

MSU C2

TEST 1

Text 1

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

Silent Movies

Although we are accustomed to speaking of the films made before 1927 as “silent”, the film has never been, in the full sense of the word, silent. Though the actors did not have any dialogue from the very beginning, music was regarded as an indispensable accompaniment of all films.

When the Lumière films were shown at the first public film exhibition in the United States in February 1896, they were accompanied by piano improvisations on popular tunes. The music was live with a pianist sitting at a piano pounding away music that he liked to play. At first, the music played bore no special relationship to the films; an accompaniment of any kind was sufficient. Within a very short time, however, the incongruity of playing lively music to a solemn film became apparent, and film pianists began to take some care in matching their pieces to the mood of the film. But this was the only criterion as to the selection of the music. It was up to the pianist to decide what to play.

As the movie theaters grew in number and importance, a violinist, and perhaps a cellist would be added to the pianist in certain cases, and in the larger movie theaters small orchestras were formed. These small orchestras eventually evolved into a full orchestra and in the larger, more famous theaters, the orchestra pit was filled with all kinds of musical instruments and musicians.

For a number of years the selection of music for each film program rested entirely in the hands of the conductor or leader of the orchestra, and very often the principal qualification for holding such a position was not skill or taste so much as the ownership of a large personal library of musical pieces. Since the conductor seldom saw the films until the night before they were to be shown (if, indeed, the conductor was lucky enough to see them then), the musical arrangement was normally improvised in the greatest hurry. Quite often, the orchestra would perform the music without having held any practice rehearsals.

To help meet this difficulty, film distributing companies started the practice of publishing suggestions for musical accompaniments. In 1909, for example, the Edison Company began issuing with their films such indications of mood as “pleasant,” “sad,” “lively.” The suggestions became more explicit, and so emerged the musical cue sheet containing indications of mood, the titles of suitable pieces of music, and precise directions to show where one piece led into the next.

Guide to recognise items to focus on

Vocabulary	=	<u>Underlined+Bold</u>	Grammar	=	<input type="text"/>
Phrasal Verbs	=	<u> </u>	Prepositions +Other	=	Bold

1. Vocabulary

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

Column A - Vocabulary from reading text:

1.	sense	(έννοια)	_____
2.	indispensable	(απαραίτητος)	_____
3.	accompaniment	(ακομπανιαμέντο)	_____
4.	improvisation	(αυτοσχεδιασμός)	_____
5.	pound away	(χτυπώ)	_____
6.	bear	(φέρω)	_____
7.	sufficient	(επαρκής)	_____
8.	solemn	(σοβαρός)	_____
9.	apparent	(προφανής, εμφανής)	_____
10.	mood	(διάθεση)	_____
11.	selection	(επιλογή)	_____
12.	evolve	(εξελισσομαι)	_____
13.	pit	(πλατεία ορχήστρας)	_____
14.	instrument	(μουσικό όργανο)	_____
15.	entirely	(αποκλειστικά)	_____
16.	conductor	(μαέστρος)	_____
17.	rehearsal	(πρόβα)	_____
18.	explicit	(σαφής, ξεκάθαρος)	_____
19.	emerge	(προκύπτω)	_____
20.	cue sheet	(πληροφορίες υπόκρουσης)	_____
21.	precise	(ακριβής)	_____

Column B – Meaning:

a.	completely, uniquely
b.	bang repeatedly
c.	lowered area in front of a stage for the orchestra
d.	obvious
e.	choice, assortment
f.	meaning
g.	suitable, adequate
h.	musical director
i.	instrumental part, musical background
j.	practice session
k.	come to being
l.	maintain
m.	detailed listing of all the music information
n.	develop, change over time
o.	essential, necessary, obligatory
p.	exact, detailed, accurate
q.	serious, earnest
r.	disposition, emotional state
s.	clear, unambiguous
t.	playing without previous preparation
u.	musical device

Choose vocabulary from Column A to fill in the blanks.

1. We need at least 20 _____ if we're going to perform well.
2. You are never _____ in what you want to say; you leave me guessing.
3. Her family is always so serious and _____. I've never heard them laugh.
4. The younger brother _____ no resemblance at all to Natalie.
5. Though he was a naughty child, he has _____ into a well-behaved young man.
6. You are _____ to blame for setting the house on fire.
7. Please be _____ and describe exactly what you saw on the night of the murder.
8. I can't make any _____ of what he said; he is drunk.
9. We have _____ proof that what she said was true.
10. Nobody is home. Stop _____ at the door.
11. She has an excellent _____ of modern art paintings in her home.
12. No one expected it, but she _____ the winner of the bicycle race.
13. The race car drivers come to the _____ to get their tires changed during the race.
14. It is _____ to everyone here that you don't know what you're saying.
15. Antibiotics are an _____ part of her treatment.

16. The actress forgot her lines, but nobody understood it because she did an excellent _____.
17. I'll sing as long as I have a piano _____.

2. Grammar – Active / Passive Voice

We have two voices in English – the *Active* and the *Passive*, and we use each according to the case and what we want to stress – either the *Actor* (person) or the *Action*. Only transitive verbs can be put into the *Passive Voice*.

FORMATION OF TENSES

TENSE	ACTIVE VOICE	PASSIVE VOICE
Present Simple	He reads the paper.	The paper is read by him.
Present Continuous	... is reading is being read ...
Simple Past	... read was read ...
Past Continuous	... was reading was being read ...
Present Perfect	... has read has been read ...
Past Perfect	... had read had been read ...
Simple Future	... will read will be read ...
“Going to” Future	... is going to read is going to be read ...
Future Perfect	... will have read will have been read ...

Modals in the Active to Passive

ACTIVE	PASSIVE		
Modal + Bare Infinitive	Modal	Auxiliary BE	Past Participle
must finish	MUST	BE	FINISHED
can do	CAN	BE	DONE
could eat	COULD	BE	EATEN
should tell	SHOULD	BE	TOLD
ought to write	OUGHT TO	BE	WRITTEN
may drive	MAY	BE	DRIVEN
may have finished	MAY	HAVE BEEN	FINISHED
should have called	SHOULD	HAVE BEEN	CALLED
ought to have seen	OUGHT TO	HAVE BEEN	SEEN

Go through the text and find 8 examples of *Passive Voice* formation and change them to *Active Voice*:

Paragraph 1: _____ = _____

Paragraph 2: _____ = _____
 _____ = _____

Paragraph 3: _____ = _____
 _____ = _____
 _____ = _____

Paragraph 4: _____ = _____
 _____ = _____

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

When the Lumière films were shown _____ the first public film exhibition in the United States _____ February 1896, they were accompanied _____ piano improvisations _____ popular tunes. The music was live with a pianist sitting _____ a piano pounding away music that he liked _____ play. _____ first, the music played bore no special relationship _____ the films; an accompaniment _____ any kind was sufficient. _____ a very short time, however, the incongruity _____ playing lively music _____ a solemn film became apparent, and film pianists began _____ take some care _____ matching their pieces _____ the mood _____ the film. But this was the only criterion as _____ the selection _____ the music. It was _____ the pianist _____ decide what _____ play.

3. Speaking

Description (1 minute):

(detailed description of a place or thing, or description of hometown or city, neighborhood, local market or grocery store, local department store, or favorite beach or vacation spot)

- Describe the funniest movie you've ever seen.
- Describe your favorite movie theater.
- Describe the type of movies you don't like.

Narration (1 minute):

(examiner asks candidate about some past experience, such as getting a driver's license, returning a product to a store, arranging a trip at a travel agency, or preparing a college application)

Talk about:

- A time that you suggested you and your friends go see a movie, and it was terrible.
- A time that you couldn't stop laughing at the theater though you were watching a tragedy.
- A time you met a famous actor / actress / personality.

Supported Opinion (2-3 minutes):

(on ethical, educational or medical topics, and/or on well-known current events or contemporary issues. Examiner asks the candidate to state an opinion on a current event and give reasons for that opinion. Topic examples including prioritizing transplant recipients, care of the elderly, nutrition in school cafeterias, and access to quality education for low and high income families)

- Should movies with too much violence be banned? Why / why not?
- Does watching violence on TV or playing violent video games make children more aggressive?
- Who is to say where bans should or should not be placed?

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- What is the topic of the reading comprehension text?
- Have you ever seen a silent film?
- Do you like Charlie Chaplin-type films? Why / why not?
- Who is your favorite actor / actress?

Topic One	<p>You could write about:</p> <ul style="list-style-type: none"> • <i>how destructive we are to our planet</i> • <i>how people don't know of the existing dangers</i> • <i>how we must learn to coexist with other species and nature</i> • <i>how our chain of life is in danger</i>
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Many Hollywood filmmakers are producing movies dealing with doom and destruction – films such as *Tidal Wave*, *Earthquake*, etc. Movies that show climatic change – *An Inconvenient Truth*, *St. Andreas*, *2012* and so on, are quite popular, and the special effects are spectacular. Should we consider such movies as warnings to what may come if we continue destroying our planet at this rate, or are they just movies made by men with overactive imaginations? Be sure to support your answer with examples, reasons and explanations.

Unfortunately, I think man is the most destructive creature on this planet. He thinks only of himself and what he wants with no thought at all to long-term consequences. How long can we continue on this course of destructiveness? According to statistics, only one person in ten realizes the damage and the dangers involved if we don't change course immediately. It's up to each individual to turn things around. We must learn to respect and coexist with all living things on our planet. We must conserve, recycle and protect all things.

The problem is that as man moves in, the larger, most visible and, usually more attractive animals begin to disappear. We have not learned to live and let live. And, it's not only the other creatures which we destroy.

Our tropical rainforests are in danger of being completely destroyed. Man's ambition for new ground to build on and new agricultural areas are wiping out these ecological paradises. These regions are the richest in terms of plant and animal life, as well as of soil. Yet, the tropical rainforests, sources of life, are being destroyed at very fast rates. One half of all rainforests are gone. If we don't put a brake to this destruction, our chain of life will be in danger.

Topic Two	<p>You could write about:</p> <ul style="list-style-type: none"> • <i>love watching movies</i> • <i>movie-going is not cheap though cheaper than other forms of entertainment</i> • <i>prefer to spend the money eating something downtown</i> • <i>download cheaply and watch movies at someone's house</i> • <i>important thing is to be with friends</i>
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For many people, going to a movie downtown or at the Mall is an entertaining and economical night out. It's something one can do alone or with friends. Are you a movie fan? What do you like to do for entertainment? Be sure to support your answer with examples, reasons and explanations.

Going to a movie with friends is an entertaining night out, but it is not cheap for teenagers. My friends and I are all avid movie fans, but rather than spend money to go watch a movie, we prefer to spend the money to go downtown and get something to eat. It costs us the same, and we're out and about, where the action is.

When we want to see a movie, we go to someone's house, order pizza and watch a movie using one of our subscriber accounts on sites such as Netflix or HBO, or even cable TV. This costs us much less than the movie theater charges, and our meal is included. In addition, it's more fun to talk and fool around while we're watching the movie, not to mention much more comfortable.

For young people, what we do is not the issue. The important thing is for us to get together, to catch up on events, to share opinions and experiences and just to have some much needed shared time with peers, who face the same anxieties and problems we all have. I don't think it's so important what you do for entertainment. More importantly, it's who you do it with. That's what friends are for.

Text 2

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

Travel Wise

In order to keep **fit** during your flight, follow the handy tips given for travelers.

A few simple, easy physical exercises **can help** minimize any **discomfort** experienced on **long-haul** flights. It isn't easy being **strapped** to a seat for hours.

Breathing exercises: Sit comfortably and relax. **Breathe** in slowly, tightening the leg muscles, closing **fists**, straightening your back and pointing your **chin** toward your chest. Hold this position for 2 to 3 seconds. Breathe out, relax the muscles and feel the **tension** fall away. Repeat this technique, remembering to breathe slowly and evenly.

Muscle exercises: Make a fist. **Clench** it hard for a few seconds. Then relax, breathe out and feel the tension fall away. Turn your feet in circles around your **ankles**, first in one direction, then in the other. Then stretch your feet, toes pointing up. Hold this position for a few seconds. Breathe out and relax.

Jet lag: If your flight is taking you through four or more time zones, your body's rhythms **may have trouble** keeping up. Morning people, who generally follow a regular schedule, tend to be slower than night people to adjust. But for anyone who's **subject to** jet lag, it **can help** to keep sleeping patterns as regular as possible. **If you can, stick to** your original time and **adjust** gradually, going to bed two hours earlier or later each night until you're back **on track**. The younger you are, the easier it is to adjust.

Ear pressure: During **take-off**, and especially during landing, rapid changes in air pressure **can cause** pain in your inner ear. To equalize the pressure, **pinch** your nose shut, close your mouth and blow out against your closed mouth. It **may also help** if you, while keeping your mouth closed and your nose pinched shut, swallow or move your jaw forward. People with colds **should take particular care** as **blockage** in the inner ear can make pressure difficult to clear and **may even cause** some discomfort or pain.

Telephone: When you travel, don't forget to bring your phone book. On long-haul flights you **can call** anywhere in the world from the aircraft for just \$5.90 per 30 seconds (minimum charge 1 minute). Phone service is available on most aircraft.

Re-confirm: In some parts of the world you are required to re-confirm your return flight 72 hours before departure. You **can re-confirm** by phone or at the airport when you arrive at your destination.

Web site: To learn more about any airline, look for us on the Internet. Our World Wide Web site provides news and information including flight schedules, **freight** forwarding and travel planning tips. You'll find us at www.kal.com

Guide to recognise items to focus on

Vocabulary	=	Underlined+Bold	Grammar	=	
Phrasal Verbs	=		Prepositions +Other	=	Bold

1. Vocabulary

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

Column A - Vocabulary from reading text:

1.	fit	(σε φόρμα)	_____
2.	discomfort	(δυσφορία, ενόχληση)	_____
3.	long-haul	(μεγάλο ταξίδι)	_____
4.	strapped	(δεμένος)	_____
5.	breathe	(αναπνέω)	_____
6.	fist	(γροθιά)	_____
7.	chin	(πηγούνι)	_____
8.	tension	(ένταση)	_____
9.	clench	(σφίγγω)	_____
10.	ankle	(αστράγαλος)	_____
11.	adjust	(προσαρμόζω)	_____
12.	subject to	(υπόκειμαι)	_____
13.	stick to	(επιμένω, παραμένω)	_____
14.	on track	(σε ρυθμό, σε πρόγραμμα)	_____
15.	take-off	(απογείωση)	_____
16.	pinch	(τσιμπάω)	_____
17.	blockage	(φράξιμο)	_____
18.	freight	(φορτίο, εμπόρευμα)	_____

Column B – Meaning:

a.	change, modify
b.	tied down
c.	the hand closed tightly
d.	to remain faithful, persist, continue
e.	in good shape
f.	connects the foot with the leg
g.	long distance
h.	departure of an aircraft
i.	a strained state or condition, stress
j.	blocking, obstructing
k.	the front of the lower jaw
l.	cargo
m.	prone to
n.	inconvenience, distress or mild pain, annoyance
o.	squeeze with fingers
p.	on schedule
q.	close tightly, grasp
r.	inhale and exhale

Choose vocabulary from Column A to fill in the blanks.

1. This is not a passenger train, it is a _____ train.
2. He _____ his teeth tightly and let the doctor clean the wound.
3. _____ the lens of the camera, so you get a clear picture.
4. Whenever he walks into the room, I can feel his wife's _____.
5. This cold has caused _____ in my nose and sinuses, and I can't breathe.
6. Don't let anything get you down. Keep your _____ up and keep smiling.
7. She was so angry she made a _____ and punched the purse snatcher in the face.
8. When women are pregnant, their _____ swell up.
9. She keeps _____ by running 3 miles a day.
10. _____ slowly and keep calm, so you don't have a panic attack.
11. Make sure you _____ the kids into their car seats.
12. I ate too much pizza, which is why I feel such _____.
13. I hate driving, and it's a _____ to Alexandroupolis.
14. Don't let one failure get you down. Think about where you went wrong and get back _____.

2. Grammar

Note the use of the **Present Simple** tense throughout the text. One of the uses of the **Present Simple** is to give instructions: the **Imperative** also uses **Present Simple**.

Sit comfortably and **relax**.

Breathe in slowly.

Hold this position.

Go through the text and find 5 examples of the **Present Simple**:

1. _____
2. _____
3. _____
4. _____
5. _____

Modal Verbs or **Modal Auxiliaries** refer to a small group of verbs: **can, could, may, might, must, ought to, shall, should, will, would**, which are used to express our feelings that something is advisable, necessary, permissible, possible or probable. They also show to what degree these actions are possible, probable, etc.

Go through the text and find 11 examples of **Modal Verbs**: (Note the use of the **Bare Infinitive** after **Modal Verbs**)

Paragraph 1:	_____	_____
Paragraph 2:	_____	_____
Paragraph 3:	_____	_____
Paragraph 4:	_____	_____
Paragraph 5:	_____	_____

Go through the text and find 5 examples of **Conditional Sentences**:

Paragraph 1:	_____
Paragraph 3:	_____
Paragraph 4:	_____
Paragraph 5:	_____

Which Conditional type is used? _____
How is it formed? _____

Go through the Paragraphs 1-3 and find 10 examples of *Connectors* or *Linkers* and explain their *function*:

Paragraph 1:	_____	=	_____
	_____	=	_____
	_____	=	_____
	_____	=	_____
Paragraph 2:	_____	=	_____
	_____	=	_____
	_____	=	_____
	_____	=	_____
Paragraph 3:	_____	=	_____
	_____	=	_____

3. Speaking

- | | |
|--------------------------|--|
| Description | <ul style="list-style-type: none"> • Describe your favorite outdoor activity. • Describe what you do to stay fit. • Describe a place in your country you would recommend to a foreign visitor. |
| Narration
Talk about: | <ul style="list-style-type: none"> • a time someone took you somewhere you didn't want to go, but you really liked it when you got there. What happened that day? Did you go there again? • a time your parents wouldn't let you go on a trip with your friends / the school. What happened? Why didn't they want you to go? • a time you traveled by boat/train/plane. |
| Supported Opinion | <ul style="list-style-type: none"> • Is travel important? What does it offer? • What are various reasons people travel? • Do you think learning should be limited to the classroom? Why / why not? |

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- What is the topic of the reading comprehension text?
- Do you believe you have seen all the wonders of your own country? Why / why not?
- Should we tour our own country first, before traveling to other countries, or vice versa?
- Which country do you think has the most man-made wonders?

Topic One	You could write about:
<p>Many governments worldwide are urging people to take their vacations within their own countries, rather than travel abroad. This keeps the local tourist industry alive and the money spent elsewhere, in the country. Do you agree with this concept? Why/why not? Be sure to support your answer with examples, reasons and explanations.</p>	<ul style="list-style-type: none"> • <i>it depends on the age of the traveler</i> • <i>good idea for young people to see their own country first</i> • <i>more economical to travel within your own country – money stays here</i> • <i>local economy is boosted</i>

Age has a lot to do with where and how one travels. Young people do not have a lot of money to spend on vacations, so it's a good idea to travel within their own borders. Also, it's important to have travelled within one's country before setting out on new adventures away from your homeland.

Since local economy is struggling, it is good to keep money circulating within one's own country. This helps to boost the local tourist trade and makes more jobs available for our young people. The issue here is, though, that young people usually travel economically and camp out, or sleep in youth hostels or cheap rooms. The young are not the 5-star hotel tourists. Those are the ones who eat at the good restaurants, shop and leave money behind.

The 5-star tourists are usually the older generations who can afford to travel. These people have most likely seen their own country, so they want to travel abroad. It's only natural that, when one travels, he has many destinations in mind that he would like to visit. Travel is education, and, many people regardless of age, have the thirst to meet new people, see their customs, monuments and museums. They want to taste the local cuisine and get a view of the country's history, past and present.

Such tourists are the ones that governments would like to keep within their own borders, but this is very difficult to do since they most likely have seen a lot of what home tourism has to offer. Though the concept of the government is good, it is very difficult to put into effect.

Topic Two	You could write about:
<p>People travel for various reasons, such as enjoyment, to discover different countries and cultures, to explore, to shop, to show off and so on. Do you believe travel is educational? How? Be sure to support your answer with examples, reasons and explanations.</p>	<ul style="list-style-type: none"> • <i>travel is most importantly educational</i> • <i>learn and practice foreign languages</i> • <i>curious to discover new places, people, cultures, etc.</i> • <i>some travel to shop or show-off to friends</i>

I truly am a strong advocate of travel as a much more enjoyable way to learn things than by sitting at a desk. But not everyone travels for this reason. Others travel just to say that they've traveled, to show off or to go shopping. These I believe are the wrong reasons to travel.

The prime reason for travelling is, in my opinion, to satisfy one's curiosity about different people, their cultures and their way of life. It is both interesting and educational to see how others live and where they live. Through travel, one has the ability to learn and to practice foreign languages. Coming into contact with people of foreign lands, we discover how very different cultures and customs are. We learn to be accepting of others and more tolerant of varying beliefs, morals, ethical issues and generally anything which is different to what we've been accustomed to.

On the other hand, there are people who have the financial ability to travel and do so, just so that they can say that they've been somewhere. This is a great way to show off to their friends and acquaintances.

Also, there is the shopper who travels only to spend his time going from shop to shop. This is not, in my opinion, why people should travel.

It would really be wonderful, if young people especially had the money to travel and see things for themselves, rather than just sit in a classroom and hear a teacher reciting historical, geographical and other relevant information about people outside of one's own country. This is what travelling should be all about.

Text 3

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

The Crumbling Family Unit

The family unit in its standard form has changed dramatically over the past decades. Every generation in the past has had a seemingly subtle change in their cultural values in regards to family. Only when fifty or so years pass does the obviousness of the change in families become noticeable. For example, in the 1950's families were bound together by force and obligation. Nobody would dare have even considered divorce, and the 50's revolved around women and their obedience and lawfulness to their husbands. One noticeable facet about the effects on family change is that it is affected by what is historically happening at the time. In the late 1960's, when the world was filled with war and protest, freedom of speech became a virtue. There was a world shaking women's liberation movement. This meant that women had the power to contribute in their marriages and even decide whether marriage or their own husband was what they truly desired! It is a common fact that generally women are the domain and backbone of their families.

Only in the last thirty or so years has the women's movement taken its true form, and during this time divorce has sky rocketed, and almost half of the western world's population either live without a father or have no father figure at all in their life. Children are looking for love, affection, and to belong somewhere. Women were the homemakers, and men did as they pleased, taking charge of the family unit.

With a significant number of children being brought up in broken homes without fathers in their lives, crime has risen and thought to have been because of this (#103). Change of lifestyle, freedom in marriages, baby booming and career freedom have resulted in this.

Governments are so desperate to shape the family unit that they have even proposed monetary sums per birth to encourage "baby booming". Up until this point, the seemingly stereotypical gender roles of today were a reality of that time. The divorce rate per 1,000 married women used to be 12. The generation of people that should now be in their "child bearing" stages are generally deciding to either wait until they have established their career before having children (in which case by this time they are more infertile), or they are not planning on having children at all. These people have had a dramatic effect on society's ever changing family unit, to the extent that governments are encouraging women as young as 18 to produce children for the sake of the population. Crime has had a large rise in today's society, and the older generations that are witnessing this are dumbfounded as to the troublesome young and why they are causing such destruction. The conclusion that they have come up with is that when the mother is unstable, the family turns to turmoil. Thus the feeling of stability that a mother has depends on a happy relationship with a male partner.

Guide to recognise items to focus on

Vocabulary = Underlined+Bold
Phrasal Verbs =

Grammar =
Prepositions +Other = **Bold**

1. Vocabulary

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

Column A - Vocabulary from reading text:

1.	unit	(μονάδα, ενότητα)	_____
2.	decade	(δεκαετία)	_____
3.	subtle	(ανεπαίσθητος)	_____
4.	values	(αξίες)	_____
5.	facet	(όψη, πλευρά)	_____
6.	protest	(διαμαρτυρία)	_____
7.	virtue	(αρετή)	_____
8.	liberation	(απελευθέρωση, ίσα δικαιώματα)	_____
9.	contribute	(συνεισφέρω)	_____
10.	domain	(αρμοδιότητα)	_____
11.	backbone	(στυλοβάτης)	_____
12.	significant	(σημαντικός)	_____
13.	baby-booming	(υπεργεννητικότητα)	_____
14.	propose	(προτείνω)	_____
15.	monetary	(χρηματικός)	_____
16.	sum	(ποσό)	_____
17.	gender	(φύλο, γένος)	_____
18.	infertile	(στείρος)	_____
19.	dumbfounded	(άνανδρος, αποσβολωμένος)	_____
20.	troublesome	(προβληματικός)	_____
21.	unstable	(ασταθής)	_____
22.	turmoil	(αναστάτωση, αναταραχή)	_____

Column B – Meaning:

a.	principles, standards
b.	suggest
c.	righteousness, goodness
d.	important
e.	group, entity
f.	within the power of
g.	masculine or feminine
h.	one of numerous aspects
i.	somebody that supports
j.	quantity of money, total
k.	period of ten years
l.	perplexed, astonished
m.	relating to money
n.	act of freeing, gaining equal rights
o.	help, add to
p.	disturbance, agitation
q.	not obvious, elusive
r.	difficult, problematic
s.	public demonstration in opposition to smthng
t.	unable to conceive a child
u.	significant increase of birth rates
v.	lacking stability, liable to change

Choose vocabulary from Column A to fill in the blanks.

1. Which _____ of his character do you like most?
2. My dog goes around the garden, peeing to mark his _____.
3. What do you _____ we do to keep the employees happy?
4. It will take _____ for our economy to improve.
5. There are _____ medical achievements in the field of cancer.
6. Every year on the 25th of March, we celebrate the _____ of our country.
7. Add up the _____ again because they are not correct.
8. The _____ of the baby is not important; I want a healthy baby.
9. Her parents are getting a divorce, so the whole family is in _____.
10. Each team member should function as a _____ and not as an individual.
11. He's lost his mind. The Alzheimer's makes him _____.
12. I was _____ by the questions the 3-year-old asked me.
13. There will be a general strike in _____ of the new economic measures.
14. Don't bother planting here – the ground is _____, and nothing will grow.
15. I won a small _____ award for the best photo of a sunrise.
16. He didn't call me a liar straight out, he was very _____.

17. With things the way they are, I don't think we'll see another _____.
18. Small businesses and tourism are the _____ of this country.
19. Our school has collected some money, which we want to _____ to charity.
20. He is evil and narrow-minded with no _____ at all.

2. Grammar – Inversion

In order to emphasize, we use ***Inversion***, or question word order, after certain adverbs. These adverbs are negative, or have a negative sense, and are placed at the beginning of a sentence.

Negative adverbs: ***never, rarely, seldom, nowhere***

Adverb	Auxiliary Verb	Subject	Main Verb	Object, etc.
Never	have	I	heard	such nonsense.
Seldom	does	the old lady	leave	her house
Hardly ever	does	she	go	to church.
Rarely	does	one	hear	such nice music.
Nowhere	have	I	met	such kind people.

The word order for Inversion is:

Adverb (or Adverb phrase) + Auxiliary Verb + Subject + Main Verb + Object

The words ***no, not, only*** and ***nor*** in ***Adverbial*** phrases are also followed by ***Inversion***.

Notice the following examples:

- In no case*** must you call me.
- On no account*** should you tell him.
- By no means*** can I hire him.
- No sooner*** had we opened the door ***than*** the phone rang.
- No longer*** will I lend you my car.
- Under no circumstances*** would I lend him money.
- Not always*** does he listen to my advice.
- Not once*** has he remembered my birthday.
- Not only*** did he lie, but he tried to make me think I had.
- Only once*** have I been to their house.
- Only*** by studying hard ***will*** you get good grades.
- I think that ***only*** if he is punished ***will*** he understand.
- He didn't come, ***nor*** did he phone me to apologize.

We also have ***Inversion*** after ***so + adjective or adverb*** at the beginning of a sentence:

- So*** big was his ego ***that*** he didn't apologize for his mistake.
- So*** much has she done for me ***that*** I can never repay her.
- So*** quickly was he driving ***that*** getting fined was unavoidable.

Go through the text and find 5 examples of ***Conditional Sentences***:

Paragraph 1: _____

Paragraph 3: _____

Invert the following sentences using a *Negative Adverb*:

1. Jason seldom studies for more than two hours. _____
2. She rarely comes to my house. _____
3. You shouldn't believe him under any circumstances. _____
4. I haven't seen him anywhere. _____
5. He has not remembered my birthday once. _____
6. He shouldn't drive by any means. _____
7. The teacher hardly ever comes to class on time. _____
8. They had never met before yesterday. _____
9. He didn't only fail the written exam, but the oral too. _____
10. Mother scarcely ever has lunch ready by noon. _____

3. Speaking

Description	<ul style="list-style-type: none">• <i>Describe a walk that you enjoy taking.</i>• <i>Describe a neighbor of yours.</i>• <i>Describe a building or a monument you like.</i>
Narration Talk about:	<ul style="list-style-type: none">• <i>a time your parents punished you for something they thought you had done, but hadn't. How did you feel? What was your punishment? Did you try to clarify your position? Why / why not?</i>• <i>a time your parents wouldn't let you go to a party one of your schoolmates was having. What happened? Why didn't they want you to go?</i>• <i>a time you felt proud of a family member.</i>
Supported Opinion	<ul style="list-style-type: none">• <i>Should couples have more than one child? Why / why not?</i>• <i>What do you think are the qualities of a good parent? Why?</i>• <i>What are the difficulties in bringing up a teenager? Why?</i>

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *Why do you think there are so many single parents today?*
- *What do you think the ideal age to have a child is?*
- *Do you believe Greek parents spoil their children? Why / why not?*

Topic One	You could write about:
Some children grow up with sisters and/or brothers; others grow up without any siblings. Which situation do you think is better for a child? Be sure to support your answer with examples, reasons and explanations.	<ul style="list-style-type: none"> • <i>lonely being an only child</i> • <i>nice to have companions</i> • <i>learn to share - be more social - not egotistical</i> • <i>share responsibility of aging parents</i>

I must confess that I feel sorry for children who have no brothers or sisters. As far as I am concerned, there is nothing more rewarding than a large family. I could never imagine myself being an only child or having only one child myself.

I would think that an only child would feel terribly lonely without someone to play with, share secrets or even fight with. It's nice to grow up with siblings and have companionship. Seen from a social point of view, the family is the first small community that a child has contact with. From this community it learns what is acceptable and what is not, how to be responsible for younger members of the family, how to share and how to allocate duties within the family unit. All these things help make a child a more socially balanced individual.

It is no wonder that, more often than not, children who have no siblings are egotistical - wanting everything for themselves and turning out to be completely spoiled. They have never learned to share with anyone or to be responsible for anyone but themselves. This also creates problems for them when they alone have to care for aging parents. It would be much easier to have someone to share this enormous responsibility with and someone to give moral support in such difficult situations.

Thus I repeat, I strongly believe that being an only child is a major handicap.

Topic Two	You could write about:
Everyone has different opinions about what makes someone a good parent. What three qualities do you think are most necessary to be a good parent? Why are these qualities important? Be sure to support your answer with examples, reasons and explanations.	<ul style="list-style-type: none"> • <i>understanding = tolerance</i> • <i>to be able to communicate</i> • <i>responsible – from food and shelter to education</i> • <i>give it proper moral codes</i> • <i>lots of love</i>

Angelina Jolie once claimed that the most difficult role she's ever had to play in her life was being a real, live parent. I think this is definitely a fact. Being a parent requires many sacrifices and lots of hard work, but most of all, I think parents should be understanding, responsible, and flowing with love for their child or children.

People should have children when they are old enough and responsible enough. The responsibility of bringing a child into the world includes everything, from putting its food on the table, to selecting which TV programs it should or should not watch, to offering a child the proper education and upbringing.

Parents should be understanding and tolerant with their children. This involves lots of patience and the need for talk and communication with their offspring. If there is no communication and mutual understanding, then the parent-child relationship is bound to go wrong. Of course, all these ingredients for becoming the perfect parent would amount to nothing without the most important element of love, and lots of it. Children need love to nourish and develop them properly just as we all do, for that matter.

In conclusion, I believe that before having children, people should search their souls very carefully and decide if they are willing to make the necessary sacrifices, and in return reap all the love and benefits of bringing a new child into the world because being a parent is what it's all about.

Text 4

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

The Philadelphia Experiment

The Philadelphia Experiment, also known as Project Rainbow, has been a subject of long **controversy** and **debate**. It was an attempt by the Navy to create a ship that could not be **detected** by **magnetic mines** and-or radar.

There was also talk of **invisibility projects** and mind control experiments. However, results of these experiments became far different and much more dangerous than the Navy ever expected. Although the story itself seems too bizarre to be true, far too many **coincidences** have occurred for it to not be based upon some truth. The technical data that has also been presented on the subject holds far too much water to be ignored. Many of the stories associated with this **infamous** experiment are wild: **whispers** of men “freezing” in time for months, **rumors** of men traveling through time, and horror stories of men becoming stuck in **bulkheads** or even the floor of the ship itself. In the movie of the same name, the visual of the men being part above the deck and part buried in the deck-is amazing. In the 1930's, Nikola Tesla got involved with a group which was experimenting with moving through the Time/Space **continuum**. In the early 1930's, the University of Chicago investigated the possibility of invisibility through the use of electricity and in 1939 this project was moved to Princeton's Institute of Advanced Studies. There, they were able to make small objects invisible.

In 1943, the government **conducted** a test using **domestic** animals on a ship. The ship that **was** **eventually used** for the experiment, the USS Eldridge, **was commissioned** at the New York Navy Yard on August 27, 1943. The animals **were placed** in metal **cages** on the USS Eldridge, which became invisible, but when it **materialized** many of the animals were missing or had **radiation** and other burn marks on them. Yet on August 12, 1944 the USS Eldridge with a full crew aboard reportedly underwent the Philadelphia Experiment. The men did not know what was to happen. The **generators** **were fired up** and the **switches** **were thrown**. The ship disappeared and all seemed well. But the ship was gone **from** the harbor **for** about 4 hours, not just a few minutes. Legend has it that the ship **was transported** through space and time. Four hours later it returned **to** its original place. There was a greenish haze **on** deck. Some **of** the sailors were **on** fire, some seemed insane. All were sick. Some had heart attacks, some were dead, some were part **of** the superstructure **of** the ship, **buried in** the deck or walls **of** the ship. Some reports said that men just seemed **to** disappear and were never seen again. But where had the ship gone **for** 4 hours? Some witnesses placed it **in** North Folk harbor. Others say it voyaged 40 years **into** the future and wound **up** at Montauk, New York, but the navy denied everything and said the **men were lost** **at** sea. Perhaps one day the truth will come **out**.

Guide to recognise items to focus on

Vocabulary = **Underlined+Bold**
Phrasal Verbs =

Grammar =
Prepositions +Other = **Bold**

1. Vocabulary

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

Column A - Vocabulary from reading text:

1.	controversy	(αντιπαράθεση)	_____
2.	debate	(συζήτηση, διάλογος)	_____
3.	detect	(ανιχνεύω)	_____
4.	magnetic mine	(μαγνητική νάρκη)	_____
5.	invisible	(αόρατος)	_____
6.	project	(έργο, σχέδιο)	_____
7.	coincidence	(σύμπτωση)	_____
8.	infamous	(διαβόητος)	_____
9.	whisper	(ψίθυρος)	_____
10.	rumor	(φήμη)	_____
11.	bulkheads	(διαχωριστικός τοίχος)	_____
12.	continuum	(συνεχής)	_____
13.	conduct	(διεξάγω)	_____
14.	domestic	(οικόσιτος)	_____
15.	cage	(κλουβί)	_____
16.	materialize	(πραγματώνω)	_____
17.	radiation	(ραδιενέργεια)	_____
18.	generators	(γεννήτριες)	_____
19.	fire up	(ανάβω)	_____
20.	switches	(διακόπτες)	_____
21.	buried	(θαμμένος)	_____

Column B – Meaning:

a.	soft speech, uttering
b.	appear
c.	impossible to see, hidden, not detected
d.	tame, animals living in a home
e.	chance occurrence, concurrence
f.	radiant energy, radioactive
g.	dispute, disagreement
h.	device that creates electrical energy
i.	a wall-like separation in a ship
j.	notorious, bad reputation
k.	buttons, handles
l.	succession, undivided
m.	discussion, argument
n.	interred, placed, hidden
o.	undertakings, extensive tasks
p.	turn on
q.	mine designed to attach itself to the metal of a ship
r.	barred structure to confine birds or animals
s.	unverified information, hearsay, gossip
t.	carry out
u.	find, perceive

Choose vocabulary from Column A to fill in the blanks.

1. Turn on the light _____, it's dark in here.
2. All hospitals have giant _____ in case of power failure.
3. No one likes him, so they treat him as if he is _____, which I find mean.
4. It's no _____ that they were there at the same time. Someone arranged it.
5. She has sleeping problems and believes she hears _____ in the night.
6. Let's _____ an experiment in the laboratory to prove his theory.
7. My neighbors _____ someone sneaking around my garden.
8. I hate seeing birds in _____, or any animal for that matter.
9. Many cancer patients undergo _____ therapy.
10. According to _____ I heard, they closed the company and are bankrupt.
11. The country is facing serious _____ problems.
12. I consider Hitler to be the most _____ character of modern history.
13. The two politicians will have a live _____ on national TV.
14. _____ are a great danger to ships.
15. The pilot _____ the engines ready for take-off.
16. There was no one in the room, and he just _____ out of nowhere.

17. The team is working on a secret _____ for the CIA.
18. There is great _____ over the issue of cloning.
19. She _____ all her pets in the back garden when they die.

2. Grammar – Conjunctions, Transitions and Linkers

Conjunctions or **Transitions** are structure words that join ideas and sentences together. They join clauses, phrases and parts of speech adding coherence and unity to our writing, by helping the flow of ideas from one sentence to another and even between paragraphs.

Conjunctions carry through ideas that were talked about in previous paragraphs by unifying and connecting these ideas.

Transitions have very many different functions and must be classified according to what they do:

They add: *and, also, in addition, moreover, furthermore, then, first, second, third, besides*

In addition to being rich in mineral reserves, Antarctica has **also** abundant energy reserves.

First, you melt the chocolate making sure it doesn't stick to the bottom of the pan.

Second, you add the chopped nuts and the coconut, mixing continuously for two minutes.

Then remove the mixture from the heat **and** pour it into the mold.

The suit is very well-cut; **moreover**, the price is quite reasonable.

They concede: *after all, although/even though/though, nevertheless/nonetheless, yet, however, of course*

Although/Even though John missed a whole month of school, which caused his grades to suffer a little, he was **after all** accepted to Harvard.

John missed a whole month of school which, **of course**, caused his grades to suffer.

Yet/Nevertheless/Nonetheless/However, he was accepted to Harvard.

Without looking back at the passage, fill in the blanks with one of the following linking words

(some may be used more than once): *also, although, and, even, however*

There was _____ talk of invisibility projects and mind control experiments. _____, results of these experiments became far different _____ much more dangerous than the Navy ever expected. _____ the story itself seems too bizarre to be true, far too many coincidences have occurred for it to not be based upon some truth. The technical data that has _____ been presented on the subject holds far too much water to be ignored. Many of the stories associated with this infamous experiment are wild: whispers of men "freezing" in time for months, rumors of men traveling through time, _____ horror stories of men becoming stuck in bulkheads or _____ the floor of the ship itself.

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

But the ship was gone _____ the harbor _____ about 4 hours, not just a few minutes. Legend has it that the ship was transported through space and time. Four hours later it returned _____ its original place. There was a greenish haze _____ deck. Some _____ the sailors were _____ fire, some seemed insane. All were sick. Some had heart attacks, some were dead, some were part _____ the superstructure _____ the ship, buried _____ the deck or walls _____ the ship. Some reports said that men just seemed _____ disappear and were never seen again. But

where had the ship gone _____ 4 hours? Some witnesses placed it _____ North Folk harbor. Others say it voyaged 40 years _____ the future and wound _____ at Montauk, New York, but the navy denied everything and said the men were lost _____ sea. Perhaps one day the truth will come _____.

Go through the last paragraph of the passage and find 7 examples of *Passive Voice* formation and change them to *Active Voice*:

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____
7. _____ = _____

3. Speaking

Description	<ul style="list-style-type: none"> • Describe your favorite means of travel. • How do you prepare for a long journey? • Describe the main character of a book or a movie.
Narration Talk about:	<ul style="list-style-type: none"> • a time you saw something that you couldn't explain logically. What did you do? Did you tell anyone? What was their reaction? • a time you saw a movie with a supernatural theme and couldn't sleep at night. What did you do? How were you feeling? • the strangest phenomenon / story that you've read or heard about.
Supported Opinion	<ul style="list-style-type: none"> • Do you think some people have special abilities like ESP (extra Sensory Perception)? Why/why not? • If you had the choice of taking an all-paid trip anywhere in the world, where would you choose to go? Why? • It has been proven that some kinds of dogs can tell if a person has a serious illness like cancer. Have you read or heard anything about this? Do you think it's possible? Why/why not?

4. Writing

Discuss these topics to generate ideas for the writing tasks.

- What is the topic of the reading comprehension text?
- They say that dogs can predict earthquakes, do you believe this?
- Have you ever had a dream that materialized?
- The Ancient Greeks believed in good and bad omens. Are you superstitious?

Topic One	You could write about:
It seems that some people have special abilities and can do things others find impossible. Do you believe there are people with psychic powers? Why/why not? Be sure to support your answer with examples, reasons and explanations.	<ul style="list-style-type: none"> • <i>yes, I believe this though I can't explain it</i> • <i>Geller tested in lab experiments</i> • <i>his abilities are not hearsay</i> • <i>seems impossible yet it's real</i>

I do believe in ESP and Telepathy, and that there are people who do have special powers. One such person I've read about is Uri Geller, also known as the "spoon bender". He is an illusionist, magician, television personality and self-proclaimed psychic. He acquired his fame during his television performances of spoon bending by the use of telepathic powers. His performances have been called controversial and he has both avid supporters and opponents.

It seems that while the public may have been skeptical about his powers, the CIA believed him to be psychic. In January of 2017, the CIA released previously classified documents which revealed the results of a week of experiments carried out on Geller in 1973. These experiments were designed to test Geller's "telepathic abilities".

This was part of the CIA's "Stargate" program, the goal of which was to find "secret weapons" that the CIA could use against its enemies. Geller was tested at the Stanford Research Institute in California, where he was locked in an acoustically and electronically shielded room. In the first experiment, a scientist or agent would pick a random word out of a dictionary and draw it. Then, Geller was notified by intercom when the picture was taped to the wall outside the room he was in. He then drew a picture similar to the one that had been drawn. One word picked was "bunch", so the scientist drew a bunch of grapes. Geller claimed he saw purple circles and went on to draw a bunch of grapes. Both bunches consisted of 24 grapes.

The next day the drawings were made 1/2 mile away from Geller's location, and the day after that from the East Coast. The results were not as exact but close enough. According to the CIA, Geller is psychic.

Topic Two	You could write about:
Do you think there is such a thing as ESP or telepathic powers? Have you ever had any such inexplicable experiences which left you puzzled? Write an essay explaining your experiences. Be sure to support your answer with examples, reasons and explanations.	<ul style="list-style-type: none"> • <i>very controversial topic which leaves me skeptical</i> • <i>have had some unusual experiences</i> • <i>know people who have some type of related gift</i> • <i>must see to believe</i>

I really can't confront this issue with a clear yes or no answer. It is a very controversial topic and I'm very skeptical. Though, like most people, I have had some "unusual experiences", which I can't explain to myself or to anyone else, and such things leave me baffled.

I have had dreams which warned something would happen and it did. A skeptical person would say this was just coincidence, while a believer in the paranormal would say it was much more than coincidence. I think many of us have had such experiences. It is common to be thinking of someone and for that person to call you just at that moment. Some would call this telepathy again; others would say it was just a coincidence.

One person, I might venture to say, that may have some sort of telepathic gift, is my mother. Throughout my life, whenever I had a serious problem, whether I was living abroad or in the same country, she would know there was a problem and would call to ask me what was wrong. It used to shock me. I don't know if this is telepathy or the mother-child bond psychologists talk about.

Who's to say? I certainly can't know for sure. It's a very individual thing, just like most beliefs.