

ENSINO SECUNDÁRIO | 10.º ANO

INGLÊS

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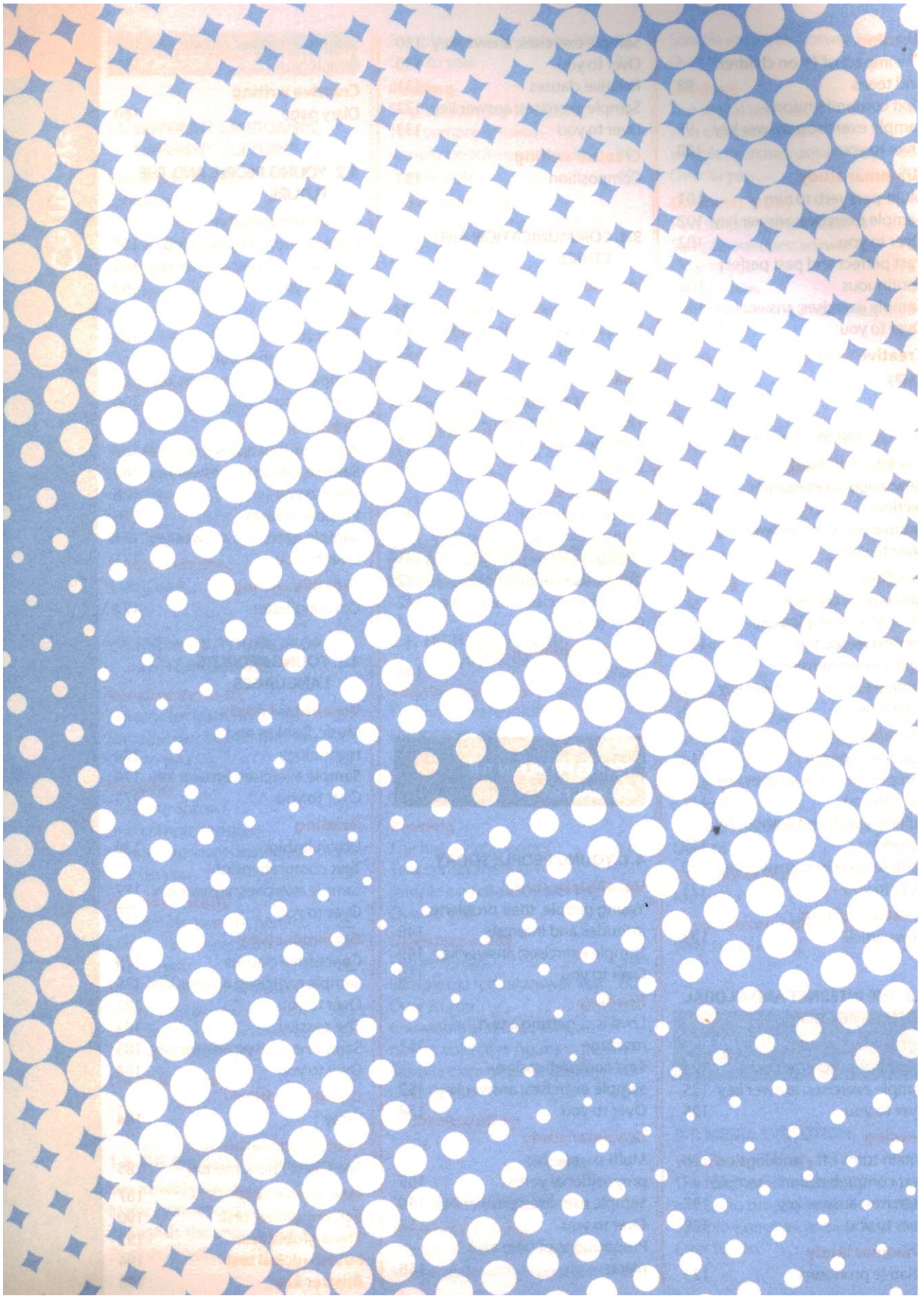
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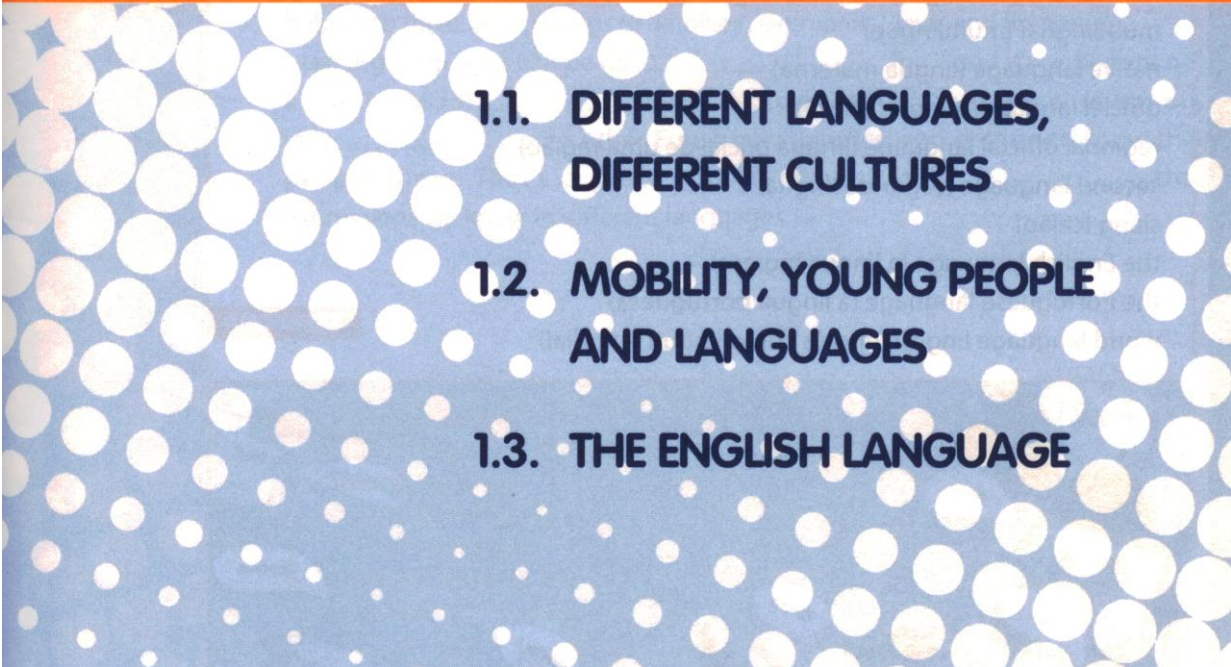




MODULE

1

A WORLD OF MANY LANGUAGES

- 
- 1.1. DIFFERENT LANGUAGES,
DIFFERENT CULTURES
 - 1.2. MOBILITY, YOUNG PEOPLE
AND LANGUAGES
 - 1.3. THE ENGLISH LANGUAGE

VOCABULARY STUDY

1.1

Different languages, different cultures

WORD GROUP STUDY THIS WORD GROUP.

LANGUAGE (LÍNGUA)

bilingual (bilingue)
 classical language (língua clássica)
 dead language (língua morta)
 dialect (dialeto)
 endangered language (língua em perigo de extinção)
 English (o inglês)
 first language (primeira língua; língua materna)
 foreign language (língua estrangeira)
 international language (língua internacional)
 jargon (gíria; linguagem própria de determinada profissão)
 language skills (conhecimentos da língua)
 language speaker (falante da língua)
 lingua franca (língua franca)
 living language (língua viva/ainda existente)
 local language (língua local)
 minority language (língua falada por uma minoria)
 modern languages (línguas modernas)
 mother tongue (língua materna; língua-mãe – da qual outras derivam)
 multilingual (multilingue)
 native language (língua materna)
 official language (língua oficial)
 regional official language (língua oficial de uma região)
 second language (segunda língua)
 slang (calão)
 the English language (a língua inglesa)
 the Portuguese language (a língua portuguesa)
 world language English (Inglês como língua mundial)



SAMPLE EXERCISES

- 1 Match the words below with their corresponding equivalents or explanations.**

foreign language – official language – minority language – second language – endangered language – international language – native language

1. _____	The language you speak since birth.
2. _____	The language used in official documents and by the media.
3. _____	The language you learn because you have to live in the country where it is spoken.
4. _____	A language you can choose to study at school.
5. _____	A language spoken by a small group within a community or country.
6. _____	A language that may soon no longer exist.
7. _____	A language spoken in many countries.

- 2 Complete the two paragraphs with the following words.**

holiday – great – practise – like – languages

Languages in Europe

People in Europe speak many different languages. Most of these (1) _____ belong to three large groups or 'families': Germanic, Slavic and Romance. Learning languages can be (2) _____ fun – and it's important on a continent (3) _____ ours. Many of us enjoy going on (4) _____ to other European countries, and getting to know the people there. That's a great opportunity to (5) _____ the expressions we know in different languages.

ANSWER KEY

1

1. native language
2. official language
3. second language
4. foreign language
5. minority language
6. endangered language
7. international language

2

1. languages
2. great
3. like
4. holiday
5. practise

OVER TO YOU

1 Odd one out Find the odd one out.

- 1 pen pal – pen friend – cyber friend – message
- 2 write – phone – communication – email
- 3 snail mail – username – nickname – full name
- 4 rhythm and blues – band – reggae – techno
- 5 dialect – slang – citizen – lingo
- 6 country – patriotic – nation – population

2 British and American English Complete the table. Use a dictionary if you need it.

BRITISH ENGLISH	AMERICAN ENGLISH
	favor
colour	
cheque book	
rucksack	
	sneakers
postcode	
post box	
postman	
post	
	phone booth
travelling	

3 Word category

One of the ways to learn a foreign language is to see films. What words do you know connected with cinema?

Put these words into the right category. Use a dictionary if you need it.

director, organise, horror, historical, producer, marvellous, play, writer, superb, contact, convincing, editor, romantic, moving, designer, perform, fabulous, actor, actress, excellent, distributor, convince, operator, astonishing, public, good

NOUNS	ADJECTIVES	VERBS

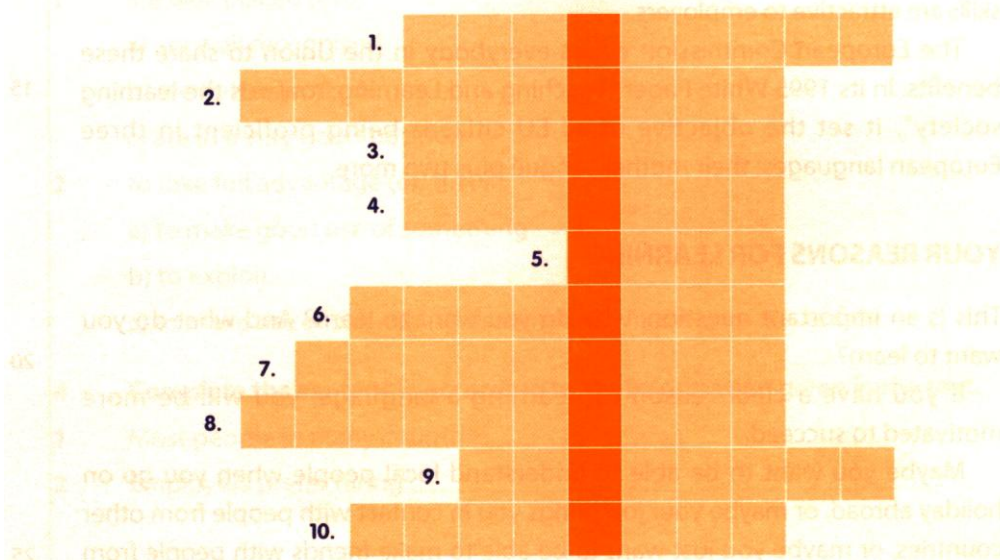
OVER TO YOU

READING

4 Jobs

All these jobs are connected with music. Read the definitions and write the jobs in the grid.

- 1 A person who plays the guitar.
- 2 A person who operates a keyboard.
- 3 Somebody who performs a musical solo.
- 4 A person who plays a drum or drums.
- 5 A group of people playing popular music (or wind instruments).
- 6 A person who composes music.
- 7 Someone who plays the violin.
- 8 Someone who writes songs.
- 9 A person who makes music by playing or conducting.
- 10 Somebody who plays the flute.



5 What's the hidden job that goes vertically?

6 Official languages

Write the official language(s) in front of each country.

Austria –	Greece –	Poland –
Belgium –	Hungary –	Portugal –
Czech Republic –	Ireland –	Slovakia –
Denmark –	Italy –	Slovenia –
Estonia –	Latvia –	Spain –
Finland –	Lithuania –	Sweden –
France –	Luxembourg –	The Netherlands –
Germany –	Malta –	The United Kingdom –

READING

WHY LEARN LANGUAGES?

Language learning is something that everyone can do – and do it throughout their lifetime – you're never too old or too young to learn a language!

In many countries it is quite normal for most people to be able to use three languages. In the European Union, such people are well placed to take full advantage of European citizenship and of the single market. They are better able to move between countries for educational, professional or other reasons. Their linguistic skills are attractive to employers.

The European Commission wants everybody in the Union to share these benefits. In its 1995 White Paper "Teaching and Learning: towards the learning society", it set the objective of all EU citizens being proficient in three European languages: their mother tongue plus two more.



YOUR REASONS FOR LEARNING

This is an important question: why do you want to learn? And what do you want to learn?

If you have a clear reason for learning a language, you will be more motivated to succeed.

Maybe you want to be able to understand local people when you go on holiday abroad, or maybe your job brings you in contact with people from other countries, or maybe you just want to be able to make friends with people from other backgrounds than your own. These are all good reasons for learning a foreign language! But don't forget that there are plenty of other reasons too:

- More and more companies are investing in staff training in foreign languages, or are looking to recruit people with language skills. It needn't just be the top-level staff who learn – shop floor workers can also be involved. Language learning can improve your career prospects.
- Learning a language can increase your self-confidence and help you speak more clearly – so it can help you express yourself better in your own language as well.
- Speaking someone else's language helps you to understand that person's culture and their outlook on life: the more people who do this, the more we can break down the barriers that divide people.

HYPERLINK "<http://europa.eu.int/comm/education>"

SAMPLE EXERCISES

1 Read through the text and answer these questions.

- 1 What is the text about?
- 2 What is its main purpose?

2 Find evidence in the text for the following.

- 1 Everybody is able to learn languages no matter how old they are.
- 2 It's easier to study, work and travel in other European countries if you can speak a few European languages.
- 3 The European Commission wants all EU citizens to speak three European languages fluently.

3 Decide which synonym or explanation fits best with the phrase as it is used in the text.

- 1 are well placed (l.10)
 - a) are well recognized
 - b) are better located
 - c) are in a very good position
- 2 to take full advantage (of) (l.10)
 - a) to make good use of something
 - b) to exploit
 - c) to make use of something or somebody in a way that is unfair

4 Complete the sentences according to the information given in the text.

- 1 Most people in many countries _____
- 2 Employers prefer hiring _____

ANSWER KEY

- 1
 1. It's about the importance of learning languages and our reasons for learning them.
 2. It's to make people aware of the advantages of learning languages.
- 2
 1. "Language learning is something that everyone can do – and do it throughout their lifetime – you're never too old or too young to learn a language!"
 2. "They are better able to move between countries for educational, professional or other reasons."
 3. "...it set the objective of all EU citizens being proficient in three European languages: their mother tongue plus two more."
- 3
 1. c; 2. a
4.
 1. ...are able to use three languages.
 2. ...people who can speak foreign languages.

OVER TO YOU

SAMPLE EXERCISES

1 Read through the text and identify:**1** the type of text (Choose from these alternatives.)

- leaflet
- brochure
- web page
- extract from a book
- news item
- speech
- e-mail

2 audience (experts, general public...)**3** its communicative intention (to inform, to advise, to persuade, to warn...)**4** language features (objective style, evidence, formal or informal style...)**2 Find evidence in the text for the following.****1** Your success in learning languages will depend on your reasons for learning.**2** A foreign language can be useful in various situations.**3** All working people can learn foreign languages.**4** You can have better chances of promotion if you learn foreign languages.**3 Decide which synonym or explanation fits best with the word as it is used in the text.****1** citizenship (l.11)

- a) all the citizens of a country
- b) the legal right to belong to the EU
- c) a person who lives in a particular place

2 benefits (l.15)

- a) gains
- b) usefulness
- c) advantages

3 proficient (l.16)

- a) able to speak languages well
- b) multilingual
- c) quick

4 staff (l.28)

- a) a group of senior army officers
- b) a long stick
- c) group of workers employed in an organization

5 shop floor workers (l.30)

- a) people who work in a shop
- b) the workers in a factory, not the managers
- c) people who sweep the floor

OVER TO YOU

GRAMMAR STUDY

- 6 improve (l.31)
a) make better
b) make worse
c) rise
- 7 prospects (l.31)
a) the possibility that something will happen
b) the chances of being successful
c) wishes

4 Complete the sentences according to the information given in the text.

- 1 Language learning can not only _____ but also _____
- 2 We can understand other people's culture better if _____
- 3 The barriers that divide people will be broken down if _____

5 Choose and complete.

agree – competence – initiative – language – opportunities – during

European Day of Languages

The European Day of Languages was created (1) _____ the European Year of Languages in 2001, a Council of Europe (2) _____ with the European Union. Throughout Europe, hundreds of activities celebrating (3) _____ diversity and promoting language learning was held on 26 September.

While many people (4) _____ that everyone should be able to speak another language, in many countries only about half can do so.

There have never been more (5) _____ to work or study in a different European country – but lack of language (6) _____ prevents many people from taking advantage of them.



GRAMMAR STUDY

PRESENT SIMPLE

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
PRESENT SIMPLE – FORM	Peter studies at a secondary school.	Peter doesn't study at a secondary school.	Does Peter study at a secondary school?
TIME MARKERS	Frequency adverbs: always, usually, sometimes, never, often, rarely, seldom... Other time markers: every day/month/week, at the weekend, on Saturdays, once/twice/three times a year/month		
USE	Habitual actions/routines; Programmes and timetables (school, buses...); A permanent state (<i>I live in a small town.</i>)		

THIRD PERSON SINGULAR: HE, SHE, IT

General rule	It takes s . She likes reading.
With verbs ending in:	It takes es .
o	do – does
s	miss – misses
x	mix – mixes
sh	wash – washes
ch	catch – catches
With verbs ending in:	It takes s .
vowel + y	enjoy – enjoys pay – pays
With verbs ending in:	It changes y into i and takes es .
consonant + y	study – studies try – tries

PRESENT CONTINUOUS

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
PRESENT CONTINUOUS – FORM	Sue is studying for her exams.	Sue isn't studying for her exams.	Is Sue studying for her exams?
TIME MARKERS	now, at the moment, today, these days, at present		
USE	To describe something taking place at the moment of talking; For something happening for a short time.		

SAMPLE EXERCISES

1 Complete with the *present simple* of the verbs given in brackets. Sometimes you need the negative.

I (1) _____ (*get up*) at 7:00 or 7:30 every weekday. I (2) _____ (*have*) breakfast in the kitchen and then I (3) _____ (*run*) to catch the bus. My little brother (4) _____ (*stay*) in bed until 10:00 or 11:00 because he (5) _____ (*go*) to school. My father (6) _____ (*be*) an office assistant and (7) _____ (*work*) for a small company in the city. He (8) _____ (*drive*) to work every day and sometimes (9) _____ (*take*) me to school by car. My mother (10) _____ (*work*) outside the house because she (11) _____ (*be*) a housewife. She (12) _____ (*do*) the housework and the shopping. In the morning she (13) _____ (*make*) the beds, (14) _____ (*tidy*) the house, (15) _____ (*dust*) the furniture, (16) _____ (*put*) a load of washing in the washing-machine and then (17) _____ (*hang*) the washing on the line to dry. She also (18) _____ (*iron*) clothes and (19) _____ (*cook*) meals. My little brother and I sometimes (20) _____ (*lay*) the table and my father (21) _____ (*polish*) the shoes at weekends. What (22) _____ (*your parents; do*) for a living? (23) _____ (*your father; help*) with the housework?

2 Choose a verb and complete the sentences. Use the *present continuous*. Sometimes you need the negative.

try – wash – run – begin – sit – go – lie – make – have – mix

- 1 Hilary _____ her guests a salad.
- 2 Stop that noise! I _____ to sleep.
- 3 Where _____ Leslie _____ now?
- 4 Who _____ that ridiculous noise?
- 5 Why _____ you _____ so fast?
- 6 I _____ to understand your position.
- 7 We _____ a wonderful holiday here at the resort.
- 8 He _____ face down on the ground.
- 9 The guest _____ in an armchair.
- 10 Paul and John _____ the car at the moment. They are in the library.

ANSWER KEY

1.

- | | | | |
|---------------|------------------|---------------------------|--------------------|
| 1. get up | 10. doesn't work | 19. cooks | 4. is making |
| 2. have | 11. is | 20. lay | 5. are... running |
| 3. run | 12. does | 21. polishes | 6. am beginning |
| 4. stays | 13. makes | 22. do your parents do | 7. are having |
| 5. doesn't go | 14. tidies | 23. Does your father help | 8. is lying |
| 6. is | 15. dusts | | 9. is sitting |
| 7. works | 16. puts | 2. | 10. aren't washing |
| 8. drives | 17. hangs | 1. is mixing | |
| 9. takes | 18. irons | 2. am trying | |
| | | 3. is... going | |

OVER TO YOU

1 Complete with the *present simple* or *continuous* of the verbs given in brackets.

- 1 The teaching of languages in primary education _____ (become) more and more widespread.
- 2 The teaching of languages in primary school _____ (grow) in Europe.
- 3 In Spain more than 33% of primary pupils _____ (learn) a foreign language.
- 4 A lot of European citizens already _____ (speak) a foreign language and _____ (can) take part in a conversation in a language other than their mother tongue.
- 5 The subjects Europeans _____ (choose) to study _____ (tend) to differ according to their gender.
- 6 Women _____ (normally; choose) the arts, humanities and law. Men _____ (prefer) studying science, computing and engineering.
- 7 Europe _____ (need) well-qualified people in all walks of life. In particular, it _____ (need) more women in professional careers, and more scientists (of both sexes) to carry out vital research.
- 8 How many foreign languages _____ (you; study) at school?
- 9 Which foreign language _____ (your classmates; prefer) studying?
- 10 At school we _____ (learn) about different countries and our teacher told us to buy an atlas from the bookshop.

2 Complete the sentences with one of the following verbs in the *correct form*. Sometimes you need the negative.

work – rain – listen – cry – learn – look – study – wait – spend – say – require – need

- 1 I'm sorry I can't hear what you _____ because the baby _____.
- 2 I usually _____ as a receptionist for a local company, but this summer holiday I _____ English at a language school in Liverpool.
- 3 My sister has just started evening classes. She _____ English.
- 4 Alfred _____ a few weeks with a friend in the city. He's at his grandparents'.
- 5 Justin _____ to BBC World Service radio every day.
- 6 Distance-learning degrees _____ self-discipline.
- 7 She _____ for her boyfriend because they've broken up.
- 8 Don't go. I still _____ your help.
- 9 You _____ very sad. What's the matter with you?
- 10 _____ it still _____? I'd like to go for a walk.

GRAMMAR STUDY

QUANTIFIERS

(A) LITTLE

(A) FEW

(A) LITTLE + UNCOUNTABLE NOUN	
a little = some but not much	There's a little water in my glass. I've got a little money in my pocket.
little = nearly no/nearly nothing	There's little food in the fridge. She's very thin because she eats very little .
(A) FEW + PLURAL NOUN	
a few = some but not many	There were a few people in the restaurant. Last week I saw a few good films.
few = nearly no	There were few people at the cinema. It was nearly empty. I've got few friends. I'm lonely.

SAMPLE EXERCISES

1 Answer these questions with *a little* or *a few*.

- 'Do you want milk in your tea?' 'Yes, _____.'
- 'Do you speak English?' 'Yes, _____.'
- 'Are there any fast food restaurants in your town?' 'Yes, _____.'
- 'Have you got any sports magazines?' 'Yes, _____.'
- 'Have you got any time left?' 'Yes, _____.'
- 'Are there any messages in my mobile phone?' 'Yes, _____.'

2 Put in *little*, *a little*, *few* or *a few*.

- Listen to me. You need _____ advice.
- When he goes on holiday, he takes _____ books.
- The North Koreans have _____ food; in fact, some are starving.
- Can I ask you _____ questions?
- You've got very _____ patience. You're always yelling at the children.
- The government is closing schools that have too _____ pupils.

ANSWER KEY

1.

- a little
- a little
- a few
- a few
- a little
- a few

2.

- a little
- a few
- little
- a few
- little
- few

OVER TO YOU

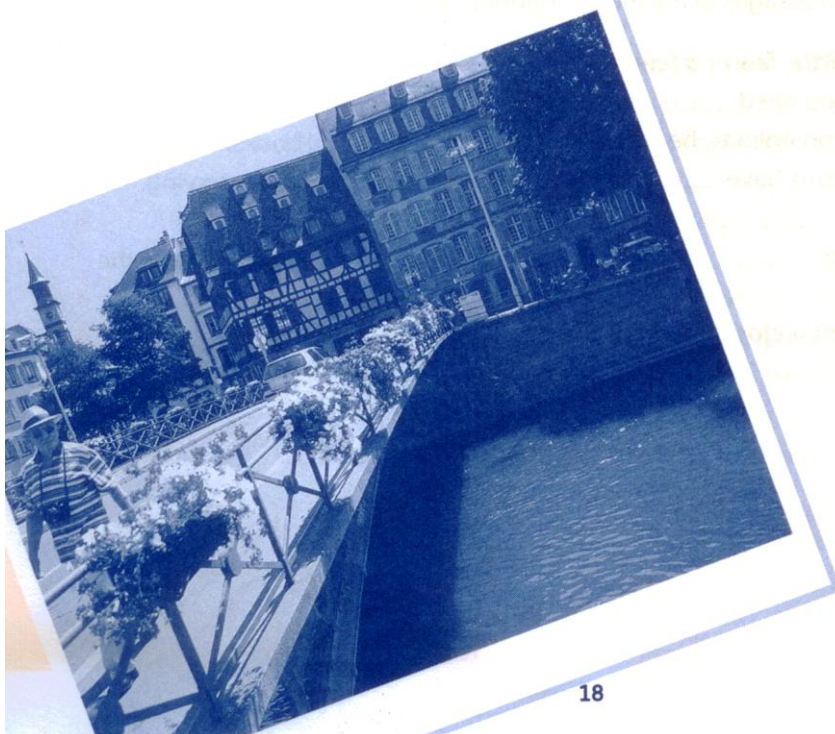
GRAMMAR STUDY

1 Are these sentences *right* or *wrong*? Put *a* where necessary.

- 1** We must hurry. We have *little* time.
- 2** Can you lend me *few* euros?
- 3** I like my school. I have a *few* good friends here.
- 4** 'Do you speak Italian?' '*Little*.'
- 5** I saw Kate *few* days ago.
- 6** There was *little* traffic, so I got to work very early.
- 7** I don't like this village. There's *little* to do.
- 8** They spoke *little* Spanish, so they could give us some information.
- 9** I don't know much German – only *few* words.
- 10** There are *few* hotels here, so it's difficult to find accommodation.

2 Put in *little*, *a little*, *few* or *a few*.

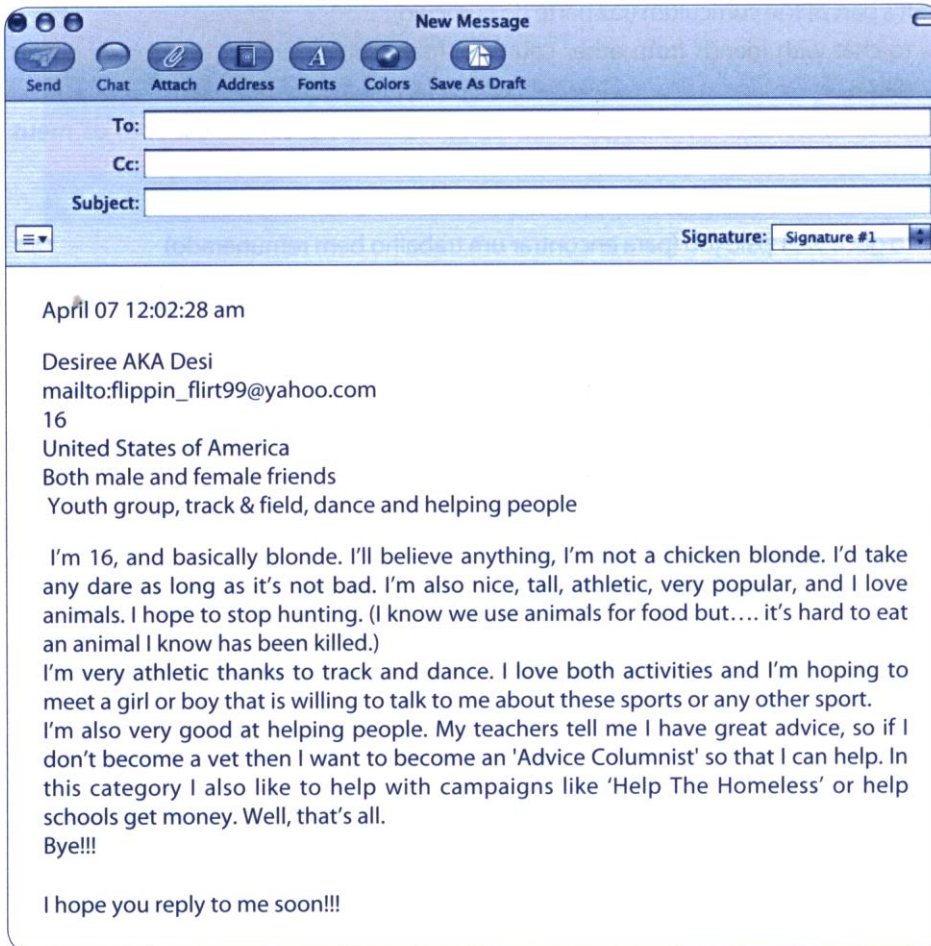
- 1** 'When did the teacher leave?' '_____ 18 minutes ago.'
- 2** Everybody needs _____ luck.
- 3** There's _____ milk in the fridge. I need to buy some.
- 4** Can I have _____ sugar in my coffee?
- 5** I've got _____ money. I'm almost broke.
- 6** There were _____ people in the restaurant. It was almost empty.
- 7** There are _____ hotels in my town. It's difficult to find a place to stay.
- 8** Excuse me, can I ask you _____ questions?
- 9** She's been to Italy but she speaks _____ words of Italian.
- 10** There's _____ sugar in this dessert. I don't like it.
- 11** This house isn't very big. There are only _____ rooms.
- 12** 'Have you ever driven a car?' 'Yes, _____ times.'
- 13** That city isn't a popular destination. There are only _____ tourists.



CREATIVE WRITING

WRITING A MESSAGE

- 1** One of the ways to improve your English is to correspond with a pen friend or e-pal. Read this message written by an American teenager.



New Message

Send Chat Attach Address Fonts Colors Save As Draft

To: _____

Cc: _____

Subject: _____

Signature: Signature #1

April 07 12:02:28 am

Desiree AKA Desi
mailto:flippin_flirt99@yahoo.com
16
United States of America
Both male and female friends
Youth group, track & field, dance and helping people

I'm 16, and basically blonde. I'll believe anything, I'm not a chicken blonde. I'd take any dare as long as it's not bad. I'm also nice, tall, athletic, very popular, and I love animals. I hope to stop hunting. (I know we use animals for food but.... it's hard to eat an animal I know has been killed.)

I'm very athletic thanks to track and dance. I love both activities and I'm hoping to meet a girl or boy that is willing to talk to me about these sports or any other sport.

I'm also very good at helping people. My teachers tell me I have great advice, so if I don't become a vet then I want to become an 'Advice Columnist' so that I can help. In this category I also like to help with campaigns like 'Help The Homeless' or help schools get money. Well, that's all.

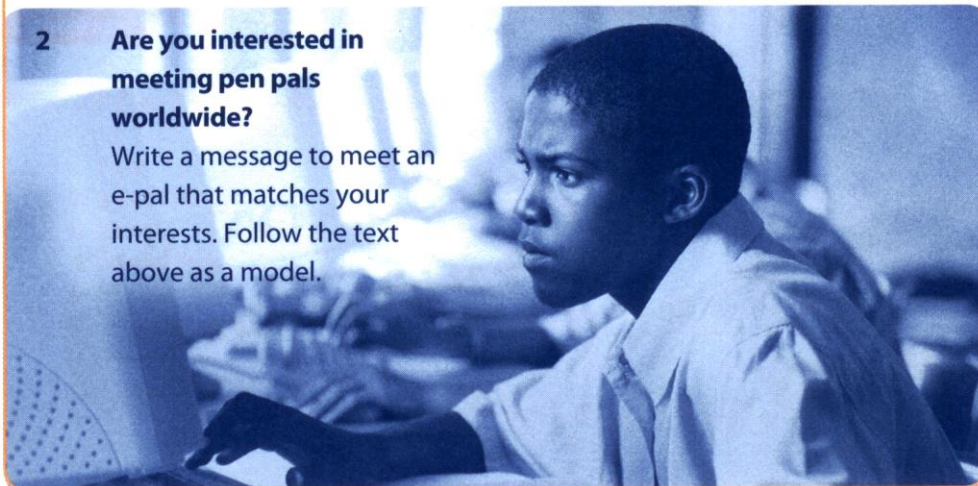
Bye!!!

I hope you reply to me soon!!!

<http://WWW.PALS.PL> www.pals.pl (slightly adapted)

- 2** Are you interested in meeting pen pals worldwide?

Write a message to meet an e-pal that matches your interests. Follow the text above as a model.



VOCABULARY STUDY

1.2

Mobility, young people and languages

USEFUL PHRASES
READ AND LEARN

REASONS FOR LEARNING ENGLISH (RAZÕES PARA APRENDER INGLÊS)

- it's part of the curriculum (faz parte do currículo)
- to chat with friends from other countries (para conversar com amigos de outros países)
- to communicate with my pen friends/pen pals (para comunicar com os meus correspondentes)
- to find a job abroad (para encontrar um trabalho no estrangeiro)
- to get a well-paid job (para encontrar um trabalho bem remunerado)
- to go on a student exchange programme (para participar num programa de intercâmbio de alunos)
- to read English books (para ler livros em inglês)
- to read English newspapers or magazines (para ler jornais ou revistas ingleses)
- to study in an English-speaking country (para estudar num país de expressão inglesa)
- to surf the Net (para navegar na internet)
- to take a summer course in an English-speaking country (para fazer um curso de verão num país de expressão inglesa)
- to talk to English-speaking tourists (para falar com turistas que falam inglês)
- to travel to other countries (para viajar para outros países)
- to understand my favourite songs (para compreender as minhas canções preferidas)
- to understand the computer software (para compreender os programas de computador)
- to watch TV programmes spoken in English (para ver programas de televisão em inglês)



SAMPLE EXERCISES

1 Match the two halves to make phrases.

1. TO GO ON	a) a summer course in an English-speaking country
2. TO TAKE	b) the Net
3. TO UNDERSTAND	c) in an English-speaking country
4. TO STUDY	d) to English-speaking tourists
5. TO SURF	e) the computer software
6. TO TALK	f) a student exchange programme

2 Choose and complete.

computers – interesting – job – travel – adjectives – cultures – words – easy

Some students' opinions about English

After four years studying English at school, Daniel thinks it is an (1) _____ language. There are no accents, the tenses of verbs are simplified and the (2) _____ are invariable.

Ana agrees with him but she finds the many different ways (3) _____ are pronounced and the spelling difficult to cope with.

Nicolas finds it (4) _____ and cool because through it he can understand many films and songs.

Daniela says, "You need English to (5) _____ around the world – it's a language almost everybody understands – so it's easier to communicate with people from different (6) _____".

According to Aldebaran, you must speak English if you want a good (7) _____ especially if you want to work with (8) _____.

ANSWER KEY

1.

1. f; 2. a.; 3. e; 4. c; 5. b; 6. d

2.

1. easy
2. adjectives
3. words
4. interesting
5. travel
6. cultures
7. job
8. computers

OVER TO YOU

1 What's the word?

- 1 A person that you make friends with by writing letters.
P _____
- 2 To talk in a friendly informal way to somebody.
C _____
- 3 To use the Internet.
S _____
- 4 To go from one place to another, especially over a long distance.
T _____
- 5 The subjects that you study at school.
C _____
- 6 An arrangement when two people or groups from different countries visit each other's homes
E _____

2 Countries, capitals and nationalities

Complete the table.

COUNTRY	CAPITAL	NATIONALITY
Brazil		
Switzerland		
Italy		
United States		
Canada		
Singapore		
Japan		
Spain		
Czech Republic		
Hungary		
Poland		
Finland		
France		
Wales		
Scotland		
Greece		
The Netherlands		
Luxembourg		
Denmark		

STUDYING ABROAD

Friday June 20, 20...

Dearest mum and dad,

Hope that everyone is fine and the neighbours' kids aren't causing trouble again. I've learnt so much and matured as a person ever since I arrived in Glasgow.

Besides academic studies at university, there are numerous extra-curricular activities that I have participated in, which makes me realise that living as a student in the United Kingdom has much to offer in life. Scotland has one of the most magnificent landscapes, preserving the last natural areas of unspoilt beauty in Europe. I frequently go for hikes along the lochs and up the hills in Northern Scotland, and I'm absolutely puzzled by the unpredictable weather. It can go from being sunny and bright at one moment to being gloomy another moment. This is something I haven't experienced back home, with Singapore being a small tropical island, having mild weather with no seasons.

Glasgow is a city I fell in love with instantly. It's one of the few post-industrial cities which have managed to transform themselves into modern, vibrant and multicultural hubs, attracting foreign students and tourists from all corners of the world. I didn't regret my decision to further my studies here, as I've made a lot of international friends, who have happily shared their own cultures, views of the world and personal experiences with me. Did I mention that I served as the president of the University of Glasgow Japan Society?

Although I've never been in contact with such a large number of people from different backgrounds, my newfound friends have been instrumental in broadening my horizons and outlook towards life. Mingling with international students has made me more open-minded towards new concepts and ideas. I've learnt to be more respectful, observant and tolerant towards other people's way of life.

One aspect of living, which I picked up here, is that it's also important to realise one's creative potential in life. Everyone here is given the opportunity to explore their interests and find out what they want to do in life. Studying in the UK has been a chance of a lifetime opportunity for me to grow as a person, and I am grateful for the time that I have spent here.

Lots of love,
Xitao

Xitao Chui, Singapore Studying at the University of Glasgow
education.guardian.co.uk/ (abridged)



VOCABULARY HELP

loch (l.11) – (in Scotland) a lake or a narrow strip of sea almost surrounded by land
hub (l.18) – the central and most important part of a wheel or particular place
mingling (l.25) – moving among people and talking to them, especially at a social event

SAMPLE EXERCISES

1 Read the text and say:

- 1 who wrote the letter;
- 2 who she wrote to;
- 3 why she wrote it;
- 4 the type of letter it is.

2 What do these words mean? Match each word with its corresponding equivalent.

1. MATURE (L.5)	a) keep in its original state in good condition
2. LANDSCAPE (L.10)	b) unable to understand something or the reason for something
3. PRESERVE (L.10)	c) long walks in the country
4. UNSPOILT (L.10)	d) become adult, responsible and sensible
5. HIKES (L.11)	e) beautiful because it has not been changed
6. PUZZLED (L.12)	f) everything you can see when you look across a large area of land, especially in the country

3 Give complete answers to these questions.

- 1 Where is Xitao living and why?
- 2 What made her realise that studying in the UK is good?
- 3 What impressed her most in Scotland?
- 4 How different is the weather in Scotland from that in Singapore?

ANSWER KEY

1

1. It was written by a girl called Xitao.
2. She wrote the letter to her parents.
3. To tell her parents a little about her life as a student in Glasgow and the things that made her grow up.
4. It's an informal letter.

2

1. d
2. f
3. a
4. e
5. c
6. b

3

1. She's living in Glasgow, Scotland, because she's attending university to further her studies.
2. The academic studies at university and the numerous extra-curricular activities made her think so.
3. She was impressed by the magnificent landscapes, unspoilt natural areas and the unpredictable weather.
4. It's very different. In Scotland, the weather is unpredictable since it can change a lot. In Singapore, the weather is mild, with no seasons.

OVER TO YOU

YOUNG PEOPLE'S GRAMMAR

- 1 What do these words mean? Match each word with its corresponding equivalent.**

1. UNPREDICTABLE (L.12)	a) not very cold or excessively hot and therefore pleasant
2. GLOOMY (L.13)	b) develop
3. MILD (L.15)	c) succeed in doing something
4. MANAGE (L.17)	d) recently found
5. FURTHER (L.19)	e) that cannot be predicted
6. NEWFOUND (L.24)	f) nearly dark

- 2 Find words in the fourth paragraph which mean the following:**

- 1 important
- 2 increasing
- 3 the attitude to life and the world
- 4 willing to listen to, think about or accept different ideas

- 3 Give complete answers to these questions.**

- 1 What have you learnt about Xitao?
- 2 What's her opinion about Glasgow?
- 3 Who did Xitao meet there and why were they important to her?

- 4 Complete these sentences according to the text.**

- 1 Xitao's international friends have made her _____
- 2 She is now _____
- 3 Studying in the UK has helped her _____

- 5 Give opposites for:**

- 1 unspoilt (l.10)
- 2 unpredictable (l.12)
- 3 modern (l.17)
- 4 open-minded (l.26)
- 5 respectful (l.27)
- 6 tolerant (l.27)

GRAMMAR STUDY

PAST SIMPLE

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
PAST SIMPLE – FORM	She posted the letter yesterday afternoon. (regular verb) She wrote a letter to her parents yesterday. (irregular verb)	She didn't post the letter yesterday afternoon. (regular verb) She didn't write a letter to her parents yesterday. (irregular verb)	Did she post the letter yesterday afternoon? (regular verb) Did she write a letter to her parents yesterday? (irregular verb)
TIME MARKERS	yesterday, last month / week / year, a year ago, the day / week before, in 2005		
USE	Finished actions and situations in the past.		

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PRESENT PERFECT

	AFFIRMATIVE	NEGATIVE	INTERROGATIVE
PRESENT PERFECT – FORM	I've made a lot of friends since I arrived here.	I haven't made many friends since I arrived here.	Have you made many friends since you arrived here?
TIME MARKERS	just, yet, already, for, since, ever, never, so far, recently, lately, always, how long		
USE	We use the present perfect to talk about: – an action that took place in the past but we don't know when. He has driven round the town. – past activities with consequences in the present. Oh no! I've lost my purse. – situations that started in the past and continue up till now. She's been ill since last week.		

Notes:

- We form this tense by using **have/has + past participle of the main verb**.
- In the **negative**, **have/has** is followed by **not**. The short forms are **haven't/hasn't**.
- To form a question: **have/has + subject + past participle**.



SAMPLE EXERCISES

1 Complete with the *past simple*.

- 1 Pedro _____ (exercise) every day when he was younger.
- 2 _____ (there to be) a big supermarket at the corner.
- 3 My grandfather _____ (not hunt) when he was young.
- 4 She _____ (swim) in the sea in the summer.
- 5 She _____ (begin) studying very early in the morning.
- 6 William _____ (bring) me a present from Spain.
- 7 The students _____ (understand) my explanation.
- 8 We _____ (not catch) the bus to go to the cinema.
- 9 I _____ (take) the dog for a walk yesterday afternoon.
- 10 _____ (they; not to be) interested in my explanation?

2 Put the words in order to make sentences. Use the *present perfect*.

- 1 food / I / Chinese / never/ eat.

- 2 I/ ten / Peter / not see / for / years.

- 3 Paul / same / have / the / for / job / 15 years?

3 Complete with the *present perfect* or *past simple*.

- 1 My sister _____ (already; read) Treasure Island. She _____ (read) it last summer holiday.
- 2 He _____ (not find) a good job since he _____ (graduate) from Lisbon University.
- 3 '_____ (you; ever; be) to Rome?' 'Yes, I _____ (spend) a week in Rome last Easter holiday.'



ANSWER KEY

1. 1. exercised; 2. There was; 3. didn't hunt; 4. swam; 5. began; 6. brought; 7. understood; 8. didn't catch; 9. took; 10. Weren't they
2. 1. I've never eaten Chinese food.
2. I haven't seen Peter for ten years.
3. Has Paul had the same job for 15 years?
3. 1. has already read; read; 2. hasn't found; graduated; 3. Have you ever been; spent

OVER TO YOU

- 1 What did Paul do last holiday? Use the words to write **complete sentences**.
Supply the missing words.

1 arrive / beautiful city / Sunday afternoon

2 stay / comfortable hotel

3 play / handball / Monday morning

4 listen / music / Monday evening

5 relax / beach / all day / Tuesday

6 watch TV / Tuesday evening

7 shop for presents / friends / Wednesday afternoon

8 dance / disco / all Thursday evening

9 walk / along / river / Friday morning

10 pack / suitcase / Friday evening

11 travel / home / train / Saturday

- 2 Ask the **questions** for these answers.

1 _____ ?
The bus left at 9.00 a.m.

2 _____ ?
I ate a bowl of soup for dinner.

3 _____ ?
My brother woke up at 10.00 a.m.

4 _____ ?
The Jervises lived in Liverpool a year ago.

5 _____ ?
I needed a calculator for the maths test.

6 _____ ?
The taxi stopped near school.

7 _____ ?
I had lunch with a friend of mine.

8 _____ ?
Yesterday I watched the news and the soap opera.

9 _____ ?
My brother took engineering at college.

OVER TO YOU

3 Put the verbs in brackets into the present perfect.

- 1 Mary _____ (break) her arm.
- 2 They _____ (already; visit) six countries so far.
- 3 Bono _____ (make) a lot of albums.
- 4 Tom _____ (write) three reports.
- 5 She _____ (just; go) home.
- 6 My mother _____ (hurt) her finger.
- 7 He _____ (take) his first driving lesson.
- 8 These driving lessons _____ (be) the best birthday present he could have.
- 9 My grandmother _____ (celebrate) her 90th birthday.
- 10 I _____ (just; call) my boyfriend.
- 11 My parents and I _____ (be) to Spain many times.
- 12 Julie _____ (drink) her fruit juice.
- 13 Computer-based technology _____ (lead) to a massive extension in the use of English, both in computer software and on the Internet.

4 Complete the questions. Use the words in brackets.

- 1 _____ (you / ever / be) to Ireland?
- 2 _____ (she / ever / sing) at a karaoke or bar?
- 3 _____ (he / ever / have) a holiday romance?
- 4 _____ (they / ever / eat) Italian food?
- 5 _____ (we / ever / win) a football match?
- 6 _____ (they / already / leave) work?
- 7 _____ (she / never / go online)?

5 Put the verbs in brackets into the correct tense: present simple, present perfect or past simple.

There is no doubt that instruction in languages in the countries where the languages are not spoken (1) _____ (improve) immensely over the past couple of decades. The VCR, the personal computer, the Internet, and an increasing number of native-speaker teachers (2) _____ (bring) this about. Whereas 30-40 years ago, students in such situations generally (3) _____ (have) access only to outdated textbooks and teachers of their own language backgrounds who (4) _____ (speak) the foreign languages, nowadays students (5) _____ (can) see real-time television, engage in real-time

chats and learn from native-speaker teachers. This difference (6) _____ (become) even more critical over the last several years with the shrinking of the global village. Foreign languages are no longer abstract intellectual disciplines that students (7) _____ (learn) from books alone. They are, rather, living things that students (8) _____ (learn) to employ effectively in real situations.

GRAMMAR STUDY

SENTENCE LINKING

TIME AND SEQUENCE

WHEN AS SOON AS	When I met Jessica, we talked about Glasgow. As soon as I met Jessica, I asked for her opinion about that city. Note: The meaning is the same, but as soon as suggests it is more immediate.
TWO THINGS HAPPENING AT THE SAME TIME	I could see she was happy while we were talking.
ONE THING AFTER ANOTHER	We should tell them we don't want our information sold. Then we won't get junk mail. They weren't worried before our conversation. They weren't worried before I talked to them. I went home after I talked to my friends. Note: We can also follow before and after with an -ing form: They weren't worried before talking to them. I went home after talking to my friends.
A SEQUENCE OF ACTIONS	We had a great weekend. First of all we spent Saturday on the beach. Then / After that we went to a music festival in the evening. Finally, we went sightseeing. Our car broke down but in the end we were able to get it started.

Punctuation note

If the subordinate adverbial clause precedes the main clause, it is followed by a comma.

SAMPLE EXERCISES

1 Which is correct? Choose the best alternative.

- 1 They didn't speak **while / when** they were watching the film.
- 2 We must visit that museum before **leave / leaving**.
- 3 **When / While** we got to the station, we bought our tickets.
- 4 **As soon as / While** I get home, I'll send him an e-mail.
- 5 They had a football game and **then / first of all** they went to school.

ANSWER KEY

- 1.
1. while; 2. leaving; 3. When; 4. As soon as; 5. then

GRAMMAR STUDY

CLAUSES OF REASON

Clauses of reason express the **cause** or **reason** why something happens.

Because + clause	He works a lot of overtime because his rent is so expensive.
Since + clause 'Since' can mean the same as 'because'. 'Since' tends to be used in more informal spoken English.	They had to leave early since their train left at 8.30. Since their train left at 8.30, they had to leave early.
As + clause 'As' can mean the same as 'because'. 'As' tends to be used in more formal, written English.	As the test is difficult, you had better get some sleep. You had better get some sleep as the test is difficult.
Because of + noun/pronoun	I arrived late at work because of the heavy traffic. Because of the heavy traffic, I arrived late at work.
Due to + noun	I arrived late at work due to the heavy traffic. Due to the heavy traffic, I arrived late at work.

SAMPLE EXERCISES

1 Make one sentence from two by using the word(s) given in brackets.

- She didn't get the job. She didn't have the required qualifications.
(because) _____
- The way people work has changed. There have been developments in information and communications technology.
(because of) _____
(due to) _____
- Some people have lost their jobs. Computers are used to process information.
(as) _____
- We were in the area. We stopped by to see them.
(since) _____

ANSWER KEY

- She didn't get the job **because** she didn't have the required qualifications.
- The way people work has changed **because of/due to** developments in information and communications technology.
- Some people have lost their jobs **as** computers are used to process information.
As computers are used to process information, some people have lost their jobs.
- Since** we were in the area, we stopped by to see them.

OVER TO YOU

GRAMMAR STUDY

1 Put in *before, after, while, when, as soon as* or *in the end*.

- 1 _____ we arrive at school, we'll talk to our teacher.
- 2 Please turn off the light _____ you leave the room.
- 3 We are going out for dinner _____ we finish cleaning the living room.
- 4 _____ I was waiting for the bus, I ate my sandwich.
- 5 We didn't laugh _____ we were in church.
- 6 _____ he had learned to drive, Mario felt more independent.
- 7 The phone rang _____ I was preparing to leave.
- 8 _____ you told me the news, I was very surprised.
- 9 The traffic was awful, but _____ we arrived on time.

2 Make one sentence from two by using the word(s) given in brackets.

- 1 They watched television all afternoon. They had nothing better to do.
(as) _____
- 2 We were near Kate's house. We stopped to see her.
(since) _____
- 3 The students were happy. Their team had won the game.
(as) _____
- 4 Driving in the town centre is tiring. There's heavy traffic there.
(due to) _____
- 5 I need your advice. I'm coming to see you.
(since) _____
- 6 The roads were blocked. There was snow.
(due to) _____
- 7 She didn't get the job. She couldn't use a computer.
(as) _____
- 8 There was a bus strike. Most people came to work late.
(since) _____
- 9 He entered the classroom. Then he talked to his teacher.
(after) _____
- 10 I waved to my parents. Then I went away.
(before) _____

CREATIVE WRITING

WRITING AN INFORMAL LETTER

Imagine a friend of yours is coming to Portugal to spend his/her summer holiday. He/She's British and can't speak Portuguese, so he/she has written to you to ask about the following:

- the best way to learn a bit of Portuguese by himself/herself;
- if there are many differences between English and Portuguese.

Write a letter to your friend giving some advice and making a few suggestions.

Follow the model below.

INFORMAL LETTER (to a friend, relative)

*Dear Sue/Paul,
Hi Sue,
Hi there!*

Paragraph 1

*How are things with you?
I'm writing to tell you about...
Thanks for the letter/postcard you sent me.
I was glad to hear...*

Paragraphs 2, 3...

Give some advice and make a few suggestions: *(buy a Teach Yourself book, listen to radio programmes...)*

Informal ending

*That's all for now.
Give my regards to...
See you soon.
Hope to hear from you soon.
Yours, / Love, / Cheers,*

VOCABULARY STUDY

1.3

The english language

USEFUL WORDS AND PHRASES READ AND LEARN

MAJOR INTERNATIONAL DOMAINS OF ENGLISH (OS PRINCIPAIS DOMÍNIOS INTERNACIONAIS DO INGLÊS)

advertising for global brands (publicidade das marcas globais)
audio-visual cultural products: film, television, music... (produtos culturais audiovisuais: filmes, televisão, música...)
economic affairs and trade (assuntos económicos e comércio)
education (educação)
international banking (comércio bancário internacional)
international law (direito internacional)
international safety (segurança internacional)
international tourism (turismo internacional)
Internet communication (comunicação na internet)
interpretation and translation (interpretação e tradução)
scientific publications (publicações científicas)
technology (tecnologia)
working language of international organisations and conferences (língua de trabalho de organizações internacionais e congressos)

THE IMPORTANCE OF ENGLISH AT WORK (A IMPORTÂNCIA DO INGLÊS NO TRABALHO)

to arrange meetings with foreign customers (marcar reuniões com clientes estrangeiros)
to attend international conferences (assistir a congressos internacionais)
to contact people in different countries (contactar pessoas em diferentes países)
to do business with foreigners (fazer negócio com estrangeiros)
to give lectures and research papers (participar em conferências e comunicações sobre trabalhos de investigação)
to go on business trips (fazer viagens de negócios)
to go to international meetings with colleagues (ir a reuniões internacionais com os colegas de trabalho)
to make international phone calls (fazer telefonemas internacionais)
to read instructions written in English (ler instruções escritas em inglês)
to send letters and e-mails (enviar cartas e mensagens eletrónicas)
to welcome clients (receber clientes)
to work for international companies (trabalhar em companhias internacionais)

SAMPLE EXERCISES

1 Match the two halves to make phrases.

1. TO GO	a) people in different countries
2. TO MAKE	b) business with foreigners
3. TO CONTACT	c) for international companies
4. TO WORK	d) clients
5. TO DO	e) to international meetings with colleagues
6. TO WELCOME	f) international phone calls

2 Choose and complete.

stored – control – English – conferences – speakers – international – scientists – communicate – purposes

What people use English for

English is used for different (1) _____. Actually, it is the main language of books, newspapers, airports and air-traffic (2) _____, international business and academic (3) _____, science, technology, diplomacy, sport, (4) _____ competitions, pop music and advertising.

Over two-thirds of the world's (5) _____ read in English. Three quarters of the world's mail is written in (6) _____. Eighty per cent of the world's electronically (7) _____ information is in English. Of the estimated forty million users of the Internet, some eighty per cent (8) _____ in English, but this is expected to decrease to forty per cent as (9) _____ of other languages get online.

ANSWER KEY

1.

1. e
2. f
3. a
4. c
5. b
6. d

2.

- (1) purposes
- (2) control
- (3) conferences
- (4) international
- (5) scientists
- (6) English
- (7) stored
- (8) communicate
- (9) speakers

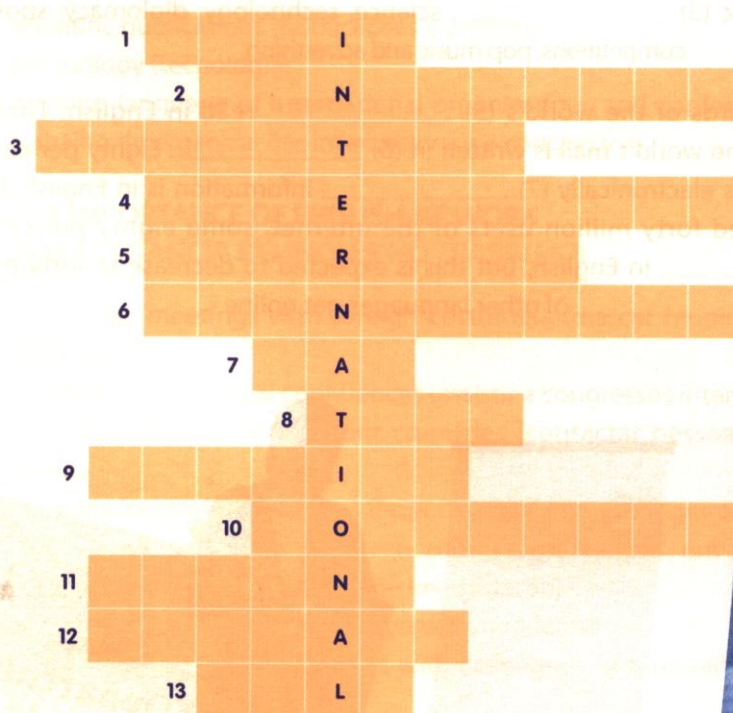


OVER TO YOU

1 Crossword puzzle

Read the clues to solve the crossword.

- 1 A way of sending messages and data to other people by means of computers connected together in a network.
- 2 A large official meeting, usually lasting for some days.
- 3 A process of teaching and learning, especially in schools.
- 4 The activity and industry of making advertisements.
- 5 People who visit other countries for their holidays.
- 6 The process of changing a written text into another language.
- 7 System of rules that defines crime and regulates social and business conduct.
- 8 A journey to a place and back again, especially a short one for pleasure.
- 9 An occasion when people come together to discuss or decide something.
- 10 A person who comes from a different country.
- 11 A person who uses the services or advice of an organization.
- 12 A business organization.
- 13 The British English for 'movie'.



OVER TO YOU

2 Confusing words

Choose the right answer.

- 1 I went to the art _____ last weekend.
a) fare
b) fair
- 2 I'd like to go there _____.
a) too
b) two
- 3 Where will they _____ at eight o'clock?
a) bee
b) be
- 4 We had ice cream for _____.
a) dessert
b) desert
- 5 I'd like to buy a _____ car.
a) blew
b) blue
- 6 Peter applied the _____ at* the stop sign.
a) brake
b) break
- 7 I _____ my mother a beautiful bunch of flowers.
a) sent
b) scent
- 8 My _____ lives in Paris.
a) ant
b) aunt
- 9 The pupils learned how to _____ and subtract.
a) ad
b) add
- 10 I've just made a _____ of lemonade.
a) pitcher
b) picture
- 11 My mother gave me a _____ of blue jeans last weekend.
a) pear
b) pair
- 12 The bride walks down the _____ beside the groom.
a) aisle
b) I'll



READING

ENGLISH: YOUR KEY TO SUCCESS

What difference does speaking English make to your future? Bob Geldof is the Irish rock singer who started Band Aid. In his autobiography 'Is That It?' he tells how he got a job in Spain teaching English. The only required qualification in that private language school was that the teacher should not be able to speak Spanish!

In Eastern Europe at the moment many people who study English after they leave school find themselves offered very well paid jobs in industry. English has become essential for marketing, selling, international import and export, and for travelling and negotiating internationally. Normally, being able to speak and write English well is a great help to you in obtaining a job and in getting promoted within your work. As a result English gives you success earlier. Understanding English will develop the English part of your life and give you advantages in jobs and careers.

In qualifications, more and more schools, colleges and universities in many countries are conducting whole courses in the medium of English, are providing all the reading material in English and are expecting students' written work to be in English. To support this growing trend, these schools are requiring higher and higher standards of English in the students they accept for these courses.

According to the Welsh linguist David Crystal, there are about 400 million people who speak English as their first language around the world. Two out of three of those people are speakers of American English. Apart from countries like Britain, Canada, Australia and the United States, there are about 70 countries, including Nigeria, Singapore and India, where English is an official language, but not the first language. There are approximately 500 million people in those countries who can speak English.

There are also people who speak English as a foreign language, because they learn English at school. It is estimated that there are about 1 billion people learning English. That means the total number of people who speak English is about 1.5 billion, more than 25 per cent of the world's population.



Sure; Class out (abridged)

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Are these statements true or false? Correct the false ones.

- 1 Bob Geldof got a job as a Spanish teacher at a private language school.
- 2 Being able to speak Spanish was one of the qualifications required to get the job.
- 3 In Eastern Europe, people who speak English can get higher salaries.
- 4 Internationally, English is used for various purposes.

2 Vocabulary

Find words in the text to match these equivalents or explanations. Paragraph numbers are given in brackets.

- 1 needed (par. 1)
- 2 the activity of presenting, advertising and selling a company's products in the best possible way (par. 2)
- 3 getting (par. 2)
- 4 organizing or doing (par. 3)

3 What do these words refer to?

- 1 his (l. 2)
- 2 who (l.6)

4 Scan the text to find the answers to these questions.

- 1 What do people use English for?
- 2 How important is English to get qualifications?

ANSWER KEY

1.
 1. False. He got a job in Spain teaching English.
 2. False. The teacher should not be able to speak Spanish.
 3. True.
 4. True.
2.
 1. required
 2. marketing
 3. obtaining
 4. conducting
3.
 1. Bob Geldof's
 2. many people
4.
 1. English is used for marketing, selling, international import and export, and for travelling and negotiating internationally.
 2. It's very important since more and more schools, colleges and universities in many countries are conducting whole courses in English and students are expected to read and write in this language. Besides, students have to be very fluent in English to be accepted in those courses.

OVER TO YOU

1 Are these statements *true* or *false*? Correct the false ones.

- 1 English skills are very useful for your job.
- 2 More than a half million people speak English as a first language.
- 3 British English is more widely spoken than American English.
- 4 English is spoken as a first language in Singapore and India.
- 5 In total, more than a quarter of the world's population speaks English.

2 Vocabulary

Find words in the text to match these equivalents or explanations.

Paragraph numbers are given in brackets.

- 1 supplying (par. 3)
- 2 increasing (par. 3)
- 3 in addition to (par. 4)
- 4 from a different country (par. 5)
- 5 calculated (par. 5)

3 What do these words refer to?

- 1 you (l.10)
- 2 those (l.22)
- 3 who (l.26)

4 Give opposites for:

- 1 started (l.2)
- 2 many (l.6)
- 3 well (l.7)
- 4 able (l.9)
- 5 earlier (l.12)
- 6 advantages (l.13)

5 Give complete answers to these questions.

- 1 How many countries use English as the official or co-official language?
- 2 What is the total number of people who are learning English as a second or foreign language?
- 3 Why is English the most widespread of the world's languages? Give at least two reasons.



GRAMMAR STUDY

CONDITIONALS

Remember

FIRST CONDITIONAL

Forms

If + present simple / continuous – modal (will, can, may, must) + infinitive

If you **want**, you **can improve** your English.

If you **come** to the party, **you'll enjoy** yourself.

If Jim's **going** to the party, I **won't** (go).

Unless she's on time, we'll leave without her.

(Unless = If not)

If + present simple / continuous – imperative

If you **go** to London, **visit** the British Museum.

If it's **working**, **don't interfere** with it.

If + presente simple – present simple

If water **is heated** to 100 °C at sea level, it **boils**.

Use

Conditions which are very probable or normal in the present or future.

SECOND CONDITIONAL

Form

If + past simple – modal (would, could, might) + infinitive

If I **found** a good job, I **would buy** a new car.

Would you **give** me some money if you **won** the lottery?

If he **bought** a new computer, he **could work** from home.

If we have the verb **to be**, we can use **were** for all persons. It is more formal.

If I/he/she **was/were** rich, I/he/she **would travel** around the world.

Use

Conditions which are improbable or impossible in the present or future.

Note

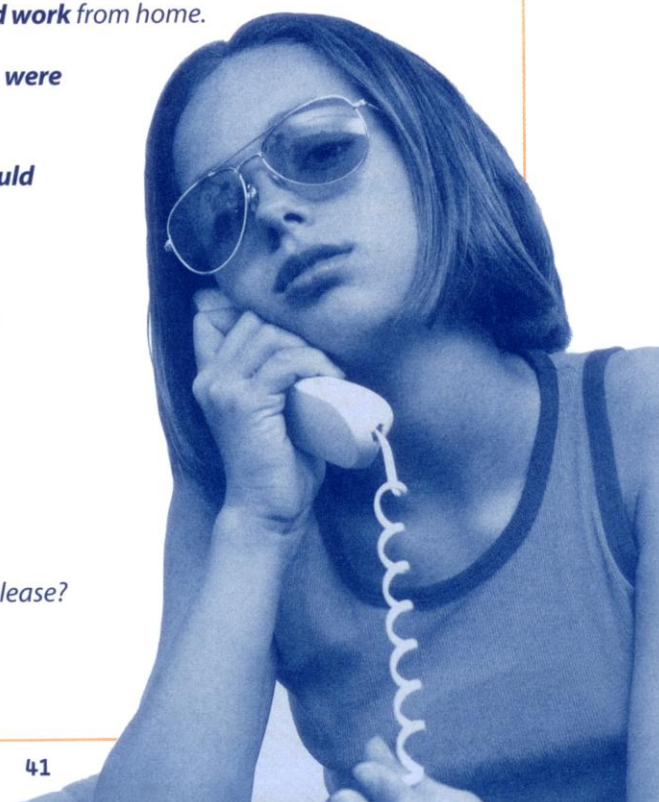
If a sentence starts with **if**, we put a comma between the two clauses.

If at the beginning

If the phone rings, can you answer it please?

If in the middle

Do you mind **if** I use your CD player?



SAMPLE EXERCISES

1 Complete the sentences with the correct verb form.

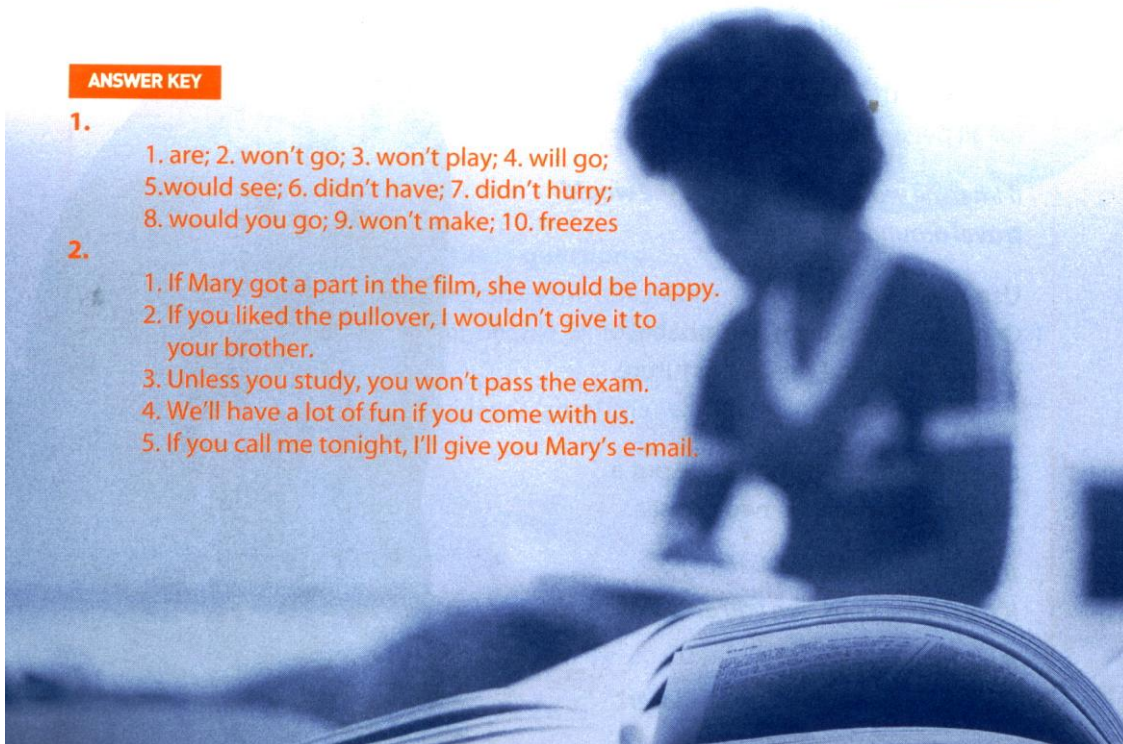
- 1 If you _____ (be) hungry, you can have a sandwich.
- 2 If John doesn't shave off his beard, Lucy _____ (not go) out with him.
- 3 If it rains, we _____ (not play) football.
- 4 He _____ (go) to the party if you come with him.
- 5 If you went to the cinema, you _____ (see) a very boring film.
- 6 Would you go out with me if you _____ (not have) to study for the exam?
- 7 You would miss the train if you _____ (not hurry).
- 8 If you were driving from Porto to Lisbon, which way _____ (you; go)?
- 9 Unless you're thirsty, I _____ (not make) any fruit juice.
- 10 If pure water is cooled to 0°C, it _____ (freeze).

2 Rewrite the following as conditional sentences.

- 1 Mary isn't happy. She may not get a part in the film.
If _____
- 2 You don't like the pullover. I'll give it to your brother.
If _____
- 3 You don't study. You won't pass the exam.
Unless* _____
- 4 Come with us. We'll have a lot of fun.
_____ if _____
- 5 Call me tonight. I'll give you Mary's email.
If _____

ANSWER KEY

1. 1. are; 2. won't go; 3. won't play; 4. will go;
5. would see; 6. didn't have; 7. didn't hurry;
8. would you go; 9. won't make; 10. freezes
2. 1. If Mary got a part in the film, she would be happy.
2. If you liked the pullover, I wouldn't give it to your brother.
3. Unless you study, you won't pass the exam.
4. We'll have a lot of fun if you come with us.
5. If you call me tonight, I'll give you Mary's e-mail.



OVER TO YOU

1 First conditional

Complete the sentences with the correct **verb form**.

- 1 If I see him, I _____ (give) him your message.
- 2 If the actor _____ (come) to the meeting, I'll talk to him.
- 3 _____ (you / take) me with you if you _____ (go) to the theatre?
- 4 William _____ (get) into trouble if he _____ (not go) home soon.
- 5 It _____ (not be) cheaper if they _____ (go) by taxi.
- 6 He _____ (miss) the plane if he _____ (not hurry).
- 7 _____ (you / mind) if she _____ (use) your calculator?
- 8 If I _____ (be) late this afternoon, _____ (not wait) for me.
- 9 If you _____ (wear) a raincoat, you _____ (not get) wet.
- 10 _____ (your mother / get) angry if you _____ (arrive) home after midnight?

2 Paul is at work. Choose a verb to complete the notes his boss has left for him.

arrive – not post – not disturb – call – give – answer – make

- 1 If Mrs Smith _____, tell her I'm busy.
- 2 If the cleaners _____, tell them to do the toilets upstairs.
- 3 If you have time, _____ those letters for me.
- 4 If you finish the letters, _____ them before I see them first.
- 5 If you can work overtime today, _____ all the copies for the conference.
- 6 If you don't need this personal organizer, _____ it to John.
- 7 If Lucy's doing her work, _____ her.

3 Second conditional

Complete the sentences.

- 1 They would buy a big house if they _____ (have) the money.
- 2 If I _____ (find) your key, I _____ (give) it to you.
- 3 We _____ (be) happy if we _____ (be) on holiday.
- 4 If he _____ (not be) a good player, he _____ (not be) in the team.
- 5 She _____ (buy) a car if she _____ (know) how to drive.
- 6 We _____ (watch) TV tonight if _____ (there to be) a good film on.
- 7 If I _____ (can), I _____ (help) you.

4 Complete the questions.

- 1 If you could change one thing at school, what _____ (you / change)?
- 2 If I _____ (not like) your jacket, what _____ (you / do)?
- 3 _____ (they / come) with us if we _____ (ask)?
- 4 If you _____ (not have) a car, how _____ (you / go) to work?

OVER TO YOU

OVER TO YOU

- 5 _____ (you / do) me a favour if I _____ (ask) you?
- 6 If you _____ (see) an accident in the street, _____ (you / call) the police?
- 7 If you _____ (be) eighteen, _____ (you / get) your driving licence?

5 Rewrite the following as conditional sentences.

- 1 I'm not a rich man. I can't help the poor.
If _____
- 2 He can't speak English. He won't get a good job.
If _____
- 3 They don't need to learn Spanish. They won't go to Spain.
_____ if _____
- 4 I don't rule the world. I can't make it a better place.
If _____
- 5 I might visit the cathedral. I might not have time.
_____ if _____
- 6 We don't have much money. We won't go abroad this summer.
If _____
- 7 She doesn't want this magazine. I'll throw it away.
Unless _____
- 8 I'm not busy. I'll go with you.
_____ if _____
- 9 You'll catch a cold if you don't wear a raincoat.
Unless _____
- 10 Unless you remind me, I'll forget to pay the electricity bill.
If _____
- 11 If you don't give the dog a bone, it won't go away.
Unless _____
- 12 Unless she goes to bed early, she'll get up late.
If _____
- 13 The painting will fall unless you use a strong nail.
If _____
- 14 She won't like the cake if you don't put more sugar in it.
Unless _____
- 15 If you don't call her, she'll be very sad.
_____ unless* _____

GRAMMAR STUDY

MULTI-PART VERB TO COME

Come across – find by chance

I was lucky. I **came across** this chair in a second-hand shop.

Come down (of rain, etc.) – fall

We sat by the window, watching the snow **coming down**.

Come down – come from the north, or from the town to the country

Why don't you **come down** and see us some time?

Come down – get lower

The price of gas **is coming down**.

Come from – have as your country or place of origin

I **come from** Porto, in Portugal.

Come in (of a flight) – arrive at an airport

Our flight finally **came in** five hours late.

Come off – be able to be removed

That mark **won't come off**.

Come off – fall from something

My son **came off** his bicycle yesterday, but he didn't get hurt.

Come over (to...) (from...) – to travel from one place to another, usually over a long distance

I worked from Germany and **came over** to Paris once a month.

Come up – arise, appear

An opportunity for extra work **has come up**.

SAMPLE EXERCISES

1 Fill in the gaps using the *multi-part verb to come* with the appropriate form.

- 1 We'll let you know if any vacancies _____.
- 2 Yesterday he went for a ride and _____ his horse.
- 3 The rain _____ in torrents last Saturday.
- 4 She _____ some old photographs in a drawer.
- 5 'Where _____ you _____?' 'I _____ Rome.'
- 6 A button _____ my coat.
- 7 The train _____ now.

ANSWER KEY

1.

1. come up	4. came across	6. has come off
2. came off	5. do you come from; come from	7. is coming in
3. came down		

OVER TO YOU

1 What does each *multi-part verb* in bold mean? Match the two columns and find out.

1. The new headteacher comes across as a very understanding person.	a) recovered consciousness
2. He was in a coma for two days when he finally came to .	b) appeared in the sky
3. A girl came up and asked the way to the bank.	c) broke into pieces
4. The clouds went away and the sun came out .	d) gives the impression of being
5. We left early in the morning as the sun was coming up .	e) appear on the stage
6. When the story of his secret life came out , we were shocked.	f) approached me
7. I only come on at the end of the play.	g) finished in a particular position
8. News has just come in of a fire at the airport.	h) rising
9. This vase just came apart when I picked it up.	i) was revealed
10. Unfortunately, I came in last in the race.	j) been received

2 Multi-part verbs for travel and movement
Match the *multi-part verbs* to their correct definitions.

1. to get on place	a) start a journey
2. to end up	b) suddenly leave, or depart on an airplane
3. to head towards	c) step onto a bus, train, airplane, or boat
4. to take off	d) go in the direction of
5. to set off	e) finally be in a particular

CREATIVE WRITING

WRITING AN ARTICLE

Your school newspaper has asked its readers to make their contributions for the next issue.

As you have been talking about the spread and importance of English, write an **argumentative article** to give your opinion on the matter.

Follow this **layout**.

Heading

You should have a heading that suggests the topic of the article.

Introduction

Write an interesting introduction.

Main body

Organise your ideas into paragraphs, perhaps 'for' and 'against'.

Conclusion

Summarise the main points.

FIRST EVALUATION TEST

Read the text carefully.

MATTHEW MCCONAUGHEY

Matthew McConaughey was born on November 4, 1969, in the small town of Uvalde, Texas. He's the youngest of three brothers, the oldest being Mike and the second being Patrick. His mother is Kathrine, a substitute school teacher, and his father, Jim, was a gas station owner, who died of a heart attack in August 1992.

- 5 When Matthew was still quite young, his family moved to Longview, Texas. He graduated from the local high school in 1988, where he played football and was voted "Most Handsome". He then spent a year in Australia, where he worked helping a law firm (which has helped him play his characters in "A Time to Kill" and "Amistad"). Showing little interest in his father's oil business, he went on to study
- 10 film direction at the University of Texas in Austin, from which he graduated in 1993.

Matthew got his acting start in commercials. The director of "Dazed and Confused" discovered him in 1992 and cast him in the part of the aging Stoner. Matthew was still directing student films at the University of Texas then. Soon, the actor caught the eye of other Hollywood directors with his sweet Texan charm and

15 wit, and was cast in the lead role of the sequel to "Texas Chainsaw Massacre" in 1993. Matthew's talent caught Joel Schumacher's eye and he was cast in one of the leads in "A Time to Kill" in 1996. This assured him stardom, as he rose to the top with his great character acting ability, charm and good looks.

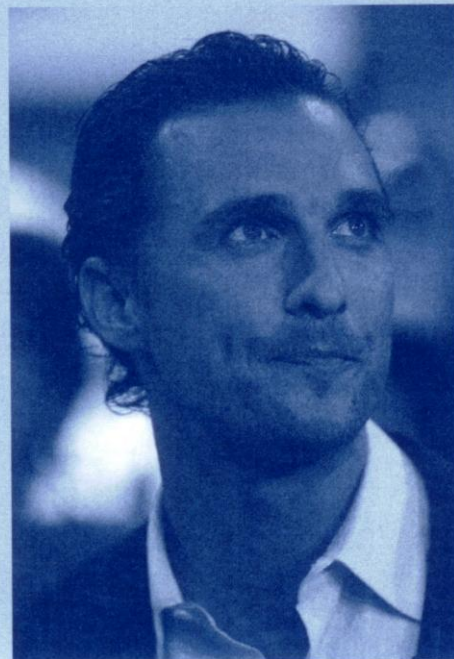
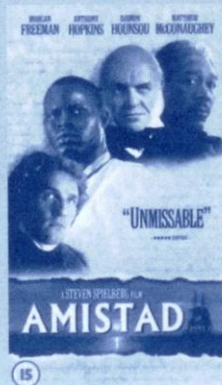
Matthew's next films were Steven Spielberg's "Amistad" (1997), "The Newton

20 Boys" (1998) and "Ed TV" (1999). His movies from 2001-2003 are "The Wedding Planner" with Jennifer Lopez, "Reign of Fire" as a dragon slayer, "Frailty" and "How to Lose a Guy in 10 Days". In 2006 he co-starred with Sarah Jessica Parker in the film "Failure to Launch".

Some other interesting facts about

25 Matthew are that he's 1.84m tall, loves to play golf in his free time, has a lab-chow named Miss Hud, drives a new black BMW, and resides in Austin, Texas.

www.geocities.com/
(abridged and slightly adapted)



FIRST EVALUATION TEST

1 Decide whether these statements are true or false. Correct the false ones.

- 1 Matthew McConaughey is the oldest son of an American family.
- 2 Both his mother and his father are still alive.
- 3 He was 18 when he finished high school.
- 4 His work in a law firm was useful to his career as an actor.
- 5 He did a degree in law from University of Texas in Austin.

2 Find in the third paragraph of the text the words that mean the following:

- 1 attracted attention
- 2 the ability to say or write clever and amusing things
- 3 a film that continues the story of an earlier one
- 4 guaranteed

3 Complete the sentences according to the text.

- 1 After playing a leading role in the film "A Time to Kill", Matthew McConaughey

- 2 Since the beginning of his career, he _____

4 Answer these questions with your own words.

- 1 What personal qualities have contributed to Matthew's success as an actor?
- 2 Would you like to be a famous star? Account for your answer.

5 Fill in the spaces in this text with suitable verbs. Choose from the list.

star – run – know – discover – grow up – attract – have – explode – graduate – attend

Matthew McConaughey (1) _____ in Longview, Texas where he (2) _____ from the local High School. His father (3) _____ an oil pipe supply business. He (4) _____ the University of Texas in Austin, originally wishing to be a lawyer. But, when he (5) _____ an inspirational Og Mandino book "The Greatest Salesman in the World" before one of his final exams, he suddenly (6) _____ he (7) _____ to change his major from law to film. He is a versatile actor who (8) _____ onto the screen in '96 with "A Time to Kill". Since then, he (9) _____ in many hit movies, showing his acting talent and sweet Texan charm. He (10) _____ both female and male viewers.

FIRST EVALUATION TEST

6 Rephrase the following sentences.

- 1 You don't speak perfect English. You have to do these exercises.
If _____
- 2 You don't make friends because you aren't very sociable.
_____ if* _____
- 3 Matthew spent a year in Australia. Then he attended the University of Texas in Austin.
After _____
- 4 The project had to be abandoned. They didn't support it.
_____ due to _____

7 Composition

You've probably heard of Jude Law. Here is his fact-file. Write his **biography**.
Use these adverbs: **then**, **after that** and **finally**.

JUDE LAW

Name: David Jude Law

Date of birth: December 29, 1972

Birthplace: London, UK

Height: 1.83m

Star sign: Sun in Capricorn

Famous for: being an actor

Fun fact: is a vegetarian

Started acting: with the National Youth Music Theatre at the age of 12

1990: dropped out of school completely, to star in a Granada daytime TV Soap called *Families*

1992: began his stage career; starred in many plays throughout London

1997: first big-name movie called *Gattaca*, with Uma Thurman and Ethan Hawke

1999: rise to fame because of *The Talented Mr Ripley*, in which he plays Matt Damon's obsession

Salary:

The Talented Mr Ripley (1999)

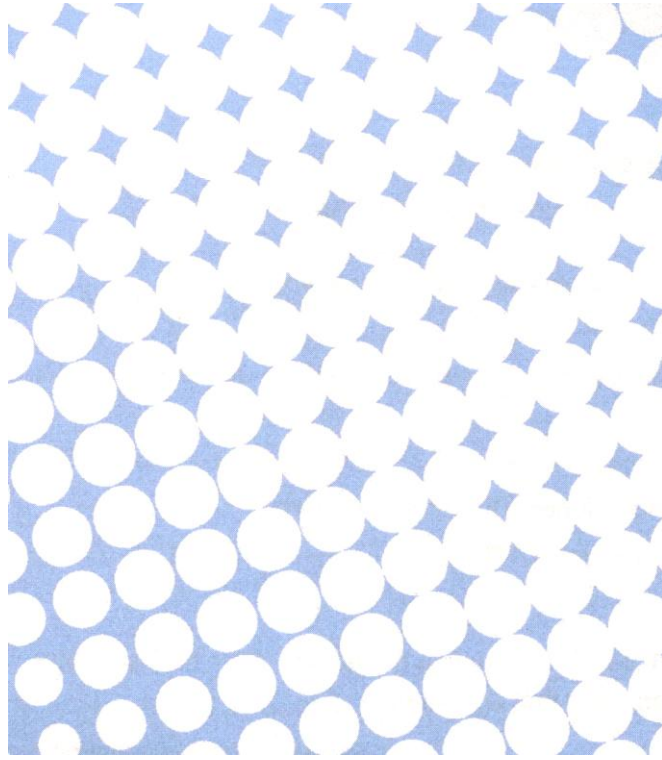
– \$745,000

Cold Mountain (2003)

– \$10,000,000

Closer (2004) – \$9,500,000



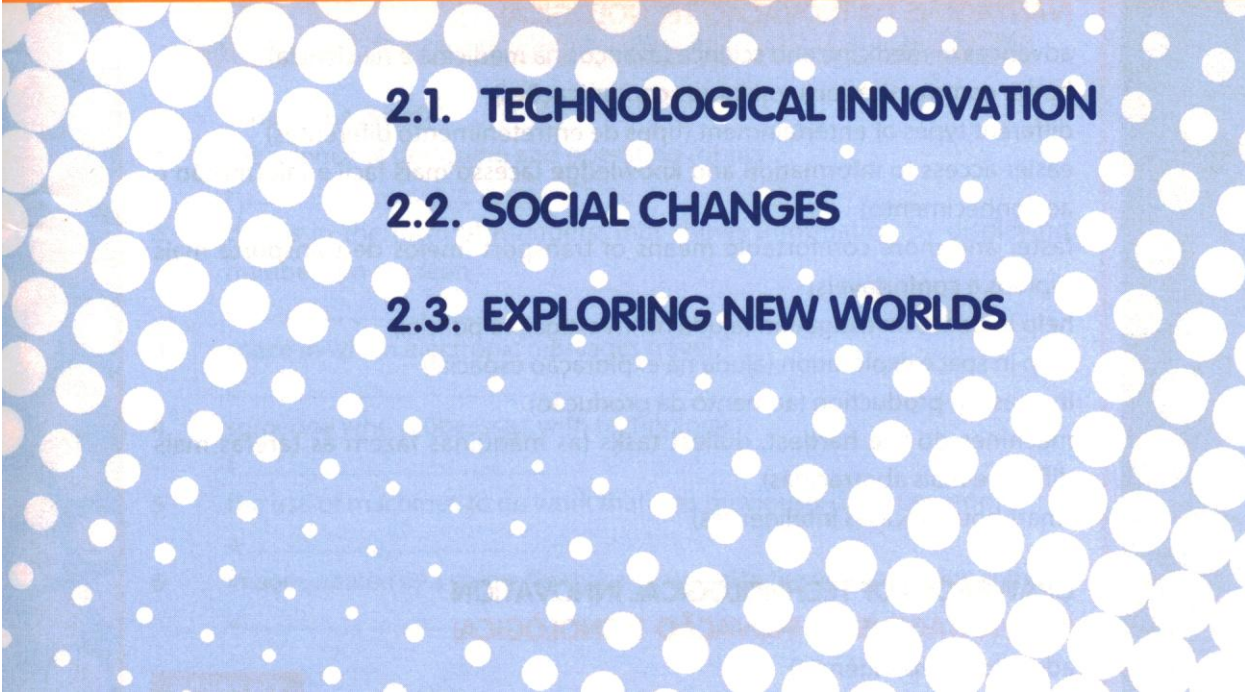




MODULE

2

THE WORLD OF TECHNOLOGY



2.1. TECHNOLOGICAL INNOVATION

2.2. SOCIAL CHANGES

2.3. EXPLORING NEW WORLDS

VOCABULARY STUDY

2.1

Technological innovation

WORD GROUPS
STUDY THESE WORD GROUPS

TECHNOLOGY (TECNOLOGIA)

artificial intelligence (inteligência artificial)
 automation (automatização)
 chip (chip)
 computer (computador)
 cyberspace (ciberespaço)
 digital revolution (revolução digital)
 electronics (eletrônica)
 industrialisation (industrialização)
 Internet (internet)
 machine (máquina)
 mechanisation (mecanização)
 robot (robô)
 robotics (robótica)
 technofreak (obcecado por tecnologia)
 telemedicine/telehealth (telemedicina)
 virtual reality (realidade virtual)



ADVANTAGES OF TECHNOLOGICAL INNOVATION

(VANTAGENS DA INOVAÇÃO TECNOLÓGICA)

advances in medicine and science (avanços na medicina e na ciência)
 better communications (melhores comunicações)
 different types of entertainment (tipos de entretenimento diferentes)
 easier access to information and knowledge (acesso mais fácil à informação e ao conhecimento)
 faster and more comfortable means of transport (meios de transporte mais rápidos e confortáveis)
 help in police investigation (ajuda na investigação policial)
 help in space exploration (ajuda na exploração espacial)
 increase in production (aumento da produção)
 machines do the hardest, dullest tasks (as máquinas fazem as tarefas mais difíceis e mais aborrecidas)
 smart houses (casas inteligentes)

DRAWBACKS OF TECHNOLOGICAL INNOVATION

(DESVANTAGENS DA INOVAÇÃO TECNOLÓGICA)

addiction (dependência)
 loss of healthy habits (perda de hábitos saudáveis)
 social isolation (isolamento social)
 unemployment (desemprego)

SAMPLE EXERCISES

- 1 Find in the puzzle (across and down) ten words related to technology.**

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

2 What's the word?

- 1 the science of designing and operating robots
r _____
- 2 that is in the form of numbers; that shows information by displaying numbers on a screen
d _____
- 3 space in which electronic messages travel
c _____
- 4 someone who is obsessed with technology
t _____
- 5 the use of machines to do work that was previously done by people
a _____
- 6 images created by a computer that appear real to the person looking at them
v _____ r _____

ANSWER KEY

- 1 Across: robot, computer, internet, chip, electronics, information
Down: communications, telemedicine, science, addiction
- 2 1. robotics; 2. digital; 3. cyberspace; 4. technofreak; 5. automation; 6. virtual reality

OVER TO YOU

1 Fill in the chart with the advantages of technology in each area.

WORK	TRANSPORTS	COMMUNICATION	MEDICINE	POLICE	ENTERTAINMENT

2 Put in the missing vowels to complete this text about some disadvantages of technology.

Tchnlgc_l _nn_v_t_n c_n h_v_s_m_ d_s_dv_nt_g_s s_ch
s th _ncr_s_ _f_n_mpl_ym_nt,d__ t_ th_ s_bst_t_t_n
_f m_n b_ m_ch_n_s.
_s f_r p_rs_n_l r_l_t_ns,p__pl_ t_nd t_ d_d_c_t_ t__ m_ch
t_m_ t_ th_ c_mp_t_r,th_ _nt_rn_t_,nd t_ f_rg_t s_c_l l_f_.

3 Complete the text about telemedicine with the words below.

An orthopaedic (1) _____ in Lewisburg is being examined by a doctor – but the doctor is 180 (2) _____ away in the University of Virginia, Charlottesville. The University of Virginia Health System offers (3) _____ facilitated services at locations throughout the Commonwealth of Virginia. They offer (4) _____ to their specialists regardless of (5) _____. Telemedicine involves using television (6) _____, special (7) _____ equipment and broadband (8) _____ linkages that allows you and the specialist to see and talk to each other in (9) _____. Your local physician may (10) _____ medical data, pictures, (11) _____ images and other important information directly to the specialist at the University of Virginia Health System. After (12) _____ the information provided, the specialist will interact with and (13) _____ the patient and send a (14) _____ which includes (15) _____ and treatment recommendations back to your physician. Your own doctor will treat you and provide (16) _____ care.



telemedicine	follow-up	patient	diagnosis
telecommunications	miles	report	real time
computerised	monitors	x-ray	reviewing
geographic boundaries	examine	send	access

READING

THE HISTORY OF ROBOTICS

BY ADAM CURRIE

Ever since robots were invented, people have been very interested in them. Robotic technology has made many things possible. "Robot" comes from the Czech word "robota", meaning "forced labour", and first used in a play written in 1920. The word "robotics" also comes from science fiction – it first appeared in the short story "Runaround" (1942) by Isaac Asimov.

According to The Robot Institute of America (1979) a robot is "a reprogrammable, multifunctional manipulator designed to move materials, parts, tools, or specialized devices through various programmed motions for the performance of a variety of tasks."

The modern uses of Robots are:

1) for EXPLORATION

People are interested in places that are sometimes full of danger, like outer space, or the deep ocean. But when they cannot go there themselves, they make robots that can go there. The robots are able to carry cameras and other instruments so that they can collect information and send it back to their human operators.

2) for INDUSTRY

When doing a job, robots can do many things faster than humans. Robots do not need to be paid, eat, drink, or go to the bathroom like people. They can do repetitive work that is absolutely boring to people and they will not stop, slow down, make mistakes or fall asleep like a human. They are used for such tasks as painting, cutting and welding metal.

3) for MEDICINE

Sometimes when operating, doctors have to use a robot instead. A human would not be able to make a hole exactly one 100th of an inch wide and long. When performing operations, robots can do the job much faster and more accurately than a human can.

4) for the MILITARY and POLICE

Police need certain types of robots for bomb-disposal and for bringing video cameras and microphones into dangerous areas, where a human policeman might get hurt or killed. The military also uses robots for locating and destroying mines on land and in water, entering enemy bases to gather information, and spying on enemy troops. Robot planes can also carry smart missiles and bombs.

5) for ENTERTAINMENT

At first, robots were just for entertainment, but as better technology became available, real robots were created. Many sci-fi robots are seen on TV (*Star Trek – The Next Generation*) and in movies (*Forbidden Planet*, *Lost in Space*, *Blade Runner*, *Star Wars*). These imaginary robots do a lot of things that the real ones cannot do.

www.faculty.ucr.edu (abridged)

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Complete the chart according to the example.

AREAS	USES	ADVANTAGES
1. exploration	going into outer space or into the ocean	replacing human beings in dangerous places; being able to carry cameras and other instruments in order to collect information
2.		
3.		
4.		
5.		

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2 What do these words refer to?

- 1 it (l.4)
- 2 there (l.13)
- 3 ones (l.37)

3 Answer the questions with your own words.

- 1 Why are people so interested in robots?
- 2 What type of things has robotics made possible?
- 3 In your opinion, in what area are robots more useful? Give reason

4 Identify these verb tenses.

- 1 were invented (l.1)
- 2 has made (l.2)
- 3 comes (l.4)
- 4 appeared (l.4)

5 Find the verbs for the following nouns.

- 1 exploration (l.11)
- 2 industry (l.16)
- 3 military (l.27)
- 4 police (l.27)
- 5 entertainment (l.33)



SAMPLE EXERCISES

ANSWER KEY

1

AREAS	USES	ADVANTAGES
1. exploration	going into outer space or into the ocean	replacing human beings in dangerous places; being able to carry cameras and other instruments in order to collect information
2. industry	manual work	They are faster than humans, aren't paid, don't need to eat or rest.
3. medicine	surgical operations	They can do the job faster and more accurately than humans.
4. the military and the police	bomb-disposal, locating and destroying mines, entering enemy bases, spying on enemy troops, air attacks	preventing human policemen and soldiers from being hurt or killed
5. entertainment	films	entertaining, exploring imagination and new possibilities

2

1. the word "robotics"
2. outer space or the deep ocean
3. robots

3

1. People are usually interested in robots because they have almost infinite capacities and they can help us in many different areas.
2. Robotics has made extraordinary things possible, such as exploring space and the ocean safely, helping doctors to operate on patients, defusing bombs and locating and destroying mines, saving human lives.
3. Suggestions – I think robots have been more useful in medicine, because they are very accurate and they can avoid human errors. / The car industry, because they have enabled manufacturers to make better and cheaper cars.

4

1. past simple, passive
2. present perfect
3. present simple
4. past simple

5

1. explore
2. industrialise
3. militarise
4. police
5. entertain

OVER TO YOU

1 Complete the sentences according to the text.

- 1 The word "robot" _____
- 2 Isaac Asimov _____
- 3 Robots are used _____
- 4 They are _____ and _____ than humans.

2 What do these words refer to?

- 1 they (l.13)
- 2 they (l.18)
- 3 that (l.19)

3 Answer the questions with your own words.

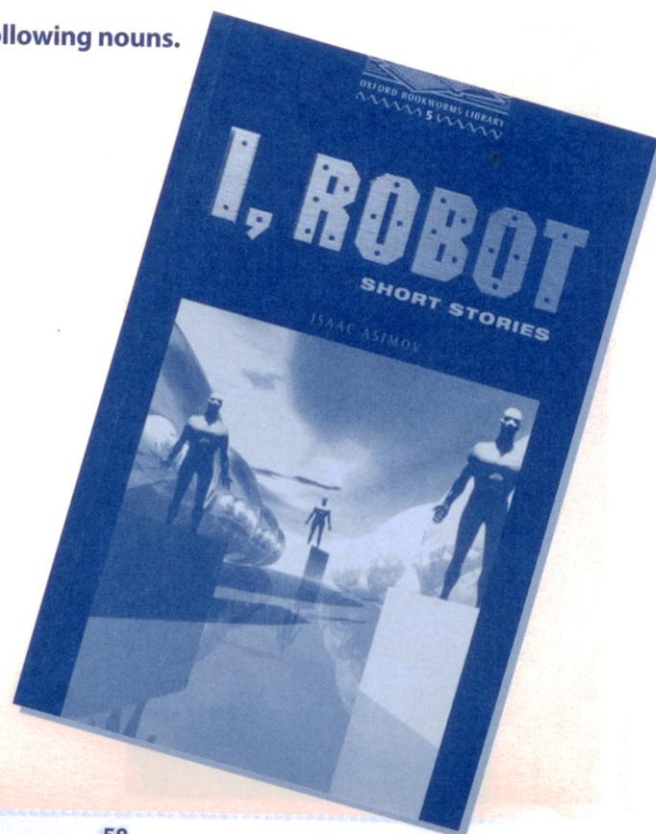
- 1 Why were robots given that name?
- 2 Why can they be used in so many areas?
- 3 Is your idea of a robot the same after reading this text? Justify your answer.

4 Identify these verb tenses.

- 1 do not need (ll.17/18)
- 2 will not stop (l.19)
- 3 would not be (l.24)
- 4 were created (l.35)

5 Find the verbs for the following nouns.

- 1 fiction (l.4)
- 2 materials (l.7)
- 3 water (l.31)
- 4 information (l.31)
- 5 entertainment (l.34)



GRAMMAR STUDY

COMPARING PRESENT, GENERAL AND FUTURE MEANINGS

Look at this example taken from the text: "...they **will not stop**, slow down or fall asleep like a human." Here, the modal verb *will* tells us not about the future but about the general habits and characteristics of robots in comparison with humans. If in similar sentences *will* is emphasized, the statement expresses criticism of someone's habitual behaviour: "He's not a bad man, but he will tell those stupid jokes that offend and embarrass people, so now no-one invites him to parties." Sometimes *will* shows that the speaker is resigned to accepting typical, if undesirable, behaviour, as when a tired teacher sighs: "Boys will be boys, I suppose."

The context, and especially the use of adverbials, usually makes the meaning clear.

Look at the following explanatory examples to understand the differences between present, general and future time references.

- (1) *I'm going* [**present**] to work at the moment. [= I'm travelling to my place of work.] *I'll phone* [**future**] you back in half an hour.
- (2) *I'm feeling* [**present**] better today, so *I'm going back* [**future**] to work tomorrow.
- (3) *I'm going to work* [**future intention**] on the project next weekend.
- (4) *I promise* [**general time**] to love [**future**] you for the rest of my life.
- (5) *We guarantee* [**general time**] that you *will have* [**future**] the money by tomorrow.
- (6) In London theatres, plays normally *start* [**general rule**] at 7:30.
- (7) Tomorrow the play *starts* [**arranged future**] later than usual – at eight o'clock.
- (8) The coach *leaves* [**future**] at 8.45 on Saturday morning. You *are to meet* [**instructions about the future**] at the coach station entrance by 8:30. Is that clear?

FINITE VERB FORMS USED IN EXPRESSING FUTURE MEANING

Often there are various ways of referring to the future which are more or less acceptable. However, the following brief list of verb forms and uses with examples may help you to express yourself clearly and naturally in most situations.

will/shall/'ll – predictions, decisions, requests, invitations, offers, refusals... E.g. (1) *It will be* warm and sunny in the South. (2) OK, then, *we'll meet* on Thursday at 9:30. (3) '*Will you help me?*' 'No, I *won't*.' (4) '*Will you come to my party?*' 'I'm afraid I *will not be* able to.' (5) '*Shall I feed the cats?*' 'Yes, please.'

will be + ing – continuous or progressive future actions or conditions. E.g. (1) When you arrive, *I'll be waiting*. (2) '*Will you be using* the computer this evening?' 'I *won't be using* it after dinner.'

Be going to+verb – future events that are decided or consequences of the present situation. E.g. (1) Oh dear, it's already 4 o'clock: *we're going to be late*. (2) 'What are *you going to cook* for dinner, Mum?' 'Nothing. You *are going to take* me out for dinner: it's Mother's Day!' (3) *It's going to be* another hot day today.

Present continuous – plans and arrangements. E.g. (1) 'What *are you doing* tomorrow afternoon?' 'I'm *playing tennis* with Fred.' (2) *We're going to* the Algarve for a fortnight, but *we're not camping* this year; *we're renting* an apartment.

GRAMMAR STUDY

Present simple – normal states, in subordinate clauses, timetables, programmed events. E.g. (1) If water *is heated* to 212 degrees Fahrenheit, it *boils*. (2) When you *arrive*, I'll be waiting. (3) 'What time *does* the film *begin*?' 'It *doesn't start* till 9:30.'

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SAMPLE EXERCISES

1 Discuss the alternatives and choose the most suitable verb form.

- 1 I *will visit* / *am going to visit* / *visit* my friend at the weekend.
- 2 There's a postbox. I *'ll post* / *I'm going to post* / *I'll be posting* these letters.
- 3 I've decided what to do in July. I *'m going to take* / *I'll take* / *take* a language course.
- 4 John *will be playing* / *will play* / *is going to be playing* golf all day tomorrow.
- 5 I don't know what we *are doing* / *are going to do* / *will do*. We've got no money.
- 6 The match *starts* / *is starting* / *will be starting* at half past seven.

2 Complete with the future *will*.

- 1 Medicine _____ (be) even more efficient with the help of technology.
- 2 Robots _____ (help) in all the areas of life.
- 3 _____ you _____ (show) me the way, please?
- 4 They _____ (neg., bring) their cameras.
- 5 When _____ she _____ (finish) her homework?
- 6 Oh, no! My car _____ (neg., start)!

3 Put the verb into the correct form, using *will* or *going to*.

- 1 I'm very tired. I _____ (have) an early night.
- 2 _____ you _____ (hold) my bag for a minute, please?
- 3 I probably _____ (neg., have) time to finish this book today.
- 4 Did you know that I _____ (graduate) this year?
- 5 I don't have any money. I think I _____ (ask) for a loan.
- 6 Look at those black clouds. It _____ (rain).

4 Choose the best option.

- 1 I decided that next Summer I _____ Spain.
a) am visiting b) will visit c) visit
- 2 The train _____ at 9 p.m.
a) will leave b) leaves c) is going to leave
- 3 _____ come to the party with me?
a) Will you b) Are you going to c) Do you
- 4 If the weather gets better, I _____ go to the beach.
a) am going b) go c) will go

SAMPLE EXERCISES

- 5 Next week the sun _____.
 a) is going to shine b) will shine c) shines
- 6 The art exhibition _____ on 3 May.
 a) opens b) will be opening c) is opening

ANSWER KEY

- 1 1. am going to visit 4. will be playing
 2. will post 5. are going to do
 3. am going to take 6. starts
- 2 1. will be 4. won't bring
 2. will help 5. will she finish
 3. Will you show 6. won't start
- 3 1. am going to have 4. am going to graduate
 2. Will you hold 5. will ask
 3. won't have 6. is going to rain
- 4 1. a 2. b 3. a 4. c 5. b 6. a

OVER TO YOU

- 1 **Imagine that you are in the following situations. Write what you say in response using *will* or *won't*. Use the words/expressions in brackets.**

- 1 These bags are so heavy!
 _____ (carry)
- 2 There's been an accident!
 _____ (call an ambulance)
- 3 I'm so thirsty!
 _____ (get a glass of water)
- 4 My car won't start!
 _____ (call the mechanic)
- 5 I am so tired this evening!
 _____ (help with the washing-up)
- 6 My birthday is next week!
 _____ (neg., forget)

- 2 **Put the verbs into the correct form of the *future*.**

- 1 At the weekend I _____ probably _____ (go) to the cinema.
- 2 This company _____ (build) a new shopping centre.

OVER TO YOU

- 3 I'm late. I _____ (take) a taxi.
- 4 We _____ (have) a party tomorrow.
- 5 My next class _____ (begin) at half past ten.
- 6 I believe the conference _____ (neg., start) until 3 p.m.
- 7 Tomorrow I _____ (meet) my sister for a drink.
- 8 _____ Paul _____ (apply) for the job?
- 9 _____ you _____ (come) to lunch?
- 10 The band _____ (play) when the President enters.

3 What do these people say? Pay attention to the underlined words. Follow the example.

- 1 Tom is predicting the weather for tomorrow.
Tom: Tomorrow it will rain.
- 2 Mary's train timetable says "Arrival 11:20".
Mary: The train _____
- 3 Peter has arranged an interview for a job on Wednesday morning.
Peter: _____
- 4 A gipsy is reading Martha's hand. She predicts three children.
Gipsy: _____

4 Decide whether each example is a present, future or general reference.

- 1 He loves working with computers.
- 2 She is going to accept that job.
- 3 If you drop a glass, it'll break.
- 4 The train arrives at 10:00 tomorrow.
- 5 They are listening to the radio.
- 6 I'm meeting her at the airport later on.

GRAMMAR STUDY

NOUNS – COUNTABLE / UNCOUNTABLE / COLLECTIVE

A **countable noun** can be singular or plural. We can count it.

E.g. *robots* – *a/one robot, two robots*.

An **uncountable noun** is neither singular nor plural. We cannot count it.

E.g. *work, time, money, music, food, fun, love, water, wine, furniture, advice, etc.*

With countable nouns we can use *the / a (an) / some / many / a lot of / lots of / few / a few / any*.

With uncountable nouns we can use *the / some / any / much / a lot of / lots of / little / a little / any*.

With *so* and *too* we usually use *many* and *much*.

E.g. *She has already drunk **too much** fruit juice.*

Collective nouns are nouns that refer to a group of people, animals or things. In British English, they can sometimes be used with either a singular or a plural verb.

E.g. *The team, committee, flock is / are worried.*

(But) *The police are patrolling the streets.* (Plural)

SAMPLE EXERCISES

1 Decide whether the following nouns are *countable* or *uncountable*.

milk / trip / travel / bottle / news / room / luggage / traffic / bread / loaf / machine / weather

2 Use *many, much, few, little, and a lot of* accordingly.

1 They say they have not found _____ gold in that mine.

2 We don't get _____ rain here.

3 Kathy has made _____ progress and so is not feeling very pleased.

4 I take photos, but not as _____ as I used to.

5 She has brought very _____ baggage this time, only two small suitcases.

6 _____ tourists visited Hungary last year. They preferred other countries.

ANSWER KEY

1 uncountable / countable / uncountable / countable / uncountable / countable / uncountable / uncountable / uncountable / countable / countable / uncountable

2 1. much / a lot of 2. much / a lot of 3. little 4. many 5. little 6. Few



OVER TO YOU

YOUR STUDY

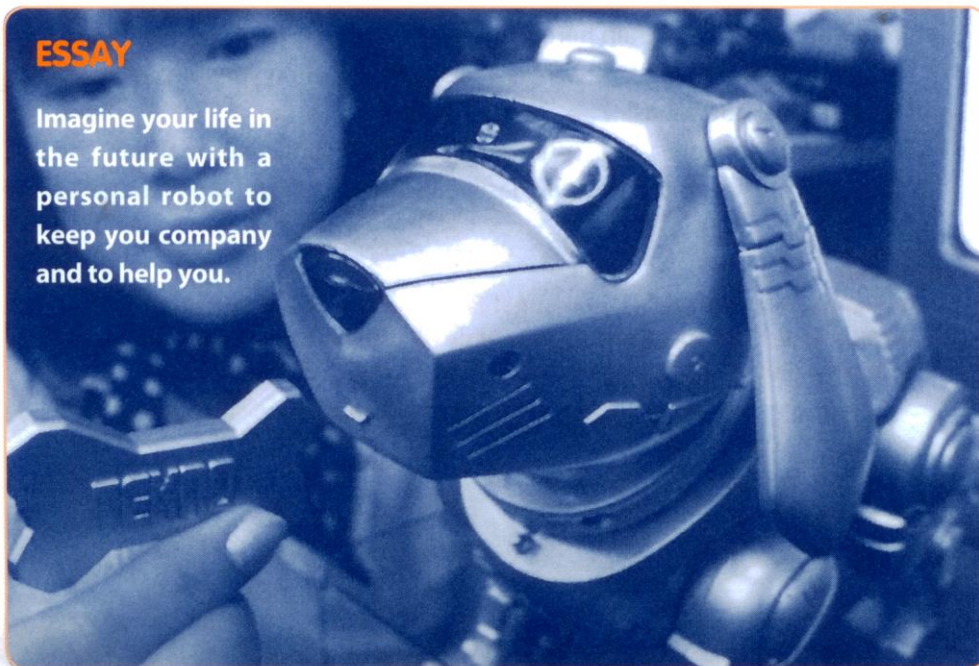
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- 1 **Decide whether the following nouns are countable or uncountable.**
equipment / money / note / behaviour / homework / job / sugar / information / letter / tea
- 2 **Use *many, much, few and little* accordingly. Then replace 'many' and 'much' with 'a lot of'.**
 - 1 Hurry! We don't have _____ time!
 - 2 There were _____ people at the conference last night, more than expected.
 - 3 I don't have _____ homework. I can play another game.
 - 4 We're lucky. Today there's _____ traffic downtown.
 - 5 I told you there were _____ windmills in Holland!
 - 6 Chinese factories have _____ robots; but _____ workers who don't earn _____ money can make _____ cheap products.
- 3 **Complete the sentences with the appropriate collective nouns. You have the first letter to help you.**
 - 1 A class is a grouping of s...
 - 2 A team is a grouping of p...
 - 3 A flock is a grouping of s...
 - 4 A crowd is a grouping of p...
 - 5 A fleet is a grouping of s...
 - 6 A gang is a grouping of c...
 - 7 A pack is a grouping of w...

CREATIVE WRITING

ESSAY

Imagine your life in the future with a personal robot to keep you company and to help you.



VOCABULARY STUDY

WORD GROUPS STUDY THESE WORD GROUPS

FAMILY (FAMÍLIA)

disappearance of the nuclear family (desaparecimento da família nuclear)
rise of divorce (aumento do divórcio)
single parents (pais solteiros)

COMMUNITY (COMUNIDADE)

digital films (filmes digitais)
faster means of transport (meios de transporte mais rápidos)
genetic engineering (engenharia genética)
genetically-modified food (comida geneticamente modificada)
MP3 (MP3)
online shopping (compras através da internet)
plastic surgery (cirurgia plástica)
smart cars (carros inteligentes)
smart houses (casa inteligentes)
video and computer games (jogos de vídeo e de computador)

EDUCATION (EDUCAÇÃO)

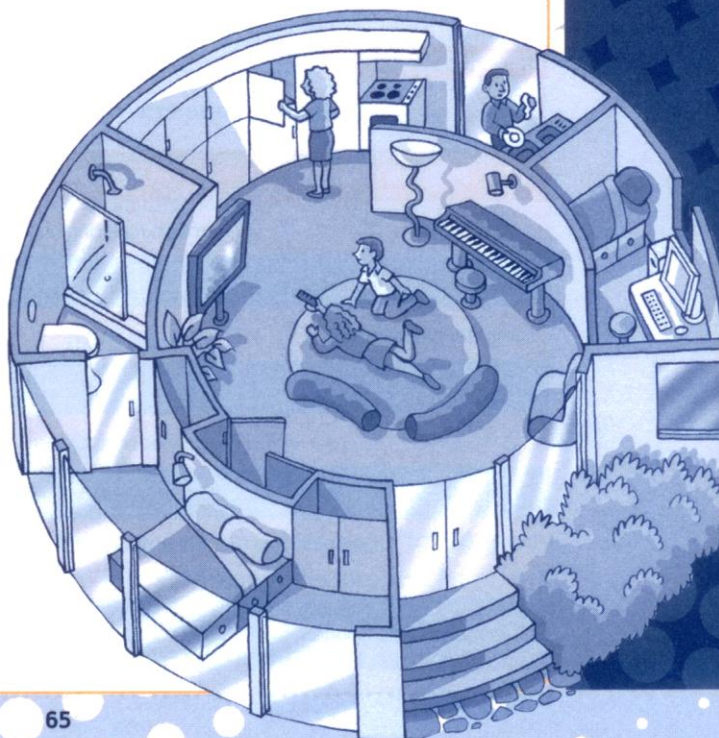
computer-based lessons (aulas com base no computador)

HUMAN RELATIONS (RELAÇÕES HUMANAS)

new means of communicating and meeting people: email, mobile phone, chat
(novos meios de comunicar e conhecer pessoas: email, telemóvel, chat)

WORK (TRABALHO)

machines do the heavy, repetitive tasks (as máquinas fazem as tarefas mais pesadas e repetitivas)
robots replace humans (os robôs substituem os humanos)



2.2

Social changes

SAMPLE EXERCISES

1 Decide whether the following changes are *positive* or *negative*. Give at least one reason.

- 1 robots replacing humans
- 2 new means of communication
- 3 computer-based lessons
- 4 smart houses
- 5 genetic engineering
- 6 genetically-modified food
- 7 disappearance of the nuclear family
- 8 faster means of transport

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POSITIVE CHANGES	NEGATIVE CHANGES	REASON(S)

ANSWER KEY [SUGGESTION]

1

POSITIVE CHANGES	NEGATIVE CHANGES	REASON(S)
	robots replacing humans	unemployment
new means of communication		faster and better information
computer-based lessons		more interesting lessons
smart houses		less housework
	genetic engineering	possible abuses
	genetically-modified food	possible side-effects
	disappearance of the nuclear family	lack of stability and support
faster means of transport		better travel, more economic development

OVER TO YOU

1 Fill in the chart according to the example.

NOUN	VERB	ADJECTIVE	ADVERB
family	familiarise	familiar	familiarly
			genetically
		digital	
communication			
	computerise		
		repetitive	
society			heavily
	work		
		educative	
relation			

2 Use the word in brackets to form one word that fits in the blank space.

- 1 I have just bought a _____ (digit) camera.
- 2 He is an expert in _____ (robot).
- 3 _____ (gene)-modified food can be harmful to people's health.
- 4 Machines do the most _____ (repeat) tasks.
- 5 This factory has been fully _____ (computer).
- 6 Technological evolution depends on economic _____ (develop).
- 7 Online _____ (shop) is becoming more and more usual.
- 8 _____ (technology) evolution seems to have endless possibilities.
- 9 His behaviour is _____ (social) unacceptable.
- 10 His name sounds _____ (family).
- 11 The _____ (work) classes fought for their rights.
- 12 He was caught by the _____ (rise) tide.

3 Translate the following text about MP3s.

MP3 files are computer files that contain songs almost as good in quality as those you might buy on a CD. They are also small enough to be easily transported between two computers. Normally song files are too large, but MP3s use special compression technology to reduce the size of files. They have revolutionised the world of music and every child and teenager has got one.

READING

THE DIGITAL REVOLUTION

Today, special effects in movies are dominated by the latest and greatest CGI – Computer Generated Imagery. CGI is a combination of images partially or completely mixed together by digital techniques, i.e. through computer programs. CGI can create not only people and creatures but also background scenes like clouds and mountain tops, or even alien spaceships. Here are some of the main CGI techniques.



3-D ANIMATION

The first is 3-D Animation, where a lifelike, three-dimensional object with texture comes alive. A good example of this is the orcs in *Lord of the Rings: The Fellowship of the Ring*.

BLUESCREENING

CGI artists take a piece of filmed footage from one scene and add it to another – like when Harry Potter “flies” on his magical broomstick.

2-D PAINTING

2-D painting is used to cover up or “matte out” things the director doesn’t want you to see (like the wires holding up the guy playing Spider-Man).

MOTION CAPTURE

A human model is hooked up with sensors for a scene involving acting, dancing or any other kind of movement. The person’s movements are recorded and later applied to a 3-D model. A good example is the motion of the Jar Jar Binks character in *Star Wars*.

Over the last three decades, it was the pioneering special effects break-through movies such as *Star Wars* in the 70s, *Ghostbusters* in the 80s and *Terminator 2: Judgement Day* and *Jurassic Park* in the 90s that have marked CGI’s path to more widespread usage.

And now, since the release of *Toy Story*, the first-ever fully computer-animated film, filmmakers have employed all the tricks in the book (and spent hundreds of millions of dollars in the process) to create scenes that would simply not have been possible just a few years ago. CGI can be a very useful technology in fixing errors or hiding production mistakes during filming. If a single tear needs to roll down an actress’s face at a crucial moment but she fails to cry on the actual “take”, CGI can add it later in production.

Nowadays CGI is used in just about every blockbuster Hollywood movie around. CGI movies have already received numerous prestigious prizes, including Academy and Golden Globe awards. In fact, the combination of the magic of film and the wonder of computer technology promises to take this art form to ever new and exciting places. As Steven Spielberg once noted, if you can imagine it, it can be created and put on a movie screen.

Current (abridged)

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Say whether these statements are true or false. Quote from the text to support all your answers.

- 1 CGI can create people and objects as well as landscapes and sceneries.
- 2 Many fully computer-animated films have been made.
- 3 With CGI you can erase or add things to the film.
- 4 Cinema hasn't much to win with CGI.

2 Match the words with their equivalents.

1. BACKGROUND SCENE (L.8)	a) section of film
2. FOOTAGE (L.15)	b) linked via electronic equipment
3. DIRECTOR (L.18)	c) a great commercial success
4. HOOKED UP (L.21)	d) a scene filmed without stopping the camera
5. "TAKE" (L.35)	e) the part of a picture behind the main people
6. BLOCKBUSTER (L.36)	f) person in charge of a film who tells the actors what to do

3 Answer the questions with your own words.

- 1 What is CGI?
- 2 What are the CGI's techniques mentioned in the text?
- 3 Name three movies that have opened way to the use of CGI.
- 4 Will cinema be even better in the future? Justify.

ANSWER KEY

1

1. True. "CGI can create not only people and creatures but also background scenes..."
2. False. "Toy Story, the first ever fully computer-animated film."
3. True. "CGI can be a very useful technology in fixing errors (...) add it later in production."
4. False. "In fact, the combination of the magic of film and the wonder of computer technology promises to take this art form to ever newer and more exciting places".

2

1. e) 4. b)
2. a) 5. d)
3. f) 6. c)

3

1. CGI is a combination of digital techniques used to improve film image.
2. The main techniques are three-dimensional animation, bluescreening, two-dimensional painting and motion capture.
3. They are *Star Wars*, *Ghostbusters* and *Jurassic Park*.
4. The text suggests that the combination of the magic of film and of all these innovative techniques will surely give way to more and more exciting scenes.

OVER TO YOU

1 Order the sentences according to the text.

- 1 Almost all Hollywood movies use CGI techniques.
- 2 You can create scenes that would be impossible in real life.
- 3 CGI movies have won some Oscars.
- 4 CGI involves many digital techniques.
- 5 In the future, filmmakers will create even more exciting scenes.
- 6 *Toy Story* was the first completely computer-animated film.

2.1 Join both parts of the words in order to form words used in the text.

1. BACK	a) ship
2. BLOCK	b) dimensional
3. SPACE	c) buster
4. BROOM	d) ground
5. THREE	e) ship
6. GHOST	f) stick
7. FELLOW	g) buster

2.2 Translate the words you have formed.

3 Answer the questions with your own words.

- 1 What can CGI create?
- 2 Is CGI often used in Hollywood movies?
- 3 How can you fix errors made during filming?
- 4 Do you agree with Steven Spielberg's words? Give reasons.

4 The adverb "partially" is used in the beginning of this text.

- 1 Find in the text three other adverbs with the same formation.
- 2 Form adverbs from the following adjectives: wide / magical / possible / useful / crucial / handy / special.

5 Identify the grammatical category of the words.

- 1 first (l.11)
- 2 lifelike (l.11)
- 3 alive (l.12)
- 4 add (l.15)
- 5 another (l.15)

GRAMMAR STUDY

PAST SIMPLE / PAST CONTINUOUS

TENSE	USE	FORMATION (AFFIRMATIVE, INTERROGATIVE, NEGATIVE)	COMMON TIME MARKERS
Past simple	To talk about a finished or momentary action or series of actions or events in the past, tell a story or mention an event that occurred during a time or process.	Spielberg once noted that everything could be put on a movie screen. Did Spielberg note that everything could be put on a movie screen? Spielberg didn't note that everything could be put on a movie screen.	yesterday, last week/ month/year, 2 years ago, in 1998, in the past, once (These time adverbials can be used with past simple or continuous.)
Past continuous	To emphasize the continuity of an event or process, or background information, or to say we are in the middle of an action at a certain time in the past.	They were shooting the scene when I arrived. Were they shooting the scene when I arrived? She wasn't crying during the movie but she was crying for half an hour after we left the cinema.	Conjunctions such as <i>when</i> , <i>as</i> and <i>while</i> and prepositions such as <i>during</i> and <i>for</i> can be used with either past simple or continuous. <i>Since</i> can be a conjunction or a preposition

Very often the past simple ends in **-ed** (regular verbs).

E.g. We really **enjoyed** that movie!

She **invited** me to the party but I decided not to go.

However, many verbs are irregular and don't end in **-ed**.

E.g. He **broke** a leg while he was skating.

They **felt** very sad when they heard the news.



SAMPLE EXERCISES

1 Fill in the blanks by means of the *past simple*.

- 1 Yesterday Tom _____ (oversleep).
- 2 _____ you _____ (go) out last weekend?
- 3 They _____ (neg., be) at home last night.
- 4 I _____ (neg., have) enough money to buy the ticket.
- 5 The driver _____ (stop) the car when he _____ (see) the old lady.
- 6 Yesterday a fire _____ (break) out in the city.
- 7 _____ you _____ (write) the email?
- 8 The film _____ (be) really excellent.

2 Complete with the *past simple* or *continuous*.

- 1 When I _____ (arrive), he _____ (have) a bath.
- 2 John _____ (fall) off the ladder while he _____ (paint) the ceiling.
- 3 The phone _____ (ring) when I _____ (sleep).
- 4 This morning, when I _____ (jog) I _____ (hurt) my leg.
- 5 _____ you _____ (watch) TV when I _____ (phone) you?
- 6 Claire _____ (listen) to the radio when she _____ (hear) the news.
- 7 Yesterday, as we _____ (come) down the hill, we _____ (see) a strange object in the sky.
- 8 Everyone _____ (work) when the lights _____ (go) out.

ANSWER KEY

1

1. overslept
2. Did you go
3. weren't
4. didn't have
5. stopped / saw
6. broke
7. Did you write
8. was

2

1. arrived / was having
2. fell / was painting
3. rang / was sleeping
4. was jogging / hurt
5. Were you watching / phoned
6. was listening / heard
7. were coming / saw
8. was working / went

OVER TO YOU

1 Complete the text about the first computers with the verbs in the past.

The computer (1) _____ (*appear*) when builders and technicians (2) _____ (*need*) to make difficult calculations, but (3) _____ (*neg., have*) enough time. The first machine (4) _____ (*be*) built in the nineteenth century by Charles Babbage; it (5) _____ (*be*) very heavy and big and it (6) _____ (*make*) a calculation with a thirty-one digit answer. His next machine (7) _____ (*have*) a kind of memory, so programs (8) _____ (*be*) written for it. It is seen as the first real computer. Over the next one hundred years, other inventors (9) _____ (*build*) better calculating machines. But it (10) _____ (*be*) Alan Turing who (11) _____ (*invent*) the first electronic computer, Colossus, in his search to read the messages the Germans (12) _____ (*send*) during the Second World War. Finally, in the 1960s, the invention of the silicon chip (13) _____ (*open*) the way for the personal computer.

2 Choose the right option.

- 1 Yesterday I _____ to the cinema.
a) was going b) didn't go c) were going
- 2 While Eileen _____ for the bus, she witnessed an accident.
a) waited b) didn't wait c) was waiting
- 3 _____ you _____ about Spielberg's new movie?
a) Did ... know b) Were ... knowing c) Was ... knowing
- 4 Jane _____ a baby two weeks ago. She is very happy.
a) was having b) had c) didn't have
- 5 I _____ my car when I saw him.
a) were parking b) parked c) was parking
- 6 _____ you _____ for me? I was upstairs.
a) Did ... look b) Was ... looking c) Were ... looking

3 Complete with the past simple or continuous.

- 1 When Paul _____ (*arrive*), we _____ (*have*) coffee.
- 2 He _____ (*neg., notice*) I _____ (*wear*) a new coat.
- 3 She _____ (*meet*) her boyfriend when she _____ (*travel*) round Europe.
- 4 The children _____ (*play*), so the teacher _____ (*reprimand*) them.
- 5 I _____ (*walk*) along the street when I _____ (*see*) him.
- 6 When I _____ (*leave*) home, the sun _____ (*shine*).
- 7 I _____ (*read*) the paper when he _____ (*come*) in.
- 8 Why _____ you _____ (*tell*) our secret? What _____ you _____ (*think*) of?

4 Make sentences with the elements given.

- 1 I / make dinner / when / she / phone
- 2 While / Peter / work / his son / study
- 3 When I / drive / home / I / find / a lost dog
- 4 She / still / pack / when / the taxi / arrive
- 5 I / not see / him / because / it / rain / very heavily
- 6 She / already / sleep / when / her husband / arrive

VOCABULARY STUDY

MODAL VERBS

MODAL VERBS	USE	FORMATION (AFFIRMATIVE, INTERROGATIVE, NEGATIVE)
CAN	possibility, ability and permission in the present or future. neg. – logical impossibility	I can speak many languages. Can I go to the party? She can't be at home. I saw her 10 minutes ago.
COULD	ability, possibility and permission in the past or in polite requests	He could swim when he was only four. Could you help me, please? I couldn't understand him.
BE ABLE TO	ability and opportunity in the past, present or future (specific occasion)	I am able to get all the work done. Were you able to stop the car in time? They won't be able to stop it.
MAY	possible and probable actions in the future; permission and possible conditions	You may telephone from here. May I take a photo? He may not go to the party. He's sick.
MIGHT	possible actions in the future or improbable events or situations	I might be working late tonight. He might not be at home. What might happen?
MUST	obligation, necessity, deduction; in the negative form – prohibition	You must take your medication regularly. My glasses must be here somewhere. He mustn't tell anyone what I said.
HAVE TO	obligation	I have to work on Sundays. Do you have to get a passport? She doesn't have to go to the dentist.
WILL	facts in the future, predictions, invitations, characteristic behaviour	I'll wait for you if you like. Will you have a cup of tea? She's on a diet. She won't eat all that.
WOULD	past prediction, prediction about a possible situation; politeness; past of "will"	How about a cup of coffee? That would be nice. Would you go without me? I wouldn't go without you.
SHALL	offers, suggestions	Shall I close the window? Shall we dance?
SHOULD	advice; past form of "shall"; logical consequence	You should accept the job. Should we tell him the news? She shouldn't be so shy. He should arrive at five.
OUGHT TO	saying what is the right thing to do	She ought to be working. You oughtn't to forget your obligations.

SAMPLE EXERCISES

1 Complete the sentences with appropriate *modal verbs*.

- 1 I don't think I _____ go out tonight. I _____ study for a test.
- 2 _____ I talk to you? It's very important.
- 3 You _____ tell anyone what I said.
- 4 I _____ see you because you were behind the tree.
- 5 I _____ be in the office at 8:00.
- 6 I'm not sure yet, but I _____ go to Italy this summer.
- 7 Everyone who works _____ pay income tax.
- 8 _____ you lie to me?

2 Match the beginning of each sentence with the most suitable ending.

- | | |
|----------------------------|--------------------------------------|
| 1 You must be tired | a) if it rains. |
| 2 You can't be tired | b) the doctor said. |
| 3 You should stop smoking | c) after all this work. |
| 4 'You must stop smoking', | d) if the bus was late. |
| 5 You may take a taxi | e) to improve your health. |
| 6 You would take a taxi | f) after sleeping for so many hours. |

ANSWER KEY

- | | |
|------------------|------|
| 1 | 2 |
| 1. should / must | 1. c |
| 2. Can (may) | 2. f |
| 3. mustn't | 3. e |
| 4. couldn't | 4. b |
| 5. have to | 5. a |
| 6. might | 6. d |
| 7. has to | |
| 8. Would | |

OVER TO YOU

1 Complete the sentences with appropriate *modal verbs*.

- 1 _____ you _____ to get up early?
- 2 They're having a baby. They _____ have to buy a bigger house.
- 3 I'm sorry I _____ help you with your homework.
- 4 _____ we go out tonight?
- 5 Why don't you apply for that job? You _____ get it.
- 6 I think we _____ do something to stop pollution.
- 7 _____ I borrow this book?
- 8 My wife is waiting for me. I _____ not be late.

OVER TO YOU

2 Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- 1 Perhaps Mary is doing overtime. (*may*)

- 2 I managed to go to university. (*able*)

- 3 They should think very well before acting. (*ought*)

- 4 It's forbidden to smoke here. (*mustn't*)

- 5 It's impossible for you to see it at this distance. (*can't*)

- 6 It is possible that Anne did not see the message. (*might*)

- 7 I advise you to study more in order to pass the exam. (*should*)

- 8 She was able to play the piano when she was only four. (*could*)

3 Complete the conversation between Sarah and her mother.

Sarah: Mom, (1) _____ I go to the cinema with Susan?

Mother: No, you (2) _____. You (3) _____ study for tomorrow's test. You (4) _____ be more responsible.

Sarah: But, mom, you (5) _____ at least let me rent a movie to see later on with Susan.

Mother: OK, you (6) _____ do that. But you (7) _____ start studying right now. You (8) _____ improve your marks.

Sarah: I (9) _____ like to, but I don't know if I (10) _____.

CREATIVE WRITING

FILM REVIEW

In about 120 words write a review on a film you saw, for example *Jurassic Park*.

A film review includes:

- name of the movie, cast, director,...
- summary of the plot
- opinion about the story, the acting, the special effects,...

VOCABULARY STUDY

WORD GROUPS

STUDY THESE WORD GROUPS

SPACE EXPLORATION (EXPLORAÇÃO ESPACIAL)

astronaut (astronauta)

cosmos (cosmos)

encounter (encontro)

ET/extra-terrestrial/alien (extraterrestre)

flying saucer (disco voador)

meteorite (meteorito)

NASA – National Aeronautics and Space Association

planet Earth (planeta Terra)

satellite (satélite)

sighting (visionamento de algo estranho ou rápido)

space tourism (turismo espacial)

spaceship/spaceshuttle/spacecraft (nave espacial)

telescope (telescópio)

UFO – Unidentified Flying Object (OVNI – Objecto Voador Não Identificado)

universe (universo)

BENEFITS OF SPACE EXPLORATION (BENEFÍCIOS DA EXPLORAÇÃO ESPACIAL)

guarantee the security of the planet (garantir a segurança do planeta)

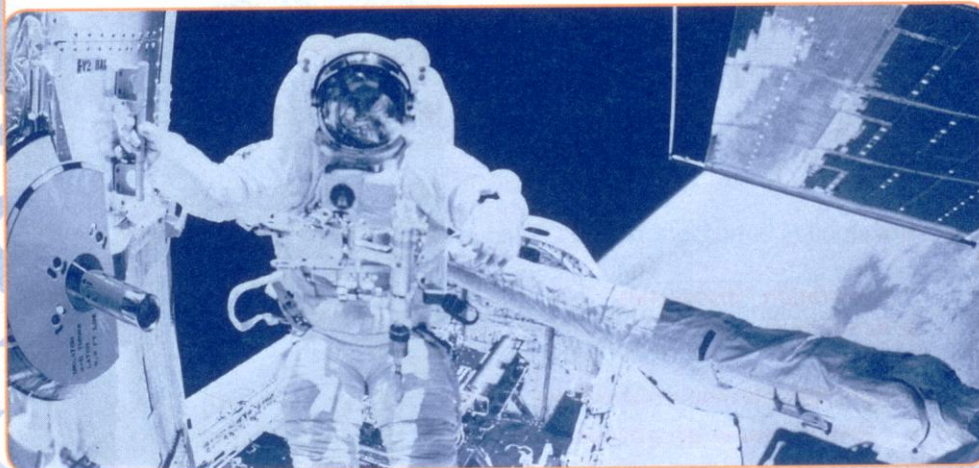
important discoveries (descobertas importantes)

technological development (desenvolvimento tecnológico)

DRAWBACKS OF SPACE EXPLORATION (DESvantagens DA EXPLORAÇÃO ESPACIAL)

dangerous situations for the space crews (situações perigosas para os tripulantes das naves)

very high costs (custos muito elevados)



2.3

Exploring new worlds

SAMPLE EXERCISES

1 Match the words on the left with the words on the right so as to form meaningful expressions.

- | | | |
|---|--------|----------------|
| 1 | space | a) saucer |
| 2 | flying | b) exploration |
| 3 | UFO | c) Earth |
| 4 | space | d) system |
| 5 | planet | e) sighting |
| 6 | solar | f) tourism |

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2 Match the words with the explanations.

1. COSMOS	a) a creature from another world
2. PLANET	b) a person who travels and works in a spacecraft
3. SATELLITE	c) universe
4. ALIEN	d) large mass in space that moves around a star
5. ASTRONAUT	e) a vehicle that travels in space
6. SPACECRAFT	f) a natural object that moves around a planet; a device sent into space that sends back information

3 Complete the following sentences with words formed from the words in brackets.

- Space _____ (*explore*) may lead to very important _____ (*discover*).
- Sometimes the crew has to face _____ (*danger*) situations.
- Many people claim they've seen _____ (*fly*) saucers.
- There are many records of UFO _____ (*sight*).

ANSWER KEY

- b
 - a
 - e
 - f
 - c
 - d
- c
 - d
 - f
 - a
 - b
 - e
- exploration / discoveries
 - dangerous
 - flying
 - sightings



OVER TO YOU

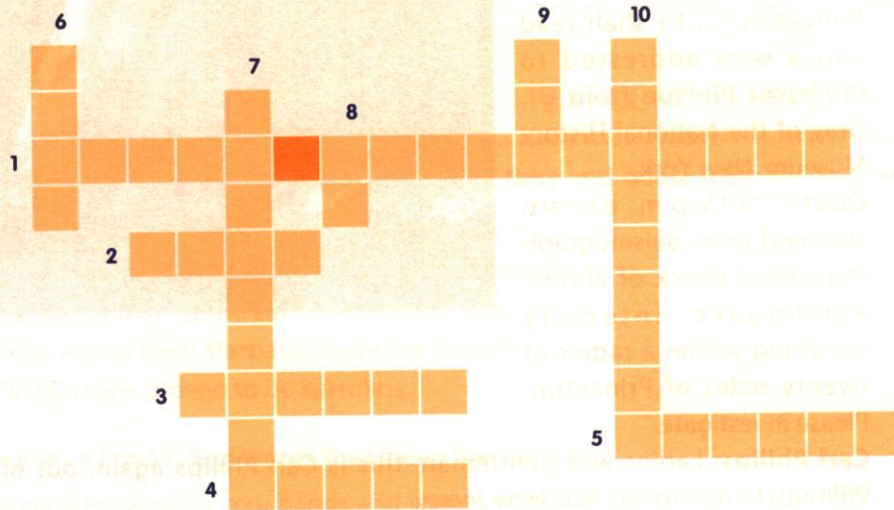
1 Solve the crossword.

Across

- 1 travelling through the universe in order to know more about it
 2 the people travelling and working on a spaceship
 3 universe
 4 the planet we inhabit
 5 large mass in space that moves around a star

Down

- 6 National Aeronautics and Space Association
 7 a piece of equipment used to make objects that are far away appear larger or nearer
 8 extraterrestrial
 9 Unidentified Flying Object
 10 a vehicle that travels in space



2 Complete this text with the words below.

Although the United States has had its share of (1) _____ sightings, it is not the only country to record this (2) _____. In fact, there is evidence to suggest that the United States has fewer (3) _____ than some other countries. (4) _____ statistics on the number of sightings are difficult to round up and (5) _____. Most other countries looked to the US Air Force to (6) _____ UFOs and did not keep (7) _____ of their own local sightings.

In (8) _____, the first wave of UFO sightings occurred in England in 1909. The British reported seeing objects shaped like (9) _____ and equipped with strong (10) _____, and that performed technologically advanced (11) _____. There were even reports of (12) _____ and occupants.

records – dirigibles – UFO – Europe – worldwide – searchlights – sightings – phenomenon – incomplete – landings – investigate – manoeuvres

READING

THE WAR OF THE WORLDS

On October 30, 1938, Orson Wells broadcast a performance adapted from *The War of the Worlds* by G. Wells, about a Martian invasion of the earth. By making it sound like a news broadcast, Wells spread panic throughout the USA. This is a small excerpt.

Carl Philips: Good evening, ladies and gentlemen. This is Carl Phillips, speaking to you from the observatory of Princeton. (...) I shall read you a wire addressed to Professor Pierson from Dr. Gray of the National History Museum, New York.

Quote, "9:15 p.m. eastern standard time. Seismograph registered shock of almost earthquake intensity occurring within a radius of twenty miles of Princeton. Please investigate."

Carl Philips: Ladies and gentleman, this is Carl Philips again, out of the Wilmuth farm, Grovers Mill, New Jersey.

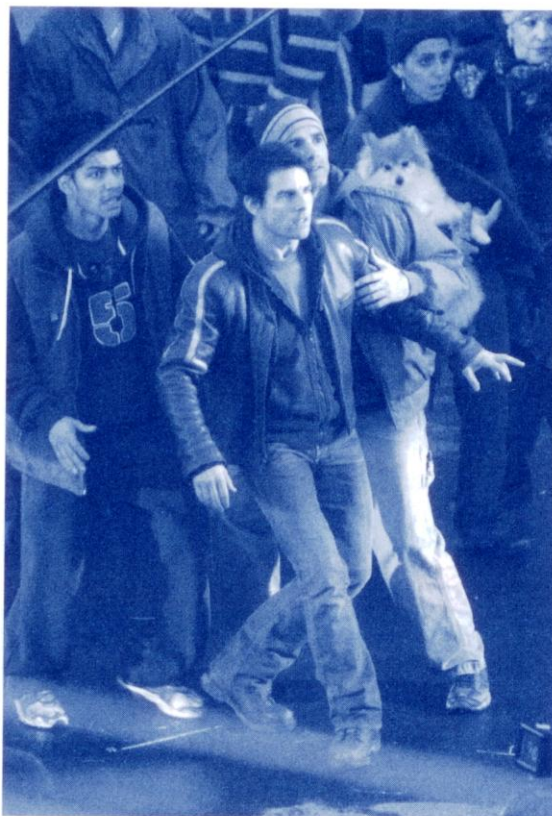
Well, I... hardly know where to begin, to paint for you a word picture of the strange scene before my eyes, like something out of a modern "Arabian Nights." I guess that's the thing, half buried in a vast pit. Must have struck with terrific force. What I can see of the object itself doesn't look very much like a meteor, at least not the meteors I've seen. It looks more like a huge cylinder. It has a diameter of... what would you say, Professor Pierson?

Prof. Pierson: About thirty yards.

Carl Philips: About thirty yards... The metal on the sheath is... well, I've never seen anything like it. The color is sort of yellowish-white. Curious spectators now are pressing close to the object in spite of the efforts of the police to keep them back. They're getting in front of my line of vision. Would you mind standing to one side, please?

(...)

Ladies and gentlemen, this is the most terrifying thing I have ever witnessed... Someone's crawling out of the hollow top. Someone or... something. Good



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5

10

15

20

25

30

35

40

45 heavens, something's wriggling out of the shadow like a gray snake. Now, it's
 another one, and another one, and another one! They look like tentacles to
 me. I can see the thing's body now. It's large, large as a bear and it glistens like
 wet leather. But that face, it... Ladies and gentlemen, it's indescribable. The
 eyes are black and gleam like a serpent. The mouth is V-shaped with saliva
 dripping from its rimless lips. The crowd falls back now. They've seen plenty.
 50 (...) A humped shape is rising out of the pit. I can make out a small beam of
 light against a mirror. What's that? There's a jet of flame springing from that
 mirror, and it leaps right at the advancing men. It strikes them head on. Good
 Lord, they're turning into flame! (...) Now the whole field's caught fire. The
 woods... the barns... the gas tanks of automobiles... it's spreading
 55 everywhere. It's coming this way.

Announcer: Ladies and gentlemen, due to circumstances beyond our control,
 we are unable to continue the broadcast from Grovers Mill. We will return to
 that point at the earliest opportunity.

members.aol.com (abridged)

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Choose whether the sentences are *true* or *false* and quote from the text to justify all your answers.

- 1 These events were transmitted as if they were news.
- 2 The object that hit the earth was a meteorite.
- 3 There weren't any Martians inside the object.
- 4 The Martians proved to be harmless.

2 In lines 41 to 55, find words that mean the same as:

- 1 moving forward on your hands and knees
- 2 moving by twisting and turning your body
- 3 shines
- 4 appearing suddenly

3 Answer the questions with your own words.

- 1 What happened near Princeton?
- 2 What are Carl Philips's feelings when he describes the object and the creatures? Justify your answer.
- 3 Why were the Americans so scared when they heard this broadcast?

4 Identify the grammatical category of the words.

- | | |
|---------------|------------------|
| 1 On (l.1) | 3 shall (l.15) |
| 2 sound (l.6) | 4 eastern (l.20) |

5 This text is written in American English. Give two examples to show it.

SAMPLE EXERCISES

TEXT COMPREHENSION

ANSWER KEY

1

1. True. "By making it sound like a news broadcast..."
2. False. "What I can see of the object itself doesn't look very much like a meteor, at least not the meteors I've seen."
3. False. "Someone's crawling out of the hollow top."
4. False. "There's a jet of flame springing from that mirror, and it leaps right at the advancing men. It strikes them head on. Good Lord, they're turning into flame!"

2

1. crawling; 2. wriggling; 3. glistens; 4. springing

3

1. An unidentified flying object hit the earth near Princeton. At first, scientists thought it could be a meteorite, but it turned out to be an alien spaceship.
2. Carl Philips is very surprised when he sees the object because he has "never seen anything like it." Then he hears a sound coming from the object and sees the aliens and he is astonished and scared. He says that "is the most terrifying thing" he has ever witnessed. He is shocked when some men are hit by the aliens' flames. He keeps repeating "Good heavens", "Good Lord".
3. If we put ourselves in the Americans' shoes, we would also be terrified to think that the whole situation was true. At the time, UFO sightings were already recorded and studied, so many people believed in Orson Wells's story.

4

1. preposition of time; 2. verb; 3. modal verb; 4. adjective

5

Vocabulary: l.16, "wire" = "telegram"; l.31, "guess" = "think"; l.49, "plenty" = (more than) enough; l. 54, "gas tanks of automobiles" = "petrol tanks of cars".
 Spelling: l.37, "color" = "colour"; l. 44, "gray" = "grey"



OVER TO YOU

1 Choose whether these sentences are *true* or *false* and quote from the text to justify all your answers.

- 1 Carl Philips wasn't surprised when he arrived at Wilmuth farm.
- 2 The object was made of strange materials.
- 3 The aliens were more horrible than one could imagine.
- 4 They set everything on fire.

2 Explain the expressions.

- 1 "to paint for you a word picture" (l.29)
- 2 "this is the most terrifying thing I have ever witnessed" (l.42)

3 Answer the questions with your own words.

- 1 Why did Carl Philips say that what he was seeing was like a scene of "Arabian Nights"?
- 2 What were the Martians like?
- 3 How do you think the story ends?

4 Find in the text:

- 1 a collective noun
- 2 a countable noun
- 3 an uncountable noun
- 4 an adjective

5 Identify the verb tenses.

- 1 broadcast (l.2)
- 2 shall read (l.15)
- 3 I've seen (l.33)
- 4 are pressing (l.38)

6 What do the following words refer to?

- 1 you (l.29)
- 2 it (l.37)
- 3 them (l.39)
- 4 It (l.46)

GRAMMAR STUDY

ADJECTIVE FORMATION

ADJECTIVE SUFFIXES

NOUN / VERB	SUFFIX	ADJECTIVE
fashion	-able	fashionable
operation	-al	operational
passion	-ate	passionate
frustrate	-ed	frustrated
fear	-ful	fearful
fear	-less	fearless
sense	-ible	sensible
eat	-able	edible
economy	-ic	economic
excite	-ing	exciting
intuition	-itive	intuitive
create	-ive	creative
glory	-ous	glorious
sun	-y	sunny

ADJECTIVE PREFIXES

PREFIX	ADJECTIVE	NEW ADJECTIVE
dis-	honest	dishonest
il-	legal	illegal
im-	possible	impossible
in-	capable	incapable
ir-	responsible	irresponsible
non-	verbal	non-verbal
un-	attractive	unattractive

SAMPLE EXERCISES

- 1 Complete the table. Sometimes *more than one adjective* is possible.

NOUN/VERB	industry	value	attract	beauty	amuse	home	fortune	rain
ADJECTIVE								

- 2 Add a *prefix* to form the opposite of these adjectives.

ADJECTIVE	moral	agreeable	comfortable	regular	probable	violent	logical
OPPOSITE							

- 3 Complete the sentences with *adjectives* formed from the words in brackets.

- Be _____ (*care*)! There's too much traffic today.
- I couldn't do anything. I felt _____ (*help*).
- Mark is a very _____ (*rely*) person.
- The government's measures proved to be _____ (*disaster*).
- My students are very _____ (*create*).
- I have to wash my car. It is really _____ (*dirt*).
- She is _____ (*interest*) in reptiles.
- Spielberg's movie was very _____ (*interest*).

ANSWER KEY

- industrial / valuable / attractive / beautiful / amusing, amused / homeless / fortunate / rainy.
- immoral / disagreeable / uncomfortable / irregular / improbable / non-violent / illogical.
- careful
 - helpless
 - reliable
 - disastrous
 - creative
 - dirty
 - interested
 - interesting

OVER TO YOU

1 Complete the table. Sometimes *more than one adjective* is possible.

NOUN/VERB	expense	drama	hunger	nerve	interest	drink	use	academy
ADJECTIVE								
NOUN/VERB	logic	fame	comfort	compete	surprise	science	care	comprehend
ADJECTIVE								

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2 Add a *prefix* to form the opposite of these adjectives.

ADJECTIVE	precise	employed	refundable	convenient	obedient	literate	relevant	visible
OPPOSITE								
ADJECTIVE	patient	legible	dependent	necessary	loyal	pure	linear	rational
OPPOSITE								

3 Choose the right *adjective*.

- 1 George is very *interesting* / *interested* in UFOs.
- 2 Yesterday it rained so much! This sunshine is quite *surprising* / *surprised*.
- 3 We were all *horrifying* / *horrified* when we heard about the disaster.
- 4 The film was *disappointing* / *disappointed*. I expected it to be much better.
- 5 I think India is a *fascinating* / *fascinated* country.
- 6 I watched the programme about the ocean. I was absolutely *fascinating* / *fascinated*.

4 Match the *adjectives* with their definitions.

- 1 willing to give and share
- 2 well known or easily recognised
- 3 thinking of oneself only
- 4 of great significance or value
- 5 able to make new things
- 6 not in a specified place physically or mentally
- 7 unable to behave the same way every time in similar situations
- 8 not careful, lacking consideration
- 9 coming at short intervals or habitually
- 10 accepting commands and instructions

selfish
familiar

absent
creative

frequent
obedient

inconsistent
careless

generous
important

GRAMMAR STUDY

ORDER OF ATTRIBUTIVE ADJECTIVES

	VALUE / OPINION	SIZE	SHAPE	AGE	COLOUR	ORIGIN	MATERIAL	NOUN MODIFIERS/ GERUND	NOUN
a	famous					British	iron		bridge
a		small	round				wooden		table
a		large			white		plastic		bag
a	dirty			old	black				dress
a	handsome			young					man
two	valuable			old		French		writing	desks
a	famous					German		law	school

Note: When there are two colour adjectives, they will be separated by *and*.
We say *the first two days, the last five minutes*, etc.

SAMPLE EXERCISES

1 Put the words given below in the correct position.

- 1 vase – old – lovely – glass – a
- 2 a – house – white – little – wooden
- 3 those – policemen – young – tall – London
- 4 desk – a – modern – office
- 5 old – an – white – cotton – shirt
- 6 carpet – Chinese – a – green – beautiful

ANSWER KEY

1

1. a lovely old glass vase
2. a little white wooden house
3. those tall young London policemen
4. a modern office desk
5. an old white cotton shirt
6. a beautiful green Chinese carpet

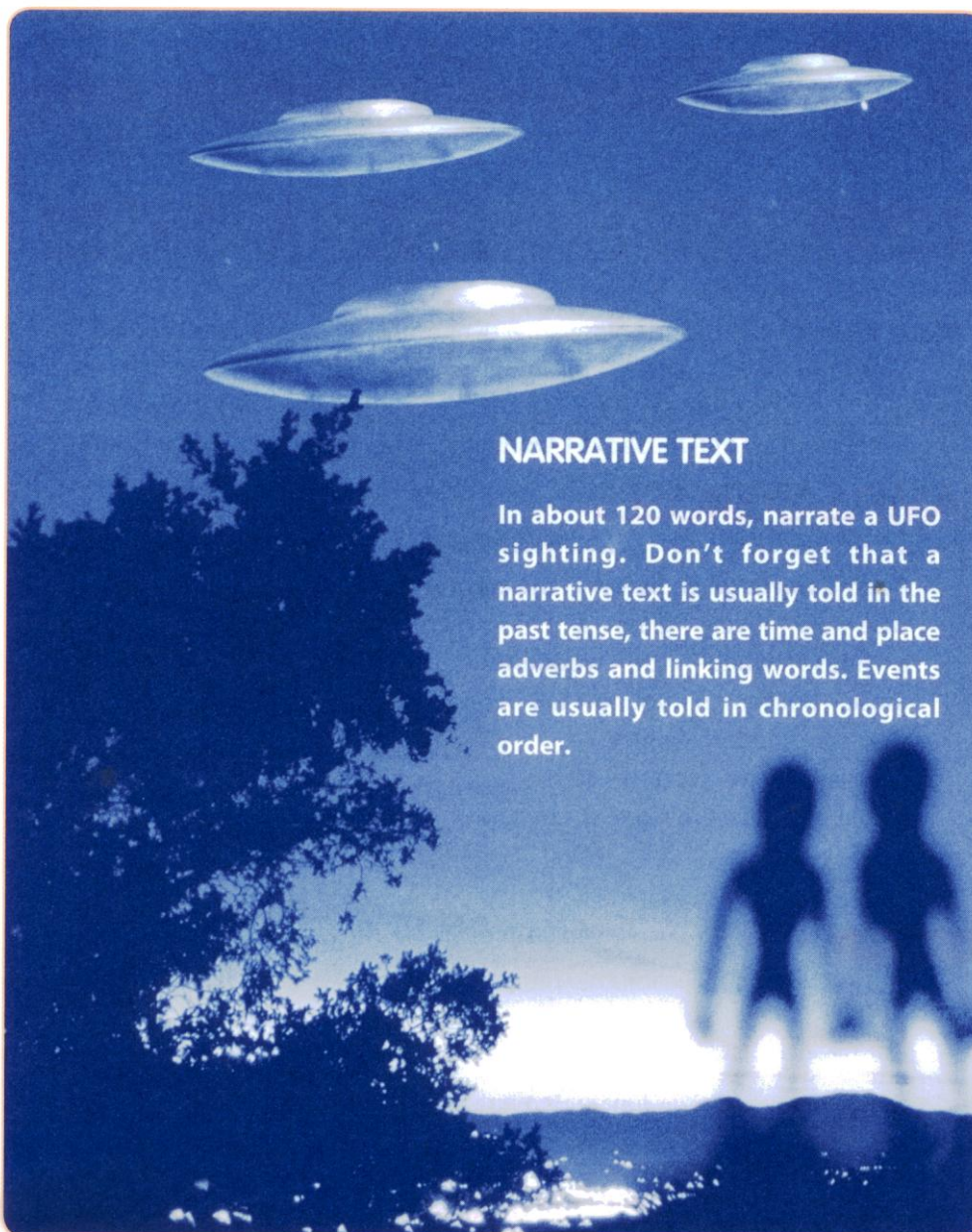
OVER TO YOU

1 Put the words given below in the correct position.

- 1 a – pool of water – circular – large
- 2 the – industry – car – booming – European
- 3 interesting – French – an – painting – old
- 4 chairs – kitchen – red – metal – four
- 5 wonderful – new – a – face – cream
- 6 a – flowerbed – little – pretty – star-shaped

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CREATIVE WRITING



NARRATIVE TEXT

In about 120 words, narrate a UFO sighting. Don't forget that a narrative text is usually told in the past tense, there are time and place adverbs and linking words. Events are usually told in chronological order.

SECOND EVALUATION TEST

Read the following text carefully.

WHY JAPAN IS COOL

Japan is a country with longstanding traditions and an ancient culture. It is also home of Tokyo, Japan's capital, an ultra-urban and sophisticated city where you can find cutting-edge fashion, experimental fusion music, and a hip and funky scene of Japanese youth. Japan is also where you will find all the latest gadgets and gizmos, from minicomputers that fit into your back pocket to super hi-tech mobile phones complete with a digital camera where you can zap photos to your friends' phones.

With its population of 126 million, Japan has become the leading economy of Asia and the second largest in the world, hosting the Olympic Games and the Football World Cup (with South Korea). In the last 50 years, Japan has built itself up from the ashes of war into a premier world state and society. And yet Japan is not just glorious temples, geisha girls, Kabuki theatre and bowing monks. Modern Japan is one of the most dynamic places in the world today. From fashion designers like Issey Miyaki to world-renowned DJ artists like DJ Krush, from Japanese-style comic books to Pokémon, elements of Japanese art and pop culture have become, more than ever before, a household name in the western world.

Japan has always been known for its technology. Beginning in the 1980s (the heyday of video game technology) and through today, Japanese computer game technology from Sony and Nintendo churned out version after updated version of super sophisticated hi-tech games. They featured new digital animations and higher reanswer keys that gave the participant a true virtual reality experience. And with today's new age of the worldwide web and the ever increasing development of technology, video games have become faster, cooler and more realistic than ever before. Japanese technology also extends into everyday life, from the super fast bullet train (skinkansen) between Tokyo and Osaka, to automatic taxi and toilet doors that close behind you. Japan today is the closest thing we have to a futuristic automated society.

Current (abridged)

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SECOND EVALUATION TEST

1 Fill in the chart with information from the text.

JAPAN'S CAPITAL	
POPULATION	
ECONOMY	
TRADITIONS	
TECHNOLOGICAL INNOVATIONS	

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2 What do the following words refer to?

- 1 where (l.2)
- 2 its (l.7)
- 3 that (l.20)

3 Answer the questions with your own words.

- 1 Explain why Japan is a land both of tradition and innovation.
- 2 Why is Japan's development worth praise?
- 3 How have enterprises like Sony and Nintendo contributed to its economic progress?

4 Match the words with their equivalents.

- | | |
|----------------------|---------------------------------|
| 1 ultra (l.2) | a) gadget |
| 2 cutting-edge (l.3) | b) innovative, pioneering |
| 3 hip (l.3) | c) modern but unconventional |
| 4 funky (l.3) | d) extremely |
| 5 gizmo (l.4) | e) following the latest fashion |
| 6 zap (l.6) | f) send very quickly |

5 Choose from the cities below the ones that are Japanese.

Beijing	Osaka	Tokyo	Hiroshima
Seoul	Taipei	Kobe	Pyongyang

6 Find opposites of the following adjectives.

- 1 ancient (l.1)
- 2 sophisticated (l.2)
- 3 largest (l.8)
- 4 dynamic (l.12)
- 5 virtual (l.20)
- 6 fast (l.23)

SECOND EVALUATION TEST

7 Fill in the blanks with suitable *modal verbs*, either in the affirmative or negative form.

- 1 You have worked hard all week. You _____ be tired.
- 2 _____ I have a word with you now?
- 3 He goes by bus because he _____ drive.
- 4 It was a through train, so they _____ change.
- 5 "You _____ try crazy diets," the doctor said.
- 6 I think he _____ accept that job.
- 7 It was so dark that we _____ see a thing.
- 8 You _____ smoke. You are too young.

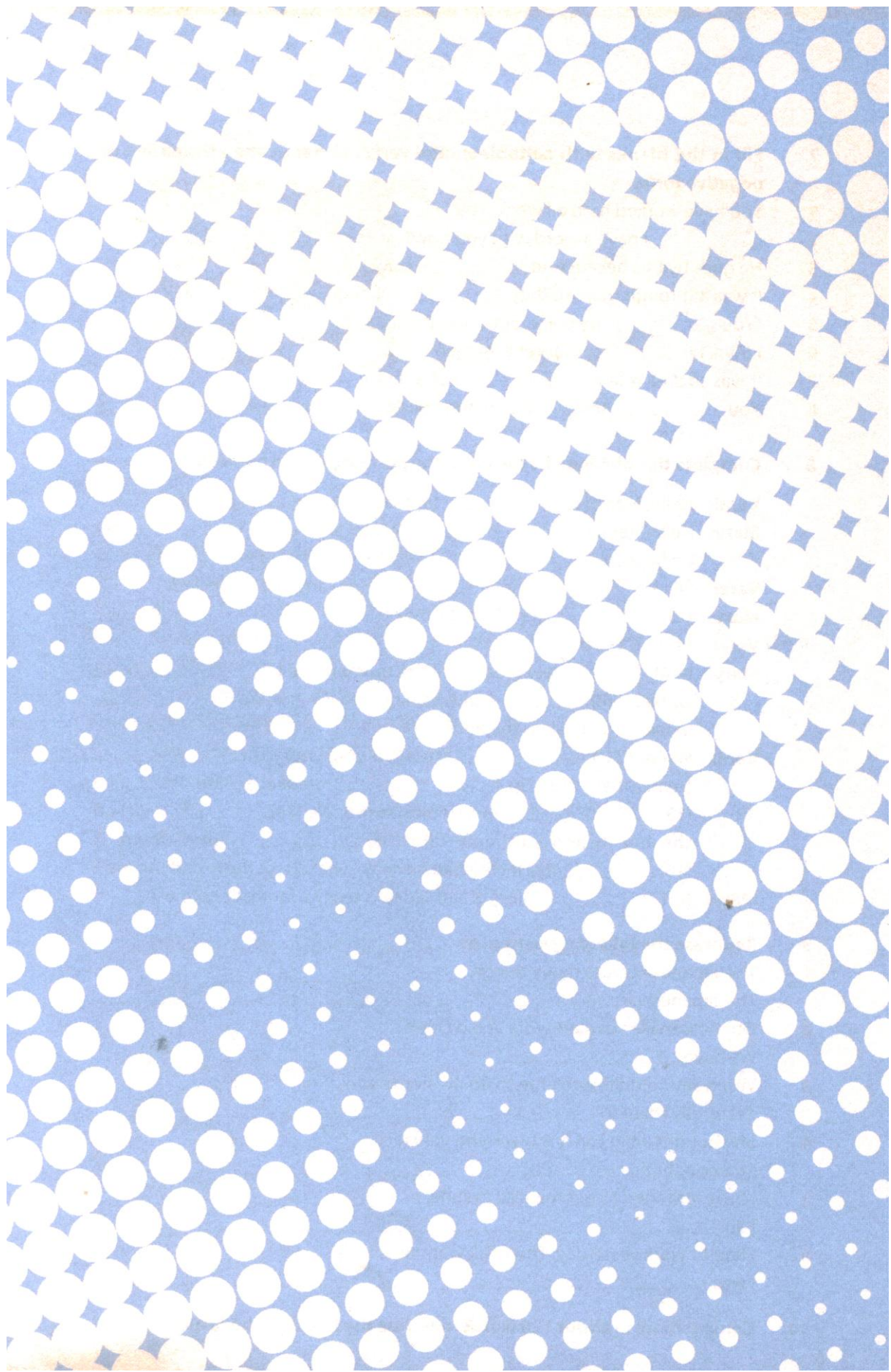
8 Complete this dialogue by means of the *past simple* and *past continuous*.

- Vera:** Hello, Mary. I (1) _____ (*not see*) you at work last week.
- Mary:** Hello, Vera. I (2) _____ (*not come*) last week. I (3) _____ (*be*) on holiday.
- Vera:** Oh! (4) _____ you _____ (*go*) anywhere special?
- Mary:** I (5) _____ (*go*) to Japan.
- Vera:** Really?! Tell me about it!
- Mary:** It (6) _____ (*be*) great until the moment we (7) _____ (*visit*) Osaka. It (8) _____ (*start*) raining heavily and we (9) _____ (*have*) to go back to the hotel.
- Vera:** While I (10) _____ (*listen*) to your story, I (11) _____ (*remember*) the trip I (12) _____ (*make*) to Mexico. I also (13) _____ (*catch*) a tropical storm. We (14) _____ (*lie*) on the beach and suddenly rain (15) _____ (*pour*) down. It (16) _____ (*be*) incredible! Anyway, what about the rest of the trip?
- Mary:** It (17) _____ (*be*) great! Japan is really a fantastic country.

9 Rephrase the following sentences.

- 1 The Japanese create many things.
The Japanese are very _____
- 2 Our boss makes us start work at 8 o'clock.
We have _____
- 3 Yesterday I didn't have time to do my homework.
Yesterday I couldn't _____
- 4 She bought a big car. It is black and very nice.
She bought a _____ car.
- 5 I have arranged to get married in June.
I am _____
- 6 I had to work yesterday. The work went on all day.
I was _____

10 Composition: In about 120 words, describe the house of the future.





MODULE

3

THE MEDIA AND GLOBAL COMMUNICATION

3.1. MEDIA EVOLUTION

3.2. THE PRESS

**3.3. THE INTERNET AND GLOBAL
COMMUNICATIONS**

**3.4. COMMUNICATION AND
ETHICS**

VOCABULARY STUDY

3.1

Media evolution

STUDY THESE WORD GROUPS

THE MEDIA (OS MEDIA)

magazines (revistas)
newspapers (jornais)
radio (rádio)
television (televisão)
the Internet (a internet)

RADIO (RÁDIO)

band of frequency (banda de frequência)
broadcast receiver (aparelho recetor)
broadcast (emissão radiofónica)
broadcast transmitter (aparelho transmissor)
broadcasting (radiodifusão)
broadcasting station (estação emissora)
journalist (jornalista)
listener (ouvinte)
news (noticiário; notícias)
radio announcer (locutor radiofónico)
radio programme (programa de rádio)
radio station (estação de rádio)
today's broadcasting (a programação de hoje)

TELEVISION AND RADIO PROGRAMMES (PROGRAMAS DE RÁDIO E TELEVISÃO)

cartoon (desenho animado)
children's programme (programa infantil)
commercial (anúncio publicitário)
documentary (documentário)
music programme (programa de música)
news (noticiário; notícias)
quiz show/game show (concurso)
series (série)
sitcom (série cômica; comédia)
soap opera (telenovela)
sports programme (programa de desporto)
talk show (programa de entretenimento)
weather forecast (previsão meteorológica)



SAMPLE EXERCISES

1 Radio and TV

Put these words into two different groups:

station – satellite – band – cable – frequency – digital – FM – AM – channel – terrestrial

RADIO	TV TRANSMISSION

2 Television and radio programmes

Complete the words for types of programmes.

TYPE OF PROGRAMME	TYPE OF PROGRAMME
m_s_c pr_gr_mm__	s__p __p_r__
sp_rts pr_gr_mm__	d_c_m_nt_ry
t_lk sh_w	n_ws
q__z sh_w	w__th_r f_r_c_st
s_r__s	w_ldl_f__ pr_gr_mm__
c_rt__n	s_tc_m

ANSWER KEY

1.

RADIO	TV TRANSMISSION
station	satellite
band	cable
frequency	digital
FM	channel
AM	terrestrial

2. music programme, sports programme, talk show, quiz show, series, cartoon, soap opera, documentary, news, weather forecast, wildlife programme, sitcom



OVER TO YOU

1 Types of TV programmes

Using the definitions to help you, find the name of each programme in the grid. The words may go horizontally or vertically.

- 1 Film about animals, birds, etc.
- 2 Story about people's everyday lives.
- 3 It tells you about life on our planet, history, geography, etc.
- 4 It gives you the latest information about current events.
- 5 It has characters and a story that make you laugh.
- 6 It's got drawings of animals and people that move and talk.
- 7 People talk about very personal and private things in their lives.
- 8 Football cup final.
- 9 A number of programmes about the same situation or the same characters in different situations.

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



OVER TO YOU

2 Jobs in television

What do these people do in their jobs? Match the two columns to find out.

1. ANNOUNCER	a) is responsible for all the microphones and sound equipment in a studio
2. DIRECTOR	b) assists directors
3. SOUND OPERATOR	c) films programmes
4. PRODUCTION ASSISTANT	d) links one programme to the next
5. PRODUCER	e) can work for a director, producer or department
6. SECRETARY	f) looks after the quality of TV's sound and pictures
7. CAMERA OPERATOR	g) has creative control of a programme
8. ENGINEER	h) suggests ideas for programmes and deals with the business side of production

3 Radio

Match the words with the definitions or explanations.

1. PROGRAMME	a) people who listen to the radio
2. STATION	b) newscaster; person whose job is to read the news on TV or radio
3. LISTENER	c) send out programmes by radio or television
4. AUDIENCE	d) report of recent events
5. ANNOUNCER	e) rate at which a radio wave vibrates
6. BAND	f) person listening to a radio programme
7. FREQUENCY	g) frequency modulation
8. FM	h) what you can listen to on the radio
9. AM	i) person who announces singers, programmes, etc, on radio or TV
10. BROADCAST	j) company that broadcasts on radio or television
11. NEWSREADER	k) amplitude modulation
12. NEWS	l) range of wavelengths within specified limits

4. Complete the questions with the following words.

matches – channels – cable – commercials

- Do you watch satellite TV or _____ TV?
- How many TV _____ are there in your country?
- Do you enjoy watching the _____?
- Do you like watching football _____ live on TV?

READING

THE IMPACT OF TV ON CHILDREN AND TEENS

TV offers entertainment, culture, news, sports, and education. This medium has an important part in our lives and has much to teach. However, some TV messages can have a bad influence on children's behaviour and some of the messages that TV sends young people could be negative or harmful to their health.

TV MESSAGES: GOOD OR BAD?

Whatever form they take (ads, films, music videos...), messages can be good or bad for children and teens. Let us see a few examples.

FATTY FOODS AND THIN BODIES

TV promotes unhealthy foods while at the same time telling people they need to lose weight and be thin. Heavy TV use can also take time away from physical activity.

Studies show that girls of all ages worry about their weight. Many of them are starting to diet at early ages. TV can promote an unrealistic image of how people look. Often, the thin and perfect-looking person on screen is not even one whole person but parts of several people! This "person" is created by using body doubles, airbrushing, and computer-graphics techniques.

VIOLENCE

Children learn their attitudes about violence at a very young age and these attitudes tend to last. Although TV violence has been studied the most, researchers are finding that violence in other media impacts children and teens in many of the same harmful ways.

From TV violence children learn to behave aggressively towards others. They are taught to use violence instead of self-control to take care of problems or conflicts.

Violence on TV may make children more accepting of real world violence and less caring towards others. Children who see a lot of violence from films or TV shows may become more fearful and look at the real world as a mean and scary place.

Although the effects of TV on children might not be apparent right away, children are being negatively affected. Sometimes children may not act out violently until their teen or young-adult years.



SAMPLE EXERCISES

1 Find evidence in the text for the following.

- 1 TV can have a bad influence on the way young people behave.
- 2 Not all TV messages are bad.
- 3 TV conveys apparently contradictory messages.

2 Give opposites for:

- 1 harmful (l. 4)
- 2 unhealthy (l. 9)
- 3 fearful (l. 28)

3 Complete the sentences according to the information given in the text.

- 1 Violent attitudes are _____
- 2 Researchers have _____
- 3 There are other media _____

4 Identify the grammatical category of these words and explain the way they are formed.

- 1 aggressively (l. 22)
- 2 negatively (l. 32)
- 3 violently (l. 33)

ANSWER KEY

1.

1. "However, some TV messages can have a bad influence on children's behaviour."
2. "Whatever form they take (ads, films, music videos...), messages can be good or bad for children and teens."
3. "TV promotes unhealthy foods while at the same time telling people they need to lose weight and be thin."

2.

1. harmless
2. healthy
3. fearless

3.

1. ...learnt at a very young age.
2. ...studied TV violence the most.
3. ...which also show violence.

4.

1. It's an adverb formed by the adjective *aggressive* + the suffix *-ly*.
2. It's an adverb formed by the adjective *negative* + the suffix *-ly*.
3. It's an adverb formed by the adjective *violent* + the suffix *-ly*.

OVER TO YOU

SAMPLE EXERCISES

1 Find evidence in the text for the following.

- 1** If we watch too much television, we don't have time to exercise.
- 2** TV uses various strategies to show perfect people.
- 3** Children are also badly affected by other media.

2 Decide which synonym or explanation fits best with the word as it is used in the text.

- 1** worry about (l. 13)
 - a) keep thinking about unpleasant things that might happen
 - b) make yourself anxious about
 - c) annoy or disturb somebody
- 2** last (l. 19)
 - a) continue for a particular period of time
 - b) survive
 - c) continue to function well
- 3** caring (l. 26)
 - a) careful
 - b) not giving enough attention to other people
 - c) helpful and showing that you care about other people
- 4** mean (l. 28)
 - a) not generous
 - b) poor
 - c) unkind and violent
- 5** scary (l. 29)
 - a) frightened
 - b) frightening
 - c) unpleasant

3 Complete the sentences according to the information given in the text.

- 1** Instead of resolving their problems peacefully, some children _____
- 2** They tend to accept _____
- 3** Children may picture the real world _____
- 4** The negative effects of violent programmes _____

4 Give complete answers to these questions.

- 1** What does the text deal with?
- 2** What should be done to resolve the problem mentioned in the text? Give your opinion in about 70 words.

GRAMMAR STUDY

MULTI-PART VERB *TO TURN*

Multi-part verbs are verbs followed by adverb particles like **on**, **down**, **off**, **out**, **in**, etc.

Read this example:

*I **turned up** the radio because I couldn't hear it. (= increased the volume)*

Turn against – no longer support, be hostile to

*His schoolmates **turned against** him after the game.*

Turn away – refuse entry to

*The restaurant was full so we had to **turn away** customers.*

Turn back – stop and return the way you have come

*The road was blocked, so they were forced to **turn back**.*

Turn down – refuse, reject

*The boss **turned down** my request for a day off.*

Turn down – reduce (the volume, heating, etc)

***Turn down** the radio, please!*

Turn off – stop a light, machine, tap, etc from giving you light, power, water, etc.

*Please **turn** the television **off**.*

Turn on – make a light, machine, tap, etc give you light, power, water, etc.

*Please **turn** the radio **on**. / Please **turn** it **on**.*

Turn out – switch off the light or gas

*Could you **turn out** the light when you leave?*

Turn to – go to someone for help

*"Who else can I **turn to** if I'm in trouble?"*

*"Well, you can **turn to** me..."*

Turn up – increase the volume in a radio, etc.

*Don't **turn up** the volume! (Don't **turn** it **up**!)*

It's loud enough already.



SAMPLE EXERCISES

1 Fill the gaps using the multi-part verb *to turn* with the appropriate form.

- 1 It was dark, so I _____ the light.
- 2 I don't want to listen to this radio station. Please _____ the radio.
- 3 I asked him _____ the heating. It's too hot here.
- 4 _____ the sound _____ – I can't hear what they're saying.
- 5 The people _____ the government after the tax changes.
- 6 We can't see the road because of this bad weather. Let's _____.
- 7 _____ the light before you go to bed.
- 8 We had to _____ everyone without a ticket for the concert.
- 9 She _____ my invitation for a day out.
- 10 I was in trouble, so I _____ my mother for advice.

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ANSWER KEY

1. 1. turned on; 2. turn off; 3. to turn down; 4 Turn... up; 5. turned against; 6. turn back; 7. Turn out/off; 8. turn away; 9. turned down; 10. turned to

OVER TO YOU

1 Hilary and her brother are watching TV. Complete what Hilary says in each situation. Follow the example.

She wants to watch the sitcom.

Could you turn the TV on? / Could you turn it on?

- 1 She can't hear what they are saying.

Could you _____?

- 2 Now it's too loud.

Could you _____?

- 3 The picture is all black and grey – it needs more colour.

Could you _____?

- 4 She wants to watch a different programme.

Could you _____?

- 5 She doesn't want to watch TV any more.

Could you _____?

GRAMMAR STUDY

PAST PERFECT AND PAST PERFECT CONTINUOUS

FORM

TENSE	AFFIRMATIVE, INTERROGATIVE, NEGATIVE
Past perfect <i>had + past participle</i>	John had already turned the TV off by the time I arrived. Had John already turned the TV off by the time you arrived? John still hadn't turned the TV off by the time she arrived.
Past perfect continuous <i>had been + -ing</i>	When I saw her, she had been swimming for half an hour. When you saw her, had she been swimming for half an hour? When I saw her, she hadn't been swimming for half an hour.
TENSE / TIME MARKERS	EXAMPLES
Past perfect <i>after, before, when, already, just, until, as soon as, by, by the time</i>	When I got back home, he had already packed his bags. After he had left the office, he went to the cinema.
Past perfect continuous <i>since, for, all day/night/morning</i>	They had been surfing the Net since midday, so they were tired of the computer. She found her car keys at last! She had been looking for them for half an hour.

USE

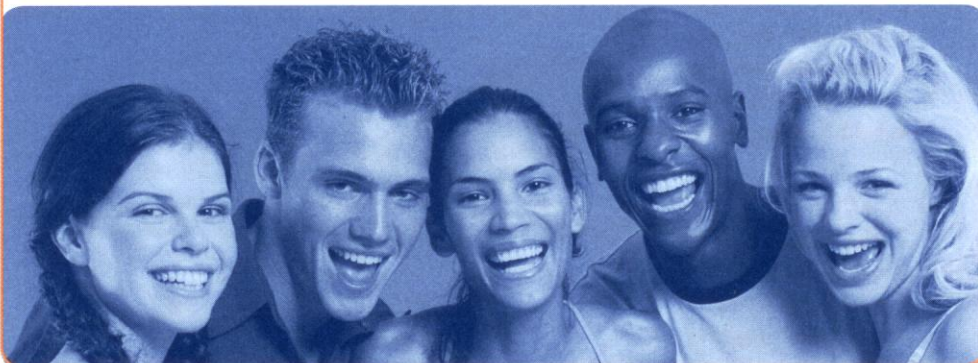
PAST PERFECT	To refer to actions which happened, or situations which existed, before another action or state at a particular time in the past.
PAST PERFECT CONTINUOUS	To give emphasis to the duration of an action that happened before another action in the past.

Notes:

The following verbs are not normally used in continuous tenses:

like, love, hate, want, need, know, prefer, belong, contain, consist, depend, mean, believe, realise, remember, seem, understand and suppose.

*e.g. We **had known** each other for years before we started our software business.*



SAMPLE EXERCISES

1 Complete with the past perfect.

- 1 She _____ (*already/study*) a little Portuguese when she came to Portugal.
- 2 They didn't have anything to eat because they _____ (*not go*) to the supermarket.
- 3 He was a famous astronaut because he _____ (*land*) on the Moon.
- 4 _____ (*you/have*) lunch by the time your brother arrived home?

2 Complete the sentences with the past perfect continuous.

- 1 John _____ (*wait*) at the bus stop for half an hour before Sue finally arrived.
- 2 I _____ (*teach*) at a Language Institute for over two years before I left for Italy.
- 3 Peter was tired because he _____ (*run*) for more than two hours.
- 4 _____ (*the students/make*) noise before I arrived?

3 Complete the sentences with the past perfect or the past perfect continuous.

- 1 _____ (*Vince/live*) in Paris before he moved to London?
- 2 When I arrived at the cinema, Terry _____ (*not buy*) the tickets yet.
- 3 I _____ (*try*) to get tickets for that play for weeks when I finally got them.
- 4 We _____ (*walk*) for a long time when it began to rain.

ANSWER KEY

1.

1. had already studied
2. hadn't gone
3. had landed
4. Had you had

2.

1. had been waiting
2. had been teaching
3. had been running
4. Had the students been making

3.

1. Had Vince lived
2. hadn't bought
3. had been trying
4. had been walking

OVER TO YOU

1 Put the verbs into the *past perfect* or *past perfect continuous*.

- 1 Paul slept all morning because he _____ (be) at a club the night before.
- 2 She went to see the doctor yesterday afternoon. She _____ (not feel) well for weeks.
- 3 We _____ (never see) such a beautiful beach before we went to the Algarve.
- 4 _____ (you/ever visit) Spain before your trip last summer holiday?
- 5 She caught a cold because she _____ (sing) in the rain for a long time.
- 6 I _____ (be) to Spain twice before last summer holiday.
- 7 My father _____ (have) the black car for six years before it broke down.
- 8 They _____ (sleep) for ten hours when I woke them up.
- 9 By the time Jane finished her course, she _____ (be) in Lisbon for six years.
- 10 I _____ (look for) my contact lens for more than ten minutes when I found it in the washbasin.
- 11 She _____ (already/leave) by the time I called her.
- 12 He wasn't very rich because he _____ (not star) in many successful films.
- 13 We were very tired because we _____ (help) on the farm all day.
- 14 The party _____ (not start) by the time I arrived.
- 15 How long _____ (Mary/learn) German before she went to Germany?
- 16 He failed his driving test because he _____ (not practise) enough.
- 17 After Vera _____ (finish) school, she worked in a factory.
- 18 We _____ (cycle) all morning, so our legs were aching in the afternoon.
- 19 After she _____ (win) one million euros in the lottery, she bought a big house.
- 20 _____ (the plane / take off) when you arrived at the airport?



CREATIVE WRITING

Write an essay with the title:

Is TV news biased?

Follow the model below.

ESSAY

Introduction

Identify the subject matter of the essay.

Paragraphs

Each paragraph discusses a separate aspect of the topic.

Conclusion

Bring the essay to a close.

Give your personal opinion about the subject.

Vocabulary

Try to use a variety of words and expressions, including adjectives and adverbs.

Use some of these contrast linkers

However

Besides

Although

On the one hand..., on the other hand...

While

Whereas



VOCABULARY STUDY

NEWSPAPERS (JORNAIS)

broadsheet (jornal em tamanho grande)
 correspondent (correspondente)
 editor (diretor)
 headline (cabeçalho)
 journalist (jornalista)
 news item (notícia)
 newsboy (ardina)
 newspaper article (artigo de jornal)
 newsstand (quiosque que vende jornais)
 news-vendor/newsdealer (US); newsagent (UK) (vendedor de jornais)
 popular paper (jornal popular com muita imagem e artigos breves e sensacionalistas)
 quality newspaper (jornal de qualidade)
 report (reportagem)
 reporter (repórter)
 tabloid (jornal em tamanho pequeno)

NEWSPAPER SECTIONS (SECÇÕES DO JORNAL)

advertisements (publicidade)
 classified ads (anúncios classificados)
 editorial/opinion (editorial/opinião)
 entertainments guide (guia de entretenimento, por ex. cinemas, concertos)
 feature (artigo ou reportagem grande, mas não notícias do dia)
 foreign/international news (notícias internacionais)
 fun pages (entretenimento, por ex. palavras cruzadas)
 home news (notícias nacionais)
 horoscope (horóscopo)
 letter to the editor (carta ao diretor)
 radio and TV programmes (programas de rádio e televisão)
 readers' letters (correio dos leitores)
 sports news (notícias de desporto)
 weather forecast (previsão meteorológica)

3.2

The press



SAMPLE EXERCISES

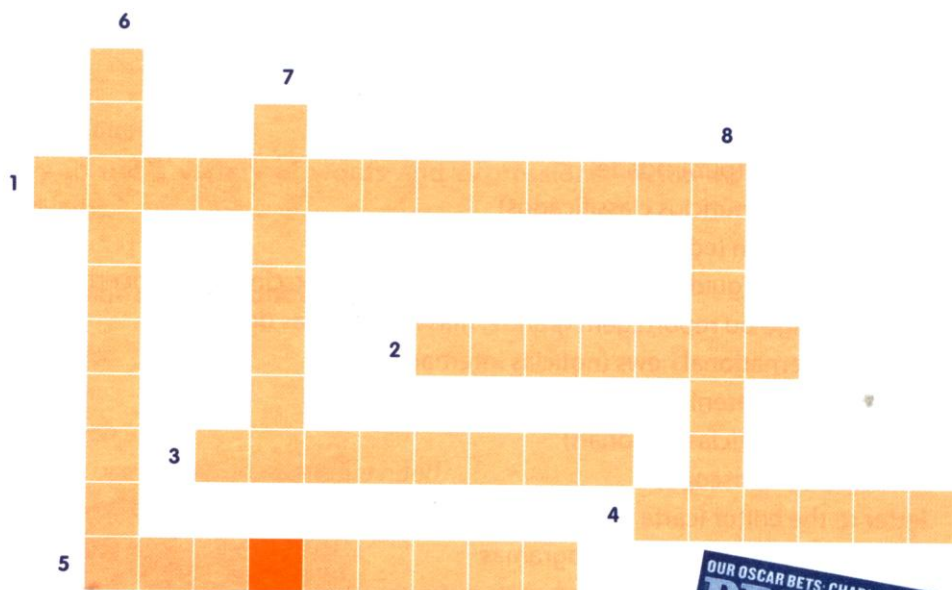
1 Solve the crossword.

Across

- 1 A person who reports news from a particular country for a newspaper or a television or radio station.
- 2 A piece of writing about a particular subject in a newspaper or magazine.
- 3 The title of a news story printed in large letters on the front page of a newspaper.
- 4 A notice, picture or film telling people about a product, job or service.
- 5 Newspapers and magazines.

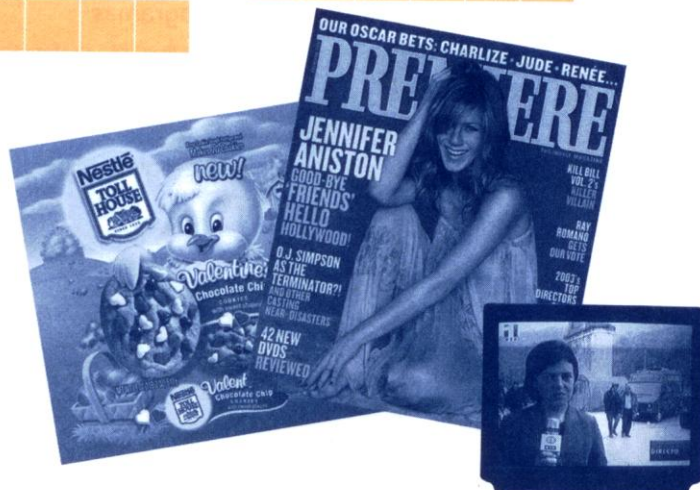
Down

- 6 Type of physically broad and long newspaper that offers detailed information, good reports and well-argued opinions.
- 7 Larger article about a famous person or special topic.
- 8 Type of physically small newspaper that tries to entertain, shock and amuse readers.



ANSWER KEY

1.
 1. correspondent
 2. article
 3. headline
 4. advert
 5. the press
 6. broadsheet
 7. feature
 8. tabloid



OVER TO YOU

1. HEADLINES

Newspapers use headlines to get our attention. Here are some headlines for you to read.

- 1 What does each headline mean? Choose the best option.

1 **Majority of under-fives have TV in bedrooms**

- a) Most small children would like to have a TV set in their bedrooms.
- b) The majority of children under five have a television in their bedrooms.
- c) The majority of children older than five watch TV in their bedrooms.



2 **Quarter of cats and dogs at risk from obesity**

- a) A quarter of dogs and cats are getting too fat.
- b) Most cats and dogs are too thin.
- c) People don't feed their animals.



3 **Bus driver taken for a ride by pupils**

- a) A school bus driver went for a ride in pupils' car.
- b) School pupils gave a bus driver a ride.
- c) A school bus driver got lost on their way to school and the pupils gave him the wrong direction.

4 **Motorists warned not to read while driving**

- a) Drivers can't read while they are driving.
- b) Drivers may read while driving.
- c) Drivers can read and drive at the same time.

- 2 Which news story would you read first and why?

- 3 Make up a headline for some news of your own.



OVER TO YOU

2. WHAT'S THE WORD?

Read the definitions or explanations to find out the words.

- 1 News about the home country.
h _____ n _____
- 2 News about other countries.
i _____ n _____
- 3 A story in only one newspaper.
e _____ s _____
- 4 An important article in a newspaper that expresses the editor's opinion about an item of news or an issue.
e _____

3. MAGAZINES

There are different types of magazines. What can you find in each type? Match the left-hand column with the right-hand column.

1. WOMEN'S MAGAZINE	a) News about the Internet
2. NEWS MAGAZINE	b) Recipes
3. SPORTS MAGAZINE	c) Articles about economic news
4. COMPUTER MAGAZINE	d) Interviews with singers
5. TEENAGE MAGAZINE	e) Articles about football players
6. MUSIC MAGAZINE	f) Pictures of famous actors/actresses

4. GAP FILLING

Complete the paragraph with the following words.

television – week – group – books – surfing

NEW YORK: Most teenagers and young adults in the US prefer (1) _____ the Internet or watching (2) _____ over reading for recreation. Harris Interactive and Teenage Research Unlimited surveyed 2,618 people in the age (3) _____ of 13 to 24 in June, and found that respondents spend twice as much time per (4) _____ watching TV as reading (5) _____ or magazines for pleasure.

READING

HOLIDAYMAKERS SEEK SILVER-SCREEN INSPIRATION FOR NEXT EXOTIC TRIP

BY TERRI JUDD

A spell at the cinema is likely to be followed by a trip to the travel agent as holidaymakers seek inspiration from the silver screen in growing numbers.

More than a quarter of Britons have opted to

travel to a destination as a result of seeing a film or reading a book. In some parts of the country, such as the Northeast, that rises to 43 per cent.

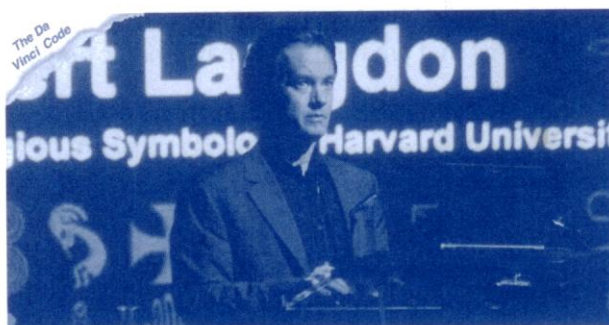
Young people are particularly entranced by movie sets, with as many as 45 per cent of 16-to-24-year-olds insisting fiction has a major impact on their choice of holiday destination. The figure falls with age – just 26 per cent of pensioners feel the need to follow in the footsteps of Hollywood stars.

While film audiences have been galvanised to seek out locations since the fifties, when *Roman Holiday* inspired a generation of Americans to head to the Italian capital, accessibility has now made it far easier.

The phenomenon has become so common that the term "set-jetter" has now been used by researchers.

At home, the Rosslyn Chapel in Scotland is one of several European locations in Dan Brown's bestseller *The Da Vinci Code*, which have seen a boost in visitors. It attracted 68,000 visitors last year, compared with 9,500 a decade earlier. New Zealand had had a huge boost in tourism from the UK since the first of the *Lord of the Rings* trilogy was released.

The survey of 1,000 people found that 27 per cent were interested in visiting a country after being inspired by a film or book. David Rochester, of Halifax Travel Insurance, said: "I think there is a growing desire to visit the parts of the world celebrities make famous."



The Independent

VOCABULARY HELP

the silver screen (ll. 5, 6) – (old-fashioned) the film industry
 entranced (l. 12) – charmed
 galvanised (l. 16) – stimulated into action
 boost (l. 22) – increase

SAMPLE EXERCISES

1 Decide which synonym or explanation fits best with the word as it is used in the text.

- 1 spell (l. 1)
 - a) a short period of time during which something happens
 - b) a period of time doing something
 - c) words that are thought to have magic power
- 2 likely (l. 2)
 - a) probable or expected
 - b) certain
 - c) promising
- 3 growing (l. 6)
 - a) decreasing
 - b) huge
 - c) increasing
- 4 rises (l. 11)
 - a) gets up
 - b) increases
 - c) moves upwards
- 5 falls (l. 14)
 - a) drops down
 - b) descends
 - c) decreases

2 Decide whether these statements are *true* or *false*. Correct the false ones.

- 1 Seeing a film or reading a book influences Britons' choice of holiday destination.
- 2 Both young and older people would like to visit movie sets.
- 3 The film industry has influenced people's holiday destination.

ANSWER KEY

1. 1. b; 2. a; 3. c; 4. b; 5. c
2. 1. True
2. False. Fiction has a greater impact on young people.
3. True.

OVER TO YOU

1 What do these words and phrases mean in the context of this text?

- 1** to follow in the footsteps (l. 15)
- 2** to seek out (l. 16)
- 3** to head (l. 17)
- 4** huge (l. 24)
- 5** released (l. 25)

2 Answer these questions on the news report.

- 1** What's the news report about?
- 2** Why do some people go to the travel agent after seeing a film?
- 3** Why is it much easier nowadays to travel abroad?
- 4** Why has the Rosslyn Chapel in Scotland attracted so many tourists?
- 5** When did tourism in New Zealand increase enormously?
- 6** What did the survey results show?
- 7** Has a film ever inspired you to visit a foreign country? If so, what was the film?

3 Now match these headlines with the story summaries.**1. FANTASTIC!****2. DEEPLY IN LOVE****3. SOMETHING NASTY BIT ME****A.**

British surfer talks of horror shark attack which left him with 100 stitches.

B.

England's cricket team finally wins the Ashes* trophy from Australia – for the first time in 18 years.

C.

A survey reveals that the star of *Pirates of the Caribbean* is the man that women most like to dream about.

*The Ashes is a cricket world cup. It's between Australia and England.



GRAMMAR STUDY

REPORTED SPEECH

DIRECT SPEECH	VERB CHANGES	REPORTED SPEECH
'I hate soap operas.'	Present simple → Past simple	Guy said that he hated soap operas.
'I don't like this sitcom.'		Oscar said that he didn't like that sitcom.
'I 'm watching TV tonight.'	Present continuous → Past continuous	Julie said that she was watching TV that night.
'I watched the film on TV yesterday.'	Past simple → Past perfect simple	Mark said that he had watched the film on TV the day before.
'I 've just turned the TV off.'	Present perfect simple → Past perfect simple	My brother told me he had just turned the TV off.
'We had finished all the work when Richard arrived.'	Past perfect simple → Past perfect simple	Peter said they had finished all the work when Richard arrived.
'I 'll help you in a few minutes.'	will → would	The teacher said she would help me in a few minutes.
'I 'm going to watch the news.'	am/are/is going to → was/were going to	She told me she was going to watch the news.
'You can sit here!'	can → could	He said I could sit there.
'I must answer this letter.'	must → must/had to	William said he must/had to answer that letter.
'We may move house.'	may → might	My neighbours told me they might move house.

OTHER CHANGES

DIRECT SPEECH	REPORTED SPEECH
today, tonight	that day, that night
this morning/week	that morning/week
tomorrow	the next day, the following day
yesterday	the day before
now	then
this	that
these	those
here	there

PERSONAL PRONOUNS AND POSSESSIVE DETERMINERS

'I feel tired', said Tom. – Tom said **he** felt tired.

'That's **my** favourite song', said Michelle. – Michelle said that was **her** favourite song.

GRAMMAR STUDY

QUESTIONS

DIRECT SPEECH	REPORTED SPEECH
'Where's the lift?'	Diogo asked the receptionist where the lift was.
'Do you have a map of Manchester?'	Diogo asked the receptionist if/whether she had a map of Manchester.

RULES

- When we change a **question into reported speech**, the **verb** turns into the affirmative (see examples above).
- The **tenses of the verbs**, the **pronouns** and **time markers** change, as in statements (see examples above).
- If the question in direct speech starts with a **question word** (*why, what, how, when, where...*), the question in reported speech starts with the same word (see 1st example, above).
- If the question in direct speech starts with an auxiliary verb (*be, have, do*) or with a modal verb (*can, should...*), the question in reported speech starts with **if** or **whether** (see 2nd example, above).
- Some of the verbs/expressions used to report questions are: *ask, want to know, wonder* (see examples above).

COMMANDS AND REQUESTS

DIRECT SPEECH	REPORTED SPEECH
'Stop making noise.'	The teacher told/ordered the students to stop making noise.
'Don't speak now, Andrew!'	The teacher told/ordered Andrew not to speak .
'Don't drive so fast.'	Ana asked Diogo not to drive so fast.
'Please, wait for me.'	Ana asked/begged Diogo to wait for her.

RULES

- We usually use the verbs **tell** and **order** to report a **command** or **order** (see 1st and 2nd examples, above).
- The verbs we usually use to report a **request** are **ask** and **beg**. **Please** is omitted when we change the sentence into reported speech (see 3rd and 4th examples, above).

SAMPLE EXERCISES

1 Rewrite the sentences in *reported speech*.

1 'I think there will be a students' meeting very soon.'

He said _____

2 'It's difficult to finish this project this week.'

The students said _____

3 'We're parking our car here.'

They said _____

4 'Call me before you leave.'

Peter asked Martin _____

5 'Please, be quiet! I'm talking on the phone.'

My mother asked _____

6 'Don't interrupt me.'

Greg told Diane _____

2 Rewrite the questions in *reported speech*.

1 'Can I help you?'

The receptionist asked Diogo and Ana _____

2 'Does that mean we get a discount?'

Diogo _____

3 'Would you fill in this registration form please?'

The receptionist _____

4 'Can you recommend any good places to eat?'

Diogo _____

5 'Where can we get a taxi?'

Ana _____

ANSWER KEY

1.

1. He said he thought there would be a students' meeting very soon.
2. The students said it was difficult to finish that project that week.
3. They said they were parking their car there.
4. Peter asked Martin to call him before he left.
5. My mother asked me to be quiet, because she was talking on the phone.
6. Greg told Diane not to interrupt him.

2.

1. The receptionist asked Diogo and Ana if he/she could help them.
2. Diogo asked him/her if that meant they got a discount.
3. The receptionist asked them to fill in that registration form.
4. Diogo asked him/her if he/she could recommend any good places to eat.
5. Ana asked where they could get a taxi.

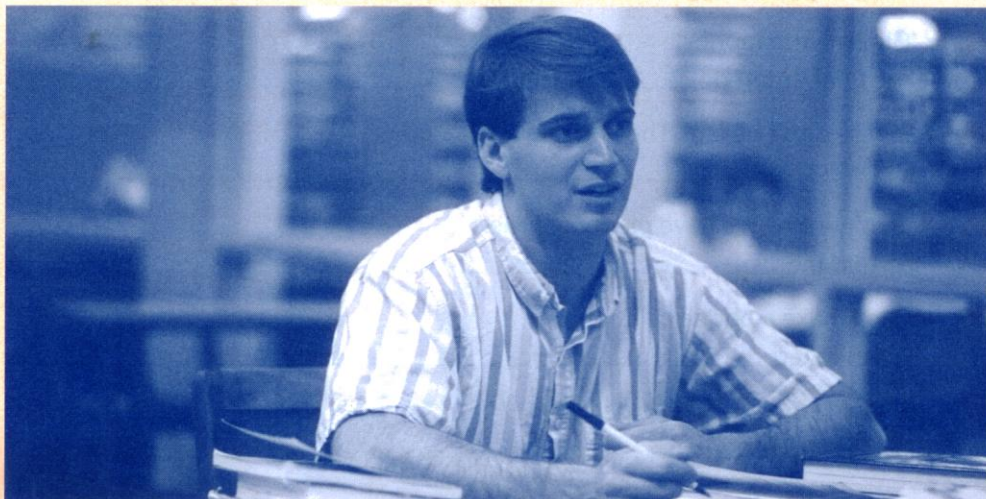
OVER TO YOU

1 Rewrite the sentences and questions in *reported speech*.

- 1 'I'm going to watch the news tonight', Ray said.
Ray said _____.
- 2 'Before a football match on TV, I chase my little brother out of the living room', he said.
He said _____.
- 3 'I won't go out tonight because I want to watch TV', Mike explained.
Mike explained _____.
- 4 'I won't lend you my laptop because I need it', my mother told me.
My mother told me _____.
- 5 'I may bring someone with me to the party.'
Jason said _____.
- 6 'My girlfriend went with me to the theatre yesterday.'
John said _____.
- 7 'I had drunk an orange juice before you arrived.'
Craig said _____.
- 8 'I've worked here since I left my job.'
He told me _____.
- 9 'I won't come to the party!'
She refused _____.
- 10 'I have been waiting for you for about an hour.'
My boyfriend said _____.
- 11 'Please, meet me at the airport at ten o'clock.'
Mrs Carling told the students _____.
- 12 'Please, please, close the door. It's very cold here.'
Andy begged Maggie _____.
- 13 'Give me the money!'
The thief ordered _____.
- 14 'Please don't be late. The train leaves at 9.00.'
Mrs West asked us _____.
- 15 'Don't worry. We have plenty of time.'
Liz told me _____.
- 16 'Can I make a phone call?'
Susan asked _____.
- 17 'Should I buy that video game?'
Paul asked her _____.

OVER TO YOU

- 18 'How old are you?'
The receptionist asked me _____.
- 19 'When are you leaving the office?'
Paul asked John _____.
- 20 'Who is going to London?'
The teacher asked us _____.
- 21 'Why are you in Dublin?'
I met an old friend in Dublin and he asked me _____.
- 22 'Do you want to come with me?'
He asked me _____.
- 23 'Where did you go last weekend?'
Peter asked me _____.
- 24 'Have you finished reading this magazine?'
My brother asked me _____.
- 25 'How long have you lived here?'
Wanda asked Walter _____.
- 26 'Why are you studying History today?'
My little sister asked me _____.
- 27 'Why do you want to study Spanish?'
Barbara asked me _____.
- 28 'Are you coming with me?'
Mark asked Gabrielle _____.
- 29 'Shall I carry your bag, Melissa?'
Tommy offered _____.
- 30 'How long have you been working on this project?'
The teacher asked me _____.



SAMPLE EXERCISES

INFINITIVE WITHOUT TO

We use the infinitive **without to** after:

- **modal verbs** (*can, could, may, might, should...*)
You **should listen** to the song attentively to grasp its meaning.
- **certain verbs, such as let, make, hear and see.**
I **saw** him **open** the box and then I **heard** him **laugh** to himself.
- **verbal idioms would rather and had better**
I **'d rather swim** in the pool than go down to the beach.
Richard has just arrived. **You'd better see** what he wants.

INFINITIVE WITH TO

These verbs are followed by **to infinitive**:

ask, beg, expect, mean (= intend), want, would like, would love, would hate and would prefer.

You can say:

Verb + to	Verb + object + to
We expected to be on time.	We expected Jim to be on time.
I would like to go now.	I would like you to go now.

VERB + OBJECT + TO INFINITIVE

These verbs have the structure **verb + object + to**:

enable, force, get (= persuade, arrange for), invite, persuade, remind, teach, tell, order, warn.

They **invited me to go** to the concert.

Remind me to pay the phone bill.

GERUND

The **gerund** is formed by adding the ending **-ing** to the verb:

run – running

It is used after:

- **some verbs:** *admit, avoid, confess, deny, dislike, enjoy, finish, imagine, keep, love, mention, mind, miss, practise, recommend, risk, stop, suggest*
e. g. Many people **enjoy doing** the shopping in department stores.
- **prepositions or some expressions that end in a preposition:** *about, after, at, before, by, in, of, on, for, good at, bad at, interested in*
e. g. She's not **good at playing** football.

SAMPLE EXERCISES

1 Circle the correct answer.

- 1 He asked me *find* / *to find* a place to stay.
- 2 They instructed us *open* / *to open* the box.
- 3 They let him *go* / *to go* to the party.
- 4 I'd rather *have* / *to have* a hot drink.
- 5 We'd better *tidy* / *to tidy* our room now.
- 6 I want you *come* / *to come* with me.

2 Match the two halves of the sentences.

1. HIS FATHER WANTED HIM	a) take the money.
2. THEY WANTED US	b) not to go.
3. I SAW HIM	c) to work hard.
4. THE TEACHER EXPECTED TERRY	d) to go to college.
5. I'D LIKE	e) to go for a ride in the park.
6. I PREFER	f) to be in her shoes.
7. I WOULDN'T LIKE	g) to teach them to speak English.
8. WE DECIDED	h) to fly a helicopter.

3 Complete with the gerund.

- 1 I always have a glass of milk before _____ (go) to bed.
- 2 Would you mind _____ (open) the door?
- 3 The students are interested in _____ (study) English.
- 4 She enjoys _____ (travel) abroad.
- 5 I'll watch TV when I've finished _____ (clean) my room.
- 6 John has given up _____ (smoke).

ANSWER KEY

- 1 1. to find; 2. to open; 3. go; 4. have; 5. tidy; 6. to come

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

3.

1. going
2. opening
3. studying
4. travelling
5. cleaning
6. smoking

OVER TO YOU

1 Fill in the gaps with the *infinitive* (with or without *to*).

Secure e-mail

The Internet is not the safest place (1) _____ (be) sending mail. There are many ways for hackers (2) _____ (cut) in and (3) _____ (interfere) with them. Did you know that it is possible for someone (4) _____ (read) and (5) _____ (alter) your email while it is being sent to someone else? Many people don't realize how risky it can be (6) _____ (send) mail this way. Still even with all the risk email messaging is growing in numbers. If you are helping contribute to this growing number of emails, the you want (7) _____ (make) sure that you protect yourself. You can (8) _____ (do) this by using secure email when you send out messages. This way you don't have (9) _____ (worry) about being embarrassed because someone altered the mail you sent. Take time (10) _____ (learn) as much about how secure mail protects you as possible. No one wants a hacker (11) _____ (get) control of their personal information. This would be things like your address or phone number. They could even (12) _____ (find) out where you work or they could (13) _____ (start) calling you at home or send you mail at your home address. This is why it is so important for you (14) _____ (protect) your personal information.

2 Put the verbs in brackets into the correct form: *gerund* or *infinitive*.

- 1 She agreed _____ (buy) a new chandelier.
- 2 I look forward to _____ (see) you at the concert.
- 3 My parents wanted me _____ (be) home at 10 o'clock.
- 4 Are you thinking of _____ (spend) next weekend in the country?
- 5 Avoid _____ (make) silly mistakes.
- 6 They go on _____ (listen) to loud music.
- 7 Do you know what _____ (do) if there's a fire in the office?
- 8 I enjoy _____ (write) postcards.
- 9 I've got some work _____ (do).
- 10 I meant _____ (say) four, but I said forty.
- 11 My sister likes _____ (bake) cakes.
- 12 Mike postponed _____ (do) the exam.
- 13 Do you intend _____ (eat) a cake for breakfast?
- 14 When we finish _____ (drink) our tea, we'll probably go shopping.
- 15 Are you planning _____ (go) to the meeting?
- 16 Mary expects _____ (pass) the exam tomorrow.
- 17 After the film, I hope _____ (get) some flour at the supermarket.
- 18 My friends and I intend _____ (go) out after dinner.

OVER TO YOU

19 Yesterday Peter meant _____ (talk) to you, but he didn't have time.

20 I was warned _____ (not tell) anyone about what I saw.

3 Rephrasing

Rewrite the sentences using the word given. The first one is done for you as an example.

1 My mother allows me to use her car.

lets

My mother **lets me use** her car.

2 Don't let me forget to pay the electricity bill.

remind

_____ the electricity bill.

3 I think you should meet her.

want

I _____ meet her.

4 Someone said I shouldn't trust strangers.

warned

I _____ trust strangers.

5 Why don't you come and stay with us for the weekend?

invited

They _____ for the weekend.

6 The robbers made us give them our mobile phones.

forced

The robbers _____ our mobile phones.



CREATIVE WRITING

NEWS ARTICLE

Write a newspaper article for your school newspaper.

Before you start work on a story, you must figure out what you would like to write about.

What makes a good story? Just about anything, providing it's about a topic that involves people and matters to people!

When you are looking for ideas, listen to what's going on around you. What are people talking about? What gets them excited or angry? Read everything you can – including the newspaper, magazines, posters on bulletin boards, and the Web. Watch television and listen to the radio. Most important, just watch everything in your everyday life.

Follow this layout.

LAYOUT

1 First paragraph

In your first one or two sentences tell **who, what, when, where**, and **why**. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.

2 Second/Third/Fourth paragraphs

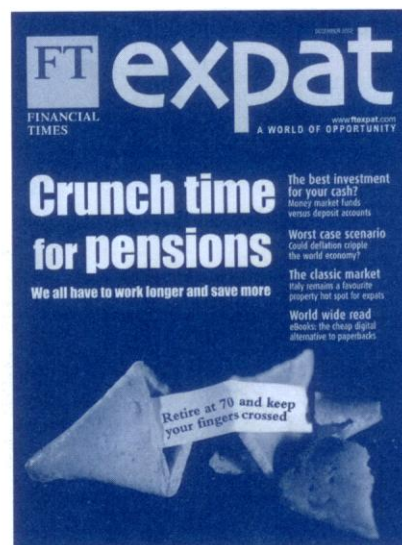
Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (*he, she, it, they*). Be objective – never state your opinion. Use quotes to express others' opinions!

3 Last paragraph

Wrap it up somehow (don't leave the reader hanging. Please don't say...."In conclusion" or "To finish...".) Try ending with a quote or a catchy phrase.

- Use active words (verbs that show what's really happening.)
- Take notes when you interview. Write down quotes!

Tell the really interesting information first!



VOCABULARY STUDY

3.3

The internet and global communications

THE INTERNET (A INTERNET)

chatroom (área de discussão)
cyber crime (cibercrime)
cyberspace (ciberespaço)
digital world (mundo digital)
electronic mail (correio eletrónico)
file (ficheiro)
hacker (pirata informático)
homepage (primeira página de um sítio)
Net user (utilizador da internet)
password (palavra-passe)
username (nome do utilizador)
virus (vírus)
website (sítio)

INTERNET USES (UTILIZAÇÕES DA INTERNET)

chat with friends (conversar com os amigos)
communicate with people all over the world (comunicar com pessoas de todo o mundo)
do business (fazer negócio)
do research work (fazer trabalho de pesquisa)
do schoolwork (fazer trabalhos escolares)
download music (descarregar/transferir música)
get information (obter informação)
learn foreign languages (aprender línguas estrangeiras)
meet new people (conhecer novas pessoas)
play games (jogar)
read e-mail (ler correio eletrónico)
send e-mail (enviar correio eletrónico)
shop (fazer compras)



SAMPLE EXERCISES

1 Choose a verb to complete the sentences.

chat – go – like – e-mail – attach – send

- 1 I _____ surfing the net.
- 2 I use the Internet to _____ with my friends.
- 3 I _____ my friends very often.
- 4 I sometimes _____ them jokes.
- 5 I sometimes _____ a file to my e-mails.
- 6 I _____ online almost every day.

ANSWER KEY

- 1 1. like; 2. chat; 3. e-mail; 4. send; 5. attach; 6. go

OVER TO YOU

1 Match each word with its definition.

1. EMAIL	a) the part of a computer that you look at
2. LAPTOP	b) person who is always using and constantly online
3. SCREEN	c) computer programs
4. PROGRAM	d) a type of communications systems that sends messages via Internet
5. WEBSITE	e) hidden code in a computer program to destroy stored information
6. BACKUP	f) a portable personal computer
7. SURFER	g) instructions for a computer to follow
8. VIRUS	h) a software problem; also a virus
9. SOFTWARE	i) an Internet page or group of pages
10. BUG	j) on the Internet
11. ONLINE	k) (making a) copy of a file, program, etc.
12. CHATROOM	l) a person who secretly finds a way of looking at and/or changing information on somebody else's computer without permission
13. CYBERSPACE	m) a person who uses the Internet
14. CYBERNAUT	n) an area on the Internet where people can communicate with each other
15. HACKER	o) the imaginary place where electronic messages, etc. exist while they are being sent between computers

READING

BRITAIN TURNS OFF – AND LOGS ON

More time is now spent on the Internet than watching TV, according to Google survey.

Bobbie Johnson, technology correspondent
Wednesday March 8, 2006

We may be known as a nation of couch potatoes, but it seems that Britons are grasping the 21st century with both hands: we now spend more time watching the web than watching television, according to Internet giant Google.

A survey conducted on behalf of the search engine found that the average Briton spends around 164 minutes online every day, compared with 148 minutes watching television. That is equivalent to 41 days a year spent surfing the web: more than almost any other activity apart from sleeping and working.

Television addiction has been Britain's national pastime for years, but experts agree that viewers around the country are increasingly switching on their computer screens instead of their TV sets. And it is a phenomenon that is set to grow, with two thirds of respondents in the Google survey saying that they had increased the time spent online in the last year.

"This is not a changing of the guard," said Richard Gregory of Google UK, "but it does show how people think about the place the Internet has in their lives."

The research was conducted with a weighted sample of 1,100 people around the country, who were asked to estimate how long they spent on a number of different activities.

It is a high water mark in the rise of the Internet. It is little more than 10 years since the start of the dotcom revolution but already more than 1 billion people around the world are connected to the Internet. Television, in contrast, took decades to reach a similar number of people.

But industry observers point out that TV and the Internet are not mutually exclusive. Like radio, which is often played in the background, television watching does not have to be active. In fact, Internet users are increasingly using their computers to watch television and video, read web pages and listen to radio simultaneously.

Competition between the different media may not even be a question for younger users, as broadcasters and technology companies move ever closer towards converging with each other.

www.guardianonline (abridged)

VOCABULARY HELP

on behalf of (l. 8) – 'as the representative of' or 'instead of'

high water mark (l. 22) – the most successful time

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Choose the best option to complete the sentences about the news item.

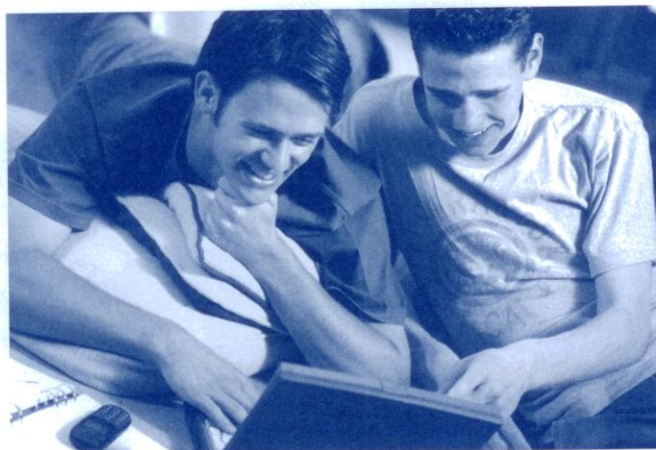
- 1 _____ to a Google survey, the British spend more time surfing the web than watching television.
 a) Indicating
 b) Showing
 c) According
- 2 The survey also _____ that the British spend more than a month a year online.
 a) said
 b) revealed
 c) published
- 3 Britons' favourite pastime used to be _____.
 a) listening to the radio
 b) watching television
 c) watching the web
- 4 The amount of time the British spend online has _____.
 a) increased
 b) decreased
 c) stabilized
- 5 Google conducted a survey to find out _____.
 a) the time the average Briton spends online
 b) Britons' favourite research engine
 c) how long the British spent on a number of different activities

2 Find words in the text to match these equivalents or explanations. Paragraph numbers are given in brackets.

- 1 People who spend a lot of time sitting and watching television. (para. 1)
 2 Taking a firm hold of something. (para. 1)
 3 The condition of being unable to stop doing something as a habit. (para. 3)
 4 People watching television. (para. 3)

ANSWER KEY

- 1 1. c; 2. b; 3. b; 4. a; 5. c
 2 1. couch potatoes
 2. grasping
 3. addiction
 4. viewers



OVER TO YOU

1 Find numbers in the text to match these statements.

- 1 The time the average Briton spends online every day.
- 2 The time spent watching television.
- 3 The total number of days a year spent online.
- 4 The percentage of respondents in the survey that had spent more time online the year before.
- 5 The number of respondents in the Google survey.
- 6 When the "Net revolution" began.
- 7 The number of people who use the Internet.

2 Decide whether the meaning of these words is appropriate to the context. Some meanings are incorrect. Write C (correct) or I (incorrect) in front of each word.

WORD	MEANING	C/I
1. logs on (title)	allows somebody to begin using a computer system	
2. switching on (l. 13)	turning off	
3. to grow (l. 15)	to increase	
4. to estimate (l. 20)	to calculate	
5. rise (l. 22)	decrease	
6. to reach (l. 25)	to get	

3 Give complete answers to these questions.

- 1 What is the text about?
- 2 Why do people prefer surfing the web to watching television?
- 3 Why may competition between the different media not be a question for younger users?
- 4 Explain the meaning of the title of the text.

4 Use these words taken from the text to complete the sentences.

viewers switch on to grow conducted rise the start

- 1 There has been a sharp _____ in the number of Internet users recently.
- 2 The Internet continues _____ as a means of communication.
- 3 The programme attracted millions of _____.
- 4 Things didn't look too hopeful at _____ of the year.
- 5 Please _____ the television _____. I want to watch the news.
- 6 The Office for National Statistics _____ a survey of people's personal reading.

GRAMMAR STUDY

RELATIVE PRONOUNS

(revision)

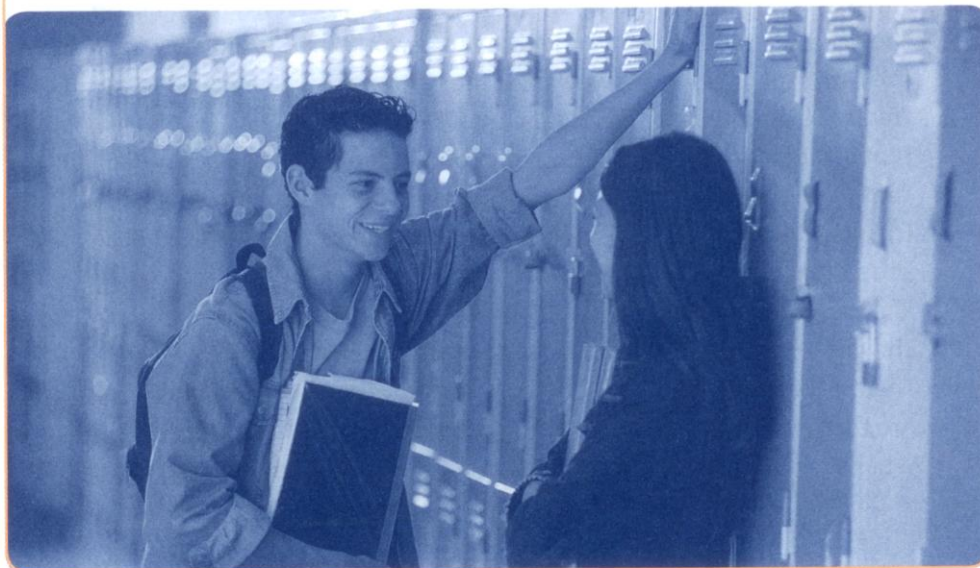
I go from house to house delivering newspapers **which** I've collected from the newsagent's.

RELATIVE PRONOUNS	
who/whom – used for people	A shop assistant is someone who serves customers in a shop. The couple to whom we sold our car are over there. (formal English)
which – used for things or animals	A bird is an animal which has feathers and lays eggs.
that – used for either people or things	I met a girl that I really like. A plane is a machine that flies.
whose – a possessive relative pronoun for people and sometimes for things or animals.	That's the boy whose brother works with me. An orphan is a child whose parents are dead.
RELATIVE ADVERBS	
where – referring to place	The place where I was born is very quiet.
when – referring to time	I remember the time when I was young.

OMISSION OF THE RELATIVE PRONOUN

We can leave out the relative pronoun when it is the **object** of a **defining relative clause**.

The girl you met yesterday is my best friend. (Or The girl who(m) you met yesterday is my best friend.)



SAMPLE EXERCISES

1 Complete with a or . Omit the pronoun whenever possible

- 1 Andrew is a young boy _____ delivers newspapers from house to house.
- 2 That's the bike _____ has a flat tyre.
- 3 Those are the boys _____ set up a business on the Internet.
- 4 That's the boy _____ motorbike was stolen.
- 5 This is the place _____ we decided to visit.
- 6 The TV programme _____ we missed is repeated tonight.
- 7 The business _____ they started is very successful.
- 8 The village _____ I was born is near a river.

©AREAL EDITORES

ANSWER KEY

1.

1. who/that
2. which/that
3. who/that
4. whose
5. _
6. _
7. _
8. where

OVER TO YOU

1 Complete with a relative pronoun or a relative adverb. Omit the pronoun whenever possible.

- 1 Carol met a workmate _____ is very handsome.
- 2 She works in a local company _____ isn't far from her house.
- 3 The girl _____ mother is a nurse works in a studio.
- 4 The boy _____ we met at the restaurant is an electrician.
- 5 This is the house _____ Carol lives.
- 6 That is the boy _____ I met on the Internet.
- 7 That's the British boy _____ loves football.
- 8 The plane _____ goes to Heathrow Airport leaves at 11.00.
- 9 She's the girl _____ loves dogs.
- 10 She lives in a house _____ has a beautiful garden.
- 11 The girl _____ father is my teacher is over there.
- 12 That is the magazine _____ I read yesterday afternoon.
- 13 Are these the keys _____ you were looking for?
- 14 What's the name of that restaurant _____ you told me about?

GRAMMAR STUDY

RELATIVE CLAUSES

1 DEFINING RELATIVE CLAUSES

Defining relative clauses identify the person or thing we are talking about.

*The invitation card **that arrived yesterday** was sent by post.*

Notes

- *That* often replaces *who* or *which*. (example above)
- We can omit the relative pronoun when it is the object of the clause.
The PlayStation (that) I bought yesterday wasn't very expensive.
- We do not use a comma before the relative pronoun.
- *Whom* is very formal and mainly used in written English.
The boy (whom) I met at the conference is very nice.
- *That is the man to whom I gave the money. / That's the man I gave the money to.*

2 NON-DEFINING RELATIVE CLAUSES

Non-defining relative clauses give extra information about the person or thing and are not essential to the meaning of the sentence.

*The research was conducted with a weighted sample of 1,100 people around the country, **who were asked to estimate how long they spent on a number of different activities.***

*Sally, **who is single**, has decided to apply for a job.*

Notes

- We cannot use the pronoun *that* or omit the relative pronoun.
- We always put a comma before the relative pronoun.



SAMPLE EXERCISES

1 Right or wrong? Correct the mistakes.

- 1 That's the lawyer I told you about.

- 2 Fred who is my cousin went to Italy yesterday.

- 3 That's the mechanic which repaired my car.

- 4 Mary whose mother is a teacher is my best friend.

- 5 Hilary who retired last month worked as a secretary for more than thirty years.

- 6 The man to who I sold our computer is over there.

2 Make one sentence from two to form *defining* and *non-defining relative clauses*. Omit the pronoun whenever possible.

- 1 I have a friend. He's a good computer technician.

- 2 I know the girl. Her father is a repairman.

- 3 That is the hotel. We stayed there last summer holiday.

- 4 The train goes to Edinburgh. It leaves in half an hour.

- 5 There is a dry-cleaning service available. It will clean your clothes in a short time.

- 6 Talk to our tourist guide. He will tell you about the most interesting places to visit.

ANSWER KEY

1.
 1. Right
 2. Wrong – Fred, who is my cousin, went...
 3. Wrong – who/that
 4. Wrong – Mary, whose mother is a teacher, is...
 5. Wrong – Hilary, who retired last month, worked...
 6. Wrong – to whom/The man I sold our computer to...
2.
 1. I have a friend who's a good computer technician.
 2. I know the girl whose father is a repairman.
 3. That is the hotel where we stayed last summer holiday.
 4. The train that/which goes to Edinburgh leaves in half an hour.
 5. There is a dry-cleaning service available, which will clean your clothes in a short time.
 6. Talk to our tourist guide, who will tell you about the most interesting places to visit.

OVER TO YOU

1 Make one sentence from two to form *defining* and *non-defining relative clauses*. Omit the pronoun whenever possible.

1 She's the flight attendant. Her husband works in a hospital.

2 Thank you very much for your present. You sent it to me on my birthday.

3 Maths is a subject. I've always been good at it.

4 This is the book. I bought it yesterday.

5 That's the health club. I told you about it yesterday.

6 A nurse is a person. Her job is to take care of sick people.

7 He works in a factory. It sells comfortable shoes.

8 A boy called me. He is my best friend.

The boy _____

9 Mike lives on the first floor. He is very handsome.

10 I need a document. It has 'important' written at the top.

11 People live in shantytown areas. They are often very poor.

12 The teacher showed us a book. It was written thirty years ago.

13 The restaurant is spacious and clean. It is in the town centre.

14 Who was that girl? You were talking to her at the meeting.

15 There is 24-hour room service. It provides an excellent selection of snacks and drinks.

CREATIVE WRITING

COMPOSITION

Are virtual friends for you?

In about **120 words**, give your opinion on the subject. Don't forget to mention the advantages and disadvantages of online friends.

VOCABULARY STUDY

3.4

Communication and ethics

PRIVACY (PRIVACIDADE)

- to break into a computer (entrar ilegalmente/ter acesso ilegal a um computador)
- to control (controlar)
- to gossip (mexericar, bisbilhotar)
- to invade (invadir)
- to peep (espiar, espreitar)
- to publicize (dar publicidade a, fazer propaganda de)
- to respect (respeitar)
- to reveal (revelar)
- to snoop (bisbilhotar)
- to violate (violar)

OPERATING A COMPUTER (UTILIZAR UM COMPUTADOR)

- attach a file (anexar um ficheiro)
- copy (copiar)
- cut (cortar)
- delete (apagar)
- download (descarregar um ficheiro)
- insert a symbol (inserir um símbolo)
- open a document (abrir um documento)
- paste (colar)
- preview (pré-visualizar)
- print (imprimir)
- save a file (guardar um ficheiro)
- surf the Net (navegar na internet)
- switch off (desligar)
- switch on (ligar)
- type a document (datilografar um documento)
- use the mouse (usar o rato)



SAMPLE EXERCISES

1 Choose the correct option for each definition or example.

- 1 Press the 'on' button.
a) turn it off
b) turn it on
c) turn it down
- 2 www.topicsonlinemagazine
a) virus
b) website
c) worm
- 3 To transfer something from the Internet to your computer.
a) delete
b) save
c) download
- 4 The secret word you type when you want to read or send an e-mail.
a) password
b) code
c) read
- 5 What you do when you want to keep safe what you have written.
a) delete
b) insert
c) save
- 6 What you do when you don't want to keep a file.
a) search
b) delete
c) install
- 7 The memory of the computer where documents are stored.
a) software
b) hard drive
c) modem
- 8 Programmes, etc, not forming part of a computer.
a) software
b) screen
c) keyboard

ANSWER KEY

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

OVER TO YOU

- 1 **How to get onto the Internet**
Match the two columns to make sentences.

1. SWITCH	a) by clicking the Internet Explorer icon.
2. OPEN 'INTERNET EXPLORER'	b) type your password in the dialogue box.
3. A DIALOGUE BOX	c) a search engine.
4. TO LOG ON,	d) will appear.
5. CHOOSE	e) on the computer.

- 2 **How to read your e-mails**
Choose a verb to complete the sentences.

read – open – wait – click

- 1 _____ the e-mail software.
2 _____ on the 'Get mail' button.
3 _____ for your e-mails to download.
4 Click on an e-mail to _____ it.

- 3 **Text completion**
Complete this text with the following words.

invasion – losing – watch – snooping – company – cameras – Internet – privacy

Before I started thinking about (1) _____, I never realized that there are a lot of people who are (2) _____ on us. I had heard that some people can look at what you have searched for when you use the (3) _____ on a computer. I also knew that there were video cameras in work places, but I never thought of that as (4) _____ of privacy. Why do companies set up (5) _____ to watch what employees are doing? Maybe they are afraid that employees might be doing something bad for the company.

I worked in a company for two months, and in that company, there were a lot of cameras to (6) _____ both employees and customers. The reason was that employers wanted to prevent employees and customers from stealing goods from the (7) _____, and they wanted to make sure that you worked. As for me, it didn't bother me. I didn't consider it (8) _____ my privacy because I worked hard and I was honest, so I wasn't concerned about the camera behind me. Work is work; rest is rest.



READING

LOSS OF A PRIVATE LIFE

You always hear about those crazy people, paranoid about the country being overthrown by computers. Could my life be taken away just because some website decides to give me a "cookie"? It sounds a little nutty, doesn't it?

I thought it sounded nutty too, so I attended an American Civil Liberties Union workshop on privacy rights. By the time the workshop was over, I realized our rights to a private society are being taken away right from under our noses. It doesn't seem like a big deal now, but it could become out of control. By that time it will be too late.

How did that college in New Zealand get your address? Why are you getting credit card applications all of a sudden? Companies buy your address from Internet companies just so they can send you junk mail and hopefully get you to buy something. I talked to some of my friends about privacy rights. I think they should be more alarmed, but I do not expect them to be if they haven't heard privacy violation stories. For example, Newsweek reported in March that last summer Geocities, a website that welcomes nearly 20 million visitors a month, sold to outside marketers information solicited during its registration process. This site even has an explicit online assurance that this would not ever happen. The data included information such as income, education, marital status, occupation and personal interests.

Websites can hold more information about you than white pages

There are websites where you can find almost anyone in the United States, including their phone numbers, addresses, maps to their homes, names of family members, vehicle ownership records, civil judgments, places of work and more. I searched through *Infospace.com*, a people search engine, to see if my information was listed in their black book. To my surprise, I found my name, my address, phone number, previous phone numbers and several of my e-mail addresses past and present. I took my information off this list, but it is just one of the many "people finders" out there. The white pages of a phone book do pretty much the same thing with their residential listings. The difference between the white pages and the Internet is that almost everyone already knows about the white pages and getting your number out of them is a snap. On the Internet there are several different "white pages" and if you want out, you have to find them all.

Matt Jones, 16 (abridged)

www.layouth.com/

VOCABULARY HELP

cookie (l. 3) – A temporary Internet file that is downloaded on to the hard drive of your computer to either track your movements through the Internet, save personal information such as a username so that you can access the website faster, or send unwanted advertisements.

SAMPLE EXERCISES

1 Match the two halves to make complete sentences.

1. AT THE END OF THE CONFERENCE MATT WAS SURE	a) about violation stories.
2. WE RECEIVE UNWANTED PUBLICITY ON OUR COMPUTERS,	b) visit Geocities every month.
3. SOME OF MATT'S FRIENDS HAVE NEVER BEEN TOLD	c) because some websites we visit sell our information.
4. MILLIONS OF INTERNET USERS	d) they sold their visitors' personal information.
5. ALTHOUGH GEOCITIES HAS AN EXPLICIT ONLINE ASSURANCE,	e) that we are losing the right to a private life.

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2 Find an equivalent or explain the meaning of these words.

- 1 paranoid (l. 1)
- 2 nutty (l. 3)
- 3 income (l. 18)
- 4 is a snap (ll. 31, 32)

3 Complete the sentences according to the information given in the text.

- 1 Almost all Americans' personal information can _____.
- 2 When Matt searched through *Infospace.com*, he _____.
- 3 Although he took his information off the list, it _____.

4 Find *adjectives* for these nouns:

1. information (l. 16)
2. surprise (l. 25)
3. difference (l. 30)

ANSWER KEY

- 1 1. e; 2. c; 3. a; 4. b; 5. d
- 2 1. afraid or suspicious of other people and believing that they are trying to harm you, in a way that is not reasonable
2. crazy; mad
3. the money that a person earns from work, from business, etc.
4. is very easy to do (IDM, Am. E., informal)
- 3 1. ...be found on the Internet.
2. ...found out that his name was on the list.
3. ...can certainly be found on other websites.
- 4 1. informed; 2. surprised; surprising; 3. different

OVER TO YOU

1 Are these statements *true* or *false*? Quote from the text to support all your answers.

- 1** After having attended a workshop on privacy rights, Matt realized that our private life might actually be invaded.
- 2** Matt's friends are very worried about losing their privacy.
- 3** Geocities sold its visitors' personal information.
- 4** You can't find ordinary people's information on the Internet.
- 5** Matt couldn't take his personal information off the website.

2 Find in the first three paragraphs the words that mean the following:

- 1** defeated
- 2** crazy; mad
- 3** understood
- 4** unexpectedly
- 5** people or firms that promote products
- 6** required; asked for

3 What do these words refer to?

- 1** me (l. 3)
- 2** our (l. 5)
- 3** you (l. 9)
- 4** them (l. 13)

4 Give complete answers to these questions on the text.

- 1** Why did Matt decide to attend an American Civil Liberties Union workshop on privacy rights?
- 2** Why do companies buy information from other Internet companies?
- 3** What is the difference between the white pages of a phone book and the Internet?
- 4** What is your opinion about having personal information sold? Are you worried about it?

5 Find *adjectives* for these nouns:

- 1** privacy (l. 5)
- 2** education (l. 18)
- 3** occupation (l. 19)
- 4** interests (l. 19)

GRAMMAR STUDY

THIRD CONDITIONAL

Form

If + past perfect – modal (*would, could, should, might*) + have + past participle

*If he **hadn't talked** to his friends, they **wouldn't have heard** about privacy violation stories.*

Use

Unreal conditions in the past.

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SAMPLE EXERCISES

1 Complete the sentences.

- 1 If she _____ (*arrive*) on time, she wouldn't have missed the English lesson.
- 2 If you _____ (*be*) more careful, you might not have broken your glasses.
- 3 If he hadn't watched TV until midnight, he _____ (*not be*) late for work.
- 4 You _____ (*not get*) the job if you hadn't applied for it.
- 5 If I had invited you to my wedding party, _____ (*you / go*)?
- 6 She _____ (*have*) better grades in her exams if she had worked harder.

2 Rewrite the sentences. Use the *third conditional*.

- 1 You didn't listen to the radio. You didn't hear about the accident.
- 2 He was ill. He didn't go to the concert.
- 3 They didn't take my advice. They didn't save much time.

ANSWER KEY

- 1 1. had arrived; 2. had been; 3. wouldn't have been; 4. wouldn't have got; 5. would you have gone; 6. would have had
- 2 1. If you had listened to the radio, you would have heard about the accident.
2. If he hadn't been ill, he would have gone to the concert.
3. If they had taken my advice, they would have saved a lot of time.

OVER TO YOU

Transformation exercises

1 Rewrite the following sentences. Use the *third conditional*.

- 1 He didn't get the job because he forgot to come to the interview.
If _____
- 2 I didn't do any part-time jobs while I was at school, so I gained no work experience.
If _____
- 3 William broke into a house and went to prison.
If _____
- 4 It was more expensive because you didn't come on the bus.
_____ if _____
- 5 She didn't get better because she refused to go to the doctor.
If _____
- 6 We didn't pass because we didn't study.
_____ if _____
- 7 He didn't go out with us because he broke his leg.
If _____
- 8 He broke his leg because he fell.
_____ if _____
- 9 He was fired because he asked for a rise.
If _____
- 10 She lost her job because she didn't work hard.
If _____
- 11 They had an accident because Tom was speeding.
_____ if _____
- 12 I didn't have enough money, so I didn't buy the leather jacket.
If _____
- 13 We had a fight because John was rude to me.
_____ if _____
- 14 Sue had bad grades, so she couldn't go out with her friends for one month.
If _____

2 Rewrite the following sentences, starting them as suggested.

- 1 Visit our studio. You'll meet nice people there.
If _____
- 2 I can't give you a lift home because my car broke down.
_____ if _____
- 3 My feet are so big that I have a problem buying shoes.
If _____
- 4 You aren't a good pianist because you do little practice.
If _____
- 5 You need to improve your English, so you have to do these exercises.
If _____

GRAMMAR STUDY

CORRELATIVE CONJUNCTIONS

Correlative conjunctions always appear in pairs. You use them to link equivalent sentence elements. The examples below include the most common correlative conjunctions.

Both Paulo **and** Pauline applied for the job of accounts technician. (The correlative conjunction is used to link the compound subject: *Paulo and Pauline*.)

Apply for the job **either** by post **or** via the Internet. (The correlative conjunction is used to link the adjuncts, which are realized by the prepositional phrases: *by post and via the Internet*.)

Neither Daniel **nor** Kelly applied for the job. (The correlative conjunction is used to link the compound subject: *Daniel and Kelly*.)

Pauline speaks **not only** German **but also** Italian. (The correlative conjunction is used to link the compound object: *German and Italian*.)

Julia is trying to decide **whether** to go to law school **or** to go to medical school. (The correlative conjunction is used to link the two infinitive phrases: *to go to law school and to go to medical school*.)

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SAMPLE EXERCISES

1 Complete the sentences with the appropriate *correlative conjunctions*.

- 1 _____ my grandfather _____ my father worked in a Japanese car plant.
- 2 I'm not sure where she's from. She's _____ British _____ American.
- 3 He said he would contact me, but he _____ phoned _____ wrote.
- 4 The film was _____ boring _____ too long.
- 5 We're deciding _____ to go to the beach _____ to go to the swimming pool.

ANSWER KEY

- 1 Both... and
- 2 either... or
- 3 neither... nor
- 4 not only... but also/both... and
- 5 whether... or

OVER TO YOU

- 1** Combine the following sentences into one sentence by using: *both ... and; not only ... but also; either ... or; neither ... nor.*

1 Peter is not at work. Carol isn't at work either.

2 We could go by train. We could go by car.

3 Drinking isn't good for your health. Smoking isn't good for your health.

4 He will have to study hard. He will have to concentrate to do well in the exam.

5 It might rain tomorrow. It might snow tomorrow.

6 Stuart likes travelling. John likes it too.

7 Peter was late for school. Paul was also late for school.

8 Bring some fruit juice or cakes to the party. You choose.

9 Rose has got a red car. Jill has also got a red car.

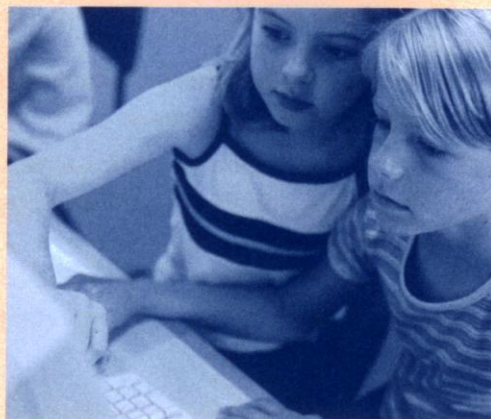
10 That man must be Stuart. He must be Michael.

2 Verb tense review

Put the verbs in brackets into the .

In September 1998 *Infospace.com* (1) _____ (log) more than 3.5 million visitors. I have no idea how long my information (2) _____ (be) up there, but I am certain that hundreds of people probably at least (3) _____ (glance) at it and that's a scary thought. The people looking at these records could range from the police to your own grandmother.

Police in Canada (4) _____ (arrest) a Cantor who (5) _____ (plead) guilty to possessing child pornography from the Internet. But what if someone else (6) _____ (use) the account? How (7) _____ (you; prove) yourself innocent? On the Internet, to impersonate you all I need to (8) _____ (know) is your password.



THIRD EVALUATION TEST

Read the following text carefully.

REALITY TV

This November, a two-hour prime time special called "Surprise Wedding" aired. The show brought ordinary women under public scrutiny for one purpose – to propose to their significant others on national television. Although the potential brides had to answer very difficult questions, they were all rewarded with their boyfriends' consents to marriage.

Now, what could have possessed these women to bring such a private matter into the public eye? It certainly couldn't have been the money; \$200 hardly buys a nice leather jacket. And it couldn't have been for fun, either. No, these women were willing to compromise their dignity for 15 minutes of fame. But they aren't the only ones. More and more people are becoming seduced by the glamour of the entertainment industry.

Suddenly, it's not fashionable to be discrete, and people's lives are televised with permission. This stems from the need for what I call the three F's: Fortune, Fame and Fun. How else would you explain the success of the reality show "Survivor", where 16 people were left alone on an island in the hope of winning a million dollars? This is a mirror of what's going on in our society, some say. Is it wrong to have enough money to live comfortably? Certainly not. But it is pitiful that the desire to become rich and famous has become a national pastime.

In addition to television, the Internet provides an outlet for people to expose their personal lives. In 1998, Elizabeth, the world's first Internet mother, gave birth to a son in front of millions of online viewers. Elizabeth claimed that she was unaware of the filming and had no feeling towards it. Has our society degraded itself to the point where the beauty of birth is no longer appreciated in a profound and private manner?

Other online spectacles have included 24-hour broadcasts of the "Big Brother" participants, all made possible by the steady proliferation of the World Wide Web.

<http://teenink.com> (abridged and slightly adapted)

1 Decide whether these statements are true or false. Quote from the text to support all your answers.

- 1** In the show recently broadcast, men had to propose marriage to their brides.
- 2** The brides underwent a difficult question and answer period, but the grooms didn't agree to marry them.
- 3** These women accepted exposure of their private lives for economic reasons.
- 4** Fame seemed to be more important to the contestants than respect and true worth.

THIRD EVALUATION TEST

2 Find in the first paragraph of the text words that mean the following:

- 1 normal
- 2 careful and thorough examination
- 3 possible
- 4 recompensed
- 5 agreements

3 Give complete answers to these questions on the text.

- 1 Why does the author think people allow their personal lives to be televised?
- 2 What does he think about giving birth to a baby in front of millions of online viewers?

4 Fill in the gaps with the gerund or infinitive of the verbs given in brackets.

- 1 I don't mind _____ (wait) for the beginning of the reality show.
- 2 I warned Juliana _____ (be) careful.
- 3 Don't hesitate _____ (call) if you need help.

5 Complete the sentences with the past perfect, present perfect continuous or past perfect continuous of the verbs given in brackets.

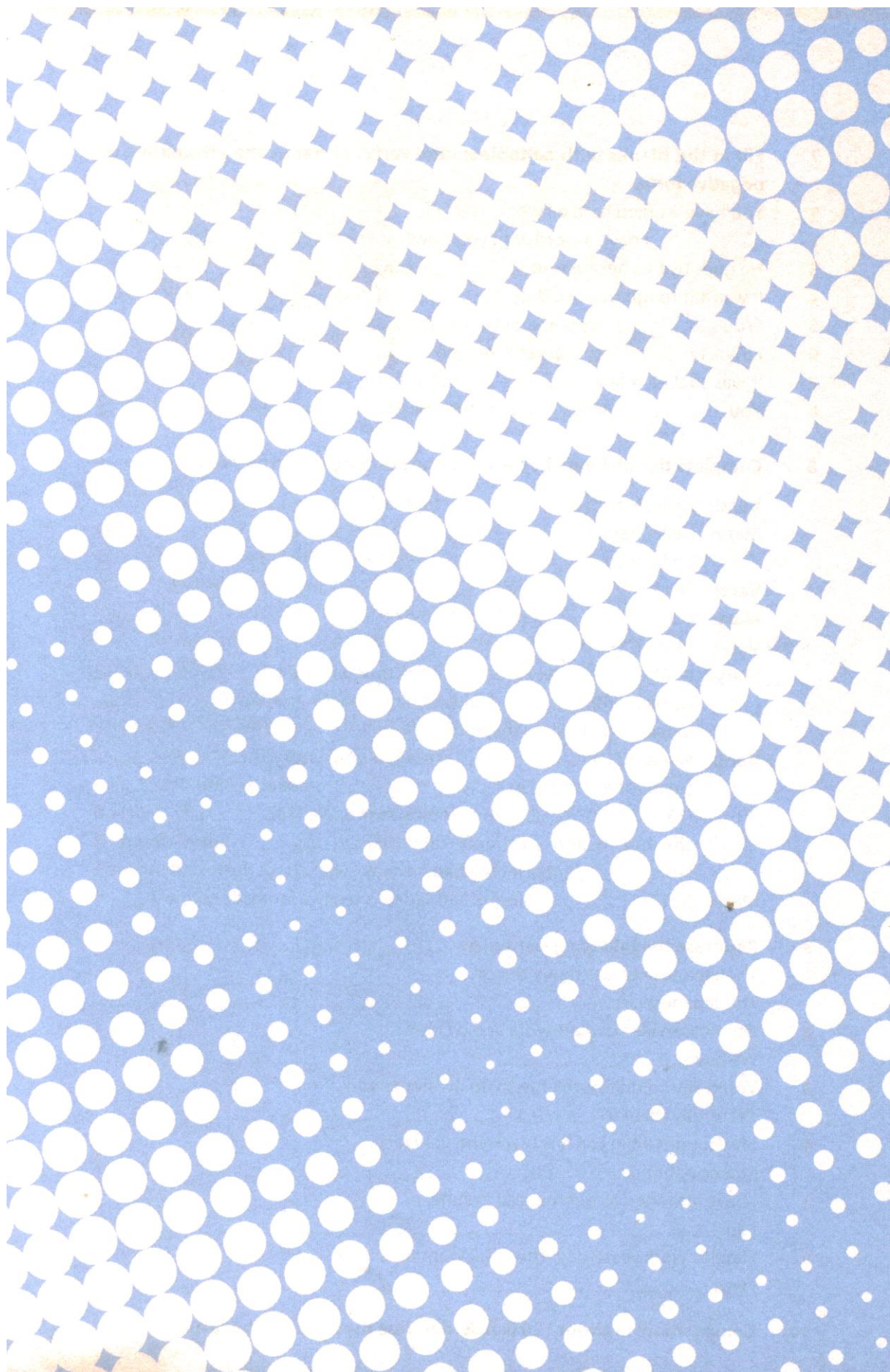
- 1 Peter was fired last month. He _____ (work) for that company for more than twenty years and he _____ (work) in almost every department.
- 2 When Sue came into the office yesterday, her eyes were red. I think she _____ (cry).
- 3 It's already 10:30 pm and I _____ (wait) here for over an hour. If William does not get here in the next ten minutes, I am going to leave.

6 Rewrite the following sentences, starting them as suggested.

- 1 'Why do they have such a nice site on the Internet if they can't help customers who are far away?'
Juliana asked herself _____
- 2 'We will deliver the CDs we have in stock and later send the others.'
They told me _____
- 3 'Don't forget to watch the news tonight!'
Peter reminded me _____
- 4 He watched TV until midnight and was late for work.
If he hadn't _____
- 5 Mr Littmann is an obstetrician. He's very understanding.
Mr Littmann, _____

7 Composition

In a well-organized essay, give your opinion on the following: "Reality TV shows".





MODULE

4

YOUNG PEOPLE IN THE GLOBAL ERA

4.1. YOUNG PEOPLE TODAY

**4.2. YOUNG PEOPLE AND THE
FUTURE**

4.3. YOUNG PEOPLE'S LANGUAGES

VOCABULARY STUDY

4.1

Young people today

WORD GROUPS
STUDY THESE WORD GROUPS**YOUNG PEOPLE (JOVENS)**

boyfriend/girlfriend (namorado/namorada)
children (crianças)
friendship (amizade)
parents (pais)
teenage/adolescence (adolescência)
teenagers (adolescentes)
young generation (geração mais nova)

PROBLEMS (PROBLEMAS)

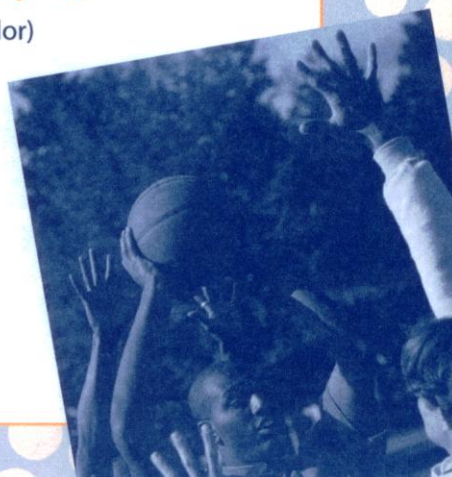
generation gap (conflito de gerações)
insecurity (insegurança)
lack of parental support (falta de apoio dos pais)
lack of self-esteem (falta de autoestima)
parents' divorce (divórcio dos pais)
physical changes (mudanças físicas)
social pressure (pressão social)

ATTITUDES/BEHAVIOURS (ATTITUDES/COMPORTAMENTOS)

alcohol (álcool)
body-hatred (ódio ao próprio corpo)
bullying (*bullying*, uso da força para assustar ou ameaçar alguém mais fraco)
drugs (drogas)
isolation (isolamento)
rebellion (rebeldia)
refusal of values (recusa de valores)
self-hatred (ódio a si mesmo)
violence (violência)

HOBBIES/OCCUPATIONS (PASSATEMPOS/OCUPAÇÕES)

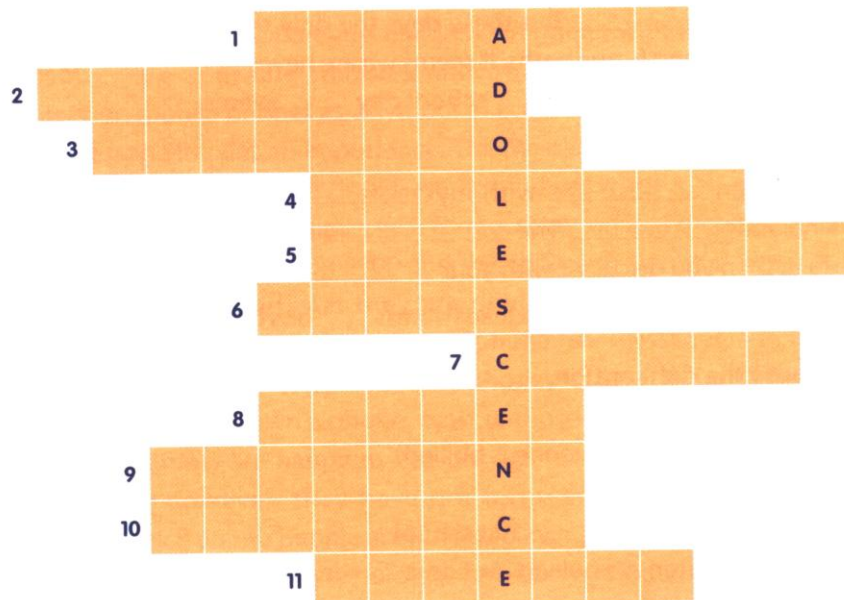
chatting (*chat*, falar com alguém através do computador)
going to parties (ir a festas)
hanging out (passar tempo a relaxar num certo sítio)
listening to music (ouvir música)
playing video/computer games (jogar jogos de vídeo/de computador)
practising sports (praticar desportos)
surfing the net (navegar na internet)
watching TV (ver televisão)



SAMPLE EXERCISES

1 Fill in the diagram below with the vocabulary you have studied.

- 1 a person who is between 13 and 19 years old
- 2 a man or boy that somebody has a romantic relationship with
- 3 opposition to authority
- 4 frightening or hurting a weaker person
- 5 lack of self-confidence
- 6 illegal substances that some people smoke, inject, etc., to give them pleasant feelings
- 7 to become different
- 8 beliefs that teenagers often reject
- 9 talking on the Net
- 10 physical force used to injure or kill
- 11 father and mother



ANSWER KEY

- 1**
- | | |
|---------------|--------------|
| 1. teenager | 7. change |
| 2. boyfriend | 8. values |
| 3. rebellion | 9. chatting |
| 4. bullying | 10. violence |
| 5. insecurity | 11. parents |
| 6. drugs | |



OVER TO YOU

1 Complete the texts with the vocabulary below.

Entertainment

"At home I'm permanently in _____. You're playing with _____ people. But you should never _____ with people from chat rooms because you _____ who they are."

real don't know chat rooms meet up

Parents

"_____ is the time in your lives when _____ become more difficult. They don't want us to _____. My thoughts and _____ are just as _____ as a 40-year-old or an 80-year-old but they go _____ and unrecognised."

valid parents opinions adolescence unheard grow up

School

"We should get through the _____ driven by a burning intellectual _____, but these days the only thing that drives us is fear or _____ and future paths. It seems we are never _____ of our lives."

in control curiosity school day exams

Relationships

"I've been _____ with my _____ for nine months. He's very kind and _____. The _____ is, if you want to do something, you do it, then you discuss it with your _____."

rule going out close friends boyfriend understanding

2 Choose the right option.

60

- 1 Every **30** seconds someone is bullied.

7

- 2 450,000 children are bullied **at school** in England.

at home in the street

- 3 16 people **go to hospital** because of bullying every year.

change school kill themselves

10%

- 4 **25%** of British schoolchildren have been bullied on their mobile phone.

50%

- 5 Orlando Bloom was bullied because he was a **skinny** kid.

fat short

- 6 Eminem's classmates often stole his **food**.

books shoes

READING

LOVE IS... GETTING A TEXT MESSAGE

Nearly half young adults have very strong feelings about their mobile phones, describing the loss of a mobile as similar to bereavement. Many young users regard their phone as an extension of their physical being and they rely on it to reinforce self-image.

5 Not only has there been a huge increase in the amount of text messaging amongst young people, but an alarming new set of research has revealed how importantly text messages figure in children's self-esteem.

10 *Childalert*, a parenting advice service, has revealed that £100,000 a day was spent last year on text messaging by under 18s. We all ask ourselves how we managed to cope with life before the advent of the mobile phone, and they certainly are a great safety aid, so that we can let our loved ones know where we are and when to expect us home.

15 However, as well as bringing advantages, mobile phones have also brought a new type of neurosis. Apparently, children struggling with their identity and social status are spurning hobbies and other activities and becoming dependent on mobile phones as a symbol of acceptance. Getting a phone call or a text message implies an importance. The message is: Someone wants me. It is a great boost to the receiver's self-esteem and self worth.

20 More than one billion pounds a year is now spent on text messaging. There was a 1,400 per cent increase in 2000 and this shows no sign in slowing down. Children are so obsessed that they are unable to communicate verbally uninterrupted. They constantly check their phones for messages, and become irritable if they have to be away from their phones for any period of time. Nine out of ten children now own a phone, most of those using the "pay as you go"

25 system. Most parents are happy to buy phones for their children because of safety reasons; however, they have not foreseen the worrying levels of dependency which young people are now displaying.

30 The father of one sixteen-year-old girl had been giving his daughter £20 a week pocket money plus money for school dinners and learned that she had been spending everything on texting her friends. She apparently had not had a school dinner for three months and considered no other activity worthy of her pocket money.

Current



SAMPLE EXERCISES

TEXT COMPREHENSION

1 Find evidence in the text for the following statements.

- 1 Young people consider the mobile phone as part of their body.
- 2 People wonder how they could live without a mobile phone some years ago.
- 3 Children would rather use the mobile phone than get involved in other activities.
- 4 They feel they can't do without their phone for some time.

2 Match the words with their equivalents.

- | | |
|----------------------|--|
| 1 bereavement (l. 2) | a) rejecting |
| 2 rely (l. 3) | b) something that helps or encourages |
| 3 huge (l. 5) | c) depend |
| 4 cope with (l. 10) | d) extremely large |
| 5 spurning (l. 15) | e) showing |
| 6 boost (l. 18) | f) manage |
| 7 displaying (l. 27) | g) feeling of loss and sadness when someone close dies |

3 Answer the questions with your own words.

- 1 Why are mobile phones important for young people's self-esteem?
- 2 What are the disadvantages of mobile phones?
- 3 How far does children's dependency on mobile phones go?

4 Join the words on the left with the words on the right in order to form meaningful expressions.

- | | |
|----------|------------|
| 1 mobile | a) esteem |
| 2 young | b) phone |
| 3 social | c) money |
| 4 self | d) call |
| 5 text | e) status |
| 6 phone | f) people |
| 7 pocket | g) message |

5 Identify the following verb forms.

- 1 describing (l. 2)
- 2 to reinforce (l. 4)
- 3 has revealed (l. 6)
- 4 was spent (ll. 8, 9)
- 5 managed (l. 10)

SAMPLE EXERCISES

ANSWER KEY

1

1. "Many young users regard their phone as an extension of their physical being..."
2. "We all ask ourselves how we managed to cope with life before the advent of the mobile phone..."
3. "apparently, children (...) are spurning hobbies and other activities and becoming dependent on mobile phones..."
4. "...and become irritable if they have to be away from their phones for any period of time."

2

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

3

1. Mobile phones are important for young people's self-esteem because, for them, receiving a phone call or a message means that someone wants them, needs them. They feel confident and wanted.
2. The obsessive use of mobile phones has stopped children from practising sports and having other hobbies. In fact, children are too dependent on their mobile phones and they seem not to be able to communicate verbally uninterrupted.
3. If we look at the example of the last paragraph of the text, it is worth thinking about that dependency. The girl wouldn't even eat, so she had more money to spend on her phone. That's going too far.

4

1. mobile phone
2. young people
3. social status
4. self-esteem
5. text message
6. phone call
7. pocket money

5

1. present participle
2. 'to' infinitive
(expressing purpose)
3. present perfect
4. past simple passive
5. past simple active



OVER TO YOU

1 Find evidence in the text for the following statements.

- 1** The number of text messages has increased enormously among young people.
- 2** Mobile phones reassure us because they allow us to know where somebody is.
- 3** The more messages one gets, the more self-confident one feels.
- 4** Ninety per cent of children have a mobile phone.

2 What do the following words refer to?

- 1** it (l. 3)
- 2** me (l. 17)
- 3** this (l. 20)
- 4** they (l. 26)

3 Answer the questions with your own words.

- 1** Why has there been a huge increase in the use of mobile phones?
- 2** Explain the parents' willingness to give their children a mobile phone.
- 3** What is your opinion about the girl who would spend all her money in text messages instead of eating?

4 Find in the last two paragraphs of the text verbs that mean the same as:

- 1** going at a lower speed
- 2** examine
- 3** have
- 4** predicted

5 Identify the following verb tenses.

- 1** have ...brought (l. 13)
- 2** are spurning (l. 15)
- 3** is ...spent (l. 19)
- 4** had been giving (l. 28)



GRAMMAR STUDY

MULTI-PART VERBS / PREPOSITIONAL VERBS

A **prepositional verb** is a verb + preposition.

E.g. *We all ask ourselves how we managed to **cope with** life before the advent of the mobile phone.*

The most common combinations of verbs and prepositions are in the table below.

agree with	I could never agree with his decision.
apologise for	She apologised for losing her temper.
apply for	He wants to apply for the job.
argue with	You are always arguing with your parents!
arrive at / in	We arrived at the airport at one sharp. I arrived in this country in 1986.
believe in	Do you believe in UFOs?
belong to	He belongs to a labour union.
comment on	I'm afraid I cannot comment on this matter.
consist of	The panel consists of five executive managers.
depend on	Whether you succeed in business depends on your attitude.
dream about / of	She dreams of / about running her own business.
escape from	Reading is a means to escape from routine.
explain to	The flight attendant explained to them what to do in an emergency.
laugh at	They all laughed at her attitude.
lie about	He lied about his marital status.
listen to	I like listening to jazz.
search for	She searched in vain for her passport.
talk to / about	Who were you talking to just now? They only talk about football.
wait for	He didn't wait for me.

A **multi-part verb** is also followed by one or more particles, but very often the meaning of the multi-part verb is quite different from the usual meaning of the words taken separately. These are often called 'phrasal verbs'. However, the distinction between phrasal verbs and prepositional verbs is not always clear.

E.g. *Fires were **breaking out** everywhere.*

*The telephone system **has broken down**.*

SAMPLE EXERCISES

1 Complete with a *preposition*.

- 1 Who are you waiting _____?
- 2 Do you believe _____ God?
- 3 Three men escaped _____ prison last night.
- 4 Everyone laughed _____ the joke.
- 5 They are searching _____ new faces.
- 6 Don't talk _____ me _____ that.
- 7 They didn't agree _____ his opinion.
- 8 The exam consists _____ two parts.
- 9 He didn't listen _____ what I said.
- 10 I'd live you to comment _____ this quotation.
- 11 She apologised _____ the delay.
- 12 He dreams _____ being famous.

2 Complete the sentences with the missing *particle*.

- 1 Who looks _____ the baby when you are away?
- 2 Mary looks exactly _____ her mother.
- 3 I've lost my bag. I must look _____ it.
- 4 I'm looking _____ to my holidays.
- 5 Look _____ for holes in the road surface.
- 6 The police are looking _____ this case.
- 7 Look _____ this word in the dictionary.
- 8 Don't look _____. You have all your life ahead of you.
- 9 We're looking _____ for a house in this area.
- 10 I've always looked _____ my family for support.
- 11 She always looks _____ on other people.
- 12 I usually look _____ my notes before an exam.

ANSWER KEY

1

1. for; 2. in; 3. from; 4. at; 5. for; 6. to / about; 7. with; 8. of; 9. to; 10. on; 11. for; 12. of

2

1. after; 2. like; 3. for; 4. forward; 5. out; 6. into; 7. up; 8. back; 9. around; 10. to; 11. down; 12. through

OVER TO YOU

YOUT2 GRAMMAR

1 Complete with a **preposition**.

- 1 My answer depends _____ who is asking the question.
- 2 They have insisted _____ taking me home.
- 3 The US consists _____ fifty states.
- 4 I must apologise _____ keeping you all waiting.
- 5 They have agreed _____ our proposal.
- 6 More countries have applied _____ membership of the EU.
- 7 We must contact them; they are waiting _____ our answer.
- 8 Listen _____ this song!

2 Complete these sentences with the **verbs** below in the suitable tense.

- 1 You must _____ without my help tomorrow as I won't be here.
- 2 What have they _____ out about the robbery?
- 3 I _____ up cigarettes six months ago.
- 4 The plane _____ off at one o'clock sharp.
- 5 We must _____ down production costs.
- 6 We heard a loud noise and the lights _____ out.
- 7 He promised to help me, but he _____ me down again.
- 8 She knew she would be late again, so she began _____ up her excuse.

go do give make cut take find let

3 Replace the expressions underlined by a phrasal verb formed with **come**.

- 1 She left the house but I called her and she decided to return.
- 2 His plans didn't succeed.
- 3 I met her by accident when I was crossing the park.
- 4 He unexpectedly discovered a dinosaur's bone.
- 5 She fainted but she recovered from unconsciousness fairly quickly.
- 6 The police have asked the witnesses of the accident to offer their help.
- 7 Hurry! We don't have much time!
- 8 Yesterday my grandparents came to my house for a short visit.
- 9 Oil prices are finally falling.
- 10 I understand the plan, but I can't see where I have a part.

GRAMMAR STUDY

PREPOSITIONS – TIME AND PLACE

Study this example taken from the text:

They (...) become irritable if they have to be **away from** their phones **for** any period of time.

	PREPOSITION	USE	EXAMPLES
TIME	in	century/year/month/season period of time (<i>in two weeks</i>) part of the day (<i>in the morning, in the afternoon, in the evening</i>)	I usually go to the gym in the morning.
	on	dates/days	I'm giving a party on Saturday.
	at	night the weekend Christmas/Easter the moment/present the same time 8 p.m. (clock time)	You can't all talk at the same time.
	for	period of time	She's been studying for two hours.
	for/throughout/ during	duration	It rained throughout the night. I'm going to Faro for a week. She worked part-time during the summer.
	since	duration relating to the time when the action began	I've lived here since 1998. I was six.
PLACE	in	place/city/country the water/the sea/the sky/the street the text/the newspaper the middle/the world	The workers were demonstrating in the streets. There's a fountain in the park.
	at	the bus stop/the door the top/the bottom the back/the front home/school	I always stay at home at the weekend.
	on	the floor/the grass/the planet the wall/the ceiling an island/the road/the river the right/the left the face/the screen the table/the page	You can see the Royal Palace on the left. It's on the main square. There are soldiers on guard outside.

Other prepositions of time: ago, after, before, until, by, from... to, within.

Other prepositions of place: out, outside, inside, off, by, beside, opposite, near, next to, away from, behind, between, among, over, above, under, below, beneath, underneath.

Prepositions of motion: to, towards, from; into, out of; on to, off.

SAMPLE EXERCISES

1 Fill in the blank with the *prepositions of time*.

- 1 I was born _____ November 6.
- 2 Her first exam is _____ April.
- 3 _____ sitting at the table, we should always wash our hands.
- 4 _____ Christmas I got a portable computer.
- 5 He has loved football ever _____ he was a little child.
- 6 Where were you? I've been waiting _____ hours.
- 7 A supervisor from the university will observe your lessons three or four times _____ the year.

2 Fill in the blanks with the *prepositions of place*.

- 1 I couldn't see. I was sitting _____ the back.
- 2 I've lived _____ England since I got divorced.
- 3 They were lying _____ the beach.
- 4 Who is the girl standing _____ the window?
- 5 London is _____ the river Thames.
- 6 I was sitting _____ Mary and Charles.

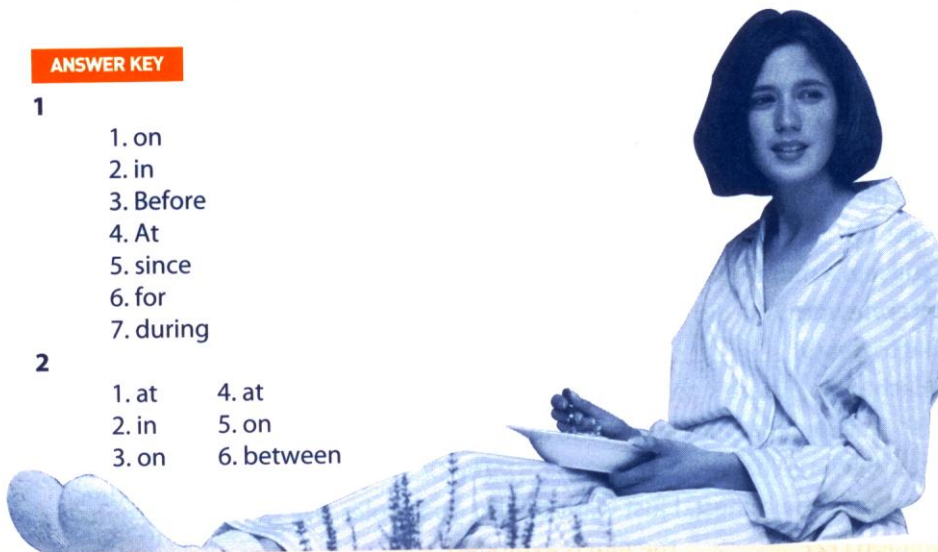
ANSWER KEY

1

1. on
2. in
3. Before
4. At
5. since
6. for
7. during

2

- | | |
|-------|------------|
| 1. at | 4. at |
| 2. in | 5. on |
| 3. on | 6. between |



OVER TO YOU

1 Fill in the blanks with the *prepositions of time*.

- 1 I fell asleep _____ the film.
- 2 _____ that day I was feeling down.
- 3 Mr Johnson is very busy _____ the moment.
- 4 I've been studying Chinese _____ six months.
- 5 I haven't seen her _____ the party.
- 6 I learnt to drive _____ four weeks.

OVER TO YOU

2 Fill in the blanks with the **prepositions of place**.

- 1 I won't be _____ home tomorrow morning.
- 2 I'm sure I saw him _____ the bus yesterday.
- 3 You shouldn't step _____ the grass.
- 4 The children are _____ the swimming pool.
- 5 I can't see him. He must be _____ the tree.
- 6 The papers are _____ the desk.

3 Complete the interview with 18-year-old actress Mischa Barton with the **prepositions or adverbs of time and place and motion**.

Interviewer: Where were you born?

Mischa: I was born (1) _____ London, England.

Interviewer: What attracted you to acting?

Mischa: It was mainly when I moved (2) _____ London (3) _____ New York. The biggest thing which triggered my acting was doing a Broadway play when I was only nine. I felt completely (4) _____ home.

Interviewer: What was the most unusual role you've played?

Mischa: Well, (5) _____ *The Sixth Sense* I was throwing up and dead!

Interviewer: How do you deal with all the attention that comes with fame?

Mischa: I've learned to deal with the fame to a certain extent, but if I see the press (6) _____ my house, I won't leave. When they rush (7) _____ me, I still feel a moment of panic but not as much as (8) _____.

Interviewer: You did some modelling when you were younger. Would you like to get (9) _____ that again?

Mischa: No. There's too much pressure about weight and personal image. Also, it is said that models are the most stupid people (10) _____ earth.

Interviewer: What next (11) _____ *The OC*?

Mischa: To be honest, I just want to find good roles. We never know people's opinion (12) _____ the film is exhibited.

CREATIVE WRITING

DIARY PAGE

Write down a page of a teenager's diary; it could be your own!

In a diary you tell about daily events, express your emotions and feelings and tell about future plans.

VOCABULARY STUDY

WORD GROUPS STUDY THESE WORD GROUPS

PREPARING THE FUTURE (PREPARAR O FUTURO)

career (carreira)
 careers advice (conselho sobre carreiras)
 certificate (certificado)
 college (faculdade, colégio)
 course (curso)
 degree (grau universitário: bacharelato, licenciatura, mestrado, doutoramento)
 diploma (diploma)
 dream job/ideal job (emprego de sonho, ideal)
 employment (emprego)
 full-time job (emprego a tempo inteiro)
 get a job (arranjar emprego)
 graduation (formatura)
 Job centre (centro de emprego)
 occupation (ocupação)
 part-time job (emprego em part-time)
 pocket money (mesada, dinheiro dado pelos pais ou ganho a trabalhar para os gastos do dia a dia)
 post/position (lugar)
 profession (profissão)
 trade (ofício, arte)
 unemployment (desemprego)
 work (trabalho)

LOOKING FOR A JOB (À PROCURA DE EMPREGO)

advertisement (anúncio)
 ambition (ambição)
 audition (audição)
 casting (casting, processo de escolha de atores, modelos)
 commitment (dedicação)
 covering letter (carta de apresentação para candidatura a emprego)
 creativity (criatividade)
 CV/curriculum vitae (currículo)
 determination (determinação)
 interview (entrevista)
 letter of application (carta para candidatura a emprego)
 responsibility (responsabilidade)
 talent (talento)
 vocation (vocaç  o)



4.2

Young people and the future

SAMPLE EXERCISES

1 Find the words.

- 1 telnat
- 2 sagticn
- 3 rarece
- 4 teveiwir
- 5 tarnogiuda
- 6 ticmomentm

2 What is it? The first letter is there to help you.

- 1 a written record of your education and employment, that you send when you are applying for a job
c _____ v _____
- 2 a notice telling about a job
a _____
- 3 written request for a job
l _____ of a _____
- 4 the process of choosing actors, models
c _____
- 5 the series of jobs that a person has in a particular area of work
c _____
- 6 the act of completing a university degree
g _____

ANSWER KEY

1

1. talent
2. casting
3. career
4. interview
5. graduation
6. commitment

2

1. curriculum vitae
2. advertisement
3. letter of application
4. casting
5. career
6. graduation

OVER TO YOU

1 Complete the chart according to the example.

NOUN	VERB	ADJECTIVE
work	work	workable, working
graduation, graduate		
	advise	
		creative
	determine	
commitment		

2 Make sentences with the last three words (last noun, last verb and last adjective) of the previous chart.

READING

READING

BEING 16**Interview with David Christgau and Gabriella Geisinger from Manhattan****Describe a day in your life.**

David: I usually have band practice after school for about two hours. At home I play my guitar for a bit, then I do a little homework and go to bed.

Gabriella: After school I teach young children to swim. I spend the rest of the evening doing homework, or online. When I have free time I write poetry.

What's your biggest fear?

David: My biggest fear is losing inspiration. I look for inspiration in whatever I do; I am inspired by music, theatre, but very rarely school.

Gabriella: My biggest fear is not accomplishing the goals I've set for myself. These include becoming a published author, and an English professor.

What's your best/worst quality?

David: My best quality is being able to express myself through music. My worst quality is my temper, which I have now learned to control.

Gabriella: I always put other people's feelings before my own. This, however, can also be a bad thing as I can let people walk all over me.

What's the worst thing about being 16?

David: Parents always think you are doing something wrong.

Gabriella: Not being old enough to get into R-rated movies! I'm a real *Lord of the Rings* fan.

Do you get on with your parents?

David: Yes, we get along, but we argue about money and the fact that I smoke.

Gabriella: Most of the time. When we argue it's normally about the many eccentric outfits I wear!

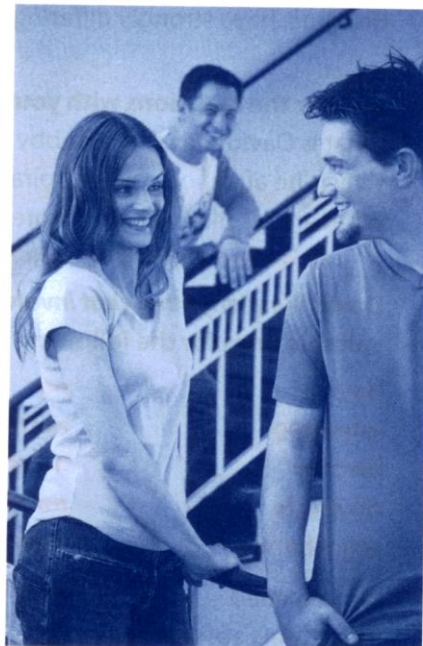
How much money do you have to live on?

David: I have a job as a painter three days a week. I make about \$80 a week, but I save most of it.

Gabriella: I get my money from my job. My mom always makes sure I leave the house with at least \$5 though, so I'm never short.

What do you waste money on?

David: Anything that involves music!



READING

Gabriella: I love to buy a lot of clothes and accessories. I try my best to limit my spending but sometimes I get carried away!

Where do you see yourself in five or ten years' time?

David: I see myself as a famous musician or a minor league baseball player.

Gabriella: Getting my PhD in English. I also want to have a few cats and name them after the members of my favourite Japanese rock band *Dir en grey*!

Club (abridged)

© AREAL EDITORES

40

SAMPLE EXERCISES

TEXT COMPREHENSION

1 Find out who says it

- 1 I want to be a writer.
- 2 I couldn't control my temper.
- 3 My parents won't ever accept the fact that I smoke.
- 4 I am used to little kids.
- 5 I don't spend all my money.
- 6 I'm afraid I won't be able to achieve my goals.

2 Find in David's interview words/expressions that mean the same as:

- 1 someone/something that gives you ideas for doing something
- 2 the habit of getting angry very quickly
- 3 have a friendly relationship (with someone)
- 4 disagree; have strongly differing opinions

3 Answer the questions with your own words.

- 1 What is David's favourite hobby?
- 2 Why is he afraid of losing inspiration?
- 3 What are his plans for the future?

4 David likes "anything that involves music". Choose from the words below the suitable ones for the following sentences

any	no
anything	nothing
anyone	no one
anybody	nobody
anywhere	nowhere

- 1 Do you need _____ else?
- 2 The streets are empty. I can't see _____.
- 3 _____ cares about me.

SAMPLE EXERCISES

TEXT COMPREHENSION

- 4 Has _____ seen my bag?
 5 I have _____ money at all.
 6 I can't find him _____.

5 Ask questions for the following answers.

- 1 _____?
 After school I play with the band.
 2 _____?
 I live with my parents and my sister.
 3 _____?
 Yes, I have a part-time job.
 4 _____?
 My dream job is being a baseball player.
 5 _____?
 If I don't achieve my goals, I'll feel frustrated.

ANSWER KEY

- 1
 1. Gabriella
 2. David
 3. David
 4. Gabriella
 5. David
 6. Gabriella
- 2
 1. inspiration
 2. temper
 3. get along
 4. argue
- 3
 1. David's favourite hobby is playing the guitar with his band.
 2. He is afraid of losing inspiration because music rules his life and he wants to follow a musical career.
 3. In the future he wants to be a famous musician or a baseball player.
- 4
 1. anything
 2. anyone/anybody
 3. Nobody/No one
 4. anyone/anybody
 5. no
 6. anywhere
- 5
 1. What do you do after school?
 2. Who do you live with?
 3. Do you have a job?
 4. What's your dream job?
 5. How will you feel if you don't achieve your goals?

OVER TO YOU

1 Fill in the chart.

	DAVID	GABRIELLA
HOBBIES		
BIGGEST FEAR		
BEST QUALITY		
WORST QUALITY		
RELATIONSHIP WITH PARENTS		
JOB		
PLANS FOR THE FUTURE		

2 Find in Gabriella's interview words / phrases that mean the same as:

- 1 achieving something
- 2 treat someone badly or defeat them very easily
- 3 strange or unusual
- 4 I never lack money

3 Answer the questions with your own words.

- 1 What are Gabriella's likes?
- 2 How does she feel about being sixteen?
- 3 How is her relationship with her parents?

4 Make questions for the following answers.

- 1 _____ ?
I live in Manhattan.
- 2 _____ ?
I have been studying English for 8 years now.
- 3 _____ ?
Yes, I have already decided about my future career.
- 4 _____ ?
I read five books last month.
- 5 _____ ?
I will go to the USA this summer.

5 Relationship is a word formed with the suffix *ship*. Match the words with the suffixes.

brother	
mother	
companion	ship
child	
neighbour	
citizen	hood
friend	
father	

GRAMMAR STUDY

DEGREES OF ADJECTIVES AND ADVERBS

Study this example from the text:

My **biggest** fear is losing inspiration.

• Adjective and adverb degrees

ADJECTIVE/ADVERB DEGREE	FORMATION	EXAMPLES
COMPARATIVE	Equality	as... as This movie is as good as I thought it would be.
	Inferiority	less... (than) I thought it would be less violent.
	Superiority	+er...(than) (adjectives and adverbs with one or two syllables ending in er, y, le and ow) more...(than) (adjectives with more than two syllables and with two syllables ending in ed, ing, re, ful and ous) The beach is cleaner this year. He was more scared than his sister. She is cleverer , but he is more ambitious . She is the nicer of the two.
SUPERLATIVE	Inferiority	the least... (of / in) This book is the least interesting of all.
	Superiority	the ...+est (adjectives and adverbs with one or two syllables) the most... (adjectives with two or more syllables – see comparative of superiority) John is the smallest in his class. 'Line up, shortest this side, tallest that side'. He was the most intelligent man I've ever met.

• Irregular comparisons

good, well	better (than)	(the) best
bad, badly	worse (than)	(the) worst
little	less (than)	(the) least
much, many	more (than)	(the) most
late	later (than)	(the) last
far	further (than) (addition) farther (than) (distance)	(the) furthest (the) farthest
old	older (than) (regular form) 'My elder brother' (members of the same family)	(the) oldest (The) eldest son inherits the little.

SAMPLE EXERCISES

1 Use the words in brackets in the *comparative form*.

- 1 You got here _____ (soon) I expected.
- 2 This road is _____ (narrow) the other one.
- 3 Don't take that film. This one is _____ (interesting).
- 4 This is _____ (healthy) watching TV.
- 5 He is _____ (generous) he seemed.
- 6 This wine is _____ (good) with fish.

2 Use the words in brackets in the *superlative form*.

- 1 She is the _____ (altruistic) woman I know.
- 2 Jane married the _____ (rich) man she found.
- 3 This is the _____ (easy) exercise I've ever done.
- 4 John is the _____ (tall) boy in his class.
- 5 This is the _____ (bad) book he's written.
- 6 The _____ (fast) train in the world is French.
- 7 East, West, Home's _____ (good).

ANSWER KEY

1

1. sooner than
2. narrower than
3. more interesting
4. healthier than
5. more generous than
6. better

2

- | | |
|--------------------|------------|
| 1. most altruistic | 5. worst |
| 2. richest | 6. fastest |
| 3. easiest | 7. best |
| 4. tallest | |

OVER TO YOU

1 Make sentences in the *comparative form*. Follow the example.

- 1 Paul is 1,85 m tall. His brother is 1,70 m.
Paul is taller than his brother.
- 2 Mark's car reaches 260 km/h. Peter's car reaches 240 km/h.

- 3 This film lasts for two hours. That one lasts for one hour forty-five.

- 4 The red dress costs €50. The black one costs €65.

- 5 David Beckham is very famous. The other players aren't so famous.

- 6 This hotel is very comfortable. That one isn't so comfortable.

OVER TO YOU

2 Write the missing sentences according to the example.

	DAVID	MELANIE
AGE	16	17
HEIGHT	1,80 m	1,68 m
WEIGHT	75 kg	65 kg
CLOTHES	modern	classical
GRADES	good	very good
PARENTS	modern	conservative

- 1 (young) David is younger than Melanie.
- 2 (tall) David is _____
- 3 (heavy) David is _____
- 4 (modern) David's clothes are _____
- 5 (good) Melanie's grades are _____
- 6 (conservative) Melanie's parents are _____

3 Use the words in brackets in the comparative or superlative forms.

- 1 Daniel drives _____ (carefully) since he had the accident.
- 2 Mercury is _____ (hot) planet in our solar system.
- 3 Caroline is _____ (good) dancer in the company.
- 4 John, start doing your homework. You're even _____ (lazy) your brother.
- 5 It is said that the Portuguese are _____ (hospitable) people in Europe.
- 6 His anxiety attacks have become _____ (frequent).
- 7 My new house is _____ (far) away from the city centre.
- 8 My son is growing up very fast. I'll have to buy him _____ (big) clothes.
- 9 My grandfather is _____ (old) my grandmother.
- 10 This is _____ (great) movie I've ever seen!
- 11 Sam and Jim are brothers. Sam is 18 and Jim is 16, so Sam is _____ than Jim. He is the _____. Jim is _____ (than) Sam. He is the _____. They have a sister, Ann. She is 20, so she is _____ child of her parents.

GRAMMAR STUDY

PURPOSE CLAUSES

Purpose clauses express the reason why somebody did something.

When the subject of the main clause is the same as the subject of the purpose clause.

TO + INFINITIVE

He plays the guitar **to** free his emotions.

IN ORDER TO + INFINITIVE

He plays the guitar **in order to** free his emotions.

SO AS TO + INFINITIVE

He plays the guitar **so as to** free his emotions.

When the subject of the main clause is different from the subject of the purpose clause.

SO THAT + SUBJECT + CAN/WILL (IT REFERS TO THE PRESENT OR FUTURE.)

Her mother will give her some money **so that** she can go to the concert.

SO THAT + SUBJECT + COULD/WOULD (IT REFERS TO THE PAST.)

Her mother gave her some money **so that** she could go to the concert.

IN ORDER THAT + SUBJECT + CAN/WILL (IT REFERS TO THE PRESENT OR FUTURE.)

Her mother will give her some money **in order that** she can go to the concert.

IN ORDER THAT + SUBJECT + COULD/WOULD (IT REFERS TO THE PAST.)

Her mother gave her some money **in order that** she could go to the concert.

Note: You can use **so that** and **in order that** when the subject is the same, but you have to use the subject again.

Max plays the guitar so that **he** can free his emotions.



SAMPLE EXERCISES

1 Say what Jake is going to do in order to get a job.

- 1 scan the newspaper / look for suitable jobs
- 2 send application letters / apply for posts
- 3 show self-confidence / make an impression
- 4 write a thank you note to the interviewer / show he is serious about it
- 5 if he is chosen, do the best he can / succeed

ANSWER KEY

1 (Possible answers)

1. Jake is going to scan the newspaper in order to look for suitable jobs.
2. He is going to send application letters to apply for posts.
3. He is going to show self-confidence so as to make an impression.
4. He is going to write a thank you note to the interviewer to show he is serious about it.
5. If he is chosen, he is going to do the best he can in order to succeed.

OVER TO YOU

1 Join the sentences by means of a *purpose clause*.

- 1 The fire brigade was called. They put out the fire.
- 2 The President took four bodyguards. They protected him.
- 3 Jane helped her sister with her homework. She could have good grades.
- 4 Ann is learning English. She wants to travel abroad.
- 5 Mary has got two jobs. Her children can have good life conditions.
- 6 The boys practise in the garage. They want to be a famous band.

2 Rewrite these sentences using the words given.

- 1 They tried not to make any noise, so as not to wake the children up.
In order _____
- 2 She bought a new dress so that she was elegant for the party.
So as to _____
- 3 They called the firefighters so that they could put out the fire.
_____ called to _____
- 4 He bought her a ring because he wanted to ask her if she would marry him.
He bought her a ring in order to _____

CREATIVE WRITING

COVERING LETTER

In this section you have to combine facts and the use of your imagination.

THE TASK

Imagine that you have already completed twelve years of education satisfactorily – that is you are ‘a high-school graduate’, as the Americans say – but have not gone on to higher education (college or university). (Think of a reason why.) You have been working for a year as a trainee receptionist in a local clinic or hotel, but the pay is not very good and they may not even offer you a full-time permanent job when your training is completed, even though they say your work is up to standard. However, your English is good, so you decide to apply for one of the two jobs you see advertised in the *Portugal News* (an English-language Newspaper published in Portugal). Note that you are replying to an employment agency, not directly to the prospective employer. Before you apply for the second post, study the model application for the first.

ADVERTISEMENTS

1. TRAINEE SALES REPRESENTATIVES

Our client, a reputed international pharmaceutical company, is currently looking for ambitious high-school graduates, possibly with some work experience, to train as assistant sales representatives for their Iberian operations. The company requires young people with a knowledge of Portuguese or Spanish as well as English who are willing to travel. Flexibility is a key requirement. One year’s training, normally leading to a permanent position with attractive pay and conditions. This is an ideal opportunity to join one of the fastest-growing pharmaceutical companies in Europe. Interviews can be arranged in Portugal, Spain or the UK. Reference: SP/BB/ TSR22.

2. RECEPTIONISTS

Our client is an international provider of business insurance services seeking receptionists for its Lisbon and Oporto offices. The receptionists are responsible for the smooth running of the firm’s reception, including dealing with customers, meeting and greeting visitors, answering telephone, fax and Internet calls promptly and ensuring that all messages are accurately taken and given. The role is multi-faceted and requires some relevant work experience. The preferred candidates will have completed at least 9 years of full-time education, including English and Maths, and preferably 12 years, and will have familiarity with the use of MS Office, strong communication skills and the ability to remain calm and courteous at all times. Fluent Portuguese and good English are essential, other languages desirable. Reference: SP/BB/ RLO3.



COVERING LETTER – MODEL

Dear Ms Parker, *Salutation (greeting) [by the margin]*

Introduction: reason for writing; where you found the information; brief information about yourself [optional]

In reply to your advertisement in the Portugal News of 12-5-2006 I am writing to apply for the position of Trainee Sales Representative in a pharmaceutical company. I live and work in Vistadomar and I believe I have the right educational qualifications and experience for the work.

More information about yourself, why you are applying, why you think you are suitable for the position [course, bursary etc.] and anything that may support your application.

Last year I successfully completed my 12th year of Education – approximately equivalent to A and AS levels in England – and my best marks were in Biology and English. As my average mark was not high enough to start a degree in Medicine or Pharmacy, I applied for a post in my local clinic, which offers a full range of medical services. I have now been working there for nine months as a trainee receptionist, but, though my work has been up to standard, there is little chance that they will be able to offer me a full-time post. However, the training and experience have provided me with useful office skills such as filing, data-base management and word processing as well as communicating sympathetically with both patients and members of the medical profession. I am therefore looking for a new opportunity, preferably in the field of health care and medicine. As for travel, I have been to England for two weeks with a group from my school.

Practical information and requests about the recruitment process and the job, etc., especially the interview.

I shall be pleased to attend for interview in Portugal, but I should be grateful if you could provide me with at least one week's notice of the time and location so that I may ask for leave of absence from my present post.

Concluding sentence

I look forward to hearing from you.

Subscription [Closing formula, signature and clearly written or typed name]

Yours sincerely

José Manuel Silva

José Manuel Silva

YOUNG PEOPLE'S LANGUAGES

4.3

Young people's languages

MUSIC (MÚSICA)

garage (*garage*)
 hip hop (*hip-hop*)
 music tribes (*tribos musicais*)
 nu-metal (*nu-metal*)
 pop culture (*cultura pop*)
 raves (*raves*, festas que duram pela noite dentro, com música eletrónica e consumo de drogas, sobretudo ecstasy)

FASHION (MODA)

graffiti (*graffiti*, desenhos ou frases feitos em sítios públicos e com intenções políticas ou humorísticas)
 name-brand clothes (*roupas de marca*)
 plastic surgery (*cirurgia plástica*)
 trends (*tendências*)
 urban fashion (*moda urbana*)

TECHNOLOGY (TECNOLOGIA)

chat rooms (*salas de conversação*)
 downloads (*downloads*, copiar informação de um sistema de computador maior para um menor)
 Internet (*internet*)
 mobile phones (*telemóveis*)
 MP3s (*MP3*)
 PlayStations (*PlayStations*)

SAMPLE EXERCISES

1 Fill in the blanks with the words you have studied.

- 1 Nowadays, most young people like talking in _____ rooms.
- 2 _____ are drawings usually with rude, humorous or political messages.
- 3 More and more teenagers who aren't happy with their image resort to _____.
- 4 Many teenagers feel it is important for their self-esteem to use _____ clothes.
- 5 The _____ has replaced the walkman.
- 6 Although it is illegal, the _____ is almost common practice among Internet users.

ANSWER KEY

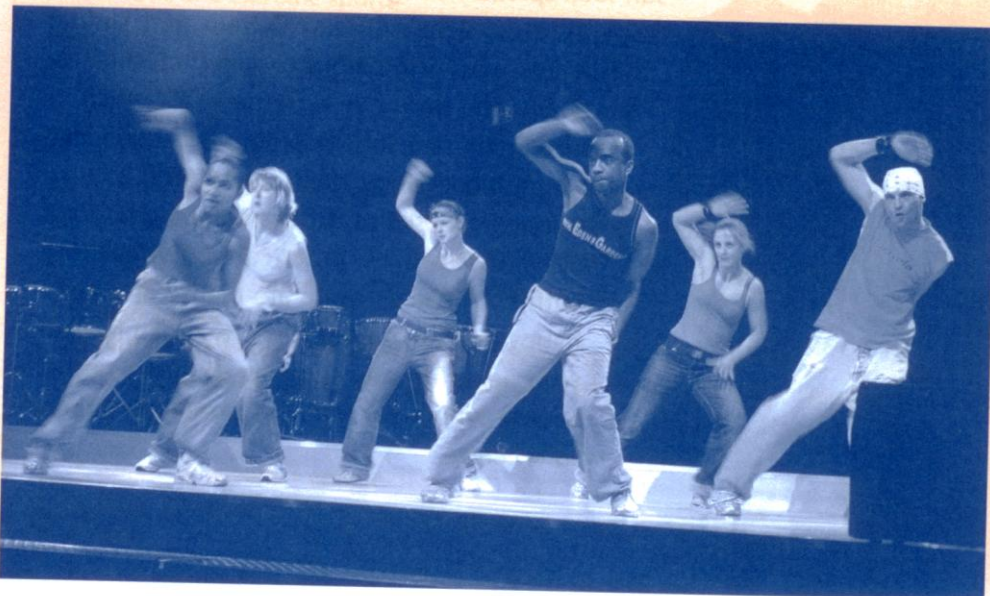
1

1. chat; 2. Graffiti; 3. plastic surgery; 4. name-brand; 5. MP3; 6. download

OVER TO YOU

1 Match the types of music with the suitable explanations.**1** nu-metal**6** R&B**2** techno**7** trance**3** hip hop**8** rap metal**4** house**9** garage**5** ragga**10** gangsta rap

- a)** This very popular thumping dance music originated in Germany. It uses repetitive staccato synthesizer riffs and sometimes operatic pop vocals. It's faster than house, but slower than drum 'n' bass.
- b)** This sounds like reggae with electronically generated backing tracks. The lyrics are usually a bit naughtier than Bob Marley's original reggae.
- c)** This is the best-selling musical genre in the world. It is often used to describe rap music which evolved in the 1970s in New York.
- d)** Clubbers describe this music as "four to the floor" because it consists of four repetitive drum beats. It's very fast. It uses drum machines and synthesized bass lines and a few repetitive vocals.
- e)** This kind of music began in Detroit in the 1980s. There are lots of speeded-up house rhythms and special electronic effects. It's entirely instrumental and it's the main music played at the Berlin Love Parade.
- f)** This is updated disco music. It uses drum machines and computers to create the soulful sound with predominantly female vocalists.
- g)** It's modern, streetwise heavy metal married with hip hop.
- h)** When the American rock band Aerosmith collaborated with the rappers Run DMC in 1986 on a song called *Walk This Way*, this new style of music was born.
- i)** The lyrics in this kind of music often talk about violence and are very disrespectful about women. Singers wear gold and diamonds.
- j)** This is soul music sung mainly by black artists. The initials stand for the words 'rhythm and blues'.



READING

URBAN FASHION

There was a time when urban fashion didn't exist. Fashion meant expensive designer outfits that only the very rich could afford. Think Paris catwalks, *Vogue* magazine and very uncomfortable shoes. And it was all about women. Even though the outfits were normally designed by men, there was very little interest in menswear. The outfits were very feminine, very expensive and impractical for anything other than walking in a straight line.

All of this has changed. Young people no longer dress like their parents. They wear comfortable, practical and affordable clothes which have probably been designed by somebody young: urban fashion has taken over the world. It began, perhaps, with the hippies of the 1960s, who rejected mainstream society's values and dress codes with their long hair and scruffy image. Next came the punks of the 1970s who went one step further with shocking, scary outfits which deliberately offended ordinary people. Even today, if you go to London's Camden Town at the weekend, there will be plenty of people with lots of tattoos, piercings and chains hanging out of their trousers. This punk-influenced style is all about looking different from everybody else – but exactly the same as your friends. Certainly, by the 90s, high street shops like *Gap* quickly followed trends from the streets, and designers like Stella McCartney began to sell street-influenced clothes such as ripped T-shirts for huge amounts of money.

Music has always played a part in urban fashion. Nu-metal fans, for example, as well as wearing Marilyn Manson T-shirts, tend to look different from people who like chart music, and many of today's pop stars get their ideas from people on the street rather than the other way round. In California, surfers needed comfortable clothing to wear on the beach, and the surf look spread throughout America via companies such as Quiksilver, Stüssy, O'Neill and similar companies who originally produced clothes for sports. But the boom in extreme sports such as skateboarding and snowboarding has influenced urban fashion. Baggy jeans are better if you are wearing inline skates, for example, and hoodies are influenced by practical snowboarding outfits. Of course there are plenty of people happy to wear the latest sporty urban fashion who never do any sport at all, just as most people who wear trainers rarely go near a sports centre.



Current

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SAMPLE EXERCISES

TEXT COMPREHENSION

1 Complete the sentences according to the text.

- 1 Fashion is no longer _____
- 2 The 1960s hippies _____
- 3 _____ and _____ have influenced urban fashion.

2 Find in the first two paragraphs of the text words that mean the same as:

- 1 clothes
- 2 the long platforms where models parade at a fashion show
- 3 men's clothes

3 Answer the questions with your own words.

- 1 What are the main differences between fashion in the past and in the present?
- 2 Who influenced fashion in the 20th century?
- 3 Do all the people who wear sporty clothes practise sports? Account for your answer.

4 Identify the grammatical category of the words.

- 1 outfits (l. 2)
- 2 rich (l. 2)
- 3 Think (l. 2)
- 4 Even though (l.4)
- 5 very (l. 4)

ANSWER KEY**1**

1. ...only for women.
2. ...were the first ones to create urban fashion.
3. Music and extreme sports

2

1. outfits
2. catwalks
3. menswear

3

1. In the past, fashion meant very expensive clothes only seen in magazines and catwalks, unreachable to ordinary people. But, then, urban fashion has spread throughout the world with its practical and affordable types of clothes.
2. In the 20th century, fashion was influenced by the hippies, the punks, music and sports.
3. Not all the people who wear sporty clothes practise sports. The fact is that it has become fashionable to wear that type of clothing independently of your lifestyle.

4

1. noun 4. adverb + conjunction
2. noun 5. adverb
3. verb

OVER TO YOU

1 Complete the sentences according to the text.

- 1 In the past, menswear _____
- 2 Young people like dressing _____
- 3 Singers like Marilyn Manson _____

2 Match the words with their equivalents.

- | | |
|---------------------------|---|
| 1 ripped T-shirts (l. 19) | a) shoes you wear for sports |
| 2 baggy jeans (l. 32) | b) large comfortable sweatshirts with hoods |
| 3 hoodies (l. 33) | c) jeans that fit loosely |
| 4 trainers (l. 38) | d) T-shirts which have been torn |

3 Find in the first two paragraphs of the text words that mean the same as:

- 1 that one can pay
- 2 central, between traditional and modern
- 3 dirty, untidy

4 What do the following words refer to?

- 1 that (l. 2)
- 2 it (l. 3)
- 3 They (l. 7)
- 4 who (l. 10)

5 Answer the questions with your own words.

- 1 How can you characterise fashion before the 1960s?
- 2 What did the hippies and the punks add to fashion?
- 3 How did sports start to influence fashion?

6 Identify these verb tenses.

- 1 didn't exist (l. 1)
- 2 has changed (l. 7)
- 3 will be (l. 14)
- 4 are wearing (ll. 32, 33)

7 Identify the grammatical category of the words.

- 1 dress (l. 7)
- 2 like (l. 7)
- 3 which (l. 8)
- 4 somebody (l. 9)
- 5 began (l. 10)

GRAMMAR STUDY

CONCESSIVE CLAUSES

The following linking words and phrases express the idea of concession: **although/though, even though, despite, in spite of**.

Although, though and **even though** are followed by a clause. **Though** can also be used at the end of a sentence.

E.g. **Even though** the outfits were normally designed by men, there was very little interest in menswear.

Our team lost. It was a good game, **though**.

In spite of and **despite** are used before a noun or the *-ing* form of a verb. They can also be followed by **the fact that** + clause.

E.g. **In spite of** all her problems, she always looks happy.

Despite applying for many jobs, he is still unemployed.

Despite the fact that he has applied for many jobs, he is still unemployed.

SAMPLE EXERCISES

- 1 Make six sentences by using a *concessive linker* and by matching both parts of the sentences.

EVEN THOUGH ALTHOUGH	he likes football, to be a doctor,	he enjoys doing it.
	using sophisticated technology,	she thinks she won't succeed in the exam.
	his fame,	she has decided to follow an acting career.
IN SPITE OF DESPITE	his work is hard,	he doesn't want to be a professional player.
	studying hard,	he remains very humble.
	the fact that her parents want her to be a doctor	the factory doesn't produce much.

- 2 Choose the most suitable *concessive linker*.

- 1 *Although / Despite / In spite of* he is very rich, he doesn't forget where he came from.
- 2 Their car broke down. They are going to the concert, *although / though / even though*.
- 3 *Despite / Although / Even though* the fact that it rained a lot, they all went out.
- 4 *Even though / In spite of / Despite* he was sick, he went to work.

SAMPLE EXERCISES

3 Complete the sentences with *although* or *despite*.

- 1 I'll invite her to my birthday party _____ she didn't invite me to hers.
- 2 _____ his lack of instruction, he speaks quite well.
- 3 _____ it isn't very late, he should have already arrived.
- 4 _____ her broken leg, she managed to move quite fast.

4 Complete the sentences about a trip you have made.

- 1 Although I didn't speak the language, _____.
- 2 In spite of _____, I got to the airport in time.
- 3 Even though the hotel had four stars, _____.
- 4 I went sightseeing despite _____.
- 5 Although _____, I bought some souvenirs.
- 6 I spent a week there, though _____.

ANSWER KEY**1**

1. Even though (although) he likes football, he doesn't want to be a professional player.
2. In spite of (despite) using sophisticated technology, the factory doesn't produce much.
3. In spite of (despite) his fame, he remains very humble.
4. Although (even though) his work is hard, he enjoys doing it.
5. Despite (in spite of) studying hard, she thinks she won't succeed in the exam.
6. Despite (in spite of) the fact that her parents want her to be a doctor, she has decided to follow an acting career.

2

1. Although
2. though
3. Despite
4. Even though

3

1. although
2. Despite
3. Although
4. Despite

4

1. Although I didn't speak the language, I decided to go to Italy.
2. In spite of the traffic, I got to the airport in time.
3. Even though the hotel had four stars, there wasn't a swimming-pool.
4. I went sightseeing despite the bad weather.
5. Although the prices were high, I bought some souvenirs.
6. I spent a week there, though I'd have liked to stay some more time.

OVER TO YOU

1 Complete these sentences with *although* or *in spite of*.

- 1 _____ you don't like Melissa, you should try to be nice to her.
- 2 The journalist went to the battle front _____ the danger.
- 3 _____ her injured foot, she continued walking.
- 4 I didn't get the job _____ I had the necessary qualifications.
- 5 _____ the restaurant was crowded, we found a table.
- 6 I couldn't sleep _____ being very tired.

2 Rewrite these sentences starting them as suggested.

- 1 I liked the dress, but I didn't buy it.
Although _____
- 2 Although there was a lot of traffic, we arrived on time.
_____, though.
- 3 I have taken the medicine, but I'm not feeling better.
In spite of _____
- 4 I didn't take my coat, but it was cold.
Despite _____
- 5 I decided to go to Greece, in spite of not speaking Greek.
Although _____
- 6 Although the food wasn't good, we ate it.
In spite of _____
- 7 In spite of all my plans, the trip went wrong.
Although _____
- 8 I see him every day but I've never spoken to him.
Despite _____

3 Join each pair of sentences. Be careful where you put the words in brackets.

- 1 I'm afraid of flying. I'm going to Japan. (*although*)
- 2 She loves him. She doesn't want to get married. (*in spite of*)
- 3 He's been trying to quit smoking. He hasn't been able to. (*even though*)
- 4 The wage was low. He took the job. (*despite*)
- 5 John is very rich. He doesn't like spending money. (*though*)
- 6 Kevin wants to change job. His wife refuses to. (*but*)

GRAMMAR STUDY

THE PASSIVE

Study this example taken from the text.

*"They wear comfortable, practical and affordable clothes which **have** probably **been designed by** somebody young".*

USE

We often use the passive when it is not so important *who* or *what* did the action, or it is difficult to say. Anyway, if you want to say *who* or *what* caused the action, you use **by**.

FORM

A passive verb is a form of **be** + the **past participle** of the main verb.

	ACTIVE	PASSIVE
PRESENT SIMPLE	They make their wine from the best grapes.	Their wine is made from the best grapes.
PAST SIMPLE	Sarah made the cake herself.	The cake was made by Sarah herself.
PRESENT CONTINUOUS	They are making new laws.	New laws are being made .
PAST CONTINUOUS	They were making too many rules.	Too many rules were being made .
PRESENT PERFECT	They have made cheap clothes in China.	Cheap clothes have been made in China.
PAST PERFECT	They had made some rude comments.	Some rude comments had been made .
WILL	We will make the story public.	The story will be made public.
GOING TO	The President is going to make the first speech.	The first speech is going to be made by the President.
MODALS	They should make regulations to protect children.	Regulations should be made to protect children.

DOUBLE OBJECT VERBS

There are some verbs that can have **two objects** like, for example, **ask, answer, bring, call, give, lend, make, offer, pay, send, show, tell** and **write**.

These verbs form the passive in two ways.

E.g. *They offered Kate a well-paid job.* (active sentence)

A well-paid job was offered to Kate. (The direct object is the subject of the passive sentence.)

Kate was offered a well-paid job. (The indirect object is the subject of the passive sentence.)

SAMPLE EXERCISES

1 Choose the suitable *passive verb*.

- 1 Music influenced fashion.
Fashion *are / is / was* influenced by music.
- 2 The younger generation has adopted comfortable clothes.
Comfortable clothes *had / have / has* been adopted by the younger generation.
- 3 What did they tell you?
What *did / was / were* you told?
- 4 Someone had stolen the money.
The money *had / has / have* been stolen.
- 5 They can't do the worksheet now.
The worksheet *couldn't / can / can't* be done now.
- 6 The dogs are eating all the food.
All the food *are / was / is* being eaten by the dogs.

2 Rephrase the following sentences by means of the *passive*.

- 1 Everybody wears practical clothes.
Practical clothes _____
- 2 Designers have followed the trends.
The trends _____
- 3 You may hurt someone with that hammer.
Someone _____
- 4 He told the children a beautiful story.
The children _____
- 5 We have proved our point.
Our point _____
- 6 Will you read this book?
Will this book _____

ANSWER KEY

- 1
 1. was
 2. have
 3. were
 4. had
 5. can't
 6. is
- 2
 1. Practical clothes are worn by everybody.
 2. The trends have been followed by designers.
 3. Someone may be/get hurt with that hammer.
 4. The children were told a beautiful story.
 5. Our point has been proved.
 6. Will this book be read by you?

OVER TO YOU

SAMPLE EXERCISES

1 Make sentences with the elements given.

1. The Mona Lisa	WAS WERE	discovered	BY	Gustave Eiffel
2. The Eiffel Tower		invented		Shakespeare
3. James Bond		painted		Leonardo Da Vinci
4. Romeo and Juliet		built		Alexander Bell
5. The Pyramids		designed		Sean Connery
6. Dynamite		written		the Ancient Egyptians
7. The telephone		played		Alfred Nobel

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2 Rephrase the following sentences by means of the *passive*.

- 1 Shakespeare wrote many plays.
- 2 Music has influenced fashion.
- 3 They are going to buy that shop.
- 4 He has started the conflicts.
- 5 The journalist had already discovered the murderer.
- 6 People have to find new solutions.
- 7 The government was reorganising the administration.
- 8 They will discover more planets.
- 9 People are using up water.
- 10 Nobody called the ambulance.

3 Rephrase the sentences *in two ways*.

- 1 He gave Celia a bouquet of 25 roses.
- 2 John will send his *curriculum vitae* to several banks.
- 3 She has written him beautiful love letters.
- 4 They showed me the new computer.
- 5 They have paid him £300 up to now.
- 6 He had told the children a beautiful story.

4 Rewrite the sentences in the *active*. When you don't have a subject, use *they*.

- 1 Many accidents are caused by excessive speed.
- 2 The room was being cleaned when I arrived.
- 3 The first mass-produced car was made by Ford.
- 4 Vicky wasn't offered the job.
- 5 The streets have been cleaned every day.
- 6 All passports will be checked.

CREATIVE WRITING

ESSAY

Write about 120 words on the changes that the 1960s hippies brought to fashion.

FOURTH EVALUATION TEST

Read the following text carefully.

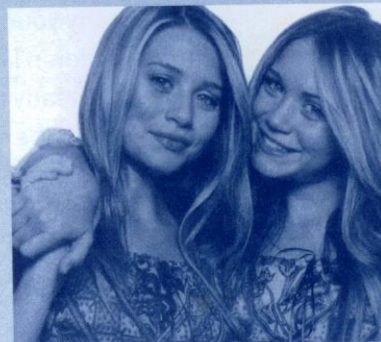
THE OLSEN PHENOMENON

The Olsen twins are about the same age as you. They had their sixteenth birthday in June, but they are already described as "the most powerful young women in show business" by magazines such as *The Hollywood Reporter*.

- 5 When the girls make public appearances in the shopping malls in the States, it is not unusual for more than 20,000 fans to show up to see them. Ask young people what their own ambitions are, and they will probably say that they would like to be rich, famous and successful. The Olsens are two girls who have already achieved all of that.
- 10 Their life in showbusiness began when they were babies. When they were only four, a businessman who had previously managed pop groups such as Ace of Base and Roxette had the clever idea of licensing and controlling the twins as a "brand". He set up a company which now employs twenty-five people. The company rents out the twins' image to clothes companies and toy companies to create more and
- 15 more merchandise in the billion-dollar Olsen range. So what exactly is the "Olsen image"? They have become known as the "un-Britneys". This means that they provide a safe and clean-cut role-model for girls between six and thirteen who find Britney Spears' dance routines with live snakes and sexually provocative costumes a bit too threatening. These children are now classified as "tweenies" and it is a fast-
- 20 growing market not only in the States but in many other countries in the Western world.

Their brand of clothes has swept through America. They have sold millions of copies of their videos, released over 17 pop albums and written many teenage novels. They have sitcoms, their own magazine and website.

- 25 At the same time they try to live the normal lives of typical American teenagers. The girls live in San Fernando Valley, in northern Los Angeles. Their parents are divorced and they share their time between them. They have a nanny who accompanies them each day to their small private school where they wear a school uniform and study hard. They do their homework each night, stopping to watch
- 30 their favourite TV programmes. On the weekends they go riding or to dance classes. They are best friends as well as sisters and they say they want to live as normally as any other middle-class Californian teenagers.



Current, 2002

1 Match both parts of the sentences.

- 1 Although Mary-Kate and Ashley are very young...
- 2 The Olsen twins have achieved...
- 3 When they were little children...
- 4 They are an inspiration...
- 5 In spite of living in a world of money and fame...

FOURTH EVALUATION TEST

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- a) ...what many young people would like to.
- b) ...to the children known as "tweenies".
- c) ...they are already powerful in show business.
- d) ...they want to be normal teenagers.
- e) ...they started being a "brand".

2 Choose the best option according to the text.

- 1 brand (l. 12)
a) trade name b) hit c) company
- 2 clean-cut (l. 17)
a) with a nice haircut b) looking neat and clean c) unacceptable
- 3 threatening (l. 19)
a) expressing an intention to harm b) terrible c) violent
- 4 nanny (l. 27)
a) grandmother b) secretary c) woman who takes care of children

3 Answer the questions with your own words.

- 1 Are the Olsen twins everything a teenager wants to be? Justify.
- 2 When did they become a "brand"?
- 3 How normal can their lives be considered? Give reasons.

4 Identify the grammatical category of the words.

- 1 already (l. 2)
- 2 powerful (l. 3)
- 3 show (l. 3)
- 4 them (l. 7)

5 Rephrase the sentences, starting them as suggested.

- 1 The Olsen twins have already achieved fame and fortune.
Fame and fortune _____
- 2 They want to be normal teenagers, so they go to school.
They go to school in order to _____
- 3 Ashley is slightly taller than Mary-Kate.
Ashley is the _____
- 4 Although they are very rich, they remain humble.
In spite of _____
- 5 Mary-Kate usually has the same opinions as her sister.
Mary-Kate usually agrees _____
- 6 They are Californian.
They live _____

6 Composition: Imagine you are a famous person. In about 120 words, describe a day in your life.

FIRST GLOBAL TEST

BECOMING A YFU EXCHANGE STUDENT

- Youth For Understanding (YFU) arranges placements for exchange students between the ages of 15 and 18 in more than 40 countries. Many European students between the ages of 18 and 21 are also eligible for the Community College Programme. Students need to be communicative, interactive, motivated, and outgoing, as well as willing and able to face challenges.

- Each student stays with a host family, learning to appreciate a new way of living as no tourist ever could. Being a member of a host family in a foreign country is the most intensive way of absorbing a new culture through participation in everyday life. To live in a totally different environment demands a deeper interest than just wanting to visit.

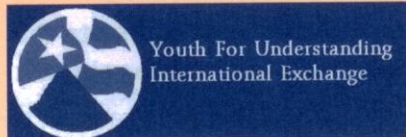
Living outside of one's home country offers an objective view of the home country that will help students to participate in and appreciate more consciously their home countries. An exchange not only involves understanding the foreign culture but one's own culture as well.

WHAT PROGRAMMES DOES YFU OFFER?

Youth For Understanding participating countries around the world offer a variety of programmes for exchange students. Not all programmes are available into or out of each country. Contact the National Office in your country to learn about the specific programmes YFU has available for you!

- Internationally, YFU offers:
- **Academic programmes** which include living as a member of a host family and attending school in the host country for an academic year or semester.
 - **Non-Academic programmes** which include living with a host family and participating in the family's summer activities with them.
 - **Community College programme** in the United States for students who have completed the secondary school requirements in their home country and wish to obtain some of their university training at a community college in the US. Students live with a host family and participate in all aspects of college life, from attending classes to joining campus clubs and sport teams.

www.youthforunderstanding.com/ (abridged)



FIRST GLOBAL TEST

1 Read through the text and identify:

- 1** the type of text (Choose from these alternatives.)
 - leaflet
 - brochure
 - web page
 - extract from a book
 - news item
 - speech
 - e-mail
- 2** audience (experts, general public...)
- 3** its communicative intention (to inform, to advise, to persuade, to warn...)
- 4** language features (objective or subjective, factual or fictional, formal or informal style...)

2 Find evidence in the text for the following.

- 1** Students need to have confidence and social skills to be eligible for exchange programmes.
- 2** Staying with a host family allows students to get to know a new culture much better.
- 3** Living abroad helps students understand their home country.
- 4** If you want to know which programmes you can apply for, you have to consult your National Office.

3 Find in the first paragraph of the text the words that mean the following:

- 1** have the required qualifications to be chosen for something
- 2** sociable
- 3** not objecting to doing something
- 4** new and difficult tasks that test somebody's ability and skill

4 Give a complete answer to this question.

Which of the programmes offered by YFU would you like to apply for and why?

5 Put the verb in brackets into the *right tense and voice* to complete this paragraph written by an exchange student while she was studying abroad.

I (1) _____ (be) glad I (2) _____ (pluck up) the courage to move to a country thousands of miles away from the stability of home. I (3) _____ (find) out so much more about myself than I probably ever would have back home. In a way, I (4) _____ (become) less prone to homesickness, which (5) _____ (make) it easier for me to adapt to new environments. When in Rome, do as the Romans (6) _____. New cultures and attitudes (7) _____ (prove) to be an initial learning

FIRST GLOBAL TEST

shock, especially in the exchange of ideas. Since I was a child, I (8) _____ (*always teach*) to accept all information (9) _____ (*write*) in textbooks. However, in the university, lecturers (10) _____ (*provide*) a nurturing role in the development of my own thoughts and ideas, and they (11) _____ (*not claim*) to be always absolutely correct. The flexibility of independent thinking (12) _____ (*stretch*) the extent of my creative capacity.

6 Fill in the spaces in this paragraph with *suitable verbs*.

I think people use the word *if* too much. They are always saying things like this: *If* we (1) _____ in a luxurious flat, *if* we (2) _____ more money, *if* we (3) _____ afford to buy a big car, *if* we (4) _____ fewer hours a day, *if* hospitals (5) _____ better, *if* it (6) _____ rain... *If* people (7) _____ dream, we (8) _____ need the word *if*.

7 Make one sentence from two by using the word(s) given in brackets.

- 1 I left early. I had an interview. (*as*)

- 2 Conversations used to be entertainment. Now it's a means of exchanging information. (*whereas*)

- 3 Mary's definitely coming. I don't think Harry can make it. (*but*)

- 4 I didn't play badminton yesterday. It was raining heavily. (*due to*)

8 Rewrite the sentences as suggested.

- 1 You aren't very careful about what you say to her.
If I _____
- 2 You don't feel healthy because you take little exercise.
Unless you _____
- 3 He doesn't try bodyboarding because he doesn't have the confidence.
If he _____

9 Composition

Your school newspaper has asked its readers to make their contributions for the next issue.

Imagine you went on a student exchange trip. Write about your experience in about 120 words.

SECOND GLOBAL TEST

SPACE TOURISM COMPANIES REACHING FOR THE STARS

©AREAL EDITORES

Will our grandchildren spend their holidays on the moon, or their honeymoons in a hotel orbiting Mars? A few dreamers at the International Tourism Fair (ITB) say space tours for average travellers could come sooner than we think.

Angelina Jolie and Brad Pitt are rumoured to have booked tickets on Richard Branson's Virgin Galactic Spaceship, which is due for lift-off in 2010. But experts at the ITB in Berlin said space travel may also one day be within reach of mere mortals. 5

"If you have \$20-million lying around there is a spot available in April next year," Dieter Isakeit of the manned-flight division of the European Space Agency said, noting the still astronomical cost for amateur astronauts. United States millionaire Dennis Tito laid down that amount in 2001 to become the first galactic tourist, 10 spending a week on the International Space Station (ISS).

However, since few are able to pay such princely sums to realise their dream, more modest – and radically cheaper – trips could become available in the foreseeable future. Flights that take passengers into spatial orbit for a few hours could be a niche market in 25 years. 15

The next step, a true holiday in space, is a more distant fantasy, not only for financial reasons. A model space hotel on display in Berlin shows that comfort when travellers are afloat in the Milky Way will be hard to find. The module, designed for the use on the ISS, is comprised of four tiny cabins with berths for couples, a common room and a very basic bathroom. Its developer, Dirk Schumann, said the 20 package could be had at a price of \$2-million per person, per week.

The other concern is safety. "The Achilles heel of shuttles today is that they do not allow the crew to be ejected in case of major damage," German astronaut Ulf Merbold said.

And it will also take some time before Mars and Saturn start appearing as 25 destinations in tour catalogues. The length of the journey is so prohibitive that it would take new propulsion technology to make manned travel to the major planets even a remote possibility.

But for those too impatient to wait, there are options. The travel group European Space Tourist is offering four-day trips to the Cosmonaut Training Centre at Star City, 30 east of Moscow, with zero-gravity simulation flights. The experience can be yours for just \$5 000.

www.mg.co.za (abridged)

1 Complete the sentences according to the text.

- 1 In some decades time, our grandchildren _____
- 2 It is said that Angelina Jolie and Brad Pitt _____
- 3 Mars and Saturn _____

SECOND GLOBAL TEST

2 Find in the first four paragraphs of the text words/expressions that mean the same as:

- 1 means of transport in space
- 2 extremely high
- 3 person who travels in space for fun
- 4 comparatively soon

3. Explain the expressions.

- 1 "within reach of mere mortals" (l. 6)
- 2 "princely sums" (l. 12)

4 Answer the following questions with your own words.

- 1 According to the text, will mere mortals "be able to travel in space"? Why/why not?
- 2 Does space tourism involve any risks? Justify.
- 3 How can you feel the emotions of space travel for a smaller price?

5 Rephrase the following sentences. Start them as suggested.

- 1 I have decided to go on a space trip next year.
I am _____
- 2 Saturn is a beautiful planet. It is big and bright.
Saturn is _____ planet.
- 3 There's a big distance between the Earth and Mars.
Mars is _____ Earth.
- 4 For the average man, travelling in space is still impossible.
The average man still can't _____
- 5 Yesterday, Peter worked all day. George lay on the beach.
Yesterday, while _____
- 6 He won a lot of money in the lottery!
He won so _____!

6 Imagine you have gone on a space trip and you are giving an interview about it. Write about 120 words.

Possible topics:

- where you have gone
- when
- length of time
- travel arrangements
- what you have seen
- feelings and sensations
- any plan for the future

THIRD GLOBAL TEST

CAN WE GO HOME NOW?

Parents are becoming increasingly adventurous about where they take their children on holiday. But does farther necessarily mean better? Judith Woods thinks not.

Now that travel is becoming increasingly affordable, many more parents are taking their children to far away spots across the globe. Morocco, Gambia and Kenya have joined Majorca and Greece in the top 10 list of destinations booked for this summer through the website *Lastminute.com*.

John Bevan, the company's travel director, said this week that the British were "well travelled and confident, so it means that the family market is following the overall trend". But should it be?

Isn't it irresponsible to take a baby backpacking around the Atlas Mountains? And if we show our teenagers the world's most dazzling sights, what on earth will be left for them to discover for themselves?

"We get people coming into the clinic asking about whether they can get their children vaccinated for travelling abroad," says Dr Richard Dawood, medical director at the Fleet Street Clinic in London, which specialises in travel health. "The answer I give is pretty much that you really need to ask yourself why you are going to Africa or South America in the first place – because you have your children's interests at heart or because you want to fulfil some kind of adult fantasy?"

"There's no limit to the places you can take your children to, but the sort of things that are minor inconveniences to adults, such as long, uncomfortable journeys or mosquito bites, are a real hardship for children to endure."

Parents, in their defence, insist that they have their children's best interests at heart and that seeing the world is educational. Travel is a classroom without walls, so the old saw goes; but does that necessarily mean that farther is better?

www.telegraph.co.uk (abridged and slightly adapted)

1 Complete these sentences according to the information given in the text.

- 1 Nowadays there are more parents who _____
- 2 Judith Woods wonders whether _____
- 3 She seems to think that parents shouldn't _____
- 4 Dr Richard Dawood is _____

2 Find in the last two paragraphs of the text words that mean the same as:

- 1 not very important or serious
- 2 a situation that is difficult and unpleasant
- 3 bear
- 4 (old-fashioned) a short phrase or sentence that states a general truth about life

THIRD GLOBAL TEST

3 Give complete answers to these questions.

- 1 What is the news article about?
- 2 What are the disadvantages of long journeys for children?
- 3 How do parents explain their decision to take their children to distant places?
- 4 Explain the meaning of the title of the text.

4 What do these words refer to?

- 1 we (l. 12)
- 2 them (l. 13)
- 3 their (l. 14)

5 Put the verbs in brackets into the *infinitive* (with or without *to*) or *gerund*.

"I don't encourage people (1) _____ (*take*) young children to places where there might (2) _____ (*be*) mosquitoes, which includes destinations you might not (3) _____ (*expect*), such as Dubai, St Lucia and Barbados. There are so many places you can (4) _____ (*explore*) with little children that are safer, it makes sense (5) _____ (*wait*) until children are older before (6) _____ (*go*) anywhere with a risk of malaria, by which time they will understand the importance of (7) _____ (*take*) their anti-malarial drugs."

6 Rephrase the following sentences, starting them as suggested.

- 1 John Bevan is a company's travel director. He thinks the British are well travelled and confident.
John Bevan, _____
- 2 Children don't suffer the side-effects (nausea, etc) that afflict some grown-ups, but they can find taking medication every day quite onerous.
Although _____
- 3 'And if we show our teenagers the world's most dazzling sights, what on earth will be left for them to discover for themselves?'
Judith Woods asked _____
- 4 'Don't take your children to places where there might be mosquitoes.'
The paediatrician advised Mary _____
- 5 They didn't have their children vaccinated, so they got sick.
If _____

7 Composition

Make up a news article that goes with the headline, *Gossips chat for an hour a day at work*. Write about **100 words**.

FOURTH GLOBAL TEST

FICKLE TEENS SET TECHNOLOGY TRENDS

©AREAL EDITORES

As teenagers are typically receptive to new technologies, companies targeting this market are being advised to use the Internet not only as a medium to communicate their messages to teens, but also to hear back from them.

The primary reason most teenagers log on is to communicate with people of their age group. Throughout Europe, chat and e-mail services, such as *MSN Messenger* in the United Kingdom and *Caramail.com* in France, feature among the most popular online destinations.

The huge marketing potential of this critical consumer segment has not been overlooked by global companies, which now obtain customised marketing research from Bolt, a universal communications platform for teenagers. According to Bolt's Dan Pelson, the global youth market is more connected than ever.

"Young adults play an important role in the adoption of the latest technologies and have set a precedent in the conventions of communication media," he says. "They can now control how, when and where they entertain and inform themselves, and interact with others."

Of course, the growing interest in the ways in which teenagers use the Internet has a commercial motivation. By generating online teen buzz around a product, companies can not only fuel their short-term marketing campaigns but also help to build long-term brand loyalty. According to Noah Yasskin, European research director, "much of today's teen behaviour will be mainstream tomorrow."

Text messaging, or SMS, is one of the most obvious examples of a teen technology gaining widespread appeal. However, it is not the only communications medium to have been pioneered by teens. "Teens are showing the potential uses of the Internet beyond e-mail and visiting websites with a browser," says Noah Yasskin. "They flocked to Napster and are heavy users of communication applications, sending their peers music files and other digital content."

Also, as experienced users of the Internet, these teens will become online shoppers when they acquire credit cards and increase their spending power.

However, while companies can undoubtedly benefit in numerous ways from "teenage clocks", targeting teens online remains as difficult as it does offline. According to a September 2001 Datamonitor report, "teens are likely to switch loyalties as newer products enter the market and become 'cool' and cutting edge. It is only if something is seen as 'cool' that teens are likely to pass on the word."

Daily Mail & Guardian (abridged)

1 Find evidence in the text for the following statements.

- 1 Teenagers often use the Net to talk to each other.
- 2 Companies study teenagers' interests to improve their marketing tactics.
- 3 Teenagers don't just use the email or surf the Net; they use other kinds of applications.
- 4 They aren't very loyal consumers.

FOURTH GLOBAL TEST

2 What do these words refer to?

- 1 this (l. 1)
- 2 their (l. 3)
- 3 them (l. 3)
- 4 which (l. 9)

3 Answer the questions with your own words.

- 1 Why are companies attentive to teenagers' moves?
- 2 Can we say that many technological trends are started by teens? Justify your answer.
- 3 What is the researchers' opinion about teenagers shopping online?

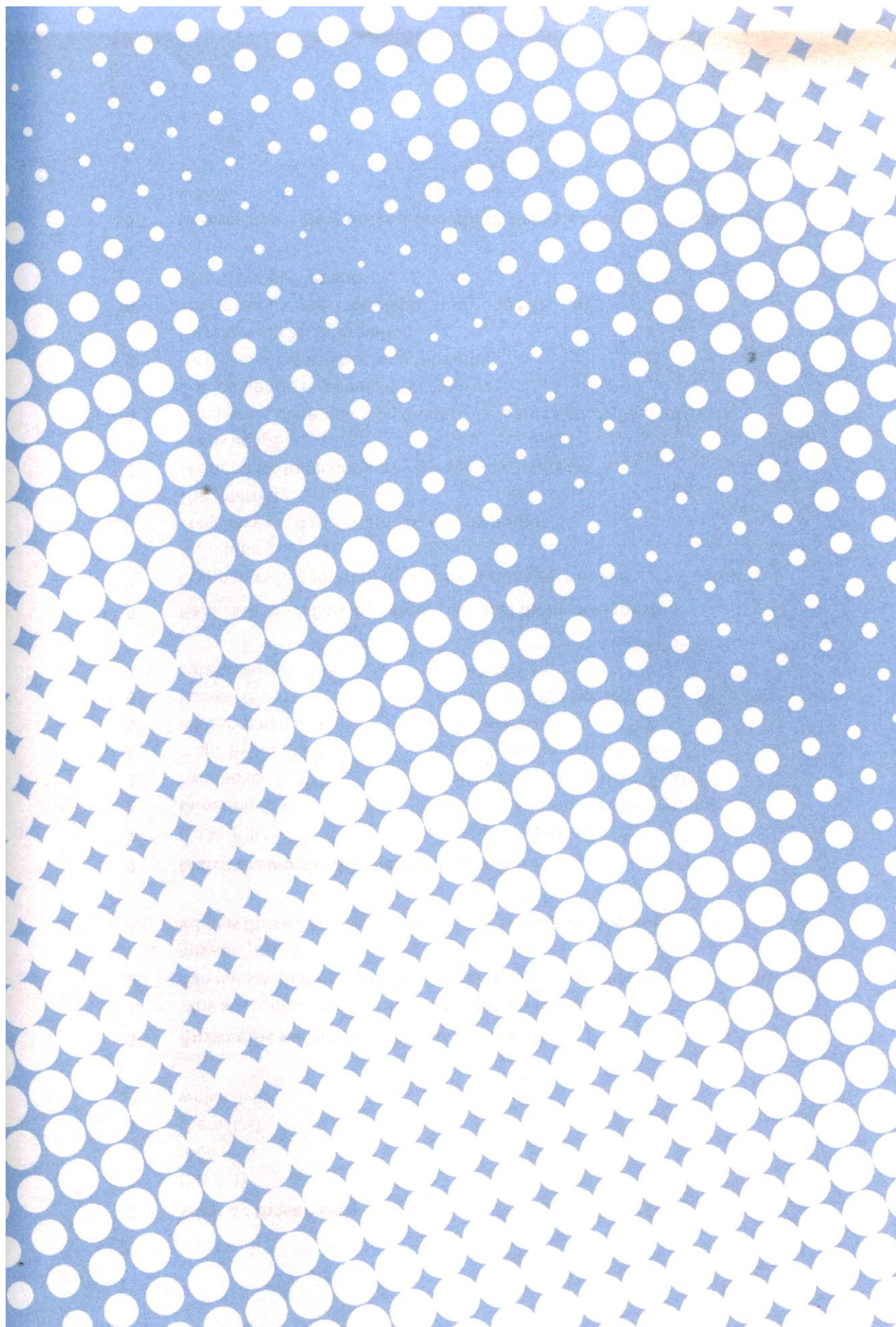
4 Match the words with their equivalents.

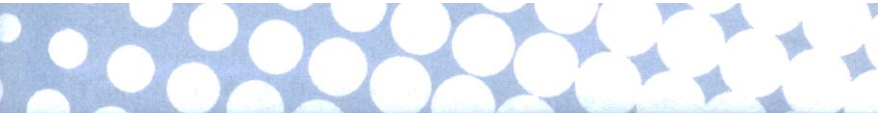
- | | |
|------------------------|---|
| 1 fickle (title) | a) went in large numbers |
| 2 targeting (l. 1) | b) over a large area or among many people |
| 3 overlooked (l. 9) | c) who often change their minds |
| 4 mainstream (l. 20) | d) trying to have an effect on |
| 5 widespread (l. 22) | e) the newest |
| 6 flocked (l. 25) | f) failed to be considered |
| 7 cutting edge (l. 32) | g) normal |

5 Rephrase the following sentences. Start them as suggested.

- 1 Companies benefit from teenagers, but they are not very loyal consumers.
Although _____
- 2 They have used the Internet for many purposes.
The Internet _____
- 3 Teens adapt to technology very quickly. Adults don't.
Teens adapt _____ adults.
- 4 Companies do research on teens. They want to study their interests.
Companies do research on teens so as _____
- 5 He is searching the Net for information.
He is looking for information _____
- 6 Young people need the Net to study and have fun.
Young people depend _____

6 Composition: How do you feel about being a teenager? Write about 120 words.





ANSWER KEY

1.1. DIFFERENT LANGUAGES, DIFFERENT CULTURES

VOCABULARY STUDY

PÁG. 8

1.

1. message
2. communication
3. snail mail
4. band
5. citizen
6. patriotic

2.

BRITISH ENGLISH	AMERICAN ENGLISH
favour	favor
colour	color
cheque book	check book
rucksack	backpack / daypack
trainers	sneakers
postcode	zip code
post box	mailbox
postman	mail carrier
post	mail
phone box	phone booth
travelling	traveling

3.

NOUNS	ADJECTIVES	VERBS
director	historical	organise
horror	marvellous	play
producer	superb	contact
play	convincing	perform
writer	romantic	convince
editor	moving	
designer	fabulous	
actor	excellent	
actress	astonishing	
distributor	good	
operator		
public		

4.

			1.	G	U	I	T	A	R	I	S	T			
2.	K	E	Y	B	O	A	R	D	E	R					
			3.	S	O	L	O	I	S	T					
			4.	D	R	U	M	M	E	R					
							5.	B	A	N	D				
			6.	C	O	M	P	O	S	E	R				
			7.	V	I	O	L	I	N	I	S	T			
8.	S	O	N	G	W	R	I	T	E	R					
							9.	M	U	S	I	C	I	A	N
			10.	F	L	A	U	T	I	S	T				

5. It's trombonist.

6. Austria – German

Belgium – Dutch (Flemish), French

Czech Republic – Czech

Denmark – Danish

Estonia – Estonian

Finland – Finnish, Swedish

France – French

Germany – German

Greece – Greek

Hungary – Hungarian

Ireland – English, Irish (Irish – the 21st official language of the EU from 1 January 2007)

Italy – Italian

Latvia – Latvian

Lithuania – Lithuanian

Luxembourg – French, German, Luxemburgish

Malta – Maltese

Poland – Polish

Portugal – Portuguese

Slovakia – Slovak

Slovenia – Slovene

Spain – Spanish

Sweden – Swedish

The Netherlands – Dutch

The United Kingdom – English (+ Scottish Gaelic and Welsh)

- 1.
1. It's a web page.
2. It's addressed to the general public / European citizens.
3. It's to inform people about the advantages of learning foreign languages and to advise and motivate people to learn.
4. The text is written in an objective and informal style.
- 2.
1. "If you have a clear reason for learning a language, you will be more motivated to succeed."
2. "Maybe you want to be able to understand local people when you go on holiday abroad, or maybe your job brings you in contact with people from other countries, or maybe you just want to be able to make friends with people from other backgrounds than your own."
3. "It needn't just be the top-level staff who learn – shop floor workers can also be involved."
4. "Language learning can improve your career prospects."
3. 1. b; 2. c; 3. a; 4. c; 5. b; 6. a; 7. b.
- 4.
1. increase your self-confidence but also help you improve your first language skills.
2. ...we speak their language.
3. ...more people learn foreign languages.
5. 1. during; 2. initiative; 3. language; 4. agree; 5. opportunities; 6. competence

GRAMMAR STUDY

PÁG. 16

- 1.
1. is becoming
2. is growing
3. are learning
4. speak; can
5. choose; tend
6. normally choose; prefer
7. needs; needs
8. do you study
9. do your classmates prefer
10. are learning

2. 1. are saying; is crying; 2. work; am studying; 3. is learning; 4. isn't spending; 5. listens; 6. require; 7. isn't waiting; 8. need; 9. look; 10. Is... raining

GRAMMAR STUDY

PÁG. 18

1. 1. Right; 2. Wrong – a few; 3. Right; 4. Wrong – a little; 5. Wrong – a few; 6. Right 7. Right; 8. Wrong – a little; 9. Wrong – a few; 10. Right
2. 1. A few; 2. a little; 3. little; 4. a little; 5. little; 6. few; 7. few; 8. a few; 9. few ; 10. little; 11. a few; 12. a few; 13. a few;

CREATIVE WRITING

PÁG. 19

Suggestion**Name:** Paula**Gender:** female**Age Group:** 16-18**E-Mail Address:** Orlis_star07@yahoo.com**Snail-Mail Address:** Lisbon, Portugal**Hobbies:** tennis, reading, writing, drawing, singing, having fun!**Pen pal message / wishes:**

Hey everyone, my name is Paula. I'm spending some time in Germany this coming summer. If anyone would like to help me learn more of the language and its culture, that'd be great!

I'm 16 years old and I go to a secondary school. I live in the suburbs of Lisbon, the capital of Portugal. I have many interests such as singing, dancing, playing tennis, drawing, reading, going online or just sleeping. I love music, so I'm open to a lot of different kinds of music. My favourite types are punk rock, alternative, hip-hop, pop, instrumental, 80s, oldies, trance and hardcore techno. I also enjoy learning new languages and hopefully will become a foreign language teacher.

Anyway if you're still interested in finding a pen pal, email me!

Paula

1.2. MOBILITY, YOUNG PEOPLE AND LANGUAGES

VOCABULARY STUDY

PÁG. 22

1. 1. pen friend; 2. chat; 3. surf; 4. travel;
5. curriculum; 6. exchange;

2.

COUNTRY	CAPITAL	NATIONALITY
Brazil	Brasília	Brazilian
Switzerland	Bern	Swiss
Italy	Rome	Italian
United States	Washington DC	American
Canada	Ottawa	Canadian
Singapore	Singapore	Singaporean
Japan	Tokyo	Japanese
Spain	Madrid	Spanish
Czech Republic	Prague	Czech
Hungary	Budapest	Hungarian
Poland	Warsaw	Polish
Finland	Helsinki	Finnish
France	Paris	French
Wales	Cardiff	Welsh
Scotland	Edinburgh	Scottish
Greece	Athens	Greek
The Netherlands	The Hague	Dutch
Luxembourg	Luxembourg	Luxembourger
Denmark	Copenhagen	Danish

TEXT COMPREHENSION

PÁG. 25

1. 1. e; 2. f; 3. a; 4. c; 5. b; 6. d;
2. 1. instrumental; 2. broadening; 3. outlook;
4. open-minded
- 3.
1. She's a Singaporean girl who is studying at the University of Glasgow to further her studies.
2. She says Glasgow is a modern and energetic city, which attracts students and tourists from all over the world.

3. She met a lot of international students who she's become friendly with. They have shared their own cultures, views of the world and personal experiences with her.

4.

1. ... more open-minded towards new concepts and ideas.
2. ... more respectful, observant and tolerant towards other people's way of life.
3. ... grow as a person.
5. 1. spoilt; 2. predictable; 3. old-fashioned; out of date; 4. narrow-minded; 5. disrespectful; 6. intolerant;

GRAMMAR STUDY

PÁG. 28

1.

1. He arrived at a beautiful city on Sunday afternoon.
2. He stayed in a comfortable hotel.
3. He played handball on Monday morning.
4. He listened to music on Monday evening.
5. He relaxed on the beach all day on Tuesday.
6. He watched TV on Tuesday evening.
7. He shopped for presents for his friends on Wednesday afternoon.
8. He danced at a disco all Thursday evening.
9. He walked along the river on Friday morning.
10. He packed his suitcase on Friday evening.
11. He travelled home by train on Saturday.

2.

1. What time did the bus leave?
2. What did you eat for dinner?
3. What time did your brother wake up?
4. When did the Jervises live in Liverpool?
5. What did you need for the maths test?
6. Where did the taxi stop?
7. Who did you have lunch with?
8. What did you watch on TV yesterday?
9. What course did your brother take at college?

3.

1. has broken
2. have already visited
3. has made
4. has written
5. has just gone
6. has hurt

7. has taken
8. have been
9. has celebrated
10. have just called
11. have been
12. has drunk
13. has led

4.

1. Have you ever been to Ireland?
2. Has she ever sung at a karaoke or bar?
3. Has he ever had a holiday romance?
4. Have they ever eaten Italian food?
5. Have we ever won a football match?
6. Have they already left work?
7. Has she never gone online?

5.

1. has improved
2. have brought
3. had
4. spoke
5. can
6. has become
7. learn
8. learn

GRAMMAR STUDY

PÁG. 32

1. 1. As soon as; 2. before; 3. after; 4. While; 5. while; 6. After; 7. when; 8. When; 9. in the end
2.
 1. As they had nothing better to do, they watched television all afternoon.
 2. Since we were near Kate's house, we stopped to see her.
 3. As their team had won the game, the students were happy.
 4. Driving in the town centre is tiring due to the heavy traffic.
 5. Since I need your advice, I'm coming to see you.
 6. The roads were blocked due to the snow.
 7. As she couldn't use a computer, she didn't get the job.
 8. Since there was a bus strike, most people came to work late.
 9. After entering the classroom, he talked to his teacher.
 10. Before going away, I waved to my parents.

CREATIVE WRITING

PÁG. 33

Rua da Torrinha, 228 – 3.º
4050 – 610 Porto
14th November 20...

Dear Tom,

I was glad to hear that you're going to spend your next summer holiday in Portugal. I know that you'd like to learn a bit of Portuguese before you come, which seems to be a very good idea. It's always useful to be able to understand and speak the language when we go to a foreign country. This way, we won't depend on the others or go through embarrassing situations.

Anyway, your parents told me that you've already bought a 'Teach Yourself' book, which probably has useful language for everyday life in English and Portuguese. However, I think that you may have some problems understanding the Portuguese translation, since there are some differences between the two languages. Both the writing system and the pronunciation differ from the English ones and grammar rules are perhaps more difficult.

Nevertheless, I'm sure you can learn the language by yourself. However, it might be a good idea to buy a cassette course so that you could learn how to pronounce the words. It's an easy and cheap way of learning a new language and it's usually very effective.

Another thing I would suggest is tuning into radio broadcasts to get used to the Portuguese sounds. Besides, I can also send you some magazines or Portuguese books for beginners if you need them.

Well, that's all for now. Do let me know when you're coming to Portugal. In case you need any further advice, drop me a line.

Hope to hear from you soon.

Best wishes,

Maria João

VOCABULARY STUDY

PÁG. 36

1. 1. email; 2. conference; 3. education;
4. advertising; 5. tourists; 6. translation;
7. law; 8. trip; 9. meeting; 10. foreigner;
11. client; 12. company; 13. film
2. 1. b; 2. a; 3. b; 4. a; 5. b; 6. a; 7. a; 8. b; 9. b; 10. a;
11. b; 12. a

TEXT COMPREHENSION

PÁG. 40

1.
 1. True.
 2. False. About 400 million people speak English as their first language.
 3. False. There are more speakers of American English.
 4. False. English is an official language in those countries but not the first language.
 5. True.
2.
 1. providing
 2. growing
 3. apart from
 4. foreign
 5. estimated
3.
 1. the reader
 2. about 400 million people who speak English as their first language around the world
 3. people
4. 1. finished; 2. few; 3. badly; 4. unable;
5. later; 6. disadvantages
5.
 1. About 70 countries use English as their official or co-official language.
 2. It is estimated that there are about 1 billion people learning English as a foreign language.
 3. English is used in commerce, science, education, the media and it's also the language of youth culture, which explains its prominent position in the world.

1.
 1. will give
 2. comes/is coming
 3. Will you take; go
 4. will get; doesn't go
 5. won't be; go
 6. will miss; doesn't hurry
 7. Will/Do you mind; uses
 8. am; don't wait
 9. wear; won't get
 10. Will your mother get; arrive
2. 1. calls; 2. arrive; 3. answer; 4. don't post;
5. make; 6. give; 7. don't disturb
3. 1. had; 2. found; would give; 3. would be; were;
4. wasn't/weren't; wouldn't be;
5. would buy; knew; 6. would watch; there was;
7. could; would help
4.
 1. would you change
 2. didn't like; would you do
 3. Would they come; asked
 4. didn't have; would you go
 5. Would you do; asked
 6. saw; would you call
 7. were; would you get
5.
 1. If I were a rich man, I could help the poor.
 2. If he could speak English, he would get a good job.
 3. They would go to Spain if they needed to learn Spanish.
 4. If I ruled the world, I could make it a better place.
 5. I would visit the cathedral if I had time.
 6. If we had more money, we would go abroad this summer.
 7. Unless she wants this magazine, I'll throw it away.
 8. I wouldn't go with you if I were busy.
 9. Unless you wear a raincoat, you'll catch a cold.
 10. If you don't remind me, I'll forget to pay the electricity bill.
 11. Unless you give the dog a bone, it won't go away.
 12. If she doesn't go to bed early, she'll get up late.

13. If you don't use a strong nail, the painting will fall.
14. Unless you put more sugar in the cake, she won't like it.
15. She'll be very sad unless you call her.

GRAMMAR STUDY

PÁG. 46

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

CREATIVE WRITING

PÁG. 46

DO YOU SPEAK ENGLISH?

It is not by chance that the title of this article is so obviously inspired by the prominent role that English has played all over the globe for some time now. Although English is not the language with the greatest number of native speakers in the countries of the European Union (nor worldwide), its importance for communication is constantly growing.

Currently, knowing English can help make contact with people from other countries, make travel easier and can lead to interesting and rewarding careers. When job openings are scarce, a second language can open new doors. If your *curriculum vitae* includes knowing English, it may increase your chances of getting the job you want.

Technology has come a long way, and with it, English may be more necessary. The Internet allows people everywhere to communicate, and this technology has brought cultures closer, "shrinking" the world. Communication is more important than ever now that so many cultures are intertwined. And English is still the language that almost everybody understands.

Moreover, as always, if you are travelling to another country, it is almost essential to know at least some English phrases. Some travel for a hobby or a holiday while others must travel internationally for business, but either way, knowing English comes in handy.

In conclusion, there are many reasons to consider knowing the 21st century lingua franca, that is, English. And language learning can even be fun (immersion in the present-day language is often the

best way to learn). It may help you deal with your everyday life, make your world experiences more enjoyable and easier, and may even end up being your career!

FIRST EVALUATION TEST

PÁG. 47

1.

1. False. He's the youngest of the family.
2. False. His father died of a heart attack in August 1992.
3. False. He was 19 when he graduated from high school.
4. True.
5. False. He did a degree in film direction.

2.

1. caught the eye
2. wit
3. sequel
4. assured

3.

1. ... became a film star/famous.
2. ... has already taken part in various popular films/has been very successful.

4.

1. His sweet Texan charm and wit, his great character acting ability and his good looks have been very important to his great success.
2. **Suggestions** – Yes, I would, because I like acting and I could earn a lot of money. Besides, I'd be popular in many countries. / No, I wouldn't, because this career has never attracted me. Besides, famous stars can't have a private life. Although they can earn a lot of money, there's always a price to pay for fame. When our family is involved, I don't think fame is worth the price.

5.

1. grew up; 2. graduated; 3. ran; 4. attended; 5. discovered; 6. knew; 7. had; 8. exploded; 9. has starred; 10. attracts

6.

1. If you spoke perfect English, you wouldn't have to do these exercises.
2. You'd make friends if you were more sociable.
3. After having spent a year in Australia, Matthew attended the University of Texas in Austin.

4. The project had to be abandoned due to lack of support.

7.

Jude Law

David Jude Law was born on December 29, 1972 in London, UK. He is 1.83m tall and was born under the influence of the Sun in Capricorn. He is famous for being a popular actor and a less-known fact about him is that he is a vegetarian.

Jude Law started acting with the National Youth Music Theatre at the age of 12. Then, in 1990 he dropped out of school completely, to star in a Granada daytime TV Soap called *Families*. After that, in 1992 he began his stage career, starring in many plays throughout London. In 1997, he co-starred in his first big-name movie called *Gattaca*, with Uma Thurman and Ethan Hawke. Finally, in 1999 he rose to fame because of *The Talented Mr Ripley*, in which he plays Matt Damon's obsession.

Jude Law has also appeared in the films *Cold Mountain* in 2003 and *Closer* in 2004. He earned a high salary to play in both of them.

2.1 TECHNOLOGICAL INNOVATION

VOCABULARY STUDY

PÁG. 54

1.

WORK	TRANSPORT	COMMUNICATIONS
Machines do the most difficult tasks; increase in production	Faster and more comfortable means of transport	More efficient means of communication; easier access to information

MEDICINE	POLICE	ENTERTAINMENT
New methods of investigation, diagnosis and treatment	New methods of investigation	New forms of entertainment: digital films, video and computer games, simulators

2. Technological innovation can have some disadvantages such as the increase in unemployment, due to the substitution of men by machines. As for personal relations, people tend to dedicate too much time to the computer, the internet, and to forget social life.
3. (1) patient; (2) miles; (3) telemedicine; (4) access; (5) geographic boundaries; (6) monitors; (7) telecommunications; (8) computerised; (9) real time; (10) send; (11) x-ray; (12) reviewing; (13) examine; (14) report; (15) diagnosis; (16) follow-up.

TEXT COMPREHENSION

PÁG. 58

1.

1. ... comes from the Czech "robota".
 2. ... was the first to use the word "robotics" in his short story "Runaround".
 3. ... in many areas.
 4. ... faster and more accurate.

2. 1. people; 2. robots; 3. repetitive work

3.

1. Robots were given that name because they do the hard and boring work humans don't want to do. The word "robota" meant "forced labour".
 2. Robots are machines programmed to do whatever tasks we want them to do. Therefore, we can program them to explore the ocean, to perform a surgery, to locate and destroy mines, etc.

3. **Suggestion** – I think my idea changed, because when someone talked about robots, I used to imagine a human-like machine, walking and talking, as we see in movies. A robot can be very different from a human and can do things I had never imagined.

4.

1. present simple, negative form
 2. future simple, negative form
 3. conditional, negative form
 4. past simple, passive voice

5.

1. fictionalise
 2. materialise
 3. water
 4. inform
 5. entertain

1.
 1. I'll carry them for you.
 2. I'll call an ambulance.
 3. I'll get you a glass of water.
 4. I'll call the mechanic.
 5. I'll help you with the washing up.
 6. I won't forget it.
2.
 1. will probably go
 2. is going to build
 3. will take
 4. are having
 5. begins
 6. won't start
 7. am meeting
 8. Is Paul going to apply
 9. Will you come
 10. will be playing
3.
 2. The train arrives at 11:20.
 3. I am going to an interview for a job on Wednesday morning.
 4. You will have three children.
4.
 1. general reference
 2. future reference
 3. general reference
 4. future reference
 5. present reference
 6. future reference

GRAMMAR STUDY

PÁG. 64

1. uncountable / uncountable / countable / uncountable / uncountable / countable / uncountable / uncountable / countable / uncountable.
2. 1. much; 2. many; 3. much; 4. little; 5. many; 6. few, many, much, many
3. 1. students; 2. players; 3. sheep; 4. people; 5. ships; 6. criminals; 7. wolves

ESSAY: My personal robot

In the future I will have a personal robot to be my partner and to help me.

It will identify my face and my voice, as well as other well-known faces and voices. Consequently, when someone it knows arrives at the door, it will open it; otherwise, it will make a signal and won't open the door. It will be able to say some words like "hello", "OK", "bye", "yes", etc. It will react to people's activity, so it will dance when we dance, it will work when we work, it will play football when we do and so on, unless we say "no".

It will defend us in case of attack and respond to the order "help". It will grab the attacker and won't let him go until it is told to.

It will accompany me wherever I go and it will carry my belongings. In the plane it will go with the bags, to take them and to bring them back.

I think the future will be great with this new friend!

2.2 SOCIAL CHANGES

VOCABULARY STUDY

PÁG. 67

1

NOUN	VERB	ADJECTIVE	ADVERB
family	familiarise	familiar	familiarly
rise	rise	rising	
gene/genetics		genetic	genetically
digit/digital	digitise	digital	digitally
communication	communicate	communicative	communicatively
computer/ computation	computerise	computerised	
repetition	repeat	repetitive	repetitively
society	socialise	social	socially
heaviness		heavy	heavily
work	work	working	
education	educate	educative/ educational	educationally
relation	relate	related/relative	relatively

2. 1. digital; 2. robotics; 3. Genetically;
4. repetitive; 5. computerised; 6. development;
7. shopping; 8. Technological; 9. socially;
10. familiar; 11. working; 12. rising
3. Os ficheiros MP3 são ficheiros de computador que contêm músicas de qualidade quase tão boa como aquelas que se compram em CD. São também suficientemente pequenos para serem facilmente transportados entre dois computadores. Normalmente os ficheiros de som são muito grandes, mas os MP3 usam tecnologia de compressão especial para reduzir o tamanho desses ficheiros. Estes aparelhos revolucionaram o mundo da música e todas as crianças e adolescentes têm um.

TEXT COMPREHENSION

PÁG. 70

1. 4-6-2-1-3-5
- 2.1. background / blockbuster / spaceship / broomstick / three-dimensional / ghostbuster / fellowship.
- 2.2. fundo / grande sucesso / nave espacial / vassoura / tridimensional / caça-fantasmas / irmandade.
3.
 1. CGI can create very different things, from people and strange creatures to scenes, landscapes and all one can imagine.
 2. Yes, CGI is used in almost all modern Hollywood movies.
 3. You can add or omit details to improve the scenes. For example, if the actress doesn't cry in a sad moment, later on CGI can add the tears.
4. **Suggestion** – I think Steven Spielberg is the living proof that everything you can imagine can be put on a movie screen. Spielberg's movies include many special effects in order to realize his ideas.
4.
 1. completely, fully, simply.
 2. widely / magically / possibly / usefully / crucially / handily / specially.
5. 1. ordinal number; 2. adjective; 3. adjective;
4. verb; 5. pronoun

GRAMMAR STUDY

PÁG. 73

1. (1) appeared; (2) needed; (3) didn't have; (4) was; (5) was; (6) made; (7) had; (8) were; (9) built; (10) was; (11) invented; (12) were sending; (13) opened.
2.
 1. didn't go
 2. was waiting
 3. Did ...know
 4. had
 5. was parking
 6. Were ...looking
3.
 1. arrived / were having
 2. didn't notice / was wearing
 3. met / was travelling
 4. were playing / reprimanded
 5. was walking / saw
 6. left / was shining
 7. was reading / came
 8. did you tell / were you thinking
4.
 1. I was making dinner when she phoned.
 2. While Peter was working, his son was studying.
 3. When I was driving home, I found a lost dog.
 4. She was still packing when the taxi arrived.
 5. I didn't see him because it was raining very heavily.
 6. She was already sleeping when her husband arrived.

GRAMMAR STUDY

PÁG. 75

1. 1. Do... have; 2. will; 3. can't; 4. Shall;
5. might; 6. should; 7. Can; 8. must
2.
 1. Mary may be doing overtime.
 2. I was able to go to university.
 3. They ought to think very well before acting.
 4. You mustn't smoke here.
 5. You can't see it at this distance.
 6. Anne might not have seen the message.
 7. You should study more to pass the exam.
 8. She could play the piano when she was only four.

3.

- | | |
|------------------|------------|
| 1. can/may | 6. can/may |
| 2. can't/may not | 7. have to |
| 3. have to | 8. have to |
| 4. should | 9. would |
| 5. could | 10. can |

CREATIVE WRITING

PÁG. 76

FILM REVIEW – Jurassic Park

On a small island off the coast of Costa Rica exists a most unusual animal preserve by the name of Jurassic Park. Operated by dinosaur lover John Hammond (Richard Attenborough), Jurassic Park is the first of its kind. Its population of creatures includes brachiosaurs, dilophosaurs, triceratops, velociraptors, and a Tyrannosaurus Rex, which have been cloned using the latest technology that takes DNA from dinosaur-biting prehistoric insects preserved in amber, and uses the DNA for the re-creation. When the consortium funding Jurassic Park become concerned that all is not as it should be, Hammond is forced to call in three experts: palaeontologist Dr Alan Grant (Sam Neill), his partner, paleo-botanist Dr Ellie Sattler (Laura Dern), and the brilliant-but-cynical mathematician Dr Ian Malcolm (Jeff Goldblum). When they arrive at Jurassic Park, they are astonished by what it represents. It doesn't take long, however, for astonishment to turn to horror.

First of all, given the current state of technology, the situation shown in *Jurassic Park* cannot happen. However, the special effects help us imagine that the dinosaurs are real. Unfortunately, the story isn't as good as its execution. Its biggest weakness is characterisation and screen adaptation.

Jurassic Park is, reduced to its most basic level, a monster movie. Nevertheless, I doubt that there are many who will see the movie for its characters or story. Crowds will flow to the cinemas to see the humans against the big, bad dinosaurs. In the end, *Jurassic Park* succeeds because it's good entertainment.

2.3 EXPLORING NEW WORLDS

VOCABULARY STUDY

PÁG. 79

1.

Across

1. space exploration; 2. crew; 3. cosmos; 4. earth;
5. planet

Down

6. NASA; 7. telescope; 8. ET; 9. UFO;
10. spaceship

2.

- (1) UFO; (2) phenomenon; (3) sightings; (4) Worldwide; (5) incomplete; (6) investigate; (7) records; (8) Europe; (9) dirigibles; (10) searchlights; (11) manoeuvres; (12) landings.

TEXT COMPREHENSION

PÁG. 83

1.

1. False. "Well, I hardly know where to begin, to paint for you a word picture of the strange scene before my eyes..."

2. True. "The metal on the sheath is... well, I've never seen anything like it."

3. True, "... it's indescribable", "the thing", "like a serpent".

4. True. "Now the whole field's caught fire. The woods... the barns... the gas tanks of automobiles... it's spreading everywhere."

2.

1. To describe it in a particular way.

2. This is the most frightening thing I have ever seen.

3.

1. He compared it all to a scene of the Arabian Nights because it was so strange and unbelievable, just like a movie passing in front of his eyes.

2. The Martians were very ugly big monsters, with tentacles, serpent-like eyes and saliva falling from their lips.

3. (Real end of the story) Forty people, Carl Philips included, were killed by the fire but it was finally controlled. The aliens went back to their ship. The county was placed under martial law, so that no one could enter. Eight battalions of infantry surrounded the object. In a speech, the Secretary of the Interior asked for calm. However, other alien spaceships started arriving and invading cities, including New York. Many cities were evacuated, but the people were killed, houses destroyed, planes crashed. When Professor Pierson left his hiding place, he saw no one alive, only wrecked cars and buildings, blackened skeletons, dead animals. Eventually he found a man. He had a plan for the

remaining people to live underground, spy on the Martians and maybe get some of their heat rays machines to fight them back. But Professor Pierson refused to live like that. He wandered through New York and surprisingly started seeing bodies of Martians eaten by black birds. Later, when their bodies were examined in labs, it was found that they had been killed by bacteria, against which their systems were unprepared. Life on Earth returned to normal.

4. 1. crowd; 2. war; 3. news; 4. small
5. 1. past simple; 2. future simple, old-fashioned form; 3. present perfect; 4. present continuous
6. 1. the listener; 2. the metal; 3. curious spectators; 4. the thing's body

GRAMMAR STUDY

PÁG. 86

1. expensive / dramatic / hungry / nervous / interesting, interested / drinkable / useful, useless / academic / logical / famous / comfortable / competitive / surprising, surprised / scientific / careful, careless / comprehensible.
2. imprecise / unemployed / non-refundable / inconvenient / disobedient / illiterate / irrelevant / invisible / impatient / illegible / independent / unnecessary / disloyal / impure / non-linear / irrational.
3. 1. interested; 2. surprising; 3. horrified; 4. disappointing; 5. fascinating; 6. fascinated
4. 1. generous; 2. familiar; 3. selfish; 4. important; 5. creative; 6. absent; 7. inconsistent; 8. careless; 9. frequent; 10. obedient

GRAMMAR STUDY

PÁG. 88

1.
 1. a large circular pool of water
 2. the booming European car industry
 3. an interesting old French painting
 4. four red metal kitchen chairs
 5. a wonderful new face cream
 6. a pretty little star-shaped flowerbed

CREATIVE WRITING

PÁG. 88

NARRATIVE TEXT – UFO sighting

One evening in November 1989, my wife and I were sitting in our open back yard patio hoping to observe the fire trail of a launching at Cape Kennedy, which could be visible unobstructed, as we reside on a lake. For reason unknown, we did not see the flame trail and were returning to the house. Suddenly, my wife became very excited and pointed towards the Eastern sky.

Approaching us east to west from the ocean/Fort Lauderdale area was a strange flying vehicle. It was moving very quickly at a low altitude and turning southwest directly towards our home. We both observed a very large triangle or arrowhead shaped craft surrounded by a haze at approximately a mile. As it passed above us, it made no sound. It was completely silent. Clearly visible were seven circular white lights, on the underside, beginning at the nose, and evenly spaced towards the rear. It disappeared from view, going towards the Everglades. I build model aircraft as a hobby, and this vehicle was not shaped like anything I have ever seen, including the stealth F-117, or the B2 bomber.

We mentioned this incident to several of our friends and neighbours immediately, but they expressed no interest. Then, we decided to contact the National UFO Reporting Center. We were curious to know if other people had observed the same.

SECOND EVALUATION TEST

PÁG. 89

1. Tokyo / 126 million / leading economy of Asia and second largest in the world / temples, geisha girls, Kabuki theatre and bowing monks / minicomputers, hi-tech mobile phones, computer games, fast trains and automatic doors.

2. 1. Tokyo; 2. Japan's; 3. new digital animations and higher resolutions
3.
 1. The Japanese are very keen on their traditions, such as their temples, religion, culture, but they are also fond of technology. That's why it is one of the most developed countries in the world.
 2. Japan suffered death and destruction during the Second World War, including the atomic bombs dropped on Hiroshima and Nagasaki, but it has been able to recover and develop very quickly.
 3. Sony and Nintendo have contributed to Japan's economic progress with their game technology. They have been creating more and more perfect games that have spread throughout the world.
4. 1. d 2. b 3. e 4. c 5. a 6. f
5. Osaka, Tokyo, Hiroshima and Kobe.
6. 1. modern; 2. simple; 3. smallest; 4. passive; 5. real; 6. slow
7. 1. must; 2. May/Can; 3. can't; 4. didn't have to; 5. mustn't; 6. should; 7. couldn't; 8. shouldn't
8. 1. didn't see; 2. didn't come; 3. was; 4. Did you go; 5. went; 6. was; 7. visited; 8. started; 9. had; 10. was listening; 11. remembered; 12. made; 13. caught; 14. were lying; 15. poured; 16. was; 17. was.
9.
 1. The Japanese are very creative.
 2. We have to start work at 8 o'clock.
 3. Yesterday I couldn't do my homework.
 4. She bought a very nice, big, black car.
 5. I am getting married in June.
 6. I was working all day yesterday.
10. **Composition: The house of the future**
 In the future, houses will have all types of sensors that will allow motion detection, temperature gauging, lighting, air conditioning and heating control.
 When I open the door of my house, my favourite music will greet me and the lights will automatically turn on as I walk from room to room.
 It will be warm in the winter and cool in the summer. I will get some fresh drink from the

fridge and the fridge's computer will add that drink to the list of necessary items. As I look at the TV, it will turn on.

My house will predict my needs and will adjust conditions accordingly. The shower will start when my presence is detected and with a temperature according to my preference. The new microwaves will work alone, according to the type of food. When I go to bed, I will choose between calm music and story-telling to help me fall asleep.

3.1. MEDIA EVOLUTION

VOCABULARY STUDY

PÁG. 96

1. nature programme
2. soap opera
3. documentary
4. news
5. comedy
6. cartoon
7. talk show
8. sports programme
9. series

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

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

3.

1. h
2. j
3. f
4. a
5. i
6. l
7. e
8. g
9. k
10. c
11. b
12. d

4. 1. cable; 2. channels; 3. commercials; 4. matches

TEXT COMPREHENSION

PÁG. 100

1.

1. "Heavy TV use can also take time away from physical activity."
2. "This "person" is created by using body doubles, airbrushing, and computer-graphics techniques."
3. "...researchers are finding that violence in other media impacts children and teens in many of the same harmful ways."

2. 1. b; 2. a; 3. c; 4. c; 5. b

3.

1. ...behave aggressively.
2. ...real-world violence as normal behaviour.
3. ...as a mean and scary place.
4. ...may come out only in adolescence.

4.

1. It deals mainly with violence on TV, although it also mentions violence in other media.
2. **Suggestion** – Parents need to set limits and be actively involved with the TV programmes and other media that children use. But this is only one step in helping TV play a positive role in children's lives, because children's programmes are sometimes violent and parents aren't always there to stop their children from watching them. So they should help develop the skills to question, analyse, and evaluate them. This is called media literacy or media education.

GRAMMAR STUDY

PÁG. 102

1.

1. Could you turn up the volume?
2. Could you turn it down?
3. Could you turn up the colour?
4. Could you turn/switch (over) to a different channel?
5. Could you turn/switch off?

GRAMMAR STUDY

PÁG. 105

1. had been
2. hadn't been feeling
3. had never seen
4. Had you ever visited
5. had been singing
6. had been
7. had had
8. had been sleeping
9. had been
10. had been looking for
11. had already left
12. hadn't starred
13. had been helping
14. hadn't started
15. had Mary been learning
16. hadn't practised
17. had finished
18. had been cycling
19. had won
20. Had the plane taken off

CREATIVE WRITING

PÁG. 106

Is TV news biased?

By law, television news must treat controversial subjects with due accuracy and impartiality. According to recent surveys, the majority of the population regard television as their most trusted source of information, which makes it even more important that television remains impartial.

However, there are some TV channels that support a political party and sometimes they twist the facts in order to convey them in the interests of those in power. This normally results in alternative views not being shown on television as often as they should be – if at all.

Besides, as the various channels want to increase their number of viewers, they broadcast sensational stories about people's personal lives instead of offering good-reports and well-argued opinions, which may misinform the public.

In conclusion, although the freedom of the press must be protected, journalists should try hard to give unbiased opinions and write impartial news stories.

3.2. THE PRESS

VOCABULARY STUDY

PÁG. 109

1. Headlines

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

2. **Suggestion** – The second one because I like cats and I'd like to know why they become obese.

3. **Suggestion** – "Secrets of eternal youth identified"

2. What's the word?

1. home news
2. international news
3. exclusive story
4. editorial

3.

1. b
2. c
3. e
4. a
5. f
6. d

4.

1. surfing
2. television
3. group
4. week
5. books

TEXT COMPREHENSION

PÁG. 113

1.

1. to do the same thing
2. (phr. v.) to look for and find
3. to move in a particular direction
4. enormous
5. made available to the public

2.

1. It's about the impact of fiction, mainly films, on people's choice of holiday destination.
2. Because they want to visit the locations where the film is set.
3. Places are easier to access as a result of the development in means of transport.
4. It's one of several locations in the book and film *The Da Vinci Code*.
5. When the first of *The Lord of the Rings* trilogy was released.
6. They showed that 27 per cent out of 1,000 people were interested in visiting a country after being inspired by a film or book.
7. **Suggestions**
– Yes, it has. *The Lord of the Rings* made me dream about those amazing film sets and I hope my dreams will come true in the near future.
– No, it hasn't. Fiction doesn't influence my choices.
3. 1. B; 2. C; 3. A

GRAMMAR STUDY

PÁG. 117

1.

1. Ray said he was going to watch the news that night.
2. He said before a football match on TV, he chased his little brother out of the living room.
3. Mike explained he wouldn't go out that night because he wanted to watch TV.
4. My mother told me she wouldn't lend me her laptop because she needed it.
5. Jason said he might bring someone with him to the party.
6. John said his girlfriend had gone with him to the theatre the day before.
7. Craig said he had drunk an orange juice before I arrived.
8. He told me he had worked there since he (had) left his job.
9. She refused to come to the party!
10. My boyfriend said he had been waiting for me for about an hour.
11. Mrs Carling told the students to meet her at the airport at ten o'clock.
12. Andy begged Maggie to close the door because it was very cold there.

13. The thief ordered me to give him the money.
14. Mrs West asked us not to be late because the train left at 9.00.
15. Liz told me not to worry because we had plenty of time.
16. Susan asked if she could make a phone call.
17. Paul asked her if he should buy that video game.
18. The receptionist asked me how old I was.
19. Paul asked John when he was leaving the office.
20. The teacher asked us who was going to London.
21. I met an old friend in Dublin and he asked me why I was there.
22. He asked me if I wanted to come with him.
23. Peter asked me where I had gone the weekend before.
24. My brother asked me if I had finished reading that magazine.
25. Wanda asked Walter how long he had lived there.
26. My little sister asked me why I was studying History that day.
27. Barbara asked me why I wanted to study Spanish.
28. Mark asked Gabrielle if she was going with him.
29. Tommy offered to carry Melissa's bag.
30. The teacher asked me how long I had been working on that project.

GRAMMAR STUDY

PÁG. 121

- 1.
1. to be
2. to cut
3. interfere
4. to read
5. alter
6. to send
7. to make
8. do
9. to worry
10. to learn
11. to get
12. find
13. start
14. to protect

2.

- | | |
|--------------|-----------------|
| 1. to buy | 11. baking |
| 2. seeing | 12. doing |
| 3. to be | 13. to eat |
| 4. spending | 14. drinking |
| 5. making | 15. to go |
| 6. listening | 16. to pass |
| 7. to do | 17. to get |
| 8. writing | 18. to go |
| 9. to do | 19. to talk |
| 10. to say | 20. not to tell |

3.

2. Remind me to pay the electricity bill.
3. I want you to meet her.
4. I was warned not to trust strangers.
5. They invited me/us to come and stay with them for the weekend.
6. The robbers forced us to give them our mobile phones.
7. Our teacher allows us to use the dictionary in the tests.

CREATIVE WRITING

PÁG. 123

'Reading' dog has family post licked

By Neil Tweedie

A dog owner believes her pet has developed the ability to sort and deliver letters, apparently by "reading" the names of the people to whom they are addressed.

Denver, a five-year-old cocker spaniel, collects the mail as it drops through the door of his home in Barnoldswick, North Yorks, and then takes it to the various members of his owner's family.

The spaniel, trained as a Disability Assistance Dog, had already learned to do the shopping, gather up clothes for the washing machine, respond to the telephone, and collect newspapers.

Denver was supposed to take all the mail to his owner, Jeannie Crangle, who is confined to a wheelchair. But he began to distinguish between her name and those of her boyfriend and carer, Timothy Johnson, and son, Peter Hurst, a soldier.

Miss Crangle, 45, said: "Denver is bright and does a lot of the chores but reading the mail was one thing he was not trained to do." She believes he can distinguish between the lengths of the names.

The Daily Telegraph

3.3. THE INTERNET AND GLOBAL COMMUNICATIONS

VOCABULARY STUDY

PÁG. 125

1. d; 2. f; 3. a; 4. g; 5. i; 6. k; 7. b; 8. e; 9. c; 10. h;
11. j; 12. n; 13. o; 14. m; 15. l.

TEXT COMPREHENSION

PÁG. 128

1.

1. Around 164 minutes.
2. 148 minutes.
3. 41 days.
4. Two thirds.
5. 1,100 people.
6. A little more than 10 years ago.
7. More than 1 billion people.

2.

1. I – to perform the actions that allow you to begin using a computer system
2. I – turning on
3. C
4. C
5. I – increase
6. C

3.

1. It's about the results of a survey conducted on behalf of the search engine Google, which shows that the British spend more time surfing the web than watching television.
2. Because the Internet can be used for different purposes, including watching television and video, reading web pages and listening to the radio.
3. Because broadcasters and technology companies move ever closer towards converging with each other.
4. It means the British are increasingly switching on their computer screens instead of their TV sets.

4.

1. rise
2. to grow
3. viewers
4. the start
5. switch... on
6. conducted

GRAMMAR STUDY

PÁG. 130

- | | |
|----------------|----------------|
| 1. 1. who/that | 8. which/that |
| 2. which/that | 9. who/that |
| 3. whose | 10. which/that |
| 4. – | 11. whose |
| 5. where | 12. – |
| 6. – | 13. – |
| 7. who/that | 14. – |

GRAMMAR STUDY

PÁG. 133

1

1. She's the flight attendant whose husband works in a hospital.
2. Thank you very much for the present you sent to me on my birthday.
3. Maths is a subject I've always been good at.
4. This is the book I bought yesterday.
5. That's the health club I told you about yesterday.
6. A nurse is a person whose job is to take care of sick people.
7. He works in a factory that/which sells comfortable shoes.
8. The boy who called me is my best friend.
9. Mike, who lives on the first floor, is very handsome.
10. need a document that/which has 'important' written at the top.
11. People who live in shantytown areas are often very poor.
12. The teacher showed us a book that/ /which was written thirty years ago.
13. The restaurant that/which is spacious and clean is in the town centre.
14. Who was that girl you were talking to at the meeting?
15. There is 24-hour room service, which provides an excellent selection of snacks and drinks.

CREATIVE WRITING

PÁG. 133

Virtual friends are not for me

A *virtual* friend might be a good friend for others, but not for me. When I connect with a virtual friend who expresses his or her idea, I don't know if the idea is real or not. So, in my opinion, a virtual friend is just for fun.

Maybe you can make some new friends through the Internet, computer chatrooms, and e-mail. I think the advantage is that you can express something weighing on your mind, no matter what it is, to let out your emotions and not have to care about who the person is.

However, the disadvantage is when you tell something to a virtual friend and want them to help you to solve a problem, they may not be serious or care about you. It might also be risky because the person who you chat with might not be a good person, so be careful while you are chatting with a stranger.

3.4. COMMUNICATION AND ETHICS

VOCABULARY STUDY

PÁG. 136

1. 1. e; 2. a; 3. d; 4. b; 5. c

2.

1. Open
2. Click
3. Wait
4. read

3.

1. privacy
2. snooping
3. Internet
4. invasion
5. cameras
6. watch
7. company
8. losing

TEXT COMPREHENSION

PÁG. 139

1.

1. True. "By the time the workshop was over, I realized our rights to a private society are being taken away right from under our noses."
2. False. "I talked to some of my friends about privacy rights. I think they should be more alarmed."
3. True. "Geocities (...) sold to outside marketers information solicited during its registration process."
4. False. "There are websites where you can find almost anyone in the United States."
5. False. "I took my information off this list."

2.

1. overthrown
2. nutty
3. realized
4. all of a sudden
5. marketers
6. solicited

3.

1. Matt
2. Americans'
3. the reader
4. some of my friends

4.

1. Some people are afraid of having their country overthrown by computers and their private lives taken away because some website decided to give them a cookie. Matt thinks this idea is absurd, so he decided to attend a workshop on privacy rights.
2. To send Internet users junk mail and hopefully get them to buy something.
3. The difference between the white pages and the Internet is that our personal information can be found on various sites and we have to find them all if we want to take our information off those lists.
4. **Suggestion** – I think it's wrong and we should have a choice about having our information sold. I don't know who they're selling to or what information they're selling. It could be a problem if they gave the wrong information to the wrong people. So, I'm worried about it.

5.

1. private
2. educational; educative (formal)
3. occupied; occupational
4. interested; interesting

GRAMMAR STUDY

PÁG. 141

1.

1. If he hadn't forgotten to come to the interview, he would have got the job.
2. If I had done some part-time jobs while I was at school, I would have gained some work experience.
3. If William hadn't broken into a house, he wouldn't have gone to prison.

4. It wouldn't have been so expensive if you had come on the bus.
5. If she hadn't refused to go to the doctor, she would have got better.
6. We would have passed if we had studied.
7. If he hadn't broken his leg, he would have gone out with us.
8. He wouldn't have broken his leg if he hadn't fallen.
9. If he hadn't asked for a rise, he wouldn't have been fired.
10. If she had worked harder, she wouldn't have lost her job.
11. They wouldn't have had an accident if Tom hadn't been speeding.
12. If I had had enough money, I would have bought the leather jacket.
13. We wouldn't have had a fight if John hadn't been rude to me.
14. If Sue hadn't had bad grades, she could have gone out with her friends.

2.

1. If you visit our studio, you'll meet nice people there.
2. I could give you a lift home if my car hadn't broken down.
3. If my feet weren't so big, I wouldn't have a problem buying shoes.
4. If you did a little more practice, you would be a good pianist.
5. If you didn't need to improve your English, you wouldn't have to do these exercises.

GRAMMAR STUDY

PÁG. 143

1.

1. Neither Peter nor Carol are at work.
2. We could go either by train or by car.
3. Neither drinking nor smoking is good for your health.
4. He will have not only to study hard but also to concentrate to do well in the exam.
5. It might both rain and snow/either rain or snow tomorrow.
6. Both Stuart and John like travelling.
7. Both Peter and Paul were late for school.
8. Bring either some fruit juice or some cakes to the party.

9. Both Rose and Jill have got red cars.
10. That man must be either Stuart or Michael.

2.

1. logged
2. had been
3. glanced
4. arrested
5. pled (Am.E); pleaded (Br.E)
6. was using
7. would you prove
8. know

THIRD EVALUATION TEST

PÁG. 144

1.

1. False. "The show brought ordinary women under public scrutiny for one purpose – to propose to their significant others on national television."
2. False. "Although the potential brides had to answer very difficult questions, they were all rewarded with their boyfriends' consents to marriage."
3. False. "Now, what could have possessed these women to bring such a private matter into the public eye? It certainly couldn't have been the money".
4. True. "No, these women were willing to compromise their dignity for 15 minutes of fame."

2.

1. ordinary
2. scrutiny
3. potential
4. rewarded
5. consents

3.

1. He thinks it's the need for being rich and famous and having fun.
2. He believes it's wrong, because it's a private matter, so it shouldn't be exposed.

4. 1. waiting; 2. to be; 3. to call

5.

1. had been working; had worked
2. had been crying
3. have been waiting

6.

1. Juliana asked herself why they had such a nice site on the Internet if they couldn't help customers who were far away.
2. They told me they would deliver the CDs they had in stock and later send the others.
3. Peter reminded me to watch the news that night.
4. If he hadn't watched TV until midnight, he wouldn't have been late for work.
5. Mr Littmann, who is an obstetrician, is very understanding.

7

Reality TV shows

The production of reality TV shows has gone into high gear because of Big Brother and Survivor, which opened the doors to countless others. In the beginning it was fine. Even I used to watch a few of them, because they were different, and I had to see what it was all about. Now, it's just annoying because it's like reality shows have invaded the TV schedule.

Another thing that annoys me about reality TV is the contestants! I think that many of them hope to get discovered and think that for being on reality shows they will be famous stars. Other players participate for the experience or for the money. The contestants don't really appeal to me. Some of them will do anything to win. I know it's a game and they have to do what it takes, but to see them stoop to such a level is so sad.

And where's the plot in reality TV? The way they act on TV is not the way they present themselves in real life. Besides, dialogues are also poor. There isn't much that they're talking about.

I hope the reality phase comes to a close real soon so all the great shows can come back. We don't get anything out of these programmes. I've gained something from watching shows with actors. I don't need reality TV to show me reality or bring reality to my life. It's already there.

4.1. YOUNG PEOPLE TODAY

VOCABULARY STUDY

PÁG. 150

1. chat rooms / real / meet up / don't know
Adolescence / parents / grow up / opinions /

valid / unheard

school day / curiosity / exams / in control

going out / boyfriend / understanding / rule / close friends

2. 1. 7; 2. at school; 3. kill themselves;
4. 25%; 5. fat ; 6. shoes

TEXT COMPREHENSION

PÁG. 154

1.

1. "Not only has there been a huge increase in the amount of text messaging amongst young people..."

2. "... They certainly are a great safety aid, so that we can let our loved ones know where we are and when to expect us home."

3. "Getting a phone call or a text message implies an importance. The message is: Someone wants me. It is a great boost to the receiver's self-esteem and self worth."

4. "Nine out of ten children now own a phone..."

2.

1. mobile phone
2. the person who receives the call or message
3. the increase in the number of text messages
4. most parents

3.

1. There has been a huge increase in the use of mobile phones because they are directly related to the children's self-esteem. The more calls and messages they receive, the better they feel about themselves.

2. Parents are most willing to give their children a mobile phone because it allows them to know where their children are, what time they will be back home; in sum, they do it for safety reasons.

3. **Suggestion** – I think the girl the text mentions has gone too far. She is completely dependent on her phone, it seems to have become an addiction and an addiction is a disease.

4.

1. slowing down
2. check
3. own
4. foreseen

5.

1. present perfect
2. present continuous
3. present simple, passive
4. past perfect continuous

GRAMMAR STUDY

PÁG. 157

1. 1. on; 2. on; 3. of; 4. for; 5. with; 6. for; 7. for; 8. to
2. 1. do; 2. found; 3. gave; 4. took; 5. cut; 6. went; 7. let; 8. making
3.
 1. come back
 2. come off
 3. came across her
 4. came upon
 5. came round
 6. come forward
 7. Come on!
 8. came over
 9. coming down
 10. come in

GRAMMAR STUDY

PÁG. 159

1. 1. during; 2. On; 3. at; 4. for; 5. since; 6. in
2. 1. at; 2. on; 3. on; 4. in; 5. behind; 6. on
3. 1. in; 2. from; 3. to; 4. at; 5. in; 6. outside; 7. towards; 8. before; 9. into; 10. on; 11. after; 12. until.

CREATIVE WRITING

PÁG. 160

DIARY PAGE

I don't know what to think. I'm feeling so confused! Sarah, my best friend, has been avoiding me, I know. I've had good marks, I've started dating Dave and now that everything finally seemed to be going so well, Sarah seems to be jealous...

I sometimes go out with Dave and I don't invite her; it's normal for a couple to want to be alone together. But she doesn't seem to understand it. She has been hanging out with stupid Helen and she knows that Helen's brother is a bully. I hope he won't bother me again, like he did two years ago, when I didn't invite Helen for my birthday party. He would follow me around, tease me, threaten me. Fortunately, Jim

frightened him. That's what older brothers are for! Anyway, I don't know what to do about Sarah. I have to study for the Maths test and I only think about her, together with that Helen... At least I have Dave!

4.2 YOUNG PEOPLE AND THE FUTURE

VOCABULARY STUDY

PÁG. 162

1.

NOUN	VERB	ADJECTIVE
work	work	workable, working
graduation/ /graduate	graduate	(graduated)
advice	advise	advisable
creation, creativity	create	creative
determination	determine	determined
commitment	commit	committed

2.

A career as an actor requires one hundred per cent **commitment**.

You don't have to **commit** yourself now, just think about it.

He is a **committed** member of the team.

TEXT COMPREHENSION

PÁG. 166

1.

	DAVID	GABRIELLA
HOBBIES	playing the guitar	writing poetry
BIGGEST FEAR	losing inspiration	not accomplishing her goals
BEST QUALITY	being able to express himself through music	putting other people's feelings before her own
WORST QUALITY	his temper	letting people walk over her
RELATIONSHIP WITH PARENTS	good; some arguments about money and smoking	good; some arguments about clothes
JOB	painter	swimming teacher
PLANS FOR THE FUTURE	being a famous musician or a minor league baseball player	getting her PhD in English; becoming a published author and an English professor

2. 1. accomplishing; 2. walk all over someone; 3. eccentric; 4. I'm never short
3.
 1. Gabriella likes teaching young children to swim and she likes reading and writing poetry.
 2. She thinks being 16 has some disadvantages, such as not being allowed to see R-rated movies.
 3. She gets on with her parents most of the time, but they sometimes argue about the eccentric type of clothes she likes to wear.
4.
 1. Where do you live?
 2. How long have you been studying English?
 3. Have you already decided about your future career?
 4. How many books did you read last month?
 5. Where will you go this summer?
5. 1. brotherhood; 2. motherhood; 3. companionship; 4. childhood; 5. neighbourhood; 6. citizenship; 7. friendship; 8. fatherhood

GRAMMAR STUDY

PÁG. 168

- 1.
2. Mark's car is faster than Paul's.
3. This film is longer than that one.
4. The red dress is cheaper than the black one.
5. David Beckham is more famous than the other players.
6. This hotel is more comfortable than that one.
2.
 2. David is taller than Melanie.
 3. David is heavier than Melanie.
 4. David's clothes are more modern than Melanie's.
 5. Melanie's grades are better than David's.
 6. Melanie's parents are more conservative than David's.
3.
 1. more carefully
 2. the hottest
 3. the best
 4. lazier than
 5. the most hospitable
 6. more frequent

7. farther
8. bigger
9. older than
10. the greatest
11. older, elder, younger, younger, the eldest

GRAMMAR STUDY

PÁG. 171

1.
 1. The fire brigade was called (in order) to put out the fire.
 2. The President took four bodyguards to protect him.
 3. Jane helped her sister with her homework so that she could have good grades.
 4. Ann is learning English so as to travel abroad.
 5. Mary has got two jobs in order that her children can have good living conditions.
 6. The boys practise in the garage to be a famous band.
2.
 1. In order not to wake the children up, they tried not to make any noise.
 2. So as to be elegant for the party, she bought a new dress.
 3. The firefighters were called to put out the fire.
 4. He bought her a ring in order to ask her to marry him.

CREATIVE WRITING

PÁG. 172

1.

Rua da Torrinha, 254
4050-610 Porto
PORTUGAL
Tel (351) 223 393 900
e-mail: areal@arealeditores.pt
17 May 20...

Ms Sarah Parker (Name, if known)
Professional Recruitment Services, Ltd.
95 Victoria St. Road
Barchester
Bassetshire, BA4 8JH
UNITED KINGDOM

Dear Ms Parker,
In reply to your advertisement in the Portugal News of 12-5-2006 I am writing to apply for the position of

Receptionist in an international business insurance company. I live and work in Vistadomar and I believe I have the right educational qualifications and experience for the work.

Last year I successfully completed my 12th year of Education – approximately equivalent to A and AS levels in England – and my best marks were in German and English. (I speak German fluently, because I lived in Germany until I was 12.) However, as my average mark was not high enough to start a degree in the local university and my family have little money, I applied for a post in a five-star hotel, which offers a full range of business and tourist services. I have now been working there for nine months as a trainee receptionist, but, though my work has been up to standard, there is little chance that they will be able to offer me a full-time post. However, the training and experience have provided me with useful office skills such as computer operation and responding promptly to international e-mail, fax and telephone messages, as well as communicating in three languages with both hotel guests and travel and tourism professionals. I am therefore looking for a new opportunity, preferably where I can deal with people and put my experience to good use, and I assume that an international insurance company can provide that. The hotel manager knows that I am writing this application, understands my reasons and has agreed to provide a reference. Details of my education and references can be found in the enclosed CV.

I shall be pleased to attend for interview in Portugal or in Galicia (in Spain), but I should be grateful if you could provide me with at least one week's notice of the time and location so that I may ask for leave of absence from my present post. I should also like to know, if possible, the name and web address of your client so that I may be fully informed of the company's activities.

I hope this application meets with your approval.

Yours sincerely

Ana Maria Costa

Ana Maria Costa

4.3 YOUNG PEOPLE'S LANGUAGES

VOCABULARY STUDY

PÁG. 175

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

TEXT COMPREHENSION

PÁG. 178

1.
 1. didn't raise much interest.
 2. comfortably and practically.
 3. have influenced fashion.
2. 1. d; 2. c; 3. b; 4. a;
3. 1. affordable; 2. mainstream; 3. scruffy
4.
 1. expensive designer outfits
 2. fashion
 3. young people
 4. the hippies of the 1960s
5.
 1. Before the 1960s, fashion was directed only to women and only to those who could afford very expensive and impractical outfits.
 2. The hippies and the punks brought very different dress codes. The former had long hair and an informal style; the latter were even more radical, using shocking offensive types of clothes.
 3. The first sport to influence fashion was surfing, with its comfortable clothing; then, came the boom in extreme sports like skateboarding and snowboarding, which strongly influenced urban fashion.
6.
 1. past simple, negative form
 2. present perfect
 3. future simple
 4. present continuous
7. 1. verb; 2. preposition; 3. relative pronoun; 4. indefinite pronoun; 5. verb

GRAMMAR STUDY

PÁG. 181

1. 1. Although; 2. in spite of; 3. In spite of; 4. although; 5. Although; 6. in spite of
2.
 1. Although I liked the dress, I didn't buy it.

2. There was a lot of traffic; we arrived on time, though.
 3. In spite of having taken/taking the medicine, I'm not feeling better.
 4. Despite the fact that it was cold, I didn't take my coat.
 5. Although I don't speak Greek, I decided to go to Greece.
 6. In spite of the fact that the food wasn't good / In spite of the food not being good, we ate it.
 7. Although I had made many plans, the trip went wrong.
 8. Despite seeing him every day, I've never spoken to him.
- 3.**
1. Although I'm afraid of flying, I'm going to Japan.
 2. In spite of loving him, she doesn't want to get married.
 3. Even though he's been trying to quit smoking, he hasn't been able to.
 4. Despite the fact that the wage was low (Despite the low wage), he took the job.
 5. John is very rich; he doesn't like spending money, though.
 6. Kevin wants to change job, but his wife refuses to.

GRAMMAR STUDY

PÁG. 184

- 1.**
1. The *Mona Lisa* was painted by Leonardo Da Vinci.
 2. The Eiffel Tower was designed by Gustave Eiffel.
 3. James Bond was played by Sean Connery.
 4. *Romeo and Juliet* was written by Shakespeare.
 5. The Pyramids were built by the Ancient Egyptians.
 6. Dynamite was discovered by Alfred Nobel.
 7. The telephone was invented by Alexander Bell.
- 2.**
1. Many plays were written by Shakespeare.
 2. Fashion has been influenced by music.
 3. That shop is going to be bought.
 4. The conflicts have been started by him.
 5. The murderer had already been discovered by the journalist.

6. New solutions have to be found.
 7. The administration was being reorganised by the government.
 8. More planets will be discovered.
 9. Water is being used up.
 10. The ambulance wasn't called.
- 3.**
1. A bouquet of 25 roses was given to Celia. Celia was given a bouquet of 25 roses.
 2. John's CV will be sent to several banks. Several banks will be sent John's CV.
 3. Beautiful love letters have been written to him. He has been written beautiful love letters.
 4. The new computer was shown to me. I was shown the new computer.
 5. £300 has been paid to him up to now. He has been paid £300 up to now.
 6. A beautiful story had been told to the children. The children had been told a beautiful story.
- 4.**
1. Excessive speed causes many accidents.
 2. They were cleaning the room when I arrived.
 3. Ford made the first mass-produced car.
 4. They didn't offer Vicky the job.
 5. They have cleaned the streets every day.
 6. They will check all passports.

CREATIVE WRITING

PÁG. 184

ESSAY – The hippies and fashion

The hippie movement was most popular in the 1960s and it rejected the type of comfortable, bourgeois lifestyle. The hippies had a relaxed way of looking at life and the world; their lifestyle was based on free love, peace and communal living; they used drugs and preferred types of music such as blues, folk and psychedelic rock.

All these attitudes were reflected in fashion. They created a distinct fashion that mocked mainstream culture. They had long hair and full beards. Many white people associated with the 1960s counterculture and American Civil Rights Movement wore their hair in afros in earnest imitation of African Americans. They wore brightly-coloured clothes and unusual styles, such as bell-bottom pants, tie-dyed garments, dashikis, peasant blouses, and

non-Western inspired clothing. Much of their clothing was self-made in protest at Western consumer culture. Head scarves and long necklaces, for both men and women, were also fashionable in addition to sandals.

San Francisco's legendary Woodstock Festival of August 1969 was the symbol of this movement of "flowers in the hair", peace and love.

FOURTH EVALUATION TEST

PÁG. 185

1. 1. c; 2. a; 3. e; 4. b; 5. d;
2. 1. a; 2. b; 3. a; 4. c
3.
 1. Yes, the Olsen twins are beautiful, rich and famous, which is what all the teenagers want for themselves.
 2. When they were only four years old, they already made films. Sensing their possibilities, an experienced businessman set up a company to control the twins as a brand.
 3. They try to have normal lives, like going to school and studying hard, doing their homework and watching TV. However, fans following them everywhere and their flourishing business make them very different from a regular teenager.
4. 1. adverb; 2. adjective; 3. noun; 4. personal pronoun
5.
 1. Fame and fortune have already been achieved by the Olsen twins.
 2. They go to school in order to be normal teenagers.
 3. Ashley is the taller.
 4. In spite of being very rich, they remain humble.
 5. Mary-Kate usually agrees with her sister.
 6. They live in California.

6. Composition

I wake up late and I ring a bell. The butler brings breakfast and some newspapers and magazines. My picture is on the cover of magazine "Fame and Money". Inside there are pictures of me in the living-room, in the balcony, near the pool. The article is about how I made it. But my life before being one of the most famous football players in the world seems

very far away.

I take a bubble bath and drive the new Ferrari to the stadium. There's a meeting with all the staff to plan the next season. Then we all have lunch at the fanciest restaurant in town. In the afternoon we practise and I get home by seven o'clock.

Today I'm giving a party to celebrate our victory in the championship. The guests start arriving at ten. Everybody is dressed elegantly, there's live music, dancing, a lot of champagne and all types of food. When I go to bed, at 3 a.m., I feel tired but happy.

FIRST GLOBAL TEST

PÁG. 187

1.
 1. It's a web page.
 2. The text is addressed to the general public, especially students between the ages of 15 and 21.
 3. It's to inform about the programmes offered by the organisation Youth For Understanding, the requirements we need to apply for them and their advantages.
 4. The text is written in an objective, factual and fairly informal style.
2.
 1. "Students need to be communicative, interactive, motivated, and outgoing, as well as willing and able to face challenges."
 2. "Being a member of a host family in a foreign country is the most intensive way of absorbing a new culture through participation in everyday life."
 3. "Living outside of one's home country offers an objective view of the home country that will help students to participate in and appreciate more consciously their home countries."
 4. "Contact the National Office in your country to learn about the specific programmes YFU has available for you!"
3. 1. are eligible; 2. outgoing; 3. willing; 4. challenges
4. **Suggestion**

I would like to apply for a *Community College programme* in the US because I could get post-secondary practical training, meet foreign

students, make friends and improve my English. Besides, American colleges offer various facilities, which would allow me to know American culture, and America has always attracted me.

5. 1. am; 2. plucked up; 3. have found;
4. have become; 5. makes; 6. do; 7. proved;
8. have always been taught; 9. written;
10. provide; 11. do not claim; 12. has stretched
6. 1. lived; 2. had; 3. could; 4. worked; 5. were;
6. didn't; 7. didn't; 8. wouldn't

7.

1. As I had an interview, I left early.
2. Conversations used to be entertainment, whereas now it's a means of exchanging information.
3. Mary's definitely coming, but I don't think Harry can make it.
4. I didn't play badminton yesterday due to the heavy rain.

8.

1. If I were you, I'd be more careful about what you say to her.
2. Unless you take more exercise, you won't feel healthy.
3. If he had the confidence, he would try bodyboarding.

9. Student exchange

Would you enjoy having a good time while learning English? It's possible if you attend the student exchange programmes in Canada, USA and Britain, where you can make friends and improve your English. So, you may be interested to hear about a student exchange programme I took in Canada.

You can stay for 4-8 weeks, but you'd better stay for 4 weeks, because you achieve your goals and spend less time away from home and your friends.

I shared a room with a Canadian student, so it was easier to integrate because he introduced me to all his friends and took me to some really pleasant cafés and bars. However, in the evenings, there wasn't much to do, but sometimes he organised parties, where I learned traditional games and watched horror movies.

One of the greatest adventures of my life was when my newest Canadian friend decided to camp in

the Rocky Mountains, where I saw big, brown and scary bears for the first time! I almost fainted when I saw them. Apart from this adventure, I stayed at my friend's home and his mum served us delicious meals, which allowed saving money. Nevertheless, I had to pay my travel costs, which were a bit more expensive than I thought.

So, don't let this opportunity escape from your hands and, believe me, it'll be great.

SECOND GLOBAL TEST

PÁG. 190

1.

1. ... will spend their holidays on the moon.
2. ... have already booked tickets for a space trip.
3. ... won't be tourist destinations soon.

2.

1. Spaceship; 2. astronomical; 3. galactic tourist; 4. in the foreseeable future

3.

1. possible to reach by ordinary people
2. very large amounts of money

4.

1. According to the text, mere mortals will also be able to travel in space because trips will be cheaper and the number of destinations will rise. If you don't have enough money to spend a week in space, you will probably be able to orbit the Earth.
2. Space tourism involves risks, like the impossibility of the people being ejected in case of damage.
3. You can feel the emotions of space travel without going to space. In Moscow, at the Cosmonaut Training Centre, you have simulation flights at lower prices.

5.

1. I am going on a space trip next year.
2. Saturn is a beautiful, big, bright planet.
3. Mars is very distant/a long way from the Earth.
4. The average man still can't travel in space.
5. Yesterday, while Peter was working, George was lying on the beach.
6. He won so much money in the lottery!

6. Composition

Interviewer: Hello, João. So, you've just returned from space. You were the first

Portuguese student to experience such an innovative trip. How do you feel about it?

João: Now I understand Neil Armstrong's sensation when he stepped on the moon! I think this type of trip is also "a giant leap for mankind". If more and more people have the possibility to travel in space, they will realise more quickly how small we are and perhaps they will start living differently.

Interviewer: How do you mean... differently?

João: Being more humble and tolerant, getting along, not making a fuss about their small daily problems.

Interviewer: So, where did you go precisely?

João: Well, we stayed a week in space. We visited the moon, then the ISS. I loved them both!

Interviewer: How about the spaceship?

João: It was great, not very big but comfortable. Each traveller had his own room with everything he needed.

Interviewer: The other passengers were all students, right?

João: Yes, there was a Frenchman, a German and an Italian woman. We all won the contest for the trip.

Interviewer: Did you have any type of preparation?

João: Yes, we had three simulation flights the week before. We also put on our suits to get used to them.

Interviewer: A word to describe your experience.

João: Overwhelming.

THIRD GLOBAL TEST

PÁG. 192

- 1.
1. ... take their children to far away destinations.
2. ... it isn't irresponsible to take a baby backpacking around the Atlas Mountains.
3. ... show their children the world's most wonderful places.
4. ... medical director at the Fleet Street Clinic in London.
2. 1. minor; 2. hardship; 3. endure; 4. saw
- 3.
1. It's about the trend among parents to take

their children to far away places across the globe.

2. Uncomfortable journeys or mosquito bites are some of the disadvantages.
3. They say seeing the world is educational and they are thinking about their children's best interests.
4. The title is the question children normally ask when they are tired of travelling, usually little time after leaving home.
4. 1. the British; adults; 2. teenagers; 3. parents'; people's
5. 1. to take; 2. be; 3. expect; 4. explore; 5. to wait; 6. going; 7. taking

- 6.
1. John Bevan, who is a company's travel director, thinks the British are well travelled and confident.
2. Although children don't suffer the side-effects (nausea, etc) that afflict some grown-ups, they can find taking medication every day quite onerous.
3. Judith Woods asked if they showed their teenagers the world's most dazzling sights, what on earth would be left for them to discover for themselves.
4. The paediatrician advised Mary not to take her children to places where there might be mosquitoes.
5. If they had had their children vaccinated, they wouldn't have got sick.

7. Gossips chat for an hour a day at work

By

The reality of office life was laid bare yesterday in a survey showing that staff spend more than 90 minutes a day gossiping, emailing and flirting.

While British employees may work the longest hours in Europe, a significant amount of their time is spent exchanging tittle-tattle about colleagues, according to the study of 2,000 people for Halifax Share Dealings.

In a typical working day, staff spend 55 minutes gossiping, 16 minutes flirting, 14 minutes surfing the net and nine minutes emailing friends and family.

The Daily Telegraph

1

1. "The primary reason most teenagers log on is to communicate with people of their age group."
2. "Of course, the growing interest in the ways in which teenagers use the Internet has a commercial motivation."
3. "Teens are showing the potential uses of the Internet beyond e-mail and visiting websites with a browser, says Noah Yasskin. They flocked to Napster and are heavy users of communication applications..."
4. "Teens are likely to switch loyalties as newer products enter the market..."

2

1. teenagers'; 2. companies'; 3. teenagers;
4. global companies

3

1. Companies are attentive to teenagers' moves because they will launch their marketing campaigns according to their interests.
2. We can say that teens set many technology trends. They started text messaging, for example, which was afterwards adopted by the adult community.
3. Nowadays, teenagers don't shop online very often, but they will certainly be future shoppers, because they are experienced users of the net and they will soon start having more money to spend.

4

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

5

1. Although companies benefit from teenagers, they are not very loyal consumers.
2. The Internet has been used for many purposes.
3. Teens adapt to technology more quickly than adults.
4. Companies do research on teens so as to study their interests.
5. He is looking for information on the Net.
6. Young people depend on the net to study and have fun.

6**Composition**

I am a teenager. I am not a child anymore, but I am not an adult, either. I feel grown-up and I

would like to be given more independence and responsibility, but every time I want to do things my own way, I'm told I am too young. On the other hand, if I try to skip some chore, they tell me I'm old enough to help. That's really unfair!

I would like to go out with my friends without telling where, I would like to see a good movie (not a twelve-year-old one), I would like to date whoever I please without giving any type of explanation, I would like to start working because I would have my own money, ... There are so many things I can't do! And we are teenagers only once, they tell me! What for? I am treated like a child!

But I love it when mum takes that hot cup of milk to me when I'm in bed!

PREPARAR OS

TESTES

- > RESUMOS TEÓRICOS
- > EXERCÍCIOS RESOLVIDOS
- > EXERCÍCIOS PROPOSTOS
- > TESTES GLOBAIS
- > SOLUÇÕES

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- > MATEMÁTICA 5
- > CIÊNCIAS DA NATUREZA 5
- > INGLÊS 5
- > HISTÓRIA E GEOGRAFIA DE PORTUGAL 5
- > MATEMÁTICA 6
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TERCEIRO CICLO

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