

**UNIVERSITA' DEGLI STUDI
L'AQUILA**

DISIM

**Master's level Degree Courses in
Information and Automation Engineering
Engineering for Telecommunications
Computer Science**

**English Course Level B2
Academic Year 2016/2017**

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Department of Information Engineering, Computer Science and Mathematics
English B2 Academic Year 2016/2017

Master's level Degree Courses in Information and Automation Engineering, Engineering for Telecommunications and Computer Science.

Intermediate Stage of the Common European Reference for Languages (CEFR B2)

The Independent user

- (Listening/Reading) can understand extended speech and lectures and the main ideas of a complex text on both concrete and abstract topics, including technical discussions in her/his field of specialization;
- (Spoken interaction/production) can present clear, detailed descriptions on subjects related to the field of interest, and can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party;
- (Writing) can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Exam

The final exam is both written and oral, and it is composed of:

- a. a grammar section on the grammar points revised during the course (sentence completion, multiple matching);
- b. a language section (listening comprehension/multiple choice/text completion/word matching and true-false exercises);
- c. a written production of a composition or formal letter;
- d. a conversation related to the student's immediate environment (family, friends, work, studies, hobbies, interests) and cognitively familiar situations (leisure activities, environmental issues, personal characteristics, etc.), description of photos.

30 hours 10 lessons

First part of the lesson: revision of grammar (reasoning); second part: use of English.

Advised textbooks

- M. Spiazzi, M. Tavella, M. Layton, "Performer First Tutor" (2015), edizione aggiornata di "Performer FCE Tutor" con risorse digitali, Zanichelli.
- R. Murphy, "English grammar in use" - A self-study reference and practice book for intermediate learners of English with answers and CD-ROM (Fourth edition), Cambridge. (downloadable)

Trainers

- "First 1" First Certificate in English with answers (2 Audio CDs), Cambridge (2015)
- Cambridge English First Plus 2 - Practice tests (2011)

Online grammar (Always with autocorrection)

www.nspeak.com/newbasic/grammatica/grammar

(Explained in Italian with audio-visual support plus exercises)

www.englishpage.com/grammar

www.learnenglish.de/grammarcheck

www.world-english.org/

www.perfect-english-grammar.com

Online dictionaries

www.wordreference.com/it

(Italian/English dictionary, English synonyms and definitions with UK and US pronunciation)

www.thefreedictionary.com

(Dictionary/Thesaurus/medical/legal/financial/acronyms/idioms/encyclopedia, etc. with UK and US pronunciation)

www.macmillandictionary.com

(Dictionary/Thesaurus with English and American pronunciation + English language resources)

www.dictionary.cambridge.org

(Advanced learner's dictionary with UK and US pronunciation)

www.oxfordlearnersdictionaries.com

(Oxford Advanced learner's dictionary with UK and US pronunciation)

www.alphadictionary.com/specialty

(specialty glossaries: information science, physics, biology, etc.)

www.merriam-webster.com

(browse words by topic)

<http://learnenglish.britishcouncil.org/en>

(listen&watch, grammar&vocabulary, fun&games, business&work, writing)

www.britishcouncil.org/learnenglish-central-listening-downloads-articles

(Articles with listening and language activity plus autocorrection and double-click Cambridge dictionary)

English for Information Technology and Telecommunication: useful links

www.english4it.com/dictionary

(talking dictionary of IT terms)

www.english4it.com/activities

(reading activities and exercises with autocorrection)

www.english-it.eu/course/index.php?m=1&w=1

(the online English Course for IT professionals)

www.lingofeeds.com/index.php/information_technology/index/

(putting English to work/a complete course with specific language and pronunciation)

www.tiaonline.org/resources/telecom-glossary

(glossary of Telecommunication terms, 5,800 engineering words and phrases in the ICT industry)

Syllabus

Grammar

1. Present Simple vs Present Continuous
2. Past Simple vs Present Perfect Simple
3. Present Perfect Simple vs Present Perfect Continuous
4. Past Simple vs Past Continuous
5. Past Perfect vs Past Perfect Continuous
6. Conditionals
7. More on Modals
8. Future Continuous and Future Perfect
9. More on the Passive form
10. Reported speech

Lexical contents

Readings and listenings with oral and written practice on:

1. Real vs virtual
2. New epic heroes
3. Unusual hobbies
4. Jobs
5. Jobs in ICT
6. Learning
7. Lifestyles
8. Travelling
9. Communication and technology
10. Relationships

Writing tasks

1. Summary
2. Essay
3. Informal letter/email
4. Formal letter/email
5. CV

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Lesson 1 - Reasoning on the Present Simple and Present Continuous ('Performer' Unit 1)

Present Simple: functions

1. She eats chocolate but she doesn't smoke (h.....)
2. We go to Greece for our holidays every summer (re..... ac.....)
3. She doesn't drink coffee after midday (neg. h.....)
4. I come from Melbourne (per..... sit.....)
5. Does she still live in a flat? (per..... sit.....)
6. First, you put the cassette in the machine (in.....)
7. The planets revolve around the sun (sc..... f....)
8. I enclose a copy of my curriculum vitae (fo..... l.....)
9. The train leaves at 5.33 (fu..... m.....ing/t...../sch.....ac.....)
10. Do classes begin at the same time as last year? (fu..... m.....ing/pr.....)
11. The President meets the Ambassador at the airport next Monday (fu..... m.....ing/fo..... ac.....)
12. I'll phone her when/as soon as I get home (fu..... m.....ing/t..... cl.....)
13. Say 'hello' to Tim if you see him (fu..... m.....ing/t..... cl.....)
14. I'm not going to speak to him until he apologises (fu..... m.....ing/time cl.....)

Note: with time clauses, even if the meaning is future, we can use only the Present tense. They begin with: *if, when, as soon as, as long as, while, till/until, the moment that, unless, the first time, the next time, after, before, once, provided (that), etc.*

How do we form it?.....
.....
.....

One more question: in the negative forms, when do we prefer to use the full form rather than the contracted one?.....

Present Continuous

1. I think she is having lunch (in pr..... n...)
2. I am working in my father's restaurant this month (tem..... s.....in pr.....)
3. My toothache is getting worse (d.....ing sit.....)
4. They're always holding hands even after fifty years of marriage (s.....ing h.... with always)
5. She's always losing her belongings (a..... ing h.... with always)
6. Are you doing anything special this weekend? (fu..... m.....ing/pl.... , ar.....)

How do we form it?.....

Notes

- **Verbs describing states are not usually used in the continuous form:**
 - mental/thinking verbs (*agree, believe, know, remember, think, understand*)
 - attitude verbs (*hate, like, love, need, prefer, want, wish*)
 - sense/perception verbs (*hear, see, smell, taste*)
 - appearance/qualities (*appear, look=seem, seem, sound*)
 - being/possession (*be, belong, contain, have, own*)
 - other verbs (*cost, fit, mean, owe*)

For example:

1. I'm sorry, I don't understand
 2. Your job sounds really interesting
 3. Does this car belong to you?
 4. I owe Jessica £ 150
- **Some state verbs can be used in the continuous form when they describe actions and change their meaning . They include: *be, have, see, smell, taste and think*.**

Compare

1. I think you're right
 2. I'm thinking (c.....ing) about it
 3. I see what you mean
 4. I'm seeing (m.....ing) Tom tomorrow
- **With *feel* and *look* we can use either the simple or the continuous form with no change in meaning:**
 1. I feel/'m feeling ill
 2. You look/'re looking tired
 - **We often use *can* with sense/perception verbs:**
 1. I can't hear you

Exercise 1 - Complete the sentences using the Present Simple or the Present Continuous of the verbs in brackets.

1. The bus outside the cinema (not stop)
2. Fiona today. She's at home (not work)
3. The boys are outside. They in the garden (sit)
4. My sister a lot. She's got lots of books (read)
5. I Spanish very well, but I understood what he said (not speak)
6. Is Emma on the phone to Kate again? She to her! (always/talk)
7. I work at seven (always/start)
8. Who that awful noise? I can't stand it! (make)
9. it very cold in here in the winter? (get)

Exercise 2 - Complete the sentences using the Present Simple or Continuous of the following verbs: *cost, cry, not agree, not enjoy, prefer, understand, wait*

1. ... you how this works?
2. I'm sorry, but I with you
3. Excuse me, how much ... these DVD players?
4. What's the matter, Becky? Why you?
5. I soul music to rap
6. Hurry up! Nikki and Anna for us!
7. Actually, I'm unhappy because I my course

www.perfect-english-grammar.com

[http://www.perfect-english-grammar.com/support
files/present simple or present continuous 1.pdf](http://www.perfect-english-grammar.com/support/files/present_simple_or_present_continuous_1.pdf)

Exercise 3 - Choose the Present Simple or Present Continuous. Check the answers at the link above.

1. (You / come) _____ tonight?
2. (He / eat) _____ rice every day?
3. I (work) _____ at the moment.
4. (He / come) _____ to London often?
5. He (play) _____ tennis now.
6. (You / come) _____ to the cinema later?
7. They (not / come) _____ to the party tomorrow.
8. He (not / play) _____ golf now.
9. (You / play) _____ tennis this Sunday?
10. They (go) _____ to a restaurant every Saturday.
11. She (not / go) _____ to the cinema very often.
12. You usually (arrive) _____ late.
13. He normally (eat) _____ dinner at home.
14. (You / study) _____ every night?
15. (They / work) _____ late usually?
16. You (not / go) _____ out later.
17. I (not / work) _____ tonight.
18. (She / work) _____ at the moment?
19. I (not / drink) _____ coffee very often.
20. Julie (sleep) _____ now.

Lesson 1 – New epic heroes ('Performer' unit 1)

Phrasal verbs most commonly used in English.

Exercise 1: match the following phrasal verbs with their meaning.

Take

- | | |
|------------------|-----------------------------------------------------|
| 1. Take in ... | a. begin a new activity |
| 2. Take back ... | b. remove |
| 3. Take away ... | c. accept a task or job |
| 4. Take on ... | d. replace in a place, position or job |
| 5. Take up ... | e. return somebody (sb) /something (sth) to a place |
| 6. Take over ... | f. learn, understand |

Real vs virtual.

Exercise 2: multiple-choice questions. Read the text and for questions 1-6 choose the answer (A, B, C or D) which you think best fits according to it.

1. Contemporary films see the epic hero as
 - A. out of date
 - B. interesting but too familiar
 - C. a popular protagonist
 - D. unsuitable for modern stories
2. Several recent films show a hero who
 - A. rebels against his own kind
 - B. conquers other races
 - C. is looking for his own origins
 - D. fails to find good and evil
3. What is meant in the text by 'hybrid'?
 - A. A being that is only partly human
 - B. An artificial being controlled externally
 - C. A robot controlled electronically
 - D. A prototype
4. What does the writer consider weak about the film?
 - A. The special effects
 - B. The type of nature shown
 - C. The actors
 - D. The story is complex
5. According to the writer, the 3-D effect
 - A. Adds emotion and visual beauty
 - B. Adds some interest to the film
 - C. Makes the film less realistic
 - D. Adds little to the film
6. According to the writer, which forces of evil does the hero have to conquer?
 - A. Those in the hostile environment
 - B. Internal and external ones

- C. Negative forces from his own people
- D. Natural and supernatural ones

Every age produces its own sort of myths, its own concept of good and evil, and ours is regaining the idea of an epic hero. In many recent films the typical scenario is of a young adventurer who goes into the wilderness – sometimes for a known ‘good’ cause, like in ‘The Lord of the Rings’, and sometimes with a corrupt vision, like in ‘Avatar’. In the course of his journey, our hero meets with good and evil and finds his own inner strengths and maturity in the process. Meeting other races that show a nobility and spirituality that force the hero to question his own origins is a common theme in films like ‘Dances with Wolves’ or ‘The Last Samurai’.

James Cameron’s ‘Avatar’ is a fascinating example of this genre. It is the year 2154. Ex-marine Jake Sully arrives on the planet Pandora. He is in a wheelchair because of an accident. His murdered brother’s DNA has been used to make an avatar – a genetic hybrid which looks like a native of the planet, a ‘Na’vi’, but is commanded by a human. Jake Sully takes up his brother’s position, and is excited to see he can regain all his lost physical movements with his avatar body. On a mission into the tropical world of the Na’vi rainforest, Sully gets lost and is saved by Neytiri, the beautiful daughter of the Na’vi chief. Sully stays with the Na’vi, and while Neytiri is teaching him their ways, he becomes increasingly fascinated. He has a lot to take in! in a short time the hero has become an inspiring leader of the ‘good’ natives against the ‘evil’ of his own dishonoured race.

The story is simple and the acting is nothing special, so why is the film such a colossal hit? The reason is the spectacular use of special effects and stunning 3-D visuals. The 3-D effect immerses the audience in flora, extraordinary animals and spectacular vistas. While you are watching the 3-D of a tree bursting into flames, a lump rises in your throat. And the big explosions are not the only stunning visuals: while a jellyfish is flying, a tree is waving long extended branches and light is moving in and out of dense forests – around ten minutes into the film, you even forget you’re wearing special glasses. ‘avatar’ is fun to watch, but it’s thought-provoking too. Environmentalists can take on the cause of the natives and their connection to nature, and pacifists can enjoy several scenes of anti-war rebellion .

‘Avatar’ is a film of love, of the defence of nature and criticism of the unnecessary use of force. The messages are clear and strong and we have the eternal struggle of good and evil. Yet again, what is best in human nature – its courage and ability to love – can conquer against great odds. Like all heroes, by the end Sully has overcome great obstacles, both physical and psychological, to win against evil forces even within himself. It is a universal theme, and Cameron is planning two more ‘Avatar’ films, though maybe not on Pandora.

Exercise 3: find the words in the text which mean the following.

1. Getting back something you no longer have (para. 1)
2. Uncultivated, uninhabited region (para. 1)
3. Impressive in a positive way (para. 3)
4. Stimulating, inspiring consideration or attention (para. 3)
5. Fight, conflict, great effort (para. 4)
6. Defeat, succeed in dealing with (para. 4)

Exercise 4: complete with the correct *adjective* or *noun* from the text.

Adjective

Wild
Strong
Noble
.....
Moving
.....
Explosive
Connective
.....
Able
.....

Noun

.....
.....
.....
Murder
.....
Spectacle
.....
.....
Defence
.....
Physique

Exercise 5: form nouns from the following adjectives and verbs by using the suffixes *-ness*, *-ment*, *-(i)ty*, *-tion*, *-ance*, *-ence*, *-ist*.

Mature.....
Environmental.....
Important.....
Communicate ..
Major.....
Destroy.....

Sad.....
Loyal.....
Spiritual.....
Invent.....
Defend.....
Endure.....

Exercise 6: listen to a student doing the first part of the speaking exam and tick the questions which correspond to each answer given by the speaker.

1. The place where you live
 - ... Where are you from?
 - ... How long have you lived in your town?
 - ... What do you like about your town?
2. Your family
 - ... Do you have a large family?
 - ... What's your father's/mother's job?
 - ... Do you spend much time together?
 - ... What do you do together?
3. Your home
 - ... Do you live in a house or a flat?
 - ... What do you like about your house?
 - ... do you have a garden?
4. Study/work
 - ... How long have you been studying English?
 - ... Do you like studying languages?
 - ... What do you find difficult about studying English?

... Do you have a favourite subject?

5. Hobbies/interests

... What do you do in your spare time?

...What do you like doing with friends?

...Do you practise any sports?

6. Future plans/ambitions

... Have you decided what to do when you finish school?

... What job would you like to do?

... What are your personal ambitions?

Speaking: answer the above personal questions.

Lesson 2 Reasoning on the Past Simple and Present Perfect ('Performer' Unit 3)

Past Simple: functions.....

1. The students went to the library to study yesterday (p..... ac..... now f.....ed)
2. She took out her key, opened the door and got into the car (se..... of p..... ac..... now f.....ed)
3. Did you go to the beach often when you were younger? (h..... in the p.....)
4. When I was a child, I didn't enjoy playing sports at all (sit..... in the p.....)
5. She said she didn't feel like coming (r.....d sp.....)

How do we form it?.....

.....
.....

Present Perfect: functions

1. I have been to Rome today (j..... f.....d/o..... t.....)
2. Mike has lived in Japan for three years and now he is going to Australia(c..... p.... sit..... just f.....ed)
3. I've been in love with Bill since 1984 (c.....p.....sit..... /still g.....ing on)
4. We've seen three movies this week (re.....ed p.... ac...../o..... t.....)
5. I have eaten two packets of crisps and a bar of chocolate so far today (r..... ac...../o..... t.....)
6. She's read all of Graham Greene's novels (p..... ac..... with no t..... ex.....)
7. Someone has left the dog into the house and paw prints are all over the sofa (pr..... r..... of p..... ac.....)
8. That's *the first time I've tried* rock climbing (t..... about first, second, etc. ex.....)
9. Maria is the most beautiful girl I've ever seen (with the sup.....)
10. When you have finished your homework, we'll go out shopping (t..... cl.....)
11. After I have watched the film, I'll go to bed (t..... c.....)

NOTE: in these time clauses introduced by *when* and *after*, we use the Present Perfect tense because we want to stress the idea that the action contained in them is completed before the other action occurs in the future.

How do we form it?.....

.....
.....

Note: the Present Perfect is also used with *frequency adverbs* and with expressions of time like: *already, just, still, yet*.

Compare Past Simple and Present Perfect - How is the time: open or closed?

1. Have you already passed the exam? Yes, I have/ No, I haven't (o..... t.....)

2. Did you pass the exam last Friday? Yes, I did/No, I didn't (c..... t.....)
3. Today they have been to Rome (o..... t.....)
4. Yesterday they went to Rome (c..... t.....)
5. We have painted the kitchen door red this week (o..... t.....)
6. Two days ago we painted the kitchen door red (c..... t.....)

And here? How is it? Why both?

- ‘Have you ever been to England?’
- ‘Yes, I have. We went last year.’
- ‘Did you enjoy it?’
- ‘Yes, I did really!’

Using both tenses in a conversation with questions and answers is often possible: we start with a Present Perfect but we can continue with a Past Simple.

Exercise 1: choose the Past Simple or Present Perfect. For the Past Simple and Past Participle of irregular verbs, see the Appendix.

1. I (to buy)a new car.
2. She (to write)a letter to her boyfriend yesterday.
3. Students (neg. to learn)how to behave in class.
4. I don't know what you (to do)during this term.
5. you (to play) the piano last night?
6. Susan (to drive)her father to the airport two hours ago.
7. They (to leave)for Paris today.
8. Has Clare (to show)you her engagement ring?
9. What time (to be)the film last night?
10. Tom (to have)his dinner at 8 p.m. yesterday

<https://www.ego4u.com/en/read-on/countries/uk/tour/edinburgh#exercises>

Exercise 2: Edinburgh. Past Simple or Present Perfect? Check the answers at the link above.

My friend (to be).....to Edinburgh three times. Some years ago he (to study)English there. Last month he (to visit)some friends in Edinburgh. Unfortunately, I (neg. can)go to Edinburgh with him. This is a pity. They are my friends, too, and I (neg. to see)them for ages.

<https://www.ego4u.com/en/cram-up/grammar/simpas-preper/exercises?ex07>

Exercise 3: a dialogue. Past Simple or Present Perfect? Check the answers at the link above.

1. A: (you/to play/already) the new computer game?
2. B: No, not yet. I only (to buy)it yesterday and I (neg. to have)the time yet.
3. A: (you/to go) to the cinema last night?

4. B: Yes. I (to be)there with Sue and Louis. (you/to be) to the cinema recently?
5. A: I last (to go)to the cinema two weeks ago.
6. B: So you (neg. to see)the new action film yet.
7. A: No, unfortunately not. (you/to enjoy) it?
8. B: Oh, I really (to love)it. But Sue (neg. to like)it. Too much action!
9. A: But why (you/to take)her with you? She (to tell)me last week that she (to hate).....action films.
10. B: I think she has an eye on Louis. She (to try)to flirt with him all the time. So he (neg. can/concentrate)on the film.

http://www.perfect-english-grammar.com/support-files/present_perfect_or_past_simple.pdf

Exercise 4: Choose the Past Simple or the Present Perfect. Check the answers at the link above.

1. Last night I _____ (lose) my keys – I had to call my flatmate to let me in.
2. I _____ (lose) my keys – can you help me look for them?
3. I _____ (visit) Paris three times.
4. Last year I _____ (visit) Paris.
5. I _____ (know) my great grandmother for a few years - she died when I was 8.
6. I _____ (know) Julie for three years – we still meet once a month.
7. I _____ (play) hockey since I was a child – I'm pretty good!
8. She _____ (play) hockey at school, but she _____ (not / like) it.
9. Sorry, I _____ (miss) the bus, so I'm going to be late.
10. I _____ (miss) the bus, and then I _____ (miss) the aeroplane as well!
11. Last month I _____ (go) to Scotland.
12. I'm sorry, John isn't here now. He _____ (go) to the shops.
13. We _____ (finish) this room last week.
14. I _____ (finish) my exams finally – I'm so happy!
15. Yesterday, I _____ (go) to the library, the post office and the supermarket. 16. I _____ (go) to the supermarket three times this week!
17. She _____ (live) in London since 1994.
18. She _____ (live) in London when she was a child.
19. I _____ (drink) three cups of coffee this morning.
20. I _____ (drink) seven cups of coffee yesterday.

Lesson 2 – New epic heroes ('Performer' Unit 1)

Exercise 1: Multiple-choice questions. You are going to read an article about *Harry Potter* series: for questions 1-8 choose the answer (a, b, c, or d) which you think fits best according to the text.

1. The main character in the series of fantasy novels is
 - a. A Scottish author
 - b. A youth with magic powers
 - c. A young witch attending a wizard academy
 - d. An evil wizard who wants to control the world
2. The reviewer's attitude to the *Harry Potter* series is
 - a. Very positive
 - b. Highly critical
 - c. Rather indifferent
 - d. A little negative
3. Why does Harry consider Lord Voldemort his main enemy?
 - a. Because he is very evil
 - b. Because he wants to rule the world
 - c. Because he was responsible for Harry's parents' death
 - d. Because he wants to destroy the wizard school
4. How do we know the series is very successful?
 - a. Because it had been translated
 - b. Because it has so many characters
 - c. Because it is published by Bloomsbury
 - d. Because of the number of copies sold all over the world
5. Why, according to the writer, are the books so popular with children?
 - a. It's a story about children
 - b. Children like the characters
 - c. It's a good story and well told
 - d. It's easy to read
6. Apart from making its author a very rich woman, what other positive effects has the series had, according to the writer?
 - a. It has encouraged adults to read on the beach
 - b. It has encouraged children to read and brought profits to the publisher
 - c. It has been made into films and video games
 - d. It has more than forty characters
7. Why might Hermione be Rowling's favourite character?
 - a. Because she has the most positive personality
 - b. Because she is similar to the author
 - c. Because she is the only girl
 - d. Because she is the youngest
8. Who are the main readers of the *Harry Potter* series?
 - a. Young people and children interested in magic
 - b. Readers who enjoy themes of fantasy and sci-fi

- c. Readers interested in fantasy and evil
- d. Readers of all ages interested in fundamental life themes

The Harry Potter phenomenon

The most successful books that have come out of the UK over the last decade have been about a child wizard and his struggle to reach maturity and fight against evil. J.K. Rowling began writing her series of *Harry Potter* books when she was a single mother teaching in Edinburgh. Seven different publishers turned her original book down before Bloomsbury accepted it, but even they have been overwhelmed by the extraordinary success of this young wizard and his friends.

The story is not particularly original. Harry and his friends attend Hogwarts School of Witchcraft and Wizardry, where, apart from traditional subjects, they learn to carry out spells and ride on broomsticks. The main storyline concerns Harry's mission against the evil wizard Lord Voldemort, who killed Harry's parents in his attempt to conquer the wizarding world and subjugate non-magical people called 'Muggles'.

The idea of a child with magic abilities learning to be a power for good and eventually having to take on evil forces, has been done many times before, so why is this series so successful? The series has sold 400 million copies around the world and has been translated into sixty-nine languages! A film version of the series has also appeared. The secret, if you can call it a secret, is in the storytelling. Rowling has a flowing, very readable style and creates believable characters. In an age where children are easily distracted by the television or are constantly playing video games, her books have brought children back to reading. And not just children! Many adults are reading about Harry Potter and his adventures as they travel to work or relax on a beach.

It's true there has been a lot of publicity to promote the series, the films and Harry Potter products, but it is important to remember that the initial popularity came from children. Since the start, children of all ages have loved the stories and told their friends about them and chatted about their favourite characters. This year the publisher, Bloomsbury, has made a list of forty characters from the books and has asked fans to vote online for their favourite. Rowling herself has admitted on her website that Hermione Granger is the character that resembles her the most, saying 'I have often said that Hermione is a bit like me when I was younger.' Perhaps, that's her favourite character then, though several times in the past she has hinted that her favourite is Harry. The *Harry Potter* series has made her author rich, but it has also brought new life to their publisher. The series covers different genres, including fantasy and coming of age, and has many cultural meanings and references. According to Rowling, the main theme is death, but there are also plenty of other themes, such as love and prejudice and good and evil.

Exercise 2: complete the sentences using the highlighted words in the text

1. J.K. Rowling is a very.....author
2. One of the main difficulties for authors is to find a supportive for their books.
3. There is a very good documentary series on television at the moment which nature and wildlife.
4. Most teenagers a school in their home town.

5. Their honeymoon destination is a secret, though a friendit might be Bali.
6. My school History syllabusthe period of the French revolution.
7. Lord Voldemort is my brother's favourite in *Harry Potter* – he loves evil people.
8. This is their fourth unsuccessfulto find Mont Blanc.

Exercise 3 - Listening

Extract with multiple-choice questions: you will hear people talking in eight different situations.

For questions 1-8 choose the best answer (a, b or c).

1. You hear a lady talking about video games. The lady doesn't mind if her son plays video games as long as
 - a. it's an alternative to television
 - b. he finishes his schoolwork
 - c. he takes away the television
2. You hear a boy talking about his new game. Where does the 'Batman' video game take place?
 - a. In a mental institution
 - b. In a creepy mansion
 - c. In dark places
3. You hear two men talking in a shop. Who is the man buying a video game for?
 - a. A family friend
 - b. His daughter's friend
 - c. A member of his family
4. You will hear a teacher talking about video games. How does she feel about them?
 - a. She really likes video games
 - b. She really dislikes video games
 - c. She feels they have good and bad points
5. You hear two girls chatting on the phone. Why can't Sue go round to her friend's house?
 - a. She has promised to take her brother around
 - b. She is playing a new 'Harry Potter' video game
 - c. She is watching a new 'Harry Potter' film on TV
6. You hear a man talking to his friend . What effect is the book he is reading having on Mike?
 - a. It is making him rethink his opinion
 - b. It is reinforcing his attitude
 - c. It is stimulating his brain
7. You hear an advertisement on the radio. In what way does 'Disney Epic Mickey' take you back to your childhood?

- a. It is an adventure game
 - b. It is based on traditional Disney cartoons
 - c. It has an evil villain
8. You hear a teenage boy setting up a blog. How would you describe the tone of Toby's blog?
- a. Fascinating and striking
 - b. Complicated and detailed
 - c. Friendly and informal

Writing a summary: the Harry Potter phenomenon – summarize the text following these steps (120-180 words)

1. Read the text again;
2. Underline the relevant information in each paragraph;
3. Make notes about the main points. Leave out details such as examples;
4. Make sentences from the notes and link the sentences with connectors (*and, but, because, therefore, etc.*);
5. Write your first draft;
6. Improve your first draft by reducing sentences, for example:
 - Cut out unnecessary phrases
 - Omit qualifying words (adjectives or modifying adverbs)
 - Transform relative clauses into *-ing* participle clauses
7. Before writing the final version of your summary, don't forget to look at the Appendix: 'Advice to the student for the writing task' and try to do an autocorrection.

Speaking – Discussion

Answer these questions

- 1) How often do you watch films?
- 2) Do you prefer to go to the cinema or to watch them on your TV, PC, Mobile Phone?
- 3) What's your favourite genre of films among the following ones? horror, science fiction, fantasy-adventure action, action, comedy, musical, thriller, western.
- 4) Why?

Now, think of a film you have seen recently and describe the:

- plot
- setting (location, time period)
- acting (cast, stars)
- theme

Lesson 3 – Reasoning on the Present Perfect Simple and Present Perfect Continuous ('Performer' Unit 3)

Both tenses are used to express that an action began in the past and is still going on, or has just finished. In many cases, both forms are correct, but there is often a difference in meaning: we use the *Present Perfect Simple* mainly to express that an action is completed or *to emphasise the result*; we use the *Present Perfect Continuous* to emphasise the *duration* or *continuous course* of an action.

Now compare the uses of the Present Perfect Simple and Present Perfect Continuous.

Emphasis on result or duration?

1. I have written five letters (.....)
2. I have been writing five letters for two hours (.....)

So, how do we form the Present Perfect Continuous?.....

And do you remember the verbs that take the Continuous/Progressive form?

Emphasis on completion or duration?

3. I have done my homework (.....)
4. I have been doing my homework (.....)

Emphasis on result or side effect?

5. I have washed the car (.....)
6. Why are you so wet? I have been washing the car (.....)

Emphasis on permanent or temporary situation?

7. I've lived here all my life (.....)
8. I've been living here this summer, but I'm leaving next week (.....)

NOTE

- o Signal words: Present Perfect = *what, how often, how much time, how many times*
Present Perfect Continuous = *how long, since, for*.
- o With work, teach, study, and live you can use *both* tenses with no change in meaning.

Exercise 1: put the verbs into the correct tense and say the function.

1. I (play)football for five years
2. My team (win/only)two matches so far
3. The others (be/always)better
4. Are we not yet there? We (walk)for hours
5. ...but we (cover/only)an area of five miles so far
6. I (finish/just)my homework
7. How long (wait/you)for us?
8. Jane (go out)with Bob for seven years
9. Martin (date)three girls this week
10. I (work)on this essay since two o'clock

Exercise 2: which form is correct? Underline it.

1. We want to tell how we have spent our time:

- We have played football.
- We have been playing football.

2. The action is completed now:

- Charly has sent the letter.
- Charly has been sending the letter.

3. I want to tell how I have spent my time:

- I have watched TV.
- I have been watching TV.

4. I want to emphasise that the door is open now:

- Elizabeth has opened the door.
- Elizabeth has been opening the door.

5. I want to emphasise that the house is ready now:

- My friends have built a house.
- My friends have been building a house.

http://www.perfect-english-grammar.com/support-files/present_perfect_simple_or_present_perfect_continuous_1.pdf

Exercise 3: Present Perfect Simple or Present Perfect Continuous. Check the answers at the link above.

1. _____ (they / arrive) already?

2. Lucy _____ (run) 2000 metres today.

3. I _____ (clean) all morning – I'm fed up!

4. How long _____ (you / know) Simon?

5. I _____ (drink) more water lately, and I feel better.

6. Sorry about the mess! I _____ (bake).

7. How many times _____ (you / take) this exam?

8. He _____ (eat) six bars of chocolate today!

9. Julie _____ (cook) dinner. Let's go and eat!

10. The students _____ (finish) their exams. They're very happy.

11. The baby's face is really dirty! What _____ (he / eat)?

12. Iona is exhausted these days. She _____ (work) too hard recently.

13. Luke _____ (never / be) abroad.

14. I _____ (wait) for three hours already !

15. _____ (you / finish) your homework yet?

16. How long _____ (you / be) a lawyer?

17. I _____ (read) your book all day. It's very interesting, but I'm only on chapter 2.

18. She _____ (drink) ten glasses of water!

19. I _____ (have) my dog for sixteen years.

20. Help, I _____ (lose) my wallet! How can I get home?

Lesson 3 – Free time ('Performer' Unit 3)

Phrasal verbs most commonly used in English.

Exercise 1: match the following phrasal verbs with their meaning.

Make and do

- | | |
|----------------------------|----------------------------------------------|
| 1. Do up ... | a. decide |
| 2. Do away with ... | b. become friends again after a quarrel |
| 3. Do with ... | c. go in a certain direction |
| 4. Do without ... | d. manage (in spite of not having something) |
| 5. Make up ... | e. cancel/get rid of |
| 6. Make up with sb ... | f. decorate/improve |
| 7. Make do with sth/sb ... | g. need |
| 8. Make for ... | h. see/perceive/read/understand |
| 9. Make out ... | i. content oneself with |
| 10. Make up your mind ... | j. invent |

Unusual hobbies

Exercise 2: multiple matching. You are going to read an article in which four people describe unusual hobbies. For questions 1-10, choose from the people (A-D). the people may be chosen more than once.

Which person:

- | | |
|--------------------------------------------------------------------------|-----|
| 1. studied originals before making his own? | ... |
| 2. has developed a hobby from a childhood game? | ... |
| 3. has fulfilled a lifetime ambition? | ... |
| 4. has a collection of over ninety pieces? | ... |
| 5. became well known after being reported about on television? | ... |
| 6. has a piece in his collection that is over a hundred and fifty years? | ... |
| 7. often visited fairgrounds when he was growing up? | ... |
| 8. receives free food regularly? | ... |
| 9. wanted to understand how instruments worked? | ... |
| 10. wanted to do something creative? | ... |

A. Mark Enright from Calne, near Bristol, has an unusual hobby. He has been making models of his favourite sci-fi robots since he was a child. His impressive models of the robot dog from the TV show 'Doctor Who' were made up from recycled materials. 'I started with Lego when I was a 10-year-old,' he said. 'I must have made my parents mad because I used to collect all kinds of junk and take things apart.' Mark has always wanted to work as a special effects artist in films. Now, after having studied for a Fine Arts degree, and after having spent three years model-making, Mark has finally achieved his dream: he has been working for six months as a special effects designer in a famous film studio.

B. While most teenagers listen to up-to-date music, like rap and pop, one young man in Herefordshire has decided to collect and restore old music machines. Nick Williams began this unusual hobby after visiting funfairs as a child. Nick says that it was the sound the music machines made that first aroused his interest. Since then Nick has been to numerous fairs and he has always found it fascinating to listen to the antique organs. 'So many times I have stood in front of them,

amazed for hours at how they work.' His interest grew from there, and he made his first attempt at making his own organ after looking at several different instruments, taking pictures and measurements, and doing up old models. The 18-year-old uses anything and everything he can find, including old furniture that people have thrown out.

C. Arthur Reeder, an electrician from Harrow, a north-west London borough, has just bought his 91st postbox. Mr. Reeder has postboxes in almost every room of his small three-bedroom terraced house in Middlesex. He has also put some in the front garden. 'I even had one in the bathroom until my girlfriend Janet told me to make a choice – her or it!' Mr. Reeder has been collecting for ten years, ever since he decided he needed something to really inspire his creativity. First, he tried buying train memorabilia, but soon discovered he had made a mistake. He found it too expensive, so he changed to postboxes. The earliest model in his collection is from 1861. 'There are only a few people around the world who have started this kind of collection. We keep in touch and exchange information. I don't make any money, but that's not the point. I do it because I enjoy it.'

D. A mother-of-two has recently become one of the world's most sought-after biscuit critics. Susan Payne, a 39-year-old from Cambridge, began her website as a light-hearted way of expressing her love of biscuits. After a story about her unusual hobby appeared on the TV news, the site started getting 4,000 visitors a day. The central feature of the site is a 'biscuit of the week' review. 'Since I started this idea I've been getting biscuits from all over the world,' said Mrs. Payne. 'They come from manufacturers as far away as New Zealand hoping for a favourable review.' Biscuits are a very British thing, and if it's something the site can help to preserve, then that will make Susan happy. She does not claim to be an expert. As she says, she just does her best, 'I've always loved biscuits, and I have found a hobby which allows me to indulge in something I love doing. And the wonderful thing is lots of others seem to enjoy doing the same.'

Exercise 3: find the word or phrase in the article which means the following

1. rubbish (para. A)
2. events or shows with entertainment and mechanized rides (para. B)
3. old, collectible (para. B)
4. tall red columns to post letters in (para. C)
5. (a house) attached to other houses on both sides (para. C)
6. critical commentary (para. D)

Exercise 4: key word transformation. For questions 1-6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words, including the word given.

1. Remember I was telling you about a great book? Well, this is it. **THE**
This is telling you about.
2. John started working in Turin ten years ago and he still works there. **FOR**
John has ten years.
3. I arrived at the bus stop at 3 o'clock. It's now 3:30 and the bus still hasn't come. **SINCE**
I have 3 o'clock.
4. The fast car was going in the direction of the stadium. **MAKE FOR**
The fast car.....
5. It's the first time Sam has read a book by a Russian author. **NEVER**
Sam by a Russian author before.
6. Most students would like to abolish exams. **AWAY WITH**
Most students would like to exams.

Exercise 5: listening. Multiple matching. You will hear five different people talking about what they do in their free time. For questions 1-5, choose from the list (A-H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- | | | |
|----------------------------------------------------------------|-----------|-----|
| A. I don't dedicate enough time to my hobby | Speaker 1 | ... |
| B. I can't do my preferred activity at the moment | Speaker 2 | ... |
| C. I have made a mistake and chosen the wrong activity | Speaker 3 | ... |
| D. I can't make up my mind which activity to do | Speaker 4 | ... |
| E. I have just joined a new cricket club | Speaker 5 | ... |
| F. I am making good money from my hobby | | |
| G. I can't do sport at the moment because I have broken an arm | | |
| H. I have been dedicating all my spare time to my hobby | | |

Discussion

1. Do you have an interesting or unusual hobby?
2. Which are the hobbies you did in the past, you still do, you would like to do in the future?
3. Do you enjoy risk-taking activities? Why? Why not?
4. Why are theme parks so popular with all ages?
5. Do you agree that young people do not have many interests?

Writing – An essay (Performer unit 2). Write an essay (190-220 words) giving your opinion on the following question: 'Should teenagers have a part-time job?'

Observe the following points:

- Introduction
- Three points in favour
- Three points against
- Conclusion (your opinion)

Process language: you could use the following expressions or something similar:

- Introducing a point: In my opinion.../I think.../It is clear that.../One advantage of...is.../The main advantage is.../It is worth remembering that.../For this reason...On balance...
- Developing an argument/linking words and phrases: Moreover.../What is more.../In addition.../It is also true that.../On the whole.../Although.../Besides.../Whereas.../Not only but also...
- Concluding: Finally.../To conclude.../In conclusion...

When you have finished, remember to reread your essay and check for: spelling, verb tenses, appropriate vocabulary, an interesting beginning, a definite ending (see more in the '*Advice to the student for the writing task*' in the Appendix).

Lesson 4 - Reasoning on the Simple Past and Past Continuous ('Performer' Unit 2)

Simple Past What kind of actions does it describe?.....

1. I woke up very early (p.....ac.....) yesterday, and then I got dressed, had breakfast and left the house (se.....of p.....ac.....)
2. When did you meet Sam? (as.....ab.....p.....t.....) I met him last week (p.....ac.....)
3. The Smiths owned a farm in the north of the country (sit..... in the past n.....f.....ed)
4. It rained for several days and nights (ein the past n.... f.....ed)
5. When we were children, we often went to the cinema (h.....in the past)

Past Continuous What does it emphasize?.....

1. It was raining all night (emp..... on d.....)
2. He was always leaving the tap running (a.....ing/re.....ed ac..... u.....ly with al.....)
3. We were watching TV at nine o'clock last night (p.....ac.....in pr.....at a p.....t.....in the p.....)
4. He was cooking the dinner while she was talking to him (co.....y ac.....in pr.....in the past)
5. We set off early. The sun was rising above the distant hills and the birds were singing (na.....style/des.....of a..... in pr..... in the past)

And here? How many actions? What do we use?

-
6. They arrived while we were having dinner (in.....ed ac.....)
 7. While we were having dinner, *they arrived.
 8. She was sleeping when Tom phoned (in.....ed ac.....)
 9. When Tom phoned, *she was sleeping.

Note: Punctuation

* A comma is used when the subordinate clause precedes the main clause.

** No comma is used when the subordinate clause follows the main clause.

Exercise 1: use the Simple Past or Past Continuous of the verbs in brackets.

1. While I (to eat), the dog (to come)in.
2. you (to study) when I (to ring) you?
3. Whereyou (to go) yesterday at six o'clock in the morning when I (to meet).....you?
4. Whereyou (to go)yesterday?
5. While he (to pay)for the book, the fire alarm (to go)on.

6. It (to rain) when we (to decide) to go out.
7. When the skiers (to reach) the village, it (to snow)
8. It was midday when we (to finish) our test.
9. She (to go) to the bank when she (to meet) Frances.
10. Liz (to have) a shower when she (to slip) and (to fall)

Exercise 2: complete the sentences with the correct Past Simple or Past Continuous form of the following verbs (Performer Unit 2 p. 16)

Run/decide/shoot/play/study/not listen/find out/talk/walk/arrive/live/start

1. Two men on a motorbike Gayle as she to work in Kabul
2. The burglar away when the police at the house
3. Why (you)..... to apply for such a dangerous profession?
4. (you)..... much about the States while you there?
5. He to his wife while she to him
6. We football in the park when it to rain
7. At 7 o'clock I for my English test

<http://www.perfect-english-grammar.com/past-simple-past-continuous-exercise-1.html>

Exercise 3: Past Simple or Past Continuous? Check the answers at the link above.

1. What (you / to do) when I (to call) you last night?
2. I (to sit) in a café when you (to call).
3. When you..... (to arrive) at the party, who (to be) there?
4. Susie (to watch) a film when she..... (to hear) the noise.
5. Yesterday I(to go) to the library, next I (to have) a swim, later I..... (to meet) Julie for a coffee.
6. We (to play) tennis when John..... (to hurt) his ankle.
7. What (they /to do) at 10pm last night? It(to be) really noisy
8. He(to take) a shower when the telephone (to ring).
9. He(to be) in the shower when the telephone (to ring).
10. When I (to walk) into the room, everyone (to work).
11. It (to be) a day last September. The sun..... (to shine), the birds (to sing). I(to walk) along the street when I (to meet) an old friend.
12. He(to live) in Russia when the Revolution (to start).
13. When her train (to get) to the station, we (to wait) on the platform.
14. He(to be) so annoying! He (always /to leave) his things everywhere.
15. On holiday we..... (to visit) Rome,(to see) the Vatican, and(to spend) a few days at the beach.
16. Why (you / to stand) on a chair when I (to come) into the room?
17. They(to live) in Germany when they (to be) young.
18. At 7pm yesterday, we..... (to listen) to music.
19. When I (to leave) the house, it (to snow).
20. He(to work) in a bank when he (to meet) his wife.

Lesson 4 – Jobs ('Performer' Unit 2)

Phrasal verbs most commonly used in English.

Exercise 1: match the following expressions to their meaning.

The workplace

- | | |
|----------------------------------------|--------------------------------------------------------|
| 1. Commute ... | a. have no job |
| 2. Apply for ... | b. work extra hours |
| 3. Get the sack/be sacked/be fired ... | c. reach the end of your working life |
| 4. Be made redundant ... | d. be asked to leave your job |
| 5. Resign ... | e. leave your job as there is no longer work available |
| 6. Be unemployed ... | f. a working day when you don't work |
| 7. Retire ... | g. decide to leave your job |
| 8. Work overtime ... | h. have an increase in salary and responsibility |
| 9. Go on strike ... | i. travel to work every day |
| 10. Take time off ... | j. decide not to work as a way to protest |
| 11. Get/be promoted ... | k. write asking for job |
| 12. A day off ... | l. ask for permission not to work for some hours/days |

Exercise 2: gapped text. You are going to read an article about four different jobs (in block letters in the text) that are considered dangerous. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. Two men on a motorbike shot Gayle Williams as she was walking to work in Kabul
- B. After nine months of fitness tests and interviews, she got the job and her first day went on a fast drive with one of the response drivers.
- C. After graduating, he worked as an unpaid intern for the press in Washington, DC, for six months.
- D. At one time he considered leaving to do an easier job.
- E. Obviously the most appealing places, like Paris, had lots of competition, and not everyone can cope with the constant danger of war zones like Baghdad.
- F. The bullet just missed her spine, but she had to have a five-hour operation and spent months in hospital.
- G. The passenger/gunman had fled the scene by the time the police arrived.

Living with danger

Toby Blake was a freelance **foreign correspondent**. He reported on the political situation in West Africa. What were the dangers? Some correspondents in Africa were kidnapped, some attacked and some even killed. Not for the faint-hearted then, but Toby had always wanted to be a reporter. (1: ...) There he learnt the basics of the trade from experienced veterans. When he left to become a freelance journalist, the skills and contacts he had gained were invaluable. Then he had to choose where to go. (2: ...) Toby chose West Africa, where the work was difficult but expenses were low. His courage was rewarded. He wasn't shot or attacked; he survived and returned to the States as a professional reporter.

Most **taxis drivers** in the US are immigrants who work for themselves. They choose the job because the hours are flexible and all you need is a driver's licence, some communication skills and to be

able to find your way around cities. However, the number of drivers injured, attacked or murdered increased dramatically last year. Taxi drivers in big cities interact with hundreds of people every week, so they're used to running into possible danger. Last August in New York, for example, passengers killed two cab drivers within a week. First, a male passenger shot driver Ndiaye Amadou in the chest, then a few days later, Jose Pena Seguira was shot in the back of the head while he was driving a young man to the station. 'He was a good father, hard-working, easy-going and a good husband,' Seguira's wife told NBC New York. (3: ...) But while the ambulance was taking Jose to the hospital, a 31-year-old man who was carrying a gun was seen and arrested two streets away.

The killing of a British **aid worker** in Afghanistan last week highlighted once again the dangers posed to humanitarian staff in many parts of the world. Aid work used to be about helping those less fortunate than ourselves, but for hundreds of humanitarian workers in the world's most dangerous countries the threat of violence is always present. (4: ...) her killing adds to a death toll that reached 30 in Afghanistan during the past year, and came days after local militia killed two local UN aid workers in Somalia. This is not the result of people caught up in a conflict or in crossfire. According to a United Nations spokesman, insurgents targeted aid workers deliberately because they were doing humanitarian work.

Rachael Brown was a trainee **police officer** when a burglar shot her in the stomach. She had decided to join the police while still a student because the job fascinated her and she had always enjoyed helping people. (5: ...) The adrenaline rush alone was enough to make her realise she had found her perfect career. Nearly two years later, however, she and a colleague received an emergency call to a suspected burglary. The thief had disappeared, but as they were searching the area, she suddenly saw him, he turned round and shot her. (6: ...) A year later, Rachael returned to her police team. She said that the appreciation and support she had received from the public made an enormous difference to her recovery. 'Being shot,' she added, 'taught me how much life is for living.'

Exercise 3: find the word in the text which means the following.

1. Reporter (para. 1)
2. Costs, payments (para. 1)
3. Not rigid, easily changed (para. 2)
4. Relaxed and tolerant in manner (para. 2)
5. Assistance, charity (para. 3)
6. Aimed at, selected (para. 3)
7. Workmate (para. 4)
8. A group working together (para. 4)

Exercise 4: word formation – suffixes. Form nouns from the following verbs by adding one of these suffixes: **-al, -ee, -er, -or, -ice, -ing, -ist, -ure.**

Note....., fail....., visit....., understand....., refuse....., type....., dismiss....., press....., train...../....., employ...../.....

Exercise 5: listening. Sentence completion. You will hear a successful business director talking about career advice. For questions 1-10, complete the sentences.

- A company director is talking about her (1)
- Camilla Jones and her husband Michael run a (2)company.
- The first piece of advice stated is that (3).....is everything.
- It's important to attend meetings with enough information because, Camilla says, (4)..... speak louder than words.
- She learnt from people in the same position because she read a lot and (5).....talks.
- According to the founder of a Sushi chain, (6)'no's' make one 'yes'.
- To get a new idea accepted by those responsible you must make it (7)
- Camilla's friend advised her and her husband to put (8)in the same basket.
- After hearing their friend 's advice, Camilla and her husband sold (9)
- Camilla and her husband no longer own a house, but they have a company valued at (10)
.....

Speaking: discuss what you think makes a successful manager. Put the following characteristics in order of importance for you:

- not taking 'no' for an answer;
- having enough confidence in your ideas to risk everything (putting all your eggs in one basket);
- being informed;
- learning from those who have more experience;
- never taking anything for granted.

Writing – An informal email

Exercise 6: the anatomy of an email. Give the Italian equivalent of the following terms.

- The **header**: pre-printed letter head.
- The **To**: name and address of the recipient.
- The **From**: name and address of the sender.
- The **Cc**: carbon copy sent to another person.
- The **Bcc**: blind carbon copy.
- The **Subject**: topic of the message.
- The **Attachment**: files added to the message.
- The **username**: a person's name or nickname.
- The **@ sign**: means at.
- The **domain name or network address**: the mail server where the account is located. The final part adds information about it, for example **com**=company, **uk=United Kingdom**, **fr=France**.
- The **body** contains the message itself.

NOTE. Think about the register to use: even when the appropriate style is informal, remember that abbreviated text message style language is not accepted. You must use grammatically correct English and correct spelling.

Example question

You have received an email from an English pen friend, Cinzia. She's coming to visit you.

Hi Cinzia,

I'm coming to visit you! How are you? How's school? Do you remember that I decided to come to your town for the film festival? Do you know what's on? Can you show me round your town? Can you suggest a cheap place to stay and will I be able to meet your friends?

Looking forward to seeing you soon.

Cheers,

Joanne

Writing task: write your answer in 140-190 words using the following tips.

Opening paragraph

- Begin by saying something about the letter you have received.
- React to the sender's news or questions.
- Follow the order of the questions.

Body of the email

Follow the order of the questions in the letter. In this case: first, say how you are; then, say you are happy she is coming; and finally, give information about the festival. Make sure you have included all the information required.

Closing paragraph

Make an excuse to stop writing. Express your hope to receive an answer.

Layout tips

- Divide what you want to say into different topics in separate paragraphs.
- Leave a space between paragraphs.

Language tips

- Use the name of the person who sent you the letter.
- Use colloquial expressions and contractions.
- Use exclamation marks when you want to emphasise your statements.
- Keep the language informal.
- Invent details if/when necessary.
- Use linking words appropriately.
- Finish with an informal salutation.

Useful language

Dear (name),/Hi! How are you?/How's it going?

Glad to hear from you.

Thanks for writing!

That's good news about.../It's nice to hear...

What do you think about...?/How about...?

Got to go./Have to run.

Let me know!/Can't wait to hear from you!/Write soon.

Cheers!/Lots of love, (name)

If you want to know something more on how to write a formal email, go to the link below:

<http://www.rubenvvalero.com/english/sites/default/files/repository/fce/FCE%20Informal%20letter%20-%20email.pdf>

After writing your email, go to the '*Advice to the student for the writing task*' in the Appendix, and try to do an autocorrection.

Lesson 5 - Reasoning on the Past Perfect Simple and Past Perfect Continuous ('Performer' Unit 2)

Past Perfect Simple

1. When I arrived, the train had left (c.....ed ac..... in the past happened be..... another one)

Compare with the Past Simple

2. When I got there, the train left (ac..... in the past h.....ed at the s..... t.....)

So, how do we form the Past Perfect Simple?

And what about negative/interrogative forms?

What does it describe?

3. It was June 1991, Ann and Michael had just got married (ac..... h.....ed be..... a def..... t..... in the past)

4. It had snowed in the night, so the bus didn't arrive (exp...../give r..... for s.....thing in the past)

5. She said she had told him before (rep.....ed sp.....)

NOTE: always use the Past Perfect Simple with verbs expressing a short action like: *start, finish, stop, leave, etc.*

Signal words

- Adverbs and expressions (the same used with the Present Perfect): *before, by the time, just, already, yet, for, since, ever, never, it was the first/second time, it was the most...*

For example

6. It was *the first time we had visited* Venice.

7. That was *the worst film I had ever seen*.

Past Perfect Continuous

1. It had been raining for three days when the dam burst (dur..... of an ac..... in the past be..... another one)

2. I'd been moving house and I was tired and dirty (side eff..... of a past ac.....)

So, how do we form it?

And what about negative/interrogative forms?

What does it emphasize?

Exercise 1: complete the sentences with the Past Perfect Simple or Continuous

1. Jeff got up at 7 to have a bath but his brother (use)..... all the hot water.
2. The children (wait).....to go out all morning, but it hadn't stopped raining.
3. John (do)..... his homework since 9 and he still hadn't finished.
4. How longyou(be)in Italy when you met your husband? I (be).....there since 2005.
5. I needed an umbrella because it was raining, but my sister (take)..... the only one.
6. Clare (listen)..... to music all morning and she had refused to turn the volume down.
7. How much (drink).....when he left the pub?
8. I (know).....Paul for two years when he asked me to marry him.
9. The train (leave)..... when we got to the station, so we caught the next one.
10. How often (use).....youthe washing machine when it caught fire?
11. Diana (invite)..... some friends to dinner, so she put some white wine in the fridge.
12. Neil (forget).....to phone Molly, so she was angry.
13. Joe (travel).....since 9 and he was still two hours from his destination.
14. Jane couldn't get into the house because she (leave)..... her keys at work.
15. Steve (study)..... all day and he was very tired, but he continued all the same.
16. Linda (love).....the opera, so when she went to the Scala she was very excited.
17. We (look)..... for the right house for months when we found this.
18. Chris (burn)..... the toast, so there was a terrible smell.
19. How long (work) Billthere when they sacked him?
20. I (buy)..... a new dress the week before, so when Dave invited me to his party it
wasn't a problem.

Exercise 2: Past Simple, Past Continuous, Past Perfect Simple or Past Perfect Continuous: choose between the two possibilities

1. Yesterday I (go)..... to the cinema and I (see)..... the "Knight" (past simple/past cont)
2. I (watch)..... the TV when Mike came in (past simple/past cont)
3. When we arrived the film (end)..... (past perf simple/past perf cont)
4. What time (go)..... you.....to bed last night? (past simple/past continuous)
5. The children (not watch)..... the TV when I got home. They were in bed (past s/past cont)
6. Fiona (finish)her homework and then she (put)..... her books away (past simple/past cont)
7. How long (be)..... Peter in the army when they promoted him to general? (past perf s/past perf cont)
8. We (wait)..... for a long time when the bus arrived (past perf s/past perfect cont)
9. I (live)..... in Brighton for two years when I met Andrew (past perf simple/past perf cont)
10. How long (live)..... you here when they asked you to be mayor? (past perf s/past perf cont)

11. Sheila (cook)..... all morning and lunch was almost ready
(past perf simp/past perf cont)
12. Richard (not go)..... to school last Friday. He was ill (past simple/past cont)

http://www.perfect-english-grammar.com/support-files/past_perfect_or_past_perfect_continuous.pdf

Exercise 3: choose the Past Perfect or the Past Perfect Continuous. Check the answers at the link above.

1. When we arrived the film(to start).
2. She (to work) in that company for twenty years when she was made redundant.
3. I felt ill because I (to drink) six cups of coffee.
4. I (to study) all day, so I was tired.
5. How long (you / to live) in London when your daughter was born?
6. When I arrived at the airport I realised I(to forget) my passport.
7. I (to break) my ankle, so I couldn't go skiing last year.
8. She(to study) English for three years when she took the exam.
9. I(to run), so I was hot and tired.
10. I didn't go to the class because I (not /to do) my homework.

Lesson 5 - Jobs in ICT: IT professionals ('Infotec – English for computer users' Unit 26)

Exercise 1: complete these definitions with jobs from the following

Software engineer, computer security specialist, blog administrator, help desk technician, DTP (Desktop Publishing) operator, hardware engineer, network administrator, webmaster

1. Adesigns and develops IT devices.
2. Awrites computer programmes.
3. Aedits and deletes posts made by contributors to a blog.
4. Auses page layout software to prepare electronic files for publication.
5. Amanages the hardware and software that comprise a network.
6. Adesigns and maintains websites.
7. Aworks with companies to build secure computer systems.
8. Ahelps end-users with their computer problems in person, by email or over the phone.

Exercise 2: (track 31 task 1) listen to four people on a training course introducing themselves and talking about their jobs. Which job listed above does each person do?

Speaker 1..... Speaker 3.....
Speaker 2..... Speaker 4.....

Exercise 3: applying for a job. Read the following letter of application and complete it with *for (period of time), since (point in time), ago (when something happened) or until (up to a certain time)*.

Dear Mr Scott,

I am writing to apply for the position of Senior Programmer, which was advertised on 28th March in *The Times*.

I graduated in May 2002 and did a work placement with British Gas as part of my degree. Before taking my present job I worked (1) a year with NCR. I stayed in this job (2).....March 2004.

(3).....the last three years I have been working as a software engineer for Intelligent Software. I have designed four programs in COBOL for commercial use, and (4).....January I have been writing programs in C for use in large retail chains. These have been very successful and we have won several new contracts in UK and Europe on the strength of my team's success.

Two years (5)..... I spent three months in Spain testing our programs and also made several visits to Italy, so I have a basic knowledge of Spanish and Italian. I now feel ready for more responsibility and more challenging work, and would welcome the opportunity to learn about a new industry.

I enclose my curriculum vitae. I will be available for an interview at any time.

I look forward to hearing from you

Yours sincerely

Sarah Brown

Exercise 4: (track 32 task 4) Chris Scott, the Personnel Manager at Digitum-UK, is interviewing Sarah Brown. Listen to part of the interview and complete his notes.

Name: Sarah Brown

Qualifications:

Degree in (1).....atUniversity

Languages: basic

Work experience:

NCR: (2).....(one year)

Software for:

(3).....

Programs for:

(4).....

Database knowledge:

(5).....

Present job: works for writing programs in and C

Reasons for applying:

(6)

.....

Writing a formal email or letter

The difference between a formal email and a formal letter is only in the organization and lay out:

Emails: write on email software and print out; date can be in your own language (it is generated automatically); complete the subject line; separate paragraphs for each theme.

Letters: the sender's address goes at the top right-hand side of letter; the recipient's address goes at the left-hand side of letter; the date goes below sender's address.

The features of both formal email and letter are:

1. the language style is neutral to formal;
2. language structures and functions depend on purpose of email/letter;
3. use full forms not contractions (but you can use the contraction *don't!*);
4. use standard greetings and endings;
5. finish with your signature and your full name under this.

If you want to know something more on how to write a formal email, go to the link below:

- 9 Important Steps (video 5.52)

<http://www.wikihow.com/Write-a-Formal-Email>

Exercise 5: read the following letter and match the parts (a-h) with the descriptions (1-8).

1. (...) For example, 28th March 2014, or 28/3/2014
2. (...) This is usually in the top right corner of the letter, but can be in the centre if it's a printed letterhead
3. (...) State the reason for writing: *I am.../We are writing to.../We are currently...*
4. (...) This should be included on the left hand side of the page, before the greeting
5. (...) Start with *Dear Sir/Madam* or *Dear Mr/Mrs...* Use *Ms* if you are not sure if the recipient is married or not. It is often best to use *Ms*, as *Mrs* can cause offence
6. (...) Make any requests or ask any questions you need to: *We would be grateful if you could...Could you also...*

7. (...) Request further contact, if necessary: *We/I look forward/We are/I am looking forward to hearing from you./ Please contact us by...*
8. (...) If you have started the letter with the person's name (for example *Dear Mr Robinson*), then end with *Yours sincerely*. If you do not know the name of the recipient, end with *Yours faithfully*.

(a) Rhonda High School
31 Prospect Place, Cardiff, Wales

(b) 28th March 2014

(c) The Editor
El Independiente
Moratin, 7
28006 Madrid
Spain

(d) Dear Sir/Madam,

(e) We are writing to ask if you can help us with our school project. We are doing a survey of the major newspapers in the European Union to find out which computer systems and desktop publishing programs they use.

(f) We would be very grateful if you could tell us which graphic design you use at *El Endependiente*. Could you also tell us how long your online edition has been running for? Thank you very much in advance.

(g) We look forward to hearing from you.

(h) Yours faithfully,

Katherine Powell

Katherine Powell, student representative

Exercise 6: look at the job advertisement for a webmaster at eJupiter here below. Think of your ideal job and write a letter of application for it.

We are seeking a Webmaster for eJupiter.co.uk, a company dedicated to e-commerce. The successful candidate will manage our website and will be responsible for making sure the web server runs properly, monitoring the traffic, through the site, and designing and updating our web pages.

Experience of using HTML and Java is essential. Experience of Adobe PDF and Photoshop is an advantage. The successful candidate will also have knowledge of web editors – MS FrontPage or equivalent.

After writing your email, go to the 'Advice to the student for the writing task' in the Appendix, and try to do an autocorrection.

Lesson 6 - Reasoning on the Future Continuous and Future Perfect ('Performer' Unit 4)

Future Continuous: functions.

1. Can we meet tomorrow morning at ten? No, I'll be working then (ac.....in pr.....at a de.....ed t.....in the fu.....)
2. What will you be doing this time tomorrow? (ac.....in pr.....at a de.....t.....in the fu.....)
3. Will you be going to Jane's party? Yes, but I'll be getting there a bit late (fu.....pl.....)
4. Everything is arranged. Mr. Chambers will be meeting you at the airport tomorrow (con.....pr.....ed fu.....ev.....)
5. When will you be leaving, sir? (po.....re.....on som.....'s pr.....)
6. Don't phone Richard now, he'll be having dinner (make a guess about som.....in pr.....at the mom.....)

How do we form it?

And the negative and interrogative forms?.....

Signal words: it is nearly always accompanied by future expressions of time like: *by the time + Present Simple, when + Present Simple, this time tomorrow/next week, at nine o' clock tomorrow, in three days of time, etc.*

Compare the Future Continuous with the *will* Future.

1. Come at seven thirty. We'll eat at eight (.....)
2. Don't phone at eight. We'll be eating (.....)
3. My husband will be sleeping when I get home (.....)
4. My husband will sleep when I get home (.....)

Exercise 1: Future with *will* or Future Continuous? Circle the correct answer.

1. Our exams finish on Friday. This time next week I'll relax/I'll be relaxing at home.
2. How *will you pay/will you be paying*, Sir?
3. Liz and John are at work now but this time tomorrow they will get married/will be getting married.
4. Bring your books round tonight. My brother will help/will be helping you with your Maths.
5. I'll still be awake at midnight. I'll have/I'll be having my fifth cup of coffee!
6. I won't go/won't be going without you, but please, don't be late.
7. You'll fly/you'll be flying British Airways as you requested.
8. Good luck with your exam on Wednesday. I'll think/I'll be thinking of you.
9. meet me in the library on Thursday morning. We'll revise/I'll be revising together.
10. Come round on Saturday morning for a chat. I won't do/won't be doing anything.
11. I won't live/won't be living with my parents this time next year. I'll have my own flat.
12. What time *will you arrive/will you be arriving*, Sir?

The Future Perfect: functions.

1. I can meet you at six o'clock. I will have finished my football match by then
(.....)
2. By the time I get back, he'll have left (.....)
.....)
3. By the end of June we will have lived in this house for two years
(.....)
4. Do you think Mel will have eaten all the chocolate cake? No, she won't have done that!
(.....)

Signal words: this tense is nearly always accompanied by the same future expressions of time as the Future Continuous: *by the time* + Present Simple, *by the end of*, *by then*, *within a week*, *this time next week*, etc.

Compare the Future with **will** and the Future Perfect.

1. We'll leave at six o'clock (six o'clock is the time we'll leave)
2. We'll have left by six o'clock (we'll leave before six o'clock)

Exercise 2: use **will** or the Future Perfect of the verbs in brackets.

1. Global temperatures (rise)..... by at least 1° C by the end of this century.
2. Many of us (experience)..... more extreme weather events such as storms, heat waves and floods.
3. The world (need)..... much more energy in the future.
4. They say that the treatment of cancer (improve)..... enormously by 2025.
5. Experts predict that half of today's languages (disappear)..... by 2100.
6. More and more people (move)..... from the countryside to cities in this century.
7. They say that people (land)..... on Mars by 2040.
8. I (finish)..... my project by the end of this month.
9. He (leave)..... by eight. He gets up at seven thirty.
10. Don't call tonight. I (go)..... to bed by ten.
11. We (make)..... any food by the time they arrive.
12. We (move)..... to Scotland by the beginning of May.

<http://www.tolearnenglish.com/cgi2/myexam/print.php?monsite=tle>

Exercise 3: put the verb into the correct form, Future Continuous and Future Perfect. Check the answers at the link above.

1. This time tomorrow, Maria on a beach in Majorca. (sunbathe)
2. Wake me up by nine o'clock. I long enough by then. (sleep)
3. Look, I can give you a lift to the station. I that way anyway. (drive)

4. It's strange that when we get to Sydney, we half way round the world. (fly)
5. Don't phone me between 7 and 8. We dinner then. (have)
6. Phone me after 8 o'clock. We dinner by then. (finish)
7. Tomorrow afternoon we're going to play tennis from 3 o'clock until 4.30. So at 4 o'clock, we tennis. (play)
8. Do you think you the same job in ten years' time? (still/do)
9. By the time you get home I the house from top to bottom. (clean)
10. Tom is on holiday and he is spending his money very quickly. If he continues like this, he all his money before the end of his holiday. (spend)

Lesson 6 – Learning ('Performer' Unit 4)

Exercise 1: gapped text. You are going to read an article about how our thinking may be affected by our language. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- A. For some scholars the answer to these questions is yes.
- B. You probably couldn't do any of these things.
- C. That is an aspect we cannot fully appreciate.
- D. As another example, linguists want to show how people's ideas of time differ across languages.
- E. And where will you put tomorrow?
- F. You must give up one ability; which faculty will you choose?
- G. Does this mean that speakers think differently about the world?
- H. Not surprisingly, Aboriginals have a better geographic sense of where they are.

How does our language shape the way we think?

Which cognitive faculty would you most hate to lose? Imagine a famous linguist is going to ask you this question: (1....) Most people pick the sense of sight; a few will pick hearing. It is almost always true that no one will choose language. If you lose or are born without your sight or hearing, you can still have a wonderfully rich social existence: you can have friends, you can get an education and you can hold a job all at the same time. But what about a life without language?

(2....) Language is so fundamental to our experience, so deeply a part of being human, that it's hard to imagine life without it. But are languages merely tools for expressing our thoughts, or do they actually *shape* our thoughts?

Research is taking place at this time around the world to see if people who speak different languages do indeed think differently. One example will concentrate on how the concept of space changes. In indigenous groups in Australia, for example, space is referred to as 'north', 'south', 'east' and 'west', whereas in English it is 'up', 'down', 'right' and 'left'. (3....)

Clearly, languages require different things of their speakers. (4...) Do English, Indonesian, Russian and Turkish speakers end up attending to, partitioning and remembering their experiences differently just because they speak different languages? (5....) Researchers will try to show the effects of language on our sense of time, our perception of colour (color=US) and other areas of our lives.

(6....) English speakers tend to talk about time using horizontal spatial metaphors: 'the best is ahead of us', 'the worst is behind us'. Mandarin speakers have a vertical metaphor for time so that the next month is the 'down month' and the previous month is the 'up month'. Imagine this simple experiment. I stand next to you, point to a spot in space directly in front of you and tell you: 'This spot, here, is today. Where was yesterday? (7....)' When English speakers are asked to do this, they nearly always point horizontally. But Mandarin speakers point vertically. English speakers prefer to talk about duration of time in terms of length, like 'that was a short talk' or 'the

meeting didn't take long', while Spanish and Greek speakers prefer to talk about time in terms of amount, relying more on words like 'much', 'big' and 'little' rather than 'short' and 'long'.

This is just the beginning of an interesting field of research, but I think you will agree that language is a uniquely human gift, central to our experience of being human. By the time the research is finished, we will be closer to understanding how language can really affect our thinking.

Exercise 2: complete the sentences using the underlined words in the text.

1. Researchers want to study theof language on our way of thinking.
2. Results of much researchto be ambiguous.
3. There are some children who aregifted.
4. Is asomeone who studies languages?
5. He said he had some business that needed.....
6. The possession of a language isto our well-being.
7. This is written in Spanish.....that is in Chinese.
8. Theof the marathon is twenty-six miles.

Exercise 3: expressions for learning. Match the verbs (1-6) to a suitable complement (a-f) to form expressions about education.

- | | |
|-----------------|-----------------------------|
| 1. Cheat ... | a. of university or college |
| 2. Apply ... | b. an exam |
| 3. Retake ... | c. in an exam |
| 4. Attend ... | d. for a course |
| 5. Drop out ... | e. for a test |
| 6. Revise ... | f. a boarding school |

Exercise 4: for questions 1-8 read the text below and decide what kind of word is missing in each gap – a noun, a verb, an adjective or an adverb. Use the word given in bold to form the word that fits in the gap in the same line. There is an example at the beginning (0).

Steve Jobs: a genius of our time

What will I be when I grow up? This is a common question for all **(0: study) students** whether it is spoken out loud or not. If the answer is 'I will be famous', then it's a good idea to begin looking at examples of **(1: except)** models around us. One of the most important is surely Steve Jobs. This **(2: gift)** creator of Apple computers grew up in California as the adopted son of a very normal couple who were **(3: aware)** of the potential of their genius son. When they asked each other 'What will our son be when he's older?' the answer was probably not 'He'll be one of the richest men in America'. But that is what he became.

Steve did well at school but didn't like exam **(4: revise)** He made an **(5: apply)** for university and was given a place there, but he found it boring and soon **(6: drop)** out. He had no idea about what he

was going to do next and travelled to India before becoming a computer programmer. With a few friends he built the first Apple computer in his father's garage and he never looked back. The rest is history: his extraordinarily (7: create) mind brought us the iPhone and the iPad, as well as the most stylish computers around. He will go down in history as the man with no degree and no (8: certify) but a true genius of our time.

Exercise 5: open cloze. For questions 1-8, read the text and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

Education in Shakespeare's time.

In Shakespeare's England (0) **only** boys went to school while girls learnt at home. Children of the nobility stayed at home and were taught by private tutors. Physical punishment was used (1)..... pupils didn't study or disobeyed! Pupils learnt to read and write in English as soon (2)possible and also to do sums. (3)..... finishing the first school, boys went to grammar school where the main subject was Latin. Any history, literature or drama was only used for illustrating the grammar. The function of the grammar school was to prepare boys for university, where courses were all conducted (4) in Latin, even after the Reformation. Music, modern languages and science were considered a (5)of time. How lucky to be (6) school now, when boys and girls have equal opportunities and all hope they will go to university. In England now it is very rare to study Latin, and modern languages and science are very popular subjects. How (7) education change in the future? If he were here today, Shakespeare would be shocked at the use of machines – or maybe not! Maybe he would enjoy the enormous amount of information available. One thing is certain: students will (8)it easier to study Shakespeare with the help of the Net.

Exercise 6: listening – Multiple choice questions. You will hear an interview with a specialist talking about different learning styles. For questions 1-7, choose the best answer (A, B or C).

1. What does the host think everyone wants to know?
 - A. How to study.
 - B. How to get the best results from your studying.
 - C. What kind of learning is the best.
2. According to the speaker, what kind of student learns best from illustrations?
 - A. Students with a good auditory memory.
 - B. Students with a good visual memory.
 - C. Students who focus best on what they are doing.
3. How do we know the host doesn't have a good visual memory?
 - A. Because she finds writing English difficult.
 - B. Because she doesn't enjoy looking at pictures.
 - C. Because she says she likes music.
4. In which areas, according to the speaker, is a good auditory memory an advantage?

- A. In learning the English language.
 - B. In learning to speak your own language.
 - C. In music and learning other languages.
5. What does the speaker mean by a muscle memory?
 - A. A memory that requires you to do the action in order to learn it.
 - B. A memory that doesn't use the brain.
 - C. A memory that needs strength.
 6. What conclusion does the speaker draw about most people's learning styles?
 - A. He thinks most people learn in one main learning style.
 - B. He thinks most people use more than one learning style.
 - C. He thinks most people learn through actions rather than words.
 7. What will the programme be about next week?
 - A. The best way to study.
 - B. Learning at different schools.
 - C. Visiting a new school.

Speaking – Discussion

1. Do you think learning your language would be difficult for a foreigner? In which ways?
2. Do you learn more easily from reading, listening or doing?
3. How do you study best? On your own or with friends?
4. What kind of environment do you need in order to study efficiently?
5. Do you find it easy to remember what you've studied? Why or why not?
6. Do you think studying will be easier or more difficult in the future?

Short C.V. Go to the Appendix

Lesson 7 - Reasoning on Modals ('Performer' Units 5 and 8)

They are special verbs which have in common three important characteristics, read here below and try to remember them.

First of all say the functions:

A. Can: Present form. What kind of language? Formal or informal?.....

1. I can speak English fluently (ab.....)
2. You can buy the tickets online or at the box office (po.....)
3. Can I close the window, please? (a.....for per...../ in.....)
4. You can sit there (g..... per...../ in.....)
5. You can't smoke here (in.....pr.....)
6. They can't be sleepy, it's only 10 o'clock! (de...../su.....)
7. Can I have the menu, please? (in.....or.....)
8. I can lend you my car till tomorrow (in.....of.....)
9. Can we visit Grandma at the weekend? (in.....sug.....)
10. Can you come to my party? (in.....in.....)
11. It can get very hot in Montana (ex..... r.....po.....)

Which are the three characteristics with all of them?

- 1.....
- 2.....
- 3.....

B. Could: Past form.

1. I could speak English (ab..... in the p.....)
2. I could go to the cinema (po..... in the p.....)

C. Could: Conditional form. What kind of language? Formal or informal?.....

1. Could I go to the cinema, please? (a.....for fo..... per.....)
2. You could sit here now (g..... for.....per.....)
3. Of course they could be tired now, they travelled all night yesterday
(de...../su.....)
4. Could you wait a moment, please? (fo...../po..... re.....)
5. Could I have a bottle of white wine, please? (fo...../po..... or.....)
6. I could lend you my car tomorrow (fo...../po..... of.....)
7. Could we visit Grandma at the weekend? (fo..... sug.....)
8. Could you come to my party? (fo...../po..... in.....)
9. It could get very hot in Montana (less r..... po.....)

D. May: Present form. What kind of language? Formal or more formal?.....

1. It may rain today (ev...../pr.....)
2. May I go to the cinema? (a..... for per...../fo.....)
3. May I help you? (fo..... of.....)

E. Might: Conditional form. What kind of language? More formal or much more formal?.....

1. It might rain today (re..... ev.....)
2. Might I go to the cinema? (a..... per...../more fo.....)
3. Might I help you? (more fo..... of.....)

F. Must: Present form.

1. I must go to the supermarket today (ne.....)
2. You must be tired (de.....)
3. You must see the new film with Brad Pitt (ad.....)
4. You must hand in your homework by Friday (ob.....)
5. All visitors must report to Reception (in.....)

G. Must not: negative Present form.

1. You mustn't/must not work on dad's computer (pro.....)

H. Need not: negative Present form.

1. I needn't/need not go to the supermarket, we're going to the restaurant tonight (not ne.....)

I. Ought to: Conditional form (not used in the negative form).

1. You ought to drive carefully in bad weather (str..... ad.....)
2. You ought to switch off the light when you leave the room (str..... ob.....)

J. Shall: instead of will/Future in the first person singular and plural.

1. Shall I carry your bag? (po..... of.....)
2. Shall we eat out tonight? (po..... in.....)

K. Should: Conditional form.

1. You should drive carefully in bad weather (ad.....)
2. You should switch off the light when you leave the room (rec.....)
3. You shouldn't/should not study all night just before an exam! (ad.....)

L. Will: Future.

1. Will you please shut the door? (po..... re....., or.....)
2. I think it will rain on Friday (pre.....)
3. I will stop smoking (pro.....)
4. Can somebody drive me to the station? Yes, I will (of.....)
5. She's strange, she'll sit for hours without talking (ha.....)
6. John will always be late! (ha.....)

M. Would: Conditional.

1. Would you shut the door, please? (more po..... re....., or.....)
2. When I lived in Italy, I would often eat in the restaurant next to my flat (ha.....)

Exercise 1: choose the right Modal (can, can't, could, couldn't, must, mustn't) and say the function.

1. You smoke inside the school.
2. We get to the meeting on time yesterday because the train was delayed by one hour.
3. What a lot of lovely flowers you have! You really like gardening.
4. I lift this box – it's too heavy! Would you help me?
5. 2. You tell anyone what I just told you. It's a secret.
6. I searched for your house for ages, luckily I find it in the end.
7. He's amazing, he speak 5 languages including Chinese.
8. We have a lot of work tomorrow. You be late.
9. This book belong to the library. It's certainly not mine.
10. You check in at least two hours before your flight departs

http://www.myenglishpages.com/site_php_files/grammar-exercise-modals.php

Exercise 2: Underline the right Modal. Check the answers at the link above.

1. There is plenty of tomatoes in the fridge. You (mustn't/needn't/should not) buy any.
2. It's a hospital. You (don't have to/mustn't/needn't) smoke.
3. He has been working for more than 11 hours. He (must/need/mustn't) be tired after such hard work. He (should/may/must) prefer to get some rest.
4. I (can/could/might) speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I (must/can/need) just say a few things in the language.
5. The teacher said we (should/can/must) read this book for our own pleasure as it is optional. But we (mustn't/needn't/could) read it if we don't want to.
6. (May/must/can) you stand on your head for more than a minute? No, I (may not/needn't/can't).
7. If you want to learn how to speak English fluently, you (need/needn't/mustn't) to work hard.
8. Take an umbrella. It (should/must/might) rain later.
9. You (may not/needn't/shouldn't) leave small objects lying around . Such objects (must/need/may) be swallowed by children.
10. People (couldn't/needn't/mustn't) walk on grass.
11. Drivers (could/must/may) stop when the traffic lights are red.
12. (Will/should/may) I ask a question? Yes, of course.
13. You (needn't/couldn't/mustn't) take your umbrella. It is not raining.
14. (May/need/can) you speak Italian? No, I (can't/may not/shouldn't) .

Lesson 7 – Lifestyles ('Performer' Unit 5)

Are we becoming too *Puritan* about our lifestyles?

Exercise 1: gapped text. You are going to read an article about government regulations. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (1-7). There is one extra sentence which you do not need to use.

- A. The permitted blood alcohol content limit ranges from 0.0% to 0.08%.
- B. In restaurants and bars it is usually only permitted to smoke in a designated area or in the open air.
- C. If the product claims that the food is reduced in fat or rich in vitamins, the food has to meet compulsory standards.
- D. Freedom of choice is an essential ingredient.
- E. In some parts of the United States this age limit is twenty five.
- F. Each food product must state clearly what it contains.
- G. We live in an age of increasing regulation.
- H. In particular, such laws specify the minimum age at which a person may legally buy or drink them.

Is government regulation of our lifestyles encouraging us to live better or interfering with our personal right to choose?

(1....) There are rules and even laws about smoking, driving, eating and consuming alcohol.

Are these helping us to improve our lives, or are they becoming an intolerable imposition?

Does the government have the right, or even the duty, to educate the population about their lifestyles, or should we all make our own choices? Let's look at some of the areas that attract the most regulation.

Smoking

In almost every country it is now illegal to smoke in public offices or enclosed public areas such as shopping centres (*centers=US*), libraries, schools, public transport and places of entertainment, like cinemas and theatres. (2....) Publicity for any form of tobacco is controlled, and tobacco can only be sold to those over the age of eighteen in most countries, or sixteen in others. Warnings are printed on cigarette packets clearly pointing out the risks to health. Diseases associated with the consumption of tobacco are those concerning breathing difficulties, heart disease and cancer.

Drinking

Alcoholic beverages are legally consumed in most countries, and over 100 countries have laws regulating their production, sale and consumption. (3....) This age limit varies between sixteen and twenty-five years old, depending upon the country and the type of drink. Most countries have prescribed a legal drinking age which prohibits the consumption of alcohol by minors. Other restrictions may be based on the place in which alcohol is consumed. In the U. K., for example, you can't buy or sell alcohol unless you are over eighteen. (4....)

Driving

In every country, drivers must obey a series of driving rules, including speed limits and regulations concerning free circulation. A driving test is necessary to show that potential drivers have a basic understanding of these rules before they are given a licence to drive. Most countries also have drunk driving laws which limit how much alcohol a person can consume before driving a car on a

road. (5....) Punishments for violation include fines, temporary or permanent loss of one's driver's licence and imprisonment. Some jurisdictions have similar prohibitions for drunk sailing, drunk bicycling and even drunk rollerblading. In many places in the U.S. it is also illegal to have an open container of an alcoholic beverage in the passenger compartment of a vehicle.

Eating

Have you noticed that food labels have become more and more complicated? There are strict national and international rules about labelling (*labeling=US*). (6....) All ingredients of the food must be given in descending order of weight, and specific ingredients, such as preservatives or allergens, must be identified. Although manufacturers don't have to declare nutritional information on the product, if they claim that the product is 'low in sugar', it must be supported with nutritional information. (7....) Labels should also include a 'sell-by' or 'best before' date. Other useful information on the label may include storage conditions, the place of origin and necessary instructions for the product's use.

Exercise 2: find the word in the article which means the following.

1. The way we live (para.1)
2. Against the law (para. 2)
3. Information about possible dangers or unpleasant effects (para. 2).....
4. Illnesses (para. 2)
5. Those under eighteen (para. 3).....
6. Permit from a legal authority (para. 4).....
7. An amount of money to be paid as a punishment (para. 4).....
8. Rigid, demanding total obedience or observance (para. 5).....

Exercise 3: word formation. *Prefixes* change the meaning of a word. Use the following prefixes to form the opposite or negative forms of the words 1-10.

Un-, in-, im-, dis-, non-, anti-, a-, il-

- | | |
|---------------------|---------------------|
| 1. Smoking | 6. Personal |
| 2. Legal | 7. Similar |
| 3. Tolerable | 8. Complicated..... |
| 4. Controlled | 9. Identified |
| 5. Clockwise | 10. Use |

Exercise 4: expressions to do with *health*. Match the expressions (1-8) with the definitions (a-b).

- | | |
|-------------------------------|----------------------------------------|
| 1. Get better ... | a. not feel well |
| 2. Have an operation ... | b. crack a bone in a part of your body |
| 3. Pass out ... | c. become ill |
| 4. Feel ill ... | d. recover from an illness |
| 5. Break (an arm/a leg) ... | e. have a pain in a part of your body |
| 6. Catch a cold ... | f. get a cough |
| 7. Have a (stomach) ache | g. lose consciousness |
| 8. Come down with (a disease) | h. undergo surgery |

Exercise 5 - You are what you eat! Listening: sentence completion. You will hear an interview between a nutritionist, Miss Susan Summer, and a teenager, Phil. For questions 1-10 complete the sentences.

The government can give us advice about which foods to eat, but it is each (1.) who decides what to buy.

The GI diet is particularly good for those teenagers who practice sport because it keeps up (2.)

If you want to live longer, the recommended diet is (3.)

The 'sunshine diet' is also considered healthy because it improves your chances of not getting (4.)

Miss Summer thinks that those who choose a vegetarian diet are motivated by (5.) and not health ideals.

Vegetarians have to pay attention to ensuring they eat enough (6.) in their diet.

The (7.) is one that Phil's friends have started to enjoy more and more. This is a healthy diet because there are small portions, so people think more about the quality of what they are eating and eat (8.)

According to the nutritionist, you shouldn't miss breakfast, and always try to eat (9.) portions of fruit and vegetables during the day.

The diets Miss Summer doesn't really like are the 'Zone' diet because it is too complicated and the (10.) diet because it is for specific health problems.

Speaking: talking about personal tastes

- I really/quite like...
- I much prefer...
- I don't particularly like...
- I (really) can't stand ...
- I personally prefer...
- I think...is best because...
- That's what I prefer because
- If I could choose...

Discussion

1. Which regulations do you think are necessary and which are not? Make a list of the four you consider the most important.
2. About food, why do you think the Mediterranean diet is so popular all over the world? Is its fame justified?
3. Are eating habits changing?
4. How is what you eat different to what your parents or grandparents ate as teenagers? Which is healthier?
5. Which are your eating habits and favourite food?

Lesson 8 – Reasoning on Conditionals ('Performer' Units 6 and 11)

Present Conditional

1. I would/I'd come with you but it's late.
2. They would not/wouldn't go to school.
3. Would you like a cup of tea?

How do we form it?

Exception: Present Conditional with Modal verbs

would + can = *could* would + shall = *should* would + may = *might*

The modals *can*, *shall* and *may* cannot be used with *would*, but they have their special forms.

Attention: "*I'd come*" could also be "*I had come*".

Past/Perfect Conditional

1. They would have phoned yesterday but they didn't have time.
2. They would not/wouldn't have phoned yesterday.
3. Would they have phoned yesterday?
4. They could have come later.

How do we form it?

When do we use the Zero Conditional?

If/when clause

Simple Present

1. When you are ill in Britain, you go to see your G.P.
2. You go to see your G.P. when you are ill in Britain.
3. The sugar comes out if you press the red button

Main clause

Simple Present

When do we use the First type Conditional?

If/when clause

Simple Present

Present Continuous

Present Perfect

1. If you don't take your pills, you will never feel better
2. If you are looking for John, you'll find him in the library
3. I'll take you to the cinema if you have finished to study

Main clause

Simple Future

Simple Future

Simple Future

When do we use the Second type Conditional?

Second type Conditional

If-clause	Main clause
If + Past Simple	Present Conditional
If + Past Continuous	Present Conditional
1.	If he <u>didn't have</u> a high temperature, he <u>would go</u> to work.
2.	If I <u>were you</u> , I <u>would buy</u> a new car.
3.	If you <u>weren't suffering</u> so much, your mother <u>wouldn't take</u> you to the doctor.

When do we use the Third type Conditional?

If – clause	Main clause
If + Past Perfect	Perfect Conditional
1.	If I <u>hadn't called</u> an ambulance, that woman <u>would have died</u> .
2.	If they <u>hadn't helped</u> me, I <u>wouldn't have passed</u> the exam.

When do we use the Mixed Conditional?

If- clause	Main clause
If + Past Simple	Perfect Conditional
If + Past Perfect	Present Conditional
1.	If I <u>didn't have</u> the flu, I'd/ <u>would have gone</u> to the congress yesterday.
2.	If <u>you'd/ had followed</u> the doctor's advice / <u>you wouldn't feel</u> so terrible now.

Note: it is called 'mixed' because the *if* clause and the main clause refer to different times.

Note: instead of *if* we sometimes use unless to mean 'if not', when to mean '100% certain', as soon as to mean 'immediately', as long as to mean 'for the time that it takes', in case to mean 'if the possibility arises'.

1. She never answers the door unless you ring three times.
2. I'll stay with you as long as there's a room free.

Exercise 1: which Conditional? Say the type: sometimes more than one could fit.

1. She will leave for Paris in case she (be free)..... at the weekend.
2. If I had some free time, I (walk)..... in the park.
3. I (cook).a vegetarian meal unless I had thought they were vegetarians.
4. A liquid (solidify)..... when it (freeze).....
5. She (pass)..... the exam if she had answered all the questions.
6. I (be)..... happily married if I hadn't told Mary I didn't love her.
7. They won't help you unless you (ask).....
8. As soon as I have time, I (come and see).....you.
9. If he were taller, he (play)..... basket-ball.
10. Mum (let).....us go to the match unless we had finished our homework.
11. If my father had arrived earlier, he (catch)..... me smoking his pipe.
12. Modern water heaters (stop)..... automatically if anything (go)..... wrong.

13. She (can order) something else in case she didn't like spaghetti!
14. I (go) for a walk if it weren't so windy.
15. If you had a car, I (ask) you to give me a lift.
16. If she were sensible, she (not leave) her job.

Exercise 2: underline the correct option to complete the sentences ('Performer' unit 11 page 134)

1. I would be a murderer if I *had killed/didn't kill/would kill* someone.
2. If the police suspected him, they *might have/could/had* arrested him.
3. He would be a champion if he *would/had/could* won a race in the Olympics.
4. You wouldn't have a headache now if you *hadn't /didn't/ wouldn't* listened to so much music.
5. He'd have a better job now if he *worked/could work/had worked* harder at school.
6. If you *might not have stayed/had not stayed/not stayed* out late last night, now you wouldn't be Tired.

[http://www.perfect-english-grammar.com/support-files/all conditionals form mixed exercise.pdf](http://www.perfect-english-grammar.com/support-files/all_conditionals_form_mixed_exercise.pdf)

Exercise 3: finish the sentences with a clause in the correct conditional. Check the answers at the link above.

1. If it is sunny tomorrow, we (go) to the park.
- 2: If you sit in the sun too long ,you (get burned)
- 3: If I were you, I (go out) tonight.
- 4: If I were the Prime Minister, I (make) the museums free.
- 5: If she had studied harder, she (pass) the exam.
- 6: If I won the lottery, I (buy) a big house.
- 7: If I hadn't gone to bed so late, I (be) so tired.
- 8: If I hadn't come to London, I (go) to New York.
- 9: If you mix water and electricity, you (get) a shock.
- 10: If she hadn't stayed at home, she (go) shopping.
- 11: If I go out tonight, I (go) to the cinema.
- 12: If I were on holiday today, I (go) to the beach.
- 13: If I had listened to my mother, I (catch) a cold.
- 14: If I hadn't eaten so much, I (feel) sick.
- 15: If it rains later, I (go) out.
- 16: If I were British, I (speak) perfect English.
- 17: If I were the opposite sex, I (grow) a beard.
- 18: If I have enough money, I (buy) some new shoes.
- 19: If you don't wear a coat in the winter, you (get) sick.
- 20: If I weren't studying English, I (study) French.

Lesson 8 – Travelling ('Performer' Unit 6)

Exercise 1: match the following phrasal verbs with their meaning.

Travelling

- | | |
|---------------------------|------------------------------------|
| 1. Set off ... | a. arrive |
| 2. Take off ... | b. register |
| 3. Get lost ... | c. go to bed late |
| 4. Get to ... | d. begin a journey |
| 5. Get on ... | e. climb aboard (public transport) |
| 6. Stay up ... | f. lose your way |
| 7. Check in ... | g. collect (with a car) |
| 8. Pick up (a person) ... | h. leave (in an airplane) |

Five secrets to travelling with parents (without tears)

Exercise 2: gapped text. Read the article about teenagers travelling with their parents. Six sentences have been removed from the article. Choose from the sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.

- A. After all, let's face it, learning the latest gossip at home is often more valuable knowledge than the fascinating food preferences of ancient Romans.
- B. We never had to travel as a group or listen to the requirements of other members of the family.
- C. Teenagers might find 'cultural' experiences more rewarding than they imagined, and parents might realise that some teen activities are not as awful as they'd always feared.
- D. Teenagers want freedom more than any other commodity in their lives.
- E. Everyone has their own suitcase and can choose what to pack as long as they are prepared to carry their own bag.
- F. It also serves as a portable album for the hundreds of digital photographs you take.
- G. If parents fill the trip with museum visits and cultural events, they will soon find they have bored, irritable travel companions.

Secret 1: itinerary compromise

If parents and kids are going to be travel companions, both should be included in planning the itinerary. The whole family can brainstorm the route together, list the major sights and attractions, and discuss everyone's itinerary preferences. (1 ...) Adding an afternoon of bungee jumping or an evening rock concert means everyone has something to look forward to.

Secret 2: packing

Arguing over what to pack is a direct route to a miserable vacation. After several arguments over clothing choices, we discovered the second secret. (2 ...) Parents are allowed a quick check to see that essentials are included, but otherwise there has to be free choice. If teens have responsibility over clothes and shoes, there will be fewer complaints about heavy bags or sore feet during the trip!

Secret 3: maintaining contact with friends

Three weeks without direct contact with friends is a cruel and unusual punishment for most teenagers. So hotels with Internet connections or access to Internet cafés are essential. (3 ...)

What's more, the boring morning at the museum can suddenly be transformed into a cool experience if chatting online with friends who spent the day on the sofa watching TV.

Secret 4: entertainment

After a long day sightseeing, the whole family can be tired and potentially tense. If parents want a bit of quiet, how can they ensure their teenagers don't just get bored? The answer is easy! We bring our own entertainment with us. A laptop is a multi-purpose recreation tool. (4 ...) Before leaving, we can download our favourite videos or games or music – anything that can help us relax and keep us (and therefore our parents) happy and independent at the end of a long day in each other's company.

Secret 5: give teenagers some freedom

(5 ...) At home we all go out freely to meet up with our friends, shop or go to the cinema, but many parents restrict their teenagers in foreign countries. They are afraid that if left on our own, we'll get lost or fall victim to local criminals. The reality is that most countries are no more dangerous than our home neighbourhood. If parents could only trust their teenagers enough to give them a parent-free afternoon exploring or shopping, it would become a high point of the holiday.

We think that if families follow these simple suggestions, they'll have a relaxing holiday. Naturally, as teenagers we are all looking forward to the time when we'll be off on holiday with our mates and no parents anywhere on the horizon. But in the meantime, we can also appreciate the benefits of enjoying better hotels and meals than we would have on our own, and sometimes parents have quite interesting knowledge about the places we visit! Obviously there has to be some 'give-and-take' on both sides. If everyone agreed to try out different suggestions, there might be surprising discoveries. (6 ...) If we were all saints, we'd never have family rows, but we're just normal. So I suppose the answer is for both parents and kids to respect each other's needs and enjoy each other's company. Go on – it's possible if you try!

Exercise 3: find the words in the text which mean the following.

1. Abroad (para. 1)
2. Monuments (para. 2)
3. Painful, aching (para. 3)
4. Penalty (para. 4)
5. Instrument (para. 5)
6. Local area (para. 6)
7. Best part (para. 6)
8. Arguments (para. 7)

Speaking – Discussion

Discuss the points made in the text and decide which you agree with and which you don't. Think about your holiday experiences with your parents. Say what was positive and what was negative. Give suggestions about what would improve the holiday for all the family.

Exercise 4: listening

- A. Listen to an expert on transport. The first time you listen, find out...

1. what the expert's name is
2. where the air crash happened
3. who was responsible for using planes as weapons
4. which two cities are linked by a fast and efficient train service

B. Sentence completion. Now listen to the expert again. For questions 1-10, complete the sentences.

According to the speaker, the two main factors to bear in mind when considering transport are (1) and comfort. He thinks (2) travel is normally safer because it is nationally controlled. He gives the example of an air crash due to (3) where many passengers died. In another example, Jim says terrorists were responsible for using airplanes to target important buildings in the (4) (5) error is the likely cause for most rail accidents. Recently, however, better (6) equipment has meant a noticeable decrease in the number of rail accidents. Most people expect a train ticket to be (7) than an air ticket. A low-cost airfare from London to Paris can be no more than (8) On the Eurostar train, unless you are prepared to get up very early, the normal fare between London and Paris is (9) Apart from being more convenient, the London to Paris (10) journey can also take half the time compared to flying there.

Speaking reference (go to the Appendix in 'Describing the pictures')

(show photos page 71)

Lesson 9 - Reasoning on the Passive form ('Performer' Unit 7)

How do we form the Passive? Which tenses are these? Which preposition is there before the agent complement?

1. A virus infects (S..... P.....) the system.
2. The system is (S..... P.....) infected (P..... P.....) by a virus.
3. A virus is infecting (P..... C.....) the system.
4. The system is being (P..... C.....) infected (P..... P.....) by a virus.
5. A virus infected (S..... P.....) the system.
6. The system was (S..... P.....) infected (P..... P.....) by a virus.
7. A virus was infecting (P..... C.....) the system.
8. The system was being (P..... C.....) infected (P..... P.....) by a virus.
9. A virus has infected (P..... P.....) the system.
10. The system has been (P..... P.....) infected (P..... P.....) by a virus.
11. The virus had infected (P..... P.....) the system.
12. The system had been (P..... P.....) infected (P..... P.....) by a virus.
13. A virus will infect (F..... S.....) the system.
14. The system will be (F..... S.....) infected (P..... P.....) by a virus.
15. A virus will be infecting (F..... C.....) the system.
16. The system will be being (F..... C.....) infected (P..... P.....) by a virus.
17. A virus will have infected (F..... P.....) the system.
18. The system will have been (F..... P.....) infected (P..... P.....) by a virus.
19. A virus is going to infect (F..... b.. g..... t.. form) the system.
20. The system is going to be (F..... b.. g..... t.. form) infected (P..... P.....) by a virus.
21. A virus would infect (P..... C.....) the system.
22. The system would be (P..... C.....) infected (P..... P.....) by a virus.
23. A virus would have infected (P..... C.....) the system.
24. The system would have been (P..... C.....) infected (P..... P.....) by a virus.
25. (To) infect (P..... I.....) the system.
26. (To) be infected (P..... I.....) by a virus.
27. (To) have infected (P..... I.....) the system.
28. (To) have been infected (P..... I.....) by the virus.

29. Infecting (G.....) the system.
30. Being infected (G.....) by the virus.

31. Having infected (P..... G.....) the system.
32. Having been infected (P..... G.....) by the virus.

33. Infected (P..... P.....) the system.
34. Been infected (P..... P.....) by the virus.

1
2
3
4
5

And with modals?

1. Devices such as the telephone, radio, TV can transmit information.
 2. Information can be transmitted by devices such as the telephone, radio, TV.

 3. We may/might accompany Laura to her office.
 4. Laura may/might be accompanied to her office by us.

 5. They could buy a new computer.
 6. A new computer could be bought by them.
-
.....
.....
.....

Notes:

1. Certain verbs describing states (*stative verbs*), such as *like, be, belong, lack, resemble and seem*, cannot be made passive. We use the Passive only with verbs that take an object.
2. The passive form is more common in writing than in speech.

Exercise 1: rewrite the sentences from active into passive. Make the appropriate changes and leave out the agent when possible.

1. Construction companies built many of the tallest skyscrapers in the last century.

.....

2. Unknown robbers held up the bank in the centre of the town yesterday.

.....

3. The police issued a record number of speeding fines last month.

.....

4. Lightning caused a series of wildfires in the Black Forest.

.....

5. People must deal with the problems of pollution and global warming.

6. Someone had cooked the meal by the time I arrived.

<http://www.perfect-english-grammar.com/passive-exercise-5.html>

Exercise 2: change these sentences from active to passive. Check the answers at the link above.

1. People speak Portuguese in Brazil.

2. The Government is planning a new road near my house.

3. My grandfather built this house in 1943.

4. Picasso was painting Guernica at that time.

5. The cleaner has cleaned the office.

6. He had written three books before 1867.

7. John will tell you later.

8. By this time tomorrow we will have signed the deal.

9. Somebody should do the work.

10. The traffic might have delayed Jimmy.

11. Everybody loves Mr. Brown.

12. They are building a new stadium near the station.

13. The wolf ate the princess.

14. At six o'clock someone was telling a story.

15. Somebody has drunk all the milk!

16. I had cleaned all the windows before the storm.

17. A workman will repair the computer tomorrow.

18. By next year the students will have studied the passive.

19. James might cook dinner.

20. Somebody must have taken my wallet.

Lesson 9 – Communication and technology ('Performer' Unit 7)

Exercise 1: match the following phrasal verbs with their meaning.

Technology

- | | |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------|
| 1. Log on/off ... | a. use the keyboard to type in what is required |
| 2. Sign in/off ... | b. start up the computer |
| 3. Tap in/key in ... | c. place the plug into the socket |
| 4. Download from ... | d. put information/photos/music onto your computer |
| 5. Upload onto ... | e. establish communication and initiate interaction with a computer or network/disengage from using the comp. |
| 6. Boot up ... | f. copy from the computer onto another file or USB key or other compatible form |
| 7. Plug in ... | g. use a system that permits a user to enter a name and password in order to access multiple applications/leave this access |
| 8. Google out ... | h. inactivate/disconnect |
| 9. Lay down ... | i. start ignition of |
| 10. Run out of ... | j. malfunction/fail to function |
| 11. Act up ... | l. make copies |
| 12. Blow up ... | m. have no power left |
| 13. Back up ... | o. establish laws or rules |
| 14. Fire up ... | p. enlarge/make bigger |
| 15. Grey out ... | q. search the Internet for |

Reading and use of English: multiple choice questions.

Exercise 2: you are going to read an article about cloning. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

1. What claims have recently been made by some well-known doctors?
 - A. That cloning human is possible.
 - B. That human have already been cloned.
 - C. That they will produce a cloned human embryo within the year.
 - D. That they intend to begin the cloning process on humans next year.
2. According to the text, the idea of human cloning is normally seen as:
 - A. ethically and morally controversial;
 - B. a necessary and welcome advance in technology;
 - C. potentially difficult if not impossible;
 - D. a scientific problem.
3. When did cloning pass from science fiction to a definite reality?
 - A. When *Frankenstein* was written.
 - B. When the first human was cloned.

- C. When the first monster was found to exist.
 - D. When the first animal was successfully cloned.
4. Why is Dolly's creator, Professor Ian Wilmut, worried about human cloning?
- A. Because cloned animals have died for unexplained reasons.
 - B. Because Dolly was infertile.
 - C. Because too many scientists have become involved.
 - D. Because his creation turned out to be a mistake.
5. According to the text, which is the main weakness in the cloning process?
- A. In the donor's DNA.
 - B. In the way the genes respond.
 - C. In unexplained illnesses.
 - D. In the fact that it is too rapid.
6. What's the writer's conclusion about the possibility of human cloning?
- A. That it will never happen.
 - B. That it will happen but in many years' time.
 - C. That it will happen in spite of the potentially serious problems.
 - D. That scientists will wait until the process is better understood.

Cloning the first human

Two eminent doctors have recently claimed that they are ready to embark on the greatest human experiment of our age. They say they will attempt to clone a human being before the year is out. Most people think there are important objections to this procedure, like ethical questions, and that human cloning would create many moral dilemmas.

There is another fundamental question that needs to be asked: is science actually so far advanced that it is ready for cloning healthy humans? Many experts say that the answer is still 'no' and that we haven't yet done enough in this field. Some of the latest research has led many scientists to believe that the doctor's plans to clone the first human could end in tragedy.

For decades, cloning remained within the area of science fiction. Ever since the publication of Mary Shelley's *Frankenstein*, there have been horror stories about the monsters created through the misguided use of science to recreate human life. The idea that, instead of combining a sperm and an egg, a new human could be made from a single cell taken from an adult seemed completely absurd. But that all changed in February 1997, when the Roslin Institute in Edinburgh introduced the world to Dolly the sheep, the first animal cloned from another. Ever since Dolly, scientists have been continuing to experiment with cloning animals. So far, they have succeeded in cloning sheep, cattle, pigs, goats and mice – adding strength to the belief that human could be next.

The scientists are encouraged to go ahead by the many childless couples who believe that cloning offers them the only way to raise a child who is truly their own.

But even Dolly's creator, Professor Ian Wilmut, is concerned that beneath the appearance lies a disturbing reality. Most cloning attempts on animals so far have resulted in failed implantation or abnormal foetuses. Of the animals born alive, some soon die of catastrophic organ failure. Others

appear to be healthy for weeks or even months, then die suddenly, sometimes from bizarre new illnesses which do not occur in nature.

Years of conscientious research and study are only now revealing some vital clues to what is going wrong. New evidence in fact suggests that the process of cloning itself causes small errors in the way genes function. These random errors may be like a time bomb inside every clone, causing some of the strange, often fatal problems. There's no reason to think cloned human babies would be any better. According to embryologist Dr. Susan Avery, death might be the best outcome for many human clones. If they survived, they would suffer from such catastrophic illnesses that modern medicine would be powerless to prevent or cure them.

Most reproductive specialists acting as representatives of their profession believe that the danger to any human born from cloning is enormous. But the would-be human cloners are determined to clone a human baby. If they proceed, they may be heading for tragedy.

Exercise 3: complete the sentences using the underlined words and phrases from the article.

1. The doctor did not approve the research programme on cloning: he thought it was aattempt to use science for unethical purposes.
2. In these modern times, it is not easy.....children with the same type of upbringing their parents received.
3. Most serious scientists have.....that the idea of cloning came from very early research in genetic engineering.
4. Some of theresearch in medicine has brought such incredible progress!
5. The teacher soon became annoyed by theanswers given by some of his students.
6. Aexperiment in human cloning could be very tragic because the child could have a bizarre new illness.

Exercise 4: Listening – Multiple matching: you will hear five different people talking about the role of social media in riots. For questions 1-5, choose from the list (A-H) the sentence that best describes each speaker's opinion. Use the letters only once. There are three extra letters which you do not need to use.

The role of social media in rioting and disorder

- A. Social media can be used to gather large numbers of teenagers in a specific place very quickly.
- B. People exaggerate the need for social media, and it would not be a problem to stop access to texts and the Internet for a limited period.
- C. Most teenagers do not know how to use the social networks properly.
- D. There has been a lot of doubt and debate about the role of social media in rioting and disorder.
- E. The younger generation has grown up with social media and is using them for potentially dangerous activities.
- F. 'Flash mobs' are an efficient and positive way of organizing demonstrations.

- G. The use of mobile phones and networks during riots does not justify government intervention to block the networks.
- H. For the last decade there have been examples of social media use in encouraging riots and uprisings in different parts of the world.

Speaker 1 (...) 1

Speaker 2 (...) 2

Speaker 3 (...) 3

Speaker 4 (...) 4

Speaker 5 (...) 5

Speaking - Expressing opinions

- Life would be more difficult/easier ...
- I can't imagine what it must have been like to live without...
- I think it's so much better/worse than..because...
- There are so many advantages/disadvantages, like/for example...

Discussion

1. Mobile phones were originally designed to replace home phones for communication when you were out of the house, but now they have many different uses. Make a list of mobile phone functions. Which of these could be potentially negative?
2. Do we need rules, guidelines or even laws to regulate the use of social media, mobile phones or the Internet?
3. One controversial area of technical achievement is in cloning. What do you understand by this term?
4. Are you in favour of cloning humans or not?
5. Who should decide whether human cloning should go ahead or not: doctors, scientists, political leaders or religious leaders?

Lesson 10 - Reasoning on the Reported Speech ('Performer' Unit 10)

1. Reporting verbs = we use ***tell + personal direct object*** to specify who we tell. We use ***say without a personal object***:
 - a. The teacher ***told us*** (that) we had done well.
 - b. The teacher ***said*** (that) we had done well.
2. When we report what someone said, we often change the tenses of the verbs. The original tense forms ***move one tense into the past***, and of course pronouns and possessives adjectives, too:
 - a. The survey ***said***, 'In the current global climate, it ***is*** no surprise that the most desirable destinations ***are*** those with a lower threat of terrorism.'
 - b. The survey ***said*** that ...it ***was*** no surprise that the most desirable destinations ***were*** those...
 - c. Bob ***said***, '***I'm*** going out with ***my*** friends.'
 - d. Bob ***said*** (that) ***he was*** going out with ***his*** friends.
 - e. Claude ***said***, '***I haven't seen*** Terry.'
 - f. Claude ***said*** (that) ***he hadn't seen*** Terry.

Note: punctuation is important in direct speech. The comma, full stop, question mark or exclamation mark come ***before*** the closing quotation mark.

3. ***Could, would and might*** don't change in reported speech:
 - a. '***I might*** come with you,' she ***said***.
 - b. She ***said*** (that) she ***might*** come with us.
4. If the reporting verb is in the ***present*** tense (e.g. ***says***), the tense ***does not change*** in reported speech:
 - a. '***I'll meet*** you there.'
 - b. He ***says*** ***he'll meet*** us there.
5. If things are ***still true*** when we report them, the tenses can ***either change or stay*** the same:
 - a. The US newspaper The New York Times reported that 'The Economist clearly ***equates*** livability with speaking English.'
 - b. The US newspaper The New York Times reported that The Economist clearly ***equates/equated*** livability with speaking English.
6. In reported questions, ***ask***, not say, is used as the reporting verb, and the word order is different:
 - a. 'What are living standards like in your country, Karen?'
 - b. She ***asked*** her/Karen what living standards ***were*** like in ***her*** country.
7. When we are reporting a question without a question word (*how/why/who* etc.), we use ***if or whether***:
 - a. 'Do you think healthcare or education is more important?'

- b. She **asked** me **whether** I thought healthcare or education **are/were** more important.
8. In reported orders, requests and suggestions we often use **reporting verb + personal direct object + infinitive with to:**
- 'Don't spend all your money on sweets.'
 - Mum **told me not to spend** all my money on sweets.
 - 'Please, give me your Portfolio work next week!'
 - The teacher **asked us to give her our** Portfolio work next week!

Exercise 1: match these reporting verbs with their definition.

- | | |
|----------------|---------------|
| 1. To advise | 5. To promise |
| 2. To complain | 6. To warn |
| 3. To discuss | 7. To wonder |
| 4. To explain | 8. To report |
-
-To give more information, or reasons, about something
 -To tell someone what you think she/he should do
 -To say that you will definitely do, or not do something
 -To say that you do not like, or are unhappy with something
 -To give information about something
 -To tell someone that something bad may happen
 -To talk about something
 -To ask yourself something

Exercise 2: complete the following sentences with a reporting verb from exercise 1.

- Hethat he had too much to do.
- Iwith a friend what to do about the problem.
- My dentistme to brush my teeth after every meal.
- Shenot to arrive late this time.
- The teacherthat the exam was to test our reading skills in English.
- The teacherus that if we didn't study more, we would pass the exam.
- The newspaperwhat the Prime Minister said in her speech yesterday.
- Iwhether we should go on holiday in July or August.

<http://www.perfect-english-grammar.com/reported-speech-exercise-1.html>

Exercise 3: change this direct speech into reported speech. Check the answers at the link above.

- "He works in a bank" She said
- "We went out last night" She told me
- "I'm coming!" She said
- "I was waiting for the bus when he arrived" She told me
- "I'd never been there before" She said
- "I didn't go to the party" She told me

7. "Lucy'll come later" She said
8. "He hasn't eaten breakfast" She told me
9. "I can help you tomorrow" She said
10. "You should go to bed early" She told me
11. "I don't like chocolate" She told me
12. "I won't see you tomorrow" She said
13. "She's living in Paris for a few months" She said
14. "I visited my parents at the weekend" She told me
15. "She hasn't eaten sushi before" She said
16. "I hadn't travelled by underground before I came to London" She said
.....
17. "They would help if they could" She said
18. "I'll do the washing-up later" She told me
19. "He could read when he was three" She said
20. "I was sleeping when Julie called" She said

Lesson 10 – Relationships ('Performer' Unit 10)

Exercise 1: match the following phrasal verbs with their meaning.

- | | |
|----------------------------------|--------------------------------------------------------------|
| 1. Get on with ... | a. feel affection for |
| 2. Care about ... | b. tolerate |
| 3. Fall in/out of love ... | c. promise to marry |
| 4. Get engaged ... | d. be like sb (in looks or character) |
| 5. Get married ... | e. legally end a marriage |
| 6. Get divorced ... | f. end a relationship, separate |
| 7. Take after ... | g. begin to have strong feelings/no longer have feelings for |
| 8. Get over (a relationship) ... | h. recover from |
| 9. Split up ... | i. legally become someone's husband or wife |
| 10. Put up with ... | j. have a good relationship with |

Important relationships.

Exercise 1: multiple matching. You are going to read about relationships in four different contexts. For questions 1-10, choose from the people (A-D). The people may be chosen more than once.

Which person

- 1 ... thinks family members can also be friends?
- 2 ... 3 ... thinks there is a lot of competition in childhood?
- 4 ... thinks friends share your best and worst moments?
- 5 ... thinks there can be a lot of resentment in families?
- 6 ... feels families are where you learn to get on with others?
- 7 ... thinks some people you work with don't necessarily stay your friends?
- 8 ... 9 ... says some best friends come from your schooldays?
- 10 ... thinks teachers can have a very positive or very negative influence?

A. Marie

I believe that relationships within families are very complex and change a lot as you grow up. During your childhood, your family is everything. Your parents and sisters and brothers make up your world. I think that learning to put up with them is a kind of training for getting on with people later on. It's probably very difficult to relate to others at school or at work if you haven't practiced relationships within the family. I can't deny that the support of knowing you are loved and cared about at home has always been important to me, and I have always claimed that my sister is my best friend. We enjoy being together, and we understand each other because we know each other so well. I'm never afraid of being judged by her and I know she won't let me down, even when I do foolish things! Other important members of my family, for different reasons, are my parents and grandparents. I was lucky enough to have four wonderful grandparents. I have two great aunts too – *great* not just because of the different generation but because they are interesting, stimulating people.

B. Keith

I think that school is fundamental in our lives not just because it forms the basis of our knowledge but also because it is the first time many of us have to learn to socialize and get on with others. While we learn about history and mathematics, we are also learning to cope with those we don't necessarily get on with. There's a lot of jealousy and competition at school and classmates you like and classmates you really don't like at all. Some of my very best friends now are people I went to school with, but I can't deny that there are unpleasant memories, too, of being hurt by negative or critical comments. Relationships with teachers are also part of this process. A teacher you get on with well – someone you look up to and admire – can be a real inspiration, whereas teachers who seem to be unfair or unnecessary cruel can make your life miserable. I know I've had both. People say your schooldays are the happiest days of your life. I suppose it's possible because you are still young enough not to have financial and family responsibilities, but I really wonder how true that saying is.

C. Trevor

I know your family is meant to be the basis of all happy relationships, but I ask myself whether that is always the case. In most families, there is a lot of rivalry and jealousy about getting enough time and attention from parents. I know I hated my brother when we were growing up. He was always better than me at everything – better marks in school, great at sports, extrovert. I always felt I was trying to catch up, that people liked him more than me. All our relatives used to suggest that I try to be more like him. According to them, he was wonderful – so good-looking, so polite. Even at school teachers kept complaining that I didn't study as hard as him. I think a lot of parents and relatives have an idea of what they would like you to be. Either you try to become what they want or you end up feeling you've let them down. Luckily my brother and I went to different schools later and began to have different interests, and things got better. We're quite good friends now. Sometimes at family reunions there's still a little resentment, but I try not to let it get to me.

D. Ann

Some wonderful moments in my life have come from friendships. I agree that romantic relationships can cause a lot of joy or a lot of pain and that your family give you security, but friendships give me a feeling of self-worth. I feel that friendships fall into two basic categories: those that are formed at a specific time but stay with you, and those that only last while you have something in common. In the second category, I would put work colleagues - people you become friends with while you're working together but might lose touch with if you changed your job. In the first category are friends you make like, for example, when you are at school, but then you stay in touch overtime. Not all your school friends remain friends. Many people drift apart and maybe as you get older you have less in common. But with some people, just a few perhaps, you have this connection that seems to last through thick and thin, the good times and the bad.

Exercise 2: complete the sentences using the correct form of the underlined words and phrases from the text.

1. I had lots of friends at school. Some I still hear from, while others I have completelyand never see or hear from. That's what happens when you.....
2. Unpleasant classmates and bullies can at school.

3. The relative I feel Ithe best is also the person Iand most admire – my grand father.
4. There was a lot of.....between me and my brother, perhaps because we didn't have much.....We were so different.
5. As you are....., you have to learn to.....different people and different situations.
6. A good teacher, like a good friend, can give you a sense ofthat encourages you to do well.
7. My best friend is the one person who is always there for me....., under all circumstances, no matter how difficult.
8. My sister and I quarrel a lot, but I try not toor upset me.
9. A good friend would never.....or disappoint me.
10. A younger sister or brother often feels they have to.....with the older one.

Exercise 3: Listening – Multiple choice questions: you will hear a teenager on a local radio programme talking about what her family celebrate. For questions 1-7, choose the best answer (A, B or C).

1. The programme presenter begins by asking about:
 - A. family celebrations in general;
 - B. family celebrations for teens;
 - C. family celebrations in his own family.
2. According to the speaker, her family:
 - A. enjoy celebrating whenever they can;
 - B. need a good excuse for celebration;
 - C. only celebrate special occasions.
3. When there is a family celebration, the speaker's family:
 - A. use professionals for the organization;
 - B. share out the work to be done within the family;
 - C. ask the extended family to help with the organization.
4. The family wedding Sophie describes was:
 - A. her sister's wedding the year before;
 - B. her own wedding the year before;
 - C. when her uncle and aunt got married.
5. Who enjoyed the wedding most, in Sophie's opinion?
 - A. The bride and groom.
 - B. The oldies, meaning the older relatives.
 - C. The young people.
6. What factors make Christmas stressful?
 - A. There are too many people in too small a space.
 - B. There is too much preparation to be done beforehand.
 - C. Everyone expects too much and ends up being disappointed.

7. Which is the best celebration, according to Sophie?
 - A. The New Year because it's not with relatives.
 - B. Christmas, in spite of the possible problems.
 - C. Family weddings because they are a chance to see everyone.

Speaking: process language

Giving a physical description.

- Tall, short, attractive, beautiful, blonde, dark-haired, with glasses, with a beard, pale, tanned, slim, plump, thin, young-looking, serious, sunny, smart, well-dressed, casual, informal, athletic.

Describing personality.

- Stubborn, generous, tense, childish, impulsive, helpful, honest, gentle, fun, funny, polite, ride, unbearable, arrogant, friendly, sociable, sensible, miserable, mean, fussy, serious, sincere, nasty, tough, shy.

Discussion

1. Which family members have the most influence on you? Say why and give a description of them.
2. What do your family celebrate? For what occasion during the year do your family get together for a special meal or a party?
3. Which relationships do you think are more important in life: family or friends ?
4. Do you think different relationships are necessary at different stages of your life? If so, say which and when.
5. What does friendship mean to you? Where are the best friendships formed?

APPENDIX

1. Irregular verbs part 1
2. Irregular verbs part 2
3. Advice to the student for the writing task
4. A model C.V.
5. Describing pictures

Irregular verbs

These are the most important irregular verbs. They can be divided into the following groups (A–E):

A All three forms the same

Base	Past simple	Past participle	Translation	Base	Past simple	Past participle	Translation
bet	bet	bet	hear	heard	heard
cost	cost	cost	hold	held	held
cut	cut	cut	keep	kept	kept
hit	hit	hit	lay	laid	laid
hurt	hurt	hurt	lead	led	led
set	set	set	learn	learnt	learnt
let	let	let	leave	left	left
put	put	put	lend	lent	lent
shut	shut	shut	light	lit	lit
spread	spread	spread	lose	lost	lost
read	read /red/	read /red/	make	made	made

B Base = Past simple

Base	Past simple	Past participle	Translation	Base	Past simple	Past participle	Translation
beat	beat	beaten	pay	paid	paid

C Past simple = Past participle

Base	Past simple	Past participle	Translation	Base	Past simple	Past participle	Translation
bend	bent	bent	sit	sat	sat
bleed	bled	bled	sleep	slept	slept
bring	brought	brought	spend	spent	spent
build	built	built	stand	stood	stood
buy	bought	bought	stick	stuck	stuck
catch	caught	caught	strike	struck	struck
deal	dealt	dealt	sweep	swept	swept
feed	fed	fed	teach	taught	taught
feel	felt	felt	tell	told	told
fight	fought	fought	think	thought	thought
find	found	found	understand	understood	understood
get	got	got	win	won	won
hang	hung	hung				
have	had	had				

D Base = Past participle

Base	Past simple	Past participle	Translation
become	became	become
come	came	come
run	ran	run

E All three forms different cont.

Base	Past simple	Past participle	Translation	Base	Past simple	Past participle	Translation
arise	arose	arisen	give	gave	given
awake	awoke	awoken	go	went	gone
be	was/were	been	grow	grew	grown
begin	began	begun	hide	hid	hidden
bite	bit	bitten	know	knew	known
blow	blew	blown	lie	lay	lain
break	broke	broken	overwrite	overwrote	overwritten
choose	chose	chosen	ride	rode	ridden
do	did	done	ring	rang	rung
draw	drew	drawn	rise	rose	risen
drink	drank	drunk	see	saw	seen
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shrink	shrank	shrunk
fly	flew	flown	sing	sang	sung
forbid	forbade	forbidden	sink	sank	sunk
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	steal	stole	stolen
freeze	froze	frozen	swear	swore	sworn
				swim	swam	swum
				take	took	taken
				tear	tore	torn
				throw	threw	thrown
				wake	woke	woken
				wear	wore	worn
				withdraw	withdrew	withdrawn
				write	wrote	written

Advice to the student for the writing task: very frequent mistakes

1. Parts of the task have not been completed
2. Your work contains some irrelevant details and/ or repetitions
3. You should add some more ideas
4. You should give more description
5. The format, style and /or register are not appropriate to the task
6. The task is too long/short

Organization

1. Your presentation and/or layout need to be improved
2. You need to add an introduction
3. You need to add a conclusion
4. You need to rewrite the task with more legible handwriting or word –process your work

Grammar

1. You need to check and improve the grammar of your work
2. You need to check subject-verb agreement
3. You need to check your word order
4. You should use a greater range of vocabulary
5. You need to check you are using the correct words

Spelling/punctuation

1. You should check the spellings of words in your work
2. You should check and improve the punctuation in your work

Self-assessment checklist for emails

After you have finished writing, reread your draft and check for any grammar or spelling mistakes. Check in particular the tenses you have used for the verbs. Then answer the following questions:

1. Have you used a suitable formal/informal style for the person you are writing to?
2. Have you included all the necessary information?
3. Is there a definite opening/introduction?
4. Have you developed each point?
5. Have you included all the notes?
6. Does your email have a conclusion?

Describing pictures

1. First of all.../to begin with.../firstly...
2. In the first/second photo I can see...
3. On the right/left of the picture... In the centre of the picture...
4. In the background there are...
5. I can't quite make out...but I think...

Comparing pictures

1. In this picture...whereas in that one...
2. A key difference is that ...
3. There are more...in this one than...
4. While in this picture..., in that picture... Another difference might be...
5. On the one hand, ... on the other hand...

Talking about emotion in pictures

1. In this picture, from the expressions on the people's faces, I can tell they are feeling...
2. If it were me in that particular situation, I would be feeling ...
3. We can't see the people's faces, but I'm sure they must be feeling...
4. In the picture the (boy/girl) is (smiling/grinning/laughing), so he/she must be feeling (happy) ...
5. In this picture the (man/woman) is looking (serious/upset/sad), so I think (he/she) is feeling /apprehensive/tense/nervous).

Giving your opinion

1. I think.../I'm not 100% sure but .../ I would go for...
2. I prefer...because...
3. The ...is better/worse because...
4. Most people would agree that...
5. Although I can see the benefits of ... I still consider ...to be more...

Looking at pictures

1. The background: where you think it is – the country, town, inside, outside, forest, mountains, type of room or office or internal space, time of year, weather, time of the day.
2. Atmosphere of the picture: dominant colours, dominant expressions, type of activity, number of people or lack of people, how you think the people in the picture look.
3. Detail: description of people - clothes, age, expression, possible feelings, attitude to the rest of the picture.
4. Personal reaction to picture: I think.../I consider.../I would.../I wouldn't...

Appendix: a model CV

Curriculum vitae

Personal information

Name: María Quintana

Address: Avda Séneca, 5, Madrid 28040

Telephone: 00 34 91 5435201

Email: mquintana0782@telefonica.net

Date of birth: 28/07/82

Education and Training

2006	Online diploma in web-based technology for business, www.elearnbusiness.com
2005	Course in web design at the Cybernetics College, London: HTML, Java and Macromedia Dreamweaver
2004	Course in computer hardware and networking at the Cybernetics College, London
1999–2004	Degree in Computer Science and Engineering, University of Madrid

Work experience

January 2006 – present	Part-time Webmaster at www.keo.es ; responsible for updating the site and using Adobe Flash to create animations
May 2005 – December 2006	IT consultant at Media Market, specializing in e-commerce and IT strategies

IT skills

Knowledge of multiple computer platforms (Windows, Mac and Linux); strong database skills (including the popular open source MySQL database); complete understanding of graphics formats and Cascading Style Sheets

Personal skills

Social and organizational skills

Good communication skills

Languages

Spanish mother tongue; English (Cambridge CAE); Arabic (fluent)

Hobbies and Interests

Web surfing, listening to music and travelling

References

Miguel Santana, Manager, keo.es

Sam Jakes, Lecturer, Cybernetics College