

MINISTERUL EDUCAȚIEI ȘI CERCETĂRII

# *L*imba engleză

**L1**

Manual pentru clasa a XI-a

**Doina Miloș**  
**Roxana Marin**

# OVERVIEW OF CONTENTS

## INITIAL TEST (6)

### UNIT 1: IT'S ALL ABOUT LEARNING (8)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Learning styles Types of personalities Learning related phrasal verbs	Tenses Revision and practice	Word formation Matching
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Listening for gist Listening for detail Describing Ranking	Informal letter	Personal experience: Homeschooling <i>Autobiography in Five Parts</i> Portia Nelson

### UNIT 2: TURN DREAMS INTO GOALS (16)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Work – related vocabulary Idioms connected to work	Nouns and Articles	Multiple-matching Error correction
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Listening for gist comparing and contrasting expressing agreement and disagreement	Personal profile Letter of application	<i>A Room of One's Own</i> Virginia Woolf

## PRACTICE TEST 1 (24)

### UNIT 3: WHAT MAKES DEMOCRACY TICK (26)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
History of Democracy Humour	Adjectives	Structural cloze Error correction
SPEAKING	WRITING	CULTURAL AWARENESS
Comparing and contrasting	Opinion essay Argumentative essay	<i>A Bastard Like Me</i> Charles Perkins <i>Freedom's Fool</i> Robert William Service

### UNIT 4: RESOURCES (34)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Waste management Words related to waste management	Conditional clauses	Multiple-choice Word formation
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Listening for gist Listening for detail Describing Ranking	Report	<i>Life without Fuel</i> Isaac Asimov

# OVERVIEW OF CONTENTS

## PRACTICE TEST 2 (42)

### UNIT 5: THE TWO EXTREMES (44)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Globalization	Modals	Multiple choice
SPEAKING	WRITING	CULTURAL AWARENESS
Supporting opinion	The Article	<i>What Do We Do with a Variation?</i> James Berry <i>In Response to...</i> Dwight Okit

### UNIT 6: SPEAK UP (52)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Media Freedom of speech	The Passive	Error correction Transformations
SPEAKING	WRITING	CULTURAL AWARENESS
Comparing and contrasting	Review	<i>So far</i> Jon Milos

## EXAM PRACTICE 1 (60)

### UNIT 7: GO OUT THERE! (64)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Relationships Compound nouns (verb+preposition)	Reported speech	Multiple choice
SPEAKING	WRITING	CULTURAL AWARENESS
Describing Comparing and contrasting	Agony Aunt column	<i>Lady Chatterley's Lover</i> D. H. Lawrence <i>Restatement of Romance</i> Wallace Stevens

### UNIT 8: EUROPEAN HERITAGE (72)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Words related to heritage Idioms with "bone"	Inversion Wishes, regrets and hopes	Error correction Structural cloze Word formation
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Comparing and contrasting Ranking Listening for gist Listening for detail Expressing opinion	Guidebook entry	<i>The Enigma of Stonehenge</i> John Fowles

# OVERVIEW OF CONTENTS

## PRACTICE TEST 3 (80)

### UNIT 9: AT YOUR SERVICE (82)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Customers service vocabulary Synonyms for customer	Adverbs or adjectives Adverbs position	Cloze Error correction
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Sharing opinion Comparing and contrasting Listening for gist	Letter of complaint	<i>Withdrawing a Watermelon</i> Mark Twain

### UNIT 10: SHINY, HAPPY PEOPLE (90)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Lifestyles	Sequence of tenses	Register transfer
SPEAKING	WRITING	CULTURAL AWARENESS
Comparing and contrasting Supporting opinion	Story	Contemporary alienation The Amish people

## PRACTICE TEST 4 (98)

### UNIT 11: DOUBLE CLICK ON THE FUTURE (100)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Internet – related vocabulary Words expressing equality Idioms with book	Clauses of purpose Clauses of result	Structural cloze Word formation Matching
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Expressing opinions Expressing agreement and/or disagreement Listening for gist Listening for detail	E-mail writing Netiquette	<i>Open diary</i> Claudio Pinhanez

### UNIT 12: THE ART OF LIVING (108)

READING AND VOCABULARY	GRAMMAR	ENGLISH IN USE
Youth culture Teenage - types of personality Synonyms for untidiness	Infinitive vs. -ing	Matching Word formation
LISTENING AND SPEAKING	WRITING	CULTURAL AWARENESS
Describing Comparing and contrasting Listening for gist Listening for detail	Competition entry	Young British Artists – Damien Hirst

## EXAM PRACTICE 2 (116)

## KEY (120)

## TAPESCRIPTS (124)



# INITIAL TEST



## 1. Arrange the following sentences in the right order, so as to form a coherent paragraph.

1. But Paula wanted to do a programme that would have some lasting benefit.
2. If you had been by the Thames that day, you would have seen Paula telephoning all sorts of people and asking them for help.
3. Paula Jones first became a famous TV personality in the Go For It! programme.
4. Paula had exactly twelve hours to complete the challenge.
5. Viewers saw her jumping in and out of a helicopter as she tried to find the hidden treasure.
6. First she got the army to build a platform for the ice rink.
7. Lord Cheeseburton gave Paula a challenge.
8. Then she got top musicians and dancers to perform.
9. He wanted her to organise an ice skating show with full orchestra on the River Thames.
10. During the day people could watch the show coming together on television.
11. All the money from the show would go to help the appeal.
12. At eight o'clock in the evening the show began with fireworks, music and dancing.

## 2. Read the text below. Use the words given in capitals at the end of the text to form a word that fits in the corresponding spaces.

### TROPICAL ISLANDS

Many people dream of a (0)..... holiday on a tropical island. They imagine endless (1)..... beaches, the

(2)..... of the sea, and clear blue skies. The truth is that a (3)..... holiday is even more (4)..... Most Caribbean islands are very (5)..... . They are clean and unpolluted, and the (6)..... are always (7)..... . Although the hotels are often large and (8)....., the welcome you receive is far from impersonal. Most visitors don't want the (9)..... of these islands to increase. They want to keep it a jealously guarded secret.

### Example:

0. RELAX      0. RELAXATION  
1. GOLD    2. WARM    3. TROPICS  
4. ENJOY    5. ATTRACT    6. ISLAND  
7. HOSPITALITY    8. LUXURY  
9. POPULAR    10. JEALOUSY

## 3. Some of the verbs in the following text are used incorrectly. Change them so as to make the text accurate. There are 10 problem verbs.

I finished university six months ago and I've got a degree in business administration. I enjoyed do the course very much although I realise I should have been studied a lot harder! A few of my friends have already got full-time jobs but most, like me, are still waiting for something suitable to turn up. Meanwhile, I make sure that I keep myself being busy. I look through the job advertisements in the newspapers every day and I also asked all the people I know to tell me if they will hear of any vacancies where they work. What I'm looking for is something challenging, and I would certainly be happy moving to another city or even work abroad for a while. The salary is not so important at this stage, provided I'm earning enough to live on, because I don't want to continue depend on my parents, although they are very generous to me. At the moment, I work in a nearby restaurant two evenings a week, washing up and generally helping out, which brings in a little bit of money. The other people who working there are very friendly, and many of them are in the same situation as me, so we have lots to talk about.

## 4. Correct the mistakes.

The dishes has been washed.

The letters are being opened every morning in the office.

The woman seen taking the children to school.

# INITIAL TEST

Your homework must finished by Thursday.  
Mike has been tell about the new job.  
The cars stole from the park.  
The house is been decorated recently.  
The centre will visit by the King next month.  
He was teach how to drive by his brother.  
He was pay a lot of money for the job.

## 5. Put the verbs in brackets into the correct tense.

If you have (have) a toothache, go to the dentist.  
If you hadn't been (not/be) in a hurry, you wouldn't have forgotten (not/forget) your keys.

If Peter ..... (do) lots of exercises, he'll be fit and healthy.

If he ..... (remember) earlier, he ..... (send) her a birthday card.

If you ..... (not/be) ill, you ..... (go) to the party.  
Please call me if you ..... (need) any help.

Jason ..... (not/break) his arm if he ..... (be) more careful.

Helen ..... (get) wet if she ..... (not/take) her umbrella.

Unless it ..... (rain), we'll go for a walk.

## 6. Fill in the active or passive form of the verbs in brackets.

Mrs Thurber is a rich young lady. She (1) lives (live) in a pretty house on the outskirts of the city with her husband and her two cats. Every day, Mrs Thurber (2) ... (take) into the city centre. Her car (3) ... (drive) by her chauffeur. She then (4) ... (go) shopping in her favourite shops. Her bags (5) ... (carry) by her chauffeur. Mrs Wilson (6) ... (buy) lots of things every week. She (7) ... (need) lots of clothes because she goes to lots of parties. In fact, this week she (8) ... (invite) to a big birthday party which (9) ... (hold) in a large mansion in the country. All of her friends will be there, so Mrs Thurber (10) ... (look forward) to it.

## 7. Complete the second sentence so that it has a similar meaning to the first sentence, using a modal verb or a synonymous expression.

1. Perhaps they didn't notice the tyre was flat.  
They .....

2. I'm sure the cat didn't open the fridge!  
The cat .....

3. Although it was very wide, she managed to swim across the river.  
She .....

4. I think it's a good idea for you to take a holiday.  
You had .....

5. All that trouble I went to wasn't necessary in the end.  
I .....

6. I'm disappointed that you didn't back me up!  
You .....

7. The only explanation for him being so late is that his train was delayed.  
His train .....

## 8. Read this paragraph discussing advantages and disadvantages to being a ballerina. Fill in the numbered blanks by choosing an appropriate connector from a-g below:

Every girl has at least once dreamt of becoming a ballerina. (1)....., being a ballet dancer implies advantages as well as disadvantages. (2)....., being a good dancer is a sure way to fame and success. (3)....., the greatest satisfaction is to be admired by people. (4)..... sometimes the life of a dancer can be very dangerous. (5)....., during long hours of training you can very easily get hurt. (6)..... sometimes accidents lead to the sudden end of your career. (7)....., being a ballerina is both glamorous and dangerous.

- But
- In fact
- In my opinion
- All in all
- For example
- First of all
- And



## 9. Write a paragraph (10 lines) giving your opinion on this saying: "Keep your friends close and your enemies closer."

## Reading



David Kolb

### David Kolb

- David Kolb's learning styles model and experiential learning theory are today acknowledged by academics, teachers, managers and trainers as truly seminal works.

### Acronyms

*What's Your Style* features some acronyms that many educators and learners are familiar with.

Here are some more for you:

■ **AKA (Also Known As)**

A remarkable acronym that's now so well established that it's virtually become a word, and certainly requires no reference to the original source words to be immediately understood.

■ **BTW (By The Way)**

One of the most commonly used abbreviations today, meaning "incidentally" or "in passing", and originally meaning "by the way of a secondary subject or matter", which was earlier shortened to "by the bye", which has now almost passed out of use. "By the way" is referenced in 1870's Brewer, so it's not a recent expression.

■ **DRIB (Don't Read If Busy)**

Only the email generation could have developed the need for such an acronym....

■ **KISS (Keep It Simple & Stupid)**

One of the all time great acronyms. A motto and reminder that simplicity works. Variations on the KISS theme include *Keep It Short and Sweet*, *Keep It Simple Sunshine*, *Keep It Simple and Straightforward*, *Keep It Simple Sister*, *Keep It Simple Sweetheart*.

1. In pairs, ask each other the following questions. Tell each other which method works best for you, and why.

- Do you like to learn from specific experiences, and from how you feel about these experiences?
- Do you like to learn from watching and listening, and make your judgments only after careful observation?
- Do you like to learn through a systematic analysis of a situation?
- Do you like to learn by doing things?

2. Read the following study to identify your personal style. Compare with your partner's.

### What's Your Style

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this "cycle of learning" as a central principle of his experiential learning theory, typically expressed as four-stage cycle of learning, in which "immediate or concrete experiences" provide a basis for "observations and reflections." These "observations and reflections" are assimilated and distilled into "abstract concepts" producing new implications for action which can be "actively tested" in turn creating new experiences.

Kolb's model therefore works on two levels – a four-stage cycle →

and a four-type definition of learning styles, (each representing the combination of two dialectally linked preferred styles, rather like a two-by-two matrix of the four-stage cycle styles), for which Kolb used these terms →

Concrete Experience (CE)  
 Reflective Observation (RO)  
 Abstract Conceptualization (AC)  
 Active Experimentation (AE)

Diverging (CE + RO)  
 Assimilating (AC + RO)  
 Converging (AC + AE)  
 Accommodating (CE + AE)

The word "dialectally" is not widely understood, and yet carries an essential meaning, namely "conflicting" (its ancient Greek root means "debate"). Kolb meant by this that we cannot do both at the same time, and to an extent our urge to want to do both creates conflict, which we resolve through choice when confronted with a new learning situation. We internally decide whether we wish to **do** or **watch**, and at the same time we decide whether to **think** or **feel**.

3. Match the following learners to the right style.

**Adam:** An excellent problem solver and decision maker. Loves to experiment with new ideas, to simulate, and to work with practical applications.

## Vocabulary

**Helen:** Needs clear explanations, enjoys organizing input in tables, lists etc. Enjoys lectures, hates games and prefers to be given time to think things over.

**Chris:** Likes to watch and learn but also work in teams. Able to look at things from different perspectives. Takes feedback well.

**Michael:** Tends to act on “gut” instinct rather than logical analysis. Can be dominating. Needs to be kept busy with different practical tasks.

### 4. Find synonyms to the words and expressions below in the text on the previous page.

- to lay out systematically and graphically: .....
- relating to an actual, specific thing or instance: .....
- in due order or sequence: .....
- connected: .....
- an irresistible or impelling force, influence or instinct: .....
- leading to: .....
- drawing apart from a common point: .....
- flexible, friendly: .....

### 5. Fill in the blanks with words and expressions from exercise 4.

- He ..... a brilliant but nonetheless completely crazy plan.
- There is a strong ..... between one's eating habits and health.
- He helped me with the bags and, ....., I made him dinner.
- All of a sudden, she was overcome by an ..... to run away.
- Our efforts eventually ..... to an outstanding accomplishment.
- You keep complaining but how about some ..... ideas?!
- It appears that we have ..... opinions on this.
- Jane is the best room-mate! She is even more ..... than Mum!

### 6. In most blanks below, you will need to use the verb to set as a phrasal verb.

- They ..... at dawn, so as not to arrive after nightfall.
- Why did you ..... him .....? He didn't deserve to spend 10 years in prison.
- ..... the apples ..... on that shelf, our customers are used to finding apples there.
- His intervention ..... a lot of things in motion.
- His intervention ..... quite a time bomb.

### 7. Which type(s) of learner would be bothered by the following class rules and why? There may be more than one answer!

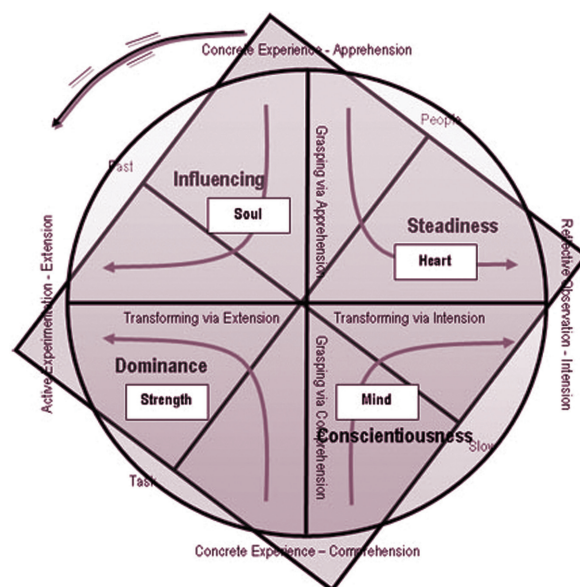
- All assignments are mandatory unless specified otherwise. Failure to turn in an assignment at the given deadline will result in a grade 2.
- Disrespectful language or behaviour to one's peers in class is absolutely forbidden; the penalty for breaking this rule is a grade 2.
- Repeated interruptions of colleagues' performance and class in general may result in a summoning of parents, a grade 2 or a trial by the teachers' council.

### Phrasal verbs

Phrasal verbs are verbs whose meaning is changed by the addition of a preposition.

- To set:**
  - to arrange
  - to fix
  - to put stones in a piece of jewelry
- To set out:**
  - to begin an earnest attempt
  - to undertake
  - to display for exhibition or sale
  - to plant
  - to start a journey (A.E.)
- To set off:**
  - to start a mechanism (such as a bomb)
  - to start a journey (Br.E.)
- To set up:**
  - to arrange things in a certain way
  - to cause a person to be accused of a crime they have not committed

Find other phrasal verbs in “What's Your Style.”





## English in use

### Tenses – revision

#### ■ Simple Present:

1. *Present action or condition*

I hear you.

Here comes the bus.

2. *General truths*

There are thirty days in September.

3. *Non-action; habitual action*

I like music.

I run on Tuesdays and Sundays.

4. *Future time*

The train leaves at 4:00 p.m. (scheduled)

#### ■ Present Progressive

1. *Activity in progress*

I am playing soccer now.

2. *Temporary situation*

He is living with his parents.

#### ■ Simple Past

*Completed action*

We visited the museum yesterday.

#### ■ Past Continuous

1. *Past action that took place over a period of time*

They were climbing for twenty-seven days.

2. *Past action interrupted by another*

We were eating dinner when she told me.

#### ■ Future

1. *With will/won't — activity or event that will or won't exist or happen in the future*

I'll get up late tomorrow.

I won't get up early.

2. *With going to — future in relation to circumstances in the present*

I'm hungry.

1. Read the following text. Use the words in the box (they are given in the order you need to use them) to form words that fit the spaces. The first one is done for you as an example.

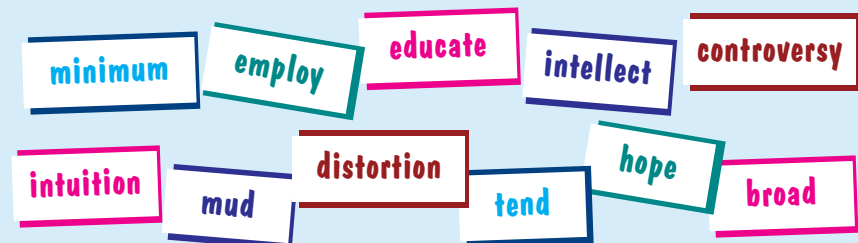
Everyone seems to be talking about standards lately.

Parents want higher standards. Or they want to go back to the old standards. Or they complain about the lack of standards. Faculty say the students can't meet even minimal standards. Subject matter "experts" want more "authentic" standards. Business people want standards that help students become better 1..... .

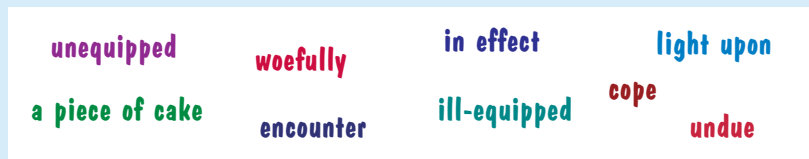
It is time to rethink standards in a fundamental way. To simply modify task-specific ones in subject areas - which is the current rage - is not enough. We must get to the root of the problem that plagues 2..... . We do this only by rediscovering and teaching 3..... standards useful to students wherever they go and whatever they end up doing.

What are these standards? They are not new. They are not even 4..... . In fact, once made explicit, they are quite 5..... . They enable us to make a matter clear when others are expressing it in a confused, vague or 6..... way. They enable us to be accurate and precise when we are facing the inaccurate, imprecise or 7..... . They enable us to get beneath the surface of an issue or problem when there is some 8..... to miss important complexities. They enable us to step outside one point of view into another when most are 9..... trapped within a narrow perspective.

Put most simply, I am referring to the intellectual standards of clarity, accuracy, precision, relevance, depth and 10..... of thought. They are essential in all academic, professional and personal performances that require sound thinking.



2. Match the underlined words in the text to the ones in the box.



I left school and university with my head packed full of knowledge; enough of it, anyway, to pass all the examinations that were put in my path. As a well-educated man I rather expected my work to be easy, something at which my intellect would allow me to excel without excessive effort. It came as something of a shock, therefore, to face the world outside for the first time, and to realize that I was sadly unprepared, not only for the necessary business of earning a living,



## Grammar

## Tenses – revision

but, more importantly, to manage with the new problems which came my way, in both life and work. I was fortunate enough to find a first employer prepared to invest a lot of time in what was, actually, my real education. I will always feel guilty about leaving them at the end of our 10-year contract.

**3. Use words from the box in exercise 2 to complete the following sentences.**

- Teaching 3-year-olds can be a very tough job. Are you sure you can 1.....?
- The young widow was crying 2..... .
- As we hadn't eaten in days, we were quite ill-equipped for that serious 3..... .
- I understand you work for a large company but what do you do, 4.....?
- I kept strolling on the beach, hoping to 5..... an unusual artifact which was going to make me rich and famous.
- The police officer was fired because he had made 6..... use of power.

**4. Rephrase the following sentences, using the word given, so that the meaning stays the same.**

**Example:** I don't want you to buy me the car. (RATHER)  
I'd rather you didn't buy me the car.

- The cost of the meals is not included in the cost of the tour. (NOT)
- I get the impression that you are not enjoying yourself. (SEEM)
- I haven't seen Ann since she left for France. (LAST)
- I had a quick look at the letter while my wife was out of the bedroom. (WAITING)
- I had never seen such a good movie before. (BEST)
- He is currently working as a reporter for the Daily News. (ARTICLES)
- Not having met him before, I thought I should be careful. (HAD)
- I applied but have not had a reply yet. (THEY)
- He learned to drive when he was eighteen. (BEEN)
- She's always moaning about lack of room. (SICK)

**5. Find and correct the errors (if any) in the following sentences.**

- I have been to the cinema every day last week.
- I didn't see Spielberg's last film yet.
- Where have you been last summer?
- My parents work in the food industry right now.
- Why were you eating so much meat at Christmas? That's why you are so sick now!
- I'm working for Siemens. I have been with them for the past 5 years.

**6. What Romanian tenses can correspond to Present Perfect Simple? Think of different examples.**

■ **Present Perfect**

1. *With verbs of state that begin in the past and lead up to and include the present*

He has lived here for many years.

2. *To express habitual or continued action*

He has worn glasses all his life.

3. *With events occurring at an indefinite or unspecified time in the past*

Have you ever been to Tokyo before?

■ **Present Perfect Progressive**

*To express duration of an action that began in the past, has continued into the present, and may continue into the future*

David has been working for two hours, and he hasn't finished yet.

■ **Past Perfect**

1. *To describe a past event or condition completed before another event in the past*

When I arrived home, he had already called.

2. *In reported speech*

Jane said that she had gone to the movies.

■ **Future Perfect**

*To express action that will be completed by or before a specified time in the future*

By next month we will have finished this job.

He won't have finished his work by 11.

