

MINISTERUL EDUCAȚIEI, CERCETĂRII ȘI TINERETULUI

*L*imba engleză

L2 **Front Runner 4**

Manual pentru clasa a XII-a

Ecaterina Comișel

Doina Miloș

Ileana Pîrvu

CORINT
EDUCAȚIONAL

Overview of contents

INTRODUCTORY TEST6

UNIT 1 RELATIONSHIPS8

Lesson 1: Changes for the better8	•	VOCABULARY related to types of relationships
Lesson 2: A traditional relationship 10	•	GRAMMAR tense consolidation — Past Time
Lesson 3: It isn't always easy12	•	LISTENING for general and specific information
Lesson 4: A teacher to remember14	•	WRITING a story
Lesson 5: Review and consolidation16	•	CULTURAL AWARENESS <i>Goodbye, Mr. Chips</i> by James Hilton

UNIT 2 MAKE A DIFFERENCE18

Lesson 1: Put a smile on your face! 18	•	VOCABULARY related to volunteering and community service
Lesson 2: Get involved 20	•	GRAMMAR means of expressing the Future
Lesson 3: Go public 22	•	LISTENING for specific information
Lesson 4: Exploring your identity 24	•	WRITING a leaflet
Lesson 5: Review and consolidation 26	•	CULTURAL AWARENESS ethnic identity

REVISION AND SKILLS DEVELOPMENT28

UNIT 3 IT'S A MAD WORLD30

Lesson 1: Anger anger30	•	VOCABULARY related to getting angry and losing temper
Lesson 2: Leading stressful lives32	•	GRAMMAR the Passive; causative structures
Lesson 3: Technology taking over34	•	LISTENING for specific information
Lesson 4: My cup of tea36	•	WRITING instructions
Lesson 5: Review and consolidation38	•	CULTURAL AWARENESS tea and Britishness

UNIT 4 MASS-MEDIA40

Lesson 1: Interactive television40	•	VOCABULARY related to the media, internet, movies
Lesson 2: The world of Wikipedia42	•	GRAMMAR the Conditional

Lesson 3: The kingpin and the moles	44	COMMUNICATIVE LANGUAGE FUNCTIONS expressing opinion LISTENING for general and specific information WRITING film review CULTURAL AWARENESS main film genres
Lesson 4: Stunts and six-guns	46	
Lesson 5: Review and consolidation	48	
REVISION AND SKILLS DEVELOPMENT50
UNIT 5 DISCOVERIES52
Lesson 1: Flower power	52	VOCABULARY related to scientific and technical discoveries related to describing household appliances GRAMMAR modal verbs — consolidation LISTENING for general and specific information WRITING summary description CULTURAL AWARENESS <i>The Invisible Man</i> by H.G. Wells
Lesson 2: Food industry and nanotechnology	54	
Lesson 3: Devices or gadgets?	56	
Lesson 4: Invisibility – from fiction to reality	58	
Lesson 5: Review and consolidation	60	
UNIT 6 TOP PROFESSIONALS62
Lesson 1: A love for violin making62	VOCABULARY related to employment opportunities GRAMMAR reported Speech WRITING CV and letters of application CULTURAL AWARENESS a romantic painter: John Constable
Lesson 2: Successful careers64	
Lesson 3: Take this opportunity66	
Lesson 4: The stylistic extremes of John Constable68	
Lesson 5: Review and consolidation70	
REVISION AND SKILLS DEVELOPMENT72
UNIT 7 OLD CONTINENT, NEW EUROPE74
Lesson 1: Let's party in Sighișoara74	VOCABULARY related to describing towns GRAMMAR hypothetical constructions COMMUNICATIVE LANGUAGE FUNCTIONS describing, comparing WRITING opinion essay CULTURAL AWARENESS <i>A modern tower of Babel</i> multilingualism
Lesson 2: Let's party in Brussels76	
Lesson 3: Are you Romanian or European? .78	.78	
Lesson 4: A modern tower of Babel80	
Lesson 5: Review and consolidation82	

UNIT 8 HUMAN VERSUS HUMANE84

Lesson 1: Privacy on the Internet84	•	VOCABULARY related to human rights
Lesson 2: Europe and the headscarf86	•	GRAMMAR nouns and articles
Lesson 3: They may be poor but not stupid88	•	LISTENING for general and specific information
Lesson 4: “Make some noise”90	•	SPEAKING organizing a debate
Lesson 5: Review and consolidation92	•	WRITING argumentative essay
	•	CULTURAL AWARENESS “Make Some Noise” John Lennon

REVISION AND SKILLS DEVELOPMENT94

UNIT 9 A TASTE FOR ART96

Lesson 1: As old as the centuries96	•	VOCABULARY related to art and culture
Lesson 2: Art imitating life?98	•	GRAMMAR emphasis
Lesson 3: Perspectives on cultures100	•	LISTENING for specific information
Lesson 4: A new craze102	•	WRITING article
Lesson 5: Review and consolidation104	•	CULTURAL AWARENESS popular culture and fan fiction

UNIT 10 A GREAT TIME106

Lesson 1: Game on106	•	VOCABULARY related to leisure activities and hobbies
Lesson 2: Escape108	•	GRAMMAR determiners and pronouns
Lesson 3: A helping hand110	•	LISTENING for general comprehension and for specific information
Lesson 4: Unreel the story112	•	WRITING informal letter
Lesson 5: Review and consolidation114	•	CULTURAL AWARENESS serial films

REVISION AND SKILLS DEVELOPMENT116

Final Test 1118
Final Test 2119
Tapescripts120

1. Complete the sentences with the correct form of the words in CAPITALS.

1. There is an . . . hysterical tone about television not just in the quality but in the quantity. INCREASE
2. She was utterly . . . , showing no gratitude for all we had done. GRACE
3. At school, I found that little was . . . in the classroom. MEMORY
4. The years passed . . . , and I have only sketchy recollections of them. FORGET
5. Churchill's . . . of vision impressed all who knew him. CLEAR



*Sir W. Churchill,
Prime Minister
(1940–1945)*

6. Despite a life devoted to helping the poor, she never won any . . . before her death. RECOGNIZE
7. Closure of the company will mean . . . for 200 people. EMPLOY
8. They were . . . to fund a project that had little chance of success. WILL
9. He acted in full . . . of the possible consequences. KNOW
10. There were more than 100 . . . for the two jobs. APPLY

2. There is a spelling mistake in each of the following sentences. Correct it.

1. I saw the advertismment in a newspaper yesterday.
2. A doctor's first responsibility is to her patients.
3. You are entitled to recieve assistance from the government.
4. To her great dissapointment, we all had to leave early.

5. I went to my father to ask him for his oppinion on the matter.

3. Complete the sentences with the correct prepositions.

1. This programme is aimed . . . a teenage audience.
2. She often complains . . . not being appreciated.
3. I don't want to listen . . . all this nonsense.
4. The only thing he seems to care . . . is money.
5. We agreed never to refer . . . this matter again.
6. I asked him again to refrain . . . smoking.
7. He was staring . . . me without saying anything.
8. She suffers . . . terrible migraines.
9. How far do you agree . . . his opinion?
10. Have you applied . . . a position in the new company?

4. Fill in the blanks with one suitable word.

The week began when we all congregated (1) 3:30 pm on Range Road car park, ready, anticipating for (2) long bus trip (3) awaited us. (4) quick goodbyes to our parents, loved (5) etc., the journey began. The time passed quickly (6) account of the videos kindly donated (7) various pupils. The journey finally ended at the Hotel Soleil where we (8) met by a disturbing sight. (9) was no snow, except on the cap of the mountains.

The Saturday afternoon was taken (10) by lunch, unpacking and generally looking (11) The first day skiing consisted (12) being put into ski groups and getting acquainted (13) the ski instructors. That afternoon the beginners were left behind (14) the other groups ventured higher up the mountain, stopping at various points according (15) their ability.

5. Put the verbs in brackets into the Simple Present or Present Continuous.

1. He (live) in a small flat but this week he (stay) with some friends.
2. The play (begin) now. On Sunday plays (begin) at 9:00 on the radio.

INTRODUCTORY TEST

3. On my way to school I usually (meet) my neighbours who (go) to work.

4. Mary (think) about the exam. She (think) it was long and difficult.

5. ... (listen) to me? ... you (understand) me?

6. Put the verbs in brackets into an appropriate present tense.

1. We (like) her. She (be) our teacher for two years.

2. He (be) an architect. He (work) for a Liverpool-based company.

3. "What (you/do)?" "I (fill in) an application form."

4. He usually (set) easy tasks. It's the first time he (give) us such a difficult assignment.

5. No one (yet/explain) why they (build) this road here.

7. Put the verbs in brackets into the correct form (Infinitive or -ing).

1. I look forward to (hear) from you as soon as possible.

2. Mary avoided the crowds by (go) the long way around.

3. His mother persuaded him (see) a doctor ages ago.

4. He regrets (play) badly in the last game.

5. She regrets (say) she can't come.

6. I don't remember (buy) the newspaper.

7. I promise I won't forget (buy) one tomorrow.

8. The tourists were frightened of (lose) their way.

9. She is ashamed (admit) that she had lied.

10. He'll be busy (write) the report at the weekend.

8. Rewrite the following sentences in Reported Speech.

1. "I don't think John will fail the exam," the teacher said.

2. "I've booked tickets for the Saturday night show," he told me.

3. "I passed the driving test," she said.

4. "I'll meet her tomorrow," he said.

5. "I don't know how to get there," he said.

6. "Why are you late?" she asked.

7. "I can't do it myself," she said.

8. "When will he be here?" the little boy asked.

9. "Who has written the script?" the actor asked.

10. "Have you ever regretted being a sailor?" his friend asked.

9. Translate these sentences into English.

1. Adrian mi-a spus că locuiește la Londra de trei ani și că el cunoaște foarte bine orașul.

2. Prietenii mei mi-au promis că dacă mă voi duce pe acolo, îmi vor arăta și mie locurile cele mai interesante din oraș.

3. Voiau să știe cine a regizat filmul.

4. Nu mi-a spus când se va întoarce, dar eram sigură că îl vom vedea înainte de 15 iunie.

5. Mi s-a plâns că tinerii din spate vorbesc de când a început spectacolul.

10. Finish each of these sentences so that it is as similar as possible in meaning to the sentence written before it.

1. As Tom grew older he became more independent.

The older

2. "There's too much noise in this room and I can't concentrate", said Mary.

Mary complained

3. My parents didn't realize they had so much furniture until they had to move house.

Not until

4. My advice to you is to start revising as soon as possible.

If I were you

5. She asked me where I had bought my new bag.

"Where

6. I prefer reading to playing computer games.

I'd rather

7. The accident happened because you were driving so fast.

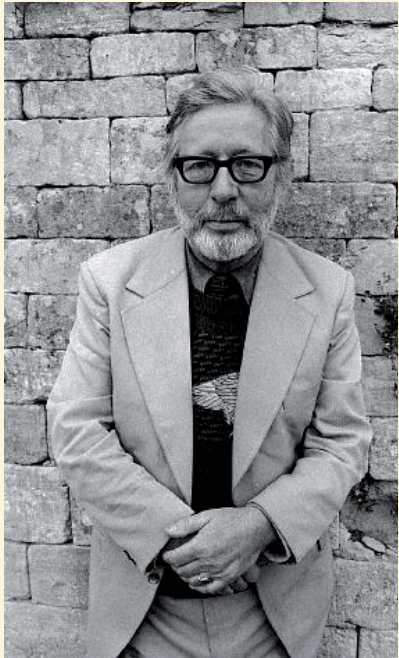
If you

8. You won't lose weight if you don't take more exercise.

Unless

9. Did he win yesterday's race or not?

I wonder whether



Laurence Edward Alan “Laurie” Lee, (June 26, 1914 – May 13, 1997) was an English poet, novelist, and screenwriter.

His most famous work was an autobiographical trilogy which consisted of *Cider with Rosie* (1959), *As I Walked Out One Midsummer Morning* (1969), and *A Moment of War* (1991). While the first volume famously deals with his childhood in the idyllic Slad Valley, the second deals with his leaving home for London and his first visit to Spain in 1934, and the third with his return in December 1937 to join the Republican International Brigades.

Other works include *I Can't Stay Long* (1975), a collection of occasional writing. He also published a number of poems during World War II, and later his memoirs of the Spanish Civil War.

Changes for the better

• Talking it over

1. How should your ideal teacher be? Use suitable adjectives from the box and talk to your partner.

friendly, knowledgeable, gentle-mannered, patient, absent-minded, short-tempered, sensitive, enthusiastic, eccentric, arrogant, dedicated

2. Match the adjectives on the left to the correct meaning on the right.

- | | |
|----------------|--|
| 1. fair-minded | a. not able to think quickly |
| 2. equable | b. thinking about the feelings and needs of other people |
| 3. placid | c. judging people or situations in a way that is completely fair |
| 4. considerate | d. calm, reasonable and not easily made angry or upset |
| 5. slow-witted | e. rarely showing or experiencing excitement or anger |

3. Which of the qualities above complete the portrait of the ideal teacher?

• Reading

4. Read the two texts and answer the following questions.

- Which text portrays a modern teacher?
- What relationship is there between Miss B and her students?
- Which text is part of an interview and which is an excerpt from a story?

1. Miss B

She was a punitive little body and the school had christened her Crabby; she had a sour yellow, lank hair coiled in earphones, and the skin and voice of a turkey. We were all afraid of the gobbling Miss B; she spied, she pried, she crept, she pounced — she was a terror.

Each morning was war without declaration; no one knew who would catch it next. We stood to attention, half-crippled in our desks, till Miss B walked in, whacked the walls with a ruler, and fixed us with her squinting eye. “Good a-morning, children!” “Good morning, Teacher!” The greeting was like a rattling of swords. Then she would scowl at the floor and begin to growl “Ar Farther . . .” at which we said the Lord’s Prayer, praised all good things, and thanked God for the

VOCABULARY

- lank** = not attractive
- to gobble** = to make the sound made by a turkey
- to pry** = to be interested in someone's personal life in an annoying way
- to pounce** = to quickly jump on or hold someone
- to whack** = to hit with a lot of force
- to scowl** = to twist your face into an expression that shows you are angry
- to growl** = to say something in an unfriendly and angry way
- to binge** = to do too much of something you enjoy
- legless** = very drunk
- swot** = a student who works extremely hard and has no time for other activities



Martin Daunton

health of our King. But scarcely had we bellowed the last Amen than Crabby coiled, uncoiled, and sprang, and knocked some poor boy.

(Laurie Lee, *Cider with Rosie*)

2. The Master

Cambridge University is a federation of 31 independent colleges. So as Master of Trinity Hall, Martin Daunton is head of a college managing its own finances, electing its own scholars — known as fellows — to teach and research, and selecting its own students.

Intimacy, friendliness and a strong sense of community are traditions of Trinity Hall that Martin Daunton is determined to preserve. “We have made a deliberate decision to stay a small college,” he says. “We can then all know each other and can be intimate, friendly and supportive. And that means if we get someone in who has any social unease, we can really look after them well.” The Master in my days at Trinity Hall was a remote figure and Martin Daunton was amazed to hear that I had never been invited inside the Master’s lodge. He takes an interest in all that the students do, including their tendency to binge-drink when they first come up. He finds that doesn’t last and students soon get involved in some of the many activities within the college.” I was struck last Friday and Saturday night,” he tells me. “I went into the bar expecting to find it full of legless young students. In fact it wasn’t. They are doing other things, they are being active.”

“Legless” is by no means the only colloquial term Martin Daunton uses during our conversation. He tells me it is the college policy not to take students who are just “swots”. “What we want,” he says, “is people who realize it’s possible to get a good result and take part in the college activities, sing in the choir, row in one of the eights, debate in the political society. I feel it’s very important for me to encourage all these sorts of activities.”

(adapted from *The Master; Beautiful Britain*, 2006)

5. Re-read the two texts and the vocabulary box, then answer the questions.

1. Is there any connection between the way Miss B/Crabby looks and the way she behaves?
2. Does her relationship with the pupils stimulate learning? Explain.
3. Does Martin Daunton manage the college as an autocrat? Give arguments.
4. What elements in the Master’s vocabulary point to his relationship with the students?
5. Talk about Crabby’s and Martin Daunton’s relationships with their students.
6. The verbs in the first text are in the Past Tense. Identify the sentence which refers to repeated actions in the past.

A traditional relationship

• Talking it over

1. Modern times have brought important changes in the relationships between parents and children, students and teachers, citizens of different ethnic origins, etc. Can you think of other areas where relationships have undergone changes? Talk to your partner.

• Listening

2. Listen to the first part of a lecture on the British monarchy. Does the Queen still play any part in the relationship with the parliament and the institutions of government?



Queen Elizabeth II

3. Listen again and fill in the gaps.

Change seems to be the fashion of the day (1) there are areas of public life where calls (2) change should be treated with great caution. One (3) area of debate is the British monarchy, the centerpiece of the British Constitution, (4) has developed over hundreds of years. It is also a feature (5) the times that individuals and their functions often become confused (6) the public mind — and this is certainly true with the monarch and (7) role. When such a big issue is involved, (8) is important to retain a sense of perspective and clarity, and to look at the benefits (9) the nation of this institution.

The Queen was once asked what (10) thought her role was: she (11) that it consists in being, not doing. Her service is not in rushing around doing things but in being always unchanging, remaining quiet and observant (12) the affairs of the nation. That is an invaluable asset for any nation, to have (13) at the heart of government who remains always steady, true vigilant and (14) politics. It allows the government, considered in its entirety, to be likened to a flywheel, with stillness at the centre of the hub (15) which turns, with unceasing motion, all the machinery of governance.

(adapted from *Beautiful Britain* – spring 2006)

4. Listen to the second part of the lecture and tick the correct answer.

1. People's fluctuating appreciation of monarchy comes from
 - a) jealousy
 - b) complete ignorance of the role of this institution
 - c) unawareness of its role and service to the nation

The Civil List is an annual allowance, approved by Parliament, made to the sovereign and members of the royal family for the expense involved in carrying out their public duties.

Exchequer is the government department responsible for the collection of taxes and the paying out of public money.



*Buckingham Palace
on Christmas Eve 2003*

**Past Tense Simple
and Continuous**

1. We use Past Simple to talk about
- completed actions

They borrowed money and bought a house.

The article was published in "The Sun".

- habits

He read "The Times" everyday.

- states

As a child I didn't like swimming.

2. We use Past Continuous to talk about

- actions in progress in the past

I was sleeping when the phone rang.

- to give background information

It was getting dark and we were wondering what to do.

**Past Perfect Simple
and Continuous**

1. We use Past Perfect Simple to talk about

- a past event which happened before another past event

She told us about her plans when she had made all the arrangements.

She told us about her plans when all the arrangements had been made.

2. We use Past Perfect Continuous to talk about

- an action which had been in progress up to a certain time in the past

He had been reading for two hours when she came to see him.

d) bad publicity

2. A peripheral aspect of a question means

a) as important as the main aim, part, etc. of the question

b) not as important as the main aim, part, etc. of the question

c) extremely important

d) completely unusual

3. The lecturer believes that the Civil List represents

a) a small amount of money

b) much more than it is received from Crown lands and rents

c) only a small part of the tax paid by the royal household

d) a huge amount of money

4. According to the lecturer

a) the monarchy is an old-fashioned institution

b) the monarch acts in favour of certain political parties

c) the monarchy is a symbol of power

d) the monarchy is above parties

5. Put the verbs in brackets into an appropriate Past Tense (Simple or Continuous).

One day John Digby (sit) in the playground eating his lunch from a paper bag when a dark shadow (loom) over him. He (look) up and (see) Mick Moakes peering down at him. Behind Moakes (stand) two of his pals. They (grin) and John (know) that something was going to happen to him.

6. Put the verbs in brackets into Past Simple or Past Perfect. Use active or passive forms.

Tacitus said that the Anglo-Saxons (be) stubborn but fiercely and proudly free people. Alfred the Great, king of the West Saxons, defeated the Danes who (try) to conquer his kingdom. He (lay) the basis for the unification of England under the West Saxon monarchy and (lead) a revival of learning and literature. An outstanding leader in both war and peace, he (call) *the great*. Education declined because until then the monasteries (loot) by the Danes. Few even among the clergy (can) read or write. With Alfred's help Latin books (translate) into Anglo-Saxon.

The Anglo-Saxon king (hold) the land as trustee for the people.

When the Anglo-Saxons (settle) in the British Isles, they (bring) this concept with them. Later, the Norman king, William (claim) that all land (own) outright by the king. Much misery (cause) to the people by this theft of their land.