

I'm not robot!

3 Read the text again and underline where it answers the following six questions. Then work in pairs and summarise your answers in your own words.

- In the first paragraph, what does the writer say the judges discovered?
- According to the writer, what do all self-portraits have in common?
- How did the children's work generally differ from that of the adolescents?
- How did the judges generally feel about the way the competitors drew their hair?
- According to the writer, what is the English Martyrs Sixth Form College an example of?
- In the final paragraph, what does the writer say about contemporary young people from the competition?

4 Now, for questions 1-6 below, choose the answer (A, B, C or D) which you think fits best according to the text.

- In the first paragraph, the writer says the judges discovered that
 - they shared the same objectives as the competitors.
 - both entrants and judges were equally satisfied with the results.
 - the entrants' and the judges' differing objectives were achieved.
 - the winning entries combined good looks with other positive qualities.
- According to the writer, what do all self-portraits have in common?
 - They reflect exactly what the artist sees in the mirror.
 - They are used to improve the artist's image.
 - They deceive both the artist and the viewer.
 - They reflect the artist's attitudes and concerns.
- How did the children's work generally differ from that of the adolescents?
 - It was livelier.
 - It was more honest.
 - It was more absurd.
 - It showed more self-awareness.
- How does the writer feel about the way competitors drew their hair?
 - It suited them better when it was untidy.
 - It deserved more attention from the artists.
 - It was more attractive than their spots.
 - It took up too much time for some artists.
- The English Martyrs Sixth Form College is an example of
 - how schools can help pupils to develop their natural abilities.
 - why schools should teach unfashionable subjects.
 - how some schools teach all their pupils to draw in the same style.
 - why only naturally gifted pupils should be taught how to draw.
- In the final paragraph, what impression does the writer have of those who took part in the competition?
 - They suffer from the typical anxieties of teenagers.
 - They are extremely interested in what they are doing.
 - They generally prefer drawing to writing or mathematics.
 - They are more artistically talented than previous generations.

Judges preferred the bad-hair days of entrants such as 11-year-old Daniel Adkins, in whose self-portrait the hair took on a character all of its own.

Drawing may be unfashionable - and not least in our art colleges - but it was heartening to see not only how naturally talented so many of the entrants were, but also how naturally drawing could be taught. Three of the self-portraits were by pupils of the English Martyrs Sixth Form College, Hartlepool. Where some schools submitted work that seemed identical, here, it seems, is a teacher who knows how to tease out and develop innate talent. And that matters.

Drawing is a means of expression as much as writing and mathematics. It's a tool to be sharpened so that you can take it out when you need it and do whatever you want. But what does this competition tell us about the entrants? It offered a portrait of young people who are engaged, enthusiastic and eager. Once, young people aspired to be bankers and doctors and lawyers. But who wants to go to the office when they could be an artist?

From The Times

Exam advice

- First read the text quickly to get a general idea of what it is about.
- Read the first question, find where it is answered in the text and underline the words in the text which answer it.
- Read each of the options A-D carefully and choose the one which matches the meaning of the text.
- Deal with the other questions one by one in the same way.

Sample A (Test 1, Question 1 - Essay)

few would dispute the fact that science has a high role in our everyday lives. If it weren't for the intriguing and stimulating subjects we wouldn't have the living conditions that we have now. Due to this fact, it is extremely important to guarantee that young people keep studying the mathematics of science. Both advertising and school programmes have been suggested as ways of encouraging the idea that advertisements can influence young people's willingness to study science might not be wrong. Actually, if the TV gave more importance to people who dedicate their lives to the discovery of resources or other things that improve our life conditions, instead of focusing on the lives of pop stars, we would change the direction of our attention to scientists and their importance.

Similarly, in schools instead of more on practical classes with experimental activities, the amount of courses would be much more appealing to all the students. However, it is also known that women like to only fun and games. It requires a lot of hard work and students have to know the theory if they want to perform correctly the practical tasks.

In conclusion, it is undoubtedly important to encourage young people to have curiosity about what's around them from an early age, and there's no more effective way to do so than to change society's ideas of what a scientist really is and how important his contributions are.

Criteria	Mark	Commentary
Content	3	All content is relevant to the task, and the target reader would be in the whole be informed. Two points are discussed. However, no clear opinion is given about which way would be more effective.
Communicative Achievement	5	The essay format is used effectively to hold the reader's attention and convey complex ideas which explain and justify why advertising and school programmes would encourage more young people to study science. The register is appropriately formal and consistent.
Organisation	4	The text is a well-organised and coherent whole. A variety of cohesive devices is used both within paragraphs and to link the overall text. Organisational patterns, for example the way ideas are compared and contrasted, are used to good effect.
Language	4	A range of topic specific vocabulary, including collocation and idiom is used effectively and precisely. A range of grammatical forms is used with control and fluency. Errors are occasional and non-impeding.

Answer key: Unit 10

Grammar

Expressing ability, possibility and obligation

- 1 a possibility b ability c obligation d possibility e obligation f obligation g possibility
- 2 a past b past c past d future e past f past g future
- 2 1 Both are correct.
 - The pressure to finish is from an external source.
 - The pressure to finish comes from within the speaker himself/herself.
- 2 Both are correct.
 - I didn't catch a taxi because it wasn't necessary.
 - I caught a taxi but it wasn't necessary.
- 3 Both are correct.
 - It isn't necessary for you to go to the lecture.
 - You are prohibited from going to the lecture.
- 4 a incorrect (We cannot use the affirmative *could* [ability] to refer to a single past occasion.) b correct (We use *managed to* / *succeeded in* + *-ing* or *was able to* to refer to a single past occasion.)
- 5 Both are correct.
 - It is possible for him to stay, and it is quite likely that he wants to.
 - It would be possible for him to stay, but he probably doesn't want to.
- 6 a correct b incorrect (We do not use *could not* to refer to a future possibility.)
- 3 1 correct corrected 2 ~~can't~~ couldn't 3 He have lied 4 ~~could~~ can (This is a definite offer - *could* would suggest it is only a possibility.) 5 ~~would be able to~~ will be able to / can 6 ~~we afford~~ we can afford

Vocabulary

chance, occasion, opportunity and possibility

- 1 opportunity 2 occasions 3 opportunity 4 possibility 5 occasion 6 possibility
- 1 chance/opportunity 2 opportunity 3 possibility 4 chance 5 opportunity/chance 6 possibility/chance 7 occasion 8 chance/possibility

3 Examples

- 1 to visit / of visiting China.
- 2 be moved to our Paris office.
- 3 finding out what happened to my grandparents.
- 4 lose my temper with a colleague.

Writing | Part 2

A report

- 4 a need b are not c the main topic
Suggested headings: 1 Introduction/Aim 2 Computers 3 The canteen 4 Parking facilities / Car parking 5 Sports facilities 6 Conclusion and recommendations
- 5 1 Suggested answer: It starts with an announcement of aims and ends with a general conclusion. It is organised into clear sections with informative headings. It is mostly factual, giving information based on evidence.
 - 2 suggest + noun (suggest ways); suggest + *that* + *should* clause (suggested that the gym ... should be enlarged); suggest + *-ing* (suggest urging drivers); recommend + noun (recommended a reduction); recommend + *-ing* (recommend implementing)
 - 3 commented on, felt (strongly) that, expressed the view that, did not mention, suggested
 - 4 would welcome, would appreciate, would be grateful for
- 6 Suggested answers
 - 1 host families 2 computer-assisted / computer-based learning 3 socialise 4 increased opportunities to speak 5 acquire 6 well-qualified / experienced teachers 7 class size 8 leisure activities 9 teaching methods 10 independent learning
- 7 1 the school principal and the governors' committee 2 five 3 Suggested answers: Introduction/Aim, Town attractions, Educational innovations, Improvements to leisure facilities and social activities, Conclusions and recommendations

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