

Inglês **10^o**
STUDENT'S BOOK
Be Connected



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10^o

Inglês NÍVEL DE CONTINUAÇÃO
STUDENT'S BOOK

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10^o

Be Connected

Inglês STUDENT'S BOOK Be Connected
Richmond PUBLISHING
SANTILLANA CONSTÂNCIA



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STUDENT'S BOOK

10.ano

Be Connected

 **SANTILLANA**
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 **Richmond**
PUBLISHING

O manual **Be Connected** para o 10.º ano é composto por quatro unidades (incluindo uma unidade inicial), de acordo com os domínios de referência definidos pelo Programa, e por resumo gramatical (*Grammar Synthesis*). Cada unidade divide-se em três subunidades e apresenta um teste de autoavaliação (*Self Check*).



ENTRADA DE UNIDADE

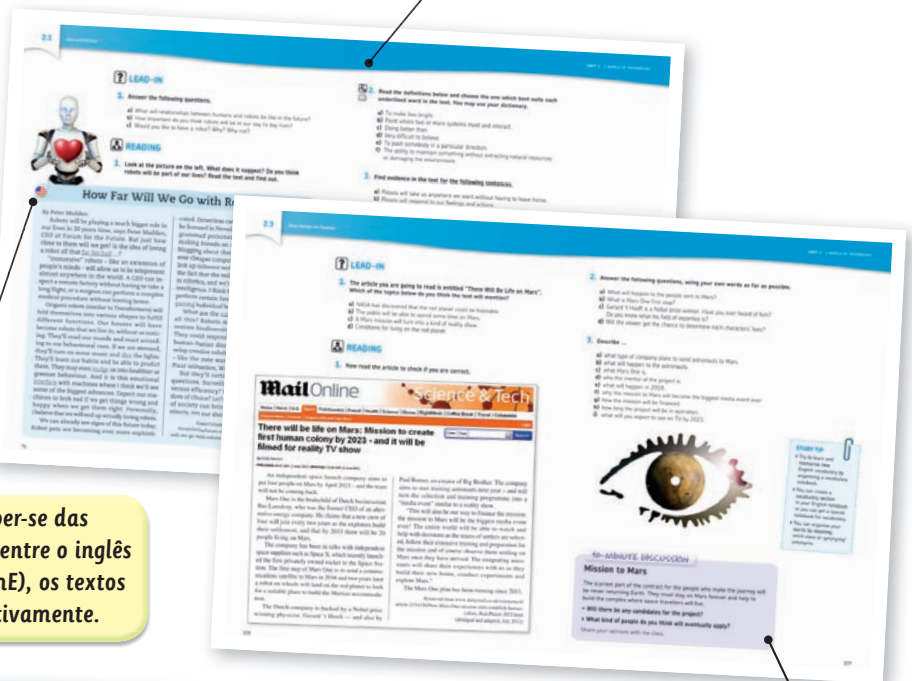
Cada unidade começa com duas páginas de apresentação, que contêm um índice com a enumeração das subunidades, imagens sugestivas (que podem ser exploradas em sala de aula) e duas a três citações de autores de referência (cujos conteúdos estão relacionados com os temas da unidades).

Na secção **Reading** as questões que trabalham vocabulário e/ou que sugerem a utilização do dicionário estão devidamente assinaladas.

UNIDADE

Ao longo das subunidades que constituem as unidades propõem-se atividades de desenvolvimento das competências de comunicação — **Reading** , **Listening** , **Speaking** e **Writing** —, que têm sempre como base textos e/ou imagens. Sempre que se justifique, os textos são acompanhados de um pequeno glossário (*New Vocabulary*). As atividades de **Writing** e **Speaking** são apoiadas por dicas para a escrita (*Writing Tips*) e listas de vocabulário útil (*Useful Language*).

Para que o aluno continue a aperceber-se das diferenças na grafia e/ou no vocabulário entre o inglês britânico (BrE) e o inglês americano (AmE), os textos estão assinalados com e , respetivamente.



As caixas de **10-Minute Discussion** ou **30-Minute Discussion** permitem desenvolver a oralidade.

Na secção **Grammar**, são apresentados os conteúdos gramaticais sempre devidamente contextualizados pelos textos apresentados anteriormente. Para exploração destes conteúdos, são propostas várias atividades apoiadas por teoria. Nesta secção, surgem pontualmente remissões para o anexo gramatical (*Grammar Synthesis*).

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UNIT 10 • CULTURE

1 LEAD-IN

- What types of TV programmes do you prefer? Justify your answer.
- Do you watch reality shows? If so, which ones, and why do you find them so entertaining?
- Is the *Top Chef* chef, Alton Brown, a famous American pop artist, declared that "In the future, everyone will be well-versed for 30 minutes". How far do you think he is mistaken?

2 WATCHING AND LISTENING

- Watch the trailer of the film *LIVE!* and say what it is about.
- Listen to the opinions of four American youngsters, Gary, Cindy, Alex, and Jonathan, who are talking about reality shows and why Americans like them so much. Say if you agree or disagree with them or not.

 - all shows and live events that reality shows are realistic, full of drama and a way of relaxing and having fun.
 - Cindy thinks reality shows make us nervous, even so she spends time watching them.
 - Alex says that people watch reality shows to learn something to help them.
 - Jonathan thinks these shows are boring.
 - Gary and Cindy prefer music videos to reality TV.
 - most people think American like a show.
 - Jonathan agrees, really TV is a source of fun and entertainment.
 - Cindy says that all people watch live thing generally. He thinks American are attracted by a TV show.
 - Jonathan says that he is not a fan of good and bad news.
- Read other reasons that make TV viewers live watching and watching in reality shows.

3 WRITING

- Write about 100–120 words on the following "The impact of television on our world".

WRITING TIPS

Organizing your sentences

- When you start you can start with one idea that has been discussed.
- Remember you have to write about 100–120 words. Don't go over 150 words.
- After mentioning the topic, you should mention the idea that you want to discuss.

- Read your work again. Try to improve your work by rewriting any errors.

4 PROJECT

History-maker

- Go some research on the Spanish Empire and find out which attributes made it a great power in history in the modern world.
- Choose one attribute to assess and present your choice to your class.
- Don't forget to use visual aids to support your work.

A radio programme

- Go groups of three or four make a radio programme for "breakfast" in class.
- Use any other material that you already have, or you can create one. It can be a radio play, a radio news bulletin, a sports programme, a quiz or a quiz.
- Remember that the audience cannot see what is happening.

A front page of a newspaper

- Choose your own newspaper (e.g. the Spanish newspaper) and design the front page (into the front page). It can be as big as A3, or smaller.
- Go back to page 128 and read more about the layout of a front page and how to write the story.
- Display your work in your classroom.

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Na seção **Grammar Synthesis**, é apresentado um resumo dos principais conteúdos gramaticais abordados ao longo do manual e ainda tópicos gramaticais que, não sendo diretamente abordados no manual, são relevantes para a boa aprendizagem da língua inglesa.

[illegible][illegible]

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UNIT 0

BACK TO SCHOOL

0.1 Revision





"Develop a passion for learning. If you do, you will never cease to grow"

Anthony J. D'Angelo

"Summer afternoon, summer afternoon; to me those have always been the two most beautiful words in the English language."

Henry James

0.1

Revision

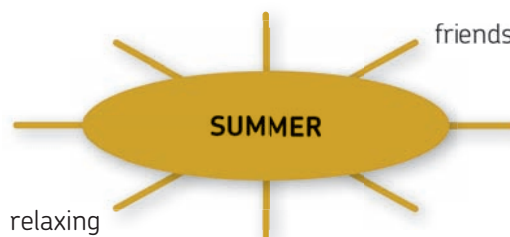


BACK TO



INTRODUCTION

1. For most teenagers Summer is a good time to relax from school and make new friends. What about you? What do you associate summer with? Complete the diagram.



2. The pictures below show different summer activities. Look at them and answer the questions on the opposite page.





SCHOOL

- Can you think of a caption for each picture?
- Have you ever done any of the activities in the pictures? Which ones?
- Apart from the activities shown, what else have you done?
- How would you prefer to spend your summer?
- Do you prefer indoor or outdoor activities? Explain why.

3. Travelling is definitely one of the best things to do in summer. Answer the following questions.

- Are you fond of travelling? Why? Why not?
- Would you rather travel with your family, a friend or in a group? Explain why.
- Would you rather lie on the beach and read a nice book or explore the sights? Rank your Top 5 types of holiday from the box below.

scuba diving	safari	going camping
visiting a city	historical holiday	staying home and relaxing
hiking	tropical beaches	road trip

- What do you look for in an ideal holiday? Justify your choice.

adventure	rest and relaxation	fun/action	entertainment
-----------	---------------------	------------	---------------

- Where would you like to stay? Choose from the following and explain your choice.

hotel

campsite

**bed
and breakfast**

apartment

youth hostel

caravan

**family
accommodation**

**university
campus**



? LEAD-IN

1. Look at the following famous world landmarks and match them with these countries: India, Germany, Italy and Peru.
2. Say which place you would like to visit and why it appeals to you.



READING

1. Read Shannon's description about her holiday in Guam.

My Exciting and Memorable Moments on Guam



On July 4th 2011, my Mom, Dad and I went to Guam for our summer holiday. I remember it vividly because me and my parents experienced many exciting and memorable things for the first time. We tried all sorts of things such as skydiving, sea walking, flying, things that we will always remember. We stayed at the Sheraton – another great experience: our room was a suite. The good thing about it was that it had two rooms; one room was a bedroom with 3 beds while the second room had a TV, a sofa and a desk. That meant that one of us could read in the first room while the others slept in the second room. There were also two pools, one which was extremely deep and the other had dead bugs in it.

I also learnt and discovered many new things. Guam is unique because although it is very small, it is doing well, thanks to good business opportunities. For example, skydiving is a once-in-a-lifetime opportunity, and when tourists visit Guam, most of them would jump at the chance to try it, such as my mom. This was

a big surprise since she is all fingers and thumbs at sports.

My dad was furious at the sight of colored smoke belching out from a power station and he complained that there weren't enough environmentally friendly measures in place, and I completely agree with him. At the flea market, my mom tasted a new delicacy – coconut sashimi. While flying, I saw that most of the interior of Guam was undeveloped, and I think that the flat land could be used to build holiday villages or ranches where people could ride horses or ATVs.

Overall, my trip to Guam was extremely memorable and I really hope I never forget it. But now summer is over and I am worrying about school. My job. Money. My future. I don't know where I am going. Should I have a plan by now? I mean, I am a junior in High School. I should have some kind of plan, right?

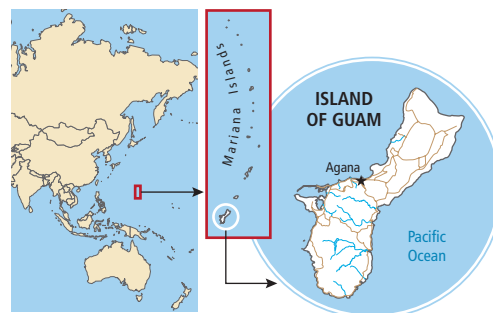
by Shannon, 15, South Carolina

Teen Ink. Retrieved from http://teenink.com/nonfiction/travel_culture/article/362972/My-Exciting-and-Memorable-Moments-on-Guam/ (abridged and adapted, August 2012)

2. Shannon went to Guam for a summer holiday. Do you know where Guam is?

3. Read the text again. Are the statements TRUE (T) or FALSE (F)?
Justify your answer with information from the text.

- a) Shannon had a single room. ☐
- b) Guam is a very small island. ☐
- c) Shannon's dad was delighted with the sight of coloured smoke belching out from a power station. ☐
- d) Shannon's trip to Guam was memorable. ☐



4. Answer the questions.

- a) Guam is a small island. Is "being small" a synonym for not being successful? Justify your answer.
- b) Tourists are able to see the negative side of the island. How?
- c) What happened at the Flea market?
- d) Now Shannon is back to school and hasn't got any plans for her future yet. What about you? Write a short paragraph about your plans. Include things you want to do (1) this year; (2) while you are at school; (3) after school. Then share them with your classmates.

 5. Say who/what these words refer to in the text.

- | | | |
|--------------|---------------|-----------------|
| a) I (l. 1) | c) it (l. 9) | e) them (l. 22) |
| b) we (l. 5) | d) it (l. 16) | f) him (l. 30) |

 6. Find words in the text with the same meaning as ...

- | | | |
|------------------|-------------|---------------|
| a) clearly | c) terrific | e) singular |
| b) unforgettable | d) very | f) criticized |

 7. Find antonyms for the following words.

- | | | |
|---------------------|---------------------|------------------------|
| a) remember (l. 2) | d) deep (l. 15) | g) undeveloped (l. 33) |
| b) memorable (l. 4) | e) dead (l. 16) | h) flat (l. 33) |
| c) always (l. 7) | f) friendly (l. 29) | |

8. Write *Wh-* questions for the underlined expressions.

- a) Who is Shannon? Shannon is a 15-year-old American teenager.
- b) _____? She comes from South Carolina.
- c) _____? She went on July 4th 2011.
- d) _____? She went with her parents.
- e) _____? Shannon's father complained because there weren't enough environmentally friendly measures.

- f) _____? They experienced many unforgettable activities.
 g) _____? Her mom tasted coconut sashimi.
 h) _____? The flat land could be used for building holiday villages or ranches.
 i) _____? There were two pools in the hotel.
 j) _____? Shannon is still a bit confused about her future.



VOCABULARY



1. Shannon says that her mother is “all fingers and thumbs” at sports. What do you think she means by that? You can use your dictionary to help you.
2. The expression “all fingers and thumbs” is an idiom. Do you know any more idioms in the English language?
3. “It’s raining cats and dogs” is a famous idiom. Does the picture illustrate its correct meaning? Explain.

An **idiom** is an expression made up of words. The meaning of the idiom is different from the literal meaning of the individual words. e. g. *To let the cat out of the bag*. This does not literally mean to open a bag and release a cat from it but means to tell or reveal a secret by mistake.



4. Do the following exercises to learn more idioms. Choose the correct alternative.

- a) If someone's job is **a piece of cake**, it means that ...
☐ 1. their office is very quiet.
☐ 2. it is filled with sugar.
☐ 3. it is easy to do.
- b) If a student tried **every trick in the book** to get a good mark, he/she ...
☐ 1. studied a lot.
☐ 2. did some magic tricks.
☐ 3. did everything, possibly, including something immoral or irregular.
- c) The news **came out of the blue**. Nobody ...
☐ 1. had expected it.
☐ 2. had read about it.
☐ 3. had understood it.
- d) If something is described as **a drop in the ocean**, it is ...
☐ 1. a small part of what is needed.
☐ 2. a large part of what is needed.
☐ 3. everything that is needed.

5. The following idioms are comparisons. Match the two halves.

- | | |
|----------------|--|
| a) As blind as | ☐ 1. a cucumber |
| b) As cool as | ☐ 2. nails |
| c) As free as | ☐ 3. a bat |
| d) As white as | ☐ 4. a sheet |
| e) As hard as | ☐ 5. a bird |

 6. Complete the sentences with the idioms from the previous exercise and explain their meanings. You may use your dictionary to help you.

- a) I have been _____ since I finished my exams.
 b) People can't expect any sympathy from her. She's _____.
 c) Without my glasses, I am _____.
 d) The student stayed _____ all through the very difficult exam.
 e) She went _____ when she heard the tragic news.





GRAMMAR Revision

SEE GRAMMAR SYNTHESIS, PAGES 220-221

1. Complete the sentences with the Present Simple or the Present Continuous.

- a) Shannon usually _____ (go) on holiday with her parents.
- b) At the moment, they _____ (stay) at the Sheraton.
- c) She often _____ (learn) exciting things.
- d) Her father _____ (complain) about the smoke now that he has given up smoking.
- e) Her mother _____ (not like) trying new things.
- f) Her parents _____ (run) four miles every morning.
- g) Every year, they _____ (spend) time together.
- h) Shannon always _____ (write) postcards. But at the moment she _____ (not write) any.
- i) They _____ (play) on the beach at the moment.

PRESENT SIMPLE

- Things that are always true, facts.
- Things that are part of a routine, habits.

PRESENT CONTINUOUS

- Things that are happening now.

2. Complete the sentences with the Past Simple or the Past Continuous.

- a) While Shannon _____ (sleep), her mother _____ (read) a book.
- b) Her father _____ (swim) in the ocean when her mother _____ (arrive) at the beach.
- c) When Shannon _____ (arrive) at the hotel, it _____ (rain).
- d) While her father _____ (buy) the newspaper, she _____ (meet) a young boy.
- e) A tourist _____ (break) his leg while he _____ (ski).
- f) When Shannon _____ (go) to the pool, her mother _____ (get) ready to go out.
- g) At 8.15 when Shannon's grandmother _____ (phone), they _____ (have) dinner.
- h) When I _____ (see) Shannon, she _____ (shop) at the hotel souvenir shop.

PAST SIMPLE

To describe an event or state that existed in the past or an action that started and finished in definite past.

PAST CONTINUOUS

To describe actions that were happening at a particular time, moment in the past that were either unfinished or interrupted at the time stated.

3. Complete the following sentences with the correct personal pronoun, possessive adjective or possessive pronoun. Choose the correct option.

- a) I have got Shannon's key. But I can't find _____ (my/mine/me).
- b) Is this _____ (they/their/them) hotel? Yes, _____ (it/its/he) is.
- c) Where are Shannon and _____ (her/his/hers) parents? _____ (Their/Them/They) are at the hotel.
- d) Shannon hasn't got _____ (her/hers/his) degree yet. _____ (Her/He/She) is still in High School.
- e) Where are Shannon's glasses? She left _____ (they/their/them) at the hotel.
- f) Mum, we are going to the beach. Do you want to come with _____ (we/me/us)?

PRONOUNS

Words that are used to replace a noun or a noun group that has already been mentioned or that will be mentioned later.

4. Complete the following question tags.

- a) You can buy everything you want in Guam, _____?
- b) Shannon and her mother love chocolate, _____?
- c) They have won the game, _____?
- d) We are very happy, _____?
- e) Shannon's father didn't arrive on time, _____?
- f) Her mother is at the hotel, _____?
- g) Guam has got a lot of beaches, _____?
- h) You have never been to Guam, _____?
- i) Shannon's father went to Guam again, _____?

QUESTION TAGS

- A question tag is a device we add to the end of a statement to turn it into a question.
- We use the question tags to check whether the information in a statement is true.
- We add a tag containing an affirmative verb to a negative sentence and vice versa.

5. Choose the correct word from the box.

How many	Who	When	How much	Which
	Where	Why	Whose	How

- a) _____ do you live? In Guam.
- b) _____ coat is this? It is Shannon's.
- c) _____ picture do you prefer, Shannon? This one.
- d) _____ are you sad? Because we lost the game.
- e) _____ do you study? Every day.
- f) _____ old are you? I'm 20.
- g) _____ is it? It is £10.
- h) _____ books do you have, Shannon? Over 100.
- i) _____ is he? He is my father.

WH- QUESTIONS

Wh- questions are questions that are formed with an interrogative word (*what, who, whom, whose, which, when, where, why* or *how*) and that produces an answer other than "yes" or "no."

6. Identify the correct verb tense and how it is being used.

- a) Shannon has got green eyes and black hair.
- b) We are studying now.
- c) It will rain tomorrow.
- d) The game was last Sunday.
- e) They are going to the theatre this evening.
- f) The train leaves at 9 a.m.
- g) I went to the doctor's yesterday.
- h) I am going to travel around Guam for three weeks.
- i) Have you ever visited Guam?
- j) I have visited all the beaches in Guam.
- k) Shannon's mother works at home every day.
- l) I have been working since 9 a.m.

VERB TENSE

A verb tense not only indicates a past, present, or future action, but also indicates whether the action is ongoing or has been completed.



LISTENING



1. Listen to Shannon's description of her first day at school and complete the table with the school subjects that are missing.



	SUBJECT
1st lesson	
2nd lesson	
3rd lesson	
4th lesson	
5th lesson	
6th lesson	



2. Listen to Shannon once again and complete the sentences.



- It was Shannon's first day in the ...
- Before classes had started, Shannon ...
- Intermediate Drama is ...
- Shannon wrote about ...
- The modern World History teacher is ...
- After school ...

3. Answer the following questions.

- Shannon mentioned that she sat at the back of the classroom in most lessons. Why did she do that?
- Which classes do you think she liked the most? Justify your answer.
- She had six different subjects on that day. Do you have any subjects in common with her? What are your subjects for this school year?



WRITING

1. Write a small text (about 100 words) about your first day of the new school year. Don't forget to mention some important topics. You may find it useful to add other topics to describe your own experience such as:

- Timetable and classes
- First impressions about new classmates and teachers
- Favourite subjects
- Best and worst moments during the day

2. Now read your work again. Try to improve it by correcting any errors.

DICTIONARY WORK

Shannon is about to start learning a new foreign language. To make the most of it she will need a good dictionary. A dictionary is a very important tool for anyone who is learning a new language.

1. What can/can't you do with a good dictionary? Tick the things you can do.

- ☐ a) Find the English translation of a word in your language.
- ☐ b) Look up the meaning of an English word you see or hear.
- ☐ c) Find the etymology (origin) of the word.
- ☐ d) Check the plural of a noun or past tense of a verb.
- ☐ e) Find out other grammatical information about a word.
- ☐ f) Find the synonym or antonym of a word.
- ☐ g) Look up the collocations of a word.
- ☐ h) Check the part of speech of a word.
- ☐ i) Find out how to say a word.
- ☐ j) Find out about the register of a word.
- ☐ k) Check the spelling of a word.
- ☐ l) Find examples of how the word is used naturally in the language.
- ☐ m) Look up verb conjugations.

2. Analyse the example below.

pronunciation word classes example sentences

blissful smile ♦ We preferred to remain in *blissful ignorance* of what was going on (= not to know). ► *blissfully* /-fəli/ *adv.*: *blissfully happy* ♦ *blissfully ignorant/unaware*

blis·ter /'blɪstə(r)/ *noun, verb*

■ *noun* a swelling on the surface of the skin that is filled with liquid and is caused, for example, by rubbing or burning

■ *verb* 1 to form blisters; to make sth form blisters: [v] *His skin was beginning to blister.* ♦ [VN] *Her face had been blistered by the sun.* 2 [v, VN] when a surface **blisters** or sth **blisters** it, it swells and cracks ► **blis·tered** *adj.*: *cracked and blistered skin* ♦ *blistered paintwork*

blis·ter·ing /'blɪstərɪŋ/ *adj.* [usually before noun] 1 (describing actions in sport) done very fast or with great energy: *The runners set off at a blistering pace.* 2 extremely hot in a way that is uncomfortable: *a blistering July day* ♦ *blistering heat* 3 very critical: *a blistering attack* ► **blis·ter·ing·ly** *adv.*

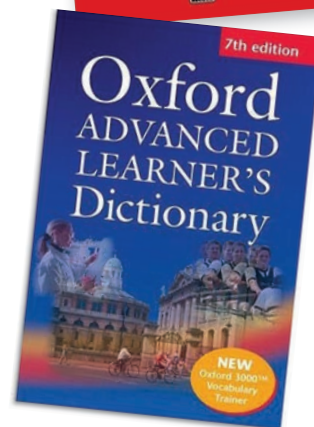
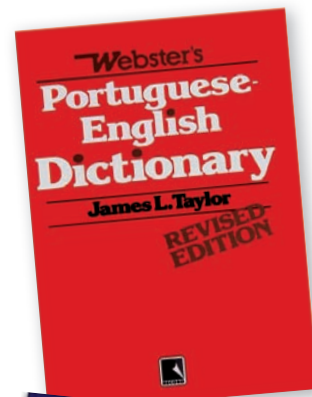
blithe /blaɪð/ *adj.* [usually before noun] 1 (disapproving)

different meaning

intransitive verb transitive verb

DICTIONARY USE

Always remember that a single word can have different meanings, so you have to choose the meaning that is suitable from the context.



3. Translate the following instructions into Portuguese. Use a dictionary if necessary.

- | | | | |
|----------------|-------------|------------|-----------|
| a) summarise | d) outline | g) comment | j) define |
| b) account for | e) rephrase | h) quote | k) skim |
| c) share | f) state | i) display | l) scan |



PHONETICS

Shannon, who is American, sometimes can't really understand her British friend, Kate because she speaks differently, but now she has decided to learn more about the phonetic differences between American English (AmE) and British English (BrE).

1. Use the list of symbols from the IPA (International Phonetic Alphabet) on page 229 to find out the spelling of the following words. Follow the example.

- | | | | |
|-----------|-------------------------|----------|-------|
| a) fu:d | _____ <i>food</i> _____ | e) mi:t | _____ |
| b) dʒʌdʒ | _____ | f) rʌt | _____ |
| c) dʒəʊk | _____ | g) tʃi:z | _____ |
| d) skɒtɪʃ | _____ | h) stʌdi | _____ |

2. Discover the secret message written in the phonetic alphabet.

aɪ lʌ lɜ:nɪŋ nju: θɪŋs ɪn maɪ ɪŋɡlɪʃ lesəns



3. Listen to the song *Let's call the whole thing off* by Louis Armstrong and Ella Fitzgerald and say if the following statements are TRUE (T) or FALSE (F).

- a) They pronounce words differently. ☐
- b) He doesn't want to leave her because it breaks his heart. ☐
- c) They must break up because they don't understand each other. ☐



4. Listen to the song again and complete the table on the right.

5. Who uses the British accent (BrE) and who uses the American (AmE) one?

	WHO SAYS WHAT?	
	Louis Armstrong	Ella Fitzgerald
iðə		
aɪðə		
pəteɪtə		
pətətəʊ		
pədʒæməz		
pədʒaməz		
vənilə		
vənələ		

 LISTENING

- 1. Shannon wants to know more about the place where her friend Kate comes from. And how much do you know about the United Kingdom? Do this quiz and find out.**

- 
1. The United Kingdom consists of ...
 - ☐ a) England, Wales and Canada.
 - ☐ b) England, Scotland, Wales and Northern Ireland.
 - ☐ c) England, Wales and Ireland.
 - ☐ d) England, Wales and Scotland.
 2. Which of the following is not part of Great Britain?
 - ☐ a) England.
 - ☐ b) Wales.
 - ☐ c) The Republic of Ireland.
 - ☐ d) Scotland.
 3. The flag of the UK is called ...
 - ☐ a) The Maple Leaf.
 - ☐ b) The Stars and Stripes.
 - ☐ c) Tricolour.
 - ☐ d) The Union Jack.
 4. The highest mountain in Britain is ...
 - ☐ a) Mount Snowdown.
 - ☐ b) Mount McKinley.
 - ☐ c) Big Ben.
 - ☐ d) Ben Nevis.
 5. The island that lies between Great Britain and Ireland is called ...
 - ☐ a) The Isle of Man.
 - ☐ b) The Isle of Skye.
 - ☐ c) Jersey.
 - ☐ d) The Shetland Islands.
 6. The UK is a/an ...
 - ☐ a) federation.
 - ☐ b) absolute monarchy.
 - ☐ c) constitutional monarchy.
 - ☐ d) republic.
 7. Which province of Ireland was split and became part of the United Kingdom in 1922?
 - ☐ a) North Ireland.
 - ☐ b) West Britain.
 - ☐ c) Albion.
 - ☐ d) Ulster.
 8. Stonehenge is ...
 - ☐ a) a historic document.
 - ☐ b) a prehistoric monument.
 - ☐ c) an island.
 - ☐ d) a famous ship.
 9. The capital city of the United Kingdom is ...
 - ☐ a) Edinburgh.
 - ☐ b) Cardiff.
 - ☐ c) Belfast.
 - ☐ d) London.
 10. The most populated cities in England are ...
 - ☐ a) London, Edinburgh and Liverpool.
 - ☐ b) London, Bristol and Sheffield.
 - ☐ c) London, Birmingham and Manchester.
 - ☐ d) London, Manchester and Glasgow.

Have Fun. Retrieved from
<http://www.aj.cz/testquiz/know01.htm>
 (abridged and adapted, June 2012)



- 2. Listen to the quiz and check your answers.**

- 3. Decide whether these sentences are TRUE (T) or FALSE (F) and discuss your answers in class.**

- a) Oxford University is the oldest university in Great Britain.
- b) A kilt is a tartan skirt worn by women as part of traditional dress in Scotland.
- c) The Beatles started their career in London.
- d) St Patrick's Day, on March 17th, is a day of traditional celebration in Ireland.
- e) The Portuguese Queen Catherine of Braganza introduced the custom of driving on the left.

☐
☐
☐
☐
☐

UNIT 1

A WORLD OF MANY LANGUAGES

- 1.1 The Importance of English
- 1.2 Other Languages and Cultures
- 1.3 A Lifetime Experience



HALLÓ!

HELLO!



OLÁ!



ΑΗΟΙ!

你好



γεια σου!



MERHABA!



HOLA!



BONJOUR!



"Language is the source of misunderstandings."

Antoine de Saint-Exupery

"If we spoke a different language, we would perceive a somewhat different world."

Ludwig Wittgenstein

1.1

The Importance of English



INTRODUCTION

1. Look at this picture. What comes to your mind while reading the words below?



2. Apart from the areas above what other areas do you believe English is present in?



LISTENING



1. Listen to the text. What is its main theme?



2. Listen again. Say if the sentences are TRUE (T) or FALSE (F).

- a) More than 500 million people use English as their mother tongue; the largest concentrations are in the United States, the United Kingdom, Canada, Australia, Ireland, South Africa and New Zealand.
- b) Over 600 million people speak English as a second language and an additional 100 million people use English as a foreign language.

☐☐

328 million speakers

- c) India is the nation where English is spoken or understood by more people than any other country in the world. ☐
- d) English is the official language of 85 countries and where it is not the official language it is still important because it is necessary in various fields and jobs. ☐
- e) In many former colonies or dependent territories of the UK and the USA, such as Hong Kong and Mauritius, English isn't an important language. ☐
- f) English is more widely spoken and written than any other language in the world. ☐
- g) English has an extensive and rich vocabulary: the *Oxford English Dictionary* lists about 184,000 words and an additional half-million technical and scientific terms remain uncatalogued. ☐

LearnEnglish. Retrieved from www.learnenglishguide.com/english/language/languagestats.asp
(abridged and adapted May, 2012)

3. Listen again and check your answers. Then discuss your results with your classmates.



VOCABULARY

1. Match the word on the left with its definition on the right.

- | | |
|--------------------|--|
| a) lingua franca | ☐ 1. The language that you first learn to speak when you are a child. |
| b) global language | ☐ 2. A language or mixture of languages used as a medium of communication by people whose native language is different. |
| c) native speaker | ☐ 3. English for speakers of other native languages. |
| d) ESL | ☐ 4. The way someone speaks, with differences in the sounds that can show the place or social class one comes from. |
| e) mother tongue | ☐ 5. A provincial, rural, or socially distinct variety of a language that differs from the standard language. |
| f) accent | ☐ 6. A common language used all around the world. |
| g) dialect | ☐ 7. A person who speaks the language as his/her first language. |

FACTS

The USA is out of step with most English-speaking nations and is one of the few countries that operates without an official language.



? LEAD-IN

1. Read the questions and discuss them with your partner.

- a) Why has English become so important?
- b) Is English a "lingua franca"?
- c) Why is English a global language?



READING and LISTENING



1. Read the following four extracts about "English today" and choose the best heading for each one.

The legacy of history
English in the 20th century

Who speaks English?
English and other languages



a Britain's colonial expansion established the pre-conditions for the global use of English, taking the language from its island birthplace to settlements around the world. English has expanded as a result of coming into
5 contact and being influenced by many other languages, making it a **hybrid** language which can rapidly evolve to meet new cultural and communicative needs.

b English is remarkable for its diversity, its propensity to change and be changed. This has resulted in various forms of English, and
5 also a diversity of cultural contexts within which English is used in daily life.

c The United States has become a global super power, this occurred specifically after World War II. America influ-
5 ences politics, economics, and culture around the world. As a result, English is becoming more and more important as a global language. When
10 the influence of America on today's global economy is added to the historic and current influence of Great Britain, understanding English
15 becomes almost essential for carrying out business in the current economic market.

d There are three kinds of English speaker: First-language speakers are those for whom English is a first – and often only – language. These native speakers live in countries in which the dominant culture is based around
5 English. These countries, however, are experiencing increasing linguistic diversity as a result of immigration. Second language speakers use English as a second language, where English is part of a repertoire of languages in which each is used in different contexts. The third
10 group includes the growing number of people who are learning English as a second language (ESL). It will be those people who speak English as a second or foreign language who will determine its future in the world.

NEW VOCABULARY

Hybrid — of mixed origin or composition; words derived from different languages

The future of English. Retrieved from www.britishcouncil.org/learning-elt-future.pdf (abridged and adapted, May 2012)

2. Read the extracts again. Choose the correct option. Only ONE is possible.

- a) There are three kinds of English speakers ...
- ☐ 1. first-language speakers, native speakers and foreign speakers.
 - ☐ 2. first-language speakers, second-language speakers and foreign language speakers.
 - ☐ 3. first-language speakers, second-language speakers and third language speakers.
- b) English is remarkable for ...
- ☐ 1. its diversity, propensity to change and variety.
 - ☐ 2. its propensity to change, fluency and diversity.
 - ☐ 3. its variety, global importance and economic relevance.
- c) English is a hybrid language because ...
- ☐ 1. it has grown because it has been influenced by aliens.
 - ☐ 2. it has grown because it has been influenced by students.
 - ☐ 3. it has grown because it has been influenced by other languages.

3. Read the extracts again. Answer the following questions in your own words.

- a) What were the two main historical reasons for the spread of the English language?
- b) Because the USA is a super power it has influenced various areas. Can you name some of these areas?
- c) In what way has the USA's supremacy led to the spread of English as a global language? Justify your answer.
- d) What kind of speaker will determine the future of the English language?
- e) What is causing the increasing linguistic diversity in native speaking countries?

4. Complete the sentences according to the text on page 24.

- a) The USA has become a super power. Consequently ... _____
- b) America influences ... _____
- c) Diversity and variety are ... _____

5. Discuss the relevance of being an English second language learner with your classmate. What motivates you to learn a second language?





GRAMMAR Relatives

SEE GRAMMAR SYNTHESIS, PAGE 221

Relative pronouns

- The following words can act as relative pronouns: *that, which, who, what, whom, whose, where, when* and *why*.
- They are used to join separate sentences. By combining sentences/ideas with a relative pronoun, the text becomes more fluent and repeating certain words can be avoided.
e. g. **That** is the teacher. I spoke to **that** teacher yesterday.
That is the teacher (**who**) I spoke with yesterday.

1. Match the relative pronoun with its use.

- | | | |
|----------|--------------------------|---|
| a) who | ☐ | 1. Used for things or animals. Used in non-defining relative clauses. |
| b) which | ☐ | 2. Used to state that something belongs to someone. It may refer to people or things. |
| c) that | ☐ | 3. Used for people. |
| d) whose | ☐ | 4. Used for people, things or animals. Used in defining relative clauses. |
| e) whom | ☐ | 5. Used as the object of the verb. It is very formal. In spoken English <i>who</i> and <i>that</i> are normally used. |

Relative clauses

- Describe or provide information about something or someone that we have already specified.
e. g. *Her dog died, **which** was the beginning of her sadness.* (*which ... refers to "Her dog died"*)
- Are similar in function to adjectives.
e.g. *I like working with people **who** appreciate what I do.* (*refers to appreciative people*)
- Can be used in order to identify things (or people) – to distinguish them from other similar things (or people).
e. g. *Lisboetas aren't people **who** live in Lisbon; they're people **who were born there**.*
- Can be used to define or describe qualities after we have used a "vague" noun such as *thing* or *stuff*.
e. g. *The thing **which** I liked best was camping.*
- We can leave out a relative pronoun when the verb in the relative clause already has a subject.
e. g. *London is a city we always go back to.*
- A relative adverb can be used instead of a relative pronoun plus preposition. This makes the sentence easier to understand. Watch the following table:

RELATIVE ADVERB	USE	EXAMPLE
Where	refers to a place	<i>The place where I talked to her.</i>
When	refers to a time expression	<i>The day when I talked to her.</i>
Why	refers to a reason	<i>The reason why I talked to her</i>

Defining relative clauses

*"It will be those **who** speak English as a second language or foreign language **who** will determine its future in the world."*

- Give information that helps to identify the person or thing we are talking about.
- All relative pronouns can be used in defining clauses.
- Are not written with commas.
- They answer the questions *Which?*, *What?* or *Whose?*

Non-defining relative clauses

*"Many students, **who** are learning English as a foreign language, take English Language courses in the United Kingdom to improve their language."*

- Give additional information about something, but do not define it.
- We can't omit *who* and *which*, but the subject pronoun and the verb *to be* can sometimes be omitted together.

2. Join the sentences by using a relative pronoun. Omit the pronoun whenever possible.

- The lady is my English teacher. You spoke to her in the bookshop.
- Who is the girl? Jane's talking to her.
- He speaks three different languages. They are essential for his job.
- I met an English native speaker. His parents were Canadian.
- The girl took a university degree in English Language and Literature. She is my neighbour.

3. Say whether these statements are defining or non-defining and join them by means of a relative pronoun.

- Janet and Mark were born in New York. They consider themselves to be Australian.
- The gentleman must be very rich. His car is a Jaguar.
- My sister is a journalist. She writes many articles in English.
- Jane Austen was an English novelist. I admire her romantic fiction.

? LEAD-IN

1. Discuss the following topics with your classmate.

- a) Do you have a favourite writer?
- b) Is listening to music your favourite activity?
- c) Do you prefer Portuguese or English music?
- d) Who is your favourite group or singer?



USEFUL LANGUAGE

Expressing likes:

- I love ...
- I like ...
- I adore ...
- I'm crazy about ...
- I'm mad about ...
- I enjoy ...
- I'm keen on ...

Expressing dislikes:

- I don't like ...
- I dislike ...
- I hate ...
- I abhor ...
- I can't bear ...
- I can't stand ...
- I detest ...
- I loathe ...

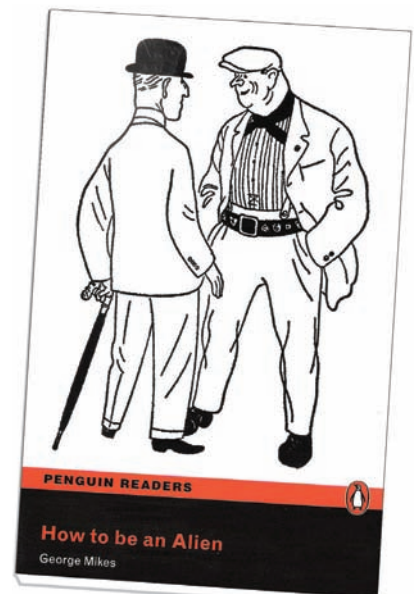
LISTENING

1. Listen to an extract from *How to be an alien* by George Mikes.

2. Can you guess the main theme of the extract you've just heard?

3. Listen to the extract again. Are the following statements TRUE (T) or FALSE (F)? Correct the false ones.

- a) When George came to England he realised he had no difficulty in mastering the language. ☐
- b) After being in England for seven years he came to the conclusion that only the English were able to speak English perfectly. ☐
- c) As the adjective "nice" is applied to all sorts of situations, during the first three years you don't have to worry about learning any others. ☐
- d) As long as you use "isn't it?" at the end of all your sentences it doesn't matter what you say and people will be well impressed. ☐
- e) The Oxford accent is refined and will give you no trouble at all. ☐
- f) Latin and Greek expressions are more difficult to learn than the much simpler English word. ☐





5. Now listen to the song *Englishman in New York* by Sting.

6. What does the title of the song suggest?



7. Listen to the song again and fill in the gaps.

I don't drink coffee I take **(a)** _____ my dear
 I like my **(b)** _____ done on one side
 And you can hear it in my **(c)** _____ when I talk
 I'm an Englishman in New York
 See me walking down **(d)** _____
 A **(e)** _____ here at my side
 I take it everywhere I walk
 I'm an Englishman in New York
 I'm an **(f)** _____ I'm a legal alien
 I'm an Englishman in New York
 I'm an alien I'm a legal alien
 I'm an Englishman in New York
 If, "**(g)** _____ maketh man" as someone said
 Then he's the hero of the day
 It takes a man to suffer ignorance and smile
 Be **(h)** _____ no matter what they **(i)** _____
 I'm an **(j)** _____ I'm a legal alien
 I'm an Englishman in New York
 I'm an alien I'm a legal alien
 I'm an Englishman in New York
(k) _____, propriety can lead to notoriety
 You could end up as the only one
 Gentleness, **(l)** _____ are rare in this society
 At night a candle's brighter than the sun
 Takes more than combat **(m)** _____ to make a man
 Takes more than a license for a gun
(n) _____ your enemies, avoid them when you can
 A **(o)** _____ will walk but never run
 If, "**(p)** _____ maketh man" as someone said
 Then he's the hero of the day
 It takes a man to suffer ignorance and smile
 Be **(q)** _____ no matter what they say
 I'm an **(r)** _____ I'm a legal alien
 I'm an Englishman in New York
 I'm an alien I'm a legal alien
 I'm an Englishman in New York

8. George Mike's book *How to be an alien* and the song *Englishman in New York* have one main theme in common. Can you identify what it is? Discuss it with your classmates.



GRAMMAR Discourse markers

SEE GRAMMAR SYNTHESIS, PAGE 221

► Look at the following sentences from the extract of the book *How to be an alien*:

“... **in spite of the fact** that in the first three years you do not need to learn or use any other adjectives”.
 “You will have your foreign accent all right, **but** many people like to mix it with something else”.

- These words help you to connect ideas and sentences and to develop your fluency. This way you will sound more like a native speaker.

Contrasting ideas

but — has the same meaning as *however* but is more informal

although / even though / despite (the fact OR Gerund) / **in spite of** (the fact OR Gerund) — introduce an idea of contrast. With these words, you must have two halves of a sentence.

however / nevertheless / nonetheless — mean *in spite of* or *anyway*

in theory, in practice — show an unexpected result

while / whereas / unlike — are used to show how two things are different from each other

e. g. *She likes English literature **whereas** he prefers English music.*

Expressing a result

therefore / so / consequently / as a result — all have the same meaning and if they are put at the beginning of a sentence you must put a comma (,) after them except when using *so*

e. g. *English is a global language. **Therefore** one must learn it.*

Giving examples

for example / for instance — the most common way of giving examples

namely — refers to something by name

e. g. *They love learning languages, **namely** English and German.*

Sequencing ideas

the following — is a good way to start a list

Firstly, ... secondly, ... finally (or lastly) — are useful to list ideas

the former, ... the latter — useful to refer to each of two points

e. g. *Many students learn English and Spanish, but the majority prefer **the former** over **the latter**.*

Giving a reason

because — is a conjunction used at the beginning of a clause, before a subject and verb

because of — is a two-word preposition, used before a noun or pronoun

due to and **owing to** — must be followed by a noun. If a clause follows these words, you must follow the words with *the fact that*.

e. g. *The teacher cancelled the classes **due to the fact that** few students had the books.*

Adding information

and — ideas are often linked by *and* without a comma

also — is used to add an extra idea or emphasis. We don't usually start a sentence with *also*

in addition (to this) — has the same meaning as *also* but it can be used to start a sentence

too — goes either at the end of the sentence or after the subject and means *as well as*

e. g. *I am interested in English literature **and** in music **too**.*

Summarising

to conclude / in conclusion / to summarise / in summary / in short / in brief

— usually come at the beginning of the sentence to give a summary of what we have said or written

e. g. ***In short**, learning languages has many advantages.*

English-at-home. Retrieved from www.english-at-home.com/grammar/linking-words
(abridged and adapted, September 2012)

1. Rewrite the sentences using the linking words given in brackets.

- a) It is a relatively young country in light of world history. The United States of America has become a global superpower. **(even though)**
- b) She speaks good French. She has a strong English accent. **(but)**
- c) They found it difficult getting a scholarship for the University. They were very good students. **(despite)**
- d) Hindi is the most widely spoken language in India. It never became the national language. **(however)**
- e) C. S. Lewis is known for his fiction, especially *The Chronicles of Narnia*. J. R. R. Tolkien is best known as the author of *The Hobbit* and *The Lord of the Rings*. **(while)**

2. Rewrite the following sentences beginning them as indicated below.

- a) Although he speaks English very often, he speaks it badly.
In spite of _____.
- b) The English course cost a lot of money; even so, I decided to take it.
Although _____.
- c) The British weren't very fond of the Normans. Despite this, they accepted many French words.
Even though _____.
- d) It was raining heavily. My London tour was postponed.
Because of _____.

? LEAD-IN

1. As we've seen before, English is undoubtedly a global language. It is spoken in a lot of countries all over the world. Can you identify some of the countries where English is the main language? Use the flags below to help you.



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



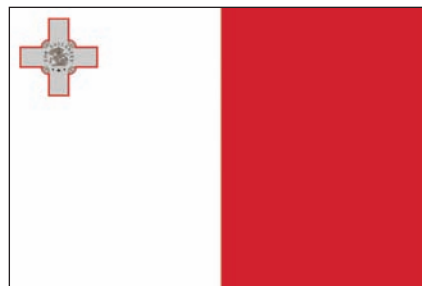
g) _____



h) _____



i) _____



j) _____

2. Did you manage to guess all the countries? Discuss your results with your classmate.



WATCHING and SPEAKING

Being English an international language it has a huge variety of accents. Watch the documentary “World Englishes” and listen to some of these varieties.

1. Now that you have watched the video do you think that English is a global or international language or a mixture of “different Englishes”? Discuss with your classmates.



10-MINUTE DISCUSSION

Questioning the Future

- **Think about what the future of the English language might be.**
How many people will speak English in 2050?
What role will English play in people's lives?
Will the growth of the Internet help maintain the global influence of English?
Will satellite TV bring English into every home?
- **Will the spread of English be responsible for the extinction of thousands of lesser used languages?**
- **What about your language? Do you believe English will “kill” your mother tongue? Why? Why not?**





VOCABULARY

BRITISH and AMERICAN ENGLISH

The two varieties of English are undoubtedly the most common and they differ in spelling, vocabulary, grammar and pronunciation. In formal written English there are few grammatical differences between British and American English. But in informal spoken English there are a number of differences. Here are the most important ones.



- Collective nouns like *family*, *audience*, *police*, *crew*, *government*, *group*, *crowd* and *team* can be plural in British English but are singular in American English.
- Question tags are more common in British English than in American English.
- The use of some prepositions differ even in the same context.
 e. g. **BrE:** *at the weekend* **AmE:** *on the weekend*
 different from *different than*
 at school *in school*
 in a team *on a team*
 write to me soon *write me soon*
- In informal American English the *-ly* ending to adverbs of manner is often omitted.
- *Shall* in British English is used in offers and suggestions where *should* is used in American English.



1. The tables below include different spelling and expressions between British and American English. Complete the tables. You may use your dictionary.

SPELLING	
BrEnglish 	AmEnglish 
a) colour	
b) travelling	
c) theatre	
d) grey	
e) centre	
f) defence	
g) neighbour	
h) labour	

EXPRESSIONS	
BrEnglish 	AmEnglish 
a) fill in a form	
b) meet somebody	
c) stay at home	
d) do something again	
e) I've just had lunch	
f) Have you got your book?	
g) Friday to Sunday	
h) get on (with somebody)	

2. Discuss the results with your classmates.

-  **2. Match the words in British English with their equivalent in American English. Use a dictionary to help you.**



- a) pavement
- b) lorry
- c) flex
- d) tin
- e) sweets
- f) tap
- g) shop assistant
- h) chemist's
- i) underground
- j) return ticket
- k) handbag
- l) gallery



- ☐ 1. drugstore
- ☐ 2. round trip ticket
- ☐ 3. candy
- ☐ 4. subway
- ☐ 5. salesclerk
- ☐ 6. purse
- ☐ 7. cord
- ☐ 8. balcony
- ☐ 9. can
- ☐ 10. sidewalk
- ☐ 11. faucet
- ☐ 12. truck



30-MINUTE DISCUSSION

For or against learning English?

- Do you agree that English should be a mandatory subject in Portuguese schools?
- What are the advantages or disadvantages about it?
- Should students learn English in Primary School?
- English is not a mandatory subject in the 12th grade in Portuguese schools. Should it be?
- Do you think you should have more English lessons per week?

USEFUL LANGUAGE

Interrupting:

- I'm sorry to interrupt, but ...
- Sorry, may I interrupt you for a second?
- Can I just say ...
- Just a moment, I've got a question ...

Persuading:

- You have to agree that ...
- Don't you see ...?
- Don't forget ...
- Remember ...
- Think about ...

Giving your opinion:

- I think that ...
- I don't think that ...
- In my opinion ...
- I believe that ...

Contradicting:

- You're totally wrong.
- I don't agree with you.
- I partly agree but ...



WRITING

“English is, in short, one of the **world’s great growth industries**. ‘English is just as much **big business** as the export of manufactured goods,’ professor Sir Randolph Quirk has said. ‘There are problems with what you might call **after-sales service**; and **delivery** can be awkward; but at any rate the **production lines** are trouble free.’”

Sir Randolph Quirk



1. Comment on Sir Randolph Quirk’s words:

- Say whether you agree with him or not.
- Explain the use of the expressions in bold.
- Consider this idea: “English is a big export business”.

USEFUL LANGUAGE

Expressing your opinion:

- In my opinion, ...
- I feel/think that ...
- Personally I ...
- From my point of view ...
- I believe ...

Agreement:

- I am of the same opinion as the author.
- I completely/absolutely agree with the author.

Disagreement:

- The problem is that ...
- I am of a different opinion because ...
- I cannot share this/that/the view.
- I cannot agree with this idea.
- I completely/absolutely disagree with the author.

2. Now, write down your opinion. You may find it useful to use some of the language tips above as well as the writing tips below to help you organise your text.

WRITING TIPS

Structure and Content

Introduction. Define the problem you are going to discuss and provide a short overview on what you think and why.

Paragraph. Give reasons for your opinion. Concentrate on one main point per paragraph.

Conclusion. Summarise the most important arguments that best support your opinion.

3. Now read your work again. Try to improve it by correcting any errors.



PROJECT

My language

- Create a poster explaining why you think your language should have a higher status in the world.
- Get into groups. Do some research on your language namely:
 - Number of speakers
 - Countries where it is spoken
 - The level of difficulty

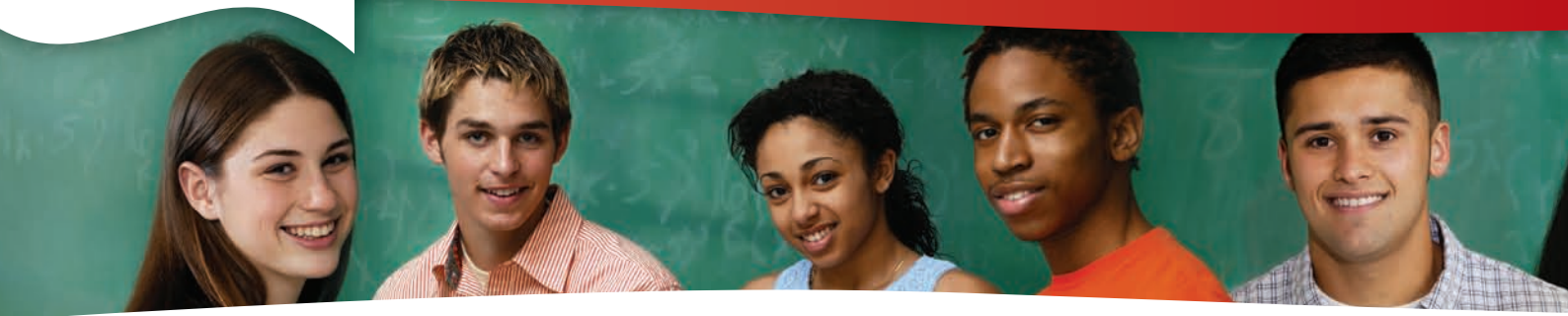
The influence of “americanisms” in your culture

- In pairs, do some research and take notes on the following:
 - Influences of American culture in the life of Portuguese teenagers
 - The influence of the English language on your language
- Report your conclusions orally in class.
- Take notes, add pictures to help you when you report your conclusion orally in class.



1.2

Other Languages and Cultures



INTRODUCTION

1. The following pictures represent part of the culture of a specific country. Can you identify each country?

a



b



c



d



e



f



g



h

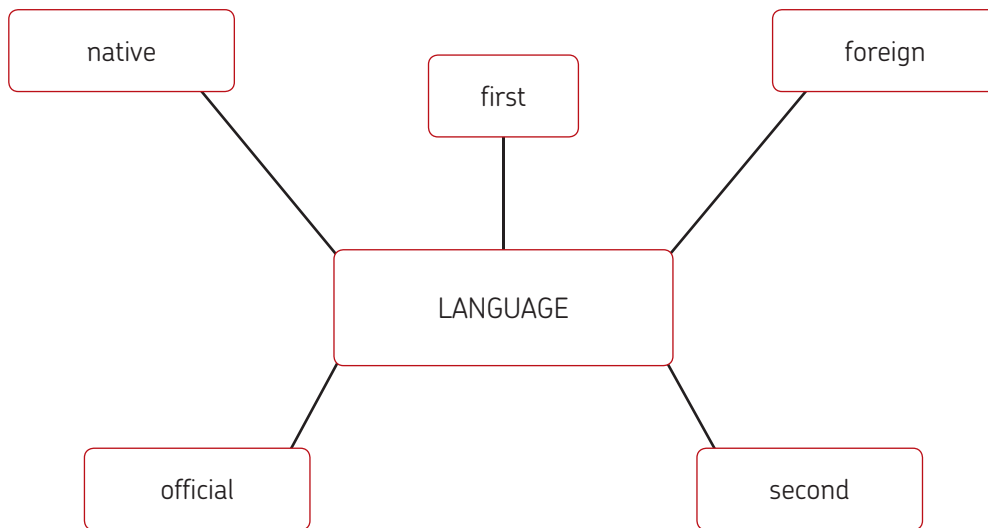


i





2. Join the words and match them with the right definition.
Follow the example given.



- a) The language the person has learned from birth.
Mother tongue OR
- b) A language that is given a special legal status in a particular country, state or other jurisdiction.

- c) The primary language of a community.

- d) Any language learned after the first language.

- e) A language not spoken in the native country.

3. Below there is a single word written in different languages.
Identify the word and all the languages used.
You may use an online translator to help you.

- | | |
|-------------|-------------|
| a) Sprache | d) language |
| b) language | e) Язык |
| c) γλώσσα | f) lingvo |





European Day of Languages

26th SEPTEMBER

What is the European Day of Languages?

The European Year of Languages 2001, jointly organised by the Council of Europe and the European Union, was successful in involving millions of people across 45 participating countries. Its activities celebrated linguistic diversity in Europe and promoted language learning.

Following its success, the Council of Europe declared a European Day of languages to be celebrated on 26th of September each year. The general objectives of the European Day of Languages are:

1. Alerting the public to the importance of language learning and diversifying the range of languages learnt in order to increase plurilingualism and intercultural understanding.
2. Promoting the rich linguistic and cultural diversity of Europe, which must be preserved and fostered.
3. Encouraging lifelong language learning in and out of school, whether for study purposes, for professional needs, for purposes of mobility or for pleasure and cultural or educational exchanges.

<http://edl.ecml.at/> (adapted, May 2012)



LISTENING



1. Listen to some phrases in different European languages and complete the table. Follow the example.

www.

Know more about the European Day of Languages in <http://edl.com>



PHRASE	COUNTRY	LANGUAGE	TRANSLATION
a) Välkommen	S _ _ _ _ _		Welcome.
b) Ik heet...	<u>N e t h e r l a n d s</u>	<i>Dutch</i>	My name is ...
c) СПОКОЙНОЙ НОЧИ	R _ _ _ _ _		Good night.
d) Bienvenido	S _ _ _ _ _		Welcome.
e) Buon finesettimana	I _ _ _ _ _		Have a good weekend.
f) Powodzenia	P _ _ _ _ _		Good luck.

BBC. Retrieved from www.bbc.co.uk/languages/other/quickfix/ (June, 2012)



2. Listen to the phrases again and repeat them.



SPEAKING

1. Discuss the following topics with your classmates.

- Is it important to have so many languages in the world?
- Would you like to have a single language spoken worldwide?
- What is the connection between a language and a culture?
- Are some languages more important than others?
- Do you think it's possible to learn a foreign language by having foreign penfriends or cyberfriends?



2. Look at the word cloud and answer the following questions.



- There are at least five questions hidden in this word cloud. Can you find them? You can only use the above words and you may have to repeat some of them.
- Now write a second follow-up question to ask for each of the questions you found in the word cloud.
- Ask your classmates some of the questions you've created.
- Which of these pictures best summarises your classmates' answers to your questions? Why?





? LEAD-IN

1. Answer these questions.

- Do you ever write letters or postcards to your friends?
- Would you like to receive postcards from people from different countries?

READING

1. What does the title of the text suggest to you? Read the text and find out if you are right.



Postcrossing

A postcard exchange project that invites everyone to send and receive postcards from random places in the world. For free!

The Postcrossing project was started by Paulo Magalhães from Portugal as a side project while he was a student. Paulo loves to receive mail, and postcards in particular; from friends, family or from anywhere in the globe. The more random the place and person, the better. He knew more people shared the same interest, but there was no good way at the time to connect them across the planet. And that's how he got the initial idea of creating an online platform to support this offline hobby. The goal: to connect people across the world through postcards, independent of their location, age, gender, race or beliefs.

After playing with the idea for a while, Paulo started to create the website in his free time. Friends helped with testing. Ana Campos designed the Logo and after much indecision about the name, on July 14th, 2005, the Postcrossing Project website was opened to everyone for free.

In a matter of days many users started to sign up from countries all over the world, surpassing Paulo's greatest expectations for the website. At that time, Postcrossing was still hosted on an old home computer tucked away in a storage room in Paulo's home. But quickly it became apparent that what started as a pet project was quickly turning into a great success.

Since then, Postcrossing has been in the media spotlight around the world, from the widely known BBC News, H_2G_2 programmes to random newspapers, magazines and blogs in languages and alphabets that Paulo can't even grasp. Postcrossing has brought together many people making the world a smaller place – there are countless reports of new friendships made, new languages learned, and numerous cultural facts about other countries that people have learned through the project.

Postcrossing. Retrieved from www.postcrossing.com/about/history
(abridged and adapted, May 2012)



2. Read the text again. Choose the correct option to complete the sentences below. Only ONE is possible.

- a) Postcrossing is ...
☐ 1. A postcard exchange project that sends everyone around the world a postcard.
☐ 2. A postcard exchange project that connects everyone around the world
☐ 3. A postcard exchange project that invites everyone to send/receive postcards from random places in the world.
- b) Paulo started to create the website ...
☐ 1. during his holidays in the Minho.
☐ 2. in his free time.
☐ 3. while he was working at the post office.
- c) Paulo's goal when he created Postcrossing was to ...
☐ 1. connect with his friends from secondary school.
☐ 2. connect with people all around the world.
☐ 3. connect with his family living abroad.
- d) What started as a pet project soon became ...
☐ 1. a success.
☐ 2. a failure.
☐ 3. an exquisite project.

FACTS

On 11th April, 2008, the one millionth postcard was exchanged via postcrossing, surpassing all the highest initial expectations.

Do some research and find out the missing dates.

1st million — 11th April, 2008

2nd million — 26th February, 2009

5th million — 24th August, 2010

8th million — 2nd August, 2011

10th million — 27th January, 2012

11th million — _____

12th million — _____

3. Reread the first paragraph and complete the sentences.

- a) While Paulo Magalhães was a student ... _____
 b) Paulo is fond of ... _____
 c) He decided to create an online platform because ... _____
 d) His main goal was ... _____

4. Discuss the meaning of the following phrase with your classmates.

"Postcrossing has been in the media spotlight around the world ..."

www. _____

<http://www.postcrossing.com>

5. Answer these questions in your own words.

- a) What happened on July 14th, 2005, and immediately after that?
 b) What are the benefits of Postcrossing for people?

Paulo Magalhães,
founder of Postcrossing
and Ana Campos,
community manager.





VOCABULARY

1. Find synonyms in the “Postcrossing” text for the following words.

- | | |
|--------------------|----------------|
| a) arbitrary | d) pastime |
| b) join | e) uncertainty |
| c) first; original | f) placed |

2. Solve the crossword puzzle, completing the sentences below.

- a)

						P				
--	--	--	--	--	--	---	--	--	--	--
- b)

	O			
--	---	--	--	--
- c)

S			
---	--	--	--
- d)

						T	
--	--	--	--	--	--	---	--
- e)

		C					
--	--	---	--	--	--	--	--
- f)

R							
---	--	--	--	--	--	--	--
- g)

	O		
--	---	--	--
- h)

				S	
--	--	--	--	---	--
- i)

			S				
--	--	--	---	--	--	--	--
- j)

			I			
--	--	--	---	--	--	--
- k)

	N					
--	---	--	--	--	--	--
- l)

			G	
--	--	--	---	--



- a) With Postcrossing we learn a lot about foreign countries and their ... location.
- b) The goal of this project is to allow people to receive postcards from all over the ..., for free.
- c) If you ... a postcard, you will receive one back.
- d) The Postcrossing ... was created by a Portuguese man.
- e) Because you know a lot of people from different countries, you can ... stamps or postcards and add them to your collection.
- f) In order to ... a postcard, you need to send one first.
- g) After requesting an address, you have to write the postcard and then ... it.
- h) You can't choose the person or country you want to write to. You are given an ... randomly. That is why it's so much fun.
- i) Every ... you receive has a code which you have to register on the website.
- j) Every user needs to create a profile on the ... giving some information about himself/herself.
- k) You can write the postcards in many languages, but usually you use ..., because it is the international language of communication.
- l) This project is very interesting and useful if you are learning a ... language.





GRAMMAR Time Expressions

There are many words and expressions in English used to refer to time and they can be classified into groups:

Present, permanent situations

now / nowadays / these days / every day / ...

e. g. **Nowadays** people prefer to use the email, instead of writing letters or postcards.

Present, temporary situations

at present / at the moment / for the time being / ...

e. g. I am learning how to create a profile on the Postcrossing website **at the moment**.

Talking about a period of time in the past

in those days / back then / at that time / ...

e. g. **In those days** people didn't have computers so they had to write letters.

Talking about a single event in the past

at one time / on one occasion / ...

e. g. **On one occasion** I had to write a postcard to a boy who I was going to participate with in an Exchange Programme.

Sequencing events in the past

at first — at the beginning of a sentence

after — in the middle of a sentence

afterwards / after that / after a while / after + gerund — at the beginning of a sentence

then / before — at the beginning or in the middle of a sentence

before that / previously / until then — at the beginning of a sentence

since / since then — at the beginning of a sentence

up to now — at the beginning or at the end of a sentence

by the time — in the middle of a sentence followed by a Past Perfect tense

by then / by that time — at the beginning of a sentence

e. g. **Up to now** 15 million postcards have been exchanged via Postcrossing.

Expressions to refer to the next event in a story

later on / before long / at that moment / suddenly / meanwhile / in the meantime /

at the same time / while / simultaneously — the word "simultaneously" is a more formal way of saying *meanwhile, at the same time*

e. g. **Suddenly** Paulo Magalhães saw his project "gain life" worldwide.

Other time expressions / adverbs

in a matter of days / as soon as / by next June / in June / in 2012 / on Saturdays / five years ago / three times a month / once a week / for many years / yet / usually / often / sometimes / never / always / rarely / all the time / yesterday / recently / this morning / a long time ago / as we speak / in the near future / ...

e. g. **As we speak** someone is experiencing a lifetime experience at an Exchange Programme.

1. Read the text "Postcrossing" on page 42 again and find five time expressions.

2. Choose the right option.

- a) I learned English _____ I was taking a course in England.
 1. while 2. in those days 3. five years ago
- b) Why should I learn a foreign language _____, if I speak English?
 1. yet 2. at that time 3. nowadays
- c) _____ meeting some Irish students I decided to spend my summer holiday in Ireland.
 1. Then 2. At the moment 3. After
- d) Peter sent an email to his parents _____ he landed in New York.
 1. later on 2. when 3. by then



3. Rewrite the sentences using the time expression given in brackets.

- a) I would like to go to Australia. (**next year**)
 b) They have been interested in other cultures. (**always**)
 c) I haven't been to Brazil with my parents. (**yet**)
 d) My class is going to participate in an exchange project with a school in the Netherlands. (**in July**)
 e) I have been to France, Italy, Poland and Spain. (**up to now**)



4. Look at the pictures and create your own sentences by using some of the words or phrases from the box below.

when I was younger	since 2010
for many years	while
this time next week	next year
at weekends	yet
after he finishes his letter	in December
this week	usually
by the time you receive this postcard	at one time



WRITING

Marisa is a teenager who has been a postcrosser for about 4 years. She has sent and received more than 100 postcards from several countries. The postcard below was sent by a girl living in an English speaking country.

1. Answer these questions about the postcard.

- Where did the postcard come from?
- Where and when was the photo of the postcard taken?
- Where does she work?
- What are her favourite free time activities?



2. Write Kirby a postcard giving some information about you and/or your country. Use the *Writing tips* below to help you.

3. Now read your work again. Try to improve it by correcting any errors.

WRITING TIPS

Notice the layout and structure of the postcard.

Check the example given above.

Before writing, think about:

- The country/place you are in.
- The things you've been doing.
- Who you are writing to.

Organise your information and don't forget:

- The date.
- The greeting (*Dear / Hi / Hello* + your friend's name).
- The text (small with short sentences).
- Saying goodbye (*Love / Love from / Lots of love*, for a close friend, or *Best wishes / All the best / Take care* for other people).

Don't write too much information.



LEAD-IN

1. Suggest a caption for the following pictures.



READING

1. Have the two friends ever met? Read the poem and find out.



Internet Friendship

"Nobody else has ever touched my life the way you have.
Even though our friendship exists through
a complicated mesh of wires,
It means the world to me.

5 Hearing from you brightens up my day
And your kindness never fails to bring a smile to my face.
I love you for all that you are,
And all that yet remains a mystery to me
Although I 'speak' through the computer,
10 My words come from the heart.
True friendship is hard to find
But I believe that I've found it in you."

Susan Polis Schutz

<http://annetteathome.se/click.htm> (July, 2012)

2. Why do you think the writer says the following?

*"Although I 'speak' through the computer,
My words come from the heart."*

3. Read the poem again and say if these sentences are TRUE (T) or FALSE (F). Correct the false ones.

- a) There has been no one else as important in the poet's life as this new friend. ☐
- b) Their friendship is complicated. ☐
- c) Although the poet doesn't know her friend very well, she loves him a lot. ☐
- d) It is impossible to find a true friendship on the Internet. ☐



4. Match the words on the left taken from the poem "Internet Friendship" with their meanings on the right. You may find it useful to use a dictionary.

- a) friendship (l. 2) ☐ 1. A relationship between friends.
☐ 2. The pleasant feeling of having a friendly relationship with somebody.
- b) mesh (l. 3) ☐ 1. Material made of strings used for tying things together.
☐ 2. Material made of threads or wires that have been joined together like a net.
- c) to brighten up (l. 5) ☐ 1. To become happier.
☐ 2. To become healthier.

5. Answer the following questions.

- a) How do the poet and her friend communicate?
- b) How important is this friendship in the poet's life?
- c) Does the poet know her friend very well? Quote from the text to support your answer.



6. Bearing in mind the importance that social networks and chat rooms have in teenagers' lives nowadays, complete the table with the advantages and disadvantages of having a cyberfriend.

CYBERFRIENDS	
Advantages	Disadvantages





SPEAKING

1. In pairs, discuss the following questions.

a) Have you ever met anyone online?

YES

- How did you meet?
- Did you become cyberfriends?
- How often do/did you communicate with each other?
- Would you like to meet him/her personally?

NO

- Why not?
- Would you like to meet someone online?
- Do you think you could trust that person?

b) Do you think it's dangerous to meet a cyberfriend face-to-face? Why?

c) Why do people look for cyberfriends instead of real friends?



WRITING

1. Now that you have discussed the importance of cyberfriends in some people's lives make notes about what you think are the most important points?

2. Now that you have read the poem "Internet Friendship" and have made notes, write your own cyber poem. Follow the structure given and become a cyber poet.

Nobody ...
 Even though ...
 A complicated ...
 It means ...
 Hearing from you ...
 And your ...
 I love ...
 And ...
 Although I ...
 My words ...
 True friendship is ...
 But I believe ...



3. Now read your work again. Try to improve it by correcting any errors.

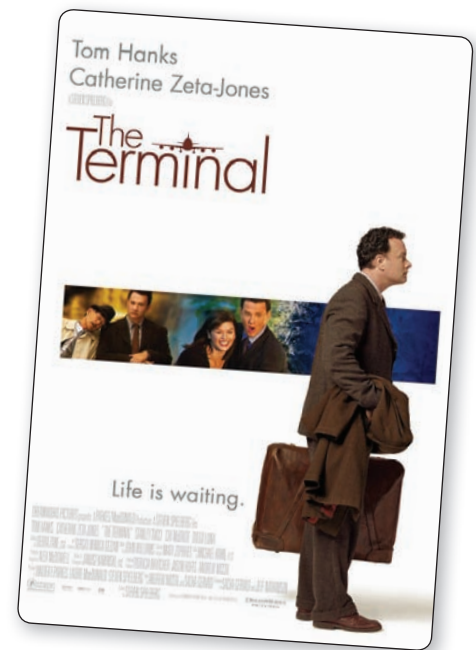
? LEAD-IN

Cinema can be a good way to learn about other cultures and languages. There are even films about the importance of understanding a different language to be able to communicate.

1. Are you a cinema fan? Can you name some films which are examples of culture clashes?
2. Do you know of any films about language and/or communication?

👁️ WATCHING

1. Look at the poster of the film *The Terminal*, on the right. Have you seen this film? If so, can you remember what it is about? If not, what do you think the film is about?
2. Watch the official trailer of the film and write a simple, short synopsis of what you think is going to happen to the main character.



👤 SPEAKING

1. The following proverbs could be applied to the story of the film *The Terminal*. Do you know what these proverbs mean?
 - a) "When in Rome, do as the Romans do."
 - b) "Home is where the heart is."
 - c) "You are never too old to learn."

10-MINUTE DISCUSSION

- What would you do if you were in a foreign country without being able to communicate?
- How important is it to learn some useful everyday language of a country before visiting it?
- Is speaking English enough to help you travel around the world? Why? Why not?



SPEAKING and WRITING

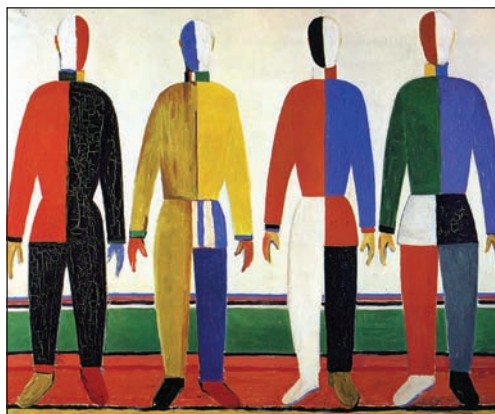
The Terminal is a movie about Viktor Navorski, a man who is stuck at New York's JFK airport, unable to officially enter the U.S.A. and also unable to get back home. Without a passport, Viktor is forced to stay at the airport terminal and live there for a long time. Yet, he has a problem. He doesn't speak English. So, he finds a way to learn the language.

1. Can you suggest how to learn a new language? Think of an idea and share it with your partner and write down his/her thoughts/opinions. Bear in mind how Viktor Navorski learned a language.



My method: buy a travel guide about the city which has both Krakozhian and English versions and watch TV news and read English subtitles.

2. Now read your work again. Try to improve it by correcting any errors.
3. Considering what you have studied in this sub-unit, which of these quotes would you choose to summarise it? Can you relate the painting to the quote? Why? Share your ideas with your class.



Sportsmen, Malevitch, 1928.

"One language sets you in a corridor for life. Two languages open every door along the way."

Frank Smith
(American psycholinguist)

"We may have different religions, different languages, different coloured skin, but we all belong to one human race."

Kofi Annan (Ghanaian diplomat)



PROJECT

Learn more about other countries

- Choose a country, do some research about it and make a short oral presentation to your class. You can look for information about:
 - History
 - Geography (location, landscape, etc)
 - Government and politics
 - Culture (language, music, cinema, literature, sports, gastronomy, etc.)
 - Interesting things/curiosities

Postcard to a friend

- Imagine you are going to start writing and receiving postcards from people around the world, do the following:
 - Go to the Postcrossing site: www.postcrossing.com
 - Create your account
 - Request an address
 - Write and post your postcard
 - Wait to receive a postcard back in a few days
 - Register the postcard on the website using the code in it
 - Keep the postcards you receive on a corkboard in your classroom

postcrossing
THE POSTCARD CROSSING PROJECT

Signup About Explore Do More Blog Forum Help

"send a postcard and receive a postcard back from a random person somewhere in the world!"

Username or email:
Username or email
Password:
Password
☒ Remember me
☒ Login or Sign up
Forgot your password?

What is Postcrossing?
It's a project that allows anyone to receive postcards (real ones, not electronic) from random places in the world. [Learn more.](#)

How does it work?

1. Request an address and a Postcard ID
2. Mail the postcard to that address
3. Receive a postcard from another postcrosser!
4. Register the Postcard ID you have received
5. Go to number 1 to receive more postcards!

[Create your account](#)

What is happening now?

Hessu54 received a postcard from martiq
agizem sent a postcard to Netherlands
Fender-Tob uploaded the postcard FI-1516373
rotten uploaded the postcard FI-1537012
lutzig received a postcard from Azzi
lubo57 received a postcard from Samantha8u
GeniusKiki received a postcard from menders2280
Annie-88 received a postcard from rimenescu

Postcrossing Blog
By Kris giveaway results
Last week we introduced you to Christine's postcards and gave you a chance to win some of them in a fantastic giveaway. Hundreds of you participated by leaving a comment, and we bet you're anxious to know who got one of the postcard sets...
[Read more & comment](#)

Postcrossing Stats
332,606 members
209 countries
1,332 postcards/hour
13,406,124 postcards received
401,002 postcards traveling
71,188,431,977 km traveled
1,776,390 laps around the world
[More stats](#)

User testimonials
"It's every time a surprise! You never know what you're going to get. Sometimes it can be funny or touching :) other times it can be a great design of a card. But I always love the cards that are sent with love (yes you can see the difference!) Happy Postcrossing to everyone out there!!!"
Iris, The Netherlands
[More love](#)

1.3

A Lifetime Experience



INTRODUCTION

1. Look at these paintings by Norman Rockwell and answer the following questions.



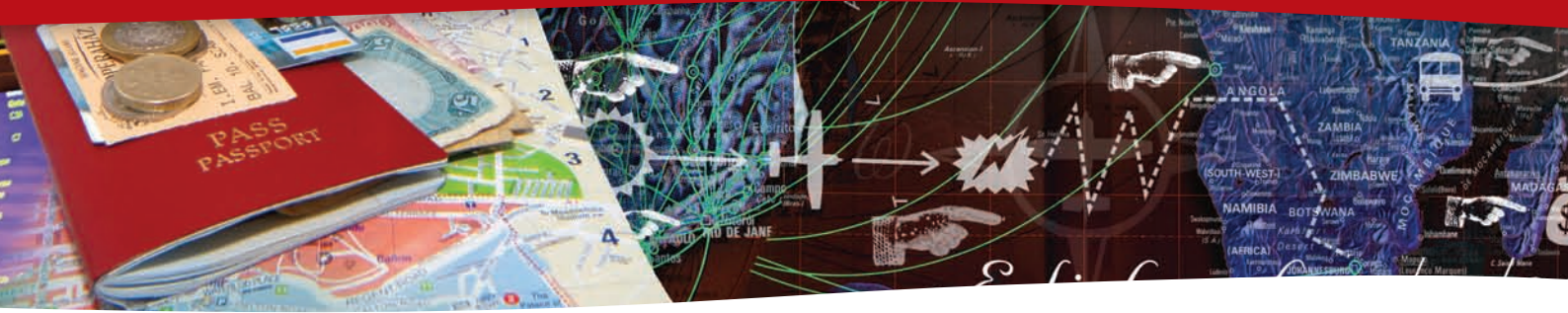
Going and Coming, 1947.



Returning from Camp, 1940.

- a) Can you find something in common between the two paintings?
 - b) Where did these people go?
 - c) Could they be on holiday? Why?
 - d) What about you? Where do you usually go on holiday?
2. Look carefully at the boy with the dog in the first painting and at the girl in the second. They have just arrived back from their summer holidays and they seem to have different feelings about their experiences. Complete the table.

	BOY	GIRL
Holiday activities		
Feelings		



3. Listen to the song *Good life* by OneRepublic and fill in the gaps.

Woke up in (a) _____ yesterday
Found myself in the city near (b) _____
Don't really know how I got here
I got some pictures on my phone

New names and numbers that I don't know
Address to places like Abbey Road
Day turns to night, night turns to whatever we want
We're young enough to say

Chorus:

Oh, this has gotta be the good life
This has gotta be the good life
This could really be a good life, good life

I say, "Oh, got this feeling that you can't fight"
Like this city is on fire tonight
This could really be a good life, a good, good life

To my friends in (c) _____, I say hello
My friends in (d) _____ they don't know
Where I've been for the past few years or so
(e) _____ to (f) _____ to Colorado

Sometimes there's airplanes I can't jump out
Sometimes there's b*** that don't work now
We have our stories but please tell me-e-e-e
What there is to complain about

When you're happy like a fool, let it take you over
When everything is out you gotta take it in

Chorus

Hopelessly
I feel like there might be something that I'll miss
Hopelessly
I feel like the window closes oh so quick
Hopelessly
I'm taking a mental picture of you now
'Cause hopelessly
The hope is we have so much to feel good about

Chorus

Songlyrics.com
(abridged and adapted, May 2012)

4. Why does the singer feel that there might be something he will miss?
5. Look back at the paintings by Norman Rockwell on the previous page, who do you think said "this could really be a good life"? Why?
6. Is travelling your idea of a good life? Why? Why not?

? LEAD-IN

1. Look at the picture and discuss the following in class.

- a) What kind of place is this?
- b) Is this a place where you would spend your summer holidays? Why? Why not?
- c) What kind of activities could you do there?
- d) Would you like to study there during your holidays? Why? Why not?



READING

1. Read the text about one of the summer programmes available in Scotland, in the United Kingdom. Then answer the following questions.



St Andrews — the Experience of a Lifetime

The exclusive summer programme of ISSOS offers secondary school students (aged 13-18) the opportunity to combine learning, creative enrichment and adventure in the coastal town of St Andrews, in Scotland. The course limits the number of students from one nationality to 10% in order to guarantee a truly international experience. Students will be able to create a personalised three-week programme to fulfill both their academic needs and wider interests, by choosing one Academic Course and one Elective Course. The academic options can be English Language, IB Programme, Debate, Youth Leadership or Creative Writing and there are elective course options, such as, golf, theatre, tennis, film and art.

The Royal Burgh of St Andrews is packed with history, tradition and culture and the golden beaches of this coastal location give students a unique experience and a safe environment to spend their summer in. This town is the internationally renowned home of golf and it is also the home to Scotland's oldest university, founded in 1412. Here you can have all the facilities that young people like including theatre, cinema, museums and a great number of restaurants, cafes and shops.

The course is based in the extensive grounds of the University of St Andrews. The students sleep in the historic halls of residence and this accommodation provides them with a comfortable and safe "home" for the three-week programme. The rooms are either single or shared. Each one has a telephone, a regular cleaning service and laundry is also included. Besides this, the classrooms are only a short walk from the residence and all students will have access to the university's sports complex and to a computer room. They can also access the internet in their room through laptops.

During their stay in Scotland students will also benefit from an all-inclusive activities programme. It allows them to discover the Braveheart country, learn to kite-board on the beach and enjoy new experiences, like discovering the capital city, Edinburgh, as well as a number of Scotland's castles and fascinating cultural sites. With lots of outdoor activities, day trips and evening entertainment, ISSOS gives their students the summer of a lifetime.

Issos. St Andrews. Retrieved from www.summerschoolscotland.com/media/resources/pdfs/2012_brochure_standrews.pdf (abridged and adapted, May 2012)

2. Choose the best heading for each paragraph of the text.

- a) Just like home.
- b) Work and fun.
- c) A learning experience.
- d) An historical town.



3. Match the words on the left with their meanings on the right.

- | | |
|-----------------------|---|
| a) enrichment (l. 2) | ☐ 1. To do or achieve what was expected; accomplish. |
| b) fulfill (l. 5) | ☐ 2. More extensive. |
| c) wider (l. 5) | ☐ 3. Improvement |
| d) burgh (l. 9) | ☐ 4. A town or part of a city that has its own local government. |
| e) renowned (l. 11) | ☐ 5. Buildings, services, equipment. |
| f) facilities (l. 12) | ☐ 6. Famous and respected. |

4. What/who do these words refer to in the text?

- | | |
|-----------------|-----------------|
| a) their (l. 5) | c) them (l. 16) |
| b) here (l. 12) | d) it (l. 22) |

5. Complete the sentences according to the text.

- a) On this programme students can ... _____
- b) The town of St Andrews provides ... _____
- c) The accommodation is located ... _____
- d) The all-inclusive programme ... _____

6. Discuss with your classmates the meaning of the expression "Braveheart country" (l. 22).



FACTS

IB Programme – IB stands for International Baccalaureate. The IB Programme is designed as a challenging programme of education that prepares students, normally aged 16 to 19, for success at university and life in the future.

<http://www.ibo.org/diploma/>
(abridged and adapted, May 2012)



FACTS

Braveheart is a 1995 epic historical film starring Mel Gibson. Gibson portrays William Wallace, a 13th-century Scottish warrior who led the Scots in the First War of Scottish Independence against King Edward I of England.

Wikipedia. Retrieved from <http://en.wikipedia.org/wiki/Braveheart>.
(abridged and adapted, November 2012)

? LEAD-IN

"One month studying in an English-speaking country is worth one year studying English at home."

Magazine *Think in English*, 2002

1. Considering the statement above, discuss the following in class.

- a) Is studying abroad a good way to learn a foreign language? Why? Why not?
- b) How long would you need to spend in a foreign country to learn its language?
- c) Would a summer course be enough?
- d) How would you feel about spending a semester or a year studying in a school abroad? Is it something you would like to do?

READING and LISTENING

-  1. As you read, listen to the following two texts about two young people's experiences abroad. In what ways were they similar or different? Justify your answers with examples from the text.



Paul's Semester in Spain

Everything is great, but my **host** family is the best thing. I have made heaps of friends that I know I will stay in contact with. How could I not be happy?

I am very close to my host family and will be very sad to leave them.

5 They are very supportive and accepted me into their lives right away. My host sister has been incredible and very helpful since I first arrived. I feel as if I belong in the family and that I'm not just an outsider.

School work is very difficult but socially it's amazing. I spend all day at school for most of the week so I am with my classmates for more
10 time than anyone else. It is a bit hard because my host sister is in the same class and her friends have become my friends. I don't have any social independence, I suppose. But I don't mind, really.

I am very happy with my progress. I have improved so much and I understand pretty much everything now. I know I need to talk more
15 but it is only because I don't know what to say sometimes ... Everyone is really patient and although I still get frustrated, it is not as bad as before.

Student exchange. Retrieved from <http://studentexchange.org.au/about-us/testimonials/> (abridged and adapted, May 2012)

NEW VOCABULARY

Host (l. 1) — a person who has people staying at her/his house



Julie's Year Programme in Italy

The hardest part of my year away was not missing my family and friends in England, but was actually learning Italian. It was hard at first; however it was fun, interesting and exciting at the same time. One thing which I love about Italy is that even though I didn't speak
 5 their language when I arrived, everyone made a big effort in helping me out. They speak very slowly, use hand gestures, take me out on weekends and help me to learn about their culture. After a few months of listening to Italian and being very patient, I notice my speaking skills have improved dramatically. I find that with every month that
 10 passes, my experience of being here gets better and better as my Italian improves.

Overall, I really think a student exchange to any country is what you put into it. It has been hard sometimes, not just on me but it has also been hard on my family back home since the beginning of the
 15 programme. Life isn't always perfect. An exchange can be the best and hardest year of your life, but you also need to remember that it's so easy to keep in contact with your family and friends, with Skype, Facebook, Email, etc. I would truly advise anyone to choose a year programme, as you really need this time away to reach a good level
 20 in any language. An exchange is truly the best opportunity of a lifetime. Make the most of it.

Student exchange. Retrieved from <http://studentexchange.org.au/about-us/testimonials/> (abridged and adapted, May 2012)



2. Find synonyms in the first text for the following words.

- | | |
|--------------|----------------|
| a) lots of | c) think |
| b) foreigner | d) development |

3. Who says what? Quote from the texts to support your choice.

- The most difficult thing is the school work.
- The exchange experience has pros and cons.
- I have to improve my speaking skills.
- Everyone helped me to overcome the language barrier.

4. Answer these questions.

- What does Paul point out as the most important part of his experience? Explain.
- What was the most difficult thing for Julie?
- Why does she recommend a year programme?



GRAMMAR Present Perfect Simple / Past Simple

SEE GRAMMAR SYNTHESIS, PAGES 220-221

1. Read the following statements from the texts by Paul and Julie and name the verb tenses used.

- a) "I have made heaps of friends."
- b) "I have improved so much and I understand pretty much everything now."
- c) "... I didn't speak their language when I arrived."
- d) "My host sister has been incredible and very helpful since I first arrived."

2. Look at some of the different uses of the Present Perfect Simple and the Past Simple. Match each of the sentences in exercise 1 with one of the uses below.

- a) An event that took place in the past but we don't know when it happened.
- b) An event that happened in the past and is now finished.
- c) Past activities with consequences in the present time.

3. Do you remember the forms of these verb tenses?
Complete the table.

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
Present Perfect Simple	Paul has made heaps of friends.	a) Paul _____ heaps of friends.	b) _____ Paul _____ heaps of friends?
Past Simple	Julie learned a new language.	c) Julie _____ a new language.	d) _____ Julie _____ a new language?

- We use the Present Perfect Simple with specific time markers.

ever e. g. Have you **ever** been to Australia?

once e. g. I've only tasted pepperoni pizza **once** and I didn't like it.

never e. g. Paul and Julie have **never** forgotten the programme.

before e. g. Paul has never been to Spain **before**.

so far e. g. They have met very nice people **so far**.

several times e. g. I have sent Julie emails **several times**.

lately / recently e. g. I haven't seen Paul **lately/recently**.

already e. g. I have **already** packed my luggage. Have you **already** packed yours?

just e. g. The exchange programme has **just** begun.

how long e. g. **How long** have you been in Italy?

yet e. g. *Have you improved your Spanish **yet**?*
for e. g. *They have been abroad **for** one year.*
since e. g. *Julie has been in Italy **since** January.*
always e. g. *I have **always** wanted to travel abroad.*
still e. g. *I **still** haven't seen the Prado museum*

► The following are time references used with the Past Simple.

yesterday / 2 minutes ago / long ago / in 2005 / the other day / last Friday / the week before / ...
 e. g. ***The other day** Julie visited Rome.*
***In 2008** Paul was in Australia*

4. Fill in the gaps by putting the verbs in brackets into the Present Perfect Simple.

- a) I _____ (be) on a summer course in Australia.
- b) My friend _____ (stay) with a host family and _____ (develop) his oral skills.
- c) I would like to visit London sometime. I _____ (not / be) there yet.
- d) The exchange programme _____ (provide) the best facilities for students.
- e) I _____ (not / make) great improvements with my Spanish.
- f) _____ (you / take) any photos of your new friends lately? No, I _____ .

5. Put the words in order to make sentences in the Present Perfect Simple.

- a) yet / not visit / I / countries / foreign/ any
- b) arrive / Paul / just / Australia / in
- c) already / your / travel / mother / England / year / this / to / twice
- d) study / they / English / never / abroad
- e) I / not see / any / people / in / Madrid / famous / so far
- f) you / be / how long / with / host / your / family

6. Complete with the Present Perfect Simple or Past Simple.

- a) "_____ (you / ever / be) to Spain?" "Yes, I _____ (spend) a week in Madrid last Easter holiday."
- b) Paul and Julie _____ (just / arrive) to Australia.
- c) I _____ (see) Paul twice this morning but yesterday I _____ (not / set) eyes on him.
- d) Julie _____ (write) four emails to all her relatives since breakfast.
- e) Paul's friends _____ (go) on a study visit to Spain last year.
- f) I _____ (not / have) the opportunity to participate in the programme with Paul 3 months ago.



WRITING

“Diaries are great ways to remember your past and think about your future. You can make predictions about what will happen and see if they come true, and you can see how you have changed over time and have a few laughs about it.”

Wikihow. Retrieved from www.wikihow.com/write-a-Diary
(abridged and adapted, May 2012)

- 1. Imagine you are participating in a Student Exchange Programme in a foreign country like Paul and Julie. Write a diary entry describing everything about your day. Don't forget to mention: the place and time, people involved, feelings and thoughts and the important things that happened that day. Below are some writing tips to help you get started.**



WRITING TIPS

- 1st** — Always think that the diary is a real person who you are talking to.
- 2nd** — Put the date or some sequence information in the diary, maybe at the top of the page.
- 3rd** — Start writing about what happened in the morning.
- 4th** — Try to write your diary at night because in that way, you can describe the entire day.
- 5th** — If you want, you can put stickers on various pages or draw a smiley face or anything that shows how you feel. You can also stick some souvenirs like photos, tickets, postcards or anything associated with what happened that day to be more creative.
- 6th** — Write truthfully in your diary.
- 7th** — Close with your name. You can also add your signature. If you want to, end your entry with "Bye" or "Good night". Remember that this is completely optional.
- 8th** — Write about how you feel and why you feel that way. You can write about anything that happened that day and whatever is on your mind. Write cool facts, important information, advice, tips, ideas, recipes, anything you want to keep secret ... the list goes on and on.
- 9th** — You can also write about how you wish your day had gone.

Wikihow. Retrieved from www.wikihow.com/Write-a-Diary
(abridged and adapted, May 2012)

- 2. Now read your work again. Try to improve it by correcting any errors.**



WATCHING

1. Read the summary of the film *L'Auberge Espagnole* (about exchange students) and fill in the gaps with the words from the box below.

away arrival programme shared roommates
Europe friendship exchange personalities



As part of a job that he is promised, Xavier, an economics student in his twenties, signs up for a European **(a)** programme in order to gain working knowledge of the Spanish language. Determined not to pass up the opportunity, Xavier enrolls in a language **(b)** in Barcelona, despite the misgivings of his girlfriend, Martine (Audrey Tautou). Upon his **(c)**, Xavier moves into a cultural **melting pot**, a large house **(d)** by a large group of students from all over **(e)**. Xavier finds that his ideas and attitudes are challenged in a positive way by the diverse **(f)** of his housemates, and that his loyalty to Martine is tested by his attraction to Anne-Sophie (Judith Godrèche), a sweet but lonesome woman from France who has been **(g)** from her husband for too long. After a visit, most of Xavier's **(h)** decide they don't much care for Martine. Isabelle (Cécile de France), a footloose lesbian living in the house, brings Xavier around and he starts seducing Anne-Sophie. *L'Auberge Espagnole* is a funny story of **(i)** and love.



NEW VOCABULARY

Melting pot (l. 6) — a place where many different people and ideas exist together, often mixing and producing something new

Rotten tomatoes. Retrieved from www.rottentomatoes.com/m/auberge_espagnol and www.imdb.com
(abridged and adapted, May 2012)

2. Watch the official film trailer and answer the following questions.
 - a) The first character to appear is Xavier. How long is he going to be away from home?
 - b) The Italian character mentions his roommates' nationalities. What are they?
 - c) What's the question that one of his roommates asks him?
 - d) What do you think is the common language between the students?
 - e) Would you like to watch the film? Why? Why not?
3. Write a short summary of what you have just watched in the trailer.
4. Now read your work again. Try to improve it by correcting any errors.



GRAMMAR Phrasal Verbs

- Read the following sentences from the summary of the film *L'Auberge Espagnole* and pay attention to the phrasal verbs in bold.

"Determined not to **pass up** the opportunity ..."

"Isabelle ... **brings** Xavier **around** and he starts seducing Anne-Sophie."



1. Match the phrasal verbs above with these definitions. You may use your dictionary.

- a) Change someone's mind, convince someone.
- b) To choose not to make use of a chance, an opportunity.

► Remember:

- A phrasal verb is a **verb plus a preposition** or **adverb** which creates a more emphatic or different meaning from the original verb.
- The same verb can be followed by different prepositions or adverbs. See the following examples with the verb *bring*.
 - e. g. Xavier was **brought up** by his family in France. (meaning *raised*)
 - Martine always gets very angry. Xavier's behaviour **brings** that **on**. (meaning *causes, provokes*)
 - The roommates didn't want to **bring up** Xavier's attraction to Anne-Sophie. (meaning *mention*)
- Sometimes the meaning of a phrasal verb can be implicit by its parts, but the most common way for you to understand them is by their context.
- Phrasal verbs are difficult to learn, but you can find their meaning and correct usage in the dictionary.
- Many phrasal verbs have corresponding (latin-based) verbs.
 - e. g. **To bring about** = *To cause, to provoke.*

2. Match the phrasal verbs with their correct meaning.

- | | | |
|-------------|--------------------------|---|
| a) take off | ☐ | 1. To postpone. |
| b) set off | ☐ | 2. To cancel something. |
| c) get off | ☐ | 3. To depart, as in when a plane leaves the ground. |
| d) call off | ☐ | 4. Start on a journey. |
| e) put off | ☐ | 5. To leave work with permission. |

3. Build your own sentences on the subject of travelling with each of the phrasal verbs above.

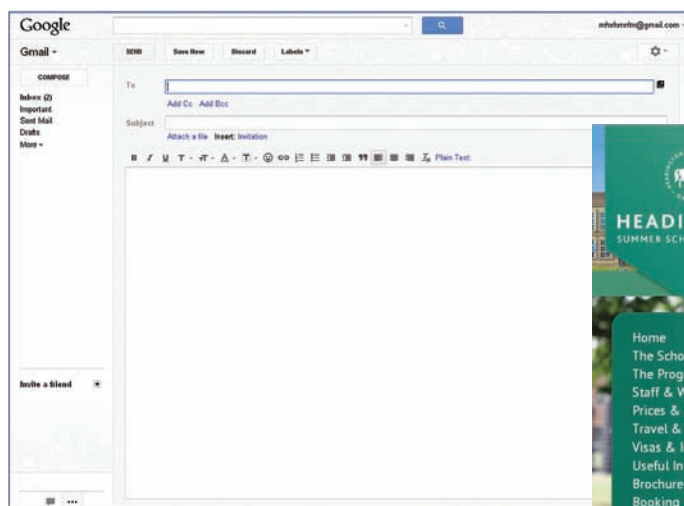


4. Use a dictionary to find other meanings for these phrasal verbs.



WRITING

1. Imagine that you are applying to take part in an exchange programme. The first step is to write a formal email to introduce yourself, show your interest and ask if there is a possibility for you to join the programme. You may find it useful to use the writing tips given below.



WRITING TIPS

Use a neutral email address. Your e-mail address should be a variation of your real name, not a username or nickname. Use a full stop, hyphens, or underscores to secure an email address that's just your name, without extra numbers or letters, if you can.

Use a short subject header. Avoid saying too much in the subject header, but make sure it reflects the content of your email. If possible, include a keyword that will make the email content easier to remember.

Use a proper salutation. Addressing the recipient by name is preferred. Use the person's title (Mr Mrs Ms or Dr) with their last name, followed by a comma. Optionally, you can precede the salutation with "Dear ...". If you don't know the name of the person you're writing to, use "To Whom It May Concern" followed by a colon.

Introduce yourself in the first paragraph. Also include why you're writing, and how you found that person's email address, or the opportunity you're writing about.

Write the message. Be clear and go straight to the point. Try to divide the message into paragraphs (one idea each):

- The email should be no more than 5 paragraphs long.
- Insert a line break between each paragraph.
- Avoid informal language and abbreviations.

Use the correct form of ending your email. This will depend on your level of intimacy with the recipient. Examples include: *yours sincerely*, *respectfully*, *best regards*.

Sign with your full name.

Wikihow. Retrieved from www.wikihow.com/Write-a-Formal-Email (abridged and adapted, June 2012)

2. Now read your work again. Try to improve it by correcting any errors.



SPEAKING



1. Imagine that you have already received an email back from the Exchange Programme Organisation and now you have to take the final step in your application. You are going to be interviewed by the director. Form pairs and role-play the interview.

STUDENT A: THE INTERVIEWER	STUDENT B: THE APPLICANT
Don't forget to ask:	Don't forget to:
• Reasons for applying;	• Talk about your personality;
• Personal data;	• Show that you are really interested in the programme.
• Hobbies and interests.	

PRESENTATION TIPS

- **Get ready.** Find information about the programme you are applying for and rehearse some possible answers.
- **Dress appropriately.** Try to look clean and neat.
- **Be on time.** Try to arrive ten to fifteen minutes earlier.
- Stay calm and maintain eye contact with the interviewer.
- Speak clearly and try to relate what you know about the programme when you answer the questions.



PROJECT

The best English course

- Imagine that your class has won a competition to go on a two week English course at a language school in the United Kingdom.

These are the stages that this project will include:

- 1st** — Find out about the Language School's website, print out any descriptions and bring them to class (individual work).
- 2nd** — Form small groups and decide which school you want to go to and present the arguments. In order to reach a decision, decide upon some criteria, such as location, hours per week, social programme, sports facilities, type of accommodation, etc (group work).
- 3rd** — Present your choice to the rest of the class and try to convince them that yours is the best. Use a creative way of presenting your option, like a poster or a PowerPoint presentation (group work).

A course plan

- Are you ready to plan your own language course? In small groups plan three days of activities for your dream course:

Below you have an example of a real course schedule from the course at St Andrews Summer School.

	MON	TUE	WED	THU	FRI	SAT	SUN
7.30	Counsellors wake students						Late wake-up at 10.00am - breakfast
8.00	Breakfast						
9.00 - 12.00	Academic classes					Cultural trip	Free time
12 noon	Lunch						Workshops
1.00 - 4.00	Electives classes	Cultural trip	Electives classes				
4.00	Sporting activity		Sporting activity				
6.00	Evening meal						
7.30 - 9.30	Evening activity						
10.30	13-15 year olds lights out						
11.00	16-18 year olds lights out						



READING

1. Read the text carefully and then answer the on the following page.

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NEWSWEEK SPECIAL ADVERTISING FEATURE

EDUCATION DIRECTORY

Education - Language Programs

The English language has been at the forefront of globalization. English is celebrated as the language of global corporate management, the Internet, youth culture and science. For many, the spread of English and the spread of Anglo-Saxon values are synonymous. At the same time, there appears to be a crisis in foreign language learning amongst native speakers – it seems that there is no longer any need to learn foreign languages since everyone now speaks English. But such thinking is outdated. We are now experiencing a second phase of globalization which is redirecting the 21st century world. The facts are complex, sometimes contradictory, often unexpected. But when we examine them methodically, what emerges is a clear, but surprising, message. The need for English speakers to learn other languages is now greater than at any time in history, and the benefits to learners, to their employers and their countries are similarly great.

The world is becoming multilingual and it is not just Europe that is experiencing this rapid shift to multilingualism. It is a global phenomenon. For a while, it seemed as if English would dominate foreign language curricula worldwide and lead to a decline in the learning of other languages. But something remarkable is now happening. English, quite simply, is no longer viewed as a foreign language in many countries. It has been repositioned as a basic skill, alongside computer skills and numeracy. It is taught to children in order to prepare them for studying in English when they reach secondary school. But in the next phase of globalization, we are seeing a world of English-knowing bilinguals turning again to learn other languages. For example, learning languages such as French, German, Spanish and Japanese has increased fivefold in Indian companies. Indians, like the rest of Asia, are learning that they need multilingual skills in order to compete globally. This is a fast changing world, in which English monolinguals are in danger of being left behind.

Despite the increasing use of English as a global lingua franca, the reasons for learning languages are now more compelling than ever – especially for the kind of study that goes beyond language skills and provides a deeper knowledge and appreciation of other cultures and societies. Language skills have become the mark of an educated, and employable, global citizen.

Edited version of an article by David Graddol
<http://www.newsweekshowcase.com/education/language-programs/articles/language-why>
 (abridged and adapted, June 2012)

2. Complete the sentences below according to the information in the text.

- a) English is used ... _____
- b) Europe ... _____
- c) Learning English ... _____
- d) French, German, Spanish and Japanese ... _____

3. Answer the following questions in your own words.

- a) Why is English at the “forefront of globalization”?
- b) Why is foreign language learning in crisis?
- c) Why is English no longer viewed as a foreign language in many countries?
- d) Why are English monolinguals in danger?
- e) What are the main reasons for learning languages?

4. Explain the following sentences from the text.

- a) “For many, the spread of English and the spread of Anglo-Saxon values are synonymous.”
- b) “But in the next phase of globalization, we are seeing a world of bilingual speakers with a knowledge of English turning again to the learning of other languages.”
- c) “Language skills have become the mark of an educated, and employable, global citizen.”



VOCABULARY

1. The following words/expressions appear in the text. Match them with their meanings on the right.

- | | |
|-------------------------|---|
| a) corporate management | ☐ 1. Use of several different languages. |
| b) globalization | ☐ 2. Language belonging to or relating to a country that is not your own. |
| c) language learning | ☐ 3. Concerning or including the whole world. |
| d) native speaker | ☐ 4. Speaking a language naturally, fluently as your first language. |
| e) foreign language | ☐ 5. Using or knowing just one language. |
| f) multilingualism | ☐ 6. Relating to business corporation. |
| g) monolinguals | ☐ 7. Knowledge or skill of a language that has been gained through studying. |

Self Check

2. Here is a list of some of the adjectives used in the text. Check them and then use them in your own sentences.

ADJECTIVE	DEFINITION	SENTENCE
Outdated		
Multilingual		
Complex		
Unexpected		
Employable		
Clear		
Educated		
Contradictory		

3. Look at the first paragraph of the text on page 68 and find synonyms for the following words.

- | | | |
|---------------|----------------|----------------------|
| a) worldwide | c) obsolete | e) unpredicted |
| b) collective | d) paradoxical | f) appears/comes out |

4. Look at the second paragraph of the text on page 68 and find antonyms for the following words.

- | | | |
|------------|-----------------------------|--------------|
| a) slow | c) native | e) decreased |
| b) partial | d) irrelevant/not important | f) locally |



GRAMMAR

1. Create phrasal verbs in each of the sentences below by selecting the correct words from the box to complete the gaps.

- a) If you want to know what multilingualism is, look _____ the word in the dictionary.
b) Please, turn _____ the TV. The film is in French, I don't understand it.
c) Come _____ to University to learn a second or third language.
d) His boss finally brought _____ to the importance of bilingualism.
e) The Committee passed him _____ because he didn't speak many languages.

on
off
up
back

2. Complete the sentences with the Past Simple or Present Perfect Simple.

- I _____ (be) on this exchange programme since September.
- Last year, he _____ (go) to Spain on an exchange programme.
- Yesterday, she _____ (have) a Japanese lesson.
- They _____ (teach) abroad since 2000.
- I started my project but I _____ (finish) it yet.

3. Complete the sentences with information from the text. Take note of the time expressions that are underlined.

- For many years, English ...
- In the past, English native speakers ...
- Since the beginning of this century ...
- In the next decade ...
- We are now ...

4. Complete the sentences with the correct linking word (*because, therefore, in spite of, consequently, although and however*)

- The world is becoming multilingual _____ it is necessary to learn many languages.
- We are now experiencing a new phase, _____ the facts are contradictory.
- The spread of English is growing. _____ so is English culture.
- _____ English is the dominant lingua franca, other languages aren't dying.
- _____ being the language of business, English is also the language of science.
- Europe is changing _____ the world is becoming multilingual.

5. In each of the examples below, join the two sentences together by using the correct relative pronoun.

- English is at the forefront of globalization. English is increasing as a lingua franca.
- I'd like to interview the person. She speaks five languages.
- English is no longer viewed as a foreign language. It is a basic skill.
- The author knows the importance of English in the world.
He has written many books.

WRITING

1. Choose ONE of the suggestions below and write about 120–180 words.

- Write a short text on the importance of speaking foreign languages.
- Look at this painting, by Norman Rockwell and imagine the different people are speaking different languages. Do you think they would be able to communicate? How?

Don't forget to mention the advantages and disadvantages of having so many different languages in the world.



The Gossips, Norman Rockwell, 1948.

UNIT 2

A WORLD OF TECHNOLOGY

- 2.1 Man and Machine
- 2.2 Society in Change
- 2.3 Other Worlds and Realities



"It has become appallingly obvious that our technology has exceeded our humanity."

Albert Einstein

"The production of too many useful things results in too many useless people."

Karl Marx

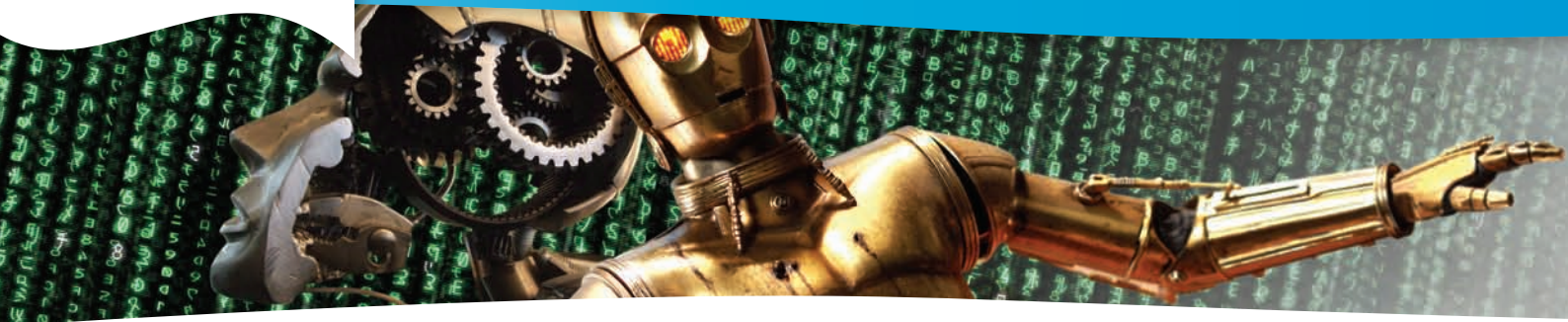
"Everyone is an explorer. How could you possibly live your life at the door and not opening it?"

Robert Ballard



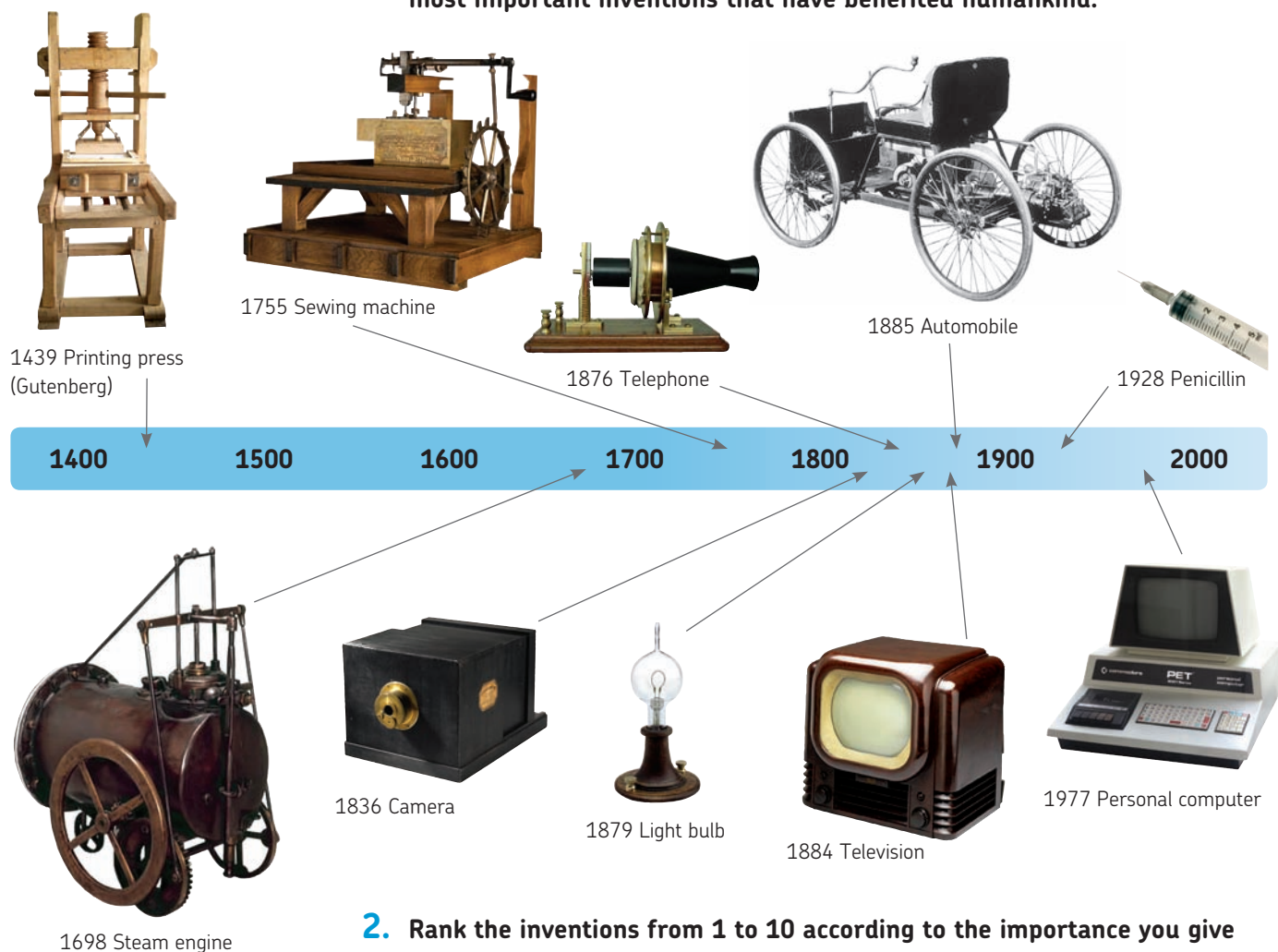
2.1

Man and Machine



INTRODUCTION

1. Look at this timeline showing what many people consider to be the ten most important inventions that have benefited humankind.



2. Rank the inventions from 1 to 10 according to the importance you give them and justify your choices.
3. Imagine that you are a member of the United World Invention Committee and this organisation has decided that there are too many inventions in the world. Say which two inventions you would get rid of and explain your reasoning.



LISTENING



1. The lyrics of the song *Drive* by Incubus have been jumbled up. Reorder the lines while you are listening to the song.

- ☐ It's driven me before
- ☐ Sometimes, I feel the fear of uncertainty **stinging** clear
- ☐ Take the wheel and **steer**
- ☐ And I can't help but ask myself how much I'll let the fear
- ☐ Should be the one behind the wheel
- ☐ And it seems to have a vague, **haunting** mass appeal
- ☐ But lately I'm beginning to find that I

Chorus

- ☐ With open arms and open eyes yeah
- ☐ Whatever tomorrow brings, I'll be there
- ☐ Whatever tomorrow brings, I'll be there, I'll be there
- ☐ Will I choose water over wine and hold my own and drive?
- ☐ So if I decide to **waiver** my chance to be one of the **hive**
- ☐ But lately I'm beginning to find that
- ☐ It's driven me before
- ☐ When I drive myself my light is found
- ☐ And it seems to be the way that everyone else gets around

Chorus

Sing365.com. Retrieved from www.sing365.com/music/lyric.nsf/Drive-lyrics-Incubus/791C2DEB16069E72482568D800177BB3 (abridged and adapted, July 2012)

NEW VOCABULARY

- To sting** — feeling an intense pain
- To steer** — to move in a particular direction (e. g. car, boat, ...)
- To haunt** — sad or frightening in a way that cannot be forgotten
- Waiver** — give up a right, decide not to use, accept
- Hive** — a structure made for bees to live in

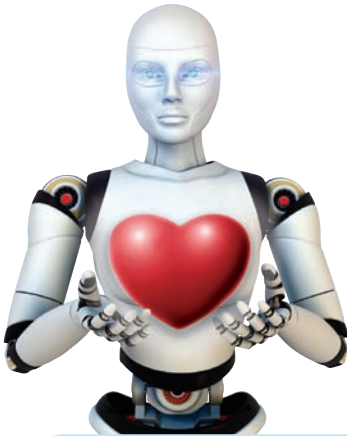
2. Answer the questions below.

- a) Can you establish a connection between the title of the song and the world of technological inventions?
- b) The author mentions a feeling that has driven him before. What is it?
- c) What would happen if an inventor was driven by that same feeling?
- d) What personal qualities should an inventor have in order to succeed?
- e) What does the author mean by "when I drive myself my life is found"?
- f) How does the author face the future?
- g) What about mankind? Will people face the technological advances in the future with "open arms and open eyes"? Explain.

? LEAD-IN

1. Answer the following questions.

- What will relationships between humans and robots be like in the future?
- How important do you think robots will be in our day-to-day lives?
- Would you like to have a robot? Why? Why not?



READING

1. Look at the picture on the left. What does it suggest to you? Do you think robots will become a part of our lives? Read the text and find out.



How Far Will We Go with Robots?

By Peter Madden

Robots will be playing a much bigger role in our lives in 20 years time, says Peter Madden, CEO at Forum for the Future. But just how close to them will we get? Is the idea of loving a robot all that far-fetched ...?

“Immersive” robots – like an extension of people’s minds – will allow us to be telepresent almost anywhere in the world. A CEO can inspect a remote factory without having to take a long flight, or a surgeon can perform a complex medical procedure without leaving home.

Origami robots (similar to Transformers) will fold themselves into various shapes to fulfill different functions. Our houses will have become robots that we live in, without us noticing. They’ll read our moods and react according to our behavioural cues. If we are stressed, they’ll turn on some music and dim the lights. They’ll learn our habits and be able to predict them. They may even nudge us into healthier or greener behaviour. And it is this emotional interface with machines where I think we’ll see some of the biggest advances. Expect our machines to look sad if we get things wrong and happy when we get them right. Personally, I believe that we will end up actually loving robots.

We can already see signs of this future today. Robot pets are becoming ever more sophisti-

cated. Driverless cars are on our roads and can be licensed in Nevada, USA. And online, pre-programmed personas known as “chatbots” are making friends on social media networks and blogging about their experiences. Add to this ever cheaper computing, the increasing ability to link up different technological applications, and the fact that the military are investing so much in robotics, and we’re on a fast track to artificial intelligence. I think that machines will be able to perform certain functions in certain ways, surpassing individual human capabilities.

What are the sustainability implications of all this? Robots might help to plant trees, restore biodiversity, and clean up oil spills. They could respond quickly and effectively to humanitarian disasters. And they could develop creative solutions to our electronic waste – like the cute waste-collecting robot in the Pixar animation, WALL-E.

But they’ll certainly raise serious ethical questions. Surveillance versus privacy? Jobs versus efficiency? Manipulation versus freedom of choice? Let’s hope these new members of society can bring out our cooperative instincts, not our discordant tendencies.

Greenfuturesmagazine. Retrieved from www.forumforthefuture.org/greenfutures/articles/how-far-will-we-go-with-robots (abridged and adapted, July 2012)



2. Read the definitions below and choose the one which best suits each underlined word in the text. You may use your dictionary.

- a) To make less bright.
- b) Point where two or more systems meet and interact.
- c) Doing better than.
- d) Very difficult to believe.
- e) To push somebody in a particular direction.
- f) The ability to maintain something without extracting natural resources or damaging the environment.

3. Find evidence in the text for the following sentences.

- a) Robots will take us anywhere we want without having to leave home.
- b) Robots will respond to our feelings and actions.
- c) Some of the progress that has been made will soon result in Artificial Intelligence.
- d) Robots will help mankind to take care of the environment.

4. Answer the questions about the text using your own words as far as possible.

- a) What different kinds of robots are mentioned in the text?
- b) What do you understand by "...this emotional interface with machines"?
- c) Why does Peter say that we are closer to artificial intelligence?
- d) Do you agree with the author when he says that machines will be able to perform certain functions better than humans? Justify your answer.

5. Make a list of the possible advantages and disadvantages about robots. Mention the examples described by the author and your own to express your opinion about this subject.

ADVANTAGES	DISADVANTAGES

10-MINUTE DISCUSSION

- How close will men get to robots?
- Is the idea of loving a robot difficult to believe?
- Will a world with robots affect surveillance or privacy?
Jobs or efficiency? Manipulation or freedom of choice?
- What do you imagine the future of robotics will be like?



GRAMMAR Future

SEE GRAMMAR SYNTHESIS, PAGES 220-221

- Look at the following sentences taken from the text “How Far Will We Go with Robots?”.

“Robots **will be playing** a much bigger role in our lives in 20 years time ...”

“Our houses **will have become** robots that we live in, ...”

“... I believe that we **will end up** actually loving robots.”

1. Match each of the sentences above with the correct use of the Future.

- Something that will be accomplished in the future.
- An action that will be in progress at a specific time in the future.
- A prediction of a future action based on our opinion or on our experience.

► Remember ...

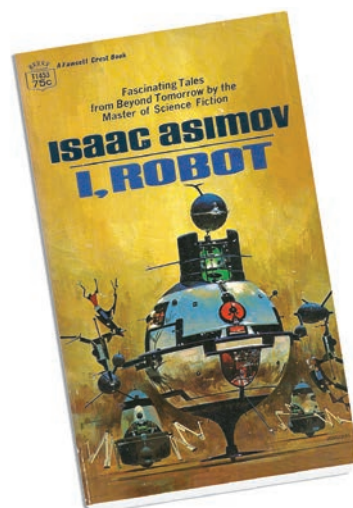
	USE	FORM
Future Simple	• A prediction about the future based on our opinion or on our experience. e. g. <i>I think that machines won't be able to perform all human functions.</i> • A decision made at the time of speaking. e. g. <i>You can't do everything by yourself! I'll turn off the computer.</i> • Offers, requests and promises. e. g. <i>I'll buy you a new mobile phone.</i>	<i>will / won't + infinite (without to)</i>
Future Continuous	• An action in progress at a specific time in the future. e. g. <i>In 2030, robots will be doing our hard work.</i>	<i>will / won't be + -ing</i>
Future Perfect	• Something that will have finished at a specific time in the future. e. g. <i>Before you know it, robots will have replaced all human workers.</i>	<i>will / won't have + Past Participle</i>

2. Future Simple or Future Continuous? Fill in the blanks with the most appropriate future tense.

- _____ (people / love) robots in the future?
- Most scientists think everyone _____ (buy) a personal robot.
- In the future, while people are relaxing, robots _____ (do) all the housework.
- Don't call Peter Madden at 10 o'clock tomorrow, he _____ (speak) at a conference about robots of the future.
- In the future all robots _____ (have) our names and faces.
- I think that in the future cars _____ (not / need) a driver.
- I invited Peter to a conference about sustainability but he _____ (work) all day tomorrow.
- How long _____ you _____ (use) the computer for?
- This time next week we _____ (watch) a Peter Madden documentary on the future of robotics.

3. Rewrite the following sentences using the Future Perfect or Future Continuous.

- Robots will replace human workers in factories.
In a few years from now ...
- In the future the environment will change dramatically.
By 2030 ...
- Scientists will finish their experiments with robots. By next year ...
- Humans will marry robots.
Before you have time to get used to it ...
- People will travel to far distant places without leaving their homes.
Before you can tell ...



4. Choose three items below and write your own predictions using the Future Simple, Future Continuous and Future Perfect.

computers games CD School
books artificial mobile phones

FACTS

In 1950, a science fiction writer called Isaac Asimov thought that it was very important to protect humans from robots, so he published a book called *I, Robot* in which he stated the three Laws of Robotics. The film *I, Robot* is based on this novel.

Law 1 — A robot may not injure a human being or, through inaction, allow a human being to come to harm.

Law 2 — A robot must obey the orders given to it by human beings, except where such orders would conflict with the 1st Law.

Law 3 — A robot must protect its own existence as long as such protection does not conflict with the First or Second Laws.





? LEAD-IN

1. Discuss in class.

Robots often appear in films, on television and in books. Think about robot films like the *Matrix*, *Artificial Intelligence: AI*, *I, Robot* and others. How are robots described in these films? Are they depicted as enemies or friendly machines?



READING and WATCHING

1. Read the review of the film *Robot & Frank* and say if you find it interesting or not. Would you like to watch the film? Why? Why not?



Robot and Frank is a fun and charming Sci-fi movie starring — Frank Langella, Susan Sarandon, James Marsden, Liv Tyler, and Peter Saarsgard.

The story takes place in the near future, and follows a character named Frank who is old, lives alone, and can't remember a lot of things. His son gets tired of always having to check on his dad and take care of him. So instead of putting him in an old people's home, he buys him a robot to take care of him. Initially resistant to the idea, Frank soon appreciates the benefits of robotic support – like nutritious meals and a clean house – and eventually begins to

treat his robot like a true companion. With his robot's assistance, Frank starts reliving his old days as a burglar.

Frank Langella makes acting look effortless, and his relationship with the machine is filled with touching exchanges and amusing adventures. First-time director Jake Schreier tells a beautiful story about a family and the implications of humankind's ever-changing relationship with technology.

Retrieved from <http://geektyrant.com/news/2012/1/27/sundance-2012-review-robot-and-frank-cute-and-touching-sci-f.html> (abridged and adapted, July 2012)

2. Watch the film trailer and answer the following questions about it.

- What household chores does the robot do at Frank's house?
- What does the young man at the party mean by "Frank, you are so square, you are practically *avant-garde*"?
- What is Frank training the robot for? Why?
- How would you describe the robot in this film? A danger to mankind or a friendly machine? Justify your answer.



3. Translate the film review into Portuguese with the help of a dictionary.

? LEAD-IN

1. Think about the following questions. Discuss them with your classmate.

- What countries do you think are more developed in terms of robotics?
- Has the field of robotics been introduced in your country?
- Do you know of any Portuguese scientists who are famous in the area of robotics?

READING and LISTENING

1. As you read, listen to the text about Manuela Veloso, a Portuguese Professor of computer science at Carnegie Mellon University, in the USA. Find out how she is connected to the RoboCup competition.



“Manuela Veloso, 53, a professor of computer science at Carnegie Mellon University and a member of its Robotics Institute, is turning robots from joystick-operated poles on wheels into “CoBots” intelligent companions that can navigate and move.”

By Rachel Z. Arndt, Magazine *Fast Company*

Manuela Veloso is an international expert in artificial intelligence and robotics. Apart from that she is also the President of the Association for the Advancement of Artificial Intelligence, and Past President of the International RoboCup Federation. Manuela M. Veloso received her Ph.D. in Computer Science from the Carnegie Mellon University. She received a “licenciatura” (B Sc degree) in Electrical Engineering and a Masters degree in Electrical and Computer Engineering from the Instituto Superior Técnico, in Lisbon. Professor Veloso received the National Science Foundation Career Award and the Allen Newell Medal for Excellence in Research. She is a Fellow of IEEE, of AAAI, and of AAAS. She is the author of the book *Planning by Analogical Reasoning* and has written over 200 technical journals and conference papers.

Professor Veloso created and also heads the research laboratory CORAL for the study of autonomous agents that Cooperate, Observe the world, Reason, Act and Learn. With her students, Professor Veloso has created teams of

intelligent agents that operate in complex, dynamic and uncertain environments, particularly in adverse environments, such as robot soccer. In fact, she was one of the pioneers in this field and is co-founder of the RoboCup competitions and symposia. Veloso and her students’ robot soccer teams have won several RoboCup competitions.

As well as her passion for robot soccer, since 2009 she and her research group have been investigating indoor mobile, service, collaborative robots, known as CoBots. The CoBot robots successfully navigate and perform service tasks for users in a multi-floor office building. They proactively interact with humans and can access the web, when required, in a symbiotic autonomous way. Currently, there are four robots CoBot-1, CoBot-2, CoBot-3, and CoBot-4. Manuela Veloso and her students first demonstrated CoBot-1 in 2009, at the opening of the Gates Hillman Center for Computer Science. At the end of 2012, the CoBot robots had already autonomously navigated more than 150 kms in the Gates Hillman Center.

Manuela Veloso and her husband have two sons, one daughter, and four grandchildren.

<http://www.fastcompany.com/1739794/manuela-veloso-robot-companions> (abridged and adapted)





CMurfs, Veloso's RoboCup NAO team.



CMPack, Veloso's RoboCup AIBO team.



CoBot.

2. Which of the following titles do you think is the most suitable for the text about Professor Manuela Veloso? Justify your choice.

- ☐ a) The Portuguese Professor who revolutionised robotics.
☐ b) A step ahead in robotics: Professor Manuela Veloso.
☐ c) Carnegie Mellon University's RoboCup team.

3. Complete the sentences about the text.

- a) Manuela Veloso is a successful _____
 b) She _____ in Portugal.
 c) She has been working _____
 d) Manuela and her team often participate _____

4. Answer these questions about the text.

- a) Where does Manuela Veloso work?
 b) What kinds of robots has she developed? What can they do?
 c) What has she written so far?
 d) At which event was the CoBot presented?

5. Write suitable questions for the following answers.

- a) Manuela Veloso is a professor of computer science.
 b) She received the National Science Foundation Career Award in 1995.
 c) The professor is proud of her students because they have already won more than one RoboCup championship.
 d) Lately she has been researching and developing new robots.
 e) Manuela displayed the first CoBot at the opening of the Gates Center for Computer Science in 2009.

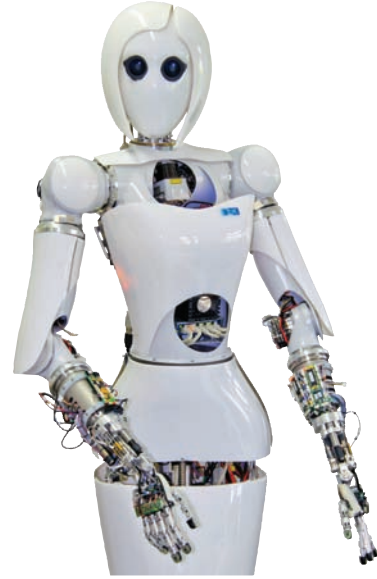
www.

You can learn more about CoBots and watch a video of Professor Veloso's CoBot in action at:
www.cs.cmu.edu/~coral/projects/cobot/

VOCABULARY

1. Find ten examples of vocabulary related to robots.

R	K	T	S	E	N	S	O	R	N	S	G	I	I	C	N	B	O	V	W
S	F	T	K	O	E	A	V	C	C	M	E	A	Y	K	E	C	C	P	V
P	H	C	X	A	R	T	I	F	I	C	I	A	L	Q	E	L	S	A	S
G	O	L	S	M	I	W	B	A	M	W	W	P	Z	J	T	Z	H	N	D
E	J	F	T	O	F	V	B	U	H	T	R	M	E	J	E	L	Y	D	P
X	D	G	F	M	F	Z	T	T	J	V	I	I	E	B	H	M	F	R	L
W	K	E	E	U	B	T	R	O	B	O	T	I	C	S	G	F	J	O	Z
X	V	E	V	H	T	A	W	M	Q	G	Q	N	M	C	M	G	L	I	I
O	T	N	Q	I	B	U	Z	A	V	M	V	G	R	X	M	X	H	D	M
U	D	R	C	D	C	H	R	T	R	I	T	V	V	W	I	B	I	Q	Q
C	E	G	D	D	C	E	Q	I	Z	E	J	H	X	W	E	E	I	Z	H
A	B	L	H	J	F	C	E	C	S	B	L	G	J	B	W	L	G	D	P
J	F	F	J	O	N	G	K	R	L	T	T	M	E	M	O	R	Y	R	T
T	T	E	B	D	J	E	H	K	P	O	I	U	R	K	G	X	N	W	H
T	B	Q	I	O	B	A	T	T	E	R	Y	C	X	T	G	J	N	Y	C



2. Choose five words from the above exercise and write a sentence for each one. You may use your dictionary to help you.

WRITING

1. You have already learned a little about Manuela Veloso's academic, professional and personal life. Now choose a famous scientist or a famous inventor and do some research in order to write a short biography.

WRITING TIPS

A biography should include these basic details:

- Date and place of birth and death (if no longer alive).
- Family information.
- Lifetime accomplishments.
- Major events in life.
- Effect/impact on society, historical significance.

Don't forget to:

- Organise your information and present the events chronologically or organise them by subject area, such as, "Family Life," "Professional Accomplishments" or "Political Opinions".
- Create interest for the reader by beginning with a really interesting statement, a little known fact, or an intriguing event.

www.Ehow.com/how_5826114_write-biography-composition.html
<http://homeworktips.about.com/od/biography/a/bio.htm> (abridged and adapted)

2. Now read your work again. Try to improve it by correcting any errors.



? LEAD-IN

1. Look at the picture on the left and discuss the following in class.

- What does this picture represent?
- Have you ever heard of telemedicine? What do you think it is, or might be?



READING and LISTENING



1. As you read, listen to the text about telemedicine and answer the questions on the opposite page.

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Robot, MD: Will machines replace doctors?

January 10, 2012 | Mike Millard, Managing Editor



Earlier this year a series of articles in *Slate* by Farhad Manjoo raised some eyebrows, it was entitled “Will robots steal your job?” Frighteningly, for some medical professionals the answer was in the affirmative.

We all know how robots are increasingly prevalent in surgical suites, that machines can be better at noticing abnormalities on radiology reports than the human eye and that humanoid robot nurses are already caring for the elderly in Japan – even approximating something like a bedside manner. But the emergence of IBM’s uncannily intelligent Watson computer, and the news that his natural language processing capabilities and ability to process the equivalent of a million books per second would be put to use in healthcare, seems to have speeded things up a bit.

How can mere mortals compete with such daunting artificial smarts? Take a deep breath, Homo sapiens. “Watson isn’t intended to replace anyone” Josko Silobrcic, MD, associate partner at IBM Research, told me last year. “But it is a tool”.

In his *Slate* series, Manjoo stated that the technology will always require flesh-and-blood “supervision”. Kent Bottles, MD, senior fellow at the Thomas Jefferson University School of Population Health, isn’t worried. “... I think human beings enjoy and need face-to-face

interaction with real people.” That said, he’s convinced “robots and artificial intelligence might play a major role in healthcare in the coming years. Neuroscience teaches us that the most brilliant human can only keep seven items straight in his or her head at one time. Watson can take a question about a patient’s symptoms, analyze it, generate a differential diagnosis, collect and evaluate the entire medical literature on the subject and come up with a diagnosis with a measurable level of confidence”.

Apart from these technical issues what will patients think of some beeping and whirring primary care physician, perhaps not too far off in the future? “We have early evidence that patients accept [robot doctors] just fine,” says Bottles. “In a Boston hospital study, patients actually preferred the sociable humanoid robot to the human version. This surprising result is understandable when you hear the comments from research subjects who say that the robot had all the time in the world, did not judge them as stupid for asking too many questions and never had to answer a beeper during a session with the patient.”

HealthCareITNews. Retrieved from www.healthcareitnews.com/news/robot-md-will-machines-replace-doctors (abridged and adapted, October 2012)

2. Say if the sentences are TRUE (T) or FALSE (F). Correct the false ones.

- a) Farhad Manjoo's article created a feeling of uncertainty among doctors. ☐
- b) In Canada, humanoid nurses are helping the elderly. ☐
- c) The Watson computer is able to process the equivalent of two million books per minute. ☐
- d) Manjoo thinks technology will always require human intervention. ☐
- e) Neuroscience proves that the most brilliant human mind can only keep seven items straight in his/her head. ☐
- f) Studies proved that patients don't accept robot doctors easily. ☐

3. Answer the following questions based on what you have read in the text "Robot, MD: Will Machines Replace Doctors?"

- a) What advantages has technology brought to healthcare?
- b) Robots and doctors — a reliable relationship?
- c) Would you like to be treated by a doctor robot? Why? Why not?

4. Choose the sentence that best summarises the last paragraph.

- ☐ a) Patients prefer the robot doctor, who doesn't answer a beeper during session, to the real doctor.
- ☐ b) Patients prefer the human doctor even though he sometimes has to answer a beeper during session, to a robot doctor.

5. Look at the cartoon, think about some of the possible advantages and disadvantages of telemedicine and share them with your partner. Present your conclusions to the rest of the class.



NEW VOCABULARY

Rash — an area of red spots on a person's skin, caused by an illness or a reaction to sth

MC — abbreviation meaning Medical Certificate



GRAMMAR Modal Verbs

SEE GRAMMAR SYNTHESIS, PAGES 221-222

► Look at these examples taken from the text.

- a) "We all know how robots are increasingly prevalent in surgical suites, that machines **can** be better at noticing abnormalities in radiology ..."
- b) "That said, he's convinced 'robots and artificial intelligence **might** play a major role in healthcare in the coming years'."

1. As you already know **can** and **might** are modal verbs and they have different functions. Look at the examples above. Which modal verb expresses possibility and which expresses ability?

► Remember...

	USE	FORM
Modal Verbs	Express language functions: permission; ability; obligation; prohibition; lack of necessity; advice; possibility; probability.	• They always have the same form. There is no <i>-s</i> ending and no <i>-ing</i> or <i>-ed</i> forms. • Modals are followed by the infinitive <i>without -to</i> (except <i>ought to</i>). • The negative is formed by adding <i>not</i> immediately after the modal. • Questions are formed by inverting the subject and the modal. • Modal verbs have no past forms, although <i>could</i> is in fact the past of <i>can</i>.

2. Modal verbs have different meanings and most of them have more than one meaning. Complete the table with the correct modal verbs.

can can't may not could couldn't may might must mustn't should might not ought to			
ABILITY AND PERMISSION	ADVICE AND MORAL OBLIGATION	OBLIGATION AND PROHIBITION	POSSIBILITY AND CERTAINTY

3. Describe which functions are being expressed by the modal verbs in each of the following sentences. Follow the example given.

- a) You ought to turn off the computer. It's too late. Advice
- b) Ask Peter to help you. He can tell you how to use a robot. _____
- c) May I borrow your computer to read my emails? _____
- d) Peter might invent a new robot. He said he could. _____
- e) You must stop playing with that robot. It's not safe. _____
- f) We mustn't make a copy of the film *Robot and Frank*. It's illegal to copy DVDs. _____
- g) The Professor couldn't create the robot program until she had the help of her students. _____
- h) It can't be a CoBot. There are only two in the world and they are in the USA. _____

4. Complete these sentences with suitable modal verbs.

- a) Peter Madden is an expert in Robotics. He _____ make predictions about the future of robots.
- b) Manuela Veloso has won many awards. She _____ be really good at what she does.
- c) There are so many people in need of medical assistance that doctors _____ move into rural areas to help more patients.
- d) Scientists created specific rules that the telemedicine robots _____ follow.
- e) Have you seen Peter? Try the robots' assembly line. He _____ be there.
- f) You _____ speak to the robot. It's not safe.



PROJECT Selling an (un)useless invention

"Chindogu" is the Japanese word invented for the art of the (un)useless idea born in the late 1980's at the hands of the amateur inventor Kenji Kawakami. Strangely practical and utterly eccentric inventions for a life of ease and hilarity have taken the land of the rising sun by storm. Meant to solve the irritating problems of modern life, these bizarre and logic-defying gizmos (gadgets) have a tendency to fail completely. Addicts of the (un)useless all over the world love this collection.

The term "Chindogu" entered the English vocabulary in 1991 when the senior society member of the time Dan Papia (president of Chindogu Society America) published an article on the subject in Japan's leading English-language magazine, the *Tokyo Journal*.

DesignBoom. Retrieved from www.designboom.com/history/useless.html (abridged and adapted, October 2012)

1st — Do some research on the website www.chindogu.com and choose one gadget that you think your classmates will find interesting. If you prefer, you can create your own strange invention for everyday life.

2nd — Prepare it for class. Bring all the information, photos or even an object similar to the *chindogu* you've chosen.

3rd — You should think about what makes your gadget unique and prepare solid arguments in order to sell your invention.

Note: Your task will only be successful if you find more than one "buyer" for your invention.

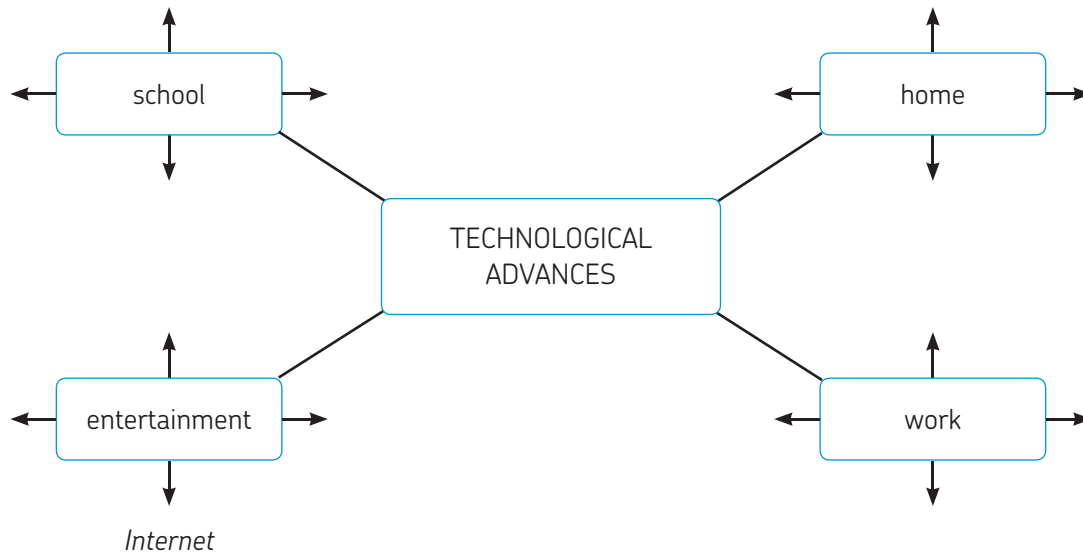
2.2

Society in Change



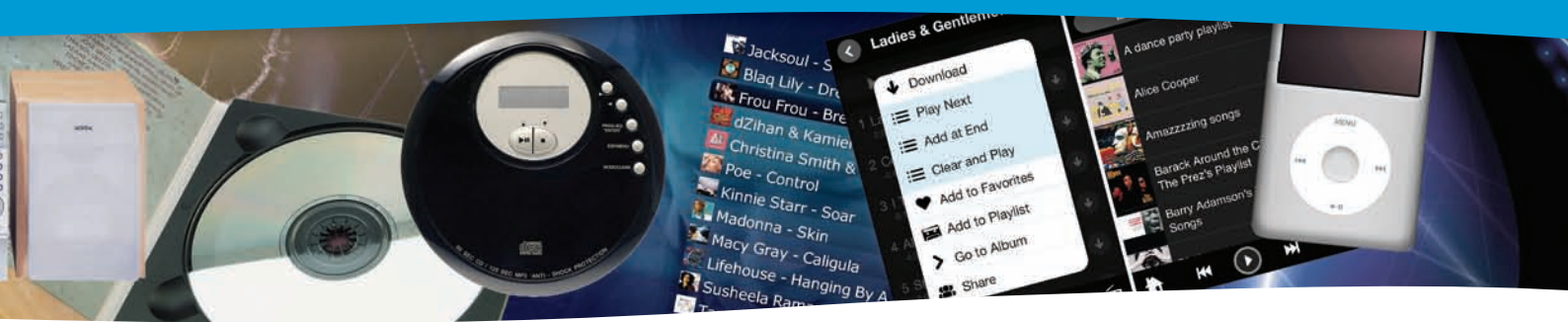
INTRODUCTION

1. Think about inventions and discoveries that have changed/affected the areas below. Follow the example given.



2. Which of the following inventions do you consider the most important in your everyday life? Why?





LISTENING

 **1. Listen to the text “Technology and Social Change”. Then answer the following questions.**

- List the inventions mentioned.
- Explain the relationship between the improvements in technology and “information explosion”.
- Identify the sociologists’ concerns.



SPEAKING

1. In pairs discuss the following questions.

- How have computers and mobile phones changed your life?
- Technology has changed the world for good and for bad. Complete the table below with your partner.

TECHNOLOGICAL ADVANCES	
Advantages	Disadvantages

10-MINUTE DISCUSSION

Discuss Mark Kennedy’s quote about technological inventions.

“All of the biggest technological inventions created by man — the airplane, the automobile, the computer — say little about his intelligence, but speak volumes about his laziness.”



? LEAD-IN

1. Answer the following questions.

- Could you live without your mobile phone?
- Do you prefer to make calls or send text messages? Why?
- Is there anything negative about mobile phones? What?



READING

1. Read the text carefully and discuss how important mobile phones are for you, in your daily life.



The Impact of Mobile Phones on Daily Life

Mobile phones are also known as lifesavers as they can help people in emergencies. If you get stuck in the middle of the road and can't find anyone to help, you can just use a mobile phone and call for help. Mobile phones are an easy means of communication over a long distance. Apart from the obvious convenience and quick access for help in minor and major emergencies, mobile phones can be both economical and essential for travellers trying to stay connected.

In Japan, mobile phone companies provide immediate **notification** of earthquakes and other natural disasters to their customers free of charge. In the event of an emergency, disaster response crews can locate trapped or injured people using the signals from their mobile phones or the small battery light that every mobile phone has; an interactive menu accessible through the phone's Internet browser notifies the company if the user is safe or in **distress**.

We have also been downloading Java games and video clips to our mobile phones. Several online mobile phone shops have begun to cater for the increasing demand for the best mobile phone handsets and the most reliable and cost-effective services.

As well as all of these advantages there are many disadvantages associated with using mobile phones. Using a mobile phone while

driving is common. It is generally agreed that using a hand-held mobile phone while driving is a distraction that can cause road accidents. So we need to use hands-free sets to avoid such hazards.

The potential impact of the kind of electromagnetic fields generated by cellular phones on the human brain has received little attention until recently, and it's probably still much too soon to understand the possible adverse effects of long-term exposure. Increasing evidence indicates that microwave radiation from mobile phones may cause serious disease and physiological damage. This includes an increased risk of cancer and genetic damage, disturbed brain function and other side effects. Mobile phone radiation and health concerns have been raised, especially following the enormous increase in the use of wireless mobile telephony throughout the world.

So, prolonged use of mobile phones should be avoided. Headsets should be kept at a reasonable distance from your head.

www.streetdirectory.com/travel_guide/34358/phones/impact_of_mobile_phones_in_daily_life.html
(abridged and adapted, June 2012)

NEW VOCABULARY

Notification (l. 12) — an official message

Distress (l. 20) — a situation of danger or risk



2. What or who do the words refer to?

- a) their (l. 13) c) we (l. 33)
b) their (l. 16) d) this (l. 43)



3. Explain the meaning of the following words. Use a dictionary if necessary.

- a) stuck (l. 3) d) to cater for (ll. 23-24)
b) convenience (l. 7) e) hazards (l. 34)
c) free of charge (ll. 13-14) f) adverse (l. 39)



4. Complete the sentences with information from the text.

- a) In emergencies ... _____
b) Trapped or injured people ... _____
c) Although mobile phones ... _____

5. Answer the following questions about the text. Use your own words as far as possible.

- a) How do the Japanese use mobile phones to help people?
b) What are the consequences of microwave radiation generated by mobile phones?
c) What can we do to protect ourselves from microwave radiation?

6. Complete the table below about the advantages and disadvantages of using mobile phones. You can use the information from the text to help you.

MOBILE PHONES	
Advantages	Disadvantages



VOCABULARY

1. Create a glossary in your notebook. Include words related to mobile phones. Three examples are already given. Add at least 10 more words or phrases.

SMS

ring tone

menu



GRAMMAR Forming Adverbs of Manner

SEE GRAMMAR SYNTHESIS, PAGES 222-223

1. Look at these examples taken from the text “The Impact of mobile phones on daily life” and answer the questions.

“It is **generally** agreed that ...”

“... has received little attention until **recently**, ...”

“... and it’s **probably** still much too soon to understand ...”

- Are the words in bold connected to the subject, the object or the verb?
- Do they give you information about the time or the way something happened? Which one(s)?
- What do they have in common?
- Were they formed from a noun, an adjective or a verb?

- Adverbs are usually connected with verbs and most of them tell you how something happened. These are called adverbs of manner. To form an adverb of manner we normally change an adjective by adding **-ly**:

sudden → suddenly

hopeful → hopefully

right → rightly

complete → completely

real → really

quick → quickly

- The most common place to use adverbs of manner is at the end of a clause.

e. g. You spoke **wisely**.

- However, we can vary the position of adverbs according to what we want to emphasize.

e. g. You **spoke wisely**. (after a verb)

You described **everything wisely**. (after an object)

You described everything to **the audience wisely**. (after an adverbial)

- There are some basic rules about spelling for **-ly** adverbs. See the table below.

ADJECTIVE ENDING	ADJECTIVE	ADVERB
most adjectives + -ly	quick nice true careful	quickly nicely truly carefully
-able or -ible → e → -y	regrettable horrible	regrettably horribly
-y → y → -ily	happy	happily
-ic → -ically	economic	economically

2. Form the adverbs from the adjectives given. Follow the example.

- | | | | |
|----------------|---------------|----------------|-------|
| a) loud | <u>loudly</u> | i) exceptional | _____ |
| b) wrong | _____ | j) hungry | _____ |
| c) sincere | _____ | k) careful | _____ |
| d) probable | _____ | l) complete | _____ |
| e) cold | _____ | m) terrible | _____ |
| f) sad | _____ | n) colourful | _____ |
| g) unhappy | _____ | o) angry | _____ |
| h) comfortable | _____ | | |

3. Find the adjective in the first sentence and fill the gap with the adverb. Follow the example given.

- a) This exercise is simple. You **simply** have to put one word in each space.
- b) George is happy because he has a mobile phone. He smiles _____.
- c) The woman is loud. She shouts _____ on the phone.
- d) My English is fluent. I speak English _____.
- e) The painter I saw painting on the street is terrible. He paints _____.
- f) Our mum was angry because we spent lots of money calling our friends. She spoke to us _____.
- g) My neighbour is a careless driver. He drives _____. He even drives while he's on the phone.
- h) This student is very quiet. He often sneaks into the classroom _____.
- i) She is very beautiful and she is _____ dressed.
- j) Mark is a strange boy. He behaved _____ yesterday after receiving a text message.

4. Underline the correct word (adjective or adverb) to complete each sentence.

- a) It's a *reasonable/reasonably* cheap iPhone. It cost me £319.
- b) Teenagers write and send text messages *incredible/incredibly* fast.
- c) They don't write in *perfect/perfectly* English while texting a message.
- d) Peter doesn't take risks when he's driving. He's always *careful/carefully*.
- e) The taxi driver had *serious/seriously* injuries because he was driving and talking on the phone before the accident.
- f) They were arguing *furiously/furiously* about new technologies.
- g) I've got Internet access on my mobile phone, so I can read my emails *easy/easily*.
- h) The meeting was very *bad/badly* organised.

5. Write sentences using the following adverbs: *seriously, incredibly, badly, quickly, carefully* and *perfectly*.

30-MINUTE DISCUSSION

Should mobile phones be allowed in school?

The question of whether mobile phones should be allowed in schools has been fiercely debated over the years. Most school administrations regard mobile phone use as disruptive and distracting, and have implemented policies that prohibit using them on school grounds.

But lots of people disagree. They argue that kids need a mobile phone to keep in touch with their parents and schools should teach them how to use them responsibly.

• **What do you think? Should mobile phones be allowed in schools?**

- **Group A** is for using mobile phones in schools and **Group B** is against.

Each group has to:

- Think about the arguments they are going to use.
- Think about the arguments the other group may use and prepare to contradict them.
- Defend its viewpoint on the matter and try to persuade the other group to change its mind.



WRITING

1. Write one or two paragraphs about some of the conclusions reached during the debate. What was the strongest argument for allowing mobile phones in schools? What was the strongest argument against them?

USEFUL LANGUAGE

Persuading:

- You must agree it would be ...
- Don't you think ...?
- Don't you see ...?
- There is something you must ...
- Don't forget ...
- Remember ...

Contradicting:

- You are completely wrong.
- On the contrary.
- I'm afraid I don't agree with you.
- I'm sorry but ...
- On the other hand ...



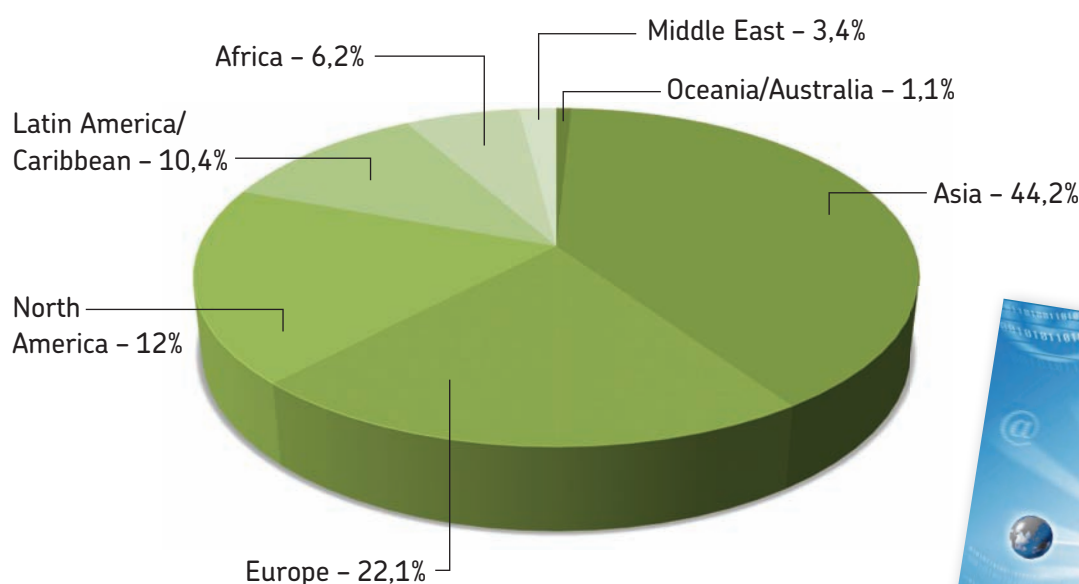
2. Now read your work again. Try to improve it by correcting any errors.

? LEAD-IN

Mobile phones are not the only gadgets used by lots of people to communicate. Computers, along with the Internet, have also revolutionised electronic communication, especially now with the growth of social networks.

The number of people using the Internet is increasing all the time.

World Internet Users Distribution by World Regions - 2011



Source: Internet World Stats
Basis 2,267,233,742 Internet users on December 31, 2011
Copyright ©, 2012 Miniwatts Marketing Group



1. Look at the graph above and complete the sentences.

- There are more Internet users in ... _____
- The minority of ... _____

2. How do you explain the results in the graph? Write your explanation using no more than 50 words.

10-MINUTE DISCUSSION

Read the following quote about the Internet and give your opinion on it.

"The Internet is becoming the town square for the global village of tomorrow."

Bill Gates



? LEAD-IN

1. Answer these questions.

- What is a social network?
- Do you have a social network account? Why? Why not?
- Which is the most popular among teenagers?



READING and LISTENING



1. As you read, listen to a brief biography of Mark Zuckerberg. Do you think he is a hardworking man or just a lucky guy whose parents gave him a good education?

facebook

Search for people, places and things

Find Friends Home

Mark Zuckerberg

Subscribe

Message

Founder and CEO at Facebook

Studied Computer Science at Harvard University

Lives in Palo Alto, California

From Dobbs Ferry, New York

Photos

Map

16m Subscribers

Likes 154

About

Now

2012

2011

2010

2009

2008

2007

2006

2005

2004

2002

2000

1997

Mark Zuckerberg was born on May the 14th, 1984, in White Plains, New York. His father, Edward Zuckerberg is a dentist, and his mother, Karen Zuckerberg is a psychiatrist. Mark and his three sisters, Randi, Donna, and Arielle, were raised in Dobbs Ferry, New York, a sleepy, well-to-do town on the banks of the Hudson River.

Mark Zuckerberg attended Ardsley High School, and then moved to the Phillips Exeter Academy. He excelled in classical studies and science. By the time he graduated from high school, Zuckerberg could read and write: French, Hebrew, Latin, and ancient Greek.

Mark Zuckerberg used computers and began writing software programmes before entering high school. He was taught programming language in the 1990s by his father. Edward Zuckerberg was dedicated to his son's education and even hired software developer David Newman to give his son private lessons.

While still in high school the young Zuckerberg created a music player called the Synapse Media Player that used artificial intelligence to learn user's listening habits. Both Microsoft and AOL tried to purchase Synapse and hire Mark Zuckerberg. However, he turned them both down and enrolled at Harvard University in September 2002, where he studied psychology and computer science. While at Harvard, Mark Zuckerberg co-founded Facebook, an Internet based social network.

In his second year of college at Harvard University, Zuckerberg met his girlfriend, medical student Priscilla Chan. In September 2010, Zuckerberg and Chan began living together.

In 2011, Mark Zuckerberg's personal wealth was estimated to be \$13.5 billion. On May the 19th, 2012, Mark and Priscilla got married. The news was announced (where else?) on Facebook, just one day after the company went public.

About.Com. Retrieved from inventors.about.com/od/Computer-Geek/p/Mark-Zuckerberg.htm (abridged and adapted, July 2012)

2. Read the text again and then complete the following table.

WHAT HAPPENED IN ...?	
1984	
1990s	
2002	
Second year of college	
2010	
2011	
2012	

3. Find antonyms in the text for the following words. You may find it helpful to use a dictionary.

- a) poor (adjective)
- b) modern (adjective)
- c) ended/finished (verbs)
- d) after (preposition)
- e) dismissed/fired (verbs)
- f) public (adjective)
- g) sell (verb)
- h) alone (adjective)

4. Answer the questions about the text. Use your own words as far as possible.

- a) Who is Mark Zuckerberg and where is he from?
- b) When did he begin writing software programmes?
- c) Who helped him with programming language?
- d) What was the Synapse Media Player?
- e) When was Facebook created?



10-MINUTE DISCUSSION

- Do you think the founder of Facebook, is responsible for changing the way people communicate today?
- Do you agree with Mark Zuckerberg when he says “By giving people the power to share, we’re making the world more transparent.” Justify your opinion.
- Bearing in mind your own experience and/or knowledge of how Facebook works what advice would you give to someone who’s about to create an account on this social network?



GRAMMAR Passive Voice

SEE GRAMMAR SYNTHESIS, PAGES 222-223

- The examples below were taken from the text. Read them carefully. Then answer the questions in exercise 1.

"Mark and his three sisters, Randi, Donna, and Arielle, **were raised** in Dobbs Ferry..." (ll. 2-3)

"In 2011, Mark Zuckerberg's personal wealth **was estimated** to be \$13.5 billion." (l. 17)

1. In your opinion, why was the passive voice used in each of the above sentences? Justify your answer with one of the uses of the passive voice presented below.

	USE	FORM
Passive Voice	- To emphasize the action rather than the agent. - When it is unnecessary to mention the agent. - When the agent is unknown. - To avoid using "you" or "one" when making an impersonal statement. - To add variety to the style of a passage.	- The passive is formed with the auxiliary verb <i>to be</i> + <i>past participle</i> of the main verb. - The auxiliary verb (<i>to be</i>) takes the same form or tense of the main verb in the active form. - The subject in the active form becomes the agent in the passive form. When the agent is unknown, unimportant or very general we can omit it. - When the agent is mentioned it is preceded by the preposition <i>by</i>.
Active: <u>The young Zuckerberg</u> <u>created</u> <u>a music player called the Synapse Media Player.</u> subject verb object Passive: <u>A music player called the Synapse Media Player</u> <u>was created</u> <u>by the young Zuckerberg.</u> subject verb agent (sometimes optional)		

2. Complete the table below. Follow the example given.

	ACTIVE	PASSIVE
Present Simple	Mark writes an email.	<i>An email is written by Mark.</i>
Past Simple	Mark wrote an email.	
Present Continuous		An email is being written by Mark.
Past Continuous		An email was being written by Mark.
Present Perfect Simple	Mark has written an email.	
Past Perfect Simple		An email had been written by Mark.
Future (will)		An email will be written by Mark.
Future (going to)	Mark is going to write an email.	
Modal Verbs	Mark should write an email.	

3. Active or passive? Choose the correct option in each case.

- a) The Internet _____ in a lot of different ways.
 1. uses 2. is used 3. used
- b) Many inventors _____ to the development of computers.
 1. have contributed 2. are contributed 3. have been contributed
- c) Facebook is a social networking service and website which _____ in February 2004.
 1. have been launched 2. was launched 3. launched
- d) Facebook _____ in many workplaces to prevent employees from using it during work hours.
 1. were banned 2. banned 3. has been banned

4. Rewrite these sentences in the passive form.

- a) Alice was writing an email when her parents arrived.
An email _____
- b) Millions of people use that social network site every day.
That social network _____
- c) The Internet has helped a lot of unemployed people.
A lot of unemployed people _____

5. Work in pairs. Write three sentences in the active voice and then ask your classmate to change them into the passive voice.

Passive Voice: verbs with two objects

- Read the example taken from the text.

*"He **was taught** programming language in the 1990s by his father."* (ll. 7-8)

6. Could we write this sentence in a different way using the passive voice? How?

- Many verbs can be followed by two objects: an indirect object and a direct object. Examples of such verbs are: *take, ask, give, send, show* and *lend*. When a verb has two objects, two structures are possible:
Example: *She gave me a book.*

The indirect object as the subject of the passive verb

e. g. *I was given a book.*

The direct object as the subject of the passive verb

e. g. *A book was given to me.*

Of these, the second structure (indirect object as subject of the passive verb) is probably the most common of the two.

7. Put these sentences into the passive voice. Write the two possible structures. Mention the agent only when necessary.

- John lent us his laptop last week.
- People give children too many mobile phones, computers and video games.
- My parents promised me a new iPod.
- Our teacher is showing us a video about the history of the Internet.
- Peter's parents gave him some Internet safety tips.

8. Write two passive sentences for each picture using the verb given.



send



show



give



PROJECT

Mobile phones: to use or not to use ...

Have you ever been to the theatre? Would you like to be an actor/actress? Have you ever participated in a school play? And what about performing it in English with your classmates?

- This is your chance to become an actor/actress and you have 90 minutes to prepare.

1st — Form groups, 6 students in each group. Your teacher will give you some role cards. Each person in the group takes a card. Decide who will play which role.

2nd — Each card has some information about the character you will have to play.

3rd — In your group, think about the scene you want to create (e.g. a fancy restaurant, a fast-food restaurant, a café, etc.) and the things you will say and do. **Don't write anything.**

You will have to improvise.

You will have about 20-30 minutes to do this.

4th — Perform your role-play to your class. After each group has performed, vote on the best performance. Don't forget that the other groups will have the same characters.



Internet safety

- Go to **www.safeteens.com** and do some research about how to use the Internet safely. You may choose one of the following items and then present it to your class:
 - Social networking tips for teens
 - Tips on how to stop cyber bullying
 - Facebook tools to encourage kindness and respect (reporting offensive pictures, etc.)



2.3

Other Worlds and Realities



INTRODUCTION

1. Why do we humans explore? Complete the text by choosing the correct option from the list below.



Human Space Exploration

Humanity's interest in the heavens has been **(a)** and enduring. Humans are driven to explore the unknown, **(b)** new worlds, push the boundaries of our scientific and technical limits, and then push further. The intangible desire to explore and challenge the boundaries of what we know and where we have been has provided benefits **(c)** our society for centuries.

Human space exploration helps to address **(d)** questions about our place in the Universe and the **(e)** of our solar system. Through addressing the challenges related to human space exploration technology, we **(f)** new industries, and help to foster a **(g)** connection with **(h)** nations. Curiosity and **(i)** are vital to the human spirit and accepting the challenge of going **(j)** into space will invite the citizens of the world today and the generations of tomorrow to join NASA **(k)** this **(l)** journey.

NASA. Retrieved from www.nasa.gov/exploration/whyweexplore/why_we_explore_main.html
(abridged and adapted, July 2012)

- | | | | |
|---------------------|----------------|-----------------|-------------------|
| a) 1. university | 2. universal | 3. universally | 4. universe |
| b) 1. discover | 2. discovered | 3. discovering | 4. discovers |
| c) 1. to | 2. of | 3. by | 4. for |
| d) 1. fundamentally | 2. fundamental | 3. fundamentals | 4. fundamentalist |
| e) 1. story | 2. historical | 3. historic | 4. history |
| f) 1. created | 2. creation | 3. create | 4. creative |
| g) 1. peacefully | 2. peaceful | 3. peace | 4. peacefulness |
| h) 1. another | 2. the other | 3. other | 4. others |
| i) 1. exploration | 2. exploratory | 3. exploitation | 4. explorer |
| j) 1. deep | 2. deeply | 3. deepness | 4. deeper |
| k) 1. on | 2. in | 3. by | 4. at |
| l) 1. excited | 2. exciting | 3. excite | 4. excitement |



2. Mankind does not limit itself to exploring the Universe or the regions beyond the Earth's atmosphere.

Apart from space travel what other kinds of exploration can men undertake?

3. We now live in the Digital Age, the Information Age. Find out what Virtual Reality and Cyberspace mean by filling in the gaps in the text below, with the words from the box.

network presence imaginary analysis communications
boundaries virtual fantasy electronic

Virtual Reality (VR) allows you to simulate physical (a) _____ in places in the real world, as well as in (b) _____ worlds.

(c) _____ worlds are often regarded as being (d) _____ spaces sealed off from the real world, but more careful (e) _____ reveals that the (f) _____ between the real and virtual worlds are quite porous.

Cyberspace is the (g) _____ medium of computer (h) _____, where online (i) _____ take place. Cyberspace means "computer space".

4. In what ways is cyberspace real?

5. How many compound words can you form with the word *cyber*. One is already done for you.

STUDY TIPS

- Try to learn and memorise new English vocabulary by organising a vocabulary notebook.
- You can create a vocabulary section in your English notebook or you can get a special notebook for vocabulary.
- You can organise your words by meaning, word-class or synonyms/antonyms.



FACTS

1957 — The USSR launches Sputnik 1, man's first artificial satellite; the USSR launches a dog into space. Laika dies a few hours after take off from overheating and panic.

1958 — The National Aeronautics and Space Administration (NASA) is formed, the USA launches Explorer 1, its 1st satellite.

1959 — Luna 3 takes pictures of dark side of moon; 1st monkeys to survive space flight return to Earth.

1961 — Soviet cosmonaut Yuri Gagarin is the 1st man to orbit Earth; President John F. Kennedy addresses the Congress and challenges nation to put a man on the moon by the end of the decade.

1963 — The Laser is invented; cosmonaut Valentina Tereshkova becomes the 1st woman in space.

1964 — The IBM 360 is introduced and quickly becomes the standard institutional mainframe computer.

1965 — Soviet cosmonaut becomes the 1st man to "walk" in space, spending 12 minutes outside the spacecraft.

1966 — The USSR's Luna 9 makes 1st soft landing on moon; the USA's Surveyor 1 makes soft lunar landing.

1967 — Three USA astronauts are killed in a fire in their Apollo 1 capsule while performing a test on the launch pad.

1968 — Soviet Zond 5 becomes the 1st spacecraft to orbit the Moon and return to Earth; Apollo 8 begins 1st manned journey to the moon.

? LEAD-IN

1. Answer the following questions. Give your personal opinion.

- What questions do you think of when you look up at the sky?
- Do you like travelling?
- What's the most important journey you've ever made?
- How would you feel if you had the chance to travel in space?

READING

1. Read the following articles. What is the main theme in both articles?

Let's Go Find Planets



A new \$600 million telescope was successfully launched on Friday night from the Kennedy Space Center in Cape Canaveral, Florida. The Kepler Space Telescope is the first human tool that will be able to find planets capable of supporting life as we know it. "Kepler will help us understand if our Earth is unique or if others like it are out there," said the project manager.

Kepler is a space observatory, named in honor of the 17th-century German astronomer Johannes Kepler, and will be active for 3 years, 3 months and 19 days.

(March 6, 2009, adapted from the Internet)

Sally Ride Takes Students on her Mission



By Joe Levit, September 16, 2011

Sally Ride – the first American woman in space – and her company Sally Ride Science have teamed up with NASA to take thousands of middle school students along on the GRAIL mission. Multiple cameras on the craft will give the students close-up views of the moon's surface.

Classrooms that sign up for the GRAIL MoonKAM program can request pictures of specific areas. The images will be posted on the MoonKAM website. Teachers and students can then study the moon's features in detail.

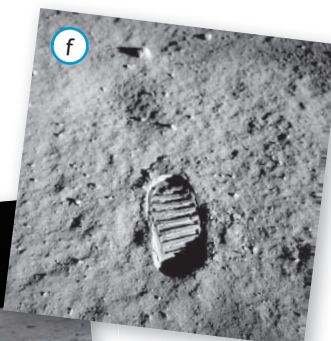
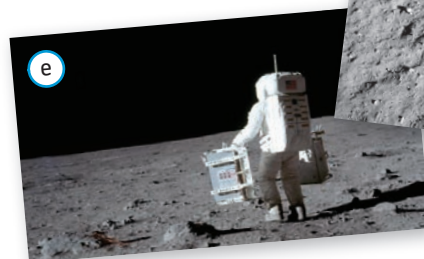
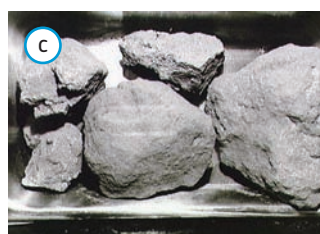
GRAIL will cost \$496 million. Two unmanned craft taking thousands of students on a journey and uncovering lunar secrets – that sounds like money well spent.

Time for kids. Retrieved from www.timeforkids.com/news/moon-mission/21481
(abridged and adapted, September 2012)

2. Read the following questions and discuss them in class.

- What do you think of the GRAIL MoonKAM project?
- Would you like your class to sign up for such a project? Justify your answer.
- The Kepler mission began with a planned mission lifetime of at least 3.5 years; in 2012, the mission was extended to 2016. Kepler will help us understand if our Earth is unique or if others like it are out there. Do you believe that there is life on other planets?
- If no habitable planets are found, is the telescope a waste of money?

3. In pairs, look at the photos below. Do you know which historic moment they represent?



LISTENING

1. Listen to the article "The Eagle has landed: Happy anniversary, Apollo 11" by Nate Rawlings, published in *Time Magazine* and answer the following questions.

- When did man land on the moon?
- Who said the iconic words "the eagle has landed: happy anniversary, Apollo 11"?
- Who were the first two men to land on the moon?
- What was the name of the spacecraft?
- What time was it on Earth when Neil Armstrong set his left foot on the surface of the moon?
- How long were the two astronauts on the moon?
- Who made a phone call to congratulate the astronauts?
- Was the landing broadcast on television?

FACTS

1969 — American astronaut Neil Armstrong is the 1st man to walk on the moon, accompanied by Edwin Aldrin.

1975 — The US and the Soviet Union launch the 1st international manned space station.

1976 — The US launches *Viking 1* and *Viking 2*. These unmanned space probes landed on Mars and sent back photos and data.

1981 — *Columbia*, the 1st reusable manned space shuttle, is launched by the USA.

1983 — Sally Ride becomes the 1st American woman in space.

1990 — The *Hubble Space Telescope* is launched into orbit.

1995 — Russian cosmonaut Valery Polyakov completes a record of 438 consecutive days in space.

1996 — The Mars Pathfinder is launched. Thousands of never-before-seen images are transmitted to Earth.

2002 — *The International Space Station (ISS)* with Russian, European, USA and Japanese components, is expected to be completed.

2003 — The space shuttle *Columbia* broke up 15 minutes before its scheduled landing. All the crew members were lost; Europe's 1st mission to the Red Planet.

2004 — NASA landed 2 Mars Exploration Rovers on the surface of Mars.

2005 — Return of first human spaceflight after *Columbia* tragedy, on board of *Discovery*.

2011 — *Atlantis*, the space shuttle launch marks the last in NASA's history.



GRAMMAR Conditionals

SEE GRAMMAR SYNTHESIS, PAGE 223

1. Look at the sentence below. What does it refer to?

"More missions like Kepler's **will continue** to explore the planet Earth but only **if** more investments are made."

- ☐ a) Something specific likely to happen in the present or future — 1st conditional.
☐ b) An improbable or imaginary situation in the present or future — 2nd conditional.

1ST CONDITIONAL		
	USE	FORM
If + Present Simple + Future Note: There are alternate forms used with the conditional.	For situations that will possibly or probably happen in the present or future.	<i>If men continue exploring space, they will find new galaxies.</i> OR <i>Men will find new galaxies if they continue exploring space.</i> BUT <i>Unless we continue exploring space, we won't find new galaxies. (unless = if not)</i>
If + Present Simple + modal + Infinitive (without <i>to</i>) <i>(can, must, will, may, might)</i>		<i>NASA might send scientists to another planet if the planet has conditions to support life.</i>
If + Present Simple + Imperative	To give orders or advice and to make requests or suggestions.	<i>If you <u>are</u> against manned space exploration, sign a petition.</i>

2ND CONDITIONAL		
	USE	FORM
If + Past Simple + Conditional <i>(would + infinitive)</i>	- For situations that are unreal, hypothetical, impossible or improbable. - This conditional provides an imaginary result for a given situation.	<i>If I <u>had</u> enough money, I would go on a trip to space.</i>
If + Present Simple + modal + Infinitive <i>(would, could, might)</i>		<i>If you <u>wrote</u> to the Dutch company, it could send you some information about the "Mars Mission".</i>
If + was/were + Conditional	To give advice.	<i>If I <u>were</u> you, I wouldn't only watch science fiction films.</i>

3RD CONDITIONAL		
	USE	FORM
If + Past Perfect Simple + modal* + have + Past Participle <i>*(would, could, should, might)</i>	- To express a hypothetical and impossible result about a past situation. - To express regret about something that we have (not) done. - It is often referred to as the “past” conditional because it only relates to past situations with hypothetical results.	<i>If the astronaut hadn't panicked, the spacecraft would have landed safely.</i>

Note:

- You can also put the result clause first without using a comma between the clauses.
- The verb *to be*, when used in the 2nd Conditional, is always conjugated as *were*.

2. Order the words and write conditionals — 1st, 2nd or 3rd. Identify each conditional sentence.

- President John F. Kennedy / challenge / the American nation / to put a man on the moon / Neil Armstrong / be / the first man on the moon.
- Students/ visit / website www.nasa.gov / learn / a lot / space exploration
- NASA /continue / to invest / planet-hunting telescopes / might find / like ours / a planet / somewhere
- I / be / rich / follow in / Neil Armstrong / the footsteps

3. Rewrite the following as conditional sentences.

- They didn't watch the film *Avatar*, so they couldn't write a comment on it.
If _____
- I'm not a millionaire. I can't travel into space.
If _____
- World leaders should take the necessary measures to end with famine in the world.
Unless _____
- Scientists need to spend millions on technology so that man can understand some of the mysteries of space.
If _____

4. Complete the sentence. *What would you do if ...*

- you won the lottery?
- you were a world leader?
- there was a famous astronaut at your school while you were having classes?
- you were on an island with no internet?
- you lost your mobile and your parents had no money to buy you another one straight away?
- you had to choose between a tropical island holiday and one month without your mobile?

? LEAD-IN

1. The article you are going to read is entitled “There Will Be Life on Mars”. Which of the topics below do you think the text will mention?

- ☐ a) NASA has discovered that the red planet could be habitable.
☐ b) The public will be able to spend some time on Mars.
☐ c) A Mars mission will turn into a kind of reality show.
☐ d) Conditions for living on the red planet.

READING

1. Now read the article to check if you are correct.




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There will be life on Mars: Mission to create first human colony by 2023 - and it will be filmed for reality TV show

By [ROB WAUGH](#)

PUBLISHED: 08:57 GMT, 4 June 2012 | **UPDATED:** 13:38 GMT, 4 June 2012

An independent space launch company aims to put four people on Mars by April 2023 – and the team will not be coming back.

Mars One is the brainchild of Dutch businessman Bas Lansdorp, who was the former CEO of an alternative energy company. He claims that a new crew of four will join every two years as the explorers build their settlement, and that by 2033 there will be 20 people living on Mars.

The company has been in talks with independent space suppliers such as Space X, which recently launched the first privately owned rocket to the Space Station. The first step of Mars One is to send a communications satellite to Mars in 2016 and two years later a robot on wheels will land on the red planet to look for a suitable place to build the Martian accommodation.

The Dutch company is backed by a Nobel prize winning physicist, Gerard ‘t Hooft — and also by Paul Romer, co-creator of Big Brother. The company aims to start training astronauts next year – and will turn the selection and training programme into a “media event” similar to a reality show.

“This will also be our way to finance the mission: the mission to Mars will be the biggest media event ever! The entire world will be able to watch and help with decisions as the teams of settlers are selected, follow their extensive training and preparation for the mission and of course observe them settling on Mars once they have arrived. The emigrating astronauts will share their experiences with us as they build their new home, conduct experiments and explore Mars.”

The Mars One plan has been running since 2011.

Retrieved from www.dailymail.co.uk/sciencetech/article-2154336/New-Mars-One-mission-aims-establish-human-colony-Red-Planet-2023.html
 (abridged and adapted, July 2012)

2. Answer the following questions about the text using your own words as far as possible.

- a) What is the first step of the plan?
- b) What is the goal for 2033?
- c) Gerard 't Hooft is a Nobel prize winner. Have you ever heard of him?
Do you know what his field of expertise is?
- d) Will TV viewers be able to influence what happens to the people going to Mars?

3. Describe ...

- a) what type of company plans to send astronauts to Mars.
- b) what will happen to the astronauts.
- c) what Mars One is.
- d) who the mentor of the project is.
- e) what will happen in 2018.
- f) why the mission to Mars will become the biggest media event ever.
- g) how the mission will be financed.
- h) how long the project will be in operation.
- i) what you will expect to see on TV by 2023.



10-MINUTE DISCUSSION

Mission to Mars

The scariest part of the contract for the people who make the journey will be never returning to Earth. They must stay on Mars forever and help to build the complex where space travellers will live.

- Will there be any candidates for the project?
- What kind of people do you think will eventually apply?

Share your opinions with the class.



WRITING

1. Read the following piece of writing. This text presents the pros and cons of a shorter working week.

Introducing a shorter working week may have both positive and negative effects on society. For workers, the advantages of shortening the work week include more free time. This will lead to stronger family relationships, as well as better physical and mental health for all. An increase in free time should lead to more service sector jobs as people find ways to enjoy their extra leisure time. What is more, companies will need to hire more workers to keep production up to past levels which were reached during a standard forty hour working week. All together, these benefits will not only improve the quality of life, but also help to develop the economy as a whole.

On the other hand, a shorter working week may harm the ability to compete in the global workplace. Moreover, companies may be tempted to outsource positions to countries where longer working weeks are common. Another point is that companies will need to train more workers to make up for the lost hours in productivity. Companies will probably have to pay a steep price for shorter working weeks.

To summarise, it is clear that there would be a number of positive gains for individual workers if the working week were shortened. Unfortunately, this move could easily cause companies to look elsewhere for qualified staff. In my opinion, the net positive gains outweigh the negative consequences of such a move towards more free time for all.

About.com. Retrieved from esl.about.com/od/intermediatewriting/1/persuasive_writing.htm (abridged and adapted, July 2012)

WRITING TIPS

- Before you begin, write down at least five positive points and five negative points.
- Use your notes to write a For and Against Argument using the helpful language provided.

Introduction: begin by writing down an overall statement of the situation.

First paragraph: one side of the argument. You can start with either positive or negative. Generally, it is the side with which you agree.

Second paragraph: the other side of the argument.

Final paragraph: a very short summary of both paragraphs. You should include your own general opinion on the matter.

2. Now write about Space Exploration. Choose ONE of the ideas below and use the information from the boxes “Writing tips” on page 110 and “Useful Language”, below.

- a) Write a newspaper article about the pros and cons of space exploration.
- b) Read the article “Sally Rides takes students on her mission” (page 104). Imagine your school is planning to sign up for the GRAIL MoonKam mission. You are against it. Write an article for your school magazine explaining your reasons.

You may consider the following questions.

- ✓ Why should we explore space?
- ✓ Why should money, time and effort be spent researching something with apparently so few benefits?
- ✓ Why should resources be spent on space rather than on living conditions and people on Earth?

USEFUL LANGUAGE

Expressing your opinion:

- In my opinion ...; I feel/think that ...; Personally ...

Providing Additional Arguments:

- What is more, ...; In addition to ...; The ... further; ... Not only will ... but ... will also ...

Summarising:

- To sum up ...; In conclusion ...; To summarise ...; All things considered ...

Showing Contrast:

- However ...; On the other hand ...; Although ...

3. Now read your work again. Try to improve it by correcting any errors.



PROJECT Book review — best Sci-fi book ever

Sci-fi books are complete with heroes, distant planets, impossible quests, improbable settings, fantastic places, great dark and shadowy villains, futuristic technology and gizmos, as well as unknown and inexplicable forces. Many Sci-fi stories take place either on Earth, in outer space, or (most often) in the future.

Filmsite. Retrieved from www.filmsite.org/sci-fifilms.html (abridged and adapted, July 2012)

- **Choose your favourite Sci-fi book, gather information about it and present it to your class. Support your presentation with pictures. Don't forget that a book review should have a number of purposes:**

- **To inform.** The review needs to tell people who the characters in the book are, who it is written by and where or when it will be available in bookshops.
- **To describe.** The review should describe the story, characters and some of the action — without spoiling the plot or giving too much away.
- **To analyse.** A good review gives an opinion on whether the book is good or not and why.
- **To advise.** Finally, the review should tell the reader whether or not to read the book

Bitesize. Retrieved from www.bbc.co.uk/schools/gcsebitesize/english/creativewriting/movingimagesrev2.shtml

FACTS

Did you know that ...

- Nintendo, the giant of the video game industry, started as a Card Company in 1889?
- the first computer graphics computer game was created by A. S. Douglas in 1952?
- "Tennis for Two," was the first video game ever created, by William Higinbotham in 1958?
- the first game intended for computer use was SpaceWar, created by Steve Russel in 1962?
- a videogame to display on a television screen was invented in 1967 by Ralph Baer?
- Lara Croft is the most popular female character in gamedom and was created in 1996?

? LEAD-IN

1. Look at the pictures on the right.
2. What are their similarities and differences?
3. What do you prefer watching Sci-fi films or playing online games?

👁️ WATCHING

"Resident Evil" is a survival horror video game by Capcom and it was released in 1996. In 2002, Paul S. W. Anderson directed *Resident Evil* for the cinema.

1. Watch the trailer of the film *Resident Evil Survive the horror* (2002) by Paul. S. W. Anderson and say what the film is about.
2. Read the information below and answer the questions.

Playing online games is as popular among teenagers as visiting social networking sites, watching live video streaming, listening to songs or online shopping. And the number of virtual world users is increasing and does not appear to be slowing down anytime soon.

- a) Apart from entertainment, what other virtual reality domains are there?
- b) How can games really encourage learning?
- c) What are "serious games"?
- d) What are the benefits for serious game users?



 READING

1. Do you know who invented video games? Read the following article and find out.



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The man who invented video games

Ralph Baer reflects on conceiving an industry - and looks at what it has become.

May 1, 2003: 11:49 AM EDT

By Chris Morris

In 1951, as an engineer making television sets, Baer had the passing thought that adding a gameplay element to TV might be fun. His bosses disagreed. Instead of dismissing the idea, though, Baer kept it in mind and let it churn over. Fifteen years later, sitting at a bus terminal in New York City waiting for a co-worker, he began to scribble down notes about TV games.

On October 20, 1966, he was playing his first video game – a chase game with two spots on a screen. It wasn't exactly the marvelous graphics today's players are used to, but it held enough appeal for Sanders Associates, the military electronics firm that employed Baer, to keep funding its research and development.

In 1972, the first at-home gaming consol was created. The Odyssey, sold 100,000 units at \$100 each that year. The prototype for that machine, was known simply as "the brown box".

Despite founding the industry, Baer never got particularly rich from it. The patents for his inventions expired long ago.

While he's proud of what he created – and said there are a lot of good games on the market today – Baer's not happy with every direction the industry has taken, particularly some of today's more popular action games.

“All this violence, who needs it?,” he said. “All this gross stuff? Who needs blood all over the floor? But, hey, it sells. I'm just an old fart talking. ... Still, I wish there was a little more content in some of this stuff.”

Today, kids spend too much time playing video games. Baer says “It's the parents' fault. There's nothing in the bible that says ‘you must play video games’. Just say no to them. Make them do their homework, then they can go outside and play.”

Former President George W. Bush awarded Ralph Baer with The National Medal of Technology in 2004. He is no longer active in the game industry.

CNN Money. Retrieved from money.cnn.com/2003/05/01/commentary/game_over/column_gaming/ (abridged and adapted, July 2012)

2. Considering what you know about *Resident Evil 6 Gameplay Preview* comment the words of Ralph Baer: “All this violence? Who needs it? ... Who needs blood all over the floor? But, hey, it sells”.

3. Explain the meaning of the following expressions.

- a) ... let it churn over
- b) ... it held enough appeal
- c) ... an old fart talking





4. Match the words on the left with their definitions on the right.

- | | |
|-------------------------|---|
| a) dismissing (l. 5) | ☐ 1. To receive a prize, accolade, qualification. |
| b) scribble down (l. 8) | ☐ 2. To decide that sth is not important and not worth thinking about. |
| c) funding (l. 14) | ☐ 3. Extremely offensive, disgusting. |
| d) gross (l. 29) | ☐ 4. To write sth quickly and carelessly. |
| e) awarded (l. 38) | ☐ 5. To pay for or financing. |

5. Complete the sentences according to the text.

- a) If Ralph Baer had given up his idea of ... _____
- b) Some notes about TV games ... _____
- c) Baer couldn't have researched and developed his idea about TV games if ... _____
- d) Parents should ... _____
- e) *The National Medal of Technology* ... _____

6. Answer the questions with your own words as far as possible.

- a) What did Ralph Baer create and when?
- b) Ralph Baer is proud of his achievement but what is he unhappy and worried about? Why?
- c) Does Baer have a permissive attitude about parents and children today? Justify your answer.

10-MINUTE DISCUSSION

"Serious games" provide an important opportunity for learning. Players work with corporations, state agencies, NGOs and other organisations to develop learning experiences that meet their users' specific needs.

- Would you like to use "serious games" in your classroom?
- What would be the advantages or disadvantages of using them?
- Which learning skills do you think you would develop most?

www.

Useful sites:

www.seriousgames.dk
http://www.seriousgames
institute.co.uk/



WRITING

- 1.** Do some research on "serious games" and write your opinion on whether "serious games" could be used as a teaching tool.
- 2.** Now read your work again. Try to improve it by correcting any errors.

? LEAD-IN

1. Discuss the following topics in class.

- Do you care about our planet?
- How "green" are you?
- What are the biggest environmental problems where you live?



👁️ WATCHING

1. CityOne is a so-called "serious game" from IBM. Watch the trailer of the video game and complete the information below.

	CITYONE
a) Global population by 2011.	
b) Percentage of population increase in developing countries.	
c) When 2/3 of all people on Earth will live in cities.	
d) Four problems/issues to be solved.	
e) Three possible solutions.	

2. Underline the correct word, from the options in *italics*, according to the context.

This online game *simulates / stimulates* how a big city functions and shows business and civic leaders *what / how* to make their cities and industries run *efficiently / most efficiently* by solving *real / imaginary* — world business, *environmental / environment* and logistics problems. It is an initiative to get the world running on *smarter / smart* and *green / greener* technology. CityOne helps planners, developers, and government agencies *figure out / up* how to address the challenges of running a big city and make it a city of tomorrow.

3. Make a short list of other possible solutions that could minimise environmental problems in big cities. What do you think of Lilypad (an ecopolis)?



Lilypad, a floating ecopolis for climate refugees, by Vincent Callebaut Architectures.



GRAMMAR Articles

SEE GRAMMAR SYNTHESIS, PAGES 223-224

1. Look at the sentence below and underline the articles.

"It is an initiative to get the world running on smarter and greener technology".

USE	
Definite Article the	- Nouns that have already been mentioned. - Specific or particular nouns: <i>the Olympic Games, the Eiffel Tower, the River Tejo.</i> - Names of seas, oceans, rivers and regions: <i>the Thames, the Atlantic, the Algarve.</i> - Geographical areas: <i>the West, the Middle East.</i> - Deserts, forests, gulfs, and peninsulas: <i>the Sahara, the Persian Gulf, the Iberian Peninsula.</i> - Points on the globe: <i>the Equator, the North Pole.</i> - Specific public institutions such as hotels, theatres, museums, restaurants etc: <i>the Statue of Liberty, the Gulbenkian, the Royal Opera House.</i> - Name of countries that indicate multiple areas or contain the words state(s), kingdom, republic, union: <i>the Netherlands, the United Kingdom, the Republic of China, the USA.</i> - Names of musical instruments: <i>the guitar, the piano.</i> However its use depends on the context. e. g. <i>I'm learning to play the guitar but I haven't got a guitar I use my sister's guitar.</i> - Superlatives and ordinal number: <i>the best, the first.</i>

USE	
Indefinite Article a/an	- Singular countable nouns: <i>an inventor, a spacecraft.</i> - Singular fractions and large numbers as adjectives: <i>a 104 bottles.</i> - Jobs: <i>a designer, an astronaut</i> (in non-specific contexts). - To mean per: <i>IBM sells lots of videogames a year, twice a week.</i>
Note: Using <i>a</i> or <i>an</i> depends on the sound that begins the next word. <i>a</i> + singular noun beginning with a consonant: a computer. <i>an</i> + singular noun beginning with a vowel (<i>a, e, i, o, u</i>): an argument, an iPod. <i>a</i> + singular noun beginning with a consonant sound: a university (the "u" sounds "y"). <i>an</i> + nouns starting with silent "h": an hour. <i>an</i> + singular noun beginning with a vowel sound: an SMS (the "s" sounds "e") an NGO.	

Note: Choosing between the *definite* or *indefinite* article is often dependent upon how specific or not the context is.

USE	
No Article	• Academic subjects: <i>chemistry, mathematics, science, history, computer science.</i> • Sports: <i>surfing, tennis, hockey, baseball.</i> • Languages and nationalities: <i>Italian, English, Spanish, Portuguese</i> (unless you are referring to the population of the nation: <i>the Portuguese are known for their warm hospitality</i>). • Most islands, mountains, lakes, cities, stations, streets: <i>Berlin, Sunset Boulevard, Mount Everest.</i> • Most names of countries: <i>Portugal, England, Germany, Chile, New Zealand.</i> • People's names: <i>Peter is a videogame addict.</i> • Meals, places and transport: <i>He is playing at home, they go to university.</i> • Things in general: <i>People are worried about global warming.</i> • Years, months, days and special times of the year: <i>CityOne game was released in 2010.</i>

2. Fill in the blanks with the appropriate article, *a*, *an*, or *the*, or leave the space blank if no article is needed.

a) What is it like to live in a city?

Cities have become very attractive places because they offer (1) _____ people not only jobs and work but also many things they can do in their free time. You can go to museums or art exhibitions, relax in public parks, listen to music at concerts or eat out at (2) _____ expensive restaurants that offer food from all over (3) _____ world. Big department stores give you (4) _____ pleasure of buying many things without leaving (5) _____ building. Cities offer their residents and (6) _____ people who work there (7) _____ variety of ways of getting around. Many people walk or ride (8) _____ bike, which is often (9) _____ fastest way to get around in (10) _____ crowded city. All cities offer at least some form of public transport: buses, trains or trams. Large cities have subways that travel underground. (11) _____ city has its own government, called (12) _____ city council. (13) _____ head of (14) _____ city council is its mayor.

b) How to define "city"?

(1) _____ term *metropolitan* area is used to define (2) _____ city itself and (3) _____ surrounding suburbs or other urban areas. (4) _____ city of New York, for example, has (5) _____ population of 8 million, but its metropolitan area includes many other cities around it: (6) _____ total of about 20 million people in all. *Megalopolis* is (7) _____ term used to describe (8) _____ large cities that are so close to each other that they start to grow together. Boswash, for example, is (9) _____ megalopolis that reaches from Boston to Washington, D.C. New York, Philadelphia and Baltimore also belong to this region. Almost 50 million people live here. *Megacity* is (10) _____ word used to describe (11) _____ very large cities, mostly over 10 million people. Examples are Mexico City, São Paulo, Mumbai and others. Most of them are in developing countries where thousands of (12) _____ people migrate from (13) _____ countryside to (14) _____ cities every day.



READING

1. Did you know we are undergoing a social media revolution? Read the following text and find out what this actually means.

The world is changing at a speed we could never have imagined before. The social web and mobile technology has accelerated at such a rate that relationships develop, information is shared and influence **takes hold** faster than ever. People now use social technology to help shape the world's events and culture.

Facebook has taught us new ways to communicate and collaborate through features like feeds, profiles and groups. At the same time, smartphones and tablets provide mobile and instantaneous access to information from any location. Together, these have redefined consumer computing.

We have seen the power of social media and its effect on society. Connected individuals have rallied crowds, created vast audiences and **toppled** political establishments by communicating their message through social networks.

We've also seen the impact of the social revolution on business. When Netflix announced it was changing its pricing structure, its customers rebelled, posting 82,000 negative comments across its blogs and on Facebook and Twitter. Within months the company lost 800,000 customers and two-thirds of its market value. That's the speed of social media — everything happens faster than ever before.

New graduates entering the workforce are frequently **appalled** by the technology their employers use to run their companies. They are frustrated by antiquated software systems that were built long before Mark Zuckerberg was even born. Only the companies that transform themselves into social enterprises will connect with everything that is important and lead us into the future.

BBC News Business. Retrieved from www.bbc.co.uk/news/business-18013662 (abridged and adapted, June 2012)

NEW VOCABULARY

To take hold — to start having a definite effect

To topple — to make something collapse

Appalled — shocked and/or horrified

2. Give complete answers to these questions about the previous text using your own words as far as possible.

- a) What has contributed to the rapid development in communication?
- b) What do we associate feeds, profiles and groups with?
- c) What are the advantages of smartphones and tablets?
- d) How can social media have an impact on society and business? Give examples from the text.
- e) Why do new graduates feel discouraged and frustrated when they start working for a company?
- f) Why does the author mention the name of Mark Zuckerberg?
- g) Why is it so important for a company to transform itself into a "social" enterprise?
- h) Do you agree with the author when he says "everything happens faster than ever before"? Is this good or bad?

3. Complete the sentences about the text.

- a) We can see changes ... _____
- b) Communication was affected by ... _____
- c) Business and society have been ... _____
- d) New graduates who enter the world of work ... _____



VOCABULARY

1. Complete the table using the words below. Four of them do not apply.

vacuum cleaner	chat room	freezer
keyboard	blender	video projector
spacesuit	Internet	CD player
overhead projector	interactive white board	central heating
X-rays	electric kettle	laptop
pen drive	satellite	microwave
data show projector	jet engine	social network
word processor	external hard drive	hair dryer

TECHNOLOGY AT SCHOOL	TECHNOLOGY AT-HOME	COMPUTER TECHNOLOGY

2. Complete the sentences with words from the previous exercise.

- a) Our English lessons are more interesting when our teacher uses the _____ to show us some videos.
- b) At school we can use a PC but we don't have a _____, which is portable. So, if we need to use one, we have to bring our own.
- c) If we want to preserve a cooked meal for some weeks we just have to put it in the _____ and then defrost it where we want to eat it.
- d) Nowadays people use a _____ when they need to save a document. It's safer and portable.
- e) My mother always uses a _____ to make her coffee or tea. It's faster.



GRAMMAR

1. Complete the sentences with the correct form of the Future Simple, Future Continuous and Future Perfect.

- a) This time next week I _____ (chat) with my friends on Facebook.
- b) I think Facebook _____ (change) the way people communicate.
- c) By 2032, all companies _____ (update) their communication systems.

2. Complete the sentences with the correct modal verb.

- a) The social Media _____ revolutionise society.
- b) People _____ be careful with the people they meet on social networks.
- c) New graduates _____ adapt to the new social rules in the world of work.
- d) Companies _____ lose businesses if not connected to social networks.

3. Look at the following pairs of sentences. In each case identify the adjective in the first sentence and use the corresponding adverb to complete the second sentence.

- a) Social networks are simple. You _____ have to access the Internet to use them.
- b) People now use social technology to communicate. It is the only way to live _____.
- c) New graduates will be the potential workforce in the future. They will _____ have to adjust to the companies' policy.

4. Rewrite the following sentences in the Passive Voice. Some sentences can have two different objects.

- a) Social networks have transformed relationships.
- b) Facebook teaches us new ways to communicate.
- c) Most companies used antiquated software systems.
- d) Social Media is giving people the opportunity to communicate more efficiently.

5. Complete the conditionals below in the correct way.

- a) If everybody accesses Facebook, Mark Zuckerberg _____ (be) the richest man in the world.
- b) Companies would have more profit, if they _____ (use) new technologies.
- c) If companies had invested in modern software, new graduates _____ (become) frustrated.

6. Complete the text with *the/a/an* or no article.

Mark Elliot Zuckerberg (born May 14th, 1984) is **(a)** _____ American computer programmer and Internet entrepreneur. He is **(b)** _____ best known as one of the four co-founders of **(c)** _____ social networking site Facebook. Zuckerberg is **(d)** _____ chairman and chief executive of Facebook, Inc.

Since 2010 Zuckerberg has been named among **(e)** _____ 100 wealthiest and most influential people in **(f)** _____ world by Time magazine's Person of **(g)** _____ Year. In 2010 **(h)** _____ fictionalized account of Zuckerberg creating Facebook while in college and its later start-up phase was made into **(i)** _____ movie, *The Social Network*.

Wikipedia. Retrieved from en.wikipedia.org/wiki/Mark_Zuckerberg
(abridged and adapted, July 2012)



WRITING

1. Choose ONE of the following quotes and write about 100 words giving your opinion about it.

- a) "Facebook has taught us new ways to communicate and collaborate."
(Marc Benioff)
- b) "The real danger is not that computers will begin to think like men, but that men will begin to think like computers." (Sydney J. Harris)
- c) "We are becoming the servants in thought, as in action, of the machine we have created to serve us." (John Kenneth Galbraith)

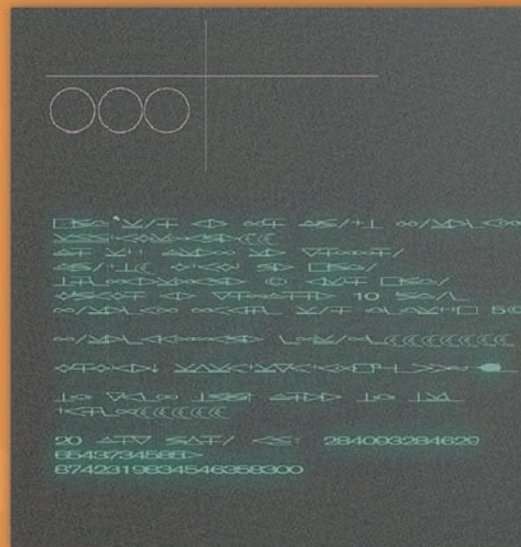
UNIT 3

GLOBAL COMMUNICATIONS

3.1 The Media

3.2 The Internet

3.3 Media Ethics





"Early in life I had noticed that no event is ever correctly reported in a newspaper."

George Orwell

"The Internet is becoming the town square for the global village of tomorrow."

Bill Gates

"A pretty reason perhaps why novelists more and more try to keep a distance from journalists is that novelists are trying to write the truth and journalists are trying to write fiction."

Graham Greene

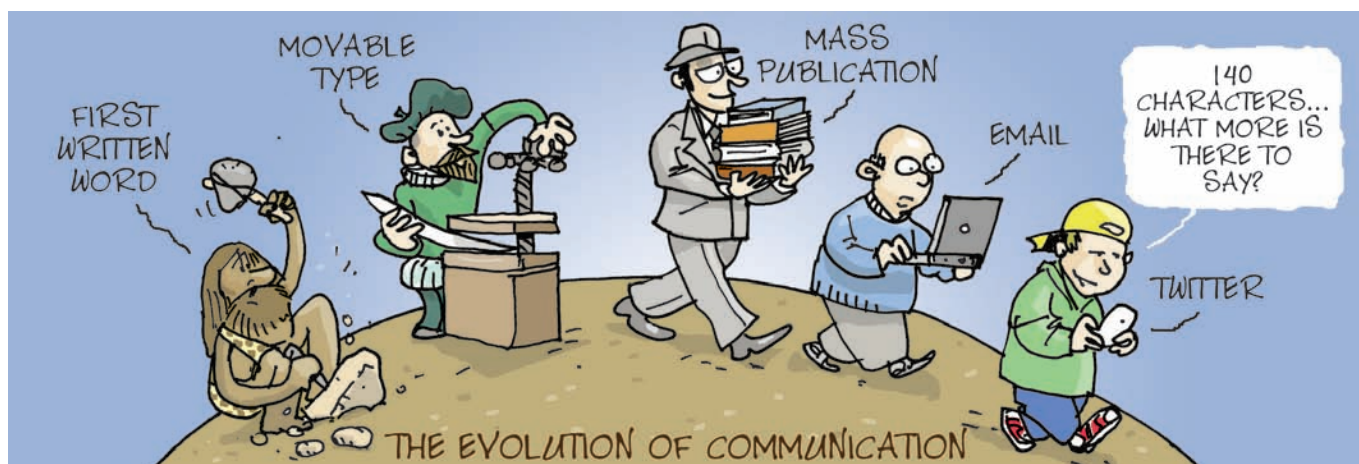
3.1

The Media



INTRODUCTION

1. Describe the cartoon in detail.



computerize
face to face
webcam
cultures
gap
global village
world
exchange
messaging
Internet
video
email
globe

2. Complete the following text about Information Technology. Use the words from the box.



Information technology has not only brought the (a) _____ closer together but it has also allowed the worlds' economies to develop. The world has developed into a (b) _____ due to the help of information technology. We can now communicate with anyone around the (c) _____ by simply text (d) _____ them or sending them an (e) _____ for a fast response. The (f) _____ has also opened up (g) _____ direct communication from different parts of the world with (h) _____ conferencing and (i) _____. Information technology has helped to (j) _____ the business process. This in turn increases productivity which ultimately gives rise to profits that means better pay and less **strenuous** working conditions. Information technology has helped to bridge the cultural (k) _____ by helping people from different (l) _____ to communicate with each other and to allow for the (m) _____ of views and ideas therefore increasing awareness and reducing prejudice. Probably the best advantage of information technology is the creation of new and interesting jobs.

NEW VOCABULARY

Strenuous — vigorous,
physically demanding, tiring

StudyMode. Retrieved from www.oppapers.com/essays/Communications/546747
(abridged and adapted, August 2012)



LISTENING



1. You are going to listen to a recent study about how British people use the media. Before you listen try to predict the correct option in each case a) to h). Then, listen and check your answers.

- a) UK people spend seven hours a day ...
- ☐ 1. watching TV, surfing the Net and messaging.
 - ☐ 2. watching TV, surfing and using their mobiles.
 - ☐ 3. watching TV and using their mobiles.
 - ☐ 4. phoning, surfing and messaging.
- b) The number of people questioned during the survey was ...
- ☐ 1. 1,138 people.
 - ☐ 2. 1,238 people.
 - ☐ 3. 1,138 adults.
 - ☐ 4. 1,168 adults.
- c) British people watch TV for about ...
- ☐ 1. 9 hours a week.
 - ☐ 2. 3.8 hours a week.
 - ☐ 3. 3.8 hours every day.
 - ☐ 4. 7 hours and 5 minutes every day.
- d) Multitasking in this context means ...
- ☐ 1. Radio and television at the same time.
 - ☐ 2. Radio, television and a laptop at the same time.
 - ☐ 3. Radio, television, a phone, and a laptop at the same time.
 - ☐ 4. Two or more devices at once.
- e) The number of people using a mobile, the Internet and smartphones ...
- ☐ 1. has increased since 2008.
 - ☐ 2. has tripled between 2007 and 2009.
 - ☐ 3. has decreased since 2008.
 - ☐ 4. has three folded since 2008.
- f) The outstanding increase in mobile data is due to ...
- ☐ 1. Facebook and Google.
 - ☐ 2. social networks.
 - ☐ 3. Google.
 - ☐ 4. mobile webs.
- g) Social networks are used mainly by ...
- ☐ 1. people between 16 and 34.
 - ☐ 2. people between 16 and 24.
 - ☐ 3. people between 16 and 73.
 - ☐ 4. young people.
- h) Despite all of the technological advances, radio and television are still people's favourite kinds of media.
- ☐ 1. True
 - ☐ 2. False





? LEAD-IN

1. Do you know why the following people are important in the history of print media: Lord Northcliffe, Joseph Pulitzer, Johann Gutenberg and William R. Hearst? Read the text and find out.

READING

1. The different paragraphs of this text are mixed up. Read the paragraphs and put them in order to get a brief history of print media. The first paragraph is in the correct position.



Print Media

For centuries, civilisations have used print media to spread news and information to the masses. The Romans used large white boards displayed in popular places to inform the public about important social and political happenings. Their *Acta Diurna* is the earliest recorded “newspaper” (59 BC). The Chinese made the first newspapers appeared as hand-written newssheets in the 8th century. **1**

The printing press, invented by Johann Gutenberg in 1447, **ushered in** the era of the modern newspaper. In the first half of the 17th century, newspapers began to appear as regular and frequent publications. The first modern newspapers appeared in western European countries like Germany, France, Belgium and England. ☐

Newspapers were forced to re-evaluate their role as the main source when radio broadcasts exploded onto the media scene in the 1920s. To respond to this new competition, editors **revamped** the paper’s format and content in order to broaden their appeal. ☐

William Randolph Hearst, Joseph Pulitzer, and Lord Northcliffe built huge publishing empires between 1890 and 1920, the “golden age” of print media. These media barons had enormous influence within the media industry, and gained **notoriety** for the ways in which they **wielded** their power. ☐

The invention of the telegraph in 1844 transformed print media. Now information could be transferred within a matter of minutes, allowing for more timely, relevant reporting. Newspapers were appearing in different societies around the world. ☐

The technological revolution of today is creating new challenges and opportunities for traditional media. Never before has so much information been so accessible to so many. The amount and immediacy of information on the Internet is unparalleled, but it has not signalled the end of the importance of newspapers. Newspapers in print remain a popular and powerful medium for the reporting and analysis of events that shape our lives. ☐

No sooner had newspapers adapted to radio than they were forced to re-evaluate themselves in light of a new and more powerful medium: television. Some newspapers responded to the technological advancements by using color and by utilizing the “short, quick and to the point” stories that are usually featured on television. ☐

WAN. Retrieved from www.wan-press.org/article2821.html (abridged and adapted, August 2012)

NEW VOCABULARY

To usher sth in (l. 11) — to be the beginning of sth new or to make sth new begin

To revamp (l. 22) — to renovate, redo or revise

Notoriety (l. 29) — fame for being bad in some way

To wield (l. 30) — to have and use power, authority

2. Complete the sentences according to the information in the text.

- The spread of news and information ... _____
- Large white boards ... _____
- The era of the modern newspaper ... _____
- In 1844 information could be transferred in minutes due ... _____
- In the "golden age" of print media big ... _____
- In the late 1920s newspapers had to re-evaluate themselves twice because ... _____
- Television introduced ... _____



VOCABULARY

NEWSPAPER TYPES and FORMATS

There are a wide number of newspaper types, but two in particular tend to be used above all others in the UK.

Broadsheet — Originally it was A2 in size but today it's A3. Thought to purvey high-quality journalism.

Tabloid — Continues to be A3 in size. It covers inferior journalism. Tabloid newspapers are generally more popular than quality broadsheets.

Tabloids provide light entertainment rather than serious journalism.

1. Now have a closer look at the front pages of two of the biggest selling newspapers in the UK. Complete the table by putting the words/phrases below under the right heading. Some words can be put in both columns.

- | | |
|----------------------------------|---------------------------|
| • popular paper | • quality paper |
| • big colour pictures | • long articles |
| • sensationalist | • mixes news and opinions |
| • more serious and informative | • eye-catching headlines |
| • tries to arouse emotions | • photos mostly of people |
| • important events | • human interest stories |
| • foreign news on the front page | • celebrity coverage |
| • larger in format | |

TYPES OF NEWSPAPER	
<i>The Times</i>	<i>The Sun</i>



FACTS

Did you know why broadsheet newspapers changed their size to A3?

- To cut printing costs.
- They're easy to manage, especially on public transport.
- To attract more (and younger) readers.
- Some broadsheet publishers are more ambitious and instead of producing replicas they're creating tabloids with fresh editorial content with articles designed to appeal to younger readers.

2. Apart from newspapers which other print media do you know of?

3. In a quality paper what can you read about? Mention at least 3 sections of a newspaper.



4. Translate the following paragraph. Use your dictionary.

What's on the Front Page of a Newspaper?

The first page of a newspaper includes the title, all the publication information, and the main stories that will get the most attention. The major story of the day will be placed in the most prominent position and contain a large, bold-faced headline. The story could be about a national or local topic.



5. Newspapers and magazines are two means of communication that can reach large, widely dispersed audiences simultaneously. Make a list of other means of communication. Say which you prefer and why.



WRITING

1. Write an article for your school newspaper about a local event and pay special attention to the following tips.

WRITING TIPS

- 1st** — Choose a topic you would like to write about (e.g. a local or a school event/issue).
2nd — Create an outline for your article.
3rd — Your article should include a headline, introduction or lead, body and conclusion.
4th — Give a title to your article.
5th — Make sure you have at least four paragraphs.
6th — Give examples where appropriate.
7th — Speak directly to your readers.
8th — Use humour.
9th — Give your opinion where appropriate.

Headline. Make this as catchy as possible to grab your reader's attention because he/she will read this first then decide if he or she will continue reading the rest of the article.

Introduction/Lead. The important first sentence or paragraph that summarises the story and answers as many as possible of the 5 W's (**Who?** **What?** **Where?** **When?** **Why?**) and H (**How?**).

Body. The full details of the news story; discuss all the solutions to the problem you outlined in the introduction. Break up each point into separate paragraphs and keep them to about 5 lines. You may want to create a sub-heading for each point. This makes it easier to read as most people will scan your article.

Conclusion. This should include a brief summary of your article.

USEFUL EXPRESSIONS

Introducing your first point:

- In the first place ...
- First of all ...
- One thing to consider is ...

Introducing more points:

- Another thing to consider ...
- Apart from that ...

Introducing your opinion:

- If you ask me ...
- To my mind ...
- Personally I believe that ...

2. Now read your work again. Try to improve it by correcting any errors.



GRAMMAR Correlative Conjunctions

► Look at the following sentences taken from the previous texts.

*"Information technology has not **only brought** the world closer together **but it** has also allowed the worlds' economies to develop."* (ex. 2 p. 124)

*"**No sooner** had newspapers adapted to radio **than** they were forced to re-evaluate themselves ..."* ("Print Media" text p. 126)

► Remember ...

- Correlative conjunctions are coordinate conjunctions used in pairs to join grammatically equal elements e. g. noun & noun, adjective & adjective, phrase & phrase, clause & clause, etc.
- These paired conjunctions are often used in both spoken and written English to make a point, give an explanation, or discuss alternatives. The most common paired conjunctions are:
both ... and; not only ... but also; neither ... nor; either ... or; whether ... or

Other pairs

as ... as

e. g. *Writing stories is not **as** easy **as** you think.*

the more ... the less

e. g. ***The more** I learn, **the less** I know.*

the more ... the more

e. g. ***The more** he earns, **the more** he wants.*

no sooner ... than

e. g. ***No sooner** had I bought the newspaper **than** I got hit by a bicycle.*

so ... that

e. g. *The Sun caused **so** much mess **that** its Editor quit his job.*

such ... that

e. g. ***Such** was her performance **that** the jury was open-mouthed.*

not ... but

e. g. *The owner of The Times was **not** Pulitzer **but** Lord Northcliffe.*

1. Complete the sentences with a suitable correlative conjunction.

- _____ William Hearst _____ Joseph Pulitzer were excellent businessmen.
- The magnates put their earnings _____ in a bank _____ in a treasury account.
- _____ William Hearst _____ Joseph Pulitzer was Hungarian-American.
- _____ did Joseph Pulitzer leave money to set up the world's first school of journalism, _____ he had _____ established a prize for achievements in newspaper journalism, literature and musical composition — the *Pulitzer Prize*.
- The journalist had _____ the talent _____ discipline to win the *Pulitzer Prize*.

- f) Lord Northcliffe owned _____ *The Daily Mail* _____ *The Daily Mirror*.
 g) *The Daily Mail* was the official newspaper of the British Army during World War I.
 Lord Northcliffe paid front-line soldiers _____ to tell _____ to write about their experiences.
 h) Lord Northcliffe used his newspapers _____ to inform the public about local events _____ to promote inventions such as the telephone, electric light, photography, motorcycles, motor cars and aircraft.
 i) I do not know _____ Lord Northcliffe was a journalist _____ just a businessman.

2. Combine the following sentences into one sentence using the following correlative conjunctions: *not only ... but also*; *both ... and*; *either ... or*; *neither ... nor*; *whether ... or*.

- a) The speaker will not confirm the story. The speaker will not deny the story.
 b) The editor is in the newsroom. He is in the pressroom.
 c) Journalists will have to investigate well. They will have to cover the news event.
 d) Reporters in television learn how to convert the information they receive into short news clips suitable for broadcasting. Reporters in radio also learn to convert the information they get.
 e) A correspondent writes for a newspaper, a magazine or a website. It is unimportant as long as he/she writes accurate articles.

3. Read the following and use different correlative conjunctions to give your own answer. Follow the example given.

- e. g. *You like History. Do you like English?*
*I like **both** History **and** English.*

- a) You read magazines.
 Do you read newspapers?
 b) You don't write letters.
 Do you write a diary?
 c) You haven't visited San Francisco. Have you visited London?
 d) You watch soaps. Do you watch the news?
 e) She likes listening to music.
 Does she like listening to the radio?
 f) Journalists have to work at the weekends. Do they have to work in the evening?
 g) They send their information via electronic mail.
 Do they send it via telephone?



? LEAD-IN

1. In 2012 the Olympic Games were held in London. By that time the following headlines could be seen in British newspapers.

"Wojdan Shaherkani has been making headlines."

"Saudi Woman makes History."

2. In your opinion, are the two titles about the same story? Justify your answer.



READING

1. Read the article taken from *The Independent*, a British national newspaper and find out who Wojdan Shaherkani is.

The INDEPENDENT

NEWS | OPINION | SPORT | PARALYMPICS | LIFE | PROPERTY | ARTS & ENTS | TRAVEL | MONEY | INDYBEST | BLOGS | STUDENT
UK | World | Business | People | Science | Environment | Media | Technology | Education | Olympics | Obituaries | Diary | Corrections | Newsletter



In the end her Olympic debut lasted little more than a minute. But for the women of Saudi Arabia it was a revolutionary minute.

History was made this morning, the 3rd of August, when the Gulf Kingdom's first female Olympian athlete took to the judo floor in a brief but deeply significant bout that embodies the fight for gender equality in one of the world's most conservative cultures.

Given that the 16-year-old Wojdan Ali Seraj Abdulrahim Shaherkani is only a blue belt in judo, it is perhaps not surprising that she was swiftly dispatched by Puerto Rico's Melissa Mojica, a powerfully built US trained judoka who is ranked 24th in the world. But the very fact that the plucky teenager from Mecca was allowed to represent her country is remarkable given that women are still banned from driving in her homeland and can only leave the house with a male chaperone. "Certainly being faced with such a large crowd is difficult but manageable," a rather startled Shaherkani told a **phalanx** of reporters shortly after the match. "I was a bit scared."

Her father Ali, who is himself a judo referee, said he "cried like a baby" watching his daughter compete. "She was happy and smiled when she finished the fight. She hugged me and said: 'Daddy, I did this.' I was so proud," he said.

Facing off against a black belt when you are two rungs below and have only practised judo for two years would be a daunting task at the best of times. But Shaherkani is battling against more than just inexperience – she is carrying the hopes and expectations of liberal Saudi women on her shoulders.

NEW VOCABULARY

Phalanx — a large group of people standing very close to each other so that it is difficult to go through them

The Independent. Retrieved from www.independent.co.uk/sport/olympics/news/london-2012-wojdan-shaherkani-makes-history-competing-as-saudi-arabias-first-ever-female-olympic-athlete-8005090.html
(abridged and adapted, August 2012)

2. Now that you have read the article choose the best sub-head for it.

- ☐ a) Wojdan Shaherkani makes her debut at the Olympics.
☐ b) Wojdan Shaherkani makes history competing as Saudi Arabia's first ever female Olympic athlete.
☐ c) Wojdan Shaherkani allowed to represent her country at the Olympics.

3. Skim through the text and find out ...

- a) the country where women's freedoms are still suppressed.
b) the name of the athlete who fought against prejudice.
c) the day she made history.
d) where she made history.
e) the name of the sport she practises.
f) the year she started practising her sport.
g) her hometown.
h) who accompanied her to London.



 4. Translate the underlined words and phrases in the text into Portuguese. Use your dictionary.

- a) debut _____
b) swiftly _____
c) ranked 24th _____
d) plucky _____
e) banned from driving _____
f) daunting _____

5. Read the text again and find the paragraph that introduces the following points.

- a) Wojdan Shaherkani's opponent was a highly ranked athlete.
b) Wojdan Shaherkani's fight was not about winning a medal.
c) Wojdan Shaherkani's took a step towards the emancipation of Saudi women.

 6. "Facing off" is a phrasal verb which means "competing against". Here are some more phrasal verbs which include parts of the body. Can you match the phrasal verbs with their meanings?

- | | |
|--------------------|--|
| a) to hand in | ☐ 1. To admit that you are wrong or that you have been defeated. |
| b) to hand out | ☐ 2. To submit (report, homework). |
| c) to eye up | ☐ 3. To decide not to do something that you had promised to do. |
| d) to back up | ☐ 4. To look at someone with sexual interest. |
| e) to back out | ☐ 5. To give support or encouragement; make a copy of (e. g. <i>file</i>); to reverse. |
| f) to back down of | ☐ 6. To distribute. |



GRAMMAR Reported Speech

SEE GRAMMAR SYNTHESIS, PAGES 224–225

1. Read the sentence from the article and answer the questions.

“She was happy and smiled when she finished the fight.”, her father said.

Wodjan’s father said she was happy and smiled when she finished the fight.

- Which sentence reports what people say or think?
- Which sentence duplicates the speaker’s exact words?
- In the second sentence no changes regarding the tense were made. Why?

► Remember ...

- We use reported speech when we are interested NOT in the words that someone has chosen, but in the essential message they conveyed.
- Reported speech is found in newspaper reports, fiction, talking or writing about conversation, reports, articles or speeches we hear or record.
- Apart from *say* (followed by an indirect object) and *tell* (always followed by an indirect object) other reporting verbs include: use *exclaim*, *offer*, *ask*, *explain*, *invite*, *agree*, *order*, *deny*, *suggest* or *think* to introduce reported speech.

Some common changes in names, pronouns and possessive adjectives

DIRECT SPEECH	REPORTED SPEECH
I	he / she
me	him / her
my	his / her
we	they
We often use names instead of pronouns when we report: e. g. <i>I can’t stand her.</i>	e. g. <i>She said she couldn’t stand Pat.</i>

Reporting statements

DIRECT SPEECH	REPORTED SPEECH
“I’m excited and proud to be representing my country”, she told reporters.	She told reporters (that) she was excited and proud to be representing her country.

Reporting questions

- To report a question you change the interrogative into the affirmative. Use *if* or *whether* when there is no question word.

DIRECT SPEECH	REPORTED SPEECH
Yes/No questions "Do you think Saudi women are proud of you?"	The reporters asked her if she thought Saudi women were proud of her.
Wh- questions "What are you going to do in the future?"	A reporter asked her/wanted to know what she was going to do in the future.

Reporting orders or requests

- To report orders and requests you transform the imperative into the infinitive.

DIRECT SPEECH	REPORTED SPEECH
"Do your best!"	Her coach told/ordered her to do her best.

Compare direct speech and reported speech

DIRECT SPEECH	REPORTED SPEECH
Present Simple Wojdan said, "I'm proud of myself."	Past Simple She said she was proud of herself.
Present Continuous She said, "I'm visiting London."	Past Continuous She said she was visiting London.
Past Simple She said, "I sent an email to my mum yesterday."	Past Perfect She said she had sent an email to her mum the day before .
Past Continuous She said, "I was writing a postcard."	Past Perfect Continuous She said she had been writing a postcard.
Present Perfect Simple She said, "I've practised since 2010."	Past Perfect Simple She said she had been practising since 2010.
Present Perfect Continuous She said, "I've been doing judo for two years."	Past Perfect Continuous She said she had been doing judo for two years.
Past Perfect Simple / Past Perfect Continuous / 3rd Conditional / Infinitive	NO CHANGE

DIRECT SPEECH	REPORTED SPEECH
Modal verbs	
Can She said, "I <i>can</i> speak English."	Could She said she could speak English.
Will She said, "I'll visit London after the Games."	Would She said she would visit London after the Games.
Must She said, "I <i>must</i> train hard if I want to improve."	Had to She said she had to train hard if she wanted to improve.
Shall She asked her father, "What <i>shall</i> we do today?"	Should She asked her father what they should do that day.
May She asked, "May we visit the Tate Modern?"	Might She asked if they might visit the Tate Modern.
<i>could, would, might, must (deduction), mustn't, had better, should, ought to, used to</i>	NO CHANGE

2. Rewrite the sentences in reported speech.

- "I lost, but I'll do better next time " Wojdan Shaherkani said ...
- "She's 16 years old. I don't know how she's handling all of this." A Saudi law student says ...
- "I think it's a great milestone for Saudi women. The Olympics is one of the biggest international sports events." She added ...

3. Turn these questions into reported speech.

- "When will women have the right to vote in Saudi Arabia?" Many bloggers wanted to know ...
- "Why are women not allowed to drive?" Somebody asked ...
- "Are you going to pursue your fight?" The reporter asked ...
- "Did you enjoy your stay in London?" A friend asked ...

4. Sarah Attar was the other female Saudi athlete at the Olympics in London.

Now report her words.

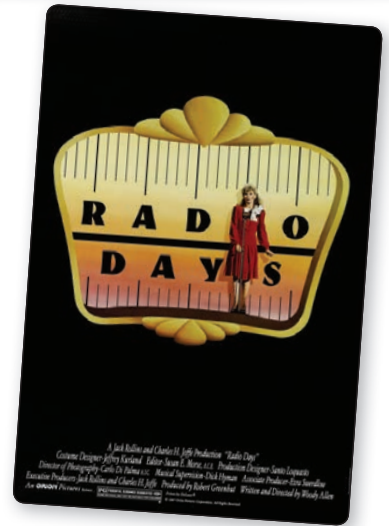
"This is such a huge honour and an amazing experience, just to be representing women," Sarah Attar said. "I know that this can make a huge difference. For women in Saudi Arabia, I think this can really spark some people to get more involved in sports, to become more athletic," she said. "Maybe in the next Olympics, we can have a very strong team." (The Guardian, on 8th August 2012)

Begin like this: "Sarah said ...

? LEAD-IN

1. Discuss the following topics in class.

- Whether you like listening to the radio. Why? Why not?
- Whether you listen to the radio to escape or simply to have it on for background noise.
- What types of programme you usually listen to.
- What radio stations you pick up in your area.
- Whether you prefer the radio or television and why.



FACTS

Did you know that ...

- radio experienced its greatest popularity and was the dominant medium in the United States from the 1920's to the late 1940's?
- that period is known as The Golden Age of Radio?
- people rushed home to listen to radio programmes?
- people would gather around their radios night after night?
- broadcasts were usually transmitted directly from hotels, ballrooms, restaurants or clubs?
- Carmen Miranda was a Portuguese-born Brazilian samba singer, Broadway actress and Hollywood film star popular in the 1940s and 1950s?
- she was the highest-paid woman in the United States and was noted for her signature fruit hat outfit?
- the dramatisation of the story *The War of Worlds* by H. G. Wells, and presented by actor Orson Welles, panicked many listeners on October 30, 1938?

WATCHING

RADIO DAYS

Radio Days is a film by Woody Allen and shows us how radio affected people's everyday lives in America in the 1940's. Although television already existed, radio provided entertainment and was the most important media in everybody's lives. All of the different types of programme that we now see on TV were once heard on radio.

1. Watch an excerpt of the film *Radio Days*.

2. In *Radio Days* everybody listens to the radio and they each seem to have their favourite programme. Match the two halves to make complete sentences about the text.

- a) All the members of Joe's family are ...
- b) Joe's mother listens to ...
- c) Uncle Abe likes to gossip shows about ...
- d) Aunt Ceil also loves listening to gossip shows and ...
- e) Joe listens to ...
- f) Young girls adore ...
- g) Joe imagines his parents ...
- h) Joe's father loves a quiz show, where the announcer is ...
- i) Ruthie, Joe's cousin, sings and dances while listening to ...
- j) On a foggy night Mr Manulis runs off and leaves his date, Joe's aunt Bea, when he hears a broadcast and ...

- ☐ 1. listening to crooners.
- ☐ 2. a 14-year-old maths genius.
- ☐ 3. constantly losing themselves in the fantasy of the radio.
- ☐ 4. at the "court of human emotions", a show where ordinary people tell their personal problems and are advised by a counsellor.
- ☐ 5. romantic soap operas on the radio.
- ☐ 6. believes that the Earth is being invaded by Martians.
- ☐ 7. dreams of a more exciting romantic life filled with night clubs and elegant costume balls.
- ☐ 8. sports legends.
- ☐ 9. pulp fiction dramas and World War II propaganda stories.
- ☐ 10. live broadcasts of Carmen Miranda.



READING

1. Look at the front page of *The New York Times* newspaper on the right. Can you tell what the news is about?
2. Is there any connection between the article and a scene of the film? If yes, which one?
3. Why did people panic and try to flee from New York?
4. What idea does the headline convey about the radio?



10-MINUTE DISCUSSION

- The programmes the characters listen to seem to take over their lives. They lose themselves in the world that is created by the radio. Do you think that this is still true today? How and why has radio changed since then? What part does radio play in your life?



VOCABULARY

In the film *Radio Days*, for entertainment, the characters have a choice between the radio, magazines and films. Nowadays we can add TV and Internet to that list.

1. Complete the mind map with types of TV programmes.



FACTS

Did you know that ...

- radio shows included sitcoms, soap operas, comedy, drama, mystery, romance, news, reports, interviews, quizzes, discussions, musical variety and classical music concerts?
- radio studios were full of equipment to create all types of sound effects?
- drama programmes were named Soap Operas because the sponsors were soap companies?
- during World War II, radio became the dominant medium for news about the war?
- radio died out and TV took off after the end of World War II?
- the 1st reality show was called *Candid Camera* and was first aired in 1948?

? LEAD-IN

1. What type of TV programmes do you prefer? Justify your answer.
2. Do you watch reality shows? If so, which ones, and why do you find them (so) interesting?
3. In the 1960's Andy Warhol, a famous American pop artist, declared that "in the future, everyone will be world-famous for 15 minutes". How true do you think his prediction is?



WATCHING and LISTENING

1. Watch the trailer of the film *LIVE!* and say what it is about.



2. Listen to the opinions of five American youngsters, Cory, Jackie, Alex, Anthony and Jessica, who are talking about reality shows and why Americans like them so much. Say if the following statements are TRUE (T) or FALSE (F).



- a) Jackie and Alex agree that reality shows are realistic, full of drama and a way of relaxing and having fun. ☐
- b) Cory thinks reality shows make no sense, even so she spends time watching them. ☐
- c) All teenagers say that people watch reality shows to have something to talk about. ☐
- d) Alex adores these shows. ☐
- e) Anthony and Jessica prefer music channels to reality TV. ☐
- f) Jessica says that *American Idol* is a flop. ☐
- g) In Jessica's opinion, reality TV is already part of young people's lives. ☐
- h) Cory says that only people with no strong personality let themselves become influenced by a TV show. ☐
- i) A teenager says that life is made up of good and bad moments. ☐

3. Name other reasons that make TV viewers love watching and contesting in reality shows.



WRITING

1. Write about 100–120 words on the following “The impact of television on your life”.

WRITING TIPS

Consider the following questions

- How would you spend your free time if television had never been invented?
- If television was invented today, which programmes would you choose to launch it with, and why?
- Video recording has revolutionised the television industry and brought about channels like CNN, ESPN and MTV. What would television be like for you without these channels?

2. Now read your work again. Try to improve it by correcting any errors.



PROJECT

History-maker

- Do some research on the Olympic Games official site (www.olympic.org) and find out which athletes or events made history at the modern olympic games.
- Choose one athlete or event and present your choice to your class.
- Don't forget to use visual aids to support your work.

A radio programme

- In groups of three or four make a radio programme to “broadcast” in class.
- You can either imitate one that already exists or existed, or you can create one. It can be a radio play, a music programme, news bulletin, a sports programme, a quiz or a soap.
- Remember that the audience cannot see what is happening.

A front page of a newspaper

- Create your own newspaper with a classmate (broadsheet or tabloid) and design the front page (only the front page). It can be A4 or A3. Be creative.
- Go back to page 128 and read more about the layout of a front page and how to write the cover story.
- Display your work in your classroom.



3.2

The Internet



INTRODUCTION



1. Listen to the song *Now generation* by The Black Eyed Peas and fill in the gaps with the missing words.



We are the now generation
We are the generation now
This is the now generation
This is the generation now

I want money
I want it, want it, want it
(a) _____ Internet
Stay connected in a jet
Wi-fi, (b) _____
Blasting out an SMS
Text me and I text you back
(c) _____ me on the iChat
I'm all about that http
You're a (d) _____ I'm a Mac
I want it

Myspace in your space
(e) _____ is a new place
Dip divin' socializin'
I'll be out in (f) _____

Google is my professor
(g) _____ checker
Checkin' my account
Loggin in and loggin (h) _____
Baby I want it.
Now!

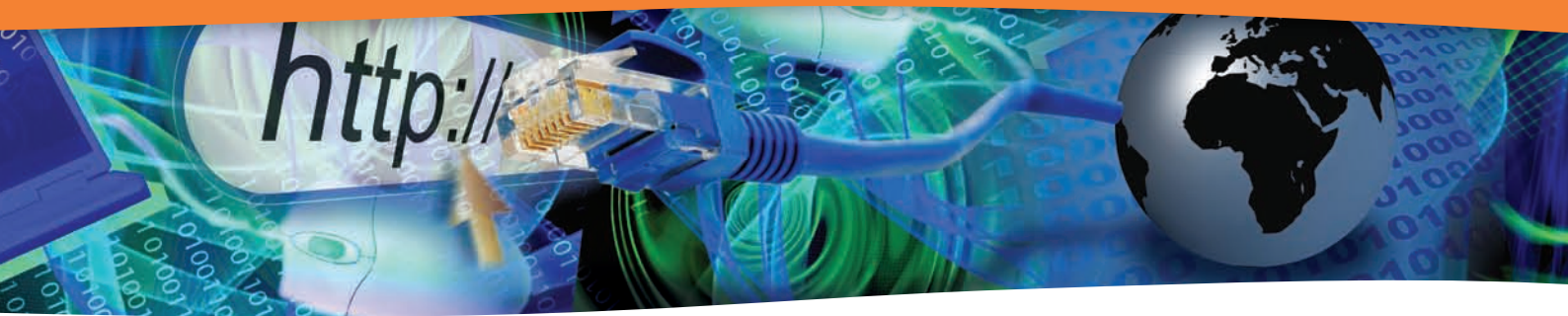
This is the now generation
This is the generation now
We are the now generation
I want, I want, I want it now
I want the cold hard (i) _____
I want I want I want it now

And I just can't wait
I need it (j) _____
And I just can't wait
I want it immediately
'Cause time can't wait and
I sure can't wait
I ain't got no (k) _____
I sure can't wait
Not today
...

LyricsAZuniverse. Retrieved from www.azlyrics.com/lyrics/blackeyedpeas/nowgeneration.html
(abridged and adapted, August 2012)

2. Answer the following questions.

- a) The title of the song is *Now Generation*. Which media do you think this generation prefers? Does this generation still listen to the radio or read newspapers?
- b) The author mentions several things you can find on the Internet. What do you usually use the Internet for?

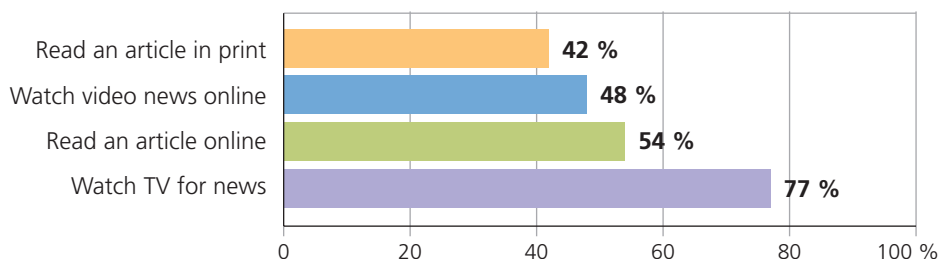


- c) Google and Wikipedia are mentioned by the author as sources of knowledge and information. What ways of getting information do you usually use?

3. Look at the graph and choose the correct option in the report that follows.

HOW DO TEENS GET THEIR NEWS?

92% of American teens say it's important to stay informed about the news. In a typical day, they report doing the following, in order to get their news:



Fonte: Knight Foundation, 2011. Retrieved from: www.poynter.org/latest-news/mediawire/146205/the-next-generation-of-news-consumers-relies-on-social-media-tv-web-for-information

Note: The survey was conducted by the Knight Foundation between April and June, 2011 with 12,090 students from 34 state and private schools participating.

Report

We asked more than 12,000 American secondary school students about the sources they used to get their news in a typical day. **(a)** All / Some / Most of them watch TV for news. **(b)** Over half / Under half / About a quarter usually read an article online. **(c)** Around 50% / 60% / 80% also watch video news online. And finally **(d)** less than 40% / more than 40% / a third like to read a printed article.

10-MINUTE DISCUSSION

- Do you think that it's important to be informed about what's happening in the world? Why?
- From the several sources of information shown in the graph, which one do you think is the most popular with Portuguese teenagers?
- Do you prefer to access the news through printed newspapers or online? Justify your answer.



LEAD-IN

1. Look at the pictures and try to predict what the following text is about.



READING and LISTENING



1. After reading and listening to the text think of a title for it and explain your choice.



By Jack Shafer, posted Friday, Aug. 19, 2011

A little over five years ago, in the fall, I announced that I was canceling my subscription to the *New York Times*. My cancellation wasn't in protest of the Times' coverage of the controversial issues that cause readers to end their subscriptions. I was getting rid of my newsprint *New York Times* because the new design of NYTimes.com had made it a superior means of conveying the news. Another argument in favor of the online *Times* was that it was free. But mostly I found the new design better organized and more suited to the way I live and work.

I remain a big fan of NYTimes.com. But less than a year after my *Times* cancelation, I was paying for home delivery of the newspaper again. I admit missing the blue *Times* bag on my lawn and the glossy cover of the *Sunday* magazine. Perhaps if I could have gotten the mail carrier to toss a blue-bagged computer preloaded with the *Times* Reader onto my lawn every morning, I could have survived.

But no. What I really missed was the news. Even though I spent ample time clicking through *The Times* website and *The Reader*, I quickly determined that I couldn't remember as much of the newspaper as I ought to. Going electronic had punished my powers of retention. I also noticed that I was unintentionally ignoring a **slew** of worthy stories.

My anecdotal findings about the superiority of print were seconded earlier this month by an academic study presented at the annual meeting of the Association for Education in Journalism and Mass Communication. The University of Oregon set a group of print edition readers of the *New York Times* against Web-*Times* readers. Each group was given 20 minutes reading time and asked to complete a short survey. The researchers found that the print group could remember significantly more news stories than online news readers. Although the number of readers tested in the study was small – just 45 – the paper confirms my print-superiority **bias**.

Finishing any newspaper story that is longer than 1,000 words on a computer screen is very difficult after 15 years working in Web journalism. I either find a copy of the newspaper or, failing that, print it out. While it's a joy to carry 25 editions of *The New Yorker* and whole libraries of books on an iPad, for real reading satisfaction I still need to have the print editions.

Slate. Retrieved from www.slate.com/articles/news_and_politics/press_box/2011/08/print_vs_online.single.html
(abridged and adapted, July 2012)

NEW VOCABULARY

Slew (l. 31) — a large amount or number, a lot
Bias (l. 47) — a particular tendency or inclination not based on fair judgment

 2. What do the following words refer to in the text?

- a) my (l. 3) c) it (l. 10)
b) their (l. 7) d) it (l. 52)

 3. Find synonyms for the following words in the text.

- a) revealed (paragraph 1)
b) transmitting (paragraph 1)
c) continue to be (paragraph 2)
d) shiny (paragraph 2)
e) throw (paragraph 2)
f) recall (paragraph 3)

 4. These words from the text are in American English. Find the corresponding words in British English. You may use your dictionary to help you. Don't forget that the differences can be related to spelling and/or vocabulary.

- a) fall (l. 2) c) organized (l. 13)
b) favor (l. 11) d) mail carrier (l. 21)

5. Answer the following questions using your own words as far as possible.

- a) Why did Jack cancel his subscription to *The New York Times*?
b) Why did he decide to subscribe to it again?
c) What was the result of the survey presented by the researchers from the University of Oregon?
d) With your partner, complete the table with the advantages and disadvantages of online newspapers mentioned in the text and add others that you can think of.

www.

Go to this website to access all British online newspapers and magazines:
www.wrx.zen.co.uk/britnews.htm

NEWSPAPERS ONLINE	
Advantages	Disadvantages

10-MINUTE DISCUSSION

- Will printed newspapers disappear in a few years time due to online versions? Why? Why not?
- Is that something that you find acceptable? Why? Why not?



GRAMMAR The Gerund or the Infinitive

SEE GRAMMAR SYNTHESIS, PAGE 225

1. Look at the following sentences from the previous text and pay attention to the verbs in bold. Then, match the sentences with the corresponding rules below.

- a) "... because the new design of NYTimes.com had made it a superior means of **conveying** the news."
- b) "**Finishing** any newspaper story that is longer than 1,000 words on a computer screen is very difficult ..."
- c) "... I still need **to have** the print editions."
- d) "The researchers found that the print group could **remember** significantly more news stories than online news readers."
- e) "I admit **missing** the blue Times bag on my lawn ..."

► Remember ...

FROM	USE
Gerund (-ing form)	• After verbs of like and dislike: <i>enjoy, dislike, hate, like, love, prefer, detest.</i> • After certain verbs: <i>finish, give up, avoid, carry on, admit, miss, practice, imagine, keep on, consider, keep, mind, quit, report, suggest, deny, include, involve, regret.</i> • After certain expressions: <i>can't help, can't stand, be used to, it's no good, it's no use, be worth, feel like, would mind, how about.</i> • As a subject. • After prepositions: <i>about, at against, between, for, in, on, of, to, with, without.</i>
Infinitive (with to)	• After certain verbs: <i>agree, offer, decide*, help, refuse, appear, pretend, try*, intend, promise, want, afford, wish, prepare, hope, need, plan, would like.</i> • After certain adjectives: <i>glad, wrong, great*, hard, difficult*, convenient*.</i> • After the objects of certain verbs: <i>ask, allow, forbid, instruct, invite, permit, remind, tell.</i> * Also take the gerund.
Infinitive (without to)	• After modal verbs. • After the verbs and expressions: <i>make, let, have to, would rather, had better.</i>

Note: Some verbs can be followed by the **Gerund** or the **Infinitive with to** without changing their meaning: *begin, learn, continue, hate, intend, like, love, prefer, start.*

2. Choose the correct option.

- a) Jack missed *reading* / *to read* the printed newspaper.
- b) He couldn't afford *subscribing* / *to subscribe* *The New York Times*.
- c) The Internet can *to offer* / *offer* the news reader a better design.

3. Fill in the blanks using the Infinitive with *to* or the Gerund.

- a) Teenagers started _____ (buy) newspapers again.
- b) With so many newspapers online, Jack decided _____ (cancel) his subscription.
- c) Online newspapers allow teenagers _____ (get) informed about the news.
- d) Some people are not sure about _____ (go) online to get information.
- e) When it comes to sources of information teenagers still prefer _____ (surf) the net.

4. Insert a verb from the box below into the blanks. Use the correct form.

pay remember choose access buy print take

- a) _____ newspapers can be expensive. Online news is free.
- b) With so many newspapers online, it's difficult _____ one.
- c) Jack's wife didn't want _____ for home delivery of the newspaper.
- d) Jack enjoys _____ the news through his iPad but he prefers _____ it out because it's easier to read the long articles.
- e) After the cancellation of the newsprint edition of *The New York Times* he regretted _____ that decision.
- f) He can't _____ all the news he reads online.

5. Complete the following sentences about the Internet using the Gerund or the Infinitive.

- a) I can't stand ... _____
- b) I feel like ... _____
- c) Teenagers should start ... _____
- d) When I am online I like ... _____
- e) I don't mind ... _____



? LEAD-IN

1. Answer the following questions.

- Apart from online newspapers, the Internet also offers you the possibility of finding information on blogs. Can you explain what a blog is?
- Check your ideas by completing this definition with the words from the box on the left.

entries
chronological
static
site
interactive
comments

A blog is a discussion or information (1) _____ published on the World Wide Web consisting of (2) _____ ("posts") typically displayed in reverse (3) _____ order so the most recent post appears first. Most good quality blogs are (4) _____, allowing visitors to leave (5) _____ and even message each other on the blogs, and it is this interactivity that distinguishes them from other (6) _____ websites.

Wikipedia. Retrieved from en.wikipedia.org/wiki/Blog (abridged and adapted, August 2012)

- Have you ever been on a blog? If not, would you like to?
- If you had to create one of your own, what would it be about?

READING

1. Look at the following homepage of a blog and answer the questions.

- Who is this blog's target audience?
- What options does it offer you?
- Would you like to blog on to it? Why? Why not?

www.

Get a closer look to this blog on www.youthink.ca



LISTENING

1. Listen to Barry Ritholtz blog post and complete the information in the boxes.

Reasons to start a blog:

- 1st** — You have something to _____.
- 2nd** — You enjoy _____.
- 3rd** — You have a _____ or a _____ and you want to share it.
- 4th** — You want to be seen on the Intertubes.
- 5th** — You want to create a permanent online record of what you are _____, looking at or _____ about.
- 6th** — You like _____ with total strangers.

Reasons not to start a blog:

- 1st** — Building a _____.
- 2nd** — Developing a _____.
- 3rd** — Getting _____ exposure.
- 4th** — Getting bought by a larger _____.

2. Listen to the post once again and decide if these sentences are TRUE (T) or FALSE (F). Correct the false ones.

- a) Blogs are about what the readers want.
- b) The result doesn't depend on the number of daily readers.
- c) If you want fame and fortune, it will be easy.
- d) This blogger has been blogging for about ten years.

☐
☐
☐
☐

3. Read these responses to the post you've listened to. Then add your own response.

"Great post! Well, you are certainly the blog I read most and having read your site (since late 2006) I've learned a lot. You have provided the reasons you blog and what probably makes your blog so good. But, there are other bloggers who have different intentions and goals and who are no doubt justified and honorable too."

"If I had time to blog ... one of my reasons ... and I am not afraid to admit it ... would be to increase my network of contacts so I can find a better career path."

"I write for me, not for the readers?"
You mean we really are a bunch of nobodies?
And here I thought it was all about us ..."

The big picture. Retrieved from www.ritholtz.com/blog/2011/01/why-blog/
(abridged and adapted, August 2012)

? LEAD-IN



1. Discuss in class the following topics.

- Have you ever imagined living without the Internet? What would it be like?
- Comment on the following statement:

"It is dangerously destabilizing to have half the world on the cutting edge of technology while the other half struggles on the bare edge of survival."

Bill Clinton (former USA President)

READING

1. Read the text carefully and then answer the questions on the opposite page.



The world is undergoing an Information Communication Technology (ICT) revolution that has enormous social and economic implications for the **developed** and **least developed countries** (LDC) of the world. A gigantic gap already exists between the industrialised and developing countries in terms of access to ICTs (this includes radio, computers, TV and mobile phones).

It is this disparity between the "technology-rich" and "technology-poor" that is commonly referred to as the international digital divide. Western, rich and industrialised countries are home to 88% of all Internet users, yet make up only 15% of the world's population.

Here in the developed world, many of us take the use of ICT for granted in our everyday and work life. We can sometimes forget what a difference ICT has made to our lives, how our everyday use of email is now the norm. The Internet became a valuable and enormous source of information, communication, education, news and entertainment. The reasons for widespread poverty across the developing world are complex and varied; the lack of access to information is one such reason. Poor access to education and knowledge is another; this is particularly acute for girls and women. Bridging the digital divide may seem like a low priority when many in the developing world struggle with access to clean water and healthcare, but ICT is a tool that can make a real difference by raising awareness to combat poverty and injustice.

What is being done?

Multiple initiatives are being implemented across the world. The issue of infrastructure requires global and long-term investment and there are a number of global initiatives, such as the UN ICT Task Force and G8 Digital Opportunity Task Force (DOT Force), that are working to address this vital issue. However, there still remains a problem of accessibility and affordability. The majority of schools in the developing world do not have the financial resources to acquire new equipment. Computer Aid International provides a solution to this large and long standing problem by getting unwanted PCs from corporates in industrialised countries which are re-cycled for use in schools in developing countries.

Bridge the digital divide. Retrieved from
www.bridgethedigitaldivide.com/digital_divide.htm?sysrc=chkpt
 (abridged and adapted, August 2012)

NEW VOCABULARY

Developed countries — a sovereign state which has a highly developed economy and advanced technological infrastructure

Least developed countries — those countries which according to the UN, exhibit the lowest indicators of socioeconomic development

 2. Find the opposites of the following words in the text.

- | | |
|-----------------------------|-----------------------------|
| a) similarity (paragraph 2) | d) local (paragraph 4) |
| b) excess of (paragraph 3) | e) holds back (paragraph 4) |
| c) high (paragraph 3) | |

3. Match the two halves to make sentences about the text.

- | | |
|--|--|
| a) The world is going through ... | ☐ 1. is solving the problem of accessibility and affordability. |
| b) There is an enormous gap ... | ☐ 2. a great change in ICT. |
| c) People in developed countries ... | ☐ 3. don't think about the importance of ICT. |
| d) The poverty in developing countries is due to ... | ☐ 4. between developed and developing countries. |
| e) Computer Aid International ... | ☐ 5. lack of access to information, education and knowledge. |

4. Answer the questions about the text using your own words as far as possible.

- What is the digital divide?
- What can developed countries access through the Internet?
- Why is it important to bridge the digital divide?
- What is being done to overcome this problem?

5. In pairs, make a list of other possible solutions for this problem and share your conclusions with the rest of the class.

www.

You can find more information about the digital divide at:
www.dividedbytechnology.co.uk

 WRITING

1. Write an essay about the causes and consequences of the Digital Divide.

WRITING TIPS

You should follow these steps:

1st — Understand the difference between a cause and a consequence. To determine causes, ask: "Why did this happen?"
To identify consequences, ask, "What happened because of this?"

2nd — List as many causes and consequences you can think of on a separate piece of paper, before you begin to write your essay.

3rd — Organise your essay:

1st paragraph: Say what you are going to write about.

2nd and 3rd paragraphs: Present the causes and consequences.

4th paragraph: Write a conclusion with a summary of the main ideas and your final thoughts about the reality of the digital divide (You can start with: In conclusion, ...).

Note: Try to include the words and phrases listed below:

For causes: *because, because of, due to, one cause is, another is, since, for, first, second*

For effects: *consequently, as a result, thus, one result is, another is, therefore*

2. Now read your work again. Try to improve it by correcting any errors.



GRAMMAR The Order of Adjectives

SEE GRAMMAR SYNTHESIS, PAGES 225-226

1. Look at these sentences taken from the text “The Digital Divide” and underline the adjectives.

- a) “The Internet became a *valuable and enormous* source of information, communication, education, news and entertainment.”
 b) “... Computer Aid International provides a solution to this *large and long standing* problem.”

- When there is more than one adjective before the noun as in the sentences above, the adjectives have to follow a specific order.

- **OPINION** adjectives usually go before **FACT** adjectives:
 e. g. “...The Internet became a **valuable (opinion)** and **enormous (fact)** source of information, education, news and entertainment.”
- When we have more than one **FACT** adjective, they follow this order:

1st	size	How big?	large, small, enormous
2nd	age	How old?	new, young, old
3rd	shape	What shape?	square, round, rectangular
4th	colour	What colour?	blue, pink, yellow
5th	origin	Where from?	English, American, Portuguese
6th	material	What is it made of?	plastic, glass, wooden
7th	purpose	What is it used for?	bread knife, bath towel, racing car

2. Try to think of suitable adjectives to complete the table below.

	OPINION	SIZE	AGE	SHAPE	COLOUR	ORIGIN	MATERIAL	PURPOSE	
a	great		new			German			iPad
a(n)				square			plastic	business	computer
a(n)		big			red			working	laptop

3. Write a list of things to be sold on an Internet website.

Example: table — small, coffee, wooden. —————> A small wooden coffee table.

- | | |
|-------------------------------------|------------------------------------|
| a) boat — fishing, splendid, new | d) chairs — office, metal, white |
| b) painting — old, French, valuable | e) jacket — Italian, leather, nice |
| c) vase — red, glass, round | f) bag — big, lovely, round |

4. Look at these sentences taken from online advertisements and write the information in a single sentence.

e. g. *This game is new. It's for the family. And it's amazing.*
This is an amazing new family game.

- a) This computer is American. It's powerful. And it's for business.
- b) These glasses are for beer. They're German. And they're big.
- c) This phone is a mobile. It's pink. And it's stylish.
- d) These shoes are for sports. They're comfortable. And they're blue and green.
- e) This dress is long. It's for evening. And it's silk.
- f) This film is American. It's new. And it's amazing.



PROJECT Creating a blog

Having a class blog can be useful and fun. It can be a place to communicate with your classmates and teachers, to help each other with homework assignments, to post news from the class or even a way to check your assignments and set up a test calendar. In small groups, create a blog for your class. Here are the eight steps to follow in order to start your own blog:

- 1st — Create a name:** Think of a name that will be memorable.
- 2nd — Find a blog provider:** The most popular providers include Blogger and WordPress. These sites are pre-made and don't require much technical know-how.
- 3rd — Click on the "New blog" or "Get started" link:** These can be slightly different according to the provider, but they all get you to the same place: creating an account and defining your blog website.
- 4th — Fill out the sign up form:** Check the options, and create your blog. You will be sent a confirmation email that you must click before continuing. Once you've done that, you can sign in with your new account, and design your blog.
- 5th — Fill in the blanks:** With the name and theme you have chosen, you're almost ready to go. Fill in your profile, so people visiting your site can learn about you.
- 6th — Post something:** Now that your blog is set up, write a few posts to test it out.
- 7th — Decide whether you want your blog to be private or public:** Most blog sites offer the possibility to password-protect your published posts so only those who you approve of can view what you've written.
- 8th — Publish and promote your blog:** Send the URL to your classmates.

Wikihow. Retrieved from www.wikihow.com/Start-a-Blog (abridged and adapted, August 2012)

3.3

Media Ethics



INTRODUCTION

1. Media ethics describe the correct modes of behaviour which all branches of modern media should try to adhere to. Yet, sometimes media companies are more worried about making money than following ethics. What do you expect from journalists? Complete the diagram with your ideas.



2. Look at the picture below and say if you think this is media manipulation. Why? Why not?





WATCHING

1. The film *Wag the Dog* shows us how the media can be manipulated by the political or economic elite, and therefore how the population can be manipulated by the media. Watch the official trailer of the film and match the words on the left with the correct definitions on the right.

- | | |
|----------------|---|
| a) spin doctor | ☐ 1. A display, show or spectacle usually in the open air. |
| b) adviser | ☐ 2. Bad or unethical behaviour. |
| c) misconduct | ☐ 3. Reward, payment or recompense. |
| d) pageant | ☐ 4. Someone who gives advice in a specific area. |
| e) payoff | ☐ 5. Someone who influences public opinion in favour or against a certain organisation or public figure usually by using disingenuous, deceptive or highly manipulative tactics. |



2. Watch the trailer and see if you can name the two actors/actresses who play the main characters in the film.
3. Watch the trailer once more and answer the following questions.
- What is the problem in the White House?
 - What do they decide to do to distract people from the scandal?
 - Which country are they going to war with? Why do you think they choose this country?
 - Who do they hire to help them?

FACTS

When *Wag the Dog* appeared in 1998, President Bill Clinton was fighting for his political survival, because of the sex scandal involving Monica Lewinski, a White House intern. The makers of the film were surely aware of the problems that Clinton was having, but what happened some weeks after it came out was really ironic. Clinton seriously considered going to war with Iraq, just as the Lewinski scandal was booming. Many accused him of acting more to save his Presidency than to protect national security. This showed that reality can be as interesting and absurd as fiction.

LEAD-IN

1. Answer the following questions.

- a) Do you watch the news every day? Why? Why not?
- b) Are TV companies more worried about telling the truth or about making money?
- c) Do you think television reflects society or influences it?

READING

1. Before reading the text describe what “media ethics” means to you. Then read the text and see if you were right.



Media Ethics Today

As forms of communication evolve, avenues of news reporting increase, and the **scope** of media influence expands, media ethics becomes an increasingly important issue in modern society. People are exposed to television news, radio broadcasting, newspaper articles, and now digital media as well. The mass media is an intrinsic part of everyday lives. What exactly drives the powerful Western media — government mandates, social responsibility and the quest for truth, or is it the financial goals of large media corporations? Which of these two systems is more popular?

In the first system the media is driven to benefit the public. It expects journalists to answer society’s need for truth, requires an open and diverse debate on public issues, and honest updates of current events. In this model, media ethics is automatic because the press is free to serve its purpose for the public, as opposed to special interest groups or advertisers. Another condition of this model is that news reporting cannot be dependent on groups that may encourage **bias** and unethical practices in exchange for financial support.

The British BBC News and the American NPR News are both excellent examples of Western media outlets which fall into this category. They depend on their public audience for compensation, not advertisers, and therefore are not worried about corporate interests.

The second system is more popular in Western media. In this system, the freedom of the press is endless. It is not **constrained** by the government, by society, or by media ethics. Instead of being a sea of different ideas, opinions, and voices however, news reporting in this system is indeed restricted. It may not be as limited and biased as the media found in an authoritarian society, which would serve the government’s interests, but it is still constrained by its financial dependence. Television stations rely heavily on advertisers for money, and therefore design their news reporting to support and never conflict with the will of their financial supporters. Stories, that would logically be important are not always reported, and are in fact substituted with more entertaining news.

Today’s tendencies result in a lack of media ethics and a torrent of entertaining information, but not necessarily the most important information. Major humanitarian issues can go unnoticed for years, environmental problems are covered intermittently, and many voices remain unheard. Media continues to change however. With the internet, there are new opportunities for information to be spread and knowledge to be shared.

Suite101. Retrieved from suite101.com/article/media-ethics-today-a151237 (abridged and adapted, August 2012)

 **2. Call my bluff ... Try to guess the correct meaning of the words below. Afterwards look up the words in the dictionary.**

a) Scope

1. A Scope is a small, tropical insect found in Indonesia. "**Scopes** are from the same species as termites."
2. Scope is the area covered by an activity or subject. "**The scope** of the project is enormous. It includes 5,000 people in 10 different countries."
3. When you scope someone it means you meet them by accident. "Wow! John I didn't think that **I would scope** you here, in New York."

b) Bias

1. A bias is something that you are tired of. "**I am biased with** this film. I'm going to bed."
2. To have a bias means not being good at something. "He's **biased at** tennis. He plays really badly."
3. To be biased is to show prejudice for or against (someone or something) unfairly: "**The tests were biased against** women."

c) Constrained

1. When someone is constrained they have finished an activity. "**Finally. I've constrained** my homework."
2. To be constrained means to be trained at the same time as someone else. "**My cousin and I were both constrained by** the same Engineer when we were at University together."
3. To constrain means to inhibit or restrain someone or something. "**The dog is constrained by** the rope attached to him."

3. Answer the following questions with information from the text. Use your own words as far as possible.

- a) How important is media ethics in modern society? Why?
- b) How can people have access to the news?
- c) What are the main differences between television stations like BBC News or NPR News and most of the Western television stations?
- d) Why do some television stations design their news so that they don't create conflicts with some companies?
- e) How does the author of the text describe today's tendencies in the media?
- f) Why does the author mention the humanitarian issues and the environmental problems?

10-MINUTE DISCUSSION

Bearing in mind the cartoon comment the questions below.

- Does TV control people?
- Is it good for children to watch TV? Why?
- Is the moral behaviour of people negatively impacted by television programming? How?
- Do you think the Portuguese TV channels serve the government's interests?





GRAMMAR 's and s': the Possessive Case

SEE GRAMMAR SYNTHESIS, PAGE 226

1. Look at these examples taken from the text "Media Ethics Today" and answer the questions.

"It expects journalists to answer **society's** need for truth ..."

"... which would serve the **government's** interests ..."

- Who/what possesses something in each example?
- What is being possessed in each example?
- Is the possessive case ('s) added to the possessor or the possessed?

	USE	FORM
The Possessive Case	• We use the possessive 's and s' to talk about possession, experience and relationships. e. g. <i>During John's life he met lots of famous people.</i> • We usually place the 's at the end of the subject/noun. e.g. <i>Journalists' reports.</i> <i>Joe's English lessons.</i> <i>My son's teacher's dog.</i> <i>My mother's purse.</i> (NOT <i>The purse of my mother</i>) • With two or more nouns, we put 's after the last noun. e. g. <i>I like John and Julie's new house.</i> • We can use the possessive of time to say "when" or "how long". e. g. <i>last week's concert</i> <i>today's TV programmes</i> <i>a minute's silence</i> <i>yesterday's news</i> <i>in two months' time</i>	Singular nouns + 's society → society's need for truth Regular plural nouns + ' governments → the governments' interests Plural nouns without s + 's people → the people's voices

2. Make possessive forms. Follow the example given.

- a) girl — girl's
- b) girls — _____
- c) boss — _____
- d) journalists — _____
- e) men — _____
- f) producer — _____
- g) women — _____
- h) animator — _____
- i) grandchildren — _____
- j) James — _____

3. Police are looking for a young boy. Complete the news story adding 's or s'.

A boy disappeared from **his aunt's** (his aunt) house in London two days ago. Jim, aged 14, was staying at **(a)** _____ (his uncle and aunt) house for two weeks. He was in London for a **(b)** _____ (teenager) English language course. The police have asked the language teachers for **(c)** _____ (the other teenagers) names and addresses, and they have put **(d)** _____ (Jim) photos in local newspapers, on television and the Internet. **(e)** _____ (The boy) parents also appeared on television. A woman thinks she saw Jim getting into **(f)** _____ (a man) car. Police have asked for **(g)** _____ (the woman) help to identify the man.

4. Write the possessive expressions with more than one possessive noun.

- a) My friend has got a cat. The cat has got a long tail. My friend's cat's long tail.
- b) My daughter has got a surfing teacher. The teacher has got an old car. _____
- c) John has got children. They have got mobile phones and computers. _____
- d) My husband has got a boss. His boss has a secretary. _____
- e) My friends have got girlfriends. They have got long hair. _____

5. Rewrite the underlined phrases using a possessive form.

- a) The prices this month are even higher. This month's prices are even higher.
- b) I read about the accident in the newspaper yesterday. _____
- c) A new DVD is the special offer this week with the newspaper. _____
- d) From here it's a walk of an hour. _____

30-MINUTE DISCUSSION

- 24-hour TV cable news channels cover too many celebrity affairs, and sensationalism, and not enough real news.

The class will be divided into two halves: **Group A** and **Group B**. **Group A** will defend the “idea” and **Group B** will oppose it.

Each group has to:

- Think about the arguments they are going to use.
- Think about the arguments the other group may use and be prepared to contradict them.
- Defend the group’s point of view and persuade the opposing group to change its opinion.



WRITING

1. Write a short text with some of the conclusions taken from the previous debate. What was the strongest argument presented by each group? What is your own opinion on the issue?
2. Now read your work again. Try to improve it by correcting any errors.



LISTENING

SHOULD CELEBRITIES BE MORE PROTECTED FROM THE MEDIA?

Celebrities have the same general right of privacy as people who are not famous. Yet, the degree to which that right is enforced is much less for public figures.



1. Listen to Peter and Alina’s opinions on celebrities’ rights to privacy and say who you agree with, and why.





2. Listen to Peter and Alina's opinions again and decide whether these statements are TRUE (T) or FALSE (F).

- a) Peter defends the idea that famous people should have more privacy. ☐
- b) According to Peter, celebrities receive extra attention because their problems are different from ours. ☐
- c) Alina thinks celebrities shouldn't have more protection from the media than a normal person if they follow a few steps of advice. ☐
- d) In Alina's opinion it would be possible to stop the media from getting photographs. ☐

3. Who said the following?

- a) Media affects celebrities' lives.
- b) The paparazzi were responsible for Princess Diana's death.
- c) Famous people are more interesting than normal people.
- d) Celebrities are exploited and disrespected by some newspapers.



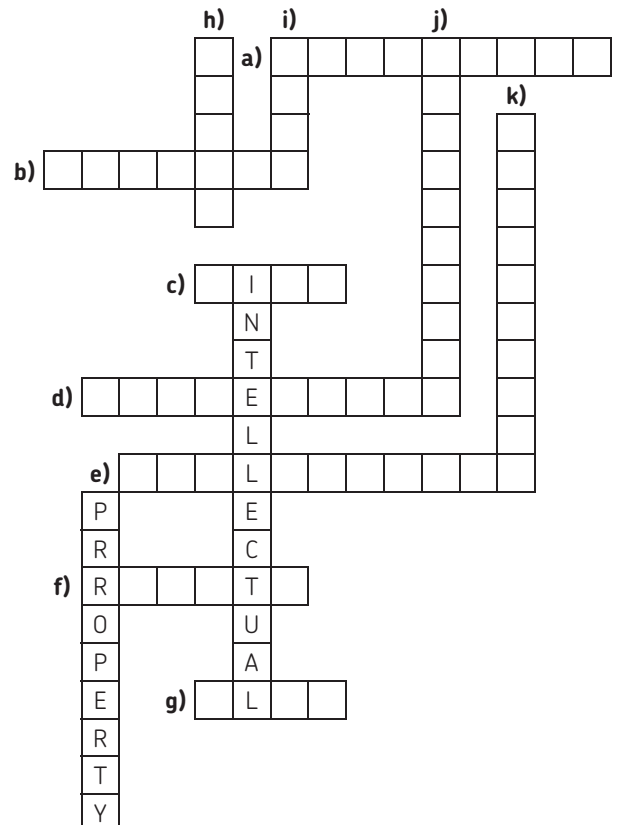
VOCABULARY

1. The way the Media tend to manipulate peoples' opinions makes us think about how our rights can be protected. Can "Intellectual Property" ensure that? Solve the crossword puzzle and find out more information/ words related to publishing and intellectual property. Most words are found in the text on the next page.

FACTS

“Intellectual Property”
refers to creations of the
mind for which exclusive
rights are recognised
in law.

- a)** The legal right to be the only person or company that produces/sells a book, film, etc.
- b)** The state of being alone and not watched or disturbed by other people; confidentiality.
- c)** A possibility that something bad may happen.
- d)** A synonym for security.
- e)** The act of printing something in a newspaper, book.
- f)** Something that is due to a person by law, tradition, and which others must respect.
- g)** A list of journal entries posted on a Web page.
- h)** The opposite of illegal.
- i)** A synonym for “reproduction”, repeat.
- j)** An opinion generally held about a person.
- k)** A synonym for “authorization”.





? LEAD-IN

1. Is it a crime to publish pictures or private information about someone? Even on the Internet?

READING

1. Read the text and learn more about the risks associated with publication.

DECEMBER 10, 2012
HOME
LEGAL GUIDE
THREATS DATABASE
LEGAL ASSISTANCE
RESEARCH & RESPONSE
BLOG
ABOUT


CITIZEN MEDIA
LAW PROJECT

LEGAL RESOURCES FOR CITIZEN MEDIA
SEARCH

Project hosted by:

Berkman Center
for Internet & Society

Every time you publish something online, whether it's a news article, blog post, **podcast**, video, or even a user comment, you open yourself up to potential legal **liability**. This shouldn't come as too much of a surprise because the Internet, after all, is available to anyone who wishes to connect to the network, and even the smallest blog or most obscure discussion forum has the potential to reach hundreds of millions of people throughout the world. Often the legal risks are small, but not always. The risks you could face when you publish online can take a number of forms, depending on what and how you publish. The sections that follow are intended to help you identify potential "red flags" so that when you publish something that might result in liability, you will know how to be extra careful and will take the necessary steps to minimize your potential legal risks.

Firstly, if you publish information that harms the reputation of another person, group, or organization, or inflicts emotional distress upon another person, you may be liable for "defamation".

Secondly, if you publish private or personal information about someone without their permission, you potentially expose yourself to legal liability even if what you say is factually accurate. The term "private facts" refers to information about someone's personal life that has not previously been revealed to the public, that is not of legitimate public concern, and the publication of which would be offensive to a reasonable person. If you use someone else's name, likeness, or other personal attributes without their permission for an exploitative purpose you could also face liability for **misappropriation** or violation of the right to publicise.

Lastly, if you publish or use the creative work of others, their **trademark**, or certain confidential business information without the permission of the owner, you may be exposing yourself to legal liability for violation of intellectual property law.

Citizen Media law Project. Retrieved from
www.citmedialaw.org/legal-guide/risks-associated-publication
(abridged and adapted, August 2012)

NEW VOCABULARY

Podcast — a digital audio or video file formatted to be played on an iPod and made available for free or for purchase over the internet

Liability — legal responsibility for something, especially for injury, damage or debt

Misappropriation — to take somebody else's property for yourself

Trademark — a name, symbol or design that belongs to a company and cannot be used by anyone else

2. Can you associate the picture on the left with the text? How?

3. Now that you have read the text suggest a title for it.

4. Now that you have read the text say if these sentences are TRUE (T) or FALSE (F). Quote from the text to support your answers.

- a) The Internet is used by millions of people but the smallest blogs aren't read by a lot of people. ☐
- b) There are different risks associated with publishing. ☐
- c) You can be accused of defamation if you publish information that harms someone's reputation. ☐
- d) You won't expose yourself to legal liability if you publish accurate information about someone even without permission. ☐
- e) You can use a trademark without the permission of the owner, but you can't publish the creative work of others. ☐

5. Look at the text and find the following.

- a) Examples of online publications mentioned.
- b) The advantage of the Internet which can also be a problem if people aren't careful.
- c) What you must do if you don't want to expose yourself to legal liability.
- d) The first risk associated with publication mentioned in the text.
- e) The second risk mentioned.
- f) The last risk mentioned.

6. Explain the meaning of the underlined phrases in the text.

- a) "to help you identify potential 'red flags' "
- b) "inflicts emotional distress upon another person"



WRITING

1. Use the picture on the right as inspiration to write a short story, with a maximum of 300 words. There are a few things you have to include in your story.

There's a woman in jail ...

- Who is she?
Where is she from?
How old is she?
- She committed a crime related to publishing.
What did she do?
When? Why?

2. Now read your work again. Try to improve it by correcting any errors.



Mom's in jail, Matt Wood.



GRAMMAR Purpose Clauses

1. The example below was taken from the text “Risks Associated with Publication”. Read it carefully and underline the clause that refers to the purpose or reason for the action.

“The sections that follow are intended to help you identify potential “red flags” so that when you publish something that might result in liability, you will know how to be extra careful and will take the necessary steps to minimize your potential legal risks.”

- We use a purpose clause when we want to state the purpose of the action in the independent clause. The most common type of purpose clause is a **to + infinitive** clause.

to + Infinitive

e. g. Janet went to the newsagent’s **to buy** today’s newspaper.

- In formal writing, **in order (not) to** is often used.

in order (not) to + Infinitive

e. g. Janet went to the newsagent’s **in order to buy** today’s newspaper.

Janet went to the newsagent’s **so as to buy** today’s newspaper.

- You can also introduce a purpose clause with **so that**. This purpose clause usually contains a modal.

so that + subject + can/will/may/could/would + Infinitive

e. g. Janet went to the newsagent’s **so that she could buy** today’s newspaper.

- There are other ways of expressing purpose in English. If you use these phrases, make sure that the verb is in the “-ing” form. These are the most common ones:
with a view to, with the intention of, with the object/aim of, for the purpose of

e. g. Janet went to the newsagent’s **with the aim of buying** today’s newspaper.

Janet went to the newsagent’s **for the purpose of buying** today’s newspaper.

2. Rewrite the sentences using a purpose clause and keep the same meaning. Follow the example.

- a) Companies pay the media great amounts of money. Companies want them to advertise their products. (in order to)

*Companies pay the media great amounts of money **in order to** advertise their products.*

- b) The media use some manipulation tactics. They want to distract us from important issues. (so that)

- c) Reporters use clear language. They don't want to be misunderstood. **(in order not to)**
 d) I listen to the radio every day. I want to know what's happening all over the country. **(to)**
 e) Some Internet users don't buy printed newspapers. They save money. **(so as to)**
 f) Breaking news is broadcast several times a day. We can have access to information about current events. **(so that)**
 g) The journalist didn't reveal the victims' names. He didn't want to violate their privacy. **(so that)**



VOCABULARY

- 1. Public and media manipulation and cyber crimes as you know are unethical but unfortunately there are people who still do such things. Complete the table below with the following Internet words and cyber crimes given below.**

- fraud
- browser
- hacking
- cookie
- blog
- piracy
- illegal gambling
- storing illegal information
- cyberspace
- cyberbullying
- cyberpunk
- cyberterrorism
- identity theft
- FAQ
- virus dissemination
- firewall
- upload
- cyber defamation

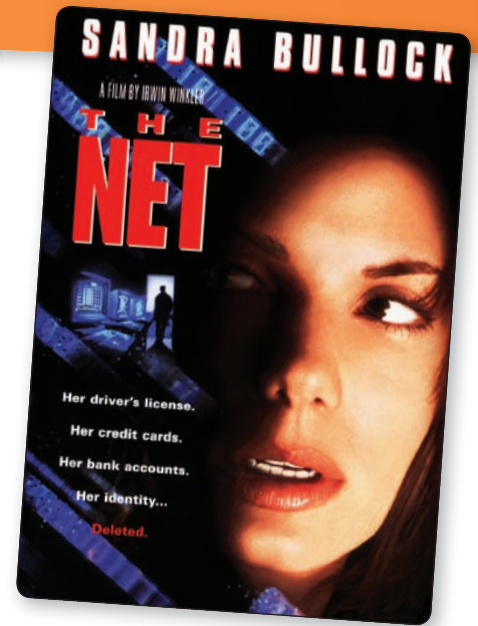
INTERNET WORDS	CYBER CRIMES



READING and LISTENING

1. The film *The Net* is a good example of how the Internet can be used as a way of committing cyber crimes. Complete the film synopsis to know more about the plot of the film. Use the words below.

world	Internet
bugs	information
lines	advances
network	corruption
hacker	complicated



Like all of us, Angela Bennett lives in the age of **(a)** _____. Every trace of her existence is computerized. Everything about her is encoded somewhere on a complex **(b)** _____ of information. It's something Angela never thought about ... until the day she was deleted. With the explosion of technological **(c)** _____ in the last few years, *The Net* is a story virtually torn from today's headlines. It takes place in a **(d)** _____ in which anything, from ordering a pizza to retrieving records from half-way across the planet, can be accomplished through the vast and **(e)** _____ map of phone **(f)** _____ and computers known as the **(g)** _____; a world in which, with the right knowledge and the right program, a good **(h)** _____ can log onto remote computers and alter any information they choose: flight plans, medical and criminal records, top secret government information, even someone's identity ... Angela Bennett is a Cathedral Systems' top analyst. As a well-paid freelancer, she spends her days removing **(i)** _____ in games designed for adolescents or tracking down viruses put into unsuspecting systems, and her nights "chatting" with other shy cyber-jockeys on the "Net". She's quite happy with her sheltered and lonely routine ... until the very life she's made for herself pushes her into the middle of a murderous web of **(j)** _____ and conspiracy.

Movieweb. Retrieved from www.movieweb.com/movie/the-net/synopsis
(abridged and adapted, August 2012)



2. Now listen to the synopsis and check your answers.

10-MINUTE DISCUSSION

- Do you give personal information over the Internet? Why? Why not?
- What would you do if someone stole your identity?
- Have you ever downloaded music from websites?
- Do you know the risks of downloading music without paying for it?



PROJECT

Survey

- **Get into groups and make a survey in your school in order to find out:**
 - If teenagers and/or their families read newspapers.
 - If they listen to the radio and how often.
 - How often they watch TV.
 - What kind of TV programmes they watch.
 - If they read the news online.
- **At the end analyse the results and present them to the class. You can also write an article about it for your school newspaper.**



Visit to a local newspaper or radio station

- **Ask your teacher to help you to organise a school trip to a local newspaper or radio station.**

Find out:

- What the building looks like inside.
 - How many people work there.
 - What their specific jobs are.
 - The hardest thing they have to do.
 - How many hours a day they work.
- **You can also interview some people working there.**
 - **Then, write a report on your study visit and publish it in your school newspaper or on your classroom corkboard.**





READING

1. Read the text carefully and then answer the following questions.



“I’m Here, There and Everywhere”

Websites can hold more information about you than the pages of a phone book. There are websites where you can find almost anyone in the United States, including their phone numbers, addresses, maps to their homes, names of family members, places of work and more. Companies buy your address from other Internet companies just to send you junk mail and get you to buy something.

I talked to some of my friends about privacy rights. I think they should be more alarmed but I think they haven’t heard about privacy violation stories. For example, *Newsweek* reported in March that last summer Geocities, a website that welcomes nearly 20 millions visitors a month, sold information such as their education, marital status, occupation and personal interests.

My friend Jessica knew exactly what I was talking about. She said: “I think it’s wrong.

I think that we should have a choice about having information sold. I think that we should be warned about it and if we don’t want our information given out, we can tell them right away. Then we can be sure that we won’t get those stupid e-mails.”

I asked my friend Max how he felt about online businesses selling addresses and he said that he didn’t care. “I always give them wrong addresses.” Max felt, however, that if his real information was sold out, it wouldn’t be a problem for him. “I don’t know who they’re selling to or what information they’re selling. It could be a problem if they gave the wrong information to the wrong people.”

Matthew Jones, 16

LA Youth. Retrieved from www.layouth.com/im-here-there-and-everywhere/
(abridged and adapted, August 2012)

2. Choose the correct option according to the text. Only ONE answer is possible.

a) Websites ...

- ☐ 1. are a worldwide book of addresses.
- ☐ 2. can get you into an endless quest for information.
- ☐ 3. are very addictive.

b) Matthew Jones found out that ...

- ☐ 1. he had been careless about his personal information online.
- ☐ 2. *Newsweek* sold out information about its users.
- ☐ 3. his friend Max didn’t care about online information being sold.

c) Junk email is sent ...

- ☐ 1. whether you want it or not.
- ☐ 2. because you sign up to receive it.
- ☐ 3. in order to sell you products which you didn’t know existed.

3. Answer the questions about the text using your own words as far as possible.

- a) What is the topic of this text?
- b) Why do companies buy information from other companies?
- c) What sort of information did Geocities sell to other companies?
- d) What is Jessica's opinion about having information sold?
- e) Why doesn't Max care about the problem?
- f) What is your opinion on this subject: is it violation of privacy?

4. Match the two halves to make complete sentences.

- | | |
|---|--|
| a) You can find ... | ☐ 1. aren't very concerned about privacy rights. |
| b) Some Internet companies ... | ☐ 2. Geocities every month. |
| c) Some of Matthew's friends ... | ☐ 3. about privacy violation stories. |
| d) They weren't told ... | ☐ 4. a lot of information about yourself on the Internet. |
| e) Millions of Internet users visit ... | ☐ 5. its visitor's personal information. |
| f) Geocities sold ... | ☐ 6. sell your personal information. |

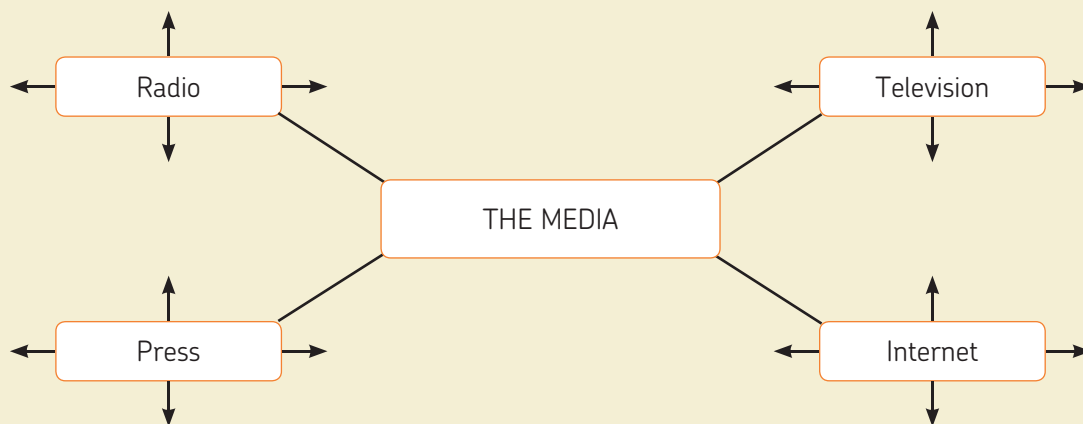
5. Find the equivalent of these words or phrases in the text.

- | | |
|-------------------------------------|----------------------|
| a) anxious or afraid | d) will not receive |
| b) right or possibility of choosing | e) he wasn't worried |
| c) immediately | |



VOCABULARY

1. Complete the diagram with words you have learned in this unit.





GRAMMAR

1. Write the reported speech of the following sentences.

- a) "Websites can hold more information about you than the pages of a phone book."
Matthew said ... _____
- b) "I talked to some of my friends about my privacy rights."
Matthew told us ... _____
- c) "Where can we find all this information?"
He asked ... _____
- d) "Do you believe everything you read in the newspapers?"
Jessica asked me ... _____
- e) "Don't give out my information!"
He told them ... _____
- f) "Be careful of the Internet!"
She said ... _____

2. Fill in the blanks with *to* + Infinitive, Infinitive without *to* or Gerund.

- a) Mathew likes _____ (be) informed about privacy rights.
- b) Companies can afford _____ (buy) addresses from other Internet companies.
- c) Jessica thinks people should _____ (be) warned about _____ (have) their information sold.
- d) Mathew intends _____ (inform) his friends about the Internet dangers.
- e) He can't stand _____ (see) other people being deceived.
- f) _____ (sell) information should be punished.

3. Put the adjectives in the correct order.

Example: Phone book — red, big, old
A big old red phone book.

- a) Website — interesting, English, new
- b) Company — huge, Internet, important
- c) Friend — old, honest, American
- d) Phone — office, rectangular, grey

4. Join the pair of sentences using possessive forms.

- a) My brother has got a Facebook account. He created this account with false information.
- b) Jessica has got an older brother. Her older brother has got a teacher who warned him about the dangers of the Internet.

- c) The meeting was going to be tomorrow. The meeting was cancelled.
- d) My mother reads several magazines. Those magazines are for women.
- e) Max has got a computer. His computer is protected with a firewall.

5. Join the pairs of sentences using a purpose clause.

- a) Max installed a firewall on his computer. He wanted to be protected against some cybercrimes. **(so that)**
- b) Jessica doesn't give her email address to people she doesn't know. She doesn't want to receive spam. **(in order not to)**
- c) Some companies buy addresses from Internet companies. They want to use those addresses to send intrusive emails with advertising. **(because)**
- d) I try to avoid giving personal information online. I don't want to be bothered by spam. **(so that)**

6. Complete the sentences with a suitable correlative conjunction: both ... and; neither ... nor; either ... or; whether ... or; not only ... but also, the more ... the more.

- a) Many of Matthew's friends were _____ informed about privacy rights _____ alarmed with the violation of their own rights.
- b) Companies should _____ inform people when they sell their personal information _____ ask them for permission to do it.
- c) _____ Matthew reads about privacy violations, _____ he gets alarmed.
- d) _____ Matthew _____ Jessica agree that many websites violate clients' privacy rights.
- e) Max doesn't care _____ the information that is sold is right _____ wrong.
- f) Internet users _____ send _____ receive useful information via electronic mail.



WRITING

1. Write a short composition (100–120 words) on ONE of the following topics.

- a) Do you watch TV frequently? How often? Do you spend too much time watching TV? Which programmes do you like/prefer? Why?
- b) Do you agree that television manipulates the news? How? Why? Give examples.
- c) Do you surf the Net frequently? What do you use the Net for? How much time do you spend on the Net every day?

UNIT 4

YOUNG PEOPLE AND THE GLOBAL WORLD

4.1 Music and Styles

4.2 Values and Dreams

4.3 Work and Pleasure





"A lot of mothers will do anything for their children, except let them be themselves."

Banksy

"Keep true to the dreams of thy youth."

Friedrich von Schiller

"In youth we learn; in age we understand."

Marie von Ebner-Eschenbach

4.1

Music and Styles



INTRODUCTION

21st Century Youth

Today's young people are known as Generation Z or Net Generation because they have had lifelong use of communications and media technology. But what about the generations of your parents or grandparents? How different are they from yours? Find out in the brief timeline.



The Silent or Traditional Generation
(born 1912-1945) — raised without modern technology

The Baby Boomer Generation
(born 1946-1964) — first technological generation with computers on the horizon

Generation X
(born 1965-1980) — first generation to be computer literate

Generation Y (why)
(born 1981-1994) — gained significant experience with computers, video games, and the Internet

1. Each generation has its own set of values, beliefs, life experience and attitude. It expresses definite differences in outlook towards family, politics, religion etc. What defines your generation? Make a list of words/expressions that you associate with the following topics: body image, fashion, music, art, language and technology.
2. Read the following article. Is it true?

A Generation who Adore Themselves

Paul Robertson

“The most influential institution in their lives is not school, friends, or family but modern media. The message it brings shapes their values, beliefs, behaviour, and attitudes. The media answers every question a young person can have especially when there is no significant adult involved in their life.

Youth culture has fallen madly in love with itself. The new holy trinity of “**me, myself, and I**” is to be worshiped at all cost and at all times. No one is more important than you. You are entitled to everything and you deserve the best possible with the least amount of effort.”



Youth Unlimited. Retrieved from <http://youthunlimitedgta.ca/files/UTY%20Spring%202010.pdf>
(abridged and adapted, August 2012)



WATCHING and LISTENING

Today's youth culture is not just one distinct culture, but it is made up of many subcultures, some of which are identifiable by their clothes and/or musical tastes.

1. Watch the music clip and write down what you think the title of the song is.

2. What is the relationship between the song title and the previous article by Paul Robertson? Justify your answer.

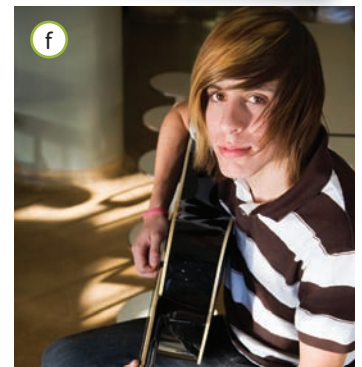


SPEAKING

1. Look at the pictures. Can you identify the different subcultures?

2. Do you identify yourself with any of them?

3. Apart from the subcultures shown what other urban tribes do you know?



? LEAD-IN

1. Read the following definitions. Tick the ones that you think best define “Urban Tribes”.

- ☐ a) Any group of people united by ties of descent from a common ancestor, community of customs and traditions, adherence to the same leaders.
- ☐ b) Groups of people in urban areas who have some kind of close association based upon similar lifestyles or activities.
- ☐ c) The behaviours and beliefs characteristic of a particular social, ethnic, or age group.
- ☐ d) Young city people that gather in relatively small, fluid groups. These groups share common interests that are, in general, different from the interests of mainstream culture.
- ☐ e) A number of individuals assembled together or having some unifying relationship.

READING

1. The text you’re about to read is about Floggers. Have you ever heard of them? Do you know any of their characteristics?



Floggers

Flogger is an urban youth tribe, which formed in the 2000’s. It originated in Argentina at the end of 2004. This subculture is related to Fotolog, which is a photo blog website where you share photos with others and make friends easily. The term “Flogger” comes from Fotolog which they use to upload their self loving images, with the aim of attracting the opposite sex. The girls and boys that use Fotolog have a particular and popular style, which has emerged from glam fashion and numerous other styles.

Floggers are part of a teenage movement, parallel to the Emos. They generally have the same haircut, covering one eye. However floggers use colors as well in their hair.

Their characteristic clothing is a pair of tight cone-shaped famous brand jeans.

They wear low V-neck t-shirts. As for colors: they use strong, non matching colors; such as

bubblegum pink, crayola yellow, silver, and the whole range of crayola colours.

Floggers do not use Facebook, use CAPS throughout their constantly mis-spelt messages, and become more popular within their group by adding signatures in their Fotolog.

They generally meet twice a week in shopping centers to get new pictures, and give other floggers their link to Fotolog.

Their music is much like Emo music, **spanning** Green Day, Belanova, My Chemical Romance and Miranda. They also listen to electronic music and attend raves.

Urban Dictionary. Retrieved from www.urbandictionary.com/define.php?term=flogger (abridged and adapted, July 2012)

NEW VOCABULARY

Span(ning) (l. 32) — a range or variety of something

2. Answer the questions.

- Which means of communication do Floggers use to express their lifestyle?
- What type of website do Floggers use and what do they use it for?
- Floggers are very selective with the photos they share in Fotolog. Why?
- Floggers are part of a teenage movement, parallel to the Emos. What is their most distinguishing characteristic?
- What do they usually do twice a week?

3. TRUE (T) or FALSE (F)? Correct the false sentences.

- Flogger is a European urban youth tribe.
- This subculture takes its name from a website.
- Fotolog is only a social networking website.
- Floggers have some similarities with Emos.
- They are very careful about their written language.
- They hate dancing and loud parties.

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4. Find words in the text with the same meaning as ...

- | | |
|---------------------|--|
| a) living in a city | d) similar |
| b) transfer | e) organised underground parties involving music and dancing |
| c) appeared | |





GRAMMAR Word Formation (suffixes and prefixes)



1. Complete the table below about word formation. Form new nouns from other nouns, adjectives and verbs by adding the correct suffix to the original words. You may use your dictionary.

WORD FORMATION	
Suffixes	Nouns
-er, -or	
-ness	
-dom	
-ship	
-ence/-ance	
-ist	
-ism	
-acy	
-ty	
-hood	
-ian/-ean	
-ion	
-al	
-th, -t	

accurate	partner
act	perform
art	pessimistic
brother	private
child	propose
confident	responsible
critic	sad
dance	sceptical
dark	separate
fly	Shakespeare
formal	sing
free	skinny
friend	star
heavy	strong
India	survive
infest	true
inform	use
king	violent
library	violin
member	young
neighbour	

2. Match the prefixes in the box with the nouns and adjectives below to form new words.

sub- un- post- in- over- pre- re-

- | | |
|---------------|-------------|
| a) urban | e) active |
| b) emerged | f) pleasant |
| c) adolescent | g) formal |
| d) graduate | |

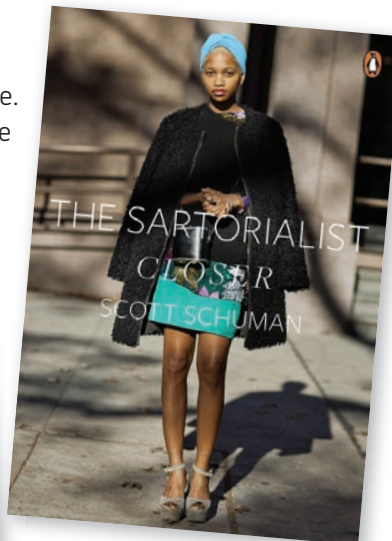
-  **3.** Match some of the most common prefixes with their meanings. You may find it useful to use a dictionary.

WORD FORMATION			
Prefixes		Meaning	
a) sub-	g) dis-	1. before in time	7. after in time
b) re-	h) ex-	2. half, partly	8. without, not
c) anti-	i) post-	3. at a lower position, under	9. against, the opposite
d) in-, im-	j) pre-	4. previous, former	10. negation, opposite of
e) un-	k) over	5. again	11. too much
f) semi-		6. not	

? LEAD-IN

- 1.** In your opinion, why do young people get tattoos or body piercings? Are tattoos another way to express individuality or to be eccentric? Rank the reasons below in order of importance from 1 to 9.

- ☐ To express individuality.
- ☐ For cultural reasons.
- ☐ To make a statement.
- ☐ To make the body more pleasing to look at.
- ☐ To annoy their parents.
- ☐ To show membership of a group or way of life.
- ☐ To remember an event or person — the name of a girl or boyfriend for example.
- ☐ To be accepted in a group.
- ☐ To be in.



FACTS

Modern technology has created new means of communication online. Due to the multiplication of social media networks fashion trends and style references are more easily accessible. Most teenage and youth magazines can be read online. Therefore, more and more young people have an original style and attitude.

Look at some photographs of *The Sartorialist*, one of the most influential style blogs ever. Scott Schuman travels the world to discover personal fashion styles. Schuman has helped inspire a whole new generation of aspiring street style photographers. Visit his blog www.thesartorialist.com



LISTENING



1. Listen to three teenagers' opinions about tattooing and body piercing. Which do you agree with? Why?



- a) Read and Listen to what Nelma Toledo Mendonça from Brazil has to say and complete the missing words.

Young people like to **(1)** _____ tattoos for different reasons, I guess. The main reasons may be to get **(2)** _____ and not be out of **(3)** _____ or to show that they have opinions, that they are different and **(4)** _____. They might want to show they are courageous because the process of getting the tattoo they want is **(5)** _____. However, they are young, and when time passes, they will probably **(6)** _____ having done that. Many people who don't have tattoos have **(7)** _____ opinions about them. So, for those who wear tattoos, the chances are that they will be **(8)** _____ from certain places, especially from jobs. By the way, it depends on how big it is because if it is small, nobody will notice. Speaking of regrets, the problem will become bigger. Since a tattoo is a **(9)** _____ thing, removing it might be very difficult or even **(10)** _____.

Study Mode. Retrieved from www.oppapers.com/essays/Communications/546747
(abridged and adapted, August 2012)



- b) Listen to Piboon Choklerdpatang from Thailand and say if the statements below are TRUE (T) or FALSE (F).

1. In Piboon's country parents are very open-minded.
2. Young people get tattoos because it's trendy.
3. Most parents think tattoos are for indecent people.
4. Employers discriminate against people with tattoos.
5. Piboon has never seen a teenager with a tattoo.
6. Piboon himself is not very keen on tattoos.

☐
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- c) Listen to Seung-Hye Ling from Korea and choose the best option to answer the questions.

1. In Lee's country who gets tattoos and body piercings?

- ☐ A. Famous people and artists.
☐ B. Gang members and famous people.
☐ C. Ordinary young people.
☐ D. Gang members.

2. Why should tattoos and body piercing be banned?

- ☐ A. Because they are bad for your health.
☐ B. Because they don't look good.
☐ C. Because they're painful to have get.
☐ D. Because they are too expensive.

3. Will she allow her children to get tattoos or piercings?

- ☐ A. Yes. ☐ B. No, no way. ☐ C. Maybe. ☐ D. Why not?

4. What's the nationality of teenagers under 18 who need to have their parents' permission to get a tattoo?

- ☐ A. Korean ☐ C. European
☐ B. American ☐ D. American and others



? LEAD-IN

1. Describe the pictures and say what they are about.



LISTENING



1. Listen to the following news articles and decide whether you'd like to have plastic surgery or not and why.

a

More Teens Having Plastic Surgery for "Imperfections"

Saturday, February 25, 2012

A new trend has teenagers going under the knife to fix what they call "minor imperfections," even children as young as 10. "They are young, good looking and shapely, but never satisfied. They want to be perfect," one cosmetic surgeon says. According to the American Society of Plastic Surgeons statistics, nearly 219,000 cosmetic plastic surgery procedures were performed on people aged 13-19 in 2010.

CBN News. Retrieved from www.cbn.com/cbnnews/healthscience/2012/February/More-Teens-Having-Plastic-Surgery-for-Imperfections/
(abridged and adapted, August 2012)

b

Bullied Teen who Got Facial Plastic Surgery Ready to Forgive Tormentors, but Won't Forget

By BIANNA GOLODRYGA and MEREDITH FROST ,
August 14, 2012

Nadia Ilse, a 14-year-old Georgia girl who underwent radical facial plastic surgery after being bullied for years about her looks, said she is more confident than ever now and is ready to forgive her tormentors. While most teenagers may get a new wardrobe before they head back to school in the fall, Ilse got a new face. In June, she went under the knife, getting a nose job, a chin implant and she had her ears pinned back.

ABC News. Retrieved from <http://abcnews.go.com/Health/bullied-teen-facial-plasticsurgery-ready-forgive-tormentors/story?id=17002192#.UJutmm9rhvw>
(abridged and adapted, August 2012)

C

More Young People in China Are Choosing Plastic Surgery



September 1, 2011 by Rob

More and more Chinese people are turning to cosmetic surgery, especially young people, according to Reuters News.

Some favorite procedures in China include facial plastic surgery such as double eyelid surgery and rhinoplasty, as well as body enhancement procedures.

In China, many younger people view cosmetic surgery as an advantage in the competitive job market. Up to 80 percent of cosmetic surgery patients in Beijing last summer were students, according to a study by the China Medical Treatment Orthopedics and Beauty Association.

“Parents want their daughters to be beautiful so they’ll have an easier time finding a job or a husband,” said Ding Xiaobang, a Beijing surgeon.

Hess Plastic Surgery. Retrieved from www.hessplasticsurgery.com/blog/?s=More+young+people+in+China+are+choosing+plastic+surgery&option=com_wordpress&Itemid=66
(abridged and adapted, August 2012)



2. Explain the following expressions in your own words.

- a) “going under the knife” (article a)
- b) “to forgive her tormentors” (article b)
- c) “they head back” (article b)
- d) “people are turning to” (article c)

3. Skim through the articles and answer the questions.

- a) Why do young people have cosmetic surgery?
- b) Nadia Ilse’s motivations to have plastic surgery were in response to what?
- c) How did she feel after the surgery?
- d) In your opinion, why is self-esteem related to body image?
- e) Why do you think so many teenagers want to have the perfect body?

10-MINUTE DISCUSSION

Cosmetic surgery

- Should it only be available to adults?
- How far should girls and boys go to have “the perfect body”?



WRITING

1. Write an essay expressing your opinion about cosmetic surgery on young people. Point out the advantages and disadvantages and give some examples.

? LEAD-IN

1. Look at the pictures and identify the type of art.
2. Do you like street art?
3. Do you know any names of urban street artists?



READING

1. Do you know what “street art” is? Read the text and find out.



Street Art — New Culture of the Cities

Street Art is a very popular form of art that is spreading quickly all over the world. You can find it on buildings, sidewalks, street signs and trash cans from Tokyo to Paris, from Moscow to Cape Town. Street art has become a global culture and even art museums and galleries are collecting the work of street artists.

Street Art started out very secretly because it is illegal to paint public and private property without permission. People often have different opinions about street art. Some think it is a crime and others think it is a very beautiful new form of culture.

Art experts claim that the movement began in New York in the 1960s. Young adults sprayed words and other images on walls and trains. This colorful, energetic style of writing

became known as *graffiti*. Graffiti art showed that young people wanted to rebel against society. They didn't want to accept rules and travelled around cities to create paintings that everyone could see. In many cases they had trouble with the police and the local government.

One well-known New York Street artist is Swoon. She cuts out paper images of people and puts them on walls or sets them up on sidewalks. Swoon didn't start her career as a street artist. She studied art but, as time went on, got bored with the work she saw in museums and galleries. The people in New York enjoy Swoon's strong and imaginative style. Some museums have already bought some of her work.

35 Many street corners in Paris show the work of Space Invader. The French artist uses small pieces of glass to make images of space creatures. He has been doing this for some years and he has also been arrested a few times. On
40 his website (<http://www.space-invaders.com>) you can see many other places where he has created this form of art.

Street artists do their work for a reason. Some of them do not like artists who make so
45 much money in galleries and museums. They choose street art because it is closer to the people. Some artists try to express their political opinion in their work. They often want to protest against big firms and corporations.
50 Others like to do things that are forbidden and hope they don't get caught.

Advertising companies also use street art in their ads because it gives the impression of youth and energy. The New York department
55 store Saks Fifth Avenue recently used a street artist's design for their shop windows and shopping bags.

In today's world the Internet has a big influence on street art. Artists can show their
60 pictures to an audience all over the world. Many city residents, however, say that seeing a picture on the Internet is never as good as seeing it live. The street art movement lives with the energy and life of a big city. Where it will continue to change and grow.

English-Online. Retrieved from www.english-online.at/art-architecture/street-art/graffiti-street-artists.htm
(abridged and adapted, August 2012)

2. Complete the sentences according to the text.

- a) Street art can be seen not only ... _____
- b) This art movement is said to ... _____
- c) In the beginning young artists wanted to ... _____
- d) Bored with the work she saw in museums and galleries, Swoon, the New York street artist, abandoned her career to ... _____
- e) The French artist, Space Invader, has been ... _____
- f) Some artists choose street art both to express ... _____
- g) Street art is also being ... _____
- h) Nowadays people can admire street art on the Internet, but seeing it live ... _____

3. Choose the correct option according to the information in the text.

- a) Street art is spreading ...
 - ☐ 1. among teens.
 - ☐ 2. all over the world.
 - ☐ 3. only in the USA and France.
- b) Some people think street art is ...
 - ☐ 1. a notorious form of art.
 - ☐ 2. a way to rebel against the family.
 - ☐ 3. a crime.
- c) Artists choose street art because ...
 - ☐ 1. they like the feeling of being "small time criminals".
 - ☐ 2. it's closer to ordinary people.
 - ☐ 3. they live out on the streets.

www. _____

Visit the blog below and get to know some of the most renowned street artist
www.mymodernmet.com/profiles/blogs/10-street-artists-you-should

 4. Match the words on the left with their meanings on the right.



- | | | |
|----------------|--------------------------|------------------------------|
| a) spreading | ☐ | 1. creative |
| b) trash can | ☐ | 2. apprehended by the police |
| c) to rebel | ☐ | 3. litter container |
| d) sets up | ☐ | 4. near |
| e) bored | ☐ | 5. go against |
| f) imaginative | ☐ | 6. disinterested |
| g) arrested | ☐ | 7. growing |
| h) closer | ☐ | 8. displays |

 5. Find antonyms for the words taken from the text.



- | | | |
|-------------------|-----------------------|----------------------|
| a) popular (l. 1) | c) permission (l. 10) | e) accept (l. 20) |
| b) illegal (l. 9) | d) energetic (l. 17) | f) forbidden (l. 50) |

10-MINUTE DISCUSSION

- After reading the article on the right say if street artists should be arrested for vandalism or not.

Singaporean Street Artist Arrested for Vandalism

By Kirsten Han, Singaporean, writer, blogger, activist

A Singaporean street artist has been identified by authorities as a vandal and arrested. If convicted, she could receive up to three years' imprisonment or a S\$2000 (approx. USD1553) fine.

www.huffingtonpost.com/kirsten-han/singaporean-street-artist_b_1568753.html



WRITING

- While some people see street art as vandalism, others see it as a form of free creative expression. What's your view on street art: free expression of creativity or pure vandalism? Write a paragraph on this issue. Read it out for the class.
- Now read your work again. Try to improve your work by correcting any errors.



Wall painting, Banksy, London.



Wall painting in Melbourne, Australia.

FACTS

Did you know that ...

- Banksy is probably the most popular, yet most mysterious, urban street artist in the world?
- among the big names of urban street art is a Portuguese artist? Alexandre Farto, known as Vhils, is one of the big names. He became famous when his work of a face — carved into a wall appeared alongside a picture by Banksy at the Can Festival in London, in 2008.



- you can admire some of his paintings on walls and buildings, which are among the top ten examples of street art in the world, in Lisbon?



What is Britpop?

Britpop is a British **(a)** music/alternative rock movement that began in the 1990s, it was characterised by the appearance of bands who **(b)** lent/borrowed influences from the 1960s and the 1970s. Apart from creating big, **(c)** catchy/boring **hooks**, what appealed to them was the earlier pop stardom and the sense that they were creating the soundtrack for the lives of a new generation of British **(d)** young/youth.

The term “Britpop” had been used as early as 1987 in *Sounds* magazine by journalist and TV **pundit** John Robb referring to bands such as The La’s, The Stone Roses and Inspiral Carpets. Britpop appeared around the same time as the term “Britart” (which referred to the work of British modern artists). But it was only in 1995 that the **(e)** word/term exploded to the scene and was used extensively by NME (a British music magazine). The word then entered the **(f)** mainstream/traditional media. Its influence was recognised by an article in *The Guardian* by the editors of the *Oxford English Dictionary* **(g)** declaring/declared “Britpop” as the new word which best exemplified 1995. “Britpop” was added to the *Oxford English Dictionary* in 1997.

Britpop re-introduced patriotism to the country in the aftermath of Grunge when British **(h)** Indian/Indie pop bands had decided it was the 60’s and the 70’s again. Suede kick-started it, and Oasis and Blur made the most money from it.

In 1993 Britpop hysteria rapidly **(i)** gained/lost huge attention from the media and fans’ alike in Britain, Western Europe and some parts of North America. Britpop was also **epitomised** in 1994 and 1995 by the **outwardly** happy, poppy, sing-along summer anthems such as Dodgy’s *Staying Out for the Summer*, Supergrass’

Alright and Sleeper’s Inbetweeners. Although the majority of the bands associated with Britpop were English, there were **(j)** exceptions/exclusions the Super Furry Animals, Catatonia, Gorky’s Zygotic Mynci, the Manic Street Preachers and the Stereophonics were Welsh.

The **(k)** idea/movement was as much about British pride, media **hype** and imagery as it was about the particular **(l)** type/style of music. Suede (known in America as “London Suede” were the first of the new **crop** of guitar-oriented bands to be completely embraced by the UK music media as Britain’s answer to Seattle’s grunge **(m)** songs/sound. Their self-titled first album was released in March 1993, and became the fastest-selling debut album in UK history.

The key “anti-influence” on Britpop was Grunge, from 1990 to about 1992. The wake of the American invasion was led by grunge bands like Nirvana and Pearl Jam. Grunge and Britpop bands differed **(n)** greatly/little in styles, they ranged from the massive guitar roar of Oasis and the defiantly British pop of Blur to the disco/glam-rock **pastiche** of Pulp and progressive rock of Radiohead. These bands were united by **(o)** music/attitude!

Britpop. Retrieved from www.britpopbootlegs.co.uk/britpop-history.asp (abridged and adapted, August 2012)

NEW VOCABULARY

- Hook** (l. 6) — musical idea or phrase
- Pundit** (l. 12) — critic, analyst
- To epitomise** (l. 34) — to be a perfect example of sth
- Outwardly** (l. 35) — superficially
- Hype** (l. 45) — advertising, publicity
- Crop** (l. 48) — generation
- Pastiche** (l. 62) — collection



WATCHING

1. Learn more about Britpop — watch the short television documentary presented by John Harris.



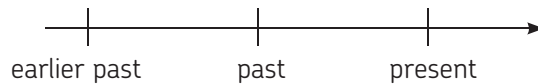
GRAMMAR Past Perfect Simple

SEE GRAMMAR SYNTHESIS, PAGES 220-221

1. Look at the sentence taken from the text “What is Britpop?” Then answer the questions.

“Britpop **re-introduced** patriotism to the country, in the aftermath of Grunge when British Indie pop bands **had decided** it was the 60’s and 70’s again.”

- Both of the actions in the sentence refer to the past, which one refers to an earlier past?
- Match the past verb tenses above with this time diagram.



	USE	FORM
Had + Past Participle of the Main Verb	- When we are already talking about the past, and want to refer to an earlier past. e. g. <i>We arrived on time but the concert had already begun.</i> - In Indirect Speech. e. g. <i>She wanted to know if he had bought the tickets for the concert.</i> - In time clauses (the Past Perfect is used for the earlier action). e. g. <i>When she had finished her book, she listened to her favourite band.</i> - In third conditional clauses. e. g. <i>If I had worked in the Summer, I would have gone to the Rock in Rio concert.</i> Time Markers: <i>already, just, never, ever, when, by the time, as soon as, after, by, the previous day, the week before</i>	Affirmative: <i>She had been a fan of Britpop band Suede.</i> Negative: <i>She hadn't been a fan of Britpop band Suede.</i> Interrogative: <i>Had she been a fan of Britpop band Suede?</i>

2. Join the sentences using the words in brackets and the Past Perfect Simple.

- My sister read her music magazine. I borrowed it. (**when**)
- They bought some CDs. Then they went home to listen to them. (**after**)
- The concert started. Then, the group of friends arrived at the stadium. (**by the time / already**)
- The student read an article about Britpop. Then, he downloaded music by some bands. (**after**)

- e) The students watched a documentary about young people's music preferences. Immediately before that, the class shared their music preferences. **(as soon as)**

3. Put in the Past Simple or the Past Perfect Simple. Use the verbs in brackets.

- a) My friend _____ to Scotland last month. Before that, he _____ never _____ outside Portugal. **(travel / be)**
- b) Yesterday the teacher _____ the class pictures about street art that they _____ the previous day. **(show / see)**
- c) I _____ anybody that my best friend _____ some graffiti on the school wall. **(not tell / write)**
- d) It _____ to rain, and the artist _____ that he _____ his sidewalk painting. **(start / remember / not finish)**



PROJECT

Urban Tribes

- Pair work. With a classmate choose one urban tribe and describe their lifestyle, beliefs and values. Present your findings to the class in a PowerPoint presentation.

www. _____

These websites may help you:
<http://urbantribeseminarario.blogspot.pt/>
[www.toptenz.net/top-10-youth-subcultures.php](http://toptenz.net/top-10-youth-subcultures.php)
<http://subcultureslist.com/>

Street art

- Photoreport. Do you like taking photographs? In groups of three or four go on a brief tour around your neighbourhoods and take photographs of street art (graffiti, sidewalk mosaics, stickers ...) of your city. Don't forget to write a caption for each picture.
- Display your photos in your classroom.

Favourite singers

- Do you have a favourite band or singer? Why do you like them? What's special about them?
- Present your favourite music band or singer to the class. You should include some photos and excerpts of songs or music clips.



4.2

Values and Dreams



INTRODUCTION

1. Teenagers seem to value what others think about them. Do you know how other people see you? Do this quiz and find out.

- a)** When do you feel at your best?
- ☐ 1. In the morning.
 - ☐ 2. During the afternoon and early evening.
 - ☐ 3. Late at night.
- b)** Do you usually walk ...
- ☐ 1. quite fast, with long steps?
 - ☐ 2. quite fast, with short, quick steps?
 - ☐ 3. less fast, head up, looking the world in the face?
 - ☐ 4. less fast, head down and very slowly?
- c)** When talking to people do you ...
- ☐ 1. stand with your arms folded?
 - ☐ 2. hold your hands tight?
 - ☐ 3. have one or both your hands on your hips?
 - ☐ 4. touch or push the person who you are talking to?
 - ☐ 5. play with your ear, touch your chin, or smooth your hair?
- d)** When relaxing, do you sit with ...
- ☐ 1. your knees bent with your legs neatly side by side?
 - ☐ 2. your legs crossed?
 - ☐ 3. your legs stretched out or straight?
 - ☐ 4. one leg curled under you?
- e)** When something really amuses you do you react with ...
- ☐ 1. a big, appreciative laugh?
 - ☐ 2. a laugh, but not a loud one?
 - ☐ 3. a quiet laugh?
 - ☐ 4. an embarrassed/shy smile?
- f)** When you go to a party or social gathering do you ...
- ☐ 1. make a loud entrance so everyone notices you?
 - ☐ 2. make a quiet entrance, looking around for someone you know?
 - ☐ 3. make the quietest entrance, trying to remain unnoticed?
- g)** You're studying, concentrating hard, and you're interrupted. Do you ...
- ☐ 1. welcome the break?
 - ☐ 2. feel extremely irritated?
 - ☐ 3. vary between these two extremes?
- h)** Which of the following colours do you like the most?
- Choose one.
- ☐ 1. Red or orange.
 - ☐ 2. Black.
 - ☐ 3. Yellow or light blue.
 - ☐ 4. Green.
 - ☐ 5. Dark blue or purple.
 - ☐ 6. White.
 - ☐ 7. Brown or grey.
- i)** When you are in bed at night, just before going to sleep, do you lie ...
- ☐ 1. stretched out on your back?
 - ☐ 2. stretched out face down on your stomach?
 - ☐ 3. on your side, slightly curled?
 - ☐ 4. with your head on one arm?
 - ☐ 5. with your head under the blanket?
- j)** Do you often dream ...
- ☐ 1. that you are falling?
 - ☐ 2. that you are fighting or struggling?
 - ☐ 3. that you are searching for something or somebody?
 - ☐ 4. that you are flying or floating?
 - ☐ 5. about pleasant things?



2. Now, add up your points using the table below and find your personality profile.

	1	2	3	4	5	6	7
a	2	4	6				
b	5	3	6	1			
c	4	2	5	7	6		
d	4	6	2	1			
e	5	3	2	4			

	1	2	3	4	5	6	7
f	6	4	2				
g	6	2	4				
h	6	7	5	4	3	2	1
i	7	6	4	2	1		
j	3	1	2	4	5		

OVER 60 POINTS — Others see you as someone they should “handle with care.” You’re seen as vain, self-centred and one who likes to dominate. Others may admire you, wishing they could be more like you, but don’t always trust you, and they hesitate about becoming too deeply involved with you.

51 TO 60 POINTS — Others see you as an exciting and rather impulsive person; a natural leader, one who’s quick to make decisions, though not always the right ones. They see someone who will try anything once; someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

41 TO 50 POINTS — Others see you as fresh, lively, amusing, practical and always interesting; someone who’s constantly at the centre of attention. They also see you as kind, considerate, and understanding; someone who’ll always cheer them up and help them out.

31 TO 40 POINTS — Others see you as sensible, cautious, careful and practical. They see you as clever, gifted, or talented, but modest. Not a person who makes friends too quickly or easily, but someone who’s extremely loyal. Those who really get to know you realise it takes a lot to shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

21 TO 30 POINTS — Your friends see you as careful and meticulous. They see you as very cautious. It would really surprise them if you ever did something impulsively, they expect you to examine everything carefully from every angle and then usually decide against it.

UNDER 21 POINTS — People think you are shy, nervous, and indecisive, someone who always wants someone else to make decisions! They see you as a worrier who always sees problems that don’t exist. Some people think you’re boring. Only those who know you well know that you aren’t.

? LEAD-IN

1. Answer the following questions.

- a) You've just done a quiz about how others see you, but most of the time they don't really know your true self. Who do you think knows you best?
- b) Do you value friendship? In what way?
- c) Is it important for you to have a lot of friends or is quality more important than quantity? Why?



READING

1. Is there an ideal number of friends? Read the text and find out.

What's the Ideal Number of Friends?



By Tom Geoghegan

How many friends does one really need to survive in today's connected society? Are friends on Facebook really friends just because they are called "friends"?

5 If a wide circle of friends is taken as a popularity indicator, this might mean that the happiest and most successful people are the ones that have more friends. Or can you have too many? The average number of friends is about 150, according to leading anthropologist Robin Dunbar. They usually include an inner circle of five people and
10 an additional layer of 10, he says. That makes 15 people — some will probably be family members — who are your central group and then outside that, there's another 35 in the next circle and another 100 on the outside. And that's one person's social world.

"Friendships help us develop as people", says Mark Vernon,
15 author of *The Philosophy of Friendship*. The Greek philosopher Aristotle said friends must have eaten salt together and what he meant is there's a sense that people have lived a significant part of their lives together. They've sat down and shared meals and the ups and downs of life. You really have to have **mulled things over** with them to
20 become really good friends and there's only so many people you can do that with. You can have friends because of what you do or enjoy together like football or shopping, but the deepest friendship happens when you love your friends for themselves because of something in their character. And it doesn't matter what you're
25 doing with them, even sitting alone together in a room.

There is a perception that as society has become more movable, and traditional family bonds have loosened, friendships have become more **fleeting**. But on the other hand, modern technology has meant we can stay in touch with more people than ever. “First email, then
 30 mobiles, and now social networking sites like Facebook have made it much easier for people to expand their circle of friends beyond their immediate inner circle,” says digital media expert Dan Clays of BLM Quantum. “If you were to examine the profile of someone’s group of friends on Facebook, the probability is that a large number of users
 35 were accepted as friends out of curiosity and after an initial exchange, the level of dialogue slows down to a **trickle**. This is especially apparent in the 16-24 user group, the digital generation, so it will be interesting to see if they are able to maintain that contact later in life.”

“Ask yourself about the quality of your friendships, not about the quantity.” says Mr. Vernon.

BBC News Magazine

[http://news.bbc.co.uk/](http://news.bbc.co.uk/2/hi/7920434.stm)

[2/hi/7920434.stm](http://news.bbc.co.uk/2/hi/7920434.stm)

(abridged and adapted, August 2012)

NEW VOCABULARY

To mull sth over (l. 19) — to think about carefully; consider; ponder

Fleeting (l. 28) — lasting only a short time

Trickle (l. 36) — small, slow, or irregular quantity of anything coming, going or proceeding

2. Find out from the text.

- What a person’s social world is made of.
- What really good friends must do together.
- What changes families and friendship have faced.
- How people have expanded their circle of friends.

3. Finish the following sentences according to the text.

- A person’s central group of friends ... _____
- The most profound friends are the ones ... _____
- We can be connected ... _____

4. Answer the following questions.

- Why do you think Mark Vernon says that “friendships help us develop as people”?
- Do you agree that good friends are the ones who share “the ups and downs of life” and “mull things over together”? Why? Why not?
- Give your personal answers to these questions from the first paragraph of the text:
 - How many friends do you really need to have?
 - Are friends on Facebook really friends?



GRAMMAR Comparatives and Superlatives

SEE GRAMMAR SYNTHESIS, PAGE 226

► Look at the sentences taken from the text “What’s the Ideal Number of Friends?”.

“... **the happiest** and **the most successful** people are the ones that have more friends.”

“... but **the deepest** friendship happens when you love your friends for themselves ...”

“... friendships have become **more fleeting**.”

“... sites like Facebook have made it **much easier** for people to expand their circle of friends ...”

1. Complete the following rules.

COMPARATIVE	SUPERLATIVE
a) The word <i>easier</i> is the comparative of the adjective _____ and it is formed by removing the “y” and adding _____ to the adjective. b) The comparative form of <i>fleeting</i> is formed by placing _____ before the adjective.	c) The word <i>happiest</i> is the superlative of the adjective _____. d) The superlative of <i>successful</i> is formed by placing _____ before the adjective. e) The superlative of <i>deep</i> is formed by adding _____ to the adjective.

► Remember irregular adjectives ...

	COMPARATIVE	SUPERLATIVE
good	better (than)	the best
bad	worse (than)	the worst
far (distance)	farther (than)	the farthest
far (addition)	further (than)	the furthest
much / many	more (than)	the most

Some adjectives have two forms of comparison: -er, -est OR *more*, *the most*.

Example: *narrow* - **narrower**, **narrowest**, OR **more** *narrow*, **most** *narrow*.

Examples are: *clever*, *common*, *cruel*, *gentle*, *pleasant*, *polite*, *quiet*, *simple*, *stupid*, *tired*.

2. Use a comparative to link the two ideas in each of the following sentences.

- a) My best friend is 1.7 metres tall. I am 1.8 metres.
- b) I expected my friends to arrive at about 10 o'clock. In fact they arrived at 9.30.
- c) My best friend and I went for a run. I ran ten kilometres. He stopped after eight kilometres.

tall
far
early

3. Write sentences from the notes. Use the superlative.

- a) Social networks / popular sites / among teenagers
- b) Our friends / kind people / we know
- c) Dan Clays / successful employee / company

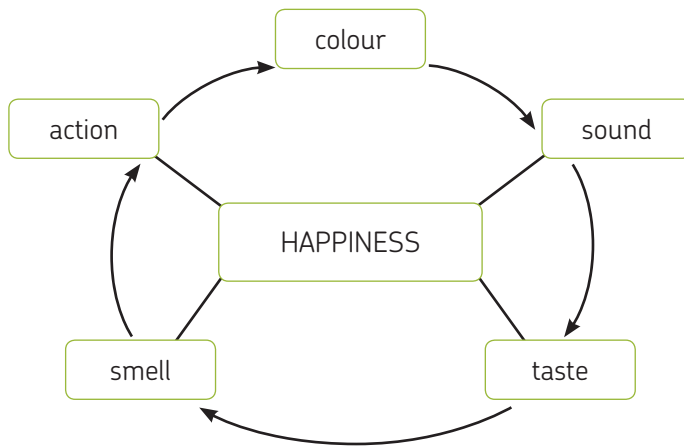
4. Put the adjectives in brackets in the comparative or superlative form.

- a) My childhood friends are _____ (nice) my online ones.
- b) My friends are _____ (good) in the world.
- c) The Internet is _____ (fast) way to meet new people.
- d) With the increasing use of the social media it is becoming _____ (difficult) ever to make real friends.



WRITING

1. Here is an easy and instant way of writing a poem about any theme you want to. Look at an example of an instant poem and then create one of your own about FRIENDSHIP.



Happiness is yellow
It sounds like the ocean
It tastes like sweet chocolate
And smells like flowers
It's like jumping into the air

Mind-mapping: Happiness ...

IS ...	SOUNDS LIKE ...	TASTES LIKE ...	SMELLS LIKE ...	IT'S (LIKE) ...
white yellow blue	the ocean a big laugh a bird singing	chocolate vanilla ice-cream sweet popcorn	wet grass flowers home	jumping into the air running through a field hanging out with friends

2. Now read your work again. Try to improve it by correcting any errors.

? LEAD-IN

1. Answer the following questions.

- a) Who do you run to when you have a problem? Do you trust your friends to talk about it or do you prefer to turn to an expert to help you solve it?
- b) What are the most common problems faced by teenagers today? Look at this list and tick (✓) the ones you think affect teenagers in your country.

- | | |
|--------------------------|------------------------------|
| ☐ | 1. Body image |
| ☐ | 2. Relationship with parents |
| ☐ | 3. Drugs & alcohol |
| ☐ | 4. Eating disorders |
| ☐ | 5. Schooling & jobs |
| ☐ | 6. Dating |
| ☐ | 7. Bullying |
| ☐ | 8. Teenage pregnancy |
| ☐ | 9. Peer pressure |
| ☐ | 10. Friendship |
| ☐ | 11. Other |



LISTENING

Many British teenagers turn to the magazine *My Bliss* for advice when they have personal problems. They also turn to life coaches or youth consultants to help them solve more difficult problems.

1. Listen to five messages sent by teenagers to *My Bliss* and say which problem from the list above is being mentioned in each one.
2. Listen once again and match the messages with the titles below.

Happy in my skin

Should I shouldn't I?

Acting out

Long distance love

Irritating mate

MESSAGE FROM ...	TITLE
Emma	
Abbie	
Chelsea	
Peter	
Katie	

3. Read the answers written by the magazine's life coach, Kate Tilston. Match them to the messages left by the five young people from exercise 2.



a) "So they're tiny — does that make them nicer or better? I totally understand the pressure you feel under, I've been there too. Ask yourself, if you went to the doctor and they weighed you, would they tell you that you were over weight? If the truthful answer is 'yes' then look at a LONG-TERM plan to exercise, eat healthily and lose weight. Your doctor could help you with this. If the truthful answer is 'no' then stop giving yourself a hard time and focus on all your lovely qualities."

c) "Well, you'd be breaking the law if you do this without their consent and is that really worth it? Just because all your friends are doing something, do you need to do it? I'm afraid your Mum and Dad are right in this instance and you need to respect what they're saying. Perhaps think of some other ways to demonstrate your individuality. Don't follow the rest of the sheep — be your own person."

d) "If she's spreading rumours about you she doesn't sound like much of a friend? We seem to believe that just because we met and became friends with someone when we were very young, we'll still share the same interests and remain friends as we get older. Some friendships last and some don't and sometimes we have to decide whether certain friendships still have a place in our life."

b) "What do you think? It sounds like it is exactly what you say it is ... a crush! Crushes are all part of growing up and can be exciting and fun, and sometimes heartbreaking but they are what they are — and that's a short term longing for something that isn't very real. IF you have similar interests and IF you're good friends, I would keep it that way — the friendship stage — and who knows what might develop at a later date. But I certainly wouldn't put your life on hold as there will be lots of fun closer to home."

e) "I'm not sure that's a good enough reason to become an actress. Being an actress and a successful one is incredibly hard work. It takes training, practice, huge strength of character. I suggest you find a local drama group to see if you actually enjoy it and have any talent for it. I appreciate your Mum can't afford drama school but if you do have a genuine talent, there will be scholarships available. Good luck!"

My Bliss. Retrieved from www.mybliss.co.uk/lovestuff/problems/life
(abridged and adapted, August 2012)



WRITING

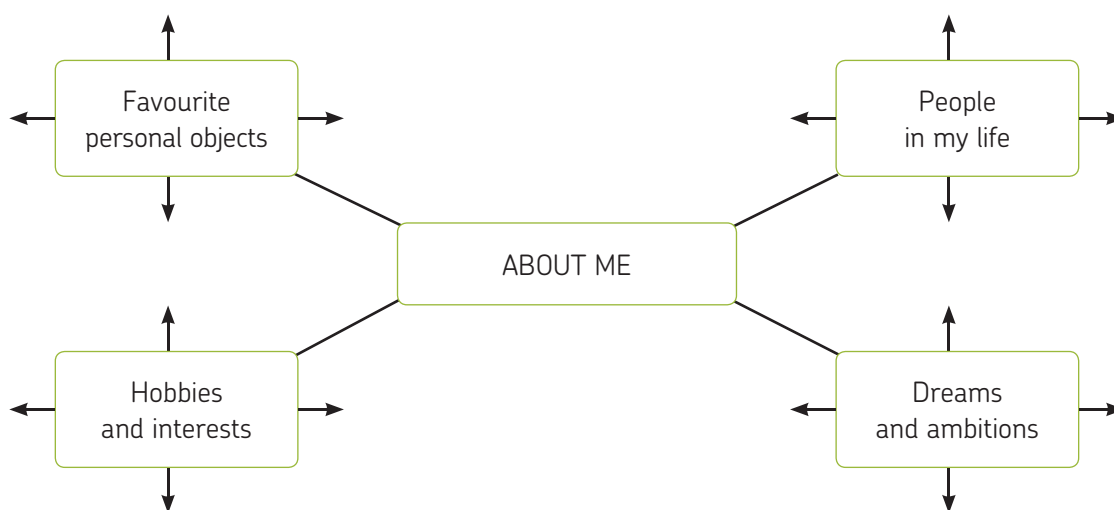
- 1. In pairs, create a message to send to *My Bliss* magazine about one of the common teenagers' problems. Follow the writing tips to guide you.**
- 2. Now read your work again. Try to improve it by correcting any errors.**

WRITING TIPS

- 1st** — Write down your message on a separate piece of paper. You don't have to write about yourself but you must be serious about what you're writing as if it were true.
- 2nd** — Exchange your message with another written by one of your classmates.
- 3rd** — Write some advice in response to your classmates' message and hand it back to them.

? LEAD-IN

1. What kind of teenager would you describe yourself as? Complete this mind-map about yourself



2. Answer the following questions.

- Some of the most important things for teenagers are their dreams and ambitions about the future. Do you share yours with your parents? Justify.
- Do you find their opinion important? Why? Why not?
- Do they usually agree with your plans for the future? Or do they try to impose what they think is the best for you?

READING

1. Read the text carefully and then answer the questions on the opposite page.

The Relationship between Parents and Children



In a village, in the Jhang district of Pakistan there lived a boy who was not only brilliant but also hardworking. His ambition was to become an engineer. He **strived** hard to attain his goal, and achieved the second highest mark from the local examination board. Thereafter, his parents forced him to take entrance exams at pre-medical colleges, as they wanted their son to become a doctor in the future. Although this was not his dream, he still tried hard to get good marks in the FSC examination. He sat entrance exams, but did not pass the admission tests for admis-

sion to medical college. He had no idea how his family would react but knew it would be far from sympathetic. In fact, in the evening he discovered that their reaction was very painful and hostile. Badly hurt and tormented by his family's behavior, he went into a state of severe depression. He ran away from home, and went to Lahore. He had lost the will to live, and wanted to end his life. He had killed his dreams and his own desires just to fulfill his parent's wishes, but in return all he got was just abhorrence and **loathing**.

25 This is not just the story of this particular boy; it's the story of a million people in our country. The millions, who we meet, see and even know. Some of them are our own children, brothers or sisters. We may be the guardians and the parents of our children, but we must allow them to dream and try to help them reach their goals. Of course we love our children, and go to great lengths to meet their every demand, but we must also allow them to think for themselves and make decisions on their own. Parents must shape their children's characters in such a way, that the child never goes astray, never does anything wrong. We must try to teach them about what is good and bad. But after a certain point in time, we must allow them to forge their own paths.

If you ask a Psychologist, what will most destroy someone's personality, he will tell you

that an unfulfilled dream can cause serious problems not only to a person's behavior but also to their physical health. Their ability to make decisions can be ruined. A dream is something very important for all of us. Taking away that dream weakens the personality. A child must be allowed to dream and to pursue that dream. It will help them reach the highest levels; otherwise they will remain average or may even fail. A dream will shape personality, build character and keep a person sane. It is now proven that one will almost always excel in the field of one's choice.

By Shariq Ali. Ezine Articles <http://ezinearticles.com/Parents-and-Children-Relationship&id=106914>
(abridged and adapted, August 2012)

NEW VOCABULARY

To strive (l. 4) — try very hard to achieve something
Loathing (l. 23) — a feeling of severe dislike and hate



2. Match the words on the left with their meanings on the right.

- | | | |
|------------|--------------------------|---|
| a) hostile | ☐ | 1. To achieve or follow something over a period of time. |
| b) hurt | ☐ | 2. Makes something less strong or powerful. |
| c) weakens | ☐ | 3. Very unfriendly or aggressive and ready to argue or fight. |
| d) pursue | ☐ | 4. Upset and offended by something that others said or done. |

3. Say if the following statements are TRUE (T) or FALSE (F). Correct the false ones.

- | | |
|--|--------------------------|
| a) The Pakistani boy was intelligent and committed to his work. | ☐ |
| b) Even though it wasn't his wish, he studied for the entrance exam in order to be a doctor. | ☐ |
| c) A million people in Pakistan have the opportunity to follow their dreams. | ☐ |
| d) The author believes that parents must decide what their children's goals are. | ☐ |
| e) Psychologists say that achieving a dream can be harmful for your physical health. | ☐ |

4. Answer the following questions using your own words as far as possible.

- Why did the Pakistani boy try to get into the medical school?
- What caused him to become depressed?
- According to the author, what should the parents' attitude be?
- Explain the expression: "... *forge their own paths* ..." (l. 41).
- Do you think what happened in this story in Pakistan is something common in today's society?



GRAMMAR Prepositions: *in*, *on* and *at* (time and place)

SEE GRAMMAR SYNTHESIS, PAGES 226-227

1. Look at these examples taken from the text “The Relationship between Parents and Children”. Do the words in bold indicate time or place?

- a) “***In*** a village, ***in*** the Jhang district, Pakistan ...”
 b) “Thereafter, his parents forced him to take entrance exams ***at*** pre-medical colleges ...”
 c) “In fact, ***in*** the evening, he discovered that their reaction ...”

► Look carefully at the following table.

PREPOSITIONS OF TIME		
In	Relatively long periods of time which are part of a set (centuries, years, seasons and months), parts of the day and a time in the future.	<i>in</i> the 21st century; <i>in</i> 1998; <i>in</i> December; <i>in</i> winter; <i>in</i> the morning; <i>in</i> the Easter holiday; <i>in</i> six months; <i>in</i> a few minutes.
On	Specific, individual days and dates.	<i>on</i> Monday, <i>on</i> Monday morning; <i>on</i> 12th March 2009; <i>on</i> Christmas Day; <i>on</i> Easter Sunday.
At	Clock time, holiday periods and periods of time which are difficult to define because they're flexible.	<i>at</i> 7 o'clock; <i>at</i> lunchtime; <i>at</i> midnight; <i>at</i> Christmas, <i>at</i> Easter. <i>at</i> night; <i>at</i> the moment; <i>at</i> the weekend; <i>at</i> the end of; <i>at</i> the same time.
PREPOSITIONS OF PLACE		
In	Enclosed spaces and some transportation.	<i>in</i> the kitchen; <i>in</i> Lisbon; <i>in</i> England; <i>in</i> a car, <i>in</i> a taxi; <i>in</i> a truck. <i>in</i> Oxford Street; <i>in</i> bed/prison/hospital; <i>in</i> the picture; <i>in</i> the middle (of); <i>in</i> the sky; <i>in</i> the book/newspaper.
On	Surfaces and some transportation and communication devices.	<i>on</i> the wall; <i>on</i> the floor; <i>on</i> a page; <i>on</i> a bicycle/bus/plane/ship/train; <i>on</i> TV; <i>on</i> the Internet/telephone/radio. <i>on</i> the right/left; <i>on</i> the island/beach/coast; <i>on</i> the back of an envelope, <i>on</i> a trip; the book is <i>on</i> my desk.
At	A point; an address; an event.	<i>at</i> the traffic lights; <i>at</i> my desk; <i>at</i> school/home/work; <i>at</i> the station/airport; <i>at</i> the seaside; <i>at</i> Mike's (house); <i>at</i> a concert/party/football match; sitting <i>at</i> my desk.
Note: There is someone <i>at the door</i> and There is a notice <i>on the door</i>. No preposition: We don't use <i>in</i>, <i>on</i> or <i>at</i> before <i>last</i> / <i>next</i> / <i>this</i> / <i>every</i>.		

2. Complete the sentences. Use *in, on or at* and one phrase from the box.

a few minutes	Saturdays	school	7 o'clock
London	Pakistan	the Internet	

- I can make new friends using social networks _____.
- I usually go out with my friends _____.
- Last Summer holidays I spent two weeks with my best friend _____.
- _____ I can work hard to accomplish my dreams in the future.
- I'll be taking my entrance exam for the university _____.
- The boy and his father arranged to meet _____ to discuss the boy's dream of being an engineer.
- _____ there are still many people that have to follow their parents' dreams.

3. Fill in the blanks with the correct preposition. Leave an empty space if no preposition is necessary.

- I made a new friend _____ last week.
- Shariq's birthday is _____ the 1st of April.
- I am allowed to talk with my friend online _____ the evening.
- _____ Saturday afternoon I met some friends _____ a football match.
- There is a sign _____ the classroom wall saying "Follow your Dreams".
- _____ the weekends the Pakistani boy still visits his parents _____ the Jhang district.

10-MINUTE DISCUSSION

Using Banksy's graffiti (on the right) as a starting point discuss the following.

- Is it important to have dreams and ambitions? Why? Why not?
- What are the most common dreams among teenagers?
- What obstacles do you think might get in your way when trying to reach your goals?
- How do you think you can overcome them?



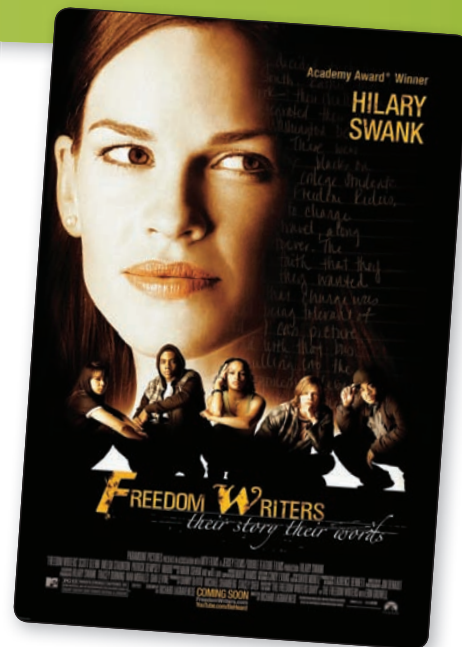


LISTENING and WATCHING

The film *Freedom Writers* presents a group of problematic teenagers at an American High School.



1. Listen to the song *I have a dream* by Common, featuring Will.I.Am, which is the soundtrack of the film, and translate it into Portuguese with the help of your dictionary. Then, say what you think the film is about.



Chorus — Will.I.am and Martin Luther King]
 (I am happy... I Have a Dream) I got a Dream
 (That One Day) Were gonna work it out out out
 (That One Day) Were gonna work it out out out
 (That One Day) Were gonna work it out
 (I Have a Dream) I got a Dream
 (That One Day) Were gonna work it out out out
 (That One Day) Were gonna work it out out out
 (That One Day) Were gonna work it out
 (I Have a Dream) I got a Dream
 (That One Day) That one day
 (That One Day) I'ma look deep within myself
 (I Have a Dream) I gotta find a way...
 My Dream Is To Be Free (x4)
 In search of brighter days,
 I ride through the maze of the madness,
 Struggle is my address, where pain and crack lives,
 Gunshots comin' from sounds of Blackness,
 Given this game with no time to practice,
 Born on the Black list, told I'm below average,
 A life with no cabbage,
 That's no money if you from where I'm from,
 Funny, I just want some of your sun
 Dark clouds seem to follow me,
 Alcohol that my pops swallowed bottled me,
 No apology, I walk with a boulder on my shoulder,
 It's a Cold War — I'm a colder soldier,
 Hold the same fight that made Martin Luther the King,
 I ain't usin' it for the right thing,
 In between Lean and the fiens, hustle and the schemes,
 I put together pieces of a Dream I still have one

Chorus

The world's seen me lookin' in the mirror,
 Images of me, gettin' much clearer,
 Dear Self, I wrote a letter just to better my soul,
 If I don't express it then forever I'll hold, inside
 I'm from a side where we out of control,
 Rap music in the 'hood played a fatherly role,
 My story's like yours, yo it gotta be told,
 Tryna make it from a gangsta to a godlier role,
 Read scrolls and stow slaves,
 And Jewish people in cold cage,
 Hate has no color or age, flip the page,
 Now my rage became freedom,
 Writin' dreams in the dark, they far but I can see 'em,
 I believe in Heaven more than Hell,
 Blessings more than jail,
 In the ghetto let love prevail,
 With a story to tell, my eyes see the glory and well,
 The world waitin' for me to yell "I Have a Dream"

Chorus

Metrolyrics. Retrieved from www.metrolyrics.com/I-have-a-dream-lyrics-common.html (abridged, December 2012)

FACTS

"I Have a Dream" is a 17-minute public speech by Martin Luther King, Jr. delivered on August 28, 1963, in which he called for racial equality and an end to discrimination. The speech, from the steps of the Lincoln Memorial during the March on Washington for Jobs and Freedom, was a defining moment for the American Civil Rights Movement.

http://en.wikipedia.org/wiki/I_Have_a_Dream (Abridged)

2. Complete the film synopsis with the words given below. Then watch the trailer to find out if you were correct or not.

job journal cost gangs trip High School idealistic
outstanding resistance integration literate transformation



It's 1994 in Long Beach, California. **(a)** _____ Erin Gruwell is just starting her first teaching job as an English teacher at Woodrow Wilson **(b)** _____, which, two years earlier, implemented a voluntary **(c)** _____ programme. For many of the existing teachers, the integration has ruined the school, whose previously **(d)** _____ academic reputation has been replaced with many students who will be lucky to graduate or even be **(e)** _____. Despite choosing the school on purpose because of its new programme, Erin is unprepared for the nature of her classroom, whose students are in **(f)** _____ and live by strict moral codes of protecting their own at all **(g)** _____. It isn't until she provides an assignment to write a daily **(h)** _____ that the students begin to open up to her. Her students start to behave with respect and learn more. A **(i)** _____ is really obvious when she invites several Holocaust survivors to talk with her class about their experiences and takes them on a field **(j)** _____ to the Museum of Tolerance. As Erin tries harder and harder to have resources provided to teach properly, she seems to face greater **(k)** _____, especially from her colleagues who see such resources as a waste. Erin also finds that her teaching **(l)** _____ is placing tension on her marriage to Scott Casey, a man who seems to have lost his own idealistic way in life.

IMDB. Retrieved from www.imdb.com/title/tt0463998/plotsummary
(abridged and adapted, August 2012)

3. Watch the trailer once again and answer the following questions.

- a) What do you think these teenagers' dreams are?
- b) The teacher divides the classroom and the students play the "Stand in the Line" game. What changes do you notice in the classroom after that moment?



PROJECT Teenagers' problems

- In groups, choose one of the teenagers' problems mentioned on page 194 and do some research about it. You can think about the reality of the problem in your country or around the world. Then, present your results to the class.
Here are some examples of things to mention:

- The causes
- The consequences
- Statistics
- What can be done to prevent/solve it

www. _____

Visit this website to help you
<http://www.teensadvisor.com>

4.3

Work and Pleasure



INTRODUCTION

One of the things that worries teenagers the most is the future: finishing secondary school, taking a degree, finding a job, ...



1. Listen to the extract from the song *Fix you* by Coldplay. How does the song make you feel? Why?

When you try your best but you don't succeed
When you get what you want but not what you need
When you feel so tired but you can't sleep
Stuck in reverse

And the tears come streaming down your face
When you lose something you can't replace
When you love someone but it goes to waste
Could it be worse?

Lights will guide you home
And ignite your bones
And I will try to fix you

And high up above or down below
When you're too in love to let it go
But if you never try you'll never know
Just what you're worth

Lights will guide you home
And ignite your bones
And I will try to fix you

...

Sing365.com. Retrieved from
www.sing365.com/music/lyric.nsf/Fix-You-lyrics-Coldplay/3083B3CA4F121FED48256FE800168BDC
(abridged and adapted, August, 2012)





2. Scan the lyrics of the song and quote the line(s) where the singer ...

- ... is describing all the situations that can make a person feel broken and discouraged. They can make you feel like you're not moving forward through life but life is setting you back.
- ... tells you that when you lose something (or someone) that you love and they can't be replaced it can really crush you.
- ... is encouraging anyone who has felt oppressed and assuring them that there is always something or someone they can look to for guidance, there's always light in the darkness.
- ... is encouraging you to try so that you will know what great things you can do in your life.

3. Answer the questions.

- How do you feel "when you try your best but you don't succeed"?
- Do you think you could do better at school? Why and how?
- Is school a synonym for work, pleasure or both? Why and how?
- Do you sometimes feel very tired because of school work? What do you do to relax?
- How do you feel when you think about your future? Why?

happy depressed
peaceful hopeful

10-MINUTE DISCUSSION

- Have you decided what you're going to do after secondary school?
- Do you feel you're too young to decide what you want to do in the future? Why? Why not?
- Have you ever had a summer job? Do you think it would help you to choose your future job?

? LEAD-IN

1. Describe the pictures and say which of them best illustrates what you would like to do this summer and why.





READING

1. Read the text carefully and answer the questions on the next page.



My Summer Job Experience

The summer holiday you've been dreaming of has been here for a while. It's the longest break from school and while we know you don't mind being away from the classroom, you should still be using your time productively; learning something, even if it's something about yourself. Search for a summer job and if you can't find one that pays, give your time freely for a worthy cause; the payoff for you will outlast any money you may earn. Here are testimonials from Shawn Wright, Allando Campbell and Regina Wong whose summer employment led them to independence and character development.

Shawn Wright, 19

"I experienced a program that is used to aid lawyers in better managing the data and information of their clients. I'm still amazed at how technology is advancing more and more every day and how learning isn't as static as it used to be. The program was just being introduced at the firm and presented a few challenges that made me irritated and frustrated most of the time I spent using it. The program required reliable, high-speed and constant Internet service, however, the net was unreliable, low-speed and constantly down. Whenever I had a chance to use the system, it was always an amazing experience. It taught me how important it is to be organized and focused. I recommend teenagers to seek or at least volunteer in the summer to help in building their character."

Allando Campbell, 20

"The first and only summer job I had was with a small production agency that offers services in event planning, promotion and bookings. I must say that this experience steered me towards my career path because before this internship I had no idea about which career best suited my personality. Through such an experience I was fortunate to learn business ethics, the value of time management and how to operate as a team to accomplish a specific set of aims and objectives. The challenges I encountered had to do with me having poor time-management skills and not having much initiative in carrying out my tasks. My advice to others would be to take advantage of a summer job by gathering as much information on the profession and forming bonds with other individuals."

Regina Wong, 19

"My summer jobs are usually fulfilling. They provide an opportunity for me to make friends, learn how to operate in a professional setting and strengthen my time and money-management skills. I used to think that I wasn't able to work with other people, but one of my summer job experiences taught me otherwise. I had to work with a group of people to complete a project and it was through such an experience that I realized the strength there is in numbers and the great deal of work that can be accomplished when people work together well in a group. I haven't faced many challenges in my time doing summer jobs. My advice to adolescents who are working this summer is to be open-minded, respectful and punctual."

Youth Link. Retrieved from www.youthlinkjamaica.com/my-summer-job-experience
(abridged and adapted, August 2012)



2. Reread Allando Campbell's opinion/text and find antonyms for the words below.

- | | |
|----------------|-----------------|
| a) last | f) unfortunate |
| b) large/great | g) without |
| c) requests | h) disadvantage |
| d) after | i) little |
| e) worst | |



3. What or who do these words refer to?

- | | |
|------------------|-----------------|
| a) you (l. 2) | f) it (l. 12) |
| b) one (l. 4) | g) I (l. 14) |
| c) them (l. 6) | h) me (l. 19) |
| d) their (l. 10) | i) they (l. 28) |
| e) it (l. 11) | |

4. Look at the text and find out who ...



- a) only had one summer job.
- b) had no idea of what to do in the future before having his/her first summer job.
- c) makes friends during his/her summer job.
- d) gives advice to teenagers.
- e) had problems working with computers.
- f) learned how to be organised.
- g) developed time management skills.

5. Complete the sentences with the information from Regina Wong's text on page 205.

- a) Regina's summer jobs allow her ... _____
- b) One of her summer jobs taught her ... _____
- c) When people join ... _____
- d) According to Regina, teenagers should ... _____



WRITING

- 1. Write a short text (maximum of 120 words) about your ideal summer occupation and how you could use this long school break to help you in making decisions for the future.**
- 2. Now read your work again. Try to improve it by correcting any errors.**



GRAMMAR Present Perfect Continuous

SEE GRAMMAR SYNTHESIS, PAGES 220–221

1. Read this sentence taken from the text “My Summer Job Experience”.

*“The summer holiday you’ve **been dreaming of** has been here for a while.”*

- Has the action finished?
- Do we know when it happened?
- Does the action continue up to the present?

	USE	FORM
Present tense of have + been + + -ing form	- We use the Present Perfect Continuous for unfinished actions continuing until the present. - We can also use it to talk about a long continuous action that has recently finished and sometimes has present evidence (there is always some connection with the present). e. g. <i>I have been running. That’s why I am so tired.</i> - We can use the Present Perfect Continuous with <i>for</i> (duration) and <i>since</i> (from a point of time). e. g. <i>They have been playing on that computer since nine o’clock. He has been reading for two hours.</i>	Affirmative: <i>I have been working hard all day.</i> Negative: <i>She hasn’t been working hard all day.</i> Interrogative: <i>Have you been working hard all day?</i>

2. Write sentences with the Present Perfect Continuous. The first one has already been done. Use the following verbs: *read, write, play, talk, study, wait* and *shop*.

- A CD is on. It began one hour ago and it hasn’t stopped yet.
*The CD **has been playing** for an hour.*
- Bill rang Peter twenty minutes ago and they’re still on the phone.
- I arrived here a half an hour ago. My friends haven’t arrived yet.
- John got to the shop at 9 o’clock. Two hours later he’s still there.
- Alex has got a very good book. He started it a long time ago. Ask him how long.
- I’m going to have an exam next week. I started studying last week.
- My best friend plays the guitar. He began playing it three years ago.
- Tom is writing emails. He started it a long time ago. Ask him how long.



? LEAD-IN

1. What is the first thing that comes into your mind when you hear the expression “lifelong learning”? Complete the diagram with words/expressions you associate with this idea.



LISTENING

Some students spend their summer working or going to the beach, others prefer to learn and develop some skills ... abroad.

If you would like to travel, learn a new language develop your English skills or prepare yourself for the world of work, you can apply for the Comenius Lifelong Learning Programme.

1. Listen to the text about the EU's Lifelong Learning Programme. Tick the skills you may acquire or develop in a Comenius Lifelong Learning Programme.

- | | |
|---|--|
| ☐ a) Cultural awareness | ☐ g) Creativity |
| ☐ b) Using ICT | ☐ h) Group/team work |
| ☐ c) Writing | ☐ i) Critical thinking |
| ☐ d) Networking | ☐ j) Innovation |
| ☐ e) Managing time | ☐ k) Learning-to-learn |
| ☐ f) Dealing with people | ☐ l) Verbal communication in a foreign language |

2. Listen to the text for the second time and say if the sentences are TRUE (T) or FALSE (F). Correct the false sentences.

- | | |
|---|--------------------------|
| a) The Lifelong Learning Programme is aimed at students and educational staff. | ☐ |
| b) It makes people learn about worldwide cultures, languages and values. | ☐ |
| c) Participants develop skills and competences that help them throughout life. | ☐ |
| d) Comenius wants to increase the number of students travelling in Europe. | ☐ |
| e) Comenius aims to improve teaching techniques and practices as well as encourage language learning. | ☐ |

www.

Know more about
Comenius Projects by
visiting this website:
www.proalv.pt

- f) One of the priorities of this programme is giving an occupation to those students that don't have anything to do during summer.
- g) Reducing the number of people leaving school early is not one of the priorities.
- h) The programme is focusing on participation in sports.



SPEAKING

1. Work with a classmate and ask each other the following questions.

- a) Would you like to participate in a Comenius Programme? Why? Why not?
- b) Which of the skills mentioned in exercise 1 do you consider the most important for your future job? Why?
- c) What skills do you feel you need to improve? Why?
- d) What could you do to improve them?

2. Share your answers with your class and compare your opinions.



VOCABULARY

1. Find 10 words related to *skills* in this word search puzzle. They can be read vertically, horizontally or diagonally.



B	O	C	I	N	N	O	V	A	T	I	O	N
L	S	A	T	H	O	S	A	B	E	T	E	R
A	L	Y	U	S	I	N	G	I	C	T	A	G
Y	C	R	E	A	T	I	V	I	T	Y	N	U
S	A	L	L	T	A	S	E	G	L	I	S	S
R	S	E	K	A	C	U	L	N	T	N	A	P
A	G	G	N	O	I	N	G	I	E	G	H	E
W	N	A	O	B	N	A	R	N	S	O	L	A
A	I	U	W	H	U	W	S	E	T	A	S	K
M	D	G	A	S	M	H	Y	T	O	S	A	I
E	A	N	G	O	M	O	F	S	I	N	A	N
T	E	A	M	W	O	R	K	I	V	K	S	G
A	R	L	E	I	C	Y	B	L	A	C	K	S



? LEAD-IN

1. Some teenagers leave school early and start working. They say they learn more from working than from studying at school. They say they develop more skills working.
 - a) Do you agree with them? Why? Why not?
 - b) What is more important, education or training?
 - c) Can we do both at the same time? Why? Why not? How?

READING

1. Do you know what the “Lisbon Strategy in 2000” is? Read the text and find out.

www.

Know more about the Lisbon Strategy in 2000 by visiting this website:
http://www.europarl.europa.eu/summits/lis1_en.htm



European Commission

EDUCATION & TRAINING



European Commission > Education & training

Politicians at the European level have recognised that education and training are essential for developing today's knowledge society and economy. The EU's strategy **emphasises** the importance of countries working together and learning from each other.

EU education and training policies have gained impetus since the adoption of the Lisbon Strategy in 2000, the EU's overarching programme which focuses on growth and jobs. The strategy recognised that knowledge, and the innovation it **sparks**, are the EU's most valuable assets, particularly in light of increasing global competition.

EU Member States and the European Commission strengthened co-operation in 2009 with a strategic framework for European cooperation in education and training which was a follow-up to the earlier Education and Training 2010 work programme launched in 2001.

The approach recognises that high-quality pre-primary, primary, secondary, higher and vocational education and training are fundamental to Europe's success. However, in a rapidly changing world, lifelong learning needs to be a priority – it is the key to employment, economic success and allowing people to participate fully in society.

With each EU Member State responsible for its own education and training systems, Union-level policies are designed to support national actions and help address common challenges such as: ageing societies, skills deficits among the workforce, and global competition. These areas demand joint responses and countries can benefit from sharing experiences.

European Commission. Retrieved from http://ec.europa.eu/education/lifelong-learning-policy/framework_en.htm
 (abridged and adapted, August 2012)

NEW VOCABULARY

To emphasise — to give special importance to something

To spark — to cause something to start or develop especially suddenly; to provoke

2. Complete the table with information from the text.

	WHAT HAPPENED IN?
2000	
2001	
2009	

 3. Match the words on the left with the correct definitions on the right.

- | | |
|--|--|
| <p> a) impetus
b) overarching
c) assets
d) framework
e) policies</p> | <p>☐ 1. Things of value, especially property, that a person or company owns.
☐ 2. A structure; a support; a set of beliefs, ideas or rules that is used as the basis for making judgements, decisions, etc.
☐ 3. Stimulus; something that encourages a process or activity to develop more quickly.
☐ 4. Plans of action agreed or chosen by a company, organisation, political party, etc.
☐ 5. Very important, because it includes or influences many things.</p> |
|--|--|

 4. What or who do the underlined words refer to?

- a) it
b) it
c) its

5. Reread the text and complete the sentences.

- a) Education and training have ... _____
b) Countries working together and learning from each other ... _____
c) The Lisbon Strategy is a EU programme which ... _____
d) The relation between the EU Member States and the European Commission ... _____

6. Answer the questions using your own words as far as possible.

- a) What does Europe need to be successful?
b) Why is Lifelong Learning so important?
c) Who is responsible for the education and training systems in the EU?
d) What is the aim of the EU's policies?
e) What are the most common problems faced by European countries?



LISTENING



1. The following text is about Eurodesk, a free advisory service for young people who want to participate in youth exchanges or work abroad. Listen and fill in the gaps below.



Are You a Youth Worker?

What Eurodesk can do for you

Are you passionate about European youth **(a)** _____? Are you interested in offering new and exciting **(b)** _____ to young people? Perhaps you've heard of international youth exchanges but you're not quite sure how to get **(c)** _____ on one?

We can help you. Eurodesk is a free information and advisory service for young people and youth **(d)** _____.

We provide information on European study, work, travel and **(e)** _____ opportunities. Eurodesk is your starting point for organising both UK and European youth **(f)** _____. We can give you an overview of the opportunities and funding possibilities available to you.

Living, working or **(g)** _____ abroad in another European country can be such a fantastic experience. It looks great on your CV, you get the chance to experience another culture, meet new people and make new friends along the way. It's a good opportunity to remain relatively close to home to see how you enjoy the **(h)** _____ before heading further a field on international trips.

It takes time to adapt to living in a new country and we're not going to tell you that it's all plain sailing. At Eurodesk, we speak from experience as we've all lived and worked **(i)** _____. We can tell you that it's worth it – and our **(j)** _____ experience really has given us an edge.



http://www.eurodesk.org.uk/youth_worker
(abridged and adapted, August 2012)

2. Answer the questions about the text.

- What kind of information can Eurodesk offer you?
- In the text they mention a CV (Curriculum Vitae). Why could the kind of experience, described above, be important for someone's CV?



GRAMMAR Adverbs of degree: *quite*, *such*, *very* and *so*

SEE GRAMMAR SYNTHESIS, PAGE 222

1. Read these sentences taken from the text “Are You a Youth Worker?” and answer the questions.

“Perhaps you’ve heard of international youth exchanges but you’re not **quite** sure how to get started on one?”

“Living, working or studying abroad in another European country can be **such** a fantastic experience.

- Can we omit the word in bold and keep the meaning of the sentence?
- How do you classify the underlined words? Are they nouns, adverbs or adjectives?
- Can we replace the underlined word with a verb?
- What effect does the word in bold have on the underlined word, in each case?

	USE	FORM
Adverbs of Degree	- We use adverbs of degree to make the meaning stronger or weaker. - Adverbs of degree usually go before adjectives but they can also go before other adverbs.	quite + adjective I felt quite sad when my parents told me I couldn’t go abroad. such + a/an + adjective + noun Working abroad was such an exciting experience. very + adjective Working and studying abroad was very good. very + adverb of manner He spoke very angrily. so + adjective The experience abroad was so exciting. so + many/much + (adjective) + noun While I was abroad I made so many new friends.

2. Complete the sentences with the adverbs of degree: *quite*, *very*, *such* and *so*.

- I have always been _____ interested in exchange projects.
- When Janet was studying in Scotland she learned _____ many new words.
- Working in London was _____ a great experience.
- We always had _____ many things to do every day.
- I felt _____ happy when my parents said I could go there again next summer.
- Before coming home I had to say goodbye to my new friends. It was _____ an awful and painful moment.

3. Complete the sentences with your own examples. Don't forget to add an adverb of degree. Follow the example.

- a) *Studying abroad would be quite interesting.*
- b) I would have to stay away from my family. That would be ... _____
- c) Last summer I had ... _____
- d) I had the opportunity to meet ... _____
- e) The friends I made were ... _____

4. Write your own sentences using adverbs of degree. Write at least one sentence for each adverb.



10-MINUTE DISCUSSION

Working or studying abroad is not for everyone and before you make the decision, you need to spend time considering your real reasons for going abroad.

Adaptability is the Number 1 skill necessary for studying or working abroad.

- **How do you handle change?**

Think about how you deal with change. The one thing shared by people who are successful abroad is that they all enjoy change. Does it inspire or discourage you?

- **What sparks your curiosity?**

Change often sparks people's curiosity. Can you remember what the last thing was that you were really curious about?

- **How long do you think you would like to stay abroad? Why?**



WRITING

1. Inspired by this painting by the Portuguese painter, Paula Rego, comment upon the following sentence taken from the text “Are You a Youth Worker?”

“It takes time to adapt to living in a new country and we’re not going to tell you that it’s all plain sailing.”

WRITING TIPS

Don’t forget to mention:

- The skills needed to go abroad (to study, work, etc).
- The country you would like to go to and why.
- The problems you might face.
- Any experience you have already had abroad.
- Your opinion about the importance of having experiences abroad.



The policeman's daughter, Paula Rego, 1987.

2. Now read your work again. Try to improve it by correcting any errors.



PROJECT International projects

- Visit the following websites:

<http://www.afs.org>
<http://www.juventude.pt>

Discover what kind of projects they have to offer. Make a list of the projects you and your classmates could apply for and present it to your class and teacher.

You may find information about other international projects for young people on other organisations' websites.





READING

1. Read the text and then answer the questions on the opposite page.



The Real Problem with Today's Teenagers

My name is Dave. I generally work under the name of "Father Dave". That's because I am a priest – an Anglican priest. Apart from being a priest I am also a boxer and all-round martial arts master. I am also a "youth worker" of sorts.

Working with young people is hard. I used to be a young person. I was a hard young person to work with. I was a difficult student at school.

I went on to be an argumentative University student and then a troublesome seminary student. I've left behind me a whole **string** of academic institutions that have been somewhat glad to see the back of me. I've been working with hard and difficult young people in Dulwich Hill for the last twelve years (which may be God's way of paying me back).

Some of the young people I've worked with have really got their lives together and gone on to bigger and better things. People ask me all the time "Dave, what do you think is the biggest problem facing young people today?". Most people think I am going to say "drugs". I do not consider drugs to be the biggest problem young people are facing today. That's not because I don't think drugs are a big problem. I've worked with a lot of young drug addicts over the years. I have been robbed and manipulated by them, and I have watched many of them. Even so, I do not consider drugs to be the biggest problem **plaguing** young people.

Some people think "violence" is the biggest problem facing young people, and I am conscious of the fact that for young guys (in particular) problems of violence can still be a major issue. Problems of violence are alive and well in Dulwich Hill. Even so, I do not consider violence to be the biggest problem facing young people.

Some people think that lack of employment opportunities is the major issue. Others would talk in terms of family breakdown or problems of prejudice – they are all real issues. Personally though, I believe that the biggest problem facing young people today is something a little less **tangible**. I think that most of them don't feel that they are part of anything that is bigger than themselves.

Most young people I meet have tragically small horizons, very little ambition, and hence live in very tiny worlds. When I ask teenagers about what they would really like to do with their lives if they could do anything at all, most of them speak in terms of getting something: something like a house or a car or a girl or just "a lot of money".

EzineArticles. Retrieved from [http://ezinearticles.com/?The-Real-Problem-With-Todays-Teenagers-\(And-Why-Most-Parents-Just-Dont-Get-It!\)&id=2181](http://ezinearticles.com/?The-Real-Problem-With-Todays-Teenagers-(And-Why-Most-Parents-Just-Dont-Get-It!)&id=2181)
(adapted and abridged, August 2012)

NEW VOCABULARY

String (l. 13) — a series of things or people that come closely one after another

To plague (l. 33) — to cause pain or trouble

Tangible (l. 47) — to sb/sth over a period of time



2. Complete the sentences with information from the text.

- a) Father David thinks ... _____
- b) When he was young he used to ... _____
- c) He has helped many young people who ... _____
- d) Some of the problems affecting young people are ... _____
- e) He thinks the biggest problem facing young people is ... _____

3. Answer the questions with your own words as far as possible.

- a) According to Father Dave "working with young people is hard". Do you agree? Why?
- b) In your opinion, which of the young people's problems mentioned in the text is the biggest? Justify your answer.
- c) Why does Father Dave say young people live in tiny worlds without ambitions?



VOCABULARY

1. Match the words on the left with their definitions on the right.

- | | |
|------------------------|--|
| a) master (l. 5) | ☐ 1. A collapse or failure. |
| b) troublesome (l. 10) | ☐ 2. A person who is skilled in a particular area and able to teach others. |
| c) facing (l. 21) | ☐ 3. For this reason; because of this. |
| d) breakdown (l. 40) | ☐ 4. Dealing with, confronting. |
| e) prejudice (l. 41) | ☐ 5. Dislike of a person/group based on fear or false information. |
| f) hence (l. 48) | ☐ 6. Being difficult/causing annoyance, pain or problems. |



GRAMMAR

1. Complete with the Present Perfect Continuous.

- a) Father Dave _____ (work) with young people for twelve years.
- b) _____ (young people / cause) problems in Dulwich Hill?
- c) He _____ (talk) to young drug addicts over the years.
- d) Young people _____ (manipulate) Father Dave since he first became a priest.

2. Complete the following sentences with your own examples. Use one of the following adverbs for each sentence: *quite, very, so and such*.

- a) Teenagers are ... _____
- b) Working with young people can be ... _____
- c) Father Dave deals with ... _____
- d) Many young people ... _____

3. Put the adjectives in brackets in the comparative or superlative form.

- a) Father Dave thinks that working with young people is _____ (hard) thing he has ever done.
- b) When he was a seminary student, he was _____ (troublesome) his classmates.
- c) Today's young people have _____ (good) opportunities than previous generations had.
- d) Dulwich Hill is _____ (pleasant) place Father Dave knows.
- e) After Father Dave's involvement, some young people became _____ (happy).

4. Complete the sentences with the correct preposition: *in, on or at*. Leave an empty space if no preposition is necessary.

- a) Father Dave works _____ Dulwich Hill.
- b) He begins his working day _____ 7.30 and he only goes home late _____ the evening.
- c) _____ home he has a notice board _____ the wall with all the tasks he has to do _____ the next morning.
- d) _____ Sundays _____ lunchtime the community of Dulwich Hill gets together.
- e) Some of the drug addicts Dave has worked with were _____ prison but now they are _____ the middle of a rehabilitation programme.

5. Fill in the gaps with the Past Perfect Simple and Past Simple.

- a) When Dave _____ (arrive) at the community centre everybody _____ already _____ (leave).
- b) Father Dave _____ (work) with drug addicts in Dulwich Hill. Before that, he _____ (help) many other young people.
- c) The community _____ (want) to know if he _____ (be) a troublesome seminar student.
- d) Yesterday, I _____ (visit) Father Dave's church. The previous day I _____ (go) to his youth centre.

6. Use the words from the box below with a prefix to form new nouns.

historic	characteristic
section	cover
patient	graduate
disposition	unite
production	significant
title	orientated
circle	hero
social	final
civilised	

PREFIXES	NOUNS
un-	
in- / -im	
sub-	
re-	
pre-	
dis-	
post-	
anti-	
semi-	

7. Identify the suffixes in the following nouns.

NOUNS	SUFFIXES
relationship	
correspondence	
happiness	
parenthood	
Brazilian	



WRITING

1. Choose ONE of the themes below and write about it (120–180 words).

a) Young People's Problems

In your school area, which are the main problems affecting young people?

b) My Future Plans

Father Dave helped many young people in preparing their future.

What about you? Are you preparing your future? What are your ambitions/plans for the future?

Who do you have to support you in your decisions?

GRAMMAR SYNTHESIS

Verb tenses

Talking about the present

► The Present Simple is used:

- to talk about routine or frequency.
She attends that course every Tuesday.
- to talk about facts taken as universally true.
The sun rises every morning.
He is German.
- with stative verbs (*like, love, want, think, know, understand, mind*, etc) which are not usually used in their continuous forms.
I like computer games.

► The Present Continuous is used:

- to talk about things happening now.
John is playing with his robot dog now.
- to talk about temporary activities.
They are working there for the time being.
- to show irritation or to complain (used with *always*).
You are always shouting.

Talking about the past

► The Past Simple is used:

- to talk about something that happened in the past.
He went to the USA last year.
- to describe something that happened regularly in the past.
As a child, he walked to school every day.
- to talk about an action that interrupted another in the past.
He heard the crash while he was reading the newspaper.

► The Past Continuous is used:

- to talk about something that started at a certain time in the past and was still in progress at the time in question.
He was studying at 3 o'clock.
- to talk about a longer action interrupted by a shorter action.
He was having a shower when the doorbell rang.
- to talk about two actions taking place at the same time.
She was reading while her daughter was playing the piano.
- to give background information when describing a situation or telling a story.
She was walking along the street when she saw a man hiding behind a bush.

► The Present Perfect Simple is used:

- **For definite past:** includes life experience. Happened at some time in one's life from birth until now. The time is not stated.
He has visited many African countries. (time not known)
vs
He visited many countries last year. (time stated)
- For unfinished past: action started in the past and continues to present.
I have lived in Lisbon for 10 years. (I still live there)
vs
I lived in Lisbon for 10 years (I don't live there anymore)
- Recent actions that have impact on the present. Often used for breaking news.
Tina has dyed her hair blonde. (the last time I saw her she had black hair)
"There has been a terrible accident in Tokyo. A plane has crashed into a hotel"

► The Present Perfect Continuous is used:

- to talk about an action which began in the past and is still in progress. It focuses on the action itself and/or its duration.
She has been writing that book for over a year.

► The Past Perfect Simple is used:

- to talk about a past action that occurred before another action in the past. Usually used with the Past Simple.
He had already made the necessary arrangements before I arrived.

Talking about the future

► The Present Simple is used to:

- talk about an event that is planned or time-tabled.
The concert starts at eight next Saturday.

► The Present Continuous is used to:

- describe a future arrangement.
He is interviewing the singer tomorrow.

► will is used:

- to announce a planned future event.
The Queen will visit the school next Monday.
- to talk about an event that is certain to happen.
He will finish school in June.
- to make a promise/offer.
I will help you.
- to express a spontaneous decision.
I think I'll have a drink now.
- to make a prediction.
You will be happy together.

► **going to is used:**

- to express an intention.
I am going to stay here for a month.
- to make a prediction based on evidence in the present.
I think it is going to rain, look at those clouds.

would

► **would + Infinitive is used:**

- to talk about past habits.
When he was younger, he would sit very quietly and then ask questions about his father.
- in sentences with *if* expressing a hypothesis or a wish.
I would buy a yacht if I had the money.
- in Reported Speech after a reporting verb in the past.
He said he would phone me.
- to express the idea of the future in the past.
After reading his novel I realised I wouldn't be able to write so well.
- to make polite requests and offers.
Would you like a cup of tea?
- to express a desire.
I would like to leave now please.

Relative clauses

Pages 26-27

Defining relative clauses

- These clauses identify the person or thing we are talking about. They are important for the whole meaning to be clear and are introduced by the following relative pronouns: *who/that, which/that, whose*.
- **that** is used instead of *who* or *which* after *all, every, everything, some, something, any, anything, no, nothing, none, little, few, much, only*, and superlative forms.
Jules Verne was one of the most imaginative writers that has ever lived.
- The relative pronoun can be omitted when it is the object of the verb in the relative clause (contact clause).
The book (which/that) I read was outstanding.

Non-defining relative clauses

- These clauses give extra-information that is not important to identify the person or thing we are talking about.
- They are separated by (a) comma(s) and the relative pronoun **cannot** be omitted or replaced by *that*.
My father, who is now in Scotland, has just phoned me.
- In prepositional clauses, the preposition can be put before the relative pronoun (*whom/which*) or after the verb.
My father, to whom I was speaking on the phone, told me not to be nervous.

My father, who I was speaking to on the phone, told me not to be nervous.

Discourse markers

Pages 30-31

- Discourse markers make the connection clear between what we are going to say and what came before, or to show what kind of communication is going on.

► **They are used to:**

- Clarify the relationship between what is going to be said and what was said before.
Speaking of television, did you watch the sitcom yesterday?
- Focus on what is going to be said (*as far as... is concerned, as regards, as for*).
As far as the Internet is concerned/As regards the Internet, it is the world at your fingertips.
- Show sequence of ideas (*first of all, to begin with, secondly, finally*), a contrast with what was said before (on the other hand, however), cause/result (*so, therefore*).
To begin with, I'd like to show you his latest video.
- Give examples (*for instance, for example, such as*) or show exceptions (*apart from, with the exception of*).
The article refers to countries such as Guatemala and Peru.
- Generalise (*in general, to some extent*).
In general, teenagers like to play video games.
- Clarify (*I mean, that is to say, in other words*).
You are going to solve this problem, right? In other words, you are going to say 'yes'?
- Say that what was said before is not really important for the subject (*anyway, anyhow*).
Anyway, do you want that job or not?
- Change the subject (*by the way*).
By the way, did you go to their concert last night?
- Show our attitude to what we are saying (*frankly, I suppose, I think*).
I think this film script is great.
- Refer to the real state of affairs (*actually, as a matter of fact, in fact*).
Have you seen David?
No, I haven't. As a matter of fact, I haven't seen him for weeks.

Modal verbs

Pages 86-87

can, could

- These are used to express ability, possibility, to ask, give and talk about permission, to make offers and requests, and tell people what to do. (*could* used in requests is very polite.)
If you want, I can help you.

- They have no Infinitives or Participles. When necessary, expressions such as *be able to* are used instead.
- **can't/couldn't** is also used to express impossibility.
This can't be true.

may, might

- These are used to ask for, give and refuse permission, and talk about probability. The use of *might* implies that the probability is smaller.

I may go to the party tonight. (50% possibility)

I might go to the party tonight. (30% possibility)

Note: *may/might have done something* refers to a possibility in the past. *might have done something* also means that it was possible but did not happen.
She might have seen him.

must

- This is used to talk about obligation, or to give strong advice or orders to ourselves or other people.
I must do some exercise.
- **must** has no Infinitive or Participles. When necessary, expressions such as *have to* are used instead. The use of *have to* may also suggest an obligation.
You have to study more.
- **must** has no past form: a past obligation is usually expressed by **had to**.
I had to stop smoking.
- **must** is also used for deductions.
Look at them! They must be extremely rich.
- **must not** is used to express negative obligations.
You mustn't speak with your mouth full.

will, would

- **will** is used as an auxiliary verb when talking about the future. It can also be used to express willingness, a firm intention, a promise or a threat or to offer to do something.
I will do it.
- It is also used in requests and orders. (**would** is more polite).
Will you please open the window?
Would you fetch me a glass of water, please?
- **would** is used as an auxiliary verb in Conditional sentences.
He told me he would do it later if I asked him.

shall, should

- **shall** is used in the future after *and before I* or *we* in very formal English. It is also used in offers, suggestions, requests for instructions and for advice.
I shall be there at five.
Shall I carry that for you?
- **should** is used to talk about obligation, duty, to ask for or give advice, to offer help or to ask for instructions.
You should do something about it.

Adverbs

Pages 92-93

Adverbs of manner

- Usually express how something is done. They answer the question "how?" The most common place to use adverbs of manner is at the end of a clause.
e. g. *He speaks **slowly**.* (How does he speak?)

Adverbs of frequency

- Used to indicate how often we do things or how often things happen: *always, usually, often, sometimes, hardly ever, seldom, rarely, never* are examples of frequency adverbs.
e. g. *I **hardly ever** get up early on Sundays.*

Adverbs of time and place

- To specify both times (e. g. *yesterday*) and places (e. g. *outside*). The following four adverbs are very common: *now, then, here, there*.
e. g. *I can't stay **there** too long.*

Relative time

- Provide information about time of an action or event in relation to some other point of time (often "how").
e. g. *They're just **coming**.*

Adverbs of degree

Pages 213-214

- Are divided into "intensifiers" (e. g. *extremely, really, so*) which make adjectives and other adverbs stronger, and "downtoners" or "mitigators" (e. g. *fairly, quite, rather*), which make them weaker.
e. g. *We are **very** hungry.* OR *We ran **fairly**.*

Adverbs of quantity

- *A lot, a little* and *much* tell us something about quantity.
e. g. *She cried **a lot**.*

Passive voice

Pages 98-100

- The Passive is formed by the verb *to be* in the correct tense and the Past Participle of the main verb.
- Sometimes it occurs with an agent (*by*). It is mainly used when the doer is unknown or not important, or when our main interest is in the action.

Tense	Active	Passive
Present Simple	gives	is given
Present Continuous	is giving	is being given
Past Simple	gave	was given
Past Continuous	was giving	was being given
Present Perfect	has given	has been given
Past Perfect	had given	had been given
Future	will give	will be given
Conditional	would give	would be given

Passive voice: verbs with two objects

- Sentences with verbs that are followed by two objects (*bring, give, lend, offer, pay, send, show, teach, tell, write, etc*) can have two Passive forms.

They gave us a bunch of flowers on Mother's Day.
(Active)

We were given a bunch of flowers on Mother's Day.
(Passive)

A bunch of flowers was given to us on Mother's Day.
(Passive)

Note: The first construction is the more usual.

Passive with modal verbs

- Passive sentences with modal verbs follow the structure:
modal + be + Past Participle (main verb)

They should launch a dynamic publicity campaign as soon as possible.

A dynamic publicity campaign should be launched as soon as possible.

Passive with verbs followed by object + Infinitive

- The verbs *hear, help, make, see* are followed in the Active by an object and bare Infinitive. In the Passive, the Infinitive with *to* is used.

I saw him take the picture of the statue.

He was seen to take the picture of the statue.

Conditional clauses

Pages 106-107

If clauses

- Expressing something that is generally true:

- Zero Conditional — **If + Present Simple, Present Simple.**
Water boils at under 100°C if you are high up in the mountains.

- Expressing possible future events and their consequences:

- First Conditional — **If + Present Simple, will + verb.**
If she has the time, she will phone you.

- Expressing an impossible situation in the present or an impossible or improbable event in the future:

- Second Conditional — **If + Past Simple, would + bare Infinitive.**

If he knew the address, he would send a telegram.

- Expressing a hypothesis in the past:

- Third Conditional — **If + Past Perfect, would have + Past Participle.**

If she hadn't missed the train, she would have met her old friend.

Note: *if... not* can be replaced by *unless*.

If she doesn't show up at the interview, her name will be crossed out.

Unless she shows up at the interview, her name will be crossed out.

if only or wish

- if only or wish + Past Simple** is used to suggest a strong wish or regret.

If only/I wish I had a new computer.

- if only or wish + would + bare Infinitive** is used to suggest willingness, intention, or to talk about habits and characteristic behaviour.

If only/I wish she wouldn't be so stubborn.

Articles

Pages 116-117

Definite article (the)

- the** is used before:

- Musical instruments.
She plays the piano.
- Groups and classes of people.
the British; the young; the old; the rich; the poor
- Nouns of which there is only one.
the universe; the Earth; the West
- Superlatives.
the best; the most dangerous
- Ordinal numbers.
the first; the second; the third
- Names of seas, rivers, oceans, mountain ranges ...
the Mediterranean; the Hudson River; the Atlantic Ocean; the Rocky Mountains
- Nouns used in a specific context, with a specific meaning.
The politician you met is in favour of more funding.

- the** is omitted before:

- Games and sports.
He plays football.

- Abstract nouns.
charity; confidence; courage; poverty; happiness
- Gerunds.
Reading is a popular hobby in the United Kingdom.
- Countries, towns, proper names.
England; London; Mr Field

Exceptions: the USA; the Congo; the Algarve;
the Fields (= the family)

- Names of meals.
at lunch; for breakfast
- A number of common phrases made up of a preposition and a noun.
at university; in bed; to hospital; on paper; by car; to work; at work

Note: When these expressions are used with articles, they have a different meaning.
She has gone to hospital. (as a patient)
She has gone to the hospital. (as a visitor)

The indefinite article (a/an):

► The indefinite article is used:

- Before a singular countable noun when it is mentioned for the first time.
I saw a man standing near a tree.
- Before a singular countable noun which is used as an example for a class of things.
He needs a car.
- In certain numerical expressions such as *a couple, a dozen, a hundred, etc.*
Just give me a couple of minutes.
- With *few, little* and *a lot of*.
Only a few bystanders saw what was happening.

Reported speech

Pages 133-135

- When reporting a sentence or a conversation, *say, tell* and *ask* are often used. However, other reporting verbs can also be used (*accept, agree, apologise, claim, greet, explain, offer, etc.*).

They agreed to go to the concert.

Note: Notice that the reporting verb *suggest* is followed by *should* + Infinitive or past tense.

He suggested I should go (I went) to a language course in the UK.

Reporting verbs such as *agree, offer* and *refuse* are followed by the Infinitive.

They agreed to send me a better report.

The verb *apologise* is followed by the preposition *for* + -ing form.

She apologised for disturbing the lesson.

- In Reported Speech, the tenses change if the introducing verb is in the past tense (*said*, told*, asked*). The following changes usually occur:

Direct speech		Reported speech	
Present Simple	"He learns ..."	Past Simple	She said he learnt...
Present Continuous	"He is learning ..."	Past Continuous	She said he was learning...
Past Simple	"He learnt ..."	Past Perfect	She said he had learnt...
Past Continuous	"He was learning ..."	Past Perfect Continuous	She said he had been learning...
Present Perfect Simple	"He has learnt ..."	Past Perfect	She said he had learnt...
Present Perfect Continuous	"He has been learning ..."	Past Perfect Continuous	She said he had been learning...
Future Simple	"He will learn ..."	<i>would</i>	She said he would learn...

**say is usually used without a personal object.*

tell is followed by a personal direct object.

He said he could come.

He told me he could come.

- Personal pronouns and possessive adjectives/pronouns also change from the first/second person to the third, except when the speaker is reproducing his own words.
"I'm going there," I said.
I said that I was going there.
- These words usually change:

Direct speech	Reported speech
now	then, at that moment
today	that day
yesterday	the day before
the day before yesterday	two days before
tomorrow	the next/following day
the day after tomorrow	two days later
next week/year ...	the following week/year...
last week/year ...	the previous week/year...
a week/year ... ago	a week/year... before; the previous week/year...
this	that
these	those
here	there

Reported commands

- Imperatives are reported using *tell, ask, order*, etc, followed by the Infinitive.
"Don't come home late."
Mother told me not to come home late.

Reported questions

- In reported questions, *do* is not used as an auxiliary of the interrogative.
"Where do you go to school?"
She asked me where I went to school.
- Interrogative words (*how, what, where, who, why*, etc) introducing direct questions are also used in reported questions, otherwise *if/whether* is used.
"Do you like English Literature?"
They asked her if/whether she liked English Literature.

The Gerund or the Infinitive

Pages 144-145

► Verbs of the senses

- The verbs of the senses (especially *feel, hear, notice, see* and *watch*) are followed by the Infinitive or *-ing* form.
- verb + *-ing* form** means that the complete action was not seen, felt, heard, etc.
As they passed the house, they saw the man cutting the grass.
- verb + Infinitive without *to*** means that the complete action was seen, felt, heard, etc from beginning to end.
He heard the woman upstairs drop the bottle.

Note: In the Passive, the verbs *see, hear, watch, feel, notice* are followed by the Infinitive with *to*.

remember, stop and try

- remember + *-ing* form** refers to things that one has done or happened earlier.
I remember hearing the shooting.
- remember + Infinitive** refers to things that one has to do or happened afterwards.
Remember to phone her.
- stop + *-ing* form** means stop what one is doing.
Stop teasing your brother!
- stop + Infinitive** means to make a break/a pause in order to do something.
I was working but I had to stop to give her a ring.
- try + *-ing* form** means to do something as an experiment.
She tried taking an aspirin.
- try + Infinitive** means to attempt to or to make an effort to do something.
I tried to talk to her.

The Infinitive

- Certain verbs (*ask, decide, hope, invite, persuade, tell, want*, etc) are followed by the Infinitive.
I asked him to send me a note.
- The Infinitive is also used to express purpose.
They left the room to see what was going on.

be + Infinitive

► The structure *be* + Infinitive is used:

- To talk about an arrangement for the future.
He is to come in the morning.
- To talk about situations that were planned but did not happen.
They were to leave at five but they did not wake up.
- To give orders/instructions.
You are to tidy up your room this minute.
- After *be about to* meaning *going to do something very soon or just ready to do it*.
I am about to wash my car.

Infinitive without *to* (bare Infinitive)

► The bare Infinitive is used after:

- Modal verbs (*may, must, needn't ...*).
The police must do something about computer hacking.
- Had better*.
He had better watch out.
- Make* (meaning *force*) and *let*.
He made her clean the room.
He let her stay for the night.

The *-ing* form/Gerund

► The *-ing* form can be used:

- As a noun.
Reading a newspaper while having breakfast is not a good habit.
- In compound nouns.
He is a peeping-tom.
- After prepositions.
They were excellent at inventing new computer games.
- After certain verbs (*avoid, keep, stop, enjoy, admit, consider, miss, mind, imagine, deny, regret, like, love, adore, hate, detest* etc).
He admitted having committed the crime.
- After certain expressions (*can't help, can't stand, can't face*, etc).
She can't help feeling that way.

The order of adjectives

Pages 150-151

- Two or more adjectives used before a noun usually follow a certain order:
 - opinion (*nice, interesting, bored*)
 - physical characteristics (*long, big, small*)
 - mental characteristics (*intelligent, smart*)
 - age (*old, young, antique*)
 - shape (*round*)
 - colour (*red, yellow*)

7. origin/nationality (*American*)
 8. material (*steel, wooden*)
 9. purpose (*gardening* [gloves])
- Small, old, Italian, rubber gardening gloves.*

The possessive case

Pages 156-157

► These are some of the different uses of 's or s':

- 's is used to show that something belongs to or is associated with someone.
Jennifer's computer; the girl's pen friends
- It is also used with organisations or groups of people, countries, places and expressions of time.
the government's policy; Britain's symbols; yesterday's newspaper
- With plural nouns ending in -s, only the apostrophe (') is used.
my parents' opinion
- When there is more than one possessor, the 's is put after the last name.
Mary and Peter's house.
- The 's or s' form is used on its own when referring to a house, a shop, a church, etc.
at my mother's; at the baker's; St Paul's
- When the noun is followed by a descriptive phrase or clause, the structure noun + of + noun is used.
Fighting back was the motto of the rebels who took part in the riots.

Comparatives and superlatives

Pages 192-193

Irregular comparatives and superlatives

Adjective/Adverb	Comparative	Superlative
good/well	better (than)	(the) best
bad/badly	worse (than)	(the) worst
much/many	more (than)	(the) most
little	less (than)	(the) least
old	older (than)/elder*	(the) oldest/eldest*
far	farther (than)/further (than)**	(the) farthest/furthest

*elder when talking about members of the same family

**further can also mean more or additional

**fun-funny

This is the best novel I've ever read.

That's the least you can do.

I have two sons. My elder son is 4 years old.

For further information, call this number.

Two comparatives together

- **comparative + and + comparative** (*more and more; easier and easier; more and more interesting*) meaning something is continually changing.
More and more people are interested in computer science. This is getting easier and easier.
- **the (comparative) + the (comparative)** (*the more... the better; the earlier... the sooner*) meaning that two changes happen together and one depends on the other.
The sooner you use this program, the faster you'll finish the work.
The more you know about computing, the better.

Prepositions

Pages 198-199

Prepositions of time

► at is used with:

- Exact periods of time.
at one o'clock; at lunch time
- Festivals.
at Christmas; at Easter
- Other expressions.
at night; at the weekend; at the age of

► on is used with:

- Specific, individual dates.
on Monday; on 4th July; on Sunday morning

► in is used with:

- Time periods that are parts of a set.
months of a year, days of a week, seasons of a year, years of a decade, etc
- Years.
in 1776
- Months.
in June
- Seasons.
in spring
- Periods of time.
in a week's time, in a month, in two years
- Parts of the day in general.
in the afternoon

► during, for and since

- **during** refers to a time within a specific period.
during the summer
- **for** refers to a period of time from one point to another.
for two days
- **since** refers to a point in time when the action began up until the present.
since last week

Prepositions of place

► **at, in**

- **at** is used for general positions, **in** for more specific places.
at the top of the page; at the back
in the country; in the river

► **in, on, into, out of**

- **in** usually means *inside* and **on** means *on the surface of*
in the house; on the page

Note: The expressions *on the left, on the river, on the coast, on the way to, in the front row, into/out of* are used with verbs of movement.
She went into the cybercafé.
They came out of the building.

SOME OTHER USEFUL GRAMMAR INFORMATION

As and like

as/like + noun/pronoun

- **as** is used to refer to a person's profession.
She works as a biologist.
- **like** is used for comparison and means *similar to*.
She swims like a fish.

Note: **as** is used for comparison when it is followed by a verb form.
Nobody sings as he does

Neither/nor and so

- *neither/nor* means *also not*.
- Inversion of the use of an auxiliary usually occurs in normal spoken English in short phrases following *neither, nor, so*.
Neither/Nor am I./So do I.
- In written English, inversion of the use of an auxiliary occurs quite frequently after negative adverbs and expressions (*hardly, never, no sooner, only, rarely, scarcely, seldom*).
The wife did not want to lose face, nor did the husband want to give in.

Plural and uncountable nouns

Plural forms

- The plural of a noun is usually made by adding an **-s** to the singular.
satellite – satellites; microwave – microwaves

- **-es** is added to nouns ending in **-o, -s, -sh, -ch, -x** or **-z**.
hero – heroes; class – classes; match – matches; box – boxes

Note: Abbreviated nouns and abbreviated foreign nouns ending in **-o** add **-s**.

photo – photos; piano – pianos

- Nouns ending in **-y** following a consonant change the **-y** into **-i** before adding **-es**.
hobby – hobbies
- Some nouns ending in **-f** or **-fe** change the **-f** into **-v** before adding **-es**.
half – halves; life – lives
- Some nouns have irregular plural forms.
man – men; woman – women; foot – feet ...
- Some nouns end in **-s** but are singular.
athletics; news; mathematics; measles; darts (the game)

Uncountable nouns

- These are nouns like: *money, water, oil, progress, traffic, weather, beauty, fulfilment*.
- They always take a singular verb and **a/an** cannot normally be used before them.
- *the, some, any, much, this*, etc can be used before an uncountable noun.
- The nouns *advice, information, music, news* are uncountable. When a single example is mentioned, *a piece of* is added.
a piece of advice; a piece of music; a piece of news
- Some nouns can be used as countable or uncountable nouns. The meaning is usually different.
Men at work. (in action)
The work being done is very useful. (task)
They have read the works of Charles Dickens. (novels)

Whoever, whatever (whatsoever), whichever, whenever, wherever, however

- **whoever** means *it makes no difference who, no matter who*.
- **whatsoever** is the same as *whatever* (but a little more emphatic) and means *something of any kind, no matter what*. It goes at the end of a clause/sentence.
- **whichever** means *no matter which*.
- **whenever** means *at any time, no matter when*.
- **wherever** means *no matter where*.
- **however** means *in whichever way or no matter how*.
Whenever he wants to get in touch with her, he gives her a ring.

Irregular verbs

Infinitive Past Past Participle

awake	awoke	awoken
be	was/were	been
bear	bore	born(e)
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt/burned	burnt/burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung/hanged	hung/hanged
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt/learned	learnt/learned
leave	left	left
lent	lent	lent
let	let	let
lie	lay	lain
light	lit/lighted	lit/lighted

Infinitive Past Past Participle

lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
slide	slid	slid
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
upset	upset	upset
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

International Phonetic Alphabet (IPA)

Vowels

► short

ɪ	it, pin
e	best, get
æ	hat, mad
ʌ	love, up
ɒ	soft, what
ʊ	foot, push
ə	after, potato
i	happy

► long

iː	leave, tree
ɑː	father, start
ɔː	caught, law
uː	blue, few
ɜː	curl, third

► diphthongs

eɪ	cake, may
aɪ	cry, fight
ɔɪ	oil, toy
əʊ	flow, no
aʊ	cloud, how
ɪə	beer, fear
eə	bear, where
ʊə	pure, tour

Consonants

p	power, tip
b	baby, cab
t	tooth, part
d	decide, hard
k	chaos, pick
g	goal, log
f	funny, off
v	valley, cave
θ	three, earth
ð	then, brother
s	seat, practice
z	zoo, husband
ʃ	ship, caution
ʒ	leisure, decision
h	heart, whole
m	mouse, climb
n	next, know
ŋ	interesting, song
tʃ	chip, teacher
dʒ	joke, large
l	look, heal
r	right, wrong
j	unit, youth
w	watch, queen

Self Check Keys

UNIT 1

READING

Page 68

2.

- a) ... as the language of global corporate management, Internet, youth culture and science.
b) ... is experiencing a rapid shift to multilingualism.
c) ... is no longer viewed as foreign language learning.
d) ... learning has increased a lot in Indian companies. **OR** ... are learned by workers in Indian companies.

3.

- a) English is at the "forefront of globalization" because it is considered a global language and it is used in business, Internet, culture, science and politics.
b) Foreign language learning is only apparently in a crisis among native speakers of English, because it seems that there is no need to learn foreign languages because everyone now speaks English. Yet, learning foreign languages is part of globalisation and even "English-knowing bilinguals" are learning other languages. This is what's happening in India and the rest of Asia.
c) English is no longer viewed as a foreign language in many countries, because it is now considered a basic skill.
d) English monolinguals are in danger of being left behind, because nowadays it is necessary to have multilingual skills to compete globally.
e) The main reasons for learning languages are beyond language skills. They involve a deep knowledge of the cultures and societies of the world.

4.

- a) A language is only part of peoples' culture. Therefore, when we say "English is spreading" we're not only referring to the language itself but also to a nation's own culture.
b) English is already seen as a skill one must have. Now one must learn other languages in order to become "global", a citizen of the world.
c) By improving your language skills you are opening up a new range of opportunities and becoming a global citizen.

VOCABULARY

Page 69

1.

- a) 6
b) 3
c) 7
d) 4
e) 2
f) 1
g) 5

2.

Adjective:

- (1) Outdated; (2) Multilingual;
(3) Complex; (4) Unexpected;
(5) Employable; (6) Clear; (7) Educated;
(8) Contradictory.

Definition:

- (1) No longer useful because of being old-fashioned; (2) speaking or using several different languages; (3) difficult to understand; (4) something that surprises you because you were not expecting it; (5) having the skills and qualifications that will make sb want to employ you; (6) easy to understand, hear, read or see; (7) having completed school/university successfully; (8) having opposing views.

3.

- a) global
b) corporate
c) outdated
d) contradictory
e) unexpected
f) emerges

4.

- a) rapid
b) global
c) foreign
d) remarkable
e) increased
f) globally

GRAMMAR

Page 70

1.

- a) up
b) off
c) back
d) up
e) on

2.

- a) have been
b) went
c) had
d) have taught
e) haven't finished

3.

- a) ... was the most important language in the world.
b) ... didn't see the importance of learning other languages.
c) ... the world is becoming multilingual.
d) ... English native speakers will learn other languages.
e) ... experiencing a new phase of globalization.

4.

- a) therefore
b) but/however
c) Consequently
d) Although
e) Besides
f) because

5.

- a) English, **which** is increasing as a *lingua franca*, is at the forefront of globalization.
b) I'd like to interview the person **that/who** speaks five languages.
c) English, **which** is no longer viewed as a foreign language, is a basic skill.
d) The author **who** has written many books knows the importance of English.

UNIT 2

READING

Page 118

2.

- a) The social web.
b) Facebook.
c) We can have immediate access to information everywhere.
d) It allows us to connect with a great number of people and create vast audiences and topple political establishments. It can also change a company's business, like what happened to Netflix.
e) Because they are used to new generation technology and the companies use obsolete software systems.
f) Mark Zuckerberg is the founder of Facebook, which is changing the way companies do business, and the author wants to say that there are companies that still use old software systems created a long time ago.
g) Because that is the only way to succeed. Otherwise it will be left behind by other companies.

3.

- a) ... happening at the speed of light.
b) ... facebook, smartphones and tablets.
c) ... changed by social media.
d) ... are frustrated by outdated technology.

VOCABULARY

Page 118

1.

Technology at school:

Overhead projector; interactive white board; video projector; CD player; data show projector.

Technology at-home:

Vacuum cleaner; blender; electric kettle; freezer; central heating; microwave; hair dryer.

Computer technology:

Keyboard; pen drive; chat room; internet; laptop; social network; word processor; external hard drive.

2.

- a) video projector
b) laptop
c) freezer
d) external hard drive
e) electric kettle

GRAMMAR

Page 120

1.

- a) will be chatting
b) will change
c) will have updated

2.

- a) can
b) should
c) must/should
d) may

3.

- a) simply
b) socially
c) potentially

4.

- a) Relationships have been transformed by social networks.
b) New ways to communicate are taught to us by Facebook./ We are taught new ways to communicate by Facebook.
c) Antiquated software systems were used by most companies.
d) The opportunity to communicate more efficiently is being given by social media. / People are being given the opportunity to communicate more efficiently.

5.
a) will be
b) used
c) wouldn't have become.

6.
a) an
b) no article
c) the
d) the
e) the
f) the
g) the
h) a

UNIT 3

READING

Page 166

2.
a) 1
b) 3
c) 1
3.
a) Websites that sell personal information online.
b) To send junk mail and get you to buy something.
c) They sold information about education, marital status, occupation and personal interests.
d) She thinks it is wrong and she thinks she should be warned about it in order to say no.
e) He doesn't care because he always gives false/wrong addresses.
4.
a) 4
b) 6
c) 1
d) 3
e) 2
f) 5
5.
a) alarmed
b) a choice
c) right away
d) will not get
e) didn't care

VOCABULARY

Page 167

1.
Radio:
radio station; announcer; listener ...
Press:
newspaper; magazine; headline; news article ...

Television:
programmes; producer; broadcast ...
Internet:
cyber crimes; firewall; cyberpunk; hacking; piracy; virus; cyberbullying, blog ...

GRAMMAR

Page 168

1.
a) ... websites could hold more information about you/me/us than white pages of a phone book.
b) ... he had talked to some of his friends about his privacy rights.
c) ... where they could find all that information.
d) ... if I believed everything I read in the newspapers.
e) ... not to give out his information.
f) ... to be careful of the Internet.
2.
a) to be
b) to buy
c) be ... having
d) to inform
e) seeing
f) Selling
3.
a) An interesting new English website.
b) A huge, important Internet company.
c) An honest, old American friend.
d) A rectangular grey office phone.
4.
a) My brother's Facebook account was created with false information.
b) Jessica's older brother's teacher warned him about the dangers of the internet.
c) Tomorrow's meeting was cancelled.
d) My mother reads several women's magazines.
e) Max's computer is protected with a firewall.
5.
a) Max installed a firewall on his computer **so that** he would be protected against some cybercrimes.
b) Jessica doesn't give her email to people she doesn't know **in order not to** receive spam.
c) Some companies buy addresses from Internet companies **because** they want to send intrusive emails with advertising.
d) I try to avoid giving personal information online **so that** I won't be bothered by spam.

6.
a) neither ... nor
b) not only ... but also
c) the more ... the more
d) both ... and
e) whether ... or
f) either ... or

UNIT 4

READING

Page 216

2.
a) ... working with young people is hard.
b) ... be a troublesome young person.
c) ... have become successful adults.
d) ... drugs, violence, tragedies, lack of employment and opportunities and family problems.
e) ... small horizons, little ambitions, living in tiny worlds.
3.
c) Most of them don't feel themselves to be a part of anything that is bigger than themselves.

VOCABULARY

Page 217

1.
a) 2
b) 6
c) 4
d) 1
e) 5
f) 3
3.
a) the hardest
b) more troublesome than
c) better
d) the most pleasant
e) happier than
4.
a) in
b) at / in
c) at ... on ... -
d) on ... at
e) in ... in

GRAMMAR

Page 217

5.
a) arrived ... had left
b) worked ... had helped
c) wanted ... had been
d) visited ... had gone
6.
-un: characteristic; civilised
-in /-im: significant; patient
sub-: title, section
re-: cover; unite
pre-: disposition; historic
dis-: orientated
post-: graduate; production
anti-: social; hero
semi-: final, circle
7.
-ship
-ence
-ness
-hood
-ian

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