

PART B: VOCABULARY

6 points

Explain the meaning of the 6 idioms in English.

- a. to get on like a house on fire
- b. to be like a fish out of water
- c. to be thrown in at the deep end
- d. to really put your foot in it
- e. to see eye to eye with someone
- f. to be a real eye opener

PART B: VOCABULARY.

6 points

Find synonyms for the following words in the text.

- a. to cry -para.1
- b. to buy-para.2
- c. voluntarily- para.4
- d. probability-para.6
- e. to carry out-para.7
- f. to make someone pay -para. 7

PARTB: VOCABULARY.

3 points

Give the English equivalent for the following words found in the text studied in class last week:

- des résultats (8 letters)
- le comportement (8 or 9 letters)
- une supposition (10 letters)
- les jeunes (6 letters) → youth
- un sondage (5 letters) → survey
- les notes (6 letters) → grades

EFREI ENGLISH TEST
LAST NAME
ANSWER ALL QUESTIONS.

FIRST NAME
TIME ALLOWED:60 MINUTES

The Addiction and Cost of Social Media

Posted: 02/24/2013 6:52 pm

By Sam Fiorella

Have you ever found yourself asking, "Where did the last hour go?" when connecting with friends or colleagues in social networks? Social media is like a drug; just a little taste and we can't help but want more. Social networks are the drug dealers; they facilitate our addiction to this gateway drug with one-click access to our social graph and a multitude of other sites and apps. They've gamified the experience to appeal to our human needs so well that Maslow^[1] himself would weep with pride. With each click, we enter a maze of endless possibilities, often ending up in networks or conversations that have nothing to do with our initial reasons for logging in.

These networks, as well as the ecosystem of data centers and software developers that has been erected around them, do not provide this access out of the goodness of their hearts. It's a business, and as with all businesses, there's a cost required to purchase their products and services. Yet, most social networks and associated apps don't charge any money for their services. So what price do we pay?

I'll answer that with the old adage: *"If you're not paying for the product, you are the product."* And that's the real cost of social media access: becoming a product. Advertising and sponsorships keep the lights on in your favorite social networks and what they pay for is access to you. The more we engage, the more the networks track and analyze. The more they track and analyze, the more they can charge advertisers. What does "becoming a product" really mean? What are the tangible costs we pay?

We've eagerly plugged our lives into the social net and have willingly accepted the costs. Yet, it seems that we've really not understood what those costs are. One can argue that we acknowledge the costs when we check the "accept terms and conditions" box upon registering in another social network, but in reality, we're ignorantly signing over a blank check. People are beginning to realize these costs -- in many cases, only when it's too late:

1. Time

The question of whether social media is a productive or distracting force in our lives is fodder for another article. The fact remains that we've all agreed to invest our time in this activity. According to Nielsen and NM Incite's The Social Media Report 2012, consumers continue to spend more time on social networks than on any other type of Internet site. Twenty percent of the total time we spend online is on personal computers and 30 percent via mobile devices. And it's increasing. As of July 2012, the total time spent accessing and engaging in social media sites has increased 37 percent in the U.S., representing 121 billion minutes (up from 88 billion minutes the year before).

2. Emotion

Social media is often criticized for creating a culture of "over-sharing." Real-time connectivity via mobile devices and one-click "share to other network" options in mobile apps means we have the option to share the minutiae of our lives: what we we're thinking, eating, watching, reading or doing. Opening ourselves up in this manner is an emotional investment. We put a bit of ourselves into every post and with each share we're creating a digital version of ourselves, which isn't necessarily a constructive outlet. For example, a study by the University of Waterloo as reported in Psychological Science demonstrated that Facebook engagement can increase the likelihood of depression in some people. They found that those with low self-esteem tend to express a lot of

negative emotion and little positive emotion. Not surprisingly, the reactions received from others weren't good; people with low self-esteem were liked less. Social media can take an emotional toll on all of us.

3. Privacy

- 45 Privacy is the price that I'm most surprised we're willing to pay for access to social networking. As suggested in the previous point, every social media activity creates a digital version of you, but not just for you. Every time you register or log in, even for something as simple as performing a Google search, you're establishing a personal profile about yourself within the data repositories of social networks like Facebook and Google+. Social networks track when and how often you perform
- 50 certain tasks, what you're engaged in and with whom. The marketing spin they offer is that this allows them to provide you a better user experience, yet we all know it's simply to learn more about you. Your data is currency. The more personal the information they can acquire the more they can charge advertisers for access to you.

This is the addiction and cost of social media. Time, emotion and privacy are offered up too

55 willingly for a not-so-quick hit. Are you addicted? How much will you continue to pay? Is it worth it?

Read the article "The Addiction and Cost of Social Media" and do the following exercises:

I. Answer the following questions in your own words. (5 points)

- 1) Explain what is meant by "social media is like a drug" (line 2).
- 2) Explain what is meant by "social networks are the drug dealers" (line 3).
- 3) Explain what is meant by "what they pay for is access to you" (lines 16-17).
- 4) Explain what is meant by "social media is often criticized for creating a culture of 'over-sharing'" (line 33).
- 5) Explain what is meant by "your data is currency" (line 51).

II. Say whether the following statements are true or false. Justify by quoting the text. Use quotation marks. Please don't forget to mention the lines. (9 points)

- 1) When you use a social network, you don't have to pay.
- 2) Many people don't know what accepting the social networks' terms and conditions implies.
- 3) Social networking only accounts for a small part of the time we spend online.
- 4) People now use mobile devices more often than personal computers to go online.
- 5) People spent less time using social networks in 2012 than in the previous year.
- 6) Sam Fiorella considers that sharing every detail of our lives on many social networks isn't a good thing.
- 7) A study has shown that using Facebook could help to treat depression in some people.
- 8) Sam Fiorella doesn't find it surprising to see that people don't mind leaving their private information on social networks.
- 9) When you search for information on Google, other networks like Facebook or Google+ can find out about your Internet searches.

"Tounge in cheek"

February 5, 2014 6:35 pm

The likes and dislikes of Facebook



By Robert Shrimley

[Share](#) [Author alerts](#) [Print](#) [Clip](#)
[Comments](#)

Friending, unfriending, privacy and profits – the first 10 years of the social network

Facebook turned 10 this week. To mark this momentous birthday the Financial Times offers this timeline (what else?) of its first decade.

Feb 4 2004 thefacebook goes live at Harvard. Lists its relationship status as single but hoping to meet other students on campus.

Feb 10 2004 The first official unfriending takes place when Mark Zuckerberg ditches the Winklevoss twins.

Mar-Jun 2004 thefacebook extends its network to others including Yale, Dartmouth, Stanford and Justin Timberlake.

Dec 2004 Now just called Facebook, it racks up its millionth user. Zuckerberg unfriends co-founder Eduardo Saverin, adding him to that new group, "People I used to know and am going to have to pay millions in compensation".

Oct 2005 Introduces new "embarrassing friends in photos" feature. Very popular with recruiters.

Sep 2006 Opens up network to anyone aged over 13, beginning a global arms race to amass the most friends. Millions of teenagers befriend their parents in the quest to acquire more friends.

Nov 2006 Millions of teenagers unfriend their parents as the full consequence of earlier openness becomes apparent to them.

Jan 2007 Adults, still struggling with Facebook, fill their feeds with pictures of cats and the news they are "hitting the couch".

Mar 2007 Wave of self-recrimination as users ponder why they re-established contact with people they hated at school.

Nov 2007 Facebook changes its relationship status to "with advertisers". Launches Beacon, giving advertisers the power of social recommendation based on the activities and interests of users. "Robert Shrimley just bought a really cool shirt from the Marks and Spencer Blue Harbour range."

Dec 2007 Beacon backlash begins after users complain that they do not want everyone to know they bought their shirts at M&S.

Aug 2009 Introduces Facebook Gun Nut, a special page for people about to embark on a killing spree to post nice pictures of themselves and sociopathic messages before they go on the rampage.

Sept 2009 *FarmVille* game introduced, allowing users to take part in digital agrarian chores such as milking, crop rotation, contaminating the food chain and shooting rambles. Soon becomes most popular online gaming app, far outpacing other dreary chore-based games such as *CleanthekitchenVille*.

Mid-2010 Facebook accepts friend request from the US National Security Agency. Every user suddenly gains an extra secret acquaintance.

Nov 2010 Uproar as latest changes to privacy settings give Facebook the right to read all your emails and share them with their subjects unless you opt out. Zuckerberg justifies move by explaining that anyone can opt out by clicking on settings>privacy>ormaybesecurity>ohdamn,itwasprivacy>lookunderthatrock>notheotherone>whatis76543dividedby89751>i'lldoitlater.

Jan 2011 Plays key role in Arab spring after picture of a "cat that looks like Hosni Mubarak" goes viral,

destabilising the entire Egyptian regime.

July 2011 Launch of Google Plus. Sensing the possibility of a fresh start, thousands of users announce they are leaving Facebook for the new social network.

Aug 2011 Thousands of Google Plus users return to Facebook after discovering that no one they know is using it like a social network and none of their friends has followed them there.

April 2012 Facebook buys Instagram after the NSA complains about the picture quality of posts.

May 2012 Initial public offering. Facebook stock valued at \$38 a share with a market capitalisation of \$104bn. Gleeful critics call the end of the bubble.

Oct 2012 Facebook hits 1bn active users. It announces a new and dazzlingly successful relationship status with mobile devices and begins to pull in phenomenal amounts of advertising revenue.

Jan 2013 Begins to roll out Graph Search, which makes it easier to identify friends with an unhealthy interest in *Dr Who*.

Feb 2014 With shares 65 per cent above the float price, Zuckerberg celebrates Facebook's 10th birthday with a pledge to bring it to the two-thirds of the world's population without access to the internet. Two billion children prepare to unfriend their parents.

robert.shrimpsley@ft.com

Twitter: @robertshrimpsley

RELATED TOPICS Social Media

Share Author alerts Print Clip

Comments

Printed from: <http://www.ft.com/cms/s/0/2d920594-8aaf-11e3-9465-00144feab7de.html>

Print a single copy of this article for personal use. Contact us if you wish to print more to distribute to others.

© THE FINANCIAL TIMES LTD 2015 FT and 'Financial Times' are trademarks of The Financial Times Ltd.



© BRUXELLES

'Anyway Father,
enough about me ...'

Read the article, "The likes and dislikes of Facebook" and answer the following questions.

1. Facebook was founded at Harvard on February 4th 2004. T/F
2. In October 2005 Facebook added an "embarrassing friends in photos" feature. T/F
3. In November 2007 Facebook launched Beacon, which uses social recommendations for products and services. T/F
4. In Aug 2007 Facebook introduced Facebook Gun Nut for people who like death and violence. T/F
5. Adults were officially allowed to join Facebook in January 2007. T/F
6. Farmville is a game which encourages young people to do chores in real life. T/F
7. Facebook's changed its privacy settings in November 2010. T/F
8. In April 2012 the NSA complained about the quality of picture posts on Facebook. T/F

Read the article, "Get a life!" and answer the following questions.

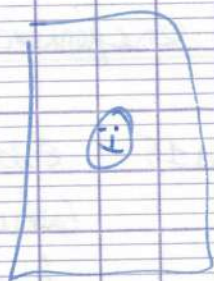
1. What did the Facebook study set out to investigate?
2. What did the study find?
3. Which other factors did not have an influence on the result?
4. What is a possible explanation for the results of the study?
5. Do you find Facebook enhances or diminished your life? Why?

Read the article, "Get a life!" and answer the following questions.

1. A recent study has proved that
 - a. people who joined Facebook have been vindicated
 - b. people who have not joined Facebook have been vindicated
 - c. that the more someone uses Facebook the less satisfied they are with life.
2. Previous studies of Facebook were
 - a. invalid because they were snapshots in time
 - b. invalid because they were cross-sectional
 - c. questionable because they snapshots in time
3. Previous studies of Facebook
 - a. confused correlation with causation
 - b. may have confused correlation with causation
 - c. may have confused correlation with negative emotions
4. The researchers asked volunteers in their late teens or early 20's
 - a. to use Facebook five times a day
 - b. to send text messages five times a day
 - c. to report on their state of mind five times a day
5. The researchers found that
 - a. the more research subjects used Facebook the less positive they felt
 - b. the more positive research subjects felt the less they used Facebook

- c. the more research subjects used Facebook the less they filled out the questionnaire.
6. The researchers also found that,
- a. the more direct social contact a research subject had the less they used Facebook
 - b. the less direct social contact a research subject had the less they used facebook
 - c. the more direct social contact a research subject had the more positive they felt
7. The results of the study
- a. were affected by the sex and self -esteem of the repondents
 - b. were not affected by the sex and self-esteem of the respondents
 - c. were affected by the level of depression of the respondents
8. The study
- a. explains that the main emotion aroused by Facebook is envy
 - b. explains that people use Facebook because they are envious
 - c. does not provide an explanation for the results

Guillaume Marique
25 rue St Ambroise
75014 Paris
France
Tel
Email



Nationality: French
Date of Birth: 14th Feb, 1985
Marital Status: Single
Clean Driving Licence

Objective Education

Professional experience
language and computer skills
extra-curricular activities
references upon request

Objective: Dynamic, highly motivated, hardworking,
3rd year

Information technology student is looking for an
opportunity to put my academic knowledge into
practices

Education

Since Sept 2014 Ecole ... (EFREI) Paris area France
2nd year of a 5 year program in Information
Technology
Expected to graduate in 2019

Sept 2013 - Jan 2014 Name of institution (city) country
(UK) (Baccalaureat with distinction (equivalent to 3 General
Certificate of Examination: Advanced level in mathematics
and physics))
(US
Canada) (Baccalaureat (equivalent to high school diploma))

Professional experience

Since Sept 2015 G20 (French Supermarket) Paris area France
Cahiers - Greet customers, scan articles,
handle cash, pack shelves, clean shop, price
article

Voluntary Experience

Internships

Language skill

French	Mother Language
English	Advanced level (TOEIC: 845/990)

Extra-curricular activities

Travelling	Italy, Jamaica, Sweden, Germany
Cooking	French, Indian, Japanese, Italian dishes
:	
:	

Vocabulary

➤ Find out what the following words mean in French:

stuff (l. 9)
a nerd (l. 14)
goggles (l. 14)
a browser (l. 19)
to pop up (l. 21)

to blink (l. 22)
to post a message (l. 44)
to tag (l. 51)
expectations (l. 48)
foreseeable (l. 54)

➤ What are the English equivalents for the following words?

un canapé
un bureau
un colocataire
un monument historique
la foule

Detailed comprehension

➤ Right or Wrong?

1. Augmented reality incorporates information into the real world.
2. It is a brand new concept.
3. Augmented reality applications are now available to customers.
4. Some fear that people will stay at home instead of going out.
5. These applications have yet to be improved.
6. MacIntyre doesn't think that augmented reality has a future.

➤ Answer the following questions:

1. What is augmented reality?
2. How does it work?
3. What can AR applications be used for?
4. Why are there doubts about augmented reality?
5. What could replace AR cell phones in the future?

Discussion

- Which AR application do you find the most useful?
- Do you think that augmented reality applications have a future? Why or why not?

New Phone Apps Seek to 'Augment' Reality

August 17, 2009

By John D. Sutter
CNN

Blair MacIntyre imagines a world where tiny clouds of information -- Facebook statuses, business cards, Twitter posts -- float above all of our heads. In some ways, it's not that far from reality. Advancements in mobile phone technology have cleared the way for a coming wave of "augmented reality" applications that merge the physical world with information compiled about people and places on the Internet.



"When the technology gets there, this stuff could be amazingly useful and mildly terrifying in some ways," said MacIntyre, an associate professor at the Georgia Institute of Technology who has taught classes in augmented reality for a decade.

The idea of pairing digital information with our real, 3-D environments is not especially new -- think robot-human vision in the "Terminator" movies. MacIntyre even plodded about college campuses in the 1990s wearing a 40-pound backpack and nerdy goggles, trying to make something similar happen.

But as mobile phones become better equipped with GPS systems, which use satellites to locate the phones; compasses, which tell the direction the phone faces; and accelerometers, which relay the device's tilt; the once-lofty idea of augmented reality is being put into the hands of consumers.

Last July in the Netherlands, a company called SPRXmobile released a mobile browser, Layar, that lets people see pieces of this new info-reality through their phone screens. A Layar user sets his or her phone to video mode, aims it around and sees all kinds of information pop up on the screen: blinking dots on apartments that are for sale, the values of those units, pull-down reviews of the bar up on the corner or details about sales at a nearby retail store.

This makes information easier to find and helps people make better sense of the physical world around them, said Maarten Lens-FitzGerald, co-founder of Layar. I think it will actually get you out more than you would stay at home," he said. "You're not at your couch anymore, you're not at your desk" when you need to find information.

[...]

A range of other "AR" apps are in development or are on the market. One, called Nearest Tube, highlights subway routes in New York and London. Wikitude is an app that aims to show people encyclopedic information about nearby landmarks. Like Wikipedia, users can add information to the service. The idea could usher in an era of cell-phone tour guides. [...] And at Georgia Tech, researchers are working on video games that may one day make it look like virtual zombies are chasing players down real-world streets.

Alex Michaelis, CEO of Tweetmondo, a site that pairs Twitter posts with geographical information, said he has developed an app that will let mobile phone users see their friends' tweets through the video camera on their phones. He expects it to be available within the month. "It adds information to your world, and this is what it's all about," he said. To picture how that service would work, think about walking into your living room in the evening. If a roommate had posted to Twitter from the

40 couch, his or her Tweet would hover in that space when viewed through a mobile phone's video camera.

Michaelis admits the model is a bit clunky for now. But he sees a future when the app will let people stand on a street corner, hold their phone up to their face, and see the Twitter posts of crowd members as they mill about. Phones would have to be able to communicate with satellites and computer services constantly, instead of only when someone posts a message, to make that possible, 45 he said. "I see this being resolved in the near future," he said, "because, really, it's just a matter of really experimenting with this technology and pushing it to the limit."

But there are doubts about augmented technology on phones. Lens-FitzGerald, of Layar, is concerned that augmented reality is being over-hyped and may create unrealistic expectations from consumers. [...] More functional problems exist as well. People don't necessarily want to walk 50 around the world holding cell-phone screens in front of their faces. And the world's information has to be tagged geographically to make sense in an augmented-reality setting.

But MacIntyre does see a bright future for augmented reality.

Within a year, mobile phone applications will become much more functional, he said, and in the foreseeable future, augmented reality will move off of phone screens and onto futuristic sunglasses, 55 whose wearers will see blips of information about everything around them, he said.

If that happens, the "Terminator" vision will have truly arrived.

<http://edition.cnn.com/2009/TECH/08/05/augmented.reality.phone.apps/>

Listening Test: Big 'Black Box' Bro to Spy Mail & Phones

Watch the video and answer the following questions. Here is some vocabulary to help you:

To snoop on someone: to spy on someone

A snooper: someone who pries into the private affairs of others

1. What kind of black boxes are Internet and phone companies going to install? Find 3 elements which will be monitored. (3 points)

They are going to install black boxes which monitor phone call internet access
text message

2. According to Sara Firth, a reporter for the TV channel 'Russia Today', why is the UK pushing for this legislation?

criminals
to protect wide modern communication

3. Make a list of what this is going to affect. (4 points)

4. What will the government be able to do?

keep data for years of communication

5. What has the draft communications data bill been nicknamed?

6. What argument does the Home Office use to defend this bill?

need to protect the country

7. Why do civil liberties groups oppose it?

8. If this law is passed, what is Britain going to become according to Sara Firth?

Big Brother not intrusive country in the world

9. How do the British people feel about this?

unhappy but it's already with CCTV

10. How long would the information be kept in the black boxes?

1 year

11. Why does the reporter consider that the UK ranks at the top of the surveillance society?

because if person who have access can watch
privacy content

12. How do some of the people who have reacted online feel?

13. Find at least one example of people's responses.

14. Why does Sara Firth say this sounds a bit "Orwellian"?

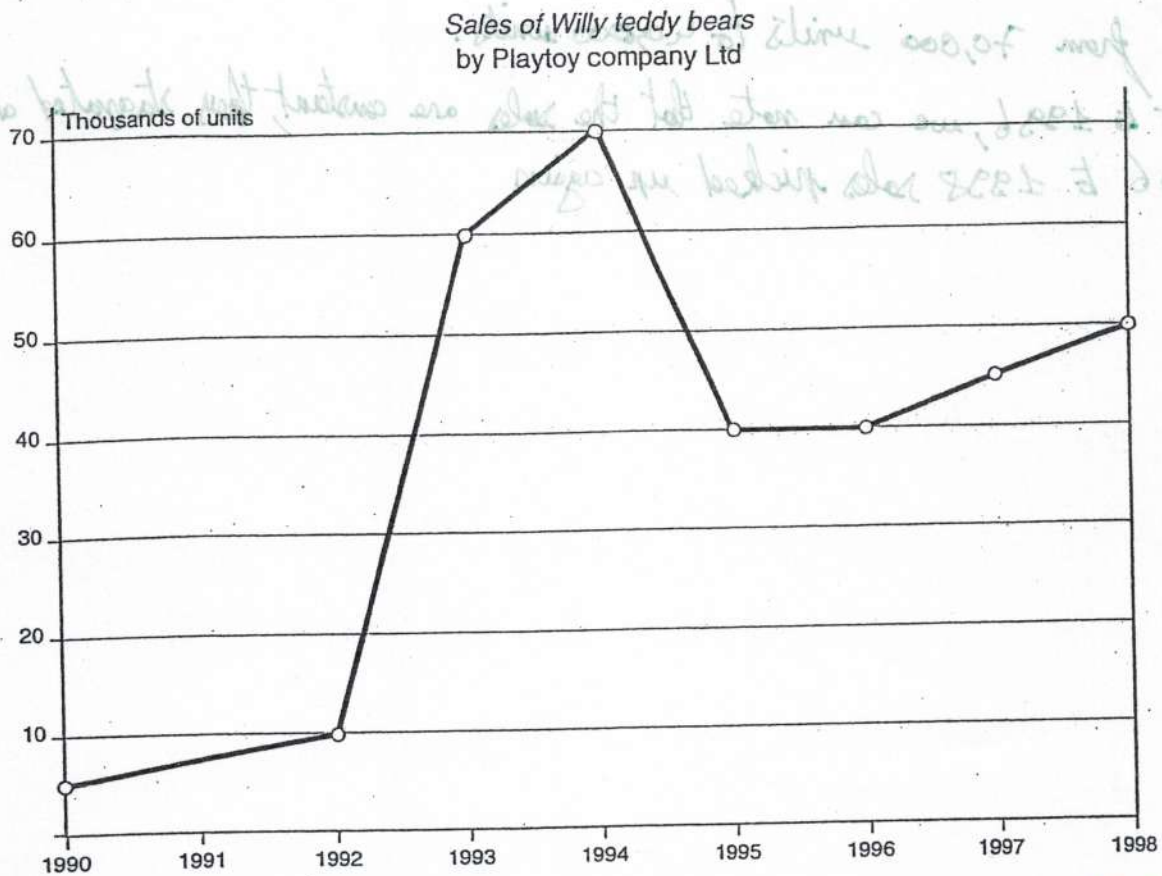
because of Big Brother

15. Explain the allusion to 'Big Brother'.

British government could spy you

You can watch the video here: <http://www.youtube.com/watch?v=pzU76vRsZeE>

3. Exemple



In 1992 there ~~the~~ was a dramatic increase sales. ~~The~~ Sales reach a peak in 1994. There was a ~~the~~ considerable decline in 1995 and then they remain stable

This line graph is about sales of "Willy teddy bears" by Playtoy Corporation Ltd between 1990-1998.

In 1990 sales stood at 5,000 units. Between 1990 and 1992 sales increased regularly to reach 10,000. They increased to 10,000 units. They were by 5,000 units.

Between 1992 and 1993, sales SKYROCKETED (increased sharply, exploded or boomed).

From 1993 to 1994 sales jumped ~~the~~ / soared ~~from~~ from 60 thousand to 70 thousand units. In 1994 reached a peak of 70 thousand units.

Between 1990 and 1994 sales kept growing there was a growth of 65 thousand units.

Between 1990 and 1994 sales rose by 65,000 units.

However, in 1994 sales dropped dramatically

However, in 1994 sales plummeted
nosedived
collapsed
decrease dramatically by 30,000 units

They fell from 70,000 units to 40,000 units.

From 1995 to 1996, we can note that the sales are constant, they stagnated at 40,000 units

From 1996 to 1998 sales picked up again



The sales in 1994 were 70,000 units. In 1995, sales dropped to 40,000 units. From 1995 to 1996, sales remained constant at 40,000 units. From 1996 to 1998, sales increased to 50,000 units.

Describing Graphs

Here are the words and phrases you need to talk about trends using graphs. Make sure you can translate these into your own language.

UP - verbs

go up
increase

take off
rise

shoot up
grow

soar
improve

jump
rocket

monter en flèche

UP - nouns

an increase
an upturn

a rise
a surge

a growth
an upsurge

an improvement
an upward trend

DOWN - verbs

go/come down
decline

fall
decrease

fall off
slip

drop
plummet

slump
shrink

DOWN - nouns

a fall
a downturn

a decrease
a downward trend

a decline

a drop

NO CHANGE - verbs

remain stable
remain constant

level off
stagnate

stay at the same level
stabilise

AT THE TOP - verbs

reach a peak

peak

top out

AT THE BOTTOM - verbs

reach a low point

bottom out

recover

DEGREES OF CHANGE

Adjectives:

dramatic, considerable, sharp, significant, substantial, moderate, slight

Adverbs:

dramatically, considerably, sharply, significantly, substantially, moderately, slightly

SPEED OF CHANGE

abrupt

sudden

rapid

quick

steady

gradual

slow

PREPOSITIONS

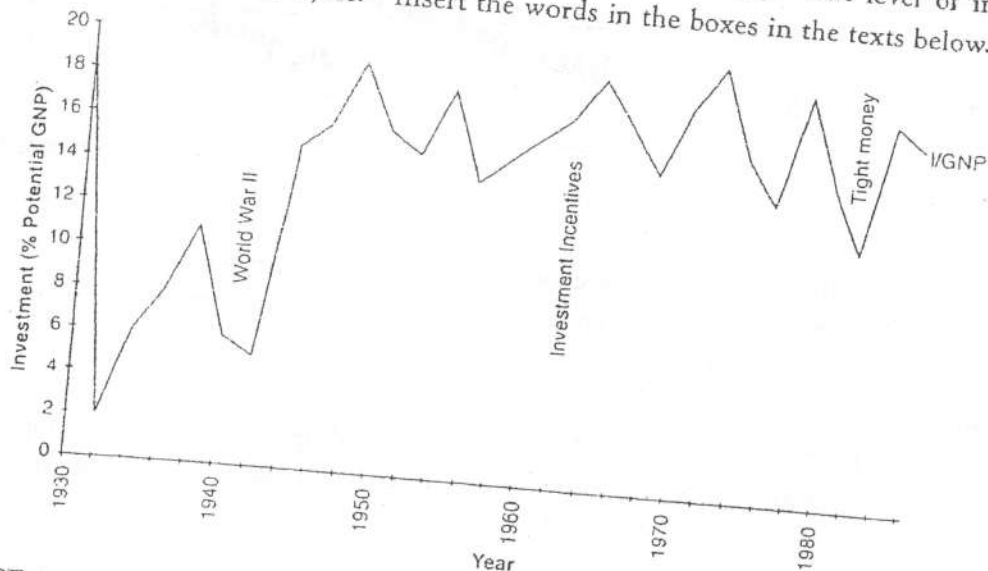
a rise from £1m to £2m
to fall by 30%

to increase by 50%

an increase of 7.5 per cent over last year

The Business Cycle

Look at the graph below which illustrates fluctuations in domestic investment in the USA as a percentage of potential Gross National Product, from 1929-1988. The level of investment is clearly linked to the business cycle. Insert the words in the boxes in the texts below.



EXERCISE 1

boom	contracted	depression
downturns	expanded	peak
recession	recovery	upturns

A period of stock market speculation ended dramatically in October 1929 with the infamous Wall Street Crash. There followed a dramatic (1) depression. The economy (2) expanded again after World War II. There was a series of (3) upturns and (4) downturns in the 1950s. There was a long (5) recovery boom in the 1960s. Investment reached a (6) peak in 1972, just before the first oil crisis. There was a (7) recession in 1975 and the economy (8) contracted again in 1982, but each time there was a rapid (9) recovery.

EXERCISE 2

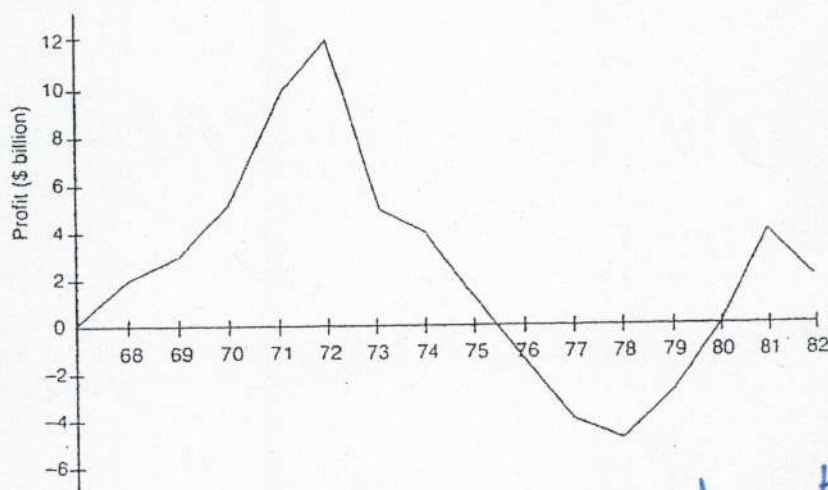
Now complete the following sentences, using expressions from page 90, and these conjunctions:

as a consequence of as a result of because owing to

- Investment in 1930 the Crash of 1929.
- Private investment during World War II money was needed for the war effort.
- There was a in investment in the 1960s the government's incentive policies.
- Investment at the end of the 1970s the Federal Reserve's tight monetary policy.

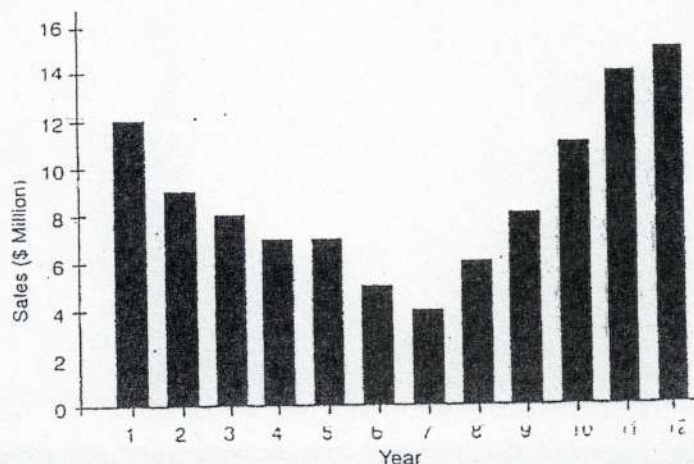
Study the following graphs. Complete the descriptions with information from them and language from the previous page. Several answers are possible. Check your answers with those in the answer key or discuss them with your teacher.

GRAPH 1 Profits 1967-1982



The company came out of the red in 1968 after which there was a (1) *dramatic increase* profits every year for four years. Profits reached (2) *a peak* in 1972, but in 1973, the year of the oil crisis, there was a (3) *considerable decline*. The (4) *downward* trend in 1974 was smaller, but after that profits continued to (5) *fall significantly* for four years. The company made a \$5 billion loss in 1978, after which the figures (6) *improved significantly* for three years, before (7) *falling* again in 1982.

GRAPH 2 Sales Years 1-12



The year after we took over the company sales were good, at \$12m, but the second year they (1) *decreased slightly*. In fact, they dropped (2) *by* 25%. Sales (3) *fell* for another two years, (4) *stagnated* for one year, and then (5) *dramatically* again twice. Since

7.4.b. How can these items change in certain circumstances ★★★

For each substance and the condition described, find the right verb. In some instances there may be two or more suitable verbs. (Answers are on page 102.)

What happens to

when

1. water it sits in the hot sun
2. water the temperature is 100°
3. water the temperature is 0°C
4. paint it is exposed to air
5. paint you add turpentine
6. iron it is exposed to moisture
7. wool, cotton they are kept in very hot water
8. colors they are exposed to sunlight for a long time
9. balloon you slowly increase air volume inside
10. balloon pressure inside is too great
11. cooking gas comes into contact with a flame
12. lava it is exposed to air outside
13. some plastics they are exposed to the cold
14. some plastics they are exposed to heat
15. any gas it is released from its container
16. glass it is struck by a piece of metal
17. glass it falls a great distance to a cement floor
18. glass it is subjected to a slight shock
19. parcel of land it is subjected to prolonged heat and dryness
20. thin piece of wood it is subjected to moisture or unequal pressure
21. soap it is exposed to water and friction
22. porcelain subjected to slight impact on its edge
23. atomic nuclei they are bombarded by neutrons
24. paper it is subjected to moisture
25. moisture in the air the temperature is lowered
26. a thin steel plate it receives unequal pressure at both ends
27. a length of wire you put pressure on one end
28. light it leaves its source
29. a piece of sugar you place it in a glass of water
30. a piece of paper you place one corner in a flame
31. ice the temperature rises above 0°C.
32. bread it is immersed in water
33. blood it is exposed to air
34. a piece of rubber force is applied to it (in the center or at an end)
35. a metal bar the temperature is low
36. a metal bar the temperature is high
37. a piece of metal it is exposed to certain gases or chemicals
38. acid it is mixed with a base
39. a piece of metal it is briefly exposed to a strong acid
40. a plant or flower it is exposed to heat without water

evaporates

boils

freezes

dries

thins

rusts

shrinks

fade

expands / swells

bursts

ignites

boils / boils

becomes brittle

melt

expands / expands

cracks / cracks

smashes / smashes

cracks

warms / cracks

warms

frays

chips

split / fusion

softens

condenses

bonds

bends / curve

disperses / scatters

dissolves

burns

melts

becomes soggy / imps

congeals

stretches

contracts

expands

corrodes

is neutralized

is etched

wither

Presenting an argument

Exercise 1

Read the text below, in which somebody is trying to decide whether to go straight to university from school, or spend a year traveling around the world. Put their argument into the correct order, using the key words and expressions in **bold** to help you. The first one and last one have been done for you.

- A. (1) I'm really not sure about what to do when I finish high school. Should I go straight to college or should I spend a year traveling around the world?
- B. (2) **It is often said** that knowledge is the key to power, and I cannot disagree with this.
- C. (11) **On the one hand**, I would experience lots of different cultures.
- D. (14) Unfortunately, **another point is that** if I spent a year traveling I would need a lot of money.
- E. (5) And I'm not alone in this opinion. **Many consider** a sound career and a good salary to be an important goal.
- F. (9) **However**, it could be argued that I would also meet lots of interesting people while I was traveling.
- G. (6) **Secondly**, if I go straight to college, I'll learn so many things that will help me in my future life.
- H. (21) **First of all**, there are so many benefits to going straight to college.
- I. (15) But **I believe that** it would be easy to make a little money while I was traveling, giving English lessons or working in hotels and stores.
- J. (8) **Moreover**, I'll be able to take part in the social activities that the university offers, and meet lots of new friends who share the same interests.
- K. (3) **The most important point is that** the sooner I get my college degree, the quicker I'll get a job and start earning.
- L. (43) **Nevertheless**, these inconveniences would be an inevitable part of traveling and would be greatly outweighed by the other advantages.
- M. (4) **In my opinion**, starting work and making money is one of the most important things in life.
- N. (12) **On the other hand**, I could end up suffering from culture shock, homesickness, and some strange tropical diseases.
- O. (13) **Furthermore**, if I spent a year traveling, I would learn more about the world.
- P. (16) All right, I've made up my mind. Now, where's my nearest travel agency?

Exercise 2.

Using the key words and expressions in **bold** from the last exercise, present an argument for one of the following issues, or choose one of the essays from the Topics section of the book:

1. A government's main priority is to provide education for its people.
2. The only way to save the environment is for governments to impose strict quotas on the energy we use (for example, by restricting car ownership, limiting the water we use).
3. Satisfaction in your job is more important than the money you earn.
4. Living in a town or city is better than living in the countryside.

! Shall → would
 to tell / someone something
 to say something
 to speak to someone

Practice

1

Underline the errors in these sentences.
 Rewrite each sentence.

- Sally told that she had lost her keys.
~~Sally said that she had lost her keys.~~
- Chris told me that he must leave early.
- Maria and Tony said they shall see us tomorrow.
would next day
- Tom said, I'm coming to your party.
he was my
- Sue said that she had wrote a letter to Lisa.
written
- Steve told us that he was arriving at 8.00.
- 'I had bought a new bike' Pam told us.
said Pam
- 'What's the matter?' Ellen told.
said Ellen
- Jim says that he had needed some help.
said
- Joe said that he doesn't feel well yesterday.
didn't the next before

2

Rewrite each sentence in direct speech, ending as shown.

- Anna told us that she had finished.
'I've finished', Anna told us.
- George said that he would be back at 6.00.
'I will be back at 6.00', George said.
- Helen said she was going to go shopping.
'I'm going to go shopping', said Helen.
- Paul said that he wanted to make a phone call.
'I want to make a phone call', said Paul.
- Tina told the teacher she had forgotten her homework.
'I have forgotten my homework', Tina told the teacher.
- David said he had to be back by 3.30.
'I have to be back by 3.30', David said.
- Jan told me she would let me know.
'I will let you know', Jan told me.
- Bill said he was going to be late.
'I'm going to be late', Bill said.

3

Match each sentence in direct speech with its summarized version in reported speech.

- a) 'Look, sorry about this, but I'm afraid I'm going to be a bit late.' ..3.
 b) 'Actually I've no idea at all where I am!' ..5
 c) 'The thing is, I know it's silly but I've missed the bus.' ..2
 d) 'Anyway, I'll be back in next to no time.' ..4
 e) 'I did ring, you know, earlier in the evening.' ..1
- 2 1) She said she would be back soon.
 c 2) She said she had missed the bus.
 a 3) She said she was going to be late.
 d 4) She said she had already rung.
 b 5) She said she didn't know where she was.

4

Complete each sentence, using *say*, *tell* or *speak* in an appropriate form.

- a) Jim told me that he was playing in the school basketball team.
 b) I spoke to Helen, and she said she would phone you.
 c) 'You're lucky,' said Steve. 'I tell you that you would win!'
 d) A translator told the President what everyone was saying.
 e) 'Look,' I told her, 'why don't you tell me what you mean?'
 f) I told my teacher that I speak Chinese, but she didn't believe me.
 g) 'Please don't say anything during the test,' our teacher told us.
 h) I told my friends about my party, and they said they would come.

5

Rewrite each sentence in reported speech, beginning as shown.

- a) 'I won't be there because I'm having a party,' said Helen.
 Helen told us that she wouldn't be there because she was having a party.
 b) 'I've lost the map and I don't know the way,' said Jack.
 Jack told me that he had lost the map and he didn't know the way.
 c) 'When I finish the book, I'm going to watch television,' said Carol.
 Carol said that when she finished the book, she was going to watch TV.
 d) 'I'm doing some homework but I won't be long,' said Mike.
 Mike said that he was doing some homework but he wouldn't be long.
 e) 'I like swimming but I don't go very often,' said Mary.
 Mary told us that she likes swimming but she didn't go very often.
 f) 'I got up late and I missed the bus,' said Richard.
 Richard said that he had gotten up late and I had missed the bus.
 g) 'I'm going to visit friends in Fiji but I'm not sure when,' said Jill.
 Jill told us that she was going to visit friends in Fiji but she was not sure when.
 h) 'I want to buy it, but I haven't brought any money,' said Tony.
 Tony said that he wanted to buy it but I hadn't brought any money.

Reported speech 1

Explanations

- Reported speech We often tell people what other people have told us. This is called reported or indirect speech. We usually change tenses and references to people, places and times.
- Without tense changes Statements are often repeated immediately, and the reporting verb is in a present tense. In this case, there are no tense changes.
'Jack is on the phone. He says he's going to the cinema, and do we want to go too?'
- Tense changes after a past tense reporting verb Statements are usually reported with a past tense verb and an optional *that*. All tenses that follow move back into the past. This is sometimes called backshift.
- Present simple to past simple *'I need some help.'*
She said (that) she needed some help.
 - Present continuous to past continuous *'We are having our lunch.'*
She said that they were having their lunch.
 - Present perfect to past perfect *'I have lost my keys.'*
He said (that) he had lost his keys.
 - *will* to *would* *'I will be home at 6.00.'*
She said that she would be home at 6.00.
 - Past simple to past perfect *'I wrote two letters to her.'*
He said (that) he had written two letters to her.
 - *be going to*, *to was/ were going to* *'They are going to come back.'*
She said (that) they were going to come back.
 - *must* *'I must finish this before I go.'*
He said he must finish it before he went.
Note that *must* does not change.
~~He said he had to finish it before he went.~~
 - Note that sentences in direct speech have speech marks (inverted commas) around the spoken words. Indirect or reported speech does not use speech marks.
 - Note that past perfect in reported speech can be a report of either past simple or present perfect.
'I've lost my keys!' said Joe. Joe said he had lost his keys.
'I lost them yesterday,' he said. He said he had lost them the day before.

No changes after
a past tense
reporting verb

If the report is about something which is always true, it may not be necessary to backshift.

'I like apples more than I like oranges.'

She said that she likes apples more than she likes oranges.

'Budapest is the capital of Hungary.'

He said that Budapest is the capital of Hungary.

Some speakers prefer to backshift in sentences of this kind.

Speakers in
reported speech

- Speakers can be mentioned at the beginning or end of the sentence in direct speech.

Direct speech

Jack said, 'We're going to miss the train.'

'We're going to miss the train,' said Jack.

- Speakers are mentioned at the beginning of the sentence in reported speech.

Reported speech

Jack said (that) they were going to miss the train.

Other changes

In reported speech, references to people, places and times often change, because the point of view changes.

'I'll see you here tomorrow,' said Sue.

Sue said she would see me there the next day.

'I bought this book yesterday,' said Martin.

Martin said he had bought the book the day before.

Summarizing
instead of
verbatim reports

- Sometimes each word is reported (verbatim reporting), but we often summarize what people say when we make reports.

'Look, actually, tell him I'll give him a call next week, OK?'

She said she'd call you next week.

- See Unit 11 for ways of reporting some kinds of statement.

Verbs easily
confused: say,
tell, speak

Speak describes the act of talking.

Simon spoke to me in the supermarket yesterday.

Say describes the words used. It is followed by optional *that*.

'It's warm today,' she said.

She said (that) it was warm.

Tell describes giving information. It needs an object. It is followed by optional *that*.

'You've won first prize,' she said.

She told me (that) I had won first prize.

Quotes

Quoting a source lends authority to your argument. It also shows that you have consulted other sources. Quotes appear between **quotation marks** ("....."), and are usually **introduced by a statement** which may include the author and perhaps his or her title or position. You only need to do this the **first time** you use this source. A direct quotation may be introduced **objectively**, or reflect your **agreement or disagreement** with the author's opinion. Quotations are followed by a **parenthetical reference** which gives the **last name** of the author, if it is not already given in the introduction to the quote, and the **page number** of the quotation if the source is a hard copy of a periodical or book. Page numbers are not used for **web-based sources**. If **no author** is mentioned, you need to use the title, or the first part of the title, of the article or web page. See pages 113-115 for documentation of sources in your essay.

Here are some examples of quotations:

1. Objective:

According to Albert Shanker, former President of the American Federation of Teachers, "Learning to write well or be competent in math is a lot like preparing for the Olympics" (5). OR

"Learning to write well or be competent in math is a lot like preparing for the Olympics," according to Albert Shanker, former President of the American Federation of Teachers (5). OR

One expert even makes the following comparison: "Learning to write well or be competent in math is a lot like preparing for the Olympics" (Shanker 5).

2. Agreeing with the author:

Albert Shanker, former President of the American Federation of Teachers, makes an important point when he writes, "Learning to write well or be competent in math is a lot like preparing for the Olympics" (5).

3. Disagreeing with the author:

Albert Shanker, former President of the American Federation of Teachers, makes a misleading comparison when he writes, "Learning to write well or be competent in math is a lot like preparing for the Olympics" (5). OR
A former President of the American Federation of Teachers oversimplifies when he states, "Learning to write well or be competent in math is a lot like preparing for the Olympics" (Shanker 5).

Some verbs to use with quotes

say
state
claim

write
contend
believe

mention
assert
think

argue
advocate
feel

Punctuation in quotations

1. Comma vs. Colon

Short quotations should be preceded by a **comma** (,) or **colon** (:). A colon is used if the words preceding the quote form a complete sentence, for examples:

According to a former President of the American Federation of Teachers, "Learning to write well or be competent in math is a lot like preparing for the Olympics" (Shanker 5).

2. Capitalization

The first word of a quotation is capitalized if the quote is a complete sentence.

3. Ellipsis

If you decide to leave some words out of an author's original statement, use ellipsis (. . .) to show that words have been left out, for example:

According to a former President of the American Federation of Teachers, "Learning to write well . . . is a lot like preparing for the Olympics" (Shanker 5).

4. Brackets

Use brackets ([]) when you are inserting or substituting words in the quotation, for example:

According to a former President of the American Federation of Teachers, "In [the American] system, how much work students do in a given class is up for grabs" (Shanker 5).

5. Punctuating Documentation

Parenthetical documentation follows the quotation and comes before the period (if the quotation ends a sentence). See page 113-115 for more details about documentation. Here is another example of a quote using ellipsis and brackets:

Original text:

"During the following stage children acquire the language to describe and define different groups. It is at this point that deep feelings and strong attitudes - both positive and negative - are often conveyed by parents and other significant adults."

Quote:

One expert on language acquisition asserts, "During the [second] stage children acquire the language to describe and define different groups. It is at this point that deep feelings and strong attitudes . . . are often conveyed by parents and other significant adults" (Katz 185).

Questions about quoting

1. What is the purpose of quoting?

Quotes give your paper some authority. They show you have done some serious reading or research. They can be used as supporting information for your ideas.

2. When should I quote?

Quote when the author's own words seem particularly important, when an expert gives an interesting or controversial opinion, and when your own words (a paraphrase) cannot match the original meaning of the phrase. Never use a writer's exact words without including them in quotation marks and documenting the source.

3. How often should I quote?

The research paper is supposed to be based your own ideas. Use quotes to support your own explanations. In a short research paper, one or two quotes per body paragraph may be appropriate.

4. What does a quote look like?

The punctuation for quotes and some examples of quotes are discussed on pp. 93 – 94. Never write a quote as a complete sentence that is unconnected to a relevant introductory phrase.

5. How long should a quote be?

Quote part of a sentence, a single sentence, or perhaps a couple of short sentences at the most. You are just writing a short research paper and long quotes should not take up most of your paragraphs.

6. How do I include a quote in a paragraph?

Quotes need to fit into your paragraphs and support ideas that are already written. Use transition words and specific introductory phrases to lead into each quote (see p. 93).

See the next page for examples of good and bad paragraphs using quotes.

Quoting: example of a bad paragraph

Finally, what detractors have against the ratings system is that it tempts parents to let go of their responsibilities when it comes to television. "The networks, not the parents, decide what's best for every age group". (Gruenwald 424). Each parent has a different approach to violence, sex, or bad language, and for the networks to censor those is not the best solution. "There has to be some kind of renaissance of individual responsibility that's accepted by parents, by the church, and by the schools, so that you build inside a youngster what we call a moral shield - it's fortified by the Ten Commandments of God - so that that child understands what is right and what is clearly wrong." They should teach them to understand what they are watching instead of hiding it from them. Children are smart and always find a way to do what parents forbid. An explanation would be more efficient when it comes to violence, sex, and bad language. The ratings system doesn't work. "It identifies the violence, but it does not remove it. It puts the onus on the parents" (Mortimer Zuckerman 64).

Points to note

1. At least half the paragraph is in quotations – too much!
2. None of the quotes is introduced. They are written as separate sentences.
3. The punctuation for the documentation of the first quote is incorrect.
4. The second quote is not documented at all.
5. The second quote is too long.
6. The third quote is documented, but only the author's last name should be used.

Quoting: example of a good paragraph

Finally, what detractors have against the ratings system is that it tempts parents to let go of their responsibilities when it comes to television. Ken Conrad, senior Democrat from North Dakota, says: "... the networks, not the parents, decide what's best for every age group" (Gruenwald 424). Each parent has a different approach to violence, sex, or bad language, and for the networks to censor those is not the best solution. Children will be in contact with those 'undesirable' scenes while at friends' houses or when they are alone. Parents should explain to children that what they see on movies, shows, or cartoons is not real, that it is pure fiction invented to entertain people. They should teach them to understand what they are watching instead of hiding it from them. Children are smart and always find a way to do what parents forbid. An explanation would be more efficient when it comes to violence, sex, and bad language. The children will be exposed to those problems sometime in their lives and, by knowing them and understanding them through the television and their parents, they will be armed to deal with them.

Points to note

1. There is only one quote in the paragraph and it is short.
2. The quote is punctuated and documented correctly.
3. There is an appropriate introduction for the quote.
4. The rest of the paragraph is the writer's own analysis and ideas.

Exercise 16

The following quotes need to be written into a complete sentence with an introductory phrase and correct parenthetical documentation if needed.

Pay attention to sources which are quoted in articles. Both the author of the article and the person who made the statement need to be mentioned. Also, sources with no author need to be documented by their titles. See the standards for documentation of different sources on pp. 113-115.

1. "In theory, hearts livers and kidneys from pigs should be suitable for transplantation into people because they are about the same size as those in humans." From "Of Mice and Men," article in *Maclean's* by Mark Nichols (found on EbscoHost – no page number).
2. "Even at rush hour, most trips are not commute trips."
From "Building More Roads Will Reduce Traffic Congestion," article in *Connections* by Ross Williams of Citizens for Sensible Transportation, page 11.
3. "Each year, thousands of people are injured by exposure or accident involving hazardous household products."
From *Household Hazardous Waste*, web page constructed by Office of Waste Management, University of Missouri Outreach and Extension – no author.
4. "As adults these young people were frightened of failure, frightened of commitment."
Judith Wallerstein, author of *The Unexpected Legacy of Divorce* quoted in the *Newsweek* article "Does Divorce Hurt Kids?" by Richard Corliss, page 40.
5. "DNA fingerprinting is used to diagnose inherited disorder in both prenatal and newborn babies in hospitals around the world."
From *DNA Fingerprinting in Human Health and Society*, web page written by Dr. David F. Betsch, Biotechnology Training Programs, Inc.

Documentation of Sources

Whenever you quote, paraphrase, or summarize from a source such as a newspaper or magazine article, web page, encyclopedia entry, interview, or book, you must **document your source** so that the reader knows where you found your information.

Documentation in the body of your paper can be done in one of two ways. One way is to put the author's last name in parentheses after a quote, paraphrase or short summary. Another way is to use the author's name (often the full name) in the introductory phrase of a sentence which contains a quote or a paraphrase. If your source is a regular periodical or book, you need to include the number of the page in parentheses at the end of the sentence. Sources from the Internet, including articles from EbscoHost, usually have no page numbers. Sources which have no author mentioned must be cited using their title. Long titles of web pages and articles can be shortened to the first few words.

You do not need to supply the name of the magazine, date, or publisher. The reader can discover this information when he or she turns to the list of **works cited** at the end of your paper. On this page, sources are listed alphabetically so that it is easy to locate the source by the author's last name.

Note : Some instructors may require different forms of documentation, such as footnotes, and different fields of study may use different conventions for documentation. Ask your instructor to explain which system he or she uses.

To review, do the following when quoting, paraphrasing or summarizing a source in the body of your paper:

1. Put the author's last name in parentheses at the end of the sentence in which you quote or paraphrase.

OR

Mention the author's full name in the introductory phrase before the quote or paraphrase.

2. If your source is not off the Internet, include the page number of the original sentence(s) in parentheses at the end of your sentence.
3. If your source does not mention an author, put its title, or the first few words of the title, in parentheses after the quote or paraphrase.

Examples of documentation in the body of your paper:

Here are some examples of citation methods for different kinds of sources. Citation methods will be similar for quotes and paraphrases. Note the **punctuation** for parenthetical references (period comes after the parentheses). Sources from the Internet do not have page numbers.

1. Newspaper, magazine or book:

Malcolm W. Browne, writing about the population increase in Vietnam, states: "... unless the nation can change direction, the Vietnamese will face a catastrophe" (A5). OR

Some observers of the population increase in Vietnam believe that "... unless the nation can change direction, the Vietnamese will face a catastrophe" (Browne A5).

2. Online periodical or article on EbscoHost:

Virginia Ulrich, writing in *Transworld Skateboarding*, confirms Portland's status as a skateboard-friendly city: "... Portland is only one of three cities in the U.S. to acknowledge and support the fact that skateboarding is not a crime." OR

Portland's status as a skateboard-friendly city is confirmed in a recent article: "... Portland is only one of three cities in the U.S. to acknowledge and support the fact that skateboarding is not a crime" (Ulrich).

3. Article or book with two or three authors:

Indeed, Joann Kozyrev and Marni Baker state, "One challenge in learning to pronounce English is mastering the many different ways one sound can be spelled" (14). OR

In the opinion of many experts, "One challenge in learning to pronounce English is mastering the many different ways one sound can be spelled" (Kozyrev and Baker).

4. Article or book with more than three authors:

Ronaldo et al. point out that "Soccer is more than just a game. It is poetry in motion. Soccer at its best is a rippling mountain stream, or an eagle in flight."

Connoisseurs of the sport state, "Soccer is more than just a game. It is poetry in motion. Soccer at its best is a rippling mountain stream, or an eagle in flight" (Ronaldo et al.).

et al. = et alii, from Latin meaning "and others"

5. Article with no author mentioned:

Opponents of assisted suicide claim, "... the restriction of Oxycontin to terminally ill cancer patients is only the most recent in a series of moves restricting funding for needed care of the seriously and terminally ill" ("Oregon Cuts Funds").

Full title of the article is: "Oregon Cuts Funds for Pain Care - Pays for Assisted Suicide"

6. Source quoted in another source:

George Seidel, a cloning expert at Colorado State University, says, "The more we understand about cloning, ... the closer we are to replicating humans" (qtd. in Nichols).

qtd. in = quoted in

7. Web page with author:

As Dr. David F. Betsch of Biotechnology Training Programs, states, "... a DNA fingerprint is the same for every cell, tissue, and organ of a person." OR

It is important to understand that, "... a DNA fingerprint is the same for every cell, tissue, and organ of a person" (Betsch).

8. Web page with no author mentioned:

It must be emphasized that, "... both the total amount of sun received over the years, and overexposure resulting in sunburn can cause skin cancer" (*Introduction to Skin Cancer*).

9. Personal interview

A network technician, Truong So, whom I interviewed on March 7, 2000, said, "I had difficulty finding the hard disk with the driver for Linux." OR

I interviewed one network technician on March 7, 2000, but he said, "I had difficulty finding the hard disk with the driver for Linux" (So).

Exercise 2

Use your dictionary to check the meanings of the other words and expressions in the box.

Exercise 3

Complete this essay with appropriate words and expressions from the box in Exercise 1. You may need to change the form of some of the words.

Exercise 4

"Science and technology have come a long way in the last 60 years, and our lives have become better as a result. Do you agree with this statement?"

The second half of the twentieth century saw more changes than in the previous two hundred years. Penicillin has already been (1) discovered and used to treat infections; there have been many remarkable advances in medicine that have helped to increase our average (2) life expectancy way beyond that of our ancestors. Incredible (3) breakthroughs such as television have changed the way we spend our leisure hours. Perhaps the most important (4) innovation, however, has been the microchip. Nobody could have imagined, when it was first (5) invented, that within a matter of years, this tiny piece of silicon and circuitry would be found in almost every household object from the microwave oven to the DVD recorder. And nobody could have predicted the sudden proliferation of computers that would completely change our lives, allowing us to access information from the other side of the world via the (6) internet or send messages around the world by (7) computer-e-mail at the touch of a button. Meanwhile, (8) research into other aspects of information technology is making it easier and cheaper for us to talk to friends and relations around the world. Good news for (9) technophiles who love modern technology, bad news for the (10) technophobes who would prefer to hide from these modern miracles.

But everything has a price. The development of (11) cybernetics led to mass automation in factories, which in turn led to millions losing their jobs. The genius of Einstein led to the horrors of the atomic bomb and the dangerous uncertainties of (12) nuclear engineering (we hear of accidents and mishaps at nuclear power stations around the world, where (13) safeguards to prevent accidents were inadequate). The relatively new science of (14) genetic engineering has been seen as a major step forward, but putting modified foods onto the market before scientists had properly (15) analysed them was perhaps one of the most irresponsible decisions of the 1990s. Meanwhile, pharmaceutical and cosmetic companies continue to (16) conduct experiments on animals, a move that many consider to be cruel and unnecessary.

Of course we all rely on modern science and technology to improve our lives. However, we need to make sure that we (17) control it rather than the other way around.

Now try this essay. Use words and expressions from the box in Exercise 1, and any other words or expressions that you think would be relevant.

What, in your opinion, has been the single most important scientific or technological development of the last fifty years? Use specific reasons and details to support your answer.

Exercise 1

Complete definitions 1–15 with words and expressions from the box. You will not need all of the words and expressions from the box.

analyze bioclimatology biology breakthrough cellphone chemistry
computers control cryogenics cybernetics development digital discover discovery
e-mail experiment genetic engineering genetic fingerprinting
geneticist information superhighway information technology (IT) innovation Internet
invent invention life expectancy microchip modified
molecular biology nuclear engineering physics research safeguard
scientist technocrat technologist technophile technophobe

1. genetic engineering is the practice or science of changing the genes of a living thing, especially in order to make it more suitable for a particular purpose.
2. A safeguard is a rule, law, or plan that protects people or something from harm or problems.
3. Biology is the study of living things. for
4. A technophobe is someone who does not like, trust, or want to use technology, especially computers.
5. A breakthrough is a discovery or achievement that comes after a lot of hard work.
6. information technology is the study or use of computers and electronic systems for storing and using information.
7. If something is modified, it is changed slightly in order to improve it.
8. A geneticist is a scientist who studies or works in genetics.
9. cybernetics is the use of technology to make copies of natural things (for example, artificial body parts).
10. A technocrat is a scientist or other technical expert with a high position in industry or government.
11. research is the detailed study of something in order to discover new facts.
12. cryogenics is the science that studies the effects of low temperatures, especially the use of low temperatures for preserving the bodies of dead people.
13. An experiment is a scientific test to find out what happens to someone or something in particular conditions.
14. life expectancy is the length of time that someone is likely to live.
15. Innovation is the invention or use of new ideas, methods, equipment, etc.

Intelligent Machines: Do we really need to fear AI?

By Jane Wakefield Technology reporter

• 28 September 2015

• From the section Technology

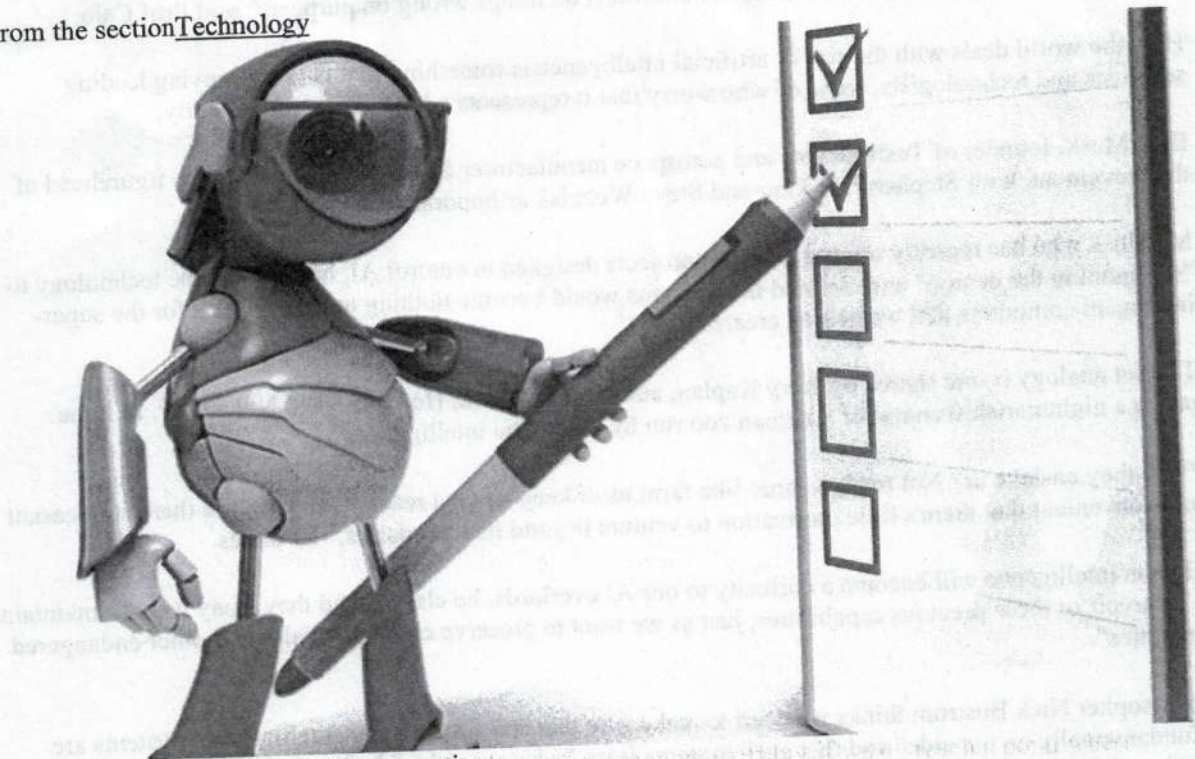


Image copyright [unclear] Image caption [unclear]

Picture the scenario - a sentient machine is "living" in the US in the year 2050 and starts browsing through the US constitution.

Having read it, it decides that it wants the opportunity to vote.

Oh, and it also wants the right to procreate. Pretty basic human rights that it feels it should have now it has human-level intelligence.

"Do you give it the right to vote or the right to procreate because you can't do both?" asks Ryan Calo, a law professor at the University of Washington.

"It would be able to procreate instantly and infinitely so if it and its offspring could vote, it would break the democratic system."

This is just one of the questions Prof Calo is contemplating as he considers how the law has to change to accommodate our ever-growing band of robot and AI companions.

He does not think that human-level intelligence is coming to machines any time soon but already our relationship with them is raising some interesting questions.

Recently there was a tragic accident at a VW factory in Germany, when a robotic arm, that moved car parts into place, crushed a young man who was also working there.

Exact details of the case are not yet released but it is believed human error was to blame.

Volkswagen has not commented on the incident.

While industrial accidents do happen, the law gets a little fuzzy when it involves a robot. It would be unlikely that a human could sue a robot for damage, for example.

"Criminal law requires intent and these systems don't do things wrong on purpose," said Prof Calo.

How the world deals with the rise of artificial intelligence is something that is preoccupying leading scientists and technologists, some of who worry that it represents a huge threat to humanity.

Elon Musk, founder of Tesla motors and aerospace manufacturer Space X, has become the figurehead of the movement, with Stephen Hawking and Steve Wozniak as honorary members.

Mr Musk who has recently offered £10m to projects designed to control AI, has likened the technology to "summoning the demon" and claimed that humans would become nothing more than pets for the super-intelligent computers that we helped create.

The pet analogy is one shared by Jerry Kaplan, author of the book, Humans Need Not Apply. In it, he paints a nightmarish scenario of a human zoo run by "synthetic intelligences".

"Will they enslave us? Not really - more like farm us or keep us on a reserve, making life there so pleasant and convenient that there's little motivation to venture beyond its boundaries," he writes.

Human intelligence will become a curiosity to our AI overlords, he claims, and they "may want to maintain a reservoir of these precious capabilities, just as we want to preserve chimps, whales and other endangered creatures".

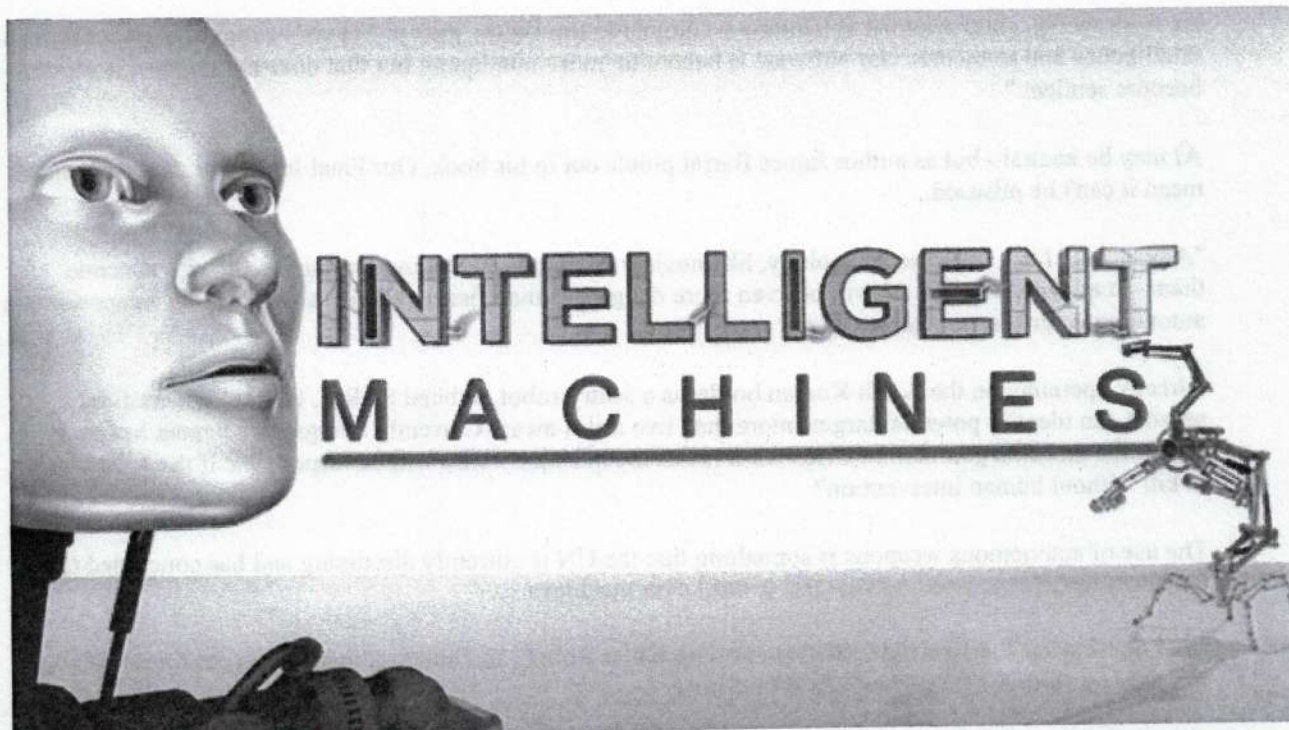
Philosopher Nick Bostrom thinks we need to make sure that any future super-intelligent AI systems are "fundamentally on our side" and that such systems learn "what we value" before it gets out of hand - King Midas-style.

Setting the controls for AI should come before we crack the initial challenge of creating it, he said in a recent talk.

Without clearly defined goals, it may well prove an uncomfortable future for humans, because artificial intelligence, while not inherently evil, will become the ultimate optimisation process.

"We may set the AI a goal to make humans smile and the super-intelligence may decide that the best way to do this would be to take control of the world and stick electrodes in the cheeks of all humans.

"Or we may set it a tough mathematical problem to solve and it may decide the most effective way to solve it is to transform the planet into a giant computer to increase its thinking power," he said during his talk.



Not yet

Ask an expert in AI when the robots will take over the world and they are likely to give you a wry smile.

For IBM's head of research, Guru Banavar, AI will work with humans to solve pressing problems such as disease and poverty.

While Geoff Hinton, known as the godfather of deep learning, also told the BBC that he "can't foresee a Terminator scenario".

"We are still a long way off," although, he added, not entirely reassuringly: "in the long run, there is a lot to worry about."

The reality is that we are only at the dawn of AI and, as Prof Hinton points out, attempting to second-guess where it may take us is "very foolish".

"You can see things clearly for the next few years but look beyond 10 years and we can't really see anything - it is just a fog," he said.

Computer-based neural networks, which mimic the brain, are still a long way from replicating what their human counterparts can achieve.

"Even the biggest current neural networks are hundreds of times smaller than the human brain," said Prof Hinton.

What machines are good at is taking on board huge amounts of information and making sense of it in a way that humans simply can't do, but the machines have no consciousness, don't have any independent thought and certainly can't question what they do and why they are doing it.

As Andrew Ng, chief scientist at Chinese e-commerce site Baidu, puts it: "There's a big difference between intelligence and sentience. Our software is becoming more intelligent, but that does not imply it is about to become sentient."

AI may be neutral - but as author James Barrat points out in his book, *Our Final Invention*, that does not mean it can't be misused.

"Advanced AI is a dual-use technology, like nuclear fission. Fission can illuminate cities or incinerate them. At advanced levels, AI will be even more dangerous than fission and it's already being weaponised in autonomous drones and battle robots."

Already operating on the South Korean border is a sentry robot, dubbed SGR-1. Its heat-and-motion sensors can identify potential targets more than two miles away. Currently it requires a human before it shoots the machine gun that it carries but it raises the question - who will be responsible if the robots begin to kill without human intervention?

The use of autonomous weapons is something that the UN is currently discussing and has concluded that humans must always have meaningful control over machines.

Noel Sharkey co-founded the Campaign to Stop Killer Robots and believes there are several reasons why we must set rules for future battlefield bots now.

"One of the first rules of many countries is about preserving the dignity of human life and it is the ultimate human indignity to have a machine kill you," he said.

But beyond that moral argument is a more strategic one which he hopes military leaders will take on board.

"The military leaders might say that you save soldiers' lives by sending in machines instead but that is an extremely blinkered view. Every country, including China, Russia and South Korea is developing this technology and in the long run, it is going to disrupt global security," he said.

"What kind of war will be initiated when we have robots fighting other robots? No-one will know how the other ones are programmed and we simply can't predict the outcome."

We don't currently have any rules for how robots should behave if and when they start operating autonomously.

Many fall back on a simple set of guidelines devised by science fiction writer Isaac Asimov. Introduced in his 1942 short story *Runaround*, the three laws of robotics - taken from the fictional *Handbook of Robotics*, 56th edition 2058, are as follows:

- A robot may not injure a human being or, through inaction, allow a human being to come to harm
- A robot must obey the orders given to it by human beings, except where such orders would conflict with the first law
- A robot must protect its own existence as long as such protection does not conflict with the first or second laws.

Microsoft plans a phone for Africa

BERLIN

Devices made by Huawei aim to tap demand of an emerging middle class

BY KEVIN J. O'BRIEN

Microsoft, taking aim at the world's fastest-growing smartphone market, said Monday that it would team up with Huawei of China to sell a low-cost Windows smartphone in Africa.

The phone, called the Huawei 4Afrika Windows Phone, will cost \$150 and initially be sold in seven countries. Microsoft's Windows Phone software is a distant fourth among smartphone operating systems, with just 2 percent of the worldwide market in September, according to Canalys, a research firm in Reading, England.

"Microsoft is a small player in smartphones and it needs as many partners as it can get," said Pete Cunningham, an analyst at Canalys. "And Africa is one of Huawei's strongest markets outside of China."

Microsoft's choice of Huawei, a leading maker of mobile networking equipment for African operators, does not detract from Microsoft's commitment to Nokia, which is relying on Windows Phone software to lift its new line of smartphones and return the company to profitability.

Fernando de Sousa, the general manager for Microsoft Africa, said that in the next few months, Microsoft and Nokia planned to introduce two new Windows phones for the African market.

"Huawei was the first one from an engineering perspective to put something on the table," Mr. de Sousa said. "But there are others in the pipeline, from Nokia and others, that you are going to be hearing about over the next months."

Africa is the world's fastest-growing region for smartphones, with an average sales growth of 43 percent a year since 2000, according to the GSM Association, an industry trade group based in London. In sub-Saharan Africa alone, 10 percent of the 445 million cellphone users have smartphones, but that is expected to increase rapidly as operators expand high-speed networks.

The World Bank says that roughly a quarter of the one billion people on the continent are middle-class wage earners, which is the target group that Microsoft will try to reach with the Huawei phone, Mr. de Sousa said.

"Africans are generally quite conscious of brand, quality and image," he said. "We are being very clear that we are not going to be building something cheap for this market. What we want to do is deliver real quality innovation at

an affordable price. Compared to some smartphones that cost \$600 here, this is very affordable."

Microsoft plans to introduce the Huawei 4Afrika phone on Tuesday at events in Lagos, Cairo, Nairobi, Johannesburg and Abidjan, Ivory Coast. It will also be sold in Morocco and Angola.

The phone, which will run the Windows Phone 8 operating system, will be sold with applications designed for African consumers. Some apps give easy access to African soccer results. Others, like in Nigeria, focus on the country's entertainment and film industries.

An application developed in Egypt allows a woman who feels she is being harassed to alert the authorities to her location with one touch of her phone.

By targeting Africa, Microsoft is trying to build on momentum it had recently gained through its partnership with Nokia. The company sold 4.4 million Lumia Windows smartphones in the fourth quarter of last year, up from 2.9 million the previous quarter.

In November, the Microsoft chief executive, Stephen A. Ballmer, said that Microsoft had sold four times as many Windows phones at that point as it had a year earlier. A month later, Microsoft said sales of Windows phones over the holidays were five times those of a year ago.

Combined, Google's Android and Apple's iOS operating systems run about 7 in 10 smartphones worldwide, with BlackBerry at 15 percent. But by 2016, Canalys expects Windows to overtake BlackBerry to become the No. 3 operating system, with a 15 percent share, compared with 5 percent for BlackBerry.

"Africa as a continent is emerging in many respects and there is a significant economic drive taking place here," Mr. de Sousa said. "This is part of an initiative to bring affordability and functionality to Africa."

But Microsoft is not alone in its focus on Africa. Samsung, the largest seller of smartphones and cellphones, has recently expanded the less-expensive range of Galaxy smartphones to address Africa and other emerging markets, said Anshul Gupta, an analyst at Gartner in Mumbai.

Mr. Gupta said there was pent-up demand among African consumers for a smartphone costing \$100 or less. He said several smaller Chinese phone makers, including TCL, ZTE and Lenovo, were working on developing simpler smartphones that sold for \$50.

"Clearly, the trends show that there is a demand for a smartphone in emerging markets that costs about \$100 or less," Mr. Gupta said. "However, that doesn't mean that Microsoft will be less successful with a \$150 device. It just depends on the market segment that they are targeting."

Changes 1

Look at the sentence pairs 1 – 24, then complete the second sentence in each pair with a word or expression from the box so that its meaning is similar to the first sentence. There are some words / expressions in the box that do not fit in any of the sentences. You do not need to change the form of any of the words / expressions.

amended	broaden	build up	considerable	growth	constant rise	cuts
deterioration	downsizing	downward trend	dramatic increase	expansion		
fluctuated	general improvement	marked progress	narrow	narrowing		
phased in	phased out	reduce	relaxation	restructure	sharp decline / fall	
slipped	steady decrease	streamline	strengthening	tightening up		
upgrade	upward trend	weakening	widening			

1. Last year, 33% of the population worked in secondary industries and 48% worked in the tertiary sector. This year, the figures are 27% and 53% respectively.
There has been a reversing of the gap between those working in different sectors of the economy.

2. Last year, the overseas market accounted for 60% of our sales. This year, it only accounts for about 15%.
There has been a sharp decline in overseas sales figures in the last year.

3. People can afford to buy more and live more comfortably than they could twenty years ago.
There has been a general improvement in the standard of living.

4. Because our company is bigger now than it was two years ago, we need to recruit more employees.
Because of company considerable growth over the last two years, we need more workers.

5. American travelers abroad have discovered that they can buy more foreign currency with their dollar.
There has been a strengthening of the dollar.

6. It is now much harder to import goods into the country than it was a few years ago.
There has been a strengthening of border controls for imports.

7. In 2002 inflation was running at about 4%, in 2003 it was 4.5%, in 2004 it was 5% and in 2005 it was 5.5%.
Between 2002 and 2005, there was a constant rise in the rate of inflation.

8. Last year, the company employed 200 people. This year it now has over 1000 employees.
There has been a dramatic increase in the number of employees working for the company.

9. Unemployment figures have dropped by about 2% every year for the last four years.
There has been a marked progress in unemployment figures over the last four years.

10. Over the next few years, some management positions in the company will be gradually removed.
Some management positions will be streamlined over the next few years.

-
-
11. Because of forecasts for high demand in the future, we need to increase our stocks.
We need to _____ our stocks to cope with future demand.
 12. The government will spend less on the welfare system next year.
There are going to be _____ in welfare spending next year.
 13. Public services are less reliable now than they were five years ago.
There has been a _____ in public services reliability over the last five years.
 14. Nowadays, more and more people are traveling abroad for business and pleasure.
There has been _____ in the overseas travel market.
 15. Compared with five years ago, more people are shopping in out-of-town malls than in local stores.
There has been an _____ in the number of people shopping in out-of-town malls.
 16. Unless your work visibly improves, we will have to recommend a transfer to another department.
We need to see some _____ in your work, or we will recommend a departmental transfer.
 17. Young Americans want to travel, meet new people and see more of the world than their parents and grandparents did.
Young Americans want to _____ their horizons.
 18. Over the next two months, we plan to make our office computers faster and more efficient.
Over the next two months, we plan to _____ our office computers.
 19. We are trying to make the accounting system simpler and more efficient.
We are trying to _____ the accounting system.
 20. Making the company smaller by making a lot of staff members redundant has made it much more profitable than it was before.
_____ the company has made it much more profitable than it was before.
 21. Standards of service have gone down recently, and as a result we have lost a lot of customers.
Standards of service have _____ recently, and as a result we have lost a lot of customers.
 22. Property prices have gone up, then gone down, then gone up again this year.
Property prices have _____ this year.
 23. We have made small changes to the rules for applying for instant credit.
We have _____ the rules for applying for instant credit.
 24. The company is planning to change its marketing division to make it more effective.
The company is planning to _____ its marketing division.

Also see *Changes 2* on page 3.

20.1

Reporting Verbs

Sentence Cards 1

Say these sentences in another way using the words at the end of the line. Pay particular attention to the verb tenses and pronouns.

1 I know you can do it. Take the exam again.

He / encourage

He encourages me to take the exam again.

2 The accident was all my fault.

She / admit

She admitted the accident was all her fault.

3 That's a very elegant suit you're wearing, Sonia.

He / compliment

He compliments Sonia, she's wearing a very elegant suit.

4 Well done! You've got great exam results.

She / congratulate / him

She congratulates him about his great exam results.

5 I want to speak to the manager - NOW!

He / demand

He demands to speak to the manager.

6 Shall we have a quiet evening at home?

She / suggest

She suggests to have a quiet evening at home.

7 There's no way I'm going on holiday with mum and dad.

He / refuse

He refuses to go on holiday with his mother and father.

8 Oh please! Let me go to Sharon's party, mum.

She / beg

She begs ^{her mother} to go to Sharon's party.

9 No, it wasn't me. I didn't eat the last chocolate biscuit.

He / deny

He denies ~~that~~ he eat the last chocolate biscuit.

10 Those bags look very heavy. Can I give you a hand?

She / offer / him

She offers him to take a bag.

19.3 Reported Speech

Follow-up

Rephrase the following sentences using the words in bold type:

1. We were in Edinburgh last week.
They told us **they had been to Edinburgh the previous week**.....
2. She can't have left without saying goodbye.
He said **she couldn't have left without having said goodbye**.....
3. Don't phone me at the office again.
She told him **not to phone her at the office again**.....
4. Would you move your car, please?
He asked me **if I could move my car**.....
5. I'm going to finish the decorating tomorrow.
He said **he was going to finish the decorating the next day**.....
6. Where can I find information about museums in Madrid?
She asked me **where I could find information**.....
7. Emma hasn't eaten anything all day.
Emma's mother said **that Emma hadn't eaten anything all day**.....
8. Why can't you come to my party?
Sally asked me **why I couldn't come to her party**.....
9. I don't know my way round San Francisco.
Julia said **she didn't know her way round SF**.....
10. Are you leaving as soon as the course finishes?
Anna asked me **if I was leaving as soon as the course finished**.....
11. We haven't watched any TV for ages.
They said **they hadn't watched any TV for ages**.....
12. How long will you stay in Baltimore?
She asked me **how long I would stay in Baltimore**.....
13. I can run 100 metres in 11 seconds.
Robert told me **he could run 100m in 11 seconds**.....
14. Be careful!
James told his son **to be careful**.....
15. How fluent is your English?
My boss asked me **how fluent my English is**.....

Every step you take

As cameras become ubiquitous and able to identify people, more safeguards on privacy will be needed



"THIS season there is something at the seaside worse than sharks," declared a newspaper in 1890. "It is the amateur photographer." The invention of the handheld camera appalled 19th-century society, as did the "Kodak fiends" who patrolled beaches snapping sunbathers.

More than a century later, amateur photography is once more a troubling issue. Citizens of rich countries have got used to being watched by closed-circuit cameras that guard roads and cities. But as cameras shrink and the cost of storing data plummets, it is individuals who are taking the pictures.

Through a Glass, darkly

Some 10,000 people are already testing a prototype of Google Glass, a miniature computer worn like spectacles (see pages 24-26). It aims to replicate all the functions of a smartphone in a device perched on a person's nose. Its flexible frame holds both a camera and a tiny screen, and makes it easy for users to take photos, send messages and search for things online.

Glass may fail, but a wider revolution is under way. In Russia, where insurance fraud is rife, at least 1m cars already have cameras on their dashboards that film the road ahead. Police forces in America are starting to issue officers with video cameras, pinned to their uniforms, which record their interactions with the public. Collar-cams help anxious cat-lovers keep tabs on their wandering pets. Paparazzi have started to use drones to photograph celebrities in their gardens or on yachts. Hobbyists are even devising clever ways to get cameras into space.

Ubiquitous recording can already do a lot of good. Some patients with brain injuries have been given cameras: looking back at images can help them recover their memories. Dash-cams can help resolve insurance claims and encourage people to drive better. Police-cams can discourage criminals from making groundless complaints against police officers and officers from abusing detainees. A British soldier has just been convicted of murdering a wounded Afghan because the act was captured by a colleague's helmet-camera. Videos showing the line of sight of experienced surgeons and engineers can help train their successors and be used in liability disputes. Lenses linked to computers are reading street-signs and product labels to partially sighted people.

Optimists see broader benefits ahead. Plenty of people carry activity trackers, worn on the wrist or placed in a pocket, to monitor their exercise or sleep patterns; cameras could do the job more effectively, perhaps also spying on their wearers' diets. "Personal black boxes" might be able to transmit pictures if their owner falls victim to an accident or crime. Tiny cameras trained to recognise faces could become personal digital assistants, making conversations as searchable as documents and e-mails. Already a small band of "life-loggers" squirrel away years of footage into databases of "e-memories".

Not everybody will be thrilled by these prospects. A perfect digital memory would probably be a pain, preserving unhap-

py events as well as cherished ones. Suspicious spouses and employers might feel entitled to review it.

The bigger worry is for those in front of the cameras, not behind them. School bullies already use illicit snaps from mobile phones to embarrass their victims. The web throngs with furtive photos of women, snapped in public places. Wearable cameras will make such surreptitious photography easier. And the huge, looming issue is the growing sophistication of face-recognition technologies, which are starting to enable businesses and governments to extract information about individuals by scouring the billions of images online. The combination of cameras everywhere—in bars, on streets, in offices, on people's heads—with the algorithms run by social networks and other service providers that process stored and published images is a powerful and alarming one. We may not be far from a world in which your movements could be tracked all the time, where a stranger walking down the street can immediately identify exactly who you are.

Sovereign over your own body and mind—and face

This is where one of this newspaper's strongly held beliefs—that technological progress should generally be welcomed, not feared—runs up against an even deeper impulse, in favour of liberty. Freedom has to include some right to privacy: if every move you make is being chronicled, liberty is curtailed.

One option is to ban devices that seem irksome. The use of dashboard cameras is forbidden in Austria. Drivers who film the road can face a €10,000 (\$13,400) fine. But banning devices deprives people of their benefits. Society would do better to develop rules about where and how these technologies can be used, just as it learned to cope with the Kodak fiends.

For the moment, companies are treading carefully. Google has banned the use of face-recognition in apps on Glass and its camera is designed to film only in short bursts. Japanese digital camera-makers ensure their products emit a shutter sound every time a picture is taken. Existing laws to control stalking or harassment can be extended to deal with peeping drones.

Still, as cameras become smaller, more powerful and ubiquitous, new laws may be needed to preserve liberty. Governments should be granted the right to use face-recognition technology only where there is a clear public good (identifying a bank robber for instance). When the would-be identifiers are companies or strangers in the street, the starting-point should be that you have the right not to have your identity automatically revealed. The principle is the same as for personal data. Just as Facebook and Google should be forced to establish high default settings for privacy (which can be reduced at the user's request), the new cameras and recognition technologies should be regulated so as to let you decide whether you remain anonymous or not.

Silicon Valley emphasises the liberating power of technology—and it is often right. But the freedom that a gadget gives one person can sometimes take away liberty from another. Liberal politicians have been lazy about defending the idea of personal space, especially online. The fight should start now. Otherwise, in the blink of an eye, privacy could be gone. ■

19.1 Reported Speech

Sentence Cards 1

Say these sentences in another way using the prompt at the end of the line. Pay particular attention to the verb tenses and pronouns.

1 I always eat lots of fresh fruit and salad.

She said

She said she always ~~eats~~ ate lots of fresh ...

2 I won't have enough time to finish this job.

He said

He said he ~~didn't~~ wouldn't have enough time to finish that job

3 Could you help me with my luggage?

She asked me

She asked me if I could help her with her luggage

4 Are you going anywhere at the weekend?

They asked us

They asked us ~~where~~ if we were going ^{any} somewhere at the wk

5 Don't worry!

She told him

She told him ~~not~~ to ~~didn't~~ worry

6 We must leave soon.

They said

They said ~~we~~ ^{that we} had to leave soon

7 It's been a long time since I had such a good meal.

She said

She said it ~~was~~ ^{have} been a long time since she had

8 What time does the party start?

They asked us

They asked us what time did the party started

9 Do you know who the principal of the college is?

He asked me

He asked me if I knew who ~~was~~ the principal of the college was

10 The weather may get much worse tomorrow.

He told us

He told us the weather ^{might} ~~could have~~ get much worse the next day

19.2 Reported Speech

Sentence Cards 2

Say these sentences in another way using the prompt at the end of the line. Pay particular attention to the verb tense and pronouns.

1 I can get home on my own.

She said

2 We haven't been to the art gallery for ages.

They said

3 When did you leave the house this morning?

He asked me

4 I'll think about it.

He said

5 I think I should have phoned my mother.

She said ..

6 You should cut down on your smoking.

The doctor told him ...

The doctor told him that he should cut down on his ...

7 Do you understand the rules of reported speech?

He asked me

We asked me if understood the rules

8 When will I see you again?

She asked him

She asked him when she would see him again

9 We're going on holiday tomorrow.

They said

10 Wait here until I get back.

She told him

She told him to wait there until she came back

SPEAKING OUT IN CLASS

Signaling You Want to Speak

Excuse me....
May I ask a question?
Could I make a comment?

Holding the Floor

When the teacher (or another student) calls on you, you can give yourself a moment or two to think before answering by :

Hesitating

Well, umm...
Umm, let me see...
Umm, let's see...
Let me think...

Repeating or rephrasing the question

In other words, you want to know ...
So, you're asking me...

Asking the instructor to repeat if you didn't understand

Would you mind repeating the question, please?
Would you please repeat that?

Avoiding Answering

I'm not really sure.
I don't really know.
I'm afraid I don't know.
I'm sorry, but I don't know.

APPEALING TO THE SPEAKER

If You Need the Speaker to Repeat Something

Pardon?
Excuse me?
I'm sorry?
Could you please repeat that?
Would you mind repeating your question?

If the Speaker Is Talking Too Quickly

I'm sorry. Could you please speak a little more slowly?
Would you mind speaking more slowly? I couldn't quite follow what you said.

If the Speaker Is Talking Too Softly

Sorry, I didn't hear what you said.
Would you mind speaking a little louder?

If You Do Not Understand the Speaker

I'm sorry, but I'm not sure I understand.
Sorry, but I don't understand what you mean.
I'm not sure I follow you. Did you say that... ?

EXCHANGING OPINIONS

Asking for an Opinion

What do you think of... ?
How do you feel about ?
What's your opinion of ?

Giving an Opinion

In my opinion, ...
Personally, I think that....
To my mind....
It seems to me...
As far as I'm concerned....
As I see it, ...
I believe.....

Agreeing

That's / You're right.
I think so too.
I agree with you. (So do I.)
I definitely agree.
I completely agree with you.

Expressing Reservations

I'm not sure about that...
Yes, but...
Possibly, but ...
Yes, but the problem is...

Disagreeing

I disagree.
I don't really agree with you. (Neither do I)
I'm afraid I don't agree with you because....
I'm not sure I agree with you. The reason is that
Yes, that may be true, but
Well, I can see your point, but ...
I see what you mean, but ...

LISTENING ACTIVELY

Asking for Clarification

What do you mean?
I'm not sure what you mean.
Sorry, but I don't understand what you mean.
Could you explain what you mean by....?
Are you saying that ?
I'm not sure I follow you. Did you say that....?

Clarifying or Restating

I mean
In other words....
The point I'm trying to make is...

Paraphrasing

David said that...
What Valerie means is ...
I believe Eric's point is...
I think Anne feels ... Isn't that right?
Let me see if I understood. You said

Checking for Understanding

Do you see what I mean?
Is that clear?

TAKING TURNS

Getting Attention

May I / Could I ask a question? / say something here? / make a suggestion?

I have a question I'd like to ask / a point I'd like to make.

Interrupting (during a pause in the conversation/presentation)

Excuse me, but....
Pardon me, but ...
Excuse me for interrupting, but ...
Sorry to interrupt, but ...

Keeping Your Turn

Excuse me, I'd just like to finish this point.
If you could wait for a second, I'm just about to finish my point.
Could I please just finish my point?

Continuing After an Interruption

Anyway,....
As I was saying....
In any case,....
So-o-o....
Going back to what I was saying.....

80 The Web: bane or boon?

the cyberspace
 the cyber age
 the cyberscape
 a wide-open space
 a new frontier
 a technological revolution
 an open platform / to tinker (with)
 the digital age
 the world wide web / WWW / www
 an Internet connection / to be wired
 a connection speed
 (to have) Internet access
 broadband Internet access
 a hotspot / a hot spot
 to access a site
 to log onto / to connect to the Internet
 to link into / to plug in the Internet
 to hook up with sb
 cloud computing

 to download
 digital technologies
 a backbone / a network
 e-learning
 e-commerce / m-commerce
 interactive (a)
 webcasting / a webcast
 Internet radio
 podcasting / a podcast
 a feed / a playlist
 streaming
 VoIP (voice over IP)
 IPTV (Internet Protocol over TV)
 a cyberzine / a webzine / an ezine
 to make information available (to)
 to gather like-minded people
 a social network
 to suffer from Internet addiction
 a net addict / a nethead
 to be hooked on cyberspace
 to prise sb away from their computer

le cyberspace
 l'ère du tout numérique
 le cyberpaysage
 un espace grand ouvert
 une nouvelle frontière
 une révolution technologique
 une plateforme ouverte / bricoler
 l'ère du numérique
 la Toile mondiale, le web
 une connexion Internet / être câblé
 une vitesse de connexion
 (avoir) accès à Internet
 l'Internet haut débit
 un point d'accès wifi
 avoir accès à un site
 se connecter à Internet
 se brancher sur Internet
 se connecter avec qn
 l'infonuagique / l'informatique
 dématérialisée / en nuage
 télécharger
 les technologies numériques
 une épine dorsale / un réseau
 l'apprentissage électronique
 le commerce électronique / par mobile
 interactif
 la webdiffusion / un webévénement
 la radio sur Internet
 la baladodiffusion / un balado
 un flux / une liste de lecture
 la diffusion multimédia
 le transport de la voix sur Internet
 la télévision IP
 un cybermagazine
 rendre l'information disponible (à)
 rassembler des gens qui se ressemblent
 un réseau social
 souffrir d'une addiction à Internet
 un accro / un mordu du Net
 être accro au cyberspace
 arracher qn à son ordinateur

2 Put the safety features into the correct column.

active safety

passive safety

(A)

ABS

(A)

adaptive cruise control

crumple zone

(P)

(P)

highly rigid roof

automatic emergency braking

(A)

(A)

seat belt

airbags

(A)

ESP (Electronic Stability Program)

(A)

(P)

retractable steering wheel

shatterproof windscreen

(A)

(P)

lane departure warning system

xenon headlights

(A)

Which of these safety features does your car have? Tell your partner.

3 Work in a small group to discuss safety features.

You work in the marketing department of a major car manufacturer. Your mid-range model is now entering the fourth year of its eight-year life cycle. Sales have been falling so it is time for an improvement. This car is often bought as a fleet car for business people. You have already agreed on a 'business package' and now want to include one more safety feature. Read the descriptions of the three safety features on the next page, then 'meet' your colleagues to decide which one to include. Try to use the language in the box below.

TALKING ABOUT ADVANTAGES AND DISADVANTAGES

One great advantage is ...

I think the ... feature is a big plus point.

One point in favour of the ... is ...

A major drawback/disadvantage is ...

I can see problems with the ...

The downside is ...

Feature	Advantages	Disadvantages
Traffic Signal Assistant is an audible signal which tells the driver about traffic regulations such as speed limits, parking, or overtaking.	• This would be good marketing for the company as it shows we want considerate drivers who obey rules. • A lot of accidents happen because people drive too fast or overtake on dangerous roads. • Drivers would save money on speeding fines and parking tickets.	• There are already too many traffic signs and regulations regarding speed limits, parking and overtaking. • Business people do not like to be told what to do. • Why are we building such fast cars if this device tells you to slow down all the time?
The 'virtual passenger' voice application wakes up drivers who are beginning to fall asleep. Infrared sensors measure head positions. If the driver's head begins to fall forward, he or she is woken up with a loud greeting and a series of questions to keep him or her awake.	• Business people on long journeys would appreciate this device as many accidents happen because people fall asleep at the wheel. • This technology is not offered by any other car maker as standard and is a good 'gimmick'. • The advertising possibilities would also be good.	• It is too 'gimmicky' for business people. • It is potentially dangerous. Drivers get a false sense of security and may decide to drive even though they are tired or have had alcohol. • If the technology fails and an accident happens, it could cost the company a lot of money. • It is embarrassing for the driver if there are other passengers in the car.
The GPS navigation system helps drivers plan routes and warns drivers about traffic jams and congested roads.	• It is very practical for business people who often go on business trips to different cities. • Accidents are caused by people not knowing where they are going and trying to find the right street. • Avoiding traffic jams and congested roads would save people time and money.	• GPS navigation is no longer anything special. • It needs to be constantly updated, so will be more expensive than other options. • It is only available in great detail for some countries so if the driver is in a country that doesn't have it, it won't help.

4 Choose a safety feature. Work with a partner and prepare a five-minute presentation explaining how your feature works. If you have Internet access, you can visit websites like www.howstuffworks.com to help you. Give your presentation to the class.

MAKING A PRESENTATION

Introducing yourself and your talk

For those of you who don't know me, my name is ...
 I'm here today to talk about/tell you something about ...
 I'm going to be speaking about ...
 Feel free to ask questions as we go along.
 There'll be time for questions at the end.

Structuring the presentation

Firstly/Secondly/Thirdly/Finally ...
 Let's now look at ...
 Moving on, I'd like to say something about ...
 Now we come to ...

That brings me to my next point.
 I think that covers everything about ...

Referring to visuals

As you can see in this slide, ...
 This (next) slide/transparency shows ...

Concluding

To sum up ...
 In conclusion ...
 I'd just like to repeat my main points.
 Are there any questions?

SOCIALISING

OK

Your name is Nathan James (invent a name) and you are from

Guantanamo, USA (name a city and a country other than your own).

You have been in Bagdad, Irak (name another city and

country) for the past 2 (give a number) years working for a/an

internet company (name an industry or type of

company) company called Neust solution (invent a company name).

You started with the company as a/an CEO (name

a low-level job) and now you are a/an CEO

(name a high-level job). You are (a) happy (b) unhappy (choose one) with your current job

because you can sell product internet access to

people who have no money (give a reason). Your main (a) achievement (b) problem

(choose one) in your current company has been to don't have drugs into

the company during when you are abroad

(state what your main achievement or problem was). Your ambition now is to

revolutionise the world (state your ambition).

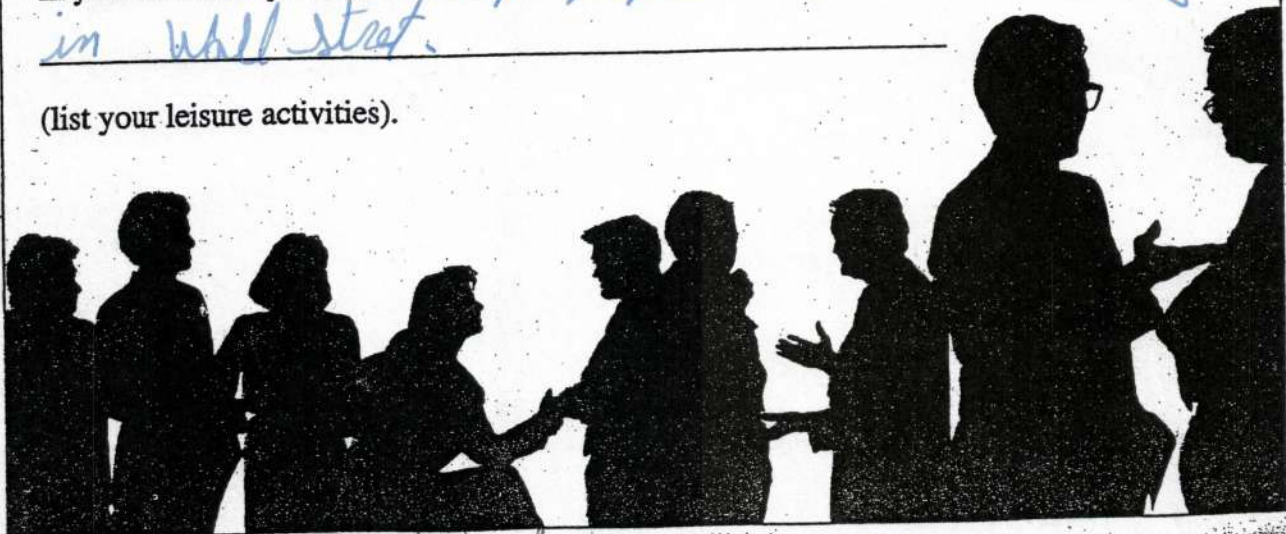
You are (choose one) (a) single (b) married (c) married with

a woman and I have 2 (give a number) children.

In your free time you like to help people and make money

in wall street.

(list your leisure activities).



*I love helping people
engaged to a
woman
there is people*

Fuel cells

The fuel cell technology transform hydrogen and oxygen into water. That transformation produce current, this current can be used to power an engine. The advantages are that it is a high efficiency technology and it's more green than gasoline car. The disadvantages are that there is a risk of explosion, it takes more place onboard and it costs more with less autonomy. Cell car will not become a major technology onboard car because now we have batteries that can store a lot of energie and they need only a couple of minutes to recharge. On top of that fuel cell pollute more. So I would not buy one.

Brand DNA

I agree that cars from different countries have different styles but I don't have a specific national style because I don't take care about design but about power technology. My cars come from Germany and France. Yes it reflects the style of their country. I would describe German, Japanese, French or Italian as the same: style are really different if you choose an other model but with the same model from different brand it's the same.

- 1) Gordon Walters
- 2) ~~the~~ call 'Uncap'
- 3) 2

busine vehical

Mystery
Safety Program

- 4) at the end
- 5) ~~between~~ ⁱⁿ roots
- 6) Europe and America
- 7) ~~50 km/h~~ 64 km/h
- 8) 5 stars
- 9) 4
- 10) head, thorax, scapula
- 11) neck, but leg pressure
- 12) pedestrian injuries

OUTPUT

Read the article and answer the questions which follow.

Brand DNA

Every car has a brand DNA which makes it distinctive and instantly recognizable. When you see a BMW or Rover, for example, you know exactly what it is. The importance of



national culture in brand DNA is critical, even though global takeovers, mergers, and partnerships are constantly reshaping the car industry. Volvo, based in Sweden, is now owned by an American company, and Britain's Jaguar, Rolls-Royce, and Bentley are no longer British-owned. Chrysler, that most American of manufacturers, is now part of a German company. Spain's Seat and the Czech car maker Skoda are owned by Germany's Volkswagen. And General Motors has controlled Sweden's Saab for a number of years.

Brand DNA consists of corporate identity

and an unmistakable design which is influenced by culture. 'Britishness' or 'Frenchness' is important. But how can 'Americanness' or 'Italianness' be defined by a few hundred pounds of sheet metal bent over a frame and set down on four wheels?

To Fiat, Italian means 'sporty'. "People buy Italian cars because they look Italian," said Richard Gadeselli, head of corporate affairs for Fiat Auto S.p.A. "Even the humble Seicento (Fiat's smallest car) has a sporty feel. In everything we design, we try and strive for that. If we took the badges off, people would say, 'I don't know what that is, but it feels Italian'."

Similarly, Japanese design is unmistakably Japanese because of its Zen-like purity and simplicity. Akira Fujimoto, chief editor of Japan's *Car Styling* magazine, says that the level of detail is the key to Japanese design. "With an American car, you can see the differences at 300 metres. With a Japanese car, you see the differences at three metres. Japan is a small country so there's no need to see the differences from far away."

Peter Horbury, chief designer for Volvo Cars, although British himself, says he believes the Swedish essence of Volvo is something the company should keep even if it is owned by Ford Motor Co. But what is Swedishness? "Sweden is known as a caring society," he said. "Swedish cars are safe, practical, and functional and have a timeless quality."

OVER TO YOU

Do you agree that cars from different countries have different styles? If so, what is your favourite national style?

Which country does your car come from? Does it reflect the style of that country?

How would you describe German, Japanese, French, or Italian style?

9 Work with a partner. Prepare a short presentation on one of these topics. (Look back at Unit 6 for help with presentation language.)

- The future of my company/our product lines
- Future developments in the global car market
- Fuels of the future
- The car of the future

Give your presentation to your class. Do they agree with your predictions?

OUTPUT

Read the text and answer the questions which follow.

Fuel cells

The use of fuel cells promises a reduction in environmental pollution from car exhaust emissions, and the end of our dependence on oil for fuel.

A fuel cell produces an electric current and heat by converting hydrogen and oxygen into water. The output of a single cell is 0.6–0.8V, but when many cells are combined into a stack, enough energy is produced to power a 50 kW engine.

The fuel cell has the highest efficiency in power generation, reaching over 60%, compared to a gasoline-powered car which has 20%.

The oxygen required comes from the air, but hydrogen is not so readily available. Pure hydrogen could be stored on-board the car, but this would use too much space. Alternatively, car makers could use reformer technology to convert gasoline or methanol into hydrogen, but this would reduce the efficiency of the cell.

For drivers there are many practical considerations. Fuel cell-powered cars are neither as fast nor as quiet as gasoline- or diesel-powered cars. At present there are

very few hydrogen fuelling stations, so refuelling could be a problem. Fuel cell cars have a shorter range, so drivers will have to refuel more often. If a tank of hydrogen is stored on board, there are problems of space and safety.

Fuel cell cars are very expensive to



develop and produce, which means they will also be expensive for the customer. Many drivers will not pay extra for 'green' car technology, especially if it is not as convenient as the current system. Nevertheless, the race is on to produce the first fuel cell-powered family car with CO₂ emissions of 90 g/km (equivalent to gasoline consumption of 3.0 l/100 km).

OVER TO YOU

How does fuel cell technology work?

What are the advantages and disadvantages of fuel cell-powered cars?

How important do you think fuel cell cars are or will become?

Would you buy a fuel cell car? Why, or why not?

8 Some designers are discussing the constraints they work under. Read their comments and match them to the constraints.

technical requirements • ergonomics • laws • fuel consumption •
customer demands • brand identity • recycling • production requirements

1 I can't design any grill I want – it has to look the same on all our cars so people will recognize the brand.

5 I can't use any material I want, no matter how attractive. I have to know if we can use it again.

2 I have to make sure that attractive seats are also comfortable and the customers have enough legroom.

6 The car has to be as streamlined as possible so that it doesn't need so much fuel.

3 I have to take safety regulations into account, so I can't put a big metal part on the bonnet which may injure pedestrians.

7 If the customers want cup holders inside the car, I have to put them in.

4 I have to take the size of the engine and other technical parts into account.

8 Sometimes I think of a really great shape for the bonnet and the production guys tell me the metal can't be formed like that.

What constraints do you work under in your job?

9 Work in a small group to have the following meeting.

You work for a major car manufacturer. You are meeting two colleagues to discuss closing the gap in the range of cars you offer. At the moment your product range consists of a compact, a limousine, a large limousine, and a convertible.

The three possibilities for the new model are:

- a small 'green' car (a compact car with no extras and extremely low fuel consumption)
- a roadster (a fun, 'good weather' car for everybody, young and old)
- an SUV (a versatile on-road/off-road vehicle with lots of room)

Think about the advantages and disadvantages of each model and look at your information in the Partner Files for some more ideas. Then hold a meeting to discuss which model should be added to the product range. (Look back at Unit 6 for phrases used to talk about advantages and disadvantages.)

PARTNER FILES

Partner A File 4, p. 62
Partner B File 18, p. 65
Partner C File 10, p. 63

Think of the car manufacturers you know and identify a gap in their product range. How would you fill it?

Talking about the future**Expressing certainty**

I'm sure ...
 There's no doubt ...
 Without doubt ...
 I'm absolutely certain.

Expressing probability

There's a good chance ...
 It is quite likely ...
 It's probable ...

Expressing possibility

It might happen.
 It could well happen.
 There's a possibility.

Making small talk**Introducing a topic**

One car I really like is the ...
 I think one of the nicest/most attractive cars on the market is ...
 I saw a TV programme/read an article about ... recently.
 Someone told me the other day that ...

Keeping the conversation going

What do you think of the ... ?
 Have you seen the ... ?
 It's really great/nice/beautiful/ugly, isn't it?
 They must be fun to drive, don't you think?

Changing topic

By the way, ...
 Anyway, ...
 That reminds me of ...
 Speaking of ...

Telephoning phrases

This is ... from ...
 I'm calling about ...
 Can I speak to ..., please?
 Could you tell me the name of your company?
 Could you repeat that, please?
 I'm sorry, I didn't catch that.
 I'll call you back later.
 I'll send you ... by fax/email.
 Just give me a call if you have any more problems.
 I'll get back to you as soon as I can.
 Thanks for calling.

Making a presentation**Introducing yourself and your talk**

For those of you who don't know me, my name is ...
 I'm here today to talk about/tell you something about ...
 I'm going to be speaking about ...
 Feel free to ask questions as we go along.
 There'll be time for questions at the end.

Structuring the presentation

Firstly/Secondly/Thirdly/Finally ...
 Let's now look at ...
 Moving on, I'd like to say something about ...
 Now we come to ...
 That brings me on to my next point.
 I think that covers everything about ...

Referring to visuals

As you can see in this slide, ...
 This (next) slide shows ...

Concluding

To sum up ...
 In conclusion ...
 I'd just like to repeat my main points.
 Are there any questions?

Meeting phrases**Interrupting**

Excuse me.
 Could I come in here for a moment?
 Sorry, can I say something?
 I'd like to add something here.

Dealing with interruptions

Hang on a moment ...
 Can I just finish what I was saying?
 We'll come to that point in a moment.
 Let me just say one more thing.

At a trade fair**Visitor**

I'd like more information on ...
 I'm interested in ...
 What about ... ?
 Can I take one of these brochures?
 Could you tell me something about ... ?

Sales rep

Can I help you?
 Which car are you interested in?
 Would you like more detailed information?
 Would you like a brochure?
 Here is our price list.
 Let me give you my (business) card.

Email phrases

Thank you for your email.
 I'm writing to ...
 I'm very sorry about ...
 Could you ... ?
 I'm sending you ... as an attachment.
 I hope that ...
 Let me know if ...
 I look forward to hearing from you.
 Best regards/Best wishes

Useful phrases and vocabulary

Asking for opinions

What do you think?
How do you feel about this?
What's your opinion of ... ?

Giving your opinion

I think ...
In my opinion ...
If you ask me ...

Agreeing and disagreeing

I agree.
I think so too.
Yes, that's right.

I'm afraid I don't agree.
No, sorry, I disagree.
I can't go along with that.

Recommending

I recommend ...
You need a car which ...
Have you thought about ... ?
Why don't you buy a ... ?
If I were you, I would buy a ...
A ... would be ideal/perfect for you.
You should/shouldn't buy a ...

Suggestions

Making suggestions

Why don't we ... ?
How about ... ?
I suggest ...
We could ...

Accepting suggestions

That sounds good.
I think that'll work.
Good idea.

Rejecting suggestions

I don't think that will work.
That's (maybe) not (such) a good idea because ...
I'm not sure about that.

Talking about advantages and disadvantages

One great advantage is ...
I think the ... feature is a big plus point.
One point in favour of the ... is ...
A major drawback/disadvantage is ...
I can see problems with the ...
The downside is ...

Describing a process

Firstly/The first step is/To begin with ...
Secondly ...
The next step/stage is ...
After that ...
Then ...
Following that ...
Finally ...
The last step/stage is ...

Talking about dimensions

How high/long/wide is the car/body/... ?
– It's ... millimetres long/high ...
What is the height/length/width of the boot/rear overhang/... ?
– The height/width is ... millimetres ...

Approximating

It's about/approximately/roughly ...
It must be at least ...
I think it's ...
I would guess it's ...
I don't know exactly but ...

Describing position

The ... is on the right/left-hand side of the engine.
This part is located at the front/rear of the engine.
It's on the opposite side of the engine from the ...
It's above/below/next to/beside the ...
It's between the ... and the ...

Describing shape

This layout is **cuboid** in shape.
The brake fluid reservoir is the **rectangular** container on the right.

	<i>noun</i>	<i>adjective</i>
	circle	circular
	sphere	spherical
	square	square
	cube	cuboid
	rectangle	rectangular
	triangle	triangular
	cone	conical
	cylinder	cylindrical