

6. Read the box on the left about Mixed Conditionals. Practise such sentences, using the ones from 1 to 7. Pay attention to the meaning of the sentences.



VOCABULARY

vacuum = void
pinnacle = height, peak
release = free, discharge
voltage = electrical energy
encase = cover, enclose

be/stand in somebody's light = to be placed between somebody and a source of light

bring something to light = to reveal something; to make something known

cast/shed light on = to make smth clearer

in a good/bad light = well/badly
in the light of = in view of smth, considering something

see the light of day = to be born or made public

all sweetness and light = a display of mild and reasonable behaviour

Let there be light

1. Which of these were invented in the 20th century? Work in pairs and tick. Check answers with another pair. In your opinion, which was the greatest invention of the century and why?

car	internet	robots	train
telephone	television	light bulb	

• Reading

2. Read this text and say what the latest lighting technology is, according to American scientists.

The incandescent light bulb is a miracle of modern engineering. It requires a vacuum inside, blown glass and special filaments to work. Yet despite more than a century of refinements, an average bulb emits just 15 lumens of light for every watt of electricity it consumes. As a result, simple lighting accounts for 22% of the electricity used by buildings in the US. Now a team of engineers and chemists has created a carbon-based series of light-emitting diodes (LEDs) that operate at the pinnacle of efficiency while emitting a strong white light.

Electrical engineer Stephen Forrest of the University of Michigan, chemist Mark Thompson of the University of Southern California and their colleagues created the so-called organic LED, by combining two layers of phosphorescent diodes — to release green and red wavelength light — and one layer of a fluorescent diode to supply blue wavelength light. Together, they produce white light much more efficiently than current incandescent or fluorescent bulbs.

The diode also requires a lower voltage than purely phosphorescent devices do thanks to its fluorescent component, the researchers note in the paper presenting the finding in today's *Nature*. Furthermore, because the organic layers are only 10 nanometres thick, and transparent when turned off, they can be built into walls, furniture or even windows. Challenges remain before light-emitting ceilings can become common. Among other things, scientists will need to find a material to encase the sensitive diodes.

• Words in action

3. Complete the following sentences with expressions with **LIGHT** from the box on the left in the appropriate form.

1. Yesterday he was rude and unpleasant to me, but this morning he's _____.



Light emitting diodes (LEDs)



Grand Challenge Race

2. The newspapers have presented his actions _____.
3. The notion of a Chanel Tunnel first _____ more than a century ago.
4. I cannot read; you _____.
5. Recent research _____ the causes of the disease.
6. As requested, I have reviewed the plans _____ past experience.
7. New facts about the expansion of the Universe _____.

4. In the text you came across these compound adjectives: *so-called* and *light-emitting*. Match each compound adjective in 1–5 to its meaning in a–e. Then use them in sentences of your own.

- | | |
|--------------------|------------------------------|
| 1. far-reaching | a. immeasurable, boundless |
| 2. long-standing | b. famous, renowned |
| 3. never-ending | c. extensive, in-depth |
| 4. ground-breaking | d. innovative, revolutionary |
| 5. well-known | e. durable, very old |

5. There is a phrasal verb in the text, *turned off*, meaning “to stop the flow of electricity by using a switch.” Read the following sentences and explain the meaning of the phrasal verbs in italics.

1. They have *set off* on a trip round the world.
2. The jumper’s feet must be behind the line when she *takes off*.
3. He escaped by *passing himself off* as a guard.
4. Two boys *made off* with our luggage while we weren’t looking.
5. Don’t *put me off* when I’m trying to concentrate.

• Tape activities

6. You are going to hear an extract from a radio programme about an endurance race for robots. Read the notes carefully and predict the missing information. Listen and fill in the gaps with no more than three words.

Grand Challenge Race

Engineers from (1) _____ nations and 42 American States gathered in Pasadena, California.

Officials lay down the (2) _____ for the 2005 race.

Many invested their own savings to win the (3) _____ prize in October 2005.

Few seemed discouraged by the first race held on (4) _____

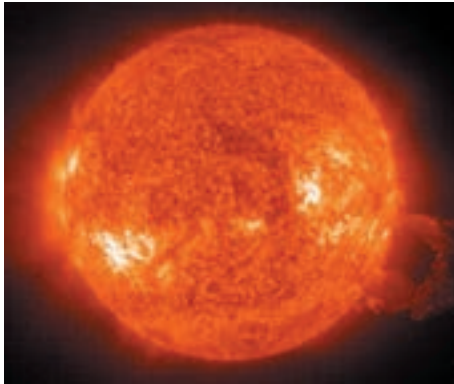
In the 2004 event, Sandstorm set a record in robotics driving at up to (5) _____ an hour.

Officials disqualified any robot that damaged (6) _____.

Obstacles: stopped vehicles, underpasses, (7) _____ towers.

To the sun and back

solar emissions; the Universe;
comets; celestial bodies;
solar system; meteorites;
immune system; satellites;
planets



Solar flares

Inversion after adverbials

In formal and literary language in particular, we use negative adverbials at the beginning of a clause, this affecting the word order. The subject and first auxiliary are inverted.

Among the typical adverbs to be used with inversion are *never, rarely, seldom, barely, hardly, no sooner ... than, only later, only then, at no time, in no way, on no account, under no circumstances, by no means, not until, not for one moment, little*, etc.

e.g. *Only when* she apologises will I speak to her again.

Little did I realise that my desk mate was going to become famous.

1. Consider the words on the left. Find the odd one out. What do the remaining words have in common?

• Reading

2. Read this adapted excerpt from a magazine article, ignoring the gaps for the time being, and sum it up in 30–50 words.

In late October and early November 2003, scientists witnessed some of (1)___ largest solar flares ever recorded. These massive outpourings (2)___ charged particles were obvious on and near Earth. (3)___ example, the barrage of particles reaching our neighbourhood in space was (4)___ times so great that many scientific and communications satellites had to (5)___ temporarily shut down. A few suffered permanent damage. Astronauts on the International Space Station were endangered (6)___ well and had to take refuge (7)___ their facility's relatively well shielded service module.

Fortunately, Earth's magnetic field and atmosphere protect the overwhelming majority of people (8)___ the ravages of even the worst solar storms. But society's increasing reliance (9)___ technology makes nearly everyone vulnerable to some extent. The greatest potential for damage during a large flare comes from material shot rapidly off the sun's outer atmosphere — coronal mass ejections, in space physicist jargon.

Although scientists have long sought to figure out what drives (10)___ flares and the coronal mass ejections that accompany many of them, only in the past decade or so have observations been good enough to reveal their intricacies and to elucidate the physical mechanism behind them, thanks (11)___ new technologies introduced during the 1990s. Scientists generally agree that the energy released in a flare must first (12)___ stored in the sun's magnetic fields.

(adapted from *Scientific American*, April 2006)

• Words in action

3. Now fill in the gaps using one word only for each numbered space. Then listen and check your answers.

4. Find words in the previous text that mean:

- to be present at something and see it, to observe, to perceive
- a bright but brief or unsteady light or flame
- a forward or upward movement, a sudden rush or increase
- the complicated parts or details of something
- to make clear, to explain, to clarify

Competition entries may be written in response to announcements advertised in newspapers or magazines. Like articles, they may include several types of writing: descriptive style (to describe your feelings), narrative style (to narrate an experience), discursive writing (to make a suggestion or give your opinion).

Generally, a competition entry should include:

- an introduction which attracts the reader’s attention
- a main body which addresses all questions in the task
- a conclusion which rounds off your writing

Make your competition entries **vivid** by using an eye-catching title, a thought-provoking introduction, rhetorical questions and by addressing the reader directly.

You have seen the following announcement for a competition in a magazine for international students of English and have decided to enter.

Have you ever imagined what your life will be like without technology? What role does technology play in your life? How important will it still be for humankind in the future? Write to us the answers to these questions. The prize for the winning entry is a two-year subscription to our monthly magazine.

Write your competition entry in about 200 words.

5. The article states that observations which enable scientists’ understanding of the mechanisms behind solar flares have been made in recent years. Find the relevant information in the text and note down the way the writer expresses it. Which words begin the sentence? What do you notice about the word order of the sentence?

6. Rewrite these sentences putting the words in italics at the beginning. Pay attention to the word order within the sentences.

1. He had *rarely* seen such a sunset.
2. We have *seldom* clothes returned to us because they are faulty.
3. The government will take action *only when* the floods threaten people’s lives.
4. I have *never* imagined that I could be a famous novelist.
5. The passengers are not permitted to open the doors themselves *under any circumstances*.

7. Read the box on the left about competition entries as well as the writing task in the box below. Then, look at the following notes and put a cross against any points which are either irrelevant for this task or unimportant.

- technology is inherent to everyday life
- I couldn’t live without my computer
- it makes our lives easier
- it tends to control our lives
- we’ll probably depend on it entirely
- we’ll conquer the Universe thanks to it
- have to find alternative sources of energy, running out of oil and coal
- my mom would never go back to hand washing (neither would I)

8. Consider carefully the plan a student has drawn and complete it with your own ideas. Then using the introduction the student has written, write your competition entry.

PLAN

Introduction

Main body — what technology means to people now + examples
 — what the future has in store for us

Conclusion — my feelings

Introduction

Have you ever wondered how you could be leading your life without electricity, television or the Internet? In this era of technology, most of us rely heavily on all sorts of electronic gadgets which make our lives more comfortable, but little can we know what the future has in store for us. Will we depend on it entirely? Will technology ever rule our lives?

It's a family business



Charles Darwin

- a) Charles Darwin
- b) Abraham Lincoln
- c) William Shakespeare
- d) the Mayflower Pilgrims
- e) William the Conqueror

• Talking it over

1. **Work in pairs.** What do you understand by genealogy? How much do you know about your forbears? Why do you think people are interested in finding out about their family tree? If you had the chance to research your past, would you do it? What are the risks involved in researching your family's past?

2. **Match the names on the box on the left to the explanations below. The names in the first column appear in the ensuing text.**

1. the 102 English people who sailed on board the *Mayflower* in 1620, landing probably at Plymouth Rock, where they established Plymouth Colony

2. English poet and playwright born in Stratford-upon-Avon on 23 April 1564

3. the Duke of Normandy who invaded England in 1066, becoming thus the king of England

4. the English naturalist who developed the theory of evolution by natural selection

5. the 16th US president who served during the Civil War, preserved the Union and freed the slaves

• Reading

3. **Read the following text and say what point the writer is trying to make.**

If your two parents hadn't bonded just when they did, you wouldn't be here. And if their parents hadn't bonded in a precisely timely manner, you wouldn't be here either. And if their parents hadn't done likewise, and their parents before them, and so on, obviously and indefinitely, you wouldn't be here.

Push backwards through time and these ancestral debts begin to add up. Go back just eight generations to about the time that Charles Darwin and Abraham Lincoln were born, and already there are over 250 people on those timely couplings your existence depends. Continue further, to the time of Shakespeare and the Mayflower pilgrims, and you have no fewer than 16,384 ancestors earnestly exchanging genetic material in a way that would, eventually and miraculously, result in you.

At twenty generations ago, the number of people procreating on your behalf has risen to 1,048,576. Five generations before that, and



William Shakespeare



Bill Bryson

VOCABULARY

- to bond** = to unite
- likewise** = similarly
- ancestral** = inherited
- earnestly** = seriously, intently
- forbears** = ancestors
- ineluctably** = unavoidably, inevitably
- eventual** = ultimate, final
- to boast** = to brag, to show off

there are no fewer than 33,554,432 men and women on whose devoted couplings your existence depends. By thirty generations ago, your total number of forbears is over one billion (1,073,741,824, to be precise). If you go back sixty-four generations, to the time of Romans, the number of people on whose co-operative efforts your eventual existence depends has risen to approximately one million, which is several thousand times the total number of people who have ever lived.

Clearly something has gone wrong with our maths here. The answer, it may interest you to learn, is that your line is not pure. (...) In fact, if you are in a partnership now with someone from your own race and country, the chances are excellent that you are at some level related. Indeed, if you look around you on a bus or in a park or café or any crowded place, most of the people you see are very probably relatives. When someone boasts to you that he is descended from Shakespeare or William the Conqueror, you should answer at once: "Me, too!" In the most literal and fundamental sense we are all family.

(adapted from Bill Bryson, *A Short History of Nearly Everything*)

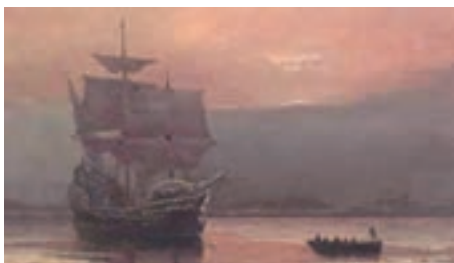
4. Read the text again and decide if these statements are true or false.

1. Charles Dickens and Abraham Lincoln are your ancestors.
2. There are no pure lines from the point of view of genealogy.
3. The Mayflower Pilgrims are the eighth generation backwards in time.
4. The writer says he is descended from Shakespeare.
5. All the people on this planet are more or less related to one another.

5. a) Consider the opening paragraph of the text: "If your two parents hadn't bonded just when they did, you wouldn't be here. And if their parents hadn't bonded in a precisely timely manner, you wouldn't be here either. And if their parents hadn't done likewise, and their parents before them, and so on, obviously and indefinitely, you wouldn't be here." What effect does the repetition of the underlined words create? Does it make things clearer for the reader, emphasise the main idea which comes towards the end of the paragraph, create a sense of suspense etc.?

b) How would you characterise the tone of the writing? Choose from: *sarcastic, serious, humorous, grave, light, derisive.*

c) Consider the entire excerpt. What point is the writer trying to make?



Mayflower in Plymouth Harbour
by William Halsall, 1882

Review and consolidation

long	ending
far	called
well	reaching
so	known
never	standing

1. Match the words in the left-hand column with the words in the right-hand column to make compound adjectives. Then use them to complete the sentences.

- I cherish my _____ relationship with my friend.
- I'm getting sick and tired of this _____ list of chores.
- It's a _____ fact that he was both a mathematician and a poet.
- Don't believe this _____ scientist, it's a scam.
- We are not always aware of the _____ consequences of our actions.

2. Fill in *make, pass, put, set, take* in the appropriate form.

- Listening to music while studying always _____ me off work.
- The robbers managed to _____ off with the jewellery and the money.
- Whenever she sees me in the street, she immediately _____ off in the opposite direction.
- We're now _____ off on a journey of a lifetime.
- You could never _____ off as a gentleman with that lack of manners.

3. Correct the mistakes in the following sentences containing expressions with *light*, as in the example.

- I cannot possibly write anything, you're *shedding light on me*.
Correct: you're standing in my light
- He was a very talented scientist, unfortunately his theories *hadn't brought something to light* before he died.
- She is so moody these days; one day she's obnoxious, the other she's *in a good light*.
- Her intuition helped her *see the light of day* the mysterious process.
- Today's newspapers describe the President's visit to South-Africa in *all sweetness and light*.

4. Rewrite these sentences beginning as shown, preserving the meaning of the original sentence.

- I didn't imagine that the boss had sent for me to offer me a promotion. (Little ...)
- The police will be looking into this matter only if an official complaint is made. (Only if ...)
- You should only phone for an ambulance in an emergency. (Only ...)
- They had only just finished eating when a waiter came to clear away the plates. (No sooner ...)





A laboratory at Rockefeller University



5. I shall never trust him again! (Never again ...)

5. Complete the sentences using an appropriate form of the verbs in brackets.

1. If I (study) harder in high school, I (be) at university now.
2. If he (not break) his leg last week, he (be) competing now!
3. If she (not be) so smart, she (not manage) to get such a good mark in the test.
4. If I (listen) to my mother's advice, I (have) a well-paid job now.
5. If he (not be) so stubborn, he (not get) into that fight.

6. Read the following text carefully and fill in the gaps with the most appropriate choice: A, B, C or D.

A personal ad seeking the perfect vaccine might read: "Must (1) __ strong immunity, quickly, with a single dose and minimal side (2) __. Should offer lasting protection, preferably for a lifetime." Unfortunately, few vaccines would measure (3) __. Many of them require multiple doses to get the immune system's attention or periodic booster shots to refresh its memory. Others may elicit a partial immune response but (4) __ to activate T cells, the powerful search-and-destroy soldiers of the immune system, hence vaccine designers' (5) __ with one of the oldest vaccines around.

The yellow fever shot has been fulfilling the perfect vaccine wish list since the 1930s, when it was first (6) __ at what is today the Rockefeller University. The main challenge is to insert a foreign protein into the yellow fever virus (7) __ disabling the vaccine. For that, it helps to know how the yellow fever vaccine stimulates such potent immunity to begin (8) __, which has been a long-standing mystery. The answer may lie with dendritic cells, immune system sentinels whose normal job is to digest sick cells infected by pathogens. The dendritic cells then (9) __ immune warrior cells to the presence of an intruder by presenting them with its distinctive antigens.

As researchers continue exploring ways to make yellow fever vaccine protect against other pathogens, it seems that the 70-year old perfect vaccine still has some tricks to (10) __ the scientists as well.

- | | | | |
|--------------------|----------------|---------------|--------------|
| (1) A. infer | B. differ | C. confer | D. suffer |
| (2) A. results | B. effects | C. outcomes | D. impact |
| (3) A. in | B. down | C. off | D. up |
| (4) A. ignore | B. fail | C. decide | D. manage |
| (5) A. fascination | B. imagination | C. wonder | D. intuition |
| (6) A. born | B. created | C. engineered | D. initiated |
| (7) A. within | B. since | C. in | D. without |
| (8) A. at | B. on | C. with | D. in |
| (9) A. wake up | B. warn | C. indicate | D. alert |
| (10) A. learn | B. teach | C. stimulate | D. inform |

Reading

1. Read the following article entitled “The Devil Pill” and fill in the gaps with the appropriate fragments from A to G.

I had never heard of the amygdala until this week. It is a tiny thing, the size and shape of an almond — (1)_____ — and if you found it sitting on the table after a hectic Sunday lunch with the children, a little kidney-bean blob lurking next to a side plate, you would unhesitatingly sweep it away into the rubbish. But this little soft nut-shaped blob will, I predict, over the next few years, enjoy a sharp rise into the general consciousness.

The amygdala is a one-inch long part of the brain, deep down, an inch or two from either ear, and is the source and location of some of the most essential and primitive mental processes that we have. (2)_____. When you (or a monkey, or a rat, even a fish) are threatened, it is the amygdala that makes you frightened. It makes palms sweat, hearts race and blood-pressure rise. It makes you want to fight or fly, drains your face of blood, and reduces your sensitivity to pain.

A world without the capacity to fear is a world without threat. But there is something more ingenious about this ancient mechanism buried in the heart of our being. It not only registers fear; (3)_____. Once something has frightened you, the many neural pathways by which the amygdala communicated terror to the conscious parts of the brain remain somehow “on,” ever ready to re-run the experience. Recent research in America seems to suggest that these amygdala memories are relatively indelible. What has frightened you once, (4)_____, will go on frightening you again and again, because the amygdala will make sure you remember.

Fearfulness itself is considered a modern failing, not a sign of alertness. The overriding modern virtue — “cool” — is short-hand for freedom from amygdala domination, while those who have been exposed to horror, (5)_____, under abuse, in terrorist attacks or in war, are leading amygdala-debilitated lives.

(6)_____, particularly in America, have begun to develop hormone-based drugs that will block the workings of this ancient god that continues so

inconveniently to crouch in the very centre of our consciousness. Here is the problem: a drug that will prevent you from endlessly reliving the trauma of horrific memory will also relieve you from guilt over horrific actions you have taken yourself. (7)____. Soldiers, suitably primed, will be able to ignore any moral sense in pursuit of victory because their amygdalae will be turned off. They know they will never wake up, as Vietnam veterans still do, screaming



A Vietnamese base camp after an attack

in the night over what they did 30 years ago, because they will have been able to forget what should never have been forgotten.

(adapted from *The “devil pill” that could take away life’s terrors*, by Adam Nicolson)

- A. it remembers it.
- B. It is the seat of fear.
- C. which its name means in Greek
- D. whether in accidents,
- E. particularly if it has frightened you very badly indeed
- F. The military has become interested in that.
- G. It is not surprising that scientists

Vocabulary

2. Match the definitions below with the underlined words in the text.

1. very busy or full of activity
2. to prepare someone for a situation so that they know what to do
3. used to say that someone’s face becomes very pale, because they are frightened or shocked

REVISION AND SKILLS DEVELOPMENT

4. to bend over something so that you are close to it
5. more important than anything else
6. impossible to remove or forget
7. it exists, but you may not see it or know about it

3. Fill in the following sentences with the verbs in exercise 2.

1. Second baseman Gonzalez is being _____ to take over as shortstop.
2. I know you have a _____ schedule, but could you pick something up for me on your way home?
3. Police received reports of a man _____ around the neighborhood.
4. All voters' hands will be dyed with _____ ink, and both the vote and the count will be conducted locally.
5. I _____ behind a bush as the soldiers marched by.

Speaking

4. Discuss with your partner the advantages of the "devil pill" in the case of different jobs.

5. What could be the moral dangers of the "devil pill" use?

Grammar

6. Translate into English.

1. Dacă n-ar fi fost Paul, Maria nu ar fi terminat lucrarea la timp.
2. S-ar putea ca el să aibă dreptate, dar legea își va spune cuvântul.
3. Nu voi pleca decât dacă îmi spui că festivalul s-a anulat.
4. El a fost în stare să traverseze canalul, deși era rănit.
5. Dacă ar ploua, am pleca la munte.
6. Mătușa lui nu l-ar fi certat dacă ar fi știut adevărul.
7. Este imposibil ca Maria să fi plătit hotelul, deoarece ea nu avea destui bani.
8. Ar fi trebuit să-ți recunoști greșeala, așa cum se așteptau toți prietenii tăi.
9. Dacă ar fi plecat la timp, nu ar fi pierdut avionul și nu ar fi trebuit să aștepte următorul zbor peste trei ore.
10. Paul știa să cânte la pian de la vârsta de cinci ani.

7. Using the information in each sentence below, write conditional sentences (there may be more than one possibility).

1. The Incas of Peru had no paper. Their architects had to make models in clay for builders to follow. (If the Incas...)



The Sun Temple in Peru

2. The first photograph was taken in 1826. Napoleon, who died in 1821, never had his photograph taken. (If Napoleon...)

3. Penicillin was discovered in 1928. It helped to save many lives in World War II. (Many lives...)

4. The mariners' compass was invented in the 12th century. Christopher Columbus reached the West Indies in 1492. (Christopher Columbus...).

5. Tobacco was imported to Europe in 1553. (If tobacco...)

8. Imagine you have won \$10,000 but can only have it if you can say exactly how you would spend (and must spend it all). Make a list of things you would buy, with approximate costs.

9. Now discuss it with your partner. Give reasons for your decisions and make sure your partner explains his/her reasons.

Writing

10. Describe some ways in which television has made a difference to life. (250 words)

Too much, too many



A television news room



An early fax machine

VOCABULARY

irritability = bad temper

span = period, duration

grossly = revoltingly

outburst = sudden occurrence

loopy = crazy, nutty

detritus = accumulation

fatigue = exhaustion, tiredness

• Talking it over

1. It is generally considered that information is power. How far do you agree with this opinion? Give examples of situations in which (the lack of) information proved to be crucial.

2. How do people usually get information? Look at the pictures and discuss how effective or accessible each means of communication is. What is your favourite means of getting informed? Work in pairs.

• Reading

3. You are going to read an article discussing the impact that the media have on us, emphasising effects such as *nervous irritability* and *information fatigue*. Read the article and explain the two terms in italics.

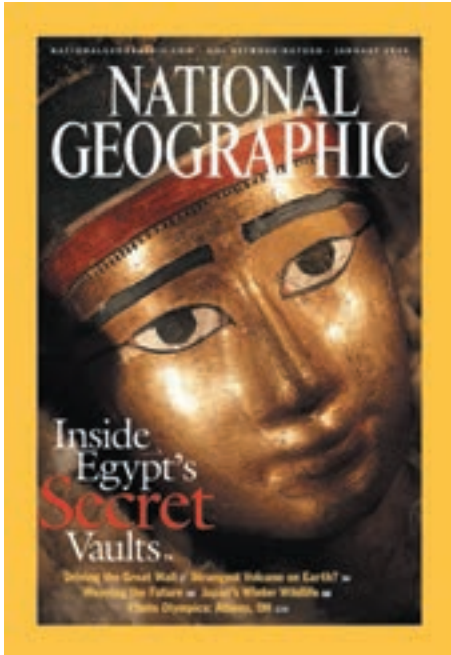
Nervous irritability has stolen up on me. But I know that I am not alone. Children, for instance, are generally agreed to have shorter attention spans than ever before; their infant minds, according to this view, have been so grossly over-stimulated by the easy fixes of television and computer games, and of low-grade, heavy-beat surround sound, that they are largely unable to calm down or concentrate for more than a few seconds.

I think the effect of recent visual design on the mind and the imagination, particularly in young people's magazines, can hardly be exaggerated. With the outburst of "design" in the 1980s, graphics generally became hyperactive; some of the best of it was excellent, but many magazines aimed at the young became almost painful to look at, rather like the loopy, trippy cult magazines of the late 1960s.

Much of the internet presents this same confusion and over-abundance; the websites pulsate with irrelevant images, reminders, invitations, offers and commercial detritus of every sort, and it is often impossible to reach the information you want without exhausting the mind in the effort of filtering out all the distractions that you don't want. In the same way, there is an increasingly hysterical tone about television and even radio, not just in the quality, but in the quantity.

More broadly, we are suffering from information fatigue; it is deeply confusing to know so little about so much about which we can do so little, and most of which we do not need to know.

(adapted from *The Daily Telegraph*, April 2000)



Radio news broadcast

OVER TO YOU!

4. Answer the following questions about the text.

- a) How does the overload of information affect us?
- b) How would you characterise the tone of the article?
- c) What effect does the use of words such as *over-stimulated*, *hyperactive*, *over-abundance*, *irrelevant images*, *increasingly hysterical* create?
- d) What points is the writer trying to make? Is she convincing?

5. Read the article again and make a list of the causes leading to nervous irritability. Work in pairs and discuss your views on the implications of this condition on people's lives.

● **Words in action**

6. In the text you came across examples of dependent prepositions: *aim at*, *suffer from*. For the following verbs, tick the right preposition, then use them in sentences of your own. Use a dictionary if necessary.

	from	at	to	about
complain				
refer				
gawp				
care				
stare				
refrain				
listen				

7. Match the verbs from a) to e) to their meanings. Then use them in sentences of your own.

- a) to look after somebody
- b) to look ahead to something
- c) to look down on somebody/something
- d) to look forward to doing something
- e) to look into something

- 1. to investigate or examine something
- 2. to regard somebody/something with contempt
- 3. to make sure that somebody is safe and well
- 4. to think about what is going to happen soon
- 5. to be eager for something that one expects to happen

8. Organise a class debate on the topic: "The media have beneficial effects on young people's social life." You may need to go back to page 15, Unit 1, Lesson 4, and read the *Tips for a good debate*.

Take action

• Talking it over



Letters to the editor

We usually write letters to the editor of a publication or to the makers of a television programme in order to express our opinion on a certain issue. Since the person we address our letter to is not an acquaintance, the letter should be written in a formal style, avoiding aggressive or colloquial language.

1. If you happened to read a disturbing piece of news in a newspaper or magazine, what would your reaction be? What kind of action could you take in order to make your voice heard? You may choose from: talk to your friends and family, write a letter to the editor of the publication, complain to the authorities, etc.

2. You have recently read in a magazine the results of a survey on young people's television viewing habits conducted by a radio programme. As a result, they have established that young people are spending more time in front of a screen, either watching TV or playing computer games, than doing sport or socialising with friends. Readers have been asked to write in to the programme suggesting why this is happening, saying what they think should be done about it. Answer the following questions.

What are you asked to do?

Who are you addressing this letter to?

How formal does your letter need to be?

For what purpose are you writing the letter? (To complain about something? To look into reasons leading to a certain situation? To give your opinion? To suggest solutions?)

3. Read the following letter to the editor of the magazine and fill in the gaps with the following words: *furthermore*, *to my mind*, *a second point to bear in mind*, *to conclude*, *to begin with*.

Dear Sir or Madam,

I am writing to take issue with your recently broadcast radio programme regarding the increasing number of young people who choose to watch television or to play computer games instead of taking up sports or spending time with their friends.

_____ (1), I am firmly convinced that the younger generations are less willing to engage in outdoor activities when technology offers them a far more interesting alternative to reality. _____ (2), today's youth is overwhelmed by the need of comfort, contrary to their senior relatives.

_____ (3) is that teenagers tend to exaggerate in all their daily habits, thus causing the addiction to television and computers to be a





severe problem. Perhaps a larger amount of authority inflicted by their parents would reduce the risks they put themselves to unconsciously.

_____ (4), few things can be done to amend the situation. One option would be longer hours spent in schools, participating in extra-curricular activities. Another solution would be the enforcement of rules regarding the number of hours children should be allowed in front of the television or computer, but this depends on the parents and their approach to this issue.

_____ (5), I consider using television a relaxing way of spending your spare time but only if used in moderation and I am in favour of practicing sports and socialising.

Yours faithfully,
Christopher Ainsworth

4. Read the letter again and complete the paragraph plan by summarising the content of each paragraph.

PLAN

- paragraph 1: stating reason for writing, giving details about the article
- paragraph 2:
- paragraph 3:
- paragraph 4:
- paragraph 5: expressing personal opinion



5. Read the following statements and decide if they are true or false, with regard to the previous letter.

1. The letter is written in an inappropriate style.
2. The letter has the right layout and organisation.
3. The writer uses appropriate introductory and closing formulae.
4. The writer does not give clear reasons for the current situation.
5. The writer fails to include personal opinion.
6. The writing is well-structured and would achieve its effect on the target reader.
7. The letter does not contain enough connectors.
8. Each paragraph contains a topic sentence.
9. The introduction clearly specifies reason for writing.
10. The conclusion summarises the main points made in the writing.



OVER TO YOU!

6. You have recently read the results of a survey on young people's habits carried out by a national TV programme. The results indicated that young people spend far more time watching television than reading books. Readers have been asked to write to the editor to suggest why this is happening, giving their views on which of the two activities is preferable and why. Write your letter to the editor in 200-250 words.

Is it real?



• Talking it over

1. Talk to a partner. What are your favourite programmes on TV? Are reality shows popular in our country? Why (not)? Give examples.

• Tape activities

2. You are going to listen to an extract discussing a reality show. While listening, make a note of the name of the programme and what the show consisted in.

3. Listen again and fill in the gaps in the following notes with 1 to 3 words.

The show was broadcast on _____ (1)

The protagonist of the show was a clever, serious-looking girl from _____ (2)

She decided to be a part of this show because she wanted to ____ (3)

With the help of two DJs and a distinguished _____ (4) she succeeded.

It seemed that she had been truly transformed and she was _____ (5)

4. In the listening excerpt, the verb *to agree* was used to introduce somebody's words. Match the reporting verbs on the left to one or more of the constructions on the right, as in the example.

Example: 1 — g

- | | |
|-------------|--------------------------------------|
| 1. accuse | a) that somebody should do something |
| 2. add | b) that somebody did something |
| 3. advise | c) somebody that |
| 4. complain | d) to somebody that |
| 5. explain | e) somebody (not) to do something |
| 6. insist | f) if/whether somebody did something |
| 7. reply | g) somebody of doing something |
| 8. shout | |
| 9. suggest | |
| 10. wonder | |

5. Report these comments using a suitable reporting verb, as in the example.

1. "Well, if pressed, I would probably admit that I am not in favour of this new company policy." He reluctantly...

He reluctantly *confessed that, if pressed, he would probably admit he was not in favour of that new company policy.*



These are common **reporting verbs**: *accuse, add, admit, advise, agree, argue, apologise, ask, blame, complain, confess, disagree, explain, insist, moan, mumble, offer, promise, recognise, remember, reply, retort, say, shout, suggest, tell, thank, threaten, wonder, whisper.*



In Reported Speech, questions become **indirect questions**, having the same word order as the sentences (Subject + verb + object).
e.g. “What’s your name?”, the boy asked.

The boy asked me what my name was.

Also, we don’t use *do/ does/ did* in indirect questions.

e.g. “What do you mean?”, she asked.

She wanted to know what I meant.

PROJECT

9. Work in groups of three. Imagine one of you is the cellist from the listening excerpt who is being interviewed by a journalist at the end of the show. The third person should write down the interview while listening to the other two students. As homework, the entire group has to report the interview in Indirect Speech and prepare it for the next class.

2. “I can tell you that James has been chosen for the main role because he is the best actor.” The director enthusiastically...
3. “They might take the exam, if they work harder.” The teacher hesitantly...
4. “What do you think you’re doing with that dog in here?” His father angrily...
5. “Well, you see, we hear all these funny grinding noises coming from your flat at all hours.” The neighbour tactfully...
6. “I’m not a fool — never have been and never will be.” He aggressively...
7. “I’m sorry but I cannot help you with that!” She politely...
8. “I think I’ll be able to lend you the book tomorrow, if you want it.” Jane generously...
9. “If I were you, I would never talk to him again.” Mary patiently...
10. “I’m really worried about the test next week.” The student...

6. Correct the mistakes in these reported questions.

1. I added that I didn’t know what was the matter.
2. He replied that there was no problem as far as he was concerned and asked me what was I going to do about it.
3. Sherlock Holmes went on to inquire what had they been doing at the time of the murder.
4. Andy asked his father whether could he borrow his father car that evening or not.
5. She wanted to know if would we be there when she arrived at the party.

7. Write the corresponding questions reported in the sentences in exercise 6.

Example: 1. What’s the matter?

8. Translate these sentences into English.

1. L-am întrebat unde se duce și mi-a zis că nu e treaba mea.
2. A recunoscut în cele din urmă că el e cel care a scris scrisoarea anonimă către director.
3. I-a șoptit la ureche că o iubește și că vrea să se căsătorească, dacă și ea este de acord.
4. M-a acuzat pe nedrept că i-aș fi luat ceasul.
5. A încercat să-i explice că totul fusese o mare neînțelegere.

A comics' world

• Talking it over

1. Do you happen to know what Superman, Spiderman, Conan and the Fantastic Four have in common?
2. Talk to a partner. Read the box on the right and explain the difference between comics and caricatures.
3. What form of printed comics is presented below?

Comics (or, less commonly, **sequential art**) is a form of visual art consisting of images which are commonly combined with text, often in the form of speech balloons or image captions. Originally used to illustrate caricatures and to entertain through the use of amusing and trivial stories, it has by now evolved into a literary medium with many subgenres.

The most common forms of printed comics are comic strips in newspapers and magazines, and longer comic stories in comic books, graphic novels and comic albums. In the first two forms the comics are secondary material usually confined to the entertainment sections, while the latter consist either entirely or primarily of comics.



• Reading

4. Read the two texts and work in pairs to draw a list of similarities and differences between British and American comics.

A. British comics typically differ from the American comic book in a variety of respects. Although historically they shared the same format size, based on a sheet of imperial paper folded in half, British comics have moved away from this size, with *The Beano* and *The Dandy* the last to adopt a standard magazine size in the late 1980s. Until this point, the British comic was also usually printed on newsprint, with black or a dark red used as the dark colour and the four colour process used on the cover. *The Beano* and *The Dandy* both switched to an all colour format in 1993.

Although originally aimed at the semi-literate, working class, the comic eventually came to be seen as childish, and hence was marketed towards children. In today's market in Britain comics intended for teenagers or adults are considered to be more or less stretching the medium beyond its primary audience.

The intellectual span of British comics over the years has stretched all the way from the cheerfully moronic obscenities of *Viz* (adult) to the political awareness of *Crisis* (adolescent to adult) and the sound educational values of *Look and Learn* (children's).

There has also been a continuous tradition of black and white comics, published in a smaller page size format, many of them war titles like *Air Ace* inspiring youngsters with tales of the exploits of the





army, navy and RAF mainly in the two world wars, also some romance titles and some westerns in this format.

B. The majority of all comic books in the US are marketed at younger teenagers, though the market also produces work for general as well as more mature audiences.

The history of the comic book in the United States is split into several *ages* or historical eras: The Platinum Age, The Golden Age, The Silver Age, The Bronze Age, and The Modern Age. The exact boundaries of these eras, the terms for which originated in press, is a debatable point among comic book historians. The Golden Age is generally thought as lasting from 1938's introduction of Superman until the early 1950s, during which comic books enjoyed a surge of popularity, the archetype of the superhero was invented and defined, and many of comic books' most popular superheroes debuted. The Platinum Age refers to any material produced prior to this.

The Silver Age of Comic Books is generally considered to date from the first successful revival of the dormant superhero form — the debut of the Barry Allen Flash in *Showcase* #4 (Sept.-Oct. 1956) — and last through the early 1970s, during which time Marvel Comics revolutionized the medium with such naturalistic superheroes as the Fantastic Four and Spider-Man.

The beginnings of the Bronze and Modern ages are far more disputable. Indeed, some suggest that we are still in the Bronze Age. Starting points that have been suggested for the Bronze Age of comics are *Conan* #1 (Oct. 1970), *Green Lantern/Green Arrow* #76 (Apr. 1970) or *Amazing Spider-Man* #96 (May 1971) (the non-Comics Code issue). The start of the Modern Age (occasionally referred to as the Copper Age) has even more potential starting points, but is most likely the publication of Alan Moore's *Watchmen* in 1986.



5. Read the texts again and answer the following questions.

1. Which are the last British comics to adopt the standard magazine size in the 1980s?
2. How were British comics printed before the 1980s?
3. What major change did *The Beano* and *The Dandy* undergo in 1993?
4. Who is *Crisis* targeted at?
5. What is the main purpose of the black and white comic *Air Ace*?
6. Which is the main segment of market targeted by American comics?

OVER TO YOU!

6. Find out as much as you can about the history of comics in Romania and compare it to the British and American ones. Prepare a three-minute presentation.

Review and consolidation



Barcelona



Beware of pickpockets!



1. Fill in the right preposition in the following sentences.

1. It's no secret that she was opposed ___ the idea from the very beginning.
2. She is really good ___ Spanish, she practically picked up the language last summer during her holidays in Barcelona.
3. I'm really thrilled ___ going on that trip.
4. There is no reason to worry ___ him.
5. As a child, your parents have the responsibility to protect you ___ any danger.
6. Nobody knows who set fire ___ that old hut.
7. Is this too much to demand ___ somebody?

2. Complete the sentences using one of the following phrasal verbs in the right tense: *look after somebody*, *look ahead to something*, *look down on somebody/something*, *look forward to something/doing something*, *look into something*, *look out for somebody/something*.

1. We're really _____ the trip to the mountains this weekend.
2. His mysterious disappearance is _____ by the police.
3. Who's going to _____ the children while you're away?
4. She _____ people who've never been to university.
5. You should _____ pickpockets.
6. Have you _____ what you'll be doing in ten years' time?

3. Circle the options which are possible in the following sentences.

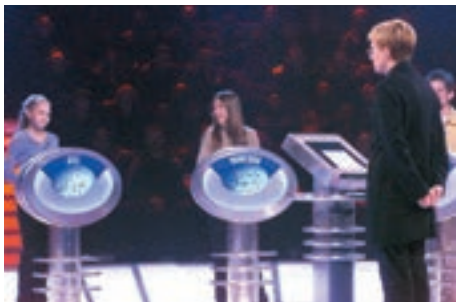
1. I ___ him for ruining our friendship.
a) promised b) thanked c) blamed d) apologised
2. Chris ___ us he wouldn't be late.
a) promised b) told c) suggested d) recommended
3. I ___ we could take the bus instead.
a) explained b) suggested c) asked d) invited
4. They ___ us to spend the weekend at their beach house.
a) recommended b) invited c) advised d) threatened
5. He ___ to have the TV fixed for us.
a) accused b) added c) reminded d) offered
6. Dorris ___ him not to touch that button under any circumstances.
a) remembered b) offered c) reminded d) threatened
7. We ___ that the service in that restaurant was terrible.
a) argued b) complained c) accused d) blamed
8. Mr Clegg ___ that we should all take the test.
a) told b) added c) confessed d) recommended



Anne Robinson



The Weakest Link set



Contestants on the show

9. Tim finally ___ for having hurt her feelings.
 a) apologised b) complained c) wanted to know d) inquired
10. My parents ___ to buy me a car if I pass the exam.
 a) invited b) offered c) accepted d) promised

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

Anne Robinson: a woman of her time — and a monster

Anne Robinson has a curiously powerful grip on the public imagination. Her programme “The Weakest Link” is one of the most popular ever, here and in America, and has made her rich and famous. Her “Memoirs of an Unfit Mother” have been hugely discussed and read. I have been wondering why. ___ (1) Her struggles reflect, perhaps, the conflicts of her time.

For most of her adult life, Ms Robinson has been a great beneficiary of all this — hence her enormous salary and celebrity, even in her mid-fifties. ___ (2) In her misfortunes, to judge from her own account, she has simply been herself - something of a monster.

What is intriguing about the female monsters in my life has been their tormented relationship with control and self-control. ___ (3) But what actually distinguishes them is their tendency to abandon all self-control at the slightest provocation. I write as one who has been thrown out into the snow on Christmas Day, more than once and with nowhere to go, as a result of a very minor disagreement about the Radio Times listings.

Wondering about Ms Robinson, and what on earth she is doing publishing these monstrous memoirs, it occurs to me that there is a match between her temperament and a contemporary mood in popular culture. We have seen a growing emphasis on feeling — the sentimentalisation of culture — and an insistence on confession and victimhood.

“What next?,” one might ask, as a person with a finger on the popular pulse. Why yes — humiliation! Humiliation, meaning of course public and media humiliation, is the rich seam that Ms Robinson is mining ___ (4), and now she is going on digging, mining her own humiliation in her own humiliating confessions of an “unfit mother” — a very weak link.

(adapted from *The Daily Telegraph*)

- A. She humiliates her guests on her monstrous show.
- B. Usually they are controlling of anyone around them and capable of heroic self-discipline as well.
- C. In her immense good fortune, she has been a woman of her time.
- D. I quite like female monsters, in a way.
- E. She is, perhaps, an anti-heroine of our time.

Watch your step



VOCABULARY

malleability = flexibility, impressionability
to diverge = to move away, to differ
formative = determining, influential
trajectory = course, path
to exert = to use, to exercise

● Points of view

1. “Being an adolescent is all sweetness and light.” Working in pairs, express your opinions on the this statement putting down your arguments in your notebooks. Then discuss your views with another pair.

● Reading

2. Read the following text and summarise it 20–30 words.

Most experts agree that adolescence occupies a crucial role in contemporary human development for several interrelated reasons. First, adolescence is a period of potentially great malleability, during which experiences in the family, school, and other settings influence the individual’s long-term development. To put it most succinctly, the adolescent experience matters for future performance. Second, adolescence is a period of tremendous variability. It is the time when people’s life courses begin to diverge in important ways, in part because modern society allows for much diversity and flexibility during those years. Finally, adolescence is an especially important formative period, during which many developmental trajectories become established and increasingly difficult to alter. Together, the malleable, variable, and formative natures of adolescence make it crucial that schools and other institutions that exert influence over youngsters during this period are structured in ways that optimize the youngsters’ chances to have healthy and happy adolescences and to become successful adults.

(adapted from *Adolescent Development and The Role of Work*)

3. According to this article, adolescence is a crucial stage in an individual’s life. Read the text again and make a list of the arguments that support this idea. Check your list with your partner’s.

● Words in action

4. Find the odd one out.

- crucial; essential; indispensable; vital; paramount
- development; growth; progress; movement; increase
- malleability; stiffness; flexibility; impressionability
- succinctly; briefly; temporarily; concisely; sketchily
- worthless; tremendous; significant; remarkable; extraordinary





5. Underline all the connectors in the text and write them under the correct heading. Do the same for the following as well: *to my mind, however, furthermore, nonetheless, all in a nutshell, conversely, as far as I'm concerned, all things considered, in addition, to conclude.*

Listing points	Expressing opinion	Contrast	Adding ideas	Conclusion

Adverbs

We usually form adverbs adding *-ly* to an adjective (*beautifully, shyly, carefully*) or a noun (*daily, monthly, weekly*). Adjectives ending in *-le* form adverbs by changing *-le* to *-ly* (*probably, simply*). We cannot add *-ly* to adjectives which already end in *-ly*; they are used in the phrases: in a ... way / manner / fashion (*in a silly manner, in a lovely way*).

6. In the text you came across these words *potentially, succinctly, increasingly*. What part of speech are they: nouns, adjectives, verbs or adverbs? Study the box on the left, then correct the mistakes in the following sentence.

1. I occasionally eat out with friends.
2. The students entered the classroom noisely.
3. Newspapers are delivered dayly.
4. Tragicaly, the twins never met until one of them died.
5. He spoke to me friendly.
6. I sincerly hope you are right this time.
7. He vaguely remembered having met me.

• **Tape activities**

7. You are going to listen to the continuation of the article on the previous page. While listening, fill in the blanks in the following notes.

- Success depends on developing three types of competencies:
- personal competencies: including _____ and responsible behaviour
 - interpersonal competencies: including the capacity to _____ satisfying relationships with others
 - social competencies: including the capacity to function _____ of a broader community.



OVER TO YOU!

8. Write an opinion essay on this statement: "Adolescence is a time of both growth and decline." (200 words)

Make waves!



The Isle of Wight Festival, 2004



A jazz trumpet player



Edinburgh

• Talking it over

1. Talk to a partner. How do you usually spend your summer holidays? What is the most exciting holiday you've ever had? If you were granted three wishes, what would you wish for the next summer holiday?

• Reading

2. Here are a few suggestions for activities during the summer. Read the extracts and tell your partner which festival suits your taste best.

A. Isle of Wight Festival, 11–13 June

The reborn Isle of Wight is quickly blossoming into one of England's finest festivals. It helps that it is situated on the hallowed site of the legendary free love party where Jimi Hendrix and Bob Dylan performed between 1968–70. These days it's more of a child and picnic blanket affair, with this year's headliners comprising Lou Reed, Coldplay, Foo Fighters and Primal Scream.

B. Aerosolics 2006, 30 June–2 July

An interesting mix of new music, graffiti art and heated debate at this new festival, whose location has yet to be revealed. The site will be an "evolving, interactive work of art" featuring the old-school spraying of Blade and others. Line-up includes the Bays, Young Knives, the Feeling and the Departure.

C. Don't Look Back, 18–26 July

The resounding success of last year's inaugural "Don't Look Back" festival, in which artists chosen by the All Tomorrow's Parties crew play their best-known album in full — often for the first and only time — has led to such revered acts as Ennio Morricone, Tortoise, and Teenage Fanclub embarking on extended runs.

D. Swanage Jazz Festival, 7–9 July

A full and enterprising programme for this weekend by the sea, including Mike Carr's Blue Note Band, Steve Waterman Sextet, Dylan Howe Quintet and rising piano star Gwilym Simcock.

E. Edinburgh International Festival, 13 August–3 September

With little classical music on the Fringe, opera and concerts are the one area where the International Festival still reigns supreme. This last of 15 years at the helm for Festival director Sir Brian McMaster, seen by lovers of the other arts as a music specialist, includes a new opera from young Scottish composer, Stuart MacRae, with a libretto by poet Simon Armitage. Mozart will loom large.



The New York
Philharmonic rehearsing

- a) to face the music
- b) music to one's ears
- c) for a song
- d) sing a different song/tune
- e) to make a song and dance (about something)

Adverbs: word order

Adverbs may be used in initial, middle or end position in a sentence, as follows:

1. Initial position: most adverbs of manner (*carefully*), some adverbs of time (*suddenly, yesterday, in June*) and place (*outside*).

2. Middle position: adverbs of manner, frequency (*usually, often*), degree (*almost, hardly*), degree of certainty (*definitely, probably*) and others (*also, just, only*).

e.g. It *completely* slipped my mind, I'm sorry.

3. End position: adverbs of time, manner, and place.

e.g. You must brush your teeth *daily*.

3. Read the text again and say which festival:

- is at its second edition?
- is held in a place which changed drastically over the last three decades?
- is bound to attract lovers of classical music?
- takes place in a location on the seashore?
- will present a mixture of both music and visual art?

• **Words in action**

4. Match the idioms in the box on the left to their meanings below. Then use them to complete the sentences.

- 1. to make a great fuss about something
- 2. at a very low price
- 3. to change one's opinion on something
- 4. to accept criticisms, reproaches
- 5. information that pleases one very much

- 1. I know you're disappointed, but there's no need to _____ about it.
- 2. This table was going _____ at the market.
- 3. The news of his resignation was _____.
- 4. This piece of news has definitely made her _____.
- 5. You've been caught cheating — now you must _____.

5. Read the box on the left, then rewrite the sentences if the adverb is in the wrong position.

- 1. I was stunned when I saw her on the dance floor.
- 2. Only I like pudding not chocolate.
- 3. Slowly she closed her book and left.
- 4. I'm seeing on Monday my optician.
- 5. She thinks probably she is always right.
- 6. You definitely should buy tickets to this concert.
- 7. I'll be in a moment with you.
- 8. He stops by occasionally.
- 9. He expects to be promoted in August.
- 10. To the office she drove quickly this morning.

6. Rewrite the following sentences, adding the adverbs in brackets in the correct positions.

- 1. He is waiting. (outside, in the rain)
- 2. Jenny visits her parents. (regularly, at the weekends)
- 3. Mark was planting the tulips when I came home. (carefully)
- 4. I won't be coming to school. (tomorrow, probably)
- 5. They played. (on Saturday, well)

Take a stand



An American leisure centre

Reports are informative formal pieces of writing addressed to a superior, written in response to a request. There are several types of reports:

a) **assessment reports:** present and evaluate features of a place, a plan, a situation, etc., making suggestions about future action

b) **informative reports:** present information concerning progress made on a project, etc.

c) **survey reports:** analyse information gathered from surveys, drawing conclusions and providing recommendations

d) **proposal reports:** present plans for future courses of action for approval by a superior

Reports are divided into sections bearing headings. They start by providing information on who the report is addressed to, who writes the report, the subject of the report and the date, as in the example.

Example

To: John Goldsmith, Chairman

From: Rachel Green, Assistant Manager

Subject: Improvements of work conditions

Date: 18th April 2006

• **Talking it over**

1. Imagine you were the manager of a leisure centre, what would you do if you received complaints from customers? Would you check if their complaints are founded? What steps would you take to rectify the situation?

2. Read carefully the following writing task, then the box on the left, and choose the best answer for each question.

You work at a leisure centre. Recently, clients have complained about a number of aspects of the centre including the sports facilities and cafeteria. The manager has asked you to write a report, reviewing the complaints and recommending steps to be taken to remedy the situation. Write your report in 200-250 words.

What are you asked to write?

- a) a letter of complaint
- b) a report
- c) a letter giving recommendations

Who is going to read your writing?

- a) a colleague
- b) somebody you don't know
- c) your superior

What register should you use?

- a) formal
- b) informal

For what purpose are you writing?

- a) to describe something
- b) to make excuses
- c) to make suggestions

3. Read this model report and complete the plan summarising each section.

To: The Manager

From: Cristina Popescu

Subject: Recent complaints regarding the leisure centre

Date: 7 June 2006

Purpose

The purpose of this report is to review the recent complaints made with regard to the leisure centre and to suggest the steps we should take in order to improve the situation.

PLAN

To:
From:
Subject:
Date:

Section 1: introduction
– reason for writing

Section 2: the sports facilities
– problem:
– suggested action:.....

Section 3: the cafeteria
– problem:.....
– suggested action:

Section 4: conclusion:

Sports facilities

A number of members have complained that the gymnasiums are overcrowded and that the equipment provided is technologically challenged. Further investigation has revealed that the sports rooms cannot cope with the large number of demands and that the steppers and the bicycles have not been changed for 6 years. Therefore, I would recommend we build an annexe to the existing gymnasium, in order to provide more space for sports activities. Furthermore, I recommend we look into the cost of acquiring new equipment that would serve the members’ needs.

Cafeteria

There have been numerous complaints regarding the refreshment bar and the cafeteria. They offer a large variety of products, but at extremely high prices, thus people tend to bring their refreshment from home, limiting our profit. I suggest that we should sign a contract with a more affordable supplier, and put up for sale products that are highly demanded by our clients.

Conclusion

Most of the problems highlighted by the complaints will be quite straightforward to solve. We have already rectified problems in some areas and await your approval to act on the outstanding issues.

4. Read the report again and tick the features which apply to it.

- formal language
- use of linking devices
- frequent use of the passive
- neutral tone
- abbreviations
- complex grammar structures
- colloquial expressions
- appropriate headings
- diplomatic phrasing
- very short sentences

5. Rewrite the sentences in a more formal style, using the Passive, as in the example.

1. I recommend we should ban smoking in the reception area.
I recommend smoking should be banned in the reception area.
2. I suggest we install a new air conditioning system.
3. I suggest refurbishing the rooms.
4. I propose we restrict access to the disco to people over 21.
5. I recommend we offer a wider range of traditional dishes.



An American-football stadium

OVER TO YOU!

6. You work for a local football club. The club is considering making changes to its stadium. The manager has asked you to write a report on the current stadium, suggesting improvements. Write your report in 200-250 words.

Let's paint the town red!

Historically, the term *graffiti* originally referred to the inscriptions, figure drawings, etc., found on the walls of ancient sepulchers or ruins, as in the Catacombs of Rome or at Pompeii. Usage of the word has evolved to include any decorations (inscribed on any surface) that one can regard as vandalism; or to cover pictures or writing placed on surfaces, usually external walls and sidewalks, without the permission of an owner. Thus, inscriptions made by the authors of a monument are not classed as graffiti.



Painted mural in Pompeii, Italy



Bucharest

1. Talk to a partner. How do you express best your thoughts or feelings? Is it through writing, drawing, painting, singing, etc.? Are you the type of person who strives to stand out from the crowd? Are you an artistic person? If not, what talent would you have liked to have and why?

2. While shaping a personality, teenagers usually look for ways of expressing themselves, and the use of graffiti is one of them. Read the box on the left and tell your partner what this term encompasses.

● Reading

3. Work in pairs. Read the assigned text (A or B) and summarise it in a sentence for your partner. Then exchange ideas.

A. The modern word *graffiti* originated in the Ancient Greek word *graphien*. The Greek word *graphien* eventually evolved into the Latin word “graffito,” which means writing on a flat surface. Graffiti today, is before all else, a culture (or subculture depending on your view).

Like most cultures, graffiti rose from a fairly vivid and sometimes dark history. The Romans carved graffiti into their own walls and monuments, and examples of their work also exist in Egypt. The eruption of Vesuvius preserved graffiti carved on the walls of Pompeii, and they offer us a direct insight into street life: everyday Latin, insults, magic, love declarations, political consigns. In contrast to typical modern graffiti, alphabets and quotations from famous literature (especially the first line of Virgil’s *Aeneid*) have been found scribbled on the walls of Pompeii, either for the pleasure of the writer or to impress the passer-by with one’s familiarity with letters and literature.

Later, French soldiers carved their names on monuments during the Napoleonic campaign of Egypt in the 1790s. There is Chinese graffiti on the Great Wall of China. In many people’s minds, “graffiti” tends to instantly translate into “vandalism” or “defamation.” In others’ minds, graffiti is intertwined with Hip-Hop as one of the 4 main elements of the culture, and can be viewed only as a misunderstood art form. Whether a crime, or a medium of self-expression, graffiti is always provocative.

B. Knowledge of graffiti terminology is essential to learning, and understanding the history. Starting with the large-scale urbanization of many areas in the post-war half of the 20th century, urban gangs would mark walls and other pieces of public property with the name of their gang (a “tag”) in order to mark the gang’s territory. Near the end of the



Berlin



New York



London

20th century, non-gang-related tagging became more common, practiced for its own sake. Graffiti artists would sign their “tags” for the sake of doing so, or to increase their reputation and prestige as a “writer” or graffiti artist. The first documented cases of illegal markings created with a spray can were created by an artist named “Cornbread” from Philadelphia. The spray can became an important characteristic for the lettering styles which followed.

Taggers sometimes select tags to reflect some personal qualities, but often a tag is chosen for how the word sounds when spoken aloud or how the letters sit with each other when written; usually referred to as how the tag “flows.” The letters in a word can make doing pieces very difficult if the shapes of the letters don’t sit next to each other in a visually pleasing way. Also, some tags are humorous plays on common expressions, such as: Page3, 2Shae, 2Cold, In1 and many others. Tags can also contain subtle and often cryptic messages or in some cases the writer’s initials or other letters become a part of the tag.

(adapted from *Wikipedia*)

4. Read the text again and answer these questions.

What is the common viewpoint on graffiti? Is graffiti a form of art? Give your opinion.

Can you give examples of graffiti from the Ancient World?

What two reasons for carving graffiti on Roman walls are given?

Is it difficult to understand graffiti if one is not acquainted with its terminology?

What is a “tag?”

How do taggers select their tags?

● **Focus on**

5. Is there a connection between the title and the content of the lesson? What does the expression *to paint the town red* mean? Use a dictionary. Match the idioms in the box on the left to their meanings below.

- a) to paint the town red
- b) as red as a beetroot
- c) like a red rag to a bull
- d) to catch somebody red-handed
- e) to see red

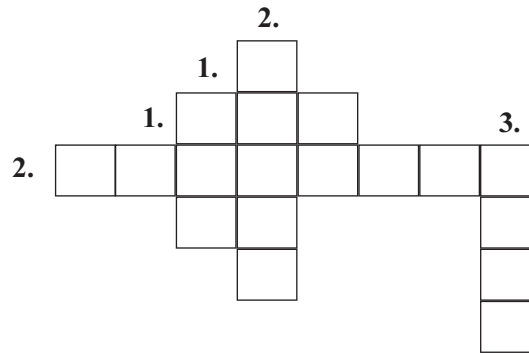
- 1) to become very angry suddenly
- 2) a thing that makes somebody become very angry
- 3) to discover sb in the act of doing smth wrong
- 4) to go out and enjoy a lively noisy time
- 5) having a very red face because of embarrassment

OVER TO YOU!

6. Work in groups of three or four. Prepare a five-minute presentation, comparing and contrasting graffiti to a form of visual art of your own choice.

Review and consolidation

1. Complete the crossword with the missing words.



Across:

1. like a red ... to a bull
2. as red as a ...

Down:

1. to see ...
2. to ... somebody
red-handed
3. paint the ... red



2. Rewrite the sentences using the word given, so that they are as similar in meaning to the initial sentences as possible. Do not alter the word given.

1. You made a terrible mistake and now you have to bear the unpleasant consequences. **music**
2. I think it's best if you don't make such a fuss over these things. **dance**
3. I still can't believe he bought his house at such a low price. **song**
4. Hearing that she's doing well makes me really happy. **ears**
5. That little speech of yours really made him change his attitude towards me. **sing**



3. Write the adverbs in brackets in an appropriate position in the sentence. Sometimes, more than one answer is possible.

1. He sat in the corner. (quietly)
2. She went (to the cellar, downstairs)
3. I recall telling him what he was supposed to do. (yesterday, clearly)
4. They arrived. (on Tuesday, here)
5. They left. (in the afternoon, at five o'clock, with a great deal of noise)
6. She will want to go home. (probably, in the evening)
7. We see Danny, he's so busy. (at the office, hardly)
8. I like my tea hot. (usually)
9. I trusted him and I realised that he had played a trick on me. (only later, completely)
10. I've got high blood pressure and I have to take tablets for it. (daily)



4. Tick the more formal option in each pair.

1. a) We've got to do something about it.
b) It is advisable that steps should be taken.
2. a) What about setting up a gym here?
b) I would suggest building a gymnasium on the premises.
3. a) I have investigated the complaints made by the customers.
b) I've looked into what customers complained about.
4. a) It should be done as a matter of urgency.
b) We should do it right away.
5. a) Many people gave us their opinion on this.
b) A number of people have put their arguments more fully.

5. Read the following proposal report and use these formal words and expressions to replace the underlined parts in the text: *a wide range of, in addition to this, implemented, expenditure, put forward, revenue.*



A chocolate store

To: The Manager
From: Adele Smith
Subject: Proposal to increase sales
Date: 3rd June 2007

Introduction

As requested, I would like to give the following proposal, which I believe would help to attract customers to the store.

Improving appearance

This store has many products to offer to the customers; however, it is not appealing. I propose we remedy the situation by refurbishing the store, thus appealing to the clients through a new design. Also, a more high-tech approach should be taken into consideration.

Activities

Due to the lack of a proper place to test the products, I suggest offering the potential customers the opportunity to test before buying a certain product. In this manner, there will be no doubt concerning the quality of our on-sell items. Moreover, we should look into the possibility of promoting our products by offering discounts. This method has already been put into practise in other stores. Another point to bear in mind would be organising a raffle with consistent prizes.

Conclusion

This proposal will involve substantial cost. Nonetheless, the investment will be quickly offset by the income. I trust you will give my proposal due consideration.



A vegetable store

REVISION AND SKILLS DEVELOPMENT

Speaking

1. “The media can build both walls and bridges.” What’s your opinion? Bring arguments and examples to support your opinion. Exchange ideas with a partner.

Reading

2. Read the text ignoring the gaps for the time being, and summarise it in a couple of sentences.

The City of Toronto has been wasting big bucks through sloppy oversight of its telephone system, says the city’s auditor general, raising questions ___(1). In a report made public yesterday, auditor general Jeffrey Griffiths revealed that no one has been keeping proper track of rates being charged for telephone, cell phone and Internet service.

In 2002 and 2003, the city overpaid up to \$360,000 for long-distance service because it hadn’t taken advantage ___(2). And because of a 14-month delay finalising an Internet contract, the city didn’t benefit ___(3) between January 2003 and February 2004. The review also found that after a new contract with Bell Canada took effect January 15, 2004, the city continued to be charged the old, higher rates; it overpaid \$91,000 between January and May last year. A credit was obtained ___(4).



A similar situation occurred with internet service from MCI Canada. The city was charged the old rate after a new contract took effect March 1, 2004 and by

July had overpaid \$30,000. Again a credit was obtained. In an interview, Griffiths blamed staff ___(5), which includes 27,000 voice lines, 5,900 cell phones and 2,700 pagers. “Basically, the issue from our perspective is in the area of contract management,” he said. “It’s irresponsible,” he added. “I’m sure the people that are wasting this money wouldn’t be doing it if it were their own.” He said he was dumbfounded that problems weren’t caught sooner.

(adapted from *The Toronto Star*, March 2005)

3. Read the text again and fill in the blanks 1–5 with phrases A–E.

- A. from rate reductions that would have saved tax payers about \$225,000
- B. about whether any lessons have been learned from the MFP computer leasing scandal
- C. for that amount in December
- D. of a sharp decline in rates that began in 2000, the report found
- E. for not ensuring that the city is getting good value from its telecommunication system

4. Listen and check your answers.

Listening

5. Listen to the tape. What’s on TV tonight? Read the notes carefully, then complete the gaps 1–5 with the missing information.

Channel	Hour	Programme/ Show
Star	... (1)	<i>Jackie Collins Presents</i>
... (2)	... (3)	<i>The Long Firm</i>
ABC	... (4)	<i>Lost</i>
... (5)	8	<i>American Dreams</i>

REVISION AND SKILLS DEVELOPMENT

Vocabulary

6. Read the following three excerpts and fill in the blanks with words from the box.

reviews; dispute; box-office; entertainment; films; correspondent; musical; hosted; star; campaigns

A. Miramax Film Corp. founders Harvey and Bob Weinstein will leave the Disney-owned studio they sold to Walt Disney Co. following clashes with chief executive Michael Eisner, ending a relationship that created such Oscar-winning ___(1) as *The Aviator*. "There's been a very public ___(2) between the Weinstein brothers and Eisner. It became personal." Miramax last year contributed 25 per cent of Disney's total 1.54 billion US dollars in ___(3) sales.

B. The troubled revival of *Sweet Charity*, which last week cancelled its Broadway run after its ___(4) Christina Applegate broke her foot and the show received unenthusiastic ___(5), will now open May 4 in New York. Producer Barry Weissler declined to say how much the ___(6), first budgeted at 7.5 million dollars, would now cost. "We laid the show down and now have to reopen it. We have to do two ad ___(7). It's going to cost."

C. Will Smith's 12-year-old son Trey will be a special ___(8) for Access Hollywood at the Nickelodeon Kids' Choice Awards, airing Saturday out of Los Angeles. The show will be ___(9) by Ben Stiller. The young Smith's coverage of the red carpet and winners' reactions will air Monday on the ___(10) show.

Grammar

7. Look back to the text in exercise 2. Turn Jeffrey Griffiths' words into Reported Speech.

8. Report the following questions beginning as shown. Pay attention to word order.

1. How are you today? She asked me ...

3. Have you seen this film before? He was curious

...

4. Which band is playing at the Globe next Saturday? I inquired ...

6. Who gave you the earrings that you were wearing yesterday? She demanded to know ...

9. Why did you go to China last year? He asked me

...

9. Turn this text into a conversation.

As I was walking down the street the other day, I happened to bump into one of my high school buddies. I said hello but he kept staring at me and even asked if he knew me. I immediately replied that he probably didn't remember who I was, but that we had been classmates back in high school. That's when he said that my face looked familiar to him and asked what my name was. He then said he was glad to meet me after all those years and wanted to know what I had been doing lately. I told him that I was married and had two daughters and he looked impressed. He added that although he had no family of his own and was still living with his parents, he was very happy with his life, especially because of his job. I was very curious to know what he did for a living and he replied that he was a soap opera actor at the moment and hoped to become famous in a couple of years. I told him that I had never imagined him to be an artistic person but congratulated him on his success and wishes him that he would achieve his dream soon. Knowing that my wife would be delighted to meet somebody who works in the entertainment industry, I invited him to dinner the next day and left him my number. He accepted the invitation and promised to call me that night.

10. Translate the following into English, paying attention to the order of adverbs.

1. Mi-a răspuns imediat la întrebare fără să ezite.

2. Fără îndoială că aceste probleme vor exista și în anii următori.

3. Poți să vii la biroul meu mâine la șase?

4. Niciodată nu mănânci încet, de asta te îneci mereu.

5. Sper sincer că va reuși să își joace bine rolul în seara aceasta.

Kilts: tightly woven into Scots culture



A troop of kilt-clad pipers

VOCABULARY

kilt = a type of thick skirt made of tartan that is traditionally worn by Scottish men

tartan = a traditional Scottish pattern of coloured squares and crossed lines, or cloth, especially wool cloth, with this pattern

clan = a large group of families that often share the same name

Lowlands = the central part of Scotland which is lower than the land surrounding it

Highlands = the northern and northwestern areas of Scotland



The traditional look

1. Have a look at the pictures on the left. Describe the pictures by using the following words: *kilt*, *tartan*, *bagpipes*, *sporrans* (the black leather purse), *belt*.

• Reading

2. Read the following article on kilts and answer the questions related to the text.

Few countries around the world have a garment as closely associated with its national origin as Scotland and the kilt. For several centuries, the kilt has evolved to become a symbol of Scottish pride and identity, a piece of clothing strongly associated with the country's historic past and colourful culture.

Initially, the kilt simply consisted of a long length of cloth gathered in folds around a belt with the excess material thrown over the shoulder. This made for a simple and practical garment that was warm, versatile and hard-wearing. It also made for an excellent “combat” uniform since it provided freedom of manoeuvre to its wearer, served as effective camouflage and could be shed rapidly if necessary.

The precisely defined, multi-coloured range of tartan seen today would have been unknown before the 19th century. Most of the early patterns bearing clan names can only be traced to the early 1800s and to the weaving firm of William Wilson of Bannockburn.

Most tartan patterns before the mid-18th century would have been of a regional nature based on local materials and natural dyes, and much mixing of colours and styles would have been the norm since there appeared to be no set rules to what a man might wear.

Although a ban of the kilt in the mid-18th century led to it being rarely seen worn in the Highlands, it soon became a symbol to many Lowlanders, including some English, of a romantic Scottish past with noble savages roaming the beautiful land.

The kilt was reborn in the late 18th century. In 1782, a campaign led by the Highland Society of London succeeded in overturning the ban on tartan.

Also notable was a visit to Scotland in 1822 by King George IV. His tour was organised by the author Sir Walter Scott, who romanticised Highlanders in books such as *Rob Roy*. The king appeared wearing Highland dress and was given a positive welcome by the crowds. This royal seal of approval led to Highland dress — and more particularly the short kilt — becoming emblematic of Scotland.

Infinitive or -ing

To-Infinitive is used with certain verbs: *advise, afford, agree, allow, appear, expect, hope, intend, invite, manage, pretend, refuse, seem, tell, etc.*

e.g. They invited their friends to join them on the expedition.

Short Infinitive is used with: *make, let, see, hear, smell, feel, watch, notice*

e.g. I saw her lock the door.

-ing is used with *see, hear, listen, watch* when the action is in progress

e.g. No one saw him stealing the car.

-ing is used after certain verbs: *admit, appreciate, consider, delay, deny, escape, evade, fancy, forgive, involve, keep, mention, mind, postpone, risk, stand, etc.*

e.g. They denied having stolen the vase.

Infinitive or -ing without change of meaning

a) *begin, start, continue, cease, omit, prefer*

e.g. He continued to speak/ speaking although nobody was listening.

b) *advise, allow, permit, recommend, intend*

e.g. He allowed the students to eat in the classroom.

He allowed eating in the classroom.

c) *it needs/ requires/ wants + -ing or Passive Infinitive*

e.g. My car needs servicing/ to be serviced.

a. Explain in what way the kilt was “practical garment, warm, versatile and hard-wearing.”

b. Explain the significance of King George VI’s wearing a kilt on his visit to Scotland.

● **Focus on**

3. Put the verbs in brackets into the correct form of Infinitive or -ing.

1. He omitted (tell) _____ his parents about his fiancé.
2. She recommended (take) _____ the night train to London.
3. I don’t mind (help) _____ them with some money.
4. Peter started (have) _____ nightmares when he was five.
5. Criminals (tend) _____ to come back to the scene of the crime.
6. He heard the clock (strike) _____ two before he went to bed.
7. Do you intend (go) _____ to the party tonight ?
8. Installing new computers in the school would involve (change) _____ the lighting in all rooms.

4. Complete each sentence with a form of one of the verbs from the list. Use each verb only once.

continue / learn / expect / offer / prefer

1. Last week George _____ to help me paint the bench.
2. I’m completely broke, so I can’t _____ to go on holiday.
3. We _____ our team to win, but they were badly beaten.
4. Even when the examiner told him to stop, Graham _____ speaking.

5. Use the verbs in the list below to fill in the gaps so that the text makes sense. Make all the necessary changes.

can’t afford / happen / enjoy / seem / try / manage / see / pretend / mind/ expect / offer/ forget / keep / can’t help/ decide

Last year we (1)_____ to have an expensive holiday, so we (2)_____ to visit some friends, Brian and Ann, who (3)_____ to live by the sea. They (4)_____ to put us up for two weeks, and as we always (5)_____ seeing them, it (6)_____ to be a good idea. They asked us if we (7)_____ sleeping on the sofa, and said they would (8)_____ to make us comfortable. We (9)_____ to get there by bus, and when we arrived we could (10)_____ Brian and Ann sitting in the garden. They (11)_____ to be glad to see us, but it was obvious that they hadn’t (12)_____ to see us. They said that we had (13)_____ to tell them when we were arriving, and they (14)_____ asking us how long we were going to stay. We (15)_____ feeling embarrassed, so the next day we went home.

The Morris dance and the Călușari



The Morris dance



Călușari

1. Have a look at the pictures on the left. What do they have in common? Compare and contrast the two pictures.

● Reading

2. Read the following articles describing the English tradition of Morris dance and the Romanian tradition of “călușarii.”

Visit a village or country town during a spring weekend and you may well come across a troupe of **Morris dancers**.

They perform folk dances that once held ritualistic and magical meanings associated with the awakening of the earth. The present form of the Morris dance dates back at least to the 15th century and is believed to be named after the Spanish *morisca*, meaning a Moorish play or dance.

The dancers' costumes consist of white trousers and shirts, sometimes topped with a colourful waistcoat, with a pad of bells worn around the calf of the leg, and a hat made of felt or straw, decorated with flowers or ribbons. The bells and ribbons are said to banish harm and bring fertility. The dancers often carry sticks which are used to strike the sticks of other dancers and the ground, the latter symbolizing both seed-planting and the impregnation of Mother Earth.

The **călușari** is the Romanian word for participants in a traditional folk dance, the **căluș**, nowadays mainly found in Southern Romania. The dance closely resembles the English Morris dance, in choreography, the meaning of the ritualistic sword dance, and the costumes, and is believed it was borrowed from Dacia to western Europe (Spain, later England) via the Celts or the Goths. The tradition is also played by the Vlachs of Serbia and Bulgaria, and hence was introduced into the folklore of Bulgaria under the same name, spelled *Kalushar/Kalushari*.

The dance is thought to be derived from a pre-Christian fertility ritual and spring rite, and is said to bring luck, health and happiness to the villages in which it is danced. Others maintain that it is rooted in the ancient Indo-European worship of horse. It is quite possible that various traditions became mixed in the course of history. For example, călușarii are also supposed to have healing powers.

Dancers wear white trousers and white tunics, with brightly coloured ribbons streaming from their hats. Bells are attached to their ankles, and dances include the use of sticks held upright whilst dancing, or pointing at the ground as a prop.

Remember!

Structures followed by *-ing*

it's no use/ good; it's (not) worth; can't stand; can't help, look forward to; in favour of; feel like

e.g. It's no use talking to them, they wouldn't understand.

Can't /couldn't bear may be followed by the infinitive or *-ing*.

e.g. He couldn't bear to see blood/seeing blood.

Infinitive or -ing

Verbs taking Infinitive or Gerund with a change of meaning

a) *Forget/ remember/ stop* + Infinitive = future action

Forget/ remember/ stop + *-ing* = past action

e.g. He forgot/ remembered/ stopped to talk to the postman.

He forgot/ remembered/ stopped talking to the postman.

b) *mean* + Infinitive = intend to
mean + *-ing* = involve

e.g. He meant to phone you but he forgot.

Moving to London would mean selling the house.

c) *try* + Infinitive = attempt
try + *-ing* = do as an experiment

e.g. He tried to talk to his boss but couldn't.

He tried starting the engine by adding alcohol.

d) *go on* + Infinitive = stop one action and start another

go on + *-ing* = continue

e.g. After he finished speaking about his past, he went to discuss the future of the company.

Although he told her to stop, she went on talking about the film.

e) *regret* + Infinitive = be sorry to
regret + *-ing* = feel sorry about (past action)

e.g. We regret to inform you that your application has been rejected.

He regrets dropping out of school.

3. Explain the common origin of Morris dance and *călușarii*.
4. Why do you think such traditions are still alive in Europe?

● **Focus on**

5. Put the verbs in brackets into the correct form (Infinitive or -ing). Don't forget that prepositions are followed by -ing.

1. Don't forget (lock) the door before (go) to bed.
2. Do stop (talk); I'm trying (finish) a letter.
3. Please go on (write); I don't mind (wait).
4. He tried (explain) but she refused (listen).
5. He hates (answer) the phone and very often just lets it (ring).
6. After (hear) the conditions, I decided (not enter) for the competition.
7. Please forgive me for (interrupt) you but would you mind (repeat) that last sentence?
8. Try (forget) it; it's not worth (worry) about.
9. He keeps (ask) me the time and I keep (tell) him (buy) a watch.

6. Read the following sets of sentences and explain how the verbs in bold differ in meaning.

1. a) Don't **forget** to wear protective glasses when skiing.
b) I'll never **forget** seeing the Olympics last year.
2. a) The cyclist had to **stop** to mend a flat tyre.
b) You should **stop** smoking if you want to take up cycling.
3. a) He should **try** to join the local dancing club.
b) He should **try** using a different pair of dancing shoes.

7. Translate into English.

1. Te superi dacă te rog să închizi geamul?
2. Nimeni dintre noi nu va putea uita că l-a auzit cântând sonata de Liszt.
3. În viața mea nu am putut suferi să ajung la gară în ultimul moment.
4. Nu-mi aduc aminte să-i fi telefonat vreodată.
5. Ne-a fost imposibil să nu râdem de lăudăroșenia lui.
6. A încetat ninsoarea?
7. Nu mă deranjează deloc dacă ascuți muzică.
8. Prefer să mă duc la teatru decât să mă uit la televizor.
9. Nu începe iarăși să insiști, pentru că nu mă vei putea convinge.
10. Întotdeauna a preferat să-și bea cafeaua în grădină.

Life and death in Săpânța

• Points of view



Traditional Romanian means of transport



The Merry Cemetery in Săpânța



Wooden churches in Maramureș

1. Have a look at the pictures on the left. Where do you think they were taken? What do you know about this region of Romania?

2. “As a reward for its unicity and originality, Săpânța was declared the second memorial monument of the world, right after the Egyptian Valley of the Kings.” What monument do you think the statement refers to?

3. To confirm your assumptions listen to the following presentation of the Merry Cemetery of Săpânța.

4. Answer the following questions relating to the text:

1. What is the name of the region presented in the programme?
2. What is striking about the region?
3. Give examples of well preserved examples of folk traditions.
4. Who was the creator of the Merry Cemetery?
5. What is the relevance of the cemetery for the local community?
6. What international recognition did the cemetery receive?

5. The stanzas on one of the headboards in the cemetery state:

*Burn in Hell you damned Taxi
That came from Sibiu
As large as Romania is
You couldn't find any other place to stop
Only in front of my house
To kill me?*

Turn the stanzas above into a newspaper “hot news.” Add as many details as possible to make it impressive and tragic.

• Reading

6. Read the following article posted on www.brasovtravelguide.ro, which presents the region of Maramureș. List the features which make this region worth visiting for a foreign tourist.

Maramureș is a remote region in the extreme north of the country. This is the place where ancient traditions, the folk costumes and old art are preserved like nowhere else in Romania. It is virtually a vast museum in open air. The landscape is beautiful, too.

Guidebook contribution

A guidebook contribution is a piece of writing dedicated to the description of a place, monument, museum, event, etc. as part of a larger material published for visitors.

The composition should consist of:

a) an introduction – brief information about the name and location of the place and stating the reason for choosing to write about it.

b) a main body – general and specific details about the place.

c) a conclusion – feelings or opinions concerning the subject or recommendation.

Keep in mind

- descriptions may include factual information, details relating to the senses to suggest mood and atmosphere, opinions/ impressions of the place.

- use of the present tense is appropriate in a guidebook contribution; past tenses are used when describing a visit to the place.

- make the information accessible to the reader through headings and layout.

- write equal amounts on each place.

- note any information about the guidebook which may help establish the right register.

Due to the relative isolation of their land, the people of Maramureş developed a particularly strong community, with unique personality and traditions. It is probably the richest place in Romania in authentic ethnographic and folklore elements. Men are amazingly skillful wood carvers, and you shouldn't be surprised that all the old houses and churches are entirely made of wood. The most respected man in the village is the one who has the biggest and most elaborately carved front gate. The women, on the other hand, weave woolen clothes and blankets in red-white-black patterns and the traditional outfit is still proudly worn every day. But both men and women have wit and humor that travelled way beyond their land as evident in the Merry Cemetery in Săpânța. Maramureş is an intriguing place, where you can be amazed by the mingling of modern and old habits, such as wearing traditional handmade clothes and shoes, but washing them with Tide.

7. A publisher is preparing a guidebook for foreign visitors, which will focus on the UNESCO world heritage acknowledged in Romania. Read the list and choose one monument to include in the guidebook. Read the guidelines on the left to help you organise your work.

The UNESCO world cultural heritage includes seven types of monuments and cultural objectives in Romania, all of which are considered great tourist attractions. The UNESCO list features eight churches and monasteries from Bucovina, eight wooden churches from Maramureş, five Dacian citadels in the Orăştie Mountains, the Hurezi Monastery in the southern region of Oltenia, the Sighișoara mediaeval citadel, the Danube Delta biosphere reserve and the Saxon fortified villages and churches in Transylvania.

8. There are some beginnings of guidebook contributions. Choose one and complete the composition.

a) The Prahova Valley in the Bucegi Massif (Omu, the highest peak, 2,507 m elevation) is an unforgettable display of nature which is worth seeing.

b) There are towns or cities which have a real vocation for history. Iași, the former capital of Moldavia, is one of them. Iași is the most important political, economic and cultural centre of Moldavia and one of the oldest cities in Romania. Situated in the North-East of Romania, between the Moldavian Plateau and Jijia Plain, on the River Bahlui, it used to be the crossing place of the most important commercial roads that passed through Moldavia coming from Poland, Hungary, Russia and Constantinople.



*The bridge between
France and Germany*

On the occasion of the 50th anniversary of the Council of Europe, the *Luxembourg European Institute of Cultural Routes*, at the request of the cities of Strasbourg (France) and Kehl (Germany), invited **forty European authors** to write a text on the “Pont de l’Europe” and on the problematic of the bridge in European culture. **In 29 different languages**, the authors — writers, historians, visual artists, film directors or musicians — develop subjects on the bridge and on the frontier. Their texts fit in to the set of forty posts created by the German designer Andreas Brandolini and installed on the “**Pont de l’Europe**,” which, **on the Rhine between Kehl and Strasbourg, is a link between France and Germany**. The aligned posts decline the colours of the rainbow and light up at nightfall. Each text appears in its original language, in homage to the multiplicity of identities in Europe, inciting the traveller to reflect on the themes of passage, crossing and meeting of others.

Bridges across Europe

• Points of view

1. Have a look at the bridge on the left. Think of all the possible meanings associated with the concept of “bridge.”

2. Read the following excerpt taken from Andrei Pleșu’s contribution to the European project “Pont de l’Europe.”

Some bridges are built to start wars, to transport troops. Others are built to consolidate peace. The latter are a reflection of the rainbow, the first rainbow offered to the world as a token of reconciliation after the flood. The symbolic kernel of the “bridge” and builder of bridges (*pontifex*) has a number of parallels: the image of river banks facing each other and creating infinite mythologies of the world of the “beyond,” the rituals of crossing, the immense symbolism of water.

3. Think of examples that might illustrate the multitude of meanings assigned to bridges by the author.

4. Explain the connection between rainbow and bridge. What do they have in common, what is different?

5. Read the following poem by Seamus Heany (Nobel Prize for Literature, 1995), part of the same European project.

Steady under strain and strong through tension,
their feet on both banks but in neither camp,
bridges stand their ground without contention.

Nothing breaks the span of their attention.

Steeled, or arched, or canted in suspension,
their feet on both banks but in neither camp,
steady under strain and strong through tension.

6. Why do you think the poet chose this layout for his poem?

7. List the features associated with bridges as they are personified by the poet.

8. Explain in your own words the following images:

- “strong through tension”
- “nothing breaks the span of their attention”
- “their feet on both banks but in neither camp”



A bridge over a canal



Golden Gate Bridge, San Francisco



Chain Bridge, Budapest

9. Compare Andrei Pleșu’s text and Seamus Heany’s poem. Do both authors have the same perspective on the symbol of the bridge? Which do you prefer? Why?

10. Read the following essay, part of the same European project, which belongs to Steinunn Sigurdardóttir, Icelandic writer.

The European adventure must have begun with a bridge that no longer exists, for it is said that the first inhabitants came, in waves, via the land bridge between Asia Minor and the Balkan Peninsula. To begin with, natural frontiers, mountain ranges, forests and marshland made sure that the different tribes were kept more or less separate. Then began the saga (or era) of artificial obstacles, boundaries which are created in the mind of the ruler (the holder of the power). Whether the people living within these boundaries actually needed them was of no consequence.

The longest and widest bridges in the world are made of floating material. They are the navigation routes across the seas. In North West Europe, it was the adventurous Vikings who pioneered such bridge construction. They ambitiously scoured the whole area to the east and west of the North Sea, across the Irish Sea and the North Atlantic. The Nordic men looked upon the seas in their territory as water in a bowl. Their motto was “by all seas,” they sailed the waters, touching land to pillage, and engaging in trade from Norway to Greenland, the Orkneys, and Ireland. On the way they discovered America and opened up the western bridge.

There the Europeans received their escape to freedom, away from the yoke of oppression, even though it was not until several centuries later, when they rediscovered America, that they were really able to use this route. In time the French showed their gratitude by offering the Statue of Liberty.

As we cross the bridge into the next century, it is pleasing to think of Europe as consisting of matter more floating than firm, as a borderless continent and network of shipping routes, where anyone can waltz around on his boat.

11. What is the meaning of the bridge as presented by the author?

12. What is the role of the Vikings in pioneering the “bridge construction?”

13. Explain in your own words “where anyone can waltz around in his boat.”

OVER TO YOU!

14. Write your own contribution to the European project to express your perspective on the symbolism of the bridge.

Review and consolidation



A Caucasian family



An African-tribe member



A typical Japanese Ainu family

1. a. Discuss the features of the three types of “families” in the pictures on the left.

b. Read the following article on the Europe’s ancestors and choose the right variant to fill in the gaps. The first one is given as an example. (1 = a)

Europe’s seven female founders

Everyone in Europe is (1)_____ just seven women.

Arriving at different times during the last 45,000 years, they (2)_____ wolves, bears and ice ages to form different clans that eventually became today’s population.

These are the (3)_____ of Bryan Sykes, professor of human genetics at Oxford University.

Calling them “The Seven Daughters of Eve,” Professor Sykes has individually named them Ursula, Xenia, Tara, Helena, Katrine, Valda and Jasmine. Professor Sykes arrived at his conclusion by (4)_____ mitochondrial DNA, which is (5)_____ from mothers to children. From 6000 random samples, and allowing for naturally occurring mutations, he established seven different clusters of DNA.

Ancestry traced

Professor Sykes says that the (6)_____ of 99% of Europeans can now be traced back to the seven women who (7)_____ the clans. However, Professor Sykes went on (8)_____ that whilst his genetic work is (9)_____ in fact, the names he has given to the women are hypothetical. He says the names are an attempt (10)_____ DNA codes, which have traditionally been labelled alphabetically. “For example, with the letter T, group T, I’ve just extended that to be the (11)_____ of a woman called Tara,” he said.

Ancient heritage

The study is being seen as (12)_____ evidence of the way in which genetic research can (13)_____ light on human history. His names for the women, which draw on Gaelic, Scandinavian and Persian (14)_____ amongst others, reflect the huge geographic area from which modern Europeans descended.

- | | | |
|----------------------|------------------|-----------------|
| 1. a. descended from | b. coming from | c. derived from |
| 2. a. survive | b. have survived | c. survived |
| 3. a. reports | b. claims | c. rumours |
| 4. a. study | b. will study | c. studying |
| 5. a. passed down | b. handed out | c. handed down |
| 6. a. treasure | b. ancestry | c. past |
| 7. a. founded | b. found | c. have founded |

The legend of the three brothers

The three rivers Olt, Jiu and Mureş were three brothers. They slept together for a night and, before falling asleep, they made this deal: the first one that would get to the Danube the next day, after everybody else had got up and set off, that will be the eldest brother.

The Mureş, being cunning, woke up before the other two and he set off at once. Then the Jiu woke up and, seeing that the Mureş had left, he followed his way straight to the Danube.

The Olt got up later and, seeing that his brothers had cheated on him, he got upset and started towards the Danube angrily, winding through the mountains, the hills and everything he got on his way, straight to the Danube.

The Olt got to the Danube the first and therefore he was chosen the eldest brother of all.



The Olt river

OVER TO YOU!

3. “Water connects people to cultural elements through tales and legends.” Read the Romanian legend in the box above and write one legend or tale connected to a river, lake or sea.

- | | | |
|-----------------------|------------------|---------------------|
| 8. a. saying | b. having said | c. to say |
| 9. a. rooted | b. claimed | c. alleged |
| 10. a. to personalise | b. personalising | c. had personalised |
| 11. a. descendants | b. family | c. symbol |
| 12. a. more | b. further | c. less |
| 13. a. shed | b. show | c. present |
| 14. a. family | b. heritage | c. manuscripts |

2. Read the text about the Italian tradition of Saint Lucia’s Night. Fill in the gaps (1–8) with the appropriate fragment below (A–I). There is one extra fragment you do not need.

Saint Lucia’s Night

December 13th was and still is one of the most longed days of the year. Children wait for that night when it is said the Saint brings them presents. In the past the feast was prepared in a suggestive atmosphere: for three nights in succession the children prayed the Saint in the little church of Saint Sebastiano, via Romani, (1)____. Inside the church there was a statue of the Saint: on her hand (2)____ and on it there were the Saint’s eyes. As a matter of fact Saint Lucia is remembered as the Saint from Syracuse (283–304) who suffered the Diocletian martyrdom. (3)____ she was blinded and for this reason she has always been considered the Saint of light. The night during which the children wait for the Saint seems to be very long: (4)____ there is a saying which goes like that: “Saint Lucia’s night is the longest night.” In children’s imagination (5)____ on a barrow full of gifts pulled by a donkey. That’s why they put outside the door of their houses some hay and milk for the donkey and (6)_____

To make the wait more suggestive, the days before that “festivity” some people walk along the streets (7)____: little children are worried about that and (8)____ because they “can’t” see the Saint. According to tradition, she could throw some ash into their eyes.

- A. as a matter of fact
- B. hide themselves
- C. some biscuits for the Saint.
- D. According to tradition
- E. On the other hand
- F. which was opened for the occasion.
- G. there was a little plate
- H. Santa Lucia comes from the sky
- I. ringing a little bell

Globalisation

Sir Anthony Giddens (b. 1938), British sociologist. His latest work concerns modernity, globalisation and politics, especially the impact of modernity on social and personal life.



An African village



VOCABULARY

to propel = to move someone into a new situation or make them do something

to stake claim = to say publicly that you think you have a right to have or own something

even-handed = giving fair and equal treatment to everyone

haphazard = happening or done in a way that is not planned or organized

• Talking it over

1. Read the following story told by Anthony Giddens during one of his lectures in London. What do you think the topic of the lecture might be? Give reasons for your answer.

“A friend of mine studies village life in central Africa. A few years ago, she paid her first visit to a remote area where she was to carry out her fieldwork. The evening she got there, she was invited to a local home for an evening’s entertainment. She expected to find out about the traditional pastimes of this isolated community. Instead, the evening turned out to be a viewing of *Basic Instinct* on video. The film at that point hadn’t even reached the cinemas in London.”

• Reading

2. There follow some fragments from the lecture on “Globalisation” delivered by Anthony Giddens in London.

We live in a world of transformations, affecting almost every aspect of what we do. For better or worse, we are being propelled into a global order that no one fully understands, but which is making its effects felt upon all of us. [...]

Globalisation is political, technological and cultural, as well as economic. It has been influenced above all by developments in systems of communication, dating back only to the late 1960’s. [...]

Instantaneous electronic communication isn’t just a way in which news or information is conveyed more quickly. Its existence alters the very texture of our lives, rich and poor alike. When the image of Nelson Mandela maybe is more familiar to us than the face of our next door neighbour, something has changed in the nature of our everyday experience. [...]

It is wrong to think of globalisation as just concerning the big systems, like the world financial order. Globalisation isn’t only about what is “out there,” remote and far away from the individual. It is an “in here” phenomenon too, influencing intimate and personal aspects of our lives. Traditional family systems are becoming transformed, or are under strain, in many parts of the world, particularly as women stake claim to greater equality. [...]

Globalisation is the reason for the revival of local cultural identities in different parts of the world. Local nationalisms spring up as a response to globalising tendencies, as the hold of older nation-states weakens. [...]

Electronics City is an industrial park spread over 330 acres (1.3 km²) just outside **Bangalore, India**, exclusively meant for electronics industries. It houses more than a hundred industries, including IT industry leaders such as Hewlett-Packard, Motorola, Infosys, Siemens, ITI, Wipro, Satyam etc. The area is maintained by Keonics, which provides all the necessary infrastructure.

The liberalization of the Indian economy in the early 1990's helped Electronic City to become what it is today — the outsourcing capital of the world.

Electronic City also is the house for **IIT-B** (International Institute for Information Technology — Bangalore). It is one of the premier graduate schools in India that focuses on all aspects of Information Technology.



PROJECT

6. Work in groups. Design a poster on globalisation. Present the outcome to the class. Include the following: transformations brought about by the development of systems of communications; celebrity as a global concept; changes in traditional family values — “Americanisation” of the world; media power; outsourcing. (Outsourcing is often defined as the delegation of operations or jobs from internal production within a business to an external entity, such as a subcontractor, that specialises in that operation.) **Read the box on Electronics City in Bangalore.**

Globalisation explains both why and how Soviet communism met its end. The Soviet and the East European regimes were unable to prevent the reception of western radio and TV broadcasts. Television played a direct role in the 1989 revolutions, which have rightly been called the first “television revolutions.” Street protests taking place in one country were watched by the audiences in others, large numbers of whom then took to the streets themselves. [...]

Globalisation, of course, isn't developing in an even-handed way, and is by no means wholly benign in its consequences. To many living outside Europe and North America, it looks uncomfortably like Westernisation — or, perhaps, Americanisation, since the US is now the sole superpower, with a dominant economic, cultural and military position in the global order. Many of the most visible cultural expressions of globalisation are American — Coca-Cola, McDonald's. [...]

A pessimistic view of globalisation would consider it largely an affair of the industrial North, in which the developing societies of the South play little or no active part. It would see it as destroying local cultures, widening world inequalities and worsening the lot of the impoverished. Globalisation, some argue, creates a world of winners and losers, a few on the fast track to prosperity, the majority condemned to a life of misery and despair. [...]

As the changes I have described in this lecture gather weight, they are creating something that has never existed before, a global cosmopolitan society. We are the first generation to live in this society, whose contours we can as yet only dimly see. It is shaking up our existing ways of life, no matter where we happen to be. This is not — at least at the moment — a global order driven by collective human will. Instead, it is emerging in an anarchic, haphazard, fashion, carried along by a mixture of economic, technological and cultural imperatives. [...]

(adapted from BBC, *The Reith Lectures*, 1999)

3. Make a list of the domains positively influenced by globalisation.

4. Which are the risks and dangers perceived by pessimists as triggered by globalisation?

5. Which is the author's attitude on globalisation in the end of the lecture?

Knowledge Society

Our society is now defined as the “Information Society,” a society in which low-cost information and ICT are in general use, or as the “Knowledge(-based) Society,” to stress the fact that the most valuable asset is investment in intangible, human and social capital and that the key factors are knowledge and creativity.

The Ivy League

The **Ivy League** consists of eight private institutions of higher education located in the northeastern United States. The term, with its connotations of academic excellence, selectivity in admissions, and a reputation for social elitism, dates back to at least 1935. The eight universities are: Brown, Columbia, Cornell, Harvard, Princeton, Yale, Dartmouth College, University of Pennsylvania.



Yale School of Law

European vs American education

• Talking it over

1. If you were to continue your education after graduating high-school, what would be your choice: study in Romania, study in Europe or study in America? Give reasons for your answers.

• Reading

2. Read the following article which presents the European and American higher education systems. Fill in the numbered gaps (1–4) with the excerpts A–E. There is an excerpt you do not need.

European higher education is better than the American one

The contrast between America and Europe is an inevitable one — the American system of colleges and universities is seen as market-oriented and student-focused, open and adaptable; European systems, on the other hand, are seen as hide-bound and bureaucratic with little regard for students and a very limited entrepreneurial capacity.

As always, stereotypes are treacherous. **(1)** The private sector is a very mixed bag of institutions, extending all the way from Harvard with an endowment equal to the GNPs of many nation-states and, therefore, able to preserve an exceptionally high degree of academic autonomy, to colleges that are simply in the training business and have no real pretensions to provide proper higher education.

It is the same story with Europe. First, within Europe there are at least three separate traditions — the so-called “Anglo-Saxon,” with its emphasis on liberal education; the Humboldtian, with its emphasis on scientific education; and what was earlier described as the Napoleonic tradition (because it is most fully expressed through the French *grandes écoles*) that emphasises professional education. **(2)**

If the thesis is accepted that the Knowledge Society is as much about culture as it is about commerce, it is by no means obvious that the more market-oriented American system is better placed to respond to the challenges of the future than the European system of higher education. **(3)** If the challenges posed by the Knowledge Society and globalisation are posed in wider terms, embracing social and cultural knowledge and also personal identities, then it seems to me that the values and practices of European universities may actually confer on them an advantage.

It is even possible to make an even wider point — and to argue that the European Union represents an alternative attempt to transcend the

For and against essay

The “for and against” essay is a formal piece of writing in which a topic is considered from opposing viewpoints.

Structure

Introductory paragraph

Present the topic to be discussed without giving your opinion.

Main body

In separate paragraphs, present the points for and against with respective arguments.

Closing paragraph

State your opinion or give a balanced consideration of the topic.

(adapted from Virginia Evans — *Successful Writing*)

limits of the nation-state, but in terms of politics and, hopefully, democracy, not in terms of markets. (4) It is an alternative that is more ordered and more reasonable, as one would expect from an “old” continent that first developed notions of Reason and Enlightenment (which were then exported across the Atlantic!). Indeed, if the broad thrust of this arguments is accepted, the “European” road to internationalisation may represent a more humane and civilised path than the “American” road that focuses too narrowly on “markets” and consumers rather than communities and citizens.

A. Secondly, there are many non-university institutions in many European countries which are at least as socially and vocationally relevant as many American colleges.

B. Most American colleges and universities are state institutions, many of which are more tightly regulated than the average European university.

C. This alternative must be set alongside the vision of global free markets in almost everything — goods and services, but also images and identities.

D. Of course, it is possible to develop a counter-argument to the argument presented here namely, that the process of European integration represented by the Sorbonne and Bologna Declarations can be represented as an parochial exercise.

E. But my argument goes wider.

● **Text analysis**

3. The article on European and American higher education is a “for and against” essay. Match the different paragraphs to the structure presented in the box on the left.

4. Make a list of the arguments presented in favour of European higher education.

5. Make a list of the arguments presented in favour of American higher education.

6. Which is the author’s viewpoint in the conclusion?

7. What is your opinion? Which system do you think is better adapted to the present world? Which system is better suited to your own dreams and capabilities?



Sorbonne University

OVER TO YOU!

8. Choose one of the topics below and write a for and against essay. Do not write more than 250 words.

- a. “The chief object of education is not to learn things but to unlearn things.” (G.K. Chesterton)
- b. “Things do not change, we do.” (Henry David Thoreau)
- c. “Truth is stranger than fiction.” (Lord Byron)

It takes a global village to save a rainforest

Global village is a term coined by P. Wyndham Lewis, in his book *America and Cosmic Man*. However, Marshall McLuhan also wrote about this term in his book *The Gutenberg Galaxy*. His book describes how electronic mass media collapse space and time barriers in human communication, enabling people to interact and live on a global scale. In this sense, the globe has been turned into a village by the electronic mass media.



The Ecuadorian forest



South-American jewellery

• Talking it over

1. Read the title of the lesson. Discuss its possible meanings with your partner.

2. Before listening to the interview with Diane Logback, an environmental biology major, read the excerpts taken from the text. What do you think the topic of the interview might be? Where do you think Diane Logback is working at present ?

“Trees, plants, birds, wildlife — we do need to conserve the biodiversity of the rainforests — but we must recognize and understand that people are part of the diversity, and we need to conserve the cultures that know how to utilize these resources.”

“I came to understand that I was in no position to educate the Kichwa about the management of their natural resources. After all, they have conserved one of the world’s most biodiverse rainforests for thousands of years.”

• Tape activities

3. Listen to the interview with Diane Logback and answer the following questions:

1. When did Diane Logback arrive in Ecuador?
2. What purpose did she have when starting work in Ecuador?
3. What did she soon realize after getting to know better the local situation?
4. What kind of business did she establish to help the locals?
5. What kind of resources do they use in the Callari Cooperative products?

4. Discuss the following issues presented in the interview:

a. “Handicrafts have proven to be the only economic alternative that can help a large number of people without causing permanent and large-scale damage to the rainforests.”

b. “All of the contamination in the Amazon has occurred within the last three decades, since developing nations began accessing the petroleum resources.”

c. “It can take up to six cleared fields to harvest one crop of cocoa. Much smaller spaces are needed to gather material for necklaces.”

That-clauses

Functions

Subject e.g. That she should forget me so quickly was rather a shock.

Object e.g. We knew that the next day would be difficult.

It as subject in That-clauses

It + adjective

comment on facts: *apparent, bad, important, inevitable, lucky, plain, possible, probable, sad, unlikely* etc.

e.g. It is lucky that it hadn't been noticed before.

It is important that she talk to me when she gets here.

personal judgement and reaction: *astonishing, shocking, amazing* etc.

e.g. It's astonishing that she should say that sort of thing to you.

The fact + That-clause after prepositions

e.g. The judge paid no attention to the fact that she had just lost her house.

Verbs that can be followed by That-clauses:

a) *admit, agree, believe, confess, doubt, expect, explain, hope, notice, say, show, understand* etc.

e.g. They expect the festival will be successful.

b) *demand, insist, recommend, suggest* etc. in that-clauses + (should)verb

e.g. They recommended that the officers (should) wear a helmet.

In most cases *that* can be deleted.

5. Read the following story and discuss the possible connections with globalisation.

“In China, workers at Wellco Factory making shoes for Nike are paid 16 cents/hour (living wage for a small family is about 87 cents), 11–12 hour shifts, 7 days a week, 77–84 hours per week; workers are fined if they refuse overtime, and they're not paid an extra rate for overtime hours.”

● **Focus on**

6. Use the verbs in brackets in appropriate tenses, observing the rules of the Sequence of Tenses.

1. He believed that she (not have) time to read his long letter.
2. I replied that I (be) very well, and that I (hope) she (be) the same.
3. The teacher thought that the students in that group (can) translate the abstracts without any difficulty.
4. We were afraid that she (not be able) to finish her work in time and therefore we (offer) to help her.
5. She said that she (not see) him since they (finish) school.

7. Rephrase the following sentences. Use alternative structures. Start as stated in brackets.

1. It's likely that she'll be late. (She's likely)
2. She promised that she would return the money. (She promised)
3. He denied that he revealed the secret. (He denied)
4. I insist that I should sign the contract before I leave. (I insist on)
5. I told her that she should accept the job offer. (I told her)
6. I recommend that you should attend the lecture. (I recommend)
7. He admitted that he had stolen the car. (He admitted)
8. He remembered that he had received the letter. (He remembered)
9. She thinks that she might apply for the job. (She is considering)
10. Joan says that she didn't dent the car. (She denies)

8. Translate into English:

1. I-am mărturisit fratelui meu că mi se furaseră banii în metrou.
2. Eu i-am sugerat că ar fi mai bine să plecăm mai devreme.
3. Erau convinși că vă veți face datoria.
4. Spera că putea să te vadă astăzi, dar nu știa că vei întârzia atât și nu a mai putut aștepta.
5. Știu că și-a dorit foarte mult această carte, și cred că este foarte fericită că a intrat în posesia ei.
6. Credea că o vei putea însoți la spectacol și era foarte bucuroasă.
7. Cred că îmi va scrie dacă nu va fi foarte ocupat.

Stranger to Bucharest

● Points of view

1. Think of a city where you would like to live. Take into consideration the following features: opportunities for education and work, traffic, public transport, entertainment, green spots, inhabitants' friendliness, public services.

● Reading

2. Read the following article written by Debbie Stowe, a British expatriate to Bucharest.

Like many other expats in Bucharest, my initial one-year tenure here seems to have become indefinite, and I am now in my third year.

The influx of western businesses into Romania has put a high premium on native English speakers, and a combination of teaching, journalism and copy-editing gives me the freedom to work on that book that we all believe is in us but lack the time to actually write.

This year (2005) I intend to take an MA at the University of Bucharest and involve myself in some local charities. I am also tenuously considering a foray into the Romanian property market.

3. Which are the reasons that kept Debbie Stowe to live in Bucharest for three years?

4. Do you think her presentation of Bucharest may be positive or negative? What advice would you offer an expatriate coming to Bucharest for the first time?

Read the article to confirm your ideas.

1. The first is to forget all notions that you have of customer service. Otherwise, after 90% of your dealings with waiters, shopkeepers and members of the public you will be left wondering what you had done to offend the person to make them so curt and rude to you. Of course you have done nothing wrong: the ostensible hostile way Romanians behave with each other — and most foreigners — is just normal conduct in this country.

Despite their initial demeanour, local people go out of their way to welcome and assist foreigners, anxious to leave you with a good impression and counter some of the pejorative outside perceptions of which they are acutely aware. Secondly, you must get used to a new traffic system. Drivers have assumed right of way on both road and pavement and routinely park right across the latter, forcing pedestrians into the street where they will then be hooted at by passing cars.



Aerial view of Bucharest

VOCABULARY

expatriate = someone who lives in a foreign country

tenure = the period of time when someone has an important job

tenuous = uncertain, weak, or likely to change

foray = a short attempt at doing a particular job or activity, especially one that is very different from what you usually do

curt = using very few words in a way that seems rude

demeanour = the way someone behaves, dresses, speaks etc., that shows what their character is like

to hoot = if a vehicle or ship hoots, it makes a loud clear noise as a warning

to pickpocket = to steal things from people's pockets, especially in a crowd

upmarket = designed for or used by people who have a lot of money

glut = a supply of something that is more than is needed

Is it a beautiful city? No way: when he gets out of the train station, the face of the traveler who is new in town gets a little tense with disappointment. Is this an ancient city? Even less: the King of France already lived at the small Louvre castle when the legendary peasant Bucur was just erecting the walls of his abode. Is Bucharest one of those great capital cities that sum up and express an entire nation? Romanians will tell you Bucharest does not mean Romania.

Bucharest does not mean Romania, the way Romanians who research it say. However, Bucharest is a wonderful display of races, faces, customs and adventures.

The lesson Bucharest is offering us is not a lesson in art, but a lesson in life: it teaches you to adjust to anything, even to the impossible. Here it incarnates the spirit of a nation whose patience is limitless, and whose indulgent optimism has come up with that saying: "The good Lord's garden is so big!"

(Paul Morand, December 1934)



Bucharest (the Parliament)

OVER TO YOU!

2. Public transport is extremely cheap. The subway system is fairly civilised but slow and not comprehensive. Buses and trams are more frequent and serve most areas, but in peak hours can become so full they resemble a cattle truck, or, worse, the central line at 7 pm. Pickpocketing is rife, and you are advised to vigilantly guard any bags and pockets. It's worth taking public transport a few times, if only to remind yourself how lucky you are to be able to afford a car or taxi. The system runs from around 5 am to 11:30 pm.

3. Thanks to Ceauşescu's town-planning ideas, the majority of Bucharest residents, rich and poor, live in apartment blocks. Most expats head for the upmarket north of the city, where many of the ambassadorial residences are situated. A replica of the Arc de Triomphe, wide boulevards and pleasant green spaces make the area feel more like Western Europe, as does the glut of cafes and restaurants. Those wanting to engage more in the local life — particularly young, single foreigners — often choose to live in more central areas.

4. Life in Bucharest can be austere and dull, and working hours long, so people like to make the most of their leisure time. The city has many first-class restaurants, covering most international cuisine. Prices are far lower than in Britain. Service can suffer from post-communism apathy, but places are increasingly catering to foreigners, and realising that some courtesy and efficiency are good for business. Bars and clubs are numerous and open late. They range from cheap and cheerful to pretentious, upmarket places where you'll pay the same as in London.

5. While most useful information for foreigners tends to be on the negative side, Bucharest is a dynamic and exciting city, and many expats' initial short-term tenures turn into years.

(www.expats.telegraph.co.uk., 2005)

5. Match the following headings (A–F) to the respective paragraphs (1–5). There is an extra heading.

- A. Introduction to Bucharest
- B. Expat accommodation
- C. Getting around
- D. Entertainment
- E. Conclusion
- F. Bureaucracy

6. What is your impression of the way Bucharest appears to foreigners?

7. Read Paul Morand's description of Bucharest. What is the author's tone?

8. Which of the two presentations do you think is closer to the spirit of Bucharest? Why? Why not?

9. Make your own presentation of Bucharest as you see it.

What is anti-globalisation?

Anti-globalisation is the umbrella term for a group of different protest causes, including:

- environmentalism
- third-world debt
- animal rights
- child labour
- anarchism
- anti-capitalism and opposition to multinationals

The targets of anti-globalisation protests have been meetings of the

- World Trade Organisation (WTO), which promotes free trade between countries

- International Monetary Fund (IMF), which gives countries loans when their economies are in crisis

- World Bank, which among other things gives longer term loans to countries for development

Opponents of globalisation say it leads to exploitation of the world's poor, workers, and the environment. They say it makes it easier for rich companies to act with less accountability. They also claim that countries' individual cultures are becoming overpowered by Americanisation. Several of the largest US brands (e.g. McDonald's and Starbucks) face particular opposition.



Protestors clashing with police

Review and consolidation

1 . Pick the correct words from the list below and insert them into the text so the piece makes sense.

a) *people/ products/ laws/ more expensive/ more difficult/ manmade/ raw/ cheaper/ easier*

It is now a lot (1)____ and (2)____ for people to travel abroad, to talk to other people around the world and to buy foreign (3)____. Today it is also much easier for businesses to ship (4)____ materials and products around the world and (5)____ have made it easier to set up businesses in other countries. This process is called globalisation.

b) *climatic/ sea/ gain/ loss/ noise/ natural/ unnatural*
Economic activities can have an adverse impact on the local environment, (6)____ of habitat for native species and impact upon (7)____ processes, such as the water cycle and local (8)____ conditions. For example, manufacturing industries can impact the environment through air, water and (9)____ pollution. Pollution can also impact people's livelihoods. For example (10)____ pollution will hurt people who are involved in fishing and tourism.

2. Discuss with your colleagues the following issues connected to globalisation:

a. Which of these factors have influenced globalisation?

1. communication systems
2. television
3. telephony
4. internet
5. all of the above

b. Pick the factor that might attract a multinational corporation to a country:

1. good tourist attractions
2. high average monthly wage
3. cheap raw materials
4. the requirement to build a transport system
5. lack of raw materials

3. Replace the words in italics with a suitable form of the verbs listed at the end of the exercise. Be careful because some of them may be tricky!

1. She *rested* on her bed after the scorpion *had bitten* her.
2. Have you *made* the tape *go back*?
3. The storm *made* her *wake up* in the middle of the night.
4. As he had never *been in a plane* before he *held on tightly* to my arm.

Globalisation at a glance

- The rapid spread of Western-style supermarkets and fast-food chains such as McDonald’s and Pizza Hut in China increasingly makes the Chinese middle class develop a taste for cheese. In a country with almost no real cheese production, cheese imports flourish, and slowly contribute to changing eating habits.

- Fueled by the Internet, the spread of US culture and economic globalisation, English takes hold in Mongolia. By making the country bilingual, the government hopes to find a “shortcut to development” and survive in a world of increasing competition.

- “While global economy is converging, cultures are diverging,” claims conservative columnist David Brooks in a *New York Times* article. From conservatives in the suburban United States to Islamic extremists in Europe, people the world over are moving into “self-segregating communities”, enforcing their own subcultures and identities. The widening cultural differences “are leading us into a period of conflict, inequality and segmentation.”

- Hip-hop is having a growing impact on Cuban culture, amplified by official government support. The genre’s ability to convey messages about police, race, power and wealth has transformed it into a global youth movement.

5. He *put* all the clothes on the bed while he *brushed* the floor.
6. The problems *happened* because the firm *selected* the wrong software.
7. He *cried* when he saw that his new shirt had *got smaller* in the wash.
8. We *knew in advance* that the essay would have to be done again.
9. Napoleon *sat on* a white horse as he *directed* his troops in battle.
10. She *cursed* when someone *stepped* on her bad foot.

arise / awake / choose / cling / fly / foresee / lay / lead / lie / rewind / rewrite / ride / shrink / sting / swear / sweep / tread / weep

4. Work in pairs. Discuss the differences in meaning between these sentences. Then decide how each one might continue.

1. a. When I was younger we would spend our holidays at the coast and ...
 b. When I was younger we spent our holidays at the coast and ...
 c. When I was younger we had to spend our holidays at the coast and ...
2. a. I was going to tell her what had happened but ...
 b. I was telling her what had happened but ...
 c. I told her what had happened but ...
 d. I had told her what had happened but ...
 e. I was about to tell her what had happened but ...
3. a. I could see that they had been doing some research because ...
 b. I could see that they had done some research because ...
 c. I could see that they were doing some research because ...
 d. I could see that they were going to do some research because ...

5. Use the verbs in brackets in the right tense and voice.

Father had gone up the ladder without securing it and, sure enough, the ladder (slip)_____ and he (stick)_____ on the roof. Well, no sooner the ladder (fall)_____ to the ground than it (start)_____ to pour with rain, so there (be)_____ no one in the street to hear his cries for help. By the time the rain (stop)_____ it (get)_____ dark and although he (go on)_____ shouting all evening, no one (hear)_____ him and he (must)_____ spend the whole night on the roof. The next morning, by the time I (get)_____ there, he (rescue)_____ by the window cleaner. It (be)_____ the first time I (see)_____ him look embarrassed — it (be)_____ one of the funniest sights I (see)_____ ever.

OVER TO YOU!

6. Look at the picture on page 92. Imagine you were one of the protestors fighting with the police. Write a diary page about the incident.

REVISION AND SKILLS DEVELOPMENT

Reading

1. Read the following article which praises the advantages of the London double-decker. Fill in the gaps (1–5) with the missing fragments (A–F). There is one extra fragment you do not need.

Anybody seen in a bus over the age of 30 has been a failure in life. These words are certainly rather discouraging for people such as myself, who will not see 30 again and who often travel by bus.

Yet as long as one is not in a tearing hurry, the bus is the most delightful way to get about London. (1) _____, but there is something much more convivial about a bus than a private car, and one is grateful to have someone else to take care of the driving. The view of London from the top of a double-decker surpasses the view from any other mode of transport, including a horse. One sees over walls, through windows and into the midst of the shifting crowds on the pavement, where fascinating figures may detach themselves from the throng. (2) _____

No wonder the red double-decker bus is one of London's greatest symbols. It used to be a humane and dignified part of British civilisation, on a par with the bobby on the beat, and like the bobby on the beat it can quite easily be restored to its leading role as long as we do not despise such a simple way of meeting an obvious need. One of the many advantages of bus services is that they can be extended. (3) _____, and in the 1920s and 1930s Lord Ashfield directed a transport system in London that was admired the world over. It was in the mid-1950s that the dismal, long-drawn-out decline in bus services began.

The Mayor of London is perfectly within his rights to spend heavily on buses. (4) _____ to get the middle classes to use buses because doing so has actually become more pleasant and convenient than going by car. I realise substantial numbers of people will never consider themselves truly free unless they are sitting at the wheel of a motor car, even if that car is stuck in a traffic jam. (5) _____, many of whom also feel a snobbish disdain for the humble bus, ought to understand that their chances of an enjoyable drive are much higher, in any densely populated area,

if substantial numbers of us choose instead to catch the bus.

(adapted from Andrew Gimson,
Daily Telegraph, 2003)

- A. By 1914, buses ran every 15 seconds in each direction in the centre of town,
- B. No magnate in his limo enjoys anything like this.
- C. The more difficult challenge is
- D. It lacks the romantic possibilities of a taxi,
- E. But even these diehard motorists
- F. When I look up and down my bus,



Double-decker

2. Replace the words in italics with the words underlined in the text.

- a. It was a grey, *depressing* November afternoon.
- b. The acquisition of Walker puts the company *at the same level with* its rivals in France and Germany.
- c. Corbett did not stay but pushed through *the large group* of people and walked on.
- d. She was sorry for this little man and his problem but *she was already very late*.
- e. He says taking *the policemen* out of villages will lead to more crime.
- f. The mood was relaxed and *friendly and pleasantly cheerful*.

Grammar

3. Put the verb in brackets in the correct form.

- 1. I've considered (ask) him (raise) my salary, but I don't think he can afford (do) it.
- 2. I'm delighted (hear) that you are intending (visit) us and I look forward to (see) you when you come.

REVISION AND SKILLS DEVELOPMENT

3. I hope you haven't forgotten (phone) the garage as the car needs (service).

4. I'm sure you won't regret (buy) the house, even though it needs (paint) and (decorate).

5. I regret (say) that he's forgotten ever (promise) you a present.

6. As I told you, he's rather deaf, so don't forget (try) (shout) if he doesn't answer the door at first.

7. I can't help (think) that we shouldn't have agreed (lend) him the car.

4. Complete the following story by putting the verbs in brackets into the correct tense.

I had just finished writing a letter when the door bell (ring). I (go) immediately to answer it because a neighbour of mine (tell) me she was going to call round. When I (open) the door, I (see) that there was no one there although I was sure I (hear) the bell. After I (look) up and down the street for a few minutes, I (shut) the door again, and (begin) to wonder if I (dream). I (decide) finally that I (mistake) a car horn for the sound of the door bell. Just as I was turning round, I (notice) something white on the door mat. I (examine) it more closely and (realize) that someone (push) a note under the door. As I (never/see) the handwriting before, I (begin) to feel slightly alarmed.

5. Read the text on "Sinking Venice" and fill in the numbered gaps with the appropriate word in the box on the right.

Italian experts are proposing a dramatic new solution to the (1)___ threat facing the city of Venice.



Rather than (2)___ to keep the sea out — they want to use it to help raise the sinking island-city. The scheme would (3)___ pumping huge quantities of sea water into the ground (4)___ Venice down 12 pipes each of which would be 700 m long. The sea water would make the sand beneath the city (5)___ lifting Venice by 30 cm in 10 years.

The northern Italian city is (6)___ drowning — sea levels in the Adriatic are rising, and (7)___ tides are becoming more frequent.

The Italian government is spending €4.5 billion on a (8)___ project to build floodgates across the entrance to the lagoon in (9)___ the city stands in an effort to keep the sea at (10)___ Now, a panel of engineers and (11)___ respected University of Padua have come up with the new scheme costing just a (12)___ of that — €100 million.

It says the plan (13)___ help raise Venice by almost as much as it has sunk (14)___ the past three centuries.

(adapted from BBC, 2005)

*battling/ involve/ expand/ high/ would/ watery/
controversial/ which/ bay/ geologists/ beneath/
fraction/ over/ slowly*

Speaking

6. Read the following situation and make a speech entitled "Our school is the mirror of our soul."

Situation. You have decided it is high time you canvassed for the party called "Fighters for an Aesthetic Environment." You want to bring "value" back into school and to increase the quality and quantity of valuable art work on the premises of the school and into the students' life.

Policies: compulsory art appreciation classes; compulsory visits to art museums and galleries; compulsory attendance to one play and one concert per week; compulsory art history classes; permanent exhibitions with students' artistic work (photography, painting, graphics, sculpture etc.); scholarships provided by private companies for students interested in pursuing artistic education; meetings with artists and critics to discuss the latest developments in art.

Growing fast

Service industries are the business firms and government and nonprofit organizations that produce services rather than manufactured goods or agricultural products. Services consist mainly of such nonmaterial things as financial advice and retail sales. Service industries may be grouped into such broad categories as amusement and recreation, automobile services, education, health care and household services.

restaurants
travel agencies
language schools
estate agencies
radio
hotels
community service

VOCABULARY

to account for = to form, use or produce a particular amount or part of something.

retail = the sale of goods directly to the public for their own use

wholesale = the sale of goods in large quantities to shop owners



• Talking it over

1. a. Read the definition on the left to “service industries” and the examples of services. Work with your deskmate and write as many other services as you may think of.

b. Which of the services in the box involves work which is not paid?

2. Read the two texts about services in the USA and the UK. What do they have in common?

A. Since the mid-1900s, service industries have played an increasingly large role in the economy of the United States. The United States has many more service companies than manufacturing companies. Service companies account for about two thirds of the US gross national product — the value of all goods and services produced during a year. They employ about three-fourths of the country’s workers.

The fastest-growing service industries include fast-food restaurants, government, health care and amusement and recreation. Business services — such as firms that supply computer, legal and other services have also expanded rapidly. Production and employment have decreased in such service industries as gasoline stations, household cleaning and laundries.

B. Especially in the second half of the last century, jobs in service industries have accounted for an increasing share of total employment, expansion being particularly marked in financial and business services. In addition, there has been a rise in self-employment. London is one of the world’s leading centres of banking, insurance and other financial services. There has been an increase in retailing activity with a trend towards large shopping developments on the outskirts of towns, designed for shoppers with cars. Half of central government services and a significant proportion on non-food wholesale distribution in England are to be found in London and the neighbouring counties. After London and the South East, where about three-quarters of employees are engaged in service industries, particularly in social services, wholesale, retail trade and financial services, the South West has the next highest concentration of service industries.

• Text analysis

3. Answer the following questions.

1. What does “gross national product” mean?
2. Which services have developed very fast in the USA?



A boutique

Writing and saying numbers

- numbers over 20 are written with a hyphen:
25 = twenty-five;
- numbers over 100: 367 = three hundred and sixty-seven;
- numbers over 1000: 1200 = one thousand two hundred; (also informal) twelve hundred;
- a comma or a space is often used to divide large numbers into groups of 3 figures: 34,253 or 34 253 (thirty-four thousand two hundred and fifty-three).

How do we write fractions

- $1/2 = a/\text{one half}$;
- $1/3 = a/\text{one third}$;
- $1/4 = a/\text{one quarter}$ (Am.E. also: $a/\text{one fourth}$);
- $1/12 = \text{one twelfth}$;
- $1/16 = \text{one sixteenth}$;
- $2/3 = \text{two thirds}$;
- $3\ 1/2 = \text{three and a half}$;

Fractions/percentages and noun phrases

- a fifth of the students questioned;
- three quarters of the population;
- 75% of the employees.

3. Why do you think that services in household cleaning and laundries have decreased in the USA?
4. Which British services employed a lot of people in the second half of the last century?
5. Which services have developed on the outskirts of towns?
6. Which parts in the UK boast a high development in services?

• Words in action

4. Write the correct form of the base word to complete the gaps.

1. We only sell ..., not to the public. SALE
2. A ... is a person or business that sells goods to the public. RETAIL
3. If you have an accident in your car, the ... goes up. SURE
4. The number of employees in ... companies has dropped over the last five years. MANUFACTURE
5. It is hard for students to be ... dependent on their parents. FINANCE
6. The two brothers started up a clothes retailing... BUSY
7. If this product should develop a fault, please return it to the ... not to your retailer. DISTRIBUTE
8. He is a ... expert on the country's ecology. LEAD

5. Translate the following sentences. Use letters to write the numbers.

1. Aproape $1/3$ din angajații acestei firme sunt tineri.
2. Anul acesta, vânzările cu amănuntul au crescut cu 18%.
3. $3/4$ din serviciile financiare ale țării se găsesc în capitală.
4. Acestea sunt oferte speciale. Poți economisi 1500 de euro dacă cumperi acum.
5. Orice mașină cumpărată direct de la producător costă între 7499 și 11.999 de lire sterline.

6. Complete the following sentences with the correct form of *do* or *make*.

1. Though some companies are going bankrupt, his ... a huge profit now.
2. I don't think we can ... business here. It's risky.
3. After a long discussion, they ... all the necessary arrangements.
4. Who has ... the shopping, your or your mother?
5. If you pay in cash we can ... you a small discount.
6. I wonder if you could ... me a small favour.

Solutions can be found

• Talking it over

CAR BODY REPAIRS
OPTICIANS
TRANSLATORS
ESTATE AGENTS
LOCKSMITHS
TAILORS
OFFICE EQUIPMENT
LAUNDRIES

1. Read the names of services and suppliers in the box on the left. Which will you call if you have the following problems?

1. You've got a lot of dirty shirts.
2. You need a duplicate key.
3. The photocopier in your office has broken.
4. Your glasses are broken.
5. The instructions for the camera you bought are only in Japanese.
6. You want to sell your house.
7. Your suit is too tight.
8. You've driven into a wall.

• Reading

1. Housepipe bans and rising water bills
2. Encouraging news
3. Public transport — Buses vs Streetcars
4. Tourists turn away from Britain

2. Read these short texts. Choose from the left the suitable title for each text.

A. Streetcars have an advantage over buses in relation to passenger comfort. Streetcars and subways, unlike buses, run smoothly without lurching and shaking on uneven roads. On the other hand, some people feel that buses should replace streetcars because the latter are less flexible in traffic. While buses can weave in and out, streetcars move on fixed rails in the middle of the street and hold up cars whenever they stop for passengers. They slow down the traffic. There is obviously a big problem here and a decision must be taken.

B. About 10 million households woke up today to the most widespread water curbs in more than a decade as hosepipe bans were imposed by water companies across most of the South East. The curbs are likely to frustrate customers angry at the amount of water wasted every day through leaking pipes. What is more, the bans come in on the day that the average water bill across Britain will rise by 5.5 per cent. Last year bills rose by an average of 11.8 per cent in England and Wales.

C. The number of tourists visiting Britain has fallen faster than in any other major country. The strength of the pound is one of the reasons. But the state of the UK's transport system is another, as is the struggle of museums and galleries to attract decent funding, which is much lower than elsewhere.

D. Scientists have developed a drug that can bring remarkable improvements to the lives of hundreds of thousands of arthritis sufferers. A single course of treatment will provide relief from crippling pain and joint damage for arthritis patients for up to a year.



Old plumbing

VOCABULARY

to lurch = to move suddenly in a way that is not smooth or controlled
to weave = to move somewhere by going around and between things
curb = a rule or control that stops or limits something

The Passive Voice

- The passive has a form of **be + Past Participle** (the 3rd form of the verb).
 - Verbs which take an object can have a passive form.
 - She cleaned the house. ↔ The house was cleaned.
 - His answer surprised me. ↔ I was surprised by his answer.
 - Verbs which do not take an object (intransitive verbs) do not have passive forms.
 - I went shopping yesterday.
 - Verbs with two objects can be made passive in two ways:
 - The guide showed me the way. ↔ a. I was shown the way. ↔ b. The way was shown to me.
 - The agent is not mentioned if it is not known, obvious or unimportant.
 - The window is broken.
 - The income taxes were reduced.
 - I was advised to try again.
 - After Modals – **can, may, must, should, ought to** – we use the correct form of **be + Past Participle**
 - How can more jobs be created?
 - The letter must have been delivered.
 - The passive can change the emphasis of a sentence.
 - British doctors discovered the drug.
 - The drug was discovered by British doctors.
 - The Present Perfect Continuous, the Future Continuous and Past Perfect Continuous are not normally used in the passive.

The drug, rituximab, has been tested on a great number of sufferers. Most of them have been able to return to near-normal life after 20 years of restricted activity. British doctors claim it could eventually lead to a cure for the severely disabling disease which affects so many people in the UK.

• **Text analysis**

3. Match each text to the suitable service. Choose from:

1. Health care; 2. Public transport; 3. Tourism; 4. Amusement and recreation; 5. Water Supply.

4. Work in pairs. Answer the questions.

1. What are the main problems highlighted in texts B and C?
2. Can you think of any solutions to solve such problems?
3. Are there similar problems in your area?

• **Words in action**

5. In text A, the passive construction is underlined. Identify the passive constructions in texts B and D.

6. Write the following sentences in the passive.

1. You can obtain more information by calling 091.
2. The Prime Minister will give a press conference tomorrow.
3. The painters are painting my bedroom.
4. Mike has told me that your are leaving.
5. Someone had reported the theft to the police.
6. Her parents approved of the decision.

7. Rephrase the following sentences. Begin with the word(s) given.

1. The university authorities gave him an extra year to complete the course.
An extra year ...
2. She allows her deskmate to distract her from her work.
She allows herself ...
3. I have filled in an application form.
An application form ...
4. Brian scored the second goal.
The second goal ...
5. Luckily, they haven't sold the painting yet.
The painting ...

Variety is the spice of life

Causative Form

Have/ get things done

Have + object + Past Participle

is used to suggest that we are “causing” somebody to do something for us.

e.g. I have had my car serviced.

Get can be used instead of **have**

as an informal alternative.

e.g. They got the film developed in 24 hours.

have/ get + object + Past Participle are sometimes used to describe an accident or something unfortunate that happens to someone.

e.g. She had/ got her bag stolen.

- 1. What do people say when they enjoy a meal in a restaurant? Add suitable adjectives. Work with your partner.**

About the food: It was tasty, ...

About the service/ waiter:

• Tape activities

- 2. Listen to the first part of an interview a magazine reporter had with the executive chef of Granite Club in Toronto. Tick the sentences which are true.**

1. Nigel's initial training was in France.
2. He worked in France for four years.
3. Nigel has been working for Granite Club for two years.
4. He decided to come to Canada because it was more difficult in Europe.
5. He was eager to give a try.
6. In the Club he cooks the same thing all the time.
7. They serve turkey at Thanksgiving.
8. If it is Valentine's Day he cooks chicken.

- 3. Listen to the second part of the interview and complete the text with the words you hear.**

Rep: Nigel, What's the (1)... of your success? Tell us something about your cooking (2)...

Nigel: Yeah... never the same, always something (3)... Sometimes classic, sometimes user-friendly, sometimes leading-edge. I always try to (4)... on the fresh and the (5)... As I've got older, simplicity is important to me — so let's not overwork the (6)...

Rep: And what can people expect at this Club?

Nigel: There's nothing we don't do. There are areas for fine or (7)... dining, a buffet, a chef's table for eight, a (8)... terrace, banquets, children's parties, wine (9)..., and even a sports bar and snack shop. The cooking team's (10)... shine at a fine dining room that's open only three nights a week. So, you see, we do our best to please our (11)... and we do work hard to get things done.

Rep: What are your plans for the future?

Nigel: A big part of my job is moving the club (12)... in terms of design and efficiency.

Rep: Good luck, Nigel, and thank you very much.

(adapted from *Toronto Star*, 2005)



The Granite Club, Toronto

Quality of food	Service	Cost
poor	impolite waiters	unreasonable
tasteless, bland	slow	outrageous

Letters of complaint

Structure

Introduction

Paragraph 1 — state reason(s) for writing the complaint

Main Body

Paragraphs 2–3 — state complaints and justification

Paragraph 4 — suggest what should be done

Conclusion

Final Paragraph

Closing remarks

Full name

Some hints at writing a letter of complaint

Letters of complaint are formal letters.

These are some useful expressions to write a mild letter of complaint:

To begin letters:

I am writing to express my dissatisfaction with / disappointment to complain about/ to draw your attention to . .

To end letters:

I hope that this matter...
 ...will receive your attention.
 ...will not be treated lightly.
 ...will be resolved as soon as possible.

I hope that you will take my comments into consideration.

4. Read the second part of the interview and identify a causative form.

● **Focus on**

5. Sometimes a meal in a restaurant can be an unpleasant experience. Why? What may people complain about? Use the table on the left and think of other reasons for complaint. Work with your partner.

6. You read an advertisement about a restaurant in your area and decided to celebrate your birthday there. As you were disappointed with the quality of food and the service in the restaurant, you wrote this letter of complaint. Fill in the blanks in the letter with the words and phrases below.

to book a table; to add; furthermore; to apologise; serious; to leave to be desired; refund; in due course; therefore

Dear Sir/ Madam,

I am writing to express my dissatisfaction with the quality of food and the service I received at your restaurant yesterday evening.

Although I (1)_____ for eight, the waiter showed us to a small one in the corner and did not even (2)_____ for forgetting about my request. (3)_____ to my irritation we had to wait for more than half an hour before another waiter came to take our order.

The most (4)_____ of my complaints is the quality of food. The meat was not as fresh as we expected and the preparation (5)_____. Neither my guests nor I could finish the meal.

In conclusion, I expect both an apology for the quality of the service and a partial (6)_____.

I hope you will take my letter into consideration and look forward to hearing from you (7)_____.

Yours sincerely,
 James Cross

7. You bought a CD player which was very expensive but when you came home and plugged it in, it didn't work. Write a letter of complaint to the manager of the shop.

The luncheon



W. Somerset Maugham — British novelist, playwright, short-story writer, highest paid author in the world in the 1930s. Despite his popularity, Maugham did not gain serious recognition at the time. He was born in Paris as the sixth and youngest son of the solicitor to the British embassy and learned French as his native tongue.

• Reading

1. Read this adapted version of W.S. Maugham’s famous short story and answer the question: Did the writer enjoy the meal? Why/Why not?

It was twenty years ago and I was living in Paris. I had a tiny apartment in the Latin Quarter overlooking a cemetery, and I was earning barely enough money to keep body and soul together. She had read a book of mine and had written to me about it. I answered, thanking her, and presently I received from her another letter saying that she was passing through Paris and would like to have a chat with me: but her time was limited, and the only free moment she had was on the following Thursday; so, could we meet for a little luncheon at Foyot’s? Foyot’s is a restaurant at which the French senators eat, and it was so far beyond my means that I had never even thought of going there. But I was flattered, and I was too young to have learned to say no to a reader.

I answered that I would meet my friend — by correspondence — at Foyot’s on Thursday at half past twelve. She was not so young as I expected and in appearance imposing rather than attractive. She was talkative, but since she seemed inclined to talk about me I was prepared to be an attentive listener.

I startled when the menu was brought, for the prices were a great deal higher than I had anticipated. But she reassured me.

“I never eat anything for luncheon,” she said.

“Oh, don’t say that!” I answered generously.

“I never eat more than one thing. I think people eat far too much nowadays. A little fish, perhaps. I wonder if they have any salmon.”

Well, it was early in the year for salmon and it was not on the menu, but I asked the waiter if there was any. Yes, a beautiful salmon had just come in. I ordered it for my guest. The waiter asked her if she would have something while it was being cooked.

“No,” she answered, “I never eat more than one thing. Unless you have a little caviare. I never mind caviare.”

My heart sank a little. I knew I could not afford caviare, but I could not tell her.

For myself I chose the cheapest dish on the menu and that was a mutton chop.

“I think you are unwise to eat meat,” she said. “I don’t believe in overloading my stomach.”

Then came the question of drink.

“I never drink anything for luncheon,” she said.

“Neither do I,” I answered promptly.



Writing a story

Written in the first or the third person, a story describes a series of real or imaginary events.

A good story should have:

— **an introduction:** the writer sets the scene — the people, time, place are introduced in an interesting way. Try to catch the reader’s attention and stir their curiosity to read the story.

— **a main body:** the incidents which lead to the main event and the event itself. The people, their emotions and actions are described.

— **a conclusion:** the writer describes the consequences of what happened. Here the writer may include people’s feelings, comments and reactions.

Tips for writing a good story

— Decide upon an interesting plot, the characters, the place of the action, the order of events and the end of the story.

— Use time words (*at first, later, while, after* etc.) to make the sequence of events clear.

— Pay attention to the verb tenses. Use Past Continuous to set the scene: *I was living in Paris...*, *I was earning...*; Past Simple to describe the events in your story: *I answered...*, *I startled...*, Past Perfect to talk about events that happened before the story begins: *She had read...*, *I had never even thought...*

— Use a variety of adjectives and adverbs to describe feelings and Direct Speech to make your story more interesting.

“Except white wine. My doctor won’t let me drink anything but champagne.”

I fancy I turned a trifle pale. I ordered half a bottle. I mentioned casually that my doctor had absolutely forbidden me to drink champagne.

“What are you going to drink, then?”

“Water.”

She ate the caviare and she ate the salmon. She talked of art and literature and music. But I wondered what the bill would come to.

“I see that you’re in the habit of eating a heavy luncheon. I’m sure it’s a mistake. Why don’t you follow my example and just eat one thing. I’m sure you’d feel much better.”

When the waiter came again she waved him aside with an airy gesture. “No, no, I never eat anything for luncheon. I couldn’t possibly eat more unless they had some of those giant asparagus.”

My heart sank. I saw them in the shops and I knew that they were horribly expensive.

“Madame wants to know if you have asparagus,” I asked the waiter. I tried with all my might to will him to say no. A happy smile spread over his broad face and he assured me that they had some so large, so splendid, that it was a marvel.

Panic seized me. It would be embarrassing to find myself ten franks short and be obliged to borrow from my guest. I knew exactly how much money I had and if the bill came to more I made up my mind that I would put my hand in my pocket and with a dramatic cry start up and say it had been picked.

(And she ate the asparagus, the desert — ice cream and coffee — and a huge peach. When the bill came, the writer only had enough for a quite inadequate tip.)

“Follow my example,” she said as we shook hands, “and never eat more than one thing for luncheon.”

“I’ll do better than that,” I retorted. “I’ll eat nothing for dinner tonight.”

2. Match these verbs to the meaning they are used with in this text.

— *to overlook:* a. to fail to notice or do something; b. to choose to ignore a mistake, fault; c. to have a view of something from above

— *to spread:* a. to gradually affect or cover a larger area; b. to become gradually bigger or more obvious; c. to cover a surface with a thin layer of a soft food

— *to seize:* a. to suddenly and firmly hold someone by a part of their body or clothing; b. to take something using official power and force; c. to suddenly affect someone very strongly

3. List the details which point to the writer’s financial situation.

4. Sometimes humour relies for its effect on a casual amusing contrast. What contrast does Maugham use in this story? Read the entire short story to enjoy Maugham’s humour.

Review and consolidation



to retail; to account for; wholesale;
cash; guarantee; receipt

- a. Credit cards
- b. Precious metals and coins
- c. Pre-money
- d. Bank deposits



1. Where can you hear or read the following sentences? They are related to services.

1. Sorry for the delay, we hope to take off in 5 minutes.
2. We advise all our clients to take out travel insurance.
3. Children born on or before 1st September must be vaccinated.
4. You must also change the tyre, it's as flat as a pancake.
5. The service here is incredibly slow.
6. Tune in at 4:30 to find out more about this extraordinary event.

2. Fill in the blanks with the words in the box on the left:

1. She always buys . . . It is much cheaper.
2. Could he . . . for his absence last Monday?
3. Will you pay by credit card or by/ in . . .?
4. Our company makes and . . . moderately priced sportswear.
5. Make sure you are given a . . . for everything you buy.
6. The refrigerator has a twelve-month . . .

● Reading

3. Read this brief history of money. Choose a suitable subtitle for each paragraph.

1. People obtained the goods and services they needed by bartering, or swapping with other people. If you had a pig and wanted some corn, somebody with corn might swap it for your pig. But problems arose if no one wanted the goods you wished to trade.

2. People started trading their goods and services for small amounts of bronze, silver and gold. Precious metals were long-lasting, but they could be tampered with to reduce the amount of metal. So governments set a standard and stamped the metal as coins. These coins can be traced back to the Mediterranean in the seventh century BC.

3. The earliest banks, which date from Italy in the Middle Ages, began as places where customers could store coins for safe-keeping. The banks found that only a fraction of the coins were taken out each day so they started using this "spare" money to lend to other customers.

4. Today, credit takes many forms: cheques, bankers' letters and the plastic credit cards carried by millions of people. They all have one thing in common: people place their trust in them and believe they are backed by "real" money.

1. to barter
2. to tamper with
3. spare
4. to swap
5. to stamp



A bank building in Dallas, Texas



- 4. Match the words in the box on the left to their meanings.**
- a. to make a mark/ to put a pattern on something using a special tool
 - b. to exchange something with someone, especially so that each of you get what you want.
 - c. to exchange goods or services for other goods or services
 - d. not being used and available to be used
 - e. to make changes to something without permission especially in order to damage it.

5. Answer the questions.

1. Why did people start using metals for trade?
2. Could coins be damaged?
3. Where did the first banks appear?
4. How did it become possible for banks to lend money to people?
5. Are there advantages in using credit cards?

● **Focus on**

6. Put the verbs in the correct form. Use Active or Passive Voice.

1. Here are all the documents that . . . (need) for the house sale. Please take them to the lawyer's office to . . . (sign).
2. When I came back home I was surprised to see that the garden . . . (water) and the grass . . . (cut). It looked great.
3. Listen to this! The major banks . . . (announce) an increase in interest rates.
4. We wanted to visit the museum but it . . . (close). The main gallery . . . (re-organise) at the time of our visit.
5. If you leave your car here for more than an hour you . . . (charge) £10.
6. If he . . . (pay) now he'll get a discount.
7. This department store . . . (have) a sale this week.
8. I am not really satisfied with the way she . . . (write) the report.

7. Rewrite these sentences beginning with the word(s) given. Use Causative Forms.

1. The garage services my car every year. (I . . .)
2. They are going to repair Tom's bicycle free of charge. (Tom's getting. . .)
3. Someone cut the grass in my garden. (I had . . .)
4. We must redecorate the living-room. (We must get . . .)
5. They asked someone to clean their swimming pool. (They had . . .)
6. The gardener is planting roses in my neighbours' garden. (My neighbours . . .)

Historical perspectives

• Points of view

1. a. Work in pairs. Do you think that American culture has influenced European culture? Which domains of European art seemed to be influenced by American art?

b. “What they’re doing in America today we’ll probably be trying in Europe tomorrow.” Is this generalization true?

• Reading

2. Read the text and say which is the most important contribution of America to the world culture and entertainment.

Although it is clearly a generalisation, it is useful to divide American cultural history into three broad stages. With no clear dividing line separating them and with various influences which affected different cultural areas in different ways, these stages do have some historical validity.

The first stage stretches from colonial times until about the Civil War. In this period, American art, architecture, music, literature and fashion were strongly influenced by European ideas, traditions, and trends. What was fashionable in European cultural centres usually set the pattern for America but many Americans wanted a cultural break with Europe. The art of America, like the country, needed a fresh start. The houses the colonists built rank as the first major American works of art, but during the 1700s American craftworkers began to produce outstanding examples of furniture, sculpture and silverwork.

By the second stage, from the Civil War era until around World War I, America had developed a cultural style of her own. The first important American literature appeared with the works of Washington Irving (*Rip Van Winkle* and *The Legend of Sleepy Hollow*) and James Fenimore Cooper (*The Last of the Mohicans*). American architects began designing sky-scrapers that revolutionized urban architecture throughout the world and two uniquely American art forms, jazz and musical comedy, developed during the late 1800s and early 1900s. In the early 1900s, the United States gained international leadership in the new art forms of motion pictures and modern dancing.

The third and present stage is marked by a tremendous surge of American creativity in all areas, by a growing international influence, and by a steady self-confidence. The current American novel represents “the richest, most complex interplay of intelligence and style in the language,” wrote George Steiner, the European scholar of the arts, in



Early American architecture



The Kennedy Centre, Washington

VOCABULARY

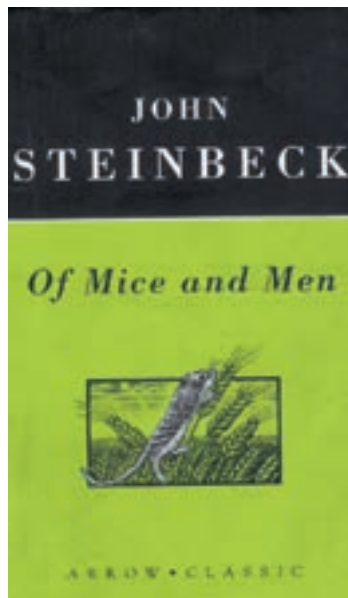
surge = a sudden increase in something

blight = something that damages or spoils something else

plight = a sad, serious, or difficult situation



Ernest Hemingway



Do used for emphasising

We can emphasize a statement by putting **do**, **does** or **did** in front of the **base form** of the verb.

e.g. My memory isn't very good, but I **do** remember several scenes from *Gone with the wind*.

Broadway **did** gain fame for its many theatres.

1975. With a great number of writers who were awarded the Nobel Prize in literature, Eugene O'Neill, Pearl S. Buck, William Faulkner, Ernest Hemingway, John Steinbeck and Saul Bellow, to give only these examples, with museums and art galleries which host significant paintings and sculpture in abstract and realistic styles, with theatres and famous musical orchestras, American culture has reached maturity.

But the world of American film-making and entertainment has added an important dimension to American culture. American movies have continued to grow in popularity throughout the world. Generations have grown up watching American films (and viewing America through them!), for better or for worse. Movies which treated alcoholism, divorce, the danger of nuclear power and weapons, inner-city blight, the effects of slavery, the plight of Native Americans, poverty and immigration have all received awards and international recognition.

(adapted from *American Life and Institutions*, Ernst Klett Verlag)

3. Tick the true sentences and correct the false ones.

1. American culture was original in form and content from the very beginning.
2. Even before the Civil War, most Americans wanted to have close ties with Europe.
3. The houses the first colonists built are looked at as original American architecture.
4. Music was the field which continued to be entirely influenced by Europe.
5. In motion pictures and modern dancing the tendency was to lag behind the world.
6. Some American novelists have enjoyed great international acclaim.
7. There is no room for modern, abstract art in America.
8. Movies helped people throughout the world to know good and bad aspects of American life.

4. Re-read the first paragraph of the text and underline the sentence with *do* used to emphasise the idea. Write three sentences of your own using *do* for the same purpose.

5. Copy the table in your notebook. Choose the appropriate suffix (*-ship, -able, -ible, -ity*) to form new words from the one in the list. Make any necessary changes.

fashion, valid, leader, afford, response, profit, value, access, mature, create, read, owner, flexible, partner, wash, product, enjoy, permit, sense

-ship	-able	-ible	-ity
		permissible	

Famous musicals



VOCABULARY

pick = something that is chosen from among other things

to draw in = (here) to captivate

stack = a pile of things one on top of the other.

mock = not real, but intended to be very similar to a real situation.

1. Match some famous movie musicals with the right description.

1. Based on a novel by Gaston Leroux, the story of a mysterious disfigured man who lives under the Paris Opera House and his love for a singer called Christine.

2. Based on Victor Hugo's monumental novel, it tells the story of Jean Valjean's life in revolutionary France.

3. Professor Higgins finds Eliza Doolittle in London's Covent Garden and tries to transform her into an elegant duchess in order to win a bet.

4. A magic nanny comes to work for a banker's unhappy family. She helps his children to magically explore the world around them.

5. This is an adaptation of Charles Dickens' novel about social injustice on the streets of Victorian London.

6. William Shakespeare's *Romeo and Juliet* is transposed onto the gangs of New York. What happens when two youngsters from rival gangs fall in love?

a. *Oliver!*; b. *My Fair Lady*; c. *The Phantom of the Opera*; d. *Les Misérables*; e. *Mary Poppins*; f. *West Side Story*

2. Why are stage musicals so popular? Read the text and complete it with a suitable word.

Each year more (1)___ 12 million people enjoy a night out in London's West End, and most of (2)___ go to see a musical. Two out (3)___ every three seats sold in the West End are for musicals. Why (4)___ people go to see musicals? (5)___ of them go to have a good time. They want to see (6)___ spectacular with live music, drama, singing (7)___ dancing.

Producers also like musicals (8)___ they can make a lot of money (9)___ they are a success. (10)___ it now costs around \$0 million to produce a musical on Broadway, (11)___ hit musical can make \$2 billion. Hit musicals include *Mary Poppins* and *The Phantom of the Opera*. Like *Billy Elliot* and *Spamalot*, they are all based (12)___ old films.

Successful musicals (13)___ also become successful films. The story of the Von Trapp family and their governess, Maria, (14)___ marries her boss and then helps the family to escape (15)___ the Nazis became famous with *The Sound of Music*.

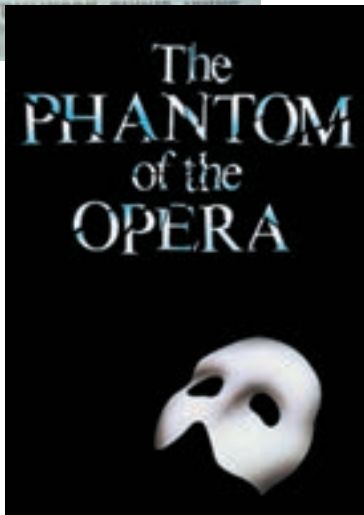
• Tape activities

3. Listen to the tape and check your answers.

4. Answer these questions.

1. Why do musicals enjoy such great popularity?

2. Why do producers like musicals?
3. Are musicals very popular in our country?



Tony award = a prize given to the best theatre actor, best actress, best play, etc. shown in New York in a particular year.

5. Read these picks for the hottest musicals currently running on Broadway.

A. The Drowsy Chaperone

If I could hand out Tony Awards, I would give this year's Best Musical Award to *The Drowsy Chaperone*. This Broadway musical was fun, entertaining and original. That's right, original. It isn't based on a catalog of music or movie or a book. It is based on a love for 1920's jazz musicals and a great sense of comedy.

B. The Light in the Piazza

Set in the summer of 1953, *The Light in the Piazza* tells the story of a mother and daughter travelling through Italy, the daughter's romance with a romantic Florentine, and the mother's determined efforts to keep the two apart. Based on the novella by Elizabeth Spencer.

C. Avenue Q

This mock-Muppet musical began Off-Broadway, moved to Broadway and won a stack of 2004 Tonys. This show is VERY funny, but not for the whole family. It is definitely a grown-up show.

D. Mamma Mia!

This is a smash-hit musical based on the songs of equally smash-hit group Abba. Won Best New Musical in its opening year — get ready to sing along and dance in the aisles.

E. The Producers

This musical version of Mel Brooks classic movie is great. My seat was in the very back of the theatre and it didn't matter. I was completely drawn in and enjoyed every bit of it. If you are willing to wait, order your tickets months in advance to get the seats you want.

6. a. Which musical is...

- ...based on a novella?
- ...invites singing and dancing along?
- ...was awarded several prizes?
- ...is not recommended to children?
- ...is based on a film?
- ...requires booking months in advance?
- ...was a great success from the beginning?
- ...exhibits a great love for jazz musicals?
- ...is a love story?
- ...simply captivated the writer?

b. Which musical would you like to see and why?

7. Translate the texts into Romanian.

PROJECT

8. Work with your partner and write a short presentation for a live or TV show you both saw and enjoyed.

Movie facts



• Talking it over

1. Work in groups to do this task in two steps.

A) Complete the list of categories for the annual Academy Award Winners.

B) Think of the movies you have recently seen and write down who you would give your awards to for each category.

Best film
Best Actor
Best Actress

2. These adjectives refer to the qualities of a film director. Which do you feel is the most complimentary and which the least?

powerful; efficient; professional; effective; gripping; patchy; passionate; enjoyable; mediocre; consistent; corny; strenuous; feeble; easy-going

• Reading



3. You overheard somebody speaking about a film they have just seen. What characteristics of speaking can you identify?

... you know, as soon as he appeared, I mean, you could feel that something unusual was going to happen, you know what I mean? Incredible! He sort of took your breath away. In his eyes, particularly during that passage, he had a glint...

Must be the best scene he's ever played. I don't know what you think, but... no, he never put a foot wrong, did he? And all the different moods, proud, melancholic then weak... Honestly, he was amazing.

4. Read the text and then choose from the list A–G the best phrase to fill each of the spaces. Two of the suggested answers do not fit.

Movies have existed now for a hundred years. For the first thirty years movies were silent and speech appeared on “title cards” for the audience to read. A)_____ Music not only added to the “feel” of the movie, it also drowned out the clatter made by the projector!

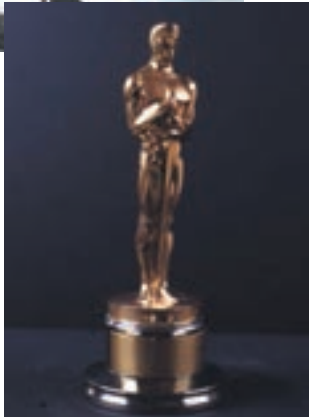
Technical advances have brought sound, colour and wide-screen entertainment — even three-dimensional movies and movies that let us feel the rumble of an earthquake or the shot of shellfire. B)_____

VOCABULARY

patchy = happening or existing irregularly

strenuous = needing great effort or strength

corny = not new, different, interesting or surprising



Tips for doing this reading

Read through the gapped text quickly to get a general idea of its subject matter.

Read through the text again carefully when you get to a gap highlight or underline words and phrases that show connections between the language in the text and the language in the missing sentences. For example: in the first paragraph the word *music* links with *pianists* and *orchestras* in the missing sentence. When you think you have found the right sentence for the gap, read the whole paragraph to check that it really fits.

Moviemakers in different countries developed the art in many different ways. But the biggest box-office successes were made in the United States. C)_____ Many actors and actresses became “stars,” idolized around the world. Meryl Streep is definitely one of them. For her, every role is a challenge. She strives to understand her characters in depth and to portray them “from the inside.” D)_____

Meryl Streep became a star of the theater in only her second appearance on the New York stage and was nominated for the top acting award. E)_____

From the start, many of her movies have had a political background, with the personal drama set against larger public events. She has been nominated for Academy Awards for many of her movies. F)_____ Both were Oscar-winning performances.

The French Lieutenant's Woman was a movie-within-a-movie. She was not only the romantic Victorian outcast of the title, but also a modern-day actress playing that role. G)_____

(adapted from *Twenty Names in the MOVIES*, by Nigel Hunter)

1. More stage work, including summer seasons with the Shakespeare Festival in Central Park, came in between her first movie roles.

2. Inside movie theaters, pianists or small orchestras played accompanying music.

3. Movies create an illusion and play on our emotions.

4. For many people, it remains her most memorable movie.

5. She grew up in a prosperous home and did well at school.

6. On screen, anything can happen: with today’s “special effects,” whatever the movie-maker can think up can be made to seem real.

7. In *Kramer vs Kramer*, she played a woman torn between her family and career. In *Sophie's Choice*, she played a Polish woman haunted by memories of a Nazi concentration camp.

8. She has played women from various backgrounds and nationalities, both in historical period settings and movies of the present day.

9. The major Hollywood studios produces hundreds of movies every year.

5. The second part of the text focuses on Meryl Streep’s career as a movie actress. Did the author manage to convince you of her achievements? How?

6. Talk to your partner about a movie actor/actress you both consider famous. Why do you think he/she succeeded in this very competitive world, what roles made him/her well-known? Then write two or three paragraphs to support your choice.

“What drawing, what style!”

• Reading

1. Read the box about Impressionism, then look at the painting *Girl arranging her hair* and answer these questions:

- Did Mary Cassatt make any attempt to idealize her subject?
- How does she manage to contrast the figure dominating the foreground with the background of the painting?

2. A *role model* is someone whose behaviour, attitudes etc. people try to copy because they admire them. Read this biosketch and answer this question: why is Mary Cassatt an admirable role model?

Mary Cassatt was born on May 22, 1844, in what is now a part of Pittsburgh, Pennsylvania, but spent much of her childhood in Europe. Her parents wanted her to become exposed at an early age to European culture and to learn French as a second language. At the age of 17, Mary decided to become an art student and entered the Pennsylvania Academy of the Fine Arts, where she studied for four years, learning the basic rules of drawing and painting. But at 21, she was mature enough to realize the limitations of her teaching and decided that she would have to go to Europe, since the meager facilities of the Academy were inadequate to what she needed.

Although Paris became her permanent home, Mary traveled a lot on the continent, touring art galleries and studying the old masters. She matured slowly and she only painted something worthy of someone’s attention at the age of 28.

Mary Cassatt began to exhibit her paintings in the Paris Salon of 1872, where Degas noticed her painting *Madame Cortier*, and exclaimed: “That is genuine. There is one who does as I do.” This discovery by Degas had very important consequences for Mary Cassatt and may be considered to be a decisive moment in her career. In 1877 Degas finally came to see Miss Cassatt and invited her to join the impressionist movement. Although she joined the movement, she was never fully reconciled to the techniques of its members, choosing instead to render her subjects with delicate clarity.

In 1886 the Impressionists held the last of their eight great exhibitions. It was also the year in which Miss Cassatt showed her famous *Girl arranging her hair*. “What drawing, what style!” was Degas’ comment on seeing this painting.

One of the most ambitious paintings Mary Cassatt ever attempted was *The boating party*. In it the mother and child are seated at the prow



Girl arranging her hair, 1886

Impressionism is a style of painting (used especially in France between 1870 and 1900 by painters such as Monet, Cézanne, and Pissaro) which produces effects (especially of light) by use of colour rather than by details of form.



The boating party, 1893



The child's bath, 1893



The dance class by Degas, 1874

of a small sailboat which is being rowed by a man in a blue beret. The blues and greens predominate in this painting, with the focal point being the child, dressed in pink.

Another especially warm example of Mary Cassatt's favorite theme is called *Mother and child*, and illustrates well the tenderness with which she could capture the relationship between a mother and child caught in the moment just after the child's bath. The mother's firm ease in holding the child is drawn with understanding, and the child is observed with extraordinary accuracy.

Second only to her creative activities was the deep influence that Mary Cassatt exerted on American collecting. Apart from her unique position in the Impressionist movement, Miss Cassatt had an extraordinary gift to induce wealthy and socially prominent American friends to buy the works of Degas, Renoir, Monet and other artists of the Impressionist school. Years later, paintings Mary Cassatt had recommended that her American friends buy were given to American museums by their owners, where they provide not only pleasure to the public but give inspiration to young American painters. Thus, Mary Cassatt was directly responsible for the presence in the United States today of many art masterpieces.

Mary Cassatt died on June 14, 1926, at the age of 82. A powerful and dynamic woman, Mary Cassatt painted sensitive paintings, so feminine and so deeply felt.

(adapted from *American Sketchbook*, US Information Agency)

3. How important is recognition and appreciation by peers in an artist's life? What role did it play in Mary Cassatt's career?

4. Comment on Mary Cassatt's contribution to enrich American museums of art.

5. Identify two examples of American spelling in the text on Mary Cassatt.

6. Apart from differences in spelling and pronunciation, there are important differences in vocabulary between British and American English. Use a dictionary and write these words in the correct column.

English in the USA differs from British English. American spelling is usually simpler. For example, British English words ending in **-our** and **-re** end in **-or** and **-er** in American English. Thus *colour*, *behaviour* are spelt *color*, *behavior* in American English. In Past Tense or Present Participle verbs like *travel*, *cancel* are spelt with just one **l**: *traveled*, *canceled*, *traveling*, *canceling*.

British English	American English

sidewalk/ pavement; apartment/ flat; garbage/ rubbish; elevator/ lift; round trip/ return ticket; holiday/ vacation; queue/ line; cab/ taxi; bonnet/ hood; sweets/ candy; truck/ lorry; fall/ autumn



The Statue of Liberty



The Library of Congress, Washington



Samuel Beckett

Review and consolidation

• Talking it over

1. a) “As part of their revolution, many Americans also wanted a cultural break with Europe.” Discuss the implications of this statement.

b) How have the United States contributed to the richness of the world’s cultural life?

2. Read this play review and decide which answer (A, B or C) best fits each space.

Buried Child

If, as Kenneth Tynan once 1)___, the best American plays are family plays, 2)___ this one by Sam Shepard is a family play. Walsh is Dodge, a decrepit grandfather, a cross 3)___ Tennessee Williams’ Big Daddy and Hamm in Beckett’s *Endgame*. A King Lear of the plains of Illinois, with three sons, all of 4)___ have been a disappointment. The big family farm has 5)___ to wrack and ruin. As in so many American plays, the past haunts the present and contains a hideous secret that is 6)___ but never acknowledged. The family, like Dodge’s farm is falling 7)___ This is a portrait of moral bankruptcy that, again, as in so many American plays, is inseparable 8)___ economic integration. Shepard’s writing is sharp and funny: the aggressiveness of American speech moulded almost 9)___ poetry. Sam Troughton is Dodge’s grandson. Lauren Ambrose is his girlfriend; they are the only 10)___ who see the whole picture and know what it means. And so the torch passes 11)___ a new generation of Americans who have everything to forget and nothing much they want to learn. The play is magnificently 12)___ and MW directs it with a sense of menacing claustrophobia.

(adapted from *The Sunday Times — Culture*, 2004)

- | | A | B | C |
|----|---------|-------|-------------|
| 1. | spoke | said | stated |
| 2. | but | also | then |
| 3. | between | among | after |
| 4. | whose | whom | which |
| 5. | gone | run | disappeared |
| 6. | ignored | known | hidden |
| 7. | apart | into | on |
| 8. | from | by | to |



An Impressionist painting:
On the terrace, by Renoir, 1881

- | | | | |
|-----|------|-------|-------|
| 9. | into | about | by |
| 10. | that | ones | which |
| 11. | to | on | off |
| 12. | done | acted | made |

3. Listen to the tape to check if you were right.

4. Match these words with their definitions.

1. props; 2. close-up; 3. trailer; 4. the credits; 5. release; 6. blockbuster

- a. the list of names of actors and other people involved shown at the beginning or end of a film
- b. the objects used by actors in a film, play or TV programme
- c. the first appearance in public of a film or record
- d. short extracts shown in cinema or on TV to advertise a new film
- e. camera shots which focus on an actor's face
- f. a very successful film

5. Write the words these sentences define.

- a. discuss and give an opinion of a book, film, play
- b. the person who gives instructions to the actors in a film or play
- c. the recorded music from a film
- d. an unusual image or sound in a film or television programme that has been produced artificially
- e. person who takes over from an actor when something dangerous has to be done in a film so that the actor does not have to take risks
- f. the number of tickets a film has sold in order to show how successful it is

6. Use do/does/did to add emphasis to the following statements or invitations.

1. I feel sorry for the little boy.
2. Sit down and tell me what has happened.
3. A little knowledge seem to be a dangerous thing.
4. This time they ran some background checks on suspects.
5. "Why didn't you tell me?" "But I told you."

7. Translate into English.

Impresioniștii au fost diferiți atât în ceea ce privește subiectele preferate, cât și tehnica utilizată. Ei au pictat peisaje, pentru care sunt probabil cel mai bine cunoscuți, și portrete. Impresioniștii au respins în totalitate temele iubite de predecesorii lor — subiecte eroice, religioase sau istorice. Pentru impresioniști, peisajul era o temă suficientă și pentru a-l reda cu fidelitate, au ales să picteze în aer liber.

REVISION AND SKILLS DEVELOPMENT

Speaking

1. Work in pairs. You have recently moved house and needed help to repair things, redecorate and have some equipment installed. Talk to your partner about this experience.

Reading

2. Read the text below and complete the blanks with suitable subtitles. Choose from:

A. Insurance; B. Got all your gear?; C. No need to fear driving abroad; D. Regulations; E. Documents

1. _____

You may need to visit your motoring shop before you set off.

a "GB" PLATE is not a social symbol — it's a must.

A WARNING TRIANGLE is required to be carried in most European countries.

A FIRST-AID KIT is compulsory in Austria — and desirable anywhere.

And a prudent motorist will make sure his car is serviced before setting out on a long trip.

2. _____

Your British policy automatically gives you basic cover in EEC countries. But you would be better off getting additional cover from your insurance company, which will only cost a few pounds. If you are involved in an accident in Spain you could even be held in jail awaiting trial.

3. _____

You need your passport and a valid driving licence — not provisional. Some countries want a certified translation of your driving licence, but it is cheaper to get an International Licence. And you should carry the vehicle registration document with you.

4. _____

Traffic regulations in Europe, and particularly in France, should be treated with great respect. Do not cross solid white lines, and watch the speed limits.

(adapted from *Daily Mirror*, 2001)

3. Identify the Passive constructions in the text above.

Writing

4. The Travel Agency where you are going to work part time during the summer holidays has asked you to write a notice in English with useful information and advice for their customers who travel abroad by car. Reread the text above, work with your partner and write the notice.

Grammar

5. Copy the table, then write the words below in the suitable column. Some may go in more than one place.

art	cinema	theatre	music	literature

scene; biography; trailer; thriller; props; CD; composer; screenplay; musical; plot; chapter; script; canvas; credits; orchestra; exhibition; character; director; play; stage; role; science fiction; review; release; stunts; documentary; special effects; lighting; best seller; hit

6. Complete the following sentences with an appropriate form of *have/get (something done)* and the words in brackets.

Example: Our garden is a mess. We (only/clear it last month). We only had it cleared last month.

1. It's so dark in my room I (must/extra lighting/put in).

2. While I was away my husband (house/paint).

3. The suspect was interviewed by the police and then (fingerprints/take)

4. While she was waiting for the train she (bag/steal).

5. Before you make other travel arrangements make sure you (passport/renew).

7. Complete the gaps in the following sentences with an appropriate verb.

1. The orchestra will . . . two more performances this week.

2. Who . . . the part of Juliet?

3. He had always wanted to . . . Hamlet.

4. The *Fifth Symphony*, . . . by Beethoven, is famous.

5. *The Wizard of Oz* . . . Judy Garland a star at the age of seventeen.

6. He was . . . in a leading role at an early age.

7. Do you know when his latest book was . . . ?

8. I haven't seen this movie yet. When was it . . . ?

8. Look at these advertisements. Would you be interested to see this show/exhibition? Use the information in the ads to justify your answer.

AZTECS AT THE RA

11 April 2006. A ground-breaking exhibition, devoted to the cultural riches of Mexico's Aztec past. The most comprehensive survey of Aztec culture ever mounted, the show brings together 380 outstanding works. These range from monumental sculptures in stone and wood to featherwork objects, gold objects and Aztec documents.



Daily 10:00 – 18:00; £10/ £20 family
Royal Academy of Arts, Piccadilly, W1
 Piccadilly/ Green Park
 020 7300 8000

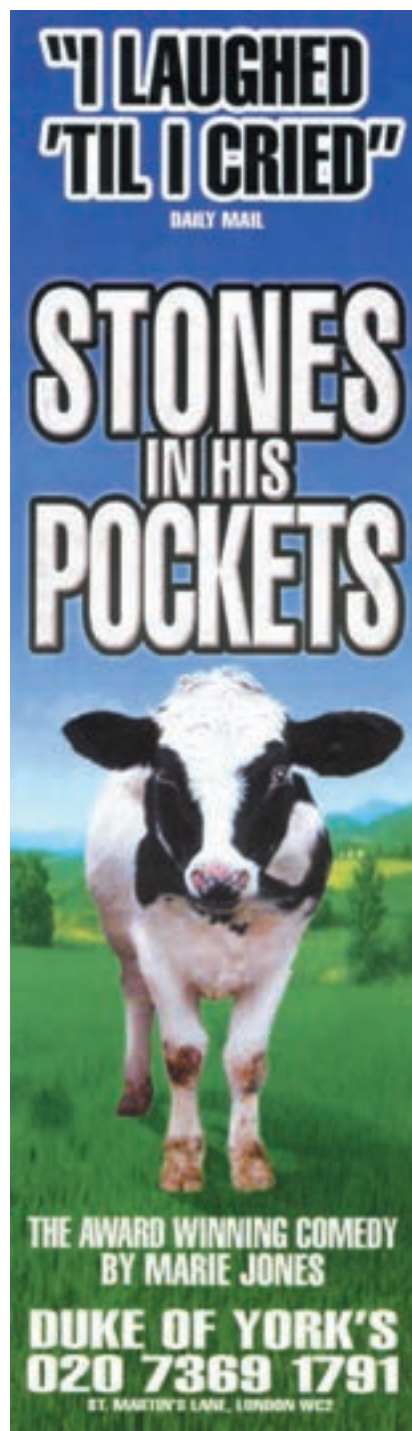
9. Translate into English.

1. Recuzita, costumele și, desigur, jocul fantastic al actorilor m-au impresionat foarte mult.

2. Încerc de câteva minute să-mi amintesc cine a regizat ultima variantă a celebrului *Război și pace*, dar nu reușesc. Poți să mă ajuți?

3. Efectele sonore și cascadoria au meritat fără îndoială premiile obținute de filmul prezentat de Franța la festivalul internațional de la Cluj.

4. În ciuda succesului de casă, ultimul lui film nu se bucură de recenzii favorabile.



10. Project. Work in groups. Choose a painter/ sculptor/ composer/ actor etc. you like most and design a poster. Write a short biography and a brief presentation of his/ her professional activity.

TEST 1

1. Read the following sentences and put the verbs in brackets in the appropriate tenses. More than one tense may be correct.

1. By the time I ... (get) home, they ... (already / leave).



2. No sooner ... the train ... (leave) the station than I ... (realise) I ... (leave) my luggage on the platform.

3. As we ... (walk) in the park, we ... (notice) that there ... (be) a peculiar sound coming from a bush.

4. I ... (be) so terrified that my hands ... (shake) and as I ... (stand) there for a moment, seized with horror, I ... (feel) like crying.

5. We ... (leave) the house when we ... (hear) that strange noise.

2. Match the two columns, then use the expressions/ collocations to complete the sentences.

- | | |
|----------|---------------------|
| a) bear | 1. one's breath |
| b) face | 2. smth for granted |
| c) catch | 3. in mind |
| d) take | 4. light on |
| e) shed | 5. the challenge |

1. We usually ... our parents' affection ...

2. We should also ... that his efforts were crucial to the success of this project.

3. I stopped to ... before going into the examination room.

4. Apparently he was not strong enough to ... and failed.

5. This book certainly ... on the author's mysterious life.

3. There is a mistake in each sentence. Find them and correct them.

1. What some of money have you borrowed from him?

2. She preys to God every night before going to sleep.

3. I've been weighting for you for almost an hour.

4. Are you going to cell the house?

5. This perfume has a delicate musky sent.

4. Choose the correct alternative and write the function of each Modal Verb in the spaces provided, as in the example.

1. May/ Should I borrow you pen? asking for permission

2. You would/ should get you hair cut. _____

3. You can't/ needn't park here. _____

4. It may/ ought to rain in the afternoon. _____

5. She had to/ couldn't be in France, I saw her a moment ago. _____

6. You mustn't/ needn't have brought cookies, I've already bought enough. _____

5. Fill in the blanks with one word only.

Global warming ___(1) extended the destructive reach of humankind. Plants ___(2) animals far from human habitation are now threatened by ___(3) climate change resulting ___(4) the carbon we release ___(5) the atmosphere through the burning of fossil fuels. In fact, according to ___(6) new study, global warming may surpass other by-products of human activity, such ___(7) deforestation, in driving species into extinction.

Forester Jay Malcolm of the University of Toronto and ___(8) international team of conservation professionals looked ___(9) the changes to vegetation types, or biomes, ___(10) 25 so-called hot spots - unique ecosystems with a wide range ___(11) endemic species. The researchers modelled what would happen ___(12) the plants in these areas ___(13) the atmospheric concentration ___(14) carbon dioxide doubled in ___(15) next 100 years.

TEST 2

1. Put the adverbs in the right place.

1. She listened and then answered some of the questions (briefly/ carefully).
2. He couldn't see anything on the map as it was getting dark (hardly/ quickly).
3. I am sure that he was accused of lying (sadly/ wrongly).
4. There is nothing the doctors can do (absolutely/ unfortunately).
5. It was impolite to speak to the old man (rudely/ extremely).

2. Correct the spelling mistakes.

1. All the machines are carefully inspected twice daily.
2. He basicaly just sits there and does nothing all day.
3. He ate his breakfast quicklly in the kitchen.
4. She left home hurridly at 7 a.m.
5. Luckily for us, the train was half an hour late.

3. Complete the second sentence beginning as shown so that it has a similar meaning to the first one. Use the word given.

1. I liked the rattle of the letter box — the letter had arrived at last.
The rattle of the letter box . . . **music**
2. The shop is closing and most of the stock is offered for sale very cheaply.
The shop is closing and most of the stock . . . **song**
3. He blushed at the thought of what he had done.
He went . . . **beetroot**
4. Announcing that they have to pay higher taxes is certain to produce an angry reaction.
Announcing that they have to pay higher taxes is . . . **rag**
5. Happy about their victory, the boys went out to celebrate.
Happy about their victory, the boys . . . **red**

4. Put the verbs in brackets into the *-ing* or the Infinitive form.

1. The old man was proud and ashamed (ask) for help.

2. She was driving too fast and couldn't avoid (hit) the stray dog.
3. How could he mean (cause) us all this trouble?
4. Let's try (tell) him and see what he thinks.
5. He was busy (repair) the car.
6. I don't fancy (go) to the cinema tonight.
7. He was surprised (hear) that they made so much money.
8. I dread (think) what she is going to say.
9. She went on (talk) about herself for hours.
10. You made me (realise) how foolish I'd been.

5. Write the verbs in brackets in the correct form. You may have to use the Passive Voice.

- a) In the South-East of England almost all homes ___ 1. (to forbid) from using hosepipes after a fresh round of water restrictions. Anyone who ___ 2. (to break) the ban could ___ 3. (to fine). The GMB union said yesterday that the hosepipe ban could ___ 4. (to avoid) if new reservoirs ___ 5. (to build).
- b) As parts of Britain began to face severe water shortages, hundreds of people ___ 6. (to force) to flee their homes in Germany and the Czech Republic yesterday as swollen rivers ___ 7. (to burst) their banks. Towns along the Elbe ___ 8. (to affect) as the river ___ 9. (to rise) from its usual 6.5 ft to 28ft in some places. Six people ___ 10. (to sweep) to their deaths in the Czech Republic.

6. Translate into English. Use *have/get something done*.

1. Ți-a crescut părul. Va trebui să te tunzi.
2. Nu-mi place cum arată bucătăria. O voi zugrăvi în vara aceasta.
3. Am tăiat copacul din fața casei, era prea bătrân.
4. Trebuie să-mi verific mașina înainte de a pleca în concediu.

FINAL TEST

1. Complete the text with one suitable word. Speed over food



For a moment I thought ___(1) was April Fool's Day and that I had just read ___(2) broadsheet's article. But no, apparently it is all true. Baked beans ___(3) toast, Britain's most popular convenience food, is about ___(4) get even

more convenient in the form ___(5) an instant frozen sandwich that goes in the toaster. No kidding. It is the function of speed over food.

Just how busy are some people? My pupils were thrilled ___(6) the news. I decided to conduct a quick poll of what ___(7) ate and rank in an average school day, and we all kept a mini food diary. After all, we are ___(8) we eat. Worryingly, in my case, this means I am a mass of cheap white chocolate.

At least I ___(9) water, lots of it. Some of my pupils do ___(10) drink any at all. Ever. George said he thought it was just ___(11) to wash in. He has a can of fizzy drink at breakfast and ___(12) before bedtime. No wonder he always has a headache.

How ___(13) we make healthy eating interesting and stimulating for pupils?

Pupils today seem to ___(14) that everything comes out of a packet or microwave. We need to ___(15) them actual examples of good food.

(adapted from *TES Teacher*, June 2006)

2. Choose the right verb form.

Evolving communication

Recently, BT Heritage (1) *has launched/ launches* an online resource showing pupil show life (2) *has been changed/ is changing* since 1948 through modern communication — e.g. email, fax, SMS and mobile phones. The site (3) *offers/ offered* three activities: Text a telegram, Voices from history, and Web quest

treasure hunt. Text a telegram (4) *had enabled/ enables* users to compose a telegram and (5) *has/ have* it sent to a mobile phone. The activity demonstrates the use of telegrams, showing how they (6) *were/ had been* the most „instant” way of sending an urgent message. In Voices from history, two audio tracks (7) *explains/ explain* what life (8) *was/ has been* like in 1953 and 1968 respectively. The Web quest treasure hunt (9) *is challenged/ challenges* students to find the answers to 10 questions about popular events since 1948 using useful web links. The teacher's resource pack (10) *includes/ is including* a summary of news and events from 1948–2006.

(adapted from *TES Teacher*, June 2006)

3. Complete each of the gaps using the appropriate form of the word in capitals.

1. There is no doubt that work experience can ___ our lives. RICH
2. Finally, there are some ___ signs of recovery in the world of economy. COURAGE
3. We found their ___ rather strange. BEHAVE
4. Yesterday the troops took up ___ positions. OFFEND
5. This is not the most ___ source of information. RELY
6. The report's conclusions are ___ because the sample used was very small. QUESTION
7. Do you know who took over the ___ of the party? LEAD
8. They all cheered ___ as their team came out. ENTHUSIASM
9. Every year we celebrate our ___. DEPEND
10. Why does everybody ___ him all the time? CRITIC

4. There is a grammar mistake in each sentence. Correct it.

1. I'm really looking forward to see you again.
2. She wasn't used to get up early.
3. He is the writer who's books are translated into several languages.
4. Surely, she mustn't have forgotten already.
5. There is one person to which I owe more than I can say.

Unit 1, Lesson 3

Part I

What we must learn about selecting undergraduates

As a result of interviews, the entire university admissions system in this country is a disgrace.

Oxford's bias against state school pupils starts at interviews. Half of the state school candidates are rejected at the interview stage. It goes without saying that most state school children do less well at interview than their privately educated competitors, one of the main advantages sold by private schools is manner, or what I suppose these days would be called self-presentation. Manners in the sense of self-confidence, articulacy, experience in manipulating adult conversation and, above all, charm, are a large part of what those enormous fees are for, practised charm is an enormously important part of success, and so is practised enthusiasm.

Some of the best private schools are so skilled in polishing such manners that some of their pupils can appear to be a great deal more intelligent than they are.

However, Oxbridge colleges are also sometimes biased against public school pupils as well. I know personally of several outstandingly bright students, well toward the top of, for example, Eton or Westminster, who were rejected by Oxford or Cambridge at the interview stage, or even before.

Part II

That's why I think that the entire university admissions system in this country is unjust. It is a national disgrace. Recently, at an evening at my daughter's school I listened with horror to a very helpful man from UCAS who warned us that the system was now little better than lottery. It is inefficient and unfair, he said; there is no guarantee that the right child will end up on the right course at the right university.

But I think that there is a solution to this. It is the American system of Scholastic Aptitude Tests known as SATs, which universities there use as part of their admissions procedures.

In the past, I was rather against them; I thought that they amounted to a rather crude teenage IQ test, and felt convinced that would be unable to make the fine personal distinctions that the old Oxbridge entrance

examinations were designed for. Maybe SATs can't make those distinctions, but what they can do, and do successfully in the United States, is offer some objective, evaluation of teenagers' academic abilities.

(adapted from *International Herald Tribune*, 2005)

Unit 2, Lesson 1

Top medical students have been forced to reapply for training positions after failing to score enough points in a computer recruitment system that senior doctors warn is threatening the job prospects of Britain's most promising medics. More than 80 senior doctors have criticised changes to the medical training system, which relies on the points scored on an online application form rather than interviews. The Modernising Medical Careers system, run by the Department of Health, requires students to apply online for a two-year foundation training course at a hospital after finishing the initial five years of medical training.

There are six sections on the application form, with exam qualifications carrying the same weight as leadership qualities, resulting in exam marks only contributing to one-sixth of the total score. The lower they score, the less likely the student is to get a job. If they fail the application system, students undergo further assessment. A spokeswoman of the Health Department said the system was based on "fair and open competition."

However, in a letter to the Times over the weekend, the specialists claimed the recruitment process was unfair and was leaving top students bitter and desperate. South Manchester University Hospital professor of surgery Charles McCollum, who wrote the letter that was co-signed by more than 80 colleagues, said 60 out of 360 students at his university failed to get jobs after the first round of the selection process. Still, not all Professor McCollum's fellow medics share his views. Responding in the Times today, Lalith Chandrakantha, a consultant community paediatrician at Northampton General Hospital, said many countries used a similar point system to prevent favouritism. "The candidates were first selected to study medicine on the basis of their communication skills and empathy over and above their A-level results," read Dr Chandrakantha's letter.

Unit 2, Lesson 2

Traditionally, psychotherapy has not been very respectable in this country -or not, at least, in the popular imagination. The jokes about trick cyclists and talk merchants, and the stock comedy figures of loony analysts with funny foreign accents, bore witness until recently to the hostility felt to psychiatry, psychology and all the other “psy” words that mystify people. But this is changing.

One of the people who has contributed significantly to this public acceptance of psychotherapy is Robin Skynner, best known for his book, *Families and How to Survive Them*, written with John Cleese. When they dreamed up the idea in 1980, they could not persuade television producers to make a series about it, so they wrote the book — a deceptively light-hearted chat between them about the dynamics of family life. It has been in and out of the best-seller lists ever since and was number one in mid-January. It is the acceptable face of psychotherapy.

Born in Cornwall to a family of naval officers and fishermen, Skynner volunteered, at 18, for the RAF during the Second World War. As a fighter pilot, he became so mystified by the insanity of people killing each other that he was drawn to the idea of psychiatry. So began a dedicated search for an understanding of sanity — which led him to qualify as a doctor, and then as a psychiatrist at the Institute of Psychiatry at the Maudsley Hospital in south London. “I couldn’t find anything to tell me what health was — what sanity was,” he says. “So, I thought: perhaps I’d better turn it upside-down and study insanity — psychiatry?” What is unusual about him is that he has taken something from many sources. In the mental illness industry the various groups of therapists are often antagonistic to each other. But Skynner’s approach seems to be very eclectic.

Although medically qualified, he was a pioneer of family therapy and is currently interested in alternative and holistic therapies. Now in his sixties, he retired from the health service and teaching in 1982, but continues in private group therapy practice.

He would agree that therapy has become more widely acceptable and is even a boom industry. “It comes much more into conversation now,” he says. “I

think there’s been a huge change and the British are becoming much more open to feeling.”

(The Daily Telegraph, February 1991)

Unit 3, Lesson 3

“In a culture where it is acceptable for a young man to be dragged down an alleyway and shot, children grow up believing there is no such thing as respect for human dignity. They (...) often develop anxiety and a fatalistic approach to their own lives.”

Well, Democracy as such may not be on the UN restaurant menu, it is nonetheless on its catering agenda. So is Human Dignity. Needless to say, both are inextricably linked. Indeed, Human Dignity appears to have been on everyone’s menu from the most rudimentary society, recognized as such by philosophers who have occupied their minds with the evolution of the social order. Nothing is more fascinating, but permanently contentious than the kind of binarism attributed to the motoring force of the evolution of the social order by Hegel, Nietzsche, Hobbes and Locke among others. The historic man, according to them, would appear to be a product of a choice between abject submission or bondage on the one hand, for the sake of self-preservation and, on the other, a quest for dignity, even if this leads to death. Karl Marx, on his part, felt compelled to distance himself from their deductions, yet even he refused to ignore the importance of that element, human dignity, naming it as a reward that comes naturally with the evolution of man whose labour is ungoverned by necessity. That is the phase when it becomes possible to celebrate: the dignity of labour. What is worth noting for us today is simply the prodigious output of numerous minds on this theme, nearly all of which emphasize that the pursuit of dignity is one of the most fundamental defining attributes of human existence.

Today, we can hardly conceive of the individual outside the membership of a socialised group that constantly re-invents itself, not as some static organism under observation in a permanently controlled setting. Thus it is within human relationships that the essence of a human attribute, such as a dignity, is most meaningfully sought, not within the self as some mystic endowment, but as a product of social interaction. It is futile to seek out evidence of dignity in the life of an

anchorite communing in the wilderness with only birds, reptiles and the elements for company. In other words, the essence of dignity that is unique to humanity is manifested through the relations of one human being to another, one human being to the family, clan or community, in the relations between one collectivity and another however defined, including race relationships.

Regarding this context of relationships however, one common reductionism that also courts dismissal, is that of conduct under suffering. Superficially, acceptance, or resignation may appear to convey dignified bearing. Would we, however, place a victim of torture, or of rape within this category? Definitely, what the very act of violation achieves is to rob the victim of that inherent, individualized, yet social property that answers the name of dignity. Something is taken away with the act of violation, and that innate entitlement is not restored by one's ability to fulfill social or theological expectations that belong to fortitude. There is no such being as a dignified slave, with or without the tarring and feathering that appears to have been appropriated for Irish youths in that territory of unrelenting anomie. When the being that is labeled „slave” acquires dignity, he has already ceased to be a slave.

The Yoruba have a common saying: Iku ya j'esi lo. This translates literally as “Sooner Death, than Indignity.” It is an expression that easily finds equivalents in numerous cultures, and captures the essence of self-worth, the sheer integrity of being that animates the human spirit, and the ascription of equal membership of the human community. This does not in any way belittle other humane virtues — integrity, love, tenderness, graciousness, generosity or indeed the spirit of self-sacrifice. Dignity, however, appears to give the most accessible meaning to human self-regarding. Its loss, in many cultures, Japan most famously, makes even death mandatory, exile coming as a second best. (The Reith Lectures, London, 2000)

Unit 4, Lesson 2

Enthusiasm ran high among the 550-odd engineers from seven nations and 42 US states who gathered in Pasadena, California, in August 2004, to hear DARPA officials lay down the rules for the 2005 Grand

Challenge race. Many had already set aside day jobs and invested their own savings to begin work on a self-navigating ground vehicle, in hopes of earning a shot at the \$2-million prize in October 2005. Few seemed discouraged by the results of the first Grand Challenge, held on March 13, 2004, when only 13 teams were able to field machines for the 142-mile course and none cleared the first mountain crossing.

Sandstorm, constructed by the Red Team at Carnegie Mellon University, had travelled fastest and farthest in the 2004 event, driving at up to 36 miles an hour before straying off the edge of a narrow hairpin turn, 7.4 miles into the route. But even as it fell far short of the goal, Sandstorm's performance set new records in off-road robotics and ignited the imagination of many of the roboticists, students and backyard mechanics here.

Ron Kurjanowicz, the program manager for the 2005 Grand Challenge, spelled out the rules. Any kind of traction-propelled vehicle could enter, but officials would disqualify any robot that interfered with another, damaged the environment or communicated with humans in any way during the race. The course, delineated by a computer-readable list of GPS waypoints, would be held secret until 4 a.m. on race day. The robots will have to negotiate many obstacles: gullies, washouts, stopped vehicles, underpasses, utility towers.

“Our job is to look for crazy people with crazy ideas,” the program manager said, only half in jest, “and then to bring those ideas as quickly as possible from the ‘far side’ of technology to the near side. Looking at the crowd here today, I'd say we've done that.”

Unit 4, Lesson 3

In late October and early November 2003 scientists witnessed some of the largest solar flares ever recorded. These massive outpourings of charged particles were obvious on and near Earth. For example, the barrage of particles reaching our neighbourhood in space was at times so great that many scientific and communications satellites had to be temporarily shut down. A few suffered permanent damage. Astronauts on the International Space Station were endangered as

well and had to take refuge in their facility's relatively well shielded service module.

Closer to home, airliners were routed away from high latitudes, where pilots would have encountered problems with radio communications and passengers and crew could have been subjected to worrisome levels of radiation. Also, electrical grids had to be carefully monitored for surges. Despite those efforts, 50,000 residents in southern Sweden briefly lost power.

Fortunately, Earth's magnetic field and atmosphere protect the overwhelming majority of people from the ravages of even the worst solar storms. But society's increasing reliance on technology makes nearly everyone vulnerable to some extent. The greatest potential for damage during a large flare comes from material shot rapidly off the sun's outer atmosphere — coronal mass ejections, in space physicist jargon.

Although scientists have long sought to figure out what drives both flares and the coronal mass ejections that accompany many of them, only in the past decade or so have observations been good enough to reveal their intricacies and to elucidate the physical mechanism behind them, thanks to new technologies introduced during the 1990s. Scientists generally agree that the energy released in a flare must first be stored in the sun's magnetic fields.

Unit 5, Lesson 3

Metamorphosis is always fascinating. Whether it is a frog turning into a prince, a terrified girl turning into a tree, a god turning into a man, or merely a daytime-television makeover, it has immense power over the curious imagination. Last week, Channel 4 portrayed a quite extraordinary transformation of a shy young female cellist into a convincing down-market disc jockey, in only four weeks: metamorphosis is hardly too strong a word.

The documentary in which this strange process was revealed was called "Faking It". It was one of a series in which people try to pass themselves off as something quite different from what they are. But in this case, I thought, something more interesting than faking was going on — transformation itself.

At the beginning of the story, we were presented with a clever, serious-looking girl from Manchester, with a handsome, thoughtful face. She was about as

unfashionable as it is possible to be: in retrospect, I wondered whether perhaps it was that which she was faking. Since I missed the beginning of the programme, I have no idea why this girl agreed to take part, or why she had the slightest desire to be a DJ. It seemed entirely impossible. She knew nothing about the music, had never been to a disco and her dancing style made Morris dancing look quite wild by comparison. Still, she was game. And with the help of three very odd Pygmalions — a couple of tough-looking blonde DJs and a distinguished voice coach — and some very intensive training, she succeeded. She completely fooled a panel of top male DJs at a real gig in a real club. She was — apparently — entirely convincing to those who understand the finer points of house and garage.

She had even learnt, with careful coaching, the essential art of how to be rude and chew gum in shops, both at the same time. What was touching was that she was having fun. Suddenly she could dance, a little. Suddenly she looked really pretty. It wasn't just that she and her quaint team had successfully fooled everybody. It seemed that she had been truly transformed, and she was delighted.

But the plain truth is that this attitude will not earn you a place as first cello in a serious Manchester orchestra. I don't suppose "Faking it" will be asking a DJ to learn to pass for a classical cellist in only 30 days, for instance. On the contrary, they will probably stop you, even if you don't get tinnitus from the astonishing noise of today's gigs. The culture of instant gratification looks cool and feels good but it has a heavy price; deferred gratification has a price, too, in self-restraint, but it has greater, and different rewards. This is what separates high culture from low culture, the aspiring middle classes from the unambitious rest.

Today, there seems to be ever more pressure on our sons and our daughters to disown high culture — even the phrase would shock them — and to aspire downwards, to turn into something they are not. I think this is especially true of the more thoughtful among them, who are troubled by the marginality of middle-class values.

Unit 6, Lesson 1

Generally speaking, a major part of development during adolescence revolves around preparation for the family, work, and citizenship roles of adulthood. Success in each of these domains depends, at the most fundamental level, on the development of certain personal competencies (including the capacity for self-reliance and responsible behaviour), interpersonal competencies (including the capacity to form and maintain satisfying relationships with others), and social competencies (including the capacity to function as a member of a broader community). Adolescence is the period during which these capabilities both develop and solidify. The development of these psychosocial competencies cannot be viewed outside the broader context in which a young person comes of age. Contextual circumstances shape society's definitions of personal, interpersonal and social competence. Thus, the context in which adolescents develop not only establishes the pathways through which maturity is pursued, but dictates the very competencies that define maturity.

Unit 7, Lesson 3

Forests that seem to unite the heavens with the earth, wooden churches built without any trace of iron or stone, perhaps the best preserved traditions in Romania and of course the Merry Cemetery — an ironic smile against the death. Shortly, this would be the county of Maramureş and the famous cemetery from Săpânța...

The most striking thing about Maramureş is that the folk art and the native traditions are extremely well preserved here in their original form: houses, gates in wood, tools, textures, pottery and wooden churches unique in the world. Perhaps nowhere in Europe has a culture remained so untouched by the twentieth century, or the eighteenth and the nineteenth.

That's why the villages situated on the Iza, Mara, Vişeu and Tisa Valleys are forming real open-air museums. Maramureş is an intriguing place, where you can be amazed by the mingling of modern and old habits, such as wearing traditional handmade clothes and shoes, but washing them with Tide. Still, when you hear of Maramureş, one thing comes to your mind. The Merry Cemetery from the village of Săpânța. If Death

herself entered one day through the gates of Săpânța's Merry Cemetery she would probably burst out laughing. The Merry Cemetery, an original folkloric art museum was founded in 1935 by a craftsman named Ioan Stan Patras and owes its fame to the vivid colors of the headboards on which are naively painted scenes narrating the biography of the deceased. The accompanying simple-rhyming stanzas are sometimes lyrical, sometimes ironic, but always sincere and never indulgent. The cemetery has become a chronicle of the local community. Here are some examples of what you can find on the crosses:

"Here lies my mother-in-law.

Had she lived another year,
I would have lain here."

"Burn in Hell you damned Taxi

That came from Sibiu

As large as Romania is

You couldn't find any other place to stop

Only in front of my house

To kill me?"

Oh, and let's not forget, as a reward for its unicity and originality, Săpânța was declared the second memorial monument of the world, right after the Egyptian Valley Of The Kings.

One more thing about Maramureş — if you speak or understand a bit of Romanian, you will discover that you can't possibly understand what the locals are saying. Don't worry, in most of the cases neither can we. There are more things to say about this unique place, about the way these people react in front of death...and life, but we'll let you discover them by yourself. You can thank us later. Oh yes, when you come, bring on lots of film rolls with you. You'll need them. (www.brasovtravelguide.ro)

Unit 8, Lesson 3

Diane Logback is hard to miss. Tall and spare, with sinewy arms and a mane of wavy blonde hair, she walks and speaks with confidence and poise that would serve her well in any business boardroom. But her usual work uniform — worn T-shirt, shorts, and bare feet — belies the fact that she is a marketing maven of a sort. Only seven years out of college, Ms Logback devotes her abundant talents and energies to helping the native people of Ecuador sell handmade

products to a global clientele. This is not financially lucrative work, but it is very rewarding, as she recently explained to a room of pre-teen girls at the College's annual Girls and Women in Science conference. "Trees, plants, birds, wildlife — we do need to conserve the biodiversity of the rainforests," she emphasized to an audience of young scientists. "But we must recognize and understand that people are part of the diversity, and we need to conserve the cultures that know how to utilize these resources."

Ms Logback knows that all too well. Working with native Ecuadorans has been her chief vocation since she arrived in the small South American republic in January 1997. An environmental biology major, she expected to educate local Kichwa people about the need for saving ethnobotanical knowledge of their medicinal plant remedies and the rainforests. However, she soon realized that, while the locals understand how deforestation will ultimately hurt them, their immediate and basic living needs are so urgent that few can afford to practice their cultural tradition of harvesting wood solely for canoe and house construction. "I came to understand that I was in no position to educate the Kichwa about the management of their natural resources," Ms Logback says. "After all, they have conserved one of the world's most biodiverse rainforests for thousands of years. Despite the richness of their natural environment, the majority of Kichwa live in immense material poverty. Most families earn less than \$600 annually from the sale of lumber and agricultural produce." In the last 30 years, outside markets began offering payment in exchange for crops, leading native Ecuadorans to expand agricultural plots to include coffee, cocoa, and corn. However, such crops yield little cash, so many Kichwa turn to logging out of desperation. Ms Logback's efforts began with a series of interviews she conducted with local Kichwa leaders. "I opened my plans to the requests of communities bordering the Jatun Sacha reserve," she recalls. "I mentioned my concern about their future and the future of their forests, and asked how I could help. I was told that the Kichwa country people need the means to earn enough money without logging. Native traditions stress environmental concern and

careful management of resources, but exposure to Western culture influences the Kichwa to abandon those traditions. I also found that Kichwa families who are determined to send their children to

high school cut down trees fastest in order to raise money for tuition and fees. It was a hard lesson to see education being a direct cause of environmental destruction," she reflects.

Today, Ms Logback is the project director of a full-fledged marketing program which exports handmade crafts from the Amazon rainforests to more than 70 retail outlets in eight countries. One major United States client is the Smithsonian Institution's National Museum of Natural History, which ordered \$4,000 worth of necklaces in 2001; international fashion retailer ESPRIT has invited her to present a line of products for a possible spring 2003 line. "Handicrafts have proven to be the only economic alternative that can help a large number of people without causing permanent and large-scale damage to the rainforests," she admits, citing the environmental devastation that results from short-cycle agricultural crops, logging, oil extraction, and strip mining for gold. Informing the public is key to her international promotion of the Callari Cooperative; as she sells its merchandise, she also delivers a message of concern and shared global responsibility. All of the contamination in the Amazon has occurred within the last three decades, since developing nations began accessing the petroleum resources," she says, adding that she sees more evidence of pollution, deforestation, and destruction each year. "People have lived there for thousands of years; the river and rainforest are so important to the ecosystems because they hunt and fish for survival. But oil and lumber companies do not use the same technology in the rainforest that they are required to use at home. Therefore, consumers [in other countries] need to keep track of the corporations' practices within foreign nations."

Unit 9, Lesson 3

Part I

Reporter: Nigel, you are so well known and all your dishes are delicious, highly appreciated by everybody. People really enjoy eating here. Tell us, how did you start?

TAPESCRIPTS

Nigel: Hmm... Well... It's a long time ago. I started work at the age of 14 and I learned by looking and by doing. It was at the Carlton Hotel in Bournemouth, England. Then I worked in France for four years. I learnt so much there. In 1988 I moved to Canada. I soon became executive chef of Sutton Place Hotel. I joined Granite Club only two years ago.

Rep.: Why did you choose to come to Canada? Did you have any relatives here?

Nigel: Oh, no! It was just because Canada was a country of opportunity. Europe is very, very competitive. I was given a tool of great training very early in my career and I wanted to try. In Europe you'd have to wait to be given an opportunity. I was impatient and said to myself "Let's just do it."

Rep.: Tell us about the menu here at the Club.

Nigel: There are multiple, changing menus, but, well, it's beef medallion with forest mushrooms and wine for Thanksgiving, duck breast with Chinese duck leg and sauteed choy in sesame for a prix fixe menu served one week in January and Provocative Chicken with mushroom risotto and asparagus for Valentine's Day.

Rep.: Um... it sounds so appetizing!

Part II

Rep: Nigel, What's the secret of your success? Tell us something about your cooking style.

Nigel: Yeah, never the same, always something different. Sometimes classic, sometimes user-friendly, sometimes leading-edge. I always try to focus on the fresh and the season. As I've got older, simplicity is important to me – so let's not overwork the plate.

Rep: And what can people expect at this Club?

Nigel: There's nothing we don't do. There are areas for fine or casual dining, a buffet, a chef's table for eight, a barbecue terrace, banquets, children's parties, wine events, and even a sports bar and snack shop. The cooking team's talents shine at a fine dining room that's open only three nights a week. So, you see, we do our best to please our customers and we do work hard to get things done.

Rep: What are your plans for the future?

Nigel: A big part of my job is moving the club ahead in terms of design and efficiency.

Rep: Good luck, Nigel, and thank you very much.

Unit 10, Lesson 4

Each year more than 12 million people enjoy a night out in London's West End, and most of them go to see a musical. Two out of every three seats sold in the West End are for musicals. Why do people go to see musicals? Most of them go to have a good time. They want to see something spectacular with live music, drama, singing and dancing.

Producers also like musicals because they can make a lot of money if they are a success. Although it now costs around \$10 million to produce a musical on Broadway, a hit musical can make \$2 billion. Hit musicals include *Mary Poppins* and *Phantom of the Opera*. Like *Billy Elliot* and *Spamalot*, they are all based on old films.

Successful musicals can also become successful films. The story of the Von Trapp family and their governess, Maria, who marries her boss and then helps the family to escape from the Nazis became famous with *The Sound of Music*.

Unit 10, Lesson 5

Buried Child

If, as Kenneth Tynan once said, the best American plays are family plays, then this one by Sam Shepard is a family play. Walsh is Dodge, a decrepit grandfather, a cross between Tennessee William's Big Daddy and Hamm in Beckett's *Endgame*. A King Lear of the plains of Illinois, with three sons, all of 4) . . . have been a disappointment. The big family farm has gone to wrack and ruin. As in so many American plays, the past haunts the present and contains a hideous secret that is known but never acknowledged. The family, like Dodge's farm, is falling apart. This is a portrait of moral bankruptcy that, again, as in so many American plays, is inseparable from economic integration. Shepard's writing is sharp and funny: the aggressiveness of American speech moulded almost into poetry. Sam Troughton is Dodge's grandson. Lauren Ambrose is his girlfriend; they are the only ones who see the whole picture and know what it means. And so the torch passes to a new generation of Americans who have everything to forget and nothing much they want to learn. The play is magnificently acted and MW directs it with a sense of menacing claustrophobia.

(adapted from *The Sunday Times* — Culture, 2004)

Revision and skills development, page 72, exercise 4:

The City of Toronto has been wasting big bucks through sloppy oversight of its telephone system, says the city's auditor general, raising questions about whether any lessons have been learned from the MFP computer leasing scandal. In a report made public yesterday, auditor general Jeffrey Griffiths revealed that no one has been keeping proper track of rates being charged for telephone, cell phone and Internet service.

In 2002 and 2003, the city overpaid up to \$360,000 for long-distance service because it hadn't taken advantage of a sharp decline in rates that began in 2000, the report found. And because of a 14-month delay finalizing an Internet contract, the city didn't benefit from rate reductions that would have saved tax payers about \$225,000 between January 2003 and February 2004. The review also found that after a new contract with Bell Canada took effect January 15, 2004, the city continued to be charged the old, higher rates; it overpaid \$91,000 between January and May last year. A credit was obtained for that amount in December.

A similar situation occurred with internet service from MCI Canada. The city was charged the old rate after a new contract took effect March 1, 2004 and by July had overpaid \$30,000. Again a credit was obtained. In an interview, Griffiths blamed staff for not ensuring that the city is getting good value from its telecommunication system, which includes 27,000 voice lines, 5,900 cell phones and 2,700 pagers. "Basically, the issue from our perspective is in the area of contract management," he said. "It's irresponsible," he added. "I'm sure the people that are wasting this money wouldn't be doing it if it were their own." He said he was dumbfounded that problems weren't caught sooner.

"You'd think these things should already have been done," he said. "Why does the auditor have to bring it

to someone's attention? Why can't the managers spot these things themselves?" Griffiths is recommending that an action plan be submitted by November, detailing staff responsibilities and setting deadlines for following the audit report's recommendations. "This kind of sloppiness just can't be tolerated," he said. "I think whoever's responsible for this should pay the price. It's just not good enough to keep throwing good money down the drain all the time."

Exercise 10:

Fancy watching TV tonight? Here are our suggestions. On Star at 9, Jackie Collins cackles up a storm as the novelist turns her attention to real life Hollywood couples in her series *Jackie Collins Presents*. First up is an episode on power couples, although the special is so old she still has Brad Pitt and Jennifer Aniston together. Pleeese!

You have the chance to catch tonight on BBC probably the best short-form series of the year, the new British series *The Long Firm* starring Mark Strong as charismatic thug Harry Starks, though, brutal and in command of the Swinging London of the late 1950s. Remember, that's on BBC at 10.

A new episode of *Lost* comes along at 8 on ABC, while at the same time on UPN you can watch *America's Next Top Model*, in which a model catches a contagious skin condition and the other girls get into a panic. Say goodbye to *American Dreams* for the season. The last episode is on NBC at 8 as Chris tells Meg he has been drafted.

For all you talk show lovers out there, starting at 11:35 you can either choose to see the *David Letterman Show* where Penelope Cruz is invited or the *Jay Leno Show* who has invited in Michael Clarke Duncan. Queen Latifah's fans can see her on Conan's show starting 12:35. Have fun tonight!

Ecaterina Comișel Doina Miloș Ileana Pîrvu

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