This booklet contains reading and vocabulary activities that are taught in the course “English I” (English Language).
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Reading 1: The How, When and Why Of Mathematics

Pre-questions

Scan the text below to find the answers to the following questions:

- What is mathematics?
- What are the steps in solving a mathematical problem?

1. **What is mathematics?** Many people think of mathematics (incorrectly) as addition, subtraction, multiplication, and division of numbers. Those with more mathematical training may think of it as dealing with algorithms. But most professional mathematicians think of it as much more than that. What mathematicians really want is for their students to understand three things: how you do something, why it works, and when it works.

2. There are some general rules that can assist students in doing higher mathematics. Many people have written about this subject before, but the classic text on how to approach a problem is a book called *How to Solve It* by George Pólya. In his text, Pólya gives a list of guidelines for solving mathematical problems. Here’s what this list looks like.

3. **First. “Understanding the problem.”** What should you do? Make sure you know what all the words of the problem mean. Look at the statement carefully to figure out what you are given and what you have to find. If a picture helps, draw it. What do you need to prove? Do you have to give an example? Do you have to show that something is false?

4. **Second. “Making a plan.”** How do you attack the problem? Have you seen anything like it before? Look over the text with the problem in mind, read over your notes with the problem in your head, look at previous exercises and theorems that sound similar.

5. **Third. “Carrying out your plan.”** Solve the problem. Look at your solution. Is each sentence true? Put the problem down and come back to it a few hours later. Is each sentence still true?

6. **Fourth. “Looking back.”** It’s a good idea to check the result and the argument, or even to look for a different proof. One really good way to check a proof is to give it to someone else. If you can work together with someone else, switch proofs and ask your partner for criticism of your proof.
7. When you are convinced that your argument is correct, it is time to write up a correct and neat solution to the problem.


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**Context clues**

1. **Try to guess the meaning of the following words from the sentences and words around them.**

   1. assist (par. 2)
   2. approach (a problem) (par. 2)
   3. guidelines (par. 2)
   4. false (par. 3)
   5. over (look over, read over, etc.) (par. 4)
   6. switch (par. 6)

**Vocabulary**

2. **Try to understand the meaning of the following words (use a dictionary, if necessary) and use them in the sentences below. Some words can be used more than once.**

   algorithm, multiplication, proof, solution, solves, statement, subtraction, theorem

   1. The test involves simple calculations, such as addition and .................
2. A(n) ................................... is a set of mathematical instructions that must be followed in a fixed order.

3. This strategy creates more problems than it ................................... .

4. There is no easy ................................... to this problem.

5. In mathematics, a(n) ................................... is a presentation that shows that a mathematical ................................... is correct.

6. A(n) ................................... is a statement which we have shown that it is true.

**Comprehension**

3. Match the statements with the paragraphs of the text (write a paragraph number in the space).

   In which paragraph is it stated that...

1. you may need to look for another way to prove the solution of a problem? ............

2. you have to revise older exercises? ............

3. there is a text with advice on mathematical problems? ............

4. you may ask someone else’s opinion? ............

5. many people have a wrong idea about mathematics? ............

6. you may have to prove that something is wrong? ............

7. you may have to look at the problem again, some time later? ............
Grammar 1: Present tenses

A. PRESENT SIMPLE AND PRESENT CONTINUOUS

Theory

The Present Simple is used for something that is always true, for facts and regular events. For example:
- In his text, Pólya gives a list of guidelines.
- Do you have to show that something is false?
- How do you attack this problem?

The Present Continuous is used for something that is happening right now, or during a short period of time (but not always). It’s also used for fixed future plans. For example:
- I’m working part-time this year to pay for my rent.
- He’s taking his gap year after his final exams.

With some verbs (called stative verbs) we don’t use the continuous form, but we prefer to use the Present Simple, even when we’re talking about now. These verbs show a permanent situation (e.g. like, dislike, understand, know, believe, have, want, etc.). For example:
- What mathematicians really want is for their students to understand three things.
- Many people think of mathematics as addition, subtraction, multiplication, and division of numbers.
- I really want a break. (NOT: I’m really wanting)
- I don’t understand what he’s saying. (NOT: I’m not understanding)

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Exercises

A. Correct the mistakes in these sentences.

1. He work in Madrid.
2. Where do you coming from originally? Are you German?
3. He gives a lecture in class A2 at the moment.
4. I’m usually going to university by bus.
5. This meal is delicious. The meat is tasting really good.

B. Two students meet at an airport. Complete their conversation using the words in brackets.

A: Hi, Marina. Surprise, surprise.
B: Karl! Good to see you. What (1) ....................... (you / do) here?
A: I’m on my way to Greece for an Erasmus course.
B: Really? I go to Paris to see my brother.
A: Oh, he work in Paris?
B: No. He’s studying there.
A: OK. How often you see him?
B: (We try) to meet twice a year in Paris.
A: Sounds good.
B: It is. (You know) Paris?
A: Not very well. I not go there very much. Anyway, how are your studies?
B: Good. (I write) my dissertation now. How’s yours going?
A: Well, (things not go well) you know, because I’ve missed a lot of deadlines. Oh, I think your plane board.
A: Bye. Have a good trip! Really good to see you again.

C. Turn the following statements into questions.
E.g. You attack this problem.
   How do you attack this problem?

1. You have to give an example.

2. She needs to prove this statement.

3. They have to show that something is false.

4. You’re working on something now.
   What…

5. She’s studying here.
   What…

6. Each sentence is true.

B. PRESENT PERFECT SIMPLE

Theory

Look at the following examples:
- Many people have written about the subject before.
- Have you seen anything like it before?

The verb forms in bold are in the Present Perfect Simple tense. This tense is formed with has/have + past participle of the verb. It is used for something that happened in the past, but the time is unspecified (=not said). For example:
- I have already finished my project.
- *I haven’t done* my work yet.
- *He has attended* this seminar before.

**Exercises**

D. **Try to answer these questions using the Present Perfect.**
   
   **E.g.** Do you have your password? No, *I have lost it*.

1. Do you remember his name? No, .................................................................
2. Do you have homework? No, .................................................................
3. Does he still live in Athens? No, .................................................................
4. Do you want this book? No, .................................................................
5. Are you going to select this course? No, .................................................................
Writing 1: Basic communication

THEORY

Correspondence is a type of basic written communication.

When we’re talking about correspondence, we’re mainly thinking about two types of communication: letters and emails.

Letters and emails have their own, specific structure, which is very similar:

- Letters begin with the address of the person who sends and the person who receives the letter, as well as the date.
- Emails begin with electronic fields which are usually labeled To:, Cc:, and Subject:, and show who sends the email, who receives it and what the email is about.
- Both letters and emails include a salutation (Hi, Dear Sir or Madam, etc.), a main body and a closing (See you soon, Best wishes, Sincerely, etc.).

Some questions to ask yourself before writing a letter or an email are:

- **Why** am I writing?
  - This is the purpose of your writing. This will show you what you’ll write in the body of the letter or email. For example, you might want to:
    - inform
    - request (ask) for something
    - complain
    - thank

- **Who** am I writing to?
  - This is your audience. This will show you whether your letter / email should be formal or informal.

Your audience is very important, because it changes the language you will use in your writing. An email to a friend is very different from an email to an academic secretary in a University, whom you don’t really know. Look at some differences below:

**Informal correspondence**

- **Short sentences**
  - Call me soon!
- **Contractions (‘)**
  - We’re going to watch a movie.
- **Abbreviations**
  - btw / lol / cu / etc.
- **Simple, informal vocabulary**
  - Wanna meet next Monday?

**Formal correspondence**

- **Longer, more complex sentences**
- **No contractions / abbreviations**
  - We are (we’re) going to send you an application form
- **Formal vocabulary**
  - Could we arrange a meeting for next Monday?

**Informal / formal salutations and closings**

**Informal**

- Hi there, Jim!

**Formal**

- Dear [Name],
• Talk to you soon / Take care / All the best / Hope to see you soon / Best wishes

Formal
• Dear Mr. Smith / Dear Sir or Madam
• I look forward to your reply / I look forward to hearing from you
• Yours sincerely (you know the name of the recipient-Br. E.) / Yours faithfully (you don’t know the name of the recipient-Br. E.) / Yours truly (Am. English)

Informal / formal questions and requests

Informal
• Send me this brochure!
• How much does it cost?
• When do lessons start?
• Give me more information about….

Formal
• Can you send me this brochure?
• Could you tell me how much it costs?
• I would like to know when the lessons start.
• I would be grateful if you could give me more information about….

EXERCISES

Read A, B, and C. Which texts are formal? Which are informal? What is the reason for writing in each case?
To: [email]@hotmail.com
Cc:
Subject: Meeting up

a. ....................................
I’m in town until Thursday for the summer school I’ve told you about. I rang and left a message but wasn’t sure you would get it. I’m staying at Bell’s hotel btw, room 9. Tel: 7948862. Well, you can call me on my mobile, too. I have to attend the courses all week, but why don’t we have dinner on Tuesday or Wednesday night? Contact me asap. You can email me, too (I’ve got my notebook).

b. .................................
[name]

B

3 March 2013

c. .................................

Re: Chess courses

I am writing regarding your advertisement in ‘Checkmate’ magazine. Please could you send me details of your chess courses? I am a twenty year old student and I have been playing chess for two years. I would also be interested to know if there is any discount for a group of four people. I should be grateful if you could include details of any books that we should have.

d. .................................

M. Baker

Mike Baker

C
To: pjhamel@ed.ac.uk
Cc: 
Subject: RE: Application form – BSc Artificial Intelligence and Mathematics

e. ............................. Hamel

Thank you very much for sending me the application form and information pack for the BSc in Artificial Intelligence and Mathematics. I am faxing the completed form as I know the final date for application is approaching. I am going to post the form this afternoon, so you should receive it later in the week.

I look forward to hearing from you.

f. .............................

A. Complete gaps a-f in A, B, and C with an appropriate expression from the box below.

Dear Sir or Madam
Hi
Dear Ms
Yours sincerely
Yours faithfully
Hope to see you soon!

B. Find abbreviations in A, B, and C which mean:

1. regarding ............................
2. as soon as possible ............................
3. reply ............................
4. Bachelor of Science ............................
5. by the way ............................
6. carbon copy ............................

C. Read the following list and match the formal expressions and their informal equivalents.

Formal ............................

a. I look forward to hearing from you
b. Please contact me by phone or email
c. I am writing in response to / regarding...
d. Could you include details of any books that we should have

e. I would also be interested to know if there is any discount...
f. I should be grateful if you could send me...
Informal

1. Should we get any books?
2. Call me soon!

3. Hope to see you soon
4. Send me ... when you can
5. Just writing to tell you...
6. Is there a discount...?

D. Do activity 1 and choose one task from activity 2. Use phrases from exercise C whenever you can.

1. Write an e-mail to Ms Hamel. You have been accepted for the course in A. I. and Mathematics and you want to ask about university accommodation and if the university offers English language courses.

2. a. Write a short reply to e-mail [A] on p. 8, saying that you have just come back from holiday and suggesting a time and place where you can meet with your friend and how he or she can contact you.
   b. Write a short letter to the academic secretary at Edinburgh University asking for a prospectus of their business studies courses. Say what you have been studying and for how long. Ask if grants are available for foreign students.
Reading 2: Markets

1. In economics, the word *market* does not have to be a specific place. It means any area where buyers and sellers meet to *set* prices for goods (or services). It can be the grocery store, or a *nationwide* or worldwide market.

2. Some markets are very simple, while others are complex. At the grocery store, for example, a shopper sees a price on a kilo of ham. This is the shopkeeper’s “offer” to sell. The shopper might accept this price (and buy the ham), or not. If no one buys the ham at that price, the shopkeeper could decrease the price or stop selling ham. But if many shoppers want the ham in that price, the shopkeeper may increase the price.

3. Large and complex markets such as the *stock market* work in basically the same way as small markets. The major difference is that more people, both buyers and sellers, may *be involved*. But in all cases buyers want to buy at the lowest possible price, while sellers want to sell in the highest possible price.

4. In a stock market, buyers want to buy *shares* of a *company*. Buying shares gives them part of the *ownership* of a company and part of the company’s *profits*. Of course, buyers buy when they expect that the *value* of the shares will increase. Sellers, on the other hand, are people who already have shares but want to sell them. They may want the money for another use, or may be unsure about the future of the company.

5. If many sellers begin to sell, it makes other people believe that the price of the shares will drop. Then more people might become afraid that they will lose money (if the share price drops) and they sell their shares, too. This creates a situation with many sellers and few buyers, which, if continues, can cause a *crash*. A famous crash took place in the New York Stock Exchange (Wall Street) in 1929, when a lot of people lost a lot of money and, more recently, in 1987.

*Adapted from: Joan Stefan, English for Students of Economics: General Economics, τυπωθήτω – George Dardanos, Athens: 2002
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Context clues

1. Try to guess the meaning of the following words and phrases from the words and sentences around them.

1. area (par. 1) .............................................................................................................
2. complex (par. 2 and 3) ..............................................................................................
3. decrease (the price) (par. 2) .....................................................................................
4. increase (the price) (par. 2) .....................................................................................
5. major (difference) (par. 3) .......................................................................................  
6. drop (par. 5) ..............................................................................................................
7. took place (par. 5) .....................................................................................................

Vocabulary

2. Use a dictionary or the text to find the meanings of the following words and then match them with the explanations a-j (all words appear in the text in bold).

1. to set (a price, etc.) .......... 
2. nationwide ............
3. company ............
4. shares ............
5. stock market ............
6. be involved ............
7. ownership ............
8. profits ............
9. value ............
10. crash ............

a. be part of something, be included
b. a market for buying and selling shares
c. to fix, to decide on something and not change it
d. a sudden and serious fall in the value of something, for example, of shares
e. including all parts of a country
f. for how much money you could sell something; how useful or how important something is
g. money that you get from selling goods for more than you bought them
h. one of the units that the ownership of a company is divided into, which people can buy in a stock market
i. an organization that sells goods or services
j. when you have something

**Comprehension**

3. It is important to understand the main idea of a text, and not every single word or phrase.

Remember that main ideas:

a. are NOT examples or details
b. are usually at the beginning of a paragraph (but NOT always)
c. are supported by ALL other ideas in the paragraph
d. show the purpose of the paragraph

Try to find the main ideas for the following paragraphs and write them in one short sentence.

**Example**

Main idea for paragraph 1:

*Markets are places where buyers and sellers meet.*

a. Main idea for paragraph 2:

b. Main idea for paragraph 3:

c. Main idea for paragraph 4:

d. Main idea for paragraph 5:
4. Now choose the answer below that gives the main idea of the paragraphs in the text. Note that more than one answer may be true, but **only one** is the main idea.

1. The main idea of paragraph 1 is that:
   a. a grocery store is a market
   b. any place where buyer and sellers meet is a market
   c. a place where you buy food is a market
   d. some grocery stores are nationwide

2. The main idea of paragraph 2 is that:
   a. The price of a good, such as ham, is set by buyers and sellers
   b. a shopkeeper can change the price of a good, such as ham
   c. there may be many or few buyers of a good such as ham
   d. if many people want a good then its price increases

3. The main idea of paragraph 3 is that:
   a. large markets have more buyers and sellers
   b. sellers always want to sell at the highest price
   c. all markets work basically in the same way
   d. the stock market is a complex market

4. The main idea of paragraph 4 is that:
   a. people buy shares to get part of a company’s profits
   b. people buy shares when their value increases
   c. people sell shares if the company is not doing well
   d. people buy and sell shares for different reasons

5. The main idea of paragraph 5 is that:
   a. there was a crash on Wall Street in 1929
   b. there was a crash on Wall Street in 1987
   c. many sellers and few buyers can create a crash
   d. people lose money in a stock market crash
Listening 1: eBay

Pre-listening task
You will listen to a speaker talking about eBay, an online marketplace.

Before listening, match these words or phrases on the left with their meanings on the right:

1. the key issue  a. an advantage over other people
2. founder       b. an amount of money to start a business
3. profitable    c. creator
4. experienced   d. safe; which can be trusted
5. sound (e.g. a sound management) e. something which can make money
6. financial     f. someone who has a lot of knowledge and skills
7. capital       g. the most important thing
8. a head start  h. which has to do with money

Task 1
Listen to this business school seminar from the year 2006 where the seminar leader talks about how eBay achieved its success. (this audio material comes from http://learnenglish.britishcouncil.org/ and all rights are reserved by the British Council)
While you’re listening try to write down which 4 points the speaker makes about the success of eBay.
Optional: while you’re listening, write down 2 problems eBay has.

Task 2
Now listen to the audio again and choose 4 reasons why eBay is so successful, according to the speaker (tick ☑ the boxes below):

☐ the Internet, which has brought buyers and sellers together
☐ the fact that people are using computers more often than before
☐ a very experienced manager
☐ the people who run eBay have a lot of skill and knowledge
☐ a great idea
☐ a safe business management
☐ the fact that eBay doesn’t sell or produce anything itself
☐ the fact that eBay has shops all over the world

More listening resources
If you liked this activity and want to have more practice with your listening skills, then you can listen to podcasts and watch videos from the British Council Learn English website, for free:
  ◦ Watch videos about life in Britain (intermediate students): Listen and Watch
- Listen to lectures about careers and the workplace (more advanced students): [Professionals Podcasts](#)
Grammar 2: Modal verbs – If sentences – Relative clauses

- **Modal verbs: Will, can, could, may and might**

  We can use **will**, **can**, **could**, **may** or **might** to talk about possibility or non-possibility in the future. They are followed by an **infinitive** (e.g. He *might* be, They *will* see). The negative is formed by adding *‘not’* after the modal (e.g. He *might not* be, They *will not* see) and the question uses inversion (e.g. *Might* he be? *Will* they see?)

  Look at these examples.

  - The value of shares *will* increase. (It is something *certain* or very likely)
  - If many shoppers want the ham in that price, the shopkeeper *may* increase the price. (It is *possible* but *not certain*)
  - A shopper *might* accept the price of the ham, or not. (It is *possible* but *not certain*)
  - A market *can* be the grocery store, or a nationwide or worldwide market. (It is *usually true*)
  - “Where is he?” “He *could* be at work.” (It is *possible* but *not certain*)

  **Could** is also used to show ability in the past. For example:
  - Alan Turing believed he *could* break the Enigma code using advanced logic and mathematics.

A. **Correct the mistakes in the underlined parts of the sentences.**

1. I’m sure we *not will* have any problems.
2. I’m not sure where Juan is. He *will be* in the canteen.
3. If we take more time, we *don’t might* make so many mistakes.
4. If you don’t send me the brochure, I *don’t can* place an order.
5. We *may be work* late on Friday.

- **If sentences**

  When we want to talk about a situation and its **possible** result, we can use an **If** sentence (or a conditional). We can follow this form:

  If + present simple, modal + infinitive (e.g. *If you invest* your money, you *may make* a profit)

  If the result is very **certain**, then you can use this form:

  If + present simple, will + infinitive (or present simple) (e.g. *If people put* their money in the bank, it *will earn* interest / it *earns* interest)

B. **Complete these sentences with a modal (**will, can, may or might**) and a verb of your choice.**
1. If a price of a good goes down, consumers more of it.
2. If people buy shares, they part of the ownership of a company.
3. If people believe a company doesn’t do well, they its shares.
4. You to the bank if you want to take a loan.
5. Stockholders gain money if the value of their shares .
6. If a situation with many sellers and few buyers continues in the stock market, it .

**Relative clauses**

A relative clause is a sentence which describes or gives extra information about a noun. Relative clauses begin with words such as who, which, that or where.

*Who* is used to describe people. For example:
- Sellers are people who already have shares but want to sell them.

*Which* or *that* are used to describe things. For example:
- Many sellers and few buyers is a situation which/that can create a crash in the stock market.

*Where* is used to talk about places. For example:
- Any area where sellers and buyers meet to set prices can be a market.

*When* is used to talk about time. For example:
- A famous crash took place in the New York Stock Exchange in 1929, when a lot of people lost a lot of money.

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C. Join the sentences below, using relative clauses with who, which (or that), where or when.

1. They’ve bought shares of this company. This company is one of the most successful companies in the country.
2. You should keep your money in a bank. There it will gain interest.
3. The New York Stock Exchange crashed in 1987. That year we left the US.
4. This bank closed. Many people worked there.
5. People might buy more shares. They believe that the value of their shares will increase.

D. Complete the following sentences using modals, relative clauses, and your own ideas.

1. The University is a place .
2. A good English learner is someone .
3. You will remember lectures better if .
4. If you go on an Erasmus course, .
5. TOEFL or IELTS are tests .
6. (write your own sentence using one or more of the following: if, who, which, where, when, may, might, could)

............................................................................................................................................................................
Writing 2: Paragraph writing

Writing a paragraph answer to a question should have a *topic sentence* (usually the first sentence of the paragraph) that gives a general idea of what points will be made in the paragraph. A good paragraph should also have *main points* related to the topic of the paragraph.

**Topic sentence**

A topic sentence is the sentence that gives the general idea of a paragraph. It’s usually the first sentence of the paragraph.

For example, a paragraph about the necessary skills to become a video game tester can start like this:

“The qualifications needed to become a video game tester will vary.”

**Exercise 1**

Write a topic sentence for the following question:

“*Should computers be used in education?*”

…………………………………………………………………………………………………………………………………………

**Main points**

A good paragraph should have *more than one main point* (usually 3 or 4), which will *support* the topic sentence. Also, each point or idea in a paragraph should be *explained* or *illustrated* with an example.

For example, look at the main points of the paragraph about the qualifications of a video game tester:

- basic technical know-how
- great gaming skills
- passion for gaming
- willingness to play a game again and again
**Exercise 2**

Write some main points (3-4) on the advantages and disadvantages of using computers in education.

**Advantages**

- ...
- ...
- ...

**Disadvantages**

- ...
- ...
- ...

**Connecting your main points**

When you are ready to write your paragraph, your main points and explanations/examples should be connected together. Main points and ideas should be connected *logically*. For example:

- *The career of a game tester is more demanding than it sounds. Many testers work long hours to ensure that the latest video game or console enters the market free of any technical problems.*

The first sentence states that the career of a game tester is demanding. The second sentence *explains why* this is so.

Another way to connect ideas is using *connectors*.

Some connectors that you can use are the following:

- *First, Second, ... Finally*
Also, Moreover, In addition (for ideas that are related to the same topic). For example, One basic requirement for a game tester is great gaming skills. In addition, he or she has to be willing to play the same game over and over again.

On the other hand, However, although (for ideas that are opposite). For example:
  o Some basic technical know-how is necessary. However / On the other hand, a passion for gaming is more important.
  o Although some technical know-how is necessary, a passion for gaming is more important.

More specifically, ... / In other words, ... (for giving explanations). For example:
  o The career of a game tester is demanding. More specifically, testers have to work long hours.

For example... / For instance... (for giving examples)

Exercise 3
Complete the passage below with the missing words. You can use modals (may, might, could, etc.), if sentences, relative pronouns (who, which, etc.), and connectors.

VIDEO GAME TESTER: ALL WORK AND ALL PLAY!

[1]..........................your parents and teachers might say you’ll never get anywhere in life if you spend all your spare time on the couch playing video games, a recent survey proves them wrong! The job of video game tester currently ranks among the “World’s Coolest Jobs” for 2014, and if you’re an avid gamer, you [2].......................... want to explore this rather unusual career.

The Job Description

A video game tester has to play games for hours on end; the objective is to find any bugs or problems before a video game goes on the market. Testers can [3].......................... help video game developers measure if a game is too easy or too difficult, too straightforward or too complex and frustrating. This means that when the game goes on sale, it [4].......................... be a high quality product.

The Qualifications
The qualifications needed to become a video game tester will vary; you should have some basic technical know-how, mostly what you need is great gaming skills, a passion for gaming and the willingness to play a video game over and over and over.

The Benefits

There’s a great deal of competition for a job as a video game tester, can make this career more demanding than it sounds. Many testers start off by working in long shifts to ensure that the latest video game or console enters the market free of any technical problems, securing a job as a full-time tester mean a long-term career doing exactly what you love! According to a survey, a full-time video game tester earn an average salary of $33,362. So, you think you’re cut out for a career as a professional video game tester, remember, practice makes perfect!

Exercise 4

Write a paragraph to the question:

“Should computers be used in education?”

Use the topic sentence and the main points you have written in Exercises 1 and 2, and connect your points with connectors. Use grammar forms you have learned: Present Simple, modal verbs, if sentences, relative clauses.

Example:

- Although computers in education may make students more interested about a lesson, they could also make them less concentrated in class.

Exercise 5 (assignment)

Choose one question of the following and write a short paragraph. Remember to use a topic sentence and to connect your points.

1. What are the pros and cons of studying away from home (in another place in your country, or abroad)?
2. What are the characteristics of a market? (use the text in Reading 2 to help you)
3. What are the benefits of a university education?
Reading 3: Cryptology

Pre-questions
Scan the text below or use what you already know to answer these questions:

- What is cryptography?
- Why did people use secret codes in the past?
- Why do we encrypt messages today?

Reading comprehension
1. Read a text about cryptography and then try to choose the answer that shows the main idea of each paragraph in the questions that follow. Be careful! Many answers can be correct but only ONE shows the main idea.

Cryptology

1. Dbo zpv sfbe uijt? Ju’t b tfdsfu dpef! If you don’t understand that, it is because I wrote it in a secret code. It isn’t a very complicated code. I just changed every letter for the one following it in the alphabet. So, ‘b’ is ‘c’, ‘c’ is ‘d’ and so on. Fbtz

2. Secret codes are not a new idea. We know that the Ancient Egyptians and Greeks used them, as did the Arabs of a thousand years ago. They were especially important in war. Commanders didn’t want the enemy to capture their messages and understand their plans, so they wrote them in code. Of course, the enemy wanted to understand the messages, so they would try to find the code, or ‘break’ it.

The Enigma code

3. As a result, codes became more and more complicated. One of the most famous is the Enigma code, invented by the Germans and used in the Second World War. People believed that it was impossible to break, because it was always changing. In one message, the letter ‘e’ could be ‘f’, but in another message it could be ‘z’. So, there were millions of possibilities in every coded message.

4. The Polish were the first people who tried to break the code because they were concerned about Hitler’s rise to power. They found out a lot about how it worked, but they couldn’t understand it. When Hitler attacked in 1939, the Poles told the British everything that they knew about the code.

Alan Turing, code-breaker

5. Most of the British code-breakers thought that Enigma was unbreakable. However, one man managed to break it. He was a brilliant young mathematician called Alan Turing. He believed that
he could break the code with advanced logic and statistics. To do that, he needed to make a machine that could do a very large number of calculations very quickly. So he built a machine called the ‘Bombe’.

6. It worked and he broke the Enigma code. The British and Americans could read the messages that were sent to and from Hitler’s submarines. This greatly helped the allies to liberate Western Europe from Hitler and the Nazis.

**From code-breaking to computer-building**

7. Turing continued working with machines and electronics and in 1944 he talked about ‘building a brain’. Turing had an idea for an electronic ‘universal machine’ that could do any logical task. In 1948, while he was working at Manchester University, he created the ‘Manchester Baby’. It was Turing’s second great invention and the world’s first digital computer. When he sent a message from his computer to a telex machine, Alan Turing wrote the first e-mail in history.


1. What is the main idea of par. 2?
   a. Secret codes are a modern thing.
   b. The ancient Egyptians, Greeks and Arabs invented secret codes.
   c. Secret codes have been used for many years, especially in wars.
   d. Germans used secret codes in the Second World War.

2. What is the main idea of par. 3?
   a. The Enigma code was impossible to break.
   b. The Enigma code was hard because it was changing a lot.
   c. Secret codes became more and more complicated.
   d. Germans invented the Enigma code.

3. What is the main idea of par. 5?
   a. Alan Turing built a machine to break the Enigma code.
   b. Alan Turing built a machine called the ‘Bombe’.
   c. Alan Turing built a machine that could do calculations very quickly.
   d. Alan Turing was a brilliant mathematician.

4. What is the main idea of par. 7?
   a. Alan Turing created the first digital computer at Manchester University.
   b. Alan Turing created the first telex machine in 1948.
   c. Alan Turing created the ‘Manchester Baby’ in 1944.
   d. Alan Turing wrote the first e-mail at Manchester University.
2. Find words or phrases in the text that mean:

1. something that cannot happen, not possible (par. 3) ..............................................
2. the past form of the modal verb can (par. 3) ..............................................................
3. chances that something may happen or may be true (par. 3) ..................................
4. were worried about (par. 4) .................................................................
5. discovered (par. 4) .................................................................
6. the past simple of the verb know (par. 4) ..............................................................
7. the past simple of the verb think (par. 5) ..............................................................
8. a person who studies mathematics (par. 5) ..........................................................
9. a series of mathematical processes (par. 5) ..........................................................
10. to help someone be free (par. 6) .................................................................

3. Now use the words and phrases of exercise 2 in the following sentences.

- calculations could knew thought
- could liberate concerned
- find out mathematician possibility

1. The news said that there is a .............................................. of snow tonight.
2. ‘Are you feeling all right? I’m a bit .............................................. about your health.’
3. It’s .............................................. to pass these exams! They’re too difficult!
4. Supercomputers are very large computer systems that do a huge number of mathematical ..............................................
5. Emma .............................................. that the film was really silly.
6. She .............................................. the answer but she didn’t tell him.
7. ‘How did you .............................................. about the party?’ ‘Tom told me.’
8. When I was younger I .............................................. stay up all night and not get tired.
9. They said they sent soldiers to .............................................. the country from the dictator.
10. Pythagoras was a famous ancient ..............................................

4. There are a number of connectors in the text (highlighted in bold letters). Do you know how to use them? Try to put them in the correct place in the sentences below.

- as a result, because, but, however, so

1. My leg started hurting .............................................. I stopped running.
2. This is one possible solution to the problem. .............................................., there are others, too.
3. I can’t come to the party tonight .............................................. I have a lot of studying to do.
4. Our company is doing well. .............................................., we have a lot of profit.
5. She’s hard-working .............................................. she doesn’t get good exam results.
Grammar 3: Past Simple and Past Continuous

A. Look at the forms in italics in the text below. Decide which forms are Past Simple and which ones are Past Continuous.


Past Simple: .........................
Past Continuous: .........................

B. Fill in the gaps with Past Simple or Past Continuous.

a. The ......................... describes a completed past action
b. The ......................... describes an action that happened before AND after another action in the past

Exercises

A. Correct the mistakes in the sentences

2. I wanted to work in marketing. So I was joining a marketing company.
3. I were listening to the radio when you called.
4. I saw Jess a minute ago. She talked to Sam.
5. Why weren’t you answer the phone when I called?

B. Complete the sentences with the Past Simple or Past Continuous form of the verb in brackets

1. While Diana ......................... (watch) her favourite television programme, there ......................... (be) a power cut.
2. Who ......................... (drive) the car at the time of the accident?
3. I ......................... (do) some shopping yesterday when I ......................... (see) that Dutch friend of yours
4. What exactly ......................... (you/do) when I ......................... (come) into your office yesterday?
5. While I ......................... (try) to get my car started, a man ......................... (offer) to help me
6. Although it rained a lot, I ......................... (enjoy) my holiday last year
7. I ……………………… (phone) you yesterday but you ………………………. (not answer). What ………………………. (you/do)?

C. Below there is a short biography of Bill Gates. Complete the text using the verbs in the box either in the Past Simple or the Past Continuous.

be, be born, make, grow up, drop out, started (2), go, study, work, grow into, sell, meet

Bill Gates story ..................... in 1955. He ..................... in Seattle, where he ................. with his parents and two sisters. His father ................. a lawyer and his mother a teacher. When he was thirteen, he ..................... to become interested in computers and the development of computer software. In 1972 he ..................... his first big profit of $4,200 when he ..................... timetable software to his school. Bill Gates ..................... to Harvard University and while he ..................... there he started Microsoft. It was obvious that the new business was going to be a great success so, in 1976, he ..................... after doing three years of a four-year course. Microsoft ..................... an enormous international company that employs 54,000 people all over the world. Gates ..................... his wife, Melinda, in 1987 when she ..................... for Microsoft. They got married in 1994 and now have two children.

D. Look at the answers, based on the text in exercise D, and complete the questions.

1. When .................................................................................. ?
   In 1955.

2. What .................................................................................. ?
   His father was a lawyer and his mother a teacher.

3. When .................................................................................. ?
   When he was thirteen.

4. When .................................................................................. ?
   In 1976

5. When .................................................................................. ?
   When she was working for Microsoft.
Writing 3: Summarising

Summarizing a text needs practising three important skills:
- finding the main ideas in a text
- paraphrasing
- connecting your sentences

Finding main ideas in a text

In order to summarize a text, you have to select the main ideas from every paragraph of a text. Remember that main ideas ARE NOT:
- examples
- too specific details / supporting details

Also remember that all arguments or points in a paragraph support the main idea.

Exercise 1
Choose the sentences that express the main idea of the following paragraphs.

Alan Turing: A tragic end
So, what happened next in the life of this highly talented man? His great achievements in code-breaking and computing happened in his twenties and thirties. He was still a young man - in the same year that his computer worked for the first time, he nearly ran in the Olympic Games for Britain. We know that he had many ideas to develop in digital computing, quantum physics, biology and philosophy. Sadly, he wasn’t able to work fully on these ideas. Turing had to stop doing code-breaking work for the British government because his personal life was considered a ‘security risk’. Finally, he was arrested by the police and in March 1952 he was found guilty at a criminal trial. Two years later, Alan Turing was dead. He killed himself by eating an apple containing the poison, cyanide. The apple - the symbol of the physics of Newton, of forbidden love, of knowledge itself - became the symbol of tragic death.

a) In the same year that his computer worked for the first time, Turing ran in the Olympic Games for Britain.
b) Turing had many ideas to develop but he wasn’t able to work fully on them because he had to stop code-breaking work for the British.
c) In March 1952 Turing was found guilty at a criminal trial.
d) Turing killed himself by eating an apple containing the poison, cyanide.

Cryptology today
Today, as the Internet and other forms of electronic communication become more and more popular, electronic security is becoming more and more important. This is why cryptology (or cryptography) today is used to protect e-mail messages, credit card information, and company data. Modern cryptography techniques are almost unbreakable; however, cryptanalysis, or code-breaking, can be used sometimes to break encrypted messages. As a result, cryptography
techniques are developing all the time, in order to be more secure. There are many cryptography systems used on the Internet, but one of the most popular, which is also very effective and free, is *Pretty Good Privacy*.

a) Electronic security is becoming more and more important today.
b) Cryptology (or cryptography) today is used to protect electronic data and is developing all the time, in order to be safer against security risks.
c) Modern cryptography techniques are almost unbreakable.
d) One of the most popular cryptography systems, which is also very effective and free, is *Pretty Good Privacy*.

**Paraphrasing**

**A. What is paraphrasing**

Paraphrasing means to say or write something using *different* words.

Paraphrasing is a very important academic skill, because copying another person’s word is a serious offence: it’s called *plagiarism* and you should avoid it when writing papers.

Paraphrasing is also useful when you write a summary of a text or you answer questions about a text and you don’t want to copy whole sentences from the text.

**B. Ways to paraphrase**

There are two basic ways of paraphrasing. You can:

- replace a word with a *synonym* (= a word or phrase that has a similar meaning)
- change the *syntax* of a sentence (e.g. change the word order)

*Remember:* it is NOT always possible to find synonyms for all words, and NOT all synonyms can replace certain words.

**Exercise 2**

Practice paraphrasing with the following sentences that are taken from the text “Cryptology” (Reading 3)*. Look at the example first.

0.1. Secret codes are not a new idea.

   *Secret codes are an old idea.* (here the phrase “an old idea” replaces the phrase “not a new idea” in the sentence)

0.2. We know that the ancient Egyptians and Greeks used secret codes, as did the Arabs of a thousand years ago.
It is well-known that secret codes were used by ancient Egyptians, Greeks and Arabs. (here the phrase “it is well-known” replaces the phrase “We know” in the first sentence. Also, the syntax has changed from active voice in the first sentence (“ancient Egyptians and Greeks used secret codes...”) to passive voice (“secret codes were used by ancient Egyptians, Greeks, ...”))

*Use a dictionary/thesaurus to help you, like Collins thesaurus (http://www.collinsdictionary.com/english-thesaurus)*

1. Codes were especially important in war.
2. They wrote their plans in code.
3. One of the most famous codes is the Enigma code, invented by the Germans.
4. One man managed to break it. He was a brilliant young mathematician called Alan Turing.

**Connecting sentences**

**A. Introduction**

Connecting sentences means using different **connectors** (= connecting words) to link sentences **logically**.

**B. Ways to connect sentences**

Some simple connectors that can be used to connect sentences are the following:

- **first, second, third, then, after that, finally** (show the order of events or steps in a procedure): First, you have to understand the problem. Then, you have to find a solution.
- **because, since** (show why something has happened): e.g. I can’t come to the party tonight because / since I have a lot of studying.
- **As a result / So** (show result): e.g. My leg started hurting, so I stopped running. Our company is doing well. As a result, we have a big profit.
- **However / Although / but** (show a contrast): e.g.
  - She’s hard-working, **but** she doesn’t get good exam results.
  - She’s hard working. **However**, she doesn’t get good exam results.
  - **Although** she’s hard working, she doesn’t get good exam results

**Exercise 3**

Connect the following sentences with appropriate connectors. You can also paraphrase the sentences and make any other necessary changes. Look at the example first.
0. Secret codes are an old idea. It is well-known that they were used by ancient Egyptians, Greeks and Arabs. 

Secret codes are an old idea, since it is well-known that they were used by ancient Egyptians, Greeks and Arabs.

1. People do not want others to understand their messages. They write their messages in secret codes.

2. People thought that the Enigma code was difficult to break. Alan Turing managed to break it.

3. When British students graduate, they have debts of more than £20,000. They cannot afford to buy a house for many years.

Conclusion

To sum up, in order to make a summary, you have to collect the main ideas from most paragraphs of a text, paraphrase them and connect them together in one paragraph. You should also use a topic sentence which will show the general topic of the text you are summarizing.

For example, the structure of a summary will look like this:

1. Topic sentence (This text talks about....)
   a. main idea 1
   b. main idea 2
   c. main idea 3

Exercise 4

Write a 90-100 word summary of the text in Reading 3 (Cryptology). You can start your summary like this:

This text talks about secret codes.

*Use a dictionary/thesaurus to help you, like Collins thesaurus (http://www.collinsdictionary.com/english-thesaurus)*
Listening 2: Universities

Pre-listening task
You will listen to a speaker talking about how much it costs British students to attend university. Before listening, match the words or phrases 1-10 with their meanings a-j.

1. debt 2. tuition fees 3. loan 4. interest 5. afford to 6. salary 7. white-collar job 8. graduate 9. credit crunch 10. to struggle

   a. an amount of money that you owe someone  
   b. economic crisis; a situation when it is difficult for banks to lend money  
   c. extra money paid on a loan or on bank savings  
   d. have enough money to buy something  
   e. money borrowed from a bank  
   f. money that a student pays to a university  
   g. money that you are paid every month  
   h. office job  
   i. person who has finished university  
   j. to fight, to try hard

Task 1
Listen to a speaker talking how much it costs British students to attend university. While listening, or after listening, decide if the sentences below are True or False. (this audio material comes from http://learnenglish.britishcouncil.org/ and all rights are reserved by the British Council)

1. More than 70% of all university students in England and Wales borrow money to study.  
2. Students usually buy a house soon after graduating.  
3. Paying back a student loan is always voluntary.  
4. A degree gives people an advantage when applying for white collar jobs.  
5. Graduates often feel that their first job doesn't live up to their expectations.  
6. Numbers of British university students began to decline after the credit crunch.  
7. Students sometimes break the law to finance their studies.  
8. More international students are coming to Britain because the UK currency is weaker.

Task 2
Complete the sentences using the words below. There are some extra words you DON’T need.

afford   debts   interest   struggle
1. We will lend you £3,000, which you will need to repay with ................... of 3% after three years.
2. Paying my fees every year has been a constant .................
3. With such a small loan, I don't know if I'll be able to pay the .........................
4. I've got a good job, but I just wish the work was more .................
5. She's working in a bar to try to pay off her ..................
6. He repaid the .................... within two years.

More listening resources
If you liked this activity and want to have more practice with your listening skills, then you can listen to podcasts and watch videos from the British Council Learn English website, for free:
   o Watch videos about life in Britain (intermediate students): Listen and Watch
   o Listen to lectures about careers and the workplace (more advanced students): Professionals Podcasts
Reading 4: Web 2.0

LEAD-IN: Ever heard of Web 2.0 and wondered what it refers to? The article below will help you understand the origins of the term.
Before you read, test your web knowledge with a quick quiz.

Match the words with the definitions.

1. Blog                  a. A device to connect to the internet, now not so widely used.
2. Wiki                  b. Putting materials on the internet which are not yours, or copying these materials illegally.
3. Social networking    c. An online diary.
5. Dial-up modem         e. A person who uses the internet.
7. Online piracy         g. An online encyclopedia.
8. End-user              h. An online document that can be changed by users.
9. Blogger               i. To put your own material on a webpage.

Now read the article and try the comprehension activity which follows it.

What is Web 2.0?

If you’re reading this, then you probably know what “blogs”, “wikis” or “social networking” are. Wikipedia, Facebook, YouTube – all of these popular sites use blogs and wikis and encourage social networking, and are all examples of what people have recently known as “Web 2.0”

However, according to Tim Berners-Lee (inventor of the world wide web), Web 2.0 is not new: it has been possible to upload your own materials to the net or to edit online documents since the Internet was invented. Indeed, this was one of the original concepts of the Internet.

Why, then, has Web 2.0 only really emerged over the last few years? The answer to this is quite simple – much higher speeds are now commonplace. With an old-style dial-up modem it would have taken several days to upload even just a few photographs. In addition, the Internet has grown very much over the last decade and its reach is now global.

Web 2.0 is great for sharing photos, listening to new music, finding funny videos or catching up with old friends, but is that all? What implications does it have for business?

The features of Web 2.0 are not only for fun, but they are already affecting some businesses. In particular, the music and film industries are now fighting a battle against online piracy. Because
users of some websites swap music and video files, major record companies and film studios believe that their profits are being attacked. These businesses are following two kinds of strategies to tackle this problem: they are setting up their own sites where users can legally download music or movies, but are also threatening website hosts and end-users with legal action.

Web 2.0 also creates new professional roles. A few years ago bloggers were only people who kept online diaries. Now the importance of bloggers has been recognised – these are people whose ideas and opinions can influence many thousands of other people. Reviews of films, books, music or restaurants and even the political opinions of bloggers can have huge effects: a good review from a blogger can be worth thousands of pounds in publicity value.

Above all, companies are asking themselves the question: is there money to be made in Web 2.0? The answer is yes.

Firstly, advertising. Big corporations are moving their advertising budgets to the net and traditional advertising media (like the press, TV or radio) are losing their popularity. Google – for example - offers paid advertising space, and one appearance on a Google page can be seen by millions of people.

Secondly, there is the “long tail.” The long tail is when, for example, a company like Amazon can offer a wide range of books which will only sell very few copies (unlike a normal bookshop) and, by selling one copy of a thousand different books can still make a profit. It is a new economic phenomenon which has been considered as the future of online commerce.

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A. Choose the best ending to complete the sentences.

1. Wikipedia, Facebook and YouTube...
   a. are Web 2.0 sites.
   b. are all social networking sites.
   c. are all blogs.
   d. are new websites.

2. Tim Berners-Lee claims that...
   a. Web 2.0 isn’t a good idea.
   b. Web 2.0 is a new and revolutionary idea.
   c. he designed the Internet for this purpose.
   d. the potential for Web 2.0 has been around for some time.

3. Web 2.0 has emerged over the last few years because...
a. the technology wasn’t available.
b. dial-up modems are no longer used.
c. nobody thought of it before.
d. of a number of reasons.

4. Web 2.0...
a. is illegal.
b. has made some businesses change a lot.
c. is for music and film.
d. is only really for amusement.

5. Some threatened businesses are...
a. copying Web 2.0 sites.
b. trying to make Web 2.0 sites illegal.
c. try to solve the problem in two ways.
d. starting blogs.

6. Bloggers...
a. are all very political.
b. review films.
c. are paid a lot of money.
d. can influence a lot of people.

7. Newspapers and TV stations...
a. are earning less money from advertising.
b. are setting up their own Web 2.0 sites.
c. are advertising on the internet.
d. appear on Google.

8. The “Long Tail”...
a. was Amazon’s idea.
b. is the ability to make a lot of money from the internet.
c. means selling small quantities of a large number of specialised items.
d. is the future of the Internet.

B. Find words or phrases in the text that mean the following.

1. first ideas (par. 2) ..................
2. usual, common (par. 3) ..................
3. the results of an action (par. 4) .................
4. try to find a solution to a problem (par. 5) .................
5. creating (a site) (par. 5) ..................
6. have a value of (par. 6) ..................
7. advertising (par. 6) .....................
8. big companies or groups of companies (par. 8) ........................
9. the amount of money you can spend (par. 8) ........................
10. a lot of, a big variety of (par. 9) ........................

C. Complete the sentences below with some of the words of the Lead-in and exercise B.

budget, commonplace, implications, is worth, publicity, set up, social networking, tackle, upload, wide range

1. The company is cutting back its spending and I wonder what the ................... will be for our department.
2. My website is ready. I only need to .................... some pictures and it will be done.
3. The University’s annual ................... is $4 million.
4. People can create their own web “profile” and communicate with other people in ................... sites.
5. Our house ................... about £200,000.
6. Her novel received a lot of ................... , so the sales went up a lot.
7. She ................... her own site and started her e-commerce business.
8. Fast internet connections are ................... now.
9. There are many ways to ................... this problem.
10. This shop sells a(n) ................... of outdoor activities equipment.
Grammar 4: Present Perfect Simple and Continuous

1. Look at the sentences a-e below and decide if the verbs are in the Past Simple, Present Perfect or Present Perfect Continuous.

   a. Web 2.0 possibilities were one of the original concepts of the internet.
   b. It has been possible to upload your own materials to the net since the internet was invented.
   c. The internet has been growing very much lately.
   d. Why has Web 2.0 really emerged over the last few years?
   e. A few years ago bloggers were only people who kept online diaries.

2. Now match the sentences of exercise 1 to the sentences below.

   1. Actions that started in the past and continue or are important in the present. Often with time words like since or for, and time words that refer to the recent past (recently, lately, etc.)
   2. Actions that finished in the past. Often with time expressions like yesterday, last night, ago, etc.

3. Complete the sentences with for, since, or ago. Explain the difference.

   1. We have lived in the USA .......... ten years.
   2. We’ve lived here .......... 1998.
   3. We moved here 10 years .......... 

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Exercises

A. Correct the mistakes in the sentences.

   1. Maria lives in London since three years.
   2. Since when do you have your Facebook account?
   3. I have started my blog three years ago.
   4. When have you arrived? Last night?
   5. How long do you have been downloading music from the internet?

B. Complete the sentences with the past simple, present perfect simple or present perfect continuous form of the verb given.

   1. The use of social networking sites ......................... (increase) a lot during the last few years.
   2. Dial-up modems ......................... (be) used a lot some years ago, but now they have been replaced by broadband modems.
   3. The music company’s profits ......................... (fall) by 0.5% last month, because of online piracy.
   4. He ......................... (write) in his blog since morning.
5. In July, the film studio (sue) a website that distributed its movies illegally.
6. Traditional advertising media, like TV or newspapers, (lose) money the last few years, because many companies prefer online advertising.
7. They (have) a MySpace account since last year.
8. I (never/download) music from the internet; I don’t know how to do it!
9. Last week we (attend) a workshop about Wikipedia.
10. You’ll never guess who I (just/find) on Facebook! Our Italian teacher!

C. Read a text about Jimmy Wales, the co-founder of Wikipedia. Complete the text with the correct form of the verb in brackets: past simple or present perfect simple.

Jimmy Donal "Jimbo" Wales is an American Internet entrepreneur and a co-founder of the online encyclopedia Wikipedia.
Wales 1 (be) born in Huntsville, Alabama in the U.S. He 2 (earn) a bachelor’s and master’s degrees in finance. While he was in graduate school, he 3 (teach) at two universities. He later 4 (work) as the research director of a Chicago firm.
In 2001, with Larry Sanger and others, Wales 5 (launch) Wikipedia, a free, open content encyclopedia that enjoyed a lot of popularity. Wales 6 (also/establish) the Wikimedia Foundation, a non-profit charitable organization to operate Wikipedia.
Wales 7 (be married) twice and has a daughter with his second wife Christine, from whom he is separated. He 8 (describe) himself as an Objectivist and a libertarian. His role in creating Wikipedia, which 9 (become) the world’s largest encyclopedia, 10 (put) him, in 2006, in Time magazine’s list of the world’s most influential people.

D. Complete the questions for the text in exercise C.

2. What degrees? A bachelor’s and a master’s in finance.
3. In how many universities? In two.
7. What? The world’s largest encyclopedia.

E. Write some sentences about your life / work / studies up until now.

For example:
- I went to school in Athens.
- I’ve been studying Italian for 2 years.
- I’ve just got my driving licence / I got my driving licence a month ago.

1. 
2. 

1. 
2. 
Reading 5: Chaos Theory

THE ‘BUTTERFLY EFFECT’

It is said that the movement of a butterfly’s wings in a jungle in South America can cause a tornado in Asia. This idea is the basis of what is now called “chaos theory”. But what exactly is chaos theory, what is its importance?

The mathematician Henri Poincaré first described chaos theory at the beginning of the 20th century, as how “differences in the initial conditions produce very great ones in the final phenomena”. Its modern form was first described by the meteorologist Edward Lorenz in 1960. Lorenz was working on the problem of weather prediction. He set up a computer, not to predict the weather, but to develop a system to predict cycles and changes in weather conditions. He noticed that even though he sometimes put in the same data, the results came out differently. After trying again and again, he realized that this wasn’t a mistake: the same input could have many different results.

Then, in the late 1960s, another mathematician, Ernst Mandelbrot, did a similar experiment. He put 100 years of New York stock exchange cotton prices into a large, old-fashioned computer and noticed that every change in price was random and unpredictable.

That’s why this phenomenon is called “butterfly effect”. The flapping movement of a butterfly’s wings creates tiny changes in the atmosphere which, over the course of time, cause it to diverge from what would have happened without the flapping. This can eventually cause something as dramatic as a tornado. A small change in the initial condition of the system causes a chain of events which can lead to more serious and larger phenomena.

But chaos theory isn’t only about butterflies and tornadoes. Aspects of chaos theory show up in all areas of our lives, from the smallest to the biggest: from the currents of the ocean to the flow of blood through our bodies, from how tree branches grow to the effects of turbulence on an aeroplane, from how the planets in the solar system move to how exactly milk mixes with your morning coffee. Chaos models can be used to plan traffic flow and thus avoid jams, to make long-range economic forecasts and predict the effects of population growth.

It now seems that together with relativity and quantum mechanics, chaos theory will be one of the greatest discoveries of 20th century.

Adapted from [http://www.britishcouncil.org/professionals-specialisms-chaos-theory-1.htm](http://www.britishcouncil.org/professionals-specialisms-chaos-theory-1.htm). Reprinted with permission from the British Council. All rights are reserved by the British Council.

**A. Choose the correct answer.**

1. Henri Poincaré
a. discovered chaos theory.
b. created the term chaos theory.
c. made basic observations about chaos theory.
d. made notes about mathematics.

2. Edward Lorenz
   a. tried to predict the weather using a computer.
   b. wanted to find a system to help weather forecasting.
   c. developed a computer programme to explain chaos theory.
   d. made a mistake.

3. Lorenz's programme
   a. showed that the same data can have different results.
   b. contained errors.
   c. always produced the same results.
   d. produced inaccurate results.

4. Ernst Mandelbrot
   a. wanted to make money on the stock exchange.
   b. noted the concept of unpredictability in his experiment.
   c. worked for 100 years on his experiment.
   d. made an experiment which was old-fashioned.

5. The "butterfly effect"
   a. is of interest to biologists.
   b. is of interest to meteorologists.
   c. is an example of applied chaos theory.
   d. shows how dangerous butterflies are.

6. Chaos theory
   a. can have many practical applications.
   b. must include lots of different subjects.
   c. is always about physical movement.
   d. controls all aspects of our lives.

B. Find what the following words in *italics* refer to in the text.

1. It is said that the movement of a butterfly’s wings in a jungle in South America can cause a tornado in Asia. This idea is the basis of what is now called “chaos theory”. But what exactly is chaos theory, what is *its* importance? What does ‘its’ refer to? .........................

2. The mathematician Henri Poincaré first described chaos theory at the beginning of the 20th century, as how “differences in the initial conditions produce very great ones in the final
phenomena”. Its modern form was first described by the meteorologist Edward Lorenz in 1960. Lorenz was working on the problem of weather prediction.

**What does ‘ones’ refer to?**

**What does ‘its’ refer to?**

3. He noticed that even though he sometimes put in the same data, the results would come out differently. After trying again and again, he realized that this wasn’t a mistake: the same input could have many different results.

**What does ‘this’ refer to?**

C. **Find words in the text that mean:**

1. first, happening at the beginning (par. 2) ........................................
2. to say what you think will happen in the future (par. 2) ............................
3. information that is put into a computer (par. 2) .................................
4. happening by chance (par. 3) ..................................................
5. be different from (par. 4) .............................................................
6. made to last for a long time in the future (par. 5) ..............................
7. a report saying what will probably happen in the future (par. 5) ................

D. **Complete the table below with the correct form of the words. All of the words appear in the text.**

<table>
<thead>
<tr>
<th>VERB</th>
<th>NOUN</th>
<th>ADJECTIVE</th>
<th>PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>---</td>
<td>1. mathematics</td>
<td>important</td>
<td>---</td>
</tr>
<tr>
<td>---</td>
<td>meteorology</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>predict</td>
<td>6. predict</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>8. predict</td>
<td>cause</td>
<td></td>
<td>---</td>
</tr>
<tr>
<td>economize</td>
<td>economy</td>
<td></td>
<td>economist</td>
</tr>
<tr>
<td>grow</td>
<td>10. grow</td>
<td>grown / growing</td>
<td>---</td>
</tr>
</tbody>
</table>

E. **Try to write a summary of the text, based on the sentences below.**

Although it was first described at the beginning of the 20th century, the modern form of chaos theory

_____________________________________________________________________________________________________________________________________________________

Their experiments showed that

_____________________________________________________________________________________________________________________________________________________
This phenomenon was called the ‘butterfly effect’ because

Chaos theory can be used
**Grammar 5: Comparisons – Passive voice**

**A. COMPARISONS**

**Examples**

Study the sentences below and answer the questions
- Which words are in the *comparative* and which ones are in the *superlative* form?
- In which sentence is the comparison made in a *different* way?

a. Henri Poincaré pointed out that sometimes the final condition might be *greater* than the initial one.
b. A small change in the initial condition of the system can lead to *more serious* phenomena.
c. Aspects of chaos theory show up in all areas of our lives, from the *smallest* to the *biggest*.
d. Chaos theory will be one of the *greatest* discoveries of 20th century.
e. The flapping of a butterfly’s wings can eventually cause something as *dramatic* as a tornado.

**Exercises**

A. Most underlined words in the sentences above are examples of comparative and superlative forms. How much do you know about comparatives and superlatives? Fill in the gaps in the two charts below.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Adjective</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short adjectives</strong></td>
<td>Early</td>
<td>1..............</td>
<td>The earliest</td>
</tr>
<tr>
<td></td>
<td>Strong</td>
<td>Stronger</td>
<td>2..............</td>
</tr>
<tr>
<td></td>
<td>Hot</td>
<td>3..............</td>
<td>The hottest</td>
</tr>
<tr>
<td><strong>4...............</strong></td>
<td>Important</td>
<td>More important</td>
<td>The most important</td>
</tr>
<tr>
<td><strong>adjectives</strong></td>
<td></td>
<td>6..............</td>
<td>The most expensive</td>
</tr>
<tr>
<td><strong>Irregular adjectives</strong></td>
<td>Many / Much</td>
<td>7..............</td>
<td>The most</td>
</tr>
<tr>
<td></td>
<td>Less</td>
<td>The least</td>
<td>The least</td>
</tr>
<tr>
<td></td>
<td>Worse</td>
<td>The best</td>
<td>The best</td>
</tr>
<tr>
<td></td>
<td>11.........</td>
<td>The furthest/the farthest</td>
<td>The furthest/the farthest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverbs</th>
<th>Adverb</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverbs with the</td>
<td>Early</td>
<td>1..............</td>
<td>earliest</td>
</tr>
</tbody>
</table>
same form as adjectives
2.................. Faster
Near
3................. fastest

Adverbs that end in -ly
Carefully
More 5.............. 6........ carefully
Easily
7...................

Irregular adverbs
9.................. Better
Badly
10............... The best
Far
Farther/Further
The worst
The farthest/furthest

B. Correct the mistakes.

1. I learn vocabulary more fast than I learn grammar.
2. For me, English grammar is more easier than French grammar.
3. My Spanish is badder than my French.
4. The importantest language for international business is English.
5. He drives a lot more fastly now that he got a new car.
6. I don’t speak Spanish as good as I want to.
7. I work more effective in the morning.
8. For me, the bus is not so convenient like my car.

B. PASSIVE VOICE

Theory

Passive voice is used when the person who does an action is unknown or not important.

Form:
be (in any tense) + past participle of the verb. The object of an active sentence verb becomes the subject of the passive sentence verb. Also, we can use ‘by’ to show who does the action, if it’s necessary.

For example:

Active voice: Edward Lorenz (subject) first described the modern form of chaos theory (object).
Passive voice: The modern form of chaos theory (subject) was first described by Edward Lorenz.

Active voice: We (subject) can use chaos models to plan traffic flow.
Passive voice: Chaos models (subject) can be used to plan traffic flow. (we don’t need ‘by us’ here)

Active voice: People say that the movement of a butterfly’s wings in S. America can cause a tornado in Africa.
Passive voice: It is said that the movement of a butterfly’s wings in S. America can cause a tornado in Africa. (this is an impersonal passive phrase which replaces the phrase ‘People say’)

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Exercises

C. Change the following sentences from active into passive voice. Use ‘by’ only when it is necessary. Sometimes the beginning is given to help you.

1. The movement of a butterfly’s wings in S. America can cause a tornado in Africa.
   A tornado in Africa .................................................................

2. The mathematician Henri Poincaré first described chaos theory.
   Chaos theory .................................................................

3. Edward Lorenz developed a system to predict cycles and changes in weather conditions.
   A system .................................................................

4. We call this phenomenon “butterfly effect.”
   ..........................................................................

5. People say that chaos theory will be one of the greatest discoveries of the 20th century.
   .............................................................................
Γραμματική

*Present Simple and Continuous*

**Present Simple**

- Χρησιμοποιούμε τον **Present Simple** για πράξεις και καταστάσεις που δεν είναι προσωρινές, αλλά μόνιμες, για παράδειγμα, γενικές αλήθειες, καταστάσεις που επαναλαμβάνονται τακτικά, πράγματα που μας αρέσουν ή δεν μας αρέσουν.

  - *In his text, Polya gives a list of guidelines.* (Στο κείμενό του, ο Πόλυα δίνει οδηγίες – γενική αλήθεια)
  - *He speaks five languages.* (Μιλάει πέντε γλώσσες – μόνιμη κατάσταση)
  - *She attends the lessons regularly.* (Παρακολουθεί τα μαθήματα τακτικά – μια κατάσταση που επαναλαμβάνεται)

**Μορφή**

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
<th>Ερώτηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>I/you/we/they do not</td>
<td>Do I/you/we/they work</td>
</tr>
<tr>
<td>work hard.</td>
<td>(don’t) work hard.</td>
<td>hard.</td>
</tr>
<tr>
<td>He/she/it works</td>
<td>He/she/it does not</td>
<td>Does he/she/it work</td>
</tr>
<tr>
<td>hard.</td>
<td>(doesn’t) work hard.</td>
<td>hard.</td>
</tr>
</tbody>
</table>

**Σύντομη θετική απάντηση και αρνητική απάντηση**

<table>
<thead>
<tr>
<th>Θετική απάντηση</th>
<th>Αρνητική απάντηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I/you/we/they do.</td>
<td>No, I/you/we/they do not (don’t).</td>
</tr>
<tr>
<td>Yes, he/she/it does.</td>
<td>No, he/she/it does not (doesn’t).</td>
</tr>
</tbody>
</table>

- Τα παρακάτω επιρρήματα και φράσεις χρησιμοποιούνται συχνά με τον **Present Simple:**
  - *always*  
  - *almost*  
  - *usually*  
  - *generally*  
  - *frequently*  
  - *often*  
  - *sometimes*  
  - *occasionally*  
  - *rarely*  
  - *hardly ever*  
  - *never*

  - *We usually fly economy class, but we sometimes go first class for long flights.* (Συνήθως πετάμε στην οικονομική θέση, αλλά μερικές φορές πάμε στην πρώτη…)
  - *I hardly ever drive to work. I always go by bike.* (Δεν πάω σχεδόν ποτέ στη δουλειά με το αμάξι. Πάντα πάω με το ποδήλατο.)

**Ρήμα be** (είμαι)

Το ρήμα *be* έχει ανώμαλη κλίση στον **Present Simple** και σχηματίζει την ερώτηση και την άρνηση με διαφορετικό τρόπο από τα υπόλοιπα ρήματα. Συχνά χρησιμοποιείται σαν βοηθητικό ρήμα για τον σχηματισμό άλλων χρόνων (π.χ. **Present Continuous**) που θα δούμε πιο κάτω.
Κλίση του ρήματος be στον Present Simple

<table>
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<th>Ερώτηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am you/we/they are He/she/it is</td>
<td>I am not (I'm not) You/we/they are not (aren't) He/she/it is not (isn't)</td>
<td>Am I? Are you/we/they? Is he/she/it?</td>
</tr>
</tbody>
</table>

**Present continuous**

- Χρησιμοποιούμε τον Present Continuous για να περιγράψουμε πράξεις και καταστάσεις που συμβαίνουν τώρα ή προσωρινά, για παράδειγμα, πράξεις που βρίσκονται σε εξέλιξη την ώρα που μιλάμε. Επίσης, χρησιμοποιούμε τον Present Continuous για κάτι που έχουμε σχεδιάσει να κάνουμε στο άμεσο μέλλον.

**It’s raining.** (Βρέχει – τώρα, αυτή την στιγμή)

**I’m working part-time this year to pay for me rent.** (Δουλεύω με μειωμένο ωράριο αυτόν το χρόνο για να πληρώσω το ενοίκιό μου – προσωρινή κατάσταση)

**He’s taking his gap year after his final exams.** (Θα κάνει ένα διάλειμμα από τις σπουδές μετά τις τελικές του εξετάσεις – μελλοντικό σχέδιο)

**Μορφή**

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</thead>
<tbody>
<tr>
<td>I am / 'm staying here. You/we/they are / 're staying here. He/she/it is / 's staying here.</td>
<td>I am not / 'm not staying here. You/we/they are not / aren't staying here. He/she/it is not / isn't staying here.</td>
<td>Am I staying here? Are you/we/they staying here? Is he/she/it staying here?</td>
</tr>
</tbody>
</table>

**Σύντομη θετική απάντηση και αρνητική απάντηση**

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<tbody>
<tr>
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<td>No, I am not (I'm not) No, you/we/they are not (aren’t) No, he/she/it isn't.</td>
</tr>
</tbody>
</table>

- Τα παρακάτω επιρρήματα και φράσεις χρησιμοποιούνται συχνά με τον Present Continuous: at the moment this week this year currently at present

**At the moment I’m reading a book about the First World War.** (Αυτήν τη στιγμή/περίοδο διαβάζω ένα βιβλίο για...)  
**We’re currently developing a new customer database.** (Αυτήν την περίοδο αναπτύσσουμε...)
I'm working in a different office this week. (Δουλεύω σε διαφορετικό γραφείο αυτήν την εβδομάδα)

Πρήματα που δεν χρησιμοποιούνται στον Present Continuous

Ορισμένα πρήματα δεν χρησιμοποιούνται σε χρόνους διαρκείας, όπως ο Present Continuous.

Πρήματα που δηλώνουν γνώση
think  We think the report is excellent.
believe I believe he's in Japan at the moment.
know They know that she's coming today.
understand I'm sorry, I don't understand.
remember Do you remember that hotel in London?

Πρήματα που δηλώνουν κτήση
belong This book belongs to Antonia Baena.
have Do you have any red shirts?
own He owns half the island.

Πρήματα που δηλώνουν αίσθηση (όραση, ακοή, κτλ)
feel The office feels very cold today.
smell It smells awful.
taste But it tastes delicious.
sound It sounds OK.

Πρήματα που δηλώνουν ότι κάτι μας αρέσει ή δεν μας αρέσει
want They want a bigger pay rise.
like I like it here.
love I love you more than I can say.
hate She hates the winter.
need I need you so much.
prefer He prefers cross-country to downhill skiing.
wish I wish I could fly.

Πρήματα που σημαίνουν «φαίνομαι»
look She looks absolutely great.
seem It seems OK.

Άλλα
matter It doesn't matter.
depend It depends on the weather.
hear I hear that you're getting married.
owe He owes me $100.
Modal verbs

Μπορούμε να χρησιμοποιήσουμε ρηματικούς τύπους όπως τα will, can, could, may ή might για να μιλήσουμε για πιθανότητα ή μη πιθανότητα στο μέλλον (εκτός από το will (θα) που δηλώνει βεβαιότητα). Αυτοί οι τύποι ακολουθούνται από απαρέμφατο (π.χ. He might be, They will see). Η άρνηση σχηματίζεται προσθέτοντας not μετά από τον ρηματικό τύπο (π.χ. He might not be, They will not see) και η ερώτηση σχηματίζεται με τον ρηματικό τύπο στην αρχή της πρότασης (π.χ. Might he be? Will they see?)

Δες τα παρακάτω παραδείγματα:

- o The value of shares will increase. (Η τιμή των μετοχών θα αυξηθεί - βεβαιότητα)
- o If many shoppers want the ham in that price, the shopkeeper may increase the price. (Αν πολλοί πελάτες θέλουν να αγοράσουν το κρέας σε αυτήν την τιμή, ο πωλητής ίσως να αυξήσει την τιμή - πιθανότητα)
- o A shopper might accept the price of the ham, or not. (Ενας πελάτης ίσως/μπορεί να δεχτεί την τιμή του κρέατος... - πιθανότητα)
- o A market can be the grocery store, or a nationwide or worldwide market. (Μια αγορά μπορεί να είναι ένα μανάβικο, ή μια διεθνής ή παγκόσμια αγορά – γενική αλήθεια)
- o “Where is he?” “He can/could be at work.” (‘Πού είναι; ’Ισως να είναι στη δουλειά’. - πιθανότητα)

Can / could

Το can μπορεί να χρησιμοποιηθεί και για να δείξει ικανότητα στο παρόν.

- o She can use the new program. (Μπορεί να χρησιμοποιήσει το νέο πρόγραμμα)

Αντίστοιχα, το could μπορεί να χρησιμοποιηθεί και για να δείξει ικανότητα στο παρελθόν.

- o Alan Turing believed he could break the Enigma code using advanced logic and mathematics. (Ο Άλαν Τούρινγκ πίστευε ότι μπορούσε να σπάσει τον κώδικα Enigma....)

If sentences

Όταν θέλουμε να μιλήσουμε για μία κατάσταση και το υποθετικό της αποτέλεσμα χρησιμοποιούμε υποθετικό λόγο (if sentences ή conditionals). Μπορούμε να χρησιμοποιήσουμε την παρακάτω σύνταξη:

If + present simple, modal + infinitive (e.g. If you invest your money, you may make a profit – Αν επενδύσεις τα χρήματά σου, ίσως να έχεις κέρδος)
Αν το αποτέλεσμα της υποθετικής πρότασης είναι πολύ βέβαια, μπορούμε να χρησιμοποιήσουμε την παρακάτω σύνταξη:

**If + present simple, will + infinitive** (or **present simple**) (e.g. *If people put* their money in the bank, it **will** earn interest / *it earns* interest – Αν οι άνθρωποι βάλουν τα χρήματά τους στην τράπεζα, αυτά θα κερδίσουν τόκο)

**Relative clauses**

Μία αναφορική πρόταση (**relative clause**) είναι μία πρόταση που περιγράφει ή δίνει επιπλέον πληροφορίες για ένα ουσιαστικό. Οι αναφορικές προτάσεις ξεκινούν με λέξεις όπως *who, which, that* ή *where*.

Το *who* χρησιμοποιείται για να περιγράψει ανθρώπους. Για παράδειγμα:

- *Sellers are people who already have shares but want to sell them.* (Οι πωλητές είναι άνθρωποι οι οποίοι/που ήδη έχουν μετοχές...)

Το *which* και το *that* χρησιμοποιούνται για να περιγράψουν ένα πράγμα ή μία κατάσταση:

- *Many sellers and few buyers is a situation which/that can create a crash in the stock market.* (Πολλοί πωλητές και λίγοι αγοραστές συνιστούν μία κατάσταση η οποία/που μπορεί να δημιουργήσει κραχ...)

Το *where* χρησιμοποιείται για να περιγράψει ένα μέρος. Για παράδειγμα:

- *Any area where sellers and buyers meet to set prices can be a market.* (Οποιοδήποτε μέρος όπου συναντιούνται πωλητές και αγοραστές μπορεί να είναι μία αγορά)

Το *when* χρησιμοποιείται για να περιγράψει μία χρονική περίοδο. Για παράδειγμα:

- *A famous crash took place in the New York Stock Exchange in 1929, when a lot of people lost a lot of money.* (Ένα γνωστό κραχ έλαβε χώρα στο Χρηματιστήριο της Νέας Υόρκης το 1929, όταν πολύς κόσμος έχασε πολλά χρήματα)

**Past Simple and Continuous**

**Past Simple**

- Χρησιμοποιούμε τον **Past Simple** όταν μιλάμε για κάτι που έγινε και τελείωσε μια συγκεκριμένη στιγμή στο παρελθόν.

*In 1948, Turing created the ‘Manchester Baby’.* (Το 1948, Ο Τούρινγκ δημιούργησε...)
• Λέξεις και φράσεις που χρησιμοποιούνται συχνά με Past Simple:

ago, yesterday, last year/month/week, the day before yesterday

*I visited Paris 2 years ago.* (Επισκέφθηκα το Παρίσι πριν 2 χρόνια.)

Μορφή

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
<th>Ερώτηση</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Regular verbs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I / you / he / she / it / we /</td>
<td>I did not (didn’t)</td>
<td>What did you watch? / Where</td>
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<tr>
<td>they watched</td>
<td>watch / I did not</td>
<td>did you go?</td>
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<tr>
<td><strong>Irregular verbs</strong></td>
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<td>I / you etc. went / ate / had</td>
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<td>(Βλέπε πίνακα: λίστα ανωμάλων</td>
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<tr>
<td>Ερώτηση</td>
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<tr>
<td>Did you watch it?</td>
<td></td>
<td></td>
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<tr>
<td>Did you go home then?</td>
<td>Yes, I did.</td>
<td>No, I didn’t.</td>
</tr>
</tbody>
</table>

*Για ρήματα που κλίνονται ομαλά: προσθέτουμε την κατάληξη –ed ή –d (αν το ρήμα τελειώνει σε –e) στο απαρέμφατο (= βασική μορφή του ρήματος). π.χ. : work + ed = worked, arrive + d = arrived

**Για ρήματα με ανώμαλη κλίση: Κάποια ρήματα αλλάζουν τελείως μορφή στον Past Simple, π.χ. buy → bought. Βλέπε λίστα ανωμάλων ρημάτων.**

Ρήμα be (είμαι)

Το ρήμα be έχει ανώμαλη κλίση στον Past Simple και σχηματίζει την ερώτηση και την άρνηση με διαφορετικό τρόπο από τα υπόλοιπα ρήματα. Συχνά χρησιμοποιείται σαν βοηθητικό ρήμα για τον σχηματισμό άλλων χρόνων (π.χ. Past Continuous) που θα δούμε πιο κάτω.

Κλίση του ρήματος be στον Past Simple

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
<th>Ερώτηση</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>I/he/she/it was</th>
<th>I/he/she/it was not (wasn’t)</th>
<th>Was I/he/she/it? \nWere you/we/they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>You/we/they were</td>
<td>You/we/they were not (weren’t)</td>
<td></td>
</tr>
</tbody>
</table>

**Past Continuous**

- Χρησιμοποιούμε τον Past Continuous για να μιλήσουμε για κάτι το οποίο βρισκόταν σε εξέλιξη πριν και μετά από μία άλλη παρελθοντική πράξη ή στιγμή.

  - In 1948, while he was working at Manchester University, Turing created the ‘Manchester Baby’. (To 1948, ενώ δούλευε στο πανεπιστήμιο του Μάντσεστερ, ο Τούρινγκ δημιούργησε...)  
  - It was ten o’clock. I was having a lesson then. (Ήταν 10 η ώρα. Είχα μάθημα τότε – είχα μάθημα πριν αλλά και μετά τις 10. Το μάθημα βρισκόταν σε εξέλιξη εκείνη τη στιγμή)

- Λέξεις και φράσεις που χρησιμοποιούνται συχνά με Past Continuous:

  when, while, at + ώρα

  - I was typing the email at four o’clock.  
  - I was typing the email when the phone rang. (Έγραφα ένα email όταν χτύπησε το τηλέφωνο)  
  - While I was typing the email, the phone rang. (Ενώ έγραφα το email, χτύπησε το τηλέφωνο)

**Μορφή**

Ο Past Continuous σχηματίζεται με τον Past Simple του ρήματος be και την κατάληξη –ing στο ρήμα.

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
<th>Ερώτηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / he / she / it was working</td>
<td>I was not (wasn’t) working / You were not (weren’t) working</td>
<td>Where was he working? / Where were they working?</td>
</tr>
<tr>
<td>you / we / they were working</td>
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</table>

**Ερώτηση**

<table>
<thead>
<tr>
<th>Was she working?</th>
<th>Were you working?</th>
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<tbody>
<tr>
<td>Yes, she was.</td>
<td>Yes, we were.</td>
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<tr>
<td>No, she wasn’t.</td>
<td>No, we weren’t.</td>
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<th>Σύντομη αρνητική απάντηση</th>
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<td>Verb</td>
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</tbody>
</table>
**Present Perfect**

Μορφή: Present Perfect Simple (Have / Has + Past Participle – βλέπε Λίστα ανωμάλων ρημάτων)

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they have played (βλέπε επίσης: Λίστα ανωμάλων ρημάτων)</td>
<td>I have not (haven’t) played</td>
</tr>
<tr>
<td>She / he / it has played</td>
<td>He / she / it has not (hasn’t) played</td>
</tr>
</tbody>
</table>

Ερώτηση | Σύντομη απάντηση |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I / you / we / they played?</td>
<td>Yes, I have – No, I haven’t</td>
</tr>
<tr>
<td>Has she / he / it played?</td>
<td>Yes, she has – No, she hasn’t</td>
</tr>
</tbody>
</table>

Μορφή: Present Perfect Continuous (Have / Has + been + verb-ing)

<table>
<thead>
<tr>
<th>Κατάφαση</th>
<th>Άρνηση</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / we / they have been playing (βλέπε επίσης: Λίστα ανωμάλων ρημάτων)</td>
<td>I have not (haven’t) been playing</td>
</tr>
<tr>
<td>She / he / it has been playing</td>
<td>He / she / it has not (hasn’t) been playing</td>
</tr>
</tbody>
</table>

Ερώτηση | Σύντομη απάντηση |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I / you / we / they been playing?</td>
<td>Yes, I have – No, I haven’t</td>
</tr>
<tr>
<td>Has she / he / it been playing?</td>
<td>Yes, she has – No, she hasn’t</td>
</tr>
</tbody>
</table>

Χρήση

Χρησιμοποιούμε τον Present Perfect:
- για κάτι που άρχισε στο παρελθόν και συνεχίζεται στο παρόν:
  - They’ve been married for nearly fifty years. (Είναι παντρεμένοι για πενήντα χρόνια)
  - She has lived in Liverpool all her life. (Ζει στο Λίβερπουλ όλη της τη ζωή)

Σημείωση: Συνήθως χρησιμοποιούμε τον Present Perfect Continuous για το σκοπό αυτό:
  - She has been living in Liverpool all her life.
  - They’ve been studying English since they were 10 years old. (Κάνουν αγγλικά από τότε που ήταν 10 χρονών)

Συχνά χρησιμοποιούμε τη λέξη since (από) για να δείξουμε από πότε κάτι άρχισε στο παρελθόν:
• *I have worked* here since I left school. (Δουλέψα ναι από τότε που τέλειωσα το σχολείο)

• όταν μιλάμε για μια εμπειρία που είχαμε στη ζωή μας (χωρίς να πούμε πότε):

**Σημείωση:** Συχνά χρησιμοποιούμε τις λέξεις *ever* και *never* σε αυτή την περίπτωση:

- *They’ve attended* this class before. (Έχουν παρακολουθήσει αυτό το μάθημα ξανά)
- *Have you ever made* your own website? (Έχεις ποτέ φτιάξει τη δική σου ιστοσελίδα?)
- *I’ve never been abroad.* (Δεν έχω πάει ποτέ στο εξωτερικό)

• **O Present Perfect** χρησιμοποιείται συχνά με τις ακόλουθες λέξεις και φράσεις: *since, for, just, recently, yet* (σε ερώτηση και άρνηση), *ever* (σε ερώτηση), *never, already, up to now, so far*

- *This company has just/recently expanded.* (Αυτή η εταιρεία μόλις/πρόσφατα αναπτύχθηκε)
- *Have you ever made* your own website? (Έχεις ποτέ φτιάξει τη δική σου ιστοσελίδα?)
- *Have you finished* your project yet? (Έχεις τελειώσει την εργασία σου?)
  
  Yes, I’ve already done it. (Ναι, την έχω ήδη κάνει)

**ΘΥΜΗΣΟΥ:**

• Δεν χρησιμοποιούμε τον **Present Perfect** με λέξεις που δηλώνουν χρονική στιγμή στο παρελθόν:

- *I have seen that film yesterday.*
- *We have just bought a new car last week.*
- *When we were children we have been to California.*
Comparisons (Σύγκριση)

- Χρησιμοποιούμε επίθετα ή επιρρήματα στον συγκριτικό βαθμό (comparative) για να συγκρίνουμε δύο πράγματα/καταστάσεις ή το ίδιο πράγμα ή κατάσταση σε διαφορετικές στιγμές:
  - Lisa works harder than anyone else (Η Λίζα δουλεύει πιο σκληρά από οποιονδήποτε άλλο)
  - Hans is taller than me (Ο Χανς είναι ψηλότερος από εμένα)
  - Air tickets are more expensive now (Τα αεροπορικά εισιτήρια είναι ακριβότερα τώρα)

- Για να δώσουμε περισσότερες πληροφορίες για τη σύγκριση, μπορούμε να προσθέσουμε μια λέξη ή φράση πριν από το συγκριτικό επίθετο ή επίρρημα:
  - This restaurant is a lot / far / much more expensive than the one we went yesterday (Αυτό το εστιατόριο είναι πολύ ακριβότερο από...
  - This year the production is a bit / a little / slightly better (Αυτόν το χρόνο η παραγωγή είναι ελαφρώς καλύτερη)

- Χρησιμοποιούμε επίθετα ή επιρρήματα στον υπερθετικό βαθμό (superlative) για να δείξουμε ότι ένα πρόσωπο, πράγμα ή κατάσταση είναι διαφορετικό από όλα τα πρόσωπα, πράγματα ή καταστάσεις με τα οποία συγκρίνεται:
  - They’re building the fastest jet in the world (Κατασκευάζουν το μεγαλύτερο τζετ στον κόσμο)
  - Lisa is the most efficient person in the organisation (Η Λίζα είναι το πιο αποδοτικό άτομο στον οργανισμό)
  - That was the best journey I’ve ever had (Αυτό ήταν το καλύτερο ταξίδι που έχω κάνει ποτέ)

- Τα επιρρήματα στον συγκριτικό και υπερθετικό βαθμό σχηματίζονται παρόμοια με τα επίθετα:
  - You should drive more carefully (Πρέπει να οδηγείς πιο προσεκτικά)
  - She arrived earlier than we expected (Εφτάσε νωρίτερα…)
  - I work most efficiently early in the day (Δουλεύω πιο αποδοτικά…)
  - The prime minister spoke most enthusiastically about her work (Ο πρωθυπουργός μίλησε ενθουσιωδώς…)

- Όταν συγκρίνουμε μπορούμε να χρησιμοποιήσουμε και τον τύπο (not) as …. as (τόσο/το ίδιο… όσο) με επίθετα ή επιρρήματα:
  - ... (not) as + επίθετο + as
    - Vicenza is still as beautiful as it was when I first went there (Η Βιτσέντζα είναι το ίδιο όμορφη όσο και όταν πρωτοπήγα)
    - He’s not as good as he used to be. (Δεν είναι το ίδιο καλός όσο ήταν παλιότερα)
  - ... (not) as + επιρρήμα + as
I didn’t work as quickly as I thought I would (Δεν δούλεψα τόσο γρήγορα όσο νόμιζα)

Μορφή

• Συγκριτικός βαθμός (Comparatives)

☐ μονοσύλλαβο ή δισύλλαβο επίθετο ή επίρρημα + -er (+ than) (see also: Ανώμαλα επίθετα και επιρρήματα).
  ➢ Tom is smarter than Lucy (Ο Τομ είναι πιο έξυπνος από την Λούσι)
  ➢ Tom works harder than Lucy (Ο Τομ δουλεύει πιο σκληρά από την Λούσι)

☐ more + επίθετο ή επίρρημα με περισσότερες από δύο συλλαβές (+ than).
  ➢ Ticket prices are more expensive now than last year (Οι τιμές των εισιτηρίων είναι πιο ακριβές από πέρα)
  ➢ I work more efficiently in the morning than in the evening (Δουλεύω πιο αποδοτικά το πρωί απ’ ότι το απόγευμα)

• Υπερθετικός βαθμός (Superlatives)

☐ the + μονοσύλλαβο ή δισύλλαβο επίθετο ή επίρρημα + -est (see also: Ανώμαλα επίθετα και επιρρήματα).
  ➢ This is the smartest student in the class (Αυτός είναι ο εξυπνότερος μαθητής στην τάξη)
  ➢ Tom works the hardest of all (Ο Τομ δουλεύει πιο σκληρά απ’ όλους)

☐ the most + επίθετο ή επίρρημα με περισσότερες από δύο συλλαβές.
  ➢ That’s the most expensive present I’ve ever got (Αυτό είναι το ακριβότερο δώρο που έχω πάρει ποτέ)
  ➢ I work most efficiently early in the morning (Δουλεύω πιο αποδοτικά νωρίς το πρωί)

Ανώμαλα επίθετα και επιρρήματα

<table>
<thead>
<tr>
<th>Επίθετο / Επίρρημα</th>
<th>Συγκριτικός βαθμός</th>
<th>Υπερθετικός βαθμός</th>
</tr>
</thead>
<tbody>
<tr>
<td>many/much (πολλοί-πολλές-πολλά)</td>
<td>more</td>
<td>the most</td>
</tr>
<tr>
<td>little (λίγοι-λίγες-λίγα)</td>
<td>less</td>
<td>the least</td>
</tr>
<tr>
<td>good/well (καλός-ή-ό-οι-ές-ά / καλά, καλώς)</td>
<td>better</td>
<td>the best</td>
</tr>
<tr>
<td>bad/badly (άσχημος-ή-ό-οι-ές-ά / άσχημα, κακώς)</td>
<td>worse</td>
<td>the worst</td>
</tr>
<tr>
<td>far (μακρινός-ή-ό-οι-ές-ά / μακριά)</td>
<td>farther/further</td>
<td>the farthest/the furthest</td>
</tr>
</tbody>
</table>
Answers to the exercises

**Reading 1**

**Exercise 1**
1. to help
2. to solve, to find a solution
3. advice for doing something
4. wrong
5. again
6. exchange, give something and take something else

**Exercise 2**
1. The test involves simple calculations, such as addition and **subtraction / multiplication**.
2. A(n) **algorithm** is a set of mathematical instructions that must be followed in a fixed order.
3. This strategy creates more problems than it **solves**.
4. There is no easy **solution** to this problem.
5. In mathematics, a(n) **proof** is a presentation that shows that a mathematical **statement** is correct.
6. A(n) **theorem** is a statement which we have shown that it is true.

**Exercise 3**
In which paragraph is it stated that...
1. you may need to look for another way to prove the solution of a problem? **par. 6** (“It’s a good idea to check the result and the argument, or even to look for a different proof.”)
2. you have to revise older exercises? **par. 4** (“...read over your notes with the problem in your head, look at previous exercises and theorems that sound similar.”)
3. there is a text with advice on mathematical problems? **par. 2** (“In his text, Pólya gives a list of guidelines for solving mathematical problems.”)
4. you may ask someone else’s opinion? **par. 6** (“One really good way to check a proof is to give it to someone else.”)
5. many people have a wrong idea about mathematics? **par. 1** (“Many people think of mathematics (incorrectly) as addition, subtraction, multiplication, and division of numbers.”)
6. you may have to prove that something is wrong? **par. 3** (“Do you have to show that something is false?”)
7. you may have to look at the problem again, some time later? **par. 5** (“Put the problem down and come back to it a few hours later.”)

**Grammar 1**

**Exercise A**

1. works
2. do you come from
3. is giving
4. I usually go
5. tastes

**Exercise B**

1. are you doing
2. I’m going
3. does he work / is he working
4. How often do you see
5. We try to meet
6. Do you know
7. I don’t go
8. I’m writing
9. things are not (aren’t) going well
10. your plane is boarding

**Exercise C**

1. Do you have to give an example?
2. Does she need to prove this statement?
3. Do they have to show that something is false?
4. What are you working on now?
5. What is she studying here?
6. Is each sentence true?

**Exercise D (suggested answers)**

1. No, I have forgotten it.
2. No, I’ve (I have) already finished it.
3. No, he’s (he has) moved to Patras.
4. No, I’ve already read it.
5. No, I’ve done it before.

**Writing 1: Basic communication**

B and C texts are formal, A is informal. In A the reason for writing is to arrange a meeting; in B, to ask for information, and in C to give information.

**Exercise A**

a. Hi
b. Hope to see you soon
c. Dear Sir or Madam
d. Yours faithfully
e. Dear Ms
f. Yours sincerely

**Exercise B**
1. Re:
2. asap
3. RE:
4. BSc
5. btw
6. CC:

**Exercise C**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
a. 3 |   |
b. 2 |   |
c. 5 |   |
d. 1 |   |
e. 6 |   |
f. 4 |   |

**Reading 2: Markets**

**Exercise 1**
1. place
2. complicated, difficult to understand, the opposite of simple
3. make (the price) lower, make sth cheaper
4. make (the price) higher, make sth more expensive
5. important (difference)
6. fall, become lower
7. happened

**Exercise 2**
1. c
2. e
3. i
4. h
5. b
6. a
7. j
8. g
9. f
10. d

**Exercise 3**
1. False: a grocery store is an example of a market. Wanting to buy something might be an example of demand, but not a market.
2. True (par. 2: “Some markets are very simple, while others are complex.”)
3. True (par. 2: “if many shoppers want the ham in that price, the shopkeeper may increase the price.”)
4. False: According to paragraph 3, large and small markets work basically in the same way.
5. True (par. 3: “more people, both buyers and sellers, may be involved.”)
6. False: according to paragraph 3, a stock market is a complex market (“Large and complex markets such as the stock market”)
7. True (par. 4: “Buying shares gives them part of the ownership of a company”)
8. False: according to paragraph 5, the opposite is true (a crash happens when there are few buyers and more sellers.)

**Exercise 4**
1. b (The paragraph’s main idea is to describe what a market is). (a) and (c) are examples of markets. (d) is false. The text says that some markets, not grocery stores, are nationwide.
2. a (the paragraph describes two cases, where both the number of buyers and the decision of the seller define the price of a product). (b) is a detail. A shopkeeper’s decision to change the price depends on the number of buyers, too. (c) is not the main idea, because it doesn’t show the result of this fact, which is the important part of the paragraph. (d) is a detail. There is also the case where few people want to buy a good.
3. c (the paragraph’s main idea is to show that large and small markets have more similarities than differences. Very often the main idea of a paragraph is in its first line). (a) and (b) are details. (d) is an example (the paragraph does not describe the complexity of the stock market).
4. d (the paragraph describes both buyers and sellers in the stock market, and why they buy or sell). (a), (b) and (c) are details.
5. c (the paragraph describes the result of few buyers and a lot of sellers). (a) and (b) are both examples of famous crashes. (d) is a detail. The main focus of the paragraph is why and when a crash happens.

**Listening 1: eBay**

**Pre-listening task**
1. g
2. c
3. e
4. f
5. d
6. h
7. b
8. a

**Task 1 (student’s own answers)**
Task 2
☑ the Internet, which has brought buyers and sellers together ("I think the key issue here is that eBay couldn’t exist without the Internet")
☐ the fact that people are using computers more often than before (the speaker says that the Internet an important factor for eBay’s success, not that people use computers more)
☐ a very experienced manager (eBay is successful because it has an experienced team of people, not only one manager)
☑ the people who run eBay have a lot of skill and knowledge ("the founders of eBay... brought in an experienced management team")
☐ a great idea (the speaker say that a profitable idea, not only a great idea, is behind eBay’s success)
☑ a safe business management ("Let’s move on to point three, sound business management”); sound means safe)
☑ the fact that eBay doesn’t sell or produce anything itself ("Actually I’ll add another point, point four, eBay doesn’t produce, sell or ship anything itself")
☐ the fact that eBay has shops all over the world (this is false; the speaker say that eBay does not have shops all over the world, and that makes it more successful because it has less costs)

Grammar 2: Modals – If sentences – Relative clauses

Exercise A
1. we will not (we won’t)
2. He may / might be
3. we might not make
4. I will not (won’t) be able / I can’t
5. may work

Exercise B (suggested answers)
1. may/might/will buy/purchase
2. will have/get/acquire
3. may/might/can sell
4. can go
5. goes up/increases
6. can/may/might/will lead to/cause

Exercise C
1. They’ve bought shares of this company, which is one of the most successful companies in the country.
2. You should keep your money in a bank, where it will gain interest.
3. The New York Stock Exchange crashed in 1987, when we left the US/the year when we left the US.
4. This bank, where many people worked, closed.
5. People who believe that the value of their shares will increase might buy more shares.

Exercise D (possible answers)
1. The University is a place **where you can get useful skills and knowledge on a subject**.
2. A good English learner is someone **who is not afraid of making mistakes when speaking**.
3. You will remember lectures better if **you take notes**.
4. If you go on an **Erasmus** course, **you might meet new people from another country**.
5. **TOEFL** or **IELTS** are tests **which/that are accepted by Universities all over the world**.
6. (write your own sentence using one or more of the following: if, who, which, where, when, may, might, could)
   (students’ own answers)

Writing 2: Paragraph writing

Exercise 1 (suggested answers)

**Note:** A topic sentence should be a sentence that can be explained and developed, NOT a title (e.g. a phrase without a verb).

**Appropriate** topic sentences for this question would be:
- Computers have a lot of benefits when used in education; however, there are some disadvantages, too.
- Computers in education create more problems than they solve.
- Computers are a great tool in education.

**Inappropriate** topic sentences would be:
- The benefits and disadvantages of computers in education.
- Computers in education.

Exercise 2 (suggested answers)

Advantages may include:
- computers make the lesson more motivating and interesting
- you can use the internet to find information
- your answers to exercises get corrected immediately

Disadvantages may include:
- sometimes students get distracted
- computer use may cause eye problems
- some students may find it difficult to work or read on a computer
Exercise 3

1. Although / Even though / Though / While
2. may / might / will
3. also
4. will
5. but / however / although / though / even though
6. which
7. However / On the other hand
8. can / could / would / may / might / will
9. In addition / Moreover / Also / What’s more / Additionally
10. can / may / might / could
11. If

Reading 3: Cryptology

Exercise 1

1. The correct answer is [c] (Secret codes have been used for many years, especially in wars.) [a] is false because the text says the opposite. [b] is false because the text says that ancient Egyptians, Greeks and Arabs used, not invented, secret codes. [d] is wrong because it is a detail, but not a main idea.
2. The correct answer is [b] (The Enigma code was hard because it was changing a lot.) [a] is false because the Enigma code was difficult, not impossible, to break. [c] and [d] are details, but not main ideas.
3. The correct answer is [a] (Alan Turing built a machine to break the Enigma code.) [b], [c], and [d] are details, but not main ideas.
4. The correct answer is [a] (Alan Turing created the first digital computer at Manchester University.) [b] is false; Turing did not create a telex machine. [c] is false, because Turing created ‘Manchester Baby’ in 1948, not 1944. [d] is a detail, but not a main idea.

Exercise 2

1. impossible
2. could
3. possibilities
4. were concerned about
5. found out
6. knew
7. thought
8. mathematician
9. calculations
10. liberate
Exercise 3

1. possibility
2. concerned
3. impossible
4. calculations
5. thought
6. knew
7. find out
8. could
9. liberate
10. mathematician

Exercise 4

1. so
2. However
3. because
4. As a result
5. but / however

Grammar 3: Past Simple and Continuous

Grammar

Exercise A

Past Simple: 1, 2, 3, 5, 6
Past Continuous: 4

Exercise B

a. Past Simple
b. Past Continuous

Exercises

Exercise A

1. was living
2. joined
3. was listening
4. she was talking
5. Why didn’t you answer

**Exercise B**

1. was watching / was
2. was driving
3. was doing / saw
4. were you doing / came
5. was trying / offered
6. enjoyed
7. phoned / didn’t answer / were you doing

**Exercise C**

1. started
2. was born
3. grew up
4. was
5. started
6. made
7. sold
8. went
9. was studying
10. dropped out
11. grew into
12. met
13. was working

**Exercise D (suggested questions)**

1. When was Bill Gates born? / When did Bill Gates’s story start
2. What were his parents jobs? / What did his parents do for a living?
3. When did he become interested in computers?
4. When did he drop out of university?
5. When did he meet his wife?

**Writing 3: Summarizing**

**Exercise 1**

*Alan Turing: A tragic end*

The sentence that expresses better the main idea of this paragraph is (b) (Turing had many ideas to develop but he wasn’t able to work fully on them because he had to stop code-breaking work for the British). All the rest of the sentences are details or explanations that support this idea.
Cryptology today
The sentence that expresses better the main idea of this paragraph is (b) (Cryptology (or cryptography) today is used to protect electronic data and is developing all the time, in order to be safer against security risks). Sentence (a) is related to the main idea, but it is too general and leaves out information (e.g. that cryptography is developing all the time because of security risks). Sentence (c) is a detail; the rest of the ideas in this paragraph do not support this sentence. Sentence (d) is an example of a cryptography system.

Exercise 2 (suggested answers)
1. Codes were very/highly important in war (or: Codes were very significant in war)
2. They encoded (or: encrypted) their plans / They wrote their plans in secret form.
3. The Germans created the Enigma code, which is one of the most well-known codes.
4. Alan Turing, a young mathematician, found a way of breaking it.

Exercise 3 (suggested answers)
1. People do not want others to decode their messages so they write them in secret codes.
2. Although people thought the Enigma code was difficult to break, Alan Turing found a way of breaking it.
3. When British students finish University, they have enormous debts. As a result, they don’t have the money to buy a house for many years.

Exercise 4
Your summary should contain the following main ideas from the text:
- that secret codes were used by in the past by ancient people and that they were very important in war.
- that Enigma was one of the most famous codes, because it was very hard to break.
- that British and Polish code-breakers tried to break the Enigma without success, and that Alan Turing managed to do it, after creating a special machine.
- that Alan Turing created the world’s first digital computer in 1948.
- that cryptology today is used today to protect online communications and that it is developing all the time so that the messages are not broken.
Your summary will be OK if you have paraphrased sentences from the text and you have connected your sentences in the right way.

Reading 4: Web 2.0

LEAD-IN
1. c
2. h
3. d
Exercise A

1. a
2. d
3. d
4. b
5. c
6. d
7. a
8. c

Exercise B

1. original concept
2. commonplace
3. implications
4. tackle (a problem)
5. set up (a site)
6. be worth
7. publicity
8. corporations
9. budget
10. a wide range of

Exercise C

1. implications
2. upload
3. budget
4. social networking
5. is worth
6. publicity
7. set up
8. commonplace
9. tackle
10. wide range
Listening 2: Universities

Pre-listening task
1. a
2. f
3. e
4. c
5. d
6. g
7. h
8. i
9. b
10. j

Task 1
1. True
2. False
3. False
4. False
5. True
6. False
7. True
8. True

Task 2
1. interest
2. struggle
3. tuition fees / debts
4. challenging
5. debts
6. loan

Grammar 4: Present Perfect

Exercise 1
a. Past Simple
b. Present Perfect Simple
c. Present Perfect Continuous
d. Present Perfect Simple
e. Past Simple

Exercise 2
Exercise 3

1. for (it shows an amount of time: how many days, years, months, etc.)
2. since (it means, ‘from a particular time in the past’)
3. ago (it means, ‘back in time from the present’)

Exercise A

1. Maria has lived in London...
2. Since when have you had...
3. I started my blog...
4. When did you arrive?...
5. How long have you been downloading...

Exercise B

1. has increased
2. were
3. fell
4. ‘s (has) been writing
5. sued
6. have lost / have been losing
7. ‘ve (have) had
8. ‘ve (have) never downloaded
9. attended
10. ‘ve (have) just found

Exercise C

1. was
2. ‘s (has) earned
3. taught
4. worked
5. launched
6. has also established
7. has been married
8. ‘s (has) described
9. has become
10. put

Exercise D (suggested questions)
1. was Wales born
2. has he earned
3. did he teach
4. did he launch
5. has he (also) established
6. has he described
7. has Wikipedia become

Reading 5: Chaos theory

Exercise A

1. c (par. 2: “The mathematician Henri Poincaré first described chaos theory at the beginning of the 20th century.”)
2. b (par. 2: “He set up a computer, not to predict the weather, but to develop a system to predict cycles and changes in weather conditions”)}
3. a (par. 2: “He noticed that even though he sometimes put in the same data, the results would come out differently”)
4. b (par. 3: “and noted that every change in price appeared to be random and unpredictable”)
5. c (par. 4-5: “That’s why this phenomenon is called “butterfly effect”, and, “A small change in the initial condition of the system causes a chain of events which can lead to more serious and larger phenomena. But chaos theory isn’t only about butterflies and tornadoes...”)
6. a (par. 5: “Chaos models can be used to plan traffic flow and thus avoid jams, to make long-range economic forecasts and predict the effects of population growth”)

Exercise B

1. chaos theory
2. differences
3. the fact that results would come out differently

Exercise C

1. initial
2. predict
3. input
4. random
5. diverge from
6. long-range
7. forecast
Exercise D

1. importance
2. mathematical
3. mathematician
4. meteorological
5. meteorologist
6. prediction
7. predicted / predictable (also: unpredictable)
8. cause
9. economic / economical
10. growth

Exercise E (Suggested answer)

Although it was first described at the beginning of the 20th century, the modern form of chaos theory was described by the meteorologist Edward Lorenz and the mathematician Ernst Mandelbrot in the 1960s. Their experiments showed that the same data can have many different results. This phenomenon was called the ‘butterfly effect’ because as the butterfly’s wings might cause a tornado, a very small change in a system can cause very large phenomena. Chaos theory can be used in many areas (e.g. economics or demographics) and will be considered one of the great discoveries of our century.

Grammar 5: Comparisons – Passive voice

Examples

a. comparative
b. comparative
c. superlative
d. superlative
e. comparison made in a different way: as….as

Exercise A

Adjectives

1. earlier
2. the strongest
3. hotter
4. Long
5. Expensive
6. more expensive
7. more
8. little
9. better
10. the worst
11. farther / further

Adverbs

1. earlier
2. fast
3. nearer
4. the nearest
5. carefully
6. the most
7. more easily
8. the most easily
9. well
10. worse

Exercise B

1. faster than
2. easier than
3. worse than
4. The most important
5. a lot faster
6. as well as
7. more effectively
8. is not as convenient as

Exercise C

1. A tornado in Africa can be caused by the movement of a butterfly’s wings in S. America.
2. Chaos theory was first described by the mathematician Henri Poincaré.
3. A system to predict cycles and changes in weather conditions was developed by Edward Lorenz. / A system was developed by Edward Lorenz to predict cycles and changes in weather conditions.
4. This phenomenon is called ‘butterfly effect.”
5. It is said that chaos theory will be one of the greatest discoveries of the 20th century.