

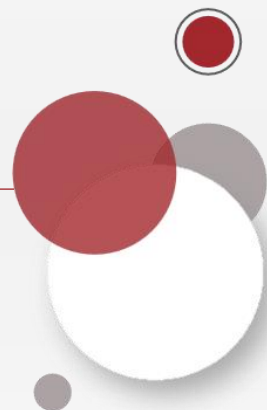


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# SET English Module

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## Lesson 10

- A) Social English
- B) Part B text and question types



# A) Social English

Some responses in some typical social contexts:

- What would you say when someone tells you how nice you look?
  - 1) Thank you so much.
  - 2) Pleased to meet you.
  - 3) Good to hear from you.
  - 4) I'm glad you agree.
  - 5) Take care.



- A: I've got a physics exam tomorrow.

B: ....

- 1) Congratulations
- 2) You're lucky
- 3) Well done
- 4) Good luck
- 5) Unbelievable



A: Would you like to go to the cinema on Saturday?

B: .....

- 1) What a good idea
- 2) Yes, please
- 3) I don't think so
- 4) Really?
- 5) Not at all



A: What do you think about Jack London's last book?

B: ..... it's terrible.

- 1) I am agree
- 2) According to me
- 3) Am agree that
- 4) Personally I think
- 5) I am agree that



A: Achoo! (sneezes)


B: .....

- 1) Good health to you
- 2) Bless you ←
- 3) What a pity
- 4) Shame on you
- 5) How impolite



You spill a drink at a friend's house.

You say: ....

- 1) Never mind
- 2) That's all right
- 3) It doesn't matter
- 4) I'm so sorry 
- 5) Excuse please





## Social English: on the phone

A: "Hello. This is Company XXX. Can I help you?"

B: "This is Mr.X speaking. Could I please speak with Mr. Y? "

A: "Just a moment please." / "Please hold" / .....

A: "He's in a meeting. Would you like to leave a message?"


B: "I'll call back later, thank you. / Could you please tell him I called. Thank you. Goodbye."



*(on the phone)*

A: Hello, this is John Smith. Can I speak to Mr. Y please?

B: Hang on....."

- 1) That's all right
- 2) All right, how are you?
- 3) I'll give you the line.
- 4) I'll put you through. 
- 5) I'll pass out.





## B) Reading Comprehension

Part B is reading comprehension. There will be 4 texts with 6 multiple choice questions per text. Total time allowed: 30 minutes for all 4 texts.

Below is a sample text with questions. This should take approximately 8 minutes.



## University of Durham

### **Undergraduate studies, examples of student projects:**

Three compulsory modules in our degrees ask students to undertake project work, providing the opportunity to complete a piece of extended work that puts into practice the techniques and theories they have learnt, and to investigate in greater depth an area of particular interest.

In Level 2, all students work in teams to complete a Group Project, and in Level 3, an Individual Project is done where each student works under the supervision of a member of academic staff.



Students on the MEng programme also spend half of their time in their fourth year working on an Advanced Project.

The projects also introduce further skills relating to team management, oral presentations and report writing, essential graduate skills.



## Level 2 Group Project

Every year tonnes of food go to waste in the UK. Much of the time, people simply throw food away that they will not use, yet would be willing to donate this unwanted food to those who need it.

Teams were required to develop an IT solution that operates on portable devices to promote food sharing in communities. The software includes functionality such as allowing geographically close people to post their unwanted food, and for others to search and find it, then arrange collection.



Whilst the project mandate is the same for each team, students are encouraged to use creative initiative to develop interesting variations of the system. The project is sponsored by IBM who award a prize to the team with the best project.



## Level 3: Individual Project

Ben Hazelwood - Colours and Conflicts

An important **building block** in scientific computing is simple stencil codes (these are loops over pixels, that might, for example, combine left, right, upper, lower neighbour and current pixel value into a new value). One of many scientific applications is to solve the fluid flow through a wind tunnel. The project looked at using shared memory nodes (found today even in commodity multicore computers), on which these codes are traditionally parallelised through colouring or (recursive) tiling.






We evaluated traditional multithreading strategies and studied the arising assignment of tasks to threads and derived two efficient ways to parallelise stencil codes on regular grids.

The results were presented at International Workshops and a research paper was published. The work **also led to discussions with Intel.**




# Questions:

1) This text is aimed at:

- a) laboratory scientists
- b) academic staff
- c) prospective students 
- d) university researchers



## 2) Which is not true?

- a) completion of three modules is required for the programme.
- b) level 2 requires completing individual work under supervision. 
- c) oral presentation is an additional skill offered.
- d) a research paper may be included in the level 3 project.



3) An essential graduate skill cited in addition to computer studies is:

- a) report writing
- b) attending conferences
- c) attaining awards
- d) knowing a second language



4) “**it**” in bold refers to:


- a) donation
- b) tonne
- c) food
- d) people



5) “**building block**” bold means:

a) brick

b) whole

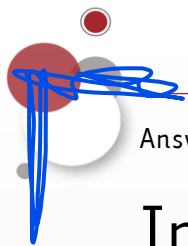
 c) factor

d) cube



6) “also led to discussions with Intel.” in bold might best be translated:

- a) ha anche aperto negoziazioni sui led con Intel.
- b) ha anche portato a discussioni con Intel.
- c) non soltanto, ha portato incomprensioni con Intel.
- d) ha anche portato ad aprire negoziazioni con Intel.



Answers: 1)C 2)B 3)A 4)C 5)C 6)D

4 text → = 24 domande



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In part B there are 6 multiple choice questions for each text. The questions follow the same sequence in each text. The text can be scrolled.

Questions:

1: who is the target reader or subject matter?

eg: This text is aimed at...: /This reading is about...

2: general question

3: more specific information

4: pronoun/relative pronoun

5: vocabulary

eg. what does ...mean?

6: translation of phrase in text into Italian

Sempre  
le  
stesse





For further practice consult sites such as:

<https://learnenglish.britishcouncil.org/skills/reading/intermediate-b1/a-conference-programme>



That is the end of lesson 10.

Next lesson: A) Past Perfect  
B) Passive

