

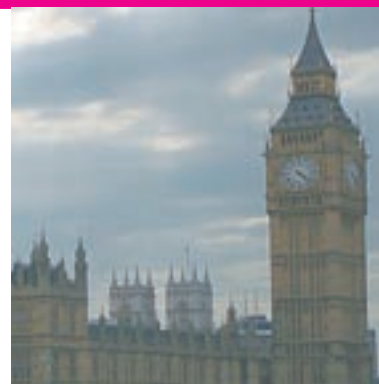
MINISTERUL EDUCAȚIEI, CERCETĂRII ȘI TINERETULUI

# Limba engleză

L1

Manual pentru clasa a XII-a

**Doina Miloș**  
**Roxana Marin**



**CORINT**  
EDUCAȚIONAL

MINISTERUL EDUCAȚIEI, CERCETĂRII ȘI TINERETULUI

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*Date despre autori:*

**DOINA MILOȘ**, profesor gradul didactic I, Colegiul Național Bilingv „George Coșbuc” din București.

Autoare a numeroase materiale destinate studiului limbii engleze, coautoare a unor serii de manuale (L1 și L2) pentru clasele a X-a și a XI-a

**ROXANA MARIN**, profesor de limba engleză, diplomă CELTA, Colegiul Național Bilingv „George Coșbuc”, București.

Coautoare a manualului de limba engleză (L1) pentru clasa a XI-a și autoare de manuale de limba română pentru străini.

*Referenți:*

Prof. gr. I **Ecaterina Comișel**, Colegiul Național Bilingv „George Coșbuc”, București

Prof. gr. I **Anca Iliescu**, metodist, București

*Redactor: Mirella Acseste*

*Tehnoredactare computerizată: Flavian Muscalu*

*Coperta: Valeria Moldovan*

Pentru comenzi și informații, contactați:

**GRUPUL EDITORIAL CORINT**

**Departamentul de Vânzări**

Str. Mihai Eminescu nr. 54A, sector 1, București, cod poștal 010517

Tel./Fax: 021.319.47.97; 021.319.48.20

**Depozit**

Calea Plevnei nr. 145, sector 6, București, cod poștal 060012

Tel.: 021.310.15.30

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# DIAGNOSTIC TEST

1. Four paragraphs have been taken out of *The Energy-Drink Buzz Is Unmistakable*. Reconstruct the article by matching each numbered space with the right paragraph from A-E on the right. There is one unnecessary paragraph.

Meet Jamey Kirby. If you're young enough, and hip enough, he'd like to sell you some Cocaine.

Arriving soon at a convenience store near you, Cocaine is a recent and controversial entry in the burgeoning market for so-called energy drinks. Loaded with caffeine and sugar, and often laced with herbs, vitamins or amino acids, they have become the fuel of choice for some thrill-seeking youngsters and, more recently, for weary adults navigating an always-on world.

(1)

Even if they are not dangerous, experts say, energy drinks may be fostering an unhealthy dependence on caffeine even as they pad the waistlines of young adults.

(2)

And the provocative name? Just marketing. "It was always the plan to let negative publicity move us forward," Mr. Kirby said. "There is an enormous amount of competition out there."

(3)

"It started out as something for clubbers and extreme-sports types," said Jeffrey Klineman, the editor of Beverage Spectrum. "Now it's gone mainstream."

(4)

Despite exotic formulations, the energy boost in these drinks is delivered via a whopping dose of common caffeine.

The Energy-Drink Buzz Is Unmistakable  
*New York Times*, 12 Dec 2006



A.

None of that much concerns Mr. Kirby, the California entrepreneur behind Cocaine. His business is buzz – in every sense of the word. Each 8.4-ounce can of Cocaine contains 280 milligrams of caffeine, more than twice the amount in a cup of coffee, and a throat-numbing blend of fiery spices. It's perfect, Mr. Kirby said, for jaded 16- to 28-year-olds clamoring for extreme refreshment.

B.

So has the ingredient list. Energy drinks increasingly are formulated with fruit juices, teas and dietary supplements like ginseng and glucosamine that appeal to older, health-minded consumers. Taurine, an amino acid essential to growth in infants, is a frequent additive, though scientists say large amounts provide no advantage to ordinary adults.

C.

But with their increasingly novel additives, energy drinks are taking consumers into uncharted nutritional territory, especially because they are often used as mixers with alcohol.

D.

About that, there is no controversy. Nearly 200 new energy drinks have hit store shelves since January, according to the market research firm ACNielsen. Led by such brands as Red Bull, Rockstar and Monster, energy drinks are a \$3.7 billion industry whose revenues have increased by 51 percent in the past year alone. Red Bull is the third-largest source of beverage profits in convenience stores, according to one recent market survey.

E.

In the beginning of the 21st century, the addition of energy components into alcoholic beverages made an impact on the market. Many malt beverages such as Sparks, 3sum malt beverage, and Max capitalized on the effects of caffeine while drinking alcohol. It was this search for a hangover cure that led to the creation of the "Hair of the Dog" brand Energy Drinks, using a formula which is intended to provide the body with liver-supporting detoxifiers and antioxidants to neutralize the effects of alcohol on the body. Interestingly, this combination of detoxifiers was originally developed by doctors to aid cancer patients taking chemotherapy drugs to combat the harmful effects which the drugs have on the liver.

# DIAGNOSTIC TEST

2. Each of the following sentences contains one error. Find and correct it.

- This is not hers textbook, it's mine!
- May I suggest to go to "Tito's"?
- We don't have faith of him.
- He is French which is interesting.
- I have been at the cinema every day last week.
- I didn't see Spielberg's last film yet.
- Where have you been last summer?
- My cousin should arrive by now, she's never late.
- If you will go in the morning, you can see the show for free.

3. Put the verbs in brackets in the correct form.

- Where she \_\_\_\_\_ this time next year? (work)
- We'll see him again before he \_\_\_\_\_. (leave)
- Your hands are so dirty! What you \_\_\_\_\_? (do)
- If they \_\_\_\_\_ they would have missed him. (leave)
- I didn't have time to stop \_\_\_\_\_ bread. (get)

4. Write what you would say in the following situations. Write one complex sentence for each situation (10-15 words). Do not write dialogues.

- You are invited on a trip you know you won't enjoy. Refuse politely.
- You have damaged an item that a friend lent you. Apologise to him/her.
- You have just had an awfully stale cake in a café. Complain to the manager.
- Your friend is considering divorce. Give her/him some advice.
- Your teacher says that eating meat is healthier than being a vegetarian. Disagree politely.

5. Formulate questions to which the underlined words are the answer.

- She bought me a very nice birthday present.
- He's going to the restaurant.
- My new car cost me fifty thousand pounds.
- Mr Jones is our new Physics teacher.
- Mary loves Robert.

6. Fill in the blanks by deriving an adequate word from the ones given in the bubble below.

THIS is who I am not. I am not a crack addict. I am not a welfare mother. I am not (1). I am not a prostitute. I have never been in jail. My children are not in gangs. My husband doesn't beat me. My home is not a tenement. None of these things defines who I am, nor do they describe the other black people I've known and worked with and loved and (2) over these forty years of my life. Nor does it describe most of black America, period.

Yet in the eyes of the American news media, this is what black America is: poor, criminal, addicted and (3). Indeed, media (4) of black America is so one-sided, so imbalanced that the most victimized and (5) segment of the black community – a small segment, at best – is presented not as the exception, but the norm.

Day after day, week after week, this message – that black America is dysfunctional and (6) – gets transmitted across the American (7). Sadly, as a result, America never learns the truth about what is actually a wonderful, vibrant, (8) community of people. Most black Americans are not poor. Most black teenagers are not crack addicts. Most black mothers are not on welfare. Indeed, in sheer numbers, more white Americans are poor and on (9) than are black. Yet one never would deduce that by watching (10) or reading American newspapers and magazines.

*A Case of "Severe Bias," Patricia Raybon*





## Reading and vocabulary

### Designing the University of the Future

Thirty delegates from 10 European universities were invited by Maastricht University to discuss the concept of the “university of the future”.

Participants were top students from Copenhagen, Dublin, Warwick, Mannheim, Bamberg, Aachen, Liège, Hasselt, Tilburg, Eindhoven and Maastricht.

The conference was organised around three topics:

- what academic competences should be learned at university
- societal responsibilities of universities and higher education
- dilemmas of standardising European higher education

For each of these topics a working group was established, and the results and recommendations of these discussions were presented in a final plenary session.



See article on the right for a Eurotop student's impressions.

### ECTS

Over the last decade, the European Credit Transfer System (ECTS) was introduced through the European Commission's Socrates ERASMUS programme. Initially designed to facilitate European student mobility, ECTS has until recently been used primarily as a credit transfer system, with its impact limited to a relatively small number of mobile students. But as higher education systems and degree structures across Europe have begun to converge through the implementation of the Bologna Process, the role and importance of ECTS has been transformed. It has become a generalised credit system for the emerging European Higher Education Area.

1. Read the article below and sum it up in about 50 words.

### There Is No Single University of the Future

Take 30 top-students from six different nationalities and 10 different universities and put them together to think about the “the university of the future”. The first thing that becomes uncompromisingly clear is that there is no single university of the future. Some students prefer to study alone and reject the idea of working in groups all the time. Others however, flourish in groups and feel they learn more by interaction. Some students find it important that education is linked to the faculty's research. Others aren't really bothered. These sort of topics, and many more, were discussed at the Eurotop conference for top students, which I attended. I was a member of the working group that discussed the required academic competencies a university should teach. When we first started answering this question, our list grew longer and longer. Communication skills, team skills, interpersonal skills, reading/writing skills, ethical awareness, open-mindedness, international mindedness and many others were on our list. They all seemed important. But at some point we realised that teaching all these competences, though important, should never substitute the university's function of providing knowledge. Living in a Google and MSN-era doesn't mean the university should just teach how to find knowledge so it can put its efforts in teaching how to be a communicative and open-minded person. Teaching knowledge remains the main task of universities. But we also noted that none of us would be really satisfied if this was all that they did. We wondered how many possible competences can actually fall within the responsibility of the university?

## Reading and vocabulary

If I feel that I will become a better person for studying abroad for a semester, does my university have to arrange this for me? And what if I feel that I will become a better person by eating healthy food and going to the gym? There is a powerful dilemma here, because again we felt that going to university should have much broader implications than following classes and gathering knowledge. In this respect it was interesting to note that different views on this topic seemed to be determined also by cultural differences. The Germans, for instance, seemed really keen on more interactive lectures aimed also at enhancing their interpersonal and presentation skills. Some of the Dutch, on the other hand, kept on stressing the importance of being able to study independently as well. Our final resolution illustrated a desire to reach consensus. And indeed we all agreed in the end. We recommended a diversity of universities that all teach knowledge and offer plenty of possibilities for personal development, but with diverse educational design. In the final debate on the last day, all 30 participants raised their green voting paper, and accepted the recommendation unanimously. But raising a red paper would have been an unendurable vote for an unhappy life! For me, the group process offered much more valuable insights than the final recommendation itself.

*Mila Versteeg is a student at the University of Tilburg, Holland*

**2. After reading the article above, what do you most incline in favour of: knowledge or skills? Why?**

**3. How are the article and the ECTS bubble related?**

**4. Use the word in capitals at the end of each line to form a word that fits in the space in the same line. The derived words can be found in the text you have just read.**

- The pain became \_\_\_\_\_ during the night so I called the doctor.  
ENDURE
- You cannot enter the country without the \_\_\_\_\_ documents.  
REQUIRE
- The failure of this scheme would have serious \_\_\_\_\_.  
IMPLY
- The meeting adopted a \_\_\_\_\_ calling for the president to resign.  
RESOLVE
- The government adopted an \_\_\_\_\_ stern approach, which met with criticism.  
COMPROMISE
- The stain on her dress was very \_\_\_\_\_.  
NOTICE
- He had no \_\_\_\_\_ that he was being watched.  
SUSPECT
- Vicky and John arrived late at the opera and were refused \_\_\_\_\_ until the end of the first act.  
ADMIT



### EUA at a glance

The European University Association (EUA) represents and supports higher education institutions in 46 countries, providing them with a unique forum to cooperate and keep abreast of the latest trends in higher education and research policies.

EUA plays an essential role in shaping tomorrow's European higher education and research landscape thanks to its unique knowledge of the sector and the diversity of its members. The Association's mandate in the Bologna process, contribution to EU research policy-making and relations with intergovernmental organisations, European institutions and international associations, ensure its capacity to debate issues which are crucial for universities in relation to higher education, research and innovation.

EUA is the result of a merger between the Association of European Universities (CRE) and the Confederation of European Union Rectors' Conferences, which took place in Salamanca, Spain on 31 March 2001.

## English in use and grammar

### Tenses

Before you start on the exercise on the right, what tenses would you use to express these types of action?

- regular action in the present
- a present state/situation
- an important official event
- completed action
- an action completed before another completed action
- a recent action
- a prediction based on present evidence
- action in progress at the moment of speech
- regular action in the past
- personal plans
- an action which will happen at an unclear moment in the future
- an action which will happen at a clearly specified moment in the future

What other kinds of actions can the tenses you've identified express?

If you got at least 9 tenses, congratulations – you're ready for exercise 1!

1... 2... 3...  
4... 5... 6...  
7... 8... 9...  
READY!



### TENSES A-Z REVIEW

1. Put the verbs in brackets in the right tense and voice.

- a. When I \_\_\_\_\_ (see) him, I wanted to go.
- b. They \_\_\_\_\_ (like) fruit. They buy fruit every day.
- c. The President \_\_\_\_\_ (arrive) in Paris on Monday morning.
- d. Where \_\_\_\_\_ you \_\_\_\_\_ (go)?  
I \_\_\_\_\_ to the market. I would like to buy some bread.
- e. They \_\_\_\_\_ (not eat) meat. They are vegetarians.
- f. She \_\_\_\_\_ (buy) a pink dress yesterday. She loves pink.
- g. This time next week, we \_\_\_\_\_ (dance) at Mary's party.  
I can't wait!
- h. \_\_\_\_\_ (be) you Mr Smith? You \_\_\_\_\_ (have) white hair ten years ago!
- i. Last week I \_\_\_\_\_ (eat) a lot of meat so I \_\_\_\_\_ (not feel) very well now.
- j. Look at those clouds. I'm sure it \_\_\_\_\_ (rain).
- k. By the time we \_\_\_\_\_ (get) home, Mum \_\_\_\_\_ (finish) making the pie. I can't wait!
- l. Why \_\_\_\_\_ you \_\_\_\_\_ (not try) a different approach? I'm sure you'll accomplish your goal.
- m. I \_\_\_\_\_ (see) "Brokeback Mountain" yet. \_\_\_\_\_ you?
- n. I \_\_\_\_\_ (plan) on going to college next year.
- o. I \_\_\_\_\_ (give) you a penny for your thoughts.
- p. There \_\_\_\_\_ (be) nothing I can do about it:  
the car \_\_\_\_\_ (work)!
- q. We \_\_\_\_\_ (had) a pretty average holiday, but we still can't say we \_\_\_\_\_ (be) glad to be back to work...
- r. He said he \_\_\_\_\_ (manage) to buy the supplies yet.
- s. The problem \_\_\_\_\_ (solve) eventually, I am sure of that.
- t. She \_\_\_\_\_ (take) a bath right now, she can't come to the phone.
- u. My father \_\_\_\_\_ (work) at a bank. He likes it there.  
What \_\_\_\_\_ yours \_\_\_\_\_ (do)?
- v. Considerable economic growth \_\_\_\_\_ (expect) in the next decade.
- w. When I die, I would like to be able to say that I \_\_\_\_\_ (live) a full and beautiful life.
- x. I half expected him to bring me a present, but what he \_\_\_\_\_ (do) was way over my expectations.
- y. Please bring back some ice cream from the supermarket if you \_\_\_\_\_ (go).
- z. When I was little, my dad \_\_\_\_\_ (take) us kids to the funfair every week.

## English in use and grammar

2. Rephrase the following sentences beginning as shown and using the word given without changing it.

**Example:**

We went to the fair with my dad every week when we were little.  
My dad used \_\_\_\_\_ (TAKE)  
My dad used to take us to the fair every week when we were little.

- It's not like him to be late.  
He \_\_\_\_\_ (NEVER).
- I still don't have a car.  
I \_\_\_\_\_ (YET).
- Rain's on its way, look at those clouds!  
It \_\_\_\_\_ (SOON)
- He's on his way, give him another five minutes.  
He \_\_\_\_\_ (HERE)
- This is too complicated, maybe Mark can help.  
I \_\_\_\_\_ (IF)
- They never made it to Vegas.  
They \_\_\_\_\_ (MANAGE)
- Hardly had we got there, when the rain started.  
We \_\_\_\_\_ (JUST)
- It will be too late for the movie if we don't leave now.  
We \_\_\_\_\_ (MISS)
- There was no water, so he didn't take a shower.  
The water \_\_\_\_\_ (CUT)
- This Sunday it is my mum's birthday, I'm sure she'd like a party.  
I think \_\_\_\_\_ (FOR)

3. Translate the following into English.

- Ieri am fost la film. Nu merg foarte des la film.
- Nu îmi place carnea de porc foarte mult.
- Nu văd bine fără ochelari.
- Când am fost la Paris nu am cumpărat nici un parfum.
- Eu n-am văzut Parisul, e frumos ?
- Copiii s-au culcat. Ce-ai zice de o plimbare?
- Mike se recăsătorește luna viitoare.
- Până ajungi tu, eu o să fac curat prin casă.
- O să te îngrași dacă mai mănânci atâtea dulciuri.
- Nu mi-a zis ce s-a întâmplat, dar am impresia că n-a ieșit tocmai bine.
- Întotdeauna mi-am dorit să zbor cu balonul.
- Un singur lucru am uitat să pun în coș, și nu mi-am dat seama decât când am ajuns acolo!
- După tot ce am făcut pentru tine, cum poți să nu mă ajuți?

### Tenses

The best prompts for certain tenses are often time expressions. For example, *yet* usually prompts you to use *Present/Past Perfect Simple*.

What tenses can you use the following time expressions with? Some can go with more than one.

just  
before  
now  
already  
every day  
usually  
yesterday  
next month  
this time tomorrow  
at the moment  
all the time  
by the time  
at the time  
always  
never  
then

Present Simple  
Present Continuous  
Present Perfect Simple  
Present Perfect Simple  
Present Perfect Continuous  
Past Simple  
Past Continuous  
Past Perfect Simple  
Past Perfect Continuous  
Future Simple  
Future Continuous



## Speaking and writing



*When you write an essay to support your candidacy at a foreign university, consider the following:*

1. Your **personal qualities** and skills
2. Any significant personal experience(s) that would help you to **adjust to a different culture**
3. How your chosen program (course selection) relates to your **undergraduate studies**
4. How you plan to **learn from the community** in which you will be living
5. Why you would like to study at that **particular University**
6. How you think to **benefit** from this study abroad program and what you **expect** from it



1. What weighs very heavily with any college application is the essay or personal statement, usually around 500 words long. Read through the following essay topics and:

- a. rank them from 1 (most difficult) to 10 (least difficult)
  - b. discuss them with your partner and agree on the three most difficult ones
- a. Evaluate a significant experience, achievement, risk you have taken, or ethical dilemma you have faced and its impact on you.
  - b. Discuss some issue of personal, local, national, or international concern and its importance to you.
  - c. Indicate a person who has had a significant influence on you, and describe that influence.
  - d. Describe a character in fiction, a historical figure, or creative work (as in art, music, science, etc.) that has had an influence on you and explain that influence.
  - e. Topic of your choice
  - f. Do you believe there's a generation gap? Describe the differences between your generation and others.
  - g. What is your academic passion?
  - h. A range of academic interests, personal perspectives, and life experiences adds much to the educational mix. Given your personal background, describe an experience that illustrates what you would bring to the diversity in the college community, or an encounter that demonstrated the importance of diversity to you.
  - i. According to astronomer Carl Sagan, "Somewhere, something incredible is waiting to be known." What unknown would you like to see revealed in your lifetime? Why is this of personal importance?
  - j. Have you witnessed a person who is close to you doing something that you considered seriously wrong? Describe the circumstances, your thoughts, and how you chose to respond. If you discussed it with the person, was his/her justification valid? In retrospect, what, if anything, would you have done differently and why?


2. Statistically speaking, the first five essay topics in the list above are the most frequently indicated or chosen. Take topic a and decide:

- a. what type of essay this is (narrative, opinion, analytic) — refer to the box on the next page
- b. what specific experience you would write about
- c. why this experience was important
- d. what you learned from the experience
- e. how your life changed after that particular experience

### **TIP OF THE DAY:**

Quotes are great if you want a catchy opening or closing. Choose concise and effective quotes, not necessarily from widely-known authors/works.

## Speaking and writing

 3. Before you write your own, read Kara Cohen’s college application essay and underline the most effective points and illustrations she makes. Link each paragraph to ex. 2 (a–e) on page 12.

### Volunteering Abroad

World travel has shaped my heart, my soul and my mind since I was very young. I am not from a wealthy family, In fact, I will need loans to attend your college. But my father and mother have always been world travelers. My father creates photography books, mostly about foreign countries. My mother speaks four languages, and they met in Japan. So I guess it’s not entirely surprising, that when I was nine, my parents sold their house, cars and furniture, pulled my two brothers and me out of school and took us on a 16-month voyage around the world.

Of course, traveling for the sake of experience is wonderful, and I feel incredibly fortunate to have done that, but I also know that what counts most is what you learn from your experience and how you integrate that into your life.

I once traveled to India with my father, and worked with him at the Dazzling Stone orphanage in the slums of Chennai for a month. There, I witnessed the extreme poverty that plagues much of the world. I experienced 100-degree heat and the constant smell of raw sewage running through open sewers. I saw 2,000 poverty-stricken kids packed into a single school, and I spent every day with 100 orphans who had almost nothing – not even their own bed or a parent or even a last name. Some adult members of our Global Volunteers team had emotional breakdowns when they saw the conditions, and had to go home. But I experienced Dazzling Stone Orphanage in a different way. First, I saw it as part of my own heritage – I am part Indian. Second, I learned to overcome my natural shyness when I had to stand up every day in front of 60 Tamil-speaking children in a packed classroom with plywood walls and teach them English.

But most importantly, I found out that even though I was supposed to be the teacher, I could learn far more from my kids than they could ever learn from me. I learned that these desperately poor kids were, for the most part, much happier and kinder to each other than my friends at home. And when I really thought about it, I was forced to admit that they were (gulp!) happier than I was. (Global Volunteers has since raised funds to help construct a new orphanage facility, and now pays the daily living costs of all 108 children in the orphanage.)

That made me question some basic assumptions about my life and about modern American culture. Why were these kids in India with nothing but a cracked cricket bat always laughing and smiling, while my friends and I, with our comfortable houses, video games and \$150 sneakers always moping around because we “needed” more stuff? Why was there such a sense of community and family in a group of kids who actually had no family, while my friends and I often felt alienated and alone? And what does it do to a society when its children see more than a million television commercials – all saying, “You Need More” – before they reach age 18? Is American consumer culture all about creating needs that can never be filled? These are issues I want to explore in college. They are issues of philosophy, psychology, culture and probably lots of other things I don’t understand yet. Traveling around the world is great, but maybe the value of traveling so far to so many places, is that, at the end, you can better appreciate the value of an intellectual journey. And that’s a journey I’m ready to make.



### Opinion Essay

This is the traditional academic essay, usually five paragraphs long. It starts with a thesis statement, it continues with three arguments and pieces of evidences that support the argument, and it concludes with a paragraph explaining what the essay has illustrated.

### Narrative Essay

This essay describes an important event and it makes use of vivid descriptions (of people, places, events). It is good to start and end with action while maintaining a good chronology of events. You might need to explain why you are telling this story.

### Analytical Essay

This type of essay usually discusses an issue of importance, exploring two different solutions to a problem and explaining the pros and cons of each. You will need to compare and contrast (two people and their different influences on you, two events, two attitudes).

## Cultural awareness



### What IS education?

David Orr invites us to remember the ancient Greek concept of *paideia*:

**The goal of education is not mastery of subject matter, but of one's person.**

Subject matter is simply the tool. Much as one would use a hammer and chisel to carve a block of marble, one uses ideas and knowledge to forge one's own personhood. For the most part we labor under a confusion of ends and means, thinking that the goal of education is to stuff all kinds of facts, techniques, methods, and information into the student's mind, regardless of how and with what effect it will be used. The Greeks knew better.



1. In this lesson, you will examine different outlooks on education. Start with David Orr's observations in the box on the left. Do you agree with him? Why (not)?

2. The "Man" Kipling refers to is the result of a particular set of experiences and education. What qualities are referred to by the poet? Underline the words/lines that indicate a particular quality, then fill in the table below.

If you can keep your head when all about you  
Are losing theirs and blaming it on you;  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too,  
If you can wait and not be tired by waiting,  
Or, being lied about, don't deal in lies,  
Or, being hated, don't give way to hating,  
And yet don't look too good, nor talk too wise;  
If you can dream – and not make dreams your master,  
If you can think – and not make thoughts your aim;  
If you can meet with triumph and disaster  
And treat those two impostors just the same,  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to broken,  
And stoop and build 'em up with wornout tools;  
If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so bold on when there is nothing in you  
Except the Will which says to them: "Hold on";  
If you can talk with crowds and keep your virtue,  
Or walk with kings – nor lose the common touch;  
If neither foes nor loving friends can hurt you;  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run  
Yours is the Earth and everything that's in it,  
And – which is more – you'll be a Man, my son!

**If by Rudyard Kipling**

QUALITY	WORDS/LINE
— clear-mindedness	— "... keep your head..."
—	—
—	—
—	—
—	—
—	—

## Cultural awareness

3. What would lead a young person to grow into the adult described by Kipling? Give an example of a subject in school and/or an experience that would help a young person develop the qualities listed below.



4. Below you have a completely different outlook on education, described by a character in a play by R. B. Sheridan. Give three synonyms to education as Mrs Malaprop understands it.

I would by no means wish a daughter of mine to be a progeny of learning; I don't think so much learning becomes a young woman: for instance, I would never let her meddle with Greek, or Hebrew, or algebra, or simony, or fluxions, or paradoxes, or such inflammatory branches of learning; nor will it be necessary for her to handle any of your mathematical, astronomical, diabolical instruments; but ... I would send her, at nine years old, to a boarding-school, in order to learn a little ingenuity and artifice: then, sir, she would have a supercilious knowledge in accounts, and, as she grew up, I would have her instructed in geometry, that she might know something of the contagious countries: this ... is what I would have a woman know; and I don't think there is a superstitious article in it.

*Mrs. Malaprop in **The Rivals**, Richard Brinsley Sheridan*

5. Is this outlook frequently encountered still? How do you relate to it? Discuss with 2-3 other partners to decide if this type of education is fully passé or not.

6. Now you are ready to give your own clear definition of education. Write it below in a few lines. Share it with your colleagues. Vote the best definition!

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### Are you ready for college?...

- 1) In order to afford a decent apartment you'll need to find a roommate. The most important feature in a roommate is:
- They don't own an accordion.
  - Their main goal in life isn't to prove heterosexuality is vastly overrated.
  - When they say they love smoking rock, they refer to an Van Halen solo.
  - They don't wear PETA t-shirts that say "cockroaches are people too."



- 2) You desperately need a good grade in your English Lit class, yet it's two hours before the paper is due and you haven't even written the first line. You:
- Walk out to the driveway and slam your writing hand in the car door.
  - You write a fantasy paper titled, What if Shakespeare was a pig? and rewrite Hamlet in Pig Latin as "Piglet".
  - Tell your professor how you long for the good ole' days when it wasn't considered sexual harassment to trade sex for good grades.
  - Go and have yourself admitted into a hospital.
- 3) In order to have a chance of being accepted, it's crucial that, on your college application you don't mention that:
- In high school you were voted "most likely to become a political prisoner."
  - You've never tried to kill any teachers.
  - Animal House is your favorite movie.
  - Although you failed several courses in high school you always earned an A for effort.

You are ready for college if you have... see key!



## Reading and vocabulary



- Every ton of paper that is recycled saves 17 trees.
- The energy we save when we recycle one glass bottle is enough to light a light bulb for four hours.
- Each person throws away approximately four pounds of garbage every day.
- One bus carries as many people as 40 cars!
- More than 1/3 of all energy is used by people at home.
- Most families throw away about 88 pounds of plastic every year.
- We each use about 12,000 gallons of water every year.
- 1/3 of all water is used to flush the toilet.
- The 500 million automobiles on earth burn an average of 2 gallons of fuel a day.
- Each gallon of fuel releases 20 pounds of carbon dioxide into the air.
- Approximately 5 million tons of oil produced in the world each year ends up in the ocean.
- The amount of wood and paper we throw away is enough to heat 50 million homes for 20 years.
- Earth is 2/3 water, but all the fresh water streams only represent one hundredth of one percent..
- 14 billion pounds of trash is dumped into the ocean every year.
- It takes 90% less energy to recycle aluminium cans than to make new ones.
- 5 billion aluminium cans are used each year.
- 84 percent of all household waste can be recycled.

*Planetpals.com*

1. What do you think are some of the most important issues humankind is faced with today? List them below and discuss their importance with a partner. Rank them together.

- |   |   |
|---|---|
| ■ | ■ |
| ■ | ■ |
| ■ | ■ |

2. Read the following text and pick the right choice to answer questions a – d below.

My son and daughter, 9 and 7 years old, have become very skillful Internetters. They routinely hit up Google and Wikipedia to look up all kinds of stuff.

The computer is in the kitchen, in the main drag where all the family activity goes on. My wife and I can always glance over to see what's on the screen, which I've read is probably the best screening system there is. My son, now in fourth grade, has been learning about global warming at school. I knew that the idea bothered him, but at least in class, the issue was sensitively introduced, with an emphasis on what avenues of hope there might be to avoid a crisis.

But one day, a classmate had mentioned "An Inconvenient Truth." That night, sitting at the computer, my son pulled up the trailer for that movie. By the time its 30 seconds were over, the poor kid was sobbing. All of those stark, before-and-after images of melting ice caps and lakes drying up shook him to the core.

He still hasn't gotten over it. "Dad. We only have ten years to stop it," he's said a couple of times since. (The whole thing reminds me of the way I was haunted by fears of nuclear Armageddon when I was a kid.) We've had several long conversations about it. My wife and I try to convince him that the public is beginning to take global warming seriously, and we play up whatever positive news we come across.

*Filtering Reality, New York Times, 17 Nov 2006*

a. What major world issue is discussed more extensively in the article?

- i. nuclear war
- ii. global warming
- iii. family relations

b. How was the author's son introduced to the idea of global warming?

- i. through personal experience (a disaster, death etc.)
- ii. through the media
- iii. at school



## Reading and vocabulary

### EUROPEAN PROGRAMMES FOR YOUTH

Socrates is Europe's biggest education programme and it involves around 30 European countries. Its main objective is precisely to build up a Europe of knowledge and thus provide a better response to the major challenges of this new century: to promote lifelong learning, encourage access to education for everybody, and help people acquire recognised qualifications and skills. In more specific terms, Socrates seeks to promote language learning, and to encourage mobility and innovation.

The programme comprises eight separate actions:

- Comenius*: school education
- Erasmus*: higher education
- Grundtvig*: adult education and other education pathways
- Lingua*: learning European languages
- Minerva*: information and communication technologies (ICT) in education
- Observation and innovation of education systems and policies*
- Joint actions* with other European programmes
- Supplementary measures*.

For more information on any of the Socrates actions, visit [http://ec.europa.eu/education/programmes/socrates\\_en.html](http://ec.europa.eu/education/programmes/socrates_en.html)

#### c. Why was the author's son so disturbed by the trailer?

- i. because he saw a very good presentation of a movie
- ii. because his father told him it was serious
- iii. because he was dying

#### d. What do you think the author/author's son will do next?

- i. he will join an environmental programme
- ii. he will forget about it
- iii. he will make his father quit smoking

#### 3. Re-read the text and find synonyms to the following words and expressions.

- a. to search
- b. obsessed
- c. delicately
- d. access a site
- e. find accidentally
- f. cry uncontrollably
- g. have a quick look

#### 4. Use the right form of the words you have identified above (including derived words) to fill in the blanks in the following sentences.

- a. Have you ever \_\_\_\_\_ the name of Wilhelmina before?
- b. Few things can be more \_\_\_\_\_ than the memory of a death you witness.
- c. I generally avoid discussing such \_\_\_\_\_ topics.
- d. She managed to tell him the address between \_\_\_\_\_.
- e. The site got over a thousand \_\_\_\_\_ in one day.
- f. If you don't know what "bewitching" means, why don't you \_\_\_\_\_ it \_\_\_\_\_?
- g. I did manage to have a quick \_\_\_\_\_ at the letter, but I couldn't quite figure out what it was about.

#### 5. Read the information on the right and match the problems/initiatives below to the right Socrates action. You may need to access the indicated website.

- a. a group of high school students want to start a paper caravan
- b. a university student wants to spend a semester in a European country (other than his/her own)
- c. a teacher wants to take a specialized course on evaluation
- d. a group of teachers want to network with teachers from other countries and undertake a research project together
- e. a group of students wish to address corruption in their school
- f. a school would like to organize an international public speaking competition
- g. a high school student would like to work as a volunteer for an organization in a European country other than his/her own, during the summer break



## English in use and grammar

There are many ways to talk about events in the future. Sometimes it is difficult to decide which form to use in a particular situation. Below are four tenses we use when talking about the future.

### Will

■ deciding at the time of speaking to do something

■ volunteering to do something

Jim: I need a reservation for tomorrow's concert but I have no time to do it.

Mary: I'll do it for you.

### Going to

■ talking about something that is already decided

Jim: Have you made the reservation yet?

Mary: Not yet. I'm going to do it in a minute.

### Present Continuous

■ talking about something that is already arranged

Jim: Do you want to go to catch a movie tonight?

Mary: Sorry, I can't. I'm visiting my sick aunt.

### Present Simple

■ talking about a schedule, timetable or program

Jim: What time does the concert start?

Mary: It starts at six.



### Predicting the future

I think he'll come to the party. (I'm not sure, but he might; I know he likes me)

He's going to come to the party. (I'm sure he's going to turn up, he told me he wouldn't miss it for the world.)

## FUTURE TENSES A-Z REVIEW

1. Put the verbs in brackets in the right tense so as to refer to a future action.

- My aunt is sick. My wife and I have decided that \_\_\_\_\_ (drive) to her village tomorrow – she's so happy when we visit.
- I don't think I \_\_\_\_\_ (go) to Mike's party, although I'm not entirely sure what I want to do.
- I wish you weren't so disorganized! When \_\_\_\_\_ you \_\_\_\_\_ (get) your act together?!
- I'm not sure I can make it. The movie \_\_\_\_\_ (start) at 7 and I get off work at 6:30. It \_\_\_\_\_ (be) tight!
- We \_\_\_\_\_ (throw) a party for Bill next weekend, why don't you come? He'd be so glad to see you!
- I can't join you for dinner, I'm so sorry. I \_\_\_\_\_ (fly) to Senegal tomorrow so I \_\_\_\_\_ (pack) tonight.
- I can't wait to get there. To think that, this time tomorrow, I \_\_\_\_\_ (lie) on a golden beach!
- Class \_\_\_\_\_ (start) at eight tomorrow, as usual.
- What do you think John \_\_\_\_\_ (do) after the divorce?
- I think he \_\_\_\_\_ (take) a month off work – he's been talking about it for ages.
- I \_\_\_\_\_ (have) dinner at "Karishma" tonight. Would you care to join me?
- Trout or carp?... I think I \_\_\_\_\_ (have) the carp, thank you.
- Don't worry, everything \_\_\_\_\_ (be) just fine.
- In ten years' time, our students \_\_\_\_\_ (manage) the economy.
- Here's my New Year resolution: I \_\_\_\_\_ (quit) smoking and I \_\_\_\_\_ (take up) yoga.
- But why \_\_\_\_\_ you \_\_\_\_\_ (be able) to come to my graduation?!
- I'm sorry, but I \_\_\_\_\_ (have to) leave now, it's after 12.
- Please promise you \_\_\_\_\_ (come)!
- What \_\_\_\_\_ you \_\_\_\_\_ (do) this time next Sunday? I want to do the exact same thing! It \_\_\_\_\_ (be) almost like being together...
- Your mum has left. So what \_\_\_\_\_ you \_\_\_\_\_ (do) now?
- If the conference \_\_\_\_\_ (finish) on Sunday, then it cannot start earlier than Monday.
- Don't panic, there's a Tarom flight that \_\_\_\_\_ (leave) Bucharest at eight, and \_\_\_\_\_ (arrive) in Paris at ten on Tuesday. So you \_\_\_\_\_ (be able) to catch her wedding.
- What time \_\_\_\_\_ you \_\_\_\_\_ (leave)? I \_\_\_\_\_ (see) you to the station!
- What \_\_\_\_\_ you \_\_\_\_\_ (do) tomorrow night?
- So, what it \_\_\_\_\_ (be)? "Freddy's" or "Marco's"?

## English in use and grammar

2. Bill and Quinn are going on a holiday together. Look at Bill's "To pack" list on the right. What's he going to take with him? Why? Make sentences as in the model.

**Model:**

Bill's going to take his bathing trunks, because he's going to spend a lot of time at the beach.

**Or**

Bill's going to take his trunks because he'll probably spend a lot of time at the beach.

1. trunks
2. walkman
3. elegant suit
4. Visa card
5. camera
6. sunscreen

3. Quinn has no more room for these items:



Make dialogues as in the model, based on the pictures.

**Model 1:**

Q: I have no more room for my camera! Can you put it in your bag, please?

B: I'm going to take mine, so don't worry.

**Model 2**

Q: I have no more room for my battery charger! Can you please put it in your bag?

B: OK, I'll take it. We're probably going to need a battery charger.

4. Read the dialogue below.

Mike: Tell me again, what are going to buy for Jane?

You: I've seen this great CD I know she would like, so I'm going to get her that.

Mike: But what shall I buy her? You know her better than I do. Tell me, what does she like doing?

You: She's into art quite a bit.

Mike: Right. I'll buy her a painting set.

Now build similar dialogues based on the cues below. The first one was covered in the model dialogue above:

- a. Alex – likes cooking
- b. Sarah – is into tennis
- c. Jill – is all about jewelry
- d. Bob – is into computer games
- e. James – likes movies

### Future career

An older couple had a son, who was still living with them. The parents were a little worried, as the son was still unable to decide about his future career. So they decided to do a test.

They put a note on the front hall table that they had left. Around the note they put a ten-dollar bill, a Bible, and a bottle of whiskey. Then they hid, pretending they were not at home.

The father told his wife, "If our son takes the money, he will be a businessman, if he takes the Bible, he will be a pastor, but if he takes the bottle of whiskey, I'm afraid our son will be a no-good drunkard."

So the parents hid in the nearby closet and waited nervously. Peeping through the keyhole they saw their son arrive. The son read the note they had left.

Then he took the ten-dollar bill, looked at it against the light, and slid it in his pocket.

After that, he took the Bible, flipped through it, and put it under his arm.

Finally, he grabbed the bottle, opened it, and took an appreciative whiff to be assured of the quality. Then he left for his room, carrying all three items.

The father slapped his forehead and said: "This is worse than I could ever have imagined!"

"What?!" asked the wife.

"Our son is going to be a politician!"

### What's in a name?...

**A joke from the year 2056:**

George Z. Bush says he will run for President in 2058.



## Speaking and writing



Learn or develop skills

Make networking contacts and/or new friends

Feel needed and valued; build self-esteem and self-confidence

Gain work experience

Risk to safety/health

Make a difference in someone's life

Reduced spare time

Increased access or free participation in conferences, balls, trips

Increased workload

Express gratitude for help you may have received in the past from an organization



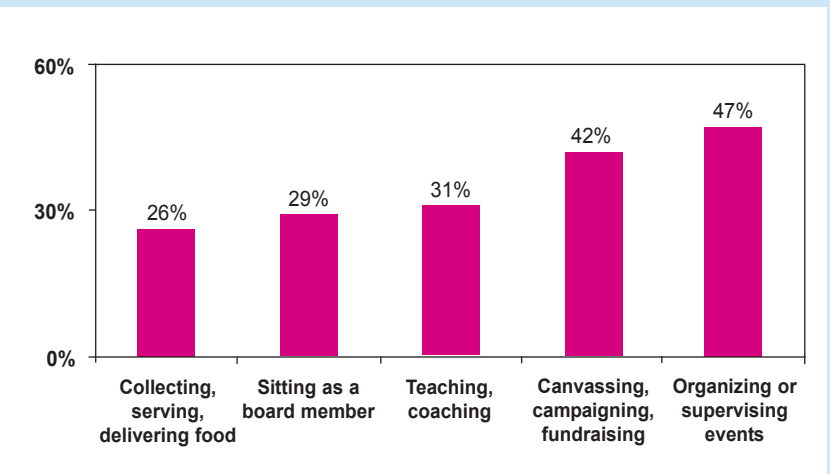
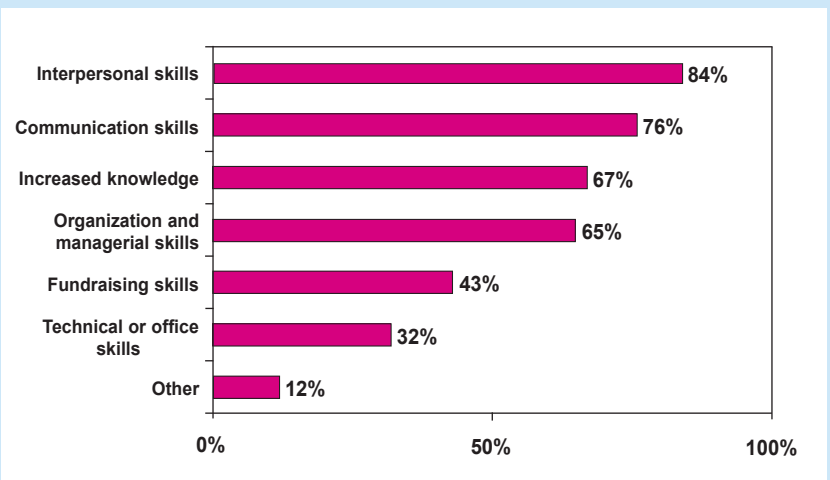
1. What advantages and disadvantages to volunteering can you see? List three in each category.

2. Go through the list on the left with a partner and agree on the most important advantage and the greatest disadvantage of volunteering. Consider also the ones you listed at exercise 1. You may want to use the following criteria:

- costs
- fun
- career prospects
- danger

3. The two graphs below cover the main reasons and activities young people between 18-25 volunteer for. Do you think this research refers to Romanian youth? Why (not)?

Take 2-minute turns with a partner to express your opinion. After your partner has finished expressing his/her opinion, ask him/her one or two clarification questions.



3. On the next page, you will find three different outlooks on volunteering. Read them and

- a. decide what idea(s) they have in common
- b. establish which one(s) the green bubble scheme refers to
- c. write a 250-word essay on "Who benefits from volunteering?"

## Speaking and writing

### Still finding joy in volunteering after 50 years

Joy Little began volunteering at the 1956 Olympics in Melbourne. She now manages 285 community volunteers.

It looks like volunteering has definitely kept Joy Little young. Although her earliest volunteering experience was at age 11 as a dog-walker, her formal volunteering started in earnest when she volunteered at 18 as an English/Esperanto interpreter at the 1956 Olympics in Melbourne.

“I got my driver’s licence and volunteered at the Olympics the same year,” recalls Joy, who is a manager of 285 volunteers for Eastern Access Community Health. She’s also the mother of five and grandmother of 12 keen volunteers.

“There’s certainly more pressure from government now, more regulations; but there’s also better communication and more networking between people in volunteering. Before, you felt a lot more isolated,” said Joy when considering her three-decade career in volunteer management.

“There’s been a real change in the length of time people are willing to volunteer. Now they’re more likely to be looking for short-term roles to help them gain job skills and find work. I’ve helped eight volunteers already find office-type jobs after volunteering with me.”

And Joy’s advice on successful recruitment? Honesty. “If you tell people up-front exactly what the role involves then there are no surprises for them and they’re more likely to stay on.” Sounds like it’s working. Joy says that several people apply for every role she offers.

### From “A Perspective on Youth Values in Romania”

*Radio Romania International, Sept. 2006*

According to a sociological study entitled “A Perspective on Youth Values in Romania”, Romanian pupils and students place family first in their personal hierarchy. Next come friends, money, school and society. A hundred young people from six smaller and bigger towns were invited to be part of different focus groups, where a representative of their generation asked them questions about what they thought as being important. The target group consisted of young people aged between 15 and 25 and was selected from those who showed an interest in participating in the survey.

As far as volunteerism is concerned, over 53 percent of those questioned admitted they had done, were currently doing or would get involved in volunteer activities. However, their reasons aren’t altruistic. Mircea from Resita, western Romania explains:

“People are selfish and self-centered. Everyone seems to be obsessed with the idea of personal success and achievements. How shall I get to the top, how shall I become the best. And it’s good for your resume to include volunteer activities for various NGOs, or work for charity foundations.”

### Just Go for It

I was at Nottingham University when I began volunteering as a switchboard operator for the charity ChildLine. As the first person a child speaks to when they’re calling for help, I had to persuade them to tell me their name, gaining their trust before introducing them to a counsellor. The skills I developed across all my voluntary experiences, such as a persuasive telephone manner, have stood me in great stead for the job I’m doing now. The overriding feeling I get from volunteering is that it’s just great fun. I never feel like I’m working because I’m doing something I really enjoy. I know that I end up benefitting from volunteering just as much as the people I’m helping.

Laura, UK



## Cultural awareness



Close to the International Volunteer Day on 5 December 2006 we celebrated the 10th anniversary of European Voluntary Service (EVS). 180 guests were invited to Brussels, among them almost 100 former EVS volunteers who met with policy-makers, representatives of EVS sending, host and coordinating organisations, National Agencies and many more stakeholders. EVS was founded in 1996, initially as a pilot action. Today it is Action 2 of the EU YOUTH programme (2000-2006) with more than 4,000 volunteers between 18 and 25 years participating each year. From 2007, a modernised and expanded EVS will be part of the new "Youth in Action" Programme (2007-2013).

Between 1996 and 2006 only, EVS had a major positive impact on more than 30.000 young people's personal and professional development and increased their readiness to play an active role in society. It has greatly enhanced European and international solidarity.



**1. Read the text below to find out more about EVS and sum it up in 50 words.**

EVS offers volunteers not only the chance to go live and work in another country in Europe but also offers volunteers a rare opportunity to become involved in meaningful work that is carried out by communities, NGOs and not for profit organizations across the continent. The types of placement that you can join are as wide and varied as the groups that are taking part in not for profit work across Europe. There are literally thousands of placements across all of the EU countries and in reality there is a placement to suit anyone. Living and volunteering abroad is an exciting experience, but it can also be a real challenge. Traveling with EVS can open up new worlds of opportunity whilst offering support so anyone can do it and meet the challenges. You will be supported not only during the project by a mentor, who will

be your first point of call with problems and suggestions, but also with pre-departure training in your home country. There are also many ways that returned volunteers can become active in their own countries, either through their sending organization or through schemes such as future capital. EVS – European Voluntary Service – aims to support young people and offer an experience of volunteering abroad. It is a way to gain skills and experience in another European country, and also to improve language skills. EVS also promotes volunteering as a way to support community development and allows many organizations to benefit from the efforts of volunteers. EVS is unique in that all costs are covered, there is no financial contribution required from the volunteer. For volunteers who wish to volunteer for between 6-12 months there is Long Term EVS.

For those who are not ready to spend so long overseas, a first experience of travel and international volunteering is possible with Short Term EVS.

**2. Would you join EVS? Why yes/not? Put 2-3 reasons down and discuss them with a partner.**

**3. What do you think would be the most difficult part of the application process?**

Rank the chronological steps below in the order of their difficulty, in your opinion (1 – most difficult, 5 – least difficult):

- Identifying a program/organization to work with
- Identifying a sending and hosting organization
- Filling out the application
- Going through the interview successfully
- Finding the money (30% of the travel costs) to get there

**4. Read the article on the next page and, in pairs, do mock interviews for the EVS programme.**

The interviewer represents the sending organization, who is supposed to make sure the candidate has identified a program for which she/he has the necessary qualities.

## Cultural awareness

### Interviewers' Favorite Questions... and Answers

Barbara Mulligan

US National Association of Colleges and Employers

*"Tell me about yourself," your friend/interviewer intones, adjusting her glasses and gazing steadily into your eyes, even though this is just a mock interview.*

*"Don't tell me where you were born and raised," says Jonathan Ferguson, assistant director of career services at George Washington University. "Don't tell me that you were a cheerleader. Focus on your academics and experience. Ask yourself, 'what are the top five things I want this person to know about me?'"*

*What other kinds of questions do recruiters ask?*

*Following are 10 more, plus some interviewers' tips.*

#### 1. What do you see yourself doing five years from now?

"I want to hear something related to what I'm interviewing you for," says one college relations manager in Dallas, Texas. "I don't want to hear 'I want to be an astronaut' or 'I want to win the Academy Award.'"

#### 2. How do you make yourself indispensable to a company?

"We are looking for both technical and interpersonal competence," says Doris Brooks, recruiting manager for Boeing Co. in Seattle, Washington.

She goes on to explain that students who have interned or completed cooperative education assignments generally answer the question best.

#### 3. What's your greatest strength?

"Don't just talk about your strength-relate it to the position," Ferguson says. "Let them know you are a qualified candidate."

#### 4. What's your greatest weakness?

"Say something along the lines of, 'I have difficulty with this thing, and these are the strategies I use to get around it,'" Ferguson says. "For example, you could say, 'I'm not the most organized of individuals, so I always answer my e-mails and phone calls right away. I have developed a strategy to deal with my weakness.'"

#### 5. Tell me about a time when your course load was heavy. How did you complete all your work?

One of the best ways to address this question is to describe a situation that includes a task that needed to be accomplished, the action taken to accomplish the task, and the result of that action.

#### 6. Tell me about a time when you had to accomplish a task with someone who was particularly difficult to get along with.

Talk about something that shows you have the ability to be sensitive to the needs of others but can still influence them, Don't say "I just avoided them" or "They made me cry".

#### 7. How do you accept direction and, at the same time, maintain a critical stance regarding your ideas and values?

Internship or co-op experience will surely help you answer this question. Developed interpersonal skills will help you walk that fine line.

#### 8. Give some examples of activities/surroundings that motivate you.

The winners: getting along with peers and motivating other people.

#### 9. Tell me how you handled an ethical dilemma.

"Suppose you worked on a play therapy program and you gave in to your favourite kid begging to take home a (costly) object from the activity site."

Students who, for lack of experience, can't offer a situation that they handled correctly can explain how they learned from making mistakes.

#### 10. Tell me about a time when you had to resolve a problem with no rules or guidelines in place.

"I'm looking for a sense of urgency in initiating action," one recruiter says, explaining that the question probes one's ability to overcome obstacles. Recruiters look for what best serves the program/organization priorities.

#### The seven no-no's of interview attire:

1. Heavy makeup
2. Ill-fitting clothes
3. Too-short skirts
4. Overly bright clothing
5. Fishnets or bare legs
6. Rumpled or stained clothing
7. Strong aftershave or perfume

It's probably a good idea to wear what you are comfortable in, but still look presentable enough to make a good impression. Don't go for trainers, jeans and a t-shirt, because you want to show you've made an effort, but if you really don't feel comfortable in anything smarter, then just wear that – it's far better to be underdressed and confident than it is to be well dressed and look really uncomfortable in the interview.





## Reading and vocabulary



Nikki G. Bannister is a senior at Southern University-Baton Rouge and editor-in-chief of The Southern Digest. This is part of a special series appearing in THE BLACK COLLEGIAN Magazine's October 2005 super issue through a collaboration by Black College Wire (BlackCollegeWire.org) and THE BLACK COLLEGIAN (Blackcollegian.com), now celebrating its 35th publishing year. It may be reprinted intact with this credit included.



On 29 August 2005 Katrina flooded 80% of New Orleans, killing over 700 and making immense material damage.

1. List four natural disasters and rank them from 1 (extremely serious) to 4 (quite serious).

a.                      b.                      c.                      d.

2. Scan the text below to find out what natural disaster this article refers to.

3. Re-read the text and choose from options A-G on the next page to fill the gaps. You will not need one of the choices given.

I told them to cuss me out.

Not that I condone cursing or profanity, but since Hurricane Katrina reared her ugliness in Louisiana Aug. 29, that's how I helped the evacuees. I invited them to do what very few people have had the opportunity to do, right in my face.

About a week after Katrina, I visited shelters in three Louisiana parishes, or counties, with a delegation of about 50 people representing the office of Louisiana Gov. Kathleen Blanco.

1.

Also joining the tour were a few pastors, and representatives of some of our state's elected officials.

When we walked into our first stop, Southern University's E.G. Clark Activity Center, which had been converted into a regional shelter for storm victims, many of us reached out and immediately started talking with the evacuees.

2.

But then, some in the delegation walked in the aisles of the hundreds of army cots and only waved to the evacuees – as if they were going to catch a disease. It's not as though we were in the scene in "Gone With the Wind" when Scarlett O'Hara went through the church where soldiers were dying, but that's how some of the delegation acted.

3.

Mind you, some of these very folks were from New Orleans. They just waved to the displaced residents at the Minidome as if to say, "I'm here and that's enough." I was embarrassed and ashamed even to walk with some of these people.

I also got upset because some in the delegation were wearing jeans or other casual clothes, and tennis shoes or even flip-flops, while some - including pastors – were wearing Rolex watches and gator boots. Talk about a socioeconomic slap in the face.

4.

During our next stop at the Baton Rouge River Center, which housed the most evacuees, a young man named Will was complaining to Rep. William Jefferson, D-La., about the living conditions and his treatment. After he vented, I asked him if he would mind "cussing me out."

He looked at me as if I were crazy. But I explained that I saw his frustration, and though TV cameras were on him, I saw he had a lot more he wanted to say.

Now, anybody who knows me can tell you that any other time, my personality would not allow this type of thing to happen so liberally.

## Reading and vocabulary

### More idioms and phrasal verbs

#### sick as a dog

I lay in bed sick as a dog all weekend. I'll have to see a doctor.

#### happy-go-lucky

I would have thought Jim didn't have a care in the world. He always seemed such a happy-go-lucky man, always joking and singing.

#### in lieu of

We've run out of black caps. Will you take a green or red one in lieu of the black one you ordered?



#### like a bolt out of the blue

His act came like a bolt out of the blue, it stunned me completely.

#### to lift someone's spirits

You always lift my spirits with your kindness and jokes, Minna!

#### to lie low

I'm going to have to lie low for a while, I don't want to bump into Greg in town before he leaves for Greece.

#### to lie in wait for

The thief lay in wait for the old couple to leave the house.

#### to lighten up

Can you just lighten up a bit, why are you so intense about this?!



5.

He asked if I were serious and I told him I was. I also warned him that I might retaliate verbally, because I, too, had a lot to get off my chest. And that's when he unleashed a verbal fury like none other. Some of the adjectives he used to describe his situation I'd never heard in my life. His positions on FEMA, the Red Cross, New Orleans Mayor Ray Nagin and President Bush could not have aired on C-SPAN. HBO would have censored him. The way he cursed should have been on pay-per-view. But after I received the tongue-lashing, which lasted a good three minutes, he smiled and then laughed so hard he cried.

6.

Don't ask the evacuees how they are doing. That's rhetoric. You can see how they are doing. And it ain't grand. Ask them if they want a hug. Ask them if you can still borrow some sugar. Ask them if they want to cry or even if they want a curling iron. Better yet, you can simply ask them to curse you out.

- A. We began hugging them and shaking hands and even playing basketball with them.
- B. Some behaved as if they didn't want to touch the evacuees.
- C. Then I knew I had achieved my purpose.
- D. The delegation, led by Johnny Anderson, her assistant chief of staff, included officials from the state department of health and the Board of Regents, and city and parish officials from the New Orleans area.
- E. But this was different.
- F. And this was exactly what I needed.
- G. That's when I decided to go against the norm and try the unconventional.

4. Paraphrase the following words/expressions from Nikki G. Bannister's article. They are listed in the order of occurrence.

- a. to cuss out
- b. converted
- c. reached out
- d. displaced
- e. vented
- f. liberally
- g. unleashed
- h. pay-per-view
- i. curling iron.

5. You will need five of the words in exercise 4 to complete the sentences below. You may have to change their form.

- a. He poured mayonnaise over the chips \_\_\_\_\_ and began to eat.
- b. Wars and disasters have \_\_\_\_\_ many families worldwide.
- c. The woman \_\_\_\_\_ a ferocious string of accusations in court.
- d. My grandmother would often \_\_\_\_\_ me \_\_\_\_\_ about smearing the refrigerator door with peach jam.
- e. I felt so much better after I'd \_\_\_\_\_, I could then resume work.

## English in use and grammar

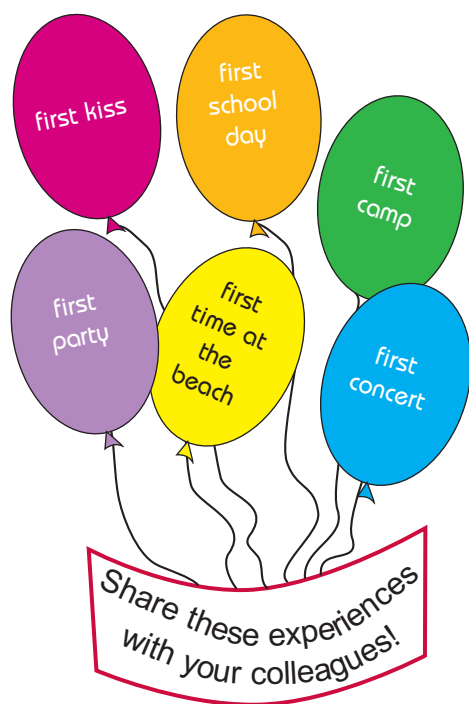
"Have you ever met that famous berry? Let me see if I can remember his name... Chuck?"

"Oh, yes. I've been a big fan of his ever since I met him!"



"When was that?"

"I met him about 5 years ago, at my aunt's Cantelope's party."



### 1. What past tense would you use to translate the following sentences?

- Past Simple: **did**
- Past Continuous: **was/were doing**
- Past Perfect Simple: **had done**
- Past Perfect Continuous: **had been doing**

- Am deschis ușa, am spus la revedere și am plecat.
- Ce făceai aseară când te-am sunat?
- Nu mai mâncasem niciodată mure până atunci.
- De ce mi-ai luat manualul de latină ?
- Lucram deja de două ore când a ajuns șeful la birou.

### 2. Combine the sentences below using the words given in brackets, as in the model given below. Do not change the word given.

#### Model:

I got home at 5. Dinner was ready and Mother was watching TV. (COOKING)  
When I got home, Dad had finished cooking and he was watching TV.

- The student completed the test. She left the classroom. (AFTER)
- The movie started at 7. We got there at 7.15. (BY)
- She came 5. She didn't know she was supposed to come at 4. (NOBODY)
- I ate at 5. Jim came home at 7. (WHEN)
- When she was went to the kitchen, there was milk all over the kitchen floor. (SOMEBODY)

### 3. Each of the following sentences contains one mistake. Identify and correct it.

- When have you been there?
- Nobody cutted the woman's purse. It was intact!
- Few things had be finished by the time we got there.
- Cluj was found in the 14th century.
- They didn't went after all, they said they were too tired.

### 4. Translate into English.

Nătărăule, de ce crezi că ți-a propus un târg în aparență atât de profitabil? Bineînțeles că a făcut-o să te momească și să te facă să ai încredere în ea! Când a făcut ea ceva dezinteresat ? Mi-aduc aminte când eram mici, nu știu dacă la grădiniță sau în clasa-ntăi, mi-a adus un sandviș cu brânză și măr, de nemaiauzit pe vremea aia, care m-a încântat atât de tare că i-am făcut cadou stiloul meu cu capac aurit.

Și bineînțeles că mama mi-a tras o săpuneală zdravană când a aflat! Pe vremea aceea un stilou cu capac aurit nu era chiar de colea, iar mama s-a făcut foc! Eh, ce să-ți mai spun, trebuie să fii foarte atent cu Mirabela – din păcate e o oportunistă și jumătate, și are și fizicul și mintea potrivite pentru a-i manipula pe cei din jur... Eu, unul, sunt pățit... Povestea cu stiloul a fost o copilărie până la urmă, au fost altele și mai și!...

### 5. Present Perfect or Past Simple? Make two sentences about each of the following. Study the model before you start.

## English in use and grammar

### Model:

– the nicest place you've visited

The nicest place I have ever traveled to is Paris.

I went there in 2004 with my parents.

- the most difficult thing you've ever done.
- the nicest person you've ever met.
- the most exciting experience you've ever had.
- what you have already done to ensure your success at the baccalaureate and university exams
- the nicest vacation you've ever had
- the most unpleasant thing that has ever happened to you.
- the most important exam you've ever taken so far
- something you've never tried to do and why

### 6. Translate the following sentences into English, using an adequate Past tense or Present Perfect, as appropriate.

- Când a venit mama, eu îmi făceam temele.
- De ce nu ai venit la ora de sport ?
- Nu mă simt bine de ceva timp, ieri am avut și febră.
- Se apucase de înot doar de 2 ani, și deja era vicecampion european !
- Când eram mic, mama îmi făcea în fiecare weekend o surpriză dulce.
- N-aveam cum să vin la ora aceea la tine, eram deja în pat.
- Mi-am adus aminte că profesoara ne spusese de fapt de test, ne anunțase chiar cu o lună înainte.
- Mă apucasem de citit de mai bine de 5 minute, dar nu reușisem să termin nici măcar un paragraf.

### 7. Turn the following statements into questions.

- She came to the movies with John.
- We finished after seven.
- His mum's best friend had just arrived.
- They hadn't been studying, of course!
- She got me beautiful bunch of snow drops.
- You were eating, so I didn't come in.
- His second book is not as interesting as his first.
- I am going to a reception tonight.
- She can't find her keys.
- Mary will not like this.
- I got this in a thrift store not far from the market.
- This is her car.

### 8. Put the verbs in brackets in Past Tense or Present Perfect, as appropriate.

We (go) to the Rex cinema last Saturday. What a bad movie it (be)! We (waste) both our time and money. I'd like to know something about the movie that is on this week. Any of you (see) it?

### Remember!

**Present Perfect Simple** describes an action that happened at an indefinite time in the past or that began in the past and continues in the present.

**Form:** have/has + past participle

**Examples:**

*She has visited many countries.*

*Dinosaurs have been long dead.*



**Past Tense Simple** expresses an action or situation that was started and finished in the past.

**Form:** verb + ed for regular verbs; special form for irregular verbs

**Examples:**

*We moved to Scotland in 1986.*

*She came to Edinburgh in 1988.*

**Past Tense Continuous** describes a past action which was happening when another action occurred.

**Form:** was/were + verb + ing

**Example:**

*The teacher was explaining the rules when my phone rang!*

**Past Perfect Simple** describes an action that took place in the past before another past action.

**Form:** had + past participle

**Example:**

*By the time she got home, her husband had finished eating.*

**Past Perfect Continuous** describes a past, ongoing action that was completed before some other past action.

**Form:** had + been + verb + ing

**Example:**

*She said she had been working for three hours when her boss came.*

## Speaking, listening and writing



1. All the seven pictures on the left illustrate the concept "togetherness." They cover several types of bonds based on affection and sharing.

Pick two you consider more suggestive than the other ones and write 100 words about them, giving reasons for your choice.

2. Read your partner's paragraph and give him/her feedback on his/her paragraph. Write 50 words on his/her notebook.

3. Discuss with your partner for 3-4 minutes to decide which picture/s (maximum two) are the best illustrations for the concept under discussion.



4. Now listen to another opinion on one of the pictures and  
a. decide what the speaker considers as the closest bond between people  
b. tick the following statements based on the listening text as true and false.

1. Friends are more important than parents for teenagers.
2. Pets are more important than friends for teenagers.
3. Family crises are rendered even more serious by the presence of a pet.
4. Grandparents and parents give more support than one's brothers or sisters.
5. Families condition the support they give teenagers.
6. Brothers and sisters protect each other in confrontations with their parents.
7. There are no limits to what a sibling can do for another brother/sister.
8. The police always go to brothers/sisters of suspects and ask them to cooperate.
9. Bigamy is an effect of close affection for one's siblings.
10. The closer siblings are, the less effort they put into the relationship.

5. Do you have any siblings? If no, do you wish you did? Share with your partner an interesting story/situation involving you and a brother/sister/very close cousin.

6. Group the following into the two categories suggested in the table on the next page.

- exams
- generation gap
- romance
- travel
- scholarship
- volunteering
- interview
- loss
- contest
- job
- training seminar

## Speaking, listening and writing

### Tongue Twisters

#### Twisters with t and th

Those toes aren't these toes.  
This tike ties threads together twice.  
That tike ties together three threads.  
Twist twice to tie tightly.  
Thirty tee-shirts are tan, and thirteen  
tee-shirts are tie-dyed teal green.  
The teal tee-shirts total thirteen, the  
tan tee-shirts total thirty.



#### Twisters with s and sh

She's so sick, and she's so sore, I wish  
her well forevermore.  
Something sure is fishy in this city.  
Silver slivers shimmer softly in the  
sunlight.



#### Twisters with i and ee

Bumblebees briefly buzzed beneath  
the bins of beans.  
Tins of tiny sardines filled the field.  
She sells slippers, sleepers, and tiny  
little creepers.

#### Twisters with Nonsense Words

Tip and tap, rip and rap, lip and lap.  
Tip, rip, lip, tap, rap, lap.  
Snickety snackety snuck, trickety  
trackety truck, clickety clackety cluck.

CHALLENGES	OPPORTUNITIES

**7. A UK youth organization you volunteer for has asked you to write a proposal for extracurricular activities, with a view to reducing the running away from home rate among teenagers.**

They have provided you with the following statistics:

- 11% of children (1 in 9) in the UK run away from home or are forced to leave, and stay away overnight, on one or more occasion before the age of 16. It is estimated that 100,000 young people run away each year in the UK.
- 80% of 16 year olds who run away cite 'problems at home' as one of the contributing factors for running away.
- More than a quarter (30%) of young people who run away overnight had first done so before the age of 13. 10% had run away before their 11th birthday.
- Half (52%) of young people who have run away overnight only spent one night away from home. 1 in 10 (10%) young people said they spent more than 4 weeks away from home.

In your proposal, you must bear in mind opportunities at the local and regional level. Here are some options:

- drama club
- educational trips
- gardening
- counseling (including family therapy)
- job-shadowing
- art club
- basketball (or other sport) tournament
- volunteering
- partnership with local police

**A proposal** is a formal piece of writing that is best organized into five-six paragraphs:

1. Introduction (state purpose of proposal, say why issue is important, explain about sources of information used etc.)
2. Assessment of situation (describe/characterize current status quo)
3. Issue #1 + solution
4. Issue #2 + solution
5. Issue #3 + solution (if applicable)
6. Conclusion.

#### Alternative format:

1. Introduction
2. Assessment of situation
3. Issues (gradation recommended - most to least serious or reverse)
4. Solutions (in the order of issues discussed, of course!)
5. Conclusion

Paragraphs may bear different headings. Do not omit the element of persuasion you need to put in your writing when suggesting solutions. **Do not write more than 250 words.**

## Cultural awareness



- **The Funny Guy.** I swear I don't do it on purpose, but somehow the funny lines come out. My audiences like that. So do readers of The Happy Guy humor column. And that brings me happiness.
- **The Speaker Guy.** In addition to energizing your conference, I train others in how to improve their presentation skills. (Wouldn't that make a great topic for your next conference?) I earned the top "Distinguished Toastmaster" designation in 2001. My speeches have also been published in "Vital Speeches of the Day" and "Great Canadian Speeches"
- **The Media Guy.** As a visible and vocal consumer advocate, I've picked up a thing or two about getting good media coverage. Some years I've conducted over 600 media interviews. There's another great topic for your next conference.
- **The Book Review Guy.** I love to read, and everybody I know will tell you I'm opinionated, so ... I review for Library Journal, and you can find my reviews posted at various sites on the Internet.
- **The Nature Lover Guy.** That's why I moved out to the country to raise the family. Ah, the sound of the birds. The sight of the lightning bugs. Camping. Canoeing. Sharing my lunch with wildlife. This is the life.
- **The Family Guy.** Did I mention how much I adore my wife, Chantal? And Little Lady, two-and-a-half-year-old Chantalyne? And Little Sister, Lauralee? Well, I do. A lot.
- But most of all, I am **The Happy Guy**, and my mission is to spread joy and happiness far and near.

1. What are the three most important things in life, according to you? Try to formulate them as one-word concepts, such as "food" or "fun." Discuss your list of three with a partner and try to agree on the most important one out of your combined six.

2. Read the text below (continuing on next page) and identify the author's most important priority in life. Was it on your original "three most important things in life" list from ex. 1? Is it perhaps the one thing you and your partner agreed on?

### Give Generously and Sleep Better

by David Leonhardt (see profile on the left)

There are two kinds of people in the world: givers and takers. Takers might eat well, but givers sleep better at night. Aha!

Your humble scribe has not been sleeping well lately. I thought it might have something to do with the stress of keeping pace with a tornado toddler and an almost bursting-at-the-seams, over-pregnant wife, all the while fending back the weeds threatening to overrun the house and take over the kingdom, even while renovating an old room with crooked walls and a slanted floor to become a modern nursery for our Beany-Baby-to-be, and somehow trying to earn a few dollars to keep my ever-so-friendly and oh-so-understanding bank manager from gleefully slapping "past-due" stickers all over my front door.

Now I learn that my lack of sleep is from taking too much and not giving enough. So I set out to give as much as I could.

I decided to start by giving advice. "The blue would look better on you." "What?" my wife asked. "You never comment on what I'm wearing, at least not voluntarily."

"It's my new sleep therapy," I explained with excitement. "Givers sleep better than takers, so I just gave you some advice."

"Well, while you're at it, is there anything else you want to give?"

I saw my chance to give a compliment. "Overall, you are really beautiful."

"Why, thank you."

I was on a roll. I was really giving. This was my chance to give her my opinion. "Your hair is kind of ugly like that."

"What?! You take that back!"

"No, I can't," I protested. "That would make me a taker and I won't be able to sleep."

"Then you can just take your silly opinions and get out of here."

"No, I can't do that. I can't take ..." My sentence was cut short by the hard realization that my nose and a door could not occupy the same space at the same time.

### Give to thy mother

I decided to call my mother. "Hi mom. I thought I would give you a quick call."

"How sweet. You took the time to call your mother."

"No. No. I didn't take anything," I protested.

## Cultural awareness

“Oh yes you did. You even took my advice to call more often. And you took account of your mother’s feelings. And you took... Hello? Hello?” I just could not take any more. I scrambled out the door, the receiver still dangling from the table.

### *Give to thy neighbor*

I had to take off. No, that would just keep me from sleeping. I saw my neighbor. Surely I could give him a hand.

“Sorry. Today I’m just relaxing.” He studied the stress etched upon my face. “You look like you should use some sleep. Why don’t you take a break, too.”

“No, I can’t take a break. Takers don’t sleep well at night.”

“Well, at least you’re taking a stand on something.”

“I am NOT taking a stand,” I protested. I was beginning to feel like a career protester.

“Take it easy, fellow.”

Yikes! My neighbor was making me into a champion taker. I darted back toward my house.

“Take care,” my neighbor called after me.

“Noooooooooooo”, I screamed with my hands over my ears.

Crouched in the safety of my favorite closet, I tallied up the day. I gave advice, a compliment and my opinion. I took it back, my silly opinions, the time, my mother’s advice and account of my mother’s feelings, off, a break, a stand, it easy and care. I gave three times and took ten times. No wonder I wasn’t sleeping well at night. I was truly a taker. There was nothing left to do but to take a sleeping pill. That should give me at least five hours of sleep, give or take a few.

3. Read the poem and quotes on the right and decide which one best applies to the text you have just read. In a class discussion, justify your choice.

4. For each of the quotes and the poem on the right, write 1-2 sentences to explain the main idea rendered. Use your own words but do not express your opinion on the authors’ ideas.

### Example:

You only get to keep what you give away.

*Happiness is not in the accumulation of possessions, but in the accumulation of good deeds and helping others.*

5. Pick your favourite one of the six ideas explained above and enlarge upon it in 250 words. Write an opinion, argumentative or reflective essay, as you think fit – or as instructed by your teacher!



## YOU ONLY GET TO KEEP WHAT YOU GIVE AWAY

It’s a universal law:

You have to give before you get.

You must plant your seeds before you reap the harvest.

The more you sow, the more you’ll reap. In giving to others, you’ll find yourself blessed.

The law works to give you back more than you have sown.

The giver’s harvest is always full.

Those that obtain have little.

Those who scatter have much.

Nature does not give to those who will not spend.

*Author Unknown*

**A kiss** is something you cannot give without taking and cannot take without giving.

*Author Unknown*

### Don’t think about this one

If you make people think they’re thinking, they’ll love you - but if you really make them think they’ll hate you.

*Don Marquis*

### Life is about giving not getting

We make a living by what we get, but we make a life by what we give.

*Winston Churchill*

### Resolve

There is no scarcity of opportunity to make a living at what you love; there’s only scarcity of resolve to make it happen.

*Wayne Dyer*

### Looking forwards to looking back

Twenty years from now you will be more disappointed by the things you didn’t do than by the ones you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover.

*Mark Twain*



# PROGRESS TEST 1

1. Read the article on the right and circle the choice that best answers the following questions.

- This article is about
  - two girls who are not very nice
  - two very active girls
  - an American trend called “Amazing girls”
- Esther does
  - community service
  - sports and drama
  - all of the above
- When they grow up, amazing girls learn that
  - gender differences make all the difference
  - boys aren’t better than girls
  - a girl’s accomplishments don’t have to be inferior to a boy’s
- Esther’s knowledge of Latin
  - is rather limited
  - allows her to discuss Catullus knowledgeably
  - can be compared to Kierkegaard’s
- Newton North is
  - a high school where not much happens
  - a place that buzzes with opportunities and competition
  - a bad option for one’s high school studies
- Amazing girls
  - are reputation-minded when it comes to choosing the school where they will continue their education
  - are not interested in Ivy League colleges
  - are only accepted by their families if they get admitted into an Ivy League school
- If you are an over-achieving girl, you cannot:
  - have fun
  - ignore the importance of looks
  - work very little



Esther and Colby are two of the amazing girls at Newton North High School here in this affluent suburb just outside Boston. “Amazing girls” translation: Girls by the dozen who are high achieving, ambitious and confident (if not immune to the usual adolescent insecurities and meltdowns). Girls who do everything: Varsity sports. Student government. Theater. Community service. Girls who have grown up learning they can do anything a boy can do, which is anything they want to do.

But being an amazing girl often doesn’t feel like enough these days when you’re competing with all the other amazing girls around the country who are applying to the same elite colleges that you have been encouraged to aspire to practically all your life. An athlete, after all, is one of the few things Esther isn’t. A few of the things she is: a standout in Advanced Placement Latin and honors philosophy/literature who can expound on the beauty of the subjunctive mood in Catullus and on Kierkegaard’s existential choices. A writer whose junior thesis for Advanced Placement history won Newton North’s top prize. An actress. President of her church youth group.

To spend several months in a pressure cooker like Newton North is to see what a girl can be – what any young person can be – when encouraged by committed teachers and by engaged parents who can give them wide-ranging opportunities.

It is also to see these girls struggle to navigate the conflicting messages they have been absorbing, if not from their parents then from the culture, since elementary school. The first message: Bring home A’s. Do everything. Get into a top college – which doesn’t have to be in the Ivy League, or one of the other elites like Williams, Tufts or Bowdoin, but should be a “name” school.

The second message: Be yourself. Have fun. Don’t work too hard.

And, for all their accomplishments and ambitions, the amazing girls, as their teachers and classmates call them, are not immune to the third message: While it is now cool to be smart, it is not enough to be smart. You still have to be pretty, thin and, as one of Esther’s classmates, Kat Jiang, a go-to stage manager for student theater who has a perfect 2400 score on her SATs, wrote in an e-mail message, “It’s out of style to admit it, but it is more important to be hot than smart.”

*For Girls, It’s Be Yourself, and Be Perfect*  
New York Times, 1 Apr 2007

## 2. Rewrite each sentence beginning as shown.

1. I have an appointment for a haircut this afternoon. I'm having .....
2. I remembered I had forgotten to buy any eggs after I arrived home. Only .....
3. I wouldn't tell her now if I were you.  
You .....
4. The sooner the job is over the better.  
Let's .....
5. What would you do if you won the game?  
Supposing .....

## 3. Translate into English.

Castelul era făcut din piatră și era foarte înalt și foarte rezistent. Fusese construit în secolul al XVI-lea și de atunci a rezistat timpului. Am făcut turul castelului deoarece eram interesat de istorie mai mult decât oricare altul. Nimic nu mă fascina mai mult decât să pot calc pe aceleași scări înguste pe care au umblat altădată regi și regine, prinți și prințese și unde s-a scris istoria.

## 4. Use the words at the end of each incomplete line to form a word that fits in the space in the same line.

Simply plays the items you want in your virtual shopping basket and proceed to the check out. Make sure that you click on the payment \_\_\_\_\_ (1) you prefer. In the \_\_\_\_\_ (2) event that you have any difficulty, phone for assistance. Our experienced operators are trained to deal with any problems quickly and \_\_\_\_\_ (3). As soon as you have placed your order we will send you e-mail \_\_\_\_\_ (4) of your purchases. If you are dissatisfied with any of the items, simply return them to us. But please note that while the cost of the goods is \_\_\_\_\_ (5), postal expenses are not.

Opt  
Like

Efficiency

Confirm

Refund

## 5. Translate the following into English.

- a. Mike dormea când am intrat pe ușă.
- b. Mike dormea de 10 ore și nu se mai trezea!
- c. Când era mic, Mike aproape nu dormea.

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



1. I'm not really sure where Beverly is. She \_\_\_ in the living room, or perhaps she's in the backyard.

- a. might sit
- b. might be sitting
- c. might have sat

2. Doug \_\_\_ the rented video on his way to work. He asked if there was a sequel to the movie but they told him there was none.

- a. returned
- b. must not have returned
- c. had returned

3. You \_\_\_ the air pressure in your tires. You don't want to get a flat tire on your trip.

- a. had better check
- b. better check
- c. don't forget to check

4. The computer's not working. It \_\_\_ during shipping.

- a. got damaged
- b. has gotten damaged
- c. is getting damaged

5. The package \_\_\_ tomorrow afternoon. Express mail always works without a flaw.

- a. will be delivered.
- b. should have been delivered.
- c. would be delivered.

6. You can't mean that! You \_\_\_!

- a. must joke
- b. have to have joked
- c. have got to be joking

7. Mike decided not to join us for lunch. He \_\_\_ at work to finish the marketing report.

- a. was staying
- b. had to stay
- c. would stay

8. She \_\_\_, so no wonder she was crying.

- a. was losing her keys
- b. had lost her keys
- c. would have lost

9. I \_\_\_ to Paris, but I know I will go one day!

- a. was never
- b. have never been
- c. wasn't traveling

10. She said she \_\_\_ for sure, so I wouldn't worry.

- a. is going to call
- b. will call
- c. would call

## Reading and vocabulary

**EUROPASS** consists of five documents, available in all official EU languages:

**Europass CV** — the CV is the backbone of the Europass portfolio. It is an improved version of the common European CV .

**Europass Mobility** — to record in a common format experiences of transnational mobility for learning purposes, so that the achievements of such experiences are easier to communicate. It is filled in by the home and host organisations involved.

**Europass Diploma Supplement** — a personal document developed jointly with the Council of Europe and UNESCO which records the holder's educational record. It is provided by the same establishment that issues the diploma and should in principle be provided to all new higher education graduates from 2005.

**Europass Certificate Supplement** — a supplement to a vocational education and training certificate, clarifying the professional qualifications of all individuals holding such qualifications.

**Europass Language Portfolio** — a document in which citizens can record their linguistic skills and cultural expertise; developed by the Council of Europe and is based on the Common European Framework of Reference for Languages that is becoming the European standard to identify the level of language skills.

*You have a sample Portfolio at the end of the book.*



1. Read the box on the left which comprises the presentation of the five documents included in Europass. Discuss with your partner which of the five could be more useful to you as you plan your future career.

2. Read the following presentation of the European Language Portfolio.

Europass is designed to encourage mobility and lifelong learning in an enlarged Europe. It aims to help three million citizens make their qualifications and skills easily understood throughout Europe by 2010. Europass brings together into a single framework several existing tools for the transparency of diplomas, certificates and competences.

One of the documents comprised in **Europass** is the **European Language Portfolio**. It is a document in which those who are learning or have learned a language — whether at school or outside school — can record and reflect on their language learning and cultural experiences.

The portfolio contains a **language passport** which its owner regularly updates. A grid is provided where his/her language competences can be described according to common criteria accepted throughout Europe and which can serve as a complement to customary certificates. The levels of language proficiency vary from A1 — breakthrough level (beginner) to C2 — mastery (expert) for **Understanding** (listening and reading), **Speaking** (spoken interaction, spoken production) and **Writing**. Here are two examples taken from the self-assessment grid for **Understanding**:

### Listening

**A1** — I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.

**C2** — I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.

### Reading

**A1** — I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

**C2** — I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.

The document also contains a detailed language biography describing the owner's experiences in each language and which is designed to guide the learner in planning and assessing progress.

## Reading and vocabulary

It provides a place to record languages learnt from birth and languages spoken by other members of the family. Then there are languages acquired from travel and tourism or from working or social contacts.

Finally, there is a dossier where examples of personal work can be kept to illustrate one's language competences.

There are many occasions to present a Language Portfolio which is up to date, for example a transfer to another school, change to a higher educational sector, the beginning of a language course, a meeting with a career advisor, or an application for a new post. In these cases the ELP is addressed to persons who have a role in decisions which are important for the owner of the Language Portfolio.

### 3. Answer the following questions relating to the text.

- What is the European Language Portfolio?
- Which are the parts of the portfolio?
- Besides the certificates and diplomas of language proficiency you have acquired, what else is included in the language passport?
- Go to page 101 and check your level by using the self-assessment grid.
- Are there any languages you have acquired from travel?
- What examples of your personal work would you include in your dossier?
- How important is the language portfolio for your future?

### 4. Replace the words in italics with one of the phrases in the box on the right.

- Congress has *approved* an education-reform law.
- The judge had 30 days *to decide on the sentence*.
- Managers will often find it difficult *not to give their opinion on their subordinates* automatically.
- This is the second time *somebody younger has been chosen for promotion instead of me*.
- The mark you need to be successful in the exam* is 55%.

### 5. Translate the following sentences into English.

- Dacă și-ar fi cumpărat abonament pentru autobuz ar fi cheltuit mai puțini bani pentru transport.
- Îmi pare rău, dar trebuie să refuz invitația voastră la spectacolul de diseară.
- Europass asigură transparența calificărilor profesionale la nivelul întregii Europe.
- Dosarul lingvistic din Portofoliul lingvistic european reprezintă o modalitate de a ilustra competențele lingvistice acumulate de-a lungul întregii vieți.
- Judecătorul a amânat darea sentinței în cazul lui José Petro deoarece au apărut noi martori în proces.



### Phrases with Pass (noun)

- bus pass** = a special ticket giving cheap or free bus travel
- boarding pass** = an official card that you have to show before you get onto a plane
- pass mark** = the mark you need to be successful in an exam
- to make a pass at** = to try to touch another person with the intention of starting a relationship with them

### Phrases with Pass (verb)

- pass a law/bill/act** = officially accept a law usually by voting
- pass (a) sentence (on somebody)** = to officially decide how a criminal will be punished, and to announce what the punishment will be.
- pass judgment (on somebody)** = to give your opinion about someone's behaviour.
- pass on** = to not accept an invitation or offer
- pass somebody over (usually in passive)** = if you pass someone over for a job, you choose someone else who is younger or lower in the organization than them:

## English in use and grammar

### CONDITIONALS

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

**First conditional** (if + present simple, will/going to/may/might/could + infinitive) -possible future situations and their possible result;

**If+should/happen to/should happen** — the event seems more unlikely;

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

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

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

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

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



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

1. If you trim trees in March, they will grow stronger.
2. If you heat ice, it melts.
3. If I were to tell the customs officer what you have in your purse, he'd probably arrest you.
4. If you happen to find my wallet, let me know.
5. If you had a driving licence, we could hire a car.
6. If you had been paying attention during the lectures, you might have passed the exam.
7. If it hadn't been for my job, I would have moved to another city.
8. If you should happen to miss the flight, I could put you up for the night.

- a. an imaginary situation in the present or future
- b. a situation which is always true
- c. a possible future situation and its probable result
- d. an event which seems more unlikely
- e. speculation about how things might have been different in the past

2. Read the uses of will/ won't in the box on the left. Match each of the functions mentioned there (a-d) with one of the sentences 1-6, according to the idea expressed in the if clause.

1. If you will keep trainers at work, it's no wonder you are having trouble with your boss.
2. If you will take a seat, Mr. Brown will see you now.
3. If he won't answer our emails, there is nothing we can do about it.
4. If you won't stop passing judgement on everybody, we'll just have to leave the room.
5. If you will pay in cash, I will immediately give you all the necessary details on the course.

3. Rephrase the following sentences so that the meaning stays the same. Use the words given in bold without changing them.

1. I only made that terrible mistake because I wasn't thinking. **If I**
2. If you promise not to laugh, I'll show you our holiday snaps. **long**
3. The sooner we can solve the problem, the better for all concerned. **If we**
4. I'm having a lot of trouble now because I lost my passport last week. **If I**
5. Anna speaks such good German because she lived in Hamburg for ten years. **hadn't lived**

4. Read the following sentences and find one unnecessary word in each sentence or pair of sentences. The word is either grammatically incorrect or does not fit in with the sense of the sentence(s).

1. If you would have enough time, will you help me to fix the fax machine ?

## English in use and grammar

### Inversion

**Negative adverbs or adverbial expression placed at the beginning of a sentence for emphasis trigger inversion of auxiliary verb + subject**  
e.g. *On no occasion was the client allowed to enter the company without a pass.*

- It's very unlikely you'll see her at school, but if you should happen run into her, ask her to call me, won't you?
- Imagine that you came face to face with a burgler; what might be the sensible thing to do? Would you have run away, for example?
- If you will plant flowers in March, the garden will look nice in the summer.
- If you look down on people, you can't should expect others to look up at you.

**5. Rephrase the following sentences so that the meaning stays the same. Use the words given in bold to start the sentence with.**

- They **little** suspected that the project would be a success.
- I had **no sooner** begun my speech than the door opened and the headmaster came in.
- They **rarely** spend much money on food.
- It **seldom** happens to rain in California.
- They had **hardly** closed the door behind them, when the fire alarm started off.

**6. Complete the following sentences with an appropriate clause.**

- Only by working hard, ....
- But for the president's encouraging words, ...
- Had he known the truth, ...
- No sooner ..... the lecture was brought to an end.
- Only after....., did the judge pass his sentence.

**7. Translate into English the following sentences.**

- Dacă ai studia mai mult, ai avea rezultate mai bune.
- Dacă ai fi în locul lui Peter, ce-ai face?
- Dacă insiști să conduci cu viteză, îți vei pierde carnetul cât de curând.
- Oliver nu ar fi fost în stare să cumpere un calculator nou dacă nu ar fi împrumutat bani de la bancă.
- De l-ai fi întrebat, Oliver ți-ar fi dat sfaturi bune despre posibilitățile de împrumut oferite studenților.
- Nici n-a apucat să-ți spună părerea că ziariștii l-au atacat cu întrebări despre viitorul companiei.
- Rareori este acceptat un membru nou în clubul nostru fără recomandarea președintelui clubului.
- De n-ar fi fost intervenția rapidă a pompierilor, toate casele de pe strada noastră ar fi fost arse până la temelie.
- De-ar fi avut mai mult timp, ar fi cumpărat cadouri pentru toată lumea.



Joshua Tree National Park in California

**Only after, only by, only when, not until + inversion subject and auxiliary verb in the main sentence**  
e.g. *Not until the last passenger had left the plane, did they call the firefighters.*

**Hardly/scarcely/barely... when; No sooner... than; not only... but;**  
e.g. *No sooner had they left the room than the pilot called the police.*

**If can be dropped in formal or literary style**  
e.g. *Had she realized the impact of her words, she would have kept silent.*

**But for** = if it hadn't been for  
e.g. *But for her loan, they wouldn't have been able to visit Rome.*

## Speaking, listening and writing

Do you want to know how to gain computer skills that can give you confidence and competency?

One that can help you be more efficient in your existing job and impress your employer, or even the ability to get a new job?

**The European Computer Driving Licence® (ECDL)** is the internationally recognized qualification which enables people to demonstrate their competence in computer skills. The record breaking ECDL is the fastest growing IT user qualification in over 125 countries.

ECDL is designed specifically for those who wish to gain a benchmark qualification in computing to enable them to develop their IT skills and enhance their career prospects. No prior knowledge of IT or computer skills is needed to study ECDL.



### Tips for oral presentation

When delivering an oral discourse you will be assessed according to the following criteria

- task achievement – relevance of ideas to the topic;
- language accuracy
- organization ( + linkers)
- register and vocabulary
- delivery: pronunciation, fluency, intonation

1. Read the box on the left which presents the ECDL. Discuss with your partner the relevance of such a certificate for your future.

2. There are some of the domains where you need to be computer literate. Discuss them with your partner and rank them according to the importance they might have.

- some of the large-scale computer applications in business such as: business administration systems, airline booking systems, online banking;
- some computer applications in education such as: student registration and timetabling systems, computer-based training; (CBT), distance learning, homework using the internet.
- teleworking;
- electronic mail and its main uses;
- e-Commerce ;



3. Listen to two people who obtained the ECDL and match the domains presented in ex. 2 to the ones they can access following their certification.

- Rona Button
- Ann Fitzgerald

4. The domains of teleworking and e-Commerce have both advantages and disadvantages. Group the criteria in the box below under the following headings. Discuss with your colleague in which of the two domains the advantages outweigh the disadvantages. Give reasons for your choice.

- |                      |                       |
|----------------------|-----------------------|
| <b>A. e-Commerce</b> | <b>B. teleworking</b> |
| advantages           | advantages            |
| disadvantages        | disadvantages         |

reduced or no commuting time • services available 24 hours a day • flexible schedules • consumer's basic right to return unsatisfactory goods • greater ability to focus on one task • reduced company space requirements • less emphasis on team work • opportunity to view a wide range of products • lack of human contact • choosing from a virtual store • no human contact • risk of insecure payment methods • giving personal details before a transaction can be carried out

5. Express your opinion on *THE IMPACT OF THE ELECTRONIC WORLD* pointing to benefits and threats. Bring arguments to support your ideas.

## Speaking, listening and writing


6. In the Language biography there are several questions pertaining to your formal or informal experience of learning languages. Fill in each of the lines with your personal information.

1. My language background  
my mother tongue \_\_\_\_\_  
other languages spoken in my family \_\_\_\_\_
2. Languages I have learnt informally  
through travel and tourism \_\_\_\_\_  
through friendships and other social contacts \_\_\_\_\_
3. Languages I have learnt during my formal education  
\_\_\_\_\_
4. My present language learning \_\_\_\_\_
5. My aim is to be able to \_\_\_\_\_

7. Discuss with your partner the answers to the previous exercise and comment briefly on the differences and similarities of your experiences.

8. Discuss with your partner what type of language learner you are by choosing from the following:

- a. I prefer to learn examples first and then get to know the rules.
- b. I prefer to study the grammar first and practise it before I use it in different contexts.
- c. I prefer an interactive approach where I can learn from mistakes.

 9. Choose one of the three topics below to describe your experience as a language learner. Do not write more than 250 words/25 lines.

a) Write about any visits to places or meetings with people belonging to different cultures from your own. In each case, refer to similarities and differences and the impact on your personal development as a language learner.

b) Write about your experience as a language learner pointing to the following or to any other interesting element that might be of interest to a future language teacher.

- why you started studying the language;
- your feelings about the experience of learning the language;
- if the language is useful to you now and in the future;
- learning one language helped you or not to learn other foreign languages.

c) Write about the languages you would like to learn and the reason for learning them. Specify the method you consider most efficient in language learning.

### YOUR LANGUAGE BIOGRAPHY

The language biography – part of the European Language Portfolio enables you to reflect on your previous language learning experiences and your present motivation to continue to learn languages.

It also helps anyone involved in your language development to understand where you come from, what your most effective learning strategies and their most effective teaching styles might be, and what your most important language needs are, whether commercial or social, at the present time.

(European Language Portfolio, Portfolio européen des langues, accredited model no. 9 2001)





## Cultural awareness

### GLOBISH

**Globish** is a combination of the words **Global** and **English**. It is a simplified version of the English language that uses only the most common English words and phrases. It is used by non-English speakers of various native languages. Also, International English could be seen as the more extended and formalized counterpart of Globish.



### FLUENT GLOBISH: HOW TO SPEAK IT

#### English

Brought to Britain by German settlers in the 5th century BC.

The OED lists 615,000 words.

Globish fans say English takes 24 years to learn – if you study for 20 hours a year.

354 million people speak English as their first language.

#### Globish

MN Gogate coined the word Globish in 1998. Jean-Paul Nerrière, a retired IBM marketing executive, published **Parlez Globish** in 2004.

Globish has a vocabulary of 1,500 words and takes 9 years to learn.

1.5 billion speak it as a second language.

1. Discuss with your colleague the following statement by Antoine de Saint-Exupéry:

“Language is the source of misunderstandings.”

2. Read the two articles presenting two different perspectives on global communication and language learning.

### If you can't master English, try Globish

It happens all the time: during an airport delay the man to the left, a Korean perhaps, starts talking to the man opposite, who might be Colombian, and soon they are chatting away in what seems to be English. But the native English speaker sitting between them cannot understand a word.

They don't know it, but the Korean and the Colombian are speaking Globish, the latest addition to the 6,800 languages that are said to be spoken across the world. Not that its inventor, Jean-Paul Nerrière, considers it a proper language.

“It is not a language, it is a tool,” he says. “A language is the vehicle of a culture. Globish doesn't want to be that at all. It is a means of communication.”

“The language spoken worldwide, by 88 percent of mankind, is not exactly English,” Nerrière says. “I don't think people who think this gives them an edge are right because it's not useful if they cannot be understood by English speakers.” His book, **Parlez Globish**, is an attempt to codify worldspeak and since its publication by Eyrolles in Paris in 2004, he says, his Web site [www.jpn-globish.com](http://www.jpn-globish.com) has had almost 36,000 hits.

A retired IBM marketing executive, Nerrière speaks excellent English but switches to Globish if he is not getting through. “I look at their faces. Lack of understanding is very easy to decipher.”

With many corporations imposing English as the lingua franca wherever their base, Nerrière sees a great future for Globish, which he has trademarked. Learning it by computer and practicing it by free-access telephone will make things even easier. And there is a new law in France that gives employees the right to 20 hours per year of instruction in a given subject.

There is another advantage, he argues. “At 20 hours a year you need 24 years to learn English with no result whatsoever since it would be spread too thin for the learner to remember what had been said two weeks earlier. With Globish you not only have free telephone access via the Internet but you could get cheap lessons in places like India where people speak good English and wages are low. This is the way to get Americans to learn another language.”

(adapted from Mary Blume,  
**International Herald Tribune**, January, 10, 2006)

## Cultural awareness

### Not lost in translation

With corporate travelers now doing business in all four points of the globe, developing some fluency in foreign languages is getting to be as important as taking along a laptop on an overseas trip.

On a visit to Moscow a friendly *kak dela* (how are you doing?) can be an icebreaker when meeting a Russian contact, and an *obrigado* (thank you) when you exit a session in São Paulo may be just enough Portuguese to charm your Brazilian host.

Veterans of the overseas business circuit say that despite the spread of English worldwide, those linguistic gestures promote familiarity by showing that you have done your homework and care about getting along. “I have five phrases wherever I go,” said Sally A. Painter, a managing director of Dutko Global Advisors, a public-policy management firm, who takes overseas business trips two weeks a month to places as diverse as Argentina, Cambodia and Latvia. “‘Good day.’ ‘How are you?’ ‘Thank you very much.’ ‘It’s been a pleasure to see you.’ And ‘many thanks,’” she said. “That’s about it for my basic repertoire. I wish I had better language skills.”

Aware of the value of dealing in the mother tongue of their hosts, many traveling employees are now taking crash courses to develop more elaborate conversational skills. “Business opportunities open up when you know what people are saying and don’t just depend on what a translator can tell you,” said Rosemary Feal, executive director of the Modern Language Association in New York.

In a 2002 survey of corporate executives, Healthy Companies found that most American executives could claim knowledge of only a smattering of another language. By contrast, Dutch executives on average could handle four languages. “We couldn’t survive in Holland without three or four languages at our fingertips,” said Hans Buchenau, a Dutch businessman. “We speak Dutch, teach English as the second language, and border on Germany and French-speaking Belgium.”

(Adapted from Paul Burnham Finney, *The New York Times*, 2007)

3. Summarize the two articles in no more than 50 words each.

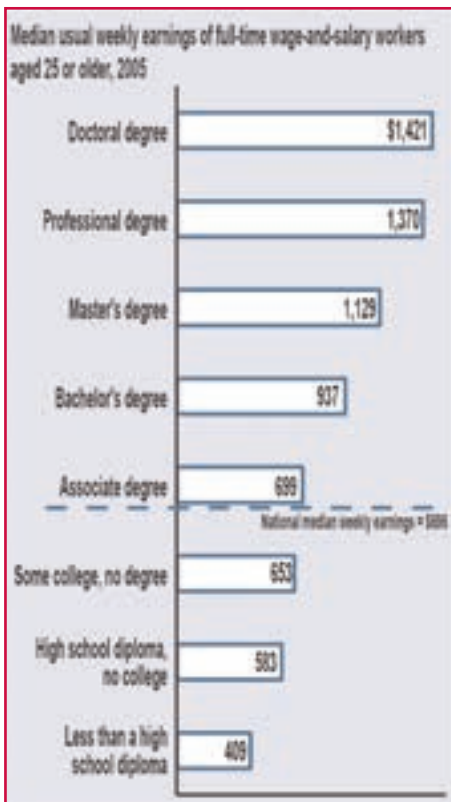
4. Answer the following questions relating to the two articles:

- What is the connection between J.P. Nerrière’s job as a vice-president of IBM and the creation of Globish?
- What is the difference between a language and a communication tool according to J.P. Nerrière?
- Which are the advantages of learning Globish over learning English?
- In your own words explain the meaning of “developing some fluency in foreign languages is getting to be as important as taking along a laptop on an overseas trip.”
- What do you think could be the future developments in foreign languages learning?

A few years ago, Pepsi attempted to translate its motto – “Come Alive: You’re in the Pepsi Generation” – into Chinese. The result came across as something like “Pepsi brings your ancestors back from the dead.” Unfortunately, these kinds of language disconnects are hardly anomalies. Microsoft’s new operating system, Vista, turns out to be a disparaging term for a frumpy old woman in Latvia. And Motorola’s Hellomoto ring tone sounds like “Hello, Fatty” in India.



## Reading and vocabulary



### Vocabulary

**Job** = a specific set of duties with a particular employer that an employee performs

**Career** = a series of work-related activities that we perform over the course of our lives.

**Degree** = a course of study at a university or college, or the qualification that is given to you when you have successfully completed the course

**Major** = a primary area of study within a degree

### More learning, higher earnings

1. Discuss with your colleague the heading of this lesson. Do you agree or disagree? Give reasons for your opinion.

2. Read the following article about choosing a career.

Here is a finding you can bank on: the more education you get, the more money you are likely to earn. Getting a college degree takes years of study. Will that effort pay off in the job market? Data consistently show that, on average, college graduates earn more money, experience less unemployment, and have a wider variety of career options than other workers do. A college degree makes it easier for jobseekers to enter many of the fastest growing, highest paying occupations. What's more, having a degree is the only way to get a start in some careers.

Making choices about your major or career path will come easier to some than others. Below there is an exercise that might help you learn more about yourself and the career you are dreaming about.

The exercise is based on Dr. John Holland's theory that people and work environments can be loosely classified into six different groups. Different peoples' personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your Holland Code.

Imagine walking into a room in which the six groups of people below are already interacting. Read the descriptions of each group and list the group you would be drawn to first, then your second choice, and finally your third choice.

**Realistic** People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.

**Investigative** People who like to observe, learn, investigate, analyze, evaluate or solve problems.

**Artistic** People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.

**Social** People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.

**Enterprising** People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.

**Conventional** People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others' instructions.

For example, if you choose R then E and then S you would most resemble the **Realistic** type, somewhat less resemble the **Enterprising** type, and resemble the **Social** type even less. The types that are not in your code are the types you resemble least of all. Most people, and most jobs, are some combination of two or three of the Holland interest areas.

## Reading and vocabulary

If you are practical, athletic and straightforward and you know how to operate tools and machinery then your career choices range from aerospace physiologist to tailor or truck driver.

If you are observant, precise, scholarly, cautious, intellectually self-confident, broad-minded and your hobbies include crossword puzzles/board games, preservation of endangered species, computers or visiting museums then you might choose one of the following careers: economist, general practitioner, dentist or computer engineer. On the other hand if you can sketch, draw, play a musical instrument, write stories, poetry, music, sing, act, dance or design fashions or interiors clearly you belong to the artistic type and the career of your dreams could be one of these: actor/actress, advertising Art Director, advertising manager, architect, clothing/fashion designer, copywriter, dancer, choreographer, English teacher, fashion illustrator or journalist/reporter.

Planning a career is an ongoing process that there is no real deadline for. Most likely, these decisions will be somewhat tentative, as you may change your path once you begin working. In fact, unlike the finite number of majors available, there are almost an infinite number of job opportunities. ( University of Missouri, career center)

3. Read the text again and analyse yourself. To which of Dr. Holland's groups do you think you belong?

4. In your own words explain the connection between the major you plan to take and the career you dream about.

5. Read the box on the right and discuss the three topics comparing the presented data to what you know about the issues.

**week, hour, day, year, month + ly =indicate the frequency of an event; they could be used as adverbs or adjectives**

6. Read the following sentences and decide if the words in bold are adjectives or adverbs.

- It was suggested that we give each child an allowance **yearly** or **monthly** to cover all he or she spends.
- Scotland has an Executive Committee which meets **weekly**.
- Mutual help is best done on an **hourly** basis.
- They had a long-standing commitment to making a **weekly** cash payment to mothers.
- To this, we add a **yearly** allowance towards repairs.
- Their **monthly** income was reduced due to the economic crisis.
- They decided to write to one another **weekly**.
- He used to go to Sinaia with his parents **monthly**.

7. Write 8 sentences to use *weekly, monthly, yearly* and *hourly* as adjectives and adverbs.



- Working women spend more time in unpaid work than do working men in all European countries, when weekly working hours are combined together with time spend commuting to and from work, caring for children and the elderly, and doing house work.

- Recent research findings from Eurofound have also illustrated a positive trend of women moving into high management or decision-making positions in European workplaces -the percentage of women superiors has risen from 20% in 1995, to 23% in 2000, to 25% in 2005. The highest proportions of women in supervisory and managerial positions are in the Scandinavian countries and the Netherlands as well as in the eastern European countries, reaching nearly 40% in Finland and Estonia. In contrast, southern European countries and some continental countries, have the lowest proportions – less than 20% in Germany and Italy.

- Women continue to be paid less than men, despite collective agreements and minimum wage legislation that is in principle gender-neutral. In the European Union of 27 countries, the lowest hourly-wage pay gap is found in Malta (4%, i.e. where a woman on average earns 96% of a man's salary). The widest gap is in Germany where the figure is 26%. All in all, there are still more women in the lower earning categories than men.

(eurofound.europa.eu, 2007)

## English in use and grammar

### Reported speech

When we report somebody else's words there follow a series of changes:

- a) at the level of the tense
  - b) at the level of the person
  - c) at the level of adverbs/ adverbials
  - d) at the level of word order
- e.g. "Did you go the movies last night?" he asked Marie.  
He asked Marie if she had gone to the movies the previous night.

**Wh-questions turned in reported speech – word order of a statement**  
e.g. "Where do you plan to go?" she asked Paul.  
She asked Paul where he planned to go.

**Yes/ no questions – turned in reported speech + *if/whether* + word order of a statement**  
e.g. "Are you leaving or not?" she asked.  
She asked if/whether we were leaving or not.

### Reported verbs

To **suggest + -ing** – when the speaker is included in the suggestion  
e.g The students suggested having a barbecue.



To **suggest + that** – either when the speaker is included, or more usually when the speaker is not included in the suggestion.  
e.g Someone suggested that they break into small groups.  
Similarly used: *to propose, to recommend, to advise*

1. Report the sentences below using one of these reporting verbs: *announced, explained, confessed, boasted, suggested, denied, insisted, accused, whispered, warned*. Remember to eliminate unnecessary expressions connected with direct speech.

- a) "Now, to mend the fuse, first you unscrew this part"  
Paul.....
- b) "Psst! Guess what? My father's just won a lot of money".  
Sally...
- c) "OK.Fine. You're right. I did it".  
The thief...
- d) "I'm not going to marry him – so there!"  
Rebecca.....
- e) "No, I had nothing whatsoever to do with the theft" said the security guard.  
The security guard ...
- f) "What about trying to buy more products ?" said the manager.  
The manager ...
- g) "United Leeds is the best football team in the country", said the coach.  
The coach.....
- h) " Unless we improve our performance, the company will go to the wall", said the Sales Manager.  
The Sales Manager ....
- i) "I assure the board that I have taken all aspects of the company's performance into consideration," said the consultant.
- j) "The manager has consistently failed to support worker initiative," said the reporter.  
The reporter....

2. Complete the sentences below using either *-ing* or *to infinitive*, in the positive or negative form. In some cases you will need to supply a preposition.

- 1. He insisted (do) the job himself.
- 2. She objected (have) to write the report again.
- 3. The teacher warned the children (cross) the busy road by themselves.
- 4. She complained bitterly (have) to get up so early in the morning.
- 5. The doctor admitted (make) a mistake with the prescription.
- 6. Those students were inquiring (take) a course in ICT.
- 7. She threatened (sue) the company for neglecting health issues.
- 8. The leader urged his party members (vote) against the tax bill.
- 9. The old man pleaded (be set) free from his prison cell.
- 10. The students criticized the management (comply) with the new European regulations.

3. Each of the following sentences gives a report of what various people said. Use direct speech to give the exact words you think each person might have used. The first is done as an example.

## English in use and grammar

I tried to find out what part of America Kate came from.  
“Could you tell me what part of America you come from, Kate?”

1. Kate wanted me to guess, but in the end she revealed that she came from Toronto – in Canada.
2. Jane complimented me on my handwriting.
3. Jerry suggested that I should enroll for a course in Japanese.
4. Peter insisted on paying for the whole meal, including the drinks.
5. Although they were strangers, I asked the people in the corridor to stop talking so loudly as it was after midnight.

4. Insert the words in bold in the correct position on each line. Ignore the sentences which are underlined.

### HOW TO SELL YOURSELF

**while**/ The 28-year-old had spent six years working nights she **be** / gained her university degree during the day. “I always wanted to **my**/a teacher,” she said, “and I worked hard to earn degree. When I **on**/finally graduated, I was very optimistic.” She had her eye a **the**/teaching position at a nearby primary school. With help of **the**/friends who teach at school, she landed an interview with the **in**/Head. “I noticed a tiny ladder my tights earlier,” she recalls. “I about/thought changing them, but I knew I’d be late if I did. And by to/the time I got the interview, it was enormous. I walked in **for**/apologizing not looking my best.” The would-be teacher did not **her**/get the job. In fact one of her friends told that the Head’s only **the**/comment was “If someone doesn’t take time to present her best to/image at an interview, what kind of teacher is she going be?” First **across**/impressions are lasting ones. So aim to come in the best possible light.

5. Change the samples of direct speech underlined in exercise 4 into reported speech.

6. Read the note in the box on the right. Rewrite it using the exact words Susan said.

7. Translate into English.

### O generație care tropăie

Perspectiva managerului de resurse umane a fost prezentat? de Darius Enaicu, Managing Partner în Phoenix Consulting, una dintre principalele firme de cercetare de marketing. “Este o sărăcie de competențe. Nu avem persoane capabile și suficient de bine pregătite”, a spus Enaicu, atrăgând atenția asupra unei generații care tropăie și nu mai are răbdare, speculativă, încercând să ardă etapele, să lucreze în timpul facultății, să avanseze în cel mai scurt timp, migrând de la o companie la alta cu maximă lejeritate, dovedind lipsă de loialitate.

(Cotidianul, 2007)



Last Wednesday, my friend Susan spoke to me on the phone and told me that she wouldn’t be able to see me this week. She had had a call from her brother ten minutes earlier and had heard her grandfather would be arriving there at the end of the week and this would be the first time she’d have seen him since he went to New Zealand in 1988. She hoped I wouldn’t mind if we changed our meeting from this week to next week.

A job interview



## Speaking, listening and writing



### Project

#### Career Information Centre

- Where to start ?
- Which industries are growing?
- How to qualify for ?
- Does education pay?

#### What is this job like ?

**Economists** do research. They prepare surveys to collect data, and then figure out what the data mean. They also forecast how the economy might change in the future.

Economists work with numbers, charts, and computers. Economists have regular work schedules. They often work alone doing research. However, they also may be part of a team. Most must meet deadlines.

#### How do you get ready

A master's or Ph.D. degree in economics is needed for many jobs. Courses in math, statistics, economics, and computer science are helpful. Learning how to write is also important because economists need to write reports.

#### What about the future?

People with a master's or Ph.D. degree and strong math, statistics, and computer skills should have the best chance of getting a job. People with a bachelor's degree may face strong competition for jobs.

(www.bls.gov)

### How I get started on my career path

1. In groups of four discuss the best strategy for choosing a career. Include at least the following criteria and rank them according to the importance they might have in your choice:

- personal preferences
- personal skills
- “hot” careers – industries in demand on the market and growing industries.

### 2. Project work

Read the project plan in the box on the left. Organise yourselves in project teams. Decide on the following:

- **How to get information relating to the topics in the project; organizations and people to contact;**

- **Information relating to the specific jobs**

What is this job like? How do you get ready; possible methods of getting hand-on experience. How much does this job pay? How many jobs are there? What about the future? Are there other jobs like this?

- **Format for information presentation: leaflet, poster, oral presentation**

**Deadline : four weeks's time**

3. For the presentation of jobs in your project, read the description of an “economist” in the second box on the left.



4. Listen to Paul Lamoney who remembers his first steps in finance. As you listen, tick the information you hear.


- a) While in high school, he was interested in finance and business.
- b) He didn't want to go to college.
- c) He enjoyed his accounting classes.
- d) He knew a lot about mutual funds.
- e) Christmas dinner was not the right time to discuss business.
- f) He appreciated the discussion with one of the family friends on mutual funds.
- g) After the discussion he realized this could be his future career.



5. Listen to the text again and fill in the missing information.

“I knew I was interested in business and \_\_\_\_\_ (1) from sometime in high school. I suppose it was around the time my guidance \_\_\_\_\_ (2), teachers and parents were on me to ‘figure out what I was going to do with my life.’ They knew I was college \_\_\_\_\_ (3) and at some point someone put the idea in my head that I would \_\_\_\_\_ (4) a good accountant... Well, once I got to college and began \_\_\_\_\_ (5) classes, I thought, ‘maybe not so much for me.’ So, I switched to \_\_\_\_\_ (6).”

## Speaking, listening and writing

 6. The preliminary application for a professional position generally consists of two documents: a cover letter and a CV/resume. While the CV/resume is a somewhat generic advertisement for yourself, the cover letter allows you to tailor your application to each specific job.

There follows a model for a cover letter. Read the job ads in the box on the right and write your cover letter for one of the jobs you are interested in.

Your Street Address  
City,  
Telephone Number  
Email Address  
Month, Day, Year

Mr./Ms./Dr. First Name Last Name  
Title  
Name of Organization  
Street or P. O. Box Address  
City,  
Dear Mr./Ms./Dr. LastName:

**Opening paragraph:** State why you are writing; how you learned of the organization or position, and basic information about yourself.

**2nd paragraph:** Tell why you are interested in the employer or type of work the employer does. Demonstrate that you know enough about the employer or position to relate your background to the employer or position. Mention specific qualifications which make you a good fit for the employer's needs. This is an opportunity to explain in more detail relevant items in your CV. Refer to the fact that your CV is enclosed. Mention other enclosures if such are required to apply for a position.

**3rd paragraph:** Indicate that you would like the opportunity to interview for a position or to talk with the employer to learn more about their opportunities or hiring plans. State what you will do to follow up, such as telephone the employer within two weeks. If you will be in the employer's location and could offer to schedule a visit, indicate when. State that you would be glad to provide the employer with any additional information needed. Sincerely,

(Your handwritten signature)  
Your name typed

Organization: Haseltine-Photo  
1215 Knollwood Dr, Carol Stream, IL,  
60188  
Phone: (877)2897303  
Fax:

**Job Description:** Translator needed English-Spanish. Candidates will be required to translate English text to Spanish. They will also be required to fluently read both English and Spanish text aloud to be recorded for use on the internet. \$14/hr. with overtime opportunity and free health benefits.

**Qualifications/Comments:** Must be fluent in both English and Spanish. Please contact (877)289-7303, or email [ian@haseltine-photo.com](mailto:ian@haseltine-photo.com). Thank you.



**Library Branch Supervisor** The Mid-Columbia Library System (MCLS) seeks a motivated individual to oversee the daily activities of the Merrill's Corner branch, including the circulation of materials and providing information services. Candidates must possess a high school diploma or equivalent, one year of library or general clerical experience with public contact, or equivalent technical training, education, and/or experience. Must be able to work evenings and weekends. Bilingual (English/Spanish) is desirable. This part-time 19 hour per week position begins at \$12.54/hour. To apply, submit a cover letter and resume to Human Resources Mid-Columbia Library System 405 S. Dayton Kennewick, WA 99336 or by e-mail to [jobs@mcl-lib.org](mailto:jobs@mcl-lib.org)



## Cultural awareness

### What does it take to be a:

Avalanche forecaster  
 Corporate concierge  
 Dog walker  
 Flavorist  
 Farrier  
 Genealogist  
 Historic interpreter  
 Medical aesthetician  
 Phlebotomist  
 Sommelier



### You are a WHAT?

1. Read the list of jobs in the box on the left and together with your colleague discuss what the respective jobs might involve.

### 2. Now match the descriptions to the respective jobs

- a) Gordon Jones saves time for busy people who have no time to spare. He arranges a vast variety of personal and business-related services for corporate clients: limousine service, dinner reservations, tickets for sporting contests, concerts and cultural events.
- b) Evelyn Lees works her way up and down the mountain. She gauges the structure and strength of the snow layers. The purpose is to determine the stability of the snow layers. She knows how to predict when snow is likely to slide. And she tries to communicate the danger to backcountry recreationists.
- c) Some of the world's largest athletes rely on the work of Paul Goodness. Paul is a farrier, a worker who makes and fits shoes for horses.
- d) Genealogy is about connecting people, says Kathleen Young. You can do it by going back - for example starting with yourself, your parents, their parents and so on. Another way is to pick a person and then come forward in time, listing children, grandchildren, great-grandchildren. Either way, the number of people involved grows rapidly.
- e) Michelle Taylor is a licensed skincare specialist. She treats facial skin to maintain and improve its appearance. She works with patients whose skin or appearance is affected by trauma or medical procedure, such as surgery.
- f) Mary Wiseman is a historic character interpreter. She plays the role of Martha Washington as part of a large-scale reenactment of the past.
- g) You go to a doctor, who orders some tests. Then you seek the services of a phlebotomist, a medical technician who draws blood for analysis.
- h) Most services of this kind, including Cynthia's, are geared toward people who are gone for long periods during the workweek. Services are especially helpful for those who have puppies or older dogs that need to go outside more often, as well as for those who have high-energy dogs. For Cynthia this occupation allows her to earn money doing what she enjoys: being outdoors, getting exercise, and caring for dogs.
- i) Wherever he goes at work, Sean Borhnolm carries 15,000 bottles of wine - he carries around a usable knowledge of the 13,500 selections - 15,000 bottles in all - composing the restaurant's wine cellar. A sommelier is skilled in the art of matching wine with food to augment the food's flavour

3. If you had to choose one of the jobs described above, which would you choose and why?

## Cultural awareness

4. Two of the jobs included in exercise 1 had no description. Read the following two articles to find out about them.

a) Carol Militescu is a flavorist, or flavor chemist. Flavorists blend aroma chemicals, essential oils, botanical extracts, and essences to create natural and artificial flavorings for a variety of foods, beverages, and other products. Laboratory-created flavors do what their naturally occurring counterparts can't: provide cost-effective taste that withstands the processing, freezing, cooking, and other forms of preparation required by many of today's products.

Because of the range of knowledge and skills needed to build flavors, training to become a flavorist requires a minimum commitment of 7 years. That's in addition to any academic preparation. A bachelor's degree in a chemistry discipline might not be required to enter the occupation, but most trainees have one. Carol's degree is in chemical engineering.

b) Meredith Sivick makes software simple. As a usability and design engineer, she eliminates the snags that frustrate computer users. Error messages, confusing menus, and missing links are just some of the bugaboos she fights.

"It's my job to make users' job easier and faster. It shouldn't take seven steps something that could take two; it should be easy to tell what icons mean," Meredith says, describing two types of problems she prevents.

Usability engineers go beyond making software user-friendly. They improve computer hardware, software, and websites by focusing on how users perceive and manipulate those tools. "We have to understand how people learn and remember how they sort through data, and what steps they take when building something"

Meredith needs oral and written communication skills. "If you can communicate ideas well, you'll have difficulty in this job." Like usability engineers, Meredith writes reports and e-mail. In meetings, she needs to describe abstract concepts clearly. "We resolve most issues by talking," she says. "You have to think of new ways to give users new information or new options. If a menu doesn't work, you find another way."

Meredith earned a bachelor's degree in psychology and government and honed her communication skills while working as a tester, technical writer and trainer. (www.bls.gov)

5. Answer the following questions relating to the two articles above:

- Which do you think are the qualities that qualify Carol and Meredith for their respective occupations?
- Which of the two jobs relies on teamwork; computer skills; presentation skills?
- What do you think might be the future of the two jobs presented above?
- If the two jobs were included in the Job Shadow Day would you like to be part of the programme?

### Employers look for civility

If you're motivated and able to communicate and work well with others, be sure to mention this in job interview. Employers recently rated communication, motivation and teamwork the three most sought-after qualities in a jobseeker, according to a National Association of Colleges and Employers survey.

While computer and analytical skills ranked high, interpersonal skills topped the list of new-hire skills. Academic achievement, flexibility, technical skills and integrity also made employers' wish lists.

(www.jobweb.org)



### The 5th Edition of Job Shadow Day is Launched in Romanian Schools and Universities

**JOB SHADOW DAY** is a partnership between the business community and the educational environment, to facilitate the access of the young generation on the labor market. The project is held annually in USA, Canada, Japan and countries from Europe.

**Job Shadow Day** will have the following components:

**PARTNERS FOR A DAY:** Students from the final grades in high schools will be, for a day, partners of the companies' professional staff, each of them where they want to work in their future career.

**MANAGER FOR A DAY:** University students will be, for a day, the "shadow" of a company or state institution manager.

(Junior Achievement Romania)

## 1. Read the following article and sum it up in 30 words.

Of all the reasons to visit my friends with small children, grilled cheese sandwiches may be the best. Sure, I **treasure** the toddler rituals of dumping everything out of Auntie Melissa's purse, watching out the window for passing trucks ("Look! Elliot! Garbage truck!"), and playing dress up and hide-and-go-seek. But just as much, I love lunchtime, when almost every mother I know asks, "Who wants grilled cheese?" The **loudest** voice in the yes chorus is unfailingly mine.

Most childless grown-ups I know don't bother making grilled cheese at home. They tend not to have the requisite ingredients (American singles, white bread) in the fridge. And isn't grilled cheese, along with tuna melts, turkey clubs and breakfast specials, why they invented diners?

But after a **fun-filled** but grilled-cheese-less visit to a friend's house, during which her **exceptional** twin 2 1/2-year-olds happily consumed garlic-sautéed broccoli, I realized I felt **deprived** – even after my big-girl's bowl of ice cream with rainbow sprinkles. It occurred to me that I don't necessarily have to procreate or make play dates as an excuse to eat grilled cheese. Why not just make it at home for myself? Since the only finicky palate **to appease** is my own, I wouldn't be tied to yellow cheese and white bread. And really, wouldn't grilled cheese be just as good or even better when made with slightly more **sophisticated**, grown-up ingredients, like **stinky** cheese and grainy bread?

So I started experimenting, keeping the basic technique of frying the sandwich in **copious** quantities of butter so that the exterior surface of the bread gets crisp and lacy and brittle, while inside the cheese melts into lava, **gluing** the two slices.

And now there's a grilled cheese sandwich that gives children a reason to want to visit me.

Taking Back a Childhood Favourite,  
NYT, 12 April 2007

## 2. There are ten words written in bold type in the article above. Use five of their antonyms to fill in the blanks in the following text.

(a) \_\_\_\_\_ siblings is one of the cruelest things one can ever do, and one that I greatly (b) \_\_\_\_\_. Even a (c) \_\_\_\_\_ existence is preferable to being separated from your closest

relative - because indeed one's brothers and sisters are closer than one's parents' even. The (d) \_\_\_\_\_ strain on that precious relationship often bugs us more than a (e) \_\_\_\_\_ career or the difficulties of marriage.

## 3. Read the following report of a discussion between Johnny and his mother and then reconstruct their dialogue.

When I came home after the party my mother asked me if I'd had fun and who'd been there. I told her it had been a pretty good party but I was disappointed Mary hadn't been there. When Mum asked if I'd call Mary to ask what had come up, I wondered if Mary would be happy to hear from me, I wasn't sure what I should do. Mum said she was sure she would, so I told mum to wait, I wanted to see if something was wrong with Mary right away. I came back from the phone and told Mum Mary was in hospital! We made plans to go see her the following day. I knew even then that I'd never be able to get over that girl!

## 4. Rephrase each sentence using the word given in capitals at the end of each sentence. Do not change the word given.

- If you do have any free time, could you pay me a visit? **SHOULD**
- The accident was caused because someone was very careless. **SHEER**
- If they offered you a job, would you accept it? **WERE**
- It wasn't necessary for you to buy me flowers. **NEED**
- It's pointless to worry about someone else's problems. **THERE**



## 5. Choose the right variant to complete the following sentences:

1. If I had gone with my friends to Jamaica, I \_\_\_\_\_ on a white sand beach right now.
  - a. would be lying
  - b. would lie
  - c. would have lain
2. If I had gone with my friends to Jamaica, I \_\_\_\_\_ come to work this week.
  - a. would not must
  - b. would have had to
  - c. would not have had to
3. If I had gone with my friends to Jamaica, I \_\_\_\_\_ scuba diving lessons.
  - a. might be taken
  - b. ought to be taking
  - c. could have taken
4. If I hadn't made that mistake, I \_\_\_\_\_ now.
  - a. wouldn't have been here
  - b. wouldn't be here
  - c. would be
5. If I hadn't made that mistake, she \_\_\_\_\_ to sell her car.
  - a. wouldn't have
  - b. wouldn't had
  - c. wouldn't have had
6. If I hadn't made that mistake, we \_\_\_\_\_ friends.
  - a. could have stayed
  - b. couldn't have stayed
  - c. could stay
7. Had she told me, I \_\_\_\_\_ her.
  - a. would have helped her
  - b. would never ask
  - c. could help
8. I wouldn't do that if \_\_\_\_\_.
  - a. he wouldn't have called
  - b. I were you
  - c. they had come.

## 6. Translate into English.

- a. Dacă n-ar fi venit cu mine, nu m-aş fi dus niciodată la doctor.
- b. Matematica e la fel de importantă ca şi engleza pentru un bun cibernetician.
- c. Aş vrea ca ziua aceasta nefastă să treacă mai repede!
- d. Ar face orice numai să o vadă fericită!

- e. Dacă n-ai încredere în el, mai bine spune-i că o să fii plecat din oraş la acea dată.
- b. Chiar dacă a minţit atunci, mai târziu ar fi putut să îndrepte lucrurile.
- g. Eu n-aş fi azi doctor dacă mama n-ar fi îndreptat în urma mea toate greşelile mele de adolescent imberb.
- i. Să zicem că toată lumea ar pleca acum – ce-ai face?
- h. Să fi plecat măcar cu o jumătate de oră mai devreme, am fi prins fără probleme trenul.

## 7. Write the unnecessary word or put a tick (if there are no problems) in the space next to each line.

As we contemplate the scary rituals and costumes of the Halloween, we cannot help but reflect that the everyday world has been become so spooky it makes the night of goblins and some witches seem downright safe.

1...  
2...  
3...  
4...  
5...

Compared to such real-life horrors, how frightening can a senior citizen with a pointed hat be, flying across the moon on a broom, screeching?

6...  
7...  
8...

To diminish the effect of these ghosts and goblins even more, we now got two scientists assuring us that the frightening creatures couldn't possibly exist. For our take on this noteworthy oddity of the season, you would have had to be a subscriber to our free newsletter, where it's the weekly exclusive. But you get around the idea. We're not only hyping the horrors of the other days of the year; we're also diminishing by the traditional frightening entities Halloween trots out.

9...  
10...  
11...  
12...  
13...  
14...  
15...  
16...  
17...  
18...  
19...

What's a haunting holiday got to do? If Halloween is ever going to frighten children again, we've got to find a way to take at the least some of the fright out of everyday life.

20...  
21...  
22...  
23...



## Reading



**Earth Day** is a name used by two different observances held annually in the (northern) spring, both intended to inspire awareness of and appreciation for the Earth's environment.

The United Nations marks Earth Day each year on the vernal equinox (around March 21). At the moment of the equinox, it is traditional to observe the day by ringing the Japanese Peace Bell, a bell donated by Japan to the United Nations. The United Nations also works with organizers of the April 22nd global event.

Responding to wide spread environmental degradation, United States Senator Gaylord Nelson of Wisconsin called for an Environmental Teach-in or Earth Day to be held on April 22, 1970. Over 20 million people participated and it is now observed each year by more than 500 million people and national governments in 175 countries.

*The Japanese Peace Bell*



### HOW FORTUNATE, HOW FRAGILE, AND HOW INSIGNIFICANT WE ARE

1. Discuss with your partner the possible meanings of the title of the lesson.

2. Read the article about Earth as presented by astronauts.

It is called the “Blue Marble”. The image of Earth, reduced to a child’s toy suspended in the blackness of space. It was Christmas Eve in 1968 when the people of the world first caught a glimpse of their small place in the universe. Apollo 8 had entered lunar orbit and that evening the three astronauts featured in a live television broadcast showing images of our blue planet.

The population of Earth, meanwhile, saw that it was not only good, but fragile. Jim Lovell, the command module pilot, said during the original broadcast: “The vast loneliness is awe-inspiring, and it makes you realise just what you have back there on Earth.”

Those first images of Earth also helped to inspire our current environmental movement and led to Earth Day, which is celebrated on 22 April by 500 million people across 175 countries. Founded by Gaylord Nelson, a senator from Wisconsin, as a means of drawing attention to the plight of the planet, it was first held on 22 April, 1970. What began with a series of national demonstrations across the US has since rippled out across the globe.

Today, the movement’s message – to highlight concerns over pollution of the soil, air and water – has reached as far as China, whose leaders have urged local government to devise events.

This year, to reflect the inspiration behind those original images of our Earth, astronauts were asked to share their reflections on a view from the heavens.

“You come back impressed, once you’ve been up there, with how thin our little atmosphere is that supports all life here on Earth. So if we foul it up, there’s no coming back from something like that.”

— *John Glenn, first American to orbit the Earth (1962) and former US senator*

“It was the only colour we could see in the universe. We’re living on a tiny little dust mote in left field on a rather insignificant galaxy. And basically this is it for humans. It strikes me that it’s a shame that we’re squabbling over oil and borders.”

— *Bill Anders, Apollo 8, whose photos of Earth became famous.*

“The sheer beauty of it just brought tears to my eyes. If people can see Earth from up here, see it without those borders, see it without any differences in race or religion, they would have a completely different perspective. Because when you see it from that angle, you cannot think of your home or your country. All you can see is one Earth....”

— *Anousheh Ansari, Iranian-American space tourist, took the photo of left, top, from the space station*

## Vocabulary

“You change because you see your life differently than when you live on the surface everyday. We are so involved in our own little lives and our own little concerns and problems. I don’t think the average person realises the global environment that we really live in. I certainly am more aware of how fragile our Earth is, and, frankly, I think that I care more about our Earth because of the experiences I’ve had traveling in space.”

— *Eileen Collins, first female space shuttle commander*  
(Stephen McGinty, www.scotsman.com., 2007)

3. In your own words explain what *fortunate*, *fragile* and *insignificant* could mean according to the text.

4. What is the message of the text above ?

5. Read the following definitions relating to the words in the box on the right and find what they refer to:

- the air, water, and land where people, animals, and plants live, and the way all these things depend on each other so that life can continue.
- the animals, plants etc that exist in a particular area or type of area and the way they all depend on each other in order to live, considered as a single separate part of the environment.
- the way in which plants, animals, and the natural features of a place affect and depend on each other, or the scientific study of this.
- the place and natural conditions that a plant, animal, etc lives or grows best in.
- farming methods, methods of managing forests, hunting practices etc that are sustainable do not use up more land or trees or kill more animals than can be replaced, and therefore do not damage the environment.
- the practice of protecting animals, plants, forests etc, for example by officially not allowing building on the areas where they live or by not allowing them to be hunted.
- when too many trees are cut down in an area, so that the environment is badly damaged.

6. Use the words you have found in exercise 5 to fill in the following sentences:

- The land is severely eroded as a result of widespread \_\_\_\_\_ and intensive farming.
- The EPA group is mainly concerned with bird \_\_\_\_\_ in coastal areas.
- Traditional agricultural methods employed by the local people are highly \_\_\_\_\_.
- Suburban gardens can provide \_\_\_\_\_ for many forms of wildlife.
- She is giving a lecture about the natural history and \_\_\_\_\_ of the sea shore.
- The rainforest is a self-supporting \_\_\_\_\_.
- Ask your local MP what he or she intends to do to help protect the \_\_\_\_\_.

### Words related to the environment

- **The natural world that animals, plants and humans live in**

Environment  
Ecosystem  
Ecology  
Habitat  
Food chain

- **Relating to environment**

Ecological  
Environmental  
Green

- **Protecting the environment**

Environmentally friendly  
Organic  
Eco-  
Renewable  
Sustainable  
Recycling  
Conservation

- **Damage to the environment**

Pollution  
Global warming  
Greenhouse gases  
Acid rain  
Climate change  
Hole in the ozone layer  
Deforestation  
Endangered species



## English in use and grammar

### The Passive

- When we say what people and things do, we use active verb forms like built, speak, is repairing, will change. When we say what happens to people and things – what is done to them – we often use passive verb forms. The object of an active verb corresponds to the subject of a passive verb. e.g They built **this house** in 1486.

**This house** was built in 1486.

The passive is formed by using **tenses of the auxiliary be followed by the past participle of the verb.**

e.g. I felt as if I was being watched.

- Verbs not used in the passive:**

– intransitive verbs e.g. *die, arrive*

– stative verbs e.g. *fit, have, lack, suit.*

- Active or passive?**

Passive structures are used when we want to talk about an action, but are not interested in saying who or what does/did it. (the agent introduced by *by*)

e.g. This picture was taken (by *someone*) yesterday.

- Verbs with two objects** have two possible passive constructions.

e.g. She gave her sister the car.

Her sister was given the car.

The car was given to her sister.



### 1. Choose the right variant for each tense.

A large amount of valuable jewellery *has stolen/has been stolen* from Forest Manor. A man *arrested/was arrested* yesterday and *is questioned/is being questioned* by the police at the moment.

He *thought/is thought to have committed/have been committed* the crime, although so far no proof *has found/has been found*. The robbery *believed / is believed to have carried out/ have been carried out* by two men, but so far no clue *has discovered/has been discovered* as to the second man's identity. The police say that he may *have left/have been left* the country.

### 2. Rewrite the sentences in the passive. Omit the agent where possible.

- Someone is cleaning the windows. The windows .....
- She tapped him on the hand with her pen. He .....
- Is Sue washing the car? Is the car.....
- They will open the new sports centre soon. The new sports centre.....
- Who broke this mug? By whom was.....
- The jury will have reached a verdict by the morning. The verdict.....
- People make jam from fruit. Jam.....
- They sent for the doctor. The doctor.....
- Jim hasn't cut the grass yet. The grass.....
- They heard him calling for help. He.....

### 3. Rewrite the newspaper headlines as complete sentences. Start as follows:

- The shopping centre.....
- A decision.....
- The escaped prisoner.....
- A family.....
- A five-day strike.....

SHOPPING CENTRE TO  
BE OPENED BY MAYOR  
TOMORROW

DECISION MADE  
ABOUT NEW EXAMS  
YESTERDAY

ESCAPED PRISONER  
STILL NOT CAUGHT

FIVE-DAY STRIKE TO  
BE HELD BY CUSTOMS  
OFFICERS

FAMILY RESCUED  
FROM BURNING HOUSE  
LAST NIGHT

## English in use and grammar

**4. Rephrase the following sentences into the passive by paying attention to the number of possible sentences you may build.**

1. They gave the thief a fair trial and sent him to prison (2 passives)
2. They tell me somebody has shot your uncle. (2 passives)
3. They can't put in prison if they haven't tried you (2 passives).
4. His grandmother brought him up, and he got his education in Paris (2 passives).
5. Naturally one expects you to interest yourself in the job they have offered you. (3 passives).
6. Somebody has already promised me a watch for my birthday when they presented me with one as a prize (2 passives)
7. It surprised me to hear someone had robbed you. (2 passives).
8. People ought to tell us how much they expect of us. (2 passives).
9. There's a new block of flats they are building down the road; perhaps you'd like someone to introduce you to the landlord. (2 passives).
10. When I was a child people used to read to me out of a book of fairy tales someone had given me for my birthday. (2 passives).

**5. Finish each sentence in such a way that it means exactly the same as the one printed before it.**

1. The police have never arrived on our doorstep in the middle of the night before. We've never ...
2. The gas explosion blew out all the shop windows. All the shop...
3. A thief picked my pocket on the tube. I ....
4. We had double glazing put in by the builders. We got...
5. They laid a new carpet yesterday. We.....

**6. Rewrite the sentences in an alternative passive form, beginning your sentences with the words in italics.**

1. It is said that he is an honest, hard-working man.
2. It is considered that this surgeon is a brilliant practitioner.
3. It was proved that the statements he had made were false.
4. It is believed that the Chancellor is thinking of imposing special taxes to raise extra revenue.
5. It is reported that several American motor manufacturers are planning to set up assembly plants overseas.

**7. Translate into English paying attention to the passive.**

1. Se știe că se întoarce astăzi, ori cel târziu mâine.
2. S-a dovedit că hoțul a spus adevărul.
3. Se zice că s-a întors din străinătate.
4. A fost făcut să plece pe dată.
5. Poate și-au dat deșteptătorul la reparat, fiindcă toți trebuie să se scoale devreme dimineață și mereu întârziu la școală.
6. Se mătură străzile pentru că nu a plouat de mult.
7. Profesorul ar fi fost ascultat dacă pe elevi i-ar fi interesat despre ce vorbește.
8. Dacă va fi despărțit de prietenii lui, va studia mai mult.
9. În astfel de cazuri, se trimite după doctor.

### Have something done

The structure is used to talk about arrangements for things to be done by other people. The past participle has a passive meaning.  
e.g I must have my watch repaired.

Another meaning is "experience". The past participle has a passive meaning.  
e.g. We had our roof blown off.  
The same structures could be used with *get*.

### Nominative + infinitive

Another structure that has two possible forms in the passive is the following:

e.g. It is said that he knows some very influential people.  
Or: He is said to know some influential people.

Verbs used in this structure:  
*Say, tell, think, feel, expect, consider, know, etc.*

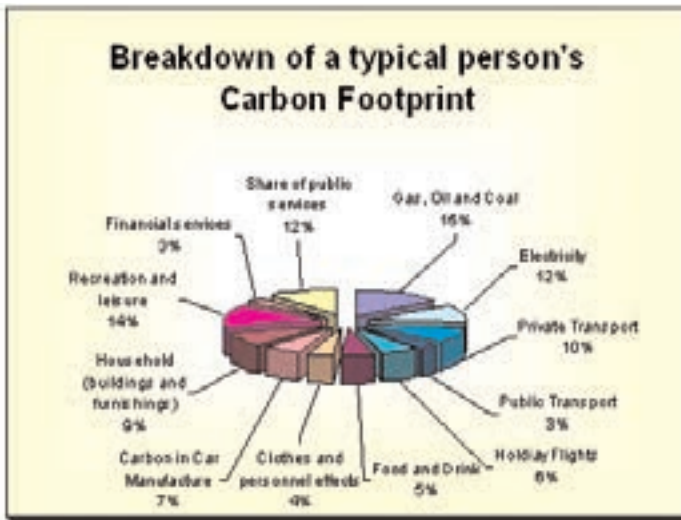
e.g.: They are considered to be the best cheerleaders we've ever had.





## Speaking and writing

### Take control!



1. Read the definition of the carbon footprint. Then read the pie-chart on the left which shows the way in which your carbon footprint could be broken down into different areas of activities. Discuss with your colleague the chart and decide which actions could be taken to reduce your carbon footprint.

2. The European Commission's *You Control Climate Change* campaign is helping individuals contribute to the fight against climate change. There are four verbs which make up the campaign:

Turn Down

Walk

Switch off

Recycle



In groups of four, take one verb and put down all the actions that might lead to pollution reduction.

e.g. turn down the heat in your house; switch off the lights when you don't need them; reuse your shopping bag; walk to school.

3. In your groups decide which of the actions presented below you could organize at the level of your school to get involved in this European project.

### Big ideas for small changes

Here are things you can do to inspire fellow students to take action against climate change:

- Develop a poster campaign and encourage your fellow pupils to make small changes to their behaviour (e.g., to switch off the lights when they leave the class room, to walk or cycle to school, etc.) Make sure to print the posters on recycled paper!
- Make a funky video clip and organise a viewing session for parents and teachers.
- Organise a poem/essay contest and invite representatives from environmental NGOs to be members of the jury.
- Write a song, form a band with the school's best voices and musicians and perform it at the next party. If possible, record the song in the studio of your local radio station.

### What is a carbon footprint?

A carbon footprint is a measure of the impact human activities have on the environment in terms of the amount of greenhouse gases produced, measured in units of carbon dioxide.

A carbon footprint is made up of the sum of two parts, the direct/ primary footprint and the indirect/ secondary footprint.

1. **The primary footprint** is a measure of our direct emissions of CO<sub>2</sub> from the burning of fossil fuels including domestic energy consumption and transportation (e.g. car and plane).

2. **The secondary footprint** is a measure of the indirect CO<sub>2</sub> emissions from the whole lifecycle of products we use – those associated with their manufacture and eventual breakdown.

## Speaking and writing

Environment Commissioner Stavros Dimas said: "Climate change is already happening. Today's children will be the generation most affected as it worsens, but they are also the ones whose actions will determine whether we eventually win the battle against climate change. It is essential that they grow up fully aware of what climate change will mean for society and of the measures each of us can take to reduce the greenhouse gas emissions causing it."

4. You have read this statement by Environment Commissioner Stavros Dimas and you decide to write a proposal to the school to start a campaign among your colleagues. Go back to page 29 to see the structure of a proposal:

a) **introduction:** present the global situation of climate change; you may use some of the facts presented below:

- The 1990s was the warmest decade in the past 1,000 years.
- Reducing the temperature by just 1 C can cut 5-10% off your family's energy bill and avoid up to 300kg of CO<sub>2</sub> emissions per household and year.
- Switching off 5 lights in hallways and rooms in your house when you don't need them can avoid about 400kg of CO<sub>2</sub> emissions per year.
- One bottle of 1.5l requires less energy and produces less waste than three bottles of 0.5l.
- Avoiding the stand-by mode of TV sets, stereos and computers (10% of the energy they use saved)
- Printing double-sided (up to 50% of paper saved).

b) **present your proposals connected to school life and the benefits they might bring. Your proposals include in fact your recommendations for planned actions to address the issue of pollution reduction at the level of your school. You also have to justify the activities you suggest.**

c) **conclusion – you may suggest possible sources of funding.**

 5. Write your proposal and exchange it with a partner.

Check that :

Your partner has completed all parts of the task.  
The sections are clear and the longest part is that of recommendations.  
He/she used the appropriate style.

**It's time for your project presentation!**  
In the last unit you were asked to make projects on CAREER INFORMATION CENTRE.  
Discuss with your teacher ways to present them and make them available to the whole school.



### Remember Writing a proposal

The structure of a proposal may be the following:

- an introduction or brief summary of the present situation
- an outline of the proposals you are making, together with other relevant details
- a conclusion, perhaps in which you state clearly why you think it is important for your proposals to be adopted.

The proposal should be based on the information you are given.  
Proposals should be written in formal style.

### Language to use in a proposal

I would suggest that ...(should)...  
A good idea would be to...  
One solution to the ... would be to ...  
Another possible way to deal with the ... would be  
We feel that it would be particularly beneficial to...  
This (problem) needs to be dealt with quickly and ...



## Cultural awareness

"If future generations are to remember us with gratitude rather than contempt, we must leave them more than the miracles of technology. We must leave them a glimpse of the world as it was in the beginning, not just after we got through with it."

**Lyndon B. Johnson** (1908-1973)  
36<sup>th</sup> President of the United States



I WANDERED lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host, of golden daffodils;  
Beside the lake, beneath the trees,  
Fluttering and dancing in the breeze.  
Continuous as the stars that shine  
And twinkle on the milky way,  
They stretched in never-ending line  
Along the margin of a bay:  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.  
The waves beside them danced; but  
they

Out-did the sparkling waves in glee:  
A poet could not but be gay,  
In such a jocund company:

... ..

**William Wordsworth**, 1770–1850  
(British Romantic poet)

### Daffodils No More

by Gordon J.L. Ramel

1. Discuss with your colleague President Johnson's words. Do they have the same meaning after more than 40 years since they were uttered?

2. Read the fragment from Wordsworth's poem "I Wandered Lonely as a Cloud" in the box on the left. What is the main image of the poem? What is the poet's state of mind?

3. Read the poem "Daffodils No More" by Gordon J.L. Ramel. What is the connection between the two poems?

### Daffodils No More

"With due praise to W. Wordsworth"

I wondered lonely as a crowd  
that flows down streets and avenues  
my spirit darkened by a cloud  
of troubles I could not refuse,  
for I had looked for daffodils  
and found but few in England's hills.

For butterflies, for birds I sought,  
for all of nature's finest gems  
that I had long ago been taught  
bedecked the Pennines and the Thames,  
caressed our valleys, blessed our moors  
and danced by thousands on our shores.

But what I found was barbed-wire fence  
protecting repetitious fields  
that offered up in self defense  
statistics on their better yields  
with ne'er a thought towards the cost;  
that fragile beauty we have lost.

A poet could not help but sigh  
on seeing how the world is changed  
and ask himself, or God on high,  
why humankind is so deranged  
it can destroy, for such poor ends,  
the world on which its life depends.

(Gordon J.L. Ramel is a well-published poet who also holds a Master's Degree in Ecology from the University of Exeter in the United Kingdom, adapted from [www.ecology.info](http://www.ecology.info)).

## Cultural awareness

4. Analyse the two poems by pointing to the similarities and differences between them. Refer to:

- images created by the poets
- state of mind of the poets
- atmosphere in the two poems
- language used in each poem.
- message

5. In your own words explain the following:

“my spirit darkened by a cloud of trouble I could not refuse”  
 “barbed-wire fence protecting repetitious fields”  
 “fragile beauty we have lost”  
 “humankind can destroy, for so poor ends, the world on which its life depends”.

6. Read the following excerpt from Dalai Lama’s article on the environment. Identify the main ideas of the text.

“Our ancestors viewed the earth as rich and bountiful, which it is. Many people in the past also saw nature as inexhaustibly sustainable, which we now know is the case only if we care for it. It is not difficult to forgive destruction in the past that resulted from ignorance. Today, however, we have access to more information. It is essential that we reexamine ethically what we have inherited, what we are responsible for, and what we will pass on to coming generations.

Clearly this is a pivotal generation. Global communication is possible, yet confrontations take place more often than meaningful dialogues for peace. Our marvels of science and technology are matched, if not outweighed, by many current tragedies, including human starvation in some parts of the world and extinction of other life-forms. Exploration of outer space takes place at the same time the earth’s own oceans, seas, and freshwater areas grow increasingly polluted, and their life-forms are still largely unknown or misunderstood.

Many of the earth’s habitats, animals, plants, insects, and even micro-organisms that we know as rare may not be known at all by future generations. We have the capability and the responsibility. We must act before it is too late.”

(Tenzin Gyatso, Dalai Lama of Tibet, adapted from [www.ecology.info](http://www.ecology.info))

7. In your own words explain the following:

- “it is not difficult to forgive destruction in the past that resulted from ignorance”
- “this is a pivotal generation”.
- “we must act before it is too late”

8. Read the box on the right and match the possible effects of climate change to the ones mentioned in the texts presented in the lesson.

### What are the main impacts of climate change?

- Temperatures are increasing.
- Polar ice caps are melting.
- Glaciers are retreating.
- Sea levels are rising.
- Biodiversity is lost.
- Food production is threatened.
- Water scarcity is spreading.
- Extreme weather – storms, floods, droughts and heat waves – occur more frequently.
- The economy suffers.
- Disease spreads.
- Societies will be forced to tackle water and food shortages, possibly conflicts and migration.
- Catastrophic disruptions might occur.



## Reading and vocabulary

The Apple Corporation first released the iPod on October 23, 2001. By June of 2003, Apple had shipped one million iPod's worldwide. The iPod has since become the biggest selling portable hard disk player, and sold around twenty million units in 2001-2005 only.



Tony Fadell (left) and team

During the 1990s, Fadell started his own company called Fuse to develop the "Dell of the Consumer Electronics." One of the devices he had in mind was a small hard disk-based music player. Fuse failed, however, to find a second round of funding, and Fadell started exploring developing the product at other companies. He first approached RealNetworks in 2000 but left after only six weeks. The second company he approached was Apple.

He started working for Apple from February 2001 as a contractor designing the iPod and planning Apple's audio product strategy. In April 2001 he was hired by Apple to assemble and run its iPod & Special Projects group, where he has overseen the design and production of the iPod and iSight devices. He was promoted to vice president of iPod engineering in 2004. Fadell replaced the retiring Jon Rubinstein as Senior Vice President of the iPod Division on March 31, 2006.

1. Read the following article and circle the choice that best completes the statements on the next page. The sentences are not chronological.

### *The Talent Story of the iPod*

Dave Lefkow

At the beginning of every great business success there's a human capital story, and that's certainly the case with the iPod. In just over four years, the iPod/iTunes product and business strategy has helped Apple double its market cap, establish over 80% market share in two very profitable industries, and drive almost \$3 billion per year in revenue. But the story of the iPod is not just a story about innovation. It's also a testament to one company's ability above all others to hire a true visionary. It's a story that every executive hoping to take their company to the next level should read.

### *The Story of the iPod*

I first stumbled upon this story while I was preparing for a speech I was giving on the future of recruiting in Vancouver, BC. A big focus of my talk was on quality of hire – including the metrics, technologies and processes that could support aligning a recruiting department around quality of hire. But I needed an example that illustrated the value of top talent.

I thought for a moment about the great business stories of the last few years, and my thoughts immediately turned to the iPod. In the back of my mind, I assumed that it was an entire team of individuals brainstorming in a board room who built the strategy and laid the foundation for the iPod's success. But in fact there was one person without whom none of this would have been possible: the founder of the iPod, Lebanese-American Tony Fadell.

You may be surprised to know that Apple wasn't the first company to hear about his idea, however. Fadell shopped the idea around to several companies, including RealNetworks and his previous employer, Philips. None of them jumped on it as fast and as hard as Apple, who gave the project the undivided attention and vision of founder and CEO Steve Jobs. The project was completed in under six months, a record for Apple.

"This is the project that's going to remold Apple," Fadell predicted in early 2001. "Ten years from now, it's going to be a music business, not a computer business." And he was right.

### *Finding the Next Tony Fadell*

For any executive with questions about what hiring top performers can do for a company, Tony Fadell is not the only example. You don't have to look much further than:

*Omid Kordestani*, who helped turn Google, a growing search engine without a significant revenue model, into a truly disruptive online advertising force, which gets over 200 billion hits a day.

*Steve Ballmer*, the business mind behind the Microsoft miracle, and the first head of recruiting at the company. For a long period of time early on, he interviewed every new employee, made offers, and closed deals.

## Reading and vocabulary

*Howard Schultz*, who's created a global empire out of a new twist on coffee - after literally begging for a marketing job at Starbucks in the 1980's.

*Dennis Carter*, a director of marketing at Intel who created the Intel Inside program, which gave Intel a sustainable competitive advantage and catapulted the company into one of the top ten known brands in the world. *Theo Epstein*, the innovative general manager of the Boston Red Sox, who ended over 80 years of frustration for an entire region of the U.S. Great ideas start with great people. There's no question that, in hindsight, most companies would bend over backwards to go back in time and hire Tony Fadell in 1998, Omid Kordestani in 1999, or Howard Schultz in the 1980s.

### a. The author met Tony Fadell

1. at a conference in British Columbia
2. when he hired him
3. never

### b. The story of the iPod

1. teaches recruiters an important lesson
2. is very interesting
3. is about inventions and innovators

### c. Steve Balmer

1. never really worked for Microsoft
2. recruited a lot of Microsoft's first employees
3. is good friends with Tony Fadell

### d. The first iPod was completed

1. in a couple of months
2. at record speed
3. by Philips

### e. Howard Schultz

1. founded Starbucks
2. was fired by Starbucks
3. introduced flavoured coffee at Starbucks

### 2. The following words/ expressions are used by Dave Lefkow in the article above. Translate them into Romanian.

- a. revenue:
- b. early on:
- c. literally:
- d. sustainable advantage:
- e. in hindsight:

### 3. Read the two articles on the right. Find synonyms to the words in the box below. Use the identified words in sentences of your own.

providing    irritated    wrote    purchased  
inhabitants    drinks    droop

In 1930 Richard Drew, a young engineer at the 3M company, invented the first waterproof, see-through, pressure-sensitive tape, thus supplying an attractive, moisture-proof way to seal cellophane food wrap for bakers, grocers, and meat packers. The brandname Scotch came about while Richard Drew was first testing his product to determine how much adhesive he needed to add. The client became frustrated with the sample tape and exclaimed, "Take this tape back to those Scotch bosses of yours and tell them to put more adhesive on it!" The name was soon applied to the entire line of 3M tapes.



In May, 1886, Coca Cola was invented by Doctor John Pemberton, a pharmacist from Atlanta, Georgia. The name was a suggestion given by John Pemberton's bookkeeper Frank Robinson. Being a bookkeeper, Frank Robinson also had excellent penmanship. It was he who first scripted "Coca Cola" into the flowing letters which has become the famous logo of today.

The soft drink was first sold to the public at the soda fountain in Jacob's Pharmacy in Atlanta on May 8, 1886. Until 1905, the soft drink, marketed as a tonic, contained extracts of cocaine as well as the caffeine-rich kola nut.

In 1887, another Atlanta pharmacist and businessman, Asa Candler, bought the formula for Coca Cola from inventor John Pemberton for \$2,300.

With Asa Candler the Coca Cola Company increased syrup sales by over 4000% between 1890 and 1900.

Advertising was an important factor in John Pemberton and Asa Candler's success and by the turn of the century, the drink was sold across the United States and Canada.

Until the 1960s, both small town and big city dwellers enjoyed carbonated beverages at the local soda fountain or ice cream saloon. Often housed in the drug store, the soda fountain counter served as a meeting place for people of all ages. Often combined with lunch counters, the soda fountain declined in popularity as commercial ice cream, bottled soft drinks, and fast food restaurants became popular.

## English in use and grammar

### MODAL VERBS

Most of the meanings of modal verbs can be divided into two groups: degrees of certainty and obligation, freedom to act

#### Degrees of certainty

##### a. complete certainty

I shall be back tomorrow.  
Things will be alright.  
You must be tired.  
That can't be Joe – he's in Berlin.

##### b. probability/possibility

She should/ought to be here soon.  
It shouldn't/oughtn't to be difficult to get there.  
We may be getting a new house.

##### c. weak probability

I might see you tomorrow – who knows?  
We could all be millionaires one day.

#### Obligation and freedom to act

##### a. strong obligation

Students must register at the office in the first week of term.  
All sales personnel will arrive for work by 8:30.  
Need I get a visa for Cuba?

##### b. prohibition

Students must not use dictionaries during the examination.  
Books may not be taken out of the library.  
You can't come in here.

##### c. weak obligation: recommendation

You should try to work harder.  
You might see what John thinks.  
She really ought to wash her hair.  
What shall we do?

##### d. willingness, volunteering, resolving, insisting, offering

If you will come this way...  
Shall I give you a hand?  
She will keep interrupting people.

1. Look at the picture below. Using modal verbs write what you think the six people in the picture might be thinking or saying to express: complete certainty, weak probability, prohibition, recommendation, insisting and offering (refer to the box on the left)



2. Use modal verbs SHOULD, MUST or OUGHT TO to make sentences starting from the following prompts, according to the model given.

Sarah/eat a lot of meat/ high cholesterol.

Sarah shouldn't eat a lot of meat, she has rather high cholesterol.

- diabetic people/eat sweets/coma
- stars/drink a lot/ role models.
- children/respect parents/family harmony
- I/do more exercise/weight
- friends/support each other/times of difficulty
- people/ride bikes/pollution

3. Fill in the gaps in the following sentences with modal verbs MUST or HAVE TO to express obligation. Remember: MUST often expresses someone's opinion while HAVE TO refers to rules and laws.

- I \_\_\_ stop smoking (I want to)
- I \_\_\_ stop smoking (doctor's orders)
- \_\_\_ you wear dirty old jeans at work? (is it personally important for you?)
- \_\_\_ you \_\_\_ wear overalls at work? (is there a regulation?)

4. Rephrase the following sentences using the word given in brackets. Do not change the word given.

- I'm so sorry I never got round to seeing that movie. (manage)
- We can't be late, please hurry up! (could)
- Please come this way. (will)
- Maybe moving out was not such a good idea. (should)
- "My name is Ethel," I think she said, though I am not sure at all! (have)
- It's possible that Mary isn't at home. (might)
- It was wrong of Peter to speak to his mother like that. (spoken)
- If he hadn't seen you the other day, he wouldn't know you were back home. (must)

English in use  
and grammar

5. Choose the correct alternatives in the following sentences. Either one, two or all three alternatives may be possible.

1. I made a cake specially for tonight, but I mustn't/needn't/shouldn't have bothered.
2. I thought at first they might/will/could not accept me because of my lack of qualifications but I needn't/couldn't/shouldn't have worried.
3. They think he must/could/should have left the country.
4. You might/ought to/should at least help me!
5. I really needed to study/must have studied/ought to have studied hard for the exam but the only thing I did was to sleep.
6. You must/should/can be joking.
7. You mustn't/can't/shouldn't open this parcel before Christmas.
8. You needn't/don't have to/can't work tomorrow if you don't want to.
9. In my job I have to/must/should travel a lot.
10. I can't find my keys. I must have/should have/might have left them at home.

6. Translate the following sentences into Romanian paying attention to the meaning of the modal verbs.

1. He'll have to find his own way home.
2. You might have told me you were going to be this late.
3. They ought to have stayed for the ceremony, it's their ancestors too!
4. If I could only make time stay still !
5. It might be true, and then again it might not.
6. How could you ? To think we all trusted you!
7. You could have always asked for directions but no, you had to do this by yourself of course – and look at the mess you've got us all in.

7. Translate into English.

- a. Cine îi dă dreptul să spună că toată lumea care știa de problema asta e vinovată? Cum îndrăznește?! De unde până unde s-a ajuns în situația în care un fost infractor dă lecții de morală unor slujitori ai legii? Nu se poate ca un om ca el să fie profesor la Academie!
- b. Nu se poate să nu-l fi văzut, era chiar lângă tine! Probabil că îți lăsaseși ochelarii acasă și nu vedeai la o distanță mai mare de câțiva metri – puteam să jur că o să-ți uiți iar ochelarii acasă!

4. Use the words in the box to derive words that will fill in the blanks in the text below. The words are listed in the order you need to use them.

1. object 2. expense 3. produce 4. counter  
5. quick 6. prospect 7. conversion 8. serve

Ever since primitive man traded rocks for dead rabbits, there have been (1) \_\_\_\_\_. A thought like "those rocks are too small" in those days is a "your service is too (2) \_\_\_\_\_" nowadays. Objections are rife in sales, and if you're selling your own (3) \_\_\_\_\_ or services, you're bound to have been hit hard when you (4) \_\_\_\_\_ them. Many people in the same situation as you have (5) \_\_\_\_\_ tired of objections and often tell the (6) \_\_\_\_\_ customer to "go find someone else" or ignored them and hoped they'd go away. That's the wrong attitude! If you could (7) \_\_\_\_\_ all of the customers who've had objections with your (8) \_\_\_\_\_ into happy customers who love you to bits, you'd have many more customers, wouldn't you?

Remember !!

Could vs. was/were able to/  
managed to

- **Could** refers to ability or inability in the past

My late uncle could play the flute but he couldn't sing very well.

- To express ability to do something on one occasion in the past we use **was/were able to** or **managed to**.

He managed to speak to Peter last night.

Mustn't vs. don't have to

- **Mustn't** expresses prohibition while **don't have to** expresses lack of obligation or necessity

Children mustn't play with matches. You don't have to come if you don't want to.

Must have been vs. didn't have to be

- **Must have been** refers to a conclusion about a past action

The party must have been very interesting if he wouldn't leave before four in the morning.

- **Didn't have to be** refers to lack of obligation or necessity

They didn't have to be present at the opening.

Needn't have done vs. didn't need to

- **Needn't have done** refers to a past action which was performed but which was unnecessary.

You needn't have bought so much milk – we've got plenty in the fridge.

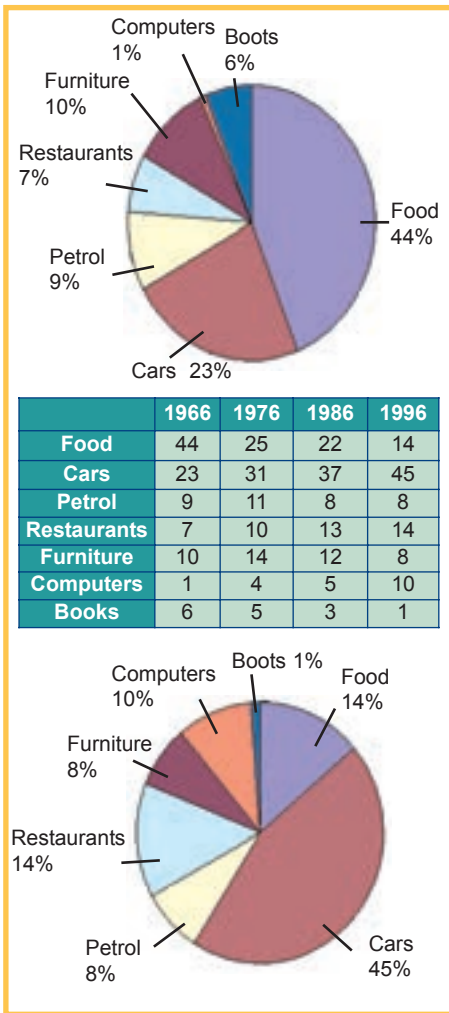
- **Didn't need to** refers to a past action which was not necessary and was not performed

He didn't need to call a taxi because Peter gave him a ride to the theatre.





## Speaking and writing



Some exams (such as the **IELTS**) will require you to write a 150-word report based on tables, graphs and piecharts. For this type of writing, you need to start with identifying the main idea and, if possible, one or two smaller ideas illustrated by the table/chart. In doing so, it is important to start from the biggest/smallest numbers in your table/graph/chart - these will be the indicators for the trends illustrated, and they will give you a good lead to the main idea.

### Traps to avoid:

Do not include too much information in your writing.

Do not go from left to right, explaining and analyzing everything. Pick the main ideas! Use the biggest and next biggest numbers – don't mention everything in between. Identify all trends you consider important and find illustrative information in your table/graph etc.

1. What would you say young adults in Romania spend most of their money on? Pick three of the following.

- clothes
- cars
- going out
- petrol/gasoline
- health care
- gadgets
- food
- computers
- presents
- furniture
- education and training
- travel

2. Agree on three common choices with a partner. Exchange examples from your experience, about yourself or people you know. Your common three choices should be based on how many examples each of you can come up with.

3. Look at the data on the left. It refers to American young adults. Read the report below and decide if it covers OR complements the information in the piecharts and table.

### US Spending Patterns 1966–1996

The piecharts show changes in American spending patterns between 1966 and 1996.

Food and cars made up the two biggest items of expenditure in both years. Together they comprised over half of household spending. Food accounted for 44% of spending in 1966, but this dropped by two thirds to 14% in 1996. However, the outlay on cars doubled, rising from 23% in 1966 to 45% in 1996.

Other areas changed significantly. Spending on eating out doubled, climbing from 7% to 14%. The proportion of salary spent on computers increased dramatically, up from 1% in 1966 to 10% in 1996. However, as computer expenditure rose, the percentage of outlay on books plunged from 6% to 1%.

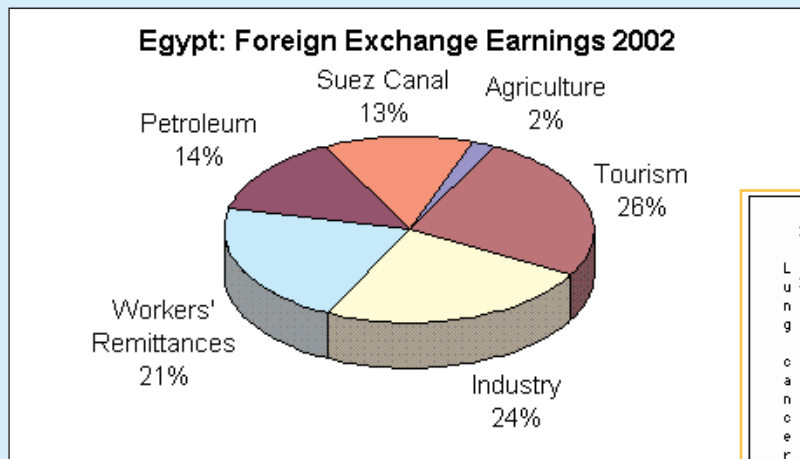
Some areas remained relatively unchanged. Americans spent approximately the same amount of salary on petrol and furniture in both years.

In conclusion, increased amounts spent on cars, computers, and eating out were made up for by drops in expenditure on food and books.

4. Underline some of the key verbs and the nouns used in the report above to cover the information in the charts/table on the left. You should get about 7–8 nouns and 9–10 verbs.

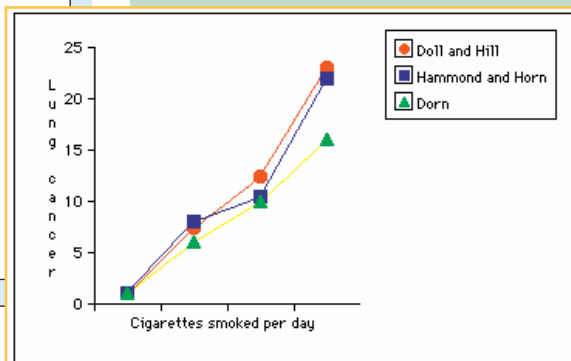
Speaking and writing

4. The two charts below show the importance of tourism to Egypt's economy. Write a 150-word report for a lecturer based on the information in the two graphs. Use at least ten words from the yellow bubble below. Change words as needed.



A correlation is a relationship between two things, or variables.

For example, it is generally true that the more one smokes, the higher the chances to get lung cancer. This is a positive correlation – there is a strong relationship between smoking and cancer incidence.



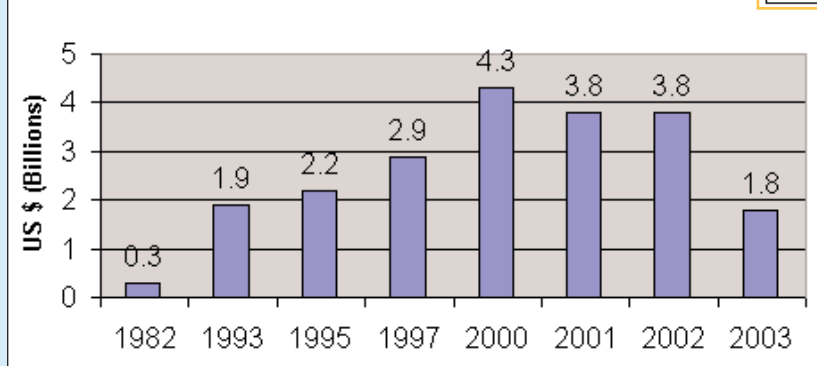
A negative correlation means that there is a strong relationship between two variables, but in the opposite direction. For example, the older a second-hand car is, the lower the price.

Zero correlation happens when there is little or no relationship between two things - when they don't affect each other.



In writing a report based on a graph/table/piechart, one must establish the right correlations, based on the data presented. In a way, reading a graph correctly is like reading a map!

Egypt: Income from Tourism (1982-2003)



- proportion
- increase gradual
- trend
- dramatic
- skyrocket
- peak
- revenue
- progressive
- area
- constant
- complement
- downward
- upward
- decline

5. Here is a suggested sequence of steps to write your graph-based report.

- a. Look at the information about tourism only and decide if the trend is upwards or downwards between 1982-2003.
- b. Write a paragraph to describe the evolution of tourism revenue only (use mainly the graph for this)
- c. Write a paragraph about tourism in comparison to the other branches of the economy (use the piechart for this).
- d. Write your introduction and conclusion.
- e. Review for mistakes and rewrite - bear in mind that in real life IELTS conditions, the whole process should not take you longer than 30 minutes!

## Cultural awareness

### Consumerism

We frequently hear people say things like “We live in an age of consumerism” or “The rampant consumerism of modern society” – but what does it really mean?

Originally, somewhere at the turn of the 20th century, this meant over-production and feeding the public stimuli to buy more than they actually needed. This brought about the birth of advertising as an essential component of markets, the setting up of complex and sophisticated means of transport or communication, as well as a great boost in sciences hitherto less explored – such as marketing.

One of the most disastrous effects of emerging consumerism was the Great Depression, which devastated both American and European economies in the 1920's.

Some understand by consumerism only the excessive attachment to material values or possessions.

Others claim that a progressively greater consumption of goods is economically beneficial.

Since the 1960's, consumerism has grown into a movement aimed at protecting and informing consumers, advocating for honest packaging and advertising, product guarantees, and improved safety standards.



1. Do you and your family shop for food and daily commodities mainly at the regular market and shops close to your place, or do you rather go for a big monthly shopping session at a hypermarket? Why? List advantages and disadvantages of both shopping styles in the table below:

	Market and neighbourhood shops	Hypermarket
😊		
😞		

2. Read the Morgan Foster's essay (printed here with special permission from the author) and answer these questions:

- Is Morgan Foster well acquainted with Best Buy?
- Why did he start going there?
- Does he go there anymore? Why?
- Does he recommend going there?
- How would Morgan describe Best Buy in one sentence?

**The thing about Best Buy** is that it is not about knowledge, quality, or even a good deal. It's simply about stuff. More and more stuff. You walk into Best Buy because they have Batman Begins for \$15.99. The thing is, Best Buy actually loses money on each purchase of Batman Begins, but the point is to get you in the store so they can talk you into buying more stuff.

And what if you don't have enough money to purchase these multiple items? Well then you just get a Best Buy credit card and get 90 days same as cash.

My new favorite thing that they do is what they call “EWSI,” which stands for “Entertainment Weekly, Sports Illustrated.” If you've shopped at Best Buy recently, you have no doubt been asked upon checkout if you'd like to get 8 free issues of Entertainment Weekly or Sports Illustrated. This has been a "special" that's been going on for about 3 years now, but the cashiers ceaselessly pretend like it's a new “special” they just started.

So what this encompasses for me is just how much our economy relies on “stuff.” And you need more and more of it so that you'll be happy. And then you get tired of that stuff, you throw it in your “u-store-it” and you go further in debt to get more crap that will never make you happy. It is this exact philosophy that Best Buy has fed on (or even grown), and if you work there you will inevitably run into the few people who really buy into it and believe in the Best Buy credo, and it just makes me sad. It's like the people who really buy into Amway (or whatever they call themselves now-a-days) – you feel bad for them, but you don't really want to talk to them either.

Cultural awareness

I just wonder sometimes how much longer America is going to live in this delusion. Although if this type of behavior just stopped I think our entire economy would collapse. I have no solution, it's just a rant. So I still shop at Best Buy, because I do like stuff, but I try to not play by their rules. If I go in to get one thing, I get that one thing, and I don't allow the love of things to overtake me. So far I've been pretty successful, although I think the fact that I'm still paying off my brief love affair with things from about 5 years ago helps.

Getting more stuff won't make you happy. We all know this, but Best Buy has become a gargantuan company based on the fact that we have no control over our love of things. That's why Best Buy represents everything I hate.

Morgan Foster

www.morganfoster.com



3. Irreverence is essentially disrespect for greatly acclaimed or respected ideas, institutions, rules and laws. What are Kirona Skymage and Jon Milos irreverent to? Why?

Love

*A linguist*

Love is a beautiful noun  
Instead of an ugly verb.

*A farmer*

Love is like dew  
It comes from nowhere and  
disappears the same way.

*An accountant*

Love is the only loss  
To give the impression of profit.

*A poet*

As long as there is love  
There is also poetry.

When love disappears  
Critique begins.

*A barman*

The glass of love is there to  
drink

Not to be filled with cathedral  
and moonlight.

*A lawyer*

Those who do not love  
Will escape unfaithfulness.

Jon Milos

On Starbucks

To stop, or not to stop?  
That is the question.  
Whether 'tis nobler in the mind  
To drive without stopping  
And save my three dollars,  
Or to take arms against the  
ravages of exhaustion  
And, by opposing,  
End it.

Nay! I shall not stop!  
Yet...

There is the seductive aroma,  
The alluring flavor...  
Eyelids droop.

To sleep,  
To sleep,  
Perchance to dream?  
Aye,

There's the rub.  
For in that sleep while driving,  
What car accidents may come?  
I pull into the drive thru.

Kirona Skymage



Irreverence

Consumerism grew at the same time with democracy, the emancipation of women and a progressive liberation of society both in Europe and the US.

In a cultural sense, consumerism was like the Renaissance after the Dark Ages. Artists such as Andy Warhol used Coca Cola and Campbell's soup cans to make art. D. H. Lawrence included scenes of steamy sex in his 1928 *Lady Chatterley's Lover*. Jazz, swing or Dixie got people up in sweaty, merriment without concern for the decorum or conventions jealously guarded until then by a largely Puritanical and greatly biased society.

# EXAM PRACTICE 1



The **Golden Raspberry Awards** or **Razzies**, given out since 1981, are intended to complement the Academy Awards by dishonoring the worst films of the year. The award is a raspberry spray-painted gold, mounted on a plastic base. The term “raspberry” is used in its irreverent sense, as in “blowing a raspberry.”

#### The Official Categories:

Worst Picture  
Worst Director  
Worst Actor  
Worst Actress  
Worst Supporting Actor  
Worst Supporting Actress  
Worst Screen Couple  
Worst Screenplay  
Worst Prequel or Sequel  
Worst Remake or Rip-off  
Worst Original Song

Many famous actors, directors and producers have received the recognition of a Golden Raspberry. However, because it's not exactly an honour to get it, typically recipients do not accept it in person.

1. The Academy Awards are probably one of the most watched event throughout the year. Do you follow it? Why? Discuss with a partner and see why she does (not) watch it.

2. Read the following text and:

- compare your outlook on the Oscars with the author's.
- sum the text up in about 50 words.

I cannot understand why anyone watches the Academy Awards. TV seems like a strange place these days even to get entertained, trapped as it is between nonsensical punditry (never have so many talked so much about so little) and imbecilic sleaze (cable gives us porn without penetration or money shots, which is porn without the courage of its convictions). But why watch an industry – any industry – give itself awards? I have simply never fathomed why anyone would care who was voted the best fashion designer or who did the best art directing? I know that these deluxe edition DVD's makes everyone a film scholar these days, but I still don't think most people – except pedantic cineastes – really care who the cinematographer was.

I am aware that most don't watch for the lesser awards but rather for those given for acting. But these actors are commonplace these days. One sees them on TV all the time, plugging their movies or gassing inarticulately about their spiritual growth or some such nonsense. It is amazing that these people have become significant simply through the power of advertising.

When I was a kid, one didn't see movie stars like Elizabeth Taylor or Robert Ryan or Charlton Heston or Paul Newman on TV much, so watching the Academy Awards had the appeal of seeing these people somewhere special, other than in a movie. It was also something like a reality show – when people lost and were disappointed, it showed. Reality shows were rare on TV then. Now, I expect my neighbors in Webster Groves, Mo., to be the next big stars on some show about life in a suburban town where, maybe, we all might experiment with homosexuality to see who really has a yen for it or maybe all of us will swap mates, houses, jobs and churches.

The show has gotten no better over the years. Mediocrities continue to win, the occasional rich, dumb activist speaks out about something; in 2002 Halle Berry behaved as if her Oscar liberated black people. (It has failed to even liberate her career.)

*In the Center of It All*, New York Times,  
6 March 2006

3. Answer the following questions about the text above by circling against the right choice.

- The author is
  - older;
  - disconnected from reality
- Academy Awards are
  - boring;
  - part of an industry

# EXAM PRACTICE 1

- c. Actors nowadays are  
1. not very sociable; 2. a common sight
- d. Paul Newman was  
1. on TV a lot when he was younger;  
2. more attractive than contemporary actors
- e. Halle Berry is  
1. a mediocre actress; 2. an activist

#### 4. Read the last part of the article to see if the author's conclusion is that.

- a. the Oscar Awards inspire people to try harder  
b. the Oscar Awards mean nothing  
c. the Oscars are a symptom of a serious problem

#### Ignore the words in bold type for now.

The last time I watched the Oscars all the way through, in 1972, Marlon Brando refused the award for best actor for "The Godfather" and sent a woman named Sacheen Littlefeather **to diss** Hollywood's treatment of Indians. That was the same year that Diana Ross was nominated for best actress for "Lady Sings the Blues." I kept thinking that perhaps it was just me but Diana Ross's performance was the worst I had ever seen this side of a high school. She didn't win. Some blacks said it was racism, since Liza Minelli, who did win for playing Sally Bowles in "Cabaret," wasn't much better than Ross. But she was better. Geez, does standing up for your ethnic group mean you have to defend utter mediocrity?

But the big reason I don't watch the Academy Awards is that it is an awards show. Most of the time when you win an award, it is not merit or talent that gains the day. It is pure luck, absolute accident. **Consider** the literary award, which I know well: I have won a few and served on a handful of literary juries. You win because the jury couldn't agree on anything else or people weren't sure what they were voting on, or, fortunately, no one read your work while the others got read or the best part of yours got read and not the best parts of the others, or a friend **bullied it through**, or yours came up when it was the year to give it to a minority or yours came up in the year that giving something to a small, independent publisher **was the ticket**, or you're pretty old and never won.

None of it makes any sense or serves much any purpose. When you win you feel as if you have been struck by lightning and burdened with the glow. And when you select somebody to win you feel as if

you have been struck by a car and burdened by the wreckage. And anyone who **gets a puffed-up ego** because of it is absolutely insane or believes in fantasy more than he or she should. People are the only animals that make promises, I have been told. We are also the only animals that give awards. That should tell you something.

*In the Center of It All*, New York Times,  
6 March 2006

#### 5. Give synonyms or paraphrase the words in bold type in the text above.

#### 6. Comment on the author's closing remarks (in italics) in a 50-word paragraph.

Blowing a raspberry is to make a noise suggesting derision (and/or silliness). The noise could be made by sticking out the tongue between the lips and blowing – the sound obtained will be reminiscent of flatulence.

In 2005 Halle Berry surprised Hollywood by giving a mock breathless acceptance speech at the Razzie ceremony, clutching her Oscar (2002 Best Actress for *Monster's Ball*) in one hand and her Razzie in the other (2005 Worst Actress *Catwoman*).



1. very attractive house
2. wealthy businessman
3. nonsense
4. conversations
5. arguments
6. gossip
7. well-known VIP
8. sketchy, suspicious person
9. boring
10. ideal partners

# EXAM PRACTICE 1

One of the most fun things in English is rhyming (or Cockney) slang. It is also quite difficult though! Below are some examples:

Easy ..... Bright And Breezy  
Easy ..... Ham And Cheesy  
Easy ..... Lemon Squeezy  
Money ..... Bees And Honey  
Money ..... Bread And Honey  
Money ..... Bugs Bunny  
Money ..... Sugar And Honey  
Tea ..... Rosie Lee  
Tea ..... You And Me

You will find more examples in Anthony Burgess' book *A Clockwork Orange*. Read with care!

In the same range we have onomatopoeic expressions whose "sound" suggests their meaning, as in "tittle-tattle" for "gossip."

7. Read the text below and figure out the meaning of the rest of the expressions in bold. You will find the answers in the lower right corner on the previous page.

Her parents were not all that pleased about where she had decided to work. They lived in a **des res** (1) and her father, John Fortune, who was really a bit of a **fat cat** (2) thought that all this animal business was a lot of **hocus pocus** (3). Cathy and her father had several **pow wows** (4) about her decision but it usually ended up with a lot of **argy bargy** (5). What her mother and father objected to most was the endless **tittle tattle** (6) in the village about a young woman working for this **hot shot** (7) who was also regarded by some as a bit of a **wheeler dealer** (8). Cathy didn't believe any of this and was delighted to be working for Geoffrey Winton if for no other reason than that living at home was very **hum drum** (9). The rest of the organisation thought that she and Winton were a **dream team** (10) because she was enthusiastic and he was very experienced.

8. Underline the best alternative in the sentences below.

- I didn't need to go/needn't have gone* to the shops after all. Tom had already gone. I read the paper instead.
- Luckily, Kate's father *could/managed* to find her before it got dark.
- I *could/managed* to talk before I was eleven months old.
- Could/were you able* to finish that report last night?

- I didn't need to go/needn't have gone* to the meeting after all. They didn't tell me anything I didn't

9. Which of the completions a-c are grammatically possible? There are 10 correct options.

- If people continue to drink so much Pepsi
  - Coca cola will soon become a bad memory
  - the company might take over all of us
  - they must be dead by now.
- If aliens chose to settle on Earth, in villages
  - they couldn't survive by hunting alone
  - they would have been able to grow crops
  - they needed to domesticate animals
- If he went to the meeting yesterday
  - You'll surely hear all about it tomorrow
  - he had heard the news
  - then I must try and go to the next one
- If you bring some food to the party
  - I can do the rest
  - You'd had done your share
  - I'll bring something to drink
- If she puts up a fight
  - we won't
  - she'll be sorry she ever crossed me
  - you be careful!

10. Put the verbs in brackets in the right form/tense, active or passive.

Frantic efforts are now being made to render the traditional book as "old-fashioned" as the stage play or the symphony orchestra. Small fortunes \_1\_ (to spend) putting books on the Internet. The plug-in book \_2\_ (to use) by Research and Development bureaucrats in media conglomerates these days. Books could be stored in the electronic spines of hand-held light-boxes. They could \_3\_ (to load) into photosensitive pages for carrying on trains and planes. But all these developments \_4\_ (to encounter) serious consumer resistance. People \_5\_ (to appear) to find flickering screens tiring.



# EXAM PRACTICE 1

## 11. Put the underlined modal verbs in the right form.

- I could/go to university if I'd worked harder.
- Did the person who phoned have a Northern accent? Ah, in that case it will/be Tim.
- What beautiful flowers! But you really need not/bother.
- You might/tell me you'd be this late!
- He can't/fail. He's the cleverest in his class!

## 12. Rephrase the following sentences so that they contain a verb in the passive. Begin with the word given in brackets at the end of each sentence.

- Many people have died in traffic accidents this year. (Many)
- Rumour has it that he's eloped with a princess. (He)
- We have a lot of work to do still. (Much)
- It shocked me beyond telling. (I)
- They are building a new school in our neighbourhood. (A)
- They've cut the electricity, so we can't use the computer. (The)
- I haven't cleaned this desk for months. (This)
- They don't put any additives in their preserves. (No)
- They're interviewing her right now. (She)

## 13. The two paragraphs below are the introduction and conclusion of an article whose main body you can read on the left. Some verbs have been taken out of the introduction and conclusion paragraphs. Fill in the blanks by putting the verbs given in the bubble in the right form (active or passive, affirmative or negative).

There is no special, magical set of rights that bloggers can (or should) expect, not with regard to employers, husbands/wives, boyfriends/ girlfriends, coworkers, friends, family members, governments, or anyone else. The idea that blogs are somehow special or different and should (1)\_\_\_\_\_ differently is arrogant and probably an indicator of the root of the problem — people think they (2)\_\_\_\_\_ to say whatever they want, however they (3)\_\_\_\_\_, with no consequences. Sorry, Charlie. Ain't happening.

Take Treat Want Think Entitle

It's not about who yells the loudest or who thinks/knows they're right. What it is about is being responsible for oneself and (4)\_\_\_\_\_ ahead

about the impact of exercising one's right to free speech.

One important aspect of thinking ahead is considering the consequences and weighing the risks. Preferably before speaking. But if you (5)\_\_\_\_\_ the time to do that, it shouldn't be (and isn't) someone else's problem.

Greg Hughes – dot net

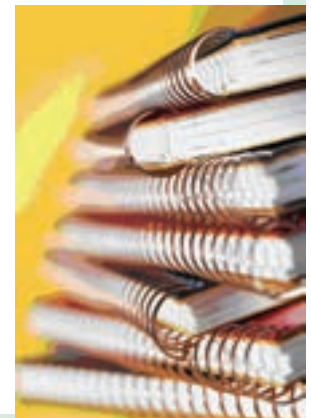
Your right to free speech does not apply to the specific medium in which you exercise it. Speech is protected in certain circumstances, in certain locations, regardless of the form that speech takes. You have no more right to expect protection on a blog than anywhere else. Your rights are reasonable to expect, but when your exercising of your rights infringes upon the rights of another, you're crossing a line.

If you shoot off your mouth on your weblog, it's not an ollie-ollie-oxen-free home-base super-top-secret say-anything-I-want kind of thing. You are responsible for what you say, at the time you say it.

Speech is behavior. In a previous career I was always amazed at the idiots who thought if they could just get their car into the driveway, they were safe, regardless of the level of alcohol in their blood while there were on the street that got them to their driveways. It's not where you land, it's who and what you affect along the way.

Your speech is your speech, and with it come consequences. If you choose to say or write something on a weblog, keep in mind it's speech in a public place and you are making a choice, and with that choice come certain consequences. Your choices may impact others (colleagues, friends, teachers, family), and as a result, the very second you post your words, you choose to accept all of the consequences of that speech, regardless of whether or not you have taken the time to think about said consequences.

Your employer can hire and fire based on the quality of your behavior and how it impacts business, your performance, personalities, coworkers, morale, anything. You should remember this before you post on your weblog for everyone to read. And comment on. And quote. And read again. And copy/paste/ email to your coworkers and your boss and his/ her boss.





## Reading and vocabulary

Some stuff you might not know about the 60th Edinburgh Festival Fringe

**Fringe 2006** featured **28,014** performances of **1,867** shows in **261** venues (Fringe 2005 featured 26,995 performances of 1,799 shows in 240 venues). There were an estimated **16,990** performers on Edinburgh's Fringe stages. Theatre made up **32%** of the programme, followed by Comedy (**27%**) then Music (**21%**). Musicals, Children's Shows, Dance & Physical Theatre, Exhibitions and Events each provided around **4%** of the programme. Over a third (**36%**) of all shows were World premieres. **4%** were UK premieres, **10%** European premieres. **177** shows at Fringe 2006 were absolutely free.

It would take you **5 years, 11 months and 16 days** to see every performance back-to-back.

Last year, the Fringe sold **1,531, 606** tickets – the fourth consecutive year that the Fringe sailed past the million-ticket barrier. The Fringe has a **75%** market share of all attendance at Edinburgh's year-round festivals and annually generates around **£75 million** for the Edinburgh and Scottish economy. The Fringe sells **97%** more tickets than it did only 10 years ago (679,147 in 1995, 1,531,606 in 2006).

In 2006, there were 28,014 performances – **94%** more performances than 10 years ago.

### Edinburgh Festival Fringe

1. Read the article about the beginnings of the Edinburgh Festival Fringe and compare the information in the article to the information in the box on the left.

The Fringe story began in 1947, when the Edinburgh International Festival was launched. It was seen as a post-war initiative to re-unite Europe through culture, and was so successful that it inspired more performers than there was room for.

Well aware that there would be a good crowd and focused press interest, six Scottish companies and two English decided to turn up uninvited and fend for themselves.

We are now approaching the 61st Fringe and it's still young! It lives in the present, shifting and changing from year to year to accommodate all of the people who want to attend.

#### 1948

Robert Kemp of the Evening News unknowingly coins the name that is to later describe the largest and most famous festival in the world: "Round the fringe of the official Festival drama there seems to be a more private enterprise than before... I'm afraid some of us are not going to be often at home during the evenings."

#### 2001

The Fringe is still getting bigger. In 2001 over 600 groups from 49 different countries performed 1,462 shows in 175 venues across the city. On the first two days of the festival a "2for1" ticket initiative is launched increasing audiences over that weekend by 226%. Ticket sales soar to a record £6,636,093.

#### Alternative Theatre

The thing about a good idea is that whether it happened by accident or not, a good idea will go far. Little did the eight groups who gate crashed the Edinburgh International Festival know, but what they've started back in 1947 caught on around the world and now there are over 40 Fringes celebrating the arts worldwide. From as nearby as Bath and as far-flung as Sydney, the spirit and diversity of the Fringe keeps spreading. What links all these festivals is what the initiators of the first Fringe believed in, a freedom of expression for the arts supported by an open arts policy with no artistic vetting. While the Edinburgh Festival Fringe remains the largest of the Fringes, its international offshoots continue to support the spontaneous spirit of thousands of innovative performers.

#### Hush Productions

Speeding through the city streets in the back of a car may not be everyone's idea of a good night out at the theatre but nevertheless it is the approach which made Glasgow-based Hush Productions the fastest-selling show in Edinburgh Festival history. In "Thriller" and its companion piece "Broken Road" the performance takes place in the front seats while the audience of three sitting



## Reading and vocabulary

silently in the back are plunged into the world of the crime thriller. By taking this radical approach, Hush aim to create a more visceral experience for viewer and audience alike. Carrie Crackell, Hush's Artistic Director comments, "it exposed the thin line between reality and illusion and through the car window, every event in the city became a possible fiction." The company's next project aims to continue exploring this theme on an expanded scale, creating citywide performances using e-mail and mobile phone technology.

### Punchdrunk Productions

"Newer audiences are hungry for something more immersive and reciprocal from live performance," comments Producer Colin Marsh. "Punchdrunk encourages the individual response." Since its inception in 1999, this is precisely what the company has aimed to achieve, using vast, abandoned sites and dance, sound and light to evoke the magic and mystery of ancient myth and epic. Indeed, in their most recent production, the acclaimed Firebird Ball, the viewer was invited to wander between the performers, constructing their own narrative from the multiplicity of stories unfolding around them.

Though diverse in their aims and ambitions, all share a determination to reshape theatre on their own terms, refusing to be limited by script, site or budgetary demands and attempt instead to shape an experience which responds to the needs of the individual site and viewer. (www.edfringe.com)

### 2. Answer the following questions relating to the article:

- How did the festival fringe start?
- What was the evolution of this idea over the years?
- What is Alternative theatre?
- What is special about the productions of Punchdrunk Productions and Hush Productions?
- Would you be interested in this kind of theatre production? Why?

### 3. Translate into Romanian the following sentences paying attention to the different meanings of "fringe".

- He used a party conference fringe meeting to defend terrorism.
- The environment is no longer a fringe issue.
- It is on the fringes of higher education, through its contribution to research, which provides an educational resource for students.
- Nina remained on the fringe of the crowd.
- Sarah was a tall girl with straight brown hair and a fringe.
- The idea, indeed, was supported more by those on the fringes of political life than by those at the centre.
- One girl shared her story of a fringe group, which for ten years had dominated her life.
- Bucharest is host to many fringe theatre companies who strive for recognition.

### Different meanings of fringe

- If you have a fringe, your hair is cut so that it hangs down over your forehead; syn. **bangs** (A.E)
- **on the fringes (of something)**
  - not completely belonging to or accepted by a group of people who share the same job, activities etc
  - also on the fringe = at the part of something that is farthest from the centre; syn. **on the edge of something**
- **the lunatic fringe** Br. E. = the small group of people in a political group or organization who have the most extreme opinions or ideas
- **fringe group/event/issue** etc = a group, event etc that is less important or popular than the main group etc, or whose opinions are not accepted by most other people involved in the same activity opposite mainstream:
- **The Fringe** = the theatre productions in the Edinburgh Festival which are not part of the official programme.
- **Fringe theatre** (B.E.) = plays by new writers, often on difficult subjects or written in unusual ways, that are not performed in the main theatres



## English in use and grammar

### Nouns and the use of articles

#### Countable noun + a/an:

- one person/thing which is not known or unimportant
- meaning "one"
- professions
- classification of things or people

#### Countable noun(s) + the

- "we know which one" as mentioned before
- a particular case
- family names, nationalities
- categories of people
- after prepositions
- the superlative
- unique notions

#### Uncountable nouns + the

- "we know which one"
- a particular case
- names of cinemas/ships/ hotels/ institutions/ documents/ public bodies/newspapers/historical events/ museums
- geographical names of seas/ oceans/ rivers/ mountain ranges/

#### Countable and uncountable + zero article

- things in general
- geographical names: streets/ cities/countries/continents/ peaks/

1. Read the box on the left and match the use of articles in the underlined words in the text to the uses mentioned in the box.

It is thought by some that Science and the Arts don't mix. Choices must be made, the two disciplines or cultures follow diverging paths, they require different thinking, skills and attitudes. However, at a simplistic level it is apparent that aspects of art can be identified in features of science, technology and the environment. Similarly some aspects of scientific development have a basis in or were stimulated by artistic imagery or materials.

An increasingly dynamic area has developed in which artists and scientists collaborate to share ideas and practice. It has become apparent that such explorations are synergistic, that they stimulate ideas in the respective disciplines, that there are common ways of working and thinking and that one discipline can support another. Collaboration between artists and scientists fosters an ability to see things from new angles and helps to break free from perceived constraints.

2. Fill in the gaps with the necessary article in the following aphorisms by G.B. Shaw.

1. Who says \_\_\_ artist, says \_\_\_ duelist.
2. \_\_\_ liar's punishment is, not in \_\_\_ least that he is not believed, but that he cannot believe anyone else.
3. \_\_\_ common language certainly makes \_\_\_ alliance easier; though you must not forget that it also makes quarreling easier.
4. Our ideals, like \_\_\_ gods of old, are constantly demanding \_\_\_ human sacrifices.
5. \_\_\_ people always exaggerate \_\_\_ value of \_\_\_ things they haven't go.

3. Translate the following sentences into English.

1. Omul este măsura tuturor lucrurilor.
2. Înțelepciunea sau prostia nu pot fi măsurate.
3. S-au întors din excursie la apusul soarelui.
4. Se poate călători din Europa în Statele Unite cu vaporul sau cu avionul, dar majoritatea oamenilor merg pe calea aerului.
5. "Mona Lisa" este prezentată publicului la Louvre.
6. Mai sunt la Londra câteva case vechi din Londra de dinaintea Marelui Foc.
7. Nu am încredere în ea: nu poate păstra un secret.
8. Cumpăr în medie șapte pachete de biscuiți pe săptămână.
9. Soarele este singura sursă de energie din sistemul solar.
10. Te rog să-mi dai apa, nu laptele.



## English in use and grammar

### Pronouns – miscellaneous

■ It - as “empty” subject

When we refer to *time, weather, temperature, distances or the current situation*.

e.g. It's ten o'clock./

It's Monday again./

It rained for three days./

It's thirty degrees./

It's ten miles to the nearest petrol station/

Wasn't it lovely there !

■ After *as* and *than* there are two possible uses for personal pronouns:

Informal: My sister is as tall as me/ taller than me.

Formal: My sister is as tall as I am/ taller than I am.

■ We use articles instead of *my, your* – in prepositional phrases which refer to the subject, object, mostly when we are talking about blows, pains and other things that happen to parts of people's bodies.

e.g. I patted her on the shoulder/  
*But*

He's got a parrot on his shoulder.



■ When a pronoun or possessive is used later in a clause to refer back to every (one), the later word can usually be plural.

e.g. When every passenger's ticket had been checked, the door opened and they all got on.

#### 4. Insert articles or possessives if necessary.

1. He took off \_\_\_ coat and set to work.
2. Why are you standing there with \_\_\_ hands in \_\_\_ pockets ?
3. The bullet struck him in \_\_\_ foot.
4. I have \_\_\_ pain in \_\_\_ shoulder.
5. She pulled him by \_\_\_ sleeve.
6. You should change \_\_\_ wet shoes, or you'll catch another cold.
7. He fell down a flight of stairs and broke \_\_\_ rib.
8. He is \_\_\_ thoroughly selfish man; he wouldn't lift \_\_\_ finger to help anyone.
9. She was on \_\_\_ knees, scrubbing \_\_\_ kitchen floor.
10. There was a shot and a policeman came out with \_\_\_ blood running down \_\_\_ face.

#### 5. Translate the following sentences using the impersonal *it*.

1. Sunt trei săptămâni de când a plecat mama.
2. E cale de o zi până la Suceava.
3. Era o zi rece de iarnă.
4. Toamna plouă deseori.
5. Cred că va fi frumos mâine.
6. N-a plouat de o lună.
7. Nu e departe de aici.
8. Sunt numai cinci minute de când am început să lucrăm.
9. E mult de la mine de acasă până în centru.
10. Ce vânt este!

#### 6. Fill in the gaps with articles where necessary.

With \_\_\_ couple of friends, I went along to \_\_\_ art appreciation evening class at our local regional college. It was wonderful, but only lasted \_\_\_ year. At \_\_\_ end, I asked my tutor, “What next?”. He suggested I attend his history of art access course. “Whatever's that?” I asked. The college had \_\_\_ open evening coming up, so I went to find out.

The art history part of \_\_\_ course, which I've just completed, was stimulating and involved \_\_\_ trip to \_\_\_ Louvre museum in Paris - which was wonderful. The tutors are \_\_\_ enthusiasts and infect us all with their enjoyment of \_\_\_ subjects they teach.

#### 7. Some of the sentences below have a word which should not be there. Cross out the unnecessary word.

1. My brother got the high grades in every subject when he was at school.
2. I went to the school my father went to when he was a boy.
3. Even with a good degree, it is sometimes difficult to find a work these days.
4. My boy doesn't have hardly any homework to do during the summer holidays.
5. Almost all the countries in the world regard the education as extremely important.

## Speaking, listening and writing

### Computer-generated imagery (CGI)


is the application of the field of computer graphics (or more specifically, 3D computer graphics) to special effects. CGI is used in films, television programs and commercials, and in printed media. CGI is used for visual effects because the quality is often higher and effects are more controllable than other more physically based processes, such as constructing miniatures for effects shots or hiring extras for crowd scenes, and because it allows the creation of images that would not be feasible using any other technology. It can also allow a single artist to produce content without the use of actors, expensive set pieces, or props.

Computer software such as *Maya* and *3ds Max* are used to make computer-generated imagery for movies, etc. Recent accessibility of CGI software and increased computer speeds has allowed individual artists and small companies to produce professional grade films, games, and fine art from their home computers. This has brought about an Internet subculture with its own set of global celebrities, clichés, and technical vocabulary.



### Industrial Light and Magic

1. Read the title of the lesson and discuss with your colleague what it might mean.

 2. You are going to listen to an interview with one of the wizards at ILM. Before listening to the tape read the following information to get an idea about the topic of the interview.

When Lucas wanted to make Star Wars the technology to create the things he wanted to show on screen didn't exist, so he started a company to invent the technology he needed.

It was called **Industrial Light and Magic** (ILM) and after inventing the technology to make spaceships and lightsabers seem real, it worked on lots of other films. Harry Potter and Prisoner of Azkaban, Pirates of the Caribbean and Jurassic Park any many, many other films all owe the success of their computer generated effects to ILM.

Although ILM has pioneered completely CGI characters – such as The Hulk and Yoda – Mr Guyett says there is little appetite among the public for lead roles given over to digital personas.

“People are worried about synthetic actors,” says Mr Guyett, “but I don't know if people want to see that.”

“But if it means you can do stuff that otherwise endangered people, then it's a good idea,” he adds.

 3. While listening, tick the information you hear.

1. The firm made its name by developing motion capture cameras, which made realistic and epic space battles possible on the big screen for the first time.

2. Industrial Light and Magic has developed its reputation for “breaking new ground with projects and delivering them on time and on budget.”

3. Mr Guyett says film-makers will stop using visual effects firms to create digital landscapes and digital actors.

4. If director JJ Abrams had wanted to film in Shanghai he would have faced obstacles such as heavy smog, a ban on helicopter flight and the fact that lights in city are switched off after 10 pm.

4. If you had to choose between a movie full of special effects and a love story with real people and real landscape what would choose? Give reasons for your choice.

 5. Write an opinion essay on “CGI characters will replace real actors in movies.” Do not write more than 250 words/ 25 lines.

#### REMEMBER – OPINION ESSAY STRUCTURE

INTRODUCTION – state both sides of the topic under discussion + your own opinion

MAIN BODY – argument in favour of your opinion + examples to support your idea x 2

– argument opposing your opinion + examples

CONCLUSION - sum up the main ideas presented in the essay

## Speaking, listening and writing

### 6. Read Angie Mckaig's memories about movies and movie houses.

"Movies have changed a great deal in the thirty years I've been around to enjoy them. Film quality is better, sounds are clearer, colours are more vibrant, animations are so real you can get lost in them.

I love new movies and the new things they can show me, teach me, and make me feel. I was never really one for older movies (read: black and white) even though I know many, many people who love the "classics" and long for the simpler days when every movie didn't have effects added by Industrial Light and Magic. When, they say, movies concentrated more on the plot and characters and all that good stuff. Me? Not so much. I'm a sucker for special effects, particularly good ones.

The thing I miss more about the past is old movie houses.

I remember being all of about seven years old, sitting on a creaky, velvet-covered seat on the balcony of one of the old movie houses in town. I was sitting beside my grandmother, enjoying Buck Rogers or Star Trek II, I can't remember which. I'd look up and see tendrils of lazy smoke curling up and cutting across the light from the projector. The way it danced in and around the light and the wisps of dust in the air was nearly as magical as the otherworldly stuff being portrayed on screen.

Everything was bigger than life and really, really fine in that whisper-of-the-past way that old movie houses had. Already big multiplexes were opening up in malls. By the time I was a teenager, we rarely went anywhere but to those multiplexes since we were usually in the mall anyway.

I was sad when I read this week that Toronto is closing down two of its best old movie houses. And it got me thinking about what I've missed by embracing these gaudy homes of commercialism.

I miss the grandeur. I miss the smoke curling and carved wood and huge velvet curtains. I miss sitting beside my grandmother and seeing cheesy seventies sci-fi films. Toronto will be the poorer for closing down these houses.

Perhaps I should give black and white films another chance, after all."  
(adapted from [www.angiemckaig.com](http://www.angiemckaig.com))

### 7. Do you agree with Angie's opinion? Do you prefer old movies or new, special-effects based ones?

8. When you choose to watch a movie which are the criteria that help you decide? Choose from the following:

favourite actor/actress//favourite director//type of movie//special effects//the latest release//the most-awarded// any other criteria.

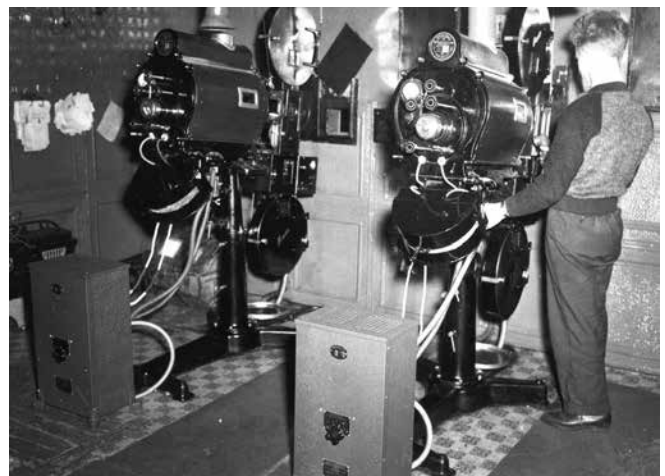
9. Organise a debate at the level of your class. Read the box on the right to remember the rules of organizing a debate. Choose a topic and discuss it as a plenary with pros and cons. Then follow the steps mentioned in the box.

### REMEMBER HOW TO ORGANISE A DEBATE

- two teams: affirmative  
negative
- in turns they each try to persuade the audience with their arguments on a certain topic
- 2 speakers from each team – 3 minutes each speaker
- questions from the audience – 10 min.
- concluding negative speech – 3 min.
- concluding affirmative speech – 3 min.
- total duration – 30 min.

### Possible debate topics

- Movie houses are a thing of the past.
- "Classic" movies are the only ones worth watching.
- It is better to watch a DVD at home than to go the cinema.
- Technology has destroyed the magic in movies.



## Cultural awareness

### Oscar Wilde

(Oscar Fingal O'Flahertie Wills Wilde), 1854–1900, Irish author and wit, born in Dublin. He studied at Trinity College, Dublin, and at Magdalen College, Oxford, where he distinguished himself for his scholarship and wit, and also for his elegant eccentricity in dress, tastes, and manners. Influenced by the aesthetic teachings of Walter Pater, Wilde became the center of a group glorifying beauty for itself alone.

His active literary career began with the publication of *Lord Arthur Savile's Crime and Other Stories* (1891) and two collections of fairy tales, *The Happy Prince* (1888) and *The House of Pomegranates* (1892). In 1891 his novel *The Picture of Dorian Gray* appeared. His creative genius found its highest expression in his plays – *Lady Windermere's Fan* (1892), *A Woman of No Importance* (1893), *An Ideal Husband* (1895), and his masterpiece, *The Importance of Being Earnest* (1895), which were all extremely clever and filled with pithy epigrams and paradoxes. Wilde explained away their lack of depth by saying that he put his genius into his life and only his talent into his books.

(www.columbia.thefreedictionary.com)

Oscar Wilde's statue in Dublin



### Love and Art

1. Read the following epigrams written by Oscar Wilde on art and the artist. Discuss them with your colleague and support your ideas with examples.

1. The artist is the creator of beautiful things. To reveal art and conceal the artist is art's aim.
2. Thought and language are to the artist instruments of an art.
3. Vice and virtue are to the artist materials for an art. From the point of view of form, the type of all arts is the art of the musician. From the point of view of feeling, the actor's craft is the type.
4. All art is at once surface and symbol. Those who go beneath the surface do so at their own peril.
5. It is the spectator, and not life, that art really mirrors.

2. In the novel *The Picture of Dorian Gray* by Oscar Wilde, the main character Dorian Gray falls in love with a young actress Sybil Vane. Read the following excerpt in which Dorian Gray explains his reasons for falling in love with Sybil.

"Why should I not love her? She is everything to me in life. Night after night I go to see her play. One evening she is Rosalind, and the next evening she is Imogen. I have seen her die in the gloom of an Italian tomb. I have watched her wandering through the forest of Arden, disguised as a pretty boy. I have seen her in every age and every costume... She is all the great heroines of the world in one. She is more than an individual. I tell you, she has genius... And her voice – I never heard such a voice. It was very low at first, with deep mellow notes, that seemed to fall singly upon one's ear. Then it became a little louder, and sounded like a flute or a distant hautbois. Then it had all the tremendous ecstasy that one hears just before dawn when nightingales are singing. There were moments later on, when it had the wild passion of violins. You know how a voice can stir one... I could hardly see this girl for the mist of tears that came across me... Why didn't tell me the only thing worth loving is an actress?"

3. In your own words explain what was Dorian Gray's reaction to Sybil's acting.

4. Which of the epigrams in ex. 1 could explain Dorian Gray's attitude to the magic of acting?

5. What do you think is going to happen next?

6. To confirm your ideas go on reading.

Dorian and Sybil become engaged much to the surprise of Dorian's friends. Dorian attends a performance of Sybil's with his friends but the performance is terrible. Sybil tries to explain why she cannot act anymore.

"Dorian, Dorian", she cried, "before I knew you, acting was the one reality of my life. It was only in the theatre that I lived. I thought that it

## Cultural awareness

was all true. The common people who acted with me seemed to me to be godlike. The painted scenes were my world. I knew nothing but shadows, and I thought them real. You came - oh, my beautiful love! - and you freed my soul from prison. You taught me what reality really is. You had brought me something higher, something of which all art is but a reflection. You had made me understand what love really is. I might mimic a passion that I do not feel, but I cannot mimic one that burns me like fire.”

7. In your own words explain the meaning of Sybil’s words.
8. Do you think she is a good actress or not ? Give reasons for your opinion.
9. Can you imagine what was Dorian’s reaction to Sybil’s confession ?
10. Read the following excerpt to confirm your ideas.  
 “You have killed my love. You used to stir my imagination. Now you don’t even stir my curiosity. I loved you because you were marvellous, because you had genius and intellect, because you realised the dreams of great poets and gave shape and substance to the shadows of art. How little you can know of love, if you say it mars your art! Without your art you are nothing. What are you now . A third-rate actress with a pretty face.”
11. Do you think Oscar Wilde is true to his beliefs expressed in the epigrams ?
12. In your own words explain the relation between Dorian’s love story and Wilde’s epigram: “It is the spectator, and not life that art mirrors.”
13. How could you define a good actor/actress? Should there be a barrier between Art and Reality?
14. Write an essay to express your opinion on the following. Do not write more than 250 words/25 lines.

“Art is superior to Nature. Nature has good intentions but can’t carry them out. Nature is crude, monotonous, and lacking in design when compared to Art”.

15. Read the poem in the box. Then read the following opinion:

“This poem should be printed on the inside cover of every program handed out to every person who ever goes to a live theatre production. My only complaint is that it doesn’t mention pagers and cell phones, which did not exist in A P Herbert’s time.”

With your colleague discuss your opinion about the poem and the opinion expressed before. Are there other things that bother you when you go to the theatre? Propose some measures that should be taken against theatre-goers or audience in general while taking part in live performances.

### At the Theatre: To the Lady Behind Me

Dear Madam, you have seen this play;  
I never saw it till today.  
You know the details of the plot,  
But, let me tell you, I do not.  
The author seeks to keep from me  
The murderer’s identity,  
And you are not a friend of his  
If you keep shouting who it is.  
The actors in their funny way  
Have several funny things to say,  
But they do not amuse me more  
If you have said them just before;  
The merit of the drama lies,  
I understand, in some surprise;  
But the surprise must now be small  
Since you have just foretold it all.  
The lady you have brought with you  
Is, I infer, a half-wit too,  
But I can understand the piece  
Without assistance from your niece.  
In short, foul woman, it would suit  
Me just as well if you were mute;  
In fact, to make my meaning plain,  
I trust you will not speak again.  
And – may I add one human touch? –  
Don’t breathe upon my neck so much.

**A. P. Herbert** (1890–1971, British humorist and MP)





## Reading and vocabulary

“Supply and demand are easy to understand but what about politics, pipelines, access and protection (long-term protection of energy sources)?”

“Well-planned, innovative, quiet strategies on the diplomatic, economic, educational and military fronts are helping China build its power more quickly and effectively than any other global entity.”

“The media has recently caught on to the fact that US influence is in steep decline but still under the mainstream radar is the extent to which other players such as Russia, China, Iran, Venezuela are stepping into the vacuum. The US is still the military superpower but it’s already sharing the global influence stage with emerging powers who can move global events as well or better.”



Which article best matches each of these headlines?

**The Ascendant Tiger: China's journey to the top**

**The Global Realignment: The end of a US-centric world?**

**The Coming Energy**

1. What countries would you put in a top five of current global powers? Why? Discuss with a partner and decide on five common countries. Share your choices and reasons with the rest of the class.

I: \_\_\_\_\_

II: \_\_\_\_\_

III: \_\_\_\_\_

IV: \_\_\_\_\_

V: \_\_\_\_\_

2. Scan the three articles below (continued on next page) to see which of the countries you have included in the top five are mentioned.

3. Skim the articles below and match them to the right synopsis on the left.

“A dramatic global realignment appears to be in progress (and quickening) as the result of three factors:

- 1) A growing feeling that the US is without a coherent foreign policy strategy... a belief that has started feeding on itself;
- 2) China’s rise, its smooth diplomatic technique, its re-alignment with Russia and its aggressive, clever drive to form new alliances with nations extending from Asia and Africa to South America;
- 3) the rise of non-aligned nations emboldened by the inability of the US

to effectively use the extraordinary power it possesses. The world, from big nation players to fringe nations to isolated political movements and ideologies, has recognized that a giant vacuum in global power is forming... and they’re moving to take advantage of it. Russia is forming critical energy alliances not just with neighbors with nations a half world away like Brazil and Argentina. China was recently asked by Israeli and Palestinian leaders to take on a new role in Middle East peace processes... taking over where the US has proven incapable of achieving results. In 2007, the seat of global power may have 2 or 3 additional legs and many think that may actually stabilize the world.”

“Everyone knows that energy costs have skyrocketed over the past year as the result of, among other factors, increased demand by the growing economies of India and China. But how will Russian foreign policy, global nationalization of energy fields, the growing use of long-term energy contracts and control of pipelines impact future energy availability and costs. Global Thought leaders are looking at how the following will impact energy prices next year:

- 1) Whether Russia will continue to bungle its energy development program and ineptly use the energy weapon (e.g., access to its vast energy resources), particularly by threatening energy cut-offs to influence regional politics such as the bids by Georgia and the Ukraine for NATO membership;
- 2) Whether the throwback trend of using long-term contracts to lock up energy supplies will put upward pressure on energy costs;

## Reading and vocabulary

3) whether the trend of nations with nationalized oil and gas fields to limit access of the major energy companies to these fields will continue and grow;

4) whether nations like Turkey will decide that they, not the markets, control access to key pipelines.

Beyond this, Global Thought believes China's no-questions-asked approach to the partners it chooses could give it a significant advantage, particularly in Iran and possibly Iraq. The one certainty is that the global trends in all these areas are not good and could put increasing pressure on supplies for the US in the future... Global Thought is amused at the view that the US can drill their way out of this crisis."

"China is building a sphere of influence that extends from Asia and Africa to South America. From the way it negotiates natural resource contracts to its new foreign aid strategies to its new military alliances, China is usurping power from its neighbors, the US and Europe. Global Thought believes China's economic growth and its evolving relationships with Russia, India, Pakistan and potentially Iran, along with its quickly growing influence on non-aligned nations combined with the vacuum being created by the decline in US influence could well make it a power to match or exceed the US global political power far sooner than anyone has thought. Chinese investment may in fact resurrect oil production in Iran. Global Thought believes it is conceivable that China could end up the winner in Iraq also. Indeed, China at present is more than matching US power as is obvious by its daily GPB positioning relative to the US."

*Global Thought is a Washington Post Venture*

4. Choose the correct synonym/paraphrase to each of the following words from the articles above.

1. **fringe** (first article)

- a. marginal                      b. important                      c. violent

2. **critical** (first article)

- a. important                      b. negative                      c. literary

3. **to impact** (second article)

- a. to touch                      b. to press                      c. to influence

4. **to bungle** (second article)

- a. to mishandle                      b. to misinterpret                      c. to mislead

5. **ineptly** (second article)

- a. impolitely                      b. well                      c. inadequately

6. **to evolve** (third article)

- a. to spin                      b. to develop                      c. to continue

7. **to exceed** (third article)

- a. to excel                      b. to support                      c. to grow in excess

This is a blurb in which you will find the origin of the title of this unit. The blurb is offered at the beginning of the movie Highlander, produced in 1986, starring Christopher Lambert (photo). The movie was followed by a TV series in the late 90's, starring Paul Adrian.



"He is Duncan MacLeod, the Highlander. Born in 1592 in the Highlands of Scotland and he is still alive. He is immortal. For four hundred years he's been a warrior. A lover, a wanderer, constantly facing other Immortals in combat to the death. The winner takes his enemy's head and with it, his power. I'm a Watcher, part of the secret society of men and women who observe and record, but never interfere. We know the truth about Immortals. In the end there can be only one."

The Scottish Highlands – a mythical place, an area which best preserves the Scottish national identity, very distinct from the English one. If you travel to Scotland, be sure you do not compliment people on the beauty of England. Many will be sure to point out that they are not English.



Loch Ness, situated in the Highlands, is home to the legendary Nessie, a monster many believe to really exist.

## English in use and grammar

Read the examples below and then say which nouns at the bottom of each set of examples go with what adjectives.

**big – large – great**

She has a big house.  
Going to college is a big decision.  
I'm a big girl now.  
House music was big in the 90's.  
He's a big smoker.  
Bucharest is the largest town in Romania.  
She's a rather large lady.  
I managed it at great cost.  
A great fire broke out.  
Beethoven was a great composer.  
The outcome was a great disappointment.

**Fun, day, deal, artist, family, film, population, crowd, mountain, grin**  
Which of these nouns go with "big" which with "large" and which with "great"?  
What seems to be the rule?



*Big and small*

**little – small – short**

They have only a little money left.  
It's only a little way from here.  
Meet my little brother.  
Brad is a small city.  
It's only a small effort.  
Small businesses are flourishing.  
She looks nice in that short skirt.  
He's a short chubby boy.  
The weekend seemed so short!  
It's a short distance from here.

**Attention, skirt, problem, walk, shop, time ago, farmer, nephew, journey, mistake.**

Which of these nouns go with "little", which with "small" and which with "short"?

1. Ten words have been taken out of the following article. They are based on the words in the box below. Form an adequate word for each of the ten blanks

### Can China's soft power offensive succeed?

James F. Paradise  
AsiaMedia Contributing Writer  
Monday, March 5, 2007

China's plan to increase its military spending by nearly 18 percent this year is setting off the usual alarm bells in the United States, confirming the \_\_\_\_\_ (1)\_\_\_\_\_ of those who assume the worst about the country. But at the same time that China is moving ahead to modernize its military (and pay higher wages to members of its armed forces), it is also engaging in an offensive of a different kind – the bolstering of its soft power.

The purpose of the soft power offensive is to spread Chinese values throughout the world and to project a more benign view of the country, one that is \_\_\_\_\_ (2)\_\_\_\_\_ committed to a peaceful rise. Playing a starring role in this effort is a whole cast of characters, including film makers, language teachers, pop musicians, \_\_\_\_\_ (3)\_\_\_\_\_, chefs, writers, basketball players, dancers, doctors, diplomats, peacekeepers, and – oh yes – pandas. Media \_\_\_\_\_ (4)\_\_\_\_\_ such as television companies are also getting into the act, helping to transmit the ideas and images that political \_\_\_\_\_ (5)\_\_\_\_\_ and bureaucrats in China want the world to be exposed to.

One reason the United States has wielded soft power so \_\_\_\_\_ (6)\_\_\_\_\_ for so many years (until the Iraq War left its reputation in tatters), is that many people have found its lifestyle, with its emphasis on personal \_\_\_\_\_ (7)\_\_\_\_\_, very attractive. Whether China can wield soft power in a similarly effective way remains to be seen, but for the moment there are a number of question marks. These have to do with China's human rights record, its top-heavy system of political management and its ability to assume a constructive – and genuinely \_\_\_\_\_ (8)\_\_\_\_\_ – role in world affairs.

In the meantime, people will be focusing on China's \$44.94 billion \_\_\_\_\_ (9)\_\_\_\_\_ budget for 2007, which \_\_\_\_\_ (10)\_\_\_\_\_ to \$6.8 billion more than the previous year.

suspect      effect      defend  
question      organize      threaten  
free      acupuncture      free  
mount      lead

2. Which of the derived words are adjectives and which adverbs? List them and add more of the same kind.

Example:

- a. effective, imperative, inquisitive, perceptive,  
b. \_\_\_\_\_ etc.

## English in use and grammar

3. Match the adjectives in column A to the right nouns from column B. There may be more than one possibility for some adjectives/nouns.

A	B
Great	maintenance
High	achievement
Remarkable	question
Interesting	costs
Difficult	encounter
Memorable	importance

4. Match the adverbs in column A to the right adjective in column B. There is only one possibility for each:

A	B
Greatly	interesting
Highly	beautiful
Extremely	sad
Seriously	unusual
Incredibly	common
Terribly	original
Absolutely	ill

5. Use the information in exercises 3 and 4 to write down five adverb + adjective + noun collocations. Use them in sentences of your own.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. Translate into English.

- Pentru mine părerea ta e deosebit de importantă.
- Am fost îngrozitor de deprimată după moartea bunicii mele.
- Felicitări pentru articolul tău foarte original.
- Crash* este un film aproape unanim lăudat.
- Întâlnirea cu Andrei Codrescu a fost cel mai memorabil moment al formidabilei mele călătorii în America.

7. Look at the information and example on the right and then read a-i below.

Tick the ones which are correct and rewrite the ones which need correction (the adjectives are not in the right order).

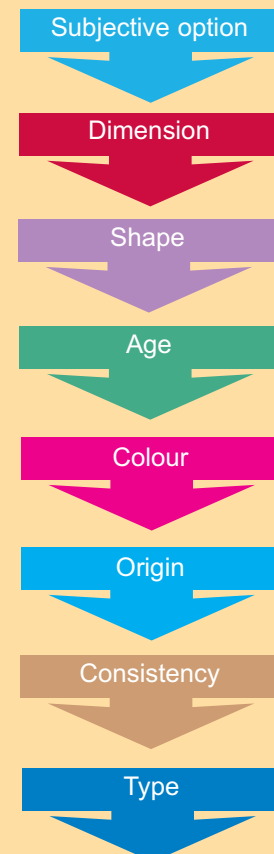
- a big old clock
- an old nice lady
- a tall scary old overweight boxer
- an interesting short documentary
- a New Year great party
- a blue silk expensive tie
- an excellent young New York director
- an elegant china horse
- a large impressive house

### COLLOCATION

**Collocation** is the relationship between two words or groups of words that often go together. These words form an expression that is heard so often that it is “glued together” in our minds. For example, although “big” and “great” are synonymous, they are not interchangeable. An older brother is always “big,” while a personality is always “great.” Not only adjectives and nouns can form collocations. Adverbs and adjectives can form collocations too. Do exercise 3 on the left to test your “ear” or knowledge of collocations.

### ADJECTIVE ORDER

Which adjective comes first?! Here's the answer:



An aggressive, tall, slim, young, pale, German businesswoman

## Speaking and writing



1. Look at the pictures on the left. What issues of contemporary society may they refer to? Match each picture to the corresponding issue(s) in the following list:

- poverty
- drug abuse
- alienation
- pollution
- corruption
- famine
- illiteracy
- war
- unemployment
- consumerism
- gangs
- HIV/AIDS

2. Which of the above issues would you consider most serious and urgent? In pairs, rank them from 1 (most serious and urgent) to 10 (can wait, effects not rampant).

3. Choose two or three matching slogans for each of the pictures on the left. These are to be posters used in a pro-activism campaign by an organization militating for peace.

Don't hit me.

Spare a bit of warmth, please?

Not bread, but a mother.

Ignore and be ignored.

I wish I could remember how the story ends...

God is looking at the world through your eyes.

Follow the headlines with your heart.

4. Go back to the issue you identified as the most pressing at exercise 2. In a 3-4 minute conversation:

- a. brainstorm for solutions to that issue with your partner;
- b. agree on the best short-term solution/activity to address that issue – from the list of possibilities you have gathered;
- c. agree on the best long-term solution/strategy for that issue.

5. Did you manage to reach an agreement? If yes, congratulations. If not, why not try a Karl-Popper debate?

Some suggestions for how to organize your case:

- a. make sure you define the terms clearly: the issue, the concepts your proposed solution operates with.
- b. announce your criterion/criteria: freedom, survival, human dignity etc.
- c. order the advantages of your solution from most to less important.
- d. illustrate your arguments with practical examples of positive results obtained by applying your solution.
- e. review the other solution(s) – proposed by your colleague(s) – and discuss the terms (definitions) and advantages proposed, pointing out their inadequacy.
- f. conclude by summarizing the points which make your solution superior

Speaking and writing

5. Read the article below and decide if the author's outlook on the future is pessimistic or optimistic.

**EU official discusses global power transfer**  
*Katerina Georgiev, 7 March 2006, The Michigan Daily*

*EU ambassador says Western powers should work together to maintain liberalism in Eastern-dominated future.*

With a bounce in his step, a charming Irish accent, spectacles and a pink tie, John Bruton, the EU ambassador to the United States and former Irish prime minister, yesterday said it will be crucial to maintain world peace as India and China overtake the major Western powers. Bruton spoke to faculty and students at the International Institute over lunch and lectured later at the Rackham auditorium.

Europe and the United States form about 12 percent of the world's population and control 40 to 45 percent of the world's wealth, according to Bruton. But he said that may soon change.

"Our share of the world's income will decline as other countries emerge," he said, citing budding powers India and China.

Bruton said whether the rebalancing of power is a peaceful process hinges on the United States and Europe's willingness to cooperate with each other.

"If the situation is handled unilaterally, it is more likely to be mismanaged," Bruton said. "By working together, we have a better chance of ensuring liberal values, and by those I mean human rights and dignity."

Bruton stressed the importance of US economic ties with Europe.

"I want Michigan students to know that in terms of business and investing in jobs, the most important relationship Michigan will have is with Europe," he said in an interview.

Bruton said the EU's role in European politics is to deal with issues that cross borders.


"We are concerned with regulating ducks being shot in France because those ducks fly across borders," he said. "We care about water pollution on beaches because that water spreads across Europe. We care about drug possession and crime in one country because that affects the other countries."

Michael Kennedy, director of the Center for European Studies and European Union Center, noted the Ambassador's creative approach to his work.

"He is an effective advocate of improving and enhancing European-American relations," he said.

Sociology Prof. Fatma Muge Gocek criticized Bruton as lacking a global perspective. She urged him to concentrate more on Europe and the United States's cooperation with other parts of the world.

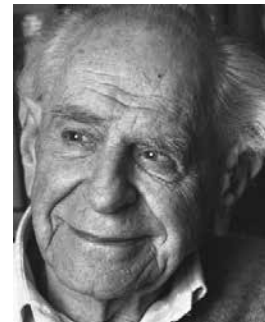
"Instead of (Europe and the United States) united by exploitation of the world, they should be united by another vision of the future," she said.

 6. Write a 200-word article on the imminent realignment of global power and Romania's future role on the international scene. You may start from the ideas discussed in articles on this page or on pages 79-80, but include own observations, ideas and illustrations.

In 1973 George Soros set up a private investment firm that eventually evolved into the Quantum Fund, one of the first hedge funds, through which he accumulated a vast fortune. As his financial success mounted, Soros applied his wealth to help foster the development of open societies. He started in 1979, by providing funds to help black students attend university in apartheid South Africa. This was followed by countless projects and campaigns, which have made George Soros a legend of philanthropy.



In 1982, Soros named his philanthropic organization the Open Society Fund, in honor of philosopher Karl Popper, whose book "The Open Society and Its Enemies" he was a big fan of.



Among the plethora of Soros funded efforts, debate societies rank high. Karl Popper is a debate format that bears the philosopher's name at Soros' initiative, in homage to the philosopher's critical role in the deconstruction of totalitarianism and consolidation of democracy. The format matches 2-3 person teams against each other: one affirming the "motion" and one opposing it. Each team's case is presented via one constructive speech presenting team's basic arguments, and two constructive speeches refuting the opposing team's arguments and summarizing its own.

Cultural awareness

In the strife to achieve global power, the great players on the world scene affect individual decisions/choices in ways that the individual may not even be aware of. People are constantly exercising their wills to shape their destiny through the decisions they make. Many of these decisions seem unimportant at the time we make them, but how much do they reflect our role on the global scene?



Robert Frost's poem may be a starting point for many readers who (re)evaluate their performance on the scene of life. Sometimes choosing the "road less traveled by" does indeed make "all the difference." This poem may be taken for a manifesto against manipulation, as well as a plea for making the "right" choices. Read the poem and the poet's profile to find out what the "right" choice is.

Rational choice theory postulates that human behavior is guided by instrumental reason. We choose what we believe to be the best means to achieve our ends. This theory is a successor of much older descriptions of rational behavior. It is widely used as a starting point of microeconomic analysis. Over the last decades it has become increasingly employed in other social sciences.

1. What are the most important things in a person's life? List five below, then compare with a partner's list. Try to agree on a common set of five.

Two columns of five horizontal lines each for listing important things in life.

2. Of the five agreed upon above (or more...), which are more "predestined" and which more of a matter of choice? List aside three that involve making a choice/decision. Rank them in the order of their importance (a - most important):

Three columns labeled a, b, and c for ranking choices.

3. Have you had to make any of the choices ranked above? Are you happy with your decision? Discuss this with a partner. If your colleague agrees to it, share with the class what you think about his/her decision.

4. Read the following text and answer these questions:

- a. Was Robert Frost's decision to drop out of College a good one?
b. How would you qualify his decision to spend eleven years on a farm, "digging, thinking and writing"?
c. Was Frost's decision to go to England a good one?
d. Was it a good idea for the Frosts to return to the US?

When Robert frost went to Dartmouth College, it was soon clear that an academic career was not for him. He was a drop-out long before the term was invented. After working as a mill hand, a teacher, a cobbler and small-town newspaperman, he spent eleven years on an isolated farm in New Hampshire, chopping, digging, thinking and writing. In 1912 Frost and his wife sailed for England, and there he published his first collection of poems, A Boy's Will, in 1913. His second collection, North of Boston, followed a year later. Upon his return to the United States in 1915, he was famous. In his long life, Frost won many honours for his poetry, including several Pulitzer prizes, and honorary degrees from many colleges and universities.

5. Which of the following quotes from Robert Frost consolidate or illustrate ideas contained in the text at exercise 4:

- a. A liberal is a man too broadminded to take his own side in a quarrel.
b. A poem begins in delight and ends in wisdom.
c. Education is the ability to listen to almost anything without losing your temper or your self-confidence.
d. Happiness makes up in height for what it lacks in length.
e. I'm against a homogenized society, because I want the cream to rise.
f. In three words I can sum up everything I've learned about life: it goes on.
g. Love is an irresistible desire to be irresistibly desired.
h. The best way out is always through.
i. The reason why worry kills more people than work is that more people worry than work.

Cultural awareness

6. The poem below is a perfect illustration of the attitude to important decisions in the life of the man that was Robert Frost. Read the poem and:

- a. Match the different episodes in Frost’s life (as outlined in ex. 4) to the corresponding stanza/lines of the poem.
- b. Write a short sentence to sum up Frost’s attitude to important decisions/things.

**The Road Not Taken**

Two roads diverged in a yellow wood  
 And sorry I could not travel both  
 And be one traveler, I stood  
 And looked down one as far as I could  
 To where it bent in the undergrowth.

Then took the other, just as fair,  
 And having perhaps the better claim,  
 Because it was grassy and wanted wear;  
 Though as for that the passing there  
 Had worn them really about the same,

And both that morning equally lay  
 In leaves no step had trodden black.  
 Oh, I kept the first for another day!  
 Yet knowing how way leads onto way,  
 I doubted if I should ever come back.

I shall be telling this with a sigh,  
 Somewhere ages and ages hence:  
 Two roads diverged in a wood, and I –  
 I took the one less traveled by,  
 And that has made all the difference.



**It's time to make your decision.**  
 Think of an important decision you need to take and see if any of the following strategies will help:

**1. Talk to people whose opinion you respect.**

Talk to friends and mentors, but remember that the ultimate responsibility for the choice you make is yours.

**2. What would the most ethical person you know do?**

Think of a person you know or know of (in real life or fiction) whose character and judgment you most admire and respect. Then ask yourself: what would that person do in your situation? Many Christians wear a small bracelet with the letters WWJD standing for the question “What would Jesus do?” Whether you are Christian or not, the idea of referencing a role model can be a useful one.

**3. What would you do if you were sure everyone knew?**

If everyone you care about found out about your decision, would you be proud and comfortable? Choices that only look good if no one knows are usually bad choices. Good choices make us worthy of admiration and build reputations. It's been said that character is revealed by how we behave when we think no one is looking and strengthened when we act as if everyone is looking.

**4. Golden Rule: do unto to others as you would have them do unto you.**

We don't want to be lied to, so we should be honest and keep our promises to others. We want others to treat us with respect, so we should treat others respectfully. We certainly want those we care about to continue caring, so our decision should reflect our caring for them.



## Reading and vocabulary

In sociology, a lifestyle is the way a person (or a group) lives. This includes patterns of social relations, consumption, entertainment, and dress. A lifestyle typically also reflects an individual's attitudes, values or worldview. A lifestyle can be used to forge a sense of self identity and to create cultural symbols for the way a person is. The behaviors and practices within lifestyles are a mixture of habits, conventional ways of doing things, and reasoned actions. In business, lifestyles refer to patterns in which people live, spend time and money. These patterns are reflected by demographical factors (the habits, attitudes, tastes, moral standards, economic level and so on... that together constitute the mode of living of an individual or group); that include things such as the individual's activities in addition to their interests. The term "lifestyle" first appeared in 1939. Alvin Toffler predicted an explosion of lifestyles ("subcults") as diversity increases in post-industrial societies..  
( www.wikipedia.org.)

### Achieving a healthy lifestyle

1. What do you consider a healthy lifestyle? Include as many aspects as possible. Discuss with your colleague and decide upon the most important elements that could define a healthy lifestyle.

Read the box on the left to get details about lifestyle.

2. Read the following article on how to achieve a healthy lifestyle. Match the numbers 1 to 8 to the missing text under A-I. There is one extra text that you do not need.

Traditionally, we were told that if we ate well, exercised, drunk less alcohol and didn't smoke we would achieve a healthy and balanced life.

(1)

In Europe, the majority of deaths are due to chronic diseases (i.e. cardiovascular disease, cancer, chronic respiratory diseases, diabetes, nutritional deficiencies). (2)

The most important risk factors are the socioeconomic determinants: the social gradient, stress, early life, social exclusion, work, unemployment, social support, addiction, food and transport. (3)

Diet plays an extremely important role in health yet many Europeans do not have the opportunity to eat well. The World Health Organization says that the lack of a safe healthy diet (called "food inequity") may be responsible for over 1 million deaths yearly (14% of all deaths) in its European region.

The European Common Agricultural Policy (CAP) should be reformed so that safe, healthy food as a human right is the objective. (4)

Changes in housing policies would also save lives. The homeless risk freezing as they sleep on the streets of European cities while poor old people die in their own homes because they cannot afford adequate heating. (5)

Traditional approaches to health promotion, such as simply providing health information, fail to make a major impact on reducing health inequalities. This is because providing health information tends to benefit the wealthy more than the poor. (6)

Individuals have little choice for a healthy lifestyle if the environment in which the individual lives does not offer the choice. There has to be an emphasis on empowering individuals to make lifestyle choices and changes in their lives. (7)

Part of the environment we live in, specially children, is shaped by the voice of powerful corporations, present in TV, internet, mobile phones, cinema and outdoor advertisement. Today, most of the food marketed to children is categorized as "unhealthy": high in salt, sugar or fat and low in essential nutrients.

Large sums of money are spent on marketing these products to children, using a range of creative approaches including links with cartoon characters. Worst of all, schools are becoming marketing channels for food advertising: it is obvious that the commercial pressure has gone too far. (8)

(www.euobserver.com)



## Reading and vocabulary

A. But the evidence shows that if you want to be healthy throughout your life, this is what you must do: be rich, pick your parents well, get educated, live in supportive, safe communities, live in quality housing and do not lose your job.

B. Working alone, the health sector can do little to reduce inequalities in illness, injury and life expectancy. Working with fiscal, education, agriculture, housing, social and external policies, a great deal could – and should – be done to ensure that everyone benefits from the aspirations of the “European social model.”

C. The EU should increase financial support to healthy consumption and production, including an increased availability of fruits and vegetables.

D. One housing initiative might involve renovating accommodation to reduce heating costs.

E. It is also because health messages about exercise, for example, will not be effective if parks and sports grounds are not accessible and if bicycle lanes do not exist.

F. Welfare policies need to provide not only safety nets but springboards to offset earlier disadvantage.

G. It is not fair to ask individuals alone to stand against the pressure of commercial interests, public authorities must protect citizens and ensure that there is fair play.

H. According to the World Health Organization, the causes of chronic diseases are largely preventable and well known.

I. Adding to that, the absence of preventive actions and of equitable access to health care are much more conducive to chronic diseases than the question of individual responsibility.

**3. Identify the main ideas of the text and summarize them in 50 words.**

**4. Read the following sentences relating to the article above and define the information given as true (T) or false (F).**

1. The key to a healthy life is not to lose your job.
2. The majority of deaths in Europe is due to influenza.
3. People do not want to eat fruit and vegetables although they are available for everybody.
4. All cities in Europe are provided with bicycle lanes.
5. Cartoon characters are used to advertise unhealthy food.
6. Public authorities should protect citizens against the pressure of commercial interests in advertising unhealthy food.

**5. Discuss with your colleague the following:**

- a) A healthy lifestyle is your own responsibility as an individual.
- b) Crash diets are harmful.
- c) Obesity is just an aesthetic issue.
- d) Lack of physical activity is encouraged by the few sports grounds existing in urban communities.

**6. Translate into English the text about obesity in the box on the right.**



Obezitatea reprezintă o altă problemă majoră de sănătate, ce are o strânsă legătură cu nivelul de activitate fizică al individului și care, din păcate, crește într-un ritm alarmant. Spre exemplu, un document recent arată că s-a ajuns ca în UE, până la 27% dintre bărbați și până la 38% dintre femei să fie obezi, procentele variind în funcție de țară.

Problema și mai îngrijorătoare este însă aceea a obezității în rândul copiilor și tinerilor din UE, în condițiile în care numărul copiilor supraponderali crește cu cca 400.000 în fiecare an. În acest sens, diverse studii estimează că 10-30% dintre copii Europei, în vârstă de 7-11 ani și 8-25% dintre adolescenți (14-17 ani), prezintă un exces de grăsime. Obezitatea este în general mai crescută în țările sudice ale UE, cu mare probabilitate datorită alimentației bogate în grăsimi, zahăr și sare. Astfel, Spania, Italia (cu până la 36% dintre copii de 9 ani supraponderali sau obezi), Portugalia, Malta și Creta, raportează procente de peste 30%, în ce privește supragreutatea și obezitatea la copii de 7-11 ani, în timp ce în Anglia, Irlanda, Cipru, Suedia și Grecia, procentele depășesc 20%, iar în Franța, Cehia, Ungaria, Germania, Danemarca, Olanda și Bulgaria ele se situează între 10 și 20%.

(www.medicinasportiva.ro)

## English in use and grammar

### Prepositions

Prepositions play an important role in English. There are different meanings for the use of prepositions.

#### 1. Movement – relationship between a moving object and its destination

- upwards and downwards  
down (to) / off/ on/ onto/up/up to
- passing through  
across/ along/ by/ down/ past/  
through/ up/ over

**direction**  
around/at/away from/down/down to/ for/ into/onto/out of/ to/ towards/ up/up to.

#### 2. Position – relationship between a stationary object or person and its or his position

- one up, one down  
above/after/below/beneath/down/  
on/on top of/over/to/ under (neath)/  
up
- close at hand  
against/along/alongside/around/  
at/beside/by/ on the left/right of/  
near/ next to/towards
- before and behind  
across/after/before/behind/facing/  
in front of/opposite/over

#### 3. Time – the relationship between times and events

- at the moment  
about/around/at/in/inside/on/  
within/
- then and now  
after/before/by/past/to
- duration  
about/as from/of/ between/ during/  
for/from.till/until/up to/ since/  
throughout/ till/until/up to/ within/



1. Read the following sentences and the information in the box on the left. Then match the use of prepositions in the sentences to the uses mentioned in the box.

1. He was lucky he didn't break his neck when he fell so heavily down the stairs.
2. He threw a stone at me and hit my knee.
3. The tide crept slowly towards the sleeping figure on the beach.
4. He's standing on top of the building. I think he's going to jump!
5. Very few shops are open in the evening.
6. Please try to arrive before ten o'clock or we'll miss the play.
7. Give me your homework by Friday.
8. The period between the two world wars was a period of depression for most of Europe.
9. From the day he read the article on lung cancer till the day he died, he didn't touch another cigarette.
10. He'll have the solution within a few hours.

2. Match the parts of sentence (1-6) to (A-F).

1. She broke her leg when she fell
  2. Let's go
  3. Put this basket
  4. The express train thundered
  5. The lion paced
  6. To reach the town centre, you pass
- A. on the back of the bicycle.  
B. off the horse she was riding.  
C. up to London to watch the tennis matches.  
D. up and down the cage.  
E. past the station.  
F. by the industrial estate.

3. Choose the correct preposition.

1. The hunter shot the deer as soon as it came *out of/from/around* the wood.
2. Docks are usually built *on the left/at/by* the coast.
3. I spend the afternoon *beside/alongside/against* the river.
4. Push all the furniture *over/against/in front of* the wall to make a dancing area.
5. You've missed the last bus, it's already *to/after/by* 11:30.
6. It's Monday today, and I can keep my library books another three days so I have to return them *after/before/by* Thursday.

4. Fill in the gaps with a suitable preposition.

1. The sales start \_\_ 2 January buy all the best bargains disappear \_\_ the first few hours.
2. You walk so fast, you're always five steps \_\_ me.
3. Get \_\_ the bus! It's about to go.
4. It's difficult to get \_\_ a camel.
5. It's easy to get to the town from here: the bus stop is just \_\_ the road.

## English in use and grammar

### Prepositions

5. Match the use of prepositions in the following sentences to the uses mentioned in the box on the right.

1. That exam was eventually discontinued, due to the high failure rate.
2. The argument started through a stupid misunderstanding.
3. The man shot his wife with a revolver.
4. He always behaves like a child when he's losing.
5. I'm putting this money towards a good holiday this year.
6. Look at these figures against last year's: they're so much better this year.
7. That child is unlike either of his parents.
8. In addition to a 20% pay-rise the workers are asking for a reduction in the number of hours per week.
9. Her intelligence and enthusiasm, together with her confidence, make her the ideal candidate.
10. Are you in favour of capital punishment?

6. Put *as* or *like* in the gaps.

1. I had to work \_\_a madman to finish this on time.
2. He's mentally retarded and he behaves \_\_a child when he wants something.
3. I'm advising you \_\_a friend, not \_\_ a teacher, to give your future some serious thought.
4. He was hired \_\_a doctor for the community.
5. He jumped up and down \_\_ a monkey with joy.

7. Fill in the gaps with a suitable preposition.

1. The woman never told the police about her cruel husband \_\_fear her family would find out.
2. The spy managed to leave the country \_\_a stolen passport.
3. You're old enough to know the difference \_\_right and wrong.
4. By your illogical reckoning, two \_\_two is five.
5. We can't agree. Her opinions on this subject are totally \_\_mine.

8. Translate into English the following sentences, paying attention to the use of prepositions.

1. Ai văzut podul pe care l-au construit peste râu?
2. Hoțul s-a cățarat pe burlan până pe acoperiș.
3. A fugit de acasă când avea 17 ani.
4. Începând de azi nu voi mai mânca prăjituri și ciocolată.
5. Mii de oameni suferă de foamete în Africa.
6. A donat o sumă importantă din dorința de a-i ajuta pe cei care au rămas fără case în urma inundațiilor.
7. Are mai mult de zece mii de timbre în colecția sa.
8. Ai putea să taci pentru o clipă, măcar de dragul copilului.
9. Mașina aceasta nu se poate repara. Ai face mai bine să-ți iei una nouă.
10. Este important ca toți ofițerii să fie prezenți la ședință, fără excepție.



4. Ways and means – the relationship between actions and their reasons, causes, the manner in which they were done

■ Why? Because/ because of/ due to/ for/ from/ of/ out of/ owing to/ through/ with

■ What with?

By/ by means of/ via/ with

■ How?

As/ by/ like/ with

■ What for?

For/ in/ towards

5. Comparison – the relationship between two objects, places, people or numbers

■ round and about

about/ around/ at/ by/ in/ near

■ comparing and contrasting

after/ against/ below/ beside/ between/ like/ near/ over/ under/ unlike/ up to

■ doing sums

besides/ divided by/ in addition to/ minus/ plus/ times/ together with

6. Group relationships – the relationship of one object or person to another

■ for and against

against/ behind/ contrary to/ for/ for the sake of/ in favour of/ in support of/ opposite/ with

■ in and out

among/ around/ beside/ between/ beyond/ in /inside of/ out of / outside/ round/ under/ within/ without

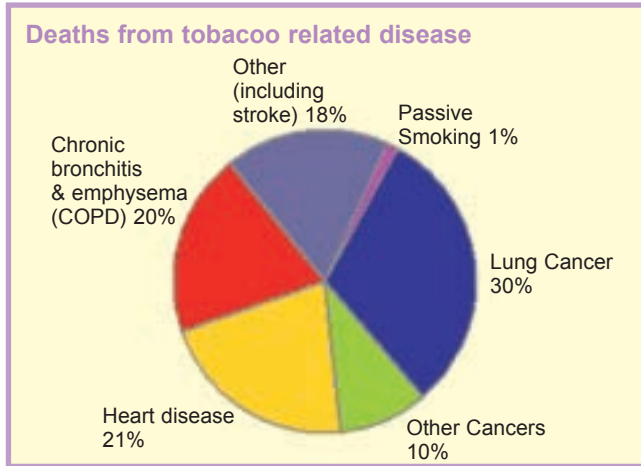
■ if not for / apart from/ barring/ but/ but for/ except/ except for/ excepting

(Working with English Prepositions, Diane Hall)

## Speaking and writing

### Youth action !

1. Look at the pie-chart below. It presents the tobacco related diseases and their impact on the number of deaths. Discuss it with your colleague and rank the causes of death according to the percentage.



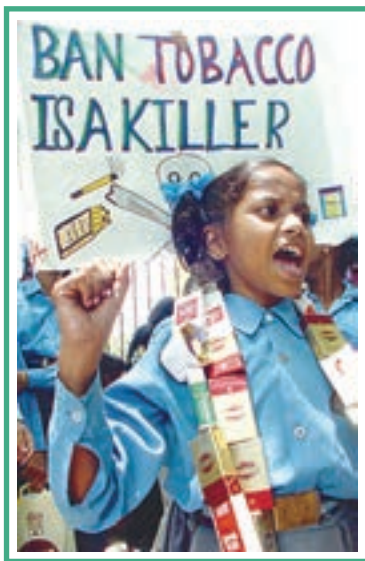
2. What is your attitude towards smoking? What about your colleagues/parents/friends/relatives?

3. A Eurobarometer relating to Europeans' attitude to tobacco, published in 2006 presents the following data:

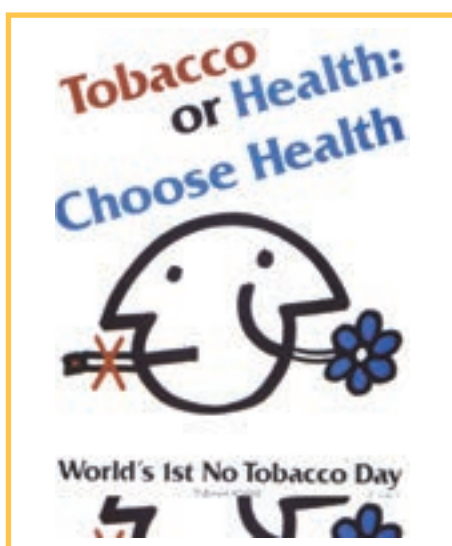
a) The aim of this survey, commissioned by the Directorate-General Health and Consumer Protection of the European Commission is to assess the attitude of Europeans to tobacco. It is not the first survey on this subject. The last such survey was carried out in autumn 2002.

b) In the autumn 2005 survey, **almost half** (47%) of European Union citizens declared that they have never smoked and **one in five** (21%) admits having stopped smoking. Packed cigarettes are the most attractive product for smokers and **more than a quarter** (27%) of respondents seems to smoke them. The consumption of other products is **far more marginal**: only 5% of the people interviewed smoke rollup cigarettes and 1% smoke cigars.

c) Compared with the survey carried out in 2002, **there has been a very noticeable fall** in the consumption of packed cigarettes in a majority of the 15 old Member States, in particular in the United Kingdom (-11 points), France (-11 points) and Spain (-10 points). On the other hand, **consumption levels have even increased slightly** in Austria and Greece (+1 point).




4. Discuss with your colleague the possible reasons for the drop in smoking in several EU countries. Where do you think Romania is placed?



5. The Eurobarometer states that: "the youngest respondents seem to be the most bothered by tobacco smoke in their daily life (53% in the 15-24 age group)." **Are you among them? If yes, what do you do to stop the others from smoking?**

6. The European Youth Manifesto for a Life Without Tobacco, published in 2006 states that: "non-formal and formal education are of great importance in terms of smoking prevention and in helping young people to make informed choices; this is of particular significance to smokers starting at an early age, who are often subject to peer pressure." **Discuss in groups of four what actions you could take at the level of your school to reduce the numbers of those who smoke and protect passive smokers.**

## Speaking and writing

 7. The head of your school has asked you, as a representative of the students' council to write a report on the impact of smoking on students and to make some recommendations as regards possible actions to be taken at the school level in order to reduce the number of active smokers and protect the passive smokers.

Write the report in no more than 250 words/25 lines.

8. The most important step in writing a report is to organize your work. What are you going to write about? Tick the things that you consider important to include in your writing:

- a) aim of the report;
- b) person or organization who commissioned the report;
- c) the survey/questionnaire that provide the data to be presented in the report;
- d) people interviewed in the survey: number of interviewees, age-group, other elements of interest for the results of the survey;

9. There are cases where you are supposed to design the survey yourself. If you want to assess the impact of smoking on students in your school what questions could you ask them? Do not use more than two or three questions!

10. When designing the questionnaire what kind of questions you are going to use:

- a) yes/no questions?
- b) open-ended questions?
- c) multiple-choice questions?

11. Read ex. 3 again and identify the way in which figures are recorded to summarize the responses.

### Useful language to use in a report

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

In this report I will present/ describe...

This report provides an assessment / presentation...

A number of... students/ people/... were interviewed...

I conducted a survey among the students of ...

Inhabitants of ... were invited to answer ...

A large majority of .../ most of the .../ a few of .../ a significant proportion of .../ said that/ declared/ mentioned...

I would recommend/ my recommendation is / in my opinion...

### Writing a report (2)

A report is a piece of factual writing which is usually based on some type of research.

The structure of a report is the following:

#### ■ Introduction

State purpose and content of your report.

#### ■ Main body

Summarize your information under suitable sub-headings.

#### ■ Conclusion

End with a general conclusion on the information presented in the report or make recommendations/ suggestions.

#### Tips on writing reports

- When writing the main body of the report use each of the questions in the survey as a separate paragraph with a sub-heading.
- use present tenses.
- use reported speech.
- use formal register.
- do not include personal opinion unless you are required to provide recommendations or suggestions.



## Cultural awareness



### Book of the Future

From November 2002 until March 2003 BBCi opened a competition for the audience of the site to write articles as an answer to the question: What will the world be like in 2020?

1. Discuss with your colleague which could be the topics of interest for the articles in the book. Tick the ones you consider relevant:

arts / body / mind/ environment/ love/ politics/ science/ work / study.

Add any other topic you think could be of interest when discussing the world in 2020.

2. What are your predictions about the future? Are you optimistic or pessimistic?

### Future State of Food

Written by: Redyam  
Created: 13 January 2003

I walk down the street and realise I'm pretty hungry at the moment. I look around and see one of those new bacterial food dispensers that they've been putting up everywhere. To be honest I don't really trust that stuff, but the government's has been really promoting it, as beneficial for society.

It's basically free food. A slurry mixture grown from bacteria, it's a surprisingly tasty mixture of all the vitamins, carbohydrates, proteins and water a body needs. In fact if I just ate this for the rest of my life, I would be perfectly healthy and ready to do anything I wanted.

The government realised that to combat the growing problems of vitamin deficiency and starvation throughout the world due to overpopulation in the developing countries, a cheap, basic food material was needed. The breakthrough occurred in 2018, using a process of reverse engineering the genetic structure of a certain bacteria to finally create a food that could be mass produced without needing much energy or raw material.

I take out the cup from my bag and place it under the dispenser, and press the button to watch the stuff slowly ooze out. It actually smells very appetizing so I gulp the stuff down straight away, and start to feel a real sense of satisfaction. I could get used to this stuff, I think to myself as I wipe my mouth and continue on down the street.

3. How do you feel after reading this article? Is it closer to science-fiction or to the reality?

4. Identify the positive aspects of the food of the future presented in the article.

5. Identify the words used to describe the food: are they positive or negative? Do you think the food is appetizing or not?



## Cultural awareness

- Discuss with your colleague your ideas about the food of the future.
- Read the following two articles about farming and smoking.

### Multi-storey Urban Farming

Written by: HengLondon  
Created: 11 February 2003

By 2020, our vegetables, fruits and flowers will be farmed in multi-storey urban centres. Land is scarce, the population is racing towards 9 billion, transport is a nightmare and consumers demand quality from their supermarkets.

The answer - multi-storey urban farms, right at your doorsteps. Grown with the latest hydroponics, solar and genetic technologies, the fruits, flowers and vegetables will be harvested on demand. In London, for example, I believe there will be one on every street corner.

### Smoking Offences

Written by: John Butcher  
Created: 13 January 2003

Romeo Spalding, 18, appeared today before Network Magistrates charged with offences under the Public Smoking Act 2013. It is alleged that Spalding from Chelmsford-Venice was caught smoking at a bus-stop although the holo-sign clearly indicated that this was a lung-friendly stop.

Spalding said in his own defence that he'd been day-dreaming and that his father, an habitual smoking convict, had never seen fit to chastise his son for his anti-social habits.

Sentenced to 3 years in Tredegar Super-prison Two, Spalding was led away.

His Network Counsel will appeal, possibly bargaining for a lighter sentence if he pledges his heart, eyes and lungs to the European Federal Organ Bank.

- What are your feelings about the two articles? Which vision do you think is more likely to be real in 13 years' time?
- In groups of four choose one topic that you would like included in *the Book of the Future*. Take ten minutes to write a short article presenting your vision about the topic as it might appear in the future. Read and listen to each of the group's works and decided which is worth being included in the Book of the Future.
- Read the poem on the right. What is the difference between this poem and the articles presented before?
- Identify the humoristic elements in *Year 2020 Song*. Would you like to be part of this universe? Why? Why not?
- Write a 250-word essay on the following: "The world is simply divided into two classes – those who believe the incredible – and those who do the improbable" (Oscar Wilde).

### Year 2020 Song

Written by: stuwil84  
Created: 22 January 2003

Wide screen TV fills the wall of my room,  
I've got hologram pics of my house on the moon.

My cat is a robot and so is my son,  
And the year 2020 has hardly begun.

My car flies as fast as that Concorde of old,  
And alchemy means there's no shortage of gold.

The toaster's IQ is two hundred and three,  
And the year 2020 is currency-free.

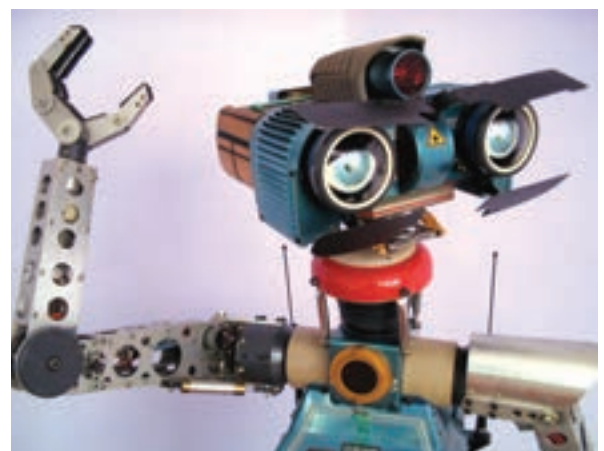
My laptop's so thin I can fold it in half;  
In winter my phone doubles up as a scarf.

My modem's so quick it types faster than me,  
The year 2020 is so full of glee.

Time is in metric, it's 80 past nine,  
And grandma's in storage, pickled in brine.

Next week I'm going to get me a clone,  
The year 2020's no fun on your own.

This is the end of this fabulous song,  
I hope by now you're all singing along.  
In 17 years you will hopefully see,  
The year 2020 is the place to be.





# EXAM PRACTICE 2

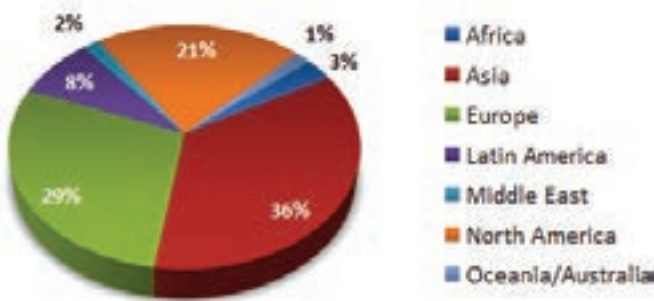
The first on-line website appeared in 1991. It was created by Tim Berners-Lee for the organization for nuclear research CERN – Organisation européenne pour la recherche nucléaire.

On 30 April 1993, CERN announced that the World Wide Web would be free to anyone.



Now, in 2007, over one billion people worldwide have access to the Internet. Future growth is expected from countries with large populations. The Internet is still growing at a good rate, but the growth rate is declining. The growth rate will not increase again until broadband is further developed, and its price reduced. Interestingly, most of the slowdown has been in the US, where penetration has reached around 70% and future growth is limited. With only a small proportion of the world population having access to the Internet, there is plenty of room for expansion.

**World Internet Users**



## 1. Read the following text and

- sum it up in about 30 words
- fill in the blanks in the letter following.

PARTICIPANTS in the first Internet Governance Forum in Athens, in October, 2006, criticised the predominant use of English on the World Wide Web.

“Some 90 percent of 6,000 languages in use today are not represented on the Internet,” said Yoshinori Imai of Japan’s Broadcasting Corporation at the UN-sponsored forum.

Adama Samassekou, president of the African academy of languages in Mali, said linguistic diversity is to human society what biodiversity is to nature.

“The digital divide is not as important as the linguistic divide. And that’s the one we should be bridging in order to guarantee the democratic governance of the Internet.”

Since 1998, Internet domain names and addresses have been overseen by the California-based Internet Corporation for Assigned Names and Numbers (ICANN), under an agreement with the US Department of Commerce.

At a UN summit in Tunis last November, Washington prevented any changes in the control of the domain-name system, despite pressure by some countries for a global body to manage the addressing system. But the US agreed to have the Internet Governance Forum convene annually for five years to discuss everything from domain names to spam and security.

Amnesty International also sent a delegation to Athens to emphasize the need for the protection of free speech.

“We’re asking bloggers worldwide to show their solidarity with web users in countries where they can face jail just for criticising the government.”

*Too Much English on the Web,  
EU Observer, 2 Nov, 2006*

Dear Francois,

I read an interesting article in the EU Observer today and it was like I could almost hear your grumpy voice, old pal. Did you know that of all the languages used 1, 6000 are not represented on the Internet? Rejoice, others are beginning to follow in your step, and big guys, too! There was a big Internet 2 in Athens last fall and apparently lots of the participants 3 that there was too much English on the web. You’re going to get really angry about this one: apparently all web domains and addresses are under the supreme 4 of the American company! I know, wild! But this might change in a few years — 5 Amnesty International is taking a strong stance on this one!

2. What do the “digital divide” and “linguistic divide” mean (as mentioned by Adama Samassekou in the article)?

Write 10/15-word definitions for each term.

# EXAM PRACTICE 2

### 3. Each of the following sentences contains one error. Find and correct it.

- After they had finished their meal, they asked the waiter the bill.
- Most banks do not mind to lend money to young entrepreneurs.
- Working all day long in financial services can be a very tired occupation.
- It is quite acceptable to pay a lot for high quality work especially if the service is very well.
- There's so many more opportunities today in media related industries than could be found 30 years ago.
- It is important to initiate all new recruits quickly into company procedures to prevent the former becoming undisciplined.
- It depends in your attitude whether or not you adapted to the new demands of a job.
- No point expecting for promotion within the first two years.
- Tonight I'm going to stay at home with myself.
- I think it is a spend of money to buy cigarettes.
- I look forward to see you on Tuesday after work.
- I didn't see someone on the way to your house.

### 4. Circle the correct choice so as to complete the following sentences.

- She \_\_\_\_\_ lunch by the time we arrived.  
a) had finished; b) finished; c) have finished;  
d) finishing
- What shall we do tonight? How about \_\_\_\_\_ a film?  
a) to see b) see c) seeing d) going
- \_\_\_\_\_ you ever \_\_\_\_\_ to Hollywood?  
a) Did ... go; b) Have ... go; c) Have ... gone;  
d) Shall .... go



- Have you finished your homework \_\_\_\_\_?  
a) yet; b) presently; c) still; d) just
- Jack is really \_\_\_\_\_ history, especially Japanese history.

- interested at; b) interested in; c) interesting in;  
d) interested for

### 5. Translate the literary excerpts below into English.

**A.** Lăsasem de mult îndărățul meu orice urmă de viață omenească și, rezemat pe cunoștințele geografice ale Pisicuței, urcam în pas de voie și fără grijă suișul când mai repede, când mai târăganat al câte unei poteci, ce-și furișa șerpuitu-i umbros sub taina netulburată a pădurilor... N-am fost niciodată grozav de tare în știința gromolnicelor și nici în a mâinii lui Damaschin; și putea, prin urmare, lumina să se primenească, fără știrea mea, oricât ar fi poftit și, tot fără știrea mea, să-și încrunte cerurile sprânceana și să-și verse urgia lor asupra capului meu...

Calistrat Hogas, *Pe drumuri de munte*

**B.** Când intrară înăuntru, o instinctivă neliniște cuprinse pe cei mai mulți. Drumul, cu uniformitatea lui, lăsase timp minților să se desprindă și să alerge după alte lucruri, fără raport cu împrejurarea de față. Aci însă, mărturia zădărniceii chema pe fiecare întru sine. Pe întinderea pământului, nenumărate cruci de lemn, acoperite de două stinghii, arătau locul de odihnă al țăranilor. Morminte vechi, acoperite de iarbă; morminte noi, peste care țărâna uscată se albise; bălării luate din fugă cu coasa și căzute alături, pe drumuri. Peste tot, aer de singurătate și de sărăcie.

Duiliu Zamfirescu, *Viața la țară*

**C.** Dar mă întrerup, căci între ei e o fată de vreo cincisprezece sau șaisprezece ani, mijlocie de statură. Are obrazul desăvârșit oval, de culoarea chihlimbarului verzui, iar ochii ca niște prune lungi, verzi. Acest joc de feluri, de la arama roșcată a părului, la verdele gălbui al obrajilor fără pată, ca o apă, și la verdele albastrii al ochilor, mă uimește de rămân o clipă încremenit.

Camil Petrescu, *Întâia noapte de dragoste, ultima noapte de război*

### 6. Translate the following excerpt into Romanian.

And then, one Thursday, nearly two thousand years after one man had been nailed to a tree for saying how great it would be to be nice to people for a change, one girl sitting on her own in a small cafe in Rickmansworth suddenly realized what it was that had been going wrong all this time, and she finally knew how the world could be made a good and happy place. This time it was right, it would work, and no one would have to get nailed to anything.

Douglas Adams: *Hitchhiker's Guide to the Galaxy*

# EXAM PRACTICE 2

7. You need to use a phrasal verb with “look” to fill in one of the blanks in exercise 9. Here are more to choose from, in case you were curious.

Match them to the right definition, then use eight of them to fill in the blanks in the sentences below.

- |                                  |                    |
|----------------------------------|--------------------|
| 1. Anticipate with pleasure      | a. Look after      |
| 2. Remember nostalgically        | b. Look back on    |
| 3. Examine/review                | c. Look down on    |
| 4. Locate/visit                  | d. Look for        |
| 5. See as inferior               | e. Look forward to |
| 6. Respect/admire someone        | f. Look into       |
| 7. Take care of a child/pet etc  | g. Look on         |
| 8. Investigate                   | h. Look out        |
| 9. Seek/search for               | i. Look over       |
| 10. Observe as a spectator       | j. Look up         |
| 11. Search for (in a dictionary) | k. Look up         |
| 12. Be careful/pay attention     | l. Look up to      |

1. Please \_\_\_\_\_ it, you'll see what a great opportunity this is!
2. \_\_\_\_\_, there's a tiger coming from the left!
3. When I \_\_\_\_\_ my high school years, I get a little sad.
4. Sally \_\_\_\_\_ her mother, she says her mom is her role model.
5. He \_\_\_\_\_ for his phone. Have you seen it?
6. I can't stand him. He \_\_\_\_\_ absolutely everybody!
7. If you ever come to Bucharest, do \_\_\_\_\_ me \_\_\_\_\_!
8. When I'm camping, I \_\_\_\_\_ my clothes \_\_\_\_\_ before I put them on.



8. Read the following text and

a. sum it up in about 30 words

b. find synonyms in the text to the words printed at the bottom

My son and daughter, 9 and 7 years old, have become very skillful Internetters. They routinely hit up Google and Wikipedia to look up all kinds of stuff.

The computer is in the kitchen, in the main drag where all the family activity goes on. My wife and I can always glance over to see what's on the screen, which I've read is probably the best screening system there is.

My son, now in fourth grade, has been learning about global warming at school. I knew that the idea bothered him, but at least in class, the issue was sensitively introduced, with an emphasis on what avenues of hope there might be to avoid a crisis.

But one day, a classmate had mentioned “An Inconvenient Truth.” That night, sitting at the computer, my son pulled up the trailer for that movie.

By the time its 30 seconds were over, the poor kid was sobbing. All of those stark, before-and-after images of melting ice caps and lakes drying up shook him to the core.

He still hasn't gotten over it. “Dad. We only have ten years to stop it,” he's said a couple of times since. (The whole thing reminds me of the way I was haunted by fears of nuclear Armageddon when I was a kid.)

We've had several long conversations about it. My wife and I try to convince him that the public is beginning to take global warming seriously, and we play up whatever positive news we run across.

But it all got me to thinking: should we have had some kind of filtering software on that computer?

Then again, what good would it have done? Filtering software is designed to screen out pornography, violence and hate speech.

There's no NetNanny to filter out the world's unhappy realities. Maybe there should be.

*Filtering Reality*, New York Times, 17 Nov 2006

- a. to seek
- b. pertaining to the whole planet
- c. racist comments
- d. realistic, unadorned
- e. short presentation of a movie

# EXAM PRACTICE 2

9. Use five of the words identified at 8 b to complete the following sentences.

- If you don't know what "pestilential" means, why don't you \_\_\_\_\_?
- You've got to believe me, this is the \_\_\_\_\_ truth!
- After seeing the \_\_\_\_\_, we decided we just had to see the movie!
- We're witnessing a realignment of \_\_\_\_\_ power which is equally exciting and frightening.
- We operate based on the principle of equality of race, therefore we shall not tolerate \_\_\_\_\_!

10. Read the dialogue below and fill in the gaps, using the cues in brackets.

- A: I'm beginning to get worried about Simon. It's nearly seven and the train (1) \_\_\_\_\_ in by six thirty. (should/get)
- B: Well, he (2) \_\_\_\_\_ it. (may/miss)
- A: Not, he (3) \_\_\_\_\_ (can). He phoned me from the station – he had plenty of time to catch it.
- B: Well then, it (4) \_\_\_\_\_ (must/delay) for some reason, otherwise we (5) \_\_\_\_\_ (would/hear) something.

11. Rephrase the following sentences using the passive voice and omitting the underlined word/s:

- No one has ever given me so much.
- They were interviewing Jerry when I walked into the office yesterday.
- The thief is just loading your TV set on the van!
- I'm very embarrassed when people take me for his fiance.
- You mustn't open people's letters!



12. Use the words given on the right to form words that will fit in the text below. The words are given in the order you need to use them.

I was laid up in bed for the first time in my career. I had to cancel fourteen shows. I was crushed. But as I lay there (1), I realized that my views on beauty were (2).

I knew for example, that my looks were going to change. My covers became out-of-date very (3). I had worked so hard to get those photos in magazines and my agency wanted to take them out of my portfolio (4) six months because (5) was out of style! I also (6) that making a lot of money at a young age was great, but I found the (7) of managing it overwhelming. It also made me question why people were really attracted to me.

All these questions and doubts were hitting me when I was still at the peak of my career. After (8) all I thought I wanted, I realized something was still (9) missing. All the success and attention I received didn't fill the (10) I felt deep within.



13. Read the following article. Then write an 80-word paragraph on how fewer marriages impact on society.

Married couples, whose numbers have been declining for decades as a proportion of American households, have finally slipped into a minority, according to an analysis of new census figures by The New York Times. The numbers by no means suggest marriage is dead or that a tipping point has been reached. But marriage has been facing more competition. A growing number of adults are spending their lives single or living unmarried with partners. The biggest concern is that those who still aspire to marriage are going to find fewer models. They're also finding they've gotten so good at being single it's hard to be at one with another person. Cohabiting was akin to taking a test drive and, given the scarcity of affordable apartments and homes, also a matter of convenience. Some such couples say they never intended to marry. Jennifer Lynch, 28, has lived with her boyfriend, who is 37 and divorced, for most of the five years they have been a couple. "Cohabiting is our choice, and we have no intention to be married," Ms. Lynch said. "There is little difference between what we do and what married people do. We love each other, exist together, all of our decisions are based upon each other. If anything," she added, "not having the false security of wedding rings makes us work even a little harder."

Married Is Outnumbered NYT, 14 Oct. 2006



In the following pages you have samples of the different things your Europass Portfolio must contain. Use this information when you put your own Portfolio together. Without it, your chances to access good European jobs or university programs are very limited. Beside these documents, include any other relevant certificates and diplomas you have: "atestat" certificates, any proof of attendance and/or graduation from leadership camps, training seminars, courses, previous jobs, volunteering/community involvement work.

**Good luck !**

# PORTFOLIO

## EUROPEAN LEVELS - SELF ASSESSMENT GRID

	A1	A2	B1	B2	C1	C2
<b>U N D E R S T A N D</b>	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local areas, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech even when it is not clearly structured and when argument provided is topic is reasonably familiar. I can understand most TV news programmes and films without too much effort.	I can understand extended speech even when it is not clearly structured and when argument provided is topic is reasonably familiar. I can understand most TV news programmes and films without too much effort.	I have difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at a slower speed, provided I have some time to get familiar with the accent.
<b>R E A D I N G</b>	I can understand familiar names, words and very simple sentences, for example notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short, simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
<b>S P E A K I N G</b>	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion on topics of contemporary interest and can formulate clear and opinions with precision and relate my contribution skilfully to those of other speakers.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use familiar language flexibly and effectively for social and professional purposes. I can formulate clear and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
<b>S P O K E N P R O D U C T I O N</b>	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, on a wide range of subjects related to my field of interest. I can explain a viewpoint briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
<b>W R I T I N G</b>	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, paying attention to information or giving reasons in support of subjects in a letter, an essay or a report, or against a particular point of view. I can underline what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex information or giving reasons in support of subjects in a letter, an essay or a report, which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

# PORTFOLIO



## Europass Language Passport

Part of the European Language Portfolio developed by the Council of Europe



**SURNAME(S) FIRST NAME(S)** Andrew Steve

Date of birth (\*) 03/04/1977

Mother tongue(s) English

Other language(s) French Spanish

**FRENCH**

**Self-assessment of language skills (\*)**

Understanding		Speaking				Writing			
Listening	Reading	Spoken interaction		Spoken production					
C1	Proficient user	A2	Basic User	B2	Independent user	B2	Independent user	C1	Proficient user

**Diploma(s) or certificate(s) (\*)**

Title of diploma(s) or certificate(s)	Awarding body	Year	European level (**)
DEL F, Unités 1-4	Institut Français, London	1996	-
GCSE-level, Grade B	Alliance française, Birmingham	1998	-

**Linguistic experience(s) (\*)**

Description	From	To
Temporary work as hotel receptionist in London with frequent French-speaking guests	1997	2000
Holiday jobs as camp leader in French-speaking Switzerland	1995	1997

**SPANISH**

**Self-assessment of language skills (\*)**

Understanding		Speaking				Writing			
Listening	Reading	Spoken interaction		Spoken production					
B2	Independent user	C1	Proficient user	B1	Independent user	B1	Independent user	B2	Independent user

**Linguistic experience(s) (\*)**

Description	From	To
School exchange programme in Bilbao: one month living with a Spanish-speaking family	01/06/1990	30/06/1990

(\*) Headings marked with an asterisk are optional (\*\*) See Self-assessment grid on reverse (\*\*\*) Common European Framework of Reference (CEF) level if specified on the original certificate or diploma.

### Explanatory note

The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe. It uses the 6 European levels of the Common European Framework of Reference for Languages (CEF) to record the level of language proficiency achieved in a standardised format. More info on the Europass Language Passport: <http://europass.cedefop.europa.eu> - More info on the European Language Portfolio: [www.coe.int/portfolio](http://www.coe.int/portfolio) The template of the Europass language passport can be downloaded free of charge from the above websites.

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## Europass Curriculum vitae

### Personal information

Surname(s) / First name(s)

Address(es)

Telephone(s)

Fax(es)

E-mail(s)

Nationality(-ies)

Date of birth

Gender

**HOBKINS Betty**

32 Reading rd, Birmingham, B26 3QJ, United Kingdom

Personal: (44-1189) 12 34 56

Mobile: (44-6987) 65 43 21

(44-1189) 12 34 56

hobbies@kotmail.com

British

07.10.1974

Female

### Desired employment / Occupational field

**EUROPEAN PROJECT MANAGER**

### Work experience

Dates

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

August 2002 onwards

Independent consultant

Evaluation of European Commission youth training support measures for youth national agencies and young people.

British Council, 123, Bd Ney, F-75023 Paris

Independent worker

Dates

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

March – July 2002

Internship

- Evaluating youth training programmes for SALTO UK and the Partnership between the Council of Europe and European Commission
- Organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- Contributing to the Steering Group on training and developing action plans on training for the next 3 years. Working on the Users Guide for training and the Support Measures

European Commission, Youth Unit, DG Education and Culture, 200, Rue de la Loi, B-1049 Brussels

European institution

Dates

Occupation or position held

Main activities and responsibilities

Name and address of employer

Type of business or sector

October 2001 - February 2002

Researcher / Independent Consultant

Working in a research team carrying out in-depth qualitative evaluation of the 2 year Advanced Training of Trainers in Europe using participant observations, in-depth interviews and focus groups. Work carried out in training courses in Strasbourg, Slovenia and Budapest.

Council of Europe, Budapest

European institutions



## Education and training

Dates  
 Title of qualification awarded  
 Principal subjects/occupational skills covered  
 Name and type of organisation providing education and training  
 Level in national or international classification

1997-2001  
 PhD  
 Thesis Title: 'Young People in the Construction of the Virtual University', Empirical research that directly contributes to debates on e-learning.  
 Brunel University, London, UK  
 Funded by an Economic and Social Research Council Award  
 ISCED 6

Dates  
 Title of qualification awarded  
 Principal subjects/occupational skills covered  
 Name and type of organisation providing education and training  
 Level in national or international classification

1993- 1997  
 Bachelor of Science in Sociology and Psychology  
 - Sociology of Risk, Sociology of Scientific Knowledge/ Information Society;  
 - E-learning and Psychology; Research Methods.  
 Brunel University, London, UK.  
 ISCED 5

## Personal skills and competences

Mother tongue(s)

Other language(s)

Self-assessment

European level (\*)

French

German

## English

Understanding				Speaking				Writing	
Listening		Reading		Spoken interaction		Spoken production			
C1	Proficient user	C2	Proficient user	B2	Independent user	C1	Proficient user	C2	Proficient user
A2	Basic user	A2	Basic user	A2	Basic user	A2	Basic user	A2	Basic user

(\*) Common European Framework of Reference (CEF) level

Social skills and competences

- Team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team;
- Mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes;
- Intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational skills and competences

- Whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002.
- During my PhD I organised a seminar series on research methods.

Computer skills and competences

Competent with most Microsoft Office programmes and some experience with HTML.

## Additional information

### PUBLICATION

'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

### PERSONAL INTERESTS

Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.



## SUPLIMENT EUROPASS LA DIPLOMĂ

1. DATE DE IDENTIFICARE A TITULARULUI	
1.1 Nume IONESCU	1.2 Prenume ANDREI
1.3 Data nașterii (zz/ll/aaaa) 07 01 1984	1.4 Număr matricol/Cod de identificare al studentului (dacă este cazul)
2. INFORMAȚII PRIVIND CALIFICAREA	
2.1 Denumirea calificării și (dacă este cazul) titlul acordat (în limba română) Economist	2.2 Domeniul(ile) de studiu Studii economice – Finanțe - Bănci
2.3 Numele și statutul instituției care acordă diploma (în limba română) Academia de Studii Economice, București	2.4 Numele și statutul instituției (dacă diferă de 2.3) care administrează studiile (în limba română)
2.5 Limba(ile) de studiu/examinare Română	
3. INFORMAȚII PRIVIND NIVELUL CALIFICĂRII	
3.1 Nivelul calificării Licențiat în economie	3.2 Durata oficială a programului de studiu 4 ani
3.3 Criterii de admitere	
4. INFORMAȚII PRIVIND PROGRAMUL DE STUDII ȘI REZULTATELE OBTINUTE	
4.1 Forma de învățământ Zi	4.2 Cerințele programului
4.3 Detalii asupra programului (ex. module sau unități de studiu), calificativele/notele/creditele obținute	
4.4 Sistemul de notare, și, dacă sunt posibile, informații privind distribuția statistică a notelor	4.5 Media finală (în limba română)
5. INFORMAȚII PRIVIND DREPTURILE CONFERITE DE CALIFICARE	
5.1 Acces la continuarea studiilor	5.2 Statutul profesional
6. INFORMAȚII SUPPLEMENTARE	
6.1 Informații suplimentare	6.2 Alte surse pentru obținerea mai multor informații
7. LEGALITATEA SUPLIMENTULUI	
7.1 Data	7.2 Semnătura
7.3 Funcția	7.4 Ștampila sau sigiliul oficial

# PORTFOLIO



## EUROPASS MOBILITY

1. THIS EUROPASS MOBILITY DOCUMENT IS AWARDED TO			
Surname(s)	First name(s)	Photograph	
(1)* DUPONT	(2)* Stephan	(4)	
Address (house number, street name, postcode, city, country)			
(3) Kavala str. 52, GR-54248 Thessaloniki			
Date of birth	Nationality	Signature of the holder	
(5) 21 05 1972	(6) Irish	(7)	
<small>dd mm yyyy</small>			

NB - Headings marked with an asterisk are mandatory.

2. THIS EUROPASS MOBILITY DOCUMENT IS ISSUED BY			
Name of the issuing organisation			
(8)* Vocational College of Greenfield			
Europass Mobility number		Issuing date	
(9)* Europass Mobility No UK-123546i		(10)* 23 21 2004	
		<small>dd mm yyyy</small>	

NB - Headings marked with an asterisk are mandatory.

### Explanatory note

Europass Mobility is a standard European document, which records details of the contents and the results - in terms of skills and competences or of academic achievements - of a period that a person of whatever age, educational level and occupational status has spent in another European country (UE/EFTA/EEA and candidate countries) for learning purposes.

The Europass Mobility was established by the decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass).

For more information on Europass, including on the Europass curriculum vitae and the Europass language Passport: <http://europass.cedefop.europa.eu>  
© European Communities 2004

# PORTFOLIO

## 3. THE PARTNER ORGANISATIONS OF THE EUROPASS MOBILITY EXPERIENCE (No ) ARE

### SENDING PARTNER (organisation initiating the mobility experience in the country of origin)

Name, type (if relevant faculty/department) and address		Stamp and/or signature	
(11)*	Vocational College of Greenfields Dept of Biomechanics 213 Bell Str. 123546 Sheffield United Kingdom	(12)*	[ Stamp ]
Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)		Title/position	
(13)	OWARDS Jules	(14)	Senior teacher
Telephone		E-mail	
(15)	(44-113) 343 12 34	(16)	juoh@bla.uk

### HOST PARTNER (organisation receiving the holder of the Europass Mobility document in the host country)

Name, type (if relevant faculty/department) and address		Stamp and/or signature	
(17)*	Palermo Multimedia Ltd 213 Via Giovanni I-123546 Palermo	(18)*	[ Stamp ]
Surname(s) and first name(s) of reference person/mentor (if relevant of ECTS departmental coordinator)		Title/position	
(19)*	GIULIANO Marco	(20)	Head of technical development
Telephone		E-mail	
(21)	39 (91) 12 34 56	(22)	mguiliano@bravo.it

*NB : This table is not valid without the stamps of the two partner organisations and/or the signatures of the two reference persons/mentors.  
Headings marked with an asterisk are mandatory.*

## 4. DESCRIPTION OF THE EUROPASS MOBILITY EXPERIENCE (No )

Objective of the Europass Mobility experience	
(23)	To acquire a first work experience in an international environment
Initiative during which the Europass Mobility experience is completed, if applicable	
(24)	Upper secondary vocational qualification - Electrician (mandatory placement)
Qualification (certificate, diploma or degree) to which the education or training leads, if any	
(25)	National Craft Certificate: Electrician
Community or mobility programme involved, if any	
(26)	
Duration of the Europass Mobility experience	
(27)*	From 01 09 1004 (28)* To 31 11 2004 dd mm yyyy dd mm yyyy

*NB : Headings marked with an asterisk are mandatory.*

5.a DESCRIPTION OF SKILLS AND COMPETENCES ACQUIRED DURING THE EUROPASS MOBILITY EXPERIENCE (No )		
	Activities/tasks carried out	
(29a) *	<ul style="list-style-type: none"> <li>- Install and test switch gear and distribution boards</li> <li>Locate and rectify faults in wiring systems</li> <li>- Locate and rectify faults in electrical equipment</li> <li>- Install, test, commission and maintain lighting fittings and controls</li> </ul>	
	Job-related skills and competences acquired	
(30a)	Managing a domestic electric installation (three weeks): <ul style="list-style-type: none"> <li>- plan the resources needed</li> <li>- order the material required</li> <li>- interpret schematic diagrams and flow charts</li> <li>- install and test wiring systems for lighting and power distribution</li> <li>- complete job-related documentation</li> </ul>	
	Language skills and competences acquired (if not included under 'Job-related skills and competences')	
(31a)	<ul style="list-style-type: none"> <li>- Communicating with Italian contractors; clear improvement of level of Italian language:</li> <li>- At the end of placement, excellent level of communication; processing of orders from Italian-speaking customers.</li> </ul>	
	Computer skills and competences acquired (if not included under 'Job-related skills and competences')	
(32a)	Using MSOffice™ tools for processing documents: <ul style="list-style-type: none"> <li>- record and manage electronic documents;</li> </ul>	
	Organisational skills and competences acquired (if not included under 'Job-related skills and competences')	
(33a)	Good capacity in organising the tasks carried out during the placement: <ul style="list-style-type: none"> <li>- identify priorities;</li> <li>- manage efficiently relations with other members of the team.</li> </ul>	
	Social skills and competences acquired (if not included under 'Job-related skills and competences')	
(34a)	Excellent communication skills in daily contact with customers; <ul style="list-style-type: none"> <li>- good knowledge of corporate practices for dealing with customers' requests;</li> <li>- fits in well with members of the team.</li> </ul>	
	Other skills and competences acquired	
(35a)	In the framework of extra-curricular activities: basic first aid training (15 hours) organised by the Red Cross. Certificate of competence obtained at the end of the training	
(36a) *	Date	Signature of the reference person/mentor
	21 12 2004	(37a) *
	dd mm yyyy	[ Signature ]
		(38a) *
		[ Signature ]

NB : This table is not valid without the signatures of the mentor and of the holder of the Europass Mobility.  
Headings marked with an asterisk are mandatory.



## UNIVERSITY of CAMBRIDGE ESOL Examinations

English for Speakers of Other Languages

### Level 2 Certificate in English (ESOL)\*

This is to certify that

**IRINA ALIONTE**

has been awarded

**Grade B**

in the

**Certificate in Advanced English**

Council of Europe Level C1

Date of Examination **JUNE 2004**  
Place of Entry **BUCHAREST**  
Reference Number **066R000177 18**  
Accreditation Number **100/2033/0**

\*This level refers to the UK National Qualifications Framework

Michael Milanovic  
Chief Executive

Date of Issue 10/05/05  
Certificate Number 0013998084



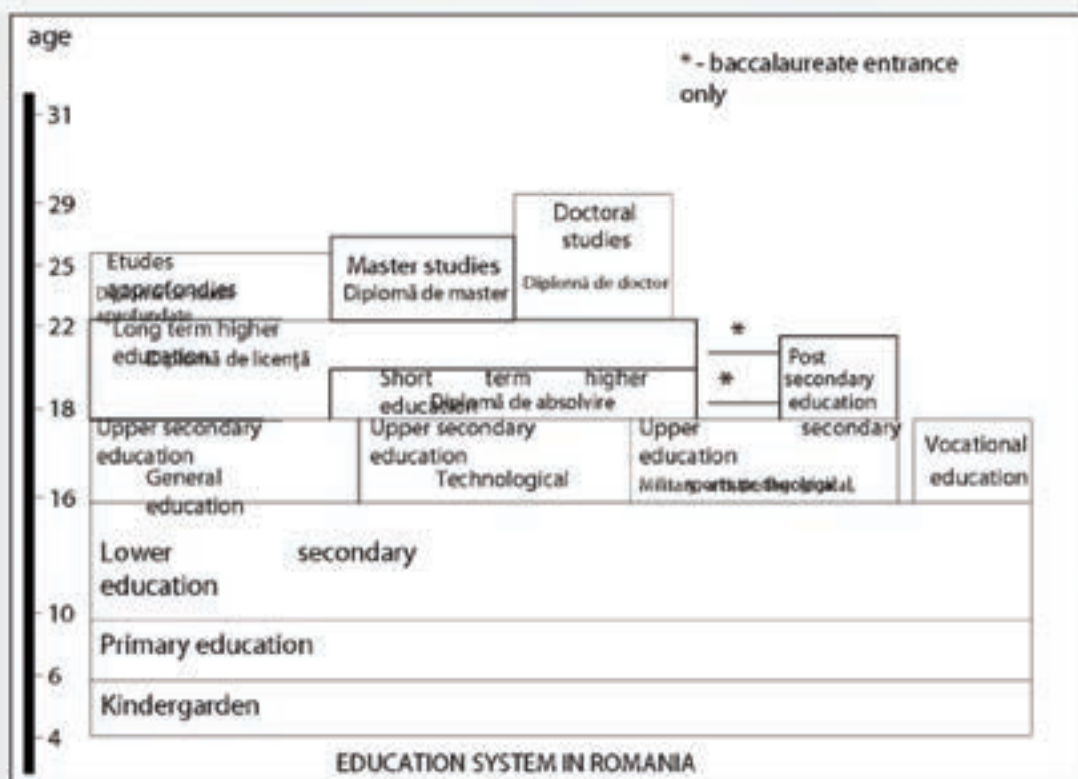
Qualifications and  
Curriculum Authority



Rewarding Learning



## 8. INFORMAȚII PRIVIND SISTEMUL NAȚIONAL DE ÎNVĂȚĂMÂNT



### OVERVIEW OF THE NATIONAL HIGHER EDUCATION SYSTEM

The admission to higher education is based on the **diploma de bacalaureat** (12 years of study). In all accredited Romanian universities it is used the European Credit Transfer System (ECTS). After graduating the short term higher education (180 ECTS) and having passed the final exams, **diploma de absolvire** is obtained. After graduating the long term higher education and having passed final exams one can obtain **diploma de inginer** (300 ECTS),

**diploma de arhitect** (360 ECTS) or **diploma de licență** in all other fields (240-360 ECTS).

For the authorized and accredited specializations, university programs for distance learning can be organized. In Romania, the higher education system is organized in an open way; the graduates of the short term higher education can continue these studies at the long term higher education.

**Etudes approfondies** are organized in 2 or 3 semesters (60-90 ECTS) and they are done in the same field of the diploma obtained long term higher education. At the end, the **Studii aprofundate** are finalized with a dissertation, the graduates are receiving **diploma de studii aprofundate**.

**Master studies** last for 2 to 4 semesters (60-120 ECTS) and they are done either in the field of the **diploma de licență** or in other field of studies. **Master studies** are finalized by a dissertation and the graduates receive **diploma de master**.

The doctoral studies are finalized by a research thesis, graduates obtain the **diploma de doctor**. The **academic postuniversity studies** are organized as independent institutions in our country and offer training programs, which last

for 2 or 4 semesters, in order to perfect the studies obtained by the long term higher education diploma. The studies are finalized by a dissertation. The graduates are receiving **diploma de studii academice postuniversitare**.

**Postuniversity specialization studies** can be followed by the graduates who obtained the diploma after long term higher education. The duration of studies and the finalization method of these studies are approved by the university senates. The graduates are receiving the **diploma de studii postuniversitare de specializare**.

The universities are also offering life long training programs according to the market demand and the needs of the professional sector.

In the health field, for doctors, specific programs are provided in order to obtain the specialist certificate which is issued by the Ministry of Health.



# DIPLOMA

ROXANA MARIN

---

Awarded for the successful participation to:  
**Training for Trainers and Young People**  
 Held by leaders and members of the Young Essex Assembly U.K.  
 October 27 - 31, 2004




John Maynard  
YPP Trainer




Ruxandra Enache  
Project Coordinator



Inspectoratul Scolar al  
Municipiului BUCURESTI

# Diploma

Se acordă PREMIUL I  
elevului/selevei MIHAI V. ALEXANDRA  
din clasa a III-a de la COLEGIUL NATIONAL BILINGV „GEORGE COSBUC”  
la olimpiada de limba engleză, etapa municipală.

INSPECTOR SCOLAR GENERAL

Cristian Alexandrescu



Data: 18.03.2006



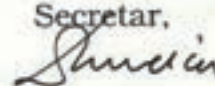
ROMANIA  
MINISTERUL ÎNVĂȚĂMÂNTULUI  
LICEUL TEORETIC „GEORGE COSBUC”

Seria D Nr. 044010

## ATESTAT

ENE GH. GABRIELA-MĂDĂLIŢA, născută în anul 1979,  
luna OCTOMBRIE, ziua 8, în localitatea BUCUREŞTI,  
judetul ..... , fiica lui  
GHEORGHE şi a MARIA  
a urmat cursurile Liceului TEORETIC „GEORGE COSBUC”  
din localitatea BUCUREŞTI, judetul  
..... , dobândind cunoştinţe  
INTERPRET CU STUDII MEDII - LIMBA ENGLEZĂ

Director,  
L.S. 

Secretar,  


Nr. 110 din anul 1998,  
luna IULIE, ziua 31.

Semnătura titularului 

## UNIT 3

*Exercises 4 and 5, page 28*

I guess it varies with age, really. When we are small, we feel most “together” with our family, especially our parents and siblings. When we are teenagers, suddenly our friends become the most important thing in the world and we so often feel like strangers in our own homes, having dinner with our own family. There is so much tension that, in defense, our minds separate themselves from our parents and siblings almost completely.

Sometimes having a pet makes that period easier to cope with, especially if we’ve had it since we were really small. Who hasn’t been cheered up by their silly dog’s squinty face upon entering the house? This while hoping dinner was going to be quick soon so they could just go to their room and put on some loud record? How many times has our dog, or other pet, not been our loving companion in the middle of the worst family, professional or relationship crisis?

But throughout all havoc and uncertainty, the sense of togetherness with our kinsfolk never leaves us. Our parents, brother, sister or grandparents remain the ones we know we can always, always ask for help and confide in. There may be reprimanding, but when we’re in great trouble or need, they’re the only ones we know we can absolutely count on.

Our siblings, for example, are the ones we ask for protection against parental rage, they are the ones we wear the clothes of without thinking about how clean they are, they are the ones we first tell big news most of the time, they are the ones whose loss most affects us.

Have you ever wondered how much emptier your life would be and how disoriented you would be if your brother or sister would no longer... be? Have you sometimes wished you had a sibling, so that there can always be someone who, by being close to your age, can understand what you experience (or at least have a better chance to!), someone who can accompany you to social events, concerts or exams, someone who can secretly bail you out of trouble without your parents having to find out and confront you about it?

A sibling is simply there, and they will always give and not keep count. When they build their own families, siblings often treat each other as if they co-owned spouses, or co-parented children. The intimacy of brotherhood or sisterhood is so compelling that it is often, and not illogically, taken for granted.

## UNIT 4

*Exercise 3, page 38*

### **The future is definitely brighter for me**

Rona Button from Newport entered the ECDL/ICDL competition ‘A Brighter Future’ and describes how ECDL made a difference to her life.

Completion of the ECDL after a long absence of formal study has changed my life considerably. Having taken an extended period of time out of the workplace to bring up my daughters, it had all changed when I returned to work three years ago. My confidence suffered enormously as I knew so little about the modern working environment, particularly computers.

I was employed as a Clerical Officer and yet I could do very little without their assistance. I was shown what to do and how, and made

copious notes which I constantly referred to, but I did not know why I was doing it, which in turn limited how I could assist them and became frustrating over time.

My levels of confidence in all aspects of computing have grown since completion of the ECDL. Now, I am the IT Champion for the department, giving help to other team members as well as staff who work nearby. I have a proud sense of achievement having obtained a certificate in my own field of expertise.

Since that time, I have had the confidence to try new and innovative ways of completing administration tasks within my role for the good of all and to save time and resources. Personally, I am also able to help my daughters with their computer work and I now use the internet banking facility, something I would not have considered previously. I communicate with friends around the world by email and purchase goods and services online with ease and confidence.

I have also been studying for a Level 2 NVQ in Business Administration for the last few months, and my optional modules are all computer-based. The confidence to undertake this course has been gained following the ECDL study and would not have been possible without it. The future is definitely brighter for me.

The impact the ECDL has had on my life

Ann Fitzgerald from Leeds entered the ECDL/ICDL Foundation Competition ‘A Brighter Future’. She tells us her inspiring story.

The impact the ECDL has had on my life.

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“I am a working mother and grandmother of 59 who likes a challenge! I started the programme because I wanted to beat the kids. I had asked my son and grandchildren for help many times and got the look. (What planet are you on? Anyone can do this!) So the old wrinkly got to work. I felt at times the work was beyond me, but encouragement from tutors and my study buddy Angela helped me through. A few weeks ago my son was struggling with PowerPoint and asked for my help. (Yes! I had made it.)

As a cleaning supervisor at Leeds Metropolitan University I supervise 54 staff, including weekend staff. My new computer skills help me to manage activities and communications. I use Excel to organize staff work rotas and make sure wages are paid. I use Outlook to arrange meetings and events, to send and receive messages and documents. An electronic file cabinet now helps keep my work organized into folders and much easier to find.

At home I have my own finances at my finger tips, using on-line banking to pay bills such as telephone and car tax. I have relatives in America and Spain and find it faster to communicate using email. I am going to America later this year and used the internet to plan my drive through Florida. I have downloaded maps and information on the activities in places I want to visit. What next after ECDL? The sky is the limit!”

## UNIT 5

*Exercise 4, page 46*

### **How I got started on my career path...**

I knew I was interested in business and finance from sometime in high school. I suppose it was around the time my guidance counselor, teachers and parents were on me to “figure out what I was going to do with my life.” They knew I was college bound, and at some point someone put the idea in my head that I would make a good accountant.

Well, I got a bunch of books, and learned all about stocks, bonds, and mutual funds. Not knowing the difference at that point, I thought, “this is cool, I’ll be an accountant!”

Well, once I got to college and began accounting classes, I thought, “maybe not so much for me.” So, I switched to finance.

Over winter break, during my junior year, I was at Christmas dinner with my family and family friends. The family friends are the folks I grew up with. They are just as much family to me as anyone. Well, one of the guys, two years older than me, knows that I am a business major asks, “Do you know anything about mutual funds?”

He had just graduated the previous May, and had been working for several months now. So, the question shouldn’t have been too surprising.

Ready to show how much I know, I launched in, “Sure, a mutual fund is basically a portfolio where investors can pool their money together so that...” Wait a minute, I stopped myself. “Why do you ask?”

“Well, as you know I’ve been working. And I was lucky enough to graduate without any debt (not luck, in my opinion), and have started saving some money. I heard mutual funds were good.” I knew that he was also thinking about relocating for work, but was not planning on getting married or having a family anytime soon. I asked him more about his plans for moving, and how much he thinks he’ll need for that. I asked if he had plans to buy a house anytime soon. And it became this cool interactive conversation, where I was finding out about his needs and goals, and he was asking me about a bunch of different things.

Now, I didn’t know too many of the answers, but I shared with him what I knew. Afterwards, he said, “Cool, I really appreciate it. That was helpful.”

You know what part was helpful? Not my limited information about stocks, mutual funds and 401(k)s. But my questions. Through the questions he began to think about his overall financial picture more and in different ways than he had previously.

I went home thinking, “Wow, I learned a lot too. I wonder how I can do this for a living?”

Posted by lamoneyguy on May 16, 2006 at 06:24 AM [Permalink](#)

## UNIT 8

*Exercises 2 and 3, page 76*

**The talent behind the visual effects** by Darren Waters

The BBC News website speaks to two leading special effects professionals at the world famous Industrial Light and Magic (ILM) firm in San Francisco. Earlier this year ILM picked up a visual effects Oscar for the work done on *Pirates of the Caribbean: Dead Man’s Chest*. For animation supervisor Hal Hickie, who picked up the award, it was the fulfilment of a boyhood dream, which began after he saw *Star Wars* in 1977.

He says: “When I was 13, I’d heard they were making a second *Star Wars* film; this was in 1978. I sent off an idea for the film.” The script idea was returned with a letter, that said: “Our legal counsel has advised us to return all unsolicited sequel ideas unread. “The

sequel is being written without the use of any outside contributions. Getting into movies requires a certain combination of talent and luck and is usually done through an agent in Hollywood.” He may have abandoned his screenwriting hopes, but Mr Hickie kept that letter – which is now in a frame on his office wall – and showed it to director George Lucas 21 years later when working together on *The Phantom Menace*. Lucas circled the words “talent and luck”, wrote “you have both” and signed the letter.

Mr Hickie picked up the Oscar alongside John Knoll, who has worked at ILM for 21 years – and also co-developed groundbreaking program Photoshop. It is a measure of the kind of staff that Industrial Light and Magic employs. Mr Hickie transferred to ILM from Pixar, where he had worked on *Toy Story*, just for the chance to work on the *Star Wars* prequels. Industrial Light and Magic was founded by George Lucas in 1975 when he needed specialised effects for *Star Wars* and learned that 20th Century Fox had shut down its own visual effects team. The firm made its name by developing motion capture cameras, which made realistic and epic space battles possible on the big screen for the first time. Since then, the company has become synonymous with innovation in visual effects – from the dinosaurs in *Jurassic Park* to the computer generated tentacles and barnacles on Davy Jones’ face in *Pirates of the Caribbean: Dead Man’s Chest*.

Not content to bask in the glory of *Pirates 2*, the animators and technical staff are busy finishing the visual effects for the third film in the series. The office walls at ILM are covered in flags sporting the Jolly Roger and even LucasFilm icons such as Yoda have been co-opted – one model in the building now wears an eye-patch. *Pirates 3* visual effects supervisor Roger Guyett says ILM has always prided itself on pushing the envelope. “We are doing about 800 visual effects shots on *Pirates 3*. It’s a huge movie and we are definitely pushing it even further.”

“ILM has been doing this for a long time and are still at the forefront of the visual effects business and the kinds of projects they get mean they are always at the cutting edge of the spectrum. “You are always being challenged creatively and technically.”

Mr Guyett says that the scale of ILM has allowed it to spend more time and money on research and development. “Often we take on projects like Davy Jones from *Pirates 2*, the wave in *Poseidon* – the stuff that other companies can’t deal with.” Miles Perkins, director of marketing and communications at LucasFilm, says Industrial Light and Magic has developed its reputation for “breaking new ground with projects and delivering them on time and on budget”. “In terms of the technology and ideas we use it’s amazing how much software we have developed for *Pirates 3*,” explains Mr Guyett. “A lot of that is based on physical simulation. We have really smart people at Stanford (University) who help us.” Mr Guyett says film-makers will increasingly turn to visual effects firms to create digital landscapes and digital actors. “If you look at *Mission Impossible 3* the idea of going to Shanghai and filming stuff was appealing but a lot of stuff in the film was created with digital environments.” If director JJ Abrams had wanted to film in Shanghai he would have faced obstacles such as heavy smog, a ban on helicopter flight and the fact that lights in city are switched off after 10pm. Although ILM has pioneered completely CGI characters – such as The Hulk and Yoda – Mr Guyett says there is little appetite among the public for lead roles given over to digital personas. “People are worried about synthetic actors,” says Mr Guyett, “but I don’t know if people want to see that.” “But if it means you can do stuff that otherwise endangered people, then it’s a good idea,” he adds. Story from BBC NEWS: Published: 2007/04/25 06:40:00 GMT

## DIAGNOSTIC TEST

## Exercise 1:

1. C/ 2. A/ 3. D/ 4. B

## Exercise 2:

a. ... her textbook.../ b. ... suggest going.../ c. ... faith in.../ d. ... French, which.../ e. I was at the cinema every day all last week./ f. I haven't seen Spielberg's last movie yet./ g. Where were you last summer?/ h. My cousin should have arrived by now, she's.../ i. If you go...

## Exercise 3:

a. will she be working/ b. leaves/ c. have you been doing/ d. had left/ e. to get

## Exercise 5:

1. What did she buy you?/ 2. Where is he going?/ 3. How much did your new car cost you?/ 4. Who is your new Physics teacher? Or What's your new Physics teacher's name?/ 5. Who(m) does Mary love?

## Exercise 6:

1. illiterate/ 2. befriended/ 3. dysfunctional/ 4. coverage/ 5. hurting/ 6. unwhole/ 7. landscape/ 8. creative/ 9. welfare/ 10. television

## UNIT 1

## Exercise 1/p. 10

a. saw/ b. like/ c. arrives/ d. are you going... am going/ e. don't eat/ f. bought/ g. will be dancing/ h. are... didn't (use to) have/ i. ate... am not feeling/ j. is going to rain/ k. get home... will have finished/ l. don't you try/ m. haven't seen... have/ n. used to take... took/ o. will give/ p. is... won't work/is not working/ q. have had... are/ r. hasn't managed/ s. will be solved/ t. is taking/ u. works... does yours do/ v. is expected/ w. have lived/ x. did/ y. are going/ z. am planning

## Exercise 2/p. 11

a. He's never late./ b. I haven't got/bought a car yet./ c. It's going to rain soon./ d. He'll be here in five minutes/ e. I wonder if Mark can help./ f. They never managed/didn't manage to get to Vegas./ g. We had just got/ten there when the rain started./ h. We'll miss (the beginning of the) movie if we don't leave now./ i. The water had been cut off, so he didn't take a shower./ j. I think I'm giving/will have a party for my mum's birthday this weekend.

## Exercise 3/p. 11

a. I didn't go to the cinema/movies yesterday. I don't go to the cinema/movies very often.  
b. I don't pork that/so much./I'm not very keen on/fond of pork.  
c. I can't see well without glasses.  
d. I didn't buy any perfume when I was in Paris.  
e. I haven't seen / have never seen Paris, is it nice?  
f. The children are in bed/asleep. How about a walk/stroll?  
g. Mike is getting remarried next week.  
h. I will tidy up until you arrive/get here.  
i. You'll put on weight if you eat so many sweets.  
j. He didn't tell me (exactly) what happened, but I have a feeling things didn't come out quite all right / things didn't go so well.  
k. There was only one thing I had forgotten to put in the basket, and I only realized it when I got there!  
l. After all I have done for you, how can you not help me?

## Questionnaire/ p. 15

If you have circled *b* for all questions, congratulations! You have a good balance between maturity and creativity.

## UNIT 2

## Exercise 2/p. 16

a. ii/ b. ii/ c. i/ d. any answer

## Exercise 4/p. 17

a. come across/ b. haunting/ c. sensitive/ d. sobs/ e. hits/ f. look it up/ g. glance

## Exercise 1/p.18

a. are driving/ b. will go/ c. are you going to get/ d. starts... is going to be/ e. are throwing/ f. am flying... am packing/ will be packing/ g. will be lying/ h. starts/ i. will do/ j. is taking/ k. am having/ l. will have/ m. is going to be/will be/ n. will be managing/ o. will quit... will take up/ p. aren't you able/ won't you be able/ q. have to/will have to/ r. will come/ s. will you be doing... will be/ t. are you going to do/ u. finishes/ v. leaves... arrives... will be able/are going to be able/ x. are you leaving... will see/ y. are you doing/ z. So, what's it going to be?

## UNIT 3

## Exercise 3/p. 24

1. D/ 2. A/ 3. B/ 4. G/ 5. E/ 6. C

## Exercise 1/p. 26

a. I opened the door, said goodbye and left. b. What were you doing when I called you last night? c. I had never had blackberries before. d. Why did you take my Latin textbook? e. I had been working for two hours already when the boss got to the office.

## Exercise 2/p. 26

a. After the student (had) completed the test, she left the classroom./ b. We got there at 7.15, by which time the movie had started for 15 minutes./ c. Nobody had told her she was supposed to come at 4, so she came at 5./ d. When Jim came home at 7, I had finished dinner for 2 hrs./ e. When she went into the kitchen, she saw that somebody had spilled milk all over the kitchen floor.

## Exercise 3/p. 26

a. When were you here? b. Nobody (had) cut the woman's purse... c. Few things were/had been finished by the time we got there. d. Cluj was founded in the 14th century. e. They didn't go after all...

## Exercise 4/p. 26 – Possible solution:

You silly man/dummy, why did you think she would propose such a profitable/convenient deal? Of course she did it to bait you into trusting her! When did she ever do anything out of the goodness of her heart?! I remember (one time) when we were little, I'm not sure whether in kindergarten or first grade, she brought me a/this cheese and apple sandwich, unheard of back then, and I was so delighted (that) I gave her my gold-plated fountain pen. And of course my mother gave me a mouthful when she heard about it! In those days, a fountain pen with a gold-plated cap was not exactly common, and my mother got really upset/went on fire at what I had done! What can I say, you must really watch it with Mihaela - she is quite the opportunist unfortunately, and she has the intelligence and looks to aid her in manipulating her peers... I for one have learnt this the hard way... The fountain pen was nothing in comparison to other things!...

## Exercise 6/p. 27

a. I was doing homework when mother came. b. Why didn't you come to PE class? c. I haven't been feeling well for some time, I even had a fever yesterday. d. He'd only taken up swimming two years before, and he was already a European vicechampion! e. When I was little, Mum used to make me a sweet surprise every weekend. f. I couldn't (have) come to your place at that time, I was already in bed. g. I remembered the teacher had actually told/warned us about the test, she's let us know a (good) month in advance. h. I'd started reading for a good 5 minutes, but I hadn't even finished one paragraph.

## Exercise 7/p. 27

a. Who did she come to the movies with?/ b. Who finished after seven?/ c. Whose friend had just arrived?/ d. Had they been studying?/ e. What did she get you/me?/ f. Why didn't you/I come in?

## Exercise 4b/p. 28

1. T/ 2. F/ 3. F/ 4. F/ 5. F/ 6. T/ 7. T/ 8. F/ 9. F/ 10. T

## PROGRESS TEST 1

### Exercise 1:

1. c/ 2. c/ 3. c/ 4. b/ 5. b/ 6. a/ 7. b/

### Exercise 2:

1. I'm having my hair cut this afternoon./ 2. Only when I arrived home did I remember I had forgotten to buy eggs./ 3. You'd better wait to tell her./ 4. Let's get on with the work./ 5. Supposing you won the game, what would you do?

### Exercise 4:

1. option/ 2. unlikely/ 3. efficiently/ 4. confirmation/ 5. refundable

### Exercise 5:

a. Mike was sleeping when I walked in. b. Mike had been sleeping for 10 hours and he wouldn't wake up/stir! c. Mike almost didn't sleep when he was little.

### Exercise 6:

1. b/ 2. a/ 3. a/ 4. a/ 5. a/ 6. c/ 7. b/ 8. b/ 9. b/ 10. b

## UNIT 4

### Exercise 1/p. 36

1-c/2-b/3-a/4-a/5-e/6-a/7-e/8-d

### Exercise 2/p. 36

1-a/2-b/3-a/4-e/5-b

### Exercise 3/p. 36

1. If I had thought, I wouldn't have made ... 2. As long as you promise not to laugh, I'll show you... 3. If we solve the problem sooner, it will be better for all concerned. 4. If I hadn't lost my passport last week, I wouldn't have a lot of trouble now. 5. If Anna hadn't lived in Hamburg for ten years, she wouldn't speak such good German now.

### Exercise 4/p. 37

1-would/2-happen/3-have/4-will (the first one)/5-should.

### Exercise 5/p. 37

1. Little did they suspect... 2. No sooner had I begun my speech than the door opened... 3. Rarely do they spend much money on food. 4. Seldom does it happen to rain in C. 5. Hardly had they closed the door behind them, when...

## Exercise 7/p. 37 – Possible solution:

1. If you studied more you would have better results.
2. If you were in Peter's shoes, what would you do?
3. If you will drive at high speed, you will lose your driving licence very soon.
4. Oliver couldn't have bought a new computer if he hadn't borrowed money from the bank.
5. If you had asked him, Oliver would have given you good advice about loan opportunities for students.
6. Hardly had he expressed his opinion when the journalists attacked him with questions about the company's future.
7. Rarely is a new member accepted to our club without the recommendation of the club president.
8. But for the speed, intervention of the firefighters/ fire-fighters speedy intervention, all the houses in our street would have burnt down.
9. If he had had more time he would have bought presents for everybody.

## UNIT 5

### Exercise 1/p. 44

- a) Paul explained that to mend the fuse you first unscrew that part.
- b) Sally whispered that her father had just won a lot of money.
- c) The thief confessed to have done it/ that he had done it.
- d) Rebecca announced she was not going to marry him.
- e) The security guard denied having had anything whatsoever to do with the theft.
- f) The manager suggested they (should) buy/ buying more products.
- g) The coach boasted that United Leeds was/is the best football team in the country.
- h) The Sales Manager warned that unless they improved their performance, the company would go to the wall.
- i) The consultant insisted that he had taken all aspects of the company's performance into consideration.
- j) The reporter accused the manager to have/of having consistently failed to support worker initiative.

### Exercise 2/p. 44

1-on doing/ 2- to having/ 3-against crossing/4-about having / 5-to having made/making/ 6-about taking/ 7-to sue/ 8-to vote/ 9-to be set/ 10-for not complying with

### Exercise 3/p. 45

"Why don't you guess? Well, I come from Toronto - in Canada."/ "What wonderful handwriting you have"/ "Why don't you enroll for a course of Japanese?"/ "Let me pay for the whole meal, including the drinks"/ "Would you please stop talking so loudly, it is after midnight".

### Exercise 4/p. 45

1-nights while she / 2-wanted to be/ 3-earn my degree/4-her eye on a / 5 - with the help / 6 - at the school / 7 - ladder in my / 8 - thought about changing/ 9 - got to the / 10- apologizing for not/11 - told her that / 12 - take the time / 13 - going to be / 14 - come across in.

### Exercise 5/p. 45

1. She recalls she noticed a ladder in her tights earlier. She said she had thought changing them but she knew she would be late if she did. And by the time she got to the

interview, it was enormous. She walked in apologizing for not looking her best. 2. The head said that if someone didn't take the time to present their/her best image at an interview, what kind of teacher was she going to be.

#### Exercise 6/p. 45

6. "I won't be able to see you next week. I had a call from my brother ten minutes ago. I've heard from him that my grandfather will be arriving here at the end of this week and this will be the first time I'll have seen him since he went to New Zealand in 1988. I hope you don't mind but I'd like to postpone our meeting from next week to the week after."

#### Exercise 7/p. 45

Possible solution:

The HR manager's point of view was presented by Darius Enaicu Managing Partner with Phoenix Consulting, one of the main marketing research companies. "There is a complete shortage of competences. We do not have capable people, who are also well-prepared/trained," Enaicu said, drawing everybody's attention to a fretting generation, who have run out of patience, speculative, trying to speed up the process of their education, getting jobs while at university, wanting to get promoted overnight, moving from one company to another without any proof of loyalty.

### PROGRESS TEST 2

#### Exercise 2:

a. separating/ b. look down on/despise/abhorre/  
c. boring/poor/ d. faintest/ e. meager/sordid

#### Exercise 4:

a. Should you (happen to) have any free time, could you pay me a visit? b. The accident happened out of sheer carelessness. c. Were to accept a job, would you accept it? d. You needn't have bought me flowers. e. There is no point worrying about someone else's problems.

#### Exercise 5:

1. a/ 2. c/ 3. c/ 4. b/ 5. c/ 6. a/ 7. a/ 8. b

#### Exercise 7:

1. ok/ 2. the/ 3. been/ 4. ok/ 5. some/ 6. such/ 7. ok/ 8. ok/  
9. these/ 10. ok/ 11. ok/ 12. ok/ 13. ok/ 14. had/ 15. ok/ 16. around/  
17. ok/ 18. by/ 19. ok/ 20. got/ 21. ok/ 22. the/ 23. ok

### UNIT 6

#### Exercise 1/p. 54

1. has been stolen/was arrested/is being questioned/is thought/ have committed/has been found/is believed/ have been carried out/has been discovered/have left.

#### Exercise 2/p. 54

1. The windows are being cleaned./ 2. He was tapped on the hand with the pen by her./ 3. Is the car being washed by Sue?/ 4. The new sports centre will be opened soon./ 5. By whom was this mug broken?/ 6. The verdict will have been reached by the morning./ 7. Jam is made from fruit./ 8. The doctor was sent for./ 9. The grass hasn't been cut by Cut yet./ 10. He was heard calling for help.

#### Exercise 3/p. 54

1. The shopping centre is to be opened by the Mayor tomorrow.  
2. A decision was made about the new exams yesterday.  
3. The escaped prisoner has still not been caught.

4. A family was rescued from a burning house last night.  
5. A five-day strike is to be held by the customs officers.

#### Exercise 4/p. 55

1. The thief was given a fair trial and was sent to prison./ A fair trial was given to the thief who was sent to prison.  
2. I am told your uncle has been shot.  
3. You can't be put in prison if you haven't been tried.  
4. He was brought up by his grandmother and he got educated in Paris.  
5. Naturally you are expected to get interested in the job you have been offered.  
6. I have already been promised a watch for my birthday when I was presented with one as a prize.  
7. I was surprised to hear you had been robbed.  
8. We ought to be told how much we are expected (to do).  
9. There's a new block of flats which is being built down the road; perhaps you'd like to be introduced to the landlord.  
10. When I was a child I used to be read out of a book of fairy tales I had been given for my birthday.

#### Exercise 5/p. 55

1. We've never had the police arrive at our doorstep...  
2. All the shops had their windows blown out by the gas explosion.  
3. I got my pocket picked on the tube.  
4. We got the builders to put in double glazing.  
5. We had a new carpet laid yesterday.

#### Exercise 6/p. 55

1. He is said to be an honest, hard-working man.  
2. This surgeon is considered to be a brilliant practitioner.  
3. The statements he made were proven (to be) false.  
4. The Chancellor is believed to be thinking of imposing...  
5. Several American motor manufacturers are reported to be planning to set up...

#### Exercise 7/p. 55 – Possible solution:

1. He is known to come back today, tomorrow at the latest.  
2. The thief was proven to have told the truth. 3. He is said to have returned from abroad. 4. He was made to leave at once.  
5. They might have got their alarm clock fixed, as they all need to get up early in the morning and they were always late for school. 6. The streets are swept/cleaned as it hasn't rained for a long time. 7. The teacher would have been listened to if the students had been interested in the topic of his speech. 8. If he is separated from his friends, he will study more. 9. In such cases, a doctor is sent for.

### UNIT 7

#### Exercise 4/p. 62

a. I'm sorry I never managed to see that movie. b. Could you hurry, I don't want us to be late! c. Will you come this way (please)? d. Perhaps/Maybe I/she/you/etc. shouldn't have moved out. e. She might have said her name was Ethel, though I'm not sure. f. Mary might not be at home. g. Peter shouldn't have spoken to his mother like that. h. He must have seen you the other day, otherwise he wouldn't know you were back home.

#### Exercise 6/p. 63

1. Va trebui să se ducă singur acasă/ să se descurce și să ajungă acasă de unul singur.  
2. Puteai să-mi spui și mie că o să întârzie așa de mult.  
3. S-ar fi convenit să rămână la ceremonie, sunt și strămoșii lor!

4. De-aş putea face timpul să stea pe loc/opri timpul!
5. S-ar putea să fie adevărat - după cum s-ar putea la fel de bine să nu fie.
6. Cum ai putut să faci așa ceva?! Și când mă gândesc că am avut cu toții încredere în tine!
7. Puteai să ceri lămuriri dar nu, bineînțeles că a trebuit să faci totul de unul singur - și uite în ce bucluc ne-ai băgat.

**Exercise 7/p.63** – Possible solution:

- a. Who gives him the right to say that everybody who knew about this is to blame? How dare he?! How come an ex-criminal is giving lessons on morality to people who serve the law?! Such a man cannot be a professor/teach the Academy!
- b. You can't have missed him/not have seen him, he was right next to you! You must have left your glasses at home and you probably couldn't see farther than a few meters - I could have sworn you'd forget your glasses/spectacles at home again!

**Exercise 8/p.63**

1. objections/ 2. expensive/ 3. product(s)/ 4. encounter/
5. quickly/ 6. prospective/ 7. convert/ 8. service

### EXAM PRACTICE 1

**Exercise 3:**

- a. 1/ b. 2/ c. 2/ d. 2/ e. 1

**Exercise 5:**

To diss: To disrespect/despise

Consider: Take

Bullit it through: Intimidated others into giving him the award

Was the ticket: Was the sure way to success

Gets a puffed-up ego: Feels extremely proud

**Exercise 8:**

- a. didn't need to/ b. managed/ c. could/ d. were you able/
- e. needn't have gone

**Exercise 9:**

- 1: a, b/ 2: a/ 3: a, c/ 4: a, c/ 5: a, b, c

**Exercise 10:**

1. are spent/are being spent/ 2. is used/ 3. be loaded
4. are encountering/encounter/have encountered/ 5. appear

**Exercise 11:**

- a. I could have gone .../ b. ... It will have been Tim./
- c. ... needn't have bothered/ d. ... might have told me.../
- e. He can't fail/can't have failed.

**Exercise 12:**

- a. Many people have been killed.../ b. He is rumoured to have eloped with.../ c. Much work remains to be done./ d. I was shocked beyond telling./ e. A new school is being built.../ f. The electricity's been cut, so.../ g. This desk hasn't been cleaned in/for months./ h. No additives are used in (the making of) their preserves./ i. She is being interviewed right now.

**Exercise 13:**

1. be treated/ 2. are entitled/ 3. want/ 4. thinking/ 5. don't take

### UNIT 8

**Exercise 3/p. 73**

1. A folosit o întâlnire colaterală conferinței pentru a susține terorismul. 2. Mediul înconjurător nu mai reprezintă o problemă secundară. 3. Se află la liziera educației universitare,

prin contribuția sa la învățământul superior, ceea ce oferă o sursă educațională pentru studenți. 4. Nina a rămas în afara mulțimii. 5. Sarah era o fată înaltă cu păr castaniu și breton. 6. Ideea întradevăr era mai mult susținută de cei care se aflau la marginea vieții politice decât de cei de la centru. 7. O fată și-a împărtășit povestea vieții ei într-un grup marginal care timp de zece ani i-a dominat viața. 8. Bucureștiul găzduiește multe companii de teatre alternativ care se luptă pentru confirmare.

**Exercise 2/p. 74**

- 1 - Ø/Ø / 2 - a/the/3-a/an/4-the/Ø/5-Ø/the/Ø.

**Exercise 3/p. 74**

1. Man is the measure of all things. 2. Wisdom and foolishness cannot be measured. 3. They come back from the trip at sunset. 4. You can travel from Europe to the United States by ship or by plane but most people go by air. 5. "Mona Lisa" is presented to the public at the Louvre. 6. There are still in London some old houses from the London before the Great Fire. 7. I don't trust her; she can't keep a secret. 8. I buy on average seven packages of biscuits a week. 9. The Sun is the only source of energy in the Solar System. 10. Will you please pass me the water not the milk.

**Exercise 4/p. 74**

- 1-his/2-your/your/3-the/4-a/my/5-the/6-your/7-his/8-a/a/9-her/ther/10-Ø/his.

**Exercise 5/p. 75** – Possible solution:

1. It's three weeks since mother left./ 2. It takes a whole day to reach Suceava./ 3. It was a cold winter day./ 4. It often rains in autumn./ 5. I think it will be nice tomorrow./ 6. It hasn't rained for a month./ 7. It is not far from here./ 8. It is only five minutes since we started work./ 9. It is far from my place to the town centre./ 10. How windy it is!

**Exercise 6/p. 75**

6. a/an/a/the/an/the/a/the/Ø/the.

**Exercise 7/p. 75**

7. 1-the/3-a (work)/4-hardly/5-the(education).

### UNIT 9

**Exercise 4/p. 81**

1. a/ 2. a/ 3. c/ 4. a/ 5. c/ 6. b/ 7. c

**Exercise 1/p. 82**

1. suspicions/ 2. unquestionably/ 3. acupuncturists/
4. organizations/ 5. leaders/ 6. effectively/ 7. freedom(s)/
8. non-threatening/ 9. defense/ 10. amounts

**Exercise 3/p. 83**

Great importance/ High costs/ Remarkable achievement/ Interesting question/ Difficult maintenance/ Memorable encounter

**Exercise 4/p. 83**

Highly unusual/ Extremely interesting/ Seriously ill/ Incredibly beautiful/ Terribly sad/ Absolutely common

**Exercise 6/p. 83**

Possible solution:

- a. Your opinion is very important/of the utmost importance for/to me. b. I was terribly depressed after my grandmother died. c. Congratulations on a/your very original article. d. Crash is a widely acclaimed movie. e. Meeting Andrei Codrescu was the most memorable moment of my incredible American tour/trip/experience.



## UNIT 10

**Exercise 6/p. 89** – Possible solution:

Obesity, unfortunately on a rising trend, is another important health issue, tightly linked to the individual's level of physical activity. For example, a recently published document shows that almost 27% of men and 38% of women in the European Union are overweight, the percentage varying according to the country. The most alarming issue relates to obesity among children and young people in the EU as the number of overweight children increases by approximately 400,000 yearly. Different studies estimate that 10-30% of European children, aged between 7 and 11 and 8-25% of teenagers (aged between 14 and 17) show evidence of excessive fat. Obesity as a general phenomenon is increased in southern EU countries mostly due to food rich in fat, sugar and salt. Thus, Spain, Italy - with almost 36% of 9-year-old children already overweight or obese - Portugal, Malta and Crete report percentages of over 30% as regards overweight and obesity among children of 7 to 11, in the UK, Ireland, Cyprus, Sweden and Greece the percentages are higher than 20% while in France, the Czech Republic, Hungary, Germany, Denmark, the Netherlands and Bulgaria the percentages are situated between 10 and 20%.

**Exercise 2/p. 90**

1-B/2-C/3-A/4-E/5-D/6-F

**Exercise 3/p. 90**

1 - out of/2-by/3-beside/4-against/5-after/6-by

**Exercise 4/p. 90**

1-on/after/2-ahead of/3-on/4-on/5-across.

**Exercise 6/p. 91**

1-like/2-like/3-as/as/4-as/5-like.

**Exercise 7/p. 91**

1-for/2-with/3-between/4-plus/5-contrary to.

**Exercise 8/p. 91** – Possible solution:

1. Have you seen the bridge they have built across the river?  
 2. The burglar climbed up the drainpipe to the roof. 3. He ran away from home when he was 17. 4. Starting today/As of today I will not eat any cake or chocolate. 5. Thousands of people suffer from hunger in Africa. 6. He donated an important sum of money out of the wish to help those who had been left without a house due to the floods. 7. He has over ten thousand stamps in his collection. 8. Could you keep silent for a moment, at least for the child's sake. 9. This car is beyond repair. You had better buy a new one. 10. It is important for all officers to be present at the meeting, without exception.

## EXAM PRACTICE 2

**Exercise 1b:**

1. worldwide/ 2. conference/ 3. complained/argued/noted/  
 4. command/control/ 5. even

**Exercise 3:**

a. ... asked the waiter for the bill./ b. Most banks do not mind lending.../ c. ... a very tiring occupation./ d. ... service is very good./ e. There are.../ f. ... to prevent the former from becoming undisciplined./ g. ... you adapt to the new demands of a job./ h. No point expecting promotion.../ i. ... by myself./ j. I think it is a waste of money.../ k. I look forward to seeing you.../ l. I didn't see anyone...

**Exercise 4:**

1. a/ 2. c/ 3. c/ 4. a/ 5. b

**Exercise 5** – Possible solution:

**A.** I had long left behind any trace of human life, and relying on Pisicuta's geographical knowledge I was leisurely climbing the path - sometimes steeper, sometimes easier - which was winding its shady way through the serene forest. I have never been good at interpreting astrological books or Damaschin's palm; thus, the sky could clear up without my knowing or it could frown its eyebrows and send its downpour over my head...

**B.** As they came in, most of them felt instinctively nervous. The journey, with its uniformity, had allowed their minds to wander with no connection to the present situation. But here, the evidence of futility made them all feel uneasy. The field was covered with numberless wooden crosses, made of two boards, showing the peasants' final resting place. Old graves, with grass grown over; new graves where the dry soil had turned white; weeds hastily cut off and left behind on the road. There was a feeling of solitude and poverty pervading the whole atmosphere.

**C.** But I stop for a moment as in their middle there is a girl, 15 or 16 years of age, of medium height. Her face is perfectly oval with greenish amber skin and her eyes are like two long, green plums. This range of colours, from the reddish copper of the hair to the greenish yellow of the spotless cheeks and the bluish green of her eyes amazes me and I remain motionless for an instant.

**Exercise 6** – Possible solution:

Și pe urmă, într-o joi, aproape două mii de ani după ce un bărbat fusese crucificat pentru că spusese ce bine ar fi să încercăm să ne purtăm frumos cu cei din jur, o fată, în timp ce stătea de una singură într-o cafenea mică din Rickmansworth, și-a dat seama de ce totul mersese așa de prost în lume până acum și ce trebuia făcut pentru a o transforma într-un loc plăcut și plin de fericire. De data aceasta, totul era așa cum trebuie, totul avea să meargă, și nimeni nu mai trebuia să fie crucificat pentru a obține ceva.

**Exercise 7:**

a. look (it) up/ b. haunted/ c. sensitively/ d. drag/ e. hate speech/ f. pull up/hit/ g. run across/ h. sob/ i. glance

**Exercise 8:**

1. look into/ 2. look out/ 3. look back on/ 4. looks up to/  
 5. is looking for/ 6. looks down on/ 7. look through/ 8. look up

**Exercise 9:**

a. look it up?/ b. haunted/ c. sobbing/ d. pull up/ e. ran across

**Exercise 10:**

1. should have gotten in/ 2. may have missed/ 3. can't have/  
 4. must have been delayed/ 5. would have heard

**Exercise 11:**

a. I have never been given so much./ b. People's letters must not/ are not to be opened!/ c. Your TV is just being loaded on the van!/ d. I'm very embarrassed when I'm taken for his fiancé./ e. Jerry was being interviewed when I walked into the office yesterday.

**Exercise 12:**

1. bedridden/ 2. inadequate/ 3. quickly/ 4. within/ 5. everything/  
 6. discovered/ 7. responsibility/ 8. acquiring/ 9. painfully/  
 10. emptiness