

Test 1

Unit 1

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once to get the gist of it and identify the topic being discussed.

1 × 20 p

2. Listen to the text again.

2.1 Find information to complete the following sentences.

3 × 20 p

- a. Sally is _____ years old.
- b. Some of the things Sally loves are _____, _____, and _____
- c. Sally doesn't _____, _____ or _____.

2.2 Are the following sentences True (T) or False (F) according to Sally's words? 6 × 10 p

- a. People say she shouldn't resist peer pressure.
- b. She feels she's very strong to resist.
- c. She has never had any pressure from her friends.
- d. Her friends have tried to make her drink.
- e. She believes her friends will always try to get her to start drinking.
- f. She feels more and more apart and different.

T	F
T	F
T	F
T	F
T	F
T	F

2.3 Complete the sentences with the missing words.

10 × 6 p

- I don't drink because I have no **a.** _____ to. It's as simple as that. But people never seem to accept this. I have no problem with **b.** _____ who drink: all my friends do, my boyfriend does, and you will never hear me mentioning I don't drink unless it's **c.** _____. I don't preach. I don't get on a soapbox and cry the **d.** _____ of alcohol. I am not into alcohol-bashing. I am just basically at a point **e.** _____ I am desperate to see if there are other people my **f.** _____ who don't **10** drink, or people who didn't drink at my age, **g.** _____ they just never wanted to. It seems silly to suggest there aren't, but I've **h.** _____ never come across people who are young, into popular music, books, etc, who are quite social and **i.** _____ going out, and who don't drink. **15** I am beginning to feel **j.** _____ a weirdo and I am seeking to hear from people who don't drink, to find out why, and to hear your experiences."

<http://www.mamamia.com.au/relationships/she-doesnt-need-to-drink-or-take-drugs-to-party-do-you/>
(Accessed in January 2013)



Reading

1. Among some of the problems teenagers face, one of the most serious is peer pressure.

1.1 Write a short definition of peer pressure.

1 × 6 p

2. Now read the text carefully.

Peer Pressure

Peer pressure is one thing that all teens have in common. You can't escape it; it is everywhere. Whether it is pressure to conform to a group norm or pressure to act a certain way, peer pressure is something everybody has to deal with at some time in **their** life. How successfully you handle peer pressure depends a great deal on how you feel about yourself

5 and your place in the world. But how do you prepare to face peer pressure and win? There are many things you can do:



- know where you stand on key issues like sex, drugs and alcohol and do not allow anybody to make you deviate from your position;
- 10 • never be afraid to speak up and let others know your boundaries. You may get a bit of teasing at first but most people respect the boundaries of others when they know what **they** are.
- never take part in any bullying. Making other
- 15 people feel bad or sad is a terrible way to try to fit in. Flatly refuse to take part in anything designed to cause harm or distress to another person and speak up if such a situation arises. One person standing up for what is right is usually enough to
- 20 inspire others to follow.
- think of yourself as a leader and act accordingly. The more you see yourself in a leadership role the more comfortable you will feel asserting your own opinions and feelings.
- 25 And don't forget you will have to live with the choices you make. If you give in and do something that is contrary to your character or core value system it will cause you distress later and you will feel regret.
- 30 Always stand up for what you think is right. Peer pressure only works if you let it; if you refuse to let it intimidate you, it loses its power. The secret is to be assertive and stand your ground.

<http://teenadvice.about.com/cs/peerpressure/a/blpeerpressure.htm>
(Accessed in January 2013)

2.1 Say who or what the words in bold in the text refer to.

3 × 4 p

- a. it b. their c. they

2.2 Match the following words with their synonyms according to their meaning in the text.

4 × 3 p

a. conform to (l. 2)

1. limits

b. boundaries to (l. 12)

2. suffering

c. flatly (l. 16)

3. according

d. distress (l. 17)

4. accept

5. definitely

2.3 Explain the meaning of the following sentences as they appear in the text. 2 × 7 p

- a. "... standing up for what is right..." (l. 19)
b. "... stand your ground..." (l. 33)

2.4 Answer the following questions about the text.

3 × 8 p

- a. Why is it essential to "know where you stand on key issues"?
b. List down two things that you should never do when faced with peer pressure.
c. How is assuming the role of a leader important in dealing with peer pressure?

Vocabulary and Grammar

3. Complete the text with the words given below.

6 × 2 p

curiosity appropriate why
behind make friendship

Teens tend to follow their peers in behaviour that is not considered **a.** _____ or leave their common sense **b.** _____. Part of the reason is the 'newly found' importance of **c.** _____, as teens are just getting used to their friends having any say in what they do. Then there is the 'everyone is doing it' factor that can **d.** _____ a teen feel compelled to comply. Wrap that all up with the normal **e.** _____ that often leads to risk-taking behaviour by teenagers and you have a credible reason **f.** _____ teens give in to peer pressure.



4. Build sentences using the Present Simple or Present Continuous.

4 × 5 p

- a. My sister / not give in / to peer pressure / usually.
- b. I / do / for my homework / some research.
- c. your mother / work / where / at the moment?
- d. The boy / alone / go / home / never.

5. Choose the right word to meaningfully complete the sentences.

3 × 5 p

- a. He is a **real** / **really** leader. Everyone follows his lead.
- b. How are you able to deal so **good** / **well** with your peers?
- c. He got out of the situation so **easy** / **easily**.

6. Insert the adjectives in brackets in the correct place in the sentences.

3 × 5 p

- a. I know a girl. (**young** / **beautiful** / **Spanish**)
- b. She bought a dress. (**cotton** / **blue** / **nice**)
- c. We have got a house. (**modern** / **small**)

7. Complete the following text with the given verbs in the Past Simple or Past Continuous.

10 × 2 p

Last week I a. _____ (walk) down the street when I b. _____
_____ (see) two young boys teasing a little girl. They c. _____
_____ (throw) on the floor everything that she d. _____
_____ (have) in her backpack. I e. _____ (shout) at
them and they f. _____ (not care), so I g. _____
(run) after them and h. _____ (threaten) to call the police. They i. _____
_____ (not laugh) anymore and j. _____ (leave) the
girl alone.

Writing

50 p

- 8. Imagine that one of your friends is a victim of bullying. He/She is telling you some of the nasty things that other boys/girls did to him/her last week. Write a recount of his/ her story.**

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the text once to get the gist of it.

2. Now listen to the text again and do the following activities.

2.1 Complete the sentences with the missing words.

10 × 5 p

Children are bullied **a.** _____ all sorts of reasons – what they **b.** _____ like, where they live or even what grades they **c.** _____ in school. But children from ethnic **d.** _____ groups also endure bullying because of race, especially **e.** _____ they're one of the few people from **f.** _____ racial background in sight. A range of celebrities – Chris Rock, Jessica Alba, Steven Spielberg, Margaret Cho, Viola Davis and Rachel True – have said that they faced bullying in **g.** _____ because their ethnicity set them **h.** _____ from their classmates. The fact that these entertainers managed to **i.** _____ race-based bullying as children provides hope to young people living through **j.** _____ experiences today.

2.2 Complete the following sentences about Viola Davis.

5 × 10 p

- a.** Viola Davis grew up in _____
- b.** Her race and class status led classmates to _____
- c.** In grade school she was _____ and _____
- d.** Boys chased her with _____ and _____
- e.** They called her _____ and _____



2.3 Say if the following statements about Margaret Cho are True (T) or False (F).

5 × 6 p



- a.** Margaret is a drama actress.
- b.** She is of Chinese-American descent.
- c.** She's was bullied for ethnic reasons.
- d.** She suffered from bullying between the ages of 10 and 14.
- e.** She was called names but not beaten.

T	F
T	F
T	F
T	F
T	F

2.4 Answer the questions about Jessica Alba.

5 × 14 p

- a.** What are her two racial backgrounds?
- b.** Where did her parents work?
- c.** Mention 2 words she uses to describe herself as a child.
- d.** Who used to walk her to school?
- e.** What didn't she have?



Reading

1. Thinking about how teenagers need guidance and examples to make choices, answer the following question.

1.1 What is a role-model?

1 × 7 p

2. Now read the text carefully.

Celebrities and their influence

Living in a technological era, we have access to the tabloids more than ever before. There are television sets, magazine covers, Internet blogs, and movies screaming to be read and watched, and they are plastered with images of tacky celebrities. In an age where we have more contact with celebrity gossip than we have ever had, we are faced with a question: what are the effects that
5 superstars have on our youth? Celebrities influence fans to be destructively thin, put harmful substances in their bodies, and many parents are concerned with the overall content these celebrities are putting on television, in movies, and over the Internet.

Based on a recent poll, 77% of Americans believe that celebrities have too much of an influence on young girls. This effect is especially evident in their appearance and attitudes. With celebrities
10 creating impossible standards of beauty, more and more young adults are feeling 'less confident, more angry, and more dissatisfied' with their looks. 40% of nine and ten year-olds have tried losing weight and at age thirteen, 53% of girls were unhappy with their image. The National Institute of Mental Health estimates that eating disorders affect more than five million Americans a year, with disorders usually beginning in the teens or as early as eight.

15 Celebrities need to change the way they act and how they are viewed. Their actions have more of an effect on us than many people believe they have. Thin, addicted celebrities are changing the way many young fans think and act. Celebrities need to change these horrible habits now and realize that they need to be more concerned with themselves and with their portrayal in the media.

http://www.teenink.com/opinion/entertainment_celebrities/article/82342/Celebrities-and-Their-Influence/ (Accessed in January 2013)

- 2.1 Find synonyms for the following words in the 1st paragraph.

4 × 3 p

a. covered b. messy c. damaging d. worried

- 2.2 Say what the following figures refer to.

4 × 3 p

a. 77% b. 40% c. 53% d. 5,000,000

- 2.3 Find out in the text:

3 × 7 p

- a. why tabloids are so easily accessible today.
b. two harmful effects superstars have on young people.
c. what the parents are worried about.

2.4 Complete the sentences with ideas from the text. Use your own words.

2 × 6 p

- a. Children as young as eight _____
- b. Celebrities need to become aware that _____

Vocabulary and Grammar

3. Complete the text with the words given below.

8 × 2 p

time easy ambition dedication glamorous famous ruining worth

The lifestyles of celebrities may seem a. _____ to the average people but when the average people try to mimic this kind of lifestyle they may end up b. _____ their life. The media makes it seem that anyone can be a c. _____ athlete or actor if they want to. When people try to pursue this d. _____ they find that they aren't as good as they thought they were. Money, e. _____ and dignity will have all been wasted.

Also some celebrities make it seem like if you're not famous you're not f. _____ anything, but life isn't g. _____ like it is on TV, it takes work and h. _____ to make yourself into something in the world that we are currently living in.

4. Add a prefix and/or a suffix to the word given to complete the sentences. 4 × 5 p

- a. Some celebrities don't care about their _____ behaviour. **appropriate**
- b. Not looking like a celebrity can cause feelings of _____ in teens. **happy**
- c. After the scandal the singer _____ for his public acts. **apology**
- d. Copying celebrities can be a sign of _____. **mature**

5. Complete the dialogues with the different forms of expressing the future. 4 × 6 p

- a. Do you have plans for tomorrow? Yes, I _____ (watch) MTV all night!
- b. _____ (you / go) out tonight? No, I think we _____ (stay) at home.
- c. _____ (you / help) me with my homework? I promise I _____ (help) you tomorrow.
- d. In the future, scientists _____ (find) out what makes people want celebrity.

6. Build the comparative or the superlative form of the adjectives to write meaningful sentences. 4 × 6 p

- a. Anorexia is one of _____ (serious) eating disorders among young teens.
- b. The influence of celebrities on teens today is _____ (strong) it used to be.
- c. Being happy is definitely _____ (important) being famous.
- d. Angelina Jolie is _____ (good) example of how to use fame in a meaningful way.

Writing

7. Write a discussion of the following statement. 52 p

"Being a celebrity carries the huge responsibility of being a role-model. Your behaviour and attitude can trigger the willpower to succeed or the bitter taste of defeat."

Utilize apenas caneta ou esferográfica de tinta indelével, azul ou preta.

Pode utilizar dicionários unilingues ou bilingues, sem restrições nem especificações.

Não é permitido o uso de corretor. Em caso de engano, deve riscar de forma inequívoca aquilo que pretende que não seja classificado.

Escreva de forma legível a identificação das atividades e dos itens, bem como as respetivas respostas. As respostas ilegíveis ou que não possam ser claramente identificadas são classificadas com zero pontos.

Para cada item, apresente apenas uma resposta. Se escrever mais do que uma resposta a um mesmo item, apenas é classificada a resposta apresentada em primeiro lugar.

Responda ao itens pela ordem em que se apresentam, dado que cada um deles se integra numa sequência que contribui para a realização da atividade final. Contudo, não há penalização, caso apresente as respostas noutra sequência.

Nas respostas aos itens, não forneça elementos da sua identificação pessoal, como, por exemplo, o seu nome.

As citações dos itens encontram-se no final do enunciado da prova.

Sugestões de distribuição do tempo de realização da prova:

Atividade A	20 minutos
Atividade B	50 minutos
Atividade C	40 minutos
Revisão geral	10 minutos

Your final task is to write a recount of an experience of volunteer work. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

- 1. Complete the text about volunteer work selecting words from the list. Do not use the same word more than once. Four of them are not used.**

Volunteering can be described as giving your time and energy **a.** _____ and by choice without concern for financial **b.** _____. It can describe hundreds of different activities that people choose to do to **c.** _____ or support others in the community. Whatever your age, interests or background, whether you can commit regularly or occasionally, there is likely to be something **d.** _____ for you. There are opportunities to volunteer in a wide variety of settings and you can take part in many different activities. What you do as a volunteer depends on what you want to **e.** _____. Everyone has a personal reason for volunteering and you should choose something that will help you **f.** _____ your personal goals.

achieve

interest

suitable

freely

complete

benefit

suit

fulfil

gain

free

- 2. This is a list of several reasons why people volunteer abroad. Choose TWO that you consider the most important and justify your choice. Write a total of 30-40 words for each answer.**

- (A) To learn a foreign language.
- (B) To have fun.
- (C) To make friends.
- (D) To gain skills and experience.
- (E) To view a culture from the inside.
- (F) For personal growth.

- 3. Complete the following sentences by choosing the right verb from (A to D).**

3.1 A volunteer usually _____ some support from a responsible organisation.

- (A) have
- (B) has
- (C) had
- (D) is having

3.2 If you _____ for a different kind of holiday, choose to volunteer abroad.

- (A) looked
- (B) looks
- (C) are looking
- (D) will look

3.3 This volunteer medical organisation _____ already _____ in many humanitarian crises.

- (A) is... helping
- (B) has... helped
- (C) was... helping
- (D) will... help

3.4 My friend Carol and I _____ for volunteering in Africa. We already have the forms to fill in.

- (A) will apply
- (B) have applied
- (C) are going to apply
- (D) am applying

3.5 While I _____ these people's volunteer experiences, I felt I should do something to feel useful too.

- (A) read
- (B) am reading
- (C) am going to read
- (D) was reading

4. Complete the following sentences with words formed from the ones given in brackets.

- (A) Volunteers come across _____ situations due to the different cultural habits. (**EXPECT**)
- (B) People say that some experiences are _____ life-changing. (**TRUE**)
- (C) Everyone agrees that the volunteer work brings _____ benefits (**DENY**)
- (D) Organisations usually provide information and _____ about the foreign country. (**GUIDE**)
- (E) Volunteering has a _____, positive impact on the community (**MEANING**)

Activity B

Read the text.

Why do people volunteer?

People volunteer for a number of different reasons, ranging from a desire to learn new skills, have fun or make a difference. Some are completely devoted to the cause, while others simply wish to do their bit where they can. So, what may be the main reasons why people volunteer?

A. One of the greatest benefits of volunteering abroad is being able to spend an extended period of time in a new country. It's a truly unique learning experience that will see you interacting with new
5 cultures, trying new food, speaking new languages and meeting new people.

B. Many people choose to volunteer because of the personal benefits that volunteering has on their character. In most cases, volunteers become more concerned and aware of the problems facing the world and many feel that they were ignorant or narrow minded before. Volunteers returning from abroad are usually more independent, more adventurous and more courageous.

10 **C.** While meeting people is often an added bonus, many people choose to volunteer primarily to develop friendships with people from different cultures but making friends with your fellow volunteers is also a strong motive. Many volunteers make lifelong friendships that come from working through difficulties and exploring new things together.

D. Volunteer work is a great way to gain experience in a broad range of fields. You can gain
15 experience in education, social work, animal care, health care, politics... Volunteering is a great way to put in a little of your time and gain some valuable skills.

E. If nothing else, volunteering abroad will develop your language skills tremendously. You will be speaking a foreign language twenty four hours a day, seven days a week. You will be amazed at how quickly you pick it up. Knowing a foreign language is a huge bonus in today's job market. International
20 communication is of growing importance. Employers see great value in an ability to communicate, so a person that speaks three languages is much more desirable than a person who can only speak one.

F. Volunteer work can be hard but it is also usually great fun and extremely rewarding. It gives you the opportunity to play with children, go swimming in the local watering hole, shop at traditional markets, climb mountains, touch lives and see people smile! It's something different, memorable and, for many,
25 lifechanging!

So whatever your reason for volunteering, you'll find that it offers you a truly unique experience. In today's busy world, many people think that they don't have time to volunteer but placements can be as short as a week and they make a truly memorable summer vacation.

<http://www.i-to-i.com/why-do-people-volunteer.html>
(Accessed in January 2013)

1. Give a title to each paragraph (A to F) using the reasons in Activity A, exercise 2.

2. Find words in paragraphs 4 and 5 that have the opposite meaning to the words below.

(A) lastly

(B) short-lived

(C) limited

(D) worthless

3. Explain the meaning of the following expressions in the text.

- (A) narrow-minded
- (B) working through
- (C) pick it up

4. Complete the following sentences using the information given.

- (A) Spending an extended period of time in a new country is a truly unique learning experience because you can _____
- (B) Friendship among volunteers is very strong because _____
- (C) Knowing foreign languages today will help you _____

5. Briefly explain what the author means with the following sentence:

"International communication is of growing importance", (ll. 20-21)

6. Rewrite the sentences below using the words given in brackets and without changing their meaning.

- (A) There is no better way to learn a language than to spend some time abroad. (**BEST**)
- (B) Local volunteer work is not as adventurous as volunteer work abroad. (**MORE**)
- (C) I don't know of any reason to do volunteer work as strong as the desire to help. (**STRONGEST**)

Activity C

Imagine that you have just returned from a month abroad volunteering for an organisation. Write a recount text telling us about where you went, how you lived, what you did and your impressions of the experience.

Write between 150 and 220 words.

You may use the input provided by Activities A and B.

Do not sign your text.

FIM

COTAÇÕES

Atividade A	Atividade B	Atividade C
1. 12	1. 12	
2. 8	2. 8	
3. 10	3. 15	
4. 10	4. 21	
	5. 6	
	6. 18	
40 pontos	80 pontos	80 pontos

Test 1 and 2 – Audioscripts, Answer keys

Audioscripts – Test 1

CD 2 – Track 38 (p. 143)

So much is written about young people and alcohol, we are always quick to point our fingers at binge drinkers immediately assuming all young people that like to party like to drink. But it's not true.

Sally talks about her options:

"I am a 17-year old student. I love music and concerts, socialising, books, movies, travelling, summer, meeting new people, and learning. I am confident and have many friends, and I love to go out with them and have a great time laughing and being young. But I'm often told there is a strange anomaly about me: I don't drink alcohol, smoke cigarettes, or take drugs. I have never done any of these things.

People have often told me I am 'so strong' to 'resist' the peer pressure, particularly as a teenager. I could never respond to this because quite honestly, I have never felt pressure, although that's not to say people haven't tried to get me starting drinking, and I don't think that will ever end. Although I am happy with who I am and am socially confident, I am starting to feel more and more alienated and lonely and even 'weird' because I don't drink.

CD 2 – Track 39 (p. 143)

I don't drink because I have no desire to. It's as simple as that. But people never seem to accept this. I have no problem with people who drink: all my friends do, my boyfriend does, and you will never hear me mentioning I don't drink unless it's relevant. I don't preach. I don't get on a soapbox and cry the evils of alcohol. I am not into alcohol-bashing.

I am just basically at a point where I am desperate to see if there are other people my age who don't drink, or people who didn't drink at my age, because they just never wanted to? It seems silly to suggest there aren't, but I've honestly never come across people who are young, into popular music, books, etc, who are quite social and enjoy going out, and who don't drink.

I am beginning to feel like a weirdo and I am seeking to hear from people who don't drink, to find out why, and to hear your experiences."

<http://www.mamamia.com.au/relationships/she-doesnt-need-to-drink-or-take-drugs-to-party-do-you/>
(Accessed in January 2013)

Answer keys – Test 1

Listening

1. Peer pressure.

2.1 **a.** 17 **b.** music, movies... travel **c.** drink alcohol, smoke cigarettes or take drugs.

2.2 **a.** False **b.** True **c.** True **d.** True **e.** True **f.** True

2.3 **a.** desire **b.** people **c.** relevant **d.** evils **e.** where **f.** age **g.** because **h.** honestly **i.** enjoy **j.** like

Viola Davis: A Rare Black in Rhode Island

Academy Award nominee Viola Davis is one of the most sought after actresses in Hollywood. As a child, however, Davis grew up poor in Rhode Island. Her race and class status led classmates to mistreat her. "We moved here [to Rhode Island] in 1965, and we were the only black family". "In grade school I was definitely singled out and teased. Eight to 12 boys every day would chase me after school with bricks and sticks and just say ugly, black, ugly, ugly."

Margaret Cho: "It Gets Better"

Reading

1.1 Personal answer.

2.1 **a.** peer pressure **b.** everybody's **c.** the boundaries

2.2 **a.** 4 **b.1** **c.** 5 **d.** 2

2.3 **a.** saying something to defend the right thing. **b.** be assertive defending your ideas.

2.4 **a.** It's important so that you can defend what you believe and you don't feel pressure to follow your peers' ideas.
b. You should never be afraid to speak up and never take part in any bullying.
c. It is important because acting as a leader you will feel more confident to defend your opinions.

Vocabulary and Grammar

3. **a.** appropriate **b.** behind **c.** friendship **d.** make **e.** curiosity **f.** why

4. **a.** My sister doesn't usually give in to peer pressure.
b. I am doing some research for my homework. **c.** Where is your mother working at the moment? **d.** The boy never goes home alone.

5. **a.** real **b.** well **c.** easily

6. **a.** I know a beautiful young Spanish girl. **b.** She bought a nice blue cotton dress. **c.** We have got a small modern house.

7. **a.** was walking **b.** saw **c.** were throwing **d.** had
e. shouted **f.** didn't care **g.** ran **h.** threatened **i.** weren't laughing **j.** left

Audioscripts – Test 2

CD 2 – Track 40 (p. 147)

Children are bullied for all sorts of reasons — what they look like, where they live or even what grades they get in school. But children from ethnic minority groups also endure bullying because of race, especially if they're one of the few people from their racial background in sight. A range of celebrities — Chris Rock, Jessica Alba, Steven Spielberg, Margaret Cho, Viola Davis and Rachel True — have said that they faced bullying in childhood because their ethnicity set them apart from their classmates. The fact that these entertainers managed to overcome race-based bullying as children provides hope to young people living through similar experiences today.

Comedienne Margaret Cho grew up Korean-American in the San Francisco Bay Area. She says that her ethnic background, among other factors, made her a target of bullies as a child, particularly between the ages of 10 and 14. "I was hurt because I was different, and so sharing my experience of being beaten and hated and called ugly and fat and queer and foreign and lazy and filthy, helped me heal. If you are going through this kind of thing today, try to remember that I lived through it and now thrive."

Jessica Alba: Picked on For Her Race and Class

Jessica Alba may now be considered one of the most beautiful women in the world, but when she was a child the actress

endured bullying. She says that her socioeconomic background played a role in her mistreatment as well as her biracial identity. Alba has Hispanic and European heritage. When she was eight, she moved to an affluent area of Los Angeles but lived in a small apartment her parents paid for by working odd jobs, including at *McDonald's*. "I was this incredibly shy, awkward child with buck teeth and a thick Texan accent," she recalled. "I was bullied so badly my dad used to have to walk me into school so I didn't get attacked. I'd eat my lunch in the nurses' office so I didn't have to sit with the other girls. Apart from being mixed race, my parents didn't have money so I never had the cute clothes or the cool backpack."

<http://racerelements.about.com/od/hollywood/a/Celebrities-Bullied-As-Children-Because-Of-Race.htm>
(Accessed in January 2013)

Answer keys – Test 2

Listening

1.1 Personal answer.

2.1 **a.** for **b.** look **c.** get **d.** minority **e.** if **f.** their **g.** childhood **h.** apart **i.** overcome **j.** similar

2.2 **a.** Rhode Island **b.** mistreat her **c.** singled out; teased **d.** bricks; sticks **e.** ugly; black

2.3 **a.** F **b.** F **c.** T **d.** T **e.** F

2.4 **a.** Hispanic and European **b.** At *McDonald's* **c.** shy, awkward **d.** Her father **e.** Cute clothes or a cool backpack.

Reading

1.1 Personal answer.

2.1 **a.** plastered **b.** tacky **c.** harmful **d.** concerned

2.2 **a.** number of American people who believe celebrities have too much influence on teenage girls **b.** Children between 9 and 10 who tried to lose weight **c.** 13 year-old girls unhappy with their image **d.** number of Americans affected by eating disorders every year

2.3 **a.** Due to all the technology available **b.** They make them want to be too thin and influence them to use harmful substances. **c.** They are worried about the content the celebrities are showing on TV, movies and the Internet.

2.4 **a.** are starting to suffer from eating disorders **b.** they need to be careful with the way they portray themselves in the media

Vocabulary and Grammar

3. **a.** a. glamorous **b.** ruining **c.** famous **d.** ambition **e.** time **f.** worth **g.** easy **h.** dedication

4. **a.** inappropriate **b.** unhappiness **c.** apologized **d.** immaturity

5. **a.** am going to watch **b.** Are you going out/will stay **c.** Will you help/ will help **d.** will find

6. **a.** am going to watch **b.** Are you going out/will stay **c.** Will you help/ will help **d.** will find

Answer Keys – Exam test unit 1

Activity A

1. **a.** freely **b.** gain **c.** benefit **d.** suitable **e.** achieve **f.** fulfil

3. **3.1 B 3.2 C 3.3 B 3.4 C 3.5 D**

4. **a.** unexpected **b.** truly **c.** undeniable **d.** guidance **e.** meaningful

Activity B

1. **A.** e. **B.** f. **C.** c. **D.** d. **E.** a. **F.** b.

2. **a.** primarily **b.** lifelong **c.** broad **d.** valuable

3. **a.** with limited views **b.** overcome **c.** learn

4. **a.** interact with a new culture, try new food and meet people.
b. they experience the same difficulties and explore new things together. **c.** get a job in the future

5. To have the ability to communicate with people from different countries is more and more important today because we live in a global world where everything is connected.

6. **a.** Spending some time abroad is the best way to learn a language.

b. Volunteer work abroad is more adventurous than local volunteer work.

c. The strongest reason to do volunteer work is the desire to help.

No .	NAME	Listening					Reading / Vocabulary and Grammar / Writing												
		1.	2.1	2.2	2.3	Total	1.1	2.1	2.2	2.3	2.4	3.	4.	5.	6.	7.	8.	Total	
		1x20	3x20	6x10	10x6		1x6	3x4	4x3	2x7	3x8	6x2	4x5	3x5	3x5	10x2	50		
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No .	NAME	Listening					Reading / Vocabulary and Grammar / Writing											
		2.1	2.2	2.3	2.4	Total	1.	2.1	2.2	2.3	2.4	3.	4.	5.	6.	7.	Total	
		10x5	5x10	5x6	7x10		1x7	4x3	4x3	3x7	2x6	8x2	4x5	4x6	4x6	52		
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Name _____ No. _____ Class _____ Date _____

Listening

- 1. Listen to the whole text once to get the gist of it and say what the speakers have in common.** 1 × 20 p

- 2. Listen to the text again and complete with the surnames of the speakers.** 5 × 10 p

- a. Emily _____
- b. Katie _____
- c. Chelsea _____
- d. Andrea _____
- e. Darby _____

- 3. Correct the information in the following sentences according to what the speakers say.** 5 × 10 p

- a. Emily studied in London for three years.
- b. Katie lived in a foreign country twelve months ago.
- c. Chelsea studied abroad for almost two years.
- d. Andrea studied there in the summer of 2011.
- e. Darby lived in London for a semester.

- 4. Listen to the text once again and complete the following sentences.** 10 × 8 p

- a. Emily met people who _____ .
- b. She has studied abroad in _____ .
- c. The impact of London life on Katie still _____ 12 years later.
- d. Chelsea studied in London not only as an _____ but also as a _____ .
- e. Chelsea returned to London _____ .
- f. Andrea still thinks about the _____, her _____ and the _____ she had there.
- g. The best experience in Darby's life was _____ .
- h. She is sorry for the people who _____ .
- i. According to Darby studying abroad _____ .
- j. Darby's present economic life doesn't seem _____ .

Reading

1. What benefits would studying abroad bring to your life and future career? 1 × 20 p

2. Read the text carefully.

Study abroad memories: From London, with love – Kate

It's funny the things that I remember years later, the little snapshots that pop into my head whenever I think of London.

I remember sitting, my legs propped up on **my** bags in front of me, in a waiting area in Heathrow.

5 I remember having to lug those 2 giant suitcases over four blocks of bumpy London sidewalks (I had not yet learned the importance of packing light), because our street was too small for the bus to maneuver down.

I remember a bunch of us pouring into the local pub on one of our first nights there, giddy with excitement and lingering jet lag.

10 I remember meeting my flat mates and having a bonding night, complete with pajamas, cider and getting-to-know-you laughter.

I remember the wind from the approaching Tube train blowing my hair back. I remember the bustle of changing trains at Green Park during rush hour, and getting frustrated with the "tourists" who seemed to
15 move in slow motion.

I remember our meeting spot, by the Eros statue in Piccadilly Circus, and the ache of tired feet after a night of dancing. I remember sprinting through
20 the Tube station, trying to catch the last train. And, when **that** failed, I remember shivering in the cold of Trafalgar Square, waiting in the darkness for the night bus that would
25 take me home.

I remember my Classs (barely). I remember strolling down a side street, swinging a bag of groceries from *Sainsbury's*, gazing up at the grey
30 London sky and feeling, at that moment, perfectly happy.



I remember the friends I made. **We** still keep in touch, though now it's just through occasional posts on our *Facebook* walls instead of daily chats in the pub.

- 35 And I remember being back at Heathrow airport, months after I arrived, crying as I waited for the plane to take me back. It's hard to say I was going home, because in those 4 short months it felt like a tiny flat in Swiss Cottage had become my home.

And that's the best thing about living (and studying) abroad. **You** realize you can adapt to anything, and grow to love **it**. Your definition of home, and your understanding of the world around you,

- 40 expands. It wasn't one momentous, life-changing moment, but the simple day-to-day experiences that defined my time in England.

<http://hellogiggles.com/study-abroad-memories-from-london-with-love>
(Accessed in January 2013)

2.1. Say who or what the following words refer to.

6 × 2 p

- a. I (l. 1) _____
- b. my (l. 3) _____
- c. that (l. 22) _____
- d. We (l. 35) _____
- e. You (l. 40) _____
- f. it (l. 41) _____

2.2 Find synonyms in paragraphs 1, 2, 3 and 4 for the following words.

6 × 2 p

- a. Images _____
- b. Pull _____
- c. Rough _____
- d. Move _____
- e. Dizzy _____
- f. Persistent _____

2.3 Explain the following expressions as they are used in the text.

2 × 7 p

- a. "... getting-to-know-you laughter." (l. 11)
- b. "Your definition of home, and your understanding of the world around you, expands." (ll. 41-42)

2.4 Answer the following questions.

5 × 5 p

- a. Do Kate's memories relate to her studies?
- b. What kind of memories has she got?
- c. How does she communicate with her friends?
- d. Why do you think she considered her flat like "home" for 4 months?
- e. Explain the last paragraph of the text.

Vocabulary and Grammar

3. Complete the text with the words from the box.

6 × 2 p

travel trip voyage journey travelling

a. _____ is something that we all like to do. However, we do not have the chance to do it for various reasons. I have never been even on a business b. _____. But instead of that, I just have my everyday c. _____ to work. One of these days I am going to buy a d. _____ guide and make the e. _____ of my dreams, probably a f. _____ around the world!

4. Turn the following sentences into the Passive Voice.

4 × 7 p

a. Two Worlds United selected Anne for the exchange programme.

If it _____

b. The teacher will read the letter of the host family.

If it _____

c. The Joneses have sold the big white house.

If it _____

d. Someone informs the candidates about the interview.

If it _____

5. Fill in the gaps with a, an, the or Ø.

12 × 2 p

Iana is a. _____ Ukranian student who is studying in b. _____ Portuguese school. She is staying with c. _____ amazing host family. d. _____ family lives in e. _____ countryside and Iana loves it! f. _____ family has got g. _____ dog – Rufus. h. _____ Rufus also likes Iana. She hopes to return to i. _____ Ukraine j. _____ next summer. She will miss k. _____ Portugal and l. _____ Portuguese!

Writing

1 × 57 p

6. Bearing in mind its formal structure, write a descriptive report of a place where you have spent a few days.

Test 4

Unit 2

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the text once and identify the issue being discussed.

1 × 40 p

2. Listen to the text once again and say if the sentences are True (T) or False (F).

8 × 1 p

- a. Academic achievement, mother's education and personality are the factors which influence the choice of a friend.
- b. Parents' income and occupation are also important.
- c. Friends are attracted by bad behaviour such as not going to classes.
- d. The study was about homophily.
- e. Homophily is the tendency to establish relationships among people who share different characteristics and attributes.
- f. Friends form their friendships based on physical characteristics.
- g. Adolescents with long friendships have shaped each others' personalities.
- h. The study revealed important information which explains the relation between friendships and social networks.

T	F
T	F
T	F
T	F
T	F
T	F
T	F
T	F

3. Listen to someone giving advice to a teenager on friendship and complete the missing expressions.

8 × 10 p

a. _____

Surprise her now and then with her favourite chocolate or magazine. Send her something you know will make her laugh. Just because.

b. _____

Even if she's told you about the row she's had with her boyfriend about twenty times already, be there when she wants to talk about it again.

c. _____

Don't take her for granted and don't do things like blow her out at the last minute because you've been invited to hang out with the cool girls and she hasn't.

d. _____

Never reveal anything she confides in you, unless it's something that may put her in harm's way.

e. _____

Stand up for her, whether she's around or not. She needs to know she can count on you to be on her side. If you happen to disagree with how she handles a particular situation, tell her...but in private.

f. _____

Work out problems rather than ignoring them. Anger and resentment build up when bottled-up. Don't scream, just calmly tell her how you feel and why.

<http://www.beinggirl.co.uk/article/dating-your-best-friend> (Adapted) (Accessed in February 2013)

Reading

1. Are there any advantages of cyberfriendship compared to traditional friendship?
Explain. 1 × 6

- 2. Read the text attentively.**

Cyber friends vs traditional friends

Modern technology has given **us** the ability to communicate, and make “friends” with others on a global basis. *Facebook*, *Twitter*, Instant Messaging, Email, and Text Messaging have all made it possible to have “friends” that we never meet, and will in all likelihood never meet, face to face. I’ve seen people on *Facebook* who have over a thousand friends. I ask myself is that realistic? The easy answer is to say of course not, nobody can possibly have that many friends, but when I ponder it deeper I come up with a plethora of different answers. Maybe the definition of “friend” needs to be updated. Maybe we can have thousands of friends in this new cyber world. Perhaps face to face interaction is no longer necessary for a friendship to develop. Maybe we are better off communicating with each other via our computers and phones rather than looking someone in the eye and actually talking to **them**.

10 But do all of our cyber friends have any real desire to know that we are listening to Katy Perry, that
we are feeling melancholy, going hiking this afternoon, and had a bad experience at the grocery
store last night? Probably not, but by announcing all these things to our multitude of friends we get
the sensation that people out there really care. We give them a thumbs up, post witty things to their
wall, punch them back, wink at them, and the list goes on and on. How many of these people care
15 enough about us to be a real friend?

When life becomes tough are **they** there to watch us cry, listen with a compassionate heart, and give us a sincere hug as our tears flow? Only a real friend can do this, someone that we have a real life relationship with, a person that has intimate knowledge of 20 “us”, and not simply the cyber face that we present to the world.

Perhaps the whole debate can be summed up by saying that we have multiple different friendships. Our cyber communities allow us to reach out, share information, become involved in lively debates, and form friendships that are limited to how we portray ourselves via words: our cyber face. Our face to face friends allow us to use our interpersonal skills to interact with one another on a personal and intimate level to build true and lasting relationships.



These friends see us for who we really are and they hold us accountable to our impeccable word by watching our actions. Technology provides us with the mechanism to locate those who we share similar interests with, but in order to forge true and lasting friendships there is still no replacement for
40 looking someone in the eye when talking to them, and using our intuition to determine if that person has what it takes to be our “friend”.

<http://www.more.com/news/womens-issues/cyber-friends-versus-traditional-friends?page=2>
(Accessed in February 2013)

2.1 Say who or what the following words refer to.

3 × 2 p

- a. us (l. 1)
- b. them (l. 10)
- c. they (l. 17)

2.2 List modern ways to communicate using technologies related to computers.

1 × 5 p

2.3 Name examples of actions taken by cyber friends in social networks.

1 × 5 p

2.4 Answer the questions on the text.

5 × 9 p

- a. Why should the word “friend” be updated?
- b. What is the difference between cyber friends and face to face friends?
- c. Explain the meaning of “Cyber face”.
- d. Which friendship seems to be more lasting?
- e. Do you share the same opinion concerning cyber friendship? Explain.

Vocabulary and Grammar

3. Complete the text with the words below.

6 × 2 p

the majority famous percentage well-known half notable

The most **a.** _____ aspect of social networks is that they allow people to communicate and share information with each other. However, a great **b.** _____ of the population believes that being **c.** _____ is having **d.** _____ of the world has their friend in a **e.** _____ social network. But **f.** _____ of the people they have added as their friends do not care about them.

4. Complete the sentences with an appropriate modal verb.

5 × 3 p

- a. You _____ study because the exam is tomorrow.
- b. I _____ skip a rope now but I _____ when I was a child.
- c. We _____ eat in the library. It's in the regulations.
- d. Sarah _____ buy a new car because she never gets to work on time by train.

5. Complete the sentences with the verbs in the gerund/-ing or To + Infinitive. $4 \times 4 \text{ p}$

- a. One day I want _____ (travel) to Australia and see how they live.
- b. I can't stand _____ (listen) to the British accent. I prefer the American one.
- c. They agreed _____ (lend) us the dictionaries to do the project.
- d. _____ (be) bilingual will certainly bring you better career prospects.

6. Rephrase the sentences using the connectors given.

$3 \times 8 \text{ p} = 24 \text{ p}$

- a. I spent some weeks in London to improve my accent. (**So that**)
_____ .
- b. Mary speaks four languages but she cannot write in them. (**However**)
_____ .
- c. Although cyber friends do not see each other face to face, they have a strong link. (**In spite of**)
_____ .

7. Decide if the following words are British English or American English. $8 \times 2 \text{ p} = 16 \text{ p}$

a. humour	BrE	AmE
b. traveling	BrE	AmE
c. gas	BrE	AmE
d. cookie	BrE	AmE
e. defence	BrE	AmE
f. underground	BrE	AmE
g. center	BrE	AmE
h. aesthetics	BrE	AmE

Writing

8. Write an argumentative text presenting the advantages and disadvantages of cyber friendship and traditional friendship and stating your position concerning the issue.

50 p

Name _____

No. _____ Class _____ Date _____

Your final task is to write an argumentative text about the importance of learning English for your future career. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. From the list below choose the best way of learning a foreign language. Explain your option.

- (A) Watching films with subtitles in the foreign language you are learning.
- (B) Attend an evening intensive course.
- (C) Participate in an Exchange programme to do a semestre in a foreign country.
- (D) Live, study and work in the country whose language you want to learn.
- (E) Read books and magazines in that language.
- (F) Find a cyber friend and text him/her.
- (G) Write to friends who live there.

2. Complete the following sentences about foreign languages by choosing the right word / expression (A to D).

2.1 _____ Englishman will never admit that he needs to learn a foreign language.

- (A) A
- (B) An
- (C) The
- (D) Ø

2.2 _____ English language is not spoken by more speakers than Mandarin Chinese.

- (A) The
- (B) Ø
- (C) A
- (D) An

2.3 _____ Children learn at least another foreign language besides English.

- (A) can
- (B) could
- (C) should
- (D) mustn't

2.4 She can't stand _____ to Indian English. She prefers the British accent.

- (A) to listen
- (B) listening
- (C) listens
- (D) listened

2.5 _____ another language enlarges your knowledge of the world.

- (A) To learn
- (B) Learning
- (C) Learned
- (D) Learns

3. Complete the following text about English as an international language.

Use seven words from the boxes. Three are not used.

English is hugely important as an **a.** _____ language and plays an important part even in countries where the UK has historically had little influence. It is learnt as the principal **b.** _____ language in most schools in Western Europe. It is also an essential part of the curriculum in far-flung places like Japan and South Korea, and is increasingly seen as **c.** _____ by millions of speakers in China. Prior to WWII, most teaching of English as a foreign language used British English as its model, and textbooks and other educational resources were produced here in the UK for use overseas. This reflected the UK's cultural **d.** _____ and its perceived 'ownership' of the English Language. Since 1945, however, the increasing economic power of the USA and its unrivalled **e.** _____ in popular culture has meant that American English has become the reference point for learners of English in places like Japan and even to a certain extent in some European countries. (...) The increasing commercial and economic **f.** _____ of countries like India, for instance, might mean that Indian English will one day begin to have an **g.** _____ beyond its own borders.

- power
- desirable
- influence
- impact
- dominance
- global
- importance
- international
- foreign
- second

<http://www.bl.uk/learning/langlit/sounds/case-studies/minority-ethnic/>
(Accessed in January 2013)

4. Rewrite the sentences the way shown and without changing their meaning.

a. People from all walks of life speak English as a foreign language.

English _____.

b. The German spokesperson made the speech in English.

The speech _____.

c. Although Mandarin is spoken by a greater number of native speakers, English is spoken by many foreign speakers.

_____. However, _____.

d. In spite of not being an educated person, she spoke perfect English.

Although _____.

Activity B

Read the following text.

The importance of learning English

English is the fourth most widely spoken native language in the world, and in terms of sheer number of speakers, it is the most spoken official language in the world. It is the primary language used in international affairs. The English language has official status even in nations where it is not the primary spoken language. English is indisputably the primary language of global trade and commerce. In many countries, most tourism
5 authorities and other officials in contact with the public speak English to interact and engage with tourists and immigrants.

While progress has been made in language-translation software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English. It is typically the language of latest-version applications and programs and new freeware, shareware, peer-to-peer, social media networks and websites.
10 Software manuals, hardware-installation guides and product fact sheets of popular consumer electronics and entertainment devices are usually available in English first before being made available in other languages.

In universities and colleges in Great Britain, the United States, Canada, Australia, New Zealand and Singapore, which attract the most number of international students, the primary language of instruction is English. Most of the top business schools, medical centers and advanced-study institutes are located in North America and
15 Great Britain, and English is the language used in every activity at **these** institutions of higher learning. Most peer-to-peer journals and technical periodicals that give international acclaim to scientists, engineers, technologists, and technocrats are printed in English.

The influence of the United States and Great Britain on political affairs and international relations for the past 100 years has ensured the proliferation and acceptance of English as the primary spoken language in many
20 countries. The widespread acceptance of American pop culture also has contributed to the primacy of the English language. A working knowledge of English is important for diplomats and high-ranking officials in such major countries as Germany, Japan, France, South Korea, Brazil, Italy, and Russia so **they** can better understand the nuance and craft of global affairs and international diplomacy.

Knowing English opens job and employment opportunities in many countries and markets. Multilateral
25 institutions and agencies in the four United Nation cities of New York, Vienna, The Hague and Geneva recruit professionals with multilingual skills but also expect the candidates to have good English-speaking skills. The Commonwealth of Nations, made up of 50-plus countries that were former British colonies or dependencies, also offers numerous employment opportunities to **those** who understand and communicate in English.

<http://www.edinburghschool.co.uk/2011/08/the-importance-of-learning-english/>
(Accessed in January 2013)

1. Match the following titles with the corresponding paragraph.

a. Higher learning	Paragraph 1
b. Anglo-Saxon influence	Paragraph 2
c. International language	Paragraph 3
d. Job opportunities	Paragraph 4
e. Digital age	Paragraph 5

2. Find two words that prove the text is written in American English.
3. According to the text, name five reasons why the English language will certainly be an asset for your future career / job.
4. Say what the following words refer to.
 - a. It (l. 8)
 - b. these (l. 15)
 - c. they (l. 22)
 - d. those (l. 28)
5. Explain the meaning of the following expressions.
 - a. "The widespread acceptance of American pop culture also has contributed to the primacy of the English language." (ll. 20-21)
 - b. "Knowing English opens job and employment opportunities in many countries and markets." (l. 24)

Activity C

Write an argumentative text about the advantages or disadvantages of adopting a common European language and state your position on the issue.

Write between 150 and 220 words.

You may use the input provided by activities A and B.

Do not sign your text.

FIM

COTAÇÕES

Atividade A	Atividade B	Atividade C
1. 11	1. 5	
2. 10	2. 10	
3. 7	3. 15	
4. 12	4. 20	
	5. 30	
40 pontos	80 pontos	80 pontos

Test 3 and 4 – Audioscripts, Answer keys

Audioscripts – Test 3

CD 2 – Track 41

My student years abroad

I studied abroad for three months in London and it was the best time of my life. I met people who are my best friends still, learned so much about life and myself, and have so many good memories. Not to mention I've studied in 13 countries since then I just cherish every single thing about my time abroad. (Emily Stuart)

Living in London was one of the best times of my life, and it's amazing how it still impacts my life and worldview 12 years later. (Katie Jones)

I studied for a summer in London as an undergrad... then I went back on a 6-month work visa after graduation... then I went back for Grad school for 2 years. For those of you facing the end of your trips, don't be sad! It doesn't have to be the end. I went to London for the Olympics and loved it. (Chelsea Harrison)

I too studied abroad in London, back in the Summer of 2010. I still think about the city, my friends, and all the wonderful experiences I had while living there. It definitely was one of, if not THE, best experiences of my life. (Andrea Medina)

I spent a semester in Dublin and it was the best experience of my life. I miss it dearly! I'm so grateful that I was able to have that experience and am sad for my friends who never will. It's totally true that studying abroad makes you so adaptable. I felt that it made me grow up really quickly. The only downside is that once the travel bug bites you, you want to always be going somewhere new. Unfortunately right now my wallet is unable to make the jet set lifestyle possible! (Darby Midleson)

<http://emuhleem.typepad.com/blog/travel/> (abridged and adapted)
(Accessed in December 2012)

Answer keys – Test 3

Listening

1. They all studied in the UK.
2. **a.** Stuart **b.** Jones **c.** Harrison **d.** Medina **e.** Midleson
3. **a.** 3 months **b.** 12 years **c.** more than 2 years **d.** 2010 **e.** Dublin
4. **a.** are still her friends **b.** 13 countries **c.** influences her life and worldview **d.** undergraduate... graduate **e.** for the Olympics **f.** city friends wonderful life **g.** living in London **h.** will never have an experience like hers **i.** makes you want to go somewhere **j.** to be good

Reading

1. Open answer.

2.1 **a.** Kate **b.** Kate's **c.** catching the last train **d.** Kate and her friends **e.** the reader **f.** Studying abroad

2.2 **a.** Snapshots **b.** Lug **c.** Bumpy **d.** Maneuver **e.** Giddy **f.** Linger

2.3 **a.** The normal happiness among teens who are getting to know each other.

b. When you live abroad, you broaden your horizons.

2.4 **a.** No, they do not. **b.** She has got memories of the people, the places, and the moments she lived with her friends. **c.** Nowadays she communicates through Facebook posts. **d.** She felt so comfortable that she considered it a home and not just a small apartment. **e.** Living abroad makes you aware of the fact that you can adapt to anything and learn to enjoy it. Our life abroad is defined by happy and interesting moments and not by just going abroad.

Vocabulary and Grammar

3. **a.** Travelling **b.** trip **c.** journey **d.** travel **e.** trip **f.** voyage.

4. **a.** was selected for the exchange programme by TWU. **b.** of the host family will be read by the teacher. **c.** has been sold by the Joneses. **d.** are informed about the interview.

5. **a.** a **b.** a **c.** an **d.** the **e.** the **f.** the **g.** a **h.** Ø **i.** Ø **j.** Ø **k.** Ø **l.** the

Audioscripts – Test 4

CD 2 – Track 42

Making friends is a key part of school life. A new research has identified the factors which influence these relationships: academic achievement, mother's education and personality were found to be essential in the friendship formation process. The University of Bristol study identified these as the three most influential factors when teenagers choose their friends, while income and parents' occupational class proved to be insignificant.

Popularity, IQ, bad behaviour such as arriving late and skipping classes and the likelihood of going to university were also found to be characteristics which subconsciously attract friends to each other.

Their focus was on homophily, which is the tendency to establish relationships among people who share similar characteristics and attributes.

The study found that personality is a key determinant in the friendship formation process, especially among non-school friends, while physical characteristics such as body fat and weight are not.

Researchers also found that long friendships in adolescents are very solid and those friends are likely to have shaped their personalities together.

Professor Burgess said: "Our findings are pertinent for understanding the role of friendships in adolescent society. It is unquestionable that people select and influence each other, which confirms that social networks are powerful in spreading information, beliefs and behaviours.

<http://www.bris.ac.uk/news/2011/7888.html>
(Accessed in January 2013)

Answer keys – Test 4

Listening

1. Teenage friendships.
2. **a. T b. F c. T d. T e. F. f. F g. T h. T**
3. **a.** Show you appreciate her. **b.** Be there when she needs to talk. **c.** Put her first **d.** Keep her secrets. **e.** Always support her. **f.** Let her know you're upset with her.

Reading

1. Personal answer.
- 2.1 **a.** people in general. **b.** people we communicate with through computers. **c.** Cyber friends.
- 2.2 *Facebook, Twitter, Instant Messaging, Email and text messaging.*
- 2.3 Give thumbs up, post witty things on walls, punch back, wink.
- 2.4 **a.** Because nowadays we have face to face friends and those we communicate with online.
b. Cyber friends are those we communicate through the net and whom we don't meet; Face to face friends are those who are there for us when we need them.
c. Faces of the friends we have in our network accounts but that we have never actually seen.
d. Face to face friendship because there is real interaction.
e. Personal answer.

Vocabulary and Grammar

3. **a.** notable **b.** Percentage **c.** famous **d.** half **e.** well-known **f.** the majority
4. **a.** should /must **b.** can't, could **c.** mustn't **d.** must / has to
5. **a.** to travel **b.** listening **c.** to lend **d.** Being
6. **a.** I spent some weeks in London so that I could improve my accent. **b.** Mary speaks four languages. However, she cannot write them. **c.** ... not seeing each other face to face, cyber friends have a strong link.
7. **BrE** – humour, defence, underground, aesthetics.
AmE – traveling, gas, cookie, center.

Exam test – Unit 2

Activity A

1. Personal answer.
- 2.1 B. 2.2 A. 2.3 C. 2.4 B. 2.5 B.
3. **a.** international **b.** foreign **c.** desirable **d.** dominance
e. influence **f.** power **g.** impact
4. **a.** ... is spoken as a foreign language by people from all walks of life. **b.** ... was made in English by the German spokesperson. **c.** Mandarin is spoken by a great number of native speakers. ..., English is spoken by many foreign speakers. **d.** ... she was not an educated person, she spoke perfect English.

Activity B

1. A. 3; B. 4; C. 1; D. 5; E. 2
2. Programs; centers.
3. Primary language used in international affairs; language of global trade; language used by tourism; language of technological applications and programs; language used in institutions of higher learning.
4. **a.** English **b.** top business schools, medical centers and advanced-study institutions **c.** diplomats and high-ranking officials **d.** people
5. **a.** American music and cinema success have contributed to the spread of the language. **b.** The English language will certainly give you job opportunities in many countries and areas because it is the most spoken language not only in many countries but also in all important areas.

No .	NAME	Listening					Reading / Vocabulary and Grammar / Writing									
		1.	2.	3.	4.	Total	1.	2.1	2.2	2.3	2.4	3.	4.	5.	6.	Total
		1x20	5x10	5x10	10x8		1x10	6x2	6x2	2x7	5x5	6x3	4x7	12x2	57	
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		1x40	8x10	8x10		1x6	3x2	1x5	1x5	5x9	6x2	5x3	4x4	3x8	8x2	50	
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Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the text once and identify the topic.

1 × 12

2. Listen to the text again and complete the excerpt with the missing words. 10 × 9 p

a. _____ “**Jamie**” **Oliver**, was born on 27 May 1975 and is an b. _____, restaurateur, media personality, known for his food-focused c. _____, cookbooks and more recently his campaign against the use of processed foods in national schools. He strives to improve d. _____ and poor cooking habits in the United Kingdom and the United States.

His first job was as a e. _____ at Antonio Carluccio’s *Neal’s Yard* restaurant, where he first gained experience with preparing Italian cuisine, and developed a relationship with his ‘mentor’ Gennaro Contaldo. Oliver then moved to *The River Café*, in Fulham, as a sous chef.

It was there that he was noticed by f. _____ in 1997 after making an unscripted appearance in a g. _____ about the restaurant, *Christmas at the River Cafe*. That year, his show *The Naked Chef* debuted and his h. _____ became a number one best-seller in the UK. That same year, Oliver was invited to prepare lunch for then i. _____ Tony Blair at j. Downing Street.



3. Listen to the second part of the text and correct the information.

7 × 14 p

- a. In 2000, Oliver became the face of the American supermarket *Sainsbury’s*.
- b. His partnership with *Sainsbury’s* lasted for 2 years.
- c. He did his last TV ad for Christmas in 2001.
- d. In 2005, he started a campaign in order to move American schoolchildren towards eating healthy foods.
- e. According to Channel 5 News annual viewer poll he was considered the “Most Inspiring Political Figure of 2005”.
- f. He created a TV series to inspire people to cook healthy desserts.
- g. In *Jamie Oliver’s Food Revolution* (2010–2011) he intended to change the way Americans eat, and address their dependence on home-made food.

Reading

1. Do you think TV programmes such as *MasterChef* can have a negative impact on the life of their participants? Explain.

1 × 8 p

2. Read the text attentively.

MasterChef UK crowns joint winners

Two chefs have shared the title in the final of this year's *MasterChef: The Professionals*, after judges were unable to choose between them. Keri Moss, 41, and Anton Piotrowski, 30, became the first joint winners in the history of the competition.

"It's absolutely amazing; to share the title with someone that's so talented and so amazing is unreal," said Piotrowski, who runs a pub in Devon.

London-based caterer Moss said: "Joint winners is just fantastic.

"We've had a good run together, Anton is awesome," said the cook, whose winning menu included Chinese Five Spiced Duck Breast and a Green Olive and Pistachio Cake.

She added: "Today has surpassed anything that I have ever achieved in my career, in my whole life. This is just massive."

After four weeks of heats, the two eventual winners battled it out with fellow finalist Oli Boon, 23, during an intense week of competition that saw **them** cook a three-course dinner for more than 30 Michelin-starred chefs, and work in the kitchens of Heston Blumenthal's world-renowned Fat Duck restaurant. Piotrowski's winning menu included squid ink and malt vinegar crumble and cocoa-marinated venison. "This has probably been one of the hardest, tightest finals that I have ever seen," said judge Michel Roux Jr.

"It was just impossible to split them – their talents have been matched plate for plate for the past several challenges and it was truly impossible to award one the title over the other."

"Anton has got the knowledge, he's got the skills in abundance, he's got the passion, the drive – every dish that Anton cooks is original, it's got a twist, it's got his character there," said Roux.

"I don't know what magic is running through Keri's fingertips, I don't know who poured the passion into her soul, but you can feel it and you can taste it in dish after dish," said Wallace.



35

<http://www.bbc.co.uk/news/entertainment-arts-20724309>
(Accessed in January 2013)

2.1 Say who or what the following words refer to.

4 × 3 p

- a. We (l. 11) _____
- b. I (l. 15) _____
- c. them (l. 20) _____
- d. it (l. 35) _____

2.2 Find synonyms for the following words.

4 × 3 p

- a. manages _____
- b. entire _____
- c. separate _____
- d. great quantity _____

2.3 Complete the sentences according to the information in the text.

9 × 4 p

- a. This text is a _____ .
- b. It is about two contestants from _____ .
- c. Their names were _____ and _____ .
- d. They were _____ years old.
- e. Keri lives in _____ and works as a _____ .
- f. Anton lives in _____ and runs a _____ .
- g. Chinese Five Spiced Duck Breast and a Green Olive and Pistachio Cake were _____ .
- h. They competed with _____ .
- i. The jury considered they couldn't be split because _____ .

Vocabulary and Grammar

7 × 2 p

3. Complete the text with the words below.

cooking cartoons travel sports soap operas reality shows

Nowadays, with cable TV there are types programmes for everyone. Personally, I am not very fond of **a.** _____ because I think they exploit other people's weaknesses. I prefer **b.** _____ because I know the characters are fictional. Children usually like **c.** _____ or **d.** _____ programmes and the elderly prefer **e.** _____ or **f.** _____ programmes to learn about cuisine and idyllic destinations.



4. Rewrite the sentences using the connectors on the right.

4 × 6 p

- | | |
|---|---------------------|
| a. I bought the magazine to read about European destinations. | in order to |
| b. They sent an email informing her about the reality show. | so that |
| c. I didn't read the article because it was very impressive. | in order not |
| d. My teacher didn't show us the documentary on TV because it was shocking. | so that |

5. Complete the sentences with the most suitable preposition.

4 × 6 p

- a. Most children are too dependent _____ TV and videogames.
- b. You should apply _____ a reality show. I think you've got what it takes!
- c. The contestant was so rude that he didn't even thank them _____ the prize.
- d. I'm thinking _____ writing a cookery book. I have lots of recipes.

6. Transform the sentences using a phrasal verb.

4 × 5 p

- a. The article was about the celebrity who ended the engagement with her boyfriend.
- b. Parents should supervise their children when they watch TV alone.
- c. The contestants were very eager to know the final results.
- d. The actress was advised to learn how to get over her depression.

Writing

150 p

7. Write a news article about the winner of a TV programme that you have recently seen. Don't forget to use the layout of a news article.

Test 6

Unit 3

Name _____ No. _____ Class _____ Date _____

Listening

- 1. Listen to the whole text once to get the gist of it and identify the topic being discussed.**

1 × 20 p

2. Listen to part 1.

- 2.1** Decide whether the following statements are True (T) or False (F).

6 × 5 p

- a. British people feel quite fascinated by the performance offered by smartphones.
- b. Only a few teens admit to being addicted to their smartphone.
- c. Smartphones are specially used to access the net.
- d. There are more adults than teens using smartphones when they are in the toilet.
- e. On no occasion do smartphones interfere with teens' concentration.

T	F
T	F
T	F
T	F
T	F

- 2.2** Listen to part 1 again and correct the wrong statements in the previous exercise.

6 × 5 p

3. Listen to part 2.

- 3.1** Complete the statements according to the text.

4 × 20 p

- a. *Facebook is considered by many users* _____
- b. *Therefore, these users admit to* _____
- c. *Google is less* _____
- d. *According to some teenage smartphone users these devices are responsible for* _____

4. Listen to part 3.

- 4.1** Underline and correct the information that does not match the ideas conveyed by the text.

4 × 10 p

- a. Nowadays Britons are watching less television.
- b. The new generation of broadband, offered by cyber-optic cables, is now accessible by 75% of UK households.
- c. Brits who own games consoles are less likely to use them for watching video content, online gaming, and watching DVDs.
- d. People older than 75 years old are less likely to have internet at home than adults aged 35-44.

Reading

1. The internet has become part of our lives and many people cannot imagine a day without it.

1 × 12 p

1.1 Name three positive and three negative aspects of the internet.

2. Now read the text carefully.

How the Internet connects people

The internet has changed our lives in ways that many of us never dreamed were possible. With modern technology we are now able to “chat” with people on the other side of the globe as well as with our friends down the street. The connections that it has given people are nothing short of amazing.

- 5 One of the most obvious ways the internet has helped to connect people can be seen by the effect it has had on families who live far apart. With instant messaging **they** are able to “chat” in real time. Pictures and videos can be shared with the click of your mouse. Virtual interaction has been a blessing to those who do not live near their families. It is easier to keep up with the news and send information of your own.

- 10 There are numerous sites devoted to finding people that we have lost touch with. Some of the social sites, such as *Facebook* or *Myspace*, have also increased the odds of our stumbling across someone that we once knew.

The internet has provided us with endless opportunities to connect with others. With sites focused on family, careers, hobbies, meeting people, finding people, interests and so forth we have unlimited

- 15 possibilities to connect or reconnect.

Thanks to the internet we are no longer geographically limited in our contacts. We can exchange emails with our cousin who is doing missionary work in Africa. We can send pictures to show our grandma in Italy how much **her** great granddaughter resembles her. There are so many ways to build a connection with others via the internet.

- 20 Those who remember a time before the internet existed can testify as to how much of a difference it has made and the impact it has had on **their** lives. All of us want to be connected to someone and the net has made that much easier.

<http://www.helium.com/items/1954269-connecting-via-internet>
(Accessed in January 2013)



2.1 Find opposites in paragraphs one and two for the following words. 4 × 3 p

- a. disconnect b. together c. unreal d. receive

2.2 What do the following words refer to in the text? 4 × 3 p

- a. it (l. 3) b. they (l. 6) c. her (l. 18) d. their (l. 21)

2.3 Find evidence in the text to support the following statements. 3 × 6 p

- a. Distance isn't an obstacle when it comes to using the internet to connect people.
b. Many people use a global network to find those they have lost contact with.
c. Older generations can tell the difference between life before and after the rise of the internet.

2.4 Answer these questions about the text. 2 × 8 p

- a. In what way has virtual interaction helped those who live apart?
b. According to the text, what do people use the net for?

Vocabulary and Grammar

3. Match the words in column A with those in column B in order to get common collocations. 8 × 2 p

Column A
a. Instant
b. Personal
c. Virtual
d. Social
e. Digital
f. Video
g. Electronic
h. Online

Column B
1. gaming
2. mail
3. networking
4. conference
5. computer
6. messaging
7. Reality
8. Divide

4. There is only one right option for each sentence. Identify it.

4 × 4 p

4.1 Last winter I finally... Hugo, my cyber friend.

- a. have met b. meet c. met

4.2 ... you ever... part in a video conference?

- a. Have... taken b. Did... take c. Will... take

4.3 This is the boy... is a net genius.

- a. which b. who c. whose

4.4 The house... I used to live has already been sold.

- a. which b. whose c. where

5. Rewrite the sentences without changing the original meaning.

5 × 10 p

a. Joshua to his mother: "Don't put that cleaning product on my PC screen."

Joshua told his mother

b. Our teacher to us: "How important is the internet to our lives?"

Our teacher

c. Michael to Sarah: "Are you addicted to the internet?"

Michael

d. Last night I fell asleep. I couldn't do my assignment.

If I

Writing

1 × 62 p

6. Imagine that a very powerful virus attack "killed" the net and people had to go back in time and adopt old living patterns. Write a discussion mentioning how such a collapse would affect people's lives and whether it would be advantageous and disadvantageous for them.

Unit 3

No. _____ Class _____ Date _____

Activity A

- ## Facebook...

- 2. Complete the following definitions of four different cybercrimes below.**

(D) _____: the criminal follows the victim by sending emails and entering chat rooms frequently.

3. Complete the sentences with the four correct words below.

have created created have posted up
posted in about for on

- a. I _____ my *Facebook* account two years ago.
- b. Most people at the wedding yesterday _____ photos of their children.
- c. I know a couple who broke _____ because of comments on *Facebook*.
- d. Anne applied _____ a job but she was turned down because of some *Facebook* photos.

4. Rewrite the sentences starting them as suggested and without changing their meaning.

- a. "Don't use your real birthday on *Facebook*!"
My sister advised me _____.
- b. I heard about a man. He stole someone's money using their credit card number.
I heard about a man _____.
- c. "I do not have a *Facebook* account, so I don't have any friends!"
If I had _____.
- d. "Turn on the computer and read your emails."
If you turn on _____.
- e. "There have been reports of cybercrimes carried out through *Facebook*."
The journalist said _____.

Activity B

Read the following text.

Why *Facebook* abuse is a matter for employers

Workers be warned: taking to your *Facebook* page or another social networking site to make derogatory comments about a colleague is not a wise move. Comments that would be construed as bullying in the office are not out of bounds to employers if you make **them** in public, as one worker found to his cost at a tribunal in Belfast.

- 5 The tribunal found that the *Facebook* posts did amount to sexual harassment, and were contrary to the employer's disciplinary and code of conduct policies. In accepting the employer's decision to dismiss, the tribunal rejected Teggart's argument that his rights under the Human Rights Act 1998 had been interfered with because he should not have been dismissed for making "private" comments to his circle of friends on *Facebook*. The tribunal said "when [Teggart] put **his** comments on his *Facebook* pages, to which members of the public
- 10 could have access, he abandoned any right to consider his comments as being private". This seems a pretty sensible approach.

It's not just on *Facebook* that employees can come unstuck if **they** are seen to be bullying colleagues. The following things could all be construed as cyber bullying:

- 15 • Sending offensive or threatening emails to a colleague, especially where that person has asked you to stop.
• Texting or tweeting.
• Sharing a person's private data online.
• Bombarding someone with emails where previous email approaches have been rejected.

This can happen where a superior is placing unrealistic expectations on another employee, leading to the
20 distress of that employee, and can amount to cyber bullying in extreme cases. Such behaviour poses a serious concern for employers who will need to consider if there is a right to interfere with employees' personal activities, especially outside work. Employers have a duty of care towards their staff and shouldn't refrain from taking action because the bullying activity is taking place outside work or, for example, via a personal mobile phone.

25 Many employers already have well drafted policies in place enabling them to monitor what you do at work, and setting out what conduct is deemed unacceptable whether during work time or otherwise. This will make it far easier for an employer to raise a successful claim for misconduct against the cyberbully wherever and however it is perpetrated.

One advantage in dealing with cyber bullying over traditional bullying is that it occurs in a public domain and is
30 not easily hidden. Emails, text messages, posts and blogs can often be traced, even if the bully posts anonymous comments.

<http://www.guardian.co.uk/money/work-blog/2012/may/01/antisocial-network-facebook-abuse-employers>
(Accessed in January 2013)

1. Identify four examples of cyberbullying mentioned in the text.

2. Say what the following words refer to.

- a. them (line 3)
- b. his (line 10)
- c. they (line 13)
- d. it (line 29)

3. Complete the sentences according to the text.

- a. *The text is about someone* _____
- b. *Employers have the right to interfere in* _____

4. Explain the meaning of the following expressions.

- a. "when [Teggart] put his comments on his *Facebook* pages, to which members of the public could have access, he abandoned any right to consider his comments as being private".
- b. "Employers (...) shouldn't refrain from taking action because the bullying activity is taking place outside work or, for example, via a personal mobile phone."

5. Mention the advantage of cyberbullying compared to traditional bullying as stated in the text.

Activity C

Write an explanation text about how *Facebook* may cause cybercrimes.

Write between 150 and 220 words.

You may use the input provided by activities A and B.

Do not sign your text.

FIM

COTAÇÕES

Atividade A	Atividade B	Atividade C
1. 9	1. 10	
2. 8	2. 20	
3. 8	3. 20	
4. 15	4. 20	
	5. 10	
40 pontos	80 pontos	80 pontos

Test 5 and 6 – Audioscripts, Answer keys

Audioscripts – Test 5

CD 2 – Track 43

James Trevor “Jamie” Oliver was born on 27 May 1975 and is an English chef, restaurateur, media personality, known for his food-focused television shows, cookbooks and more recently his campaign against the use of processed foods in national schools. He strives to improve unhealthy diets and poor cooking habits in the United Kingdom and the United States.

His first job was as a pastry chef at Antonio Carluccio's *Neal's Yard* restaurant, where he first gained experience with preparing Italian cuisine, and developed a relationship with his 'mentor' Gennaro Contaldo. Oliver then moved to *The River Café*, Fulham, as a sous chef.

It was there that he was noticed by the BBC in 1997 after making an unscripted appearance in a documentary about the restaurant. That year, his show *The Naked Chef* debuted and his cookbook became a number one best-seller in the UK. That same year, Oliver was invited to prepare lunch for then Prime Minister Tony Blair at no. 10 Downing Street.

CD 2 – Track 44

In 2000, Oliver became the face of the UK supermarket chain *Sainsbury's* through an endorsement deal worth \$2 million a year. After 11 years the partnership between Oliver & Sainsbury's ended. The final television advertisement was for Christmas 2011. In 2005, he initiated a campaign called *Feed Me Better* in order to move British schoolchildren towards eating healthy foods and cutting out junk food. As a result, people voted him as the “Most Inspiring Political Figure of 2005,” according to a Channel 4 News annual viewer poll.

His emphasis on cooking healthily continued as he created *Jamie's Ministry of Food*, a television series where Oliver travelled to inspire everyday people in Rotherham, Yorkshire, to cook healthy meals. Another television series is *Jamie Oliver's Food Revolution* (2010–2011), where he travelled first to Huntington, West Virginia and then to Los Angeles to change the way Americans eat, and address their dependence on fast food.

http://en.wikipedia.org/wiki/Jamie_Oliver
(Accessed in January 2013)

Answer Keys – Test 5

Listening

1. Jamie Oliver, a celebrity chef.
2. **a.** James Trevor **b.** English chef **c.** Television shows **d.** unhealthy diets **e.** pastry chef **f.** the BBC **g.** documentary **h.** cookbook **i.** Prime Minister **j.** No 10
3. **a.** British **b.** 11 years **c.** 2011 **d.** British **e.** Channel 4 **f.** meals **g.** fast

Reading

2.1 **a.** the two winners **b.** Keri Moss **c.** the two contestants **d.** the passion

2.2 **a.** runs **b.** whole **c.** split **d.** abundance

• Aside from offline gaming, Brits who own games consoles are most likely to use it for watching video content (22%), online gaming (22%), and watching DVDs (19%).

While 90% of adults aged 35–44 have the internet at home, this falls to just a quarter of over 75s. The survey showed that 51% of over 75s own a mobile phone, compared to 99% of 25–34-year-olds.

<http://www.guardian.co.uk/technology/2011/aug/04/facebook-twitter-iphone-blackberry-addiction-ofcom>

Answer Keys – Test 6

Listening

2.3 **a.** News article **b.** the *MasterChef UK* **c.** Keri Moss / Anton Piotrowski **d.** 41 and 30 **e.** London / caterer **f.** Devon / pub **g.** included in the winning menu **h.** Oli Boon **i.** they were both excellent

3.1 **a.** reality shows **b.** soap operas **c.** cartoons **d.** sports **e.** cookery **f.** Travel

Vocabulary and Grammar

4. **a.** I bought the magazine in order to read about European destinations.

b. They sent an email so that she would be informed about the reality show.

c. I didn't read the article in order not to be impressed.

d. My teacher didn't show us the documentary on TV so that she wouldn't shock us.

5. **a.** on **b.** for **c.** for **d.** about

6. **a.** broke up **b.** look after **c.** looking forward to **d.** break through

Audioscripts – Test 6

CD 2 – Track 45

Britons' appetite for *Facebook* and social networks on the go is driving a huge demand for smartphones – with 60% of teenagers describing themselves as “highly addicted” to their device – according to new research by the media regulator, Ofcom.

Almost half of teenagers and more than a quarter of adults now own a smartphone, with most using their iPhone or BlackBerry to browse *Facebook* and email.

The study also shows that smartphones have begun to intrude on our most private moments, with 47% of teenagers admitting to using their device in the toilet. Only 22% of adults confessed to the same habit. Unsurprisingly, mobile-addicted teens are more likely than adults to be distracted by their phones over dinner and in the cinema.

This research into the use of smartphones, in particular, reveals how quickly people become reliant on new technology – to the point of feeling addicted. As more and more people acquire smartphones, they are becoming an essential tool in peoples' social lives whether they are out with friends socialising or using *Facebook* on the move.

CD 2 – Track 46

Facebook remains far and away the most popular website for mobile users, with users spending almost four times the amount of time socialising online than using Google or any other website. Unsurprisingly, multi-tasking teenagers said they were less likely to read books if they owned a smartphone.

CD 2 – Track 47

• Britons are spending more time in front of the TV. This is partly due to the rise of on-demand viewing, and an increase in the number of homes with high-definition TVs.

• The new generation of broadband, delivered by fibre-optic cables, is now available for 57% of UK households – though just 500,000 have adopted it.

1. The use of smartphones by British people

2.1 and 2.2

a. T **b.** F 60% of teenagers admit to being addicted to their smartphones. **c.** T **d.** F There are more teens than adults using smartphones when in the toilet. **e.** F Teens are more likely to be distracted when using their smartphones. **f.** T

3.1 **a.** ... the most popular website. **b.** ... spending almost four times the amount of time socialising online than using Google or any other website. **c.** ... used than Facebook. **d.** ... the lost of teens' book reading habits.

4.1 **a.** less

b. cyber-optic

- c. less
 d. 35-44.
 4.2 a. more b. fibre-optic/ 57% c. most d. 25-34

Reading

1. Suggested answer: Positive aspects of the internet are: connecting people living far away or not, instant messaging, share pictures, information, share common interests or learn about new things, online shopping (etc.)

Negative aspects: people stay more time home, practise less exercise and therefore become fatter. Internet may cause addiction, etc.

2.1 a. connection b. apart c. real d. send

2.2 a. modern technology b. families who live far apart c. our grandma's d. those who remember a time before the internet existed

2.3 a. "With modern technology we are now able to "chat" with people on the other side of the globe as well as with our friends down the street."

b. "There are numerous sites devoted to finding people that we have lost touch with. Some of the social sites, such as *Facebook* or *Myspace*, have also increased the odds of our stumbling across someone that we once knew."

c. "Those who remember a time before the internet existed can testify as to how much of a difference it has made and the impact it had on their lives."

2.4 a. It helped people living apart to chat in real time, share pictures and videos and send information. In short, virtual interaction helped people to overcome obstacles brought by distance to the communication process.

b. According to the text most people use the net to chat in real time (instant messaging) with people living far away or not, to find people we once knew but have lost touch with, to connect with others who share our interests or even to learn about new interests. All in all, it helps people to socialize.

Vocabulary and Grammar

3. a. 6 b. 5 c. 7 d. 3 e. 8 f. 4 g. 2 h. 1

4.1 c. 4.2 a. 4.3 b. 4.4 c.

5. a. not to put the cleaning product on his pc screen.

b. asked us how important the internet was to our lives.

c. asked Sarah if she was addicted to the internet.

d. If I didn't fall asleep, I would have done my assignment.

Answer keys – Exam Test Unit 3

Activity A

1. Open answer.

2. a. hacking b. phishing c. spoofing d. cyber stalking

3. a. created b. posted c. up d. for

4. a. not to use my real birthday on *Facebook* b. who stole someone's money using their credit card number c. a *Facebook* account, I would have many friends d. the computer, you will be able to read your emails e. there had been reports of cybercrimes carried out through *Facebook*.

Activity B

1. Sending offensive emails to a colleague; sharing someone's private data online; bombarding someone with emails after he/she had refused them; texting or tweeting against someone's will.

2. a. comments b. Teggart's c. employees d. misconduct

3. a. who was sentenced in court because of comments on *Facebook*. b. case there is bullying among their staff.

4. a. the moment you post something on *Facebook*, it is no longer private since anyone can have access to it b. Even though bullying situations happen outside work, employers have the obligation to interfere.

5. It is easier to be proved since evidence is easily traced even if it is anonymous.

No .	NAME	Listening				Reading / Vocabulary and Grammar / Writing									
		1.	2.	3.	Total	1.	2.1	2.2	2.3	3.	4.	5.	6.	7.	Total
		1x12	10x9	7x14		1x8	4x3	4x3	9x4	6x2	4x6	4x6	4x5	52	
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No .	NAME	Listening					Reading / Vocabulary and Grammar / Writing											
		1.	2.1	2.2	3.1	4.1	Total	1.	2.1	2.2	2.3	2.4	3.	4.	5.	6.	Total	
		1x20	6x5	6x5	4x20	4x10		1x12	4x3	4x3	3x6	2x8	8x2	4x4	4x10	62		
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Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once to get the gist of it and identify the topic being discussed.

1 × 20 p

2. Listen to part 1.

2.1 Read the following statements. Underline and correct the information that doesn't match.

5 × 14 p

- a. British people are extremely independent on their media routines.
- b. Hugh Wilson wasn't able to accomplish the things he intended to do because of his dog.
- c. Britons dedicate 19 hours a day using several devices separately.
- d. People's multitasking habit is a quite recent behaviour.
- e. Damon Young is a teacher and he wrote a book called *Distraction*.

3. Listen to part 2.

5 × 14 p

3.1 Write the corresponding time spent by:

- a. British people watching TV, surfing the net or using their mobile phone.
- b. A person watching telly every day.
- c. An average person awake every day.
- e. People aged between 16 and 24 on the phone, laptop, radio or television.

4. Listen to part 3.

5 × 8 p

4.1 Fill in the gaps with the missing information.

A raft of **a.** _____ has found that, actually, multi-tasking is a good **b.** _____ to do several things badly. For example, studies by Gloria Mark, professor of **c.** _____ at the University of California, have found that when people are continually distracted from one task, they work faster but produce less.

Another found that students solving a **d.** _____ puzzle took 40% longer - and suffered more stress - when they were made to multi-task.

And researchers at Stanford University found that **e.** _____ multi-taskers are actually quite bad at it.

What that suggests is that multi-taskers are more easily distracted by irrelevant information. The more we multi-task, the less we are able to focus properly on just one thing.

<http://www.bbc.co.uk/news/magazine-11035055>
(Accessed in January 2013)

Reading

1. Thinking about how demanding and time consuming life can be, answer the following question: Do you consider yourself a multitasker? State your reasons.

1 × 10 p

2. Read the following text.

Multitasking *versus* serial tasking

- There are people who take great pride in being a *multitasker*. They talk on the mobile phone, send e-mail, and perhaps even read a letter and jot down notes for an upcoming school assignment all at the same time (or so you think). Why do they multitask? Well, how else can they accomplish everything they need to get done (and still have time for a life!)? These people
- 5 believe they are the epitome of productivity and efficiency, getting so much done all at once. There's one problem with this scenario: there is no such thing as multitasking – at least not the way we may think of it. The fact is that multitasking, as most people understand it, is a myth that has been promulgated by the “technological-industrial complex” to make overly scheduled and stressed-out people feel productive and efficient.
- 10 But multitasking is only possible if two conditions are met: 1) at least one of the tasks is so well learned as to be automatic, meaning no focus or thought is necessary to engage in the task (e.g., walking or eating) and 2) they involve different types of brain processing. For example, people can read effectively while listening to classical music because reading comprehension and processing instrumental music engage different parts of the brain.
- 15 However, their ability to retain information while reading and listening to music with lyrics declines significantly because both tasks activate the language center of the brain. What does this mean for all the self-proclaimed multitaskers out there? It means that what you do isn't really multitasking. Despite appearances, people simply can't talk on the phone, read e-mail, send an instant message, and watch YouTube videos all at the same time.
- 20 Every other so-called multitasker is actually *serial tasking*. Rather than engaging in simultaneous tasks, you are in fact shifting from one task to another in rapid succession. For example, people switch from a phone conversation to a document on their computer screen to an email and back again in the belief that they are doing them simultaneously. But they're not.

<http://www.psychologytoday.com/blog/the-power-prime/201103/technology-myth-multitasking>
(Accessed in January 2013)



2.1 Find equivalents for these words/expressions in paragraphs 1 and 2. 4 × 3 p

- a. future b. achieve c. perfect example d. legend

2.2 Say what the following words refer to. 3 × 4 p

- a. it (l. 8) b. they (l. 13) c. their (l. 15)

2.3 Decide if these statements are True (T) or False (F). 3 × 4 p

- a. Some people feel quite uncomfortable at being seen as multitaskers.
b. Multitasking allows people to do their work in a much faster way.
c. Multitasking is impossible to happen when the activities performed involve different parts of the brain.

T	F
T	F
T	F

2.4 Answer these questions about the text. 3 × 10 p

- a. When does multitasking take place?
b. According to the text, are people truly multitaskers? Explain.
c. Define the concept of *serial tasking*?

Vocabulary and Grammar

3. Fill in the gaps with the words in the boxes. 8 × 1 p

tasks voice mail computer email productive
 technology
social media multi-task mobile phone

When people attempt to **a.** _____, what they are really doing is switching rapidly back and forth between **b.** _____, what I call 'switchtasking'. These switches cause people to lose time, and be incredibly less **c.** _____."

If you have to multi-task, at least try and take control of your **d.** _____.

Your **e.** _____ ringer doesn't need to be on all the time. You can turn off **f.** _____ notification as well. Become master over the nagging beeps and buzzes by creating some silence.

Set regular times in the day and week to check your email and **g.** _____. If you participate actively in **h.** _____, as I do, have set times where you can focus on it.

<http://www.bbc.co.uk/news/magazine-11035055>
(Accessed in January 2013)

4. Match the structure with the corresponding usages.

4 × 5 p

a. Future Continuous	1. to describe an action that will be in progress at a certain time in the future
b. Future Simple (will)	2. to refer to future arranged plans
c. Be Going to	3. to mention unplanned future intentions
	4. when making promises

5. With the information given below build meaningful sentences in the future.

5 × 6 p

- a. In 2040 / people / use / fossil fuels / as energy sources
- b. In the future robotic engineers / invent / new surgery procedures
- c. By this time next month / we / visit / Tim's automated house.
- d. In 2050 people / fly / cars instead of driving them.
- e. Tomorrow / my school / receive / a quite famous British robotics engineer.

Writing

1 × 50 p

6. Bearing in mind the statement below, write an account on your own position about the topic. Write between 150 and 220 words.

"The more we multi-task, the less we are able to focus properly on just one thing."

(in <http://www.bbc.co.uk/news/magazine-11035055>)

Name _____ No. _____ Class _____ Date _____

Listening

1. Listen to the whole text once to get the gist of it and identify the topic being discussed.

1 × 22 p

2. Listen to part 1.

6 × 9 p

2.1 Decide whether the statements are True (T) or False (F).

- a. Robotics plays a fundamental role in the healthcare system.
- b. Robotics and mechatronic work in association.
- c. These technological systems are quite helpful for injured and/or disabled people.
- d. By being less expensive the efficiency of robotics is compromised.
- e. Da Vinci is a surgical robot which will be available by the year 2050.
- f. The potential of Roadmaps is expected to be huge.

T	F
T	F
T	F
T	F
T	F
T	F

3. Listen to part 2.

3 × 20 p

3.1 Complete the statements with the appropriate information.

- a. Roadmaps are used by the healthcare system to...
- b. The use of robots by the healthcare system depends on...
- c. Technologies which are not available require...

4. Listen to part 3.

8 × 8 p

4.1 Underline and correct the wrong information.

Smart medical capsules

A means of 'journeying' through the body in a way that causes less discomfort than traditional endoscopy where intrusive probes are used. The small capsule endoscope is a 'pill' that is narrowed and then makes pictures of internal systems such as the intestines, while travelling through the brain. Robotising the capsules both greatly their diagnostic and therapeutic effectiveness and signifies a magical change in medicine. A minirobot (and in the future perhaps a "nanobot") will be able to move itself, or be externally steered, to have a closer look at internal issues, or even destroy unwanted tissue. Case in point: In the future, minirobots could be introduced into the eye to perform decision eye surgery under the external control of the robot

ec.europa.eu/information_society/activities/health/docs/studies/robotics_healthcare/robotics-in-healthcare.pdf
(Accessed in February 2013)

Reading

1. The importance that technology has been achieving in our lives is undeniable.

1.1 Name three advantages brought by technologies into people's lives. 1×6 p

2. Now read the text carefully.

The impact of robots in our lives

Robots have rapidly become part of our lives everywhere from the home, our children, hospitals, police departments and battlefields with our troops.

Robots are made with specific purposes in mind, but some are programmed to learn based on experiences, commands and introduced software. Who bears the liability if a robot injures a human being? What if the injury isn't an accident? Science fiction rules aside, there are currently no laws in the U.S. that deal with robots causing injury to humans.

Not only legal liability is being pondered. The attachment formed by some people to their robotic pets or devices, like decorating and naming a Roomba vacuum cleaner is also a delicate topic.

Under consideration for the future along with liability and human emotions is the proposal to develop robots that can explain their actions and decisions to humans. I had a robot dog when they first came out. No hair, no fur. It sat, spoke and walked on command. It was truly amusing and cute at first, but with toys also comes boredom. Eventually I gave it away. For me, the real thing has no substitute.

I interact with children who have robotic pets, and can see the appeal for both them and their parents. A pet is expensive. Food, vet bills, legal liabilities if the pet bites or gets loose and attacks another pet, etc. The robot pet is accepted in apartments and houses for rent while a live pet may not be. And the pets aren't just dog and cat robots. Leopards, lion cubs, pandas, penguins and more are available. They entertain, amuse and fill the "I want a pet" void.

There are times I wonder just what kind of robot I would love to have. How one to chase out the squirrels? Get the mail or take out the trash – so I'm not "doing the trash dash" in the cold or rain – or one to scoop up the poo from the yard for dog owners? Now that would be a handy gift to give.

<http://voices.yahoo.com/living-robots-5019330.html?cat=5>
(Accessed in February 2013)



2.1 According to the context, choose the best synonyms for the words in bold. 3×3 p

1. liability (l. 4)

- a. ability
- b. responsibility
- c. irresponsibility

2. delicate (l. 9)

- a. difficult
- b. breakable
- c. easy

3. consideration (l. 10)

- a. kindness
- b. study
- c. notion

2.2 Say what the following words refer to: 3×3 p

- a. some (l. 3) b. that (l. 6) c. them (l. 15)

2.3 Complete the statements according to the text. 3×6 p

- a. Our home, hospitals, police departments and battlefields are...
- b. While some robots are programmed to... others...
- c. If robots injure someone, ...

2.4 Answer these questions about the text. 3×8 p

- a. Which are the two topics being pondered in the text?
- b. Why would some parents rather buy a robot pet to their children?
- c. What does the following statement mean: "They entertain, amuse and fill the "I want a pet" void"?

Vocabulary and Grammar

3. Read paragraph 2 and find words/expressions that match the definitions below. 3×2 p

- a. _____ – a machine that can move and do some of the work of a person, and is frequently controlled by a computer.
- b. _____ – Organised information in the form of operating systems, utilities, programmes, and applications that enable computers to work.
- c. _____ – stories about events in the future which are affected by imaginary developments in science, for example about travelling in time or to other planets.

3.1 Complete the following sentences using the words/expressions of the previous exercises.

- a. Susan had her _____ updated.
- b. Yesterday we saw a _____ movie.
- c. I believe that, in a near future, _____ will be capable of doing most human work.

4. Choose the correct option. There is only one correct option for each situation.

6 × 10 p

4.1 In 2050 robots... people at work.

- a. will replace b. replace c. are replacing

4.2 In the future the traditional learning system... way to an online learning process.

- a. gives b. will give c. is going to give

4.3 In 2025 Robots... all type of delicate surgeries.

- a. are going to perform b. will be performing c. perform

4.4 When Jeremy was young he... dream about becoming a famous astronaut.

- a. is used to b. has c. used to

4.5 Frank was quite... at the conference. He almost fell asleep.

- a. bored b. boring c. bore

4.6 Last year we visited a very... museum on modern technology.

- a. interest b. interested c. interesting

Writing

62 p

5. Technological advances are increasing day by day and important findings are taking place every minute. These findings will change people's lives forever.

Write an exposition on this issue (between 150 and 220 words) and don't forget to mention areas in which technological advances will have a deeper impact (education, science, medicine, architecture, car industry, society...).

Your final task is to write a **recount** about *The future of technology and its impact in our lives*. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. From the list below choose three of the most important technological inventions. Explain your choices.

a. Cellular phones	f. Computer Mouse
b. Microwave Oven	g. Internet
c. GPS	h. Remote Controls
d. Personal Computer	i. Digital Cameras
e. Digital Music	j. Video Conferencing

2. Complete the following sentences about technology by choosing the right word / expression (A to D).

2.1 In the year 2050 people... in smart houses.

- (A) are living
- (B) will be living
- (C) live
- (D) are going to live

2.2 In the next hundred years man... very important technological findings.

- (A) will make
- (B) will be making
- (C) makes
- (D) are making

2.3 Karl is quite... in space exploration.

- (A) interest
- (B) to interest
- (C) interesting
- (D) interested

2.4 Bill and Andrew are... at the possibility of losing their jobs because of robots.

- (A) to frighten
- (B) frightening
- (C) frightened
- (D) frighten

2.5 When Peter was a small boy he ... dream about flying to the moon.

- (A) is used to
- (B) uses to
- (C) used
- (D) used to

3. Complete the following text about smart cities. Use the words/expressions on the right.

In 40 years' time cities will not just be **a.** _____, they will be so brainy it hurts. We will all be working mostly from **b.** _____ using super-fast data **c.** _____ that relay both information and **d.** _____, while electric cars will transport us to shops where we will pay for goods and services with a wave of our **e.** _____. Our smart homes will be **f.** _____ friendly hubs for both work and play, where recycling units instantly convert our rubbish to compost and make waste water drinkable again. Domestic **g.** _____ will automatically order our shopping and suggest books and films for our enjoyment _____ on _____ massive _____ wall **h.** _____.

We will be fully wired into the national **i.** _____ grid, sharing our daily domestic **j.** _____ with public authorities, allowing us to access their health, transport and education services, while we provide them with details of our energy use and consumer needs.

<http://www.guardian.co.uk/smarter-cities/forty-years-from-now>
(Accessed in February 2013)

terminals
computers
screens
smart
data
digital
entertainment
mobile phones
environmentally
home

4. Rewrite the sentences starting them as suggested.

a. Space tourism can be affordable to everybody.

Everybody

b. David and his family are building a smart house now.

In 2040

c. Robots will be quite useful in performing dangerous tasks, but they will not replace people at work.

Despite

d. In spite of not knowing anything about robotics, he bought a robot for personal use.

Although

e. My company bought an ultra modern robotic machine.

An ultra modern robotic machine

Activity B

Read the following text.

Forty years from now...

A glimpse of how life might look in the smart city of 2050

It is a Friday night in London, 2050. Daisy, 18, daughter of Alan and Katy, wants to go out. But will it be the pub, the disco, the nightclub, a smart restaurant, a film – or all of them? Where will they meet? Daisy decides to ask her friends.

5 Once, people used to ring each other up and look at listings on the internet, catch up using social networks such as Facebook and Twitter, or talk on cam with Skype. Then along came Facebook Places, where you just told everybody where you were, when you were there. And gradually, everything became unified into one big instant messaging social network.

10 There is still a need for a little downtime, but in the city of 2050, people won't have to go anywhere to have a great evening out. Our entertainment will come to us. So will our friends. All Daisy has to do is set the social network to "incoming", order the film of her choice, and then – if some of the wilder predictions are true – turn her bedroom into a virtual evening out.

15 Daisy decides to start the evening in a bar downtown. The bar in King's Cross really exists but Daisy and her friends don't feel like travelling, so with a few clicks her bedroom becomes the (virtual) pub and her friends join her. It's all done with 3D holographic imaging – once a gimmick but now hugely advanced from the early technology of 2010. An entire wall of Daisy's bedroom is a vast holographic screen.

By 2050, you'll be able to invite your aunt from Australia for Sunday lunch." And while she might seem as if she is in the same room, eating the roast, she won't have actually left her own sitting room.

Which is exactly what her parents are doing this evening. While Daisy is upstairs with her friends they are having dinner with Lisa, Daisy's older sister.

<http://www.guardian.co.uk/smarter-cities/forty-years-from-now>
(Accessed in February 2013)

1. Match the following titles with the corresponding paragraph.

a. Virtually meeting family members

Paragraph ...

b. Order entertainment and virtually creating the perfect scenario.

Paragraph ...

c. Deciding what to do in the evening

Paragraph ...

d. Daisy's evening with her friends

Paragraph ...

e. Inviting friends to go out

Paragraph ...

2. According to the text, name three changes taking place in social life due to technologies.

3. Say what the following words refer to.

a. her (l. 3)

b. It (l. 14)

c. she (l. 16)

d. they (l. 18)

4. Complete the sentences according to the text.

- a. Since Daisy doesn't know what to do on Friday night ...
- b. In 2050 people won't be needing to leave their houses due to...

5. Briefly explain what the author means when he says:

“And gradually, everything became unified into one big instant messaging social network.” (ll. 6-7)

Activity C

Imagine you were given the opportunity to virtually travel to the year 2050 and to share your experience with all your friends and colleagues you've decided to write a recount about it. Don't forget to refer the changes affecting the following fields: education, healthcare, space tourism, cities, car industry, communication system...

Write between 150 and 220 words.

You may use the input provided by activities A and B.

Do not sign your text.

FIM

COTAÇÕES

Atividade A	Atividade B	Atividade C
1. 10	1. 15	
2. 10	2. 18	
3. 10	3. 12	
4. 10	4. 15	
	5. 20	
40 pontos	80 pontos	80 pontos

Audioscripts – Test 7

CD 2 – Track 48

Part 1

Britons are increasingly overlapping their media habits – tapping out e-mails while watching TV, reading a paper while answering texts from friends. But does media multi-tasking mean instead of doing a few things well, we are just doing more things badly?

Hugh Wilson was watching a documentary about an educational issue. At the same time, he was actively participating in a three-way text message conversation about the coming weekend. By the end of the evening, he had only a vague understanding of the message of the documentary and the weekend remained largely unplanned. According to the Ofcom analysis, the average Briton spends seven hours a day watching or using media. But that figure rises to nearly nine hours when you squeeze in time many of us now spend using several devices at once.

Of course, people have been reading while listening to the radio for years, but the increase in multi-tasking seems to be different. Philosopher Damon Young, author of *Distraction*, says that we've become habituated to checking e-mails and texts, and turn towards the "safe novelty" of Facebook rather than the important but tricky stuff of real life.

<http://www.bbc.co.uk/news/magazine-11035055>

(Accessed in February 2013)

CD 2 – Track 49

Part 2

The statistics suggest people in the UK spend seven hours a day watching TV, surfing the net and using their mobile phones.

Television still dominates people's media habits, with the average person spending around 3.8 hours watching television every day, it says.

The annual Communications Market Report says the average person spends about 15 hours 45 minutes every day awake. Of this time, it says, the average person spends seven hours and five minutes "engaging in media and communications activities".

However, it found that most people are able to cram in even more by multi-tasking. For example, the report found that adults aged between 16 and 24 appeared to consume the least, spending just six hours and 35 minutes a day on the phone, laptop, radio or television.

CD 2 – Track 50

Part 3

A raft of studies has found that, actually, multi-tasking is a good way to do several things badly. For example, studies by Gloria Mark, professor of informatics at the University of California, have found that when people are continually distracted from one task, they work faster but produce less.

Another found that students solving a Maths puzzle took 40% longer - and suffered more stress - when they were made to multi-task.

And researchers at Stanford University found that regular multitaskers are actually quite bad at it. What that suggests, the researchers say, is that multi-taskers are more easily distracted by irrelevant information. The more we multitask, the less we are able to focus properly on just one thing.

Answer keys – Test 7

Listening

1. What is multitasking and Britons' multitasking habits.

2.1 a. British people are extremely dependent on their media routines.

b. Hugh Wilson wasn't able to accomplish the things he intended to do because he was doing several things at the same time.

c. Britons dedicate 9 hours a day using several devices separately.

d. People's multitasking habit is a quite recent behaviour.

e. Damon Young is a philosopher and he wrote a book called *Distraction*.

2.2 a. dependent b. multitasking c. simultaneously d. isn't e. philosopher

3. a. 7 hours b. 3.8 hours c. 15h45m d. 6h35m

4. a. studies b. way c. informatics d. Maths e. regular

Reading

1. Personal answer.

2.1 a. Upcoming

b. accomplish

c. personification

d. myth

2.2. a. multitasking b. the tasks c. people's;

2.3. a. F; b. T; c. F

2.4. a. Multitasking takes place when the tasks performed involve different parts of brain processing.

b. No, because they aren't able to carry out two or more tasks simultaneously using different parts of the brain.

c. Serial tasking happens when people switch from one task to another in such a fast way that they get the illusion to be doing them simultaneously.

3. a. multi-task b. takes c. productive d. technology e. mobile phone f. computer email g. voice mail h. social media

4. a. 1 b. 3 and 4 c. 2

5. a. In 2040 people will be using fossil fuels eco-friendly energy sources.

b. In the future robotic engineers will be inventing new surgery procedures.

c. By this time next month, we will be visiting Tim's automated house.

d. In 2050 people will be flying cars instead of driving them.

e. Tomorrow my school is going to receive a quite famous British robotic engineer.

Audioscripts – Test 8

CD 2 – Track 51

Part 1

Robotics for Medicine and Healthcare is the application of technology whereby systems are able to perform coordinated mechatronic actions (force or movement) on the basis of processing information acquired through sensor technology.

These systems cooperate safely with humans and support the functioning of impaired individuals, medical interventions, care and rehabilitation of patients as well as participation of individuals in prevention programmes.

The value of robotics for healthcare could be huge in terms of health, societal and economic benefits. Robotics offer the promise of sustainable and affordable health provision without compromising quality of care. Some products are already available, like the surgical robot Da Vinci, but this is just the beginning. Clear roadmaps are required for the scale of research and development still needed to transform the challenges that exist – technological, financial, ethical, social – into practical and beneficial solutions. The potential is tremendous.

CD 2 – Track 52

Part 2

The basic idea of roadmapping is to look for the best way to arrive at a destination. In healthcare, this means dealing with the societal issues, diseases and other medical conditions, which healthcare systems need to cure, care for or prevent, both now and in the future. In relation to robotics, this concerns questions such as which robotic applications will be valued additions to healthcare, which products can meet market needs and which technologies are needed to accomplish them. Some technologies are available, while others need a lot of research and development before they can be applied to the production of a robotic system.

www.ec.europa.eu/information_society/activities/health/docs/studies/robotic_healthcare/robotics-in-healthcare.pdf

CD 2 – Track 53

Part 3

A means of 'journeying' through the body in a way that causes less discomfort than traditional endoscopy where invasive probes are used. The small capsule endoscope is a 'pill' that is swallowed and then makes pictures of internal systems such as the intestines, while travelling through the body. Robotising the capsules boosts greatly their diagnostic and therapeutic effectiveness and signifies a radical change in medicine. A minirobot (and in the future perhaps a "nanobot") will be able to move itself, or be externally steered, to have a closer look at internal tissues, or even destroy unwanted tissue.

Case in point: In the future, minirobots could be introduced into the eye to perform precision eye surgery under the external control of the surgeon.

Answer keys – Test 7

Listening

1. Robotics influence in the healthcare system.

2.1 a. T b. T c. T d. F e. F f. T

3.1 a. ... cure, care for or prevent diseases and other medical conditions and to deal with the societal issues.

b. ... the technologies available.

c. being developed before they can be applied to the production of a robotic system.

2.3 though – through
intrusive – invasive
narrowed – swallowed
brain – body
magical – radical
issues – tissues
decision – precision
robot – surgeon

Reading

1. Personal answer.

2.1 1. b. 2. a. 3. b.

2.2 a. robots b. laws c. children

2.3 a. ... some of the places which prove that robots have become part of people's lives.

b. ... learn based on experiences ... are programmed to command and introduce software.

d. ... nothing will happen. ... there will be no consequences to its owner.

2.4 a. The two topics being pondered are the lack of legal liability and the ethical implication of the use of robots.

b. Some parents would rather buy robot pets to their children because they don't have to be fed, don't get sick, don't have to be taken to the vet, don't bite, don't have fur or hair and they do everything on command.

c. Robot pets replace real pets in great perfection. Therefore they are bought by some parents as an answer to their children's plea for a pet.

Vocabulary and Grammar

3. a. robot b. software c. science fiction

3.1 a. software b. science fiction c. robots

4.1 a. 4.2 b. 4.3 b. 4.4 c. 4.5 a. 4.6 c.

Exam Test – Unit 4

Activity A

1. Personal answer.

2.1 B; 2.2 B; 2.3 D; 2.4 C; 2.5 D

3. a. smart b. home c. terminals d. entertainment e. mobile phones

f. environmentally g. computers h. screens i. digital j. data

4. a. Everybody will be able to afford space tourism.

b. In 2040 David and his family will be living in a smart house.

c. Despite being quite useful in performing dangerous tasks, robots will not replace people at work.

d. Although he doesn't know anything about robotics, he bought a robot for personal use.

e. An ultra modern robotic machine was bought by my company.

Activity B

1.

a. Virtually meeting family members	Paragraphs 5 and 6 ...
b. Order entertainment and virtually creating the perfect scenario	Paragraph 3
c. Deciding what to do in the evening	Paragraph 1
d. Daisy's evening with her friends	Paragraph 4
e. Inviting friends to go out	Paragraph 2

2. a. Use of social networking to invite people and arrange meetings.

b. New forms of entertainment: use of holograms to simulate real existing places and environments – have a social life without leaving home.

c. Arranging to have a virtual dinner with family or friends without actually being together.

3. a. Daisy; b. changing the bedroom into a virtual pub c. Daisy's aunt from Arizona d. Daisy's parents

4. a. ... she decided to ask her friends' opinion for suggestions.

b. ... holograms which will provide them full entertainment and make social life possible allowing them to have dinner with family members/friends living in different parts of the world.

5. Possible answer:

That the traditional way of arranging a meeting has been replaced by the Internet and so has people's idea concerning entertainment and socializing.

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		1.	2.1	2.2	2.4	Total	1.	2.1	2.2	2.3	3.	4.	5.	6.	Total	
		1x20	5x12	5x15	5x8		1x10	4x3	3x4	3x10	8x3	4x5	5x6	50		
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