

CURS LIMBA ENGLEZA // UPPER-INTERMEDIATE-ADVANCED // GRADES 7-8  
PROF. ANDREEA IONEL

# **CURS DE LIMBA ENGLEZA**

## **NIVEL UPPER-INTERMEDIATE/ADVANCED**

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PROFESOR GRADUL 1 - ANDREEA IONEL

BIBLIOGRAFIE:

## UNIT 1

(a vocabulary unit)

### GIVE ME FIVE

**Lead-in:** What do you know an idiom is? Are there idioms in Romanian?

**Joke:** “Why do you find English so difficult to understand?”

“Well, if a vegetarian eats vegetables, what does a humanitarian eat? Why do people recite at a play and play at a recital? And if two mice are mice and two louses are lice, why aren't two houses hicc? And why do you fill in a form by filing it out and how can an alarm clock go off by going on?”

**Activity 1** – Read the following text and discuss it with your class:

Idioms appear in every language and English has thousands of them. They are often confusing because the meaning of the whole group of words taken together has little, often nothing, to do with the meanings of the words taken one by one.

Where did all these idioms come from?

Idioms come from all different sources, from the Bible to horse racing, from ancient fables to modern slang. Sometimes famous authors and storytellers such as Homer, Aesop, Geoffrey Chaucer or William Shakespeare made them up to add spark to their writings. The authors were popular so the expressions they created became popular. Often, however, we don't know the name of the first author or speaker who used a particular expression.

Some idioms came from Native - American customs (“bury the hatchet”) and others from African- American speech (“chill out”). Some became popular because they rhyme (“snug as a bug in a rug”) or have alliterations (“spick and span”).

Some idioms originated in informal speech or slang. Some were well-known proverbs. Some popular idioms began as folksy sayings in particular regions of the country and spoken in local dialects. Some go back in time to the ancient Greeks and Romans, thousands of years ago. Others are more recent. ("Dictionary of Idioms", Marvin Terban, Ed. Scholastic)

**Activity 2** – Match the following idioms with their meanings.

Idioms with TO BE	Meaning
1. Be above the criticism	a. A fi la curent cu
2. Be above one's head	b. A se invarti in jurul cozii
3. Be above suspicion	c. A-l veni inima la loc
4. Be abreast of	d. A merita tot dispretul
5. Be a hard nut to crack	e. A fi la cheremul cuiva
6. Be a law to oneself	f. A fi in dezacord cu cineva
7. Be all abroad and all thumbs	g. A fi sub demnitatea cuiva
8. Be a load off somebody's mind	h. A fi fara cusur
9. Be apt to make mistakes	i. A nu merita atentia cuiva
10. Be art and part in	j. A fi amestecat in
11. Beat about the bush	k. A fi foarte greu de rezolvat
12. Be at somebody's nod	l. A fi imprastiat si neindemanatic
13. Be at sixes and sevens (')	m. A fi peste puterea de intelegere a cuiva
14. Be at sixes and sevens (")	n. A bate pasul pe loc
15. Be back to square one	o. A fi mai mult decat poate suporta cineva
16. Be beneath contempt	p. A fi propriul judecator
17. Be beneath somebody's attention	q. A fi claie peste gramada
18. Be beneath somebody's dignity	r. A intrece toate asteptarile
19. Be beyond all expectation	s. A fi deasupra oricaror banuieli
20. Be beyond one's endurance	t. A fi supus greselii

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

**Activity 3 – Group Work:** Form groups of 6 and try to match the idioms to their meanings. When you have finished, write simple sentences with the idioms.

**Activity 4** – Choose three most favourite idioms and draw a picture for each to help you remember their meaning.

**Activity 5** – blue book of idioms

## UNIT 2

(speaking and listening)

### LIVE TO TRAVEL

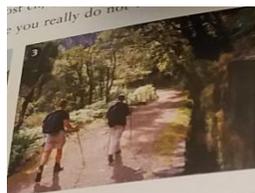
- Part One -

#### Lead-in:

- What is your favourite place to spend your holiday?
- What adventure holiday would you like? Why? Why not?
- Do you think you should invest your savings in tourism/travelling? Why? Why not?

#### Activity 1 – My Favourite Holiday (types of holiday)

Look at the holidays. In your opinion, which one is:



- The most expensive?
- The most comfortable?
- The most energetic?/Why?
- The most enjoyable?/Why?
- The one you really do not want to try?/Why?

**Activity 2 – Listening:** before listening, look at the pictures of the 5 people. Who likes:



- a package holiday.....
- a sightseeing holiday.....
- a backpacking holiday.....
- a cruise.....
- a camping holiday.....

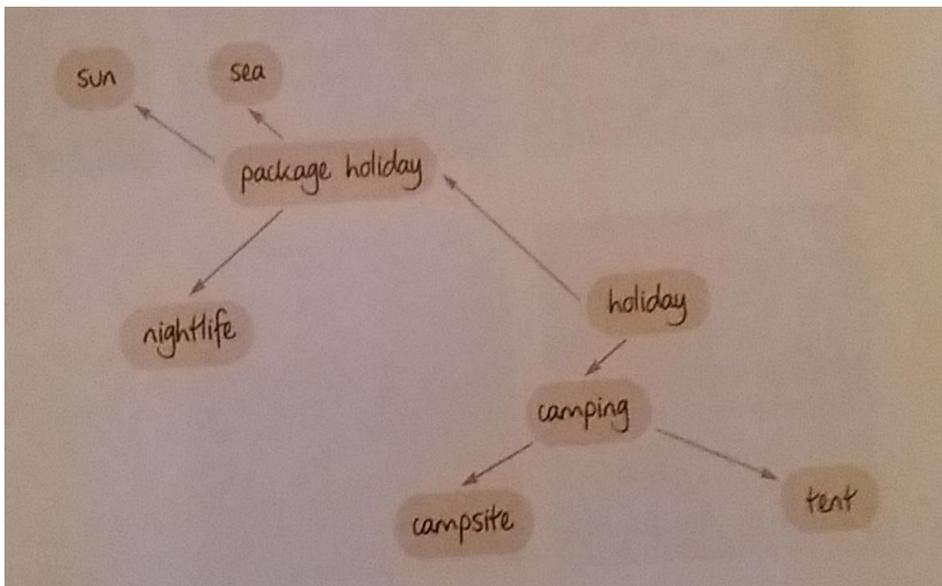
Listen and check your guesses.

Listen again and say who:

- doesn't like tourist resorts?.....
- has tried water skiing?.....
- loves a bit of luxury?.....
- has children who go swimming and boating?.....
- doesn't sunbathe?.....
- has been to Scotland?.....
- likes nightlife and clubbing?.....
- likes places off the beaten track?.....
- likes galleries and museums?.....

### Activity 3 – Word map

How many more words can you add to the word map?



### Activity 4 – Speaking and Listening: 'The tourism debate'

Do you agree or disagree with the following statement? *Tourism is a good thing for us all.*

If you think tourism is a **'bad thing'**, look at this box:

According to many scientists, 15 per cent of all greenhouse gases will come from aeroplanes by 2050.

The more aeroplanes there are in the sky, the more dangerous flying gets.

Tourism has a bad impact on places:

- Water is diverted from agricultural and/or poor areas
- It generates a lot of rubbish
- It destroys countryside that is built on
- It destroys countryside that is walked on
- It pushes wildlife away
- It destroys traditional customs and ways of life

If you think tourism is a **'good thing'**, look at this box:

Tourism is fun. It benefits local economics. It is the world's largest industry. It provides employment to many who otherwise would have no jobs. It helps peoples of the world to understand each other. If you restrict it, only the rich will be able to travel. Everyone needs a chance to relax and unwind by getting away from home and visiting other places.

Now you are going to give a speech. You are going to say that tourism is either a good thing or a bad thing.

**Activity 5** – Listening. Now listen to the people. Thomas is saying that tourism is a bad thing and Karen is saying that tourism is a good thing.

- a. Do they make the same arguments as you?

## UNIT 3

(speaking and listening)

### LIVE TO TRAVEL

- Part Two -

**Activity 1 – Listening and speaking.** ‘A City Guide. Listen to the city guide and make notes of any attractions or activities you think are interesting.

Ghid oras

**Activity 2 – Listening and speaking.** ‘Paris, my love’



Jeremy is asking Marcel for advice on going to Paris. Listen and tick the topics Marcel mentions.

- accommodation
- food
- money
- safety
- transport
- nightlife
- weather
- attractions

Tick True or False for each statement.

True

False

- a. Jeremy is going to Paris next weekend
- b. He hasn't found anywhere to stay yet
- c. Taking the metro is easy but expensive

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- d. It's possible to walk to most of the main sights -----
- e. Changing money can be difficult -----
- f. Marcel thinks Paris is more dangerous than London -----

**Activity 3 – Listening and speaking: 'My Dream Country: Peru'**



Listen and complete these statements:

- a. Lima is also known as the City of.....
- b. The Spanish founded the city in.....
- c. There were around .....Inca temples and palaces when the Spanish arrived.
- d. Plaza Mayor is the .....in Lima.
- e. Lima was founded nearly.....years ago.
- f. In 1746 an.....destroyed almost all the city.

☆ Answer these questions:

- a. For how many years was Peru a colony of Spain?
- b. Who was Francesco Pizarro?
- c. In which building does the President of Peru live?
- d. How many buildings survived the disaster in 1746?
- e. What is the oldest building in Plaza Mayor?

**Activity 4 – GW-Speaking: 'A Radio Advertisement'**

Students are bosses of an adventure travel company. They are going to make a radio advert for their holiday and present it to the class.

## UNIT 3

(reading)

### EXAM- LIKE READING

#### Activity 1 – Multiple choice reading

##### KHAN ACADEMY

Salman Khan, a Harvard University graduate, sits in a **converted** cupboard at home in Boston. He's studying for a lecture he's going to give but, it won't be a typical hour-long lecture in a lecture theatre for forty or fifty students. Salman's lecture will take place on YouTube, it won't last for more than ten minutes, and it will reach a **potential** audience of millions. He records up to eight lectures like this every day.

This all grew from a young girl's desire to do better at school. In 2006, Salman's 13-year-old cousin Nadia was having trouble with Maths, so she asked him if he could tutor her. Then when other relatives and family friends asked him when he could tutor them, too, he didn't want to keep explaining the same things over and over again, so he suggested creating videos and putting them on YouTube. To Salman's surprise, his cousin **admitted** that she preferred the virtual Salman to the real thing! She explained that on You Tube she could watch the clip whenever she wanted and repeat anything that she didn't understand. She was learning successfully and Khan realized that it was because she could go over and over something at her own pace without feeling embarrassed.

Salman's homemade video lectures soon attracted people's attention on the Net. As he recorded more and more videos, he eventually decided **to quit** his job as a financial analyst to create a free educational website, the 'Khan Academy'. Before long, tens of thousands of people were watching his lectures every month. In each video, he explains a principle of a subject **ranging** from Maths, Chemistry and Economics to History and Biology. The clips are far from high-tech. Khan never appears in his videos. Instead, with just his voice and his scribbles on a digital sketchpad, he makes a **complicated** topic entertaining and easy to understand through his informal, chatty style. 'My biggest goal is to try to deliver things the way I wish they were delivered to me', he says.

When Salman doesn't know anything about the subject he wants to teach he gives himself a crash course in it first. He researches until he feels he can explain it in his own words, step by step so that a motivated 7-year-old would understand it. Khan admits that he makes occasional **errors** with this learn-as-you-go approach, but he believes that students see the process better when they watch him stumble through a problem himself.

Bill Gates, chairman of Microsoft, claims that Khan is his favourite teacher and uses the videos, which now have about 2 million users, with his children. Some teachers are also using the videos as a teaching resource. They have told their students to use Khan's videos at home and have seen fantastic results. As for the future of the Academy, Salman is planning to translate his videos into ten languages and he is even **thinking** of opening his

own private school. He is full of new ideas such as not dividing classes by age, using board games to teach negotiation skills and even teaching history backwards. It seems he's **committed** to challenging and changing the way people learn. In the meantime, though, it's back to his cupboard to record more videos!

**Activity 2** – For questions 1-5, choose the best answer A, B, C or D. Justify your answer.

1. Salman began recording videos in order to
  - A. Avoid tutoring his niece
  - B. Help his niece with schoolwork
  - C. Save himself some time
  - D. Improve his tutoring skills
2. Salman believes students learn better when they
  - A. Can use multimedia resources
  - B. Have a private tutor
  - C. Are interested in what they're learning
  - D. Don't feel under pressure
3. What seems to make Salman's videos popular is
  - A. The simple way he communicates
  - B. His amazing knowledge
  - C. His use of advanced technology
  - D. Their attractive design
4. Salman believes that his mistakes
  - A. Make his videos more fun
  - B. Can help students
  - C. Make students like him more
  - D. Can be a problem for some students
5. Salman's plans for the future include
  - A. Encouraging more schools to use his methods
  - B. Trying out new teaching methods
  - C. Recording videos on new subjects
  - D. Changing the education system

**Activity 3** – Match the words in bold to their meanings: mistakes, confessed, varying, possible, considering, changed, give up, difficult, dedicated.

**Activity 4** – Choose the correct words:

1. I'm **enrolling/studying** for exams at the moment.
2. Jane **admits/claims** that she sometimes bores her students.
3. Sam found the lecture **motivated/complicated**.
4. Khan's style is **chatty/talkative** and informal.
5. Kate **researched/investigated** her project online.
6. Margaret pays for her children to go to **private /individual** school.
7. Tom gives lectures to a(n) **crowd /audience** of thousands.

**Activity 5** – 'missing sentence' reading

Lead-in:

- a. What do you know about dolphins?
- b. How do dolphins communicate? Why are the scientist trying to decode their language?

#### CAN YOU SPEAK DOLPHINESE?

Dr. Denise Herzing knows the names of all the members of the pod of wild dolphins she studies. 1).....She recognizes scars on flippers and can remember when the wounds first appeared. When the dolphins appear, she **mimics** their behavior by swimming upside down to say hello. She is very familiar with each individual dolphin. This isn't surprising as she has shared 27 summers off the Florida coast and has had over 2,600 **encounters** with dolphins. She has spent more time with dolphins than with anyone else on Earth. But this is still not enough for Denise. 2).....In fact, Denise has already spent years **experimenting with** communicating with the dolphins, but her greatest wish is that one day very soon the dolphins will be able to speak back and tell her what's on their minds.

Dolphins have the second most **evolved** brain on the planet after the human race and they are highly sociable and intelligent and remarkably skilled at problem solving. They live in a complex society in which, together with friends and relatives, they raise their young, share responsibilities and **resolve** conflicts. So clever are these aquatic mammals that they can understand up to two hundred human words using gestures and symbols and even the difference between a statement and a question. 3).....'Many studies ask dolphins to respond to human commands, using fish as a reward, but rarely do we ask dolphins to seek something from us', says Dr. Herzing.

Denise knows that it won't be easy to get dolphins to 'speak' to us. Both the vocal chords of humans and dolphins and the sounds they produce are extremely different. Dolphins communicate with whistles, clicks and other sounds, some of which are too high-frequency for humans to **make out**. 4).....Her elegant solution, therefore, was to come up with a new simple language that both dolphins and humans can share. Her latest experiment involves a small waterproof computer that divers will wear named CHAT (Cetacean Hearing and Telemetry). It will send out one of eight signals that correspond to something in the undersea world, seaweed

for example. 5).....After the system has 'learnt' dolphin, all the sounds the dolphins make will then be put through the computer which will try to work out patterns in them in order to **decode** the vocabulary and grammar of 'dolphins'. 6).....This underwater translator is only at the trial stage at the moment, but if it is successful, it could have a huge **impact**. Not only would it delight marine biologists such as Denise Herzing, but it may be possible to adapt the system to enable two-way communication with other animal species, too. Scientist working at SETI (The Search for Extraterrestrial Intelligence) have also expressed a lot of interest in the device! They hope that CHAT could be used to make contact with life in distant galaxies. Herzing says that her research 'may be our best training ground for exploring the cosmos for other life, because if we can't understand life on this planet then there is no hope for our exploration of the galaxy.'

7).....The only question is, what on Earth are they going to say to us?'

**Activity 2** – Five sentences are missing. Match each sentence (A-H) to the gaps (1-7). There is one extra sentence.

- A. Then scientists can learn how to 'reply' with dolphin-like signals themselves.
- B. Denise has come a long way since then.
- C. 'I want to know what they are thinking', she says.
- D. 'They live in a sensory world we can only imagine, full of different sounds, sights and tastes,' Dr. Herzing explains.
- E. The computer will listen to see if the dolphins mimic the sounds.
- F. Scientist like Denise Herzing hope that it's only a matter of time before we can speak to dolphins.
- G. She knows who the grandparents are and when their grandchildren were born.
- H. So far, however, attempts to talk with dolphins have been mostly one-way.

**Activity 3** – Match the words in bold to their meaning: trying to, sort out, meetings, understand, imitates, developed, interpret, consequence, most recent.

## UNIT 5

(use of English)

### CORRECT WORDS PLACED CORRECTLY

**Activity 1** – Word formation. Read the text and complete the gaps (1-10) with the words derived from the words in capitals.

#### MONKEYING AROUND

<p>When (0) <i>photographer</i> David Slater went to snap some shots of black Macaque monkeys in Indonesia, he got a bit of a surprise. The black Macaque is a rare and (1).....species of monkey that is (2).....being studied by a team of (3).....in Indonesia who are particularly interested in its (4).....</p> <p>Macaques may be rare but they aren't shy. While David was walking with them he began to notice that the monkeys were very interested in his photography (5).....After a while, it seems one of them is overcome by (6).....and stole the camera from David's bag. When he saw his own (7).....in the camera, the naughty Macaque was fascinated. Clearly, he was very pleased with his own (8).....as he located the camera button and started (9).....taking shots of himself and his friends. 'He must have taken hundreds of photos,' says David, 'but not many of them were in focus. He (10).....hadn't worked that out yet.</p>	<p>(0) PHOTOGRAPH</p> <p>(1) ENDANGER</p> <p>(2) CURRENT</p> <p>(3) SCIENCE</p> <p>(4) CONSERVE</p> <p>(5) EQUIP</p> <p>(6) CURIOUS</p> <p>(7) REFLECT</p> <p>(8) APPEAR</p> <p>(9) RANDOM</p> <p>(10) OBVIOUS</p>
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**ACTIVITY 2** – Key Word Transformation. Use the words in bold to complete the sentences. Use two to five words.

1. John regrets not helping the homeless man. (WISHES)  
John .....the homeless man.

2. He volunteered at an animal shelter. (WHERE)  
The place.....an animal shelter.
3. Unless Bob pays his rent, he will lose his flat. (PAY)  
Bob will lose his flat.....his rent.
4. Sally doesn't have enough money to go on holiday. (MORE)  
If Sally.....go on holiday.
5. It's a pity I can't go on holiday this year. (ABLE)  
I wish.....on holiday this year.
6. We must start raising awareness about endangered species. (TIME)  
It's .....awareness about endangered species.
7. If we don't act now, the species will die out. (UNLESS)  
The species will die out.....now.
8. The oil spill led to the death of many sea birds. (RESULT)  
Many sea birds died.....the oil spill.

**Activity 3** – Words often confused. Choose the correct word.

1. She doesn't **regret/deny** changing her appearance.
2. Sam **admitted/agreed** gossiping about Faye.
3. Her appearance had radically **adjusted/altered** since the last time I saw her.
4. The All Black's **supporters/viewers** cheered and chanted throughout the match.
5. It was a rather **clumsy/awkward** situation.
6. He **took/held** a short break to have lunch.
7. Training to be a cowboy is hard **job/work**.
8. They set their **goals/sights** high.
9. He is **shining/sparkling** example to everyone.
10. He tried hard to **stay/keep** alive.

**Activity 4** – Open cloze. Read the text and think of the word which best fits each gap. Use only one word in each gap.

#### VENDING MACHINE BAKERY

Did you know (0) *that* people in Paris, France can obtain freshly baked bread 24 hours a day? Jean-Louis Hecht, an accomplished local baker has come (1).....with the idea of selling baguettes in a vending machine! Unlike fresh bread these baguettes (2).....precooked, a technique used (3).....industrial bread producers. This means the bread can last longer (4).....fresh dough. The machine bakes the partially cooked bread, bakes it and delivers it to customers (5).....only 1euro! The entire process takes a (6).....seconds and the result is a hot and crispy French baguette.

Hecht invented his machine after hungry customers came knocking (7).....his door when his bakery had already closed. The many disturbances led him (8).....develop a bread dispenser that would give him a much-needed break (9).....his job!

In its first month alone the bending machine sold over 1,500 baguettes and has (10).....growing in popularity ever (11).....Hecht claims that this is the bakery (12).....the future and he foresees his vending machines expanding throughout Paris and even Europe.

**Activity 5** – Key Word Transformation. Complete the gapped sentences so that they have a similar meaning to the original ones, using the word given.

1. I'd rather watch TV than go shopping. (THAN)  
I'd prefer.....shopping.
2. Crisps are not as nutritious as vegetables. (LESS)  
Crisps .....vegetables.
3. She can't wait to go to the new mall. (FORWARD)  
She's really.....the new mall.
4. He plans on getting a new flat-screen TV. (GOING)  
He.....a new flat-screen TV.
5. I'd be grateful if you could help me with these bags. (HELPING)  
Would .....these bags?

**Activity 6** – Building Up Vocabulary. Complete the sentences one of the words in the box.

Bargain; discount; offer

1. There was a special.....on apples at the supermarket.
2. Debra enjoys .....hunting in charity shops.
3. Can you give me a(n).....on these jeans?

Financial; economical; costly

1. My mother is very.....and only spends money when necessary.
2. Owning a car can be very.....because of the rising price of fuel.
3. Now that Robert has a job, he is in a better.....situation.

Company; business; corporation

1. The salesman handed me his.....card.
2. Rita is the manager of a .....that sells sportswear.
3. The multinational.....has over 30 branches across the world.

Manufactured; assembled; fabricated

1. The flat-pack furniture we bought had to be.....before use.
2. My new sports car was.....in Germany.
3. The antique clock was.....by a skilled craftsman.

Waste; leftover; scrap

1. Peter had a great idea, so he wrote it down on a .....of paper.
2. We can reduce.....by recycling cans and bottles.
3. Try not to be wasteful by throwing out any .....food.

Urban; rural; commercial

1. Maria enjoys.....life as there are always things to do in a big city.
2. Danny works in an office in the .....district of town.
3. Mike wanted to experience .....living so he moved to the countryside.