



# WORKBOOK 07 LESSON 14

**FILL IN THE BLANKS WITH THE CORRECT PREPOSITIONS: ON, AT, BELOW, IN, UNDER, OF, FOR, TO, UP, BETWEEN, OVER, AFTER, WITH, FROM, ABOUT.**

War. Man needs war **to** have power. He created war **to** acquire power. He needs war **to** understand peace. Man needs to hate so he can some day know how to forgive. **With** war, he can be **on** the top **of** the world, because he will have power. **From** the top **of** the world he can see the others **below** him and feel strong. With the power war gives man, he can acquire money and live **in** a beautiful house **with** a comfortable living room and a big tv, so he can watch the war he created while he drinks a cold martini **in** the summer.

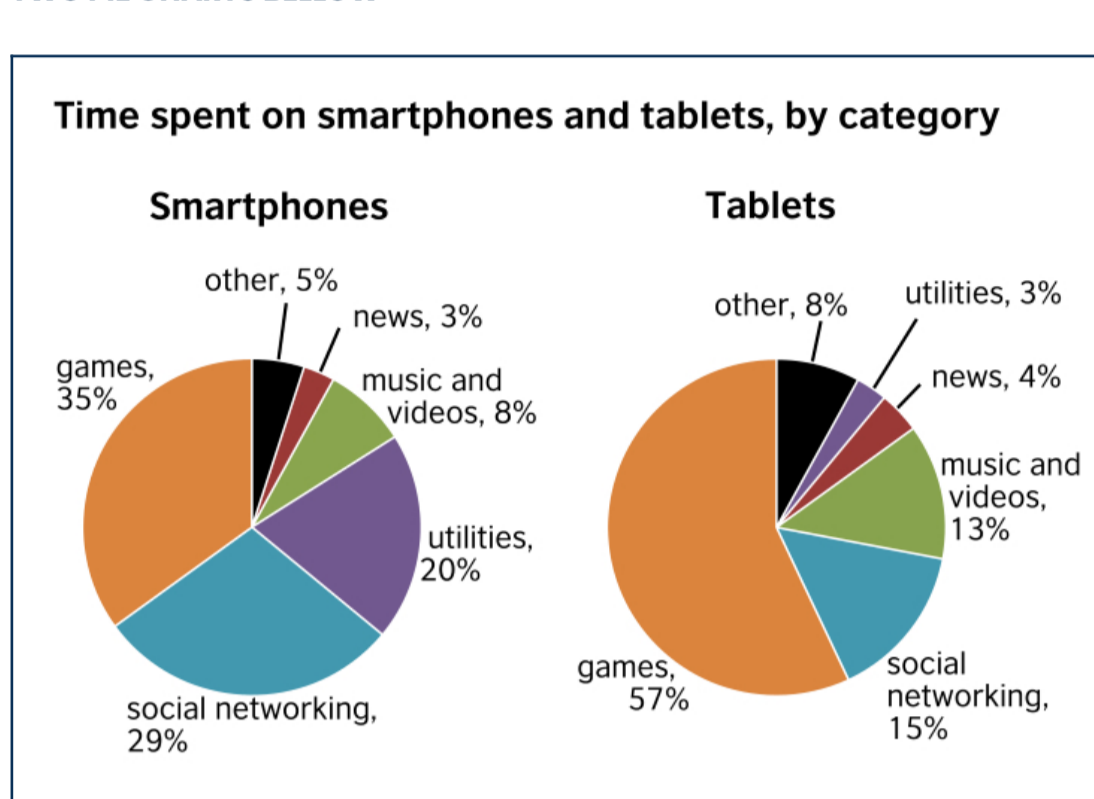
"War: armed fighting **between** nations", says the dictionary. Or would it be **between** brothers?

**After** the war is **over**, there is peace, because he can't hear people crying **from** his beautiful house. The walls **of** his house are too high. Now that there is "peace", he doesn't need to turn **on** the tv. Besides, his friends are there **to** drink a cold champagne **with** him, because he won the war and brought peace **to** the world. Man needs war **to** understand the meaning **of** peace.

The next day, he wakes **up** late **for** breakfast, because he was very tired **from** having to create a way **to** kill people. He tells all his family **about** it and smiles. When he looks down **at** his coffee, he sees a strange face **in** it. When the coffee moves, it looks worse. "I look like a monster!", He thinks. "Never mind the coffee", he says. "Bring me the newspaper", he says **to** the maid. **On** the front page there is a terrible picture **of** a dead man. "This is terrible! Why did they put such a terrible picture **in** the newspaper?!", He says to his wife. "It must be someone important", he says. **Under** the picture, a very familiar name. His brother's name. He couldn't believe his eyes, and began to feel the pain **of** the peace that his war had created. His whole body seemed to hurt and his heart seemed to be screaming. And his heart begin to hurt. It hurt more and more **at** every minute. His wife ran **to** him and held him. He could see her pain, but he couldn't stand his pain and died.

Man needs death to understand life...

**COMPOSITION: MAKE A TEXT COMPARING THE INFORMATION GIVEN BY THE TWO PIE CHARTS BELOW**



**Please note:** This activity was designed for writing practice only. Information in the charts may not be accurate.

### Tips

- Before writing about the detailed figures, give an overview of what the graphs or charts represent.
- Say precisely what the data refers to. There is a difference between, for example, a user spending 57% of their time on games and a user spending 57% of their tablet time on games. (You can write % or per cent, but be consistent.)
- You don't need to describe all the information in the diagrams. Select the most important things.
- Don't repeat vocabulary. Use different words and phrases with the same or similar meanings, e.g. playing games = gaming.
- Use similarly, in the same way or also to show similarities.
- Use however, in contrast, but, while or instead to show differences.

### EXAMPLE ANSWER:

Overall, the two pie charts show that smartphones and tablets are used for the same purposes but to very different extents.

The first pie chart shows how people spend their time on smartphones while the second pie chart illustrates how time is spent on tablets. For both types of device, the top use is for games, but the figures differ greatly. 57% of the time spent on a tablet is given to playing games, while only 35% of the time spent on a smartphone is used for this. In contrast, smartphone users spend 29% of their time on their gadget accessing social networking sites compared with just 15% of tablet time spent on the same activity.

The third most popular use of the tablet is for consuming entertainment, with users spending 13% of their tablet time watching videos and listening to music. Smartphone users, however, dedicate only 8% of their smartphone time to such entertainment, preferring instead to spend 20% of their time on their phone accessing utilities. These can include maps, weather information and calculators.

There is a clear difference in the way people are using their smartphones and tablets. In general, while tablets are being used more for gaming and other forms of entertainment, smartphones seem to be the preferred option for tasks as well as communication with the world around us.

### LISTEN TO THE FIRST AUDIO FROM THIS LESSON.

#### ARE THE SENTENCES TRUE OR FALSE?

TRUE	FALSE	
	X	The interviewer finds speaking the most difficult.
X		Gabriella thinks, in some situations, people can find speaking easier than listening.
	X	According to the interviewer, asking for someone to say the same thing again is one way to solve the problem.
	X	Gabriella recommends pretending to understand if a conversation is too difficult.
X		Gabriella's strategy for managing important conversations sounds strange to the interviewer at first.
X		Gabriella's idea involves asking a lot of questions.

### MATCH THE EXPRESSION TO THEIR MEANING:

- I CAN TAKE IT.**
- I WANTED TO GET OUT OF IT.**
- I GET YOU!**
- I CAME OUT IN A COLD SWEAT.**
- MY BRAIN SHUTS DOWN.**
- I'M STILL LOST.**

I can't think. - <b>MY BRAIN SHUTS DOWN.</b>
I won't be upset. - <b>I CAN TAKE IT.</b>
I wanted to escape. - <b>I WANTED TO GET OUT OF IT.</b>
I was really nervous or afraid. - <b>I CAME OUT IN A COLD SWEAT.</b>
I still don't understand. - <b>I'M STILL LOST.</b>
I understand what you are saying. - <b>I GET YOU!</b>

### TRANSCRIBE THE AUDIO:

**Presenter:** So, today's expert teacher is Gabriella, a university English teacher from Leeds. Gabriella, hi and thanks for joining us today.

**Gabriella:** Thanks for having me!

**Presenter:** So, I have to confess today's topic is something I am really bad at: listening. Most people say speaking is the most stressful part of learning a new language but, for me, with my B1 German, speaking isn't so bad. At least I'm in control of it. But listening ... woah ... people speak so fast and it's like my brain just shuts down. Am I just really strange and bad at listening? Tell me, honestly, I can take it.

**Gabriella:** No, you're not strange. In fact, it's really common. You know, in exams most people do pretty well in speaking compared with listening. Of course, exams are a different situation from real life because in an exam you can't ask for something to be repeated or explained. You usually have just one or maybe two opportunities to listen to the dialogue and then it's gone.

**Presenter:** Right, but in real life I feel stupid always saying, 'Sorry, can you repeat that, please?', especially if I still don't understand even when they repeat it. And people out there listening, I hope you don't do this - quite often the person just repeats what they said equally as fast and I'm still lost!

**Gabriella:** They do, don't they? In real life, you've got two strategies. One is to pretend to understand and get out of the conversation as fast as you can.

**Presenter:** Yep, sounds familiar!

**Gabriella:** But, obviously that's not going to help if it's a conversation with high stakes. It might have important consequences. I mean, if you're just chatting with a stranger at the bus stop, it doesn't matter. But imagine you're at a government office or a bank, trying to find out what paperwork you need to get your ID or open a bank account. What can you do then?

**Presenter:** I hope you've got the answer, Gabriella, because I'm coming out in a cold sweat just thinking about either of those situations!

**Gabriella:** The other strategy is to summarise what they said.

**Presenter:** But how can you do that if you didn't understand what they said?

**Gabriella:** Ah, well, you only start the summary, so you might say, in German in your case, 'OK, the first thing I have to do is ...?' and make it a question. Or, for example, 'And which office is that again?' Break it down into smaller questions and the other person will naturally start answering them. That way you're controlling the conversation a bit more.

**Presenter:** I get you ...

### LISTEN TO THE SECOND AUDIO FROM THIS LESSON AND TRY TO TRANSCRIBE THE SENTENCES:

<b>HE POINTED OUT THAT SOME CUTS WOULD HAVE TO BE MADE IN THE PAYROLL NEXT MONTH.</b>
<b>I JUST WANT YOU TO BEAR IN MIND THAT YOUR LECTURE IS TOMORROW.</b>
<b>I'LL TELL YOU WHAT I KNOW, PROVIDED YOU TELL ME WHAT YOU KNOW.</b>
<b>ISN'T THERE ANYTHING TO WARM UP THIS ROOM?</b>