

Text 1

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

**Chakras\***

- Gold: Power & Spirit
- Crown: Thought
- Third Eye: Light
- Throat: Sound
- Heart: Air
- Solar Plexus: Fire
- Spleen: Water
- Clear: Receptive energy
- Root: Earth
- White: Projective energy
- Silver: Connection to earth
- Black: Tao, neutral space

**Aura\***

- Spiritual Plane: higher etheric body, higher emotional body, higher mental body
- Astral Plane: astral body
- Physical Plane: physical body, etheric body, emotional body, mental body

### Colour Therapy – a complementary therapy

Colour Therapy is a **complementary** therapy for which there is evidence dating back thousands of years to the ancient cultures of Egypt, China and India. Colour is **simply** light of **varying wavelengths**, thus each colour has its own **particular** wavelength and energy.

The energy relating to each of the seven spectrum colours of red, orange, yellow, green, blue, **indigo** and violet, **resonates** with the energy of each of the seven **main** chakras or energy centres of the body. If you can imagine the chakras as a set of **cogs** or wheels, they are rather like the workings of a clock or an engine; each wheel needs to move **smoothly** for the clock or engine to work **properly**. Thus good health and **wellbeing** is achieved by a balance of all these energies. Balance of the energy in each of the body's chakras is very **important** for health and wellbeing. Colour therapy can help to re-balance and **stimulate** these energies by applying the **appropriate** colour to the body and therefore re-balance our chakras.

Colour is absorbed by the eyes, skin, **skull** our 'magnetic energy field' or aura and the energy of colour affects us on all **levels**; that is to say, **physical**, **spiritual** and **emotional**. Every cell in the body needs light energy - thus colour energy has **widespread** effects on the whole body. There are many **different** ways of giving colour, including: light boxes/lamps with colour filters, colour silks and direct **healing** using colour.

Colour therapy can be shown to help on a physical level, which is perhaps easier to **quantify**, however there are deeper **issues** around the colours on the psychological and spiritual levels. Our wellbeing is not, of course, **purely** a physical issue. **Fortunately** many more **practitioners** are now **treating** patients in a holistic manner. That is to say, we are body, mind and spirit and none of these areas function **entirely** alone; each has an effect upon the other. This is why Colour Therapy can be so helpful since colour addresses all levels of our being.

As babies we first experience colour **in the womb** where we are **enveloped in** **nurturing** and comforting pink. Then as a child we associate **with** colour as part of our first learning processes. These first **associations** contribute **to** our **consciousness**. As we get older, we attach many different feelings, memories and meanings **to** certain colours and this can then become a **feature in** our **subconscious**. We can build **up prejudices** to colours which have happy, sad, or frightening **connotations** for us.

Noting strong colour preferences can also be a helpful aid **to** finding possible problems and working **with** the appropriate colour or colours **to** help **to dispel** negative feelings, free blocks and re-balance the body emotionally, spiritually and, **in turn**, physically.

Guide to recognise items to focus on					
Vocabulary	=	<b>Underlined+Bold</b>	Grammar	=	<span style="border: 1px solid black; display: inline-block; width: 50px; height: 15px;"></span>
Phrasal Verbs	=	<span style="border: 1px solid black; border-radius: 50%; display: inline-block; width: 50px; height: 15px;"></span>	Prepositions +Other	=	<b>Bold</b>

## 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.	complementary	(συμπληρωματικός)	_____
2.	varying	(ποικίλα)	_____
3.	wavelength	(μήκος κύματος)	_____
4.	indigo	(λουλαλί)	_____
5.	resonate	(αντηχώ)	_____
6.	cog	(γρανάζι)	_____
7.	wellbeing	(ευημερία)	_____
8.	stimulate	(διεγείρω)	_____
9.	skull	(κρανίο)	_____
10.	level	(επίπεδο)	_____
11.	heal	(θεραπεύω, θεραπεία)	_____
12.	quantify	(προσδιορίζω ποσότητα)	_____
13.	issues	(θέματα)	_____
14.	practitioner	(επαγγελματίας)	_____
15.	treat	(κουράω)	_____
16.	womb	(μήτρα)	_____
17.	enveloped	(τυλιγμένος)	_____
18.	nurturing	(ανατροφή, φροντίδα)	_____
19.	associations	(συσχετισμοί)	_____
20.	consciousness	(συνειδητότητα)	_____
21.	feature	(χαρακτηριστικό)	_____
22.	subconscious	(υποσυνείδητο)	_____
23.	prejudice	(προκατάληψη)	_____
24.	connotation	(συνειρμός)	_____
25.	dispel	(διάλυση)	_____

### Column B – Meaning:

a.	nourishing
b.	determine the quantity of
c.	gear tooth, main part of device
d.	get rid of
e.	cause to do
f.	to restore health, to cure
g.	connect ideas/events in memory
h.	distance between two waves of energy
i.	wrapped
j.	problems, difficulties
k.	professionals
l.	just below consciousness
m.	different from each other
n.	the bone of the head
o.	negative attitude towards something
p.	corresponds
q.	awareness, having knowledge of
r.	completing something, making it better
s.	ideas implied
t.	deep purple-blue
u.	to deal in order to cure
v.	uterus
w.	state of being healthy, happy, successful
x.	characteristic, aspect
y.	degrees

Choose vocabulary from Column A to fill in the blanks.

1. The delicious smells coming from the kitchen have \_\_\_\_\_ my appetite and I'm hungry.
2. My wound is \_\_\_\_\_ better now that I am using this antibiotic cream.
3. What are the \_\_\_\_\_ of his actions? Do you think he will be fired?
4. The child was sleeping soundly, \_\_\_\_\_ in his mother's arms.
5. All these vitamin pills and health foods make me \_\_\_\_\_ with energy and wellbeing.
6. If you study hard and review your lessons every week, you will feel more secure and you can \_\_\_\_\_ your fear of exams.
7. They may be twins, but they are totally different. They \_\_\_\_\_ in their likes and dislikes and basically in everything.
8. Physically he looks just like his father, but he has none of his father's psychological \_\_\_\_\_.
9. The main \_\_\_\_\_ we are all concerned with is the lack of trust in our government.
10. Jack is an honest person. Just because his father is a thief, we should not make \_\_\_\_\_ between Jack and his father.

## 2. Grammar – Adjectives and Adverbs

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

As babies we first experience colour \_\_\_\_ the womb where we are enveloped \_\_\_\_ a nurturing and comforting pink. Then as a child we associate \_\_\_\_ colour as part \_\_\_\_ our first learning processes. These first associations contribute \_\_\_\_ our consciousness. As we get older, we attach many different feelings, memories and meanings \_\_\_\_ certain colours and this can then become a feature \_\_\_\_ our subconscious. We can build \_\_\_\_ prejudices \_\_\_\_ colours which have happy, sad, or frightening connotations \_\_\_\_ us.

Noting strong colour preferences can also be a helpful aid \_\_\_\_ finding possible problems and working \_\_\_\_ the appropriate colour or colours \_\_\_\_ help \_\_\_\_ dispel negative feelings, free blocks and re-balance the body emotionally, spiritually and, \_\_\_\_ turn, physically.

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

Example:      **colour** therapy  
                  **energy** centres

Find 12 *Adjectives* from the first three paragraphs of the reading.

- |          |          |          |           |
|----------|----------|----------|-----------|
| 1. _____ | 4. _____ | 7. _____ | 10. _____ |
| 2. _____ | 5. _____ | 8. _____ | 11. _____ |
| 3. _____ | 6. _____ | 9. _____ | 12. _____ |

Find 6 *Adverbs* from the first four paragraphs of the reading.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Fill in the blanks with the correct *Adjectives* or *Adverbs* from above.

- The car engine is making funny noises. It's not running \_\_\_\_\_.
- The Acropolis is a(n) \_\_\_\_\_ wonder.
- No one is to blame but you. The accident was \_\_\_\_\_ your fault.
- Don't vote for him in the next elections because he is \_\_\_\_\_ not capable of solving the economic problem.
- Generally, I like red as a colour, but this \_\_\_\_\_ red does not suit me.
- Her \_\_\_\_\_ condition is very weak because she has been in bed for a month.
- \_\_\_\_\_, no one was standing at the bus stop when the bus driver lost control and hit the bus stop.
- The dress you are wearing is not \_\_\_\_\_ for a funeral.
- During springtime, wild flowers are \_\_\_\_\_ in every area of the country.
- We hadn't planned to meet. It was \_\_\_\_\_ a coincidence.

### 3. Speaking

#### For section one of the NOCN:

- Have you or anyone you know ever tried any type of holistic therapy?
- Does it bother you that many doctors disapprove of holistic therapy?
- Would you be willing to try holistic medicine? Why / why not?
- Who should decide what's best for a patient?
- Do you know of any type of holistic treatment?

#### For section two of the NOCN:

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

Situation 1: One of the students at your school has cut a finger quite deeply. You have a homemade cream in your bag, which has many healing effects. Try to convince him / her to use it.

Situation 2: Your best friend only wears black clothes. She is constantly depressed. You feel the black clothes make her feel this way. 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 believe that holistic medicine is useless. You feel that this type of thinking is very narrow-minded. Convince your peers that if you believe that something is good for you it has positive effects. You will have two minutes to prepare your arguments. I will take the place of your opponent.

Ideas that the interlocutor may use include:

- holistic medicine is not officially recognised
- drug companies know what they are doing
- you may end up doing harm
- such treatment is too uncertain

### 4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *Do you know any holistic cures your grandmother or mother uses?*
- *Do you believe in holistic medicine? Why / why not?*
- *Do you drink herbs which supposedly have medicinal purposes, or do you prefer medicine from the drugstore?*

**Formal Writing Task 1 (200 – 250 words) – Allow 40 minutes for this task.**

Write an article for your school newspaper explaining about the power of the mind.

You could write about:

- how important positive thinking is and believing in something
- how each person should have freedom to choose what helps him or her
- how you've heard of people curing fatal illnesses through believing in some unorthodox treatments
- it's a matter of what's best for each one of us – very personal

**Sample article:**

According to research and science, the power of the mind seems almost limitless. Though we only use a small fraction of our brains, some people achieve great things. So much has been written about thinking positively and believing that anything is possible if we want it enough.

It's important not to be negative and to see the glass half-full, rather than half-empty. Whining, moaning and complaining doesn't get anyone anywhere. On the contrary, all negativity is for our physical and mental condition. Negativity is toxic and has harmful effects.

Though most people would agree that positive thinking helps one's state of mind, many people do not trust holistic cures. It is true that our lifespan has increased due to modern medicine and many fatal diseases have been cured thanks to antibiotics and other medical discoveries. But, there is a lot to be said about holistic cures, as well. After all, isn't modern medication based on herbs and plants taken from nature?

What each person thinks can help him, will. We are all thinking beings, so we have choices to make. Choose whatever suits you best. Or if you're not quite certain about what is best, try a little bit of both. Your mind will do the rest. It's our best tool to help the body function properly.

**Informal Writing Task 2 (250 – 300 words) – Allow 35 minutes for this task.**

Write an email to your cousin explaining why you had such a terrible time on your 3-day school excursion.

You could write about:

- how your best friend turned out to be a complainer
- how she was always late for everything
- how nothing and no one pleased her
- how you hadn't realised what she was really like

**Sample email:**

Dear Anne,

I have so much to tell you about our 3-day school excursion to Corfu and what a terrible time I had! You've met my best friend Diana, and from what I recall, you found her amusing and intelligent. Well, let me tell you that on this trip I saw a totally different side to the girl. I can't believe that after knowing her and growing up together for seven years, I really don't know her at all. It was like she was a totally different being. Of course, I had never spent 3 days with her before, together night and day.

All she did for 3 days was to complain. Nothing anyone could do would please her. She didn't like the hotel, or the food, or the service, or even Corfu! She was a real pain.

All the other students wanted nothing to do with her; out of loyalty I felt I had to stick with her. She made my trip a nightmare.

She was late getting up in the morning and even late getting to meals. I felt very embarrassed because I was silly enough to feel sorry for her and, thus, wait for her. This did not make me very popular with the other students.

It seems that her negativity, constant whining and complaining had a bad effect on everybody. I'm concerned about how this may affect my relationship with the rest of the students at the school. I tried my best to make her cheer up and take part in the activities, but she had no desire to be positive about anything.

I guess it goes without saying that I want nothing more to do with her. Next time I'll be more careful in my choice of best friend.

Love,  
Kelly

## Text 2

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

### The Family Unit

The **institution** of the family is **central** to our society, providing a **secure** basis for **bringing up** children and a **stable** grouping which offers its members **mutual** support. Despite **attempts** in **recent** years to **create alternative** social groups, such as **communes**, and the increase in the number of single-parent families, the most **common configuration** of a family is still that of a married couple and their children, perhaps with an **elderly** relative living with them. And although there are **more** unmarried parents these days, the **majority** of people still feel that children born **out of wedlock** may suffer some disadvantages as a result.

It is **estimated** that a third of the people who get married today will later **get divorced**, and if those people remarry, **nearly** half those marriages will also end in divorce. Perhaps people **fall in love** very **quickly** and get married too soon, after a **whirlwind** romance, forgetting that being **truly compatible** with someone else involves being able to share your thoughts and feelings on a long-term basis. Perhaps another reason for the increasing number of divorces is the boring routine which sometimes becomes **established** in a marriage, when people **get in a rut** and fail to **treat themselves** to some romantic times, when they escape **briefly** from their **daily grind**.

A happy marriage and the pleasure of **rearing** children can provide you with **companionship** for the rest of your life, and problems that are shared can be more easily overcome. Some people **maintain** that many married couples only stay together because of their children, and that the first feelings of love soon **give way to** boredom, indifference and **frustration**. A marriage might make the partners lose contact with their old friends, which could also lead to feelings of **discontent**. And it **may well be** true that both the couple and the children suffer less if a really unhappy marriage ends in divorce, rather than inexorably **deteriorating**, leading eventually to violent **outbursts** from one or both of the partners.

Perhaps the majority of people find that even though the **initial** romance cannot be **sustained** over many years of marriage, there are other lasting benefits of married life with a family. Proud parents can help their children make their way in life, giving them a good start and taking pride in their successes. Constant support and **mutual** understanding help the couple to grow together, becoming closer and happier as the years go by.

#### Guide to recognise items to focus on

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

## 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.	institution	(θεσμός)	_____
2.	secure	(ασφαλής)	_____
3.	stable	(σταθερός)	_____
4.	mutual	(αμοιβαίος)	_____
5.	attempt	(απόπειρα)	_____
6.	create	(δημιουργώ)	_____
7.	alternative	(εναλλακτικός)	_____
8.	commune	(κοινότητα)	_____
9.	configuration	(διαμόρφωση)	_____
10.	estimate	(εκτιμώ, υπολογίζω)	_____
11.	whirlwind	(σύντομος, σίφουνας)	_____
12.	compatible	(συμβατός)	_____
13.	establish	(καθιερώνω)	_____
14.	briefly	(σύντομα)	_____
15.	rear	(ανατρέφω)	_____
16.	companionship	(συντροφικότητα)	_____
17.	maintain	(υποστηρίζω, ισχυρίζομαι)	_____
18.	frustration	(απογοήτευση)	_____
19.	discontent	(δυσανεχία)	_____
20.	deteriorate	(παρακμάζω, επιδεινώνομαι)	_____
21.	outburst	(ξέσπασμα)	_____
22.	initial	(αρχικός)	_____
23.	sustain	(διατηρώ)	_____

### Column B – Meaning:

a.	calculate, guess
b.	make, form, produce
c.	like-minded, harmonious
d.	nurture, raise
e.	group, community
f.	momentarily
g.	dissatisfaction, unhappiness
h.	preserve, sustain
i.	safe, stable
j.	constitute, verify
k.	original, primary
l.	try, efforts
m.	endure
n.	a custom, practice or law
o.	decline, fade
p.	rapid, short
q.	sound, unchangeable
r.	other, substitute
s.	outbreak
t.	shared, held in common
u.	fellowship, togetherness
v.	arrangement, pattern
w.	disappointment, resentment

Choose vocabulary from Column A to fill in the blanks.

1. His economic status has \_\_\_\_\_ since he lost all his money in the stock market.
2. You have no \_\_\_\_\_, but to do as your parents say.
3. Both companies were \_\_\_\_\_ in the early 1980s by my father.
4. Though they are very different personalities, they get on well and are \_\_\_\_\_.
5. The \_\_\_\_\_ of children is a very hard job and should be done by both parents.
6. Our feelings for each other are \_\_\_\_\_. We are in love and plan to get married.
7. The child's \_\_\_\_\_ shows how angry he really was.
8. I will make no more \_\_\_\_\_ to be her friend since she is so negative towards me.
9. Make sure the windows are \_\_\_\_\_ because the wind is so strong it can blow them open.
10. It is my \_\_\_\_\_ that my car is in such a bad state that it won't last through the winter.

## 2. Grammar

Match the *Phrasal Verb* or *Idiomatic Expression* in Column A with the meaning in Column B.

### Column A:

- |    |                    |                      |       |
|----|--------------------|----------------------|-------|
| 1. | bring up           | (ανατρέφω)           | _____ |
| 2. | out of wedlock     | (εκτός γάμου)        | _____ |
| 3. | to get divorced    | (παίρνω διαζύγιο)    | _____ |
| 4. | to fall in love    | (ερωτεύομαι)         | _____ |
| 5. | to get/be in a rut | (είμαι σε τέλμα)     | _____ |
| 6. | to treat oneself   | (κάνω κάτι για μένα) | _____ |
| 7. | daily grind        | (καθημερινή ρουτίνα) | _____ |
| 8. | give way to        | (υποχωρώ)            | _____ |
| 9. | may well be        | (είναι πιθανό)       | _____ |

### Column B:

- |    |   |
|----|---|
| a. | to legally break up a marriage          |
| b. | it's possible                           |
| c. | to do something special for yourself    |
| d. | have as a result, yield                 |
| e. | the routine of daily life               |
| f. | without being married                   |
| g. | to be in a bad situation                |
| h. | to have loving feelings towards someone |
| j. | rear, raise                             |

Fill in the blanks with one of the expressions from Column A.

- I was in a really bad mood, so I went shopping and bought a new pair of shoes, just \_\_\_\_\_.
- Because her parents both worked, Amanda was \_\_\_\_\_ by her mother's mother.
- This \_\_\_\_\_ of doing the same thing over and over really gets me down.
- Marion \_\_\_\_\_ with one of her father's employees, and the family is not very happy about her choice.
- Playing violent computer games may \_\_\_\_\_ acting out violence.
- Since they are constantly fighting, it's better for the whole family if they \_\_\_\_\_.
- I didn't do any studying last month and now I am \_\_\_\_\_ and can't catch up to the rest of the class.
- Many couples today have children \_\_\_\_\_ and may or may not get married much later.
- That entrepreneur \_\_\_\_\_ the next President of the United States.

Without looking back at the passage, fill in the blanks with the correct *adjective/adverb* formation.

- |                                     |                            |                           |                            |
|-------------------------------------|----------------------------|---------------------------|----------------------------|
| 1. <u>alternative/alternatively</u> | 4. <u>common/commonly</u>  | 7. <u>mutual/mutually</u> | 10. <u>recent/recently</u> |
| 2. <u>brief/briefly</u>             | 5. <u>elder/elderly</u>    | 8. <u>near/nearly</u>     | 11. <u>secure/securely</u> |
| 3. <u>central/centrally</u>         | 6. <u>majority/majorly</u> | 9. <u>quick/quickly</u>   | 12. <u>true/truly</u>      |

The institution of the family is \_\_\_\_\_ to our society, providing a \_\_\_\_\_ basis for bringing up children and a stable grouping which offers its members \_\_\_\_\_ support. Despite attempts in \_\_\_\_\_ years to create \_\_\_\_\_ social groups, such as communes, and the increase in the number of single-parent families, the most \_\_\_\_\_ configuration of a family is still that of a married couple and their children, perhaps with an \_\_\_\_\_ relative living with them. And although there are more unmarried parents these days, the \_\_\_\_\_ of people still feel that children born out of wedlock may suffer some disadvantages as a result.

It is estimated that a third of the people who get married today will later get divorced, and if those people remarry, \_\_\_\_\_ half those marriages will also end in divorce. Perhaps people fall in love very \_\_\_\_\_ and get married too soon, after a whirlwind romance, forgetting that being \_\_\_\_\_ compatible with someone else involves being able to share your thoughts and feelings on a long-term basis. Perhaps another reason for the increasing number of divorces is the boring routine which sometimes becomes established in a marriage, when people get in a rut and fail to treat themselves to some romantic times, when they escape \_\_\_\_\_ from their daily grind.

### 3. Speaking

#### For section one of the NOCN:

- Do you want to get married and have children? Why / why not?
- Is the Greek family still strong?
- Who makes most of the decisions in your family?
- At what age do you think people should get married?

#### 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 sister's birthday, and you are talking with your family about getting a dog which she's always wanted. Talk about how everyone's life will change.

Situation 2: Your school wants to invite a guest psychologist to talk to the students about the problems young people may face both at school and at home. Talk about what you think young people have to deal with.

#### For section three of the NOCN:

Scenario: You will now take part in a conversation. You have a chance to help organise a student / parent / teacher night at your school. You feel that all three should meet together. Another student feels strongly that it should be parents and teachers. 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:

- don't want too many people involved
- teachers may not feel comfortable talking to the parents with the students present
- parents may get upset with children if teachers make negative comments
- might take too long

### 4. Writing

Discuss these topics to generate ideas for the writing tasks.

- *What is the topic of the reading comprehension text?*
- *Do you think these hard times have brought the family together or torn it apart? Why?*
- *What is your happiest childhood memory?*
- *Are you a family person? Why / why not?*

**Formal Writing Task 1 (200 – 250 words) – Allow 40 minutes for this task.**

Write a report on the benefits of family.

You could write about:

- never feel lonely – family is community
- have people to share problems and find solutions with
- compatibility very important
- feel safe and supported

**Sample report:**

According to research, the family unit is the first community every one of us experiences. We learn to live with others, share things and responsibilities and have the luxury of not feeling lonely because we have others around us, to protect and help us as we learn to deal with simple daily problems. The average Greek family is close-knit with as many as three generations living together, under one roof. There are always people around to share problems with, complain to and always willing to help in the finding of solutions. This is very important for young people who are trying to fit into a world which is not very friendly these days.

Having the support of your family is like having your own, personal fan club. Young people know that the family unit will stand up for them, no matter what they have done. Compatibility and support are basics that no one can live without, especially the young. The family unity provides an umbrella of security, love and understanding. Reaching out for help and finding people there ready and willing to help is no ordinary blessing. Sharing is a need we all have, and if we are lucky there will be people there ready to share with us.

**Informal Writing Task 2 (250 – 300 words) – Allow 35 minutes for this task.**

Write a letter to your best friend who has moved to England describing a very important discovery you have made.

You could write about:

- how as we grow older our values change
- we are able to see things and evaluate them better
- how the family is so valuable
- how you want to start your own family

**Sample letter:**

Dear Vicky,

Remember all the Saturday nights our parents wouldn't let us go to this or that party, and we would sleepover at each other's house and complain about how unfair our parents were? Well, it seems that as we get older and wiser, we understand their strict ways better. It's now easy to say that they were right in acting as they did.

Age puts a whole new perspective on past events, and I am now able to evaluate things better, and what I can now value is how important family is. Though we couldn't realise it at the time, we had loving, caring parents who did their best to give us a good upbringing. Our parents cared enough to monitor our friends and our comings and goings. They were the guides which we wrongly thought our friends were. If only kids understood the world well enough to know that the people they should most trust are the members of their family and not so much their friends.

As you can see, I'm feeling nostalgic. I long to be back at home with my whole family and not in this city, studying, all alone among strangers. When they say "be careful what you wish for", they are right. We both wanted to leave home to study and now that we've left, we long for home. No one is ever satisfied with what they've got.

But there's a bright side to everything. When I'm finished with my studies, I want to return home, get a job and think about starting my own family. Write soon and tell me what you think of my decision.

Love,  
Jackie

### Text 3

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

**Among** higher animals, that are vertebrates, we find remarkable examples **of regenerative** power. The animals which **furnish** these examples all belong **to** the class **of** amphibians, and **among** them is the tailed amphibians, or Urodela, which exhibit the most highly developed faculty of regeneration.

The triton is **in** spring commonly found **in** pools and ditches filled **with** water. The triton can, **after amputation**, regrow all four legs, its tail, its jaws, and even its eyes.

The structure of the regenerated organ is **in** every way comparable **to** the original organ and it is **extraordinary to** see how, **within** a few weeks, a structure as complicated as a vertebrate's leg, **with** all its bones, muscles, **blood vessels** and nerves, will grow again. The stump of a triton's leg will almost always restore the missing parts **in** their entirety, no matter how or **at** what level **of** the leg they have been removed.

Several **successive** regenerations of the same organ can take place. Within a period of three months researchers obtained the regeneration of the four legs and of the tail six times in a row, all being equally rapid.

Adult mammals have limited regenerative capacity, compared to most vertebrates. But, through the regenerative therapy approach using electrical **stimulation**, there are promising results for rats and mammals in general. Studies in the 1970's showed that children up to the age of 10 or so, who had lost fingers in accidents, could regrow the **tip** of the digit finger within a month, provided the wound was not sealed up with flaps of skin, which was then the treatment in such emergencies. The result was that the child didn't have a fingerprint, and if a piece of fingernail were left, the nail would grow back as well, usually in a square shape rather than round.

In August 2005, a man in his early sixties accidentally sliced off the tip of his right middle finger just above the first phalanx. His brother, a doctor, provide him with a powder to cover the wound, and the tip of the finger regrew in four weeks. A similar story was reported by CNN.

Undergoing regenerative therapy can help regain a fingertip but for humans, that's as far as it goes.



Salamander

#### Guide to recognise items to focus on

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

## 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.  | vertebrates   | (σπονδυλωτά)                  | _____ |
| 2.  | regenerative  | (αναγεννητικός, αναπλαστικός) | _____ |
| 3.  | furnish       | (εξοπλίζω)                    | _____ |
| 4.  | amphibians    | (αμφίβια)                     | _____ |
| 5.  | faculty       | (ικανότητα)                   | _____ |
| 6.  | amputation    | (ακρωτηριασμός)               | _____ |
| 7.  | jaw           | (σαγόني)                      | _____ |
| 8.  | structure     | (κατασκευή, δομή)             | _____ |
| 9.  | extraordinary | (εντυπωσιακός)                | _____ |
| 10. | blood vessels | (αιμοφόρα αγγεία)             | _____ |
| 11. | stump         | (άκρο)                        | _____ |
| 12. | successive    | (διαδοχικός)                  | _____ |
| 13. | stimulation   | (ερέθισμα)                    | _____ |
| 14. | tip           | (άκρη)                        | _____ |
| 15. | digit finger  | (δείκτης)                     | _____ |
| 16. | flaps         | (στρώσεις, καπάκι)            | _____ |
| 17. | phalanx       | (φάλαγγα)                     | _____ |
| 18. | wound         | (πληγή)                       | _____ |

### Column B – Meaning:

- |    |   |
|----|---|
| a. | to completely cut off                           |
| b. | exceptional, remarkable                         |
| c. | what remains of something cut off               |
| d. | one after the other                             |
| e. | having a backbone                               |
| f. | layers, covers                                  |
| g. | animals that live on land and in water          |
| h. | to do with regrowth                             |
| i. | to excite or cause reaction                     |
| j. | bone which forms the mouth and frames the teeth |
| k. | ability   |
| l. | the finger we use to point                      |
| m. | end, edge                                       |
| n. | bone of a finger or a toe                       |
| o. | the way something is built                      |
| p. | injury  |
| q. | to supply with                                  |
| r. | arteries or veins where blood circulates        |

Choose vocabulary from Column A to fill in the blanks.

1. He didn't reveal everything. What he said is only the \_\_\_\_\_ of the iceberg.
2. The \_\_\_\_\_ ability of humans is very, very small.
3. A new 15-floor \_\_\_\_\_ is being built by the old airport.
4. It looks like a very deep \_\_\_\_\_. A doctor should see it.
5. His leg was smashed in the accident and needed \_\_\_\_\_.
6. She is so old that she is slowly losing the \_\_\_\_\_ of walking on her own.
7. She likes to wear big rings on her \_\_\_\_\_.
8. It's \_\_\_\_\_ he can drink so much and not get drunk.
9. The \_\_\_\_\_ in my arms are very obvious because my skin is so pale.
10. It will be very difficult to get rid of that tree \_\_\_\_\_ in the garden.
11. What he said about my appearance was the \_\_\_\_\_ I needed to start dressing better.
12. My basketball team has had 5 \_\_\_\_\_ victories, so they will be in the finals.

## 2. Grammar – Conjunctions, Connectors, Linkers

Without looking back at the passage, fill in the blanks with one of the following prepositions. Some may be used more than once:

*after, among, at, in, of, to, with, within*

\_\_\_\_\_ higher animals, that are vertebrates, we find remarkable examples \_\_\_\_\_ regenerative power. The animals which furnish these examples all belong \_\_\_\_\_ the class \_\_\_\_\_ amphibians, and \_\_\_\_\_ them is the tailed amphibians, or Urodela, which exhibit the most highly developed faculty \_\_\_\_\_ regeneration. The triton is \_\_\_\_\_ spring commonly found \_\_\_\_\_ pools and ditches filled \_\_\_\_\_ water. The triton can, \_\_\_\_\_ amputation, regrow all four legs, its tail, its jaws, and even its eyes. The structure \_\_\_\_\_ the regenerated organ is \_\_\_\_\_ every way comparable \_\_\_\_\_ the original organ and it is extraordinary \_\_\_\_\_ see how, \_\_\_\_\_ a few weeks, a structure as complicated as a vertebrate's leg, \_\_\_\_\_ all its bones, muscles, blood vessels and nerves, will grow again. The stump \_\_\_\_\_ a triton's leg will almost always restore the missing parts \_\_\_\_\_ their entirety, no matter how or \_\_\_\_\_ what level \_\_\_\_\_ the leg they have been removed.

### Conjunctions / Connectors / Linkers

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

1. **add:** and, also, in addition, moreover, first, second, third, etc.
2. **compare:** both ... and, equally important, in the same way, like, similarly, as, compared to, likewise, on one hand, in this instance
3. **concede:** after all, although / even though / though, of course, nevertheless / nonetheless, yet, however
4. **contrast:** instead, in contrast (to), on the one hand, on the other hand, unlike, whereas, however, conversely, nevertheless, nonetheless, but
5. **emphasise:** above all, certainly, indeed, most importantly, surely
6. **explain:** furthermore, in addition, in fact, in this case, now
7. **illustrate:** for example / for instance, next, thus / so, such
8. **qualify:** although, but, except for, however, yet
9. **state consequences:** as a result, accordingly, consequently, otherwise, therefore
10. **conclude:** at last, finally, in conclusion, in summary, to sum up
- 11a. **They show cause and effect:**  
so ... that, such ... that  
She is such a nice person that everyone likes her.  
There was so much food left that everyone took some home.

#### 11b. Transitions which show cause and effect, and / or condition:

accordingly	due to	it follows that	since	provided
by reason of	hence	inevitably	thanks to	if ... then
consequently	because of	on that account	to that end	unless

#### 12. Transitions of sequence or time:

afterwards	frequently	meanwhile	since
before	hereafter	previously	subsequently
eventually	later	repeatedly	until now

Without looking back at the passage, fill in the blanks with one of the following linkers:  
*the result, but, in general, compared to, provided*

Adult mammals have limited regenerative capacity, \_\_\_\_\_ most vertebrates. \_\_\_\_\_, through the regenerative therapy approach using electrical stimulation, there are promising results for rats and mammals \_\_\_\_\_. Studies in the 1970's showed that children up to the age of 10 or so, who had lost fingers in accidents, could regrow the tip of the digit finger within a month, \_\_\_\_\_ the wound was not sealed up with flaps of skin, which was then the treatment in such emergencies. \_\_\_\_\_ was that the child didn't have a fingerprint, and if a piece of fingernail were left, the nail would grow back as well, usually in a square shape rather than round.

### 3. Speaking

**For section one of the NOCN:**

- Have you ever heard of any stories of people growing back parts?
- Should cloning be used for spare parts that people may need?
- Are you for or against cloning? Why / why not?
- Would you become an organ donor? Why / why not?
- Should organs be offered for sale?

**For section two of the NOCN:**

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

Situation 1: You are thinking of becoming a blood donor, but you don't want to go alone. You want your best friend to come along. Explain to him/her why you should both become blood donors.

Situation 2: You are talking to your mother about how grateful you feel about being healthy and having all your faculties. Explain to her that you want to become an organ donor.

**For section three of the NOCN:**

Scenario: You will now take part in a conversation. As a class you are discussing of what you can all do to help those less fortunate than you. You feel that having a blood donation day at the school would be very useful. Another student feels that collecting money and donating it to the children's hospital would be better. 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:

- a lot of work may be involved
- would students be willing to donate blood?
- there's no space available in the school
- parents may object to this

### 4. Writing

**Discuss these topics to generate ideas for the writing tasks.**

- *Is man concerned with the wellbeing of his fellow man?*
- *Why do rich countries allow such poverty worldwide?*
- *What are extreme practices men and companies do to gain money?*
- *Who would control cloning and cloned parts? How and why?*

**Formal Writing Task 1 (200 – 250 words) – Allow 40 minutes for this task.**

Write an essay describing your views on cloning.

You could write about:

- opinions on cloning are split
- there are dangers involved
- can human nature be trusted?
- it may stop exploitation and the organ market

**Sample essay:**

Cloning is a very commonly discussed issue, and opinions on cloning are split. Some people consider cloning a godsend, others consider it a curse. Like any other controversial issue, this coin also has two sides. But, when discussing cloning we must be fully aware of how cloning in the wrong hands may have unwanted results and how in the right hands it can save lives.

I really am not decided on whether cloning should be made legal or not. I think I know human nature well enough to know that there will be those who will be eager to use cloning to line their pockets and make big money. Who would not pay handsomely for a much needed kidney or a new heart? Of course, prices will not be cheap, so again good health will be available only to the rich. This means that if cloning were to become legal, cloned parts would have to be very strictly monitored and be available to everyone at affordable prices or through government health care channels.

On the other hand, cloning may stop the exploitation of people in underdeveloped countries where someone is paid 800 – 1,000 dollars for a kidney, which is then offered at 40 – 50 thousand dollars to people in western countries. The organ market is presently big business.

It's not easy to decide on the issue of cloning. If man were more humane and concerned with the wellbeing of his fellow man, I would wholeheartedly agree with cloning. As it is, everything seems to be about making money. Under such circumstances, I would say no to cloning.

**Informal Writing Task 2 (250 – 300 words) – Allow 35 minutes for this task.**

Write an email to a friend describing an article on “Medical Tourism” that you read in a health magazine while you were at your doctor’s office.

You could write about:

- how expensive it is
- which countries have medical tourism
- how organ donors are exploited
- how everything is about money

**Sample letter:**

Hey Donna!

I need to share something that I read with you. I was waiting at my doctor’s office for my yearly check-up, so I picked up a medical magazine and as I was flipping through it, I found an article entitled “Medical Tourism”. Because I didn’t know what it meant, I read on to discover its meaning. I was shocked by what I read.

Every year, thousands of people who can afford it fly to India and China, the two most popular “Medical Tourism” destinations for heart, kidney, or eye transplants. They are taking care of their medical problems and seeing the countries, as well. Hence, the name, Medical Tourism.

These operations cost between 35,000 to 50,000 dollars, so, you can see that they are not for everyone. Well, you may ask, what’s wrong with that? They can afford it so they pay to get well. But, that’s not the issue. The issue is where do all the donor parts come from? That’s where the problem lies.

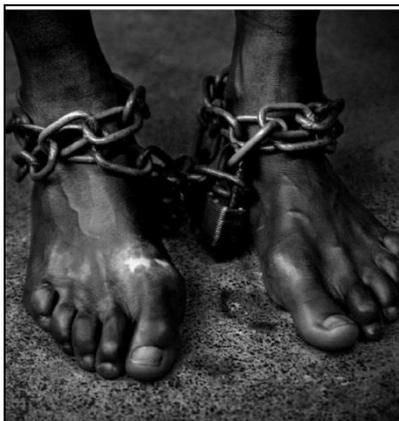
In India, poor Indian fishermen and other poverty-stricken Indians sell a kidney for 800-1,000 dollar. For them, this is a lot of money. What they don’t know is that afterwards they suffer from such serious stomach pains that they can’t work anymore. And even sadder is that a kidney transplant costs about 35-40 thousand dollars.

If this isn’t human exploitation, tell me, what is? How far will some people go to make money? I find it scary. If you want to find out more, read a book called “Blood Harvest”. That is what scary really means.

Jerry

## Text 4

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



### Slavery

**Slavery** began even before man gave **up** his **wandering pastoral** life and settled down **to till** the **soil**. As an act **of mercy**, the **vanquished** of the battlefield **with** their wives and children, **were made slaves** rather than put **to death**. Sometimes men became slaves **through** inability **to** pay their **debts**; others **were reduced** **to** slavery **through** judicial sentence; **among** the ancient Germans, men **at times** gambled **away** their freedom **at games of chance**. **In** times **of** peace, when captives were few, a slave trade **was set up** which dealt **in** slaves **of** many nationalities and all ranks. Often a slave might be **of** higher education and birth than his master. Greeks

enslaved Greeks, and **were in turn made to serve** the Romans, who often used such slaves **to tutor** their children.

Countless **captives** were brought to Rome from Carthage, Spain, Gaul and Asia Minor, and many wealthy Roman estates could have anywhere from hundreds to thousands of slaves.

In Athens slaves **were usually treated kindly** but under Roman rule **brutal** treatment **was sanctioned** by both law and custom, especially on the great estates, so that the slaves at times **revolted** against their masters.

During the Middle Ages, the chaos of invasion and frequent wars resulted in victorious parties again taking slaves. As a commonly traded **commodity**, like cattle, slaves had become a form of internal or trans-border **currency**. During the 15<sup>th</sup> century, the Portuguese **pioneered** in **colonialism**, starting with the exploration of the African coast. In 1452, Pope Nicholas V, granted the right to the Portuguese to reduce any "**pagans** and other non-believers" to hereditary slavery, which legalised the slave trade under Catholic belief at the time. **Slavery was regarded** as an old established and necessary institution which supplied Europe with the **essential** workforce.

In the 16<sup>th</sup> century, African slaves had replaced almost all other nationalities and religious enslaved groups in Europe. At this time the enslavement of Native Americans **was carried out in Brazil**, by the Portuguese.

After 1600, Britain and other European nations played a **prominent** role in the slave trade. In 1807 the Slave Trade Act **banned** slavery in the British Empire and in 1839 the world's oldest human rights organisation, Anti-Slavery International, **was formed in Britain**, to outlaw slavery in other countries.

### Guide to recognise items to focus on

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

## 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:

### Column B – Meaning:

1. slavery	(δουλεία, σκλαβιά)	_____	a. prisoners
2. wandering	(περιπλανώμενος)	_____	b. control of another country
3. pastoral	(αγροτικός)	_____	c. compassion
4. till	(οργώνω)	_____	d. rebel
5. soil	(έδαφος, χώμα)	_____	e. rural
6. mercy	(έλεος)	_____	f. product, good
7. vanquished	(ηττημένος)	_____	g. ruthless, cruel
8. debts	(χρέη)	_____	h. money system
9. tutor	(διδάσκω)	_____	i. to move without a definite destination
10. captive	(αιχμάλωτος)	_____	j. follower of polytheism
11. brutal	(σκληρός, ζώδης)	_____	k. teach
12. sanction	(επιτρέπω, εγκρίνω)	_____	l. prepare land to plant crops
13. revolt	(επαναστατώ, εξεγείρομαι)	_____	m. prohibited, not allowed, do away with
14. commodity	(προϊόν, εμπόρευμα)	_____	n. earth, land where plants can grow
15. currency	(νόμισμα)	_____	o. noticeable, eminent, vital, obvious
16. pioneer	(πρωτοστατώ)	_____	p. owe money
17. colonialism	(αποικιοκρατία)	_____	q. the practice of owning slaves
18. pagan	(παγανιστής)	_____	r. first to do something
19. essential	(απαραίτητος)	_____	s. defeated, conquered
20. prominent	(εμφανής)	_____	t. authorise, approve
21. ban	(απαγορεύω)	_____	u. necessary, fundamental, important

Choose vocabulary from Column A to fill in the blanks.

1. If you don't pay your \_\_\_\_\_ to the government, they'll take your house.
2. The common European \_\_\_\_\_ is the Euro.
3. He is not only a \_\_\_\_\_ lawyer, but also an honest politician.
4. If his parents hadn't been so very strict, he wouldn't have \_\_\_\_\_ against them.
5. You should plant a vegetable garden because the \_\_\_\_\_ is very good here.
6. He is very tough and shows no \_\_\_\_\_ for anyone who owes him money.
7. Cheating is not \_\_\_\_\_ at this school, so you have just failed this class.
8. He imports all kinds of \_\_\_\_\_ from China at very cheap prices.
9. The Dutch \_\_\_\_\_ in settling large parts of Africa.
10. I was thrilled when cigarette smoking was \_\_\_\_\_ from public places.
11. The \_\_\_\_\_ were taken to court by a police escort.
12. I love \_\_\_\_\_ around the mall, just window shopping.

13. Before you plant anything, you must \_\_\_\_\_ the soil to make it soft.
14. It is \_\_\_\_\_ to your health to eat fruit and vegetables.
15. Can you recommend someone to \_\_\_\_\_ my daughter in mathematics?

**2. Grammar – Active / Passive Voice**

Go through the text and find 10 examples of *Passive Voice formation*:

Paragraph 1	Sentence 2: _____ Sentence 3: _____ Sentence 4: _____ Sentence 6: _____
Paragraph 2	Sentence 1: _____
Paragraph 3	Sentence 1: _____ Sentence 1: _____
Paragraph 4	Sentence 5: _____
Paragraph 5	Sentence 2: _____
Paragraph 6	Sentence 2: _____

Now change the sentences to *Active Voice formation*. Simplify and shorten the sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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

Slavery began even before man gave \_\_\_\_ his wandering pastoral life and settled down \_\_\_\_ till the soil. As an act \_\_\_\_ mercy, the vanquished \_\_\_\_ the battlefield \_\_\_\_ their wives and children, were made slaves rather than put \_\_\_\_ death. Sometimes men became slaves \_\_\_\_ inability \_\_\_\_ pay their debts; others were reduced \_\_\_\_ slavery \_\_\_\_ judicial sentence; \_\_\_\_ the ancient Germans, men \_\_\_\_ times gambled \_\_\_\_ their freedom \_\_\_\_ games \_\_\_\_ chance. \_\_\_\_ times \_\_\_\_ peace, when captives were few, a slave trade was set \_\_\_\_ which dealt \_\_\_\_ slaves \_\_\_\_ many nationalities and all ranks. Often a slave might be \_\_\_\_ higher education and birth than his master. Greeks enslaved Greeks, and were \_\_\_\_ turn made \_\_\_\_ serve the Romans, who often used such slaves \_\_\_\_ tutor their children.

### 3. Speaking

**For section one of the NOCN:**

- Have you read anything or seen any movies involving slavery? Which ones?
- How did watching or reading about it made you feel?
- What does slavery say about human beings?
- Should slavery which goes on in some countries today be stopped? Why / why not?
- What other types of human exploitation which presently take place have you read about?

**For section two of the NOCN:**

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

Situation 1: Your best friend always wears name brands which you know use extremely cheap labour and children to sew their clothes. Explain to her why she should not support such exploitation.

Situation 2: Your younger sister has a bad attitude towards the woman who helps your mother at home. You decide to talk to your mother about it.

**For section three of the NOCN:**

Scenario: You will now take part in a conversation. Your fellow basketball players need to go shopping for sport shoes and most players think that a top brand is a good idea. You disagree because you know that such brands hire people from underdeveloped countries to make their products. 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:

- but famous brands are good quality
- All famous name brands use cheap labour
- it's a matter of sponsorship
- we can't change things on our own

### 4. Writing

**Discuss these topics to generate ideas for the writing tasks.**

- *What is the topic of the reading comprehension text?*
- *What other types of human exploitation have you read / heard about?*
- *It is said that man is the most brutal of all animals. Do you agree or disagree?*
- *What steps can be taken to stop such practices?*

**Formal Writing Task 1 (200 – 250 words) – Allow 40 minutes for this task.**

Write an essay describing how you think man exploits man.

You could write about:

- large international companies using cheap labour
- sew on ships
- people crammed together in small spaces
- inhumane conditions

**Sample essay:**

*It is my opinion that man has always exploited those poorer or weaker than himself. Unfortunately, I believe it is in our genes. Those who are stronger have the power and are, thus, in a position to use those who lack these characteristics.*

*A good example of this are large international clothing and shoe companies. They find poor, underdeveloped countries and set up factories there, where the labour is very, very cheap. Also, there are no laws in such countries to protect child labour, and children are paid for less than adults are.*

*Some companies take it a step further. They sew on ships in international waters, so that they do not have to pay taxes. Such ships are called “sweatshops” because working conditions are terrible. The workers are packed like sardines in tin cans. Imagine being aboard a ship for months at a time working from dawn to nightfall, away from family and friends. If this isn’t exploitation, I don’t know what is.*

*The only way to stop such practices is to boycott large sports and clothing chains. They sell their products at ridiculously high prices and pay only a few cents to have them sewn and manufactured.*

**Informal Writing Task 2 (250 – 300 words) – Allow 35 minutes for this task.**

Write an email to your best friend explaining why you are so upset about how large companies exploit workers.

You could write about:

- the terrible work conditions
- how you want to make people aware of this
- how it’s up to young people to help remedy situations
- we shouldn’t hide our heads in the sand and support such companies

**Sample letter:**

*Dear Mike,*

*I know that you love the polo shirts and sports shoes made by NIKE, but if you knew how they were made you would buy them no more. Many large international clothing companies use “sweatshops” and low wages.*

*According to Google, the workforce of NIKE in underdeveloped countries is 70-80 percent women, starting at age 16. The working conditions are terrible, hence the name “sweatshops”, and the normal working day is 16 hours, six days per week. The best piece of information is the pay rate of 0.20 cents per hour! That is 3 dollars and 20 cents for 16 hours a day. That is 19 dollars and 20 cents per 6-day week. Imagine how much the average NIKE t-shirt costs, and how many workers it pays the weekly salary of.*

*I find this totally unjust. What I consider even worse is that most people don’t know or don’t care about such things and continue buying such products. I want to email all my friends and all the students at the school the links where they can see all this information and pictures of sweatshops. All you have to do is type in the company name and the word “sweatshops” after it. You’ll be shocked. I certainly was.*

*I think it is our responsibility to be aware of such things and to boycott products produced this way. We must be conscious of what is going on in the world. We should take a stand and not hide our heads in the sand and support such companies by buying their highly overpriced products. Pass this information around. It’s the only way to improve things.*

*Love,  
Lina*