

NOCN B2
TEST 1

1

Text 1

Read the report on cheating in schools and do the exercises on the following pages.

Cheating has come a long way from the days when students used to make a few notes on the inside of their **palms** or on a small **scrap** of paper. And of course, only a few **bold** students had the **nerve** to do this. Today, cheating has become an art **practiced** by the majority of students.

There is enough **evidence to conclude** that academic cheating is an **extremely** common **occurrence** in high schools and colleges in the United States. 70% of public high school students admit to serious test **cheating**. 60% say they have **plagiarised** papers. Only 50% of private school students, however, admit to this. The report was made in June by a Rutgers University professor working for The Centre for Academic **Integrity**. The findings were **corroborated** in part by a Gallup survey. In a survey of 4500 high school students, 74% said they had cheated on a test, 72% had cheated on a written assignment, and 97% reported to at least having copied someone's homework or **peeked** at someone's test, 1/3 reported to having repeatedly cheated.

The new **revolution** in high-tech digital information contributes **enormously** to the new **wave** in *cheating*: online term-paper writers sell **formatted** reports on practically any topic; services exist to prepare any kind of homework or take online tests for students, despite the fact that this phenomenon, and these websites, are well known to educators. Camera phones are used to send pictures of tests; MP3 players can hold digitalised notes; graphing **calculators** store formulas to solve math problems.

Increased **competition** for college **admissions** in recent years may also be to blame. It is often justified as "Homework help", "group work" or a "little more practice". A "cheat" does not have to cheat all the time, but once faced with a **challenge** that they do actually want to win, they will go back to their cheating strategies.

1. Vocabulary

Underline the words you don't know and try to match the words from the text to the meanings below:

1

Column A - Vocabulary from reading text:

1. evidence (απόδειξη)
2. be practiced (εφαρμόζεται)
3. conclude (συμπεραίνω)
4. corroborate (ενισχύω)
5. peek (κρυφοκοιτάζω)
6. occurrence (περιστατικό, συμβάν)
7. contribute (συμβάλλω)
8. scrap (κομματάκι)
9. bold (τολμηρός)
10. formatted (σχηματοποιημένος)
11. palm (παλάμη)
12. competition (ανταγωνισμός)
13. revolution (επανάσταση)
14. integrity (ακεραιότητα)
15. nerve (θράσος)
16. admission (εισαγωγή)
17. enormously (πάρα πολύ)
18. challenge (πρόκληση)
19. wave (κύμα)
20. plagiarise (αντιγράφω)
21. calculator (αριθμομηχανή)

Column B – Meaning:

- a. daring, having courage, determination
- b. copy someone's writing or work and present it as your own
- c. greatly
- d. useless piece of something, small piece
- e. entrance, acceptance
- f. bravery, courage/daring
- g. Support
- h. opposition, having rivalry
- i. important changes
- j. proof, indication, sign
- k. device used for mathematical equations
- l. look at quickly
- m. honesty, virtue, morality
- n. tide, sudden increase, surge
- o. event, happening
- p. inside surface of the hand
- q. difficulty
- r. arranged, laid out
- s. used, put into action, effect
- t. reach a decision
- u. influence, give

Choose vocabulary from Column A to fill in the blanks.

1. Holding the hot pot burned the _____ of my hand.
2. No one else _____ what Jack said so it's his word over the supervisor's.
3. Take a _____ out the window and see who's at the door.
4. His research _____ to finding a cure for cancer.
5. It was very _____ of you to climb the tree to save the kitten.
6. These instructions are closely _____ to learning to work this machine.
7. He is a man of _____, so he would not lie to me.
8. You have a lot of _____ coming to the party without being invited.
9. His _____ to Harvard University came as a great surprise to everyone.
10. _____ of immigrants are coming to the Greek islands daily.
11. It is very dangerous to _____ someone else's work.
12. If you can't add the numbers in your head, use a _____.

2. Grammar – Passive / Active Voice

Read the Active Voice sentences and rewrite them in the Passive Voice using the examples from the reading text:

1

1. Cheating is an art many students practice.
Cheating is an art practiced by many students.

2. A Rutgers University professor made the report in June.

3. A Gallup survey corroborated the findings in part.

4. They use camera phones to send pictures of tests.

5. Experts blame increased competition for college admissions.

Gerund – Infinitive uses

Find examples of Gerund – Infinitive use from the reading text and write them under the correct heading.

| Gerund use | | | Infinitive use | |
|------------|--------------------------|-----------------|----------------|---------------------|
| 1. | <i>admit to cheating</i> | (prep + gerund) | 1. | <i>used to make</i> |
| 2. | | | 2. | |
| 3. | | | 3. | |
| 4. | | | 4. | |
| 5. | | | 5. | |
| 6. | | | 6. | |
| 7. | | | 7. | |
| 8. | | | 8. | |

Note: After a preposition, if a verb is needed, we need a gerund formation:
admit to + gerund, contribute to + gerund, etc.

Grammar – Phrasal Verbs and Prepositions

Go back to the reading text and find the correct prepositions to fill in the blanks.

1. Any kind _____ experience you may have is good when looking for a job.
2. _____ recent years, the problem of pollution has increased greatly.
3. Man has come a long way _____ the days of living in caves.
4. Write my phone number _____ that piece of paper.
5. Cheating is common _____ all schools.
6. Jane admitted _____ having borrowed my homework notes.
7. Who do you presently work _____?
8. The whole planet is faced _____ serious economic problems.
9. The whole class cheated _____ last week's math test.
10. They are very rich, so he contributes money _____ many hospitals.
11. Don't peek _____ her because it makes her nervous.
12. We are combining our skills and working together to finish this report _____ climate change.
13. His musical abilities are well-known _____ everyone.
14. In the Olympic Games, there is a lot of competition _____ gold medals.

1

3. Speaking

For section one of the NOCN:

- Have you ever cheated on a test or examination? Why?
- Does it bother you that students cheat?
- What should happen to students caught cheating?
- What is the most innovative way of cheating you have seen?
- If someone wants to cheat off you, do you let them? Why/why not?

For section two of the NOCN:

Please listen carefully and tell me what you would say in these situations:

Situation 1: Your teacher heard someone talking during a maths test and he thinks it's the girl behind you. Explain that this was not the case and the girl was not the one passing information.

Situation 2: You are talking to your friend about a student in your class who always finds a new way to cheat on tests. Explain how you feel about this and if you would ever do it.

For section three of the NOCN:

Scenario: You will now take part in a conversation. You have the opportunity to help the school decide how to cut down on cheating. You feel the best way is by seating students two seats apart. Another student feels strongly that another idea is a better option. Convince your opponent that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Ideas that the interlocutor may use include:

- you'll have to use two rooms for each class
- taking away mobiles is better
- not too many students let others copy from them
- warn that anyone caught cheating will get a zero

4. Writing

1

Discuss these topics to generate ideas for the writing tasks.

- What is the topic of the reading comprehension text?
- Is cheating a problem in your school?
- What steps have been taken to avoid cheating?
- Do you think these steps work? Why/why not?

Formal Writing Task 1 (100 – 150 words) – Allow 30 minutes for this task.

Write an article for your school newspaper explaining why you think it is immoral to cheat.

You could write about:

- how good students study to pass
- how a student who has the nerve to cheat may get a better grade
- how this is unfair
- how certain types of people get away with cheating all their lives

Sample article:

It seems that there are two types of people in this world. There are those who do things the easy way and not always the right way, and those that do things the hard way, which is the right way.

In every class, there are the good students who study and do well in school, and there are those who cheat and also do well without having studied. How fair is this? I personally don't consider this to be right. Just because someone has the nerve to cheat, he should not get good grades. He doesn't deserve them.

Unfortunately, there are certain people who go through life this way and cheating is in their DNA. I really don't think the rest of us should sit back and watch this. We shouldn't allow it, and the only way to stop it is to do it early, while we're still at school. Don't allow cheaters to get away with it.

Informal Writing Task 2 (150 – 200 words) – Allow 30 minutes for this task.

Write a letter to your best friend, who has moved away, explaining what you did to pass a chemistry exam.

You could write about:

- how chemistry is difficult for you to understand
- how you had tried to memorize formulas
- how you wrote symbols and numbers on a scrap of paper
- how you passed because you know it well enough

Sample letter:

Dear Jeff,

You won't believe everything I did to try and pass my chemistry exam. You know I've always hated chemistry and I don't understand it. Well this time was no different.

No matter how much I studied and how hard I tried to memorize formulas and numbers and symbols, there was no hope. I even got my sister to help me study but still nothing. I felt I was even more confused than before I had studied. I decided to do something I had never done before. I decided to take a lesson from John, a student in the class who knows the best ways to cheat. I wrote down as much information as I could on a small scrap of paper and put it in my sleeve. When the time came to take out my information, I was so nervous I was sure the teacher was watching me. Of course I didn't use it. I didn't have the nerve.

I'm not the type to cheat and I felt guilty. The result was that by writing everything down I memorized much of the information I needed and I passed! I was happily surprised.

*Write soon,
George*

Text 2

Read the text and do the exercises on the following pages.

1

1. Parenting skills: Tips for raising teens

Adolescence can be a **confusing** time of change for teens and parents alike. But while these years can be difficult, there's **plenty** you can do to help. Use these parenting skills to deal with the challenges of raising a teen.

2. **Show your love:** One of the most important parenting skills needed for raising healthy teens involves positive attention. Spend time with your teen to show him or her that you care. Listen to your teen when he or she talks and respect your teen's feelings. Also, keep in mind that only **reprimanding** your teen and never giving him or her any **justified praise** can prove **demoralising**. For every time you **discipline** or correct your teen, try to **compliment** him or her twice. If your teen doesn't seem interested in **bonding**, keep trying. Regularly eating meals together might be a good way to **connect**. Better yet, invite your teen to prepare the meal with you. On days when you're having trouble talking to your teen, consider each doing your own thing in the same **space**. Being near each other could lead to the start of a conversation. You might also **encourage** your teen to talk to other supportive adults, such as an uncle or older cousin, for guidance.

3. **Minimize pressure:** Don't pressure your teen to be like you were or wish you had been at his or her age. Give your teen some **leeway** when it comes to clothing and hairstyles. It's natural for teens to **rebel** and express themselves in ways that differ from their parents. If your teen shows an interest in body art - such as tattoos and piercings - make sure he or she understands the possible health risks, such as skin infections, allergic reactions, and Hepatitis B and C. Also talk about **potential permanence** or **scarring**.

4. **Set limits:** To encourage your teen to behave well, discuss what behaviour is acceptable and unacceptable at home, at school and elsewhere. Create **consequences** for how your teen behaves.

5. Rules to follow when setting limits:

- Avoid **ultimatums**.
- Be clear and **concise**.
- Put rules in writing.
- Be prepared to explain your decisions.
- Be reasonable.
- Be **flexible**.

1. Vocabulary

Underline the words you don't know and try to match the words from the text to the meanings below:

1

Column A - Vocabulary from reading text:

- tip (συμβουλή, πληροφορία)
- adolescence (εφηβεία)
- confusing
- plenty
- reprimand (επιπλήτω)
- justified (δικαιολογημένος)
- praise / compliment
- demoralise
- discipline (πειθαρχώ, πειθαρχία)
- bond (δεσμός)
- connect
- space
- encourage
- leeway (ευελξία)
- rebel
- potential
- permanence (μονιμότητα, συνέχεια)
- scarring
- consequence
- ultimatum (τελεσίγραφο)
- concise (συνοπτικός, ακριβής)
- flexible (ευέλικτος)

Column B – Meaning:

- a. discourage, lose confidence
- b. scold, admonish, talk strictly
- c. result, outcome
- d. punish, correct
- e. connection
- f. possibility, capability
- g. unclear, difficult to understand
- h. able to change and adapt
- i. much, enough
- j. continuity, being constant
- k. area, room
- l. warning
- m. teenage years
- n. exact, precise
- o. advice, help
- p. fight, revolt
- q. badly marked, line/mark from a wound
- r. choice, flexibility
- s. bond
- t. congratulate, say nice things
- u. support, prompt
- v. correct, right, reasonable

Choose vocabulary from Column A to fill in the blanks.

1. If he won't do as you say, you should _____ him and not let him go out.
2. It is very common for teenagers to _____ against rules and parents.
3. Too much homework may _____ students and make them hate school.
4. Everyone likes to be _____ when they do something good.
5. The time limit is too short. Give me a few more hours' _____.
6. The fire burned his skin very badly and he has _____ all over his body.
7. It's up to parents to _____ their children so they are well-behaved.
8. That medicine has the _____ to do both great harm and great benefit.
9. When his father says something, he never changes his mind. He's not _____ at all.
10. The school was not _____ in failing John, despite his many absences since he passed all his exams.

2. Grammar

Find 6 examples of modal verbs such as: can, could, may, might, should, etc.
NOTE the use of the bare infinitive after the modal verbs.



1. can be a confusing time
2. _____
3. _____
4. _____
5. _____
6. _____

What is the function of modal verbs?

The O Conditional

| If Clause | Main Clause |
|----------------------------|---|
| If + Present | Present |
| If you don't dress warmly, | you catch cold. (universal truth) |
| Sit in the sun too long, | and you burn. (universal truth) |
| When you dress up, | you look much prettier. (general truth) |

Now read the passage and find 3 examples of O Conditional sentences from the text.

1. _____
2. _____
3. _____

Look at the Gerund / Infinitive examples from the text and complete the sentences with either the Gerund or the Infinitive.

1. Is anyone interested in _____ (go) to the concert with me?
2. Tell us what we can do _____ (help) raise money for the new hospital.
3. Many more chairs will be needed for _____ (seat) all the guests.
4. Keep in mind that _____ (find) a cheap apartment won't be easy.
5. Please try not to _____ (smoke) in any of the rooms of the building.
6. Don't stop unless you finish. Keep _____ (work) until the bell rings.
7. I feel that talking to him is a good way _____ (solve) your problems.
8. If you're having trouble, _____ (ask) for help is an excellent idea.
9. The teacher encouraged the students _____ (work) harder.
10. It's natural _____ (want) to be successful in life.

3. Speaking

For section one of the NOCN:

1

- How easy is it for you to talk to your parents?
- What sort of things do you do together?
- If you had kids, what would you do differently?
- Do you think it's hard being an adolescent? Why/why not?
- Who do you talk to when you have problems? Why?

For section two of the NOCN:

Please listen carefully and tell me what you would say in these situations:

Situation 1: Your family are all going to a wedding. You have put on something that you think is appropriate, but your father doesn't like it and wants you to change. Explain how you feel about this.

Situation 2: You are talking to your friend about how you are always disagreeing with your parents. Discuss how you feel about this and what you feel needs to change.

For section three of the NOCN:

Scenario: You will now take part in a conversation. As a class, you are all discussing adolescent-parent relationships and the problems that exist. You all want to improve your relations with your parents. You feel that it might be a good idea to hold a parent-teen night at school, where you all discuss these problems together. Another student feels that another idea is a better opinion. Convince your opponent that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Ideas that the interlocutor may use include:

- parents may not feel comfortable talking about such problems in public
- too many people talking together
- better for teachers to talk to parents
- teachers know better than students do

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *How easy is it for parents to understand teens?*
- *How can parent/teen relationships become better?*
- *Who do you think is more responsible for the situation?*

Writing

1

| Formal Writing Task 1 (100 – 150 words) – Allow 30 minutes for this task. | |
|--|--|
| <p>Write an essay describing what you think would help your relationship with your parents.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • how parents think they're always right • need to communicate together • need to give me some leeway • must show me trust | <p>Sample essay:</p> <p><i>The strongest bond of love is that between parents and children, but this can sometimes have negative consequences. Because of their great love, parents are over-protective and want to do everything for their children, including thinking for them.</i></p> <p><i>This is how my parents see things and this leads them to believe that they know what's best for me. They, like all parents, think they're always right. This shows that we need to learn to communicate, and they must learn to listen to what I have to say. The best thing they can do is give me some leeway to make my own mistakes and to learn from them.</i></p> <p><i>It is important for me to feel that they trust me to do what's right. To feel loved is very important, but it must be in combination with trust and communication.</i></p> |
| Informal Writing Task 2 (150 – 200 words) – Allow 30 minutes for this task. | |
| <p>Write a letter to your cousin who lives in another city explaining a big fight you had with your parents.</p> <p>You could write about:</p> <ul style="list-style-type: none"> • what caused the fight • how your parents reacted • how important it was for you to go to the party • what you have to do to gain their trust again | <p>Sample letter:</p> <p><i>Dear Judy,</i></p> <p><i>You will not believe the trouble I got into last weekend. My father had a business trip to London and my mother decided to go along. My grandmother came to stay with us since little Mary is sometimes afraid when mum isn't home.</i></p> <p><i>A close friend of mine from school was having an end-of-year party, and I asked my parents if I could go. They said, since they wouldn't be home, I should stay home and watch my sister. I was very upset. I made a plan to stay home until Mary and my grandmother were asleep and then to sneak out and go to the party.</i></p> <p><i>Unfortunately, only 2 hours after I had left, Mary woke up looking for me. Since she couldn't find me, she woke up my grandmother. Of course my grandmother called me, but I couldn't hear my mobile. When I got home 2 hours later, you can imagine what happened.</i></p> <p><i>When my parents came home and heard everything, they said I can't go on vacation with my friends this summer. I want to go; therefore I'm being very good and doing everything I can to help in the house so they'll let me go.</i></p> <p><i>Wish me luck!</i></p> <p style="text-align: right;"><i>Love, Julia</i></p> |

Text 3

Read the text and do the exercises on the following pages.

1

Shoplifting is a crime and occurs when someone **steals merchandise** offered for sale in a **retail** store. Shoplifting most often occurs by **concealing** merchandise in a purse, pocket, or bag, but can occur by a variety of methods.

Most shoplifters are **amateurs**. However, there are growing numbers of **organised theft** rings and people who make their living by stealing from retail stores. Amateur shoplifters can be highly **skilled** and some steal almost every day, but don't do it to make a living. Most amateurs are **opportunistic, crude** in their methods, and are **detected** more often than others.

The shoplifter's profile: Shoplifters come in all shapes and sizes, ages and sexes, and vary in ethnic background, education, and economic status. Some shoplifters steal for the excitement, some steal out of **desire**, some steal for need, some steal out of peer pressure, and some steal because it is simply a business **transaction** to them. Some shoplifters are **compulsive**, some opportunistic, and some are **mentally ill** and don't know any better. Some shoplifters are **desperate** from drug addiction, alcoholism, or from living on the street. Children and **elderly** persons sometimes steal without realising they are **committing a crime**. Most shoplifters try to **rationalise** their crime by thinking the large retailer can **afford** the loss.

Cost of Shoplifting: Theft from stores costs retailers many billions of dollars per year. Studies have estimated theft from retail stores costs the American public 33.21 billion dollars per year. Depending on the type of retail store, retail inventory loss ranges from 0.7% - 2.2% of total sales with the average falling around 1.70%. Whole retail store chains have gone out of business due to their inability to control retail theft losses. And worse yet, the cost of these losses is passed on to us, the consumer.

To fight these losses, **merchants** have sometimes had to take extreme measures to control shoplifting. Most large retailers **employ** plain-clothes floor detectives to observe customers as they shop. Many stores use video surveillance cameras and electronic article surveillance (EAS) devices attached to their products that cause alarms to go off if not deactivated by the cashier.

1. Vocabulary

Underline the words you don't know and try to match the words from the text to the meanings below:

1

Column A - Vocabulary from reading text:

1. steal (κλέβω)
2. merchandise (εμπόρευμα)
3. retail (λιανική πώληση)
4. conceal
5. amateur (ερασιτέχνης)
6. organised theft ring (οργανωμένο κλέφτικα κλοπή)
7. skilled
8. opportunistic
9. crude (ακατέργαστος, αδέξιος)
10. detect
11. desire (επιθυμώ, επιθυμία)
12. transaction (συναλλαγή)
13. compulsive
14. mentally ill
15. desperate (απελπισμένος)
16. elderly
17. commit a crime
18. rationalise (απιολογώ)
19. afford
20. merchants (έμποροι)
21. employ

Column B – Meaning:

- a. hide, cover
- b. see, discover
- c. deal, business dealing
- d. people working together to rob
- e. acting without thinking, can't control
- f. worried, angry, needing something
- g. not well in the head
- h. selling directly to consumers
- i. have the money to pay for, be able
- j. the old, old people
- k. rob, shoplift, take something not yours
- l. people who buy and sell things
- m. want, yearn for, crave
- n. very simple, basic
- o. give a job to hire
- p. try to find an explanation
- q. things people buy and sell
- r. having the ability to do something well
- s. do something illegal
- t. someone who takes every opportunity
- u. not professional

Choose vocabulary from Column A to fill in the blanks.

1. She tried to _____ the secret, but everyone found out.
2. It wasn't a single thief, but an _____ who robbed the store.
3. All business _____ are signed by the boss of the company.
4. What you did was wrong so don't try to _____ it.
5. Our economy is so bad that we are all _____ for things to get better.
6. He's not a professional player. He is an _____ playing just for his pleasure.
7. He's very _____ at what he does, that's why he's so well-paid.
8. I can't _____ such an expensive apartment.
9. She's a _____ liar, so don't believe anything she says.
10. He's so _____ that he won't let anyone have the chance of a promotion if he doesn't.

2. Grammar

1

Adjectives are words used to describe nouns and pronouns. They may even be nouns used to supply additional information about other nouns.

Example: Retail store

Find 10 adjectives from the passage:

1. desperate 3. _____ 5. _____ 7. _____ 9. _____
2. _____ 4. _____ 6. _____ 8. _____ 10. _____

Fill in the blanks with the correct adjective from the passage.

1. Because the woman was _____ ill, she was put in a special institution so she could be properly cared for.
2. I am broke and I owe a lot of money, thus I am _____ to find a job.
3. The accident victim is in _____ pain, which is why he is given heavy medication.
4. He's not very _____, so the wooden table he made is very _____ and has to be made smoother.
5. She acted without thinking. She does this all the time because she is so _____ and that's why she's always in trouble.
6. In this bad economic situation, many _____ people, who should retire, still need to work to survive.
7. She's so _____ she's working very hard to be sure she will qualify for the promotion.
8. The business is very well _____ and almost runs itself.
9. That's a very _____ and expensive diamond on her finger. It looks like it's 3 carats.

Phrasal verbs and Idioms

offered for sale
make a living by
work long hours
take measures

to be passed on
the alarm goes off
go out of business
to offer for sale

come in all shapes and sizes
depend on
due to

Fill in the blanks using one of the phrasal verbs or idioms in the correct form.

1. It's very important for young people to learn to _____ themselves from a young age.
2. No one knows for sure where he works, but I think he _____ in a way that is not very common or even legal.
3. In my job, there is no such thing as an 8-hour work day. We all _____.
4. Someone must be trying to get into the house because _____.
5. The balconies are very dirty _____ the muddy rain from Africa.
6. He didn't get the promotion. He _____ by a younger employee.
7. As you can see, plastic chairs _____. Take your pick.
8. The shop is not doing well, so we decided _____ at a very good price.
9. Before John starts smoking heavily, you should _____ to help him quit.
10. Many shops in the centre of the city have _____ and closed.

3. Speaking

For section one of the NOCN:

- Have you ever stolen anything from a person or a store?
- Does it bother you that other people do so?
- How does shoplifting affect all of us?
- What should happen to people who shoplift?
- Have you ever seen someone stealing? What did you do?

1

For section two of the NOCN:

Please listen carefully and tell me what you would say in these situations:

Situation 1: A computer is missing from your school and the teacher is blaming a boy who is always in trouble. You know he didn't take it because you saw who did.

Situation 2: Your best friend has a shoplifting problem. You decide to go and talk to her mother.

For section three of the NOCN:

Scenario: You will now take part in a conversation. Some of your peers want to go shoplifting to see who can steal the most expensive item. You feel that this idea is dangerous. Convince your peers that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Ideas that the interlocutor may use include:

- no one else at the school has done anything like this
- it's a matter of courage
- the winner will become the leader
- it's innocent fun

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *Do you know kids who like to shoplift?*
- *Have you ever talked to any of them to make them stop?*
- *What steps can be taken to stop shoplifting?*

Writing

1

Formal Writing Task 1 (100 – 150 words) – Allow 30 minutes for this task.

Write an article for your school newspaper about why you think it is unethical to steal.

You could write about:

- *how stealing raises prices*
- *how it's not fair that other consumers suffer because some people shoplift*
- *how someone can be caught and his future ruined*
- *how it's not the right thing to do*

Sample article:

We are all raised to know what's right and what's wrong and we all know that shoplifting is wrong. So why do so many people do it?

They never stop to think that when stores lose money because of shoplifting, they will raise prices to make up the loss. This is not fair to the average consumer. More importantly, and this applies mainly to young people, they don't think about what will happen if they are caught. One little episode could affect their whole future if they have a police record. This could follow them the rest of their lives.

Since we all know the problems involved with shoplifting, we should face this problem with maturity, and when someone suggests a shoplifting trip to the stores, point out the ethical and practical problems involved.

Informal Writing Task 2 (150 – 200 words) – Allow 30 minutes for this task.

Write a letter to a friend explaining what you saw at a large department store when you went shopping for a sweater.

You could write about:

- *how you noticed 2 people watching 2 girls*
- *how you saw one of the girls put a dress in a big bag she had*
- *how the girls tried to leave but were stopped*
- *how the police came and took them away*

Sample letter:

Dear May,

I just have to tell you what happened last Saturday. I had gone to Robinson's department store to buy a sweater. As I was looking in the clothes section, I noticed two women watching two girls behind some clothes racks. They were watching them and trying very hard not to be seen. I was curious and decided to watch too.

One of the girls was carrying a big leather bag, and I saw her take a dress off a rack and stick it in her bag. After about 2 minutes, the girls headed towards the escalators and I followed. They headed towards the main floor exit, but they were stopped and their bag was searched by a security guard.

In about 5 minutes, a police car arrived and the 2 girls and one of the women who had been following them got into the police car and drove off.

I was shocked. I don't know what I felt. I was sorry for them, but at the same time I felt it was justice. They knew what they were doing was wrong. Why should we all have to pay for the bad things some people do?

*Love,
Helen*

Text 4

Read the text and do the exercises on the following pages.

1

Considered a **peasant's** meal in Italy for centuries, we cannot say who **invented** the very first pizza pie. Food historians agree that pizza-like dishes were eaten by many peoples in the Mediterranean including the Greeks and Egyptians. However, modern pizza has been attributed to baker Raffaele Esposito of Naples. In 1889, Esposito who owned a restaurant called the Pizzeria di Pietro baked what he called "pizza" especially for the visit of Italian King Umberto I and Queen Margherita.

Pizza first made its appearance in the United States with the arrival of Italian **immigrants** in the late 19th century and was very popular among large Italian populations in New York City, Chicago, Philadelphia, and Saint Louis. In the late 19th century, pizza was introduced by **peddlers** who walked up and down the streets with a **metal washtub** of pizzas on their heads, selling their pizzas at two cents a slice. It was not long until small cafes and **groceries** began offering pizzas to their Italian-American communities.

Antonio Totonno Pero, began making pizza for stores to sell in 1905. The price for a pizza was five cents but, since many people could not afford the cost of a whole pie, they would instead say how much they could pay and they were given a slice **corresponding** to the amount offered. The first pizzeria in North America was opened in 1905 by Gennaro Lombardi at 53 Spring Street in New York City. In 1924, Totonno opened his own pizzeria on Coney Island called Totonno's.

Before the 1940s, pizza **consumption** was limited mostly to Italian immigrants and their **descendants**. The international **breakthrough** came after World War II. American soldiers occupying Italy, **weary** of their **rations**, were constantly on the lookout for good food. They discovered the pizzeria and local bakers were hard-pressed to satisfy the demand from the soldiers. The American troops involved in the Italian campaign took their **appreciation** for the dish back home, **praised** by "veterans **ranging from** the lowliest soldier to Dwight D. Eisenhower". Two businessmen, Ike Sewell and Ric Riccardo, invented Chicago-style deep-dish pizza, in 1943. They opened their own restaurant and wanted to create a pizza nobody had ever heard of before.

1. Vocabulary

Underline the words you don't know and try to match the words from the text to the meanings below:

1

Column A - Vocabulary from reading text:

1. peasant (χωρικός)
2. invent (ανακαλύπτω)
3. immigrant (μετανάστης)
4. peddler (γυρολόγος)
5. metal washtub (σκάφη)
6. groceries
7. corresponding (αντίστοιχος)
8. consumption (κατανάλωση)
9. descendants (απόγονοι)
10. breakthrough
11. weary
12. ration (μερίδα, συσσίτιο)
13. appreciation (εκτίμηση)
14. praise (παινεύω)
15. range from (κυμαίνομαι από, ξεκινώντας)

Column B – Meaning:

- a. someone who sells on the street
- b. use, process of eating or drinking
- c. food products someone buys
- d. family members who come after you
- e. to be included in a group
- f. tired, fed up
- g. feeling grateful, pleasure
- h. discovery, achievement
- i. someone who works on a farm
- j. controlled amount of food
- k. express approval or admiration
- l. create, design, find
- m. metal container used for washing clothes
- n. someone who comes/goes to live in another country
- o. related to or connected

Choose vocabulary from Column A to fill in the blanks.

1. Before you leave to go shopping, take the _____ list I made, so you don't forget anything.
2. His whole family lives out in the country. They are _____ who farm their own land and produce their own food.
3. The discovery of penicillin was a great medical _____.
4. The students at this school _____ age 5 to 18.
5. Our country is presently full of _____ looking for a better life.
6. You're always complaining, and I'm _____ of listening to you.
7. The flowers they sent were to show their _____ for our friendship.
8. It was Alexander Graham Bell who _____ the telephone.
9. It's only natural to _____ someone for doing well.
10. In the old days, most goods were sold by _____ on the streets.
11. I'm worried about his health because his _____ of alcohol is great.
12. Women didn't have washing machines in the old days. As a result, they used _____ to wash clothes in.
13. Most of his _____ have now gone to the States because of the difficult economic situation.
14. The money you pay is the _____ amount for the quality of the product you buy.
15. During times of war people are given _____ of food.

2. Grammar – Active / Passive Voice

Go through the text and find 6 examples of Passive Voice formations:

| | | |
|-------------|-------------|-------------------|
| Paragraph 1 | Sentence 2: | <u>were eaten</u> |
| | Sentence 3: | _____ |
| Paragraph 2 | Sentence 2: | _____ |
| Paragraph 3 | Sentence 2: | _____ |
| | Sentence 3: | _____ |
| Paragraph 4 | Sentence 1 | _____ |

1

Now change the sentences to active formation. Simplify and shorten the sentences.

1. Many peoples in the Mediterranean ate pizza-like dishes.
2. _____
3. _____
4. _____
5. _____
6. _____

Without looking back at the passage, fill in the correct prepositions.

Considered a peasant's meal _____ Italy _____ centuries, we cannot say who invented the very first pizza pie. Food historians agree that pizza-like dishes were eaten _____ many peoples _____ the Mediterranean including the Greeks and Egyptians. However, modern pizza has been attributed _____ baker Raffaele Esposito _____ Naples. _____ 1889, Esposito who owned a restaurant called the Pizzeria di Pietro baked what he called "pizza" especially _____ the visit _____ Italian King Umberto I and Queen Margherita.

Pizza first made its appearance _____ the United States _____ the arrival _____ Italian immigrants _____ the late 19th century and was very popular among large Italian populations _____ New York City, Chicago, Philadelphia, and Saint Louis. _____ the late 19th century, pizza was introduced _____ peddlers who walked _____ and _____ the streets _____ a metal washtub _____ pizzas _____ their heads, selling their pizzas _____ two cents a slice. It was not long until small cafes and groceries began offering pizzas _____ their Italian-American communities.

Antonio Totonno Pero, began making pizza _____ stores _____ sell _____ 1905. The price _____ a pizza was five cents but, since many people could not afford the cost _____ a whole pie, they would instead say how much they could pay and they were given a slice corresponding _____ the amount offered. The first pizzeria _____ North America was opened in 1905 by Gennaro Lombardi _____ 53 Spring Street _____ New York City. _____ 1924, Totonno opened his own pizzeria _____ Coney Island called Totonno's

3. Speaking

For section one of the NOCN:

1

- What kind of pizza do you like?
- Do you make pizza at home, or do you order it?
- What type of food do you like?
- Which is your favourite foreign cuisine?

For section two of the NOCN:

Please listen carefully and tell me what you would say in these situations:

Situation 1: It's your younger brother's birthday, and you are talking with your family about what to do tonight. Talk about taking him out for the type of food he enjoys.

Situation 2: Your school wants to invite a guest speaker to talk to the students about young people's eating habits. Talk about what you think young people like to eat and why.

For section three of the NOCN:

Scenario: You will now take part in a conversation. You have a chance to help organise a school cafeteria. You feel the best food to serve would be fresh fruit and salads. Another student feels strongly that fast food would be a better option. Convince your peers that you are right. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Ideas that the interlocutor may use include:

- everyone loves hamburger, pizza, hot dogs, etc.
- don't need dishes, forks, etc.
- more filling than salads and fruit
- this food supplies more energy

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *Do you think pizza is healthy food? Why/why not?*
- *Do people in your country eat right? How?*
- *Do you like cooking? Why/why not?*

Writing

1

Formal Writing Task 1 (100 – 150 words) – Allow 30 minutes for this task.

Write a report on the benefits of Greek food.

You could write about:

- the benefits of the climate/location
- supplies healthy food growing conditions
- more natural products – less additives and preservatives
- lots of home-cooked meals

Sample report:

According to research, our climate is excellent for growing a wide variety of fruits and vegetables. Among the trees that grow well in this climate is the olive tree, which supplies us with olive oil, a very useful and very healthy product.

The average Greek family eats home-cooked meals using lots of vegetables in their cooking. Fish, which is healthy food, is also available due to the country's location and many islands.

Greek cuisine uses natural products, and we do not like to use additives and preservatives which are found in packaged foods.

It is not surprising that, according to American researchers, Greek yogurt is the healthiest in the world and children in many American schools are given this yogurt to eat during school.

According to many articles in food magazines, Greek cuisine is among the healthiest in the world.

Informal Writing Task 2 (150 – 200 words) – Allow 30 minutes for this task.

Write a letter to your parents who live in another city describing an excellent, family-run restaurant which you discovered very close to your home.

You could write about:

- the types of food they serve
- the staff of the restaurant
- how clean and cosy the restaurant is
- how prices are so reasonable

Sample letter:

Dear Mum and Dad,

You'll be happy to know that I am well fed and at fairly reasonable prices. When I came here to go to university, you were worried that I wouldn't like the food at the school. Well, you were right, but I'm lucky I don't have to eat there because I was taken to a very cosy and clean family-run restaurant, right in my neighbourhood.

The mother cooks all the food, and it's almost as good as your cooking, mum. Every day, they have 2 vegetable dishes cooked in the oven, and 2 meat dishes. The vegetable dishes are four euros, and the meat dishes are seven euros. This includes bread. One day, I eat a meat dish and the other vegetables.

Their Greek salad is made with tomatoes they grow themselves, and it's a full meal with cheese and olives, at only four euros.

I eat there one good meal a day and a snack or omelette at home. I am very well fed and as you can see, it's not expensive. Don't worry about me, I'm fine.

Love,
Jim