

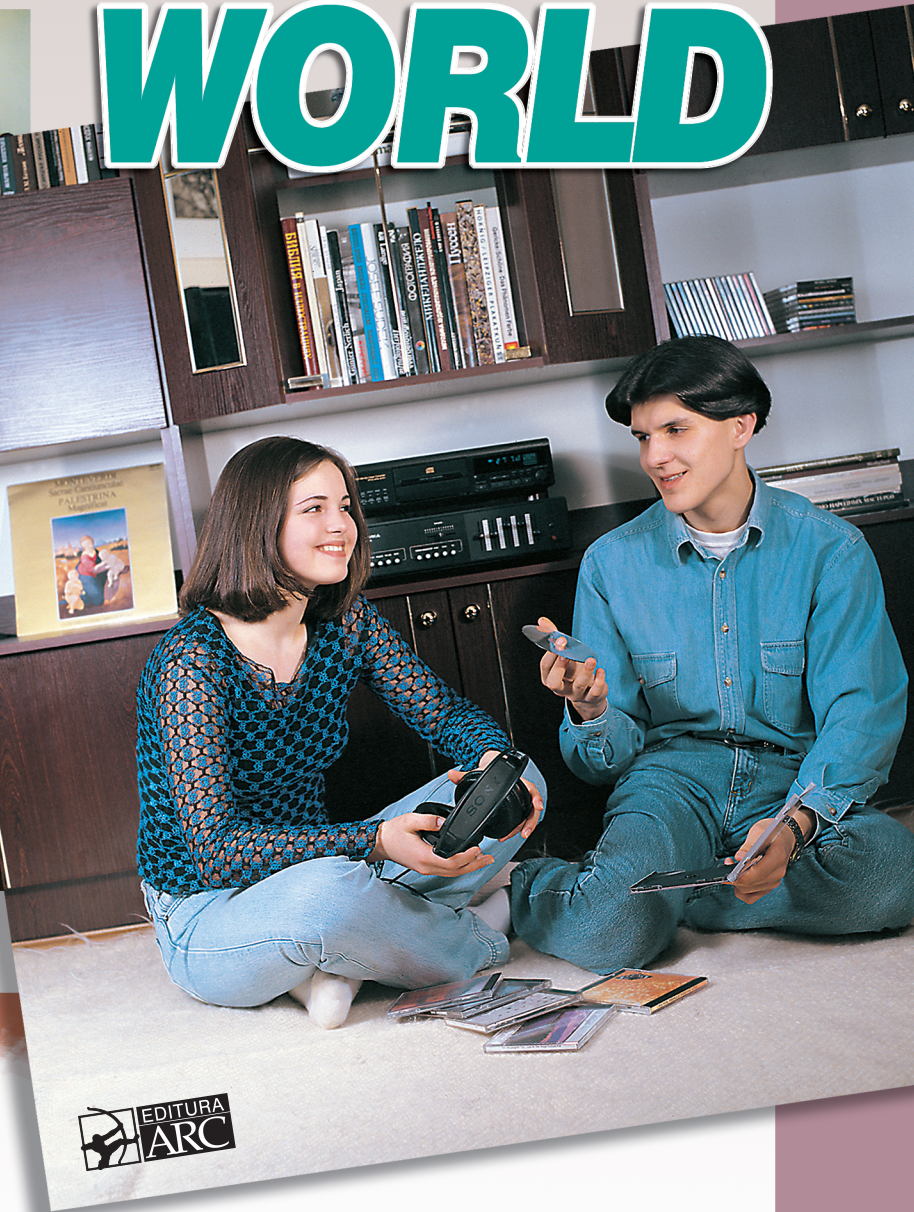


MINISTERUL EDUCAȚIEI AL REPUBLICII MOLDOVA

ENGLISH AWARENESS

Galina CHIRA • Margareta DUȘCIAC
Maria GÎSCĂ • Elisaveta ONOFREICIUC
Mihai CHIRA • Silvia ROTARU

This Is Our WORLD



11

STUDENT'S BOOK

EDIȚIE COMERCIALĂ

EDITURA
ARC

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ENGLISH AS A MAJOR LANGUAGE

STUDENT'S BOOK 11



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CONTENTS

1 UNIT IT'S A BUSY WORLD

<i>Lesson 1</i>	Busy Enough?	6
<i>Lesson 2</i>	Enjoying Free Time or Working Hard?	10
<i>Lesson 3</i>	Time Is Money	14
<i>Lesson 4</i>	Life at a Glance	18
<i>Lesson 5</i>	Literary Focus. Climbing the Ladder	22
<i>Practise Your English</i>		26

2 UNIT IT'S A WORLD OF COMMUNICATION

<i>Lesson 1</i>	The Art of Talking	28
<i>Lesson 2</i>	What Did You Say?	32
<i>Lesson 3</i>	Are You Listening?	36
<i>Lesson 4</i>	Are Speakers Born or Made?	40
<i>Lesson 5</i>	Literary Focus. Communication Is More Than a Monologue	44
<i>Practise Your English</i>		48

3 UNIT IT'S A CHALLENGING WORLD

<i>Lesson 1</i>	Problems and Solutions	50
<i>Lesson 2</i>	The Exclusive Circle	54
<i>Lesson 3</i>	Know Your Rights!	58
<i>Lesson 4</i>	The Key to the World	62
<i>Lesson 5</i>	Literary Focus. Why Fly off the Handle?	66
<i>Practise Your English</i>		70

4 UNIT IT'S A WORLD OF ART

<i>Lesson 1</i>	Enjoying the Arts	72
<i>Lesson 2</i>	Cinema and Films	76
<i>Lesson 3</i>	Performing Music	80
<i>Lesson 4</i>	All the World's a Stage	84
<i>Lesson 5</i>	Literary Focus. It's Always Love...	88
<i>Practise Your English</i>		92

5 UNIT IT'S A MEDIA WORLD

<i>Lesson 1</i>	in FORMATION	94
<i>Lesson 2</i>	Watching the Box	98
<i>Lesson 3</i>	Cyber Smart	102
<i>Lesson 4</i>	Literary Focus. That's News!	106
<i>Practise Your English</i>		110

6 UNIT IT'S A BEAUTIFUL WORLD

<i>Lesson 1</i>	In Harmony with Nature	112
<i>Lesson 2</i>	The Sense of Beauty	116
<i>Lesson 3</i>	Literary Focus. The World Is a Beautiful Place	120
<i>Practise Your English</i>		124

SUPPLEMENT

LANGUAGE PORTFOLIO	125
LANGUAGE REFERENCE	126
GRAMMAR PRACTICE EXERCISES	142
TAPESCRIPTS	152

To understand the world,
and to like it, are two things
not easily to be reconciled.

Halifax

Dear friend,

This Is Our World is the second book of the *English Awareness* series.

You will master a new and a deeper level of the English language.

The present course encourages you to enrich your vocabulary,
and develop your speaking abilities. It also provides you with in-depth
knowledge of the English grammar. *The Language Reference*
at the end of the book provides a solid theoretical background and will
help you prepare for the graduation exam in English.

The topics included are diverse and contain information about the world, environ-
ment, media, art, etc. Some of the topics are meant to give you skills in communicat-
ing with other people, listening skills, and skills in giving and receiving feedback.
You will also learn to deliver a presentation in front of an audience, problem solve
difficult situations, and organize your time better. All these are life skills that will
serve you now and in future.

The culture and civilization information included in the units will enrich your
knowledge about English-speaking countries and about our country.

You will continue to enrich your knowledge about literature and learn
to do a literary analysis in the *Literary Focus* lessons.

As we did before, we encourage you to think critically and express your opinion while
participating in class discussions, group and pair work, debate, and while completing
various assignments. The textbook challenges you to be active, make decisions, solve
problems, and be inventive in your project works.

We recommend that you study the structure of the book,
each unit, and each lesson together with your teacher before starting your search for
knowledge.

Enjoy your journey.
The authors

1 UNIT

IT'S A BUSY WORLD

Lesson 1

Busy Enough?

Do a little more each day than you think you possibly can.

Lowell Thomas

DISCUSSION POINTS

- 1 Comment on the quotation of the lesson. Why is it important to keep yourself busy?
- 2 Answer the following questions and compare your answers with those of your colleagues.
 - a. When do you get up in the morning? How do you start your day?
 - b. How many lessons per day do you have at school? When do they start/finish?
 - c. What other activities besides lessons do you have at school or outside it? When do you have them, how often and for how long?
 - d. How much time do you spend on homework? When do you do it?

- e. How much time per day do you spend...
 - watching TV?
 - playing computer games?
 - reading books?
 - practising sports?
- f. How much time do you spend socializing with friends/relatives? What do you do together?
- g. When do you go to bed? How many hours per day do you usually sleep?
- h. Are you a busy person?
- i. Do you value time and spend it reasonably? What makes you think so?

READING

- 1 Diana, a Moldovan student who went to the United States with the FLEX (Future Leaders for Exchange) program, is willingly sharing her experience and her daily schedule with you. Read her letter and tell how the daily schedule of American students is similar to or different from yours.

Hi,

- 1 I am Diana and I came to the United States as an exchange student. I am staying in Philadelphia with a nice family and I am attending *J.R. Masterman High School*.

I feel comfortable at school now, but it was quite different at the beginning.

- 2 I remember my first day at school. It was Thursday, September the 6th. I went to my Advisory, which is a fifteen-minute class each morning. There the teacher makes all the announcements. The teacher gave out our schedules. I looked at mine and became frustrated. I didn't know where the rooms I was supposed to go to were, and how hard the classes were going to be. I tried to find somebody who had the same schedule as I had, so I could follow the person

around to every class. Vanessa helped me out when I most needed somebody.

- 3 At school, I have seven classes a day including lunch. Lunch is different for everybody: high school students (freshmen, sophomores, juniors, and seniors) have lunch during the 3rd period. Lunch is as long as a regular class is and it is a time when you



Diana during a ski trip



Diana (second from left) and her American friends during a trip to New York City

Word Study

Abbreviations used:

MG	— Mentally Gifted
AP	— Advanced Placement
H.R.	— Home Room — a class of students getting together for advisory
PD	— Period
DY	— Day
Gr	— Grade
CHEM	— Chemistry
SPAN	— Spanish
ENG	— English
WDL CULT	— World Cultures
ALG	— Algebra
PE	— Physical Education
HE	— Health Education
AUD	— Auditorium
LR	— Lunch Room
IMC	— Instructional Materials Center

get to talk to your friends or get to know them in my case.

Classes are about fifty-one minutes long and there are very short breaks between them, just enough time to get from one class to another. They start at 8:15 in the morning and end at 3:28 PM. There is a different bell schedule for Tuesday. On Tuesday classes are one hour long. It took me time to get used to a different bell schedule, as I was used to having 45-minute classes in Moldova.

The school day is not over when classes end. There is no single student who leaves school after the 7th period. Everybody is involved in at least one extra-curricular activity. Those who don't go to any activity attend the Option class, the 8th period in the schedule. The students read there, have tutoring, etc. But most of the students prefer to join an activity instead of the Options. Though it takes more of their time, they value the opportunity to learn something different that would help develop their personalities. The thing that strikes me is how eager American students are to do different activities, even if it takes their whole day. I am much busier now than I used to be back home.

At first, when I came I got involved in an MG course as they call it, which is a course for gifted students. It was in Digital Graphics and it was a lot of fun.

Later, as I was sitting next to Nija in my Gym class, she suddenly asked me if I would join gymnastics. I was happy that they considered accepting me to their Varsity Gymnastic team. I had not done anything similar before. As soon as I started practice I didn't have time for anything else except homework, dinner, and going on-line at night. Practices for any sport are about 2-3 hours long every day and it is pretty harsh if you miss a practice, especially if you are a good athlete. When I started Gymnastics meets my life became even busier.

After the Gymnastics season had ended I started to play soccer. It had always been my dream, but I didn't have the possibility to do it in Moldova. I tried out for the girls' Varsity Soccer Team and I got in. I love it although my daily schedule is full.

Besides sports, each day before classes I sing in the school choir. I've been singing in the choir for the last couple of months. Participation in different concerts and contests gives me the possibility to travel. Tomorrow morning I am meeting my friends before classes for a rehearsal. We are preparing for a contest. After classes I am going to join the soccer team for practice.

I wake up at 6:30 every morning and come home at 6:30 - 7:00 PM. I have dinner with my host family at 7:00 and I do my homework till 9:30 PM. I go on-line at 10:00 PM and I go to bed at 11:00 PM. This has been a regular day for me since September. I have been busy a lot lately but I enjoy being busy a lot.

BELL SCHEDULE

Advisory 8:15-8:30 AM

1. 8:31-9:22 AM	5. 12:55-1:46 PM
2. 9:22-10:13 AM	6. 1:46-2:37 PM
3. 10:13-11:04 AM	7. 2:37-3:28 PM
4. 11:04-12:55 PM	8. 3:28 -

Info Box

All subjects have levels in an American school, you have to finish a level so that you are accepted for the next one. The change to the next level occurs at the end of the semester or at the end of the school year. The higher the class, the higher the level studied. (See the levels indicated next to each subject in the daily schedule.) Some subjects, that are one year courses only, are not divided by levels. Juniors and seniors can also take the AP (Advanced Placement) classes that would give them a better possibility to enter universities.

2 Answer the following questions based on the text. Analyze the daily schedule and the bell schedule of J.R. Masterman school for additional information.

- How many classes do American students have each day? How long does each class last?
- What time is lunch? How much time do students have for lunch?
- How many subjects does Diana study? What levels are they?
- How many classes per week of each subject does Diana have?
- What extra-curricular activities besides classes is Diana involved in?
- How much time do American students spend at school each day?
- What is the purpose of the Advisory?
- What do students do for Options?

3 Match the words with their synonyms.

value, <i>v.</i>	teaching, learning, instructing
eager, <i>adj.</i>	to prize, treasure, appreciate
gifted, <i>adj.</i>	anxious, impatient
tutoring, <i>n.</i>	talented, intelligent, brilliant

4 Match the words with the definitions. Give the plural of the words.

Junior	a ninth-grade student in a U.S.A. high school, a first-year student in a U.S.A. college
Senior	a tenth-grade student in a U.S.A. high school, a second-year student in a U.S.A. college
Freshman	an eleventh-grade student in a U.S.A. high school, a third-year student in a U.S.A. college
Sophomore	a twelfth-grade student in a U.S. A. high school, a fourth-year student in a U.S.A. college

6 Find in the text collocations with the following words: *to become* (2), *gifted* (5), *extra-curricular* (5), *to value* (5). Determine what type of collocations they are. Make up your own sentences with them.

MASTERMAN

Curriculum				Gr 10	H.R. 101
Term1					
PD	DY A	B	C	D	E
1	CHEM 408	SPAN 3 305	ALG 2 104	ALG 2 103	CHEM 312
2	WDL CULT 307	WDL CULT IMC	WDL CULT 307	WDL CULT 313	WDL CULT 304
3	LUNCH LR1	LUNCH LR1	LUNCH LR1	LUNCH LR1	LUNCH LR1
4	SPAN 3 104	CHEM 312	SPAN 3 305	ENG 2 12	SPAN 3 14
5	P E 2 GYM	ALG 2 102	ENG 2 12	SPAN 3 14	ALG 2 12
6	ALG 2 12	P E 2 GYM	CHEM 312	CHEM 312	ENG 2 12
7	ENG 2 12	ENG 2 10	H E 2 502	CHEM 312	
8	OPTIONS AUD		OPTIONS AUD	OPTIONS AUD	OPTIONS AUD

5 In the text, find the words that express the following:

- an institution which provides all or part of secondary education, in US the 9th, 10th, 11th, and 12th grades (1)
- empowered to advise; of or containing advice (2)
- something available as a choice; a choice (5)
- helping someone to achieve better results; helping with the homework (5)
- a team representing a university, college or school, esp in sports competitions (used mostly in the USA) (6)
- rough or sharp in a way that is unpleasant; unpleasant or difficult to endure; severe (6)
- a sporting contest at which many competitors gather (especially in the USA) (6)
- an organized company of singers (8)

7 Add a particle to the following verbs to form phrasal verbs from the text and match them with the definitions given.

out out out in up around/about

- | | |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (7) get _____ | • distribute |
| (2) follow _____ | • to help someone do something; to help someone with a problem |
| (2) help _____ | • enter, be accepted, start |
| (7) try _____ | • to follow someone wherever they go |
| (2) give _____ | • <i>US and Canadian</i> (of an athlete, actor, etc.) to undergo a test or to submit (an athlete, actor, etc.) to a test to determine suitability for a place in a team, an acting role, etc. |

8 Use the definitions given to explain the use of tenses in the following sentences from the text. Find in the text other similar cases of the use of tenses.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1. I am staying in Philadelphia with a nice family and I am attending J.R. Masterman High School | a. non-progressive verb to describe a current state or feeling |
| 2. I feel comfortable at school now ... | b. action in progress at the time of speaking |
| 3. It was Thursday, September the 6 th . I went to my advisory, which is a 15-minute class each morning. There the teacher makes all the announcements. The teacher gave out the schedule. | c. to set the scene or to describe an action in progress at a specific time in the past |
| 4. Classes start at 8:15 in the morning and end at 3:28 PM. | d. to express a future arrangement |
| 5. It took me time to get used to the bell schedule as I was used to having 45-minute classes. | e. to talk or ask about a specific moment in the past |
| 6. Later, I was sitting next to Nija in my Gym class when she suddenly asked me if I would join gymnastics. | f. to describe things that happen regularly according to a schedule or timetable |
| 7. I had never done anything similar before. | g. to talk about a new situation which is becoming familiar or less strange |
| 8. Tomorrow morning I am meeting my friends before classes for a rehearsal; this week we are preparing for a contest. After classes I am going to join the soccer team for practice. | h. action verbs with <i>for</i> or <i>since</i> to say that something started in the past and is still true now |
| 9. It had always been my dream, but I didn't have the possibility to do it in Moldova. | i. to talk about a new situation which was at some point in the past familiar or less strange |
| 10. I've been singing in the school choir for the last couple of months. | j. to report a future in relation to a past action |
| | k. to express a future intention |
| | l. to describe things that are generally true or habitually happen |
| | m. to talk about a past action that happened before another action in the past |
| | n. non-action verbs to say that something started in the past and is still true now |

SPEAKING

Work in pairs. Debate the following statements using *ought to* and *should* to say that it is/it isn't a good/right thing to do something. Explain your point of view.

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| a. The school day should be shorter. | c. More extra-curricular activities ought to be organized for students. |
| b. Students should have the right to choose the subjects they study. | d. Homework shouldn't be compulsory. |
| | e. People should value relationships with their friends and close relatives and spend as much time as they can together. |

WRITING

Consult the information about the Language Portfolio at the end of the book and on the Net. Create your Language Portfolio. Fill in *The Passport* and *The Biography*. Make a one minute presentation about it next lesson.



Lesson 2

Enjoying Free Time or Working Hard?

Today is life - the only life you are sure of. Make the most of today. Get interested in something. Shake yourself awake. Develop a hobby. Let the winds of enthusiasm sweep through you. Live today with gusto.

Dale Carnegie

DISCUSSION POINTS

- 1 Discuss the quotation of the lesson. Say how convincing the author's call is and explain your point of view.
- 2 Are extra-school activities and hobbies fun or hard work for you? Give arguments to support your point of view.

READING

- 1 The titles below are taken from the West Buckland School (UK) Newsletter. Read them and try to guess what the articles are about.

? Jazz band launches Barnstaple Festival

? Six on track to become regional champions

? National Youth Theatre success for Ben

? 7 Gold medals for Judo

? Pulling together!

? Riding team gallops away with bronze at British Mini Inter-schools event

? Skipping lessons in a good cause!

? High flying cadets have their heads in the clouds

? Chris 'nets' RAF Prize

- 2 Scan the following articles. Match them with the titles above.

- 3 Fill the gaps in the newspaper articles with a sentence (A-H).

- A. Sarah Poyner commented "It was a memorable life-time experience" whilst Piers Barber said, "Great fun, a super opportunity to try aerobatics, handle the controls, and feel on top of the world!"
- B. The girls then had to ride **crosscountry**, although the **course** was not particularly big, it had its **tricky** moments.
- C. The local BBC Radio Devon, with presenter John Govier, **broadcast** them live.
- D. Last November he won three awards at the North Devon Drama Festival for poetry, acting and news reading.
- E. In just three days he produced a site which impressed the judges.
- F. In blustery but dry weather, they hauled the aircraft for over a mile along a runway, with the aid of two long ropes and a lot of muscle power.
- G. They enjoyed the exercise and improved their fitness levels.
- H. Sophie Lidstone's long jump booked her a place and Rob Watson won the 100 and 200 metres respectively.

- 1 Four pupils, Victoria Plume, Amy Flanagan, Louise French and Alice Pearn, travelled to the British Mini Inter-Schools One-Day Event.

There were 400 competitors taking part and thirty-six teams running.

All the girls completed creditable tests in the **blistering** heat and Louise gave the best dressage test of the day on her new horse. ☐

Victoria, in the strongest Group A, was unlucky to be just out of the **ribbons**; she was placed 11th. In Group C, Amy was 4th, and Alice in Group D was 5th. The most important result was that of how the team **fared overall**. They finished in third place, a truly excellent performance.

- 2 Seventeen cadets enjoyed a "flying experience" when they had the chance to sit in the **cockpit** of an aeroplane and take off into the blue.

The cadets were able to practise the basics of flying. ☐

3 Congratulations to Ben Bouquet, a 15-year-old student who has successfully won a place in the National Youth Theatre of Great Britain.

For his two rounds of auditions, which were held in Bristol, Ben performed extracts from *Henry V* and a modern Italian play, then sang a popular song from the musical 'Oliver.'

The NYT is patronized by such famous actors as Michael Caine, Sir Derek Jacobi and Sean Connery. Training is going to be provided soon by some of the top directors in the world of stage and film and Ben is looking forward to it.

He is no stranger to drama success. ☐ He has also gained Honours in several examinations with the London Academy of Music and Dramatic Arts), and recently took a lead part in the school's production of Oscar Wilde's *The Importance of Being Earnest*.

4 The last day of Spring term saw over fifty West Buckland Preparatory School children rush out into the playground, armed and ready!

Each carried a secret weapon in the form of a **skipping rope** to enable them to raise money for the British Heart Foundation.

They worked in teams to provide a display of non-stop skipping for several hours, and during that time learnt about cardiovascular fitness. ☐ The skipping rope performance was being held at its pick when unexpectedly the headmaster joined in.

By the end of the session, over 300£ had been raised in the **bid** to help the community.

The children can be highly praised for the accomplishment!

5 Under Coach Dennis Morgan, West Buckland School Judo squad have gained great success this year, winning 7 gold, 4 silver and 6 bronze medals.

4 Read the newspaper articles again and say who ...

1. won the senior girls running competition.
2. gave the best dressage test of the day.
3. won three awards at the drama festival.
4. won a competition to design a website.
5. raised funds for a rugby and netball tour .
6. won seven gold, four silver, and six bronze medals.

6 15-year-old Chris Bouldon, has won a Royal Air Force competition to design an RAF Combined Cadet Force website. ☐

Chris has been computer literate since he started West Buckland School where he joined the 'Web Weavers and Hackers Club' and started constructing websites. He has helped make a school CCF and Sports web page, which is being constantly improved by him, he also set up his own company, 'Microweb.'

7 It was quite an achievement to have six West Buckland School athletes selected to represent Devon Schools at the South West Schools' Athletics Championships on 17th June.

Emily Hooper and Isabella Stoaate won the senior girls' 800 metres and the 1500m. Junior Jenny Milsom beat her personal best by 8 seconds. ☐

To follow on from these successes, Isabelle and Rob have been picked to compete at the Nationals which will be held in two months. Best of luck!

8 West Buckland School students pulled together to move six and a half tons of Sea King Helicopter and raised £2,500 for their efforts. ☐ The students worked well together and supported each other to avoid being hurt in any kind of possible accidents. Nearly fifty students and staff made it a real team effort to raise funds for their rugby and netball tour to South Africa for three weeks in July.

9 West Buckland School Jazz Orchestra played a major role in the launch of BBC Music Live, when they took part in Jazz on the River as part of Barnstaple's 6th Annual Jazz Festival. ☐

7. beat the personal best record.
8. practised the basics of flying.
9. participated in a Jazz Festival.
10. raised money for the British Heart Foundation.
11. has been picked to compete at the Nationals.

5 Match the words with their definitions:

- | | |
|------------------------------------------------|------------------------------------------------------------------------|
| 1. aerobatics [ˌeərəˈbætɪks], <i>n.</i> | a. help of any kind; |
| 2. dressage [ˈdresɑːʒ], <i>n.</i> | b. a group of people organized in a common activity; an athletic team; |
| 3. haul [ˈhɔːl], <i>v.</i> | c. good and deserving praise but not outstanding; |
| 4. blustery [ˈblʌstəri], <i>adj.</i> | d. the practice of training a horse to perform various movements; |
| 5. canopy [ˈkænəpi], <i>n.</i> | e. difficult and exciting movements performed with aircraft; |
| 6. aid [ˈeɪd], <i>n.</i> | f. (of the weather) with strong winds; |
| 7. squad [skwɒd], <i>n.</i> | g. to pull or drag something with effort or force; |
| 8. creditable [ˈkredɪtəbl], <i>adj.</i> | h. any covering that hangs over something. |

6 Find in the newspaper articles words in bold that mean the following:

- | | |
|-------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| – (of heat or speed) — very great; extreme (1) | – an enclosed area in an aircraft, a racing car, or a boat where the pilot, driver, etc sits to steer (2) |
| – direction or route (1) | – an effort to do, obtain, achieve, something, etc; an attempt (4) |
| – to make progress; to get on (1) | – a length of rope (usually with handles on each end) that is swung around while someone jumps over it (4) |
| – moving or directed across open country rather than following tracks, roads, or runs (1) | – to transmit (a radio or television programme) for public or general use (9) |
| – a band of coloured cloth signifying membership in an order or the award of a prize (1) | |
| – requiring caution or skill (1) | |
| – on the whole; generally (1) | |

7 Determine whether the following are collocations, phrasal verbs, or idioms. Read the sentences from the text in which they occur and explain their meaning. Make up your own sentences using them.

excellent performance, to follow on, to take off, to feel on top of the world, top directors, lead part, to rush out, to raise money, to join in, to play a major role in, to gain success, computer literate, to set up, the world of stage and film, to look forward to, to be praised for.

8 What is the predominant tense used in newspaper articles? Explain why.

9 Find in the newspaper articles the sentences in which the Present Perfect is used (paragraphs 3, 5, 6, 7). Explain the tense choice in each of them.

10 Name the following Passive tenses. Find in the text the sentences in which they occur and explain their use. Determine why it was important to specify who did the action in the sentences where 'by' is used.

was placed (1), were held (3), is patronized (3), is going to be provided (3), was being held (4), had been raised (4), be praised (4), is being improved (6), have been picked (7), will be held (7), being hurt (8).

SPEAKING

1 Read the articles again.

- Make a list of extra-curricular activities students at the West Buckland School are engaged in.
- Make a list of prizes/awards won by West Buckland School students at different contests/competitions.

2 Which of the activities students in the UK are engaged in seem interesting or unusual to you? Why?

3 If you were a student at West Buckland School, which activities would you join? Why did you make this decision?

4 Work in pairs. Make up short dialogues. Student A will ask for suggestions about extra school activities he or she should get involved in. Student B will provide suggestions/advice. Use **should** after *suggest, propose, recommend, it is important that, etc.*

- 5 Would you qualify any of the activities described in the newspaper articles as extreme hobbies or sports? Name some other extreme hobbies/sports. Why do you think people take up such activities? Would you risk trying any extreme activity? Why yes or why not?

- 6 **PROJECT WORK** Describe the picture (use the Present Continuous to describe actions). What do you think extreme ironing is? Make a one minute oral presentation about extreme ironing or any other extreme hobby/sport.



- 7 Report the information from the articles on p.p. 10-11 using the following structures in the present and past.

It is *said/known/told/understood/reported/expected/thought* that ...

He/she is *said/known/told/understood/reported/expected/thought* to...

- 8 Make up short dialogues about your hobbies, participation in extra-school activities and sports following the pattern below. Use the Present Simple, Present Continuous, Past Simple, and Present Perfect.

Have you ever tried _____ ?

Yes, I have.

No, I haven't.

What activity have you tried doing/practising?

When did you try doing/practising it?

Where did you practise it?

Who did you practise it with?

Are you practising it now?

What other activities/sports do you practise now?

WRITING

Make up a short story or a situation about your hobbies or about your participation in extra-school activities using collocations with the verbs *make*, *do*, *have*, and *take* in the lists below.

make arrangements for
make some changes
make a choice
make a contribution to
make a decision
make an effort
make an excuse
make friends
make an improvement
make a phone call
make progress

take a risk
take an interest in
take photos
take a chance
take advantage of
take action

do your best
do an experiment
do exercises
do someone a favour

have an argument/a row
have a conversation/chat
have a difficulty
have a dream/nightmare
have an experience
have a feeling
have fun/have a good time
have a party
have a problem
have a try/go

Lesson 3

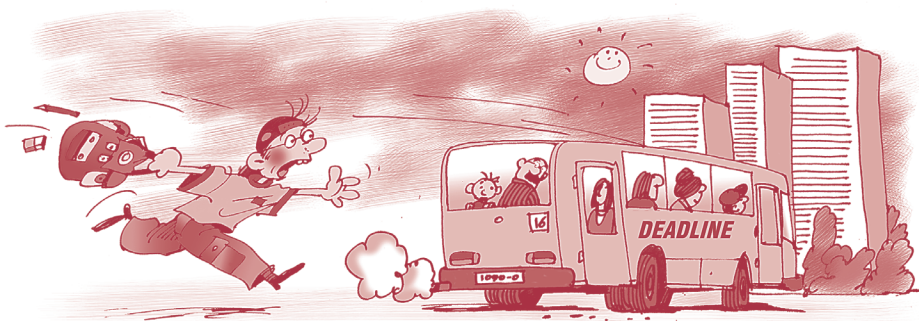
Time Is Money

Take care of the minutes; for the hours will take care of themselves.

Chesterfield

DISCUSSION POINTS

- 1 The title of the lesson is a famous saying. Why, in your opinion, is time valued so much by people?
- 2 Explain the following proverbs.
 - One day today is worth two tomorrows.
 - Lost time is never found again.
 - Time heals all wounds.
 - Better late than never.
 - The early bird catches the worm.
 - A stitch in time saves nine.
- 3 Describe and interpret the illustrations. Explain the words *workaholic* and *deadline*. What message do they convey to the viewer?



READING

- 1 You are going to read the first part of an interview with Irina, a Moldovan exchange student in the United States. Before you read it, answer the following questions with a partner.
 1. How busy are American students and what major activities are they involved in?
 2. What major cultural differences strike your mind when you think about Moldovan and American students?
 3. Would you say that time management is one of the cultural differences between Americans and Moldovans in general? And if so, how is it different?
 4. What advice would you give to your classmates so that they are able to use their time efficiently?
- 2 Now read the interview and compare your answers with those given by Irina. How similar/different are your perspectives?

(I = Interviewer)

I: What is your current occupation?

Irina: High-school student.

I: Do you consider yourself a busy person? What makes you think so?

Irina: I consider myself a busy person because during the day, I have very little free time since I'm engaged in school activities besides classes that start at 8.10 a.m. and end at 3.10 p.m. After 3.10 p.m. until 3.45 p.m., I try to do as much homework as possible. At 3.45 p.m., I start yoga classes until 5.00 p.m.. My school bus takes me home at 5.45 p.m. and I arrive at the des-



mination at roughly 6.30-6.45 p.m. I do my homework until dinner at 8.10 p.m. At 9.20 p.m., after I'm done with dishes, homework again.

I: What kind of activities are you involved in?

2 Irina: Besides school and after-school sports, I'm also a member of two clubs: Community Service and GLY (Girls Learn International). Community Service has many activities: fund raising on the last Friday of every month for a place for homeless; on Mondays, children from a public school come to our private school and hang out, play, draw and sing with us; on 5 Fridays, some students from our school go to a public school for two hours and help other children with their homework. GLY is a recently founded club in which we discuss the importance of human rights, their roots and **enforcement**. Next year, the club will bring a number of female students from countries with poor education and will offer them the opportunity to study for a semester in the school. The club's main objective is to raise **awareness** of the importance of women's education around the world and to emphasize the **benefits** of studies as one of the best investments in their future.

I: How would you rate your time management skills?

3 Irina: On the scale of 1 to 10, I would say 9. Sometimes, if I'm not focused, I end up wasting my time—that's my **issue** and I'm thoroughly working on it.

I: You've lived in the US for quite a while. How busy are American students and what major activities are they involved in?

4 Irina: American students have a very busy life. They are at school from eight in the morning until six in the evening. Besides complicated and in-depth classes, they are all involved in after-school activities which might be a sport, a science lab or an art. Most of the students play different sports such as: basketball, American football, soccer (European football, as they call it), track (running), baseball, lacrosse, field-hockey, ice-hockey, squash (a sort of tennis played

with a ball), tennis, weights and **conditioning**, yoga, swimming. Other students do robotics, a physics lab in which they build new robots to perform different tasks. Another group of students prepare and perform in the fall play, winter musical or spring play. One half of the high-school students play an instrument or sing in the fall concert, winter lights assembly and spring graduation assembly- all of these are jazz, strings, chorus or a'capella concerts.

I: What major cultural differences strike your mind when you think about Moldovan and American students?

5 Irina: First of all it is the way Americans see things and the way they **prioritize** them. They are very respectful of one's decisions and opinions, and although they might not necessarily agree, they express their different opinions in a way that doesn't offend or alienate the person. Also, most of them respect the privacy of others and do not insist on finding out some things the other person doesn't want to share. Second of all, they look 5 very critically at things and question the **authenticity** of the source, the reasons and **outcomes** of a specific event, action, and person. Third, they are very honest about their mistakes and consider a pride to face them publicly. It is not a shame to ask a question, it is a problem to stay silent and continue to live in ignorance.

I: Would you say that time management is one of the cultural differences between Americans and Moldovans in general? And if so, how is it different?

6 There is a special way in which Americans raise their children so that they are fully aware of their and other person's time. All of the teenagers have a planner in which they note their homework or things that they have to do. Also, at work or school, they do not talk about personal issues; their conversations are as brief as possible and concerning an exact issue. They know when it is the appropriate time to discuss an issue.

I: What advice would you give to Moldovan teenagers so that they are able to use their time efficiently?

7 Irina: Get used to a planner, spend time going through things you have to do and don't forget **due** dates. Try to organize your mind and your thoughts, and in consequence, your life will be easier. Longer is not necessarily better- this advice applies to everything.

3 Find in the text (words in bold) synonyms to the following words:

gain, comprehension, application, results, build up, genuineness, matter, rank, expected.

4 Match the words to form collocations. Find in the text the sentences which contain them.

rights, life, source, fund, busy, authentic, date, raise, tasks, human, strike, raising, awareness, somebody's mind, perform, due.

5 Fill in the following sentences with prepositions. Find in the text the formed word combinations and check your answer. Which of the combinations are phrasal verbs? Make up your own sentences with the same word combinations.

1. I am engaged ... a few various activities besides classes; that keeps me busy during the day. (1)
2. I started for my trip to the countryside early in the morning, and I arrived ... the destination around noon. (1)

SPEAKING

1 Explain the term *time management*.

2 Do you consider yourself a busy person? What makes you think so?

3 How would you rate your time management skills? Explain.

4 In teams, brainstorm time management tips. Share with the class and compare the outcomes.

5 Work in pairs. Make up dialogues based on the idea of the picture. Student A will complain about being overall tired, etc. and will ask the question 'What do you suggest I should do?' Student B will give advice using the modal verbs *should* and *ought to* and the phrases with *should*, explained in the Grammar Reference.

LISTENING

1 Listen to the text and list the top five management mistakes

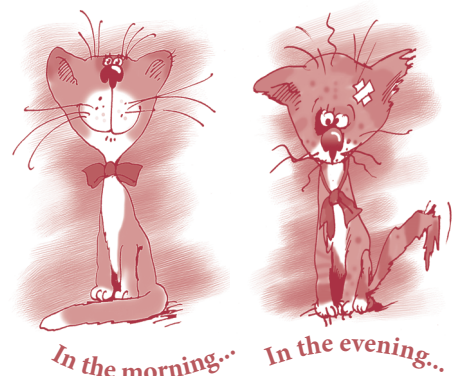
2 As a group, brainstorm criteria for a good title. Read the text and entitle it. Decide whose title is the best, and how it meets the established criteria.

3 Explain why we should avoid each of the five management mistakes.

4 What does the author consider the seven vital areas of life to be? Explain what each of them means and why it is important to spend time in each area.

5 Explain the sentence 'Time management is not necessarily working *harder* but rather *smarter*'.

3. I enjoy hanging ... with my friends on weekends. (2)
4. Our teachers always emphasize the benefits ... studies as one of the best investments ... our future. (2)
5. I tried to finish everything in time but I ended ... getting to bed really late. (3)
6. My friends are involved ... some extreme sports. (4)
7. My brother performs ... a play by a modern playwright. (4)
8. Everybody should be respectful ... other people's opinions. (5)
9. Critical thinking involves looking critically ... things and questioning. (5)
10. The outcomes ... the fundraising exceeded our expectations. (5)
11. Young people should be aware ... the bad consequences of smoking. (6)
12. In class we talked ... our favourite books. (6)
13. At the end of each day I usually go ... the tasks for the next day. (7)



6 Arrange the following words to form eleven synonym lines. The key words of the synonym lines are indicated.

Adequate, satisfactory, disregard, enough, **balance**, contradictory, equilibrium, symmetry, omit, ignore, **sabotage**, undermine, subvert, **distract**, entertain, **sufficient**, amuse, come out, divert, **leak**, **accomplishment**, **handle**, achievement, harmony, effective, acquisition, recreate, attainment, success, treat, deed, act, **opposite**, contrary, **neglect**, deal with, reverse, polar, acceptable, antipodal, **productive**, antonymous, efficient, high-performance, get out, emerge, **challenge**, provocation.

Word Study

ability	effective	productive
achievement	efficient	proud
accomplish	freedom	quality
act	goal	quantity
action	habit	respect
activity	ignore	responsibility
analyze	interrupt	restful
appointment	limit	routine
avoid	manage	schedule
balance	management	shortcoming
barrier	messy	skill
challenge	mistake	stress
change	neglect	sufficient
complain	objective	target
control	organized	task
deadline	plan	tired
difficult	prioritize	well-organized
distract	prepare	well-planned

WRITING AND SPEAKING

1



Make up a short story of 200 words about the picture using as many words or their derivatives from the *Word Study* box as you can. Write it down and share it with the class.



2 Plan your week; write a list of *to-do* tasks. Use the Present Continuous for future arrangements and *be going to* for future intentions. Work in pairs. Share your plans.

Student A. Share your plans.

Share what you will be doing at specific times next week. Use the Future Continuous.

Say what you will have done or what you will have been doing before a time next week. Use the Future Perfect and the Future Perfect Continuous.

Predict what you might finish/might not finish next week. Use *be going to* and the Future Simple.

Say what is due to happen by when, what is about to happen/what you are about to do/finalize, etc. *Are you to do* something important/*on the point of doing* something important?

Student B. Analyse your partner's plans.

Advise which goals are possible to achieve and which are not. Advise your partner on how long a completion of a certain task might take and whether it is possible or not to accomplish the tasks in the time allotted.

Use *may/might* and *may not/might not* + infinitive when you think something is a possibility. (e.g. You might manage to complete this task in time...)

Use *must* or *should* + *be able to*, to say what it is most likely to happen. (e.g. *You should be able to learn French quickly, as you know Spanish and Italian well. It must be easy to accomplish this task, as it will not take much time and effort.*)

Use *can't/cannot* to say that something is not possible. (e.g. I think you cannot learn Spanish well in a month.)



Make a chart of your daily schedule and extra-school activities you are involved in. Use pictures, photos, drawings to make it fun and interesting. If possible, make a computer presentation or short video-film. Present it in class using a variety of tenses based on the plan below.

- Describe your usual day and activities.
- Discuss activities you used to/would perform.
- Say how long you were/have been/had been practising various activities and what awards, competitions, etc. you won/have won/had won.
- Talk about activities you are going to join in the future and arrangements you made for joining them.

Lesson 4

Life at a Glance

A poor life this is, if full of care, we have no time to stand and stare.

W.H.Davies

DISCUSSION POINTS

- 1 Say what you would like to do that you never find time for.
- 2 Define the notion of free time. How much free time do you have? What do you do during your free time?
- 3 Say how often you go to the forest, park, just to enjoy nature and its beauties.
- 4 Share with the others how much time you spend with your loved ones just chatting about life, relationships and other things.
- 5 Do the exercises from the *Life Skills* box. What did you learn?

READING

- 1 Scan the text and say what lesson the author learned during childhood.

Chicken Soup for the Soul is a series of very popular in the United States and all over the world books which include over 200 titles, featuring a collection of short and dense inspirational stories and motivational essays. The 101 stories in the first book of the series were compiled by Jack Canfield and Mark Victor Hansen. Many of the other books are directed at specific groups of people, such as *Chicken Soup for the Mother's Soul*, *Chicken Soup for the Soul: Teens Talk Relationships*, etc.

How to Tell When You Are Rich

Harvey Mackay

1 When I was a kid in Minnesota, watermelon was a delicacy. One of my father's buddies, Bernie, was a prosperous fruit-and-vegetable wholesaler, who operated a warehouse in St.Paul.

2 Every summer, when the first watermelons rolled in, Bernie would call. Dad and I would go to Bernie's warehouse and take up our positions. We'd sit on the edge of the dock, feet dangling, and lean over, minimizing the volume of juice we were to spill on ourselves.

3 Bernie would take his machete, crack our first watermelon, hand us both a big piece and sit down next to us. Then we'd bury our faces in the watermelon, eating only the heart - the reddest, juiciest, firmest, most seed-free, most perfect part - and throw away the rest.

4 Bernie was my father's idea of a rich man. I always thought it was because he was such a successful businessman. Years later, I realized that what my father admired about Bernie's wealth was less its sub-

stance than its application. Bernie knew how to stop working, get together with friends and eat only the heart of the watermelon.

5 What I learned from Bernie is that being rich is a state of mind. Some of us, no matter how much money we have, will never be free enough to eat only the heart of the watermelon. Others are being rich without even being more than a paycheck ahead.

If you don't take the time to dangle your feet over the dock and chomp into life's small pleasures, your career is probably overwhelming your life.

6 For many years, I forgot that lesson I'd learned as a kid on the loading dock. I was too busy making all the money I could.

7 Well, I've learned it. I hope I have time left to enjoy the accomplishments of others and to take pleasure in the day. That's the heart of the watermelon. I have learned again to throw the rest away.

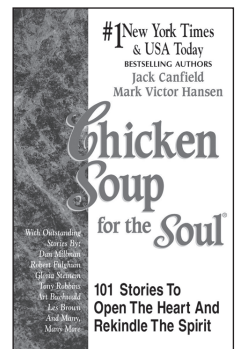
Finally, I am rich.

Life Skills

Time management isn't about trying to figure out how to do every good thing, but about developing our ability to choose what's important from among them.

Exercise I - Good News: Starting tomorrow, you have four extra hours a day! What would you want to add?

Exercise II - Bad News: Starting tomorrow you have four fewer hours a day! What would you want to cut? This exercise is difficult. It involves saying no to things, something few of us are good at. Time management is about making choices and there are only 24 hours in a day.



- 2 Read the text and answer the questions:**
- Who was Bernie?
 - What did Bernie do every summer?
 - What would the author do every summer?
 - What did the author learn from Bernie?
 - What did Harvey Mackay's father think of Bernie?

- 3 Explain the sentence: 'Years later, I realized that what my father admired about Bernie's wealth was less its substance than its application.'**
- 4 What does the author mean by saying that 'being rich is a state of mind'?**
- 5 Match the following words with their definitions. Translate the sentences in which they occur.**

- machete [mə'ʃeɪtɪ] *n.* (3)
- overwhelm [ˌəʊvə'welɪn] *v.* (6)
- wholesaler ['həʊlseɪlə] *n.* (1)
- warehouse ['weəhaʊs] *n.* (2)
- chomp (or champ) [tʃɒmp] *v.* (6)
- lean [li:n] *v.* (2)
- buddy ['bʌdi] *n.* (1)
- dock [dɒk] *n.* (2)
- dangle ['dæŋɡl] *v.* (2)
- roll [rɒl] *v.* (2)

- informal*: a close friend; comrade
- a person who sells goods in large quantities, as for resale by a retailer
- a place in which goods are stored
- to hang or cause to hang loosely and swing to and fro
- to bend away from the vertical; to incline
- a large, broad-bladed knife used esp. for cutting vegetation
- to submerge; engulf, overpower, upset, overthrow
- the area of water between two piers or alongside a pier that receives a ship
- to move by turning over and over
- to chew upon noisily

- 6 Find in the text all the sentences that contain *would* + infinitive. What action do they express?**

SPEAKING

- What are your plans for your future career? How do you think you could accomplish your goals in life?
- In your opinion, what is the relationship between making a career and being rich?
- What does "having a personal life" mean to you?
- How can you combine having a successful career/studies with having time for yourself and your dearest people?
- How do you know when your 'career/work is overwhelming your life'?
- Recall episodes from your childhood in which you were happy with your family and friends and share your stories with the class. Use *would* and *used to*, to express past habits/repeated actions or states/feelings in the past.

LISTENING AND SPEAKING

- Listen to the answers from the second part of the interview with Irina about ways to relax and hobbies. Write the questions.
- Listen to the entire interview and compare your questions with the ones on the recording.
- Match the following words with their definitions.
- Combine the following words to form collocations found in the interview: *to relieve, moments, to calm, attention, ineffable, happy, exercise, change, mental, issues, stress, exciting, down, feeling, memory, constant, complex, to capture*.

- pursuit [pə'sju:t], *v.*
- ineffable [in'efəbl], *adj.*
- memoirs ['memwa:], *n.*
- relieve [rɪ'lɪ:v], *v.*
- inferiority [in,fɪərɪ'ɒrɪtɪ], *adv.*

- to free, to make less unpleasant
- an account of personal experiences of the author
- the act of pursuing, seeking for something
- lower in quality, value, or estimation
- incapable of being expressed indescribable or unutterable

- 5** Combine the words from the three columns to form meaningful phrases from the listening text (collocations and phrasal verbs). Explain what they mean.

connected
tied
pursuit
passionate
captured my attention
to get a new perspective
my vision
sense
coming together
to be in charge
ineffable feeling
a sense
hang

to
through
of
about
upon
of
of
with
of
of
out with
for
of

different ways of expressing ideas
a happy memory
yoga
the challenges of life
a good time
their way of expressing issues
your hobbies
my mind, thoughts, actions, and impulses
pride
their friends
the same purpose
accomplishment
unity

- 6** Work in pairs. Make up dialogues. Use the questions from the interview to find out as much as you can about each other and about ways Moldovan teenagers relax. Report your findings to the class.

LISTENING

- 1** Listen to the poem "Leisure" by William Henry Davies. If possible, listen to its reading and to the song on YouTube.
- 2** Match the words with their explanations. Give their synonyms.

- | | |
|-------------------------------------|---------------------------------------------------------------------------------|
| 1. stare
[stɛə], <i>v</i> | a. freedom from work or time
consuming duties; free time |
| 2. care
[kɛə], <i>n</i> | b. a troubled state of mind;
worry or concern; serious
attention, caution |
| 3. beneath
[bi'n:θ], <i>adj</i> | c. to look with a steady, often
wide-eyed gaze |
| 4. leisure
['leɪə], <i>n</i> | d. in a lower place; below; un-
derneath |
| 5. stream
['stri:m], <i>n</i> | e. a large branch of a tree |
| 6. glance
[glɑ:ns], <i>n</i> | f. wide; clear, bright |
| 7. broad
[brɔ:d], <i>adj</i> | g. daytime |
| 8. daylight
['deɪlaɪt], <i>n</i> | h. a small body of running wa-
ter flowing over the earth's
surface |
| 9. enrich
[in'ri:tʃ], <i>v</i> | i. a brief look; a gleam |
| 10. bough
[baʊ], <i>n</i> | j. to make richer; add to the
beauty of |

William Henry Davies (1871-1940) is a Welsh poet. Most of his poetry is on the subject of nature or life on the road and exhibits a natural simple, earthy style. He also wrote two novels and autobiographical works. His poem "Leisure" was originally published in 1911. It is a truly incredible timeless classic as it will have the same humbling theme of nature's supremacy forever.



- 4** Read the question that the author poses at the beginning of the poem. Where in the poem do we find the answer to it?
- 5** Comment on the title of the poem. What image does the word *leisure* bring to your mind? Does it coincide with the author's view of what leisure is?
- 6** In his poem, Davies uses simple language structures and a simplistic word choice. What is the purpose of the author in doing so?
- 7** Find the metaphor in the poem. What personification does the poet use? Comment on it. What is the purpose of these stylistic devices?
- 8** What is your opinion of the poem?
- 9** Learn the poem by heart.
- 3** What is the message of the poem? How relevant is the poet's call nowadays?

Writing Skills Development

LISTENING

Narrative Story

A narrative story describes a series of imaginary or based on one's experience events. It can be written either in the first or in the third person. This type of writing is found in novels, articles, etc.

The structure:

Introduction. Paragraph 1

Set the scene: who – people involved,
when - the time, where – the place, what - main action.

Body. Paragraphs 2-4

Development: describe the incidents leading up to the main event and the main event itself in detail.

Conclusion. Final Paragraph

End the story: refer to people's feelings, comments, reactions or consequences.

In longer narrative stories you may have more than one paragraph for the introduction and conclusion and a considerable number of paragraphs for the body.

Tips for writing a narrative story

- Use transitional devices to outline the events such as: *at first, before, while, until, during, after, finally*, etc.
- Use a variety of adjectives and adverbs to describe feelings and actions to make your story more exciting to read.
- Use direct speech to bring the reader closer to the main events.
- You may use descriptions of places, characters, objects, or events for emphasis of specific parts of your narration.

Use of Tenses

- You can use the Past Continuous to set the scene. (*Last year in August I was sitting at home reading a book when I heard a noise outside the main entrance door.*)
- Use the Past Simple to describe the main events of the story and the Past Continuous to describe events in progress at the time of narration. (*I got up and tiptoed to the door trying to understand what was happening.*)
- Use the Past Perfect and Past Perfect Continuous to describe the background of the story or the events that happened before the main events of the story. (*All of a sudden I got scared as I realized that I had not locked the entrance door.*)

Techniques to begin or end a story

In order to make your reader want to continue reading you may: describe people, weather, surroundings, etc.; ask rhetorical questions; create mystery or suspense; refer to feelings or moods; address the reader directly.

In order to make your reader satisfied you can end your story by: referring to your feelings or moods; describing people's reactions to the events developed in the main body; creating mystery or suspense; asking a rhetorical question.

1 Listen to the story *Girl Power* by Araz Garakanian, a 14-year-old girl and do the tasks.

1. What impressed you most about the story?
2. In which person is the story written?
3. Make up a plan of the story. List the events in chronological order.

2 Read the introduction to the story. Discuss its main components: *who, where, when, and what*.

3 What techniques have been used to begin the story? Do they contribute to your motivation to read it?

4 Read the concluding paragraphs of the story. Discuss the consequences, moods, feelings, people's reactions, comments, expressed in the text.

5 What techniques have been used to end the story? What impression does the ending leave on you?

6 Work with the listening script to complete the following tasks.

1. Find in the text the transitional devices that outline the events.
2. Comment on the adjectives and adverbs that describe feelings and actions. Has the author used a variety of adjectives and adverbs?
3. Discuss the purpose of the used direct speech.
4. Read the descriptions of places, characters, objects, etc. What purpose do they serve?
5. Comment on the use of tenses.



Write your own short narrative story (about 350 words) related to any of the topics discussed in the unit. Come up with a title to it. Ask for your classmates' and teacher's feedback and improve your story.



As a class, accomplish one of the following tasks:

- Plan and organize a writing contest.
- Make up a booklet to include all your stories, design and share it with the others in your class and in your school.
- If possible, make up a film in which everybody will read their stories and watch it in class.

Lesson 5

Literary Focus Climbing the Ladder

Success makes a fool seem wise.

Proverb

DISCUSSION POINTS

- 1 Give your own definition of the word 'success'. Compare it with the one given in the dictionary.
- 2 Complete the 'sunray' below with words you associate success with.
- 3 Give examples of people you know who have succeeded in life. What helped them be successful?
- 4 Does success suppose only achievements, accomplishments, getting to the top of the ladder, or does it mean something more? Explain your answers.
- 5 What does the expression 'to live a successful life' mean to you?
- 6 Comment on the proverb of the lesson. Do you agree or disagree with it? Explain why or why not.



READING

- 1 The title of the story you are going to read is 'Success Story'. Try to anticipate its plot.
- 2 The main character is Mr. Richards. Write down five questions in order to find out the relevant information you are interested in about this character.
- 3 Skim the text to find answers to your questions. Share them with the class.
- 4 Read the story. As you read, record clues that help you infer who Richards was and how he managed to become vice-president and director of Panamerica Steel. Pay special attention to:

LITERARY FOCUS

Making Inferences about Characters

In the course of a story, a writer often provides details that turn out to be subtle to a character's personality. When you make a logical guess about something or somebody in a story, based on information in the story and your own common sense, you are making an inference.

Success Story

by JAMES GOULD COZZENS

- 1 I met Richards ten years or more ago when I first went down to Cuba. He was a short, sharp-faced, agreeable chap, then about twenty-two. He introduced himself to me on the boat and I was surprised to find that Panamerica Steel and Structure was sending us both to the same job.

- 2 Richards was from some not very good state university engineering school. Being the same age myself, and just out of "tech," I was prepared to patronize him if I needed to; but I soon saw I didn't need to. There was really not the faintest possibility of anyone supposing that Richards was as smart as I was. In fact, I couldn't then imagine how he had managed to get his job. I have an idea now. It came to me when I happened to read a few weeks ago that Richards had been made a vice-president and director of



Panamerica Steel when the Prossert interests bought the old firm.

Richards was naturally likeable and I liked him a lot, once I was sure that he wasn't going to outshine me. The firm had a contract for the construction of a private railroad, about seventeen miles of it, to give United Sugar a sea terminal at a small deep-water Caribbean port. For Richards and me it was mostly an easy job of inspections and routine paper work. At least it was easy for me. It was harder for Richards, because he didn't appear ever to have mastered the use of a slide rule. When he asked me to check his figures I found it was no mere formality. "Boy," I was at last obliged to say, "you are undoubtedly the dumbest white man in this province. If you are enterprising, Farrell will see you never get another job down here."

Richards grinned and said, "I never want another one. Not a job like this, anyway. I'm the executive type."

"Oh, you are!"

"Sure, I am. And what do I care what Farrell thinks? What can he do for me?"

"Plenty. If he thinks you're any good, he can see you get something that pays money."

"He doesn't know anything that pays money, my son."

"He knows things that would pay enough for me," I answered, annoyed.

"Oh," said Richards, "if that's all you want, when Farrell's working for me I'll make him give you a job. A good one."

"Go to the devil!" I said. I was still checking his trial figures. "Look, stupid," I said, "didn't you ever take arithmetic? How much are seven times thirteen?"

"Work that out," Richards said, "and let me have a report tomorrow."

When I had time, I continued to check his figures for him, and Farrell only caught him in a bad mistake about twice; but Farrell was the best man Panamerica Steel had. He'd been managing construction jobs both in Cuba and Mexico for twenty years. After the first month or so he simply let Richards alone and devoted himself to giving me the whole benefit of his usually sharp and scornful criticism. He was at me every minute he could spare, telling me to forget this or that and use my head, showing me little tricks of figuring and method. He said it would be a good plan to take some Spanish lessons from a clerk he named in the sugar company's office.

"Spanish?" said Richards, when I told him he'd better join the class. "Not for me! Say, it took me twenty-two years to learn English. People who want to talk to me have to know it, or they'd better bring an interpreter with them."

"All right," I said, "I don't mind telling you the idea is Farrell's. He spoke to me about it."

"Well, he didn't speak to me," said Richards. "I guess he thinks I'm perfect the way I am. And now, if you'll excuse me, I have a date with a beer bottle."

Word Study

mere [mɪə], *adj.* — nothing else than; only; simple

grin, *v.* — to smile broadly

scornful ['skɔ:nfl], *adj.* — showing contempt; mocking

board, *n.* — group of people controlling a business

inconspicuous [ˌɪnkən'spɪkjʊəs], *adj.* — attracting little or no attention

affable ['æfəbl], *adj.* — polite and friendly

culvert ['kʌlvət], *n.* — a small channel for water to run under a road, bridge, canal, etc.

asinine ['æsɪnaɪn], *adj.* — obviously silly; foolish and stupid

I could easily see that he was coming to no good end.

In January several directors of the United Sugar Company came down on their annual meeting — nominally business, but mostly pleasure; a good excuse to get south on a vacation. They came on a yacht.

The yacht belonged to Mr. Joseph Prossert, who was, I think, chairman of United Sugar's board then. He was an inconspicuous, rather stout man, with little hair on his head. He was dressed in some dark thin cloth. His interest in sugar was purely-financial—he didn't know anything about it from the practical standpoint, I really saw him quite close when he was delayed on his boat when the directors went on a tour of inspection and Farrell left Richards and me and two or three armed guards to come up that afternoon.

Mr. Prossert was very affable. He asked me a number of questions. I knew the job well enough and could have answered almost any intelligent question — I mean, the sort that a trained engineer would be likely to ask. As it was, I suppose I'd said for perhaps the third time, "I'm afraid I wouldn't know, sir. We haven't any calculations on that," getting a glance of mildly surprised disbelief, when Richards suddenly spoke up. "I think, about nine million cubic feet, sir," he said. He looked boyishly embarrassed. "I just happened to be working it out last night. Just for my own interest, that is. Not officially." He blushed.

"Oh," said Mr. Prossert, turning in his seat and giving him a sharp look. "That's very interesting, Mr.—er—Richards, isn't it? Well, now, maybe you could tell me about—" Richards could. He knew everything. He knew to the last car the capacity of every switch and yard; he knew the load limits of every bridge and culvert; he knew the average rainfall for the last twenty years; he knew the population of the various villages we passed through; he knew the heights of the distant blue peaks to the west. He had made himself familiar with local labor costs and wage scales. He had the statistics on accidents and unavoidable delays. All the way up Mr. Prossert fired questions at him and he fired answers right back.

When we reached the railhead, a motor was waiting to take Mr. Prossert on. Getting out of the gas car, he nod-

Phrases And Idioms

- to outshine someone** — to be more brilliant than; to surpass
to come to no good — to end up badly or as a failure; to come to a bad end
to look embarrassed — to look uncomfortable, ashamed
to be of service to — to be helpful, useful (to)
to hold out on somebody — to withhold (information) from somebody
to take no interest in something — not to be interested in

ded absent-mindedly to me, shook hands with Richards. "Very interesting indeed," he said. "Very interesting indeed, Mr. Richards. Good-bye and thank you."

- 7 "Not at all, sir," Richards said. "Glad if I could be of service to you."

As soon as the motor moved off, I exploded. "Of all the asinine tricks! A little honest bluff doesn't hurt; but some of your figures—"

"I aim to please," Richards said, grinning. "If a man like Prossert wants to know something, who am I to hold

out on him?"

- 8 "I suppose you think you're smart," I told him. "What's he going to think when he looks up the figures or asks somebody who does know?"

"Listen, my son," said Richards kindly. "He wasn't asking for any information he was going to use. He doesn't want to know those figures. If he ever does, he has plenty of people to get him the right ones. He won't remember these. I don't even remember them myself. What he is going to remember is you and me."

"Oh, yes?"

"Oh, yes," said Richards firmly. "He's going to remember that Panamerica Steel and Structure has a bright young man named Richards who could tell him everything he wanted to know when he wanted to know it—just the sort of chap he can use; not like that other fellow who took no interest in his job, couldn't answer the simplest question, and who's going to be doing small-time contracting all his life."

"Oh, yes?" I said. But it is true that I am still working for the Company, still doing a little work in the construction line.

5 Read the text more attentively and answer the following questions:

- What personality traits helped Mr. Richards to win a top job?
- What did the author mean by saying 'But it is true that I am still ...'?
- Who was Mr. Joseph Prossert?
- What does the expression 'Very interesting indeed, Mr. Richards' imply?

6 Write the letter of the word that is most different in meaning from the other words in the set. Use a dictionary if you need help.

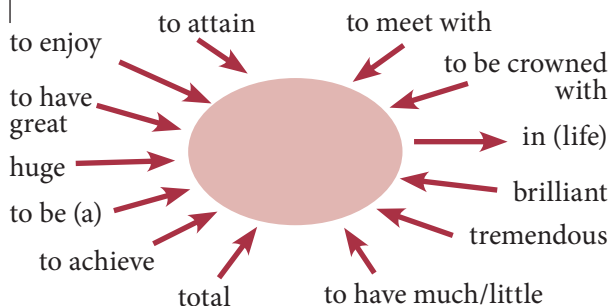
1. a. stupid b. dumb c. silent d. talkative
2. a. province b. region c. territory d. providence
3. a. profit b. benefit c. charity d. advantage
4. a. contemptuous b. approving c. derisive d. scornful
5. a. mannered b. affable c. sociable d. courteous
6. a. delay b. postpone c. put off d. impede

8 Homonyms are words that are the same in form and sound but different in meaning. Find in the text the homonyms of the words that correspond to the following definitions. Explain their meaning.

e.g. *check* — mark in a pattern of squares
check — a sudden stop

1. condition of being (paragraph 2)
2. soft feathers of young birds (3)
3. the fleshy sweet fruit of a date palm (4)

4. hole dug in the ground to get water (6)
5. a piece of ground around the house (7)
6. a high, steep bank or cliff (7)
7. jaw or chop (9)



- 9** Study the following collocations.
 a. Decide what the missing word in the middle of the circle is.
 b. Use some of the above collocations in sentences, short dialogues or situations of your own.

SPEAKING

- 1** On the basis of your inferences, made in exercise 4 (Reading) about Mr. Richards, what kind of person do you think he was and how well do you think he adjusted to the new job he had been offered? Cite the text to be more convincing.
- 2** In what way are Richards and the author similar and different? Use a Venn Diagram to record your thoughts. How do the differences between the characters influence their career?
- 3** Richard said that he was the executive type. Explain what he meant by saying so. Do you think he had good grounds for his assertion? What do you suppose they might be?
- 4** Characterize the other young man. Do you think he felt superior to his friend? Cite the text to prove your opinion. He seemed to have all the advantages to win the top job. Why didn't (couldn't) he succeed in climbing up the ladder?
- 5** How did Farrel, the manager, treat the two young men? Who was to benefit from his usually sharp and scornful criticism? Why? Why didn't Farrel take the trouble to teach and instruct Richards?
- 6** Do you consider Richards's promotion to be a fair one? Why or why not? Why isn't it always the best ones that win top jobs?
- 7** What is a mediocrity? Which of the two young men is a vivid symbol of mediocrity? How do mediocre people usually manage to occupy the leading positions?
- 8** Does the stereotypical opinion that 'if one has good knowledge and works hard he will always be successful' prove true all the time? Give reasons. Which of the two characters, Richards or the other young man, proves to be a typical embodiment of such a stereotype? What should he have done in order to be promoted?
- 9** Consider the proverb of the lesson. Read it five times, but each time place the emphasis on another word. How does the emphasis influence and change the meaning of this proverb? Which variant do you adhere to? Why? Bring arguments in favour of your viewpoint.

LITERARY FOCUS

Comparison is the process of examining subjects and identifying similarities.

Contrast is the process of identifying differences.

1. Divide a sheet of paper into two columns: one for Richards, the second one for the other young man. In column one, jot down details about Richards's goals, obstacles and triumphs; in column two, jot down details about the other young man's struggles and achievements.

2. Compare the accomplishments of Richards and of the other young man.

3. Write a paragraph beginning with: "In the Success Story both Richards and the other young man go (went) to Cuba to....." Support your opinion with evidence from the text as well as with your own conclusions about the characters.

WRITING

Fulfill one of the following tasks:

1. Write a summary of the story with your personal conclusions to it.
2. In about 200 words write your own or somebody else's 'success story' and give it a suitable title.



Practise Your English

1 Put the verb into the correct form.

1. The swimming pool ... (open) at 9:00 tomorrow morning.
2. Please, do not make so much noise. I ... (try) to concentrate.
3. I ... (play) the piano when I ... (hear) someone coming in.
4. Nick ... (has) a great time in London these days.
5. Ann has just started evening classes. She ... (learn) Spanish.
6. How long ... (you train) for the competition?
7. Steve ... (just, finish) his classes.
8. I ... (get) tired. I've been studying the whole afternoon.
9. The population of the world ... (increase) very fast.
10. I can't help you right now. I ... (not finish) my homework.
11. Eminescu ... (write) many poems.
12. ... your sister (play) volley-ball?
13. What ... (you, do) this time yesterday?
14. He ... (constantly, play) computer games. He should study more.
15. My classmate likes to write. He ... (write) some nice poems.
16. Ann ... (read) seven out of 15 books recommended by the teacher.
17. ... (you ever, try) doing aerobics?
18. This suitcase is heavy. I ... (help) you.
19. The trainer ... (be present) at seven o'clock next Friday.
20. Nick ... (play) chess with his friend all morning.
21. By the end of this year, Jack ... (play) in the theatrical group for five months.
22. This is the first time I ... (try) playing a musical instrument.
23. Ann decided that she ... (go) to the concert next Sunday.
24. Kate ... (play) tennis last year, this year she ... (play) basketball.
25. Tomorrow I ... (have) my English language classes in the afternoon.
26. You look tired. ... (you, work) in the garden?
27. I promise, I ... (drive) carefully.
28. I am sure Ann ... (win) the contest; she is very good at math.
29. ... we (play) basketball this afternoon? I think it might be a good idea.

2 Match the phrasal verbs with their definitions.

1. give up something
2. head off
3. take up something
4. work out
5. while away
6. look forward to something/doing something
7. hang out
8. flip/flick through

- a. begin doing something regularly (sport, hobby, interest)
- b. stop doing something one enjoys
- c. do physical fitness exercise
- d. feel pleased and excited about something that is going to happen
- e. start a journey or leave a place
- f. look briefly at the pages of a magazine or book.
- g. spend a lot of time (informal)
- h. spend time in a relaxed way either because you are waiting for somebody or have nothing to do

3 Complete the sentences with the appropriate phrasal verb from the exercise above in its correct form.

1. Peter was a professional tennis player, but he had to _____ it because of an injury.
2. My sister has _____ stamp collecting as a hobby.
3. I've joined a health and fitness club, I go there every day to _____ for an hour.
4. I'm really _____ reading this book; they say it is an interesting one.
5. We had to _____ really early for our trip to the countryside.
6. When I have spare time I enjoy _____ women's magazines.
7. On Saturdays and Sundays I usually _____ with my friends.
8. We love _____ our days off, doing some shopping or just chatting.

4 Talking points. Answer the questions using the phrasal verbs from exercises 2-3.

1. What activity/hobby/sport would you like to take up and why? What if anything prevents you from taking it up?
2. Have you given up/are you planning to give up a hobby, an activity, sport, going to the cinema, etc.? What were/are the reasons for giving it up/planning to give it up?
3. How often do you work out in the gym?
4. What event are you looking forward to, in connection with your hobbies and interests? Why are you looking forward to it?
5. When did you head off for your last summer vacation trip?
6. Do you like to flip/flick through magazines or books before reading those?
7. How often do you hang out with your friends?
8. When you have spare time, do you usually do something really useful?



Write down a list of things you did the day before starting from the moment you woke up and till the moment you went to bed and specify the amount of time each activity took.

Mark each bullet point with the letters: *S* for studying, *W* for any mental or physical work you did besides studying, and *R* for relaxing. How much time did you spend studying/working and how much time did you spend relaxing? Share your results and conclusions with the class.

5 Use the appropriate idioms from the list to tell how often you do the following things:

- have a short nap during the day
- take a walk and enjoy nature's beauty
- do physical exercise
- soak in the bathtub
- dance, sing
- do yoga, meditation
- listen to music to relax
- swim
- go out with friends or family
- attend concerts, art performances
- laugh, smile
- encourage and love yourself
- do something you love, just for fun
- bask in the sun
- read a good book
- watch a good movie

Idiom	Meaning
once in a lifetime	very rarely
once in a blue moon	never likely to happen
off and on/on and off	sometimes, but not regularly or continuously
from time to time	sometimes, but not regularly; occasionally
nine times out of ten	almost always
at all times	always
time after time	again and again
time and again/time and time again	repeatedly
now and then	occasionally



Time is precious. Most of us don't have enough of it and wish we had more. There are a lot of expressions describing the use of time. Use your dictionaries or Internet search engines, check some of them out, there is no time to lose.

to have all the time in the world, to have time on your hands, to have time to kill, time is on your side, to have a whale of time, time stands still, to have the time of one's life, in the nick of time, it's high time/it's about time, the time is ripe, to beat the clock, to be pressed for time, a race against time, time flies, to run out of time, to make up for lost time, since time immemorial, to turn back the hands of time, before your time, to dwell on the past, not born yesterday, for the time being, only a matter of/question of time, to have/to give someone a hard time, in the long run, to buy time, to stand the test of time, a bat/wink/twinkling of an eye, one-man's band, spur of the moment, in a heartbeat, to have a day in the sun.



Make up ten sentences, two short stories or three short dialogues using some of the idioms above.

2 UNIT IT'S A WORLD OF COMMUNICATION

Lesson 1

The Art of Talking

Men govern nothing with more difficulty than their tongues, and can moderate their desires more than their words.

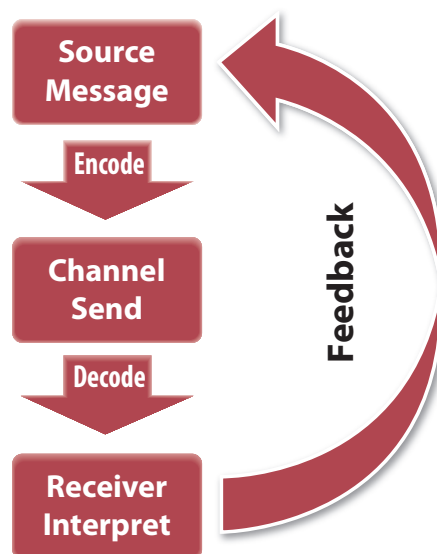
Spinoza

DISCUSSION POINTS

1. Comment on the quotation of the lesson. What message does it convey to the reader?
2. Consult the *Word Study* box for the explanation of the word communication. Which words in the definitions speak for the fact that communication implies having two sides/parts?
3. With the help of a dictionary give some derivatives of the word communication. Explain their meanings.
4. Are you a communicative person? Tell what makes you think so.
5. Communication is said to be a two-way process. Explain *why* using the scheme.

Word Study

communication, *n* — 1. the act or process of communicating; fact of being communicated. 2. the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs. 3. something imparted, interchanged, or transmitted, esp. a document or message imparting news, information, etc.



LISTENING

- 1 Listen to the the text and entitle it. Explain why you have chosen to entitle it so.
- 2 Answer the following questions.
 - a. What was the occasion that brought the people together?
 - b. What did the people anticipate?
 - c. Why did the evening turn to be awful?
 - d. Who was the man who talked mostly?
 - e. Why does the author think that age excuses the young man? Cite the text.
 - f. What does the author expect the young man to learn? Keep your answer brief.
 - g. In the author's opinion, how often do we meet bad conversationalists?
 - h. How are bad conversationalists similar?
 - i. What are the two important things a talker must remember?
- 3 What synonym to the noun *speaker* is used in the text? Consult the dictionary and add other synonyms to the same group.
- 4 Explain the following words and phrases.

chat, n.	well-familiar
social get-together	leave out
subject, n.	to serve a purpose
monotonous, adj.	to be to the point
- 5 Listen again. Name the type of conversationalist who...
 - enjoys what he is telling so much that he cannot leave out the smallest detail.
 - after he has been speaking for a short time he finds he has lost his audience because they are not so interested in all the details as he is.
 - wants to do all the talking.
 - will probably continue talking until he is so tired he can't speak any more.

- is the one who remembers that silence can be gold.
- wants to attract attention to himself.
- even if he has nothing to offer he still wants to be the center of the talk.
- interrupts the 'monopolizer' or the 'detailed man'.
- has nothing to say/has no information to offer.
- is not as interested in the conversation as he is in himself.

- will repeat not only something he has said but also something someone else has mentioned
- is afraid to say something because he is too shy

6 Listen with the script. Write the characteristics of a good conversationalist in bullet points. Explain why it is important to master each of them.

7 Explain the irony of the concluding sentence of the text.

SPEAKING

1 Explain the proverb 'Silence is gold'. Give an equivalent in your native language.

2 In the text above, the author states 'I am sure that to achieve progress we must discuss things. I am all for discussing things.' Explain how discussing things helps achieve progress. Give examples.

3 Explain how communication is important for building good relationships with other people.

4 Discuss in groups. Come up with examples of miscommunication that happened to you or somebody else. Explain why it occurred. Say what would help avoid miscommunication in your particular situations.



Try to imagine what the people in the pictures are talking about.

Work in small groups. Choose a picture and make up a story based on it. Be as creative as possible. Think of what may/may not/might/might not/could/must/can't have happened. Use modals to express probability/possibility, and certainty that something happened or didn't happen in the past.



READING

1 Scan the following passages. Name the five components contributing to effective interpersonal communication.

Part 1. Self-concept

A person's self-concept is who he is, and how he views himself/herself. A person's self-concept affects his way of communicating with others. A strong self-concept is necessary for healthy and satisfying interaction. A person with a poor view of himself may have difficulty in conversing with others, admitting that he is wrong, expressing his feelings, accepting constructive criticism from others, or voicing ideas different from those of other people. In his insecurity he is afraid that others may not like him if he disagrees with them because he feels unworthy and inadequate, and inferior, he lacks confidence and thinks that his ideas are uninteresting to others and not worth communicating.

Part 2. Listening

Listening is much more intricate and complicated than the physical process of hearing. Hearing is done with the ears, while listening is an intellectual and emotional process that integrates physical, emotional, and intellectual inputs in a search for meaning and understanding. Effective listening occurs when the listener discerns and understands the sender's meaning. The goal of communication is achieved.

Part 3. Coping with angry feelings

A person's inability to deal with anger frequently results in communication breakdowns. Expressing our emotions is important to building good relations with others. People need to express their feelings in such a manner that they influence, affirm, reshape, and change themselves and others. They need to learn to express angry feelings, constructively rather than destructively, and not to seek for a means of rebuttal to win an argument. Integrate your emotions with your intellect and you will allow yourself to learn and grow as a person.

Part 4. Clarity of expression

Many people find it difficult to say what they mean or to express what they feel. They often simply assume that the other person understands what they mean, even if they are careless or unclear in the speech. They seem to think that people should be able to read each other's mind: "If it is clear to me, it must be clear to you also". This assumption is one of the most difficult barriers to successful human communication. A person who can communicate his meaning effectively to others has a clear picture in his mind of what he is trying to express.

Part 5. Self-disclosure

This is the ability to talk truthfully and fully about oneself. An individual can't communicate with another person or get to know that person unless he can engage in self-disclosure. Fears and doubts that people have that they are not totally acceptable to others impedes communication. Self-disclosure can be made only in an atmosphere of good will. Sometimes it takes one person's risk of self-disclosure to stimulate goodwill in other people. Trust begets trust; self-disclosure generates self-disclosure. The effective communicator is the one who can create a climate of trust in which mutual self-disclosure can occur.

2 Read the passages and answer the following questions.

Part 1

- What is a self-concept?
- What difficulties may a person with poor view of himself encounter when conversing with others?

Part 2

- What is the difference between hearing and listening?

Part 3

- How can angry feelings impede communication?

- What does 'expressing angry feelings constructively rather than destructively' mean?

Part 4

- How can a person make his/her message clear to others?
- What assumption is 'one of the most difficult barriers to successful human communication'?

Part 5

- What does self-disclosure involve?
- Does self-disclosure generate trust? Give an example from your life to prove it.

3 Match the words with their definitions.

- view [vju:], *v.* (1)
- assumption [ə'sʌmpʃn], *n.* (4)
- rebut [ri'bʌt], *v.* (3)
- impede [im'pi:d], *v.* (5)
- self-disclosure [ˌself dɪs'kləʊʒə(r)], *n.* (5)
- generate ['dʒenəreɪt], *v.* (5)
- inadequate [ɪn'ædɪkwət], *adj.* (1)
- input ['ɪnpʊt], *n.* (2)
- intricate ['ɪntrɪkət], *adj.* (2)
- unworthy [ʌn'wɜ:ði], *adj.* (1)
- assume [ə'sju:m], *v.* (4)
- mutual ['mju:tʃʊəl], *adj.* (5)

- insufficient in worth; undeserving
- not adequate; insufficient
- having many complexly arranged elements; comprehensible only with painstaking effort
- contribution to or participation in a common effort
- to take upon oneself; to take for granted, suppose
- the act of assuming; a statement accepted as true without proof
- to refute by evidence or argument; to oppose by contrary proof
- the act of disclosing oneself (making known to others)
- to retard or obstruct the progress of; block
- to bring into existence, produce
- having the same feelings each for the other; possessed in common
- to regard, consider

4 Fill in the gaps with the following words: *discerns, building, seek, to stimulate, breakdowns, interaction, acceptable, careless.*

1. A strong self-concept is necessary for healthy and satisfying ...
2. Effective listening occurs when the listener ... and understands the sender's meaning.
3. They often simply assume that the other person understands what they mean, even if they are ... or unclear in their speech.

4. A person's inability to deal with anger frequently results in communication ...
5. Sometimes it takes one person's risk of self-disclosure ... goodwill in other people.
6. Expressing our emotions is important to ... good relations with others.
7. They do not need to ... for a means of rebuttal to win an argument.
8. Fears and doubts that people have that they are not totally ... to others impedes communication.

5 Replace the words in bold in the following sentences from the text with their synonyms.

1. He lacks **confidence** and thinks that his ideas are uninteresting to others.
2. This assumption is one of the most difficult **barriers** to successful human communication.
3. An individual can't communicate with another person unless he can **engage** in self-disclosure.
4. The effective communicator is the one who can create a climate of trust in which mutual self-disclosure can **occur**.

5. A person's self-concept **affects** his way of communicating with others.
6. A person with a poor view of himself may have difficulty in **conversing** with others, admitting that he is wrong, expressing his feelings, accepting constructive criticism from other people, or **voicing** ideas different from those of other people.
7. People need to express their feelings in such a manner that they influence, affirm, **reshape**, and change themselves and other
8. A person who can communicate his meaning **effectively** to others has a clear picture in mind of what he is trying to express.

6 Match the two parts to form meaningful phrases. Find in the text the sentences in which they occur and explain their meaning.

- | | |
|-------------------|----------------------------|
| 1. to voice | a. emotions/feelings |
| 2. to feel | b. effectively |
| 3. to lack | c. communication |
| 4. to express | d. ideas |
| 5. to seek | e. an argument |
| 6. to win | f. for a means of |
| 7. to communicate | g. unworthy/inadequate |
| 8. to have | h. goodwill |
| 9. to engage | i. in self-disclosure |
| 10. to impede | j. confidence |
| 11. to stimulate | k. a clear picture in mind |

- | | |
|------------------------------------|------------------------------|
| 1. intellectual/emotional | a. listening |
| 2. physical/emotional/intellectual | b. breakdowns |
| 3. effective | c. process |
| 4. communication | d. inputs |
| 5. angry | e. feelings |
| 6. difficult | f. barriers |
| 7. successful | g. communication |
| 8. effective | h. communicator |
| 9. mutual | i. self-disclosure |
| 10. a search | j. for meaning/understanding |

7 Use the text vocabulary in your own sentences.

WRITING



Write down a list of skills you possess that help you communicate well with others.

What additional communication skills would you like to acquire or which ones would you like to improve? Write a short paragraph in which you explain how these skills can contribute to better understanding between you and other people.

Lesson 2

What Did You Say?

A good friend is one who tells you your faults in private.

Charles N. Seashore

DISCUSSION POINTS

- 1 Analyze the scheme. What do you think the word feedback means?
- 2 Consult the Word Study for the definition of the word feedback. Explain the definition.

Word Study

Feedback — (*psychol.*) Knowledge of the results of any behaviour, considered as influencing or modifying further performance.

- 3 Work in pairs. Discuss the following.



- a. Recall a situation when another person did something that you didn't consider right. What did you do? Did you discuss it with your friends or did you approach the person to talk about it? If you approached the person to talk, how did you do it? How did the discussion go?
- b. Share with your partner a situation when somebody approached you privately and told you that you did something wrong. How did the conversation go? How did you feel?
- c. Recall a situation when you were told in front of a larger group of people that you had done something wrong. How did you feel?
- d. Imagine a situation when you did something wrong and your friends didn't tell you about it, as they didn't want to hurt your feelings or upset you. Do you think they acted in a right way? Explain your point of view.
- e. Comment on the quotation of the lesson.



- a. Discuss in class your learnings from the previous exercises.
- b. Is it important to tell somebody else his/her faults in private? Why so?
- c. Say how often you tell nice things to people. In what situations does it usually happen?
- d. How often do other people tell nice things to you when you deserve it? Recall such a situation and share it with the class. How did you feel?

Fantastic!

Very good!

Great job!

Excellent!

Way to go!

- 4 Fulfill the activity called *The Web of Life* and answer the questions following it.

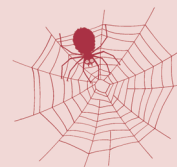
The Web of Life

Description of the activity

Stand in a circle. The leader of the game will throw a string ball at one of the participants keeping the end of the string in his hand. While doing so s/he has to say something nice to the person whom s/he is throwing the ball at. The person who catches the ball has to throw it at someone else, keeping the string in his hands, and saying nice words to the other person. Remember: the ball has to be thrown each time at a person who hasn't had it yet. At the end of the game the ball comes back to the person who started the activity.

Follow up questions:

1. How did you feel being told nice things about yourself?
2. How did you feel telling nice things to other people?
3. Why do you think the activity is called *The Web of Life*?



1 Read the text and state its main idea.

Guidelines for Giving and Receiving Effective Feedback

1 If you look up the word *feedback* in a translation dictionary, you won't find it there as feedback is a relatively new concept in our culture. There is no exact equivalent in Romanian or Russian. The term *feedback*, though, denotes a widely spread notion in the West.

2 The term *feedback* has different meanings in different contexts. We will speak of feedback from the point of view of communication to a person (or group) which gives that person information about how s/he affects others.

3 Personal feedback helps to make us more aware of what we do and how we should do it, thus increasing our ability to modify and change our behaviour and become more effective in our interaction with others.

4 It is not always easy or pleasant to receive feedback, or to give it to someone. Imagine that someone else did something that you didn't like or you don't agree with. You want to tell the person about it. How do you do it? Or, someone else approaches you and tells you they didn't like what you did. How do you react or respond to that? Or, imagine a situation



when you are very pleased with someone's work, or with someone's behaviour and want to mention it to the person. It is not easy to do it either. The giving of feedback requires skill, understanding, and respect for self and others.

5 One very important thing to remember is that feedback is meant to help the person grow and improve.

6 Feedback does not have to be given only verbally. It can be communicated through gestures, eye contact, body language, and distance between people.

7 Formal feedback can also be given in writing, for example, feedback concerning the work performance of an employee.

2 Answer the following questions to check your understanding of the text above.

1. Why don't we find an exact word for feedback in Romanian or Russian?
2. What is feedback?

3 Explain the following expressions in your own words. Translate the sentences from the text in which they occur. Use the expressions in your own sentences.

- widely spread notion (1)
- to affect somebody (2)
- to make somebody aware of smth. (3)
- to increase the ability to do smth. (3)
- to react to smth. (4)

3. Why is feedback getting useful?

4. How easy or pleasant is it to receive or give feedback?

5. What is the purpose of giving feedback?

6. How can feedback be communicated?

to respond to smth. (4)

to be pleased with smth. (4)

to be meant to do smth. (5)

to communicate through smth. (6)

4 Explain the sentence: "The giving of feedback requires skill, understanding, and respect for self and others".

LISTENING AND SPEAKING



1 Observe how many examples of feedback you can identify in one or two days. Was the feedback given/received appropriately? Why yes or why not? Discuss what you have learned as a result of this activity.

- 2** Fill in the tips for giving and receiving feedback with the following words: *concrete, advice, receiving, behaviour, actions, intention, unless, attentively, descriptive, argumentative, personality, correctly, clarifying, incident, defensive, overdo, pattern, appreciation, intend, paraphrase.*

Tips for Giving Feedback

- Care for the person ... feedback.
- Show respect.
- Have the ... to help not to hurt.
- Do not give ... , just share ideas .
- Focus on Refer to what a person does and not to what we imagine s/he is. Use verbs which relate to ...rather than adjectives which describe personality. You say "You came late to our meeting, Linda". You don't say "You are not organized". Do not attack the ... , comment on behaviour.
- Be direct, clear, to the point. Be You say "You came late for our meeting today, Ann". You don't say "You are always late, Ann".
- Give the feedback as soon as possible after the
- Don't ... it. Give just enough information for the other person to digest. Talk about one specific incident and not about a lot of behavior incidents.
- Check that the other person understood you



Tips for Receiving Feedback

- Ask ... questions.
- Listen
- At the end ... the major points to see if it corresponds to what the giver had in mind. Example: "What you are trying to say is..." "You think that ..."
- Ask the giver to be specific and
- Don't get ... , angry, or
- Avoid explanation of your behaviour ... asked.
- Solicit feedback from other people to check others' opinions. If two or three people give you similar feedback, there may be a ... , which you might want to consider.
- Show ... to the person giving feedback.
- Say what you ... to do as a result of the feedback.

- 3** Explain the tips and say why it is important to follow them.

- 4** Explain the sentence: "The giving of feedback requires skill, understanding, and respect for self and others."

- 6** With a partner act out one of the following situations in class.

- Work in pairs. Choose one of the following situations and make up short dialogues in writing.
- Act out the dialogues in front of the class and share the script with your classmates.
- With the help of the scripts received from your classmates tell what happened during their acting. Use reporting verbs.
- Discuss the situations and the way feedback was given or received.

a. One of your classmates is constantly cheating during tests. Usually he disturbs you by trying to get the answers. Because of him/her you can't concentrate during the test and lately started getting lower grades. Talk to your classmate and try to make him understand what your problem is. Offer help so that he/she can improve school performance.

- 5** Rewrite some of the tips above using discourse markers to show contrast: *but, although, even though, in spite of, despite of, yet, however, nevertheless, on the one hand, on the other hand, whereas, even so, instead, in contrast, etc.*

Example: *Even though* you might be tempted to react negatively to feedback, try not to get defensive, angry, or argumentative.

b. Your friend has helped you with your Math homework, explaining to you what you didn't understand in class. Show your appreciation of what he did for you. Your friend will respond to that.

c. You had a meeting to write a script for a performance at your school. One of your classmates was too outspoken during the meeting and didn't give a chance to others to express their ideas. After the meeting tell him/her about your concerns. Your partner will try to clarify what you mean by asking questions and paraphrasing.

Writing Skills Development

Letter Writing

Here you are sitting at a table and all ready to write a letter. Do you know how to do it correctly? Do you know how to suggest something, ask, convince somebody about something or say thank you in a nice way?

Letters are also a means of communication between people. Choosing words carefully is very important, especially because the receiver has no possibility to see your facial expression, gestures as s/he does while directly speaking to you.

The ability to write clearly and succinctly is an essential skill in the business world.

While business letters are usually short and clear, containing only important information, personal letters allow more space and more ways for people to express their ideas.

There are certain rules about the form for letter writing that you have to follow.

Following the Format

While writing letters it is important to keep in mind that a letter has the following parts:

- Name and address of the sender in the right hand corner at the top of the page
- Date (e.g.: October 17, 2002 — for the USA, or 17th October 2002 for the UK beneath the sender's address)
- Name and address of the receiver (upper left corner)
- Beginning words or form of address — Dear Sir/Mr./Mss/Mrs./name. The form of address is written on the left upper side of the paper below the receiver's address. A comma is put after it, and the text of the letter begins from a new line.
- The main text, or body
- Closure (Yours faithfully/faithfully yours/yours truly/truly yours/sincerely/with respect/love)
- Signature - should be short and written on the right side at the end of the letter

Writing the Address on the Envelope

You write the name of the person and/or organization first, then the number of the house, the street, the locality (town, village, city), the country and its postal code. For the letters written to the USA you have to also write the abbreviation for the state.

Your address is usually written on the top of the left hand corner of the envelope or back of it.

Writing Post Cards

Very often thank-you letters are replaced with thank-you post cards, which are a nice way of expressing appreciation to other people. People often make the thank-you postcards themselves to show appreciation and respect.

Cards are also a nice way to congratulate people on different occasions. There are post cards for various occasions, many of them containing a small poem/rhyme. Look to the right at thank-you/Valentine's Day card as an example.

1 Read the information and explain how to correctly write a letter and a post card.

Ana Munteanu
25 Bucuresti str.
Chisinau, 2001
Republic of Moldova



Professor Jane Smith
Arts and Humanities College
Brokow University
30880 Timberlake Drive
Silver Lake, PA 19088
USA

25 Bucuresti str.
Chisinau, 2001
Republic of Moldova
October 17, 2002

Heading
Where the
letter comes
from and
when

Inside Address
To whom the
letter is being
sent

Professor Jane Smith
Arts and Humanities College
Brokow University
30880 Timberlake Drive
Silver Lake, PA 19088
USA

Salutation
Greeting

Dear Professor Smith,

Body
Text of the
message

I am a student at one of the high schools in the Republic of Moldova and I am beginning to consider where I would like to go to college.

My art classes have been the most interesting to me. I would like to take college courses in art.

I will appreciate it if you send me information about the art program as well as general information about applying to Brokow University.

Thank you.

Sincerely,
Ana Munteanu

Closing



2 Write your own letter of application to a college or university.

3 Write a Thank-You post card addressed to your friend, parents, siblings, etc.

Lesson 3

Are You Listening?

Communication is a two-way process, and the responsibility is as much on the receiver of information as the giver if effective understanding is to be reached.

DISCUSSION POINTS

- 1 Consult the **Word Study** and say what the difference between hearing and listening is.
- 2 Name some qualities that you think a good listener needs to have.
- 3 Try to analyze yourself and say whether you are a good listener or not. What speaks in favour or against it?

Word Study

hearing ['hɪərɪŋ], *n* — the faculty or sense by which sound is perceived

listening ['lɪsnɪŋ], *n* — an effort made to hear something; paying attention

READING

- 1 Read the names of the types of listeners. Try to guess what characteristics each of the four types possesses.
- 2 Decide which of the characteristics below can be attributed to each type of listeners. Explain your choice.

Evaluative Listeners

Marginal Listeners

Active Listeners

Non-Listeners

- are attentive to the words being spoken
- are trying to project their mind into that of the speaker so that they can align their own thoughts and feelings more closely with the speaker's
- actively try to suspend their own thoughts and feelings
- give their attention solely to listening
- try to put themselves in the other person's shoes
- they listen not only for the content of the message, but more importantly, for the intent and feeling of the message as well
- show both verbally and non-verbally that they are listening
- do not interrupt
- listen not only to what is said and how it is said, but they are also perceptive to what is not being said
- use open-ended questions to encourage the speaker to extend the conversation and clarify the message



- are actively trying to hear what the speaker is saying
- tend to be more logical listeners, who are more concerned about content than feelings
- tend to remain emotionally detached from the conversation
- do well in “parroting back” the words others have just delivered
- totally ignore that part of the message that is carried in the speaker's vocal intonation, body language, and facial expressions
- are great in semantics, facts and statistics, but poor in sensitivity, empathy and true understanding
- believe that they understand others, but the speaker does not feel understood

- think about unrelated matters
- do not hear others at all
- are primarily concerned with doing most of the speaking
- manifest blank stares
- manifest nervous mannerisms and gestures
- fake attention while thinking about unrelated matters
- are constantly interrupting
- must always have the last word
- are too busy preparing what to say next to listen to what is being said to them now
- are rarely interested in what anyone else has to say
- are perceived as a social bore and know-it-all

- are hearing the sounds and words, but not really listening
- are superficial listeners
- stay on the surface of the argument or problem, never risking going deeper
- selectively look for outside distractions so that they have an excuse to draw them away from the conversation
- prefer to evade difficult or technical presentations and discussions
- tend to listen only to the facts, rather than the main ideas

3 Match the words with their definitions. Translate the sentences from the text in which they occur.

- | | |
|---------------------------------------------|----------------------------------------------------------------------------------------|
| 1. semantics [sɪ'mæntɪks], <i>n.</i> | a. to pretend |
| 2. intent [ɪn'tent], <i>n.</i> | b. to escape or avoid |
| 3. align [ə'laɪn], <i>v.</i> | c. to become aware of through any of the senses, especially sight or hearing |
| 4. suspend [sə'spend], <i>v.</i> | d. separate from others, free from emotional involvement |
| 5. fake [feɪk], <i>v.</i> | e. the study of meaning, esp. in language (used with singular verb) |
| 6. perceptive [pə'septɪv], <i>n.</i> | f. an aim or purpose |
| 7. detached [dɪ'tætʃt], <i>adj.</i> | g. identification with and understanding of another's situation, feelings, and motives |
| 8. project [prə'dʒekt], <i>v.</i> | h. protrude |
| 9. perceive [pə'si:v], <i>v.</i> | i. having the ability to perceive |
| 10. empathy ['empəθi], <i>n.</i> | j. to ally oneself with one side of an argument, cause; to adjust. |
| 11. evade [ɪ'veɪd], <i>v.</i> | k. interrupt; cause to stop for a period |
| 12. solely [səʊl(i)li], <i>adj.</i> | l. entirely |

4 Explain the following in your own words.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| a. ... are trying to project their mind into that of the speaker so that they can align their own thoughts and feelings more closely with the speaker's ... | have just delivered ... |
| b. ... actively try to suspend their own thoughts and feelings ... | h. ... are great in semantics, facts and statistics ... |
| c. ... give their attention solely to listening ... | i. ... think about unrelated matters ... |
| d. ... try to put themselves in the other person's shoes ... | j. ... manifest blank stares ... |
| e. ... are also perceptive to what is not being said ... | k. ... manifest nervous mannerisms and gestures ... |
| f. ... tend to remain emotionally detached from the conversation ... | l. ... fake attention while thinking about unrelated matters ... |
| g. ... do well in "parroting back" the words others | m. ... stay on the surface of the argument or problem, never risking going deeper ... |
| | n. ... look for outside distractions ... |

5 Work in pairs. Student A will provide characteristics of listeners, one at a time. Student B will name the type of listener. Then switch roles.

6 Describe each type of listeners. Use the vocabulary underlined in the exercises above. Explain how the four types of listeners differ.

SPEAKING

- 1 Work in groups. Two students in each group will role-play a situation in which one is a 'Speaker' and another one is a 'Listener'. Tasks:
 - The 'Speaker' will try to describe an interesting event that happened to him/her.
 - The 'Listener' will get a card from the teacher stating what type of listener s/he must play. S/he will try to imitate that kind of listener.
 - The other members of the group will have to identify the type of listener s/he will be playing.
- 2 Identify for yourself which of the categories of listeners you tend to belong to.
- 3 Establish if you are a good student listener in class. Use the *Life Skills* box for guidance.
- 4 Very often in life people feel the need to be listened to when they have an issue or problem. Recall a situation like that. How did you act when the person approached you?
- 5 Did you ever feel the need to tell somebody else about yourself or the issues you encountered? Whom did you go to? Was the person a good listener or not? What makes you think so?
- 6 Work in pairs. Role-play a situation in which somebody shares his/her concerns with you. Practise the skills of an effective/active listener. Use asking questions and paraphrasing to clarify the issue better. Refer to the *Life Skills* box for guidance.

Life Skills

Some Tips for Students Listeners:

- Listen "actively", asking for clarification where necessary.
- Say it, if you don't understand certain words or terms.
- Ask the teacher to recap - if necessary.
- Do not rely on someone else being able to "fill you in" later; ask the teacher to repeat or rephrase what is not clear.
- Do not assume that the teacher will pick up your feelings through your expressions or body language. Unless you tell him/her that you are confused, annoyed, unhappy, the giver of information may assume that instructions have been heard and understood.

Life Skills

Questioning skills

Closed questions are those, which require a very short answer, usually *Yes* or *No* and which may limit or close communication. *Yes/No Questions* are closed questions.

Open Questions require more information from the person. An example of an open question would be; "How do you feel about this situation?" The respondent has been given the green light to state his feelings at length if so desired. Open questions tend to open communication between people rather than close it. **Question-word Questions** and sometimes **Echo Tags** are open questions. **Questions About Alternatives** can serve the purpose of clarifying issues, feelings, etc.

Implied-answer questions are posed in such a way as to imply the answer. An example would be, "You must

feel terrible about this situation, don't you?" The questioner has implied the answer, "Yes, I feel terrible." These questions should be avoided in active listening, though sometimes they may show sympathy on the part of the listener.

Tag Questions are implied-answer questions.

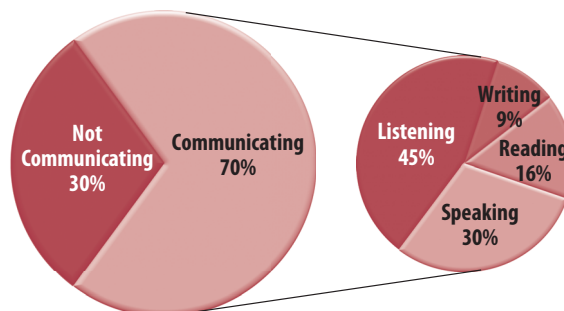
Paraphrasing

- Paraphrasing is not merely repeating verbatim. It is the ability to hear what someone is saying and give them a synopsis or summary of what has been said.
- Paraphrasing should avoid judgement, although it can state what "feelings" the listener picks up. 'This is what you said...'; 'You say you feel...'; 'In other words, it's this way...'; 'In other words you feel...'; 'In essence you've said...'; 'So far, you've said this...'; 'You seem to mean/feel...'

- 7 Explain the diagrams. Underline the importance of listening skills for effective communication.

- a. How much time do we spend communicating to others?
- b. While communicating, how much time do we spend listening as opposed to speaking?
- c. How much time is dedicated to written communication?
- d. Is reading a form of communication? Explain your answer.

Time Spent Communicating



Writing Skills Development

Follow the Conventions of E-mail

From the *Bedford Handbook*, Diana Hacker

Communicating by electronic mail (or e-mail) has many benefits. Unlike conventional “snail” mail messages, e-mail messages are sent and received immediately after they are written — to and from anywhere in the world at any time. E-mail is especially used in official settings.

Keeping messages brief and direct

It is a courtesy to keep each message as brief as possible and to state your point early. Your message may be just one of many that your reader has to wade through. Always fill in the subject line with a clear, concise description of what your message is about.

Maintaining an appropriate tone

It is appropriate for e-mail to be more informal than other types of writing. In general, maintain a tone that is friendly and conversational, yet respectful. Include appropriate greeting and closing. Contractions are usually acceptable. Note: Some e-mailers use emoticons (combinations of symbols that look like faces turned sideways) and acronyms, such as TIA for “Thanks in advance”. Though you may be tempted to use these shortcuts, it is usually better to convey your tone and meaning through words, especially in business and academic contexts.

Designing the e-mail

Consider using the following elements.

- Keep the *paragraphs* short.
- In longer messages containing categories of information, *headings* can break up blocks of text and help readers scan for items of special interest.
- For an e-mail message that includes a list or steps in a procedure, consider displaying the information with asterisks, dashes, or numbers.

Following e-mail etiquette

- Check your e-mail frequently and respond to messages promptly.
- Fill in subject lines to help readers sort through their messages and set priorities.
- Include brief greeting (such as *Hi, Gloria* or *Dear Professor Hartley*) and a brief closing (such as *Bye for now* or *Sincerely*).
- Avoid writing in all capital letters or all lowercase letters.
- Forward messages from others only when you are certain the original sender would approve.

Revising e-mail

Resist the temptation to send off a message without reading it first. Check to make sure that your tone is tactful, that your main point is clear and concise, and that your message is free of errors in grammar, punctuation, spelling, and mechanics.

Discuss the following.

- a. How do you communicate with your friends from other countries? Is this via regular mail, electronic mail (E-mail), social networking sites (Facebook, Twitter, Skype, etc.), phone?
- b. Which of the enumerated means of communication do you find more exciting? Explain why.
- c. Can you name means of communication at a long distance used fifty years ago? A century ago? Compare them with the possibilities we have today.
- d. Can you imagine other ways of communication in the future that the development of civilization and technology would make possible? Share your thoughts with the class.
- e. E-mails are more often used in business settings. Read the e-mail below. What are the means of keeping an official town.

Would you like to improve your English language skills? Our well-equipped school offers English language courses in Saffron Walden. The school has a friendly atmosphere and organizes a full range of sporting and social activities as well as excursions to London. Accommodations can be arranged in the dorm or with carefully selected families.

Dear Sir/Madam,

I saw the advertisement about your language school and I am writing to find out more about the courses you offer. I prefer to attend the courses in July, if this is a possibility.

I would particularly like to know how many students attend the school and what countries they are from. Of major importance to me is also the size of your classes. I would also like to know if there is a library and whether I can study there in the evenings. Are the teachers all native speakers of English?

What social activities are organized during students' stay at your school? Are the activities included in the price of the course or should I pay additionally for them? Are there any sports facilities? What amenities are there near the school?

Could you, please, send me details and information on prices for the courses and accommodation?

I look forward to hearing from you.

Regards,
Ana Munteanu



Read the information and write an e-mail addressed to your teacher. In the message ask the teacher to see the draft variant of your essay and give feedback so that you can improve your writing skills.

Lesson 4

Are Speakers Born or Made?

How can I tell what I think till I see what I say.

Forster

DISCUSSION POINTS

1. Do you have a Debate Club at your school? What skills does debating develop?
2. Presentation skills are very important for the success of a debater. Where else do you need presentation skills? Come up with life situations to illustrate your answer.
3. How can good presentation skills contribute to better studies? In what way can they help you in your extra-curricular activities? Give concrete examples.
4. Consult the *Info Box* for the explanation of what *facilitation* means. In your opinion, how is facilitation similar or different from *presentation*?
5. Brainstorm the skills you need to have in order to be a good presenter and the skills you need to have in order to be a good facilitator.

Info Box

Presentation is about content, in other words, it is delivering information to the audience. The presenter assumes the role of the expert who knows the topic well and explains it to the listeners.

Facilitation is about process — how you do something — rather than content — what you do. The facilitator guides a group towards a destination. Through active participation the group comes to own conclusions and participants get knowledge about the subject. Facilitation requires skills in asking questions, paraphrasing and summarizing.

LISTENING

- 1 Divide into two groups. Debate the following “Great speakers are born, not made”.
- 2 Listen to the following text to find an answer to the question “Are great speakers born or made?” Bring arguments from the text to support your answer.
- 3 Listen to the text again and explain what the author advises you to do so that you become a better speaker.
- 4 The author advises you to “seek places to practise presentation skills”. Where can you practice those? Give concrete examples.

Word Study

innate [ɪˈneɪt], *adj.* — possessed at birth; inborn
anxiety [æŋˈzaɪəti], *n.* — a state of uneasiness; worry
moving [ˈmuːvɪŋ], *adj.* — affecting deeply
delivery [dɪˈlɪvəri], *n.* — manner of speaking
basics [ˈbeɪsɪks], *n.* — necessary before all else
seek [siːk], *v.* — to search for; to try
proficient [prəˈfɪʃnt], *adj.* — expert in a skill

READING

- 1 Read about some useful tips for delivering a presentation. Say which of these skills you find more difficult to master. Explain why.

Manner of Delivering a Presentation

- 1 You must communicate your enthusiasm to the audience if you want them to be enthusiastic about the ideas you present. You must learn to be aware of not only what you are saying but also how you are saying it! The following tips will help your presentation become animated, interesting and engaging.

• **Posture.** Keep your posture straight but relaxed. You want to stand up straight but not stiff.

- 2 Don't place your weight on one hip, then shift to the other and back again. This shifting can distract the audience.

- 3 • **Movement.** Don't stand frozen in one spot but don't pace either. An occasional step to either side, or even a half step toward the audience for emphasis, can enhance your presentation. Stay close, stay direct, and stay involved with your audience.

4 • **Shoulder orientation.** When delivering your presentation, keep your shoulders oriented toward the audience. This will help keep your eye contact on the audience where it should be. Shoulder orientation becomes critical when using visual aids. You will have to angle away from the audience but it should not be more than 45 degrees. Don't speak unless you have eye contact with the audience.

5 • **Gestures.** Gestures should be natural. Learn to gesture in front of an audience exactly as you would if you were having an animated conversation with a friend - nothing more, nothing less. Using natural gestures won't distract from a presentation; however, doing one of the following certainly will: keeping hands in your pockets or handcuffed behind your back, or keeping your arms crossed, or wringing your hands nervously.

2 Explain the following in your own words.

1. You must learn to be aware of not only what you are saying but also how you are saying it.
2. An occasional step to either side, or even a half step toward the audience for emphasis, can enhance your presentation.
3. Stay close, stay direct, and stay involved with your audience.
4. Eye contact opens the channels of communication between people, helps establish and build rapport, involves the audience in the presentation, and makes the presentation more personable.

4 Give antonyms to the following words. Translate the sentences in which they occur.

enthusiasm (1)	stiff (2)	enhance (3)	animated (5)	loudly (7)
relaxed (2)	distract (2)	natural (5)	monotonous (7)	fast (7)

6 • **Eye contact.** Eye contact opens the channels of communication between people. It helps establish and build a rapport. It involves the audience in the presentation, and makes the presentation more personable. Don't look at a spot on the back of the wall, or at your notes, or everywhere else, look at your audience. The rule is 1-3 seconds per person. Try not to let your eyes dart around the room. Try to focus on one person, not long enough to make that individual feel uncomfortable, but long enough to pull him or her into your presentation. Then move on to another person.

7 • **Using your voice.** Don't speak in a monotonous voice, be enthusiastic about what you are saying. Don't talk too fast. Control your volume so that everybody hears you well - talk loudly. In other words use what we call a presentation voice.

3 Replace the bold text words in the following sentences with their synonyms.

1. The following **tips** will help your presentation become animated, interesting and engaging.
2. Don't stand **frozen** in one spot but don't **pace** either.
3. When **delivering** your presentation, keep your shoulders oriented toward the audience.
4. You will have to **angle away** from the audience but it should not be more than 45 degrees.
5. Try not to let your eyes **dart** around the room.
6. Don't speak in a **monotonous** voice, be **enthusiastic** about what you are saying.



SPEAKING

1 Comment on the picture. What do you think the feelings of the speaker are?

2 Did you encounter anxiety, sweating, tremours in the hands and legs, accelerated breathing, increased heart rate when put into a situation to speak in front of an audience (classmates, teachers, etc.)? Say whether you consider experiencing stress before presentations a normal state or something unusual. Why is it so?

3 Consult the *Life Skills* box to learn some tips for reducing anxiety. Say which of these tips you find most useful and why.

Tips for Reducing Anxiety

- **Organize.** Knowing that your thoughts are well-organized will give you more confidence.
- **Visualize.** Imagine walking into a room, delivering your presentation and leaving the room knowing you did a great job. It will help you focus on what you need to do to be successful.
- **Practice.** Many speakers rehearse a presentation. Practise standing up. Use visual aids. If possible videotape and have somebody critique you.

If you get nervous before speaking...

- **Breathe.** When your muscles tighten and you feel nervous, relax and inhale deeply a number of times.
- **Focus on relaxing.** Instead of thinking about the tension – focus on relaxing. Try to clear your mind of everything except the repetition of the statement “I am relaxed”. Continue this exercise for several minutes.
- **Release tension.** Do a simple exercise: Starting with your toes and calf muscles, tighten your muscles up through your body

finally making a fist (i.e. toes, feet, calves, thighs, stomach, chest, shoulders, arms and fingers) immediately release all of the tension and take a deep breath. Repeat this exercise until you feel the tension start to drain away. Remember, this exercise has to be done quietly so that no one knows you’re relaxing!

If you get nervous while speaking...

- **Move.** Speakers who stand in one spot and never gesture experience tension. Move your upper body or do a few steps to release. Release your arms as if you were just talking to someone.
- **Keep eye contact with the audience.** Try to make your presentation similar to one-on-one conversation. Look in people’s eyes as you speak. Connect with them. The eye contact should help you relax because you become less isolated from the audience, and learn to react to their interest in you.

- 4** Do you think personal appearance matters when delivering a speech? Can you give examples of appropriate, inappropriate appearance (consider the type of dress, colours, accessories, hair cut, etc.)



- 5** Criticise the position and use of the hands in these illustrations.

- 6** Evaluate yourself. Check the category that best describes you as a speaker.

___ Avoider	An avoider does everything possible to escape from having to get in front of an audience. In some cases avoiders may seek careers that do not involve making presentations.
___ Resister	A resister has fear when asked to speak. This fear may be strong. Resisters may not be able to avoid speaking as part of their job, but they do so with great reluctance and considerable pain.
___ Acceptor	The acceptor will give presentations as part of the job but doesn’t seek those opportunities. Acceptors occasionally give presentations and feel like they did a good job. They even find that once in a while they are quite persuasive, and enjoy speaking in front of a group.
___ Seeker	A seeker looks for opportunities to speak. The seeker understands that anxiety can be a stimulant, which fuels enthusiasm during a presentation. Seekers work at building their professional communication skills and self-confidence by speaking often.

WRITING



Prepare a short presentation (2-3 minute) on any topic you like. Write down the outline of your presentation and make some notes. Deliver the presentation in front of the group. Provide clear paragraph and sentence transitions. Use linking devices.

Writing Skills Development

Opinion Essay

Essay writing is a way of communicating your ideas to a larger audience. Opinion Essays are formal in style. Your opinion must be clearly stated and supported by reasons.

The Structure

Introductory paragraph

- **Attract the reader's interest**

Start with an idea or situation opposite to the one you will develop (a surprise element). Explain the importance of the topic (the reader will want to continue reading). Use an incident or brief story (appeal to curiosity/grabbing attention). Ask one or two questions; remember that questions need answers. Use a quotation, proverb, saying, advertising slogan, or someone's favorite expression.

- **The thesis/the central idea.** Make a clear and direct statement of your position.

- **Plan of development** – a preview of the major points that will support the main thesis listed in the order they will appear in the essay (optional).

The Main Body

Two or more paragraphs to support your point of view.

A paragraph giving the opposing viewpoint and reasons may be included.

The Conclusion

Restate your opinion using different words. Repeat your reasons or make a final statement about the correctness of your view. Include a thought provoking question or short series of questions. End with a prediction; state what will happen in future. End with a recommendation that suggests what should be done about a situation or problem.

The Paragraph

A paragraph is a group of related sentences that develop one single idea.

Topic sentence. It is a summarizing sentence of a paragraph; it states the point to be detailed in that paragraph, **what** the paragraph is about – can be placed at the beginning or at the end of the paragraph.

Supporting sentences. They develop and explain the paragraph idea. Give specific reasons. Give enough specific details to excite the reader's interest and to explain the writer's point. In other words, underline **why** your position is correct.

Example Paragraph

Another reason I prefer lecturing to a conversation or a dialogue is that a lecture is much more organized. It can be very difficult to speak without notes or a plan. During a dialogue, the subjects can change very rapidly and can be hard to follow. But a lecture is planned beforehand, so the topics are easier to follow. Also, the presenter can practice the lecture repeatedly and fix any problems in organization.

Find below a model opinion essay.

1. Underline the thesis statement.
2. Identify the topic sentence of each paragraph and the reasons given for each viewpoint.
3. Underline any linking words or phrases and replace them with similar ones.
4. Which techniques, if any, have been used to begin and end the essay? How would you keep the reader interested?
5. Name the tenses used in the essay, explain their use.

Will life be better in the future?

Can you imagine doing your shopping without having to leave the house, or working at home rather than going to the office? In my opinion, life in the future will be much more pleasant than it is today.

In the first place, there will be many improvements in the field of medicine. Scientists are confident that cures for diseases such as cancer and AIDS will have been found. Therefore, the lives of thousands of people will be saved.

Also, new technological breakthroughs will make our life easier. Computers will be able to perform more time-saving functions, transport will be faster and more efficient and new inventions will continue to help us carry out daily tasks with ease and comfort.

On the other hand, there are those who believe that life in the future will not be so trouble-free. We will have used up the world's natural resources, therefore our planet will be on the verge of destruction. What is more, some fear that pollution will have increased due to problems such as deforestation, sand that acid rain will only have been worse. They do not consider, however, that modern technology can solve environmental problems as well as less pressing ones.

All in all, I feel that life in the future will definitely be better. We are all searching for ways to improve our lives and we can only look ahead in order to do this.

From Successful Writing by Virginia Evans



Write an opinion essay on one of the following topics.

- Do you agree or disagree with the following statement? Computers will replace the student-teacher interaction in the future. Use specific reasons and examples to support your opinion.

- Do you agree or disagree with the following statement? Face-to-face communication is better than other types of communication, such as letters, e-mail, social network websites, or telephone calls. Use specific reasons and examples to support your opinion.

- Do you agree or disagree with the following statement? Telephones, e-mail, and social network websites have made communication between people less personal. Use specific reasons and examples to support your opinion.

Lesson 5

Literary Focus Communication Is More Than a Monologue

*Communication is a balance of speaking and sharing,
listening carefully, and absorbing before we speak again.*

Agnes Repplier

DISCUSSION POINTS

- 1 Look at the pictures and say what they all have in common. Decide on the type of communication in each of these pictures.
- 2 How do you usually communicate your thoughts and ideas? Do you often resort to non-verbal language in order to make yourself listened to and better understood? What non verbal language do you use in various situations and how does it help you?
- 3 Why do some people fail to communicate? Enumerate some barriers (factors) that sometimes make communication impossible or less successful.

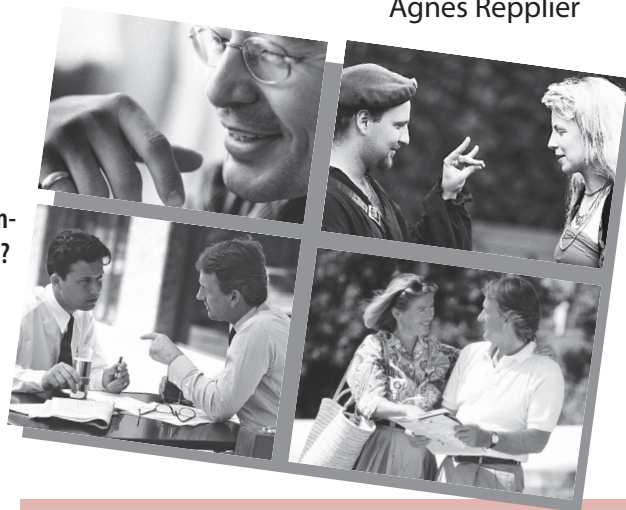
READING

- 1 Read the poem on the right and say what problems the family had.
- 2 Do you consider the TV set to be the only one to find fault with? Explain why or why not.
- 3 Why does the author give no name to the couple? What do the names Mr. and Mrs. Spouse stand for? Explain your answer.
- 4 What is the message the author wants the readers to get? Draw your own conclusions.
- 5 Learn the poem by heart.

LISTENING

- 1 The title of the text you are going to listen to is '*Too Bad*'.
 - a. Suggest all kinds of situations in which it can be 'too bad'.
 - b. Read the following phrases that come from the text and infer what event they might forecast.

I never was so surprised in my life;
I always used to say;
Right out of a clear sky;
It just seems too awful...
- 2 Listen to the first part of the text and say what you think seemed too awful.
- 3 Listen again.
 - a. Say why everybody was so surprised at the news of Mr. and Mrs. Weldon separating from each other.
 - b. Brainstorm reasons that might have led to the Weldons' divorce.



Teevee

In the house
of Mr. and Mrs. Spouse
he and she
would watch teevee
and never a word
between them spoken
until the day the set was broken.
Then "How do you do?"
Said he to she,
"I don't believe we've met yet.
Spouse is my name.
What's yours?" he asked.
"Why, mine's the same!"
Said she to he,
"Do you suppose that we could be -?"
But then the set came suddenly right about
And so they never did find out.

Eve Merriam



1 Scan the second part of the text to find out the following:

- how long the Weldons had been married;
- what Mr. Weldon hated most;
- what they had for dinner that evening;
- what they talked about;
- what kind of person each of them was.

2 'Reading between lines' is understanding something which is not expressed overtly or directly by the writer. Read the text and answer the questions below.

- What kind of 'housewife' was Mrs. Weldon?
- Why did she feel weary all of a sudden?
- What does their behaviour (bright smile, polite interest) tell you about their relationship?
- Why did it take them seven years to decide, at long last, that they should separate?
- What do you think caused the estrangement of the two spouses?

TOO BAD

Dorothy Parker

Mrs. Ernest Weldon wandered about the orderly living-room, giving it some of those feminine touches. Before she was married she had dreamed of herself as moving softly about her new dwelling, deftly moving a vase here or straightening a flower there, and thus transforming it from a house into a home. Even now, after seven years of marriage, she liked to picture herself in the gracious act.

They had taken the apartment on a five-year lease – there were four years and three months to go.

10 Mrs. Weldon felt suddenly weary. She lay on the davenport, and pressed her thin hand against her dull brown hair.

Mr. Weldon came down the street, bent almost double in his battle with the wind from the river. He did not much like their apartment. As soon as he had seen that dining-room, he had realized that they must always breakfast by artificial light – a thing he hated. But Grace had never appeared to notice it, so he had held his peace.

Mrs. Weldon opened the door at his ring.

"Well!" she said cheerily.

20 They smiled brightly at each other.

"Hel-lo," he said, "Well! You home?"

They kissed slightly. She watched with polite interest while he hung up his hat and coat, removed the evening papers from his pocket, and handed one to her.

"Bring the papers?" she said, taking it.

In the living-room he let himself slowly down into his big chair. She sat opposite him, on the davenport. Again they smiled brightly at each other. She wished she could think of something to say. She glanced around the room for inspiration.

30 Delia appeared in the doorway. "Dinner," she murmured.

"Dinner, Ern," cried Mrs. Weldon gaily getting up.

"You go ahead in," he said rising. "I'll be right with you. I've just got to wash up."

She was waiting, cheerful and bright, courteously refraining from beginning her soup, when he took his place at the table.

"Oh, tomato soup, eh?" he said.

40 "Yes," she answered. "You like it, don't you?"

"Who – me?" he said. "Oh, yes. Yes, indeed."

Mrs. Weldon smiled politely. She could not think of any

way to prolong the discussion.

What did married people talk about, anyway, when they were alone together? She had seen married couples at the theatre or in trains, talking together as animatedly as if they were just acquaintances. She always watched them, marvelingly, wondering what on earth they found to say.

50 She could talk easily to other people. There never seemed to be enough time for her to finish saying what she wanted to her friends. Both men and women found her attractive to listen to; not brilliant, not particularly funny, but still amusing and agreeable. She was never at a loss for something to say, never conscious of groping for a topic.

Ernest, too, seemed to be talkative enough when he was with others. People were always coming up and telling her how much they had enjoyed meeting her husband, and what fun he was.

60 Even when she and Ernest had another couple in to dinner or bridge, they both talked and laughed easily, all evening long. But as soon as the guests said good-night, and the door had closed behind them, there the Weldons were again, without a word to say to each other.

You'd think that you would get used to it, in seven years, would realize that was the way it was, and let it go at that. You don't, though. A thing like that gets on your nerves. It isn't one of those cozy, companionable silences that people occasionally fall into together. It makes you feel as if you

Word Study

orderly ['ɔ:dəli], *adj.* — in order

dwelling, *n.* — place in which one lives

deftly, *adv.* — quickly and skillfully

lease [li:s] *n.* — the right to use a property for a certain length of time, usually by paying rent for it

davenport ['dævənpɔ:t], *n.* — a long, upholstered sofa, frequently convertible into a bed

marvelingly, *adv.* = marvellously

grope ['group], *v.* — to search blindly and uncertainly

mingle ['mɪŋgl], *v.* — to associate, to mix with

70 must do something about it, as if you weren't performing your duty. You have the feeling a hostess has when her party is going badly, when her guests sit in corners and refuse to mingle. It makes you nervous and self-conscious...

They returned to the living-room, and Mr. Weldon again eased himself down into his chair, reaching for the second paper. She wandered aimlessly about the room.

Ernest would read industriously, and along toward the middle of the paper, he would start yawning aloud. Something happened inside Mrs. Weldon when he did this. She would murmur that she had to speak to Delia and hurry to the kitchen. She would stay there a long time, and, when she returned, he would have gone in to get ready for bed.

In a year, three hundred of their evenings were like this. Seven times three hundred is more than two thousand.

3 Find in the text words that mean the same as the following definitions.

- of or belonging to the female sex (line 2)
- pleasant and kind (7)
- having or showing good manners (22)
- placed against; face to face (27)
- influence of thought and strong feelings on actions (30)
- to extend in time or space (43)
- man and woman who are married (45)
- person whom one knows slightly (47)
- what one is obliged to do morally (70)
- open the mouth wide because one is sleepy (77)

4 In each group below choose the word that best suits each of the sentences. Use it in the correct form.

- She didn't even ... me.
 - They don't ... all the religious holidays in this country.
 - observe*
 - notice*
- Could you have a ... at my essay?
 - I caught a ... of the fields and forests as our car went by.
 - The city has a European...
 - glimpse*
 - look*
 - glance*
- He was ... of being watched, but gave no sign of it.
 - She is always praised for being ... in doing her job.
 - conscious*
 - conscientious*
- She is much younger than I have ... her.
 - The novel ... the life in the country in the 18th century.
 - Are you able to ... the places you have visited?
 - to portray*
 - to picture*
- The fireplace was so ... a place to sit by when it was cold outdoors.
 - The puppies found a ... corner in the hay.
 - snug*
 - cosy*

Phrases And Idioms

to hold one's peace — to be silent, to keep still

to refrain from doing something — to keep oneself from doing something

to find someone/ something attractive/ interesting, etc.) — to consider someone/ something to be attractive

to be at a loss for something/ to do something — to be uncertain

to get on one's nerves — to annoy someone

to perform one's duty — to accomplish, to do one's duty well

to ease oneself down into a chair — to make oneself comfortable

5 Match a word from column A with a word from column B to form pairs of either synonyms or antonyms.

A	B
1. dwelling	a. charming
2. weary	b. to roam
3. aimless	c. uncomfortable
4. agreeable	d. purposeful
5. to prolong	e. refreshed
6. attractive	f. to shorten
7. cosy	g. residence
8. to wander	h. pleasing

6 Fill in the gaps with the correct form of the words below.

to grope, yawning, to lease, to refrain, to prolong, agreeable, dwelling, to mingle, gracious, peace

- She didn't try ... with anyone at the party.
- The queen greeted the crowd with a ... smile.
- Please ... from talking in the library; you may disturb the other readers.
- She has an ... character and makes friends easily.
- The detective ... for some clue to the mysterious crime.
- His ... gets on my nerves and I can't hold my ... and start singing.
- We decided ... our trip and visit some other places of interest.
- They can't afford to have their own ... so they have ... an apartment for at least two years.

7 a. Choose words from the box which collocate with the verbs:

- to feel
- to hold
- to get

weary, one's anger, on one's nerves, rid of, at ease, on to, forty winks, like doing smth, aloof, one's way, abroad, one's ground, through to smb., together

b. Use some of the collocations in sentences or short situations of your own.

8 'Right out of a clear sky' is an idiom meaning suddenly; without warning. Match up the idioms with their meanings.

- | | | | |
|--------------------------------|--------------------------------------|---------------------------|----------------------------|
| 1. to walk on air | 6. to work one's fingers to the bone | a. to daydream | f. to be very happy |
| 2. to reach for the sky | 7. to make oneself conspicuous | b. to insult someone | g. to work very hard |
| 3. to build castles in the air | 8. to miss the boat | c. to be ignorant of smth | h. to set one's goals high |
| 4. to pull someone's leg | 9. to get the sack (ax) | d. to look elegant | i. to be dismissed |
| 5. to take a dig at someone | 10. to cut a fine finger | e. to attract attention | j. to trick someone |

9 Homographs are words that have the same spelling but different meanings and different pronunciation.

e.g. bow [bəʊ] — piece of wood curved by a tight string, used for shooting arrows
bow [baʊ] — front end of a boat or ship

Use a dictionary to pronounce the words in bold correctly.

Translate the sentences.

- He had a **row** with a person sitting in the same **row** with him.
- The **wind** was so strong that she decided to **wind** a shawl round the baby.
- It was quite difficult for the old **sewer** to jump over the wide **sewer**.
- The farmer had no time to feed the **sow** because he had to **sow** a large plot of land with rye.
- The **tiers** were quite skillful at arranging the bundles in neat **tiers**.
- We caught no **bass** because his **bass** voice frightened them.
- He couldn't **lead** in the race for his legs became as heavy as **lead**.

SPEAKING

1 Work in pairs. Discuss the predictions you have made about the reasons that might have led to the Weldons' divorce. How accurate and how close are they to what the author describes? Share them with the other pairs.

2 Think of five words you might use to describe Mr. and Mrs. Weldon's relationship. What is unusual about it? What do you think young couples can learn from the Weldons' relationship? Give reasons.

3 Different people, cultures, and religions have a variety of concepts and beliefs about divorce. What different beliefs and concepts are familiar to you? Share your information with your classmates.

4 What is the mood prevalent in the story? Pick up some descriptive words that you think contribute to the mood of the work.

5 Does the text contain character drawing? In what way does the dialogue between the Weldons characterize each of them? How would you characterize each of the two spouses? Explain why.

6 Do you consider the lack of communication between husband and wife to be a sound reason for a divorce? What do you think married couples can talk about when they are alone together?

7 Mrs. Weldon 'was never at a loss for something to say'; 'both men and women found her attractive to listen to'. 'Ernest, her husband, seemed to be talkative enough when he was with others'. But when they were alone again, they had nothing to say to each other. Why do you think it happened so? What advice would you give the Weldons if you were one of their friends? the psychologist whose advice they had come to ask for?

8 It is believed that many couples, even when they have problems, would stay together for the sake of their children. How do you think the existence of children in the Weldons' family would have changed the situation? Is it worth making such sacrifices for the sake of children? Tell why or why not.

9 Some other couples would not divorce because they dread the tongue of scandal. Do you think it is a good thing to stay together only because you fear how your neighbours, colleagues, acquaintances will interpret your separation? Bring examples from real life to support your opinion.

10 Suggest some pieces of advice to the Weldons in order to improve their relationship, to give up the idea of a divorce and make them become again 'the one happily married couple' and make everybody feel at ease. Use the Imperative Mood where possible.

WRITING



Fulfill one of the following tasks:

- Write the summary of the text.
- Use your imagination and write the third part or another ending of the story.

Practise Your English

1 Replace the bold text words in the following contest with the synonyms given below.

1. His **input** was appreciated. The report came out to be very good.
2. He **screened** the information he got and left only the one that he thought would be interesting to the audience.
3. She is always **receptive** to feedback and tends to improve.
4. His **moving** speech made everyone cry.
5. He is **proficient** in English and French.
6. He was leading a **detached** conversation.
7. **Mutual** understanding is important in a conversation.

8. He always **generates** good ideas during our lessons.
9. She is the one who always **voices** ideas that are different from those of her colleagues.
10. Listening is much more **intricate** than hearing.
11. They **fake** attention while thinking about unrelated matters.
12. Many times feedback can be **communicated** through body language.
13. Give just enough information for the audience to **digest**.

complex/complicated, uninterested, produces, contribution, responsive, expresses, censored/selected, emotional, absorb/assimilate, expressed, reciprocal, skilled/competent, simulate

2 Add prefixes to form opposites. Put the words in the right column. Explain their meaning.

security, agree, worthy, adequate, responsible, organized, interesting, ability, listener, clear, honesty, patient, friendly, reliable, verbally

un-	dis-	in-	im-	ir-	non-

3 Add either prefixes or suffixes to the following words to form new words. Continue each line of words using similar patterns. What is the meaning of the prefix/suffix?

e.g. -organized → **disorganized**, **disregard**, **disability**, etc. The prefix forms opposites, it expresses negative meaning.

-shape →
care- →
truth- →

4 Report each sentence using appropriate reporting verbs. If necessary, add an appropriate object after the verb.

agree, order, asked, hope, agree, insist, remind, worry, wonder, admit, deny, promise, apologize, recommend

1. "Okay, I'll prepare the presentation." → He ...
2. "Be quiet!" → The teacher ...
3. "Can you review the outline of the presentation, please?" → He...
4. "If I find more information on the topic, I'll be able to fill in the time allotted." → He ...
5. "We do not have a problem postponing the meeting until Thursday, as suggested." → They ...
6. "I feel strongly that we should change the whole plan" → He ...
7. "You mustn't forget your notes." → He ...
8. "We'll miss the plane if we do not hurry." → He ...
9. "Who should I invite to the party?" → He ...
10. "My idea might not be as good as Kate's." He ...
11. "I have never said that the equipment was of bad quality." → Ann ...
12. "I will be there in time." → Susan ...
13. "Sorry for being late." → Nick ...
14. "You might want to consider reading these poems." → The teacher ...

5 Use the verbs in parentheses and modals to complete the sentences.

1. You worked hard today. You ... (be tired).
2. There are no lights on and the car is not parked outside. They ... (go out)
3. We were surprised that Ann wasn't at the meeting. She ... (know) about it.
4. I can't find the script. I ... (leave) it at home.
5. I wonder who is presenting today. It ... (be) Nick. He is out of the country at the moment.
6. Pete is not at home. I guess he ... (be) on the tennis court.
7. Sue was really angry. She ... (understand) what I said.

6 Complete the sentences with discourse markers to express contrast.

1. We enjoyed the presentation ... it was hard to understand the speaker.
2. ... everybody was there, the meeting did not start on time.
3. Ann didn't win the contest ... delivering a very good speech.
4. ... what I said, I consider you to be a very communicative person.
5. We meet some people every day. We never speak to them ...
6. She missed the school because of her illness ... she could easily catch up.
7. She was ready for the contest, ... something prevented her from sending in her application.
8. I enjoy reading ... my friend likes to play active games.
9. Talk shows might be informative, but I prefer watching the news ...

7 Analyze the scheme below and answer the questions.

- a. Which of the ways of improving your English skills outlined below do you consider most effective?
- b. Which ones do you practise? How often? How does it help you improve your English language skills?
- c. What else would you add to the scheme?

How to Improve Listening Skills in English



Life Skills

Phone etiquette

- Hello, this is _____ calling.
- Hello, this is _____ (name of the organization).
- May I help you?
- Would you mind if I ask who's speaking?
- I am sorry, Mr./Mrs. ____ is not in right now.
- Would you like to leave a message?
- See you soon./Bye./Good bye.
- Thank you./With pleasure. You're welcome.

8 Role-play the following telephone conversations. Use appropriate introductory phrases. See the *Life Skills* rubric for help.

- a. Your friend calls to invite you to the cinema.
- b. You are working at an office. Somebody calls and wants to speak to your supervisor. Unfortunately your supervisor is not in the office at the moment. Suggest the person that he/ she should leave a message.



In about 200 words comment in writing on the following piece of advice: "Watch what you say – stay away from hurt words." Share your comments with the class.

3 UNIT IT'S A CHALLENGING WORLD

Lesson 1

Problems and Solutions

Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.

George Orwell

DISCUSSION POINTS

- 1 Read through the Info Box and explain the following.
 - a. What is a generation gap?
 - b. What are some key signs of a generation gap?
 - c. What are some topics that people of different generations disagree on?
 - d. Is the generation gap always a source of conflict? Is it possible for people of different generations to agree on various issues?
- 2 As a large group, discuss how the generation gap can cause problems at school. Brainstorm ways of handling the classroom generation gap.

Info Box

The **generation gap** is a term popularized in Western countries during the 1960s referring to the differences in values, customs, attitudes, and beliefs between any two generations, but especially between youths and adults. These differences in opinion or behaviour often cause conflict and complicate communication, creating a “gap.” Modern generational differences are often attributed to rapid cultural changes in the postmodern period, particularly with respect to such matters as musical tastes, beliefs, fashion, culture and politics. However, the generation gap is not always a source of conflict and misunderstanding: the people of each generation can offer a valuable insight into the different ways the world can be viewed.

READING

In his novel, the writer Art Buchwald uses a literary device, namely, **situational irony** to make his story more interesting and humorous. Simply put, irony is a direct contrast between what one says, does or acts, and what one means to do, say or act. This figure of speech is employed by writers in poetry, literary fiction and various other texts to keep the readers engaged in the text.

- 1 Read the text and answer the following questions:
What are the most obvious ironies in the text? What are their implications?

Clean Up Your Room

by Art Buchwald

You don't really feel the generation gap in this country until a son or daughter comes home from college for Christmas. Then it strikes you how out of it you really are.

This dialogue is probably taking place all over America this week.

“Nancy, you’ve been home from school for three days now. Why don’t you clean up your room?”

“We don’t have to clean up our room at college, mother.”

“That’s very nice, and I’m happy you’re going to such a **free-wheeling** institution. But while you are in the house, your father and I would like



you to clean up your room.”

“What difference does it make? It’s my room.”

“I know, dear, and it really doesn’t mean that much to me. But your father has a great fear of the **plague**. He said this morning if it’s going to start anywhere in this country, it’s going to start in your room”.

“Mother, you people aren’t interested in anything that’s relevant. Do you realize how the **major** corporations are polluting our environment?”

“Your father and I are very worried about it. But right now we’re more concerned with the pollution in your bedroom. You haven’t made your bed since you came home,”

“I never make it up at the **dorm**.”

“Of course, you don’t, and I’m sure the time you save goes toward your education. But we still have these **old-fashioned** ideas about making beds in the morning and we can’t shake them. Since you are home for such a short time, why don’t you do it to humour us?”

“For heaven’s sake, mother, I am grown up now. Why do you have to treat me like a child?”

“We’re not treating you like a child. But it’s very hard for us to realize you’re an adult when you throw all your clothes on the floor.”

“I haven’t thrown all my clothes on the floor. Those are just the clothes I wore yesterday.”

“Forgive me. I **exaggerated**. Well, how about the dirty dishes and empty soft-drink cans on your desk? Are you collecting them for a science project?”

“Mother, you don’t understand us. You people were brought up to have clean rooms. But our generation

doesn’t care about things like that. It’s what you have in your head that counts.”

“No one respects education more than your father and I do, particularly at the prices they’re charging. But we can’t see how living in **squalor** can improve your mind.”

“That’s because of your priorities. You would rather have me make up my bed and pick up my clothes than become a free spirit who thinks for myself.”

“We are not trying **to stifle** your free spirit. It’s just that our Blue Cross* has run out, and we have no protection in case anybody catches typhoid.”

“All right. I’ll clean up my room if it means that much to you. But I want you to know that you’ve ruined my vacation.”

“It was a calculated risk I had to take. Oh, by the way — I know this is a terrible thing to ask of you, but would you mind helping me wash the dinner dishes?”

“Wash dishes? Nobody washes dishes at school.”

“Your father and I were afraid of that.”

Vocabulary Notes

*The **Blue Cross Blue Shield Association (BCBSA)** is a federation of 38 separate health insurance organizations and companies in the United States. Combined, they directly or indirectly provide health insurance to over 99 million Americans. The *Blue Cross* Association dates back to 1960, while its *Blue Shield* counterpart was created in 1948. The two organizations merged in 1982, forming the current association.

2 Reread the text and state whether the following sentences are true (T) or false (F). Correct the false sentences.

- Nancy came home from college for Christmas.
- Nancy is used to making her bed every day.
- Nancy’s parents were not worried about their daughter’s attitude to household chores.
- Nancy was collecting empty soft-drink cans for a science project.

3 As a class, discuss answers to the following questions.

- Why didn’t Nancy want to clean up her room? Can this behaviour of hers be justified?
- What is your opinion about the way Nancy chose to talk to her mother?
- What are the possible causes of the conflict situation described by the author?
- What do you think the main idea of the text is? Which text details support the main idea?

4 Match the words in bold type from the text with their definitions below.

- the state of being extremely dirty and unpleasant, especially as a result of poverty or neglect;
- fatal infectious disease transmitted by fleas from rats;
- to prevent or constrain (an activity or idea);
- greater when compared with others in size, number, importance, or seriousness;
- to represent (something) as being larger, better, or worse than it really is;
- no longer modern or fashionable;
- a building in a college or university, where students live and sleep;
- (of words, remarks, actions, etc.) not governed or influenced by rules, responsibilities, or the like.

5 Match the words to form pairs of synonyms.

- | | |
|------------------|------------------------------|
| 1. to stifle | a. fright |
| 2. grown up | b. (<i>here</i>) to matter |
| 3. dialogue | c. to wreck |
| 4. fear | d. main |
| 5. to count | e. conversation |
| 6. major | f. to suppress |
| 7. to ruin | g. especially |
| 8. old-fashioned | h. adult |
| 9. particularly | i. outdated |

6 Arrange the following in pairs of antonyms.

- | | |
|--------------------|----------------------------|
| 1. probably | a. to cease |
| 2. to clean up | b. boldness |
| 3. to start | c. to spend (money) |
| 4. to throw | d. full |
| 5. empty | e. to dirt, to soil |
| 6. squalor | f. to change for the worse |
| 7. to improve | g. unlikely |
| 8. fear | h. to pick up |
| 9. to save (money) | i. neatness |

7 How do you think Nancy's mother felt about her daughter's position during the argument? Choose possible answers from the list of human emotions and feelings below. What clues led you to draw that conclusion?

discouraged, hopeless, joyous, frustrated, concerned, annoyed, upset, worried, pleased, ashamed, irritated, dissatisfied, satisfied, resentful, infuriated, disappointed, delighted, thrilled, in despair, embarrassed, surprised, content, intrigued, excited, hopeful.

8 Think what prepositions can be used with the adjectives from the list above. Look them up in a dictionary. Make up sentences of your own using some of these words and expressions.**9 Fill in the blanks with the suitable prepositions to express movement, place, direction or destination.**

1. They could hear the rain falling ... the roof.
 2. The soldier jumped ... the wall and opened the gate.
 3. Can you tell me the way ... the railway station?
 4. The canal flows ... the city centre.
 5. As the two teams ran onto the pitch, the crowd cheered.
 6. The ball fell ... the water.
 7. They were walking quietly ... town when I first met them.
 8. The dog ran ... me all the way.
 9. When the doors opened ... the fifth floor, the elevator was empty.
 10. The thieves broke ... his flat.
 11. It is unbelievable that he should have swum ... this wide river.
 12. The girls were sitting ... a bench.
 13. The parcels were sent ... the wrong destination.
 14. She took a book ... her bag.
 15. She was walking slowly ... the road.

10 Fill in the correct prepositions.

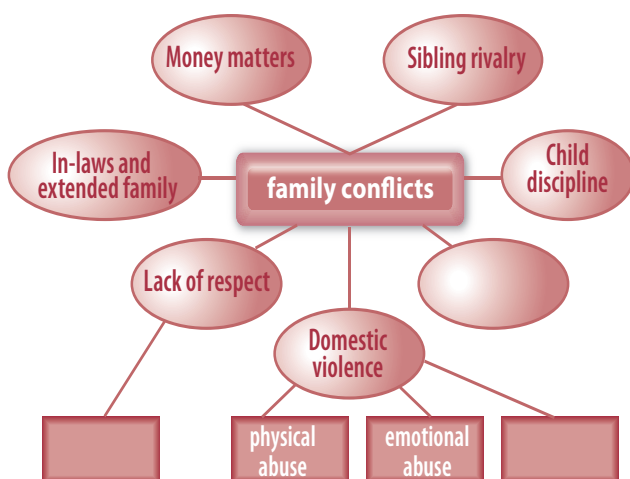
Issues of conflict that are not resolved peacefully can lead ... arguments and resentment. It is normal to disagree ... each other from time to time. Occasional conflict is part ... family life. However, ongoing conflict can be stressful and damaging ... relationships. Communicating ... a positive way can help reduce conflict so that family members can reach a peaceful resolution. This usually means that everyone agrees ... a compromise or agrees to disagree.

11 Choose the correct preposition.

(*In/on*) 1989, governments worldwide adopted the UN Convention (*of/on*) the Rights (*of/about*) the Child. These rights apply equally (*with/to*) every child, regardless (*by/of*) who they are, or where they are (*from/by*). Human rights are founded (*after/on*) respect (*against/for*) the dignity (*of/towards*) each individual, regardless (*out of/of*) race, gender, language, religion, opinions, wealth or ability, and therefore apply (*to/into*) every human being everywhere.

LISTENING**1 You are going to listen to an excerpt from the story "The Torn Invitation" by Norman Katlov. Judging from the title of the story, try to predict what this story might be about.****2 Listen to the speaker and check your predictions.****3 Listen to the speaker again. While listening, state the problem described in the story.****4 Now discuss how a friend can be helpful in solving a problem facing two people he/she loves. How would you tackle this issue?**

- 1 Fill out the cluster of ideas about family conflicts as far as you can. Explore it and discuss the main causes of conflicts within a family.



- 2 Comment upon the everyday situations below. What is the problem in each of the situations described? As a class, brainstorm solutions to the given conflict situations.

- Pete is an adolescent. He seems to be a very polite and considerate young man. He is quite generous towards his classmates. However, none of his classmates knows that at home he is rude to his parents, calls his little sister names and makes her do all the household chores, including the ones which he, as an elder brother, is supposed to do.
- Your father has just told you that in two hours' time your new neighbours are coming unexpectedly to visit your family. You are at home together with your best friends playing your favourite computer games. Your parents want to make a good impression on the soon coming guests; they come into your room, turn off the computer and tell you to clean the room. Your younger sister feels embarrassed because of the tone of your father's voice and runs out of the room crying.

- 3 a. Draw up a list of communication tips and warnings. Use the following:

Functions Box

Giving Advice

Why don't you ...
 If I were you, I would ...
 (I think) you should ...
 (I think) you had better ...
 I advise you (not) to ...
 It might be a good idea to ...
 If I were in your position, I wouldn't ...
 I don't think you should ...
 You had better not ...
 You ought to ...

... learn to communicate effectively;
 ... keep an open mind;
 ... avoid accusations;
 ... discuss the problem;
 ... be patient;
 ... be reasonable;
 ... be honest ...;
 ... come up with a solution.

- b. Explain how these pieces of advice might help people to counsel imaginary conflict situations.

- 4 Give a heading to the picture below. Describe it.



In about 250 words, write a response to the lesson's focus question:

What can be done to bridge the generation gap between parents and children?

Answers should include: an explanation of causes and consequences of the phenomenon of generational differences, a characterization of methods used to develop self-control and self-discipline, a description of non-violent ways of resolving conflict situations which people can use to manage conflicts, recommendations to encourage teamwork, etc.

Lesson 2

The Exclusive Circle

No war on the face of the Earth is more destructive than the AIDS pandemic.

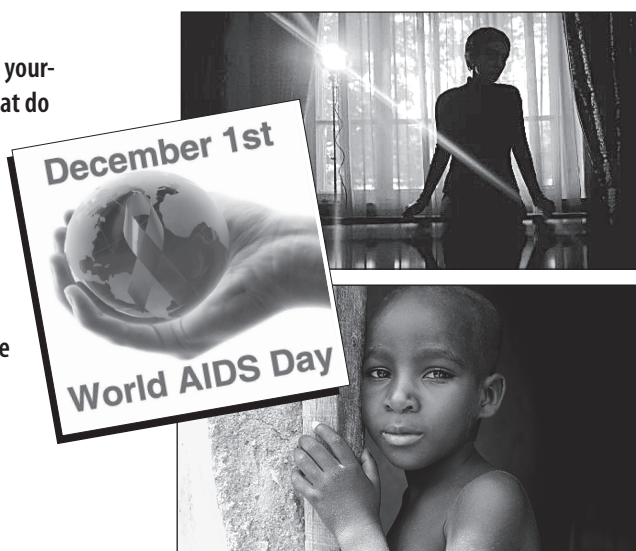
Colin Powell

DISCUSSION POINTS

- 1 Look at pictures, headings, words in bold and so forth and ask yourselves: What is discussed throughout the whole selection? What do all of these have in common with the title of the lesson?
- 2 Describe the pictures on the right. Which of the problems depicted in the pictures do you find most worrying, and why?
- 3 In small groups, brainstorm about the biggest challenges facing the youth in today's society and then, as a class, discuss the dangers associated with smoking, alcohol and drug abuse.

READING

- 1 You are going to read an article about the negative effects of drug abuse. What do you think is the overall purpose of this piece of reading? Who is the target reader?



Preventing Drug Abuse: The Best Strategy

What is the truth about alcohol, drugs, and tobacco? The reality is that they are addictive substances and create health, personal or family problems. It is adolescents who are particularly vulnerable to the effects of drugs. Drug, tobacco and alcohol abuse threatens children's lives, affects school, work and social life. Drug-related crimes overwhelm our courts, social service agencies, and police.

The consequences of using drugs can last a lifetime. The facts are:

- 1
 - Drug use impairs memory, alertness, and achievement.
 - Drugs erode the capacity of students to perform in school, to think and act responsibly.
 - Drug use is closely tied to truancy and dropping out of school. Drugs erode the self-discipline and motivation necessary for learning.
- 2
 - Certain drugs create *physical dependence*. With prolonged use, these drugs become part of the body chemistry.
 - *Psychological dependence* occurs when drug taking becomes the center of the user's life. Among children, psychological dependence destroys ties to family, friendships, outside interests, values, and goals.

Life threatening poisoning:

- 3 Drug users can suffer an extreme rise in body temperature, lose consciousness, suffer internal bleeding and kidney failure. Drug consumption can lead to serious mental disorders: paranoia and psychosis, where one cannot distinguish between reality and fantasy. The user is easily prone to irritability, anger and violence.

Warning!

- 4 Some believe that smoking illegal substances is less harmful. However, a drug's effect on the body is the same no matter how it is administered.

Drug users who inject drugs into the blood-

Word Study

overwhelm, *v.* - to have a strong emotional effect on
maelstrom [ˈmeɪlˈstrɔːm], *n.* - a situation in which there is great confusion, violence and destruction
impair, *v.* - to weaken or damage (something, especially a faculty or function)
alertness, *n.* - the quality of being alert: **alert**, *adj.* - quick to see, understand and act in a particular situation
truancy [ˈtruːənsɪ], *n.* - the action of staying away from school without good reason; absenteeism

stream or muscles often develop septic sores. If they share needles and syringes with others they run the risk of contracting HIV (the AIDS virus) and hepatitis.

5 Problem drug use has a profound impact on all family members. Mothers and fathers, brothers and sisters are caught in the maelstrom that drug problems inevitably create.

6 There is a general consensus that drug prevention should begin from a very early age. In fact, prevention programmes have the ultimate aim of contributing to a world where people, particularly children and young people, do not feel the need to resort to using drugs as part of their behaviour. Science-validated substance abuse prevention programmes can help people to make informed choices that promote their health and well-being.

2 Answer the following questions on the text.

1. What is drug addiction?
2. Why is drug addiction so devastating?
3. What are the implications of drug use for society as a whole?

3 Reread the article and, in small groups, discuss.

- what the main subject discussed in the article is;
- how paragraphs 2-4 contribute to the development of the text as a whole.

4 In small groups, discuss what new facts you have learnt about the issue of drug abuse from the article read. Share your ideas as a class.

5 Define the meaning of the word *scourge* in the article (see paragraph 7 of the text).

6 Make up sentences of your own using various collocations with the word *scourge*.

*to eliminate/defeat/combat/ tackle the scourge of . . . ;
a terrible scourge to the lives of victims;
the scourge of global terrorism/of illicit trafficking of human beings/of unemployment/of war/of famine;
a modern scourge/a major scourge/a global scourge;
the scourge of humanity.*

1 Trevor Smith is a researcher. We talked to him about the dangers of smoking. Listen to his report about this bad habit. What is the main topic of his report here?

We all know that defeating drugs is not easy. No one can be a good citizen alone, as Plato tells us. No one is going to solve the drug problem alone, either. Indeed, drugs will only be beaten when parents, schools, police, the courts, and other community groups join in accelerating their efforts to finally eradicate this scourge of humanity worldwide.

Vocabulary Notes

The noun **scourge** ['skɜːdʒ] has the following meanings:

1. (*old use*) a whip or lash used to inflict punishment or torture;
2. a person or thing that applies or administers punishment or severe criticism;
3. (*modern use*) (fig) a cause of serious trouble, affliction or calamity. *Example:* Disease and famine are scourges of humanity.



How to Identify the Main Idea of the Text

When determining the main idea of a text, we should read the piece of reading thoroughly in order to understand what the author considers to be the most important and valued points about the topic covered in the text. As we read, we should constantly ask ourselves where the author is placing emphasis or value. The main idea of a text is the author's message about the topic. It is often expressed directly or it can be implied. You might write about the main idea of a certain text in the following way, for example: *the main idea of the text is 'you need to trust your colleagues before you can try to do something.'*

7 Read the passage below to see if you can pick out the main idea. Discuss what point the author is making in the passage:

The first temptations to use drugs may come in social situations in the form of pressures to "act grown up" and "have a good time" by smoking cigarettes or using alcohol or marijuana. It is well-known that drugs undermine health and destroy young lives. That is why drug use should and can be stopped. The best way to fight drug use is to begin prevention efforts before children start using drugs.

LISTENING

2 Now listen for more details. What does Trevor Smith say about

- this hard habit;
- health risks;
- passive smoking;
- attempts to quit smoking.

SPEAKING

1 It is well-known that drug abuse is a significant risk factor for HIV/AIDS because drug intoxication affects the way a person makes decisions. As a class, start a discussion about HIV/AIDS. On flipcharts, record answers to the following questions:

1. What is the relationship between HIV/AIDS and drug abuse?
2. What is HIV? How can HIV be transmitted?
3. What is the difference between HIV and AIDS?
4. What causes AIDS? Is there a cure for AIDS?

2 Being based on statistics from the *Info Box*, explain the link between the incidence of HIV/AIDS and cases of infringement of human rights.

3 State what definitions in italics mean the same as the words from the box.

AIDS, cells, stigma, HIV, virus

1. *Human immunodeficiency virus* is the world's leading infectious killer.
2. *Acquired immunodeficiency syndrome* has been described as the scourge of the modern world.
3. AIDS-related *mark of shame or disgrace* and discrimination means prejudice, negative attitudes, abuse and maltreatment directed at people living with HIV and AIDS.
4. HIV is *an infective agent* that gradually attacks the immune system cells.
5. CD4 *microscopic units of living matter* are also known as T cells.

4 Fill in the gaps with the words given below.

injected drug use, epidemic, cells, transfusions, prejudice

1. HIV infects ... of the immune system.
2. In Central and Eastern Europe, ... continues to spread HIV among young people living on the streets.
3. HIV infection can occur in medical settings; for instance, through blood ... where infected blood is used.
4. The HIV/AIDS ... is a global issue.
5. ... means judging somebody without really knowing much about them.

Info Box

Facts:

- Over 25 million people have died from AIDS over the past three decades.
- Right now, about 40.3 million people are living with HIV/AIDS worldwide.
- Today, 8,000 people still die of AIDS every day.
- At least 30 million children in the world are living with HIV-positive parents and are at risk of being orphaned in the future.
- An estimated 3.34 million children are living with HIV worldwide.
- 50% of people living with HIV do not know their HIV status.

5 Learn to distinguish facts from prejudice and misinformation. To do this, read the myths about HIV/AIDS and dispel the misconceptions about this complex phenomenon.

3 Surprising Myths about "Catching" HIV and AIDS

Myth I: *HIV and AIDS can be transmitted by a mosquito bite, by sharing a drinking glass with someone with AIDS, by hugging or shaking hands, by sharing a swimming pool, a school bus or a classroom with someone who has HIV.*

Fact: HIV is a blood-borne virus. That means it can only be spread when the blood or bodily fluids of someone who is infected come in contact with the blood, broken skin, or mucous membranes of an uninfected person. Infected pregnant women can also pass HIV to their babies during pregnancy, delivery and breastfeeding.

Myth II: *Current medications can cure AIDS. It's no big deal if you get infected.*

Fact: AIDS is a disease of the immune system that has treatment options, but no cure, at the present time.

Myth III: *HIV is being spread by needles left in theatre seats.*

Fact: There is no documented case of this type of transmission.

6 It is a well-known fact that people living with HIV/AIDS, to varying degrees, are stigmatized throughout the world. In small groups, define the term “discrimination”. What is the root cause of HIV/AIDS discrimination?

7 Consider the list of possible consequences of HIV/AIDS - related stigma:

- loss of income/livelihood;
- loss of marriage and child-bearing options;
- poor care within the health sector;
- rejection by family and friends;
- loss of hope and feelings of worthlessness;
- loss of reputation.

Discuss strategies for taking action against the HIV/AIDS discrimination. Express your point of view on this issue.

8 A *fact* is a statement that can be checked or proven true or false. An *opinion* is a statement that tells someone’s belief about something. Distinguish facts from opinions. Read the statements below and write either *F* or *O* beside each of them.

- Drug abuse is a major global problem of immense proportions.
- Tobacco use grows, particularly among young women.
- Drugs can cause dependence, physical or psychological, relatively quickly.
- Nicotine is one of the most heavily used addictive drugs.
- People don’t need treatment. They can stop using drugs if they really want to.
- According to a new study, about 200 million people worldwide use illicit drugs such as marijuana, amphetamines, cocaine and opiates each year.
- More than anything else, drug addiction is a character flaw.

9 Talk to gymnasium or primary school pupils about factors that contribute to the spread of HIV/AIDS pandemic. Together, work out a plan that can help people fight and beat drug addiction.



Carry out research on the HIV/AIDS issue and then respond in an emotional essay (about 250 words) to the following quote. Remember to identify at least three social/economic impacts of HIV/AIDS. Show solidarity with, and respect for the rights of people affected by HIV/AIDS.

“What was first reported as a few cases of a mystery illness is now a pandemic that poses among the greatest threats to global progress in the 21st century. The only acceptable goal for the world is to stop and, ultimately, put an end to AIDS. Only then will we ...succeed in our efforts to build a humane, healthy and equitable world.”

Kofi A. Annan, ex-Secretary-General of the United Nations

10 Make up dialogues of your own to discuss the following issues:

- what possible development the problem may have in the future;
- what your personal view on the subject is.

11 Use the hints to determine the correct main idea of the passage.

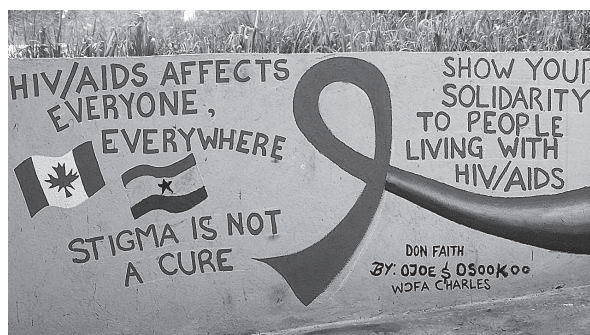
a. Ask the following questions: *Who? When? Where? Why? How?*, for example: *Do you find a reason or an explanation for the actions described in the text? Does the text contain a reference to time? etc.*

b. After reading the passage again, ask yourselves what point the author is making in the piece of reading below.

In 1988, the United Nations, in conjunction with the World Health Organisation, declared December 1 World AIDS Day. World AIDS Day is dedicated to raising awareness of the AIDS pandemic caused by the spread of HIV infection. People from around the world demonstrate international solidarity in the face of the pandemic. The day is an opportunity for people worldwide to encourage progress in HIV/AIDS prevention, treatment and care.



Look at the photo and discuss the message of the mural. In small groups, create HIV/AIDS murals/posters of your own.



WRITING

Lesson 3

Know Your Rights!

No-one shall be held in slavery; slavery and the slave trade in all their forms shall be prohibited.

Article 8, Vienna Declaration

DISCUSSION POINTS

- 1 Work in pairs. From the title, discuss what you think the lesson is about.
- 2 In small groups, predict the words that can be associated with the topic. Give reasons for your choice of words.
- 3 Answer the following questions:
 1. Why is it very important for people to express and support with competence their own point of view on different issues in life?
 2. Why do people need to know what their human rights are?
 3. How are responsibilities related to human rights?
 4. How can a state protect a person's civil, political, economic, social and cultural rights?

READING

- 1 Work in three groups. Each group read one article and then tell the whole class what is the main subject discussed in each one of them. Determine which of children's rights have been infringed in each case and decide who is guilty for their misfortunes.

Child Soldiers

Throughout history and in many cultures, children have been extensively involved in military campaigns even when such practices were against cultural morals. The military use of children takes three distinct forms: children can take direct part in hostilities (child soldiers), or they can be used in support roles such as drummer boys, porters, spies, messengers, look outs; or they can be used for political advantage either as human shields or in propaganda. The escalating number of children bearing arms in contemporary conflicts is terrifying. Non-governmental organizations estimate that there are now about 300,000 children serving as soldiers in over 30 conflicts around the world. Children as young as eight years of age are being forcibly recruited, coerced and induced to become combatants. Child soldiers are recruited in many different ways. Some are conscripted, others are

press-ganged or kidnapped, and still others are forced to join armed groups to defend their families. Sometimes, children become soldiers simply in order to survive.

Seeking a Better Life

Several years ago, Sanda, a 17-year-old girl, together with two other school-leavers from Moldova responded to a newspaper ad for an exchange programme in one of the countries from Western Europe to study philosophy and law. The contracts described medical insurance, board and lodging, travel there and back. The girls were flown to that country where they had one free week for sightseeing. They stayed at a nice hotel and had two men supervising them. "Everything went fine until they took our passports," Sanda said. When the girls demanded them, they were brutalized and asked to pay \$15,000 in cash for each passport. It soon became clear that the university they had come to did not exist and they had been cheated. The girls endured beatings, imprisonment, and hunger. The supervisors told them they would give the passports back if the girls "cooperated", which meant working in hotels, restaurants and night clubs as prostitutes. They were forced to work as prostitutes in exclusive clubs. Fortunately, Sanda and her friends managed to escape and appealed to the police for assistance to send them back home. At home now, Sanda sees a psychiatrist. She says she has had a hard time trusting people. She can't forget the extreme pressure, and violence, as well as physical and psychological abuse.



Child Labour

Today, throughout the world, around 215 million children work, many full-time. They do not go to school and have little or no time to play. Many children do not receive proper nutrition or care. They are denied the chance to be children. More than half of them are exposed to the worst forms of child labour such as work in hazardous environments, slavery, or other forms of forced labour, illicit activities including drug trafficking and prostitution, as well as involvement in armed conflicts. Some of them work in sweatshops. A sweatshop is a negatively connoted term for any working environment considered to be unacceptably difficult or dangerous.

Guided by the principles enshrined in the ILO's Minimum Age Convention No. 138 and the Worst Forms of Child Labour Convention No. 182, the ILO's International Programme on Child Labour (IPEC) works to achieve the effective abolition of child labour.



2 Match idioms with their definitions. Use the idioms in sentences of your own.

- | | |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| 1. board and lodging <i>UK (US room and board)</i> | a. a small factory where workers are paid very little and work many hours in very bad conditions |
| 2. press-gang <i>informal</i> | b. the meals and room that are provided when someone pays to stay somewhere, for example, when working or studying away from home |
| 3. sweatshop | c. a person or group of people kept in a particular place in order to stop an enemy from attacking that place |
| 4. child labour | d. to force or strongly persuade someone to do something they do not want to do |
| 5. human shield | e. the use of children to do work that should be done by adults |

3 Link the verbs with their correct suffix to form NOUNS and write them down. Be careful with the spelling of the newly-formed words.

- | | |
|-----------|------------|
| involve | 1. - ant |
| combat | 2. - ment |
| conscript | 3. - al |
| survive | 4. - ion |
| insure | 5. - ence |
| supervise | 6. - ation |
| imprison | 7. - al |
| expose | 8. - ance |
| refuse | 9. - ment |
| occur | 10. - ion |
| consider | 11. - ure |

4 Attach the necessary suffixes to nouns and verbs to form names of people's occupations. Discuss what exactly people of various professions do for a living?

- | | |
|--------------|-------------|
| to build | comedy |
| cash | electricity |
| music | grammar |
| to negotiate | guard |
| to edit | history |
| nutrition | library |
| pharmacy | veterinary |
| psychiatry | economy |
| therapy | to write |
| beauty | to act |

SPEAKING

1 In small groups, discuss what character traits a person should possess in order to be able to withstand all kinds of adversities and nuisances. Explain in your own words how these qualities can help young people take difficult decisions about highly controversial issues.

dignity, self-respect and respect for other human beings, compassion, integrity and accountability, gratefulness, tolerance, generosity, open-mindedness, self-confidence, maturity, independence, courage, charisma, responsibility, flexibility, perseverance, communicativeness, humility, thoughtfulness.

- 3** The following passage is from an essay entitled “On Human Virtues” written by an adolescent from one of the countries situated in Eastern Europe. Find the main idea in each paragraph and explain why you think the author is making this point.

I believe that the two most important human virtues are: the ability to be free and to possess an open mind. Freedom means independence. When people are free, they come to understand that the best solutions to their problems lie within themselves. When people learn to be free, their problems do not become a societal tragedy and they do not depend on others. The progress of mankind is in fact a series of “Declarations of Independence” proclaimed by individuals.

An open mind helps people adapt to new conditions and survive in a potentially hostile environment. Open-minded people can permanently change their viewpoints on different matters by acquiring new knowledge and raising the level of comprehension of particular subjects. They are willing to consider different arguments or opinions. This is how new ingenious ideas which are developed in the human intellect appear.

- 4** In small groups, read the dilemmas below. Prepare cases for the different sides of situations in which human rights come into conflict and present them in front of the whole class. Together, come to a decision about solutions to the cases. Justify your decisions.

Dilemma N1

Your country has just introduced a strict law on growing poppies because they can be used by drug addicts for drug production. People who grow poppies in their gardens are fined and punished by local authorities. However, the villagers’ custom in that country is to bake pastries covered and filled with seeds of poppies. Because of the restrictions imposed by the new law, the villagers will not be able to practise some of their customs and traditions.

- a) members of the parliament b) villagers

Dilemma N 2

In many Moldovan families, the father assumes the head of the family hierarchy by virtue of his gender. Men expect obedience and submission from their wives. They believe that women should only cook, do the housework and look after their children. Such men declare that a woman’s place is only in the kitchen. To retain the position of the head of the household, and to exercise their complete authority, some men use violence in order to force women to accept a subordinate position in the family.

- a) women b) men

LISTENING

- 1** Listen to a text about the impact of the phenomenon of trafficking of human beings on women and children worldwide and explain the title of the text in your own words.
- 2** Match the following words from the text you have just listened to with their corresponding definitions.

- | | |
|-----------------|---------------------------------------------|
| 1. abduct | a. relating to or using force or threats |
| 2. coercive | b. come to be the total when added together |
| 3. labour | c. to take someone away by force |
| 4. gross | d. work, especially physical work |
| 5. confiscation | e. rough, impolite, and offensive |
| 6. theft | f. expropriation, seizure |
| 7. amount | g. the action or crime of stealing |

- 3** Listen to the text again and then explain in your own words the meaning of the following:
restriction of movement, inhuman conditions, petty theft, widespread practice, confiscation of pay, global phenomenon, labour exploitation, gross violation of human rights.

- 4** Discuss the following:
Why do you think the United Nations wrote a special charter of human rights for children? Why is it vital to protect children’s rights to life and education? How can children be protected from economic exploitation and work?

WRITING

- 1** **PROJECT WORK** Plan a special activity, “A Day without Conflicts”. Set aside class time for a special lesson or speaking session on conflicts. Prepare a current events bulletin board for your classmates to fill with newspaper articles about conflicts and negotiation skills. Formulate arguments that would support the belief that violence breeds violence.

Writing Skills Development

How to Make an Outline of Ideas

What is an Outline of Ideas?

An outline of ideas is a formal system used to think about and organize your essay or report. Outlines can be useful for any paper. They help pupils to organize their ideas so that they can present their material in a logical form. In this lesson we shall discuss how to create an outline of ideas for an essay.

How to Make an Outline of Ideas?

1. First, identify the topic as it is very important to know what your essay is going to be about. To do this:
 - a. Read the title of the essay and think what it means.
 - b. Identify the key words from the title of the essay.
 - c. Think of questions which you expect the key words from the title to answer. Your questions may ask: *How? What? When? Where? Which? Who? Why? etc.*
 - d. Supply answers to your questions and check if they fit the meaning of the title.
 - e. If the topic is complicated, supply definitions for at least some of the key words from the title of the essay.
2. Use brainstorming to identify the main points. List all the ideas that you want to include in your essay. Group the related ideas together.
3. Create sub-points which should be covered by your essay. Do not forget about the supporting details. These details should provide support for the main points.
4. Check, by making statements that include the words from the title of your essay.
When you have finished, you will have the basic structure for your essay or report and will be ready to continue.

Some Important Notes:

- Stay focused on the main points.
- Do your best to cover the main points as far as possible.
- All the paragraphs of the paper should develop these main points.

1 Make the Outline of Ideas.

- **Identify the topic:** the topic is about legalization of drugs. It might sound like this: *'Should Drugs, or at Least Some of Them, Be Legalized?'*
- **Identify the Key Words:** the key words are the words **'drugs'** and **'legalize'**. Supply definitions for these words.
- **Ask yourself questions of the type:** *What drugs should be legalized? Why should some drugs be legalized? What mechanism can be applied to decriminalize or even legalize some drug use? What are the possible consequences of the process of decriminalization of drug use? Will this process increase the use of harmful substances and therefore bring damage to people's health?*
- **Decide what the main points of your essay will be about.** The topic is emotive and you can think about arguments both in favour and against the legalization of drugs.
- **Sub-points might be about:** freedom of choice; prescribed or controlled use of substances, mainly for those who are dependent or who have a medical condition; health risks: heart attacks, addiction, greatly reduced life expectancy, risk of contracting HIV/AIDS and some other infectious diseases, degradation of personality, etc.
- **Make statements to check whether they include the words from the title of your essay.**



Start writing your essay. Good luck!

Sample Topics:

- Performance-enhancing drugs should be legalized for athletes.
- Sportsmen should win at all costs.

2 Read the abstract below, decide on the topic, think of an appropriate title and brainstorm to generate some ideas.

Domestic abuse that includes physical violence is called domestic violence. It is a devastating social problem that impacts every segment of the population. Studies estimate that from 10 to 20 percent of children run the risk of being exposed to domestic violence.

Children who live with domestic violence face increased risks: the risk of exposure to traumatic events, the risk of neglect, and the risk of being directly abused.

All of these may lead to negative outcomes for children and may affect their well-being, safety, and stability. They can show higher levels of aggression, anger, hostility, oppositional behavior, and disobedience; fear, anxiety, withdrawal, and depression; poor peer, sibling, and social relationships; and low self-esteem. Children also show poor school performance, lack of conflict resolution skills and limited problem solving skills.

3 Before you start writing the essay, ask yourself:

- What is my main point or purpose in writing this paper?
- How can I support my main idea? What else do I need to learn about this topic to complete my assignment?

4 Think about the best way of grouping your ideas and start writing your essay. Provide specific details, examples or reasons to develop your topic.

Lesson 4

The Key to the World

It is not possible for civilization to flow backward while there is youth in the world.

Keller

DISCUSSION POINTS

- 1 Tell your partner what you know about some national and international youth organizations. Discuss the benefits of joining a youth organization. What can organizations that are run by or for youth offer to the entire community?
- 2 Have you ever been a member of any youth organization? Form small groups and tell each other about different activities developed by the youth organization you or your friends belong or belonged to.



READING

- 1 Skim the passages and explain the overall aims of these youth organizations.
- 2 Read the passages, compare them and state what the youth organizations described below have in common. How are they different?

Scouting and Guiding is a worldwide youth movement composed of many organizations. Its aim is to develop young people physically, spiritually and mentally so that youth may take a constructive place in society. This is achieved through non-formal education with an emphasis on practical activities in the outdoors, including camping, woodcraft, aquatics, hiking, backpacking, and sports. The *Scout Movement* was founded in 1907 by Robert Baden-Powell, a retired Lieutenant General in the British Army. Currently, the Scouting and Guiding movement has over 41 million members in 217 countries and territories represented through several different Scouting associations at the international level.

The National Youth Council from the Republic of Moldova (CNTM) was set up in 1999. Young people coming from a variety of backgrounds participate in NYC programmes, aimed at fostering open society values and principles.

The mission of CNTM programmes is to help the youth of Moldova become well-informed, and active citizens, capable of solving impending problems that face their native country and the world.

CNTM promotes open youth-to-youth communication, and develops important personal and interpersonal skills. These include the ability to think critically and solve problems and the assumption of personal and group responsibility.

CNTM develops youth associative structures through the implementation of programme activities, training, information, lobby and consulting services.

AEGEE is *Association des États Généraux des Étudiants de l'Europe*.

AEGEE is a European students' association, whose aim is to promote European cooperation, communication and integration among young people, especially university students. AEGEE was founded in 1985 by the students of Les Grandes Écoles in Paris.

AEGEE-locals have been founded in more than 200 European university towns. Its members, over 15,000, are students of all subjects. Members of AEGEE help to develop an open and tolerant society by increasing interaction among students from different European countries.

AEGEE is a full member of the European Youth Forum. It also has direct contact with the Council of Europe and the European Union, working closely with these bodies on issues of critical importance to young people.

3 Scan the paragraphs for details. Are these statements true or false? Correct the wrong ones.

1. AEGEE was founded in 1995 by the students from Oxford University in Great Britain.
2. Members of the National Youth Council from the Republic of Moldova work in the field of protection of the environment.
3. The Scout Movement was founded by a Scottish historical novelist, playwright and poet Sir Walter Scott, 1st Baronet.
4. AEGEE is an independent charity organization.
5. The objective of CNTM is to contribute to the development of an open society in the country.

4 Reread the paragraphs once again and underline the expressions describing

- a. activities developed within the above-mentioned youth organizations;
- b. core values and principles these organizations promote;
- c. their main goals and objectives.

1 With your partner, explain what the following words and expressions mean: a hard habit, nicotine, addictive, toxic substances, carcinogen substances, life expectancy, passive smoking, smoking-related illnesses, to quit smoking.

2 Use the above words and expressions in sentences of your own and make predictions about the content of the text you are going to listen to.

3 Listen to the speaker and check your predictions.

5 The texts from this lesson contain names of some international organizations. Fill in the gaps with the definite article *the* where necessary.

1. There is no doubt that ... **United Nations** is one of the most highly respected international organizations. 2. ... **United Nations** is an international organization that was established in 1945 and aims to solve world problems in a peaceful way. 3. ... **ILO (... International Labour Organization)** is an international organization that is part of ... **United Nations**. Its aim is to protect the rights of employees all over the world and improve their working conditions. 4. ... **UNICEF** is an abbreviation for ... **United Nations Children's Fund**: a department of ... **United Nations** whose aim is improving children's health and education, especially in poor countries. 5. ... **World Health Organization (... WHO)** is a specialized agency of ... **United Nations (... UN)** that is concerned with international public health.

LISTENING

4 Listen to the speaker again. While listening, determine the main message of the text.

5 In small groups, make a summary of what you have just listened to.

6 As a class, discuss how participation in a youth organization can help young people reduce the risk of becoming involved in unsafe activities, such as smoking, using drugs and alcohol.

SPEAKING

1 Read through the Info Box and discuss the mission of the open society and its institutions.

2 In small groups, conduct research on various youth organizations in Moldova and then talk about their

- events and initiatives;
- impact upon the process of building democracy in progress.

3 Speak about your findings to the rest of the class. What are the new facts you have found out? Discuss the role of non-governmental youth organizations in the process of developing an open society in the country.

Info Box

Interpreting the Concept of an Open Society

"An open society is a society based on the recognition that nobody has a monopoly on the truth, that different people have different views and interests, and that there is a need for institutions to protect the rights of all people to allow them to live together in peace. The term "open society" was popularized by the philosopher Karl Popper in his 1945 book *The Open Society and its Enemies*. Broadly speaking, an open society is characterized by reliance on the rule of law, the existence of a democratically elected government, a diverse and vigorous civil society, and respect for minorities and minority opinions."

Public Forum Debate Made Easy

Public Forum Debate utilizes a one-on-one debate format in which one debater takes the side of the affirmative where he/she has the burden of advocating and proving the resolution. The other debater takes the side of the negative where he/she has the burden of refuting the affirmative's case. For this exercise we are using the following format, which differs slightly from that used in debate tournaments.

Speech	Time
Affirmative constructive speech: This speaker makes a case for the resolution for debate, providing a proof of the topic with three or four major points.	5 minutes
Cross examination of the Affirmative by the Negative: the speaker asks revealing questions in an attempt to expose a weakness in the opponent's arguments.	2 minutes
Negative constructive speech: This speaker makes several arguments against the affirmative speaker's case and refutes the proposition's major points.	5 minutes
Cross-examination of the Negative by the Affirmative: the speaker questions the negative regarding possible gaps in the logic and evidence that underlie the Negative's arguments.	2 minutes
Affirmative summary: This speaker should summarize the issues in the debate and explain why, even with the opposition's arguments, the proposition team should win the debate.	3 minutes
Negative summary: This speaker must put the debate together and explain why the opposition team should win the debate.	3 minutes

Definitions of some terms:

Resolution – the proposition (topic of debate) with which debaters either agree or disagree.

Burden of proof – the responsibility of proving a disputed charge or allegation.

To refute – to deny the accuracy or truth of an opposing argument.

Cross-examination – the section of a debate in which speakers are questioned by opponents.

4 Prepare arguments for a debate on the resolution "Open Borders are a Prerequisite of an Open Society." a) You may take either the affirmative or the negative side. b) Are all these points true? Can you suggest any more? What's your opinion?

a. Develop arguments to state the case *FOR*

1. If the borders are opened, people will get an opportunity to receive an excellent all-round education in universities of different countries. Later on they will find well-paid jobs and, finally, will make their living better.
2. The freedom of movement is one of the basic human rights. We cannot deprive people of the possibility to see how foreigners live and to learn how they can improve their own lives.
3.

b. Develop arguments to state the case *AGAINST*

1. If the borders are opened, the amount of different crimes will increase. A lot of criminals and terrorists will get a good opportunity to move freely, to hide wherever they want and to commit crimes.
2. We must not allow people to migrate because in this case we actually open a free way for human trafficking. People without passports can be easily transferred over the border, and afterwards they can become slaves.
3. ...

WRITING



1 Write a summary of what you have learned in this lesson. Does your summary cover all the main points discussed in this selection?

2 Write a headline that would express your summary in less than five words.

3 Find out more information about local, national and international youth organizations and make a report about one of them.

Writing Skills Development

“For and Against” Essays

What is a “For and Against” (Argumentative) Essay?

An argumentative essay uses reasoning and evidence. The essay explores two sides of a topic and presents arguments for and against it. The writer should support his/her arguments with data.

Before starting to write the essay do the following: research both sides of the topic thoroughly and make notes; make a list of the points for and against the topic; present both sides of the issue, then state your opinion and explain why you chose that side.

A Possible Organization Pattern of an Argumentative Essay:

I. Introductory Paragraph/Thesis Statement

II. Body of the Essay

Paragraph I. Arguments *for*. Defend them with evidence.

Paragraph II. Arguments *against*. Defend them with evidence.

III. Concluding Paragraph

Summarize your arguments. State your position. Do not include new evidence or arguments.

Self-Edit: Use the editing tips to improve your paragraphs. Make any necessary changes.

Ask yourself the following questions: *Does my introduction contain a thesis statement? Does each body paragraph support my thesis statement? Does each body paragraph have a topic sentence? Have I used clear transitions to show how paragraphs relate to each other? Have I covered everything that I wanted to say about my topic?*

Read your concluding paragraph. Check to make sure that it refers back to your thesis statement, but uses different words to do so.

Think about grammar, spelling and punctuation.

- 1 Read the following passage about conflicts. With your partner, discuss the positive and the negative aspects of conflicts.

What is Good and What is Bad about Conflicts?

Simply defined, a conflict is an active disagreement between people with opposing opinions or principles. It is well-known that a conflict arises when two or more people have different values or needs. A common belief about conflicts is that they should be avoided as they bring about only negative effects on people's lives. Therefore, in a conflict situation, words like cruelty, violence, fights, quarrels, misunderstandings, struggle for power, intimidation, control, tension, etc. usually come to people's mind. Research, however, has shown that conflicts can have some positive aspects, as well. Thus, confrontation

in a conflict can lead to change. In a conflict situation, people's motivation can increase. Besides, conflicts increase awareness of problems that need to be solved. That is why disagreement often causes a decision to be thought through more carefully.

- 2 Apply the “Think-Pair-Share Method” to discuss two opposing points of view. To do this, first think individually, then discuss the topic with a partner and, finally, open up the class discussion.
- 3 Choose one possible organization pattern and present both sides of the issue. Remember to provide support for the main points.
- 4 State your point of view. Explain why you have chosen that side. Demonstrate understanding of different viewpoints.
- 5 Think of a place you have recently visited. What experience would you like to tell your classmates about? Discuss the situation and events. Act the dialogue for the class.
- 6 As a large group, identify and then list the benefits and inconveniences life in the countryside presents. How is life in a big city different from that in the countryside?
- 7 Hold a brief *city vs. rural* debate about whether or not city life is better than country life. The questions that follow will help you to make your impromptu speeches:
What, in your opinion, makes city life better than country life? In what way does inadequate public transportation system make life in the city hard and full of difficulties? Life in the countryside is full of charm and scenic beauty, isn't it? Does poor access to health and social care in the countryside present serious obstacles for many older people?

- 8 Organize the information. Complete the chart.

	Advantages	Disadvantages
Life in the city	e.g. flats with all conveniences, ...	noise and pollution, ...
Life in the countryside	community spirit displayed by the majority of villagers, ...	a small number of social facilities, ...

- 9 Look at your chart again. Choose one topic. Think of an original title.



- 10 Write the essay. Mind the structure of the “For and Against” (Argumentative) Essay.

Lesson 5

Literary Focus Why Fly off the Handle?

Anger is not a problem. What we do with it is.

Anonymous

DISCUSSION POINTS

- 1 Look at the pictures. Think of an interpretation of the situation. Share it with your partner. Find out what the other interpretations are.
- 2 Work as a class. Create an “anger trigger” web (name things that cause anger).
- 3 List the positive ways of managing anger in each of the situations from the web.
- 4 What could the consequences be in case we are not able to manage our anger?
- 5 Comment on the quotation of the lesson.

READING

- 1 Read the title. Predict the outline of events in the story. Share your ideas with your partner.
- 2 Scan the text in order to complete the following sentences in the right way.
 - a. The boat was bound for...
 - b. The drunkard said that he was...
 - c. The drunk American didn't want the Filipino...
 - d. The Filipino was trying his best to...
 - e. The Filipino hid in the lavatory because...
 - f. The one who looked for trouble was...
- 3 Compare your predictions with the outline of events described by the author.
- 4 Read the text “The Filipino and the Drunkard” and explain how the story might have ended if the people on the boat hadn't been indifferent to what was taking place there.



The Filipino and the Drunkard

by WILLIAM SAROYAN

This loud-mouthed guy in the brown camel-hair coat was not really mean, he was drunk. He took a sudden dislike to the small well-dressed Filipino and began to order him around the waiting room, telling him to get back, not to crowd among the white people. They were waiting to get on the boat and cross the bay to Oakland. If he hadn't been drunk no one would have bothered to notice him at all, but as it was, he was making a commotion in the waiting room, and while everyone seemed to be in sympathy with the Filipino, no one seemed to want to bother about coming to the boy's rescue, and the poor Filipino was becoming very frightened.

He stood among the people, and this drunkard kept pushing up against him and saying, I told you to get back.

Commentary

Filipino *n., pl. Filipinos* – a native of the Philippine islands
Oakland *n.* – city and port in west California on San Francisco Bay opposite San Francisco
as it was = under the circumstances
you got no right *illit., Am.* = you have got no right

Now get back. Go away back. I fought twenty-four months in France. I'm a real American. I don't want you standing up here among white people.

The boy kept squeezing nimbly and politely out of the drunkard's way, hurrying through the crowd, not saying

20 anything and trying his best to be as decent as possible. He kept moving in and out, with the drunkard stumbling after him, and as time went on the drunkard's dislike grew and he began to swear at the boy. He kept saying, You fellows are the best-dressed men in San Francisco, and you make your money washing dishes. You've no right to wear such fine clothes.

He swore a lot, and it got so bad that a lot of ladies had to imagine they were deaf and weren't hearing any of the things he was saying.

30 When the big door opened, the young Filipino moved swiftly among the people, fleeing from the drunkard, reaching the boat before anyone else. He ran to a corner, sat down for a moment, then got up and began looking for a more hidden place. At the other end of the boat was the drunkard. He could hear the man swearing. He looked about for a place to hide, and rushed into the lavatory. He went into one of the open compartments and locked the door.

40 The drunkard entered the lavatory and began asking others in the room if they had seen the boy. He was a real American, he said. He had been wounded twice in the War.

In the lavatory he swore more freely, using words he could never use where women were present. He began to stoop and look beyond the shut doors of the various compartments. I beg your pardon, he said to those he was not seeking, and when he came to the compartment where the boy was standing, he began swearing and demanding that the boy come out.

50 You can't get away from me, he said. You got no right to use a place white men use. Come out or I'll break the door.

Go away, the boy said.

The drunkard began to pound on the door.

You got to come out sometime, he said. I'll wait here till you do.

Go away, said the boy. I've done nothing to you.

60 He wondered why none of the men in the lavatory had the decency to calm the drunkard and take him away, and then he realized there were no other men in the lavatory.

Go away, he said.

The drunkard answered with curses, pounding the door.

70 Behind the door, the boy's bitterness grew to rage. He began to tremble, not fearing the man but fearing the rage growing in himself. He brought the knife from his pocket and drew open the sharp blade, holding the knife in his fist so tightly that the nails of his fingers cut into the flesh of his palm.

Go away, he said. I have a knife. I do not want any trouble.

The drunkard said he was an American. He was afraid of no dirty little yellow-belly Filipino with a knife.

Word Study

nimbly *adv.* = quickly

squeeze [skwi:z], *v.* – to force one's way through

stumble *v.* – to move or walk in an unsteady way

flee (fled, fled) *v.* – to run or hurry away (from)

stoop *v.* – to bend forward

pound *v.* – to strike heavily and repeatedly

commotion *n.* – noisy agitation, confusion

thrust *v.* – to push suddenly or violently

scrape *v.* – to injure or damage something by passing a hard edge across it

Let the Filipino come out, he was an American.

I will kill you, said the boy. I do not want to kill any man. You are drunk. Go away. Please do not make any trouble, he said earnestly.

80 He could hear the motor of the boat pounding. It was like his rage pounding. It was a feeling of having been humiliated, chased about and made to hide, and now it was a wish to be free, even if he had to kill. He threw the door open and tried to rush beyond the man, the knife tight in his fist, but the drunkard caught him by the sleeve and drew him back. The sleeve of the boy's coat ripped, and the boy turned and thrust the knife into the side of the drunkard, feeling it scrape against the rib-bone. The drunkard shouted and screamed at once, then caught the boy at the throat, and the boy began to thrust the knife into the side of the man many times as a boxer jabs in the clinches.

When the drunkard could no longer hold him and had fallen to the floor, the boy rushed from the room, the knife still in his hand, blood dripping from the blade, his hat gone, his hair mussed, and the sleeve of his coat badly torn.

Everyone knew what he had done, yet no one moved.

100 The boy ran to the front of the boat, seeking some place to go, then ran back to a corner, no one daring to speak to him, and everyone aware of his crime.

There was no place to go, and before the officers of the boat arrived he stopped suddenly and began to shout at the people.

110 I did not want to hurt him, he said. Why didn't you stop him? Is it right to chase a man like a rat? You knew he was drunk. I did not want to hurt him, but he would not let me go. He tore my coat and tried to choke me. I told him I would kill him if he would not go away. It is not my fault. I must go to Oakland to see my brother. He is sick. Do you think I am looking for trouble when my brother is sick? Why didn't you stop him?

5 Find in the text words that mean the same as the following definitions.

- | | |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. the capacity for sharing the feelings of others (9) | 7. to lower the dignity of self-respect (80) |
| 2. unable to hear at all (28) | 8. the part of clothing that covers all or part of the arm (85) |
| 3. to move with speed or force (36) | 9. to run after in order to capture (106) |
| 4. to try to find (47) | 10. to stop the breath by blocking up or squeezing the throat (108) |
| 5. a word or words used in violent language expressing anger or hatred (63) | |
| 6. the sharp cutting part of a knife (68) | |

6 In each group below choose the word that best suits each of the sentences.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. a. All this ... is of no use.
b. We have to ... up the production if we want to win the tender.
c. Why are you in such a ... to leave?
d. Don't ... me. We have plenty of time. | 3. a. They ... to be true to their king.
b. He ... at the stupid mistakes he had made.
c. She ... by God that she'd never tell lies. |
| hurry, rush, speed, haste | cursed, swore |
| 2. a. The loss of his job was a ... to his pride.
b. How could you be so cruel and ... my feelings.
c. Poor eating habits ... health.
d. Dishonesty can ... a business. | 4. a. Our goods are in great...
b. Some distant heirs of his ... the inheritance.
c. It is advisable that you ... more help from the state. |
| injure, hurt, wound, impair | require, demand, claim |
| | 5. a. She's gone to Italy to ... her fortune.
b. He is in ... of his lost car.
c. You should ... about his departure. |
| | search, inquire, seek |

7 a. Match a word or phrase from column A with a word or phrase from column B to form meaningful phrases. Translate them into your native language.

- | A | B |
|----------------|--------------------------|
| 1. to make | a. at someone |
| 2. to look for | b. one's pardon |
| 3. to come to | c. someone around |
| 4. to take | d. in sympathy with |
| 5. to get | e. away from |
| 6. to throw | f. trouble |
| 7. to beg | g. the door open |
| 8. to keep out | h. a commotion |
| 9. to be | i. one's rescue |
| 10. to swear | j. of someone's way |
| 11. to order | k. a dislike to |
| 12. to catch | l. someone at the throat |

b. Use some of the above phrases in sentences, short dialogues or situations of your own.



8 The sentence 'If he hadn't been drunk no one would have bothered to notice him at all' is a complex one in which 'no one would have bothered to notice him at all' is the principal clause and 'if he hadn't been drunk' is the subordinate clause expressed by an adverbial clause of condition.

a. Match the two halves of the sentences below.

- | | |
|-----------------------------------------|--------------------------------------------------|
| 1. If you persevere, | a. I would ask her to help me with my report. |
| 2. If I don't earn enough money, | b. we wouldn't have called you to bring us some. |
| 3. If she knew how to use the computer, | c. you will succeed. |
| 4. If he had had enough paper, | d. we won't be able to buy that house. |
| 5. If they were at home now, | e. we would pay them a visit. |

b. Answer the questions below.

- What kind of condition is described in each of the above sentences?
- Find one past possible result of the situation.
- Find two possible present results.

c. Use the contents of the story and make up ten sentences of your own using different types of conditionals.



The outline of events in a story is called **the plot**. Everything the characters do and everything that happens to them is part of the plot. The plot of a story is very important. Without it the story will not be interesting at all and the reader gets bored.

Story plots usually follow a particular structure. The beginning of the story is called **the exposition**. In the exposition the main characters are introduced and the time and place of the story are established or indicated.

After the action begins, a problem arises for one or more of the main characters. Such a problem is called **the complication**.

The rising action is the most exciting part of the story that attracts the reader's attention, thus he becomes more interested in the problem.

The turning point in the story is called **the climax**.

The events coming after the climax are part of **the falling action**.

The end of the story is called **the denouement**.

In a short story there may be little falling action, and the climax may come at the very end.

Apply Your Knowledge

Read the "Literary Focus" rubric attentively. Work in groups. Discuss the answers to the following questions

1. In the plot of "The Filipino and the Drunkard" which event happened first?

- The Filipino thrust the knife into the side of the American.
- The drunkard ordered the Filipino around the waiting room.
- The Filipino hid himself in the lavatory.

2. From the exposition we learn that the action takes place:

- in a restaurant
- at a bus station
- on a boat

3. Which of the sentences in the first two passages express the complication of the story?

4. Which events make up the rising action?

- He could hear the man swearing.
- The drunkard began to pound on the door.
- The drunkard caught him by the sleeve and drew him back.

5. What is the climax of the story expressed by?

6. What sentence(s) is the falling action expressed by?

7. What sentence(s) is the denouement contained in?

SPEAKING

1 Give full answers to the following "why" questions.

- Why didn't the American cause trouble with any other passenger on the boat?
- Why did the young Filipino try to avoid the trouble?
- Why didn't the people tell the officers of the boat about the incident?
- Why didn't anybody try to protect the boy?

2 Discuss the following:

- What problems does the author bring up in this story?
- What is the major conflict in the story?
- Are the beginning and the end of the text related?
- What is the relation between the narrator and the characters?

e. What is the moral of the story?

f. What proverb would suit the story?

3 Connect to life.

- Who has the most responsibility for what took place in the story and why?
- What could have been done to prevent the outcome of the story?
- How might you have responded if you had been among the people on the boat?
- Could such an incident happen today?
- How could the people react in order to prevent the tragedy? Why do you think so?

WRITING

Fulfil one of the following tasks:

- Write the summary of the text.
- Write a paragraph about what you would have done or how you would have acted if you had been one of the passengers.



Practise Your English

- 1 Look at the picture and fill in the blanks with one of the following prepositions. Some of the prepositions will be used more than once.

down	through	on
from	around	about
up	past	out of
to	along	in
over	into	by
of	at	



Last summer we went to see the sights ... Soroca, a town that is situated ... the northern part ... Moldova. We decided to get ... Soroca ... bus. As we were short ... time, we got ... a car and drove ... the highway ... the bus station. It took us three hours and a half to get ... Chișinău ... Soroca. We drove ... a lot ... towns and villages. We arrived ... Soroca ... noon and climbed ... the bus. There we first went ... Ștefan cel Mare street and then went ... Florilor street to reach the ancient fortress. To save time, we decided to take the high road. We walked ... the park and then crossed a bridge ... a shallow moat dug ... the fortress. We were very glad to find the fortress's large gate open and some time later we were sitting ... a long bench listening ... the guide's story ... the glorious past ... the fortress.

- 2 Make up sentences of your own using the following word combinations that contain prepositions of movement, direction or destination.

About the town, **across** the street, **along** the road, **around** the snowman, to come **inside** the house, to get **off** the train, to get **out of** the car, **round** the corner, **up/down** the street, **towards** the sea.

- 3 Use appropriate suffixes to form nouns from the following words. Explain their meanings.

Example: **to bounce** – **bouncer** which means *a strong man employed, especially at a club or restaurant, to throw out unwelcome customers*.

To aggravate, boyish, absent, historic, to account, to censor, cash, century, brain, to punish, oratorical, champion, generous, glorious, clairvoyance, to govern, impolite, extravagant, tender.

- 4 Supply *the* where necessary.

... Lord Byron, ... President Bush, ... Luigi's Italian Restaurant, ... McDonalds, ... Indiana University, ... University of Southern California, ... British Council, ... British Museum, ... National Gallery, ... National Theatre, ... High Street, ... Fifth Avenue, ... Downtown Connector, ... Royal Palace, ... Edinburgh Castle, ... French Revolution, ... Great Depression.

- 5 Complete the sentences either with *the* or – (no article):

1. a. They visited a village in ... Carpathians.
b. They went to ... Philippines on their honeymoon.
c. ... Mount Everest is the highest mountain in the world.
d. He goes to ... United States to study English.
e. I like to read ... Times.
f. He attended ... University of ... North Carolina for one semester.
g. I have always adored ... Eminescu Theatre in ... Chișinău.
h. They bought the tickets to ... Odeon Cinema.
i. The teacher told us about ... Bactrian Empire.
j. ... Greenland is the largest island in the world.
k. ... Jupiter is the largest planet in our solar system.

2. The two biggest airports are ... Heathrow Airport, which is 14 miles away from town, and ... Gatwick Airport, which is more distant from the city, but it is linked with it by rapid, comfortable, and frequently departing trains to and from ... Victoria Station.

3. The last representative group of ... Early Neolithic is generally known as ... Tisa culture, which spread in ... northwestern parts of ... Romania.

4. According to most research workers ... Bronze Age in ... Romania started around 1800 B.C. and ended about 1166 B.C.

6 Complete the following HIV/AIDS crossword:

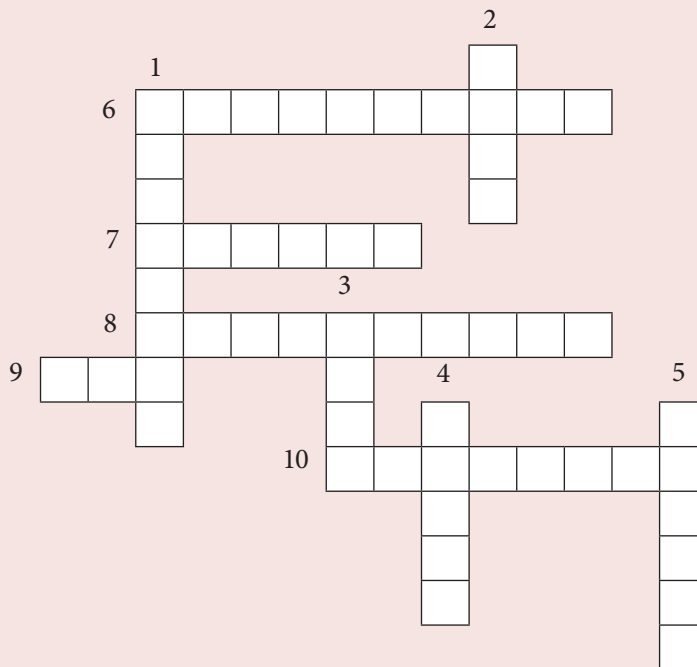
Down.

- Someone who is infected with the virus is called HIV ...
- ... stands for "Acquired Immune Deficiency Syndrome".
- There is no ... for AIDS.
- Drug abuse and HIV/AIDS can shorten ...
- These cells form our immune system.

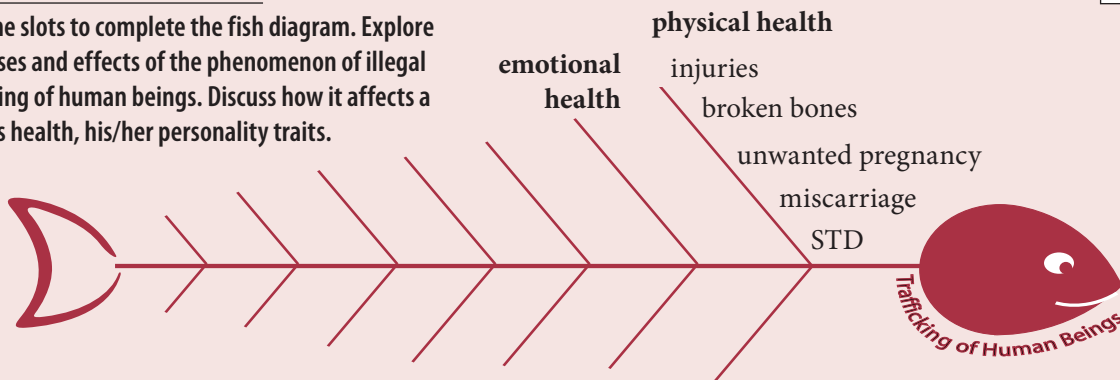
Across:

- ... efforts are critical in fighting drug abuse.
- The ... system is the body's system for fighting diseases.
- Many of these ... that cause AIDS are harmless to a healthy immune system.
- This virus severely damages the immune system by infecting and destroying certain white blood cells.
- HIV/AIDS has been a global ... for more than 30 years.

HIV/AIDS Crossword



7 Fill in the slots to complete the fish diagram. Explore the causes and effects of the phenomenon of illegal trafficking of human beings. Discuss how it affects a person's health, his/her personality traits.



8 Read the following proverbs and sayings. Which of them, in your opinion, correspond to the beliefs and reasoning of members of a developed civil society? Give reasons for your answers.

Sow an act, and you reap a habit.
Sow a habit, and you reap a character.
Sow a character, and you reap a destiny.

God sent you more wit and
me more money.

God helps them that
help themselves.

Fate leads the
willing but
drives the
stubborn.

Life Skills

Strategies for Finding Solutions

The trial-and-error method

Use brainstorming to come up with a list of solutions. Then try each solution, one at a time, and choose the one that works best.

The divide-and-conquer method

If the problem is complex, don't try to solve it all at once. Instead, divide the problem into parts and solve each part separately.

The simplification method

Go straight to the heart of the problem. Ignore the details. Solve the heart of the problem first. Then concentrate on the details.

The "what if?" method

Ask yourself *what if* questions, in which you imagine things to be different from the way they are. Doing so will often lead you to a creative solution.

4 UNIT

IT'S A WORLD OF ART

Lesson 1

Enjoying the Arts

Art washes away from the soul the dust of everyday life.

Pablo Picasso

DISCUSSION POINTS

- 1 Work in pairs and discuss your answers to the following questions:
 1. What is Fine Art?
 2. Who are the world's most famous artists of the modern era?
 3. What are the major London Art Galleries?
 4. List at least 10 most visited art museums and art galleries in the world.

- 2 Research on and then discuss the differences between fine arts and folk art; between fine arts and performing arts. What are liberal arts?

- 3 Comment on the following quotation. What title would you give to this photograph?

"You can find inspiration in anything and if you can't ... look again."

Paul Smith



READING

- 1 Read the text and match a picture with each paragraph. Guess the names of the famous artists described in the paragraphs. Tell each other what else you know about their life and work.



This master painter and architect of the Italian Renaissance is best known for his Madonnas and for his large figure compositions in the Vatican. Together with Michelangelo and Leonardo da Vinci, he forms the traditional trinity of great masters of that period. Many of his works are found in the Apostolic Palace of The Vatican. The best known work of art is *The School of Athens* in the Vatican Stanza della Segnatura. **Sistine Madonna**, also called **La Madonna di San Sisto**, is an oil painting by this artist. It was finished a few years before his death, ca. 1513–1514, as a commissioned altarpiece. It was, in fact, the last of the painter's Madonnas and the last painting he completed with his own hands.

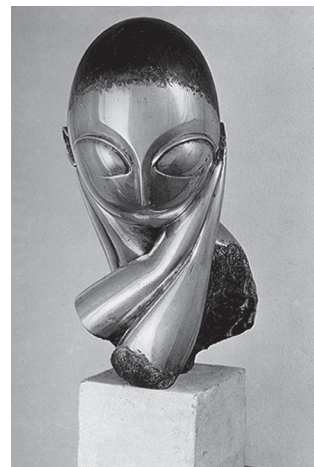
He was a Romanian-born sculptor who made his career in France. He grew up in the village of Hobîța, Gorj, near Târgu Jiu, close to Romania's Carpathian Mountains, an area known for its rich tradition of folk crafts, particularly woodcarving. His famous works of art include the *Sleeping Muse* (1908), *The Kiss* (1908), *Prometheus* (1911), *Mademoiselle Pogany* (1913), *The Newborn* (1915), *Bird in Space* (1919) and others. Considered the pioneer of modernism, this sculptor is called the patriarch of modern sculpture. In 1938, he finished the World War I monument in Târgu-Jiu where he had spent much of his childhood. "Table of Silence", "The Gate of the Kiss", and "Endless Column" commemorate the courage and sacri-

fice of Romanian civilians who in 1916 fought off a German invasion.

He was an Italian Renaissance sculptor, painter, architect, poet, and engineer who exerted an unparalleled influence on the development of Western art. A number of his works in painting, sculpture, and architecture rank among the most famous in existence. His output in every field during his long life was prodigious. Two of his best-known art works, the *Pietà* and *David*, were sculptured before he turned thirty. This artist also created two of the most influential works in fresco in the history of Western art: the scenes from Genesis on the ceiling and *The Last Judgment* on the altar wall of the Sistine Chapel in Rome. At 74 he succeeded Antonio da Sangallo the Younger, the architect of St. Peter's Basilica. In his lifetime he was also often called *Il Divino* ("the Divine one").

One of the greatest artists of the 20th century, he experimented in many different styles and changed the world of art during his time. He was born in Malaga, Spain in 1881. At the age of 13 he held his first exhibition. As a young man he took interest in masterpieces of famous artists like El Greco and de Goya. At the turn of the century, the artist went to Paris, which was, at that time, the centre of art and literature. The artist went through a prodigious number of styles – realism, caricature, the Blue period, the Rose period, cubism, and classicism. In 1936 Civil War broke out in Spain. During this period he painted his masterpiece *Guernica*. It shows the terrified people of the ancient Spanish town which was bombed during the Civil War. For his great imagination and skill he is called "El Maestro" of modern art.

This artist was an English Romantic painter. He was famous for his watercolours and paintings of the British landscape. Born in Suffolk, he is known principally for his landscape paintings of Dedham Vale, the area surrounding his home—now known as "Constable Country". To make both ends meet, the artist often drew portraits. But, it was something he never really enjoyed. His heart was drawn to capturing the essence of the British countryside. Ironically, he sold more paintings in France than in his native England. But, when given the chance to travel to promote his paintings abroad, he said he would rather "be a poor man in England than a rich man abroad." He was elected an Associate of the Royal Academy in 1821. His most famous paintings include *Dedham Vale* of 1802 and *The Hay Wain* of 1821. His style is reminiscent of the Classic Masters, but also he increasingly developed a free style, which gave an added impressionistic feel to his paintings.



2 Discuss the answers to the questions on the text:

1. Which are John Constable's best known paintings?
2. What made Raphael such a great painter?
3. What kind of pictures were painted by Pablo Picasso?
4. What art movement was led by Pablo Picasso?
5. Who was Michelangelo Buonarroti? Why is he famous?
6. What are the most impressive works produced by Michelangelo Buonarroti?
7. In what type of art did Constantin Brâncuși excel?

3 Express the following in one word:

- a. great artist (line 4);
- b. an artist who makes sculptures (22);
- c. the art of painting with water-colours on wet plaster (27);
- d. a work of outstanding artistry, skill, or workmanship (35);
- e. a picture representing an area of countryside (45).

4 Decide if these statements are true or false.

1. *Sistine Madonna* is a water-colour.
2. *Mademoiselle Pogany* is an engraving.
3. *David* was sculptured by Constantin Brăncuși.
4. *Pablo Picasso* was often called *Il Divino*.
5. *John Constable* was famous for woodcarving.
6. *Guernica* shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians.
7. *The Hay Wain*, a painting by John Constable, depicts a rural scene on the River Stour in Suffolk.

5 Look at the words in the box. Find

- seven words for *specific types of works of art*.
- eight words for *styles of painting*.
- four adjectives to describe *masterpieces*.

caricature, great, cubism, fresco, famous, expressionism, landscape, best-known, classicism, most influential, impressionism, oil painting, portrait, pop art, sculpture, realism, water-colour, surrealism, abstract

6 Examine the meaning of the idiom *to make (both) ends meet* in the sentence "To make both ends meet, the artist often drew portraits." (see line 46 of the text) What can you say about the artist's social status? Was he rich or poor? Did he have enough money to cover expenses?

7 Being an artist often means a lifetime full of shortcomings. A lot of artists are caught in the poverty trap and it is pretty difficult for them to make both ends meet. If you make (both) ends meet, you can pay for your basic expenses.

Quick Quiz:

Choose the best answer:

1. *My mother and my elder brother work full-time and earn enough just to make both ends meet*, so:
 - a. they have plenty of money;
 - b. they are looking for a better-paid job;
 - c. they have enough money to live on.
2. *I earn just enough to make ends meet*, so:
 - a. I earn enough money to buy a car;
 - b. I avoid getting into debt;
 - c. I don't have enough money to live on.
3. *It is not easy for elderly people in our country to make both ends meet on their pensions*, so:
 - a. they can earn their daily living;
 - b. they can afford to buy a new flat;
 - c. they can afford to eat in restaurants.

8 The piece of reading from this lesson is about a lot of works of art. The noun *work* in the word combination *a work of art* can be used both in the singular and in the plural meaning a piece of fine art, such as a painting or sculpture, while the uncountable noun *work* that means physical or mental effort directed towards doing or making something can be used only in the singular. The word *works* (used only in the plural) is used to describe construction or engineering projects. It can also be used to mean an industrial plant. Make up sentences of your own using the words *a work of art*, *work* and *works*.

9 This exercise contains nouns that can be used only in the plural and their homonyms which may be used in the singular as well. Choose the right word in parentheses.

1. Early in 2000 [aged 65] he began to do useful (work/works). Leonardo da Vinci's most famous (works/work) of art include the most famous portrait *Mona Lisa* and the most reproduced religious painting *The Last Supper*. Over two hundred people are employed at the gas (work/works).
2. Shall we go to the (picture/pictures) tonight? A famous artist was exhibiting his (picture/pictures) at the National Gallery. The young man was drawing his (picture/pictures) in his studio.
3. It was so healthful to breathe in the fresh morning (air/airs). Don't give yourself (air/airs), it's not nice to treat your colleagues in that way.
4. Pay (attention/attentions) to your handwriting, it's so illegible. Young women usually receive somebody's (attention/attentions) with favour.

10 Translate the following sentences into your native language. Pay special attention to the usage of the conjunctions *lest* and *unless*.

1. They wouldn't have come over unless the owner of the house had invited them.
2. Usually snakes don't attack people unless they are trampled underfoot or scared by them.
3. She was scared lest her son should fail his exam.
4. Mother has closed the window lest her daughter should catch a cold.
5. Unless it is free of charge, I won't attend that series of lectures.
6. I shall walk to town unless I get tired.
7. She trembled lest he should be condemned to death.
8. Unless we hurry, we'll be late for the match.
9. Children will play in the yard unless it rains.
10. There was danger lest the plan should become known.
11. They were worried lest father should find out about their misunderstandings.

Functions Box

Agreeing or disagreeing

Agreeing with an opinion:

I agree with this opinion.
I completely agree with this view.
This is absolutely right.
I couldn't / can't agree more.

Partial agreement:

I agree with this point of view, but...
This idea is right, but...
I agree with you, but...

Disagreeing with an opinion:

I'm afraid, I can't agree with you.
I disagree with you.
I don't agree with you.
I'm not sure I agree with you.
I think you're mistaken (there).

- 1** Use the expressions from the Functions Box to either agree or disagree with the following quotation.

"If art is to nourish the roots of our culture, society must set the artist free to follow his vision wherever it takes him."

John Fitzgerald Kennedy

- 2** Look closely at the work of art by the Moldovan painter Andrei Sârbu (1950-2000) and then, as a class, discuss the answers to the following questions:

What do you see in this picture? What title would you give to this painting? What adjectives would you use to describe this work of art? What message did the author want to convey?



- 3** Read the abstract and describe Andrei Sârbu's artistic credo.

A lot of people envied Andrei Sârbu for his success. Still, quite a number of people expressed sympathy with him. In both cases the reason was the same: he had had the courage to be HIMSELF, to act in accordance with the hierarchy of his prioritized values. He hadn't been tempted into gaining easy victories

and attaining a fleeting success. Andrei had always been true to his convictions and to his talent. In all the dilemmas generously "offered" to him by life he had made his choice in favour of painting, in spite of uncomfortable and far-reaching consequences he had had to face in his life.

(From "Andrei Sârbu: The Algorithm of a Destiny? The Destiny of an Algorithm?" by Mihai Ștefan Poiată)

LISTENING

- 1** You are going to hear Doina, Ana, Dinu and Alexandru talking about their favourite works of art. State what masterpieces they are talking about.
- 2** Listen again. Make notes about the pupils' favourite works of art and discuss whether Doina, Ana, Dinu and Alexandru are well informed about art and artists.
- 3** Think of some other works of art you have read about or have seen in exhibition halls and make a list of masterpieces you would like to see and admire. Share your lists as a class.
- 4** As a class, discuss where you can find information about the biography of a particular artist. What is the difference between an original work of art and a reproduction?

WRITING



Interpret a work of art.

- Choose a masterpiece. You may already have a favourite work of art in mind, or you may wish to explore something unfamiliar.
- Record your reactions and observations. Once you have chosen a subject, really study it.
- Begin with a description of the work. Use colourful language and create specific images for your reader.
- Describe your reactions to the work of art. Begin with a sentence or two that present what you think is most important about the work and why you think so.
- Write your conclusions. Summarize your impressions in a few sentences, including the significance of the work of art for you, personally.

Lesson 2

Cinema and Films

"Of all of our inventions for mass communication, pictures still speak the most universally understood language."

Walt Disney, American motion-picture Producer, pioneer of animated cartoon films. (1901-1966)

DISCUSSION POINTS

- 1 Work in pairs. Read through the Info Box on the right and supply at least three specific details about the history of the Oscar.
- 2 In small groups, discuss the answers to the following questions.
 - a. How do you think a film qualifies as a Best Picture Nominee?
 - b. Do you watch the Academy Awards show? What are your impressions about the awards show?
- 3 As a class, discuss the meanings of the term "Holy Grail" and think of real-life situations in which you can use the given expression.

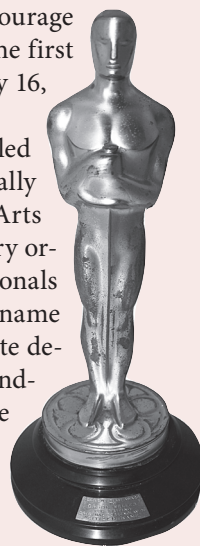
The term "Holy Grail" can be used both literally and figuratively. Historically, the Holy Grail is believed to be the cup or bowl that Jesus Christ used at the Last Supper. Informally, the term denotes "any greatly desired and sought-after objective; ultimate ideal or reward."

Info Box

Attaining Heights of Success

Shortly after the Academy of Motion Picture Arts and Sciences was founded in 1927, its members decided that there should be a night to honour and encourage outstanding achievements in filmmaking. The first Academy Awards ceremony was held on May 16, 1929 in Hollywood.

Since then, a trophy, affectionately called **the Oscar**, has been an award bestowed annually by the American Academy of Motion Picture Arts and Sciences, which is a professional honorary organization, to recognize excellence of professionals in the field of film industry. **Oscar's** official name is the **Academy Award of Merit**. The statuette depicts a knight, holding a crusader's sword, standing on a reel of film. The Oscar statuette is one of the most recognized awards in the world. For decades, these statuettes have been the Holy Grails of writers, directors, actors, producers, and technicians, a symbol of the ultimate achievement in their field.



READING

- 1 Read the first part of the short story and explain what kind of ceremony the characters were attending. Which text details can support your answer?

CRY-BABY

by John McClain

... Now they were giving out the prize for the best camera work, and tension was beginning to mount. The man from the Academy of Motion Picture Arts and Sciences handed the sealed envelope to the well-known director who had been called up to announce the winner. The paper crackled in the microphone as he tore it open. He paused deliberately for several minutes, teasing the audience, then announced the result. There was hearty applause as the winner started for the stage to accept his statuette.

I looked around the theatre, recognizing most of the important faces in the business, but not caring much. You see, I was plenty nervous. Myra Caldwell, whom I

Word Study

- crackle**, *v.* – to make a succession of slight sharp snapping noises
find, *n.* – something that is found, especially an unexpectedly valuable discovery
nominate, *v.* – 1. propose as a candidate for some honour; 2. put forward; nominate for appointment to an office
titter, *n.* – a nervous, restrained laugh
excerpt, *n.* – a passage or segment taken from a longer work, such as a literary or musical composition, a document, or a film.

had brought to the proceedings, was sitting there beside me, and right across the aisle was Joan Weyland. Now, to get the picture properly, you have to remember that during that particular year Myra had played the sensational supporting role in *The Devil Loses* and had been acclaimed practically the greatest find in the history of pictures. But that was the same year that Joan Weyland had stolen a big picture called *Calumet Centre* right out from under the nose of one of the most terrific female stars in the industry. The only other actress nominated was not given much chance. Now in a few minutes, they were going to announce who had won the Oscar for the Best Supporting Actress of the year. It was a hottest Contest and everybody knew it. Furthermore, it was not a secret that the two leading contestants would have been delighted to boil each other in oil – win, lose, or draw. And here they were across the aisle from each other. Do you get why I was nervous?

They were giving out the writers' awards and I was mopping my forehead frequently with a damp handkerchief, when Myra turned to me and said in a voice that carried her words farther than the first rows:

"Look at Joan. Isn't she ugly tonight?" I tried to hush her, but it was no good. Several rows of people had heard her and there was a stifled titter. Joan looked across the aisle and glared. Apparently she hadn't caught the words, but she knew they weren't exactly flattering.

Then the lights went down. They were going to run short excerpts from the pictures for which the actors and actresses had been nominated. The supporting-actress pictures were coming on, and here was Joan Weyland in her big scene from *Calumet Centre*. The audience started to applaud as soon as they saw her.

Vocabulary Notes

A common name for film in the United States is **movie**, while in Europe the term **film** is preferred. Many other terms exist for an individual film, including **motion picture, picture, picture show, moving picture**, etc. Additional terms for the field in general include **the big screen, the silver screen, the cinema, the pictures** and **the movies**. Although it's pretty dated now, some people still sometimes speak of **going to the pictures**.

2 Choose the best answer to the following questions:

1. What contest did Myra and Joan take part in?

- a) for the Best Leading Actress of the Year;
- b) for the Best Film Script Writer of the Year;
- c) for the Best Supporting Actress of the Year;
- d) for the Best Film Director of the Year.

2. Which word best completes the sentence?

There was hearty applause as the winner started for the stage to accept his ...

- a. figurine; c. monument;
- b. statue; d. statuette.

If a particular feeling ..., it gets stronger over a period of time

- a. mounts; c. arouses;
- b. goes up; d. steps up.

3 Match the lines of synonyms with the words in italic.

to acclaim, beside, hearty, aisle, to mop

- a. passageway, path, lane, passage, corridor, alley;
- b. to wipe up, to sponge, to soak up, to absorb;
- c. to praise, celebrate, honour, cheer, admire, applaud, pay tribute to;
- d. friendly, warm, generous, eager, enthusiastic, ardent, cordial, jovial;
- e. adjacent to, close to, near, nearby, next door to, next to.

4 Make up collocations. Use them while retelling the text.

- | | |
|-------------|------------------------|
| 1. A sealed | a. the supporting role |
| 2. Hearty | b. the aisle |
| 3. To start | c. handkerchief |
| 4. To play | d. envelope |
| 5. A damp | e. for the stage |
| 6. Across | f. applause |

5 Use the information in the lesson to complete these sentences with defining relative clauses.

- 1. The Academy of Motion Picture Arts and Sciences is a professional honorary organization
- 2. The Academy Award of Merit is the statuette
- 3. *The Devil Loses* is a picture
- 4. The supporting actress is the person

6 Rewrite these sentences adding the extra information in parentheses, using a non-defining relative clause.

- 1. The first Academy Awards ceremony was held in 1929. (It took place in Hollywood.)
- 2. The statuette depicts a knight. (The statuette is one of the most recognized awards in the world.)
- 3. The sealed envelope was handed by an actor. (The envelope contained the paper with the name of the winner of the contest.)
- 4. Myra Caldwell was sitting beside her father. (She was brought to the proceedings by her father.)

Learner Training

I. A lot of words in the English language are polysemantic. It means that one and the same word may have more than one meaning. You can guess the meaning of the word within the specific context. The word **picture**, for example, has the following meanings: 1. a painting or drawing; 2. a photograph; 3. a mental image or impression; 4. (Performing Arts) a cinema film; 5. (with *the*) a symbol or perfect example of something; 6. (with *a*) a beautiful sight; 7. a graphic or vivid verbal description; 8. what is seen on a television or cinema screen. 9. a person or object bearing a marked resemblance to another; 10. a situation considered as an observable scene.

(Performing Arts) **the pictures**:

Chiefly Brit. and Austral. - a cinema or film show: e.g. *We went to the pictures last night, but it wasn't a very good film.*

7 Match the meanings of the word *picture* with the sentences given below.

1. He was the picture of his father.
2. You'll look a picture in this blouse.
3. Your face was the very picture of horror.
4. His pictures hang in the Louvre.
5. They showed us the pictures of their wedding.
6. The political picture in England changed in the nineteenth century.
7. The picture was shot on location in Kenya.
8. They could still receive the sound but the picture was gone.
9. The author gives a depressing picture of life in this country.
10. He had no clear picture of himself or his world.

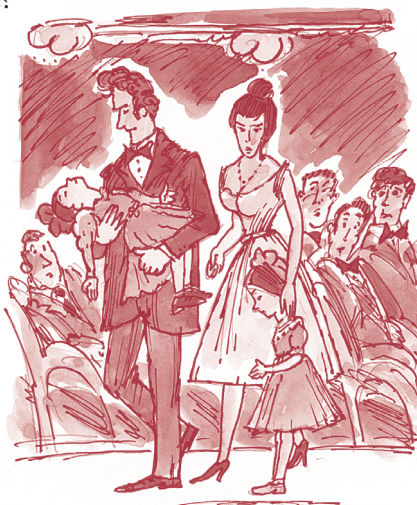
LISTENING

- 1 What do you predict will happen next? Why do you think so?
- 2 Listen to the second part of the text and check your predictions.

- 3 Put yourself in either Joan's or Myra's place for a moment. As a class decide, what at least two possible explanations for the girls' weeping are.

SPEAKING

- 1 The picture below shows events that took place at the close of the story. Find in the text the sentences that best describe the last episode of the piece of reading. Explore the picture and answer the following questions:
 - a. Whom can you see in the foreground? What is happening over there?
 - b. Who are there in the background? What are they doing?
 - c. What feelings are expressed through the picture?



- 2 As a class, discuss the answers to the following questions:
 - a. Who is your favourite movie star?
 - b. How have cable television and the Internet changed the film industry?
 - c. What is your favourite film soundtrack?
 - d. What new film would you advise your classmates to see? Give at least three reasons why they should see this film.
- 3 Tell the class what film genre you like best. Give your reasons. Choose the names of kinds of films from the **Key Words Box** below.

Example: *I like to watch action films, because they are exciting and entertaining. I do appreciate the beauty of talented people doing martial arts.*

Key Words Box

Action films, adventure films, animated cartoons, biographical films, comedy films, comedy-mystery films, detective films, drama films, documentaries, epic films, fantasy films, historical films, horror films, live-action, puppet films, musicals, newsreels, ninja films, popular scientific (or science) films, romance films, science fiction films, soap operas, thrillers, travelogues, war films, westerns, films about outer space.

4 Read the dialogue below and identify the reasons the art critic gives for the popularity of Westerns films among both adults and adolescents. What other types of films have also been mentioned in the dialogue?

Interviewer: As far as I know, films that tell stories set primarily in the latter half of the 19th century in the American Old West are very popular not only with adults, but with adolescents as well nowadays. Why, do you think, this happens?

Art critic: Well, definitely, there are three reasons. First of all, these films portray the conquest of the wilderness in the name of civilization. Then, the Westerns depict a society organized around codes of honour and justice. Besides, these films are spectacular. They have such amazing special effects.

Interviewer: Is it only westerns that use these special effects?

Art critic: Oh, certainly not. They are also used in war films like “Rambo”, as well as in films about the Superman, although these films are not as breathtaking as films like “Star Wars”. The huge spaceships and the creatures from different planets in this film all look real.

Interviewer: Thanks for letting me know more things about these types of films. Unfortunately, I must leave now. Today is my little sister’s birthday and I promised her that I would take her to the cinema to watch some animated cartoons.

5 Work in pairs. Make up similar dialogues. Use expressions from the box below.

Functions Box

Yes,	I’m	absolutely sure quite sure certain positive	he(she) is/ was/ will...
	definitely; certainly; of course.		

or

No,	I’m	absolutely sure quite sure certain positive	he(she) is not/was not/ won’t.
	definitely not, certainly not, of course not.		

6 Match the names of cinema workers with their definitions
a manager, a scriptwriter, a film producer, a cameraman

- a person who operates a camera for films or television.
- a person who runs a cinema (meaning the building), maintaining the premises, hiring films, arranging for them to be shown, etc.
- a person who has general control of broadcast, but who does not direct the actors.
- a person who writes a script for a play, film, or broadcast.

7 In your own words, explain what the following cinema workers do.

Example: A *film director* is the person responsible for the artistic side of a film. He **directs** the film, that is, he chooses the actors, supervises rehearsals, shooting, and so on.

a dubbing actor (actress), an art director, a make up artist, a sound operator, a director of photography.



WRITING

In about 250 words, describe your favourite film. Make use of the following words and word combinations:

To be on at the cinema

A film entitled ...

Feature film

Film with subtitles

Film series/the film classic

Cinemagoer

It is based on the book ...

The film version of the best -
selling novel

It was directed by ...

It is about ...

The film deals with ...

The film was shot in ...

It stars ...

My favourite scene is ...

Screenplay

Film stills

Sequence, episode



Lesson 3

Performing Music

Music begins to atrophy when it departs too far from the dance ... poetry begins to atrophy when it gets too far from music.

The ABC of Reading (1934) "Warning"

DISCUSSION POINTS

Interview a friend; report to the class.

1. Do you like music? Do you have an ear for music? Do you have a good or a poor ear for music?
2. Do you enjoy listening to music? Do you listen to music on the radio or on TV every day? Are you a good listener?
3. Is music important to you and the people around you? Why?
4. What kind of music do you prefer to listen to? What British and American pop singers do you know? Who is your favourite Moldovan composer?

READING

- 1** You are going to read a text about Ludwig van Beethoven's life and work. What do you want to know? Write some questions.

Ludwig van Beethoven

Ludwig van Beethoven (baptized 17 December 1770 – 26 March 1827) was a German composer and pianist. His best known compositions include 9 symphonies, 5 concertos for piano, 32 piano sonatas, and 16 string quartets. He also composed other chamber music, choral works (including the celebrated *Missa Solemnis*), and songs. His only Opera is *Fidelio*; other vocal works with orchestral accompaniment include two masses and a number of shorter works. In addition to 16 string quartets, he wrote more than a dozen works for various combinations of wind instruments.

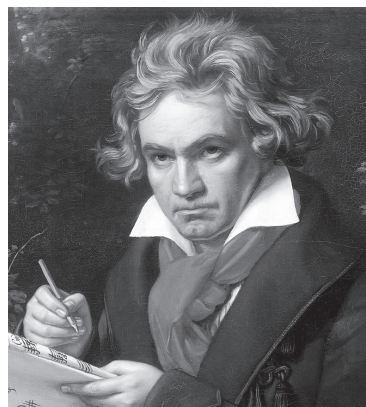
Beethoven's compositional career is usually divided into Early, Middle, and Late periods. In this scheme, his early period is taken to last until about 1802, the middle period from about 1803 to about 1814, and the late period from about 1815.

Born in Bonn, Beethoven displayed his musical talents at an early age. Beethoven's first music teacher was his father. Some time after 1779, Beethoven began his studies with his most important teacher in Bonn, Christian Gottlob Neefe, who was then appointed the Court's Organist. Neefe taught Beethoven composition, and by March 1783 had helped him write his first published composition: a set of keyboard variations. Beethoven's first three piano sonatas were published in 1783. From 1790 to 1792, Beethoven composed a significant number of works that demonstrated his growing range and maturity.

Beethoven moved to Vienna in 1792 and began studying with Haydn, quickly gaining a reputation as a virtuoso pianist. He lived in Vienna until his death.

About 1800 his hearing began to deteriorate, and by

the last decade of his life he was almost totally deaf. He gave up conducting and performing in public but continued to compose; many of his most admired works come from this period. Over time, his hearing loss became profound: there is a well-attested story that, at the end of the premiere of his *Ninth Symphony*, he had to be turned around to see the tumultuous applause of the audience; hearing nothing, he wept.



Word Study

tumultuous [tjʊ:'mʌltjʊəs], *adj.* — very loud, or full of confusion, change or uncertainty

bedridden, *adj.* — having to stay in bed because of illness or injury

pivotal ['pɪvətl], *adj.* — central and important

unveil, *v.* — to remove a covering like a curtain from a new statue, etc. at a formal ceremony in order to show the opening or finishing of a new building or work of art

epitomize [ɪ'pɪtəmaɪz], *v.* — to be a perfect example of

Beethoven's compositions between 1800 and 1802 were dominated by two large-scale orchestral works, although he continued to produce other important works such as the piano sonata *Sonata quasi una fantasia* known as the «Moonlight Sonata». In the spring of 1801 he completed *The Creatures of Prometheus*, a ballet.

In early 1813 Beethoven apparently went through a difficult emotional period, and his compositional output dropped. Beethoven was finally motivated to begin significant composition again in June 1813, when news arrived of the defeat of one of Napoleon's armies at Vitoria, Spain, by a coalition of forces under the Duke of Wellington.

Beethoven wrote the last quartets amidst failing health. In April 1825 he was bedridden, and remained ill for about a month. The illness—or more precisely, his recovery from it—is remembered for having given rise to the deeply felt slow movement of the Fifteenth Quartet, which Beethoven called «Holy song of thanks to the divinity, from one made well.» The last work completed by Beethoven was the substitute final movement of the Thirteenth Quartet.

Beethoven was bedridden for most of his remaining months, and many friends came to visit. He died on the 26th of March 1827 at the age of 56 during a thunderstorm.

2 Quote the text “Ludvig van Beethoven” to show that

- The composer proved to be a prodigiously talented musician from his earliest days.
- Besides being a composer, Beethoven was also a masterful pianist who was especially adept at improvisation.
- He continued to compose even after he had lost his hearing and created some of his greatest works after becoming totally deaf.
- Beethoven's personal life was troubled.

3 What sentences tell the main idea of the text? Identify three details that support the main idea of the text. Then answer the questions below.

- What do Beethoven's best known compositions include?
- How many operas did Beethoven write?
- How many symphonies did Beethoven write?
- What motivated Beethoven to start composing music again in 1813?
- Which sense did Beethoven eventually lose completely?
- Beethoven and Bach are often referred to as two of the “Three Bs.” Who is the third?

Beethoven is acknowledged as one of the giants of classical music; occasionally he is referred to as one of the «three Bs» (along with Bach and Brahms) who epitomize that tradition. He was also a pivotal figure in the transition from the 18th century musical Classicism to 19th century Romanticism, and his influence on subsequent generations of composers was profound. His music features twice on the Voyager Golden Record, a phonograph record containing a broad sample of the images, common sounds, languages, and music of Earth, sent into outer space with the two Voyager probes.

The Beethoven Monument was unveiled in Bonn, in August 1845, in honour of his 75th anniversary.

There is a museum, the ‘Beethoven Haus’, the place of his birth, in central Bonn.

Vocabulary Notes

The noun **movement** has several meanings, but we shall mention only some of them. First of all, this noun denotes *an act of moving: a slight movement of the body*. It can also mean *an organized effort to promote or attain an end: the civil rights movement*. In music this noun signifies *any of the main parts that a long piece of music is divided into: the slow movement of his violin concerto*.

4 Fill each of the gaps with one of the words from the list.

vocal, music, concertos, wind, chamber, orchestral, sonata, accompaniment, symphony, quartet

- Apparently, Beethoven spent much time working on his *Ninth*
- Other famous works of Beethoven's are his ... for piano.
- Beethoven's Moonlight ... is just a great piece of music to lose yourself in.
- The examination paper will include a Bach chorale, a classical string ..., and an early romantic song.
- ... music stands for classical music performed by a small group of musicians.
- Teachers learn new instructional strategies in teaching choral
- The harmony ... works are used again to great effect.
- Have you been playing ... instruments for a long time?
- This piece of music included orchestral ... by Bach.
- The concert of ... music was held on Saturday.

LISTENING

- 1 What can you say about the Beatles? What is your opinion of the Beatles Quartet? Why are they popular with both adolescents and adults?



- 2 Listen to the recording and try to understand the social message of the song "Lady Madonna" which is performed by the Beatles.
- 3 Listen again. Write down the phrases the Beatles use to express their attitude towards life and people. Underline the words they emphasize.

- 4 Read the lyrics of the song "Lady Madonna". What questions do they raise? Identify and discuss the main idea of the song.

Lady Madonna, children at your feet
 Wonder how you manage to make ends meet.
 Who finds the money when you pay the rent,
 Did you think that money was heaven sent?
 Friday night arrives without a suitcase,
 Sunday morning creeping like a nun,
 Monday's child has learned to tie his bootlace.
 See how they'll run.
 Lady Madonna, Baby at your breast
 Wonders how you managed to feed the rest.
 Lady Madonna lying on the bed,
 Listen to the music playing in your head.
 Tuesday afternoon is never ending,
 Wedn'sday morning papers didn't come,
 Thursday night your stockings needed mending.
 See how they'll run.
 Lady Madonna, children at your feet
 Wonder how you manage to make ends meet.

SPEAKING



Drawing Conclusions

To draw conclusions, follow these steps:

- a. Notice details from the story;
- b. Make a logical guess about the meaning of the story details.
- c. Consider your own experience and knowledge;

One example has been provided for you:

Facts and Details from the Text

The fact that Ludwig van Beethoven took an interest in music at an early age makes me feel that the child was gifted.

My Experiences and Prior Knowledge

From my experience I can say that such people usually develop one or more skills at a level far beyond the norm for their age.

Conclusion

This leads me to the conclusion that Beethoven was a child prodigy.

- 1 Read the following sentences, watching for clues that can help you draw conclusions about Beethoven's love for music.

"I live entirely in my music," he said.

- a. In 1782, before the age of 12, Beethoven published his first work, 9 *Variations in C Minor for piano* on a march by Earnst Christoph Dressler.
- b. Some of his most important and beautiful works were composed during the last 10 years of his life, when he was quite unable to hear.
- c. Music made him carry on and he wrote that he knew that he still had many other musical domains to explore, discover, and pass on.

- 2 Fill in *unless* or *lest*.

1. ... you are going to be running a lot of programmes simultaneously, it is not necessary to buy an expensive computer. 2. Speak slowly ... you should be interrupted. 3. Students won't pass the exam ... they study systematically. 4. You can't enter the cinema house ... you have a ticket. 5. Bring your umbrella ... you should avoid getting wet. 6. You can't borrow my book ... you are careful. 7. He tiptoed ... mother should hear him.



3 These photographs show different bands and orchestras. Compare and contrast the photographs, saying what musical instruments a symphony orchestra, a military brass band, a jazz and a pop group consist of.



4 Examine the following arrangement of instruments in a symphony orchestra. Compare it with the ones shown in the picture on the left.

Double-Basses	Percussion
Harp	Wood-Winds
Violoncellos	Brass-Winds
First Violins	Second Violins
Violas	
Conductor	

5 Conduct a class poll to find out who plays a musical instrument. What instrument do they play? Where did they take lessons, if any? As a class, discuss how playing a musical instrument can help people understand music better.

6 Look at the definitions of the musical instruments below. Match the definitions with the words denoting musical instruments: *accordion, piano, trumpet, harp, drum, bagpipe, violin, guitar*.

1. a large musical instrument with strings that are stretched from top to bottom of an open three-cornered frame, played by moving the hands across the strings.
2. a musical instrument consisting of a skin stretched tight over a hollow circular frame, which is played by being hit with the hand or with a stick.
3. a large musical instrument, played by pressing narrow black or white bars (keys) which cause small hammers to hit wire strings.
4. a musical instrument played especially in Scotland in which pipes are used to produce the sound.
5. a four-stringed wooden musical instrument, supported between the left shoulder and the chin and played by drawing a bow across the strings.
6. a brass musical instrument consisting of a long metal tube curved round once or twice and widening out at the end, played by blowing.
7. a musical instrument that has usually six strings, with a long neck, played by striking or plucking the strings with the fingers or a small piece of hard material.
8. a musical instrument that is pressed in from each side so that the air in the middle part is forced through holes that can be opened and closed to produce different sounds.

WRITING



Write a report about your favourite composer (musician).

1. Do some preliminary reading to find out what information you want to use for a short research report.
2. Get a clear idea of what you want to accomplish in your report and determine your personal goals.

3. Your report should begin with an introduction. The body should present your information in a logical order. End your report with a conclusion.
4. Proofread your work.
5. Present your report either orally or in writing. Add illustrations, models, charts, graphics, or video materials to make your report more interesting.

Lesson 4

All the World's a Stage

The excellence of every art is its integrity, capable of making all disagreeables evaporate, from their being in close relationship with beauty and truth.

H.E. Rollins

DISCUSSION POINTS

- 1 State the difference between a dramatic reading, descriptive or narrative prose and poetry.
- 2 Complete the table by putting in either 'drama', 'poetry' or 'prose'. The first two examples have been done for you.

Characteristic features of different types of literature	Type of literature
1. It does not employ a narrator to tell the story	drama
2. It is a structured art form which expresses views and emotions.	poetry
3. This type of literature can use various types of meter: iambic, trochaic, anapestic, or dactylic.	...
4. It lets the character speak, and the character reveals the action.	...
6. This type of literature focuses on telling the story.	...
7. In it, the narrator reveals the story to the reader.	...

SPEAKING

- 1 Take a look at the title of the lesson. Can you translate it? Who is the author of this metaphor? What work of art does it come from? Explain it.

- 2 Look at these observations about theatre, made by different authors, and decide if you agree with them. Share your ideas as a class.
I think there is no world without theatre.

Edward Bond

It's communication - that's what theatre is all about.

Ch. Rivera

The theatre is a spiritual and social X-ray of its time.

Stella Adler



- 3 Roleplay. Charting a Play
Divide into groups. Each group chooses from the following chart a number of characters, a time and a place. Combine your choices and spontaneously enact a short play. Present it to the other members of your class.

Time	Place	Characters	
morning	at the cinema house	a friend	a waiter/waitress
afternoon	in the queue	a child	a playwright
evening	at the entrance to...	a clown	a teacher
night	in a foreign country	a nurse	a bus driver
midnight	in a bus	a patient	a police officer
dawn	at the corner of a street	a beggar	a guitarist
twilight	in a café	an usher	a camera man
breakfast	at the booking office	a millionaire	a shopkeeper
lunchtime	at the theatre	a youngster	a theatre worker
dinnertime	at home	a grandparent	an actor/actress

- 4** Sometimes a playwright provides stage directions regarding the delivery of certain lines. These are phrases like “*shouted angrily*” or “*whispered gently*” and they are inserted in parentheses before the character’s lines. Read the following sentences aloud. Demonstrate your understanding of these directions verbally and physically.
- Nora (*in a low voice*). Where is she?
 Higgins (*thundering*). Say your alphabet.
 Mama (*still quietly*). Walter, what is the matter with you?
 Zero (*with a nervous grin*). Yes, sir, I been kinda expectin’ it.
 Walter (*with immense passion*). Because it is life, Mama!
 Father (*as if to a baby*). Don’t you want to go and get some ice cream?
 Mrs. X (*thoughtfully*). Our acquaintance has been so queer.
 McMurphy (*pained*). Me?
 Felix (*steaming*). Don’t tell me where to go.
 Daddy (*whining*). I am cold.
 Daddy (*vaguely*). Whatever you say, mommy.

Like other forms of literature, dramatic literature also functions to exhibit human nature and human experience. Reading plays allows you to learn about people. Plays widen our understanding and appreciation of the way human beings interact, the way they affect each other psychologically, and the way they cope with the external and internal forces that affect them.

Like narrative prose, a dramatic work includes the elements of:

Plot: What’s Happening

The plot is comprised of *exposition*, *conflict*, *crisis*, *climax*, and *denouement*

Setting: A location

Time: A point in past, present, or future history

Characters: Who’s Involved?

The central character in a conflict is referred to as the play’s protagonist; the forces or people united against the protagonist are the antagonists.

READING

- 1** Read the excerpt from the classic comedy by George Bernard Shaw “Pygmalion”. Pick out colloquial words and state what emotive value they bear. In your own words, explain to what social class the main character of the play Liza belongs.

Pygmalion

by George Bernard Shaw

There seems to be some curiosity as to what Higgins’s lessons to Eliza were like. Well, here is a sample: the first one. Picture Eliza, in her new clothes, put out-of-step by a lunch, dinner, and breakfast of a kind to which she is unaccustomed, seated with Higgins and the Colonel in the study, feeling like a hospital outpatient at a first encounter with the doctors.

HIGGINS. Say your alphabet.

LIZA. I know my alphabet. Do you think I know nothing? I don’t need to be taught like a child.

HIGGINS. (*Thundering*) Say your alphabet.

PICKERING. Say it, Miss Doolittle. Do what he tells you; and let him teach you in his own way.

LIZA. Oh well, if you put it like that - Ah-ye, Bay-ee, Cay-ee, Day-ee -

HIGGINS. (*With the roar of a wounded lion*) Stop. Listen to this, Pickering. This is what we pay for as elementary education. This unfortunate girl has been locked up for nine years in school at our expense to teach her to speak and read the language of Shakespeare and Milton. And the result is Ah-ye, Bay-ee, Ca-ye, Day-ee. (*To ELIZA*) Say A, B, C, D.

LIZA. (*Almost in tears*) But I’m saying it. Ah-ye, Bay-ee ...

HIGGINS. Stop. Say a cup of tea.

LIZA. A Capp ta-ee.

HIGGINS. Put your tongue forward until it squeezes against the top of your lower teeth. Now say *cup*.

LIZA. C-c-c - I can’t. C - cup.

PICKERING. Good. Splendid. Miss Doolittle.

HIGGINS. By Jupiter. She’s done it at the first shot. Pickering, we shall make a duchess of her. (*To ELIZA*) Now do you think you could possibly say *tea*? Not Ta-ee, mind, if you ever say ba-ee, ca-ee, da-ye again you shall be dragged round the room three times by the hair of your head. (*Fortissimo*) T, T, T, T.

LIZA. (*Weeping*) I can’t hear no difference cep that it sounds more genteellike when you say it.

HIGGINS. Well, if you can hear that difference, what the devil are you crying for?

PICKERING. No, no. Never mind crying a little, Miss Doolittle. You are doing very well; and the lessons won’t hurt. I promise you I won’t let him drag you round the room by your hair.

HIGGINS. Be off with you to Mrs. Pearce and tell her about it. Think about it. Try to do it by yourself; and keep your tongue well forward in your mouth instead of trying to roll it up and swallow it. Another lesson at half-past four this afternoon. Away with you.

2 a. What expository information is provided in this excerpt?

b. Using the information from the Learner Training on the previous page discuss:

- where the scene is set;
- what the main conflict in the scene is about;
- what characters are involved in the scene;
- what the plot of the excerpt is.

3 Find in the text words that fit each of the given meanings:

- letters used to write words, laid out in a set order (A, B, C, etc.);
- long, movable piece of muscular flesh in the mouth, which is used for tasting and speaking;
- a hot drink made by infusing the dried crushed leaves of the tea plant in boiling water;
- to make (food/liquid) pass down your throat from your mouth to the stomach;
- a woman holding a rank equivalent to duke in her own right.

4 Discuss the meaning of the following words and phrases which appear in the text. Make up situations of your own using these words and phrases.

A hospital outpatient; at a first encounter with the doctors; elementary education; at one's expense; to do something at the first shot.

5 As a class, discuss how the differences among Liza, Higgins, and Pickering are emphasized by their language and diction.

6 Use the expression *to be a success* in sentences of your own.

Example: The exhibition of oil-paintings by Moldovan artists is a great success. I recommend that you should visit it as there are a lot of works of art exhibited there.

7 Say why you recommend your classmates to get tickets for a concert by a band of pop music; to see the ballet "The Swan Lake" at the National Opera and Ballet Theatre from Chisinau; to see the new film at the Gaudeamus cinema house, etc.

8 Match the names of adverbial clauses from the box with the sentences below.

1. Wherever there are parks, there are a lot of flowerbeds.
2. Kate took a computer course so that she could get a better-paid job.
3. Although Mozart was only five years old, he could play the piano very well.
4. Beethoven preferred not to listen to his contemporaries' works, for fear it would influence his own writing.
5. When Wolfgang Amadeus Mozart was a child he visited many great cities, among them Paris, London and Vienna
6. Even though Louis Armstrong was the grandson of slaves and born to a poor family, he became one of the leading jazz musicians of the 20th century.
7. If you save your money, you will be able to visit a lot of foreign countries.
8. When Frederic Chopin was nine years old, he made his first public appearance as a pianist.
9. Since the actor remained completely deaf in his right ear, he didn't like to listen to stereo.
10. Even though she appears in ads for Tommy Hilfiger's True Star fragrances, Beyonce is reportedly allergic to perfume.
11. No matter how beautiful your wedding has been, that will never guarantee a good marriage.

Adverbial clause of time
Adverbial clause of comparison
Adverbial clause of place
Adverbial clause of concession
Adverbial clause of purpose
Adverbial clause of cause/reason
Adverbial clause of condition

WRITING

1 Read the play "Pygmalion" by the English writer George Bernard Shaw and describe the plot of the classic comedy.

2 Watch the film "My Fair Lady" based on the play "Pygmalion" by George Bernard Shaw.

3 If possible, compare and contrast the stage and the film versions of "My Fair Lady".



Writing Skills Development

Learning Facts about Somebody's Life and Work

Tips on How to Interview

1. Think of a theme. Make up a list of questions you would like to ask.
2. Find out as much as possible about the subject of the interview and the person you are going to interview.
3. Make an appointment for the interview.
4. Introduce yourself and explain clearly the interviewee the purpose of the interview.
5. Be polite, positive and respectful of yourself and others.
6. Ask questions that relate to the main idea of your interview.
7. Be open to new ideas.
8. Ask questions simply and directly. Do not ask questions that only result in "yes" or "no" answers.
9. Do not use jargon or too sophisticated language.
10. Be careful not to ask questions that might be offensive.
11. Take notes about the answers carefully and precisely. You may also want to use a tape recorder, but remember not to record an interview without first obtaining the interviewee's permission.
12. Thank the person for the interview.

1 Read the first part of Monet's biography and answer the following questions:

1. Did any of the facts about Monet's life surprise you? What do you think was the most interesting fact?
2. Do you think Claude Monet was a hard-working man? Would you describe him as a real artist?

Oscar Claude Monet was born on November 14, 1840, in Paris, France. He is one of the most famous painters in the history of art and a leading figure in the Impressionist movement. His works can be seen in museums around the world. At an early age, Monet developed a love of drawing.

In 1859, Monet enrolled as a student at the Academie Suisse. From 1861 to 1862, Monet was stationed in Algiers for his military service. Returning to Paris, Monet studied with Charles Gleyre. Through Gleyre, Monet met several other artists, including Auguste Renoir, Alfred Sisley, and Frederic Bazille. Monet won acceptance to the Salon of 1865, an annual art show in Paris. The following year, Monet was selected again to participate in the Salon.

He married Camille in June 1870, and they soon fled with their son to London after the outbreak of the Franco-Prussian War. There, Monet met Paul Durand-Ruel, who became his first art dealer.

Returning to France after the war, Monet eventually settled in Argenteuil, an industrial town west of Paris. Renoir, Pissarro, Edouard Manet and Claude Monet formed the Soci-

ete Anonyme des Artistes Peintres, Sculpteurs, Graveurs (the Society of Anonymous Painters, Sculptors, and Printers).

The society's April 1874 exhibition proved to be revolutionary. One of Monet's most noted works in the show, *Impression, Sunrise* (1873), depicted Le Havre's harbor in a morning fog. Critics used the title to name the group of artists the Impressionists, saying that their work seemed more like sketches than finished paintings.

2 Look at these facts taken from the rest of Monet's biography. Use the notes as well as some additional information to make up an intelligible text describing Monet's middle and last years.

- he painted several series of water lilies;
- he also focused on the changes that light made on the forms of haystacks and poplar trees;
- Monet died on December 5, 1926, at his home in Giverny.



3 Write a paragraph to evaluate Monet's continuing success and achievements.

4 Imagine that you are about to interview a world-famous artist. Prepare a list of questions for the interview. With your partner, discuss what else you can ask the interviewee to make your interview more interesting and exciting.

5 From the title, try to guess the purpose of the different types of job interviews. In small groups, discuss possible methods of handling them.

Stress interview, one-on-one interview, screening interview, lunch interview, telephone interview, group interview.

Think of appropriate answers to possible questions that the interviewee might be asked in each case. As a large group, discuss responses to them.

What's in a CV?

These are the typical elements that go into a curriculum vitae:

- Complete contact information;
- Photo;
- Brief biography with personal details such as age, place of birth and family status;
- Professional, career or research objectives;
- Education;
- Studies abroad;
- Awards, honours;
- Research experience;
- Work experience;
- Skills;
- Publications and presentations;
- Language skills;
- Interests;
- References.



6 Interview a successful person in your community. Write a short biographical text based on the interview.

Lesson 5

Literary Focus It's Always Love...

Life isn't long enough for love and art.

Somerset Maugham

DISCUSSION POINTS

- 1 Give your own definition of 'love'.
- 2 Recall as many word combinations, phrases and idioms with the word 'love' as you can.
- 3 What do you associate love with?
- 4 Comment on the quotation of the lesson. Do you agree or disagree with the author? Explain why or why not.

READING

- 1 Match the words with their definitions.

- | | |
|-----------------|-----------------------------------------------------------------------|
| 1. a philistine | a. deserving respect; having merit |
| 2. relief | b. to invite (guests) |
| 3. stockbroker | c. person whose interests are only material and are ordinary or dull |
| 4. worthy | d. to keep away from |
| 5. to bid | e. person who buys and sells stocks for others for a commission |
| 6. craze | f. woman who receives another person as her guest |
| 7. to avoid | g. something that makes a pleasing change or lessens strain |
| 8. hostess | h. enthusiastic interest that may last for a comparatively short time |

- 2 Use the words from exercise one to complete the passage below. Summarize the passage.

The Moon And Sixpence

By Somerset Maugham

The Stricklands were an average family in the middle class. He was a ..., rather successful in his business. His wife was a pleasant, hospitable woman with a harmless ... for the small lions of literary society. She gave luncheon parties for literary people and dinners for a small circle of acquaintances. Her dinner parties were of the kind which made you wonder why the ... had troubled to ... her guests and why the guests had troubled to come. They met with indifference and would part with It was, of course, a purely social function.

The Stricklands seemed to be devoted to one another, but Mrs. Strickland, who wanted to make herself a position in the world of art and letters, thought her husband to be a perfect ... , a typical stockbroker, rather boring, but good and kind. Her

friends considered Mr. Strickland to be very quiet and dull, and nobody ever thought he could be in the least interested in literature or the arts. He was probably a ... member of society, a good husband and father, an honest broker, but there was no reason to waste one's time over him. He was just a good, dull, honest, plain man. One would admire his excellent qualities, but ... his company. He was null.

So it was quite a shock to everybody when at the age of forty, having lived with his wife for seventeen years, Mr. Strickland suddenly left his family.

Word Study

fancy, *v.* — imagination; fantasy

eloquent ['eləkwənt], *adj.* — very expressive; having eloquence

disconcert [,dɪskən'sɜ:t], *v.* — to embarrass greatly; to confuse

ludicrous ['lu:dɪkrəs], *adj.* — causing derisive laughter

chuck, *v.* — to quit; to abandon

loathe [ləʊð], *v.* — to feel strong dislike and disgust for

scornful, *adj.* — showing contempt; mocking

cunning, *adj.* — sly

- 3 **Predict:**
 - a. where Mr. Strickland could have gone;
 - b. whether he cared much about his family and why;
 - c. why he had left his family.

- 4 **Scan the excerpt that follows and check if you were right.**

The Avenue de Clichy was crowded at that hour, and a lively fancy might see in the passers-by the personages of many shocking love stories.

"Do you know Paris well?" I asked.
"No. We came on our honeymoon. I haven't been since."

"I thought I'd better tell you at once why I had come to see you," I said not without embarrassment.

His eyes twinkled.

"I thought somebody would come along sooner or later. I've had a lot of letters from Amy."

"Then you know pretty well what I've got to say."

"I've not read them."

I didn't quite know how to set my mission. The eloquent phrases I had arranged, pathetic or indignant, seemed out of place. Suddenly he gave a chuckle. I hesitated.

"Has it occurred to you that your wife is frightfully unhappy?"

"She'll get over it."

His reply disconcerted me, but I did my best not to show it.

"Has she deserved that you treat her like this?"

"No."

"Have you any complaint to make against her?"

"None."

I glanced at him with surprise. His cordial agreement with all I said cut the ground from under my feet. I made my position complicated, not to say ludicrous. I felt that I was not carrying out my embassy with any great skill. I was distinctly nettled.

"You can't leave a woman without a shilling. How is she going to live?"

"I've supported her for seventeen years. Why shouldn't she support herself for a change?"

"Don't you care for her any more?"

"Not a bit."

"There are your children to think of. They've never done you any harm. They didn't ask to be brought into the world. If you chuck like this, they'll be thrown on the streets."

"They've had a good many years of comfort. I liked them all right when they were kids, but now they're growing up I haven't any particular feeling for them."

"It's just inhuman. Everybody will think you are a perfect swine."

"Let them."

"Won't it mean anything to you to know that people loathe and despise you?"

"No."

His brief answer was so scornful that it made my question natural that it was, seem absurd. He was perfectly cool, and his eyes kept that mocking smile which made all I said seem rather foolish.

"Why doesn't Amy marry again. She's comparatively young and she's not unattractive. If she wants to divorce me I don't mind giving her the necessary grounds."

Now it was my turn to smile. He was very cunning. He had some reason to conceal the fact that he had run away with a woman, and he was using precaution to hide her whereabouts. I answered with decision.

"Your wife has quite made up her mind. She will never give you a divorce."

"But, my dear fellow, I don't care."

I laughed. "Oh, come now; you mustn't think us such fools as all that. We happen to know that you came away with a woman."

He burst into a shout of laughter. Then his face grew bitterly scornful.

"What poor minds women have got! Love. It's always love. They think a man leaves them only because he wants others. Do you think I should be such a fool as to do what I've done for a woman?"

"Do you mean to say you didn't leave your wife for another woman?"

"Of course not."

I don't know why I asked for that. It was very ingenuous of me.

"Then, what in God's name have you left her for?"

"I want to paint."

I looked at him. I thought he was mad. I forgot everything but my own amazement.

Phrases And Idioms

to set about (one's mission, business) — to start work upon

to give a chuckle — to laugh softly (especially to oneself)

to make a complaint against smb. — to find fault with smb.

to be nettled — to be irritated

for a change — for the sake of variety

to cut the ground from under one's feet — to leave him in a weak or illogical position

to do harm to someone — to hurt someone

to hide one's whereabouts — to keep a secret the place one is

5 Read the text more carefully and decide whether the statements below are true or false.

1. Mr. Strickland knew Paris quite well.
2. The author seemed to be embarrassed while discussing with Mr. Strickland.
3. Mr. Strickland cared much about people's opinion about him.
4. Mr. Strickland had nothing against his wife marrying another man.
5. It was a woman Mr. Strickland left his wife for.

LISTENING

- 1** Work in pairs. Reconstruct the dialogue between Mr. Strickland and the author by arranging the sentences in the way you consider the best one. Check if the other pairs are of the same opinion.

Author: Why didn't you tell her?

Mr. Strickland: I can learn quicker than I could when I was eighteen.

A: But you are forty?

Mr. S.: That's it.

A: What makes you think you have any talent?

Mr. S.: Never.

A: Can you paint?

Mr. S.: That's made me think it was high time to begin.

A: What in God's name have you left her for?

Mr. S.: Not yet. But I shall. That's why I've come over here.

A: Most men begin painting at eighteen.

Mr. S.: I preferred to keep it to myself.

A: Have you ever painted?

Mr. S.: You blasted fool. I tell you I've got to paint. I can't help myself. When a man falls into the water it doesn't matter how he swims, well or badly: he's got to get out or else he'll drown.

A: Was it there you went when your wife thought you were playing bridge at your club?

Mr. S.: I want to paint.

A: You won't go back to your wife?

Mr. S.: I rather wanted to when I was boy, but my father said there was no money in art. I began to paint a bit a year ago. For the last year I've been going to some classes at night.

- 2** Listen to the dialogue and check.

- 3** Study the meanings of the words in bold in the following sentences. Use a dictionary to translate them.

1. a. She is a **bit** tired
b. The **bit** is part of a horse's bridle.
c. You'll not be able to make the hole without a **bit**.
d. He stepped on a **bit** of broken glass.
2. a. They are building a new **bridge** over the river.
b. Can you play **bridge**?
3. a. He is always carrying a **club** in his hand.
b. What street is the **club** 'Soho' situated in?
c. I am not going to join their **club** soon.
d. What other games besides golf are **clubs** used in?

- 4** Listen to the dialogue again and decide upon the meaning of each of the words in bold.

- 5** Use monologue speech to reproduce the dialogue between the author and Mr. Strickland and give your own point of view on the matter discussed. Give reasons.

- 6** Match a word from column A with a word from column B to form collocations:

A.	B.
1. to make	a. one's whereabouts
2. to light	b. answer
3. a jolly	c. a chuckle
4. an eloquent	d. a complaint
5. a brief	e. evening
6. mocking	f. welcome
7. cordial	g. information
8. to give	h. a cigarette
9. to hide	i. power
10. vehement	j. smile

- 7** Choose the letter of the item which is the nearest in meaning to the word in bold.

1. That was a really **pathetic** sight.
a. pitiful b. awful c. inadequate
2. He always **hesitates** before making a decision.
a. doubts b. pauses c. falters
3. She was **disconcerted** to find the mess they had left.
a. defeated b. upset c. frustrated
4. How **ludicrous** you look in your old cap.
a. horrible b. scary c. ridiculous
5. I **loathe** the thought of having to take so many exams.
a. love b. dislike c. despise
6. Her **ingenuous** remark left them speechless.
a. sincere b. naive c. innocent

- 8** Match the two parts of the proverbs and sayings below and decide what the word 'art' in each case means. Translate them or find their equivalents in your native language.

1. Art has no enemy a. nature.
2. Poverty is the mother b. it is good to have a master.
3. Art improves c. but ignorance.
4. In every art d. life is short.
5. Art is long; e. of all arts.

- 9** Which of the above proverbs do you think is close in meaning to the quotation of the lesson? Explain or comment on the meaning of the proverbs.

- 1 What traits of the main characters in this text are developed primarily through dialogue?
- 2 a. What indicates that the author had thought everything over before the meeting? What kind of phrases had he arranged? Do you think him to have been a success as a mediator?
b. What is the meaning of the sentence 'It cut the ground from under my feet'? Was the author at a loss what to say further and how to act?
- 3 a. What is your opinion of Mr. Strickland? Explain what aspects of his character and behaviour influenced your opinion.
b. Does his attitude towards his wife and children surprise you?
c. Did he take close to heart what the author was telling him? Why or why not?
- 4 a. Do you believe Mr. Strickland to be capable of great feelings? What makes you think so?
b. Do you think he was less concerned about the children now that he was away?
c. What is your reaction to the way he explains the situation he found himself in? 'I can't help myself. When a man falls into the water it doesn't matter how he swims, well or badly: he's got to get out or else he'll drown'.
- 5 a. Why do you think Mr. Strickland kept his plans to himself?
b. Was it through any fault of his wife that he left her?
- c. Why didn't he mind giving his wife a divorce?
d. Why was Mrs. Strickland against divorcing her husband? Consider the evidence in the text as well as your own opinion while explaining your answer.
- 6 a. Do you believe Mr. Strickland will succeed in becoming a famous artist? Why or why not?
b. Couldn't Mr. Strickland stay in London and paint?
c. Why did he choose Paris? What does Paris symbolize? Justify your answer.
- 7 a. 'The Moon and Sixpence' is a classic story of a rebellious genius who sacrificed family and friends to pursue his artistic dream. Do you think it is worth sacrificing everything one has for the sake of art or anything else? Explain why?
b. Give examples from either literature or real life when certain characters or people made sacrifices and how they were rewarded, if they were.
c. What sacrifices would you make, and why?
- 8 Is the theme of the novel stated directly? Try to express it in your own words. Give reasons.
- 9 What do you think the main idea of the novel is? Discuss your answers.
- 10 Express your own point of view on the topic.

Characterization is the use of literary techniques to reveal the nature of a character. There are four basic methods of characterization.

1. A writer may describe a character's physical appearance.
2. A character's nature may be revealed through his or her own speech, thoughts, feelings or actions.
3. The speech, thoughts, feelings and actions of other characters can be used to develop a character.
4. The narrator can make direct comments about the character.

With a partner, use a chart like the one shown, to examine the methods of characterization used by S. Maugham. Go back through the excerpts and look for details that help characterize Mr. Strickland.

	Mr. Strickland	
What the text says	What it tells me about him	Method of characterization
He was successful in business	Knew his job and was doing it well	Actions

Fulfil one of the following tasks:

1. Write your own summary of the story. Make use of the active vocabulary.
2. Write a character sketch of Mr. Strickland. Make use of the information from the chart above.



Practise Your English

1 Choose the right word in parentheses.

1. Arrogant people usually enjoy exercising their (*authority/authorities*) over their colleagues. The (*authority/authorities*) in Italy have permitted him to enter the country.
2. People have to get through (*custom/customs*) when entering or leaving a country. People shouldn't forget the (*custom/customs*) of singing carols on the Eve of Christmas.
3. The court awarded these people \$25,000 in (*damage/damages*) because they have been caused (*damage/damages*) by the state.
4. It is bad (*manner/manners*) to talk with your mouth full. The (*manner/manners*) in which she was talking to her parents was regrettable.
5. Have a (*look/looks*) at these figures. She has lost her good (*look/looks*). A (*look/looks*) passed between them.
6. (*Iron/irons*) is a hard strong metal. How do we call chains made of (*iron/irons*) attached to the arms and legs of prisoners, (*iron or irons*)?
7. On holidays, most buildings in our city have a flagpole with the national (*colour/colours*) flying. I like the (*colour/colours*) of her eyes.

2 Read a short commentary about the film "Bed of Procust" and find defining and non-defining relative clauses.

"Bed of Procust" is a film by the directors and scriptwriters Viorica Meşina and Sergiu Prodan. The film script that is based on the novel "Bed of Procust" by the famous Romanian novelist Camil Petrescu (1892 – 1957) is considered to be one of the best Romanian drama works of the 20th century. The novel "Bed of Procust", which was written in 1933, has not been theatrically released so far. Thus, the feature film "Bed of Procust" represents the first attempt to render the plot of the novel, which was written in accordance with the norms of the episatolary genre, into the language of cinematography. The film "Bed of Procust", which is a joint production of film makers from Moldova, Romania, and Russia, was produced in the Republic of Moldova in 2001. The key roles in the picture are performed by leading Romanian, Moldovan and Russian actors: Maia Morgenstern (Romania), Tania Popa (Romania), Petru Vutcărau (Moldova), Oleg Iank-

ovsky (Russia). The music to the film was written by the famous Moldovan composer Eugen Doga who has written music for more than 100 films.

3 Fill in *unless*, *lest* or *so that*.

1. You can't adopt the new system ... you conduct a thorough research in the field.
2. He kept his notes by his side ... faulty memory should lead him astray.
3. Mother will cook vegetables ... we can eat healthy food.
4. He left the country ... he should be captured and imprisoned.
5. We left home early ... we wouldn't be late for the English language contest.
6. They won't get to know him well ... they carefully research into his background.
7. We will grow enough vegetables ... we should eat unhealthy food.
8. The boys usually come on time to school ... they can play football before classes start.

4 Combine the pairs of sentences. Use *who*, *that*, or *which* with or without commas as appropriate.

1. A film uses an immense vocabulary of images. It is a form of communication.
2. Film communication starts with a shot. The shot is the film's basic unit.
3. Directors can spend hours preparing for a shot. This shot may be seen for only a few seconds.
4. Our illegal radio was broadcasting the news. The radio was turned too low to be intelligible.
5. Nearly fifty people greeted Nancy Belle. The people were gathered in the big parlour upstairs at the hotel.

5 Make up complex sentences with adverbial clauses of cause/reason, condition and concession using *for fear that*, *on condition that*, *though (although)*, *no matter how (what)*.

Example:

Some people don't even want to create a product **for fear that** it won't be successful.

Provided that the weather is fine, we'll have a picnic on Saturday.

Providing that the weather is fine, we'll have a picnic on Saturday

Though there were few people present, the party was great fun.

No matter how late I get back, I'll take the children for a drive.

6 Discuss the following.

- What is the difference between commercial art and fine art?
- Should art be for art's sake or for life's sake and what does that mean?

7 In small groups, discuss what types of films are described in the quiz below. Describe some other genres of films that you can watch either at the theatre/cinema house or at home.

Quiz

1. These films are popular with many people, especially women. It always takes much time to watch them. These films are called in this way because originally they were sponsored by soap companies.
2. In their childhood, little boys and girls are used to watching motion pictures that consist of a sequence of cartoons. The main characters of these short films are usually animals.
3. These non-fiction films provide facts and information. They describe ideas, social topics, studies of the natural world, science, etc.
4. It is a type of a funny film in which the story and characters are amusing and which ends happily. These films are of light and humorous character.
5. People who dream of going to other planets and stars, of travelling into space, watch these films with pleasure.
6. People who are fond of films that tell of heroic deeds, adventure, and love like such films very much.
7. If you are interested in current events, these short films are for you.
8. People who are fond of mysteries and like solving complicated problems like such films very much.

**PROJECT
WORK**

**8 Work in small groups. Read the following stories and rank the singers in the following order:
1 – the first to receive the prize; 3 – the last to receive the prize.**

You are members of the jury at a singing contest. At the moment there are three amateur singers who participate in the final round of the contest. All singers have performed brilliantly. They have done their best to win the Grand Prix that equals £ 20,000. They intend to offer this money either to their relatives or friends to help them accomplish their dreams. Consider the human stories and decide who is to win the Grand Prix.

GIVE REASONS AND DECIDE:

1. Peter B., male singer, baritone, aged 32

Peter B. takes part in the contest to help his mother who is a 66-year-old widow. She doesn't have a proper place to live in. Her dream is to get a nice one-room flat on the ground floor in a quiet district of her native city.

2. Silvia V., female singer, aged 18, mezzo-soprano

Silvia V. takes part in the contest to help her classmate Vera M. who comes from a vulnerable family. Vera's father is unemployed, her mother's salary is quite low. Vera would like to have the opportunity to travel somewhere, at least through her own country.

3. Elena R., female singer, contralto, aged 26

Elena R. takes part in the contest to help her sister Liliana R. Liliana is a gifted student at a local university and would like to go to study at Oxford University for her Master's degree. The tuition fee is approximately £ 35,000 per year.

Reasons _____ should get the money _____

Conclusion of the Jury _____

1 What may stand behind the dots?
"The secret of ... is happiness!"

2 As you read the article, decide what Grygory regretted and complained about.

3 Which of the main types of conditional sentences refer to:

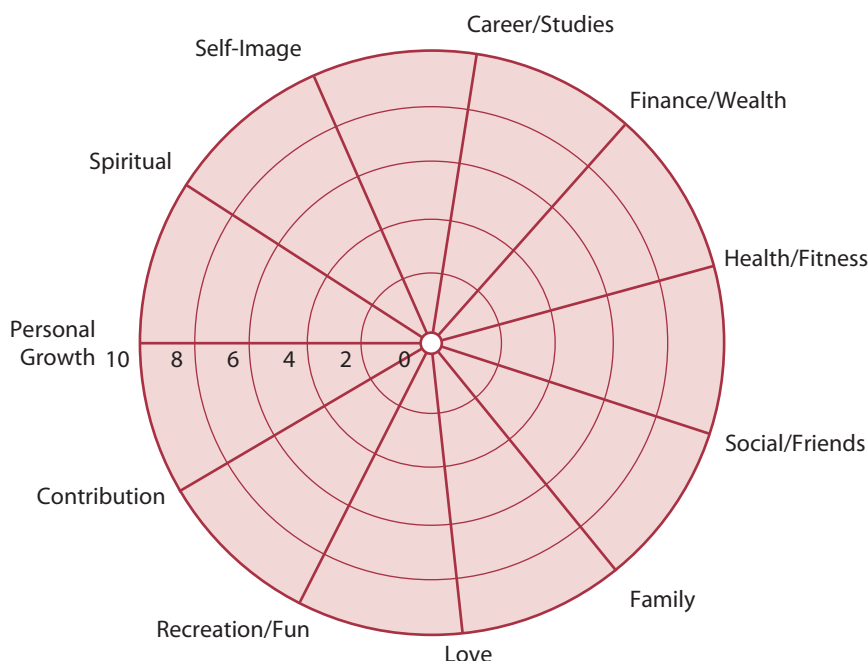
- I. Probable actions in the future?
- II. Unreal actions in the present?
- III. Impossible actions in the past?

The secret of ... is happiness!

Grygory Pilikian recently celebrated his 114th birthday and reporters visited him in his mountain village in Georgia to find out the secret of a long life. 'The secret of a long life,' Grygory said, 'is happiness. *If you are happy, you will live a long time.*' 'Are you married?' a reporter asked. 'Yes,' Grygory replied. 'I married my third wife when I was 102. *If you are happily married, you live forever. But for my third wife, I could have died years ago.*' What about smoking?' a reporter asked. 'Don't smoke at all and you will feel well,' Grygory said. 'If you could live your life again, what would you do?' a reporter asked. 'I would do what I have done. *If I had more sense, I would have eaten more yoghurt!*' he chuckled. 'Supposing you had been able to change one thing in your life what would you have changed?' another reporter asked. 'Not much,' Grygory replied. 'If I had known I was going to live so long, I would have looked after myself better!'

4 Reflect and follow the Wheel of Life instructions. With the centre of the wheel as 0 and the outer edge as an ideal 10, rank your level of satisfaction with each life area by drawing a straight or curved line to create a new outer edge. The new perimeter of the circle represents your Wheel of Life. How bumpy would the ride be if this were a real wheel? Let's look at areas where you want to improve your level of satisfaction. Write what you might do about it.

My Wheel of Life



LISTENING

1 If you were the editor-in-chief of a well-known magazine for teenagers, what topics, in your opinion, should get a broader coverage?

2 As you listen, put down titles of topics mentioned by the speaker. Do you think adolescents might become interested in discussing them? Why or why not?

3 Listen again and classify the topics according to the questions below. Give reasons.

What would matter to teenage girls?

What would interest teenage boys?

SPEAKING

- 1 a. Match the *types of newspapers and magazines* with the definitions.
b. Find out what kinds of newspapers and magazines your classmates prefer and why.

1. tabloid
2. local paper
3. a colour supplement
4. broadsheet
5. daily paper
6. a comic
7. national paper
8. journal

- a) a magazine, usually for children or teenagers, with lots of picture stories and cartoons
- b) a paper that's sold throughout the country
- c) a paper produced in one town
- d) a serious paper that reports world events
- e) a paper containing sensational stories about the private lives of rich and famous people
- f) an academic magazine
- g) a magazine which is published often on Sundays as an addition to a newspaper
- h) a paper that you can buy every morning

- 2 Work in groups. Take part in the radio talk to find out how teenagers stereotype media. The discussion is conducted by a well known journalist. Choose your opinion-card. Role-play it.



1. Journalist

Lead the discussion. Set the problems for discussion. Be provocative and extreme. Decide whose arguments sounded more convincing. Thank the participants for their valuable contributions.



2. I am a big fan of the news media. I think they do a fantastic job — especially on the really important stories. Take the end of the Cold War, for example. Thanks to journalists and TV reporters the whole world was able to see it happen, day by day. They're good at covering issues like the environment, too. In fact, that's one reason why the Green Movement is so strong today. Everybody's read about it and seen the TV pictures.



3. I think the media are out of control.

They don't just report the news anymore — they create it too. I mean, the TV news isn't shorter on a day when hardly anything happens, is it? They make everything seem so dramatic, too. Look at newspaper headlines — they always use words like "Crisis!", "Triumph!", "Disaster!".

And what happens two or three days later? Everyone's forgotten about the story and moved on to the next one. It's crazy.



4. Money. That's what the media is all about M.O.N.E.Y. The people who run newspapers and TV stations need to make a profit. So what do they do? They print stories and make programmes which will be popular. Not good necessarily, or original or even honest, but popular. It's like eating junk food all the time — except what the media gives us is junk TV and junk journalism.



5. In my opinion today's younger generation is the best informed ever. We are really lucky. And why do we know so much?... because of the media. OK — not all papers and programmes are good, I admit, but so what? You don't have to read or watch the bad ones. It's like an information supermarket... you go in, look at what's available and choose what you want.



6. My view of the media?... I think it's become a Frankenstein's Monster. I mean, all you have to do is turn on the TV to see that. All right, there are a few interesting programmes, but eighty per cent of them are totally pathetic. Quiz shows, adverts, soap operas, awful American comedies... And tabloid newspapers are no better. They are like comics for grown-ups. But maybe that's what people want. I don't know. All I can say is, it's definitely not what I want.

- 3 Ask and answer questions to fill in the information gap about Media History. Work with the table below if you are on the right side of your neighbour. Use the table on page 101 if you are on the left side.

When	Where	What happened
.....	Germany	.....
1621	.....	'The Corante', Europe's first printed news-sheet, appeared.
1901	Britain	G. Morconi sent the first transatlantic radio message (from England to Canada).
1962	.....	.....
.....	USA/Japan/Europe	The micro-electronics revolution began

WRITING



In a short paragraph, express your opinion about media.

Writing Skills Development

Writing an Article

Follow the stages:

Stage 1: Outline planning. Follow the five-paragraph model to give:

- a news summary;
- a description of the robbery in details;
- personal viewpoints and eyewitness reports;
- reactions to the robbery;
- comments about the future.

Stage 2: Brainstorming. Extract the most relevant points from the info given.

Stage 3: Organization. Make a detailed paragraph plan. Show where the info given will be used.

Stage 4: Writing. Keep to the style of a newspaper. A news story should be as complete with facts as possible. At the minimum the story should cover the five *Ws* and *How*: *What* happened and *Who* was involved? *Where* and *When* did this happen? *Why* did this happen and *How*?

Stage 5: Checking. Do not repeat the key words too often.

1 Brainstorm the ideas for the events in the pictures.



2 Write an article for a local newspaper about a bank robbery, using the information provided. Make up any extra details that are necessary. (About 250 words)

Extract from the local police report: "10 a.m. March 2000 Bank robbery in LA"*

The cashiers were counting money, there were two customers in the bank and the manager was having a cup of coffee. . . . The robber escaped.

Here are some comments from bank customers and the bank manager:

1. It was a quiet morning. I was having a cup of coffee when suddenly a robber ran in. The robber was carrying a gun. One of the customers screamed and tried to run out of the bank. She slipped and fell over. The other customer tried to pull the robber to the floor. . .

2. If the manager hadn't been drinking coffee, he might have noticed the robber coming into the bank. . .

3. A cashier rang the alarm bell. The robber panicked and jumped out of the window. The police chased the robber.



*LA — Los Angeles

Lesson 2

Watching the Box

Some television programmes are so much chewing gum for the eyes.

John Mason Brown

DISCUSSION POINTS

- 1** Does the presence of TV cameras sometimes create news?
Can demonstrations become riots because the demonstrators know they're being filmed?
- 2** How independent is TV news?
When there's a war, should governments have the right to censor news to protect national security?
- 3** Is every report in the bulletin fair? Are both sides of every story fairly, equally and accurately represented?
- 4** Which are the most important stories?
What matters more... an earthquake or an election? A plane crash or a politician's speech?

READING AND LISTENING

- 1** Look at the pictures and answer the question.

- 2** Play the game: "What do you watch?" and find out what your friend's popular television programme is.

A pupil thinks of a popular television programme. The class ask questions and try to guess it.

- 3** Take the *what-you-watch-is-what-you-are* quiz to find out a lot about the inner you!
Tick the numbers of the statements you feel you can apply to yourself. Be honest — there are no right or wrong answers!
Your final score matters to no one but YOU!

1. I like to settle down to the soaps with a box of chocolates or a snack to keep me company.
2. No matter what I'm watching, when it gets to a certain point in the evening my eyes glaze over.
3. I like to watch the credits at the end of programmes because I'm interested in how TV shows are put together.
4. I dislike being interrupted while watching my favourite programmes.
5. I have a remote-control unit so that I can change channels easily.
6. Watching late-night TV is the easiest way for me to get off to sleep.
7. When watching documentaries I always keep a pen and paper handy so I can jot down the interesting facts.
8. I love to watch TV in bed and often fall asleep while it's still on.

Are we what we see?



- e.g. -Is it about animals?
- No. It isn't.
- Is it on every day?
- Yes, it is.



9. I like to time my evening meal between the programmes I wish to see.
10. I look forward to the return of my favourite series.
11. Documentaries are my favourite sort of programme and I may remember them for months afterwards.

12. I like to flick between the sports programmes on Saturday afternoons so that I see as much action as possible.
13. I often find myself day-dreaming during programmes and have to ask someone else to bring me up to date with the plot.
14. Watching a thriller late at night can have me jumping at the tiniest noise in the house.
15. When watching a debate or audience discussion, I often work out what I'd say if I had the chance.
16. I am annoyed when my favourite programmes are shown at the same time on different channels.
17. I prefer short programmes or quiz programmes to those where I have to concentrate for a long time.
18. When I watch a travel or holiday programme I am transported into another world and feel I'm actually there.
19. I usually send off for fact packs or leaflets if they are advertised in conjunction with particular TV programmes.
20. I usually have the television on in the background while I do jobs around the house.
21. I read as much as I can about the actors and their roles in the series I follow.
22. Westerns are the only thing I really enjoy because they remove me completely from ordinary life.
23. Social and political programmes give me great insight into current affairs.
24. I often bring work home with me and finish it off while watching TV.
25. I prefer to watch snooker or darts to boxing or football.
26. I enjoy watching TV with my friends.
27. I am addicted to health and family problem programmes.
28. I'll do anything to make sure I don't miss my favourite serial.
29. Thrillers and crime programmes set my imagination running.
30. A comedy programme that really gives me a thoroughly good laugh always leaves me feeling much more relaxed.
31. I watch a lot of quiz shows and panel games to try to increase my general knowledge.
32. People are often amazed that I can follow a television programme and have a conversation at the same time.

4 Comprehension

1. If you have ticked 1, 4, 10, 14, 18, 21, 22, 29, mark each with 'E'. — If you have ticked 2, 6, 8, 13, 17, 25, 26, 30, mark each with 'R'. — If you have ticked 3, 7, 11, 15, 19, 23, 27, 31, mark each with 'L'. — If you have ticked 5, 9, 12, 16, 20, 24, 28, 32,

mark each with 'J'.

2. Add up the number of ticks for each of the letters. Decide which are your highest and lowest scoring letters.

5 Listen to the analysis. How accurate do you feel the analysis of your personality is?

Wish, if only

Use **I wish + subject + past tense**

to express regrets about something in the present.

Use **I wish + subject + past perfect**

to express regrets for unlikely or impossible things in the past.

Use **if only** instead of **I wish** with the same use of tenses.

I wish I took life seriously.

I wish I made friends easily.

I wish I hadn't forgotten my friend's birthday.

I wish I hadn't dyed my hair green.

If only I had more pocket money, I could help the poor.

Express wishes. Use I wish, if only... structures.

Example: I wish I loved a person who deeply loves me.

1. To deeply love a person who deeply loves me.
2. To be able to travel in time.
3. To be youthful all my life.
4. To be able to read people's minds.
5. For there to be peace on earth, and no more war.
6. For there to be a clean environment, free from pollution.

7. To live as long as I want.

8. To understand the meaning of life.

Unscramble the joke.

Jenny: were wish TV you I on.

Kenny: star you were would me if a love I TV?

Jenny: you switch could I no off but.



A pun is a humorous use of a word or phrase which has two meanings (often one meaning is literal and the other one is figurative) or of two words or phrases which look or sound similar. Puns are used not only in jokes but in many forms of publicity because they catch the eye and amuse.

Puns*

e.g. WHEN YOU DECIDE TO GIVE HER A RING ,
GIVE US A RING.

Explanation: “to give someone a ring” means, literally, “to give a wedding or engagement ring”, or figuratively, “to telephone”.

Explain the literal and the figurative meanings of the puns in the exercise below.

- 1** Say what advertising features of the TV commercial advertisements are the hidden persuaders. Consult the list of advertising features.

Advertising features

- Use of the words *natural, right*
- Exaggeration, e.g. *the best..., the most...*
- Using puns*
- Promises (to get a quality product or to enjoy entertainment)
- Commanding you
- Playing on guilt, fear, inadequacy
- Showing your good taste
- Suggesting you'll save money
- Suggesting you'll be comfortable, beautiful, successful...

1. WHEN YOU DECIDE TO GIVE HER A RING, GIVE US A RING (advertisement for a jeweller's shop)
2. WE'LL GIVE YOU SOUND ADVICE (Hi-fi shop advertisement)
3. IT'S GOOD FOR YOU, NATURALLY (for fruit juice)
4. TRY OUR GLUE ONCE AND YOU'LL ALWAYS STICK WITH US (advertisement for a brand of glue)
5. THE WEATHER-MEN CAN'T GUARANTEE YOU AN INDIAN SUMMER, BUT WE CAN (Travel agency advertisement)

- 2** Match the beginnings of the statements with their ends. Say whether you agree or disagree with the statements created.

1. 'Advertising
2. 'Advertising informs
3. 'The only purpose of advertising
4. 'Advertising persuades
5. 'Advertisers exploit
6. 'Without the money paid by advertisers, many companies
7. 'Advertising helps

- a) us about new products and changes in old products.'
- b) has a bad influence on children.'
- c) people's fears and complexes.'
- d) is to sell goods.'
- e) wouldn't be able to afford to make TV programmes.'
- f) to pay for sports events and concerts.'
- g) people to buy unnecessary products.'



- 3** Write an advertisement Need a Friend. Place your ads on the wall. Let your classmates read and put a smile on your ad if they fit the description.

WANT Ad For A Friend

Write an ad that describes a friend you would like to find.

Think about what age you would like this person to be. Does it matter if the friend is a girl or a boy? What personality traits are you looking for in a friend? What kind of person do you think would make a great friend? Are there any activities that you would like to share with this new friend? If you spend a lot of time rollerblading, you might want a friend to share this activity with you. Think about all the things you need in a good friend.

- 4 a) Why, in your opinion, are people ready to pay so much money for the brands below? What are these brands famous for?
Lancôme Macintosh Fuji McDonald's Pepsi-Cola Philips BMW
- b) Which brands are their competitors?
- c) To which brands are you personally loyal, and why?



- 5 Organize a TV Show discussion "Change Your World for Better". Work in a team of a quiz master, an expert in psychology, two guests and the audience to discuss the following questions. Use modal adverbs.

Do you get embarrassed ...

1. if someone uses dirty words in public?
2. if your zip is down and people have noticed?
3. if your parents, or girlfriend/boyfriend start shouting at you in public?
4. if you are caught lying?
5. if people come to visit you unexpectedly and your house is a mess?

Would you stay silent if ...

1. you were in pain?
2. someone were chasing you down a dark street?
3. someone told you to shut up?
4. someone shouted at you?
5. you found someone had lied to you?

If you **had lived** in the past ...

1. what the most unusual experience **would** you **have had**?
2. what the most unusual person **could** you **have met**?

3. what the most unusual thing **might** you **have bought**?
4. what the most unusual sight **could** you **have seen**?
5. what **would** you **have changed** in the world of the past?

The Past



WRITING

- 1 Pair Work. Student B.
Ask and answer to fill in the information gap about Media History. Work with the table below if you are on the left side of your neighbour.

When	Where	What happened
15 th century	.....	J.Gutenberg developed the first printing press.
.....	Europe	.....
1901	.....	G. Morconi sent the first transatlantic radio message (from England to Canada).
.....	America	'Telstar', the first communication satellite, went into space.
1970s	.....	.....

PROJECT WORK

Buy yourself a product you have never tasted before. Write down your reactions step by step.

1. What does it look, smell, and feel like? Describe its colour, shape, texture and smell.
2. Take a bite. Write down your initial reaction — how does it feel? How does it taste? Then make a note of all your impressions as you slowly eat it.
3. Look at your notes and underline all the key words and phrases which best describe the product.
4. Use these words to write a piece of advertising copy for the product not naming it.
5. Read the advertisement you've written before the class. Ask your classmates to guess what product you've chosen.
6. The winner gets half of the product as a prize.

Lesson 3

Cyber Smart

Success is simply a matter of luck. Ask any failure.

Earl Wilson

DISCUSSION POINTS

1 Play Net-domino. Add some more net-blocks to the game.

START	A series of interconnected computers and databases around the world	SYSTEM MODEM	To copy computer programmes or information electronically	HOME PAGE	A piece of equipment that is used to send information from a computer through a telephone
WEB PAGE	The first page that you can see when you look at a website	DOWNLOAD	A connection between documents on areas on the internet	INTERNET	A part of a website that can be read on a computer screen
LINK	www is an internet address which stands for	CLICK	AVATAR	is used in online chat, in forums and in games as a picture to represent the participant.	A computer programme which allows you to look at pages on the internet -
is a computer programme that is designed to cause undesirable effects on computer systems.		BROWSER	NETIQUETTE	is a computer simulation of a real three-dimensional world	A VIRUS
WORLD WIDE WEB	To press the button on a computer mouse	describes 'the rules' for how people should act online	VIRTUAL REALITY		FINISH

2 Complete the Questionnaire:

What Cyber Teen Are You?

I was _____

I am _____

I can _____

I want _____

I like _____

I must _____

I know that _____



1 a) Pair work. Order the points in order of priority to say what helps a young person succeed.

b) Read and fill in the net words where appropriate. Consider the resources which helped Mark Zuckerberg be successful.

Microsoft programmer computer
designed network the creator
site technology connect invention



Mark Elliot Zuckerberg was born on May the 14th, 1984. He is of the social media Facebook. He was a star student at school, winning prizes in astronomy, maths and physics.

He studied Psychology and Science at Harvard University, which is where he created Facebook. His led to his becoming Time magazine's Person of The Year for 2010.

Zuckerberg did well in everything he did in his youth. He was captain of the school fencing team, spoke many languages and was a highly skilled computer While other kids played computer games, he them. He created his first while in high school. He also built a media player which attracted the interest of



Zuckerberg started at Harvard in September 2002.

In his first year, he created Facemash, a Facebook predecessor, that let students select the college's best looking people from a selection of photos. He launched Facebook from his Harvard room in February 2004. It was the start of a rollercoaster ride that would half a billion people worldwide and make him the world's youngest billionaire.

Mark Zuckerberg is now one of the most influential people on the planet. He has dined with the president of the USA and regularly attends global economic summits and forums. He stated: "The thing I really care about is the mission, making the world open." In 2010, Zuckerberg signed a promise called the "Giving Pledge", in which he promised to donate at least half of his life wealth to charity.

2 Find homophones and homographs in the text for the words below. Complete the table.

Homographs				Homophones			
<i>words that are written in the same way but have different meanings.</i>				<i>words which are pronounced in the same way but are spelt differently.</i>			
bee	a modal verb/ a month	were	a source of water/ an adverb	ear		grate	
buy/bye		witch	four	a space object/ a VIP	a space		eye

3 Match the word combination halves by analogy.

Eg. win a prize, a match, a race, etc.

to attend	a prize, ...
to do	a game, ...
to donate	interest, ...
to win	a project, ...
to attract	summits, ...
to launch	wealth, ...
to sign	a promise, ...
to design	well, ...

4 Provide the context for the words from the biographical data.

a star student
a media player
Harvard University
Facebook
Time magazine Person
2004
a rollercoaster ride
the president of the USA
2010
Mission

SPEAKING

1 Take a few of these test questions for yourself and see how you do.

1. Do you often find that you stay online longer than you intended?
2. Do you neglect household chores to spend more time on-line?
3. Do you prefer the excitement of the Internet to meetings with your friend?
4. Do you often form new relationships with fellow on-line users?
5. Do others in your life often complain to you about the amount of time you spend on-line?
6. Do your grades or schoolwork often suffer because of the amount of time you spend on-line?
7. Do you often check your e-mail before something else that you need to do?
8. Do you often try to cut down the amount of time you spend on-line and fail?
9. Does your study performance or productivity suffer because of the Internet?
10. Do you try to hide how long you've been on-line?

Yes No

Test answer

If you've answered yes to more than three of these questions, perhaps you've already developed a bit of a computer addiction.....

2 Group work.

Throw a ball to your classmates suggesting ...

**solutions
to net overuse
problems**

**Start
thinking
now!**

**Eg.
Set a time
limit you can
spend on the
computer each
day.**

3 What is Media stereotype? Define by analogy.

A stereotype represents someone as having certain set characteristics, rather than being an individual.

4 Match two halves to find out what stereotype stands behind the characters in TV or Radio soaps. Is it always justified to judge about people using well-established stereotypes?

1. country people

2. Americans

3. fat people

4. a successful business woman

5. old people

a. narrow-minded, suspicious of any changes, and wary of young people.

b. cold, unemotional and unattractive.

c. naive, foolish and easily outwitted by smarter city folk.

d. brash, demanding and loud-mouthed.

e. jolly and noisy.

5 How are the Media Stars stereotyped? From these jumbled words, find compound adjectives for stereotyping Naomi Campbell, Madonna, Marilyn Monroe, Marry Pickford.



strong-

half-

long-

minded

warm-

going

long-

self-

two-

absent-

dressed

hearted

important

blooded

well-

faced

witted

hot-

easy-

willed

haired

legged

6 Take notes of words and phrases that help characterize Naomi Campbell, Madonna, Marilyn Monroe, Marry Pickford.

7 Provide a one-minute talk. Discuss with your partner how accurate was your stereotype of the stars. Was your stereotype true-to-life?

PROJECT WORK

1 Create your Ideal Scenario for a film. Name it. Decide who would star in it. Advertise it.

Begin with the end in mind. Write in the form of a letter to a friend from the future how you would like to live your life under ideal circumstances. Define what it is that you really - really want.

Your Ideal Scenario should be written in present tense. The more details, the better it is.

The place. Picture yourself in the future. Where are you ? Maybe you have many locations, in some busy malls. Or in your new dream home? On the beach? Describe it!

In which way has the quality of your life improved? More time? More money? What are you doing with money? Where are you traveling to? What exactly makes you feel happy?

WRITING

Lesson 4

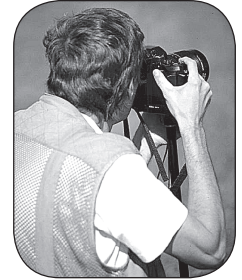
Literary Focus That's News!

If dog bites man, it is not news; if man bites dog, that's news.

American Adage

DISCUSSION POINTS

- 1 Look at the series of pictures. What do you think these people do for a living? Explain the reasons for your ideas.
- 2 What do you consider to be the most important personal qualities for the following jobs?
a newspaper owner or publisher, an editor, a journalist, a correspondent, a newsman, a reporter, a photographer, a radio announcer, a disc jockey.
- 3 Express some of your wishes or regrets in connection with these people and their jobs or careers.
e.g. I wish they had more freedom of speech.
I wish the news had been more...
- 4 Comment on the saying of the lesson. Do you agree or disagree with it? Explain why or why not.



Drawing conclusions. When you read a work of fiction, you may want to draw conclusions about characters, events, setting and other aspects of a story that have not been directly stated. To draw conclusions, follow these steps:

- notice details from the story;
- consider your own experience and knowledge;
- make a logical guess about the meaning of the story details.

READING

- 1 Scan the text to find answers to the following questions:
 - What did Tripp do for a living?
 - Who was Ada Lowery?
- 2 As you read the first excerpt from *No Story*, draw conclusions about the main character, Tripp. Create a diagram like the one shown below. In the first box, write facts and details about Tripp from the text. In the second, jot down your thoughts based on your own experiences and prior knowledge. Then use the information from the diagram to draw conclusions.
- 3 Compare your conclusions with those of your classmates'. Give evidence for your conclusions, referring both to the text and to your own experience.

Facts and Details
from the Text

e.g. His hands were
shaking.

My Experiences and
Prior Knowledge

e.g. He used to drink.

Conclusion

No Story

O. Henry

I was doing work on the *Beacon*, hoping to be put on a salary. Someone had cleared with a rake or a shovel a small space for me at the end of a long table piled high with old files.

One day Tripp came in and leaned on my table. Tripp was something in the mechanical department — I think he had something to do with the pictures, for he smelled of photographers' supplies, and his hands were

always stained and cut with acids. He was about twenty-five and looked forty. Half of his face was covered with short, curly red whiskers that looked like a door-mat. He was pale and unhealthy and miserable, and an assiduous borrower of sums ranging from twenty-five cents to a dollar. One dollar was his limit. When he sat on my table he held one hand with the other to keep both from shaking. Whiskey.

"Well, Tripp," said I, looking up at him rather impatiently, "how goes it?"

He was looking today more miserable, more haggard and down-trodden than I had ever seen him.

"Have you got a dollar?" asked Tripp, with his dog-like eyes that blinked in the narrow space between his high-growing matted beard and his low-growing matted hair.

"I have," said I; "and four besides. And I had worked hard to get them, I can tell you."

"I don't want to borrow any," said Tripp. "I thought you'd like to get a good story," he went on. "I've got a amazing fine one for you. You ought to make it run a column at least. It'll cost you probably a dollar or two to get the stuff. I don't want anything out of it myself."

"What is the story?" I asked. "I'll tell you," said Tripp. "It's a girl. A beauty. She's lived on Long Island twenty years and never saw New York City before. I ran against her on Thirty-fourth Street. She stopped me on the street and asked where she could find George Brown. Asked me where she could find George Brown in New York City! What do you think of that?"

"I talked to her, and found out that she was going to marry a young farmer named Dodd — Hiram Dodd — next week. But it seems that she can't help thinking about George Brown. George has greased his cowhide boots some years ago, and came to the city to make his fortune. But he forgot to remember to show up again and Ada—her name's Ada Lowery — saddles a nag and rides eight miles to the railroad station and catches the 6:45 A.M. train for the city to look for George.

"I suppose she thought the first person she inquired of would say where her George was. That's about how innocent and beautiful she is. You ought to see her. "What could I do? I don't know what money looks like in the morning. I took her to a boarding-house where I used to live. I'll show you the house."

"What words are these, Tripp" said I. I thought you said you had a story. Every ferryboat that crosses the East River brings or takes away girls from Long Island."

Tripp's face grew deeper. He frowned from his tangle of hair. "Can't you see," he said, "what an interesting fine story it would make? You could do it fine. All about the romance, and describe the girl, and put a lot of stuff in it about true love, and , well, you know how to do it. You ought to get fifteen dollars out of it, anyhow, and it'll cost

Word Study

whiskers, *n.* — *pl.* the hair or part of a beard that grows on a man's cheeks

haggard ['hæɡəd], *adj.* — looking worn from pain, fatigue, worry, hunger, etc.

down-trodden ['daʊnrɒdn], *adj.* — oppressed

nag, *n.* — *informal.* a horse

submissive, *adj.* — humble, obedient

pawn-shop, *n.* — a pawnbroker's shop, lombard

endeavour [ɪn'devə], *v.* — to try hard; to strive

parlour ['pa:lə], *n.* — room for receiving guests

you only about four dollars. You'll make a clear profit of eleven."

"How will it cost me four dollars?" I asked, suspiciously.

"One dollar to Mrs. McGinnis," Tripp answered, promptly, "and two dollars to pay the girl's fare back home."

"And the fourth dimension?" I inquired, making a rapid mental calculation.

"One dollar to me," said Tripp, "for whiskey. Are you on?"

I smiled enigmatically.

"Don't you see that she's got to get back home today — not tonight nor tomorrow, but today? I can't do anything for her, you know."

I knew that I was doomed that day to give up working and follow Tripp, but I swore to myself that he wouldn't get his whiskey dollar. In a kind of chilly anger I put on my coat and hat. Tripp, submissive, vainly endeavouring to please, conducted me to the human pawn-shop of Mother McGinnis.

Tripp pulled the bell at the door of the red-brick boarding-house.

"Give me one of the dollars -- quick!" he said.

The door opened six inches. Tripp thrust one dollar through the space without a word, and it bought us entry.

"She's in the parlour," said McGinnis.

Phrases And Idioms

to run against someone — to meet or find by chance

to make a clear profit of — to make a gain from a business

Are you on? — Do you understand?

I can't help thinking about — I can't avoid thinking; I can't but think about...

to be true to someone — to be loyal, faithful

to be doomed to — to make someone experience something unpleasant

4 Read the text more carefully and answer the following why-questions.

- | | |
|------------------------------------------------|-----------------------------------------------------|
| 1. Why did Tripp hold one hand with the other? | 3. Why was Tripp so much interested in helping Ada? |
| 2. Why did Ada Lowery come to New York? | 4. Why did Mr. Chalmers agree to write the story? |

5 In the text, find the words that have the same pronunciation as the ones corresponding to the definitions below. State whether they are homonyms, homographs or homophones. Prove your answers.

- | | |
|--------------------------------------------------------------|---------------------------------------------|
| 1. a round container with a handle for carrying liquids (12) | 5. lacking bodily strength or health (41) |
| 2. the sense of smell (13) | 6. something that supports or sustains (60) |
| 3. part of an act or a play (20) | 7. entertainment and sale of articles (68) |
| 4. a mammal resembling a rabbit (24) | 8. one more than three (77) |

LISTENING

1 Work in pairs. Based on what you have already learned about the characters, try to create your own story Ada Lowery told Mr. Chalmers. Share it with the other pairs. Use the clues below to help you.

- a. Hiram Dodd — has got two hundred acres of land; he is nice to Ada; he has promised her an automobile and a motor-boat.
- b. George Brown — at nineteen left Greenburg and went to the city; planned to be a policeman or a railroad president; promised to come back; on the day he left they cut a dime into two pieces; he took one of them; never returned.
- c. Ada Lowery — knew George since she was five; she couldn't forget him; she still keeps her piece of dime; they promised to be true to each other; she never realized what a big place the city was.

2 Listen to Ada's story retold by the author and compare it with yours. How similar or different are they?

3 Listen again, focusing on details.

7 Identify the relationship between each pair of words by writing Synonym(s) or Antonym(s). Make up sentences using some of them.

- | | | |
|------------------------------|--------------------------|----------------------------|
| 1. assiduous — indefatigable | 5. innocent — naive | 9. sweetheart — lover |
| 2. borrower — lender | 6. profit — loss | 10. deep — shallow |
| 3. haggard — robust | 7. fortune — wealth | 11. obscure — obvious |
| 4. fancy — imagination | 8. submissive — obedient | 12. to inquire — to answer |

8 Look at these pairs of sentences. Decide which contains the literal and which the non-literal use of the words in bold.

- 1. a. I've lost my book. b. I've lost my patience.
- 2. a. May I keep this dictionary for another two days?
b. Will you keep it a secret, please?
- 3. a. He produced a dollar from his pocket.
b. We must produce more food for this country.
- 4. a. She dropped her purse.
b. The subject is not so important, let's drop it.
- 5. a. They couldn't meet our requirements.
b. Where did you meet him?

4 Use your understanding of the boldfaced words below to complete each of the sentences.

- 1. Someone gives you a **grating** smile when
a. he supports you, b. he is annoyed,
c. he is grateful.
- 2. You speak **huskily** when you
a. are angry, b. are in a hurry, c. are hoarse.
- 3. Something is **inaudible** if it can't be clearly
a. heard, b. smelled, c. touched.
- 4. If you put something in an **obscure** place it would be
a. easily seen, b. quite familiar,
c. not easily discovered.
- 5. **Dangling** objects usually
a. move swiftly, b. swing loosely,
c. cause trouble.

5 Listen to the last excerpt from the story and check.

6 Listen again. Say what Tripp meant by saying: "Oh, yes; What's the use?"

9 Correct the mistakes in each of the following sentences.

- 1. They lost the bus and had to return home.
- 2. Let the letter on the table.
- 3. Could you put the table for dinner?
- 4. He did a great mistake by marrying her.
- 5. Don't you dare rise this question at the meeting.
- 6. They seeked the wood for the lost child.
- 7. Let's make her a visit tomorrow.
- 8. Escape using slang in your speech, boys!
- 9. How much did he suggest for the car?
- 10. I can't move this basket, it's too difficult.

1 Exchange opinions.

- a. *The setting of a story is the particular time and place in which the events occur.*

Is the setting of this story simple and straightforward or is it more complex? What vivid descriptions help the readers to picture the setting in their minds? Review the story and locate the passages, as well as the words and phrases, that help to evoke the setting.

- b. Do you think the title suits the story? Think of any other titles to the story. Explain your choice.
c. In one or two sentences, state what you feel the theme of *No Story* is, and share your statement with your class.
d. What idea about life do you think O. Henry wants the readers to understand?

2 Speak about characters.

- a. Are the characters static or dynamic? flat or round? What details in the story give you clues to understand the very different characters of Tripp, Ada and Mr. Chalmers?
b. What are some conclusions you came to in exercise two (Reading)? After finishing the story, would you like to revise any of them? Why?
c. Use the chart (exercise 2, Reading) to characterize Tripp.
d. Describe Tripp's appearance. What feelings does his appearance and behaviour arouse in you?

A flashback is a part of a story, that breaks the sequence of events in a story to tell about something that happened before the story. The writer may use a flashback to give the reader certain information to help in understanding the character's present actions.

3 Think critically.

- a. George Brown, alias Tripp or Mr. Flip, represents the stereotype of young men from the country who go to the city to seek their fortune. How lucky was Tripp in making his fortune? Why do you think it happened so?
b. What is the connotation of Tripp's words: "Oh, boys from the country forget a lot when they come to the city and learn something"? What do you think Tripp learned while in the city?
c. What were Tripp's problems? What solution would you recommend to him in order to solve his problems? Explain why.
d. Why do you think Tripp was interested in whether Dodd was good to Ada or not?
e. Why did Mr. Chalmers hate Hiram? Why did he despise George? Do you think Mr. Chalmer was right to have such feelings? Why or why not? Explain your opinion.

4 Connect to life.

The narrator says: "Life is rather a queer proposition. Those whom we first love we seldom wed. Our earlier romances, tinged with magic radiance of youth, often fail to materialize. But life is full of realities as well as visions and dreams. One cannot live on memories."

Comment on these statements. How true to life do you think they are? Give concrete examples to support your answers.

Go back through the story, identify the flashbacks and discuss with your classmates why you think the author chose to tell this story in this way. What important event in the life of the characters does the reader learn about from the flashback?

Keeping a Diary

A diary is an autobiographical writing. It is an account written down each day of what one has done, thought, etc., during the day or a day-by-day record of events, thoughts, happenings, descriptions, etc. as well as the person's reactions to them.

People who keep diaries very often personify them and sometimes they even change the names of the people or places they write about, these ones being known only by them.

A diary entry usually begins with writing the day, date and year.



e.g. Sunday, 14 April, 1981

Next comes the name whom the person writing addresses to or the one he/she has chosen.

e.g. Dear Romeo,

The body contains paragraphs. Remember to indent each paragraph!

The ending is like this: **Yours, Juliet**

Fulfil one of the following tasks:

- Write your own ending to the story.
- Write Ada's diary entry for that day. Make use of the *Learner Training* rubric.

Practise Your English

1 Classify the vocabulary by the subjects below.

1. People who appear on the screen.
2. People who work behind the screen.
3. Parts of a television.
4. Slang words for television.
5. Words for those who watch.
6. Different types of programmes.

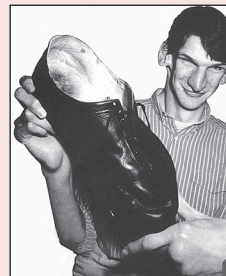
soaps, put together, a remote-control unit, documentaries, series, to flick between, westerns, educational, sports, music, announcer, interviewer, quiz show, aerial, broadcast, commentator, documentary, late night thriller, presenter, viewers, the box, newscaster, Telly, buttons, panel games.

2 Put the media words in the appropriate box.

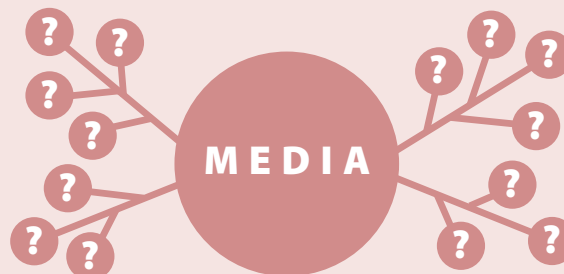
Publish, broadcast, edit, censor, programme, column, article, live (adj.), headline, advertise, report (v).

TV and Radio	Newspapers and Magazines	Internet

3 Give unbelievable headlines to the pictures taken from different magazines.



- a) Complete this word-map with the words related to the **MEDIA**.
- b) Compare your word-map with those done by other pupils. Add any of their ideas that you like to your word-map.



5 Use the right conditional.

If there are more TV channels,

1. the quality of programmes (to be) likely to improve.
2. there (...to be) probably fewer differences between channels, because they will all imitate the most popular ones.

If there were more TV channels available,

3. it (to be)... much harder to choose what to watch, and people (to keep) switching on from channel to channel.

4. it ... (to be) good to be able to specialize and watch the sport channel or the news channel.

If there had been more TV channels available,

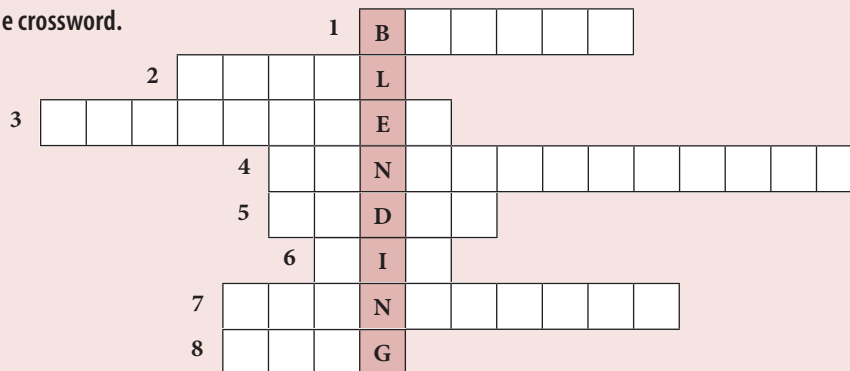
5. there (to be) less money for making educational programmes; most money (to be spent) buying ready-made programmes or serials.
6. there (to be) more commercials and more TV companies (to try) to make more money from advertising.

- 6** Blends are compounds formed from bits of two words: bit – from the combination of binary + digit. Acronyms are words, formed from initial letters of parts of a word or phrase: AI- artificial intelligence. Match the blends and acronyms(A) with their etymology(B) and meanings.

A	B	C
camcorder	smoke+ fog	a hotel intended primarily for those travelling by car
contraception	binary + digit	a mixture of smoke and fog
motel	camera+ recorder	a transistorized radio
smog	breakfast+ lunch	a unit of information
bit	transfer + resistor	a mixture of smoke and haze
smaze	motor + hotel	a late first meal of the day that takes place of both breakfast and lunch
brunch	smoke + haze	a small, portable videotape recorder and TV camera
transistor	modular + demodulator	a piece of electronic equipment, which allows information to be sent from one computer to another one
modem	contra+ conception	an intentional prevention of fertilization
CD	personal computer	a box-like apparatus with a screen that receives signals and turn them into pictures and sounds
TV	compact disc	a computer for use by one person
PC	television	a small circular piece of hard plastic on which information can be stored

- 7** Make new words by blending and do the crossword.

- breakfast+ lunch
- motor + hotel
- camera+ recorder
- contra+ conception
- modular + demodulator
- binary + digit
- transfer + resistor
- smoke+ fog



- 8** Correct the Homophones.

Won fine day when the *son* was shining *weigh* up in the sky, a *pear* of *hairs* came hopping *buy*. Watching them from behind a *fur* tree was an enormous grizzly *bare*. He had *bean* keeping an *I* on them *four* about a *weak* from his cave in the hills. Now *hear* was his chance for a *peace* of succulent *hair* pie for *tee*.

He crept from his hiding *plai*ce and charged at the *hairs*. They took *too there* *heals* and ran for the

mane rode. Luckily a passing van stopped and gave the *hairs* a lift and saved *they're* skins.

The *hairs* looked over *there* shoulders *too* sea the *bare* stamping his feet with rage. As they turned back they noticed *sum* dead pheasants in a sack. The van driver was a poacher and was thinking, "Eye rather fancy a nice crusty *hair* and pheasant pie *four tee* tonight," as he reached *four* his gun.

6 UNIT IT'S A BEAUTIFUL WORLD

Lesson 1

In Harmony with Nature

The creation was an act of mercy.

Blake

DISCUSSION POINTS

- 1 Look at the pictures and do the tasks.
 1. Explain the title of the lesson.
 2. Describe your feelings in the following situations:
 - a. you are walking barefooted on green grass;
 - b. you are in the forest and the birds are singing;
 - c. you are on the top of a mountain and you admire the view;
 - d. you are in an airplane and you watch how you cross the mountains.
 3. Describe other situations that remind you of harmony with nature.
 4. Look at the pictures and comment on the man's interaction with nature.

PROJECT WORK

Do the activity below and answer the questions following it.

Embracing a Tree

Go outside (to the nearest park or garden) and embrace a tree, close your eyes and listen to the sounds around you for five minutes without talking.

Answer the questions.

1. What sounds did you hear?
2. Which of the sounds you heard are artificial and which are natural?
3. Which of the sounds are pleasant to listen to and which are not? Explain why.
4. Describe the natural sounds. What do the wind, leaves, birds, stream, water, grass do? You can choose from the following verbs: click, snort, shuffle, blow, whistle, chirp, rustle, splash.
5. What is the effect of noise pollution on humans, animals and birds?



1 Give the definitions to the following:

nature

natural laws

harmony

2 Imagine you have to explain to an alien what Nature is like on Earth. Read the explanations below. What can you add to them? What would you like to change? Match the titles with the explanations provided.

NATURE

MOTHER EARTH

Our planet is often seen as a living, growing, and fertile being. Mother Earth got her name because she is the giver of life to **all** things. In **some** places, women lie down on the soil in the hope that it will help them to have babies themselves. **Another** ritual includes placing the new-born baby on the ground as a way of thanking the Earth for the continuing gift of life.

Mother Earth gives **both** food and shelter to **each** of us. She nurtures us through life and reclaims our bodies after death to continue the cycle of Nature. Without the Earth's support, life would not exist.

Water covers **most** of the Earth's surface, and is home to **some** extraordinary forms of life, many of which we have yet to discover. **Many** people believe that life on Earth began in the oceans, and only developed later into plants and animals that could live on land. The rivers and **the majority** of the streams of the World are like highways between the oceans, transporting people and cargo all around the Earth. Water has the power to cut away stone, and it carves its own route across the countryside, sometimes forming fantastic underground caves, and huge canyons, such as the Grand Canyon in Arizona.

WATERS OF LIFE

PLANTS AND FLOWERS

Plants play an enormous part in the cycle of Nature. Flowers not only make our planet look beautiful, but they also provide food for creatures such as bees. The bees make honey for their young, and it's also one of humankind's favourite foods! People use the essence of flowers and herbs to heal their bodies and ease their souls. Plants make us feel good, because they are linked with love, light, and spirit. We grow them, eat them, cook them, grind them into medicines, and even make them into magical potions and charms that can help change people's lives.

Over the centuries, people have given various meanings to plants. A bunch of flowers, for example, can mean quite a lot! Geraniums and yellow roses stand for friendship, and red roses for love. **Other** meanings refer to heraldry or coats of arms. For example a vine means joy, and the lily represents royalty, wisdom, truth, and loyalty. A sunflower is the sign of a good person.

Everything that happens on and around the Earth is controlled by the forces of Nature. Natural cycles, such as the seasons, night and day, birth, growth, and death, have an effect on the lives of **all** plants and animals, including humans. Even rocks and minerals are affected by the movement of the Earth, the flow of rivers and streams, and the heat of the seasons. People and their technology seem to have found **many** ways of interfering with Nature. However Nature is difficult to control. In the battle for power over the Earth, the forces of Nature will almost certainly win. **Few** people dare to question this statement

3 Match the words with their definitions:

1. **grind** [graɪnd], *v.*
2. **potion** [pəʊn], *n.*
3. **canyon** ['kænjən], *n.*
4. **carve** [ka:v], *v.*
5. **nurture** ['nɜ:tʃə(r)], *v.*
6. **reclaim** [,ri'kleɪm], *v.*

- a. a liquid dose esp. of medical magic, or poisonous content
- b. to nourish, to cultivate; to foster; to educate
- c. to make (land) usable for growing crops or living on
- d. to crush into fine particles
- e. to produce or form by cutting
- f. a narrow valley with high, steep sides, usually with a stream at the bottom

4 Find in the texts the following word combinations and explain them: *mother Earth, continuing gift of life, mother Earth gives food and shelter to all living things, she nurtures us, reclaims our bodies after death, continue the cycle of Nature, forces of Nature.*

6 Do the following tasks.

1. Say whether you agree or disagree with the statement "In the battle for power over the Earth, the forces of Nature will almost certainly win".
2. Explain what Mother Earth is and how it got its name.

7 Choose the correct defining pronoun/quantifier. Justify your choice.

1. There are two trees on the lawn. ... of them are spruce trees. (all, both)
2. I had three pencils. Have you seen ... of them? (any, either)
3. There are four bushes in the garden, but ... of them is rhododendrons. (neither, none)
4. I have three winter coats, but ... of them is new. (neither, none)
5. There are two umbrellas here, but ... of them is mine. (neither, none)
6. He owns twelve cows. ... of them are Jerseys. (all, both)

5 Find in the texts the words or word combinations in bold. Explain their meaning. Translate the sentences in which they occur.

3. Explain the importance of waters on the Earth.
4. In your own words explain to an alien what flowers are. Make your explanation as clear and descriptive as possible. Make a list of adjectives you have used.
5. Explain why it is easy to believe in nature spirits.

7. She has painted dozens of pictures. Have you seen ... of them? (any, either)
8. Amy and Beth are twins. They ... play the guitar. (all, both)
9. Two people said "Hello" to me, but I did not recognize ... of them. (any, either)
10. My wife and I ... enjoy classical music. (all, both)
11. I found all of the questions difficult. Did you answer ... of them correctly? (any, either)
12. I asked six different people, but ... of them knew where Walnut Street was. (neither, none)

(Reference p. 141)

LISTENING

1 Answer the questions.

1. How does having a pet affect someone's life?
2. Comment on the following quotation: "We can divide animals into people with intelligence and people with talent. The dog and the elephant are people with intelligence; the nightingale and the silk worm — people of talent." *Rivarol*

2 There are many remarkable stories of animals that heal people. Read the words below and say which of the diseases, in your opinion, can be cured by animals.

physical ailments, detecting cancer, depression, nursing, blood pressure, stress, coronary heart disease, nurturing behavior, balance, posture, mobility, language, muscle coordination, social behavior for mentally impaired

3 Listen to the text and check your answers.

4 Comprehension check. Answer the questions.

1. What is the relationship between most pets and their owners? What do pets help people with?
2. What is the scientists' opinion about animal companions in the last 15 years?
3. What did the Melbourne Research Institute discover about patients with pets?
4. What is the attitude of medical establishments in Asia regarding the animal companions?

5 Explain the following words. Use a dictionary if necessary.

Bond, physical ailments, depression, nursing homes, nurturing behaviour, mentally impaired, state of arousal.

6 Work in pairs. Discuss the problems the wild life of Moldova encounters. Come up with ideas of what can be done to solve them.

Writing Skills Development

Thank-You Note

There are many reasons for writing a thank-you note. Thank-you notes may be written after receiving a gift, help from a friend, for attendance at an important event, or for any other occasion where you feel it is necessary. A simple thank-you note shows your appreciation, it will make the person you are thanking feel better, improve your image as a grateful person, and/or increase the likelihood the person you are thanking will help out again.

Thank-You Note Writing

Thank-you notes can be written on just about anything but writing it on something nicer than just plain white paper or through email will add to the value and presentation of your note. A thank-you note that is hand written on a card will look more personalized and sincere than a note printed off the computer. Notes can either be mailed or given in person but the sooner it is done the better, usually within two weeks is a good time frame to use. Thank-you notes are usually simple but thoughtful messages that you write to express your gratitude. The following is a guideline that you can use when writing your thank-you note.

Greetings

To start out the note, you should greet the recipient, i.e. "Hi Aunt Kelly!"

Thank them

You should mention the gift/service and express your appreciation for it, e.g. "Thanks for the new bike you bought me for my birthday, it's just what I wanted."

Mention something you liked

Mention a specific detail about the gift/service, e.g. "The colour red fits the bike well! It is my favorite colour."

Update them

Update the recipient on your life pertaining to the gift/service, e.g. "I plan on riding the bike around my neighborhood every day right after school."

Add a personal note

Add a personal note to the recipient, it does not have to be very long or detailed, e.g. "I look forward to seeing you soon!"

Thank them again!

You can never say thank you too much, and since this is a thank-you note it is a very appropriate place to do it, e.g. "Thanks again for the bike."

Closing

End the letter with a simple closing followed by your signature on the next line, e.g. "Love, (Line Break) Your Signature".

Notes & Tips

If you received money, do not mention the amount, you may want to write something along the lines of, "Thank you for your generosity, it is greatly appreciated."

THANK-YOU NOTE SAMPLE

Hi Aunt Kelly!

Thanks for the new bike you bought me for my birthday; it's just what I wanted. The colour red fits the bike well! It is my favourite colour. I plan on riding the bike around my neighbourhood every day right after school. I look forward to seeing you soon! Thanks again for the bike.

Love,
Signature



Write a Thank-you Note to Mother Earth for everything it gives to us.



Lesson 2

The Sense of Beauty

Beauty will save the world.

Fyodor Dostoyevsky

DISCUSSION POINTS

Answer the questions:

1. What is beauty?
2. What are the aspects of beauty?
3. What does beauty mean to you?
4. What makes the sites in the pictures beautiful?
5. Do you agree with the quotation of the lesson?

Justify your answers.

READING

1 Try to explain the meaning of the following expressions: ideal beauty; beauty is in the eye of the beholder.

2 Read the text and explain what beauty and physical attractiveness is.

Beauty and Physical Attractiveness

1 **Beauty** is a characteristic of a person, animal, place, object, or idea that provides a perceptual experience of pleasure or satisfaction. Beauty is studied as part of aesthetics, sociology, social psychology, and culture. An “ideal beauty” is an entity which is admired, or possesses features widely attributed to beauty in a particular culture, for perfection.

2 The experience of “beauty” often involves the interpretation of some entity as being in balance and harmony with nature, which may lead to feelings of attraction and emotional well-being. Because this can be a subjective experience, it is often said that “beauty is in the eye of the beholder.”

3 The characterization of a person as “beautiful”, whether on an individual basis or by community consensus, is often based on some combination of *inner beauty*, which includes psychological factors such as personality, intelligence, grace, politeness, charisma, integrity, congruence and elegance, and *outer beauty* (i.e. physical attractiveness) which includes physical attributes which are valued on aesthetic basis.

4 Standards of beauty have changed over time, based on changing cultural values. Historically, paintings show a wide range of different standards for beauty. However, humans who are relatively



young, with smooth skin, well-proportioned bodies, and regular features, have traditionally been considered the most beautiful throughout history.

5 A strong indicator of physical beauty is “averageness”, or “koinophilia”. When images of human faces are averaged together to form a composite image, they become progressively closer to the “ideal” image and are perceived as more attractive. This was first noticed in 1883, when Francis Galton, cousin of Charles Darwin, overlaid photographic composite images of the faces of vegetarians and criminals to see if there was a typical facial appearance for each. When doing this, he noticed that the composite images were more attractive compared to any of the individual images.

6 People are influenced by the images they see in the media to determine what is or is not beautiful. Some feminists and doctors have suggested that the very thin models featured in magazines promote eating disorders, and others have argued that the predominance of white women featured in movies and advertising leads to a Eurocentric concept of beauty, feelings of inferiority in women of colour, and internalized racism.

3 Answer the questions:

1. What does beauty characterize?
2. What is the link between beauty and nature?
3. What feelings does beauty involve? What is the message of paragraph 1 in the text?
4. Do you agree with the main idea expressed in paragraph 2?
5. What is more important in a human beauty, physical attractiveness or features of personality?
6. How did beauty standards change in time?
7. What is “averageness” or “koinophilia”?
8. Do you agree with the message of paragraph 4? Justify your choice.

SPEAKING

1 In pairs, give the definitions to the following words:

Personality, intelligence, grace, politeness, charisma, integrity, congruence, elegance.

2 Make a circle and invite in the centre of the circle the person you admire. Say why you admire him/her. (Example: I invite in the circle Sir John (Tim) Berners-Lee because he has invented the Internet, a person with no interest for money and thanks to him the whole world can communicate and be informed free of charge.)

3 Portray your classmate in a metaphorical way. For example: (I look at you and I see a fireplace and I feel comfortable and this is beautiful to me; When I look at you I see a deer because your eyes are clear and open).

4 Learn to make compliments. Every student of the class takes turns to go out while the class is offering a nomination for him/her. The Nomination can be, for example, Mr /Ms Know-all, Mind-Reader, Grace.

5 Work individually and fill in the circles with your personality qualities.

1. What makes me similar to other classmates:

_____.

2. What makes me different from my classmates:

_____.

3. What makes me unique:

_____.

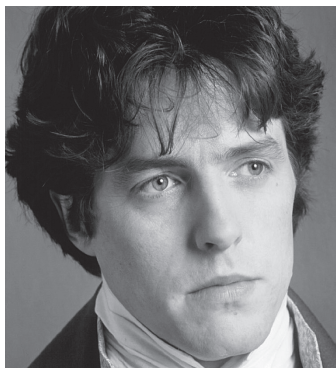
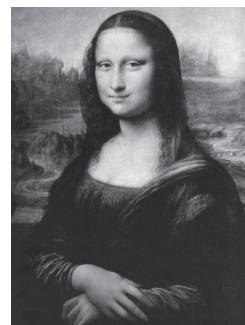
6 Make a circle with the whole class. Throw a ball to any of the classmates and say what you can teach him/her. (Ex. I can teach you how to make pancakes).

7 Create your own mask of beauty. Draw a mask of what you want to look like. Describe it.

8 Think of what kind of person you want to become with all physical and personal qualities. Imagine the time after five years from now that you have become it. Say how you managed to reach your goals.



9 Look at these people in the pictures, are they beautiful? Why? Why not? What makes each of the people in the pictures famous? Describe them using the table.



Describing People

Age	Build	Height	Hair colour	Hairstyle	Face	Distinguishing features	Personality
young	fat	1.70 m	black	long	thin	beard (M)	quiet
middle-aged	thin	medium	brown	short	long	moustache (M)	reserved
elderly	slim	height	red	straight	round	side-burns (M)	thoughtful
old	plump	average	fair	wavy	oval	unshaven (M)	calm
in his/her 30's	medium-build	height	blonde	curly	square	clean-shaven	moody
in his/her late teens	well-built (M)	below average	grey	neat	heart-shaped (F)	(M)	unsociable
in his/her mid-20's	broad-shouldered (M)	tall	white	untidy	high cheekbones	a scar	sociable
in his/her early 40's	overweight	short	dyed	with plaits (F)	thin lips	a beauty-spot (F)	sophisticated
		tallish	a brunette (F)	a fringe	high forehead	a mole	lively
		shortish	a blonde (F)	swept back	full lips	with freckles	cheerful
			a redhead (F)	in a bun (F)	long nose	with dimples	amusing
Eyes	Complexion	Dress	mousey	pony-tail (F)	broken nose	with spots	polite
blue	pale	smart	dark	bald (M)	a cleft chin	with wrinkles	reliable
grey	sunburned/	scruffy		balding (M)	a pointed chin	with lines	talkative
brown	tanned	well-dressed		thinning (M)	double chin	with glasses	aggressive
long eyelashes	olive-skinned	casual		receding (M)		(well) made-up (F)	friendly
thick eyelashes	fair-skinned	conservative					shy
bushy eyelashes	oriental	elegant					
thin eyebrows	brown	fashionable					
	black						

Study the signs of the Zodiac. Write your own characteristics using the adjectives from the signs below.

AIRIES

MARCH 21 - APRIL 20



Key life phrase

I Am

Key characteristics

Determined, fiery, executive skills, born leader, impulsive, headstrong, opinionated, loyal, ambitious

TAURUS

APRIL 21 - MAY 21



Key life phrase

I Possess

Key characteristics

Security-conscious, resolute, sensual, dependable, faithful, secure, proud, obstinate and decisive

GEMINI

MAY 22 - JUNE 21



Key life phrase

I Think

Key characteristics

Multi-talented, thinker, talkative, social, scattered, diverse interests, loves variety and excitement

CANCER

JUNE 22 - JULY 23



Key life phrase

I Nurture

Key characteristics

Adaptable, loyal, attached to family, empathic, sensitive, indecisive.

LEO

JULY 24 - AUGUST 23



Key life phrase

I Shine

Key characteristics

Original, imposing, inflexible, motivated, ambitious, loyal, physical, charitable and majestic

VIRGO

AUGUST 24 - SEPTEMBER 23



Key life phrase

I Serve

Key characteristics

Perfectionist, realistic, practical, dependable, sincere and patient, too critical and restless.

LIBRA

SEPTEMBER 24 - OCTOBER 23



Key life phrase

I Balance

Key characteristics

Refined, social, artistic, vacillating, intellectual, communicative and concerned with relationships

SCORPIO

OCTOBER 24 - NOVEMBER 22



Key life phrase

I Will

Key characteristics

Secretive, passionate, resolute, insensitive, steadfast, painstaking and stubborn

SAGITTARIUS

NOVEMBER 23 - DECEMBER 22



Key life phrase

I Expand

Key characteristics

Magnanimous, honest, expansive, generous, reckless, extroverted, proud, larger than life, free

CAPRICORN

DECEMBER 23 - JANUARY 20



Key life phrase

I Economise

Key characteristics

Hardworking, responsible, reliable, loyal, sincere, strong willed, obstinate, introvert, short tempered.

AQUARIUS

JANUARY 21 - FEBRUARY 19



Key life phrase

I Progress

Key characteristics

Detached, progressive, humane, intellectual, flamboyant, sympathetic, and unpredictable

PISCES

FEBRUARY 20 - MARCH 20



Key life phrase

I Sacrifice

Key characteristics

Loving, sensitive, intuitive, spiritual, idealistic, victimised and moody



Make a two-minute presentation about your own view on beauty and how people understand it. Bring a beautiful thing in class and describe it. Use the adverbs from the box.

possibly, probably, generally, sometimes, often, frequently, usually, rarely, hardly, hardly ever.

Lesson 3

Literary Focus The World Is a Beautiful Place

On earth there is no heaven, but there are pieces of it.

Renard

DISCUSSION POINTS

1 The title of the lesson is one of the many findings about the world we live in. Think of similar statements about this beautiful world.

2 Read the lines below that come from a poem on the same topic, written by Lawrence Ferlinghetti and continue it with your own ideas and your own judgement about the world that surrounds us.

The world is a beautiful place
to be born into
if you don't mind happiness
not always being
so very much fun
if you don't mind a touch of hell
now and then
just when everything is fine
because even in heaven
they don't sing all the time.

4 Work in groups. Choose a view from those on the right and describe it. Make use of the following words, phrases and formulas:

to appreciate	the most delightful (thrilling) thing	It's great/ marvellous/ gorgeous...
miracle	to long for	It's worthy of note...
to picture	to become accustomed to	We are very fortunate to...
impression	to catch sight of	One can't but admire...
to witness smth	full of charm	What a pleasure it is to...

3 Think over the quotation of the lesson and comment on it by illustrating your answers with vivid examples from the 'pieces of heaven' that we have been blessed with.



READING

1 Read the title of the text that follows and predict what it will tell you about.

The Seeing See Little

by Helen Keller

At an early age, before she learned to speak, Helen Keller lost her sight and hearing. Through an ordeal of training, long hours of work, and unwavering dedication on the part of Mrs Anna Sullivan Macy, Helen learned to speak, read, and write.

1 Only the deaf appreciate hearing; only the blind realize the manifold blessings that lie in sight. Particularly does this observation apply to those who have lost sight and hearing in adult life. But those who have never suffered impairment of sight or hearing seldom make the fullest use of these blessed faculties. Their eyes and ears take in all sights and sounds hazily, without concentration, and with little appreciation. It is the same old story of not being grateful for what we have until we lose it, of not being conscious of health until we are ill.

2 I have often thought it would be a blessing if each human being were stricken blind and deaf for a few days at some time during his or her early adult life. Darkness would make people more appreciative of sight; silence would teach them the joys of sound.

3 Now and then I have tested my seeing friends to discover what they see. Recently I was visited by a very good friend who had just returned from a long walk in the woods, and I asked her what she had observed. "Nothing in particular," she replied. I might have been incredulous

had I not been accustomed to such responses, for long ago I became convinced that the seeing see little.

How was it possible, I asked myself, to walk for an hour through the woods and see nothing worthy of note? I who cannot see, find hundreds of things to interest me through mere touch. I feel the delicate symmetry of a leaf. I pass my hands lovingly about the smooth skin of a silver birch, or the rough, shaggy bark of a pine. In spring I touch the branches of trees hopefully in search of a bud, the first sign of awakening Nature after the winter's sleep. I feel the delightful, velvety texture of a flower, and discover its remarkable convolutions; and something of the miracle of Nature is revealed to me. Occasionally, if I am very fortunate, I place my hand gently on a small tree and feel the happy quiver of a bird in full song. I am delighted to have the cool waters of a brook rush through my open fingers. To me, a lush carpet of pine needles or spongy grass is more welcome than the most luxurious Persian rug.

At times my heart cries out with longing to see all these things. If I can get so much pleasure from mere touch, how much more beauty must be revealed by sight? Yet those who have eyes apparently see little. The panorama of color and action that fills the world is taken for granted. It is human, perhaps, to appreciate little of that which we have and to long for that which we have not; but it is a great pity that in the world of light, the gift of sight is used only as a mere convenience rather than as a means of adding fullness to life.

I do not know what it is to see into the heart of a friend through that "window of the soul," the eye. I can only "see" through my fingertips the outline of a face. I can detect laughter, sorrow, and many other obvious emotions. I know my friends from the feel of their faces. But I cannot really picture their personalities by touch. I know their personalities, of course, through other means, through the thoughts they express to me, through whatever of their actions are revealed to me. But I am denied that deeper understanding of them that I am sure would come through sight of them, through watching their reactions to various expressed thoughts and circumstances, through noting the immediate and fleeting reactions of their eyes and countenance.

Friends who are near to me I know well, because through the months and years they reveal themselves to me in all their phases; but of casual friends I have only an incomplete impression, an impression gained from a hand-clasp, from spoken words that I take from their lips with my fingertips, or which they tap into the palm of my hand.

How much easier, how much more satisfying it is for you who can see to grasp quickly the essential qualities of another person by watching the subtleties of expression, the quiver of a muscle, the flutter of a hand. But does it ever occur to you to use your sight to see into the inner nature of a friend or acquaintance? Do not most of you seeing people grasp casually the outward features of a face and let it go at that?

Word Study

impairment, *n.* = damage; harm

hazily, *adv.* = vaguely

birch [bɜ:tʃ], *n.* — a slender, hardy tree having a smooth outer bark which peels off in thin layers

shaggy, *adj.* — having a long, rough nap

convolution [ˌkɒnvəˈluːʃn], *n.* — a coil, winding or twist

quiver ['kwɪvə], *n.* — act of quivering; tremble

lush, *adj.* — growing thick and green

pageant ['pædʒnt], *adj.* — an elaborate spectacle

fleeting, *adj.* — passing swiftly

countenance ['kauntɪnəns], *n.* — expression of the face

intervening [ˌɪntəˈvɪːnɪŋ], *adj.* — coming or being between

For instance, can you describe accurately the faces of five good friends? Some of you can, but many cannot. As an experiment, I have questioned husbands of long standing about the color of their wives' eyes, and often they express embarrassed confusion and admit that they do not know. And, incidentally, it is a chronic complaint of wives that their husbands do not notice new dresses, new hats, and changes in household arrangements.

The eyes of seeing persons soon become accustomed to the routine of their surroundings, and they actually see only the startling and spectacular. But even in viewing the most spectacular sights, the eyes are lazy. Court records reveal every day how inaccurately "eyewitnesses" see. A given event will be "seen" in several different ways by as many witnesses. Some see more than others, but few see everything that is within the range of their vision.

Perhaps I can best illustrate by imagining what I should most like to see if I were given the use of my eyes, say, for just three days. And while I am imagining, suppose you, too, set your mind to work on the problem of how you would use your own eyes if you had only three more days to see. If, with the oncoming darkness of the third night you knew that the sun would never rise for you again, how would you spend those three precious, intervening days? What would you most want to let your gaze rest upon?

Phrases And Idioms

to apply to smb. or smth. — to refer to

to make use of one's faculties — to take advantage of one's capabilities

to be grateful for smth. — to be thankful for

to be accustomed to — to be in the habit of; to be used to

to take smth. for granted — to assume to be true; to regard as proven or agreed to

to long for smth. — to wish very much; to have a strong desire for

to set one's mind to (do) smth. — to resolve to do smth

- 2** Skim the text *The Seeing See Little* for words, expressions and facts in support of your predictions made in ex. 1.
- 3** Read the text and tell what the author means by saying that 'only the blind realize the manifold blessings that lie in sight'?
- 4** Read the text again. While reading, pick out words and phrases used by the author to describe nature and its wonders.
- 5** Share the words and phrases with the class and translate them into your native language without diminishing or changing their meanings.
- 6** Write the word that goes with each clue below. The numbers in parentheses correspond to the paragraphs in the text.
1. You use this word to show your kind feeling because of a favour received. (1)
 2. This word shows lack of belief; being doubting. (3)
 3. It denotes a natural stream of water smaller than a river. (4)
 4. This verb means to make something hidden known. (5)
 5. The word means the line that shows the shape of an object. (6)
 6. It is used to describe something that is more intimate, more private, or hidden. (8)
 7. It is usually used when speaking about diseases that last a long time. (9)
 8. It is the synonym of a long steady look. (11)

- 7** Identify the relationship between each pair of words by writing Synonym (s) or Antonym (a). Explain the words.
- | | |
|--------------------------------|------------------------------|
| 1. faculty — capacity | 7. thrilling — unexciting |
| 2. hazily — dimly | 8. to reveal — to conceal |
| 3. worthy — meritorious | 9. immediate — remote |
| 4. texture — structure | 10. complaint — approbation |
| 5. occasionally — incidentally | 11. spectacular — striking |
| 6. luxurious — plain | 12. to imagine — to conceive |

- 8** **Homophones** are words that have the same pronunciation but a different origin, meaning and spelling. In the text, find homophones for the words which correspond to the definitions below. The numbers in parentheses correspond to the paragraphs in the text.

e.g. first person singular - I/eye

1. position or place (1)
2. of or belonging to us (4)
3. fine powder made from grain (4)
4. past of 'will' (4)
5. metal frame for holding coal (5)
6. undersurface of a human foot (6)
7. female sheep (8)
8. the ability to see; vision (10)

- 9** Complete the following sentences with nouns formed from the words in parentheses.
1. She was at a ... how to behave in the circumstances she was in. (to lose)
 2. Will he ever regain his ... ? (conscious)
 3. Being abroad, he constantly felt a ... for his home country. (to long)
 4. The ... of floods made them postpone their journey. (to occur)
 5. They issued a ... that their firm had been involved in the traffic of human beings. (to deny)
 6. ... will be the word that characterizes her best of all. (simple)
 7. The landlady gave him ... to move. (to notice)

- 10** In the following examples, choose the word which best suits the meaning of each of the sentences.

1. a. His witness is hardly...
b. It turns to be a ... affair, doesn't it?
c. ... people are easily led astray.
a. credulous. b. credible c. creditable
2. a. They were denied ... to the concert.
b. She applied for ... to the university.
a. admittance b. admission
3. a. The ... of a patient's condition is essential for a doctor.
b. Is the ... of religious holidays of great importance in this country?
a. observance b. observation
4. a. A sigh is an ... of sadness or sorrow.
b. There was little ... in her speech.
a. expression b. expressiveness
5. a. No one could explain the ... of this scandalous matter on the late news.
b. In the ... that they come, tell them to wait for me.
c. Her absence from school was an unpleasant ... for her parents.
a. event b. occurrence c. incident

- 11** Complete each of the phrases in List 1 with one word from List 2. Each phrase should have the same meaning as a word in List 3, which is more common in written English.

List 1	List 2	List 3
1. every now and	sudden	a. incidentally
2. not long	way	b. naturally
3. all of a	expected	c. occasionally
4. as might be	away	d. immediately
5. in the long	then	e. unexpectedly
6. by the	run	f. finally
7. straight	ago	g. recently
8. once in a blue	moon	h. rarely

An autobiography is an account of a person's life written by that person and usually told from the first-person point of view.

Imagery. Writers use imagery to create a picture in the reader's mind or to remind the reader of a familiar sensation. Imagery is language that appeals to one or more of the five senses.

Apply Your Knowledge

What is Helen Keller's purpose for writing this piece of non-fiction? What is her attitude toward the subject matter?

What lessons did the author learn from her experiences?

Use a chart similar to the one shown to keep track of imagery. Scan the text to determine which of the senses (sight, touch, smell, taste, or hearing) the author is appealing to, as well as the effects the imagery has on you.

Image	Sense It Appeals to	Its Effect on Me
Smooth skin of a silver birch	touch	Makes me feel something I have never felt before

SPEAKING

1 Work individually. Answer the questions.

- What do you think the theme of the selection you've read is? Is it stated directly or is it implied in the text? Does the title of the text provide clues to its main theme?
- What message does the author want to convey about the people who are blessed with the gift of sight?

2 Work in pairs. Study two paragraphs from the text carefully.

- State the main idea of each of them.
- Pick out words that in some way appeal to one or the other senses.
- Name things that can be touched, heard, smelled, seen or tasted.

3 Work in groups of four.

- Share your findings with the other group and synthesize them; conclude which of the paragraphs you have read has a more appealing imagery. Tell why.
- Go back through the paragraphs you have worked at and look for details that might have been omitted if this selection had been written by someone who had got the gift of sight. Share your opinion with the other groups. Give reasons for your answers.

4 Work as a class. Comment on the following Helen Keller's statements.

- Long ago I became convinced that the seeing see little.
- It is human, perhaps, to appreciate little of that which

we have and to long for that which we have not.

- The eyes of seeing persons soon become accustomed to the routine of their surroundings, and they actually see only the startling and spectacular.

5 Connect to Life.

- What do you think are the manifold blessings that lie in sight?
- What beauty do you imagine Keller's sight might have revealed in comparison with our eyes that are usually 'lazy', as Keller says?
- Why do you think those living 'in the world of light' take little advantage of their sight and how do you think we should use our sight in order to make it 'add fullness to life'?
- What would attract your attention if you had the opportunity of walking for an hour or more through the woods, through the meadows, through the fields, both in summer and in spring, or any other season that is your favourite?
- Think of an admonition to those who are blessed with all the senses and advise them what to do in order to make the most of every of their senses. Make use of the pattern below.
Use your ... as if tomorrow you (your sight) would (could) get ...
Compare it with that of the author found in the Supplement.

LISTENING

1 Listen to Helen Keller's hints to those who see. Compare them with what you have advised those blessed with all the senses.

2 Why do you think Keller considers sight to be the most delightful of all the senses? Use specific reasons and examples to support your point of view.

WRITING



In about 200 words write a piece of prose on the topic suggested by Helen Keller in the last paragraph. Try your best to answer the last two questions as well. Begin it with: "If I were given the use of my eyes for just three days I would..." Compare it with the one written by Helen Keller. (see the Supplement)

Practise Your English

1 Fill in the gaps with defining pronouns (*most, many, some, the majority of, a few, few*).

1. ... people would like to have pets but ... of them take a street dog home.
2. ... our students learn English and French but there are ... who study German.
3. The law was not approved because only ... MPs voted it.
4. When I went to the shop, there were ... loaves of bread left so I managed to buy one.
5. There are ... animals which have healing powers but ... people don't believe it.
6. ... illnesses and remedies have been discovered by the scientists but ... are to be discovered in the future.
7. Very ... students at our University learn Chinese but there are ... who would like to, though it is one of the ... difficult languages to learn.

2 Introduce the modifiers *all, both, either, another, other* where necessary.

1. The streets in the town were so narrow that people could not walk on ... sides.
2. He has eaten that piece of cake. Can you give him ... one, please.
3. ... my brothers are engineers.
4. At this school, you can study ... English or French.
5. Being at school, my daughter had ... her friends from school but now at the university she has got ... friends.

3 Put the adjectives in parentheses in these sentences in the most appropriate order. Write **and** between the adjectives, if possible.

1. Mine's the car. (blue, Japanese, small)
2. I rent a(n)..... house. (furnished, large, old)
3. I've just bought a table. (beautiful, coffee, wooden)
4. Their forces soon overcame the invasion. (combined, military, powerful)
5. Have you seen this invention? (fantastic, German, new)
6. There was a rug on the floor. (soft, wonderful, woollen)
7. She gave me a box. (jewellery, metal, small, square)
8. Cycling is a(n) activity. (outdoor, popular)
9. They live in houses. (muddy, straw)

4 Select the appropriate word. Make the necessary changes.

1. Did you visit him (too, either)?
2. Peter didn't remind me about the meeting. Ann didn't tell me about it (too, either).
3. I haven't watched TV since Sunday because I felt (badly, bad).
5. We can't say we (to enjoy, to be fond of) this play, (although, so as) it is taken from a very interesting novel.
6. I was told that (one of these days, the other day) she would be going away on business.

5 Fill in the gaps with the defining pronouns in parentheses.

1. My friends and I would like to thank you for your hospitality. We ... enjoyed ourselves very much. (all, both)
2. There are two public libraries in the city, but ... of them is located close to where I live. (neither, none)
3. Two wrist watches were left here. Is ... of them yours? (any, either)
4. He has three nephews. ... of them have graduated from university. (All, Both)
5. I have two violins. You are welcome to use ... of them. (any, either)
6. My aunt and uncle are ... coming for a visit. (all, both)
7. George and Tom like playing chess together, but ... of them likes to lose a game. (neither, none)
8. The bush is covered with blueberries. Are ... of them ripe yet? (any, either)
9. I have read five books on the subject, but ... of them were very helpful. (neither, none)

SUPPLEMENT

WHAT IS A LANGUAGE PORTFOLIO?



A Language Portfolio is a document to help you learn languages more efficiently. Throughout the last two years of your high school you will complete a language portfolio. Your portfolio will have three sections: the Passport, The Biography, and The Dossier.

The Passport is a summary of your language learning experiences, including time spent abroad, courses attended, certificates gained, and books you've used. This section can help when you need a proof of your language abilities.

The Dossier is the section where you collect samples of your work, written work, audio or video recordings, etc. This helps you to record your progress.

The Biography is a summary of your language learning history, including the languages you've grown up with, your language learning experiences at school, and how you use your languages now. You also record here what you can do (e.g. write an opinion essay, use the vocabulary on a certain topic in speech, etc.) This section helps you to plan your learning, think about how you learn, and improve the way you learn.

The **European Language Portfolio (ELP)** was developed by the Council of Europe as a practical application for the **Common European Framework of Reference for language learning, teaching and assessment (CEFR)**. Both instruments were launched in 2001, the European Year of Languages, to promote and support language learning and language diversity in Europe and plurilingualism among Europeans. They have since become the reference for language education throughout Europe, be it for teachers and learners or for curriculum designers, testing and certification bodies and publishers.

The Portfolio is a language progress record and self evaluator. You evaluate your language progress using descriptors formulated with the modal verb "can".

What Can I Do?

As the school year progresses, fill in the table below to indicate skills you have gained.

I can	I am fantastic	I can do it pretty well	I need to practice more
Part One: skills gained in my English classes			
e.g. Unit 1	Busy Enough?		
Use the vocabulary of the unit in my own sentences		✓	
Write a narrative story using the tenses correctly			✓
Talk about my involvement in extra-curriculum activities, using the new vocabulary of the lesson	✓		
Complete a language portfolio and keep it up to date		✓	
Make up dialogues (ask and answer questions) about hobbies, interests, extra-school activities, leisure time, etc.	✓		
Part Two: skills gained outside my English classes			

Look at descriptors of the level B1, the level of your graduation, and say what language skills you already possess and what you have to work at in the 12th form.

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc;
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken;
- Can produce simple connected texts on topics that are familiar or are of personal interest;
- Can describe experiences, events, dreams, hopes and ambitions;
- Can briefly give reasons and explanations for opinions and plans.

Language Reference

Collocations

A collocation is a pair or group of words that are often used together.

You can say *fast cars* but not *fast glance* *quick glance* but not *quick cars*

Types of collocations

Adjectives and nouns	We had a brief chat about the upcoming event.
Nouns and verbs	The company launched the product in 2012. (introduced the product)
Noun + noun	There are a lot of collocations with the pattern <i>a ... of ...</i> Every parent feels a sense of pride when their child wins something.
Verbs and expressions with prepositions	As Jack went on the stage to receive his award, you could see his parents swelling with pride . (looking extremely proud)
Verbs and adverbs	He placed the beautiful collection vase gently on the window ledge.
Adverbs and adjectives	I am fully aware of the deadline; we'll be ready in time for the performance. (I know well)

Phrasal Verbs

Phrasal verbs are verbs that consist of a verb and a particle (an adverb or a preposition). Sometimes a phrasal verb has more than one meaning, e.g. *The plane took off. He took off his shoes.*

Phrasal Verbs fall into three categories/groups.

Group 1: no object – verb and particle can't be separated. Come on! Hurry up! We're late. The plane took off two hours late.	Group 3: with object – verb and particle can be separated Please turn down the music. Please turn the music down . When the object is a pronoun (<i>me, it, him</i> , etc.) the pronoun always goes between the verb and the particle. Your costume for the theatrical performance is ready. Put it on . NOT Put on it .
Group 2: with object – verb and particle can't be separated I am looking for my music notes. NOT I'm looking my music notes for.	

Idioms

Idioms are expressions which have a meaning that is not obvious from the individual words. For example, the idiom *to run out of time* means *to have no time left*, but we cannot know this just by looking at the words.

Examples of Idioms

Idiom	Meaning
in the blink of an eye	in an extremely short time
as dry as a bone	very dry indeed
now and then	occasionally

Adverbs

Denote probability	possibly, probably, generally
Denote frequency	sometimes, often, frequently, usually, rarely, hardly, ever
The adverbs of frequency usually go before the verb but after the verb <i>to be</i>	He always drives to work. He is always hungry after work.
If the verb is two or more words, the adverb goes after the auxiliary verb. Note that <i>probably</i> goes before a negative.	Clare doesn't often eat meat. I probably won't see you. I will probably not see you.

Tenses

Present Simple or Present Continuous

Present Simple	Present Continuous
<p>My friend practises (1) sports regularly. He often goes (2) to the gym. On Sunday I am going to join him. We are going to the gym at 9:00 AM tomorrow, as it opens (3) at 8:30 AM.</p> <p>✓ Use the Present Simple for things that are always true or happen regularly/repeatedly (1,2), or for activities which will happen in future according to a schedule, timetable, etc. (3).</p>	<p>Drawing is my hobby and I enjoy sharing my skills. This month I am teaching (1) drawing at a local orphanage. Tomorrow afternoon I am having (2) my regular drawing class with the children. You can join me if you like.</p> <p>✓ Use the Present Continuous for actions in progress at the time or around the time of speaking (1) or for future arrangements (2).</p>

Present Simple and Present Continuous with *always*

<p>He always attends dance classes on Fridays.</p> <p>Use the Present Simple with always to show that something happens every time.</p>	<p>She is a very helpful person. She is always offering to help me with my homework. He is continually playing computer games. He should find something better to do.</p> <p>Use the Present Continuous with always, constantly, continually, forever to emphasize that something is done so often that it is characteristic of a person, group, or thing, or to express annoyance.</p>
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Non-Progressive Verbs

Verbs which describe actions can be used in continuous tenses.

Verbs which describe states or feelings (not actions) are not normally used in continuous tenses (Present Continuous, Past Continuous, Future Continuous, Present Perfect Continuous, Past Perfect Continuous, and Future Perfect Continuous). They are called non-progressive, static, or non-action verbs. The following are common non-action verbs:

Mental state	agree, believe, doubt, find , forget, imagine , know, mean, need, prefer, realize , regret , recognize, remember, suppose, think , understand , want, wonder
Emotional state	appreciate, care, dislike, envy, fear, hate, like , love , mind
Possession	have , possess, own, belong
Sense perception	feel , hear , see , smell , taste
Other states	anticipate , attract , appear , be , consist of, contain, cost , depend, exist, expect , fit, include, look , matter, measure , seem, sound , owe, weigh

A few verbs have an action and a non-action meaning; find them in the table above marked in bold. See some examples below.

	Non-progressive/non-action/static verbs (existing state)	Progressive/action/dynamic verbs (activity in progress)
have	Ann has a new tennis racket. (possession)	Ann is having a good time playing tennis.
feel	Your new sweater feels soft. Is it wool?	The little girl is feeling the cat's fur.
hear	I can hear music downstairs.	I've been hearing nice things about Nick recently. (I have been receiving information.)
see	Do you see that kite over there?	The doctor is seeing the patient. Nick is seeing his mother off at the airport now.
smell	This perfume smells good.	The child is smelling the flowers.

taste	This cake tastes good.	Look at Nick! He is tasting the soup. I did not know he enjoys cooking.
appear	She appears to be tired. She might be overwhelmed with so much work to do.	Look, our school band is appearing on the stage.
weigh	The golf equipment weighs a lot.	The students in the lab are weighing the substances which will be used in the experiment.
look	She looks happy. She has probably won the contest.	She is looking into the book and smiling. Probably she enjoys what she is reading.
think	Mike thinks his friend's hobby is an interesting one. (to have an opinion)	You are thinking about this grammar right now. (to consider)
wonder	I wonder what the deadline is.	I am/was just wondering whether you managed to prepare well for the performance. (more polite than <i>I wonder</i>)
be	Steve is happy; he was accepted in his school varsity team.	Steve is being polite. He doesn't want to hurt her feelings.
fit	My uniform doesn't fit me. (<i>It isn't the right size</i>)	We are fitting a new kitchen next week. (<i>We are installing</i>)
mean	The sign means 'slow down'.	You are always meaning to call on us, but you never do. (<i>You are intending</i>)

- Expressions with **have** that can be used in Continuous Tenses:
 - to have lunch/dinner/coffee/some chicken
 - to have a bath/a swim/a break/a rest/an experience/a dream
 - to have a look (at something)
 - to have a chat/a discussion (with somebody)
 - to have difficulty/trouble/fun/a good time etc.
- Common adjectives used with the verb **to be** in the progressive are: **foolish, nice, kind, lazy, careful, patient, silly, rude, polite, impolite**.
e.g. She is being so patient with her children.
- The verb **to hear** can be used in Continuous Tenses to denote:
 - to receive news of or from:
e.g. We have not been hearing from them lately.
 - when referring to legal cases, meaning **to try**:
e.g. They have been hearing the witnesses for two hours already.
- We can use the verb **to feel** in Continuous Tenses when we mean that the state is temporary or when we try to get a particular sensation:
e.g. Usually I feel quite well, but now I am feeling miserable.
The customer is feeling the fabric to see if it is silk.

Study the examples below and make up sentences of your own using non-progressive verbs:

- I am seeing an old friend tonight. I see you won't be able to meet me after work, will you?
- Do you enjoy reading Jane Austen's novels? Not usually, but I am enjoying this particular one.
- Why is John so bad tempered today? I don't know. He is being usually so easy to get on with.
- I am thinking of doing a course in English. What do you think? Is it a good idea?
- Why are you tasting the baby's drink? It tastes a little bitter. I think I'll add some more sugar.
- I hear the Fords are looking for a bigger house. Yes, it looks as if they are going to move.
- How much does the baby weigh? I'm not sure. The doctor is weighing him at the moment.
- Is the singer appearing tonight? Unfortunately, not. She appears to have lost her voice.

Present Simple, Past Simple, or Present Perfect

1.	A: What sport do you practise at school?	B: I play tennis and I enjoy it.
2.	A: Have you ever tried doing yoga?	B: Yes, I have . It's the first time I have tried playing football and I can say that it is the best sport I have ever practised .
3.	A: When did you try doing yoga?	B: I tried it last year, but I really did not like it.

Conversations often begin in the Present Simple and/or Present Perfect with a general question and then change to the Past Simple with questions asking for specific details, *when, what time, where, who, with*. (See the examples in the box above.)

1A, B. Use the **Present Simple** for things that are generally true or habitually happen.

2B. Use the **Present Perfect** with superlatives and *the first, second, last time*, etc.

2B. Use the **Present Perfect** for recent past actions.

2A, B. We often use the **Present Perfect** with *ever* (in your life until now) or *never* as well as with *yet (until now)*, *just (recently, a short time ago)*, and *already (sooner than expected)*. Put *ever, never, already, and just* between the auxiliary and main verb. (*I **have already seen** this film. I've **just finished** my tennis class.*) Put *yet* in interrogative and negative sentences at the end of the sentence. (***Have you read** this book **yet**? No, I **haven't read** it **yet**.*)

Past Simple	Present Perfect
3A,B. Use the Past Simple to talk or ask about a specific moment in the past. The time is mentioned or understood. Use the Past Simple with <i>when</i> and past time expressions, e.g. <i>yesterday, last year</i> .	2A,B. Use the Present Perfect to talk about past experiences when you don't say exactly when they happened
For Past Simple there is no connection with the present. -I lost my tennis racket = I lost it but I found it. I have it now. -They went to the concert, but I think they should be back by this time.	For Present Perfect there is a connection between the past and the present. The action has a result in the present. -I have lost my tennis racket. = I do not have it now. -They have gone to the concert. They'll be back at 9:00 PM.
Use the Past Simple for things that are not recent or new. Who invented the computer?	Use the Present Perfect for new or recent happenings. Somebody has invented a new computer game.
Use the Past Simple to talk about a finished period of time in the past, a period that has no link with the present. -Shakespeare wrote wonderful sonnets. I enjoy reading them. -We lived in a regional centre for many years. Then we moved to Chişinău. -Did you see Tom this morning? (it is already afternoon or evening)	Use the Present Perfect to talk about a period of time from the past until now, period of time that is not finished yet. -My friend is a writer. He has written a few novels. -We have lived in the capital city since 2009. We enjoy the city life. - Have you seen Tom this morning? (it is still morning)
With time clauses introduced by <i>after, when, until, as soon as, once</i> , and the time expressions <i>the minute/second/moment</i> , Past Simple (to refer to past events) and Present Perfect (to refer to future events) are used.	
The Past Simple refers to past events -After he left our varsity team (past), he rested for a while. The minute I heard about their victory (past), I told everyone present at the meeting.	The Present Perfect refers to future events After she has left school (future), she will try to enter a university. I'll call you the minute I've got (future) the results of the game.
If a sentence includes a time clause with <i>since</i> , we use the Past Simple in the time clause which refers to a particular point in the past and the Present Perfect in the main clause. <i>Since Mr. Smith became the coach of the soccer team, we have won a lot of competitions.</i>	If the situations in both clauses extend till present, we use the Present Perfect in both of them. <i>Have you won any games since you have been a member of the varsity team?</i>

Note the use of tenses in the following structures:

*It's a long time **since** I last **played** volleyball.*

*It's ages **since** we **went** to the theatre.*

*How long is it **since** you last **played** volleyball?*

*It **has been** two months **since** I last **played** volleyball.*

Compare the **Present Perfect** of *go* and *be*.

- He **has gone** to the gym. = He is at the gym now.

- He **has been** at the gym. = He went to the gym and came back.

We use **for** and **since** to say how long.

We use **for** + a period of time (two years, four days).

We use **since** + the start of the period (Monday, 9 o'clock).

Present Perfect or Present Perfect Continuous

Present Perfect	Present Perfect Continuous
Use the Present Perfect with <i>for</i> and <i>since</i> with non-action verbs to say that something started in the past and it is still true now. <i>I have known her for ages.</i>	Use the Present Perfect Continuous with <i>for</i> and <i>since</i> with action verbs to say that something started in the past and it is still true now. <i>He has been playing rugby since last April. He has been playing rugby for almost a year.</i>
Note: With <i>live</i> and <i>work</i> you can use the Present Perfect or the Present Perfect Continuous with <i>for</i> and <i>since</i> . <i>I have been living/I have lived in Chişinău for quite a long time/since 1990.</i> However, we often prefer the Present Perfect Continuous for shorter, more temporary actions. <i>We have been living in this apartment for a couple of months.</i>	
Use the Present Perfect when you say/ask how much/many you have done or how often something has been done up to now. <i>A: How many pages of this book have you read? B: I've already read about 50 pages.</i>	Use the Present Perfect Continuous when you say/ask how long something has been happening. <i>A: How long have you been reading this book? B: I have been reading it for the last three days.</i>
Use the Present Perfect to emphasize the completion of an activity (the action is completed; we are interested in the result of the activity). <i>We have painted our room blue.</i>	Use the Present Perfect Continuous to emphasize the continuation of an action (the action is not completed; we are interested in the process). <i>We have been painting our room for a few hours.</i>
Use the Present Perfect with non-action verbs <i>I have known my coach for a long time.</i>	Use the Present Perfect Continuous only with action verbs. <i>I have been learning English for almost ten years.</i>
Use the Present Perfect for activities that happened only once or on a specified number of occasions. <i>Nick has played for the varsity team in 23 matches so far.</i>	Use the Present Perfect Continuous for ongoing or repeated actions, especially with a time expression, e.g. <i>all day, recently</i> <i>Nick has been doing pretty well at the art school recently.</i>

Note: Use the Present Perfect Continuous for actions which have been going on very recently and have just stopped; there is an indication for that/they have present results; we draw a conclusion.

*You are out of breath. **Have you been running**?* (You are out of breath, so I can guess that you have been just running.)

Expressing habitual actions or states

Structure	Use	Examples
Present Simple with the adverbs usually, normally - in affirmative sentences before the verb but after the verb <i>to be</i> - in negative and interrogative sentence between the auxiliary and main verbs.	present habits or states	<i>-I normally work on Saturdays. I am usually very busy during week days. -I don't normally work on Saturdays. Do you always work on Saturdays?</i>
- used to/didn't use to + infinitive	past habits; what we did repeatedly in the past	<i>He used to go abroad every six months. She didn't use to cook on Sundays.</i>
would You can't use <i>would</i> with non-action verbs.	past habits; repeated actions in the past	<i>I would often play tennis last year, but I don't play now/any more/any longer.</i>
Past Continuous	things that happened repeatedly, especially when they were irritating habits	<i>When I was a child, my friends were always teasing me because of my freckles.</i>

- When we describe past habits or repeated past actions we tend, for stylistic reasons, to use a mixture of *used to*, *would*, or the Past Simple with adverbs of frequency.

- *Used to* and *would* make it clear that you are talking about something that happened regularly and often convey a sense of nostalgia.

To be used to/get used to + gerund

be used to + gerund	a new situation which is <u>now</u> familiar or less strange	<i>I'm not used to sleeping late; I usually get up early.</i>
get used to + gerund	a new situation which <u>is becoming</u> familiar or less strange	<i>I can't get used to working at night. I feel tired all the time.</i>

Do not confuse: **used to/would** – reference to the past actions or situations; **be/get used to + gerund** – reference to present situations

Present Perfect and Past Perfect

Use the Present Perfect for actions that happened before the present moment. <i>We are tired. We have just finished our training.</i>	Use the Past Perfect to express actions that happened before a moment in the past. <i>We were tired. We had just finished our training.</i>
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Past Simple and Past Perfect

Use the Past Simple for an action that happened after another action in the past. A: Were your parents at the performance when you arrived? B: Yes, but they left soon after that.	Use the Past Perfect for an action that happened before another action in the past. A: Were your parents at the performance when you arrived? B: No, they had already left .
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Past Perfect and Past Perfect Continuous

Use the Past Perfect when we talk about a finished activity before a past time. <i>I had finished my homework before I went to the gym.</i>	Use the Past Perfect Continuous to talk about something that was in progress recently before or up to a past point in time. <i>I had been doing my homework when my parents came.</i>
Use the Past Perfect to talk about how much/how many times something happened in a period up to a particular past time. <i>I had watched that film twice before I got a version with subtitles.</i>	Use the Past Perfect Continuous to talk about how long something happened before a period in the past. <i>I had been watching TV for an hour when my mom entered the room.</i>
Use the Past Perfect with action and non-action verbs. <i>I had owned my bike for two years before I bought a new one.</i>	Do not use the Past Perfect Continuous with non-action verbs.

Past Simple and Past Continuous

Use the Past Simple for consecutive finished/completed actions in the past, i.e. for the main events in a story.	<i>When my brother came, I played the piano for him. (First my brother came and then I played the piano.)</i>
Use the Past Continuous - to set the scene and to describe actions in progress at a specific time in the past. - for an action in progress when another action happened. (The second action is in the Past Simple.) - when we talk about two events or activities that were in progress over the same period of past time	<i>At nine o'clock yesterday I was playing the piano. (At nine o'clock yesterday I was in the middle of playing the piano.) - When my brother came, I was playing the piano. (When my brother came I was in the middle of playing the piano.) - While I was preparing my homework, my brother was playing the guitar.</i>

Ways of Expressing Future

Future Plans (you have already decided to do something)	
Future intentions – be going to + infinitive (you have made a decision, you have an intention) <i>I am going to go/am going to the concert tonight.</i> (With the verb go you can leave out the infinitive to go) <i>I am going to meet Ann.</i> (It is my intention, but arrangements have not been made.)	Future arrangements – present continuous/be + verb + -ing (you have made arrangements; the time and place have been decided.) <i>We are meeting in the evening to practise for the concert.</i> <i>I am meeting Ann.</i> (We've arranged to meet.)
Future Predictions	
A high degree of certainty – be going to + infinitive <i>I am sure they are going to win the game. They are playing very well.</i>	A guess – Future Simple (will/shall + infinitive) <i>I think they'll win the game. (I make a guess.)</i>
Instant Decisions, Promises, Offers, Suggestions	
Future Simple (will/shall + infinitive) - A: <i>My coach said I need a ball to practise.</i> B: <i>No problem, we'll buy one today.</i> (instant decision) - A: <i>I hope my secret is safe with you.</i> B: <i>Don't worry, I won't tell anyone.</i> (promise) - A: <i>This equipment is heavy.</i> B: <i>I'll help you carry it.</i> (offer) - A: <i>I can't make up how to solve this math problem.</i> B: <i>Shall I help you?</i> (offer) - A: <i>I have some free time this afternoon.</i> B: <i>Shall we go for a walk?</i> (suggestion)	
Other Ways of Expressing Future Arrangements	
Be due to + infinitive can be used to say that something is arranged or expected. e.g. <i>My friend is due to arrive at 8:00 PM at the local airport.</i>	
Due = expected. e.g. <i>The next bus is due in ten minutes.</i>	
Be about to + infinitive to say that something is going to happen very soon. e.g. <i>My sister is about to have a baby.</i>	
Be on the point of + gerund to say that something is going to happen soon (more formal than <i>be about to + infinitive</i>). e.g. <i>It is said that the Prime Minister is on the point of resigning.</i>	
Be + to + infinitive in a formal style to talk about official plans and arrangements. e.g. <i>It was announced that the Prime Minister is to visit the neighbouring countries next month.</i>	
Use the Future Continuous (will be + verb + -ing)	
to say that the action will be in progress at a certain time in the future; something that is predicted to start before a particular point of future time, and that may continue after this point.	<i>-This time next week I'll be having a vacation.</i> <i>-We will be rehearsing our play between 5:00 and 6:00 PM tomorrow.</i>
to talk about a future activity that is part of the normal course of events or that is one of a repeated or regular series of events.	<i>-He will be delivering the same lecture next Friday.</i> <i>-Will you be driving to the golf course as usual on Saturday?</i>

Future Simple and Future Continuous

The **Future Continuous** is sometimes used to indicate that a future activity is pre-arranged.

Future Simple	Future Continuous
to indicate willingness, intention, invitation: <i>-Nick will help us organize the party.</i> (he is willing to help) <i>-Will you stay with us again tonight?</i> (they might think this is an invitation)	when we do not want to indicate willingness, intention, invitation: <i>-Nick will be helping us organize the party.</i> (a previous arrangement) <i>-Will you be staying with us again tonight?</i> (asking about their plans)

Future Perfect and Future Perfect Continuous

Future Perfect: will have + past participle

- to say something will be finished/ended/completed/achieved before a certain time in the future. This tense is frequently used with the time expressions *by Sunday/May/2040*, etc or *in three weeks/months*, etc.
- Nick **will have finished** the paper by the end of the week, so he'll be able to rest on the weekend.

Future Perfect Continuous: will have + been + verb + ing

to emphasise the duration of an activity in progress before a particular point in the future
-By the end of this month, he **will have been playing** for this team for a year.

The Future Seen From the Past

In order to express an activity or event that was in the future at a particular point in the past we use a variety of forms. These forms are often used in reporting.

<i>I think I will attend the meeting on Saturday.</i>	<i>She decided that she would attend the meeting on Saturday.</i>
<i>I am having a rehearsal tomorrow.</i>	<i>I couldn't meet with my friends because I was having a rehearsal the next day.</i>
<i>Will you be going alone, or is Ann going with you?</i>	<i>I thought I would be going alone, but Ann said she wanted to come.</i>
<i>The concert will have finished by midnight.</i>	<i>The concert was short, it would have finished by 11:00 PM.</i>
<i>There is to be another meeting in the afternoon.</i>	<i>It was announced that there was to be another meeting in the afternoon.</i>
<i>As the bell is about to go, we'll finish at page 23.</i>	<i>The bell was about to go so I finished at page 23.</i>

The Passive Voice

Passive: be + Past Participle

In active sentences the focus is more on the subject, while in passive sentences the focus is on the object of the sentence. You can use the passive when it is not known or not important who does or did the action. If you want to say who did the action, use *by*. E.g. This poem **was written** by Robert Burns.

Present Simple	Time management issues are usually ignored by young people.
Past Simple	This concert hall was built more than two hundred years ago.
Future Simple	The concert will be held next month.
Present Continuous	What is being played at the <i>Eminescu Theatre</i> this week?
Past Continuous	The lecture was being presented when one of the students unexpectedly left the room.
Present Perfect	A lot of work has already been done today, but there seems to be a lot more to do.
Past Perfect	When we entered the room, we noticed that the TV had been switched off .
going to	This song is going to be sung for the first time at the concert tomorrow.
infinitive with to	When she was a child, Ann used to be told off for not doing her homework.
infinitive without to	You can be punished for not submitting your work by the deadline.
gerund	She worked all night to avoid being punished for not submitting the work by the deadline.

The formal structures **It is said that ...**, **he is thought to ...**, etc. are used especially in news reports and on TV with the verbs *know*, *tell*, *understand*, *report*, *expect*, *say*, and *think*. It makes the information sound more impersonal.

Active	Passive
They say that the students should manage to write the paper in the allotted time.	It is said that the students should manage to write the paper in the allotted time.
People say the boy is a genius.	The boy is said to be a genius.
The students believe Mr Smith has left school.	Mr Smith is believed to have left school.

Discourse markers to show contrast

<p><i>Though</i> and <i>although</i> can both be used at the beginning of a clause. (<i>Although</i> is more common.)</p> <p><i>Though</i> can be used in the middle of a sentence.</p> <p><i>Though</i> can be also added to the end in colloquial speech.</p>	<p><i>Although/though</i> he had sprained his ankle, he played the whole match.</p> <p>I like Ann <i>though</i> she sometimes annoys me.</p> <p>It was raining. We went for a walk <i>though</i>.</p>
<p><i>Even though</i>, <i>even if</i> have the same meaning as <i>although</i>.</p>	<p>She applied for the position <i>even though</i> she was sure she would not be accepted.</p> <p><i>Even if</i> they had come to terms, the young are not able to pay the whole rent for the house.</p>
<p><i>However</i> requires a comma or full stop on either side.</p> <p><i>Nevertheless</i> is a more formal word for <i>however</i>.</p>	<p>It was quite late. <i>However</i>, we decided to walk home.</p> <p>It was quite late. We decided to walk home, <i>however</i>.</p> <p>I don't quite understand pop art; <i>nevertheless</i>, I went to visit the exhibition.</p>
<p><i>In spite of/despite</i> are followed by a noun, a pronoun (this, that, what) or gerund as object.</p>	<p><i>In spite of/Despite</i> the long distance they had travelled, they didn't feel tired.</p>
<p><i>Yet</i> is synonymous to <i>nevertheless</i>, <i>however</i>, <i>but</i></p>	<p>The novel was rather long, <i>yet</i> interesting.</p>
<p><i>In contrast with</i>, <i>on the other hand</i>, <i>unlike</i>, <i>instead (of)</i>, usually indicate something different from; from the opposite point of view.</p>	<p><i>Unlike</i> my sister, I am much more revengeful.</p> <p>She may be waiting for us; <i>on the other hand</i>, she may have gone to bed already.</p> <p><i>Instead of</i> giving a hand with the cleaning, she was watching TV.</p>
<p><i>Even so</i> is synonymous to <i>in spite of</i>, <i>nevertheless</i> and is usually used in mid position.</p>	<p>Ann claimed not to care about her team's defeat; <i>even so</i>, she kept talking about it.</p>
<p><i>Whereas</i> is normally used to join two clauses and to compare and contrast two facts or opinions.</p>	<p>I love football <i>whereas</i> my friend likes baseball.</p>
<p><i>Instead</i> is used in the place of something or someone; as a preferred or accepted alternative to something.</p>	<p>The village life might be quieter, but I prefer <i>instead</i> the entertainment of big city offers.</p>
<p><i>In contrast</i> introduces opposing elements and ideas.</p>	<p>Extrovert people are sociable and communicative; introverts, <i>in contrast</i>, prefer being alone.</p>

Reporting Verbs

We use *reporting verbs* to report what someone said more accurately than using *say* or *tell*.

Verb + infinitive	Agree, claim, decide, demand, hope, offer, prefer, pretend, promise, refuse, threaten	She agreed to help me. They decided to leave as soon as possible. The child pretended to be sleeping.
Verb + object+ infinitive	Ask, advise, allow, beg, command, encourage, forbid, invite, order, permit, persuade, prefer, recommend, remind, request, tell, urge, warn, want	Tim advised us to wait for our parents. I reminded her to call her mother. She begged us to keep it a secret.
Verb +gerund	Admit, deny, recommend, suggest	She suggested postponing the meeting. He denied being noisy at the lesson.
Verb + object+ preposition + gerund	Accuse of, blame for, complain about, congratulate on	He accused me of not telling the truth. They congratulated us on passing the exams.
Verb + preposition +gerund	Apologize for, complain about, insist on,	The child insisted on eating a candy. We apologized for being late.
Verb + (that) +subject + (should)+ verb	Admit, advise, agree, decide, demand, deny, explain, insist, prefer, promise, propose, recommend, request, suggest, urge	She insisted (that) we (should) come to her party. He demanded that we come home earlier. The greens urged that the nuclear plant (should) be shut down.

Modal Verbs

<p>Should and ought to express advisability. Should is used to express obligation, advice, recommendation in the opinion of the speaker.</p> <p>Ought to is used to express duty and moral obligation.</p>	<p>He should do it himself.</p> <p>You shouldn't take so much luggage.</p> <p>You ought to support your son.</p> <p>She ought not borrow so much money.</p>
<p>Should + have + past participle and ought to + have + past participle imply that the desirable action did not occur.</p> <p>The negative form implies that the action that took place was not a good idea.</p> <p>In the past should is used more commonly than ought to.</p>	<p>He should have looked into this matter a long time ago. I ought to have studied last night.</p> <p>We should not have gone to the concert last night. (It means that we went to the concert last night and we didn't like it. It was a waste of time.)</p>
<p>Should/ought to can be used to express expectations about future events, certainty, or strong probability.</p>	<p>She should do/ought to do well on the test tomorrow. (The speaker expects her to do well in the test the next day and is 90% sure of the good result.)</p>
<p>Should is used after the verbs <i>demand, insist, suggest, propose, recommend, etc.</i> I suggest that you should see this film.</p> <p>Should is used after <i>it's important/vital/necessary/natural/fair/right/essential (that) ...</i> It's important that we (should) come in time for our activities. It is only fair that they should take care of their parents.</p> <p>Should is used after a number of adjectives, especially <i>strange, odd, funny, typical, natural, interesting, surprised, surprising.</i> I was surprised that he should behave like this. It was natural that he should have been a success.</p> <p>Should is used in subordinate clauses of purpose after <i>so that/in order that/lest/for fear that.</i></p> <p>They closed the window for fear that their neighbours should hear them. I called her so that she should find out the news.</p>	

Expressing Degrees of Certainty, Deductions, Speculations

Use **can, could, can't, couldn't, may, might, or must** to say how sure or certain we are about something, based on the information we have. Use **can't, couldn't, may, might, or must + have + past participle** to make deductions or speculate about past actions.

Present	Past
<p>Use may/might and may not/might not + infinitive when you think something is possibly true in the present or to talk about a future possibility.</p> <p><i>It may/might rain.</i> = It's possible that it will rain.</p> <p><i>His phone is switched off. He might be at the gym.</i></p> <p><i>She's not at home. She may be working.</i></p> <p>Might also expresses irritation, indignation, reproach.</p> <p><i>You might look at me when I am talking to you.</i></p>	<p>Use may/might and may not/might not + have + past participle when you think it's possible that something happened or was true in the past. <i>He did not arrive yet. I might not have given him the right directions.</i></p> <p>You can also use could have + past participle with this meaning. <i>They could have announced her about the meeting.</i></p> <p><i>He might have invited you to his anniversary party.</i></p> <p><i>They might have warned us about their late coming.</i></p>
<p>Use must when you are sure that something is true in the present (in the affirmative).</p> <p><i>They must be out. There aren't any lights on.</i></p> <p><i>She must have a very good memory. I haven't seen a child remembering such long poems.</i></p>	<p>Use must have + past participle when you are almost sure that something happened or was true in the past.</p> <p><i>I must have passed the exam. I am sure I got all the answers right.</i></p> <p><i>You must have seen the film. It was on TV a lot this year.</i></p>
<p>Use can't when you are sure something is impossible/not true.</p> <p><i>They can't be at the library now. I saw them five minutes ago in the gym.</i></p>	<p>Use can't have + past participle when you are almost sure something didn't happen or that it wasn't true, it was impossible in the past. You can also use couldn't have + past participle.</p> <p><i>They can't have gone to bed yet. They usually work late hours.</i></p>
<p>In questions can/could are sometimes used to express doubt or surprise. <i>What can they be doing? Can he be serious?</i></p>	<p><i>Where could she have put it?</i></p> <p><i>What on earth could he have meant by saying that?</i></p>

Prepositions

A **preposition** is a part of speech used to show a relationship between two or more words in a sentence.

From a semantic point of view prepositions can be divided into:

1. *Prepositions of place*: **in front of, behind, at, on, in, near, next to, opposite, under, underneath, down, above, among, around, below, beneath, beside, between, beyond, by, in the back of, in the middle of, on (to) etc.**
2. *Prepositions of direction, movement or destination*: **across, out of, towards, to, in (to), along, alongside, away from, inside, into, off, out, out of, outside, past, round, through, throughout, up, down, etc.**
3. *Prepositions of time*: **at, up to, during, on, since, for, from ... to, before, by, till, about, after, in, from, etc.**
4. *Prepositions that show logical relationships*: **a. the causal prepositions: because of, on account of, by reason of, owing to, thanks to, etc; b. the preposition of purpose for; c. prepositions used to show concession: in spite of, despite; d. prepositions used to show origin and material: of, out of, from; e. prepositions used to show omission: but, except; f. the preposition of used to show the relationship between a part or parts and the whole; g. prepositions besides, together with, as well as, with, in addition to to add ideas and information, etc.**

Certain *verbs* are used with certain prepositions, for example: **to accuse of, to aim at/for, to apply for, to belong to, to care for, to consist of, to deal with, to laugh at, to live on, etc.** e.g. I am going *to apply for* that job. I do not *approve of* her actions.

Some *nouns* are used with particular prepositions, for example: **access to, attitude to/towards, aversion to, a demand for, a cause of, an increase in, respect for, a reason for, etc.** e.g. The plane was late but nobody explained the *reason for* the delay.

Use only certain prepositions with certain *adjectives*, for example: **afraid of, aware of, accustomed to, unaware of, clever at, fond of, similar to, jealous of, crazy about, satisfied with, etc.** e.g. I could never *be bored with* chess.

Learn *set phrases* with prepositions of various types, for example: **at war, at peace, at (one's) ease, behind schedule, by accident, by heart, for good, in debt, of a size, on the move, etc.**

Noun-Forming Suffixes

A suffix is a group of letters or sounds added to the end of a word to change its meaning or its use.

Here are some of the most common noun-forming suffixes together with their meanings:

Suffix	Meaning of the noun	Examples
- acy, - cy	state or quality	privacy, intimacy, supremacy
- al	a suffix forming nouns from verbs, usually verbs of French or Latin origin:	denial, refusal
-an , -ean or -ian	1. a person who specializes or is expert in 2. connected with or belonging to the stated place, group or type	dietitian, phonetician, historian a Korean, a Canadian
- ance, - ence	action, state, quality or process	resistance, independence
- ant, - ent	an agent, something that performs the action	disinfectant, dependent
- ate	state, office, function	candidate, electorate, delegate
- ation	resulting state	specialization, alternation
- dom	1. place, state of being 2. condition or state of 3. rank or domain of	wisdom boredom, freedom dukedom, kingdom
- er, -or	person or thing that does something	porter, collector
- ful	an amount or quantity that fills	handful, mouthful

- hood	1. state or condition of 2. group of	childhood, brotherhood priesthood, knighthood
- ic, - ics	related to arts and sciences	arithmetic, economics
- ism	1. doctrine, belief, action or conduct 2. medical condition or disease 3. showing qualities typical of	Buddhism, formalism, communism alcoholism heroism
- ist	1. one that performs an action 2. one that plays a musical instrument 3. one that operates a mechanical instrument 4. one that adheres to or advocates a doctrine or system or code of behavior	cyclist harpist automobilist socialist, royalist, hedonist
- ity, -ty	state or quality	lucidity, novelty
- ment	1. an action or resulting state 2. a product	abridgment; refreshment fragment
- ness	quality and state	darkness, goodness, kindness
- th	state, condition	growth, width
- tion	1. an action 2. a state 3. associated meanings	revolution; commendation contrition; starvation relation; temptation
- ure	1. indicating act, process, or result 2. indicating function or office	seizure legislature ; prefecture

Articles with Some Proper Nouns

Category	0-article	The
Names of people	John Brown	
Family name in the plural		The Hendersons; The Smiths
Titles of people	<i>(titles of people followed by a proper noun)</i> Queen Elizabeth; King Richard	The American President; The Prime Minister; The Pope; The Shah of Iran
Hotels, restaurants/pubs/shops	Claridge's (hotel); Morel's (restaurant); Turner's (supermarket); Maxim's (restaurant) <i>- these hotels, shops and restaurants are named after the people who started them</i>	The Hilton Hotel; The Grand (Hotel); The Sheraton Hotel; The Plaza (Hotel); The Hotel California; The Bombay Restaurant; The Red Lion (pub); The Ritz (Hotel)
Schools, colleges, universities, academies	<i>(the identifying name of a college or university comes first)</i> Oxford University; Harvard University; Stanford University; Lincoln Elementary School; Ford High School; Boston College; Teachers College	<i>(when the name follows the pattern the University of Oxford)</i> The University of Michigan; The College of William and Mary; The Royal Academy of Art; The National Academy of Sciences
Organizations, institutions	Memorial Stadium; British Rail, International Monetary Fund; International Labour Organization; United Nation's Children's Fund	The United Nations; The British Council; The Seamen's Union; The North Atlantic Treaty Organization (NATO); The World Health Organization (WHO)
Museums, galleries, theatres, cinema houses		The Museum of Natural History; The Tate Gallery; The Palace Theatre; The Gaudeamus; The New York Metropolitan Opera; The Louvre Museum

Parks, zoos, gardens	Central Park; Hyde Park; London Zoo	The Atlanta Botanical Garden
Squares, monuments, bridges, memorials	Red Square; Piccadilly Circus; Trafalgar Square; London Bridge; Waterloo Bridge; Tower Bridge	The Washington Monument, The Harvard Bridge; The Statue of Liberty; The Golden Gate Bridge; The Lincoln Memorial
Streets and avenues	Green Avenue; Oxford Street; Whitehall, 42 nd Street; Fifth Avenue	The High Street; The Mall; The Strand
Roadways	Route 87; Georgia 285	The Perimeter
Official buildings, palaces, cathedrals	<i>(the first name is usually the name of a person)</i> Westminster Abbey; Buckingham Palace; Canterbury Cathedral; St. Matthew's Church;	The White House, ('white' is not a name) The Houses of Parliament (<i>names with 'of'</i>) The Taj Mahal; The Palace of Versailles
Historical epochs, events		The Stone Age; The Middle Ages; The Renaissance; The Battle of Hastings
Names of choirs, orchestras, pop groups		The Bach Choir, The Philadelphia Orchestra, The Beatles; The Corrs
Names of newspapers and magazines	USA Today; Newsweek; National Geographic; Reader's Digest	The New York Times; The Washington Post; The Guardian; The Observer
Religions	Buddhism; Christianity; Islam	
Brand names, corporations, firms and companies	Coca Cola; General Motors; British Telecom; Samsung Electronics; Microsoft	The Ford Motor Company; The World Bank; The Carnegie Corporation of New York
Continents, countries, states, counties, provinces, kingdoms	South-East Asia; North America; Moldova; West Africa; Central Europe; Great Britain; Florida; Cornwall; Bavaria; Guangdong Province; China; Holland	The US (the United States); The UK (The United Kingdom); The Philippines; The Netherlands; The West Indies; The People's Republic of China; The Kingdom of Nepal; The Vatican; The Dominican Republic
Specific areas		The South of France; The West Coast of Ireland; The Lake District
Lakes and falls	Loch Ness; Lake Michigan; Niagara Falls;	The Great Lakes; The Baikal
Rivers, seas, oceans, canals		The Danube; The Black Sea; The Pacific Ocean; The Suez Canal; The Panama Canal
Mountains	<i>(individual mountains)</i> Mount Everest; Ben Nevis; Snowdon;	<i>(mountain groups)</i> The Himalayas; The Rocky Mountains; the Andes
Names of cities	Brussels; Paris; London;	The Hague
Names of Islands	Corfu; Sicily; Long Island	The Bahamas; The Canaries; The Galapagos Islands; The Hebrides
Airports	Heathrow Airport; Charles de Gaulle Airport; Kennedy Airport;	The John F. Kennedy International Airport; The Los Angeles International Airport
Conferences, documents		The Magna Carta; The Yalta Conference; The Bill of Rights; The Helsinki Accords
Awards, prizes, orders and medals		the Nobel Prize; the Nobel Prize in Literature; the Nobel Prize for Peace; the Academy Awards; the Academy Award for Best Actor; the Grammy Award; The Medal for Valour
Population, nationalities, languages	Europeans; Americans; Belgians; Englishmen; Moldovans; English; Spanish; Romanian; Swedish; Dutch; Japanese; Greek; Italian	The British; The Spanish; The French; The Dutch; The Swiss; The Chinese; The English Language; The Romanian Language

Nouns used only in the plural and their homonyms that may be used in the singular as well

There are many nouns that are used exclusively or preferably in the plural. They have homonyms that are used in the singular as well. These nouns take on different meanings depending on their number and usage. It is the context that makes the meaning of the nouns clear. For example: The regimental *colours* were fluttering in the air. *What colour is this carpet?* *There were leaves of different colours on the ground.*

Here are some more examples of such nouns.

- **airs** [pl.] - affected, superior manners; **air** [sing.] - the mixture of gases which surrounds the earth and which we breathe
- **ashes** [pl.] - 1. what is left after something has been destroyed by burning; 2. the remains of a dead body after burning (*cremation*); **ash** - the soft grey powder that remains after something has been burnt
- **attentions** [pl.] - a kind or polite act showing respect or love, especially of a man to a woman; **attention** [sing.] - particular care or consideration given to something, especially with the aim of taking action
- **authorities** [pl.] - those in authority; **authority** [sing.] - the power or force to enforce obedience, moral supremacy
- **colours** [pl.] - the official flag of a country, ship, part of the army, etc.; **colour** - red, blue, black, green, white, etc., tint
- **customs** [pl.] - 1. a place where travellers' belongings are searched when entering or leaving the country; 2. taxes paid on goods entering or leaving a country; **custom** - (an) established and habitual practice, especially of a religious or social kind, that is typical of a particular group of people
- **damages** [pl.] - compensation for damage; **damage** [sing.] - injury or harm causing a loss
- **irons** [pl.] - fetters, shackles; **iron** - 1. a chemical element; 2. a metal device for smoothing clothes
- **looks** [pl.] - personal appearance (especially pleasant); **look** - an act of looking at somebody/something
- **manners** [pl.] - social behaviour or ways of living, especially of a nation or group of people; **manner** [sing.] - 1. the way or method in which something is done or happens; 2. a personal way of acting or behaving towards other people
- **pictures** [pl.] - (old fashioned, informal) the cinema/the movies; **picture** - a painting, a drawing, a photograph
- **quarters** [pl.] - rooms that are provided for soldiers, servants, etc. to live in; **quarter** - 1. one fourth; 2. a period of 15 minutes either before or after every hour; 3. a district or part of a town
- **works** [pl.] - an industrial place of work; factory; **work** - 1. effort/product of effort; 2. a job or business; 3. a book, piece of music, painting, etc.

Attributive Relative Clauses

Attributive relative clauses serve as an attribute to a noun (pronoun) in the principal clause. This noun or pronoun is called the *antecedent* of the clause. We can distinguish between *defining* and *non-defining* attributive relative clauses.

Defining relative clauses	Non-defining relative clauses
An attributive relative <i>defining</i> clause restricts the meaning of the antecedent. It cannot be removed without destroying the meaning of the sentence and is not separated from the principal clause by a comma. <i>e.g. I saw the woman who was waiting outside our house. They bought the suit that cost two hundred lei.</i> If we omit them, it is not clear what woman or suit we are talking about. They follow after the pronouns <i>who</i> , <i>which</i> , <i>that</i> , <i>whose</i> and <i>whom</i> . We do not write them with commas.	An attributive relative <i>non-defining</i> clause does not restrict the meaning of the antecedent; it gives some additional information about it. It can be left out without destroying the meaning of the sentence. It is often separated by a comma. <i>e.g. My father, who is 65 now, still works. The house, which is for sale, is rather expensive.</i> If we leave them out (<i>My father still works. The house is rather expensive.</i>), the sentences remain grammatically correct and we know what father or car we are talking about.
<i>Attributive relative defining clauses are introduced by:</i> a. relative pronouns (who, which, that, whose, whom) b. relative adverbs (where, when, why)	<i>Attributive relative non-defining clauses are introduced by:</i> a. relative pronouns (who, which, whose, whom) b. relative adverbs (where, when) c. prepositions + whom/which
The relative pronoun <i>that</i> is used only in defining clauses, and can refer to persons or things. <i>e.g. I need someone that/who can do the work quickly.</i> If, however, the antecedent is more definite or particularized, <i>who</i> is a far more likely choice. <i>e.g. The aunt who came to see us last week is my father's sister.</i> We can also use <i>which</i> but not for people.	In <i>non-defining</i> (extra-information) relative clauses you have to use <i>who</i> for people and <i>which</i> for things. You cannot use <i>that</i> and you cannot leave out <i>who</i> or <i>which</i> . <i>e.g. My friend, who collects stamps, called me yesterday and invited me to his birthday.</i> <i>The house, which was built two years ago, has been recently sold.</i>

The pronoun *that* is used in the following cases:

- when the antecedent is an indefinite pronoun (all, everything, nothing).
- when the antecedent is modified by an adjective in the superlative degree.
- when the antecedent is modified by the adjective *only*.
- when the antecedent is modified by the indefinite pronoun *any*.

e.g. *All that glitters is not gold.*
He is the best pupil that should be praised.
This is the only way that is accessible.
Are there any sweets that we can share?

Adverbial Clauses

According to their meaning we distinguish the following kinds of adverbial clauses:

Type	Conjunctions	Example
of time	<i>as, until, till, as soon as, as long as, since, after, before, now that, when, whenever, while</i>	I had to look <i>after</i> the child until his mother came.
of place	<i>where, wherever</i>	I wonder <i>where</i> she is going
of cause/ reason	<i>as, because, since, for fear (that), now that, for, on the ground that, for the reason that, considering (that)</i>	<i>Since</i> he had a certain talent for painting, his parents encouraged him to attend the College of Arts. <i>Now that</i> school is over, you will have enough time to read more English books.
of purpose	<i>that, in order that, so that, lest, so as to, so, for fear (that)</i>	I shall repeat the sentence <i>so that</i> you may put it down. She was alarmed <i>lest</i> they should find out the truth.
of condition	<i>if, only if, unless, as if, as though, supposing (that), in case, but for, on condition that, provided/providing (that)</i>	<i>If</i> she has time, she will bring the book tomorrow. <i>In case</i> you meet her, ask her about her health.
of concession	<i>though, although, even though, even if, as, except that, no matter, no matter how (where, when, whether etc.), however, whoever, whatever, whichever, notwithstanding that, in spite of the fact that, despite the fact that, regardless of the fact that</i>	<i>However</i> difficult the problem is, we shall solve it. I enjoyed that music <i>even if</i> it was too loud. Tired <i>though</i> she is, she never complains. <i>Despite the fact</i> that she did her best to achieve her goals she didn't succeed in doing that. Your dress was beautiful <i>except that</i> it was too long.
of comparison	<i>as, as if, as though, though, as ... as, not so ... as, the + comparative, than</i>	He looked at me <i>as if</i> he wanted to say something. He can run quicker <i>than</i> me.
Unless means except if . e.g. You will be late <i>unless</i> you hurry (= except if you hurry) It is possible to say if... not instead of unless . e.g. 'Unless you study, you will fail' means the same thing as 'If you do not study, you will fail.' <i>Note</i> that after <i>unless</i> we use a present tense to talk about the future.		We use unless : <ul style="list-style-type: none"> • to make an exception to something we say: e.g. He simply can't work <i>unless</i> all the conditions are good. • in conditional sentences: e.g. I wouldn't tell her about that <i>unless</i> you told me it was OK • in warnings: e.g. You won't achieve good results <i>unless</i> you work harder.
Some of the conjunctions introducing adverbial clauses are polysemantic and can introduce different types of adverbial clauses. For example, the conjunction since introduces adverbial clauses of time and cause. e.g. It was a long time <i>since</i> she had come home (<i>adverbial clause of time</i>) <i>Since</i> she was so busy, she didn't manage to finish writing the letter (<i>adverbial clause of cause</i>)		
The conjunction so that is used to introduce clauses of <i>purpose and result</i> . Usually the verb in a result clause is expressed without the modals, because they express real events: e.g. They spoke very quietly <i>so that</i> their colleagues didn't hear a word. (<i>adverbial modifier of result</i>). Clauses of purpose can be formed by <i>so that</i> + <i>can/could, will/would, may/might, shall/should</i> + infinitive. The modals <i>will, can</i> and <i>may</i> are usually used in clauses referring to purpose in the future. e.g. We learn English <i>so that</i> we can read English books in original. The modals <i>would, could</i> and <i>might</i> are frequently used in clauses referring to purpose in the past. e.g. We moved to London <i>so that</i> we could see a lot of places of interest more often. The purpose can be also negative. e.g. Hurry up <i>so that</i> you won't (or don't) miss the train. I hurried up <i>so that</i> I wouldn't be late.		
Lest means <i>for fear that</i> and is followed by <i>should</i> : e.g. <i>He didn't/didn't dare to leave the house lest someone should recognize him.</i>		

Pronouns and Determiners

All	<p><i>All</i> is a generalizing pronoun; it takes a group of things or persons as a whole.</p> <p>Use <i>all</i> or <i>all (of) the</i> + a plural or uncountable noun (<i>all</i> = in general, <i>all (of) the</i> = specific)</p> <p>We often use <i>all/most of</i> + an object pronoun. e.g. <i>all of us, most of them, all of you, most of it</i>.</p> <p>You can say <i>all I can/all you need, all about...</i></p> <p><i>All day</i> = the complete day from beginning to end</p> <p>All the time = always, continuously</p>	<p>All the doors are closed.</p> <p>All people are equal.</p> <p>All of the animals in the zoo look sad.</p> <p>The animals all looked sad.</p> <p>All of us worked hard in the garden last Tuesday and most of us went there again the next day.</p> <p>He knows all about animals.</p> <p>We spent all day on the beach.</p> <p>They are at home all the time.</p>
Both	<p><i>Both</i> points out two persons, things or notions mentioned before. The verb is plural with <i>both</i>.</p> <p>When <i>both</i> refers to the subject of a clause it can also be used before a main verb.</p> <p>We use <i>both of/either of</i> + <i>the /these/my/Tom's</i>, etc.</p> <p>You may say <i>both of</i> before <i>us/you, them</i>.</p>	<p>He paid for both of us.</p> <p>Both my father and my grandfather are scientists.</p> <p>Both of these parks are beautiful.</p> <p>Either of these books is a bestseller.</p> <p>Both of us were very tired.</p>
Either	<p><i>Either</i> has two meanings: each of the two; one or the other</p> <p>We use <i>either of</i> + <i>the /these/my/Tom's...etc.</i></p> <p>You can use <i>both of/either of</i> + <i>us/you/them</i></p> <p>You can say <i>either...or...</i></p>	<p>He had two hobbies either of which was related to nature.</p> <p>You can choose either of the topics for study.</p> <p>I haven't been to either of these cities.</p> <p>Either you help your brother or do your own homework.</p>
Other	<p><i>Other</i> denotes some object different from the one mentioned before. It has two numbers: singular-<i>other</i>; plural-<i>others</i>.</p> <p>It has two cases: the common case and the genitive case (<i>other's, others'</i>)</p>	<p>Other people were startled at the news.</p> <p>You are not fair to the others.</p> <p>One shouldn't neglect the others' interests.</p>
An-other	<p><i>Another</i> has two meanings:</p> <p>- a different one; - an additional one</p>	<p>He has learned architecture in another place.</p> <p>I wouldn't take another look at it.</p>
Most	<p><i>Most</i> refers to the main part of the total number.</p> <p>Note that we say <i>most</i> not <i>the most</i>.</p> <p>Use <i>most</i> to say the majority. <i>Most</i> = general; <i>most of</i> = specific</p> <p>We often use <i>all/most of</i> + an object pronoun. E.g. <i>all of us, most of them, all of you, most of it</i>.</p> <p>You can also use <i>most</i> alone, without a noun.</p> <p>We can use <i>most of</i> + <i>the/this/that/these/those/my...</i> etc.</p>	<p>Most young people appreciate beauty.</p> <p>Most people live in cities. Most of the people in the class are women.</p> <p>All of us work hard and most of us come to class every week.</p> <p>We wanted to visit the museums but most (of them) were closed.</p> <p>I spent most of the day in bed.</p>
Many	<p><i>Many</i> has a general meaning of quantity.</p>	<p>I have visited many places; many of them are breathtaking.</p>
Some	<p><i>Some</i> refers to a smaller part of a total number</p> <p>We can use <i>some of</i> + <i>the/this/that/these/those/my...</i> etc.</p>	<p>Some of the students are studying quite well.</p> <p>Some of the people I met today are not very friendly.</p>
The majority of	<p><i>The majority of</i> means more than a half of the total number.</p>	<p>The majority of Newton's works are kept in libraries.</p>
Few Little	<p><i>Few</i> is a small part of the total number and has a negative connotation that is not enough; not as many as we would like. <i>Little</i>, meaning "not much", is used to refer to uncountable nouns.</p>	<p>Your English is good. You make very few mistakes.</p> <p>There is little milk left in the jug. Not enough for mother and you to drink.</p>
A few A little	<p><i>A few</i> means also a small part of the total number but it has a positive connotation that it is sufficient to fulfil the goal. <i>A little</i> means "at least some"</p>	<p>I have got a few friends, so I am not lonely.</p> <p>"Is there any ice-cream left?"</p> <p>"Yes, a little. Just enough for you."</p>

Grammar Practice Exercises

Adverbs

1 Fill in with *probably, possibly, hardly, usually, ultimately, generally, rarely, hardly ever, frequently, finally, often*.

1. We ... ever know more about her than you; my mother has ... gone into details. She ... communicates with us by means of telegrams. They say women ... master the art of condensation.
2. They have ... renovated the house; it looks quite different.
3. ..., I don't give in so easily, but this time I don't feel like arguing with him.
4. She ... misses classes for no reason.
5. ... she feels the prick of remorse that's why she avoids meeting us.
6. "What has Julian decided at long last?"
"Well, ... he made up his mind to take up journalism instead of sociology."
7. "Has he been seriously hurt?"
"I am not sure, but he could ... breathe."
8. They ... turned a deaf ear to their children's problems, so the outcome is the one they deserve.
9. The German team ... show amazing self-control throughout the game.
10. The commission could ... estimate the damage caused by the floods.

2 Paraphrase the sentences using *possibly, probably, generally, sometimes, rarely, ultimately, hardly, hardly ever, usually, frequently, finally*.

*E.g. His parents very seldom praise him.
His parents hardly ever praise him.*

1. They don't visit their parents very often because of the long distance between them.
2. In a general way, she enjoyed herself a lot during the trip.
3. It is likely to be sure that he will lose her job when the two companies merge.
4. You may be right, but I must think it over before I reply.
5. The children very seldom go to bed before midnight when on vacation.
6. My parents will probably not accept my departure on such a nasty weather.
7. She takes her children to school by car now and then.
8. It has become a custom for their group to meet on the last Saturday in May.
9. In the end, this book is intended to be what its title says: a guide for pupils who are preparing for the Baccalaureate exams.
10. Hurricanes occur in this part of the world again and again.

English Tenses

1 Present Simple, Present Continuous, Present Perfect or Present Perfect Continuous?

A.

1. I (read) a very interesting book right now.
2. The floor looks as if it were new. Who (polish) it?
3. Look! The kids (watch) TV.
4. This cake (taste) good. I'll buy it.
5. The guests already (to come). Where is the host?
6. Sorry. I (sit) down because I am tired.
7. You (look) well today? You (have) a good night?
8. Martin (to be) to Greece five times.
9. She (appear) to be sad. She might (hear) about the accident.
10. You (know) Deborah? - She (come) for dinner tomorrow.
11. Who is that man! He (follow) us for the past twenty minutes.
12. You always (find) fault with everybody else, but yourself.
13. What sport they (practice)? They look great!
14. They (try) to contact you for the whole week, but in vain.
15. My friend and I (know) each other for over fifteen years.
16. She (sew) the dress since early morning in order to please the customer.
17. I (visit/never) Africa, but I (travel) to South America several times.
18. (You/do) anything tonight? - Why? You (think) about organizing a party?
19. -You (finish) writing? - No, we just (have) a rest.
20. My hands are dirty because I (fix) the car all day.
21. Our neighbours constantly (quarrel) with each other. Why should they?
22. Susan deserves a break now. She (type) since 8 o'clock.
23. He (work) harder since he failed the exam. I believe he will pass it this time.
24. How much your luggage (weigh)?
25. Look at those snow drifts! - Oh, yes! It (snow) since morning.
26. I never (know) my mobile number by heart.
27. (You / to see) the news today? It is striking!
28. (You/work) on any special project right now? I (get) an offer for you.
29. Listen! Tell them they (sing) too loudly. I (not/hear) what you (try) to tell me.

B.

1. Mary (plant) all those flowers since morning? How did she manage it?
2. They continuously (worry) about trifles. They (not/have) something else to do?
3. I am so glad it (not rain) right now. They say it often (rain) in this part of the country.
4. We (not/visit) each other very often. They always (be) busy and we (not/want) to disturb them.
5. Sam (to see / never) the ocean. You ever (to be) there?
6. How long you (wear) contact lenses?
7. You ever (to imagine) that you will live in America?
8. I (start) my piano lesson soon. I (expect) it to be over in an hour or so.
9. We moved here in 1993. We (to be) here for a long time.
10. What (keep) them so much? – I think they (weigh) all the opportunities.
11. (He/come) with us tonight? He (appear) to be very anxious about it?
12. I (see) my cosmetologist on Wednesday.
13. We (not work) hard these days. We (need) no rest at the moment.
14. We (not go) on holiday next week. It (sound) strange?
15. The children (play) outside since early morning.
16. I'll come home late. I (meet) some friends after work.
17. I (wonder) why she always (come) to class late.
18. What university he (to graduate) from?
19. I'm sorry I'm late. You (wait) long?
20. Who (brush) your hair? It is so tidy now.
21. I can smell cigarettes. Someone (smoke) here.
22. There's no more juice left; we (to drink) it all.
23. I (wonder) whether he will accept our offer. He (be) so skeptic about such things.
24. She (study) to become a doctor. She (work) very hard since she took the decision.
25. He (stay) in New York for a while.

2 Past Simple, Past Continuous, Past Perfect or Past Perfect Continuous?

A.

1. My brother and sister (play) tennis at 11 o'clock yesterday.
2. When I (come) home last night, the house (be) dark and silent. Everybody either (go) to bed or (leave) for the fireworks.
3. After she (dine), she (leave) for the library.
4. You still (work) at 7 p.m. last night when I called you?
5. They (wait) at the station for 90 minutes when the train finally arrived.
6. Before he (come) to Warsaw, he (live) in Prague.
7. We (look for) the ring for two hours when at last we (find) it in the bathroom.
8. I (not/walk) for a long time, when it suddenly began to rain.
9. At 8.30 today I (drive) to work when my boss called me.
10. He told me he never (be) to Australia before.
11. How long (she/learn) English before she went to London?
12. I couldn't get in because I (lose) my keys.
13. After Harry (make) himself a sandwich, he (pour) some tea and (let) it to cool.
14. They (eat) all the chocolate cake by the time Michael got to the party.
15. When I (walk) through Oxford, I (think) about the good times I (spend) there as a student.
16. As soon as he (finish) mowing the lawn, he (start) cutting the bushes.
17. She asked me if I (be) away on holiday.
18. We (sleep) this night when the neighbours (come) home from the country.
19. He (drive) less than an hour when he ran out of petrol.
20. After I (write) the letter, I (see) it was too late to post it.
21. They (cycle) all day so their legs were sore in the evening.
22. While mother (have) lunch, we (tell) her our impressions from the excursion.

B.

1. I (meet) John in town yesterday. He (look) for a present for his wife's birthday.
2. When the student revolution (come), I (work) there for 6 months.
3. Mary (wait) for me when I (arrive).
4. They were very tired in the evening because they (help) on the farm all day.
5. They (walk) for about 6 miles when they finally (see) a cottage in the distance.
6. What the teacher (tell) you when I (enter)?
7. The telephone (ring) when we (watch) TV.
8. We (go) down the road at 100 km/ph when the wheel (fall) off.
9. When they (cancel) the flight to London, the storm (rage) all afternoon with no sign of abating.
10. Uncle Ben (get) dressed when he (feel) a sharp pain in his chest.
11. I (meet) Kevin on the street yesterday and he (tell) me he (be) ill for a week; he still (not/look) good.
12. Although she (prepare) for the trip for more than a week, she (forget) to take the most important thing, her passport.
13. She (fill) in a questionnaire when the pen (run) out of ink.
14. When it (be) finally my turn at the check-in desk, I couldn't find my ticket. I (think) I (forget) it at home. So I (rush) back home to get it, but it wasn't there.
15. Mike (not/see) his friend while he (turn) round the corner.
16. Because the snowman he (make) the day before (melt) in the sun, the small boy (cry).

17. Scarlett came in panting for she (jog) round the park for more than two hours.
18. We (to explore) the new territory when the earthquake (occur).
19. The secretary (print out) a document and I (to help) her with my personal data.
20. The girls (not/ concentrate) on the task for they (discuss) about other things.
21. She said she (look) for interesting information for months until she finally (write) her report.
22. While she (tell) me how much she (enjoy) herself on the trip the week before, I (think) about how lucky she (be) to have had such a possibility.

3 Future Simple, Future Continuous, Future Perfect or Future Perfect Continuous?

A.

1. I (get) you a drink if you accept my invitation.
2. Take a break. By midnight, you (dance) for 4 hours.
3. I think our football team (win) the match tomorrow.
4. Tomorrow in the evening I will (do) my homework.
5. Today is my last day in this city. This time tomorrow I (walk) in Madrid.
6. He (have) to do a language course in French if he wants to study there.
7. By this time tomorrow, they (cross) the Channel.
8. When your bus arrives at the station, I (wait) for you.
9. By next week, we (renovate) for over a month.
10. How long (you/know) your boyfriend when you get married?

B.

1. This time in August they (lie) on the beach in Miami.
2. (He/finish) his exams when we go on holiday?
3. Don't bother about the kids, everything (be) OK.
4. By this time next week, we (work) at this report for a month.
5. In the fall this year, I (study) here for 2 years.
6. We (not/have) anything to eat before we come, so we'll be hungry, I suppose.
7. There are dark clouds in the sky. I think it (rain) soon.
8. When she (hand in) her report? – I don't think she (be able) to. She's not ready yet.
9. Morgan (to clean) the entire house by lunch, if nobody (disturb) her.
10. We (send) the invitations in two days. I know they are eager to receive them.

11. Don't call me tomorrow because I (work) on my new project.
12. Before December this year, Barbara (teach) French for 6 years
13. How long (you/be) in this company when you (retire) next month?
14. Next year I (study) in an English University while you (prepare) for the entrance exams.
15. Tomorrow I (meet) my friend and we (go) fishing together.
16. By the dinner time today, she (cook) the whole afternoon.
17. They (drive) for a whole night when they get to Hungary.
18. In August this year, we (to marry) for five years.
19. I am afraid nobody (solve) this problem, I think it is too difficult.
20. When Bob (learn) to drive? – I think soon, when he (be) 18.
21. Max (play) tennis tonight? – He may, he is free.
22. Tomorrow at 9 o'clock he(sleep) for 10 hours on end.

11. Don't call at 5 o'clock. They (have) a break at that time.
12. He (work) at his thesis for 3 years by 2015, when he has to present it to the commission.
13. I (send) the project by next Monday if nothing interferes.
14. If you do not find me at home, you (leave) the package on the garden table.
15. I (stay) at the hotel next Friday and Saturday. Call me, if you need something.
16. By next year, I (study) English for 7 years.
17. (You/finish) the report by the deadline, if you keep working this way?
18. At 2 o'clock tomorrow they (travel) to the Hague while we (prepare) for the exam.

4 Fill in the blanks with the appropriate forms of the verbs given in parentheses. Express future time.

1. I (see) a good film in the afternoon.
2. This time next week we (travel) to Los Angeles.
3. It (rain) in a few minutes.
4. It is nine o'clock. I am sure my sister (write) her composition by eleven o'clock.
5. By 10 o'clock my brother (write) letters for one hour.
6. Peter (spend) this afternoon at the seaside.
7. The bull (chase) them if they go into that field.
8. What (happen) if the parachute does not open?
9. She will tell us about the film after she (see) it.
10. I was sure she would understand them when they (speak) English better.
11. She explained that she would go for a walk after the rain (stop).
12. Margaret (become) the wife of a prominent writer.
13. My brothers (fall asleep).
14. I was told that no-

- body would be permitted to go after the performance (begin).
15. The old man said that he would pay us a visit when he (feel) better.
16. Jack will pay us a visit before he (leave) for Bagdad.
17. You thought I (watch) TV at that time on Friday.
18. By September 1 I (teach) in this school for twenty years.
19. By the end of September, the flowers (die).
20. Tomorrow afternoon at this time they (fly) over the Rocky Mountains.
21. We (open) this window?
22. Where the children (go) after the lesson?
23. Our company (open) a second office.
24. You (listen) to a record this time tomorrow?
25. I was sure she would be delighted when she (heard) that.
26. Lucy has just paid for the holiday she (take) in July.
27. When I (not/be) so busy, I will pay a visit to you.
28. Mother (cook) dinner by the time father comes back home from factory.

5a Use the verbs in parentheses in the most appropriate tense form.

1. The house, as I said, (be) a shell. A paint brush (not, touch) it for twenty years. (O. Henry)
2. As I (round) the corner nearest my hotel the Negro coachman (seize) me, (swing) open the door of his carriage and (begin) his ritual. (O. Henry)
3. When we (not write) letters or (attend) classes, each of us (go) pretty much his own way. (J.D. Salinger)
4. His ankle (throb), and he (give) it an examination. It (swell) to the size of his knee. He (tear) a long strip from one of his two blankets and (bind) the ankle tightly. (J. London)
5. But she (not, be asleep) long enough to dream before she (wake) up again to see something waving in the air above her head. (Katherine Mansfield)
6. It (be) hard working and going to school at the same time. I (never realize) how much I (have) to give up. I (not be) quitting my job because I (need) the money and the people (be) friendly at the place where I (work). Sundays now (be) for catch-up work with my courses. I (have) to catch up because I (not get) home every day until 7, and I (have) to eat dinner first before studying. I (not can sleep) even late on weekends.
7. – Oh, Mum, I (come) home already. My room (be) ready?
– Of course, we just (sit) down to supper. You (like) to have a shower first? We (wait) for you as long as you (want) us to. We (look) through the newspapers and when you get out from the shower we (tell) you what we (read) by that time.

- b**
1. It is already 8 o'clock. By the time I (arrive) in the classroom, the teacher already (explain) the Subjunctive Mood and my classmates (write) sentences to prove their understanding.
 2. On the following Saturday I (celebrate) my birthday. I (invite) a lot of guests already. By the time they (come) my mother, my sister and I (lay) the table already. I told my friends that I (wait) for them at the station, but now I (be) afraid I (be not able) to finish everything by that time.
 3. By the time mother (come), I (do) my lessons already and (read) a book.
 4. What you (say) if I (ask) you to help me with my homework?
 5. She just imagines that when she (enter) her mother (cook) supper, her father (watch) his favourite program already, and (read) a newspaper, while her brother (play) with his toys.
 6. "Why you (not answer)?" she cried. "Because you (talk) nonsense."
 7. "I surely (sleep) very long," said Florence. "When I (come) here? Yesterday?"
 8. Our train (start) at 8.30 tomorrow, so if you (come) at 5 o'clock we still (pack) .
 9. He says he (listen) to the same tunes for fifteen years.
 10. The Bartons (not have) dinner by the time Alice calls on them.

English Tenses: the Passive Voice

Change the sentences into the Passive Voice.

A

1. When they reached Mr. Dorrit's rooms they lighted the candles.
2. Erric was carrying the books down to his office when he heard a loud noise in the lobby.
3. We won't keep you here any more.
4. She will not finish the work by 4 o'clock.
5. This news have amused the policeman.
6. I can't wear these socks; they are too long.
7. She had sent the letter before leaving Greece.
8. They are taking good care of her at the moment; you shouldn't worry.
9. How do movies influence people's behaviour?
10. How can we encourage the customers to buy these goods?

B

1. They didn't find fault with her; they were to blame.
2. She was still waiting for him downstairs; he didn't give any sign of being in a hurry.
3. He has called them to tell the boss will employ him for another two-year term.
4. She will have finished the report by noon.
5. Her departure had disappointed them.
6. They are implementing new methods in foreign languages teaching.
7. She must share her dormitory with her classmates.
8. How do sports influence people's health?
9. People attend colleges and universities for different reasons.
10. What can we do to maintain the friendly atmosphere in our class?

Discourse Markers

Fill in the gaps with the most appropriate discourse markers.

1. ... architecture, sculpture — in wood and stone — held a rather modest place in the art of the epoch.
2. ..., like everywhere else in Europe, the Gothic churches in Romania were built at a slow pace. ..., the new style had already gained ground in the 14th century.
3. ... the iconographic and stylistic differences, the frescoes in the church of the Sucevița Monastery share some of the features of the Călușu murals.
4. ... its outward look is modest enough, the church of the Arnota Monastery is adorned with a fine fresco.
5. in the 19th century phenomena of the traditional art could still be traced, they were no longer typical.
6. waiting for the bus, the girls decided to call a taxi.
7. New outbreaks of plague occurred again and again. ... never again as severe as the first outbreak, plague became a constant danger.
8. ... its military troubles, the Sung dynasty in China, was truly a golden age in the country.
9. By the 1300's, ..., artists and writers in northern Italy were eager to be known and remembered as individuals.
10. ... feudal nobles, merchants did not inherit their social rank.
11. the international organizations did not find it easy to get countries to cooperate with one another, they were able to make considerable progress.
12. ... many deserts, only a small part of the Sahara consists of sand dunes.
13. We couldn't afford to travel abroad, so we went to the mountains ...
14. ... the Colossus of Rhodes was destroyed by an earthquake; another great Hellenistic statue was discovered by archaeologists in 1863.
15. Yesterday I wasn't perfectly sure about it., I made up my mind to think it over, and to question myself narrowly.
16. her shy and slow-tempered sister, Catherine is rather jovial and energetic.
17. the gleam in his eye, we started apologizing wildly.
18. The Egyptians despised their less civilized ruler, ..., they learned several important skills from the Hyksos.
19. The two wisest teachers of ancient India and China never heard of each other. ..., by an old coincidence, these two influential thinkers were seeking the same goal at nearly the same time, to find wisdom and to know the truth about life. they were born within a few years of each other, both wisdom seekers were probably in the prime of life about 525 B.C.
20. ... the cities of the Indus Valley or the Fertile Crescent, Anyang was built mainly of wood.

Reporting Verbs

1 Choose the correct reporting verb from this list and report each example.

mention, explain, point out, agree, promise, threaten, pretend, claim, recommend, suggest, admit, deny, boast, complain, insist, propose, reply, promise, advise, warn, remind, offer, agree, refuse, promise, threaten, pretend, claim, tell, order, ask, beg, advise, remind, persuade, warn, encourage, invite, admit, deny.

1. "I'd go and see a doctor if I were you."
2. "Can you come and help me with this box?"
3. "This is an exam, Mr. Jenkins!! Shut up now!!!"
4. "That road is very dangerous so just be very careful!"
5. "Liverpool won the match last night."
6. "Why don't we go and see that new film at the cinema."
7. "I can come and look after the children tomorrow night."
8. "The lesson starts at six o'clock in the evening."
9. "Can you open the window, please?"
10. "If you remind me, I'll help you."
11. "I'm sorry I broke your computer."
12. "Don't forget to do your homework tonight."
13. "It was Andy who stole the money."
14. "The USA borders on Canada and Mexico."
15. "What has he told Mike about his journey?"
16. "Did your sister finish school two years ago?"
17. "We will take an exam next summer."
18. "They are weeding the garden at this moment."
19. "Who can help us to mow the lawn?"
20. "I don't know what you are talking about."
21. "The English people settled in the New World in 1620."
22. "Is the red rose the symbol of England or Wales?"
23. "I am sorry I haven't taken the rubbish out."
24. "Aren't these shoes comfortable, Jane? I will bring you another pair tomorrow."
25. "Where from do you know that Moldova borders on Romania and Ukraine?"
26. "Father, let's go fishing next Sunday."
27. "Don't keep tomatoes in plastic bags for a long time."
28. "Mum, are you watching your favourite program now?"
29. "Do you know, Kate, that the Earth moves round the Sun?"
30. "How much time have you been watching TV?"
31. "Where is the book father bought yesterday?"
32. "I was reading a book when she entered."

2 Use Reported Speech to tell the story. Make use of some verbs from the previous exercise.

The Travellers and The Monk

One day a traveller was walking along a road on his journey from one village to another. As he walked, he noticed a monk tending the ground in the fields beside the road. The monk said "Good day" to the traveller, and the traveller nodded to the monk. The traveller then turned to the monk and said:

"Excuse me, do you mind if I ask you a question?" "Not at all," replied the monk. "I am travelling from the village in the mountains to the village in the valley and I was wondering if you knew what it is like in the village in the valley?" "Tell me," said the monk, "What was your experience of the village in the mountains?" "Dreadful," replied the traveller, "to be honest, I am glad to be away from there. I found the people most unwelcoming. When I first arrived, I was greeted coldly. I was never made to feel part of the village no matter how hard I tried. The villagers keep very much to themselves, they don't take kindly to strangers. So tell me, what can I expect in the village in the valley?" "I am sorry to tell you," said the monk,

"but I think your experience will be much the same there". The traveller hung his head despondently and walked on.

A while later another traveller was journeying down the same road and he also came upon the monk. "I'm going to the village in the valley," said the second traveller, "Do you know what it is like?" "I do," replied the monk "But first tell me - where have you come from?" "I've come from the village in the mountains." "And how was that?"

"It was a wonderful experience. I would have stayed if I could but I am committed to travelling on. I felt as though I was a member of the family in the village. The elders gave me much advice, the children laughed and joked with me and people were generally kind and generous. I am sad to have left there. It will always hold special memories for me. And what of the village in the valley?" he asked again. "I think you will find it much the same" replied the monk, "Good day to you" "Good day and thank you," the traveller replied, smiled, and journeyed on.

Modal Verbs

1 Open the parentheses. Choose the required modal verb.

Explain your choice.

1. The girl (can, could, may, might) have been waiting all this time as we could not warn her not to come.
2. - The air is stifling here. (Can, may, should) I go out?
- No, you (can't, mustn't, shouldn't). I am very sorry but I (shall, may, will, can) keep you another twenty minutes.
3. Where (must, need, should, may) I go if I want to have my hair waved?
4. He (was, had, ought) to go to the country although it was raining cats and dogs.
5. You (shouldn't, needn't, may not, mustn't) have worried on my account, I told you I could come home very late.
6. He is talking nonsense. I (won't, shan't, can't, mustn't) listen to him.
7. She supposes she (would, must, should) retire from public life.
8. When he came in tired from the fields, he (shall, will, would, must) have a hot meal on the table his mother

(used to, must, need) cook for him.

9. How did it happen? I am sure it (can, must, should) have been some adventure.
10. He (must, should, might) have known everything; he (must, could, ought to) have warned us about it.
11. For a full fifteen minutes I (couldn't, dared not, shouldn't) look at her, I was so ashamed and was thinking I (would, should, will, could) have rather kept silent.
12. You (mustn't, shouldn't, needn't) have brought all this stuff, we have plenty of it in the house.
13. I (should, need to, can, must) go now. I (am, have, ought to) meet my wife. She is waiting for me.
14. And every time I speak to her she (will, would, must) blush and lose her speech, and not look at me.
15. People are getting on the bus now. It (must, should, will) be leaving in a few minutes.
16. You (would, should, could) rather not waste so much time if you want to catch the train.
17. People (were used, used) to catch fish in this river, but now it has become polluted.

2 Use a modal verb or a similar expression with each of the verbs in parentheses. More than one variant may be possible. Comment on your choice.

1. I can't find my umbrella. I (leave) it at the office.
2. There's no heat today. Something (do) with that old furnace.
3. He told the police that he (go) to prison than to betray his friend.
4. He (work) for a living, instead of accepting his children's money.

5. When he went to school, he (answer) no questions or (speak) to anyone.
6. You (take) care of that matter long ago.
7. He (leave) so soon?
8. Her hair looks beautiful today. She (go) to the hairdresser's.
9. I have often wondered whether she (do) what she did.
10. I (look) through all these notes. They (help) me somehow.
11. Anyone (attend) the ceremony?
12. He (allow) to say a few words in his defense.
13. The missing child (appear) at any moment.

3 Paraphrase the following sentences using a modal verb. Motivate your choice.

e.g. He behaved perhaps tactlessly. He might have behaved tactlessly.

1. It is impossible for her to have won the race.
2. It was necessary to tell her the truth.
3. I am sure she is angry and doesn't want to see you.
4. It is advisable that they postpone their honeymoon.
5. I don't believe they have gone bankrupt.
6. It is possible that she didn't recognize us.
7. I insist that you do what I say.
8. I am certain there's nobody else but the girls chatting in the darkness.
9. I don't think they are having dinner out.
10. I don't know whether he married that very girl.
11. I guess this is the ring she was looking for.
12. It is advisable for Jack to be more responsible.
13. It's not raining now. It is likely to clear up soon.

4 Read the situations. Express your opinion using the most appropriate modal verb.

e.g. I am afraid, I have lost my book.

You can't have lost your book.

You should have been more attentive.

You needn't worry. You can have mine for a while.

You must have forgotten where you had put it.

1. You hurt his feelings when you said that.
2. My sister regrets what she had done.
3. We made fun of him and now he is angry with us.
4. She has poor pronunciation.
5. Your friend is at a loss; he doesn't know what to say.
6. Our neighbour fell down and broke his arm.
7. We can't find out seats.
8. He refused to take part in our festival.
9. She is too shy to speak in public.
10. He didn't keep his promise again.
11. They have quarrelled again.

Prepositions

Fill in prepositions or adverbs where necessary:

1. A strange thing happened ... me the other day. When I entered ... my flat I saw a tiger sitting ... the middle ... my room. ... some minutes I stood terror-stricken. I tried to remember some rules ... behaviour ... the presence ... wild animals, but soon realized that I had never learned any. As my tiger seemed ... no hurry to have me ... dinner, I managed to get ... my fear ... the animal and began giving him my impressions ... the last film I saw. Probably the tiger was not used ... such amusing stories, for ... first he looked puzzled, but little ... little got interested ... the contents ... the film (another proof ... his intelligence).

I'm sure this unbelievable story was a surprise ... you, but it was just a little trick to make you use some prepositions ... their proper places.

2. It happened ... my aunt when she was ... her first visit ... London.

Once my aunt, a young girl then, went ... a walk and returned ... the hotel rather late. She found her room unlocked, but she didn't think it to be ... great importance and went When she switched ... the light, she shuddered ... fear: a stranger ... dirty boots was lying ... her bed ... his feet ... the pillow and his head ... the foot ... the bed. ...first it seemed ... my aunt that she would die ... fear, but ... some moments she realized that the man was ... no condition to get ... or do any harm ... her.

She felt somewhat reassured, but still she couldn't help screaming so loud that all the neighbours woke ... and came running ... the room.

Great was her embarrassment when she was told that she had entered ... the wrong room: her room was just ... the one she had opened ... the next floor.

3. Visitors ... plenty ... money to spend and who come chiefly ... enjoyment are likely to pass most ... their time ... the

West End. Those who come to learn ... London's history will find much to interest them ... the City. Here most ... the streets are narrow, and traffic is often very slow. Many ... these narrow streets run down ... the Thames, and ... the end ... many ... them warehouses can be seen. The City is concerned ... finance, but it is also a market ... goods ... almost every kind, ... all parts ... the world.

The Port ... London is ... the east ... the City. Here today, are miles and miles ... docks, and the great industrial areas that depend ... shipping. This is the East End ... London, unattractive ... appearance, but very important ... the country's commerce. Ships ... 6,000 tons can come as far as London Bridge, below which is the part ... the river called the Pool. They can pass ... Tower Bridge. It takes only five minutes to raise the two halves ... the roadway to allow a ship to pass.

4. Once Mark Twain was sitting ... a dinner party ... a well known pianist. He said ... him: "It will interest you ... a pianist that my life was once saved ... a piano when I was a boy. We had a terrible flood ... my home town. The water even reached the upper storey where I was ... my father. ... hesitation my father sat ... a big chest ... drawers, and floating ... the river reached safely the bank."

"Well, and you?" asked the pianist.

"I accompanied him ... the piano."

5. A Londoner who was going ... the West ... England ... a holiday, arrived ... train ... a town, and found that it was pouring. He called a porter to carry his bags ... a taxi. ... the way ... the station, partly to make conversation and partly to get a local opinion ... prospects ... weather ... his holiday, he asked the porter:

"How long has it been raining like this?"

"I don't know, Sir, I've only been here ... fifteen years," was the reply.

Noun-Forming Suffixes

1 Complete the sentences with nouns formed from the words in parentheses.

1. She couldn't catch her (**breathe**) at all.
2. I finished all the (**require**) in Latin.
3. The others stared at her in (**suspect**).
4. Unmistakable (**angry**) stared back at her.
5. His stiff manners soon relaxed into a boyish (**eager**).
6. His (**deny**) of responsibility for the accident was unconvincing.
7. A cold is a very common (**complain**).
8. They are staging a (**revive**) of a 1990s play.
9. Her (**laugh**) died away at the sight of their faces.
10. What are your (**admonish**) for those who can see?
11. Is the (**observe**) of religious holidays of great importance?
12. He is a man of (**dignify**) and calm determination.
13. The study compares the (**occur**) of heart disease in various countries,

14. What (**strong**) of character has enabled her to stand for herself?
15. She is supposed to have lived in India in her (**girl**).
16. Their (**loyal**) to the cause is impressive.
17. (**Modern**) seeks to find new forms of expression nowadays.
18. There was a general air of (**expect**) in the crowd.
19. The (**immense**) of the task seems daunting.
20. I was shocked by the (**indecent**) of their language.
21. This school is known for its academic (**excel**).
22. He has been a trade union (**active**) for many years.
23. If you want to join them you should apply for (**member**) of their club.
24. One certainly hopes to gain a little (**wise**) as one grows older.
25. Have you heard about the John Lewis (**Partner**)?
26. Thousands of (**refuge**) fled across the border.
27. The hotel bar was only open to (**reside**).

2 Use suffixes to form nouns from the verbs below and write them down. Follow the example and be careful with the spelling. *E.g. arrive - arrival*

imagine	assist	slave	divide	inherit	opt	prescribe	retail
decide	secure	count	perform	interpret	please	recite	unite
argue	occur	depart	acquit	tolerate	perform	refer	vary
refuse	absorb	employ	revise	offend	preside	refuse	dictate
weak	paint	depend	injure	oppose	propose	retain	neglect

Articles with Some Proper Nouns

Supply the proper article where necessary:

1. Some of the better known shopping areas in ... Pittsburgh, ... Pennsylvania, are on ... Walnut Street, where people watching is as rewarding as the fashion and fancy house wares stores.
2. ... Pittsburgh Playhouse in ...Oakland is the site of a wide range of classical and contemporary productions, the latter being presented by ... City theatre Company at ... New City Theatre in Oakland.
3. ... University of ... Pennsylvania, dates from 1740 and numbers ... Benjamin Franklin among its founders. Contributing to the city's reputation as a force in higher education are ... Drexel University, ... Swathmore College, ...Temple University and ... Villanova University.
4. In 1790, ... Philadelphia became the temporary capital of the new United States which was born at ... Pennsylvania State House, better known today as ... Independence Hall.
5. ... Westminster Abbey, situated in ... Victoria Street, as contrasted to ... St. Paul's Cathedral and ... Tower of London, is the core of the new London. It has become over the centuries a national history book in a Gothic cover. Monarch after monarch, including ... Elizabeth I and her adversary ... Mary Queen of Scots, is buried within, and so are poets and politicians and war heroes.
6. ... British Airways is the internationally respected national carrier, flying to more than 140 cities in more than 70 countries. Most transatlantic hops are aboard ...Boeing and Lockheed, as well as the premium fare supersonic ... Concorde linking ... New York, ... Washington, and ... Miami with ... London.
7. ... Sighişoara is an ancient town whose beginnings date back into ... Bronze Age. During ... Middle Ages it was a busy trade center.
8. ... Renaissance began in the city states of northern Italy, especially Florence.
9. ... Greeks were the first people who recorded their research so that it could be used by others. ... Romans established a medical school in Egypt. In ... Middle East ... Arabs developed their own interests in medicine. When ... Muslims invaded ... Spain they brought their medical knowledge to ... Spanish universities.
10. ... St. Vitus Cathedral is the largest and most significant cathedral in ... Czech Republic. A picturesque alley called ... Golden Lane, takes the tourists to ... Prague Castle, famous

- for its ... Powder and ... Daliborka Towers, ... St George's Basilica and ... St. George's Convent, and many other sites.
11. ... Louvre Museum presents 30.000 works of art divided into seven main collections including both ... Antiquity and ... Western Art, from ... Middle Ages to the first part of the 19th century.
 12. ... Bana Josipa Jelacica Square, which is at the very centre of ... Zagreb, came into being in the 17th century. The

buildings surrounding it were built in the course of a hundred years and so represent a variety of styles — from ... Classicism and ... Secession to ... Modernism.

13. Many tourists who come to ... London start their tour with ... National Portrait Gallery.
14. Countless visitors stream into ... Stratford-upon-Avon; ... Shakespeare's birthplace, to pay their respect to the Bard's memory.

Nouns used only in the plural and their homonyms that may be used in the singular as well

Choose the right word in parentheses:

1. His (ash/ashes) were scattered over the Soldiers' field. There was some cigarette (ash/ashes) on the carpet.
2. Your BMW is a modern car which deserves the best (attention/attentions). You should get medical (attention/attentions) by going to your local hospital.
3. We have a lot of (work/works). Over three thousand people have been employed at the iron (work/works) for over twenty years.
4. The (custom/customs) of sending postcards on New Year's Eve is rewarding. The (custom/customs) officer started examining the passengers' baggage.
5. The sleeping (quarter/quarters) were on the upper floor of the building. In the fourth (quarter/quarters) of 2001, a lot of people took part in some protest marches.
6. His report contains little evidence of (iron/irons) deficiency anemia. The prisoner was put in irons.
7. The recording has captured the true (colour/colours) of the original music. The painter used different (colour/colours) for the trim. Contrary to all expectations the soldiers came off with flying (colour/colours).
8. The prosecutor has the (authority/authorities) to issue warrants. The (authority/authorities) have issued a curfew.
9. Saying 'please' is good (manner/manners). The (manner/manners) in which he is interrupting a conversation is regrettable.
10. (Air/airs) travel involves too much waiting in airports. Don't put on (air/airs); it's not polite.
11. The novel gives a clear (picture/pictures) of life in the countryside. She didn't agree to go to the (picture/pictures) with him.
12. (Look/looks) can often be deceptive. What do you mean by your (look/looks)?

Attributive Relative Clauses

1 Combine each pair of sentences. Use *who*, *which*, or *that*.

1. The plane landed safely. The plane had encountered turbulence.
2. This is the young man. I told you about him.
3. Commercial photographers take pictures for advertisements. They work with different subject matters.

2 Insert *who*/*that*/*which*:

1. Musical comedies ... developed in America in the late nineteenth century remain a popular form of entertainment today.
2. The musicals ... have proved most popular are light-hearted and humorous.
3. Many of the best known songs ... people count among their favourites are tunes originating in musicals.
4. The new stadium, ... holds more than 20,000 people, will be opened next week.
5. Foreign investors, ... were besieged by journalists when their plane landed, held a short press-conference.
6. ... parts of my report did you find most interesting or most surprising?
7. A thesis statement is a sentence ... explains the purpose

4. To be successful, a candidate needs supporters. The supporters must be willing to work long and hard for victory.
5. The Mayas developed an extraordinary civilization in Central America. The Mayas were a Native American people.
6. The Mayan civilization reached its peak about 300 AD. It continued to flourish for almost six hundred years.

of your report.

8. Mr. Brown, ... has just got married, will be our ski instructor.
9. All substances are made up of atoms and molecules ... possess energy.
10. My brother ... lives in Texas is a doctor.
11. William Golding, ... is best known for the novel *The Lord of the Flies*, won the Nobel Prize for literature in 1983.
12. The man ... lives next door is an architect.
13. Where is the milk ... was in the fridge?
14. Last night we went to Ann's party we enjoyed very much.
15. What was the name of the young man ... offered you those splendid red roses?
16. The Earth is the only planet ... supports life.
17. I looked at the moon ... was very bright.

19. Thank you for your letter ... I was very glad to get.
 20. The population of London, ... was once one of the largest cities in the world, is now falling.

21. The girl ... answered the phone was an engineer.
 22. He wrote six books. ... did you like best?

Adverbial Clauses

1 Complete the sentences with adverbial clauses of the type indicated.

- There might be life on other planets... (Condition)
- Copying machines are revolutionizing the way we live...(Cause)
- Children's television programmes are often so violent ... (Result)
- Playing a musical instrument can help you under-

stand and appreciate music... (Concession)

- The time of the year often affects the way people think and act ...(Result)
- He did his work...(Manner)
- He speaks German much better...(Comparison)
- Examination candidates are known by a number, and not by name...(Purpose)

2 Complete the following sentences using adverbial clauses of cause or time. Identify the type of the adverbial clause.

- He doesn't read his letters in front of her *since*...
- The British public forced him to leave office *since*...
- Two American presidents have been assassinated *since*...
- She has been a good skater *since*...
- The Smiths are going to move here *since*...

- Doina has wanted to be an actress *since*...
- My classmate has not received one letter from her brother *since*...
- Since* this school year started...
- Since* we don't have any homework for Monday...
- We left the meeting early *since*...
- She has been involved in charity actions *since*...

3 Restate the following sentences using unless + affirmative verb

Remember!

Unless + affirmative verb = *if* + negative verb.

- If they don't keep the apartment clean, I will not stay with them.
- I won't buy a large car if the price of cars doesn't go down.
- The quality of our air will become worse if more people don't start using public transportation.

- If he is not here by the end of the month, I shall get very upset.
- We shall be late for the concert if we don't hurry.
- I am playing badminton tomorrow if it doesn't rain.
- If you don't work harder, you will not pass the examination.
- A lot of people will look for other jobs if their salary isn't increased.
- If she doesn't apologize to me, I shall not forgive her.

4 Complete the sentences with adverbial clauses, using in turn each of the conjunction given. State the type of the adverbial clause.

1. We must thoroughly discuss the contents of the novel in class...

so that
because
if
lest
before
no matter
even if

2. He suggests that people should go to the theatre as often as possible...

wherever
as
in order that
so that
as long as
even though
whenever

5 Complete the sentences with adverbial clauses, using in turn each of the conjunctions given. State the function of each clause.

As...
Although...
When...
As soon as...
For fear that...
Provided that...
Even if...

the art director of the theatre hired her as an actress...

Whatever...
If...
Since...
Much as...
Although...
Whether...
Lest...

please, do me a favour and answer my question immediately...

Tapescripts

UNIT I

Lesson 3

Time management is not necessarily working “harder” but rather “smarter”. **The top five management mistakes to avoid are the following:**

1. If you start your day without a plan of action, at the end of the day you will discover that you have worked hard but may not have done enough of the right things. Time management is doing the right things.

2. Our lives are made up of Seven Vital Areas: Health, Family, Financial, Intellectual, Social, Professional, and Spiritual. We will not necessarily spend time every day in each area. But if in the long run we spend a sufficient quantity and quality of time in each area, our lives will be in balance. If we get out of balance in our life we will eventually sabotage our success.

3. Studies have shown that persons who work with a messy desk, bookcase, school bag, etc. spend, on average, one and a half hours

per day looking for things or being distracted by things. That's seven and a half hours per week.

4. Studies show that nearly 75 % of us complain on a regular basis, all throughout our days, that we are flat-out tired. It's because we don't get enough sleep. Most people get the quantity of sleep, but they lack the quality of sleep. If we plan our day, and then follow our plan, we will get more done, feel a higher sense of accomplishment, exercise less stress and enjoy a more restful night's sleep.

5. Some people do not take a lunch break, working through that time period in the hope that it will give them more time to produce results. Studies have shown it may work just the opposite. After doing what we do for several hours, we start to “dull out”. A lunch break, even a short fifteen-minute one, gives us a chance to get our batteries all charged up again to more effectively handle the afternoon's challenges.

Lesson 4

I: Do you think you are a relaxed person?

Irina: I seriously doubt that. I do not find it easy to relax considering the amount of work and activities I have to do.

I: How do you relax in the evenings?

Irina: I drink a cup of hot tea, laugh with my family, walk the dog and remember beautiful moments.

I: What sorts of things relax you better?

Irina: Silence or good music, long walks in the park. There is no category that would describe my taste in music, but usually a song that is tied to a happy memory, a special person or a magnificent place helps me to relax. And, I can say that the hobbies I practise are rather relaxing as well.

I: What are your hobbies?

Irina: I usually read books and watch movies to enrich my vocabulary. I enjoy books that have a very distinctive way of narrating and the ones in which complex characters wisely overcome the challenges. Also, I prefer memoirs because they are a wonderful way of discovering the inside of a human soul and mind.

During the weekends, I usually visit museums and galleries, watch movies or plays, go to some parties and hang out with my friends. I got interested in movies three years ago, during the winter break when I got a cold. Since I was in bed the whole time and was too tired to read, I started watching different movies and they captured my attention through their easy way of expressing complicated

and complex issues. In addition to movies, I'm passionate about yoga which is a calm sport of both body and mind. To me, this activity is a wonderful way to relieve stress, calm down and get a new perspective upon the challenges of the everyday life. In addition to cinematography and yoga, I practise swimming.

I: Why did you choose these hobbies/activities?

Irina: I chose these three activities because they are the closest to my personality and match perfectly my vision of a good time.

I: What knowledge or skills have you gained as a result of these activities?

Irina: I have learned a lot about myself and the way I perceive things. I have learned how to be in charge of my mind, thoughts, actions, and impulses.

I: What are the exciting moments connected with your hobbies?

Irina: I prefer the moments after each of the activities because there is a sense of accomplishment behind them and an ineffable feeling of pride and change that accompanies a physical or mental exercise.

I: How do American teenagers relax?

Irina: Most of them hang out with their friends, go to sport events at school which are a wonderful way of supporting the team and coming together for the same purpose. There is a definite sense of unity among the supporters and the players. Other options are movies, parties, concerts, trips, or cooking groups at somebody's house.

Lesson 4

W. H. Davies

Leisure

WHAT is this life if, full of care,
We have no time to stand and stare?—
No time to stand beneath the boughs,
And stare as long as sheep and cows:
No time to see, when woods we pass,

Where squirrels hide their nuts in grass:
No time to see, in broad daylight,
Streams full of stars, like skies at night:
No time to turn at Beauty's glance,
And watch her feet, how they can dance:

No time to wait till her mouth can
Enrich that smile her eyes began?
A poor life this if, full of care,
We have no time to stand and stare.

Girl Power

By Araz Garakanian, Age 14

As Olympus was heaven to the gods, this was heaven to me: the orange court with its three-point line, free-throw line and boundaries. This was where I wanted to be - the basketball court. It was my life, my destiny, my future.

The noisy gym held a bunch of students talking, rapping, eating or just staring into space. Our gym teacher stepped in front of us. "If you want to play basketball, get on the court," he blurted.

As usual, most of the prissy girls were scared that their makeup would smudge or their hair would get ruined. But I jumped right onto the basketball court. Unfortunately, I was the only girl. Oh well, I'll look like a chicken if I sit down now. With these things in mind, I took my spot on the court.

The game was about to begin. All the teams had been selected, and I was one of the first picks on the blue team. I was thrilled! Then I heard a group of girls snicker, and one said, "The only reason you got picked is because you're the only girl and they felt sorry for you."

That can't be the reason. They chose me to play against the best boys . . . or did they just want to embarrass me? A boy in the bleachers yelled, "Girl, get off that court. Basketball isn't your game!"

The coach blew his whistle, and the game began. Here I go, I thought. I should show these boys my skills.

I tried blocking passes, but the guys just shot over my diminutive body and swooshed the ball in. I tried to guard them, but they pulled some tricky moves and I felt stupid as I spun around looking for the ball.

Finally, I stole the ball. I was shocked to see the orange sphere in my hands. I was so excited that I didn't even move until everybody shouted, "Run! Run!" The ball was mine. It was my chance to shine, my opportunity to make the people who doubted me look dumb. I knew that witnessing my skills would silence the teasing, but I had to do this right.

I ran across that basketball court like a tornado destroying a city, and BAM, I tripped. I couldn't believe it. How had it happened? I couldn't even hear myself think because there was so much laughter coming from the bleachers. It was then that I realized that my Nikes were untied. Oh my goodness, I thought. Here I was trying to make myself shine, but I made a fool of myself instead.

Had the team lost? I wasn't even paying attention because I was so busy trying to hide from the crowd. I looked down to see the basketball court beneath my feet. Oops! I was still on the waxy court, and the other team had already started to shoot. So I tied my

shoelaces and hopped off to the side. The prissy girls, the obnoxious boy and even the coaches were smirking and laughing at me. How was I going to get through this humiliation?

An hour later, the laughter had slowed down, but I knew that it was still in their memories. If I didn't do anything, by the end of the day the whole school would know about my little incident. No one would know what really happened because people were bound to exaggerate the story to make it funnier. I knew I had to do something to prove I was competent.

"Coach, can you put me in the next round?" I asked.

"You want to go in the game? Come on, Araz," he said.

"I want to play," I countered.

"You'll hurt yourself. Just let the boys finish off what they started."

"No, I want to do this." I stood firm.

"Alright, then. It's your decision, but don't come whining to me if you get hurt," he mumbled.

So I went back in. This time I played for the red team. The spectators' eyes rested on me. I felt the pressure to show them everything I could do. The game started with a tip-off. I got the ball, dribbled it down the court, crossed a boy over, and made a layup. Again I heard the crowd roar. I felt like I was in control of a ball of fire. This was the attention I craved. I wanted people to notice me for my talents, not my mistakes. The roles had switched. Maybe Michael Jordan had entered my body. By the end of the game, I had beaten just about every boy on that court, and people were coming up to me and complimenting me on my playing.

I had done it. I had done what had seemed like the impossible. Even though I felt like hiding in the bathroom and never getting on the basketball court again, I dusted myself off and tried again. Something told me to get back on that court and prove everybody wrong. Just like the basketball, people tried to knock me down, but I bounced right back up.

The best part of that day was when a certain boy, that same one who had made fun of me, came up to me and said, "Nice game! You played great. Most girls would have given up as soon as I teased them. You got back on that court and played like Jordan. It sure is hard to break you down. Next time, I want to play you one-on-one." That put a smug smile on my face for the rest of the day. I felt like a true achiever.

From Chicken Soup for the Soul Real Deal: School by Jack Canfield, Mark Victor Hansen and Deborah Reber, abridged

UNIT II

Lesson 1

Last night was a bore. Several people came to my place for a chat hoping to enjoy themselves. But what an awful evening it was!

One young man talked to us for a full hour on every subject under the sun. None of us could get in a word, not even me, though I'm supposed to know how to do it — I've been a journalist for many years now. So what should have been a pleasant social get-together became an awful bore.

Our speaker is eighteen, and that, I think, excuses him, for he hasn't been practising the art of talking for too many years.

He will learn, I hope, that a good conversationalist is a man who has something interesting to say, and at the same time he tries to

make his audience feel comfortable. He is also a good listener and shows by his interest that he wants to hear what others have to say.

He enjoys talking but realizes that everyone will get more pleasure from the conversation if all get a chance to take part. He speaks clearly enough for all to hear comfortably; he is never monotonous, and his speech is full of interesting things; and, by the way, unlike some people, he looks his listeners in the eye, and not into space.

Unfortunately too often we suffer from bad conversationalists. They are all the same — they are always boring; and yet, they differ. You can even talk of several types here. To begin with, there is the so-called "monopolizer", for instance. This type of conversationalist

wants to do all the talking. After you've been listening to him for ten minutes, you know you are not going to be able to add more than a "yes" or a "no" to something that he has said because he will probably continue talking until he is so tired he can't speak any more.

The "show-off" is not very different from the "monopolizer". Here is the person who wants to attract attention to himself. He is not as interested in the conversation as he is in himself. Even if he has nothing to offer he still wants to be the centre of the talk.

And the "repeater" is a well-familiar type. He will repeat not only something he has said but also something someone else has mentioned. Hasn't this kind of talker bored us since time immemorial?

There is also the type that I call the "detailed" man. He usually enjoys what he is telling so much that he cannot leave out the smallest detail. Quite often, after he has been speaking for a short time he finds he has lost his audience because they are not so interested in

all the details as he is.

And now I almost want to say thank God for the "interrupter". The good thing about this type of conversationalist is that you can depend upon him to interrupt the "monopolizer" or the "detail man".

And of course there is the "silent one". This participant has nothing to say. It may be that he has no information to offer or it may be that he is afraid to say something because he is too shy. Or perhaps he is the one who remembers that silence can be gold.

Not always, I must say, I, for one, believe that most communication is good. I am sure that to achieve progress we must discuss things.

I am all for discussing things. But the talker should remember that conversation must serve a purpose. What he says must always be to the point. For life is short, and nobody wants to spend hours listening to people that talk and talk and never think.

Lesson 2

Tips for Giving Feedback

- Care for the person receiving feedback.
- Show respect.
- Have the intention to help not to hurt.
- Do not give advice, just share ideas .
- Focus on behavior. Refer to what a person does and not on what we imagine s/he is. Use verbs which relate to actions rather than adjectives which describe personality. You say "You came late to our meeting, Linda". You don't say "You are not organized". You do not

attack the personality, you comment on behavior.

- Be direct, clear, to the point. Be concrete. You say "You are late for our meeting today, Ann". You don't say "You are always late, Ann".
- Give the feedback as soon as possible after the incident.
- Don't overdo it. Give just enough information for the other person to digest. Talk about one specific incident and not about a lot of behavior incidents.
- Check that the other person understood you correctly.

Tips for Receiving Feedback

- Ask clarifying questions.
- Listen attentively.
- At the end paraphrase the major points to see if it corresponds to what the giver had in mind. Example: "What you are trying to say is..." "You think that ..."
- Ask the giver to be specific and descriptive.
- Don't get defensive, angry, or argumentative.

- Avoid explanation of your behavior unless asked.
 - Solicit feedback from other people to check others' opinions.
- If two or three people give you similar feedback, there may be a pattern, which you might want to consider.
- Show appreciation to the person giving feedback.
 - Say what you intend to do as a result of the feedback.

Lesson 4

Are Great Speakers Born or Made?

There is a myth that great speakers are born, "not made", that somehow certain individuals have the innate ability to stand in front of an audience with no anxiety, and give a moving, dynamic speech. Well, that just isn't so!

People we consider to be great speakers usually have spent years developing and practising their skills. They had to start at the beginning and learn the basics of organization, preparation, delivery and dealing with anxiety. Once the basics were in hand they had to continue to build their abilities.

Learning to be a better speaker is similar to learning any activity. In the beginning it can be frustrating. After a few lessons where you learn some theory and practice some of the basic skills, things usually improve. To really learn to do anything well takes constant practice. You have to also master the basics.

Speaking is no different. Before becoming comfortable as a speaker you need to learn some basic skills and then actively seek places to practise those skills. The more experience you gain, the more proficient and comfortable you will become.

Lesson 5

Too Bad

Dorothy Parker

Part 1

"My dear," Mrs. Marshall said to Mrs. Ames. "I never was so surprised in my life. Imagine! We were going to have dinner with them last Tuesday night, and then I got this letter from Grace from this little place up in Connecticut, saying she was going to be up there she didn't know how long, and, she thought, when she came back, she'd

probably take just one big room with a kitchenette. Earnest was living down at the club, she said."

"But what did they do about their apartment?" Mrs. Ames's voice was high with anxiety.

"Why, it seems his sister took it. They wanted to move into town, anyway, and were looking for a place."

"Doesn't she feel terribly about it – his sister?" asked Mrs. Ames.

"Oh – terribly." Mrs. Marshall dismissed the word as inadequate. "My dear, think how everybody that knew them feels. Think how I feel. I don't know when I've had a thing depress me more. If it had been anybody but the Weldons!"

Mrs. Ames nodded.

"That's what I said," she repeated.

"That's what everybody says." Mrs. Marshall took away any undeserved credit. "To think of the Weldons separating! Why, I always used to say to Jim: 'Well, there's one happily married couple anyway, and then, right out of a clear sky they go and separate. I simply can't understand what on earth made them do it. It just seems too awful!'"

UNIT III

Lesson 1

The Torn Invitation

by Norman Katlov

When he came into the kitchen, Theresa Wojick turned from the stove, smiling at her son, rubbing her hands on her apron as she walked to meet him. She held him at the elbows, examining him carefully, her face warm and her eyes gentle, welcoming him as though he had returned from a long and perilous journey...

Harry went to the sink to wash and, turning, saw the table set for three. "For Frankie Thomas," his mother whispered, looking at her son. "His mother is gone again till half the night, and leaves cold cuts. Boy like Frankie to eat cold cuts," she whispered. "You call him, Harry." "Why can't she learn to speak English?" he asked himself savagely, turning away. "She's been here long enough!"

Harry walked through the short hall and stood under the arch which led into the living room. He saw the frail, black-haired boy with whom he had grown up, "Hey, Frankey," Harry said. "Come on

and eat." Harry whistled shrilly and came back into the kitchen.

He pulled the chair out and held it suspended off the clean, bare floor, his fingers tightening on the wood. There, next to his plate, was the white, square envelope, and atop it, covered by a transparent sheet of thin paper, was the embossed invitation.

Harry looked at his mother, who had her back to him, busy at the stove. He heard Frankie coming through the house and knew that Frankie had put the invitation there, *knew it*. He moved the chair at last and sat down and, without touching it, his hands holding his knees, he read the invitation from the faculty of Hamilton High School to an open house in honour of all the students' mothers.

It was tomorrow.

Harry knew *that* all right. Had known it for ten days and had kept it a secret...

Lesson 2

Smoking – Health Risks

Why quit smoking?

Smoking is a hard habit to break because tobacco contains nicotine, which is highly addictive. Like heroin or other addictive drugs, the body and mind quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal. Cigarettes contain more than 4,000 chemical compounds and at least 400 damaging toxic substances, for example, *tar*, a carcinogen substance that causes cancer, *nicotine* which is addictive and increases cholesterol levels in your body, *carbon monoxide* which reduces oxygen in the body, etc.

Research has shown that smoking reduces life expectancy by seven to eight years. On average, each cigarette shortens a smoker's life by around 11 minutes. Cardiovascular disease is the main cause of death due to smoking. Smokers tend to develop coronary thrombosis 10 years earlier than non-smokers, and make up 9 out of 10 heart bypass patients.

Did you know?

- A single cigarette can reduce the blood supply to your skin for over an hour.
- Smoking raises blood pressure, which can cause high blood pressure – a risk factor for heart attacks and stroke.
- Smoking worsens asthma and counteracts asthma medication by worsening the inflammation of the airways that the medicine tries to ease.
- Smokers run an increased risk of cataracts.
- Smoking stains your teeth and gums.
- Smoking causes an acid taste in the mouth and contributes to the development of ulcers.
- Smoking also affects your looks: smokers have paler skin and more wrinkles. This is because smoking reduces the blood supply to

the skin and lowers levels of vitamin A.

Passive smoking

The 'side-stream' smoke that comes off a cigarette between puffs carries a higher risk than directly inhaled smoke. Children who grow up in a home where one or both of their parents smoke have twice the risk of getting asthma and asthmatic bronchitis. They also have a higher risk of developing allergies. Infants under two years old are more prone to severe respiratory infections and cot death.

For adults, passive smoking seems to increase the risk of lung cancer, but the evidence for an increased risk of heart disease is not yet conclusive.

Thinking about quitting?

As well as reducing your risk of getting a smoking-related illness, there are other benefits to quitting smoking:

General health improves as tiredness and headaches can be linked to smoking.

Your sense of taste and smell will improve.

Your heart will be less strained and work more efficiently.

Stopping smoking is the single biggest thing you can do to improve your health, but it's a difficult task.

The weight of evidence suggests that smokers should set a date to stop, and do their best to quit completely from this point.

People start smoking for a variety of different reasons. Some think it looks cool. Others start smoking because their family members or friends smoke. Statistics show that about 9 out of 10 tobacco users start before they're 18 years old. Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier to not start smoking at all.

Lesson 3

Trafficking in Human Beings – a Modern Form of Slavery

Trafficking in human beings is a process, with people being abducted or recruited in the country of origin, transferred through transit regions and then exploited in the country. It is a global phenomenon. Trafficked persons are exploited for their labour and experience a series of rights violations, ranging from restriction of movement and confiscation of pay, to violence and abuse. Trafficking of human beings is a widespread practice in the modern world. It has been estimated that between 600,000 and 800,000 people, the majority of whom are women and children, are trafficked worldwide each year. ILO has estimated that the minimum number of persons in forced labour, including sexual exploitation as a result of trafficking, at any given time is 2.5 million. Once having crossed the border, a trafficked migrant is further exploited in coercive or inhuman conditions. People are trafficked for the purpose of sexual and labour exploitation or the removal of organs. Women and children are particularly affected: women and girls represent 56 % of victims of forced economic exploitation and 98 % of victims of forced commercial sexual exploitation. Children are also trafficked to be exploited for begging or illegal activities, such as petty theft.

Trafficking in human beings is an extremely grave offence

against the individual. Trafficking in human beings is a serious crime and a gross violation of human rights. It is very often linked with organised crime and is considered as one of the most profitable criminal activities worldwide. The estimated number of people trafficked to or within the EU amounts to several hundred thousands a year.

The rapid growth in trafficking of human beings and its transnational nature have prompted the international community to take urgent action, and a major step was taken when the United Nations adopted the Protocol to Prevent and Suppress Trafficking in Persons, Especially Women and Children (Trafficking Protocol), attached to the United Nations Convention against Transnational Organized Crime (Organised Crime Convention) in December 2000. The Protocol entered into force on the 25th of December 2003.

The EU Anti-Trafficking Day is observed on the 18th of October of every year. The first Anti-Trafficking Day took place in 2007.

A new EU Strategy on the fight against trafficking in human beings was adopted in 2012. This updated the 2005 EU Action Plan on best practices, standards and procedures for combating and preventing trafficking in human beings.

Lesson 1

UNIT IV

Doina: *David* is a masterpiece of Renaissance sculpture created between 1501 and 1504, by the Italian artist Michelangelo. The marble statue represents the Biblical hero David. The biblical figure of David was special to the citizens of Florence—he symbolized the liberty and freedom of their republican ideals, which were threatened at various points in the fifteenth century by the Medici family and others. Michelangelo's *David* can be seen in Florence, in Italy. It is considered to be one of the best examples of the human form in art.

Ana: *American Gothic* is a painting by Grant Wood in the collection of the Art Institute of Chicago. The painting shows a very serious-looking farmer standing beside his wife. He is holding a pitchfork. The woman is dressed in a colonial print apron evoking the 19th-century Americana, and the couple are in the traditional roles

of men and women, the man's pitchfork symbolizing hard labour, and the flowers over the woman's right shoulder suggesting domesticity.

Dinu: *The Last Supper* is a late 15th century mural painting by Leonardo da Vinci in the refectory of the Convent of Santa Maria della Grazie, Milan. The painting represents the scene of *The Last Supper of Jesus* with his disciples. Leonardo has depicted the consternation that occurred among the Twelve Disciples when Jesus announced that one of them would betray him.

Alexandru: *The Hay Wain* is a famous painting by John Constable finished in 1821. The painting depicts a rural scene on the River Stour in Suffolk. It hangs in the National Gallery London, and is regarded as one of the greatest British paintings. *The Hay Wain* is painted in oil on canvas.

Lesson 2

CRY-BABY

by John McClain

After that they ran a short scene from *Whirlwind*, featuring the other nominee, a refugee actress called Tanya Braden. I had never seen the picture of the actress, and the picture hadn't made much money – but, boy, there was no doubt she could act! She played the star's mother and she made you believe it.

Then they ran Myra's big moment in *The Devil Loses*. After it was over I tried to figure out who got the biggest hand, but it sounded to me, in my weakened condition, like a dead heat.

"I think I won," Myra said to me.

The lights went up. The elderly actor who had won the Supporting Actor award the year before came through the curtains and prepared to make the award. I didn't see how I was going to live through the next few minutes. He got the envelope from the auditor and very slowly tore it open. He was loving every second of it, the old man. Then he looked at the little piece of paper.

"The Winner," he said, then paused again, "is Miss Tanya

Braden, for her performance in *Whirlwind*."

Well, I'm not too sure about the sequence of events that followed. I don't remember the applause, because Joan let out a screech from across the aisle that drowned out everything else. Then Myra started to cry. I don't mean cry like the ordinary person, but I mean cry so that the building shook.

Then Joan got up and started out, and her mother went with her. But I couldn't do anything with Myra. The show was stopped and the whole theatre was looking at her. I picked her up and carried her out.

It wasn't a very pleasant performance, all in all, but I think there is some excuse. After all, Joan is 8 years old, and Myra is only 6, and she isn't used to being up so late. I'm a little on her side anyway. And why not? I'm her father.

(from "Famous Short Stories" compiled
by Frank C. Platt. New York)

Lesson 5

Dialogue

Author: What in God's name have you left your wife for?

Mr. Strickland: I want to paint.

A.: But you're forty.

Mr. S.: That's what made me think it was high time to begin.

A.: Have you ever painted?

Mr. S.: I rather wanted to when I was a boy, but my father said there was no money in art. I began to paint a bit a year ago. For the last year I've been going to some classes at night.

A.: Was it there you went when your wife thought you were playing bridge at your club?

Mr. S.: That's it.

A.: Why didn't you tell her?

Mr. S.: I preferred to keep it to myself.

A.: Can you paint?

Mr. S.: Not yet. But I shall. That's why I've come over here.

A.: Most men begin painting at eighteen.

Mr. S.: I can learn quicker than I could when I was eighteen.

A.: What makes you think you have any talent? Your chances are a million to one against it.

Mr. S.: You blasted fool. I tell you I've got to paint. I can't help myself. When a man falls into the water it doesn't matter how he swims, well or badly: he's got to get out or else he'll drown.

A.: You won't go back to your wife?

Mr. S.: Never.

UNIT V

Lesson 1

1. Looking after my hair, cutting, shampooing and styling.
2. School — coping with teachers and homework.
3. Unwelcome attentions — people bothering me...
4. The lives of pop stars and film stars.
5. Home discipline — where I can go, disobedience and punishments.
6. Romantic stories about people in their late teens.
7. Race and emigration — what I feel about it.
8. Places to go in the evening — clubs, discos, etc.
9. Sports — sports personalities.
10. Nuclear war and disarmament.
11. Holidays, day trips.
12. Clothes, fashions, where to buy or how to make.
13. Money — earning it, saving it, spending it, deserving it, being given it, asking for it.
14. Leaving home — what I feel about it.
15. Careers — my ambitions and how to achieve them; advice on colleges, and information.
16. Relationships with the opposite sex — finding a mate, problems, how to end an affair, etc.
17. Friendships — loyalty, jealousy, quarrels, etc.

18. Religion — my own, other people's; how it affects me.
19. My family — getting on with them (or not).
20. Politics — political parties, leaders, voting, demonstrating, understanding or joining in.
21. My image — body shape, personality, fitness.
22. Music — making or enjoying it; musicians' styles, groups and instruments.
23. Reading — good books to read, novels, science fiction.
24. Finding out about people from other countries and cultures.
25. Crime and criminals — stories about police, detectives, and criminals.
26. Television and films — reviews, opinions, information.
27. Puzzles, games, quizzes.
28. Drugs including abuse, glue sniffing; dangers and attractions.
29. Computers and videos.
30. Bike and motor cycle riding — caring for, riding.
31. Gangs, groups, bullying, teasing — how to cope; my feelings about belonging or not.
32. Food — information on nutrition, recipes, slimming, weight building, shopping, etc.

Lesson 2

ANALYSIS

You will probably find you have some ticks in three, even four, sections but you should also find that most of your ticks fall into just one or perhaps two groups. For example, you may have six Es and only one L but two Rs. Use your highest scoring letter, or letters, for your main analysis. But the low scores are important as well and should be read in conjunction with the analysis of your main group.

E — THE ESCAPER

If you have scored between 5 and 8, then many TV characters must seem like old friends and relations. You tend to want escape from everyday life and join the fictional world of television. This may indicate that you neglect some areas of your social life in favour of the ready-made world of telly. This could be because you are shy and lack the will to confront your problems. Try to mix more with other people, consider joining a club and put your energy into getting out and about. And don't worry! It won't stop you from enjoying the telly when you do watch.

If you scored between 1 and 4, you are showing a hint of laziness!

You probably think nothing of lying back in your comfy chair and watching TV while someone else does the work. You are a fairly passive spectator but you should guard against getting too involved in the emotions of the characters on the screen.

R — THE RELAXER

If you scored between 5 and 8, it probably means your average day is quite exhausting and that there is nothing you love more than flaking out in front of the box. There is nothing wrong with that in moderation. But, if you find you do nothing but flop in front of the screen night after night, then you'll probably also find you are becoming unpopular with those you live with! Don't sit glued to the screen! Before bed take a nice hot bath, persuade your relative to give you a massage and do some deep-breathing exercises.

If you scored between 1 and 4, you also use TV to relax and probably find that up to an hour of relaxing in front of a good programme does the trick. Tremendous. Keep doing just that.

L-THE LEARNER

If you scored between 5 and 8, then you certainly see TV as a way of increasing your world knowledge. You seem to have a desire to improve yourself. Does a course or evening class appeal?

If you scored between 1 and 4, you have a balanced approach to viewing, realizing that it is a source of information, but only one of many.

J-THE JUGGLER

If you scored between 5 and 8, you probably infuriate your family by trying to watch three programmes at once, switching between

them to find out what's going on on one and missing the crucial part in another. This behaviour shows you have a flexible mind, but it could also mean you can't relax.

If you scored between 1 and 4, then you probably like to have several things on the go. You probably watch TV while doing something else and the commercial breaks probably find you rushing off to get jobs done. You don't like wasting time, that's for sure!

Lesson 4

No Story

O. Henry

Part II

In the dim parlour a girl sat at the cracked marble table weeping and eating gum-drops. She was a flawless beauty. I was introduced to her. Tripp took his stand by the table as an attorney or a master of ceremonies might have stood. But he looked the master of nothing. I felt ashamed of having been introduced as his friend.

"My friend, Mr. Chalmers," said Tripp, "will tell you, Miss Lowery, the same that I did. He's a reporter, he can hand out the talk better than I can. He's wise to a lot of things, and he'll tell you now what's best to do."

"I am at your service, but I don't know all the circumstances," I said.

"There ain't anything to tell except that – well, everything's fixed for me to marry Hiram Dodd next Thursday evening. He has got two hundred acres of land and one of the best truck-farms on the Island. But this morning I had my horse saddled up and rode to the station. And I came to New York by train, and met Mr.–Mr. Flip on the street and asked where I could find George.

"Now, Miss Lowery," broke in Tripp loudly. "You like this young man, Hiram Dodd, don't you? He's all right, and good to you, ain't he?"

"Of course, I like him," said Miss Lowery. "He's all right, and he is nice to me, but last night I got thinking about George." Down went the

Part III

...And then Tripp joined in with a little grating laugh that he had, still trying to drag in a little story or drama to earn the miserable dollar that he craved.

"Oh, the boys from the country forget a lot when they come to the city and learn something. I guess George, maybe, is on the bum, or got roped in by some other girl, or maybe gone to the dogs on account of whiskey or the races. You listen to Mr. Chalmers and go back home, and you'll be all right."

But now the time was come for action, for the hands of the clock were moving close to noon. Frowning to Tripp, I argued gently and philosophically with Miss Lowery, delicately convincing her of the importance of returning home at once.

And then, the three of us were hurrying to the ferry, and I found the price of a ticket to Greenburg to be but a dollar and eighty cents. I bought one, and a red, red rose with the twenty cents for Miss Lowery. We saw her aboard her ferry boat and stood watching her wave her handkerchief at us until it was the tiniest

bright gold head upon her dimpled, clasped hands on the table.

"I guess I am a terrible hayseed," she said, "but I can't forget George Brown and we were sweethearts since he was eight and I was five. When he was nineteen — that was four years ago — he left Greenburg and went to the city. He said he was going to be a policeman or a railroad president or something. And then he was coming back to me. But I never heard from him any more. And I — I — liked him."

I hated Hiram and despised George; but duty must be done.

"Miss Lowery," said I, as impressively as I could, "life is rather a queer proposition, after all. Those whom we first love we seldom wed. Our earlier romances, tinged with the magic radiance of youth, often fail to materialize. But life is full of realities as well as visions and dreams. One cannot live on memories. May I ask, Miss Lowery, if you think you could be happy with Mr. Dodd?"

Oh, he's all right. I could get along with him fine. He's promised me an automobile and a motor-boat. But when it got close to the time I was to marry him, I couldn't help thinking about George. Something must have happened to him or else he'd have written. On the day he left, he and me got a hammer and a chisel and cut a dime into two pieces. I took one piece and he took the other, and we promised to be true to each other and always keep the pieces till we saw each other again. I've got mine at home. I guess I was silly to come up here looking for him. I never realized what a big place it is."

white patch imaginable.

"Can't you get a story out of it?" Tripp asked, huskily. "Some sort of a story, even if you have to fake part of it?"

"Not a line," said I. "But we've helped the little lady out and that'll have to be our only reward."

I'm sorry," said Tripp, almost inaudibly. "I'm sorry you're out of your money."

"Let's try to forget it," said I with a praiseworthy attempt at gayety, "and take the next car across town."

Tripp feebly unbuttoned his coat and reached for something that had once been a handkerchief deep down in some obscure pocket. As he did so I caught sight of a cheap silver-plated watch-chain across his vest, and something dangling from it caused me to stretch forth my hand and seize it curiously.

"What?" I said, looking at him keenly. "Oh, yes," he responded, dully. "What's the use?"

I produced promptly from my pocket Tripp's whiskey dollar and unhesitatingly laid it in his hand.

UNIT VI

Lesson 1

The Healing Power of Animals

It is safe to say that most pet owners feel a special bond with their animal companions. They are always there to comfort you, listen to you, and console you when you are down.. There are multiple cases where pets have helped people with physical ailments such as dogs detecting cancer and seizures. Animals have also been shown to help people cope with emotional troubles like depression, and pets have improved the quality of life for people in nursing homes. Several medical reports have credited animals with other positive effects on people's lives such as:

- Lowering blood pressure and stress
- Helping people cope with the loss of a loved one and other major life changes
- Service animals like seeing-eye dogs help people with disabilities live normal lives
- Helping people cope with cancer, Alzheimer's and AIDS
- Higher survival rates for people with coronary heart disease
- Better socialization of young children with peers and development of nurturing behaviour.
- Improving results for anxious and depressed people
- Helping facilitate social interactions between strangers and

Lesson 3

The Seeing See Little

Exercise 5 (e) from Speaking

I who am blind can give one hint to those who see—one admonition to those who would make full use of the gift of sight: Use your eyes as if tomorrow you would be stricken blind. And the same method can be applied to the other senses. Hear the music of voices, the song of a bird, the mighty strains of an orchestra, as if you would be stricken deaf tomorrow. Touch each object you want to touch as if tomorrow your tactile sense would fail. Smell the perfume of flowers, taste with relish each morsel, as if tomorrow you could never smell and taste again. Make the most of every sense; glory in all facets of pleasure and beauty that the world reveals to you through the several means of contact that Nature provides. But of all the senses, I am sure that sight must be the most delightful.

Writing

If, by some miracle, I were granted three seeing days, to be followed by a relapse into darkness, I should want to see the people whose kindness and gentleness and companionship have made my life worth living. First I should like to gaze long upon the face of my dear teacher, Mrs. Anna Sullivan Macy, who came to me when I was a child and opened the outer world to me. I should want not merely to see the outline of her face, so that I could cherish it in my memory, but to study that face and find in it the living evidence of the sympathetic tenderness and patience with which she accomplished the difficult task of my education. I should like to see in her eyes that strength of character that has enabled her to stand firm in the face of difficulties, and that compassion for all humanity that she has revealed to me so often.

Oh, the things that I should see if I had the power of sight for just three days!

The first day would be a busy one. I should call to me all my dear friends and look long into their faces, imprinting upon my mind the

improving social behavior for mentally impaired people and prisoners.

In the past 15 years, scientists the world over have established beyond doubt the therapeutic value of animal companions. In Cambridge, England, researchers discovered that, within a month of taking a cat or dog into their home, new owners reported a "highly significant" reduction in minor ailments.

The Baker Medical Research Institute in Melbourne, Australia, showed that the health benefits were more far-reaching still. A study of some 6,000 patients revealed that those with pets had lower blood pressure, a lower cholesterol level and, as a result, a diminished risk of heart attack. Pets help us reduce our state of arousal, which reduces blood pressure. We are fulfilling our most primitive and basic need - the need to touch.

Medical establishments in Asia are increasingly recognising the value of animal companions. An animal-therapy programme run by the Japanese Animal Hospital Association has over 900 volunteers who take their dogs, cats and other animals into 160 hospitals, children's homes and retirement centres throughout the country each month. A similar scheme in Hong Kong, "Doctor Dog," has spread to the Philippines, Taiwan and mainland China.

outward evidence of the beauty that is within them. I should let my eyes rest, too, on the face of a baby, so that I could catch a vision of the eager, innocent beauty that precedes the individual's consciousness of the conflicts that life develops.

And I should like to look into the loyal, trusting eyes of my dogs—the grave, canny little Scottie, Darkie, and the stalwart, understanding Great Dane, Helga, whose warm, tender, and playful friendships are so comforting to me.

On that busy first day I should also view the small, simple things of my home. I want to see the warm colours in the rugs under my feet, the pictures on the walls, the intimate trifles that transform a house into a home. My eyes would rest respectfully on the books in raised type that I have read, but they would be more eagerly interested in the printed books that seeing people can read; for during the long night of my life the books I have read and those that have been read to me have built themselves into a great, shining lighthouse, revealing to me the deepest channels of human life and the human spirit.

In the afternoon of that first seeing day, I should take a long walk in the woods and intoxicate my eyes on the beauties of the world of Nature, trying desperately to absorb in a few hours the vast splendour that is constantly unfolding itself to those who can see. On the way home from my woodland jaunt, my path would lie near a farm, so that I might see the patient horses plowing in the field (perhaps I should see only a tractor!) and the serene content of people living close to the soil. And I should pray for the glory of a colorful sunset.

When dusk had fallen, I should experience the double delight of being able to see by artificial light, which the human genius has created to extend the power of sight when Nature decrees darkness.

In the night of that first day of sight, I should not be able to sleep, so full would be my mind of the memories of the day.

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