

MINISTERUL EDUCAȚIEI, CERCETĂRII ȘI TINERETULUI

# Limba engleză

**L1**

Manual pentru clasa a XII-a

**Doina Miloș**  
**Roxana Marin**

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# DIAGNOSTIC TEST

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

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

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

(1)

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

(2)

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

(3)

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

(4)

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

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



A.

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

B.

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

C.

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

D.

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

E.

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

# DIAGNOSTIC TEST

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

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

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

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

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

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

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

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

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

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

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

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

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



# UNIT 1

## EDUCATION ON THE ROAD

### Reading and vocabulary

#### Designing the University of the Future

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

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

The conference was organised around three topics:

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

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



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



### ECTS

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

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

#### There Is No Single University of the Future

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

# EDUCATION ON THE ROAD

## UNIT 1

### Reading and vocabulary



#### EUA at a glance

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

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

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

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

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

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

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

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

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





# UNIT 1

## EDUCATION ON THE ROAD

### English in use and grammar

#### Tenses

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

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

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

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

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

4... 5... 6...

7... 8... 9...

READY!



#### TENSES A-Z REVIEW

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

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

What \_\_\_\_\_ yours \_\_\_\_\_ (do)?

- v. Considerable economic growth \_\_\_\_\_ (expect) in the next decade.
- w. When I die, I would like to be able to say that I \_\_\_\_\_ (live) a full and beautiful life.
- x. I half expected him to bring me a present, but what he \_\_\_\_\_ (do) was way over my expectations.
- y. Please bring back some ice cream from the supermarket if you \_\_\_\_\_ (go).
- z. When I was little, my dad \_\_\_\_\_ (take) us kids to the funfair every week.

# EDUCATION ON THE ROAD

## UNIT 1

### English in use and grammar

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

**Example:**

We went to the fair with my dad every week when we were little.

My dad used \_\_\_\_\_ (TAKE)

My dad used to take us to the fair every week when we were little.

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

3. Translate the following into English.

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

### Tenses

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

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

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

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

