

TEACHER'S RESOURCE BOOK

LiNK UP TO YOU!

Inglês 10.º Ano
(Nível de continuação)

- Long Term Plan and Lesson Plans
- Activities
 - Reading ▪ Writing
 - Listening ▪ Grammar
 - Speaking ▪ Vocabulary
- Evaluation Tests
- Answer Keys
- Audioscripts

**All
resources
in editable
format**

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FIRST TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To identify teenage problems and concerns - To analyse teen behaviour - To use the English language to express opinion - To discuss teenagers' living patterns - To compare people and living patterns - To develop a sense of tolerance and acceptance - To acquire cultural knowledge	0. Get linked 1. The world of teens 1.1 My problems and concerns 1.2 My dreams and expectations 1.3 My looks and likes 2. A world of many languages 2.1 Young people on the move	- Tense revision - Present Simple and Present Continuous - Adjectives or adverbs - Order of adjectives - Past Simple - Past Continuous - Prefixation and Suffixation - Future: <i>will</i> and <i>be going to</i> - Present Perfect Simple - Adjective degrees - Articles - The Passive	- Asking for/giving opinions - Expressing concerns - Describing people - Commenting on statements / quotations - Comparing people, things or situations - Describing routines / habits - Referring to past actions - Recounting events - Asking for and giving advice - Agreeing / disagreeing - Predicting future events - Arguing for and against a subject - Discussing advantages and disadvantages	Listening: texts / dialogues / songs / the teacher / other pupils Speaking: role plays / interviews / description of pictures, people, places, etc. / debates Reading aloud / silently scanning / skimming Writing: recount, explanation, discussion - brainstorming - asking / answering / retelling - multiple choice and true / false - ticking / crossing / matching - deducing vocabulary from context - explaining the meaning of words - completing and building sentences - listing / organising / ordering - finding evidence - finding equivalents and opposites - quizzes / crosswords / puzzles - note-taking - underlining - correcting mistakes - filling in the blanks / charts / grids - pair / group work - using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - M agazines - A udiovisual material - Maps - Dictionary	Diagnostic test Direct observation: - Punctuality - Behaviour - Attentiveness - Participation Written and oral tests Formative worksheets Pair/Group work

SECOND TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To recognise and characterize the existing media - To identify the techniques that define newspaper headings - To distinguish quality newspapers from popular newspapers - To use the English language (written/oral) to express opinion - To recognise the structure of a news article - To organise and perform role plays and discussions - To refer to the influence that media have on teenagers - To express preferences - To use the English vocabulary in a suitable way - To develop cultural knowledge	2.2 Getting in touch 2.3 English language 3. Media and global communication 3.1 The world of media 3.2 The power of the Internet 3.3 Ethics	- Modal verbs - Gerund and the To + Infinitive - Connectors - Connectors of contrast - British/American English - Connectors of purpose - Prepositional verbs - Phrasal verbs - Past Perfect Simple - Relative clauses - Reported speech - Conditional clauses	- Commenting on statements/quotations - Expressing probability, ability, permission, obligation, prohibition, advice, ... - Drawing conclusions - Justifying/defending a point of view - Interpreting/ speculating about pictures - Discussing statements - Discussing the effects, advantages and disadvantages of something - Interpreting data (photographs, statements, statistics, graphs) - Describing places - Answering a survey - Expressing purpose - Reporting information	Listening: texts / dialogues / songs / the teacher / other pupils Speaking: role plays / interviews / description of pictures, people, places, etc / debates Reading: aloud / silently skimming / scanning Writing: descriptive report, biography, argumentative text, newspaper article - brainstorming - asking / answering / retelling - multiple choice and true / false - ticking / crossing / matching - deducing vocabulary from context - explaining the meaning of words - completing and building sentences - listing / organizing / ordering - finding evidence - finding equivalents and opposites - quizzes / crosswords / puzzles - note-taking - exercises - underlining - correcting mistakes - filling in the blanks / charts / grids - pair / group work - using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - Magazines - Audiovisual material - Maps - Dictionary	Direct observation - Punctuality - Behaviour - Attentiveness - Participation Written and oral tests Formative worksheets Pair/group work

THIRD TERM PLAN

Skills/Aims	Contents		Language Function	Strategies/Activities	Resources	Assessment
	Topic Area	Grammar				
- To point out the differences between old and new technological devices - To recognise the importance of modern technology - To use the English language to convey opinions - To learn about the impact that technologies have on people's living habits - To predict future changes - To express opinion about space exploration - To recognise and use vocabulary about the topic - To recognise and correctly use the structures learnt	4. The world of technology 4.1 Lifechanging technologies 4.2 Living in a high tech world 4.3 Other worlds	- Future Continuous - False friends <i>Used to</i> and <i>be used to</i> - Verb tenses (revision) - General revision work	- Expressing opinions - Discussing statements/quotations - Comparing objects - Commenting on statements/quotations - Expressing past and present habits - Conducting interviews - Speculating - Expressing intention - Discussing aims / goals - Answering a quiz - Drawing conclusions - Interpreting / speculating about pictures - Guessing - Discussing the effects, advantages and disadvantages of something - Interpreting data (figures, photographs, statements)	Listening: - texts / dialogues / songs / the teacher / other pupils Speaking: - role plays / interviews / description of pictures, people, places, etc. / debates Reading: - Aloud/silently - skimming / scanning Writing: - web diary, exposition - brainstorming - asking / answering / retelling - multiple choice and true / false - ticking / crossing / matching - deducing vocabulary from context - explaining the meaning of words - completing and building sentences - listing / organizing / ordering - finding evidence - finding equivalents and opposites - quizzes / crosswords / puzzles - note-taking - finding pronoun reference - underlining - correcting mistakes - filling in the blanks / charts / grids - pair / group work - using reference books: grammars, dictionaries, encyclopaedias	- Student's book - Workbook - DVDs / CDs / PC - Handouts - PowerPoint presentations - Board - IWB - Magazines - Audiovisual material - Maps - Dictionary	Direct observation - Punctuality - Behaviour - Attentiveness - Participation Written and oral tests Formative worksheets Pair/Group work

Lesson Plan 1

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

Lead in

Contents: Teenage problems

Summary	- Introducing the topic "Teenage problems and concerns" - Reading a poem by Shakespeare - Doing comprehension exercises		
Teaching aims	- To define "adolescence" - To identify teenage problems	- To use images and paintings to express ideas - To read a text to search for specific information	
Activities / strategies	Ask the students: - To discuss what kind of problems teens usually have - To define "Being a teenager" by doing the suggested activity - To answer the quiz and discuss opinions	- If they still write love letters - To give some details about Shakespeare's biography - To read the poem and answer the questions	
Resources / Materials	- Student's book (pages 24-26) - PC and LCD Projector	Teacher's Resource Book (pages 51, 52)	20 AULA DIGITAL
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 2 and 3

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage problems; Present Simple and Present Continuous

Summary	- Reading the text "Teen stories" - Revising the Present Simple and Present Continuous		
Teaching aims	To read a text to look for specific information on the language and message	To revise the use and form of the Present Simple and Present Continuous	
Activities / strategies	Ask the students: - To identify teen problems in the pictures - To read the teen statements and do exercises 2-6 - To discuss the topics in "Link up to you" orally	- To identify the verbs in the Present Simple and the Present Continuous in the text - To do exercises 2-4 on page 31	
Resources / Materials	- Student's book (pages 27-31) - PowerPoint presentation – Present Simple and Continuous - PC and LCD Projector	Teacher's Resource Book (pages 77, 109, 110)	
Homework	Workbook – Present Simple and Present Continuous (pages 7-8)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 4

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage problems; Word formation – suffixes: *-aholic* / *-oholic*

Summary	- Correcting the homework - Using suffixes to form new words		
Teaching aims	- To complete a table / sentences with information from an audio text - To use suffixes to form new words - To identify information in a video		
Activities / strategies	Ask the students: - To correct the homework - To listen to a song by “One Direction” (CD 1 Track 11) - To fill in the table while listening to the text (CD 1 Track 9) - To complete the sentences while listening to the song	- To study the example of the suffixes <i>-aholic</i> and <i>-oholic</i> - To do exercises 2 and 3 (page) - To watch the video about net addiction - To discuss what other addictions there are - To comment on the ideas in “Link up to you”	
Resources / Materials	- Student’s book (pages 32-33) - Audio CD 1 (Tracks 9-10)	- PC and LCD Projector 20 AULA DIGITAL	
Homework	Workbook – Addictions (page 3)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 5 and 6

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage problems; Adjectives and adverbs; Adjective order

Summary	- Correcting the homework - Adjectives and adverbs of manner - Reading / listening to a recount - Doing listening / reading comprehension activities		
Teaching aims	- To distinguish between adjectives and adverbs - To learn how to form adverbs of manner - To use adjectives in the correct order - To learn the structure of a recount text		
Activities / strategies	Ask the students: - To correct the homework - To study the difference between adjectives and adverbs - To do the multiple choice exercises - To fill in the table with the missing adjectives	- To explain the correct order of the adjectives in the sentences - To read the recount text “Prison for cyberbully” (page 36) - To do the comprehension exercises - To do the rest of the exercises on page 37	
Resources / Materials	- Student’s book (pages 34-37) - Teacher’s Resource Book (page 99)	- PC and LCD Projector .	
Homework	Workbook – Adjectives and adverbs (page 9)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 7

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage problems; Past Simple

Summary	- Correcting the homework - Practising Past Simple	
Teaching aims	To revise the use and form of the Past Simple	
Activities / strategies	Ask the students: - To correct the homework - To revise the Past Simple using the PowerPoint presentation	- To remind the irregular verbs in the past - To study the information on page 38 - To complete the text with verbs in the Past Simple (pages 39-40)
Resources / Materials	- Student's book (pages 38-39) - Appendix – list of irregular verbs (page 239) - Teacher's Resource Book (page 111)	- PC and LCD Projector 20 AULA DIGITAL
Homework	Workbook – Past Simple (page 10)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 8 and 9

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage problems; Past Continuous; Eating disorders

Summary	- Correcting the homework - Learning about eating disorders - Doing a speaking activity	
Teaching aims	- To revise the use and form of the Past Continuous - To talk about eating disorders - To role-play a situation	
Activities / strategies	Ask the students: - To correct the homework - To elicit teenage problems other than bullying: bulimia, anorexia, obesity... - To do activities 1 and 2 (page 40)	- To answer the questions "Link up to you" in writing (page 40) - To read some of the answers out loud - To prepare and present a role-play (page 41)
Resources / Materials	- Student's book (pages 39-41) - PC and LCD Projector	Teacher's Resource Book (pages 53, 54, 91, 112)
Homework	Workbook (pages 11-12)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 10

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.1 My problems and concerns

Contents: Teenage expectations

Summary	• Writing a recount		
Teaching aims	• To revise the structure of a recount • To write a recount		
Activities / strategies	Ask the students: • To recall the purpose of a recount by referring to the text on page 36 • To analyse the stages to follow when writing a recount • To write a recount following the model of the text on page 41		
Resources / Materials	• Student's book (pages 36-41) • Appendix – types of text (page 228) • Teacher's Resource Book (page 99) • PC and LCD Projector • 20 AULA DIGITAL		
Homework	• Formative test (page 42)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation • The student's recount texts

Lesson Plan 11

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations

Summary	• Introducing the topic "Teenage expectations" • Listening to excerpts from songs • Discussing career prospects and future life		
Teaching aims	• To identify teenage dreams • To match information in an audio text with images		
Activities / strategies	Ask the students: • To brainstorm ideas about their future • To listen to the songs and match them to the pictures in exercise 1 • To explain their choice • To discuss their priorities in life in exercise 2 • To answer the questions in exercise 3		
Resources / Materials	• Student's book (page 43) • Teacher's Resource Book (page 78) • Audio CD 1 (Tracks 12-15) • PC and LCD Projector •		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 12 and 13

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations; Adjectives of character

Summary	• Reading the text “What is volunteering?” • Describing character		
Teaching aims	• To recognise humanitarian organisations • To describe people’s character		
Activities / strategies	Ask the students: • To revise names of jobs • To describe the symbols • To read the text on page 44 • To do exercises 2-5 • To write the answers to the questions in “Link up to you” and read their answers out loud • To make a list of adjectives of character a volunteer should have • To do the exercises on adjectives of character (page 46) • To describe their partners’ character by doing exercises 1 and 3 (page 49)		
Resources / Materials	• Student’s book (page 44-49) • PC and LCD Projector • 20 AULA DIGITAL		
Homework	• Workbook – Adjectives describing character (page 3)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 14

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations; Prefixation and suffixation

Summary	• Correcting the homework • Forming new words with prefixes and suffixes • Revising names of jobs		
Teaching aims	• To form new words using prefixes and suffixes • To recognise the appropriate qualities for a job		
Activities / strategies	Ask the students: • To complete the table with prefixes and discuss their meaning (page 47) • To do exercise 3 (page 47) • To explain the difference between prefixation and suffixation • To do exercises 4 and 5 • To analyse the words in exercise 1 (page 47)		
Resources / Materials	• Student’s book (pages 47-48) • PC and LCD Projector •		
Homework	• Workbook (page 13)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 15 and 16

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations

Summary	• Correcting the homework • Reading the text “Britain’s boomerang kids” • Doing reading and listening exercises • Talking about the importance of choosing the right career		
Teaching aims	• To discuss the meaning of “boomerang kids” • To read a text to analyse its purpose, language and message • To listen to and identify specific information		
Activities / strategies	Ask the students: • To explain the meaning of boomerang • To read / listen to the text (page 50) • To complete the text with the missing information (page 50) • To discuss the purpose and context of the text • To do language and message exercises (page 51)	• To answer the questions in “Link up to you” orally • To listen to the audio texts and do exercise 1 (page 52) • To discuss the importance of having a career you like • To listen to a motivational speaker to complete the text	
Resources / Materials	• Student’s book (pages 50-52) • Audio CD 1 (Tracks 17-18 / 19-22) • PC and LCD Projector	• Teacher’s Resource Book (pages 55, 56, 133) • 20 AULA DIGITAL	
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 17

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations; Future

Summary	• Talking about the importance of the right career • Revising the future forms		
Teaching aims	• To listen to and identify specific information • To express the Future		
Activities / strategies	Ask the students: • To identify the difference between expressing future situation using <i>will</i> and <i>be going to</i> • To identify the Future with Present Simple, Present Continuous, <i>will</i> and <i>be going to</i> (page 53) • To do exercises 2-6 (pages 53-54)		
Resources / Materials	• Student’s book (pages 53-54) • PC and LCD Projector	• Teacher’s Resource Book (page 114)	
Homework	• Workbook – Future (page 14)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 18 and 19

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.2 My dreams and expectations

Contents: Teenage expectations

Summary	- Correcting the homework - Talking about student's choices after school - Writing an explanation		
Teaching aims	- To make an oral presentation - To write an explanation		
Activities / strategies	Ask the students: - To correct the homework - To prepare an oral presentation about their options after school (page 56) - To analyse the purpose and structure of an explanation - To draw an outline of the text which they will finish at home (page 57)		
Resources / Materials	- Student's book (page 55) - Appendix (page 229)	Teacher's Resource Book (page 104)	- PC and LCD Projector 20 AULA DIGITAL
Homework	- Writing link (page 55) - Formative test (page 56)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 20

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image

Summary	- Introducing the topic "My looks and likes" - Listening to a song by The Script and Will.i.am - Discussing the relation between fame and image		
Teaching aims	To discuss the positive/negative influence of celebrities on teenagers		
Activities / strategies	Ask the students: - To listen to a song and complete the gaps in the lyrics (page 57) - To explain the main message of the song - To discuss the importance of image for being famous - To answer the questions in exercise 3 - To read the text "Younger generation influenced by celebrities" (page 58) - To comment on the influence of celebrities on younger people by answering the questions in "Link up to you" (page 59)		
Resources / Materials	- Student's book (pages 57-58) - Audio CD 1 (Track 22)	Teacher's Resource Book (page 134)	- PC and LCD Projector .
Homework	- Student's book - Bring the dictionary to class	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 21 and 22

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image; False friends

Summary	• Correcting the homework • Identifying false friends • Learning about urban tribes		
Teaching aims	• To question the influence of celebrities on teenagers • To recognise false friends		
Activities / strategies	Ask the students: • To correct the homework • To explain what a false friend is using their own words • To analyse the example of false friends (page 60, exercise 1) • To complete the table (page 60) • To fill in the gaps (page 60) • To listen to the songs and match them to the tribes above, identifying them		
Resources / Materials	• Student's book (page 59-61) • PC and LCD Projector • 20 AULA DIGITAL • Audio CD 1 (Tracks 23-25)		
Homework	• Student's book (page 62) • Workbook – False friends (page 4)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 23

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image; Present Perfect Simple

Summary	• Correcting the homework • Revising the Present Perfect Simple		
Teaching aims	• To revise the use and form of the Present Perfect Simple		
Activities / strategies	Ask the students: • To correct the homework • To identify the Present Perfect Simple (page 63) • To do the exercises on pages 63-64		
Resources / Materials	• Student's book (pages 63-64) • Appendix – list of irregular verbs (page 239) • PC and LCD Projector •		
Homework	• Workbook – Present Perfect Simple (page 15)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 24 and 25

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image; Nouns with -er/-ist; Adjective degrees

Summary	- Correcting the homework - Talking about tattoos and piercings - Reading / listening to the text "The trouble with tattoos" - Forming new words with the suffixes -er/-ist		
Teaching aims	- To learn about the origin of tattoos and piercings - To form new words using the suffixes -er and -ist		
Activities / strategies	Ask the students: - To correct the homework - To describe the images on page 65 - To discuss the importance of piercings and tattoos for teenagers and celebrities - To answer the questions in 1 (page 65)	- To discuss the content of "Link up to you" orally - To listen to the text to complete it with the missing words (page 66) - To do the comprehension exercises (page 67) - To complete the table with the suitable nouns	
Resources / Materials	- Student's book (page 65-69) - Audio CD 1 (Track 26)	- PC and LCD Projector 20 AULA DIGITAL	
Homework	Workbook (page 5)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 26

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image

Summary	- Correcting the homework - Using comparatives and superlatives		
Teaching aims	To compare people, objects and places using comparatives and superlatives		
Activities / strategies	Ask the students: - To correct the homework - To compare piercings and tattoos using adjectives like <i>beautiful, expensive, funny</i>, etc. - To revise comparatives and superlatives - To do exercises on pages 68-69		
Resources / Materials	- Student's book (pages 68-69) - PC and LCD Projector		
Homework	Workbook – Adjectives (page 16)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 27 and 28

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image

Summary	• Listening to the text “Bottox addict” • Role-playing an everyday situation • Preparing a discussion text		
Teaching aims	• To listen to an audio text to choose the correct option • To question the growing importance of plastic surgery among teenagers • To role-play a situation between parents and their children • To recognise the structure of a discussion text		
Activities / strategies	Ask the students: • To listen to the text to choose the correct option • To identify the wrong words in the sentences • To discuss the ideas in “Link up to you”	• To join into pairs • To read the cue with the different situations (A/B) (page 71). Role-play the situations • To reread the text on page 66 • To recall the structure of a discussion by analysing page 71	
Resources / Materials	• Student’s book (pages 70-71) • Appendix (page 232) • Audio CD 1 (Track 28)	• PC and LCD Projector • 20 AULA DIGITAL • Teacher’s Resource Book (pages 79, 102)	
Homework	• Student’s book – Writing Link (page 71)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 29

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 1: The world of teens

1.3 My looks and likes

Contents: Teenage image

Summary	• Correcting the homework • Rewriting the discussion texts		
Teaching aims	• To write a discussion		
Activities / strategies	Ask the students: • To read the homework discussions • To correct the mistakes	• To rewrite the texts after correcting mistakes • To read the texts out loud in class	
Resources / Materials	• Student's book (pages 66-71) • PC and LCD Projector	• • Teacher's Resource Book (pages 146, 147, 150)	
Homework	• Workbook – Present Simple and Present Continuous (pages 7-8)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation
Notes	• Before the evaluation test, students may do the formative test on page 72 (student's book) and pages 19-22 (Workbook) as well as the self-evaluation test (Workbook, page 18). After the test and to close the unit the teacher may do the activities: <i>Link up to a film</i>, <i>Link up to the classics</i> and assign <i>Project work</i>.		

Lesson Plans 30 and 31

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

Lead in

Contents: A world of many languages/multilingualism; Idiomatic expressions

Summary	- Introducing the topic "A world of many languages" - Watching videos	- Expanding vocabulary: idioms with <i>language</i> - Identifying the use of English in different situations
Teaching aims	- To recognise the importance of languages in the communication process - To use images and paintings to elicit ideas	- To recognise the importance and use of the English language worldwide - To express one's own opinion on the topic
Activities / strategies	Ask the students: - To analyse the painting (page 78) and establish a relation between the painting and a quotation by Gerald Ford - To solve a multiple choice exercise about languages spoken in the world - To watch a video and fill in a table	- To match idioms with the word <i>language</i> with their corresponding meaning - To fill in a table with examples of countries that speak English from each continent - To identify situations in which English can be a useful tool of communication
Resources / Materials	- Student's book (pages 78-80) - PC and LCD Projector	20 AULA DIGITAL
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 32

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Student exchange programmes

Summary	- Correcting the homework - Introducing the topic "Young people on the move" - Discussing the importance of travelling to other places - Reading and understanding the text "Ready to go abroad?"	
Teaching aims	- To identify the reasons why people travel to other countries - To learn about student exchange programmes	- To explain expressions using one's own words without forgetting their original use - To share one's own opinion concerning exchange programmes
Activities / strategies	Ask the students: - To describe the picture (page 81) and discuss its content – class discussion - To order words to organise a quotation by Saint Augustine and discuss the picture (page 81)	- To identify reasons that lead people to travel - To read the text "Ready to go abroad?" (page 82) - To do the activities on page 83 (exercises 2-5) - To discuss opinions by answering the questions in "Link up to you"
Resources / Materials	- Student's book (pages 81-83) - PC and LCD Projector	Teacher's Resource Book (pages 57, 58, 80)
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 33 and 34

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Easily confused words; Article: definite, indefinite and zero articles

Summary	• Doing exercises on confusing words • Revising the articles		
Teaching aims	• To use the words <i>travel</i>, <i>journey</i>, <i>trip</i> and <i>voyage</i> correctly • To recall/learn how to use definite, indefinite and zero articles		
Activities / strategies	Ask the students: • To match easily confused words to their meaning • To complete sentences • To identify the use and form of definite and indefinite articles • To complete sentences with definite and indefinite articles • To identify the use of the zero article		
Resources / Materials	• Student's book (pages 84-87) • PC and LCD Projector • 20 AULA DIGITAL • Teacher's Resource Book (page 117)		
Homework	• Workbook (pages 23-27)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 35

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Student exchange programme

Summary	• Correcting the homework • Listening to a text and doing comprehension activities		
Teaching aims	• To recognise specific information while listening		
Activities / strategies	Ask the students: • To correct the homework • To analyse pictures on page 87 to identify the host country • To take notes while listening • To order activities while listening		
Resources / Materials	• Student's book (page 87) • Audio CD 1 (Tracks 35-36) • Teacher's Resource Book (page 92) • PC and LCD Projector		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 36

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Student exchange programme / studying abroad; Studying in the U.K. (London)

Summary	• Listening and reading comprehension activities	
Teaching aims	• To learn about student exchange programmes/studying abroad • To get to know more about the U.K. (location, culture, people...) • To explain expressions using own words without forgetting their original use • To have and share own opinion concerning the topic	
Activities / strategies	Ask the students: • To listen to/read the text and complete it with the missing information • To identify the text's purpose and content • To find synonyms • To explain expressions • To complete a chart with information from the text • To answer questions • To express their opinion on the topic "Link up to you"	
Resources / Materials	• Student's Book (pages 88-89) • Audio CD 1 (Track 38)¹	• PC and LCD Projector • 20 AULA DIGITAL
Homework		Assessment • Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 37 and 38

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Student exchange programme/studying abroad; Passive voice

Summary	• Introducing and practising the passive	
Teaching aims	• To use the passive and the active voice • To build a passive sentence with two-object verbs	
Activities / strategies	Ask the students: • To identify reasons for using the Passive voice • To identify the "four-step changes" of the Passive voice • To do a multiple choice activity	• To rewrite sentences • To complete sentences • To identify rules on how to build a passive sentence with two-object verbs
Resources / Materials	• Student's book (pages 90-91) • PC and LCD Projector	•
Homework	• Workbook (page 28)	Assessment • Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 39

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.1 Young people on the move

Contents: Student exchange programmes/Why learn languages?

The city of New York (The USA); Role-play a *Skype* conversation

A descriptive report

Summary	• Correcting the homework • Listening to a song by Alicia Keys • Improvising a <i>Skype</i> conversation – class role-play • Writing a descriptive report
Teaching aims	• To listen to a text to identify specific information • To perform a <i>Skype</i> conversation according to a given situation • To recognise and write a descriptive report
Activities / strategies	Ask the students: • To correct homework • To answer questions about the song <i>Empire State of Mind – Part 2</i> by Alicia Keys (page 62) • To listen to the song and identify icons of the city of New York • To complete expressions while listening • To discuss the ideas conveyed by the expressions • To organise a <i>Skype</i> conversation (pair work) (page 93) • To perform an oral <i>Skype</i> conversation • To identify the steps for the written production of a descriptive report
Resources / Materials	• Student's book (page 92-93) • Appendix (page 230) • Audio CD 1 (Track 38) • Workbook (page 28) • Teacher's Resource Book (pages 30, 31) • PC and LCD Projector • 20 AULA DIGITAL
Homework	• Writing a descriptive report (page 93) • Formative test (page 94)
Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Notes:

Lesson Plans 40 and 41

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Communicating with other people; Types of friendship; Blog related words

Summary	- Correcting the homework - Introducing the topic "Getting in touch" - Reading and discussing the message of a poem	- Reading and understanding the text "Cyber friendship <i>versus</i> Traditional friendship" - Doing exercises on blog related words – expanding vocabulary
Teaching aims	- To identify different forms of communication among teens - To learn vocabulary about friendship (cyber friendship vs traditional friendship) - To name the differences between cyber and traditional friendship - To recognise and use blog related words	
Activities / strategies	Ask the students: - To describe images (teens' daily activities) - To read the poem "One night on the net" - To discuss the message of the poem and relate it to the images - To answer the questions before reading the text	- To read the text "Cyber friendship vs Traditional friendship" - To match words from the text with their definitions - To explain expressions from the text - To identify the authors of the given statements - To match blog related words with their definitions
Resources / Materials	- Student's book (pages 95-97) - PC and LCD Projector	20 AULA DIGITAL
Homework	Workbook (page 23, exercise 3)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 42

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Modal verbs

Summary	- Correcting the homework - Introducing modal verbs - Practising the use of modal verbs	
Teaching aims	To use modal verbs in a correct way	
Activities / strategies	Ask the students: - To correct the homework - To identify/define modal verbs - To match sentences with the idea/function conveyed by the modal verbs	- To analyse the different meanings of modal verbs - To do multiple choice exercises - To complete sentences using a suitable modal verb
Resources / Materials	- Student's book (pages 98-99) - Workbook (page 29)	- PC and LCD Projector
Homework	Workbook – Modal verbs (page 29)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 43

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Social media; Fine arts; Music

Summary	- Correcting the homework - Talking about forms of fine arts	- Listening to the song <i>Hollywood</i> by Madonna - Listening to Madonna's biography
Teaching aims	- To recognise the eight types of fine arts - To exchange ideas concerning fine arts - To speculate about the content of a song	- To recognise music as an important vehicle for the spread of the English language - To listen to and recognise a biography - To listen to a text to identify specific information
Activities / strategies	Ask the students: - To correct the homework - To express opinion about a sentence - To analyse pictures to identify the most common files shared among teens - To speculate about the content of a song	- To express opinions on the topic - To answer questions before listening to the song - To listen to the song and choose the correct words - To fill in a card on Madonna's biography
Resources / Materials	- Student's book (pages 100-101) - Audio CD 1 (Tracks 39-40)	- PC and LCD Projector 20 AULA DIGITAL
Homework		Assessment
		Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 44 and 45

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Biography

Summary	- Listening to and reading the text "Jennifer Lopez" - Doing vocabulary and comprehension exercises	
Teaching aims	- To listen to/read and recognise a biography - To listen to/read a text to identify specific information - To identify the purpose of a biography	
Activities / strategies	Ask the students: - To answer a question to share information - To listen to/read the text "Jennifer Lopez"	- To identify the purpose of a biography - To express opinion on the topic (page 103) - To skim the text to find specific information
Resources / Materials	- Student's book (pages 102-103) - Audio CD 1 (Track 41)	- PC and LCD Projector
Homework		Assessment
		Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 46 and 47

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Easily confused words; Gerund/-ing and the To + Infinitive

Summary	- Identifying easily confused words - Introducing and practicing the use of the Gerund/-ing and the To + Infinitive		
Teaching aims	- To identify easily confused words and use them in the right context - To learn how to use the Gerund/-ing and the To + Infinitive		
Activities / strategies	Ask the students: - To match easily confused words with the corresponding definition - To complete sentences - To identify when to use the Gerund and the To + Infinitive - To complete a table - To form the Gerund of the verbs given - To identify verbs/expressions normally followed by a verb in the Gerund/-ing form - To identify verbs/expressions which require the use of the To + Infinitive - To choose the correct option - To complete sentences		
Resources / Materials	- Student's book (pages 105-106) - Workbook (page 30) - Teacher's Resource Book (page 120) 20 AULA DIGITAL		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Notes:

Lesson Plans 48 and 49

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.2 Getting in touch

Contents: Interview; Recount (biography)

Summary	• Role-playing an interview • Writing a biography • Revising the grammar and the vocabulary contents of sub unit 2.2		
Teaching aims	• To organise and perform a role-play (interview) • To use the English language to communicate in a specific situation (interview) • To write a recount about someone's life • To recall the vocabulary learned (easily confused words) in this sub unit • To recall the grammar learned in this sub unit		
Activities / strategies	Ask the students: • To work in pairs • To choose a celebrity to interview • To search for information about the celebrity's life • To organise and perform an interview for the class • To organise and write a recount/biography following the steps given		
Resources / Materials	• Student's book (pages 106-107) • PC and LCD Projector • Teacher's Resource Book (page 99) • 20 AULA DIGITAL		
Homework	• Formative test (page 108) • Writing Link (page 107)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Notes:

Lesson Plan 50

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language

Summary	- Correcting the homework - Introducing the topic "English language"	- Listening to the song <i>Talk</i> by Coldplay - Having a class discussion
Teaching aims	- To learn/recall vocabulary about <i>language</i> - To express ideas by taking part in a discussion	
Activities / strategies	Ask the students: - To correct the homework - To listen to the song and to replace the wrong words	- To discuss specific information - To read a proverb and answer the questions on it
Resources / Materials	- Student's book (page 109) - Audio CD 1 (Track 42) - Teacher's Resource Book (page 50)	- PC and LCD Projector 20 AULA DIGITAL
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 51 and 52

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language; Statistics

Summary	- Reading comprehension exercises - Expanding vocabulary (English language and statistics)	
Teaching aims	- To learn/recall vocabulary about language - To recognise the importance of learning English	- To express opinion using the English language - To learn and use words/expressions concerning statistics correctly
Activities / strategies	Ask the students: - To read the text "English around the world" (page 110) - To explain expressions using their own words - To complete sentences according to the texts - To express an opinion concerning the topic by answering questions - To recognise vocabulary about statistics (page 112, exercises 2 and 3)	
Resources / Materials	- Student's book (pages 110-112) - PC and LCD Projector	Teacher's Resource Book (page 59, 60)
Homework	- Student's book – Exercises 4 and 5 on page 112 - Workbook (page 26, exercises 8 and 2 9)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 53

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language; Statistics; Connectors (addition, contrast, time, result, purpose, cause)

Summary	• Correcting the homework • Watching a video about “The importance of the English language worldwide” • Exchanging ideas on the issue		
Teaching aims	• To learn/recall vocabulary about language • To recognise the importance of learning English worldwide • To learn and use words/expressions concerning numbers and figures correctly • To listen to a text to identify specific information • To express opinion using the English language • To link sentences using an appropriate connector		
Activities / strategies	Ask the students: • To correct the homework • To watch the short video “English language in the world” and identify figures/countries according to the specific information provided • To listen to the importance of English • To match information to the corresponding speaker • To state a position – class discussion about the importance of English • To introduce the most common connectors by means of a PowerPoint presentation		
Resources / Materials	• Student’s book (pages 112-113) • Audio CD 1 (Track 14) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Notes:

Lesson Plans 54 and 55

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: Connectors of contrast; English language (learning techniques); Argumentative text

Summary	- Introducing and practising connectors of contrast - Doing listening and reading activities	- Identifying different ways/techniques of learning English as a second language - Having a discussion about the topic
Teaching aims	- To learn/recall vocabulary about language - To recognise the importance of learning English as a second language - To complete sentences	- To identify different techniques of learning English as a second language - To identify the purpose of an argumentative text - To engage in a discussion using the English language
Activities / strategies	Ask the students: - To complete the text while reading and listening to it - To identify the purpose and the content of the text - To find synonyms	- To complete a table - To answer questions - To express opinion by answering the questions in "Link up to you"
Resources / Materials	- Student's book (pages 114-117) - Audio CD 1 (Track 44) - Teacher's Resource Book (pages 81, 122)	- PC and LCD Projector 20 AULA DIGITAL
Homework	Workbook (page 31)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 56

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language; British English and American English; Varieties of English

Summary	- Analysing the differences between British English and American English - Identifying varieties of English		
Teaching aims	- To learn/recall vocabulary about language - To learn the differences between British and American English (vocabulary, spelling, grammar and pronunciation) - To identify varieties of English		
Activities / strategies	Ask the students: - To match words in British English with the corresponding word in American English - To complete a table - To analyse differences in spelling and identify if the words referred to correspond to BrE or AmE	- To rewrite sentences - To read sentences/practise pronunciation - To acknowledge other varieties of English by identifying them (page 120)	
Resources / Materials	- Student's book (pages 118-120) - PC and LCD Projector	- Teacher's Resource Book (page 136)	
Homework	Workbook – British English and American English (page 32)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 57

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language; The best way to learn a foreign language; Argumentative text

Summary	• Correcting the homework • Role-playing a dialogue • Writing an argumentative text		
Teaching aims	• To learn/recall vocabulary about varieties of English • To express ideas using the English language (role-play) • To write an argumentative text according to a given situation		
Activities / strategies	Ask the students: • To correct the homework • To organise the role-play activity (pair work)	• To perform the role-play (dialogue) to the class • To read and analyse the steps to write an Argumentative text (page 121)	
Resources / Materials	• Student's book (page 121) • PC and LCD Projector • 20 AULA DIGITAL • Teacher's Resource Book (page 102)		
Homework	• Writing activity (page 121) • Formative test (page 122) • Watching or reading information about the film <i>The King's Speech</i>	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 58 and 59

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 2: A world of many languages

2.3 English language

Contents: English language

Summary	• Correcting the homework • Assigning project work	• Watching/talking about the film <i>The King's Speech</i> • Listening to some classics
Teaching aims	• To learn/recall vocabulary about language • To identify specific information while viewing a film	• To comment on a film • To widen cultural knowledge concerning music
Activities / strategies	Ask the students: • To correct the homework • To complete a table • To find information about specific issues	• To fill in the gaps • To identify singers and find a possible relation between them
Resources / Materials	• Student's book (pages 122-125) • PC and LCD Projector	• • Teacher's Resource Book (pages, 159, 163, 167)
Homework	• Workbook – Present Simple and Present Continuous (pages 7-8)	Assessment • Direct observation, punctuality, behaviour, attentiveness and participation
Notes	• Before the evaluation test, students may do the formative test on page 22 (student's book) and pages 36-40 (Workbook) as well as the self-evaluation test (Workbook, page 35). After the test and to close the unit the teacher may do the activities: <i>Link up to a film</i>, <i>Link up to the classics</i> and assign <i>Project work</i>.	

Lesson Plan 60

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media

Summary	- Introducing the topic "Media and global communication" - Listening to the song <i>Paparazzi</i>, by Lady Gaga		
Teaching aims	- To identify the different media - To express opinions		
Activities / strategies	Ask the students: - To discuss the meaning of the word "Paparazzi" and its origin - To listen to the song to complete the lyrics (page 128) - To discuss the advantages and disadvantages of each media through the information in the chart in exercise 5 - To think about the use of social networks and analyse the graph (page 130)		
Resources / Materials	- Student's book (pages 128-130) - Audio CD 1 (Track 54) - Teacher's Resource Book (page 137) 20 AULA DIGITAL		
Homework	Student's book Exercise 7 on page 130	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 61 and 62

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media

Summary	- Correcting the homework - Reading the text "Press destroyed my career" - Doing comprehension exercises		
Teaching aims	- To be aware of the influence of mass media on celebrities' lives - To read a text to select specific information		
Activities / strategies	Ask the students: - To describe the images (page 131) - To discuss the influence of the media on celebrities' lives - To read the text and do the comprehension activities (pages 132-133) - To use the questions in "Link up to you" to express their opinion on the topic		
Resources / Materials	- Student's book (pages 131-133) - PC and LCD Projector - Teacher's Resource Book (page 83)		
Homework	Student's book Exercise on page 134	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 63

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media; Connectors of purpose

Summary	- Correcting the homework – Media related words - Using connectors of purpose		
Teaching aims	To use connectors of purpose to express aims, goals and objectives		
Activities / strategies	Ask the students: - To correct the homework - To analyse the connectors on page 135 and acknowledge their use - To do exercises 2-4 - To correct the exercises		
Resources / Materials	- Student's book (page 135) - PC and LCD Projector 20 AULA DIGITAL - Teacher's Resource Book (page 121)		
Homework	Workbook – Connectors of purpose (page 46)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 64 and 65

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media; Newspaper articles

Summary	- Correcting the homework - Reading and listening to the article "woman tried to burn down house (...)" - Learning the structure of a newspaper article		
Teaching aims	- To learn the structure of a newspaper article - To distinguish between quality papers and tabloids - To learn how to write newspaper headlines		
Activities / strategies	Ask the students: - To correct the homework - To analyse different types of newspapers (page 136) - To check if they understand the difference between quality and popular newspapers - To listen to the newspaper article and complete it - To discuss the content of the text and do exercise 9 (page 136) - To answer "Link up to you" questions - To distinguish between the different parts of a newspaper article (page 137)		
Resources / Materials	- Student's book (pages 136-139) - Workbook (page 44) - Audio CD 1 (Track 54) - PC and LCD Projector - Teacher's Resource Book (pages 93, 138)		
Homework	Workbook – Types of crimes (page 42, exercise 5)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 66 and 67

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media; Prepositional verbs and phrasal verbs

Summary	- Correcting the homework – Types of crimes - Using prepositional verbs and phrasal verbs		
Teaching aims	- To learn the vocabulary about different types of crimes - To use prepositional verbs - To distinguish between prepositional verbs and phrasal verbs		
Activities / strategies	Ask the students: - To correct the homework - To relate the crime mentioned in the newspaper article to the topic and do exercises 1 and 2 on page 140 - To read the sentence (page 141) and explain the formation of prepositional verbs - To do the sentence completion activities (page 141) - To introduce phrasal verbs and distinguish them from prepositional verbs (page 142)		
Resources / Materials	- Student's book (pages 140-142) - PC and LCD Projector 20 AULA DIGITAL - Teacher's Resource Book (pages 122,123)		
Homework	Workbook – Prepositional verbs and Phrasal verbs (pages 47-48)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 68

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media; Newspaper articles

Summary	- Correcting the homework - Role-playing a situation on the radio/TV - Writing a newspaper article		
Teaching aims	- To role-play a radio news bulletin/TV documentary - To write a newspaper article		
Activities / strategies	Ask the students: - To correct the homework - To organise themselves in groups to prepare the speaking activity (page 143) - To role-play their task - To revise the structure of a newspaper article (page 143)		
Resources / Materials	- Student's book (page 143) - PC and LCD Projector - Teacher's Resource Book (page 103)		
Homework	Student's book — Writing link (page 143)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 69

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.1 The world of media

Contents: Mass media

Summary	• Rewriting the newspaper articles written by the students in the previous lesson		
Teaching aims	• To rewrite a text		
Activities / strategies	Ask the students: • To organise themselves in groups • To rewrite their newspaper articles after the correction • To discuss where the news might be found: in a popular or quality newspaper • To read the articles to the class		
Resources / Materials	• Student's book (page 143) • Newspaper articles • Teacher's Resource Book (pages 63, 159, 163, 167) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation
Notes	• The teacher may ask the students to do "Link up to what you have learned" (page 144) before doing the formative test.		

Lesson Plan 70

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet

Summary	• Listening to the song <i>Now Generation</i>, by the Black Eyed Peas • Reading a text about the pros and cons of the internet		
Teaching aims	• To discuss the power of the internet nowadays • To be aware of the pros and cons of the internet		
Activities / strategies	Ask the students: • To listen to the song to underline the correct words (page 145) • To read the text and note down the negative side of the internet (page 146) • To do comprehension exercises 2-6 (page 147)		
Resources / Materials	• Student's book (pages 145-147) • Audio CD 1 (Track 56) • Teacher's Resource Book (pages 30, 31) • PC and LCD Projector		
Homework	• Student's book – Exercises 7 and 8 page 147	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 71 and 72

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet; Past Perfect Simple vs Past Simple

Summary	- Correcting the homework - Comparing the Past Simple with the Past Perfect Simple - Reading about the history of the internet		
Teaching aims	- To revise the Past Perfect Simple - To distinguish between the Past Simple and the Past Perfect Simple - To get to know the history of the internet		
Activities / strategies	Ask the students: - To correct the homework (page 147) - To read sentence in 1. (page 147) to revise the Past Perfect Simple - To do the activities on page 148 and correct them - To identify the images (page 149) and to do the suggested research in groups - To solve the crossword (page 150)		
Resources / Materials	- Student's book (pages 148-150) - PC and LCD Projector 20 AULA DIGITAL		
Homework	Workbook – Past Perfect Simple (page 52)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 73 and 74

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet; Reported Speech

Summary	- Correcting the homework - Listening to a radio show excerpt - Introducing Reported Speech		
Teaching aims	To report what other people say		
Activities / strategies	Ask the students: - To correct the homework - To do the listening activity on page 151 - To revise Reported Speech and do the activities		
Resources / Materials	- Student's book (pages 152-153) - Audio CD 1 (Tracks 57-61) - PC and LCD Projector		
Homework	Workbook – Reported Speech (page 50)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 75

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet; Reported speech

Summary	- Correcting the homework - Reporting questions		
Teaching aims	- To report what other people say - To report questions		
Activities / strategies	Ask the students: - To correct the homework - To explain the transformations when reporting questions (page 152) - To identify the difference between <i>wh-</i> questions and yes/no questions - To report the questions and correct them (page 153)		
Resources / Materials	- Student's book (page 153) - PC and LCD Projector 20 AULA DIGITAL		
Homework	Workbook – Reported Speech (pages 51)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 76

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet; Reported speech

Summary	- Correcting the homework - Reading and listening to an argumentative text - Doing comprehension exercises		
Teaching aims	- To recognise an argumentative text - To listen to identify specific information		
Activities / strategies	Ask the students: - To correct the homework - To listen to the text "TV will save the world" to complete the missing expressions - To do exercises on the language and message of the text - To discuss the importance of television by answering to "Link up to you"		
Resources / Materials	- Student's book (pages 154-155) - Audio CD 1 (Track 62) - PC and LCD Projector		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 77 and 78

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet; Reported speech – orders and requests

Summary	• Distinguishing easily confused words • Reporting orders and requests • Watching a short film		
Teaching aims	• To learn easily confused words • To report orders and requests		
Activities / strategies	Ask the students: • To analyse differences between verbs concerning vision (page 156) • To acknowledge the difference by doing exercise 2 • To read the poem and answer the questions (page 156) • To explain the changes when reporting orders/requests • To solve exercises 2-5 on page 157		
Resources / Materials	• Student's book (pages 156-157) • Teacher's Resource Book (page 124) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 79

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.2 The power of the internet

Contents: The internet

Summary	• Making a short oral presentation • Writing an argumentative text		
Teaching aims	• To make a 5-minute oral presentation • To write an argumentative text		
Activities / strategies	Ask the students: • To prepare the presentation suggested on page 159 and to volunteer to do it • To analyse the structure of an argumentative text • To make the outline of an argumentative text in small groups (page 159)		
Resources / Materials	• Student's book (page 159) • Student's book – Appendix (page 228) • PC and LCD Projector •		
Homework	• Student's book Writing link (page 159)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation • Argumentative texts

Lesson Plan 80

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics; Cybercrimes

Summary	• Discussing the meaning of online ethics • Reading a text about software piracy		
Teaching aims	• To learn about computer ethics • To become aware of common cybercrimes		
Activities / strategies	Ask the students: • To discuss the meaning of words and principles related to ethics • To do exercise 3 on page 161 and discuss its correction • To read the text "What is software piracy?" • To do the language exercises 2-4 (page 163)		
Resources / Materials	• Student's book (pages 161-163) • Teacher's Resource Book (pages 66, 67, 85, 93) • PC and LCD Projector • 20 AULA DIGITAL		
Homework	• Student's book – Exercise 5 (page 163)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 81 and 82

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.



45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics; Defining and non-defining relative clauses

Summary	• Correcting the homework • Learning vocabulary on cybercrimes • Introducing relative clauses		
Teaching aims	• To use defining and non-defining relative clauses		
Activities / strategies	Ask the students: • To correct the homework • To express their opinion about the questions in "Link up to you" • To identify cybercrimes on page 164 and match them with their definitions • To explain the difference between defining and non-defining relative clauses using the tables on page 165 • To do the gap filling exercises (page 165) • To do the exercises on page 166 • To correct the exercises		
Resources / Materials	• Student's book (pages 164-166) • Teacher's Resource Book (page 125) • PC and LCD Projector •		
Homework	• Workbook – Relative clauses (page 52)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 83

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics

Summary	- Correcting the homework - Listening to the song <i>Every breath you take</i> by Sting		
Teaching aims	- To listen to a song to check information - To learn about online security		
Activities / strategies	Ask the students: - To correct the homework - To name some songs in case the students know the singer - To complete the songs with rhyming words - To check the rhymes by playing the song and identify the message - To do the other listening activities on online security (page 167, exercise 4) - To debate the dangers of not being careful concerning the net		
Resources / Materials	- Student's book (page 167) - Audio CD 1 (Tracks 63-64) - PC and LCD Projector 20 AULA DIGITAL		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 84 and 85

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics; Social networks

Summary	- Reading/listening to a text on <i>Facebook</i> - Doing comprehension activities - Learning <i>Facebook</i> facts		
Teaching aims	- To learn about the advantages and disadvantages of social networks - To read a text to analyse its structure		
Activities / strategies	Ask the students: - To share opinions about <i>Facebook</i> - To listen to the text and complete it with the missing words - To discuss the content - To analyse the purpose of an explanation with the students - To identify the topic, the writer and the origin of the text - To do the language and message exercises - To answer the "Link up to you" orally - To discuss the importance of <i>Facebook</i>		
Resources / Materials	- Student's book (pages 168-170) - PC and LCD Projector PC and LCD Projector - Audio CD 1 (Track 65)		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 86

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics; Conditional clauses – First and second

Summary	- Correcting the homework - Revising first and second conditionals		
Teaching aims	To write about possible and unreal situations using conditional clauses		
Activities / strategies	Ask the students: - To correct the homework - To revise first conditionals for possible situations and second conditionals for unreal/improbable situations - To solve exercises (2-5) on the conditionals (page 171)		
Resources / Materials	- Student's book (pages 168-171) - PC and LCD Projector 20 AULA DIGITAL		
Homework	Workbook – Conditional clauses (page 53)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 87 and 88

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics; Conditional clauses – Third

Summary	- Correcting the homework - Introducing third conditionals - Role-playing a situation		
Teaching aims	- To write about impossible situations using third conditionals - To role-play a situation		
Activities / strategies	Ask the students: - To correct the homework - To identify third conditionals to refer to irreversible situations in the past - To do in pairs the activities on page 172 - To organise themselves into small groups to prepare the speaking activity which will be presented in the following class (page 173)		
Resources / Materials	- Student's book (pages 172-173) - Workbook (page 51) - Teacher's Resource Book (page 126) - PC and LCD Projector		
Homework	Workbook – Conditional clauses (page 54)	Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 89

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 3: Media and global communication

3.3 Ethics

Contents: Ethics

Summary	- Correcting the homework - Role-playing the situations started in the previous class - Writing an explanation	
Teaching aims	- To role-play a situation - To write an explanation	
Activities / strategies	Ask the students: - To correct the homework - To present the sketches they prepared	- To analyse the structure of the explanation text page 186 - To organise an explanation (page 173) on the board to write it as a homework
Resources / Materials	- Student's book (pages 173) - Teacher's Resource Book (page 104)	- PC and LCD Projector 20 AULA DIGITAL
Homework		Assessment - Direct observation, punctuality, behaviour, attentiveness and participation - Student's role-plays
Notes	Before the evaluation test, students may do the formative test on page 174 (student's book) and pages 57-60 (Workbook) as well as the self-evaluation test (Workbook, page 56). After the test and to close the unit the teacher may do the activities: <i>Link up to a film</i>, <i>Link up to the classics</i> and assign <i>Project work</i>.	

Lesson Plans 90 and 91

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

Lead In

Contents: The world of technologies; Space exploration

Summary	- Introducing the topic "The world of technology" - Reading and commenting on a cartoon - Watching the short film "Mankind is no Island" - Having a class discussion - Answering a quiz about space exploration	
Teaching aims	- To learn/recall vocabulary about technology - To comment on a cartoon/film - To widen cultural knowledge concerning technology - To identify specific information while watching a short film - To take part in a class discussion - To answer a quiz about space exploration	
Activities / strategies	Ask the students: - To express knowledge about older versions of daily objects (page 180) - To describe a cartoon and identify its message (page 180) - To find out the relation between mobile phones and present day communication process	- To watch the film and do the while-watching activities – complete the text using the words given (page 181) - To discuss the message of the poem and the questions asked - To do the quiz (page 182)
Resources / Materials	- Student's book (pages 180-182) - Teacher's Resource Book (page 139)	PC and LCD Projector
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 92

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: The world of technologies

Summary	• Introducing the topic “Life-changing technologies” • Identifying the changes brought about by new technologies into people’s lives • Expanding vocabulary • Reading and understanding the text “Breakfast can wait”		
Teaching aims	• To learn/recall vocabulary about technologies • To describe a picture and comment on it • To widen cultural knowledge concerning technologies • To recognise the changes brought about by technologies into people’s lives • To take part in a class discussion • To read and understand a text		
Activities / strategies	Ask the students: • To describe the pictures and to comment on the statement • To complete a diagram (page 183) • To read the text (page 184) • To do the comprehension activities 2-5 • To discuss the topics/questions in “Link up to you”		
Resources / Materials	• Student’s book (pages 183-185) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Notes:

Lesson Plan 93

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: The world of technologies; Future Continuous

Summary	• Listening to the TV programme about the future • Talking about changes taking place in the next 100 years • Introducing and practising the Future Continuous		
Teaching aims	• To learn/recall vocabulary about technologies • To identify specific information while listening to a text/TV programme • To describe actions that will be in progress at a certain time in the future (making predictions)		
Activities / strategies	Ask the students: • To describe the pictures (page 186) • To discuss how things will change in the next 100 years • To listen to the text and complete the table • To listen to the text and answer the questions • To read the sentences – identify the structure • To complete the sentences • To make predictions • To complete sentences using the future simple or the future continuous		
Resources / Materials	• Student's book (pages 186-187) • PC and LCD Projector • Teacher's Resource Book (page 86) • Audio CD 2 (Tracks 2-3) • 20 AULA DIGITAL		
Homework	• Workbook (page 66)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 94 and 95

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: The world of technologies; Technological areas (vocabulary)

Summary	• Correcting the homework • Reading and listening to: "Top 6 ways technology changed learning" • Doing vocabulary and comprehension exercises • Having a class discussion • Expanding vocabulary		
Teaching aims	• To learn/recall vocabulary about technologies • To recognise the importance of technology • To give an opinion about further technological developments • To participate in a discussion using the English language		
Activities / strategies	Ask the students: • To read the text and match the headings to the paragraphs • To listen the text and order the paragraphs • To do the comprehension activities 3-5 • To perform a class discussion about the questions in "Link to to you" • To identify different technological areas based on the pictures (page 190)		
Resources / Materials	• Student's book (pages 188-190) • PC and LCD Projector • PC and LCD Projector • Audio CD 2 (Track 4) •		
Homework	• Workbook Exercise 3 (pages 61-62)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 96

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: The world of technologies

Summary	• Correcting the homework • Preparing a five-minute oral presentation about future jobs		
Teaching aims	• To learn/recall vocabulary about technologies • To recognise the importance of technology • To prepare a five-minute oral presentation		
Activities / strategies	Ask the students: • To correct the homework • To prepare the speaking activity (page 191) • To perform the speaking activity		
Resources / Materials	• Student's book (page 191) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 97 and 98

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: The world of technologies; Recount

Summary	• Concluding the previous lesson's summary – oral presentation/speaking • Writing a recount		
Teaching aims	• To learn/recall vocabulary about technologies • To recognise the importance of technology • To predict future inventions • To write a recount		
Activities / strategies	Ask the students: • To recall the structure of a recount • To write the recount on page 191 • To read the written texts/recounts out loud		
Resources / Materials	• Student's book (page 191) • PC and LCD Projector • Teacher's Resource Book (page 99)		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 99

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.1 Life-changing technologies

Contents: Future Continuous; Future Simple; Technological areas

Summary	Doing consolidation exercises	
Teaching aims	- To distinguish between the Future Continuous and the Future Simple - To recognise and use words referring to technological areas correctly - To practise vocabulary and structures learnt	
Activities / strategies	Ask the students: - To complete sentences using future forms (page 192) - To write sentences in the Future Continuous - To choose the right future form to complete sentences	
Resources / Materials	- Student's book (page 192) - PC and LCD Projector	- Teacher's Resource Book (page 127) 20 AULA DIGITAL
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 100 and 101

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: New technological inventions

Summary	- Introducing the topic "Living in a high tech world" - Watching a film on the "History of technology in education"	- Reading and understanding the text "21st Century Ailments" - Sharing ideas/opinions on the topic
Teaching aims	- To recognise the importance of technology - To identify and discuss technological hazards - To express own opinion using the English language	
Activities / strategies	Ask the students: - To describe and discuss the content of the images (page 193) - To watch the short film and write a list of the gadgets mentioned	- To identify a future device which might revolutionise the whole learning process - To read the text (page 194) - To do the comprehensive activities 3-6 (page 195) - To discuss the questions in "Link up to you"
Resources / Materials	- Student's book (pages 194-195) - PC and LCD Projector	
Homework		Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 102 and 103

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Easily confused words

Summary	- Expanding vocabulary – easily confused words - Listening to a classroom conversation	- Listening to the poem “In the future” - Having a class discussion
Teaching aims	- To recognise the importance of technology - To correctly use easily confused words and collocations using the word disease	- To identify specific information while listening to a text - To take part in a class discussion
Activities / strategies	Ask the students: - To match the words with the corresponding meaning - To choose the correct word - To fill in the gaps	- To listen to a conversation and complete the chart - To listen to the poem - To discuss ideas about the poem
Resources / Materials	- Student’s book (page 196) - PC and LCD Projector	20 AULA DIGITAL
Homework	Workbook – Exercises 4-6 (page 62)	Assessment Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 104

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Past/Present gadgets

Summary	• Correcting the homework • Identifying past and present gadgets • Expressing past and present habits using the structures used <i>to / be used to</i>.		
Teaching aims	• To recognise the importance of technology • To compare past objects and inventions with their present equivalents • To express past and present habits		
Activities / strategies	Ask the students: • To correct homework • To describe the gadgets portrayed by the pictures (page 198) • To analyse the sentences and answer the questions (page 199) • To analyse the chart • To choose the best option		
Resources / Materials	• Student's book (pages 198-199) • PC and LCD Projector	• • Teacher's Resource Book (pages 73, 74)	
Homework	• Workbook (page 67)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 105 and 106

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Past/Present gadgets; Used to and Be used to

Summary	• Correcting the homework • Reading and listening to texts on the future of healthcare • Having a class discussion		
Teaching aims	• To recognise the importance of technology • To express predictions concerning the future • To identify specific information while listening to a text • To express opinion using the English language		
Activities / strategies	Ask the students: • To correct the homework • To listen to text A and fill in the gaps • To complete text B while listening • To place the missing sentences in text C	• To do the comprehension exercises 2-5 (page 201) • To have a class discussion about the questions in "Link up to you"	
Resources / Materials	• Student's book (pages 199-201) • Audio CD 2 (Tracks 7-9)	• Teacher's Resource Book (pages 71, 73)	• PC and LCD Projector • 20 AULA DIGITAL
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 106 and 107

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Adjectives ending in *-ed* and *-ing*; Role-play; Exposition

Summary	• Introducing and practising adjectives ending in <i>-ed</i> and <i>-ing</i> • Organising and performing a role-play		
Teaching aims	• To use adjectives ending in <i>-ed</i> and <i>-ing</i> correctly • To talk about the past and present • To organise and perform a speaking activity		
Activities / strategies	Ask the students: • To identify adjectives ending in <i>-ed</i> and <i>-ing</i> (page 202) • To choose the correct option • To analyse information about the structure	• To choose the correct adjectives • To complete sentences • To organise the speaking activity (page 203) • To perform the speaking activity	
Resources / Materials	• Student's book (pages 202-203) • PC and LCD Projector	•	
Homework	• Workbook (page 68)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 108

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Exposition

Summary	• Correcting the homework • Writing an exposition	
Teaching aims	• To practise the vocabulary learnt • To recognise and write an exposition	
Activities / strategies	Ask the students: • To correct the homework • To draw the outline of an exposition • To write an exposition	
Resources / Materials	• Student's book (page 203) • Dictionary • Teacher's Resource Book (page 105)	• PC and LCD Projector • 20 AULA DIGITAL
Homework		Assessment • Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 109

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.2 Living in a high tech world

Contents: Revision work

Summary	• Doing consolidation exercises	
Teaching aims	• To consolidate all contents learnt	
Activities / strategies	Ask the students: • To choose the correct option (-ed / -ing) • To identify the mistakes • To underline the right answer • To fill in the gaps • To complete the sentences with a suitable word	
Resources / Materials	• Student's book (page 204) • PC and LCD Projector	• Teacher's Resource Book (pages 87, 128)
Homework		Assessment • Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 110

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Other worlds

Summary	• Correcting the homework • Introducing the topic "Other worlds"		
Teaching aims	• To identify the meaning of the words <i>virtual reality</i>, <i>digital cities</i> and <i>space tourism</i> • To take part in a discussion using the English language		
Activities / strategies	Ask the students: • To analyse the words given • To match the sentences with the corresponding expression • To write a definition based on the information provided		
Resources / Materials	• PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 111 and 112

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Augmented and virtual reality; False friends

Summary	• Reading the text "Augmented Reality vs Virtual Reality" • Sharing ideas on the topic • Solving exercises on false friends		
Teaching aims	• To distinguish augmented reality from virtual reality • To express ideas using the English language • To recognise the existence of false friends		
Activities / strategies	Ask the students: • To read the text • To complete the definitions • To explain the statements • To answer the questions		
Resources / Materials	• Student's book (pages 206-208) • PC and LCD Projector		
Homework	• Workbook (page 63)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 113

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Verb tenses; Spinoffs

Summary	- Correcting the homework - Reviewing verb tenses - Listening to texts about the advances in technology		
Teaching aims	- To recognise and use verb tenses correctly - To identify specific information while listening to a text		
Activities / strategies	Ask the students: - To correct the homework - To complete the text with verb tenses (page 209) - To listen to the text to do activities 1 and 2 (page 210)		
Resources / Materials	- Student's book (pages 209-210) - Audio CD 2 (Tracks 10-11) - Teacher's Resource Book (page 129) - PC and LCD Projector 20 AULA DIGITAL		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 114 and 115

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Spinoffs; Technological advances, Space exploration, Space tourism

Summary	- Talking about spinoffs - Listening to and reading the text: "Space Tourism" - Expanding vocabulary - Sharing ideas about the topic		
Teaching aims	- To recognise and use verb tenses correctly - To identify specific information while listening to a text - To acknowledge the importance of technological advances and space exploration - To give opinion about space tourism		
Activities / strategies	Ask the students: - To read the definition about spinoffs - To give examples of spinoffs - To complete the texts - To do the pre-listening activity - To listen to the text and identify wrong information - To list all the expressions with "space" - To say what the words refer to - To find evidence for this - To complete the sentences - To perform a class discussion about the theme by answering the questions in "Link up to you"		
Resources / Materials	- Student's book (pages 211-213) - Audio CD 2 (Track 12) - Teacher's Resource Book (page 88) - PC and LCD Projector		
Homework		Assessment	Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plan 116

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Grammar revision; NA SA Space Agency

Summary	• Correcting the homework • Doing consolidation exercises on verb tenses and phrasal verbs • Organising and performing a role-play		
Teaching aims	• To recognise the different verb tenses and use them correctly according to the context • To organise a role-play • To role-play a situation using the English language		
Activities / strategies	Ask the students: • To rephrase the sentences (page 214) • To complete the text with a suitable phrasal verb	• To organise the role-play • To perform the role-play	
Resources / Materials	• Student's book (pages 214-215) • PC and LCD Projector • 20 AULA DIGITAL		
Homework		Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Lesson Plans 117 and 118

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min. 45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Exposition

Summary	• Organising and writing an exposition • Doing consolidation exercises • Explaining and organising a project		
Teaching aims	• To write an exposition • To recognise and use the grammar structures and vocabulary learnt correctly • To work in a group		
Activities / strategies	Ask the students: • To organise and write an exposition • To complete the sentences • To fill in the gaps • To rephrase the sentences	• To finish the sentences • To choose the correct way to complete the sentences • To organise in groups • To identify the project wanted and to organise the project work (page 217)	
Resources / Materials	• Student's book (pages 215-216) • PC and LCD Projector	• • Teacher's Resource Book (page 105)	
Homework	• Workbook – Present Simple and Present Continuous (pages 7-8)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation
Notes	• Before the evaluation test, students may do the formative test on page 216 (student's book) and pages 73-76 (Workbook) as well as the self-evaluation test (Workbook, page 72). After the test and to close the unit the teacher may do the activities: <i>Link up to a film</i>. <i>Link up to the classics</i> and assign <i>Project work</i>.		

Lesson Plan 119

School _____

Class _____ Date ____/____/____

Lesson No. _____



45 min.

UNIT 4: The world of technology

4.3 Other worlds

Contents: Technological advances; Outer space

Summary	• Correcting the homework (before watching activity) • Talking about the film <i>Surrogates</i> • Doing while and after watching activities • Sharing ideas about classics related to the topic outer space/space exploration		
Teaching aims	• To identify specific information while watching a film • To improve student's cultural knowledge • To convey opinion		
Activities / strategies	Ask the students: • To discuss the topic of the film (page 218) • To listen to the song (page 219) • To answer the questions • To have a discussion on the topic		
Resources / Materials	• Student's book (pages 218-219) • Audio CD 2 (Track 13) • PC and LCD Projector • 20 AULA DIGITAL		
Homework	• Workbook – Present Simple and Present Continuous (pages 7-8)	Assessment	• Direct observation, punctuality, behaviour, attentiveness and participation

Notes

Lesson Plan

School _____

Class _____ Date ____ / ____ / ____

Lesson No. _____



45 min. 45 min.

Topic:

Contents:

Summary

**Teaching
aims**

**Activities /
strategies**

**Resources /
Materials**

Homework

Assessment

1 My problems and concerns

Unit 1

Name _____ No. _____ Class _____ Date _____

1. In your opinion, what is the best advice a father can give to his son?

2. Read the poem.

IF ____

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;

5 If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream – and not make dreams your master;

10 If you can think – and not make thoughts your aim,
If you can meet with *Triumph and Disaster*
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
15 Or watch the things you gave your life to, broken,
And stoop and build them up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings,

20 And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"

25 If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
30 With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

Rudyard Kipling, in *Rewards and Fairies*



3. Identify the general topic of the poem.

4. Match the following words from the poem with the corresponding definition.

a. make allowance (l. 4)	1. dishonest people
b. bear (l. 13)	2. take into consideration
c. twisted (l. 14)	3. bend
d. knaves (l. 14)	4. with too much use
e. stoop (l. 16)	5. distorted
f. worn-out (l. 16)	6. tolerate
g. heap (l. 17)	7. a coin game of skill and chance
h. pitch-and-toss (l. 18)	8. personal enemies
i. sinew (l. 21)	9. a tendon
j. foes (l. 27)	10. pile

5. Explain the meaning of the following expressions as they are used in the poem, using your own words.

a. "If you can keep your head when all about you / Are losing theirs (...)" (ll. 1-2)

b. "If you can meet with *Triumph and Disaster*" (l. 11)

c. "If you can talk with crowds and keep your virtue" (l. 25)

d. "If you can fill the unforgiving minute / With sixty seconds' worth of distance run" (ll. 29-30)

6. Complete the sentences according to the ideas in the poem.

6.1 How old do you think the son might be? Explain.

6.2 List the personality characteristics implied in the poem.

6.3 What is the father's intention with his words?



1. In your opinion, which is the most challenging piece of advice in the poem? Explain.
2. Does the poem have a positive or negative connotation? Explain.
3. The poem was written in 1895. Do you think its content is outdated? Give reasons.
4. Write a 21st Century last stanza for the poem.



2 My dreams and expectations

Unit 1

Name _____ No. _____ Class _____ Date _____

1. In your opinion, what is teenagers' attitude concerning major adolescence problems, like drugs, pregnancy, smoking or drinking?

2. Read the article.

British Teens Today

Teenagers: they don't drink, they don't smoke. What do they do?

If recent research is to be believed, Britain's teenagers are now more sensible – or boring –
5 *than any previous generation. Can this be true?*

“Drugs?” Amelia wrinkles her nose. “Of course not. I don't want to end up like Amy Winehouse. Or that singer my mum likes – what's her name?” “Whitney Houston”, answers Sara, **her** friend and
10 classmate at a south London comprehensive school. They shake their heads censoriously. Alcohol? “I play a lot of sport, so I don't really like to lose control”, says John, a floppyhaired public schoolboy from the West Country. Smoking? “Like, it kills you, you know!” cries **his** friend Edward. Sex? A lot of giggling. “Well, **it** happens”, says Sara. “But,
15 you know, with condoms. If you get pregnant that's the end of your life.”

All these teenagers are 16 and 17, in their first year of the Sixth Form and a more sensible bunch it is hard to imagine. **I**'m meeting them in a café, armed with statistics revealing that pregnancies, drugs, drinking and smoking – the four demons that terrorise parents of teenagers – are, contrary to popular belief, all far less common in this generation than **they**
20 were in the generations of a decade or two ago.

Can **this** really be true? Surely teenagers are a feckless bunch. At worst, they're hoodie-wearing, gang members – smashing up shop fronts, not out of political motivation, but for free trainers. At best, they're monosyllabic airheads obsessed with *Facebook*.

They're especially loathed in this country. A recent study by the Institute for Public Policy
25 Research revealed that Britons are less likely than any other European race to berate badly-behaved teenagers – for fear of violent consequences. Teenagers always complain of being misunderstood, yet this time they have evidence on their side. Despite the images of binge-drinkers passed out in gutters, teenage boozing is at an historic low.

Julia Llwellyn Smith, in *The Telegraph*, 28/02/2012 (Abridged and adapted)



3. Identify the general topic of the text.

4. What do these words refer to?

a. her (l. 9) _____

b. his (l. 14) _____

c. it (l. 14) _____

d. I (l. 17) _____

e. they (l. 19) _____

f. this (l. 21) _____

5. Find a synonym for these words in the text.

a. disapprovingly _____

b. group _____

c. frighten _____

d. detested _____

e. condemn _____

6. Complete the sentences according to the text.

a. *According to John, drinking alcohol* _____

b. *Sara believes that having a child at her age isn't* _____

c. *Parents' most serious concerns regarding their teenage kids are* _____

d. *When compared with earlier generations, nowadays teens seem to be* _____



1. Pregnancies, drugs, drinking and smoking are referred to as being the "four demons that terrorise parents of teenagers". Do you agree with this statement? Give reasons.
2. Does the text portray a realistic view of today's teenagers? Justify your answer.



3 My looks and likes

Unit 1

Name _____ No. _____ Class _____ Date _____

1. If you kept a diary, what would you write about?

2. Read an extract from Adrian Mole's diary.

January 1st

Bank Holiday in England, Ireland, Scotland and Wales.

These are my New Year's resolutions:

1. I will help the blind across the road.
2. I will hang my trousers up.
- 5 3. I will put the sleeves back on my records.
4. I will not start smoking.
5. I will stop squeezing my spots.

My father got the dog drunk on cherry brandy at the party last night. Just my luck, I've got a spot on my chin for the first day of
10 the New Year!

January 2nd

Bank Holiday in Scotland.

I felt rotten today. It's my mother's fault for singing 'My way' at two o'clock in the morning at the top of the stairs. Just my luck to have a mother like her. There is a chance my parents
15 could be alcoholics. Next year I could be in a children's home. The spot on my chin is getting bigger. It's my mother's fault for not knowing about vitamins.

January 3rd

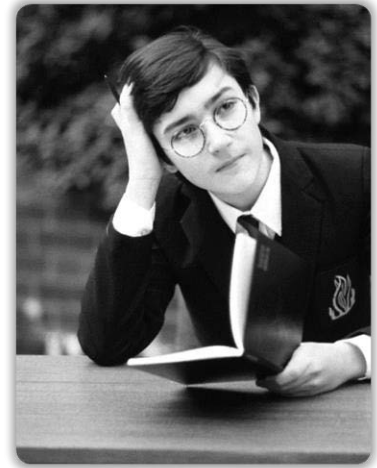
I think the spot is a boil. Just my luck to have it where everybody can see it. I pointed out to my mother that I hadn't had any vitamin C today. She said, 'Go and buy an orange, then'.
20 This is typical. I will be glad to get back to school.

January 4th

My father has got the flu. I'm not surprised with the diet we get. My mother went out in the rain to get him a vitamin C drink, but as I told her, 'It's too late now'. It's a miracle we don't get scurvy. My mother says she can't see anything on my chin.

25 January 5th

My father is still lazing about in bed. He is supposed to be ill, but I noticed he is still smoking! Nigel came round today. He has got a tan from his Christmas holiday. I think Nigel will be ill soon from the shock of the cold in England. I think Nigel's parents were wrong to take him abroad.
30 He hasn't got a single spot yet.



Sue Townsend, *The secret diary of Adrian Mole aged 13 ¾*, Penguin
(Abridged and adapted)

3. Identify the general topic of the text.

4. Find words in the text that match the following definitions.

- a. Public holiday _____
- b. A commitment that a person makes to one or more personal goals, projects, or the reforming of a habit

- c. A small round or roundish mark, differing in colour or texture from the surface around it

- d. Orphanage _____
- e. A disease resulting from a deficiency of vitamin C _____

5. Write the day in which Adrian Mole...

- a. criticises his father's addiction. _____
- b. takes important decisions for the future. _____
- c. is ironical about his future. _____

6. Answer the following questions using your own words.

- 6.1 What is Adrian obsessed with? How do we know this?

- 6.2 Is this a common attitude in adolescence? Give other examples.

- 6.3 Does Adrian have a good relationship with his parents? Explain your answers.

- 6.4 List two examples of his ironical comments.



- 1. Why do teenagers appreciate reading and writing diaries and notebooks so much?
- 2. Do you think Adrian is a genuine portrait of an adolescent? Give reasons.
- 3. What can we say about his obsession with his spot?
- 4. What kind of New Year's resolutions do you usually make? Do you have problems in sticking to them?



4 Young people on the move

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What benefits might you have in the future if you studied abroad?

2. Read the following text.

Erasmus benefits – Why go?

Students take part in the Erasmus Programme for many different reasons; for some it is a required part of their degree, for others it is an ideal opportunity to live in another city in Europe for a few exciting months. We have put together some of the main reasons that employers and students tell us are the key benefits of taking part.

Reasons to take part:

- Stand out in the job market – a great addition to your CV.
- Return more motivated, independent and confident.
- It counts towards your degree – it's not a gap year.
- Learn a range of life-skills not taught in the lecture theatre.
- Improve your language skills.
- Gain an international network of friends and meet your lifelong partner.

- Erasmus students achieve better degrees and earn higher salaries according to the report produced by the Higher Education Funding Council for England. The Council for Industry and Higher Education has recently released a new report: *Global Graduates into Global Leaders* which urges graduates seeking work to develop 'global employability skills' to help them succeed in an increasingly competitive international marketplace. Multinational employers are looking for graduates who can bring something 'over and above' core graduate skills.

There is considerable current interest in the employability of graduates with language skills. Staff who can speak more than one language will have significant competitive advantage and will be an asset for their employers. Students with language skills are seen by businesses as being more flexible and adaptable, more likely to appreciate the need for intercultural communication skills and more able to build relationships with counterparts or clients in other countries.

So, discover a different culture, make new friends from all over Europe, learn a foreign language and do something that will look great on your CV. Experience Erasmus for yourself.

<http://www.britishcouncil.org/erasmus-benefits.htm>
(Accessed in February 2013)



3. Identify the general topic of the text.

4. Say who or what the underlined words in the text refer to.

- | | |
|------------------------|------------------------|
| a. it (l. 2) _____ | d. them (l. 18) _____ |
| b. others (l. 3) _____ | e. their (l. 23) _____ |
| c. it (l. 11) _____ | f. your (l. 28) _____ |

5. Find antonyms in the text for the following words.

- a. similar _____
- b. optional _____
- d. temporary _____
- c. unsure _____

6. Explain the following expressions as used in the text.

- a. "Erasmus students achieve better degrees and earn higher salaries..." (l. 15)
- _____
- _____
- b. "Multinational employers are looking for graduates who can bring something 'over and above' core graduate skills." (ll. 19-20)
- _____
- _____
- c. "Staff who can speak more than one language will have significant competitive advantage and will be an asset for their employers." (ll. 22-23)
- _____
- _____
- d. "Experience Erasmus for yourself." (ll. 28-29)
- _____
- _____



1. In your opinion which of the reasons for choosing the *Erasmus* programme is the best?
2. What would be the advantages of this programme for your future career?
3. Would you like to have such an experience? Give your reasons.



5 Getting around

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What is a global language?

2. Read the text that follows.

Why do we need a global language?

The need for a global language is particularly appreciated by the international academic and business communities, and it is here that the adoption of a single *lingua franca* is most in evidence, both in lecture-rooms and board-rooms, as well as in thousands of individual contacts being made daily all over the globe. A conversation made over the Internet between
5 academic physicists in Sweden, Italy and India is at present practicable only if a common language is available. A situation where a Japanese company director arranges to meet German and Saudi Arabian contacts in a Singapore hotel to plan a multi-national deal would be possible, if each plugged in to a 3-way translation support system, but it would be far more complicated than the alternative, which is for each to make use of the same language.

10 As these examples suggest, the growth in international contacts has been largely the result of two separate developments. The physicists would not be talking so conveniently to each other at all without the technology of modern communication. And the business contacts would be unable to meet so easily in Singapore without the technology of air transportation. The availability of both these facilities in the twentieth century, more than anything else, provided
15 the circumstances needed for a global language to grow.

People have, in short, become more mobile, both physically and electronically. (...)

There are no precedents in human history for what happens to language, in such circumstances of rapid change. There has never been a time when so many nations needed to talk to each other so much. There has never been a time when so many wished to travel to so many places. There
20 has never been such a strain placed on the conventional resources of translating and interpreting. Never has the need for more widespread bilingualism been greater, to ease the burden placed on the professional few. And never has there been a more urgent need for a global language.

David Crystal, *English as a global language*, Cambridge University Press
(Abridged and adapted)



3. Identify the general topic of the text.

4. Identify words in the text which mean the opposite of the following words.

- a. national _____ c. simple _____ e. reduction _____
b. unlikely _____ d. different _____ f. fixed _____

5. Find the words in the text that match the following definitions.

- a. _____ (n) – method of human communication (spoken or written) consisting of the use of words in a structured and conventional way.
b. _____ (adj) – relating to or involving more than one nation.
c. _____ (n) – the process by which people exchange information or express their thoughts and feelings.
d. _____ (n) – the ability to speak two languages fluently.

6. Complete these statements according to the text.

- a. *International academic and business people support* _____

b. *Due to the existence of a common language* _____

c. *Arranging a business meeting to discuss a contract is far less complicated* _____

7. Answer the following questions.

7.1 Which developments is the author referring to when he says: "... the growth in international contacts has been largely the result of two separate developments"?

7.2 Why is the need for a global language so urgent?



1. Do you support the need for a global language? Justify your point of view.
2. Which would be the most appropriate language to be adopted as a *lingua franca*? State your reasons.
3. What are the advantages of learning English?



6 Urban tribes

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Name the symbols you associate with the Rastafarian culture.

2. Read the text that follows

Rastafari

Rastafari or Rasta is a movement of black people who consider Africa as the birthplace of Mankind and which arose in the 1930s in Jamaica. Rastas believe that by following the main teachings of the Bible, one can see the clear path that
5 God intends Man to live. Rastafari would prefer to know that they have lived one day as perfectly as possible in a Godly way, than that there is a television set to go home to.

Although there is wide acceptance of Rastafari, they are still considered outsiders because of smoking the Holy Herb –
10 Ganja. Smoking is a way to find peace, spiritual silence and insight into Christ Consciousness.

Dreadlocks are another of the identifying marks of Rastafari, as much as the wearing of Red, Gold and Green, and the choice by Rastafari women to wear skirts and modest
15 clothing. They eat clean and natural produce, such as fruit and vegetables; they try to refrain from the consumption of meat, especially pork.

Internationally, the young white hippies of the flower generation, who sang about peace and love and demonstrated
20 against their elders' wars, hear an echo of their voices when they listen to Marley and other reggae musicians perform.

Rastafari has unquestionably spread worldwide mainly because of reggae music, its chief cultural expression. Some say that the Number One Music in the world is reggae music,
25 especially the reggae music played by Bob Marley. It is the music of Jamaica's roots, and people are captured by its vibration.

Of all musical artists, Bob Marley established himself as a unique Jamaican, a Rastafari role model. The influence of
30 Marley's music and his charismatic projection of Rastafari to the world, still continues long after the sound of his voice is all that remains with us.

Barbara Makeda Blake Hannah, *Rastafari – The New Creation*,
Jamaica Media Productions (Abridged and adapted)



3. Identify the general topic of the text.

4. Find words in the text that match the following definitions.

- a. _____ – a spiritual movement.
- b. _____ – a term of Sanskrit origin for cannabis.
- c. _____ – matted coils of hair.
- d. _____ – youth movement from the United States in the mid 1960s.
- e. _____ – music genre first developed in Jamaica in the late 1960s.

5. Find evidence for the following expressions.

- a. Rastafarian care more about spiritual than material well-being.

- b. As they use drugs, they aren't totally accepted by society.

- c. Reggae music has contributed to the spread of the Rastafarian culture.

- d. Bob Marley's music reflects the origins of Jamaica.

6. Answer the following questions on the text using your own words.

- 6.1 Where and when did the Rastafarian movement appear?

- 6.2 What is their philosophy of life?

- 6.3 What do Rastas look like?

- 6.4 How can we characterize their eating habits?

- 6.5 Why is Bob Marley so important for the Rastafarians and Jamaica?



- 1. Is the Rastafarian movement somehow present in your daily life? Explain your answer.
- 2. Why do you think Jamaica and Rastafarians are so admired by teenagers?
- 3. List the most iconic features of the Rastafarian culture.



7 Mass media

Unit 2

Name _____ No. _____ Class _____ Date _____

1. What type of news interests you the most? State your reasons.

2. Read the following poem.

Saw it in the papers

I will not say her name
Because I believe she hates her name.

But there was this woman who lived in
Yorkshire.

- 5 Her baby was two years old.
She left him, strapped in his pram, in the
kitchen.
She went out.
She stayed with friends.
- 10 She went out drinking.
The baby was hungry.
Nobody came.
The baby cried.
Nobody came.
- 15 The baby tore at the upholstery of his pram.
Nobody came.
She told the police:
“I thought the neighbors would hear him
crying
20 and report it to someone who would come
and take him away.”

Nobody came.

The baby died of hunger.

- 25 She said she'd arranged for a girl;
whose name she couldn't remember,
to come and look after the baby
while she stayed with friends
Nobody saw the girl.
Nobody came.



- 30 Her lawyer said there was no evidence
of mental instability.
But the man who promised to marry her
Went off with another woman.
(...)
- 35 When she was given love
She gave love freely to her baby.
When love was torn away from her
She locked her love away
(...)
- 40 Manslaughter: she pleaded guilty
She was sentenced to be locked up
In prison for four years.
(...)

Adrian Mitchell, *The Apeman Cometh*,
Jonathan Cape Ltd (Abridged)

3. Identify the general topic of the text.

4. Match the words from the poem with the following definitions.

a. strapped (l. 6)	1. baby's pushchair, buggy
b. pram (l. 6)	2. the cloth used for covering a seat and/or the substance used for filling it
c. tore (l. 15)	3. damaged by pulling it hard
d. upholstery (l. 15)	4. fastened to a place by means of a narrow band of strong material

5. Find evidence in the poem for the following sentences.

a. The woman deserted the infant.

b. The baby had not been fed.

c. The baby was in great despair.

d. The baby passed away because he was famished.

6. Answer the following questions on the poem.

6.1 What does the title of the poem suggest?

6.2 "Nobody came" is repeated more than twice. What do you think the author is trying to convey?

6.3 Do you think the woman was irresponsible or did she suffer from "mental instability"?

6.4 What had happened in her life that may have caused her to become emotionally unstable?

6.5 Make a brief summary of the facts that make up the story.



1. In what type of newspaper would such a story be on the front page? Support your view.
2. Was the 4-year-imprisonment term fair or should she have had a heavier punishment?
3. Write this poem as a newspaper article.

8 The power of internet

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Have you ever tried to access a document on your computer but you couldn't open it because it had an 'invalid format' that your computer didn't support? What did you do?

2. Read the following text.

Communicate with the future

An EU-funded project has developed a computer framework that ensures we will always be able to use data, however and wherever it is saved or stored.

5 Do you hate it when you try to open a computer file and up pops a box which says 'invalid file format'? Or when vendors of software operating systems announce they will no longer support and update legacy systems?

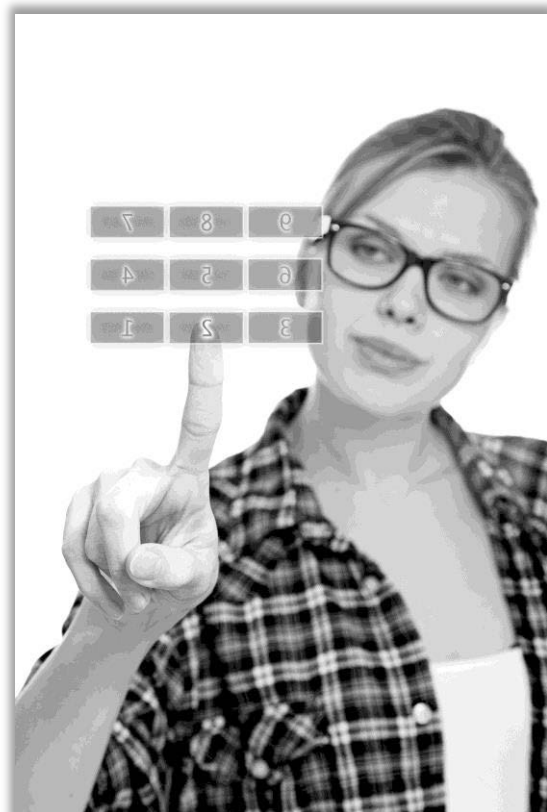
10 Data formats, ICT hardware, software and protocols are constantly evolving. But even as we gather and manipulate so much data, could it be lost just because its format is old or hardware has changed? The prosperity of future generations relies on the access to the information of the past. Are our descendants at risk of knowing nothing because everything we know today is locked in computer systems and codes that one day may be impossible to crack?

15 The EU-funded Shaman¹ project has developed a framework that makes 'digital preservation' (DP) a reality for any data format. People will be able to store and archive digital objects and information in confidence, knowing that they will be fully accessible and usable in the future, whatever the future brings.

The Shaman framework includes tools for analysing, managing, accessing and reusing information objects and data across various libraries and archives. It supports the preservation of information and the specific applications and services that could be applied to the data, all in ways that future technologies and systems will be able to understand and execute.

25 The project has already contributed to preserving digital information for future reference by a variety of organisations, including universities, engineering firms, technology spin-outs and national libraries.

Hopefully those annoying error boxes will be a thing of the past and probably one of the few things we may not want to preserve.



in research*eu result, no. 15 September 2012

¹ Sustaining heritable access through multivalent archiving

3. Identify the general topic of the text.

4. Choose the best synonyms for the following words in the text.

guarantees crash break collect developing growing depends trusts

- a. ensures (l. 2) _____
- b. evolving (l. 9) _____
- c. gather (l. 9) _____
- d. relies on (l. 12) _____
- e. crack (l. 15) _____

5. Reread the text again and state:

- a. what kind of computer-related accessories are always evolving.

- b. what may be impossible to crack in the future.

- c. what the Sharman project has developed.

- d. what people will be able to do with this.

- e. what kind of tools the Sharman framework includes.

- f. what kind of organisations have already preserved their digital information.



- 1. How important is it nowadays to have access to stored data and information?
- 2. Imagine some situations in which it would be dramatic to lose access to previous data and information.



Name _____ No. _____ Class _____ Date _____

1. How do you define a good journalist?

2. Read the following text.

Journalism: code of conduct

The NUJ's Code of Conduct has set out the main principles of British and Irish journalism since 1936.

Members of the National Union of Journalists are expected to abide by the following professional principles:

5 A journalist:

1. At all times upholds and defends the principle of media freedom, the right of freedom of expression and the right of the public to be informed.
2. Strives to ensure that information disseminated is honestly conveyed, accurate and fair.
- 10 3. Does her/his utmost to correct harmful inaccuracies.
4. Differentiates between fact and opinion.
5. Obtains material by honest, straightforward and open means, with the exception of investigations that are both overwhelmingly in the public interest and which involve evidence that cannot be obtained by straightforward means.
- 15 6. Does nothing to intrude into anybody's private life, grief or distress unless justified by overriding consideration of the public interest.
7. Protects the identity of sources who supply information in confidence and material gathered in the course of her/his work.
8. Resists threats or any other inducements to influence, distort or suppress information and takes no unfair personal advantage of information gained in the course of her/his duties before the information is public knowledge.
- 20 9. Produces no material likely to lead to hatred or discrimination on the grounds of a person's age, gender, race, colour, creed, legal status, disability, marital status, or sexual orientation.
- 25 10. Does not by way of statement, voice or appearance endorse by advertisement any commercial product or service save for the promotion of her/his own work or of the medium by which she/he is employed.
11. A journalist shall normally seek the consent of an appropriate adult when interviewing or photographing a child for a story about her/his welfare.
- 30 12. Avoids plagiarism.

The NUJ believes a journalist has the right to refuse an assignment or be identified as the author of editorial that would break the letter or spirit of the code. The NUJ will fully support any journalist disciplined for asserting her/his right to act according to the code.

http://ethicnet.uta.fi/united_kingdom/code_of_conduct
(Accessed in January 2013)

3. Identify the general topic of the text.

4. Find synonyms in the text for these words.

- a. accept and obey _____
- b. struggles _____
- c. maximum _____
- d. just _____
- e. encouragement _____
- f. alter _____

5. Use your own words to explain the following principles.

- a. "Differentiates between fact and opinion."

- b. "(...) takes no unfair personal advantage of information (...)"

- c. "Avoids plagiarism."

6. Answer these questions on the text.

- 6.1 There seems to be a reason that justifies almost everything. What is it?

- 6.2 In which principles is such conduct visible?



- 1. Which seem to be the most difficult principles for journalists to keep?
- 2. Have you ever considered the possibility of becoming a journalist? State your reasons.
- 3. Do you think journalism is a job that has a future? Why/why not?



10 Life-changing technologies

Unit 4

Name _____ No. _____ Class _____ Date _____

1. When you hear the word 'robot', what kind of image does it trigger in your mind?

2. Read the text.

Inspired by challenge

Our robotic future

Sci-fi stories often inspire actual scientific research and achievements. Stories of aliens and spacemen exploring the universe can make a big impression on astronauts and space researchers. We frequently see humanoid robots in movies and on TV, but a walk through a typical robotics laboratory would rarely reveal anything human-looking. Instead most robots are specialist machines that excel in a small number of specific tasks.

In some areas, such as manufacturing, micro-electronics, agro-food and the automotive industrial the development and application of robots is already well advanced. Many industry sectors in many higher-wage countries could have disappeared entirely were it not for automated labourers causing a major wave of unemployment. A recent study entitled 'Positive Impact of Industrial Robots on Employment' has estimated that a million robots currently being used for industrial purposes have resulted in the development of almost 3 million jobs worldwide: from jobs created in the robotics industry itself, to employment in new manufacturing sectors enabled by industrial robots, as well as growth in the related distribution and service industries.

Research is now under way in Europe to bridge the gap between the industrial use of robots and their performance in less controlled environments. Researchers hope to develop robots that can replace or assist people with daily challenges and tasks, but also in many other activities that humans simply cannot do.

The Airobots¹ team, for example, is building aerial service robots, robots with the ability to fly and carry out remote inspections. They will be able to move around freely above ground and interact safely in environments that humans could not hope to reach, because they are dangerous, inaccessible or perhaps particularly fragile.

The underwater environment is also challenging for humans, so another perfect opportunity for robots to demonstrate their worth.

The Trident² researchers are finding ways to create multi-purpose robots which can be employed for tasks as diverse as underwater archaeology, oceanography and offshore industries.

So, whether we see them in the sky or find ourselves talking to a humanoid home helper, robots are no longer limited to repetitive manufacturing monotony. European research is showing that robotics can provide highly practical solutions to today's problems.

in research*eu results, no. 15 September 2012

¹ European project: Innovative aerial service for remote inspections.

² European project: Marine robots and dexterous manipulation for enabling autonomous underwater multipurpose intervention missions.

3. Identify the general topic of the text.

4. Find synonyms in the text for the following words.

a. real/authentic _____

b. workers _____

c. permitted _____

d. far and isolated _____

e. value _____

f. extremely _____

5. Explain the meaning of the following expressions using your own words.

a. "higher-wage countries" (l. 8) _____

b. "bridge the gap" (l. 14) _____

c. "multi-purpose robots" (l. 24) _____

6. Answer the following questions according to the text and using your own words.

6.1 What's the difference between the image of robots in movies and TV and the actual robotics industry?

6.2 Has the introduction of robots in the industrial sectors been advantageous or disadvantageous? Explain.

6.3 In what kind of environments is research trying to implement the use of robots?

6.4 Explain their potential usefulness in those environments.



1. What are sci-fi stories? Give examples.

2. In which fields can robotics science be more useful? Present your arguments.

3. From the words given below, choose the ones that describe your opinion about robots. Explain your choice.

dangerous incredible amazing expendable

useless useful inevitable scary



11 Living in a high-tech world

Unit 4

Name _____ No. _____ Class _____ Date _____

1. In the last 50 years there have been massive changes in the way we live. Name some things that you have today that did not exist back in your grandparents' time.

2. Read the text.

Will life be worth living in 2,000 AD?

What sort of life will you be living 39 years from now? Scientists have looked into the future and they can tell you. It looks as if everything will be so easy that people will probably die from sheer boredom.

Your house will probably have air walls, and a floating roof, adjustable to the angle of the sun.

5 Doors will open automatically, and clothing will be put away by remote control. Heating and cooling systems will be built into the furniture and rugs.

You will have a home control room – an electronics centre where messages will be recorded when you are away from home. This will play back when you return, and also give you up-to-the minute world news, and transcribe your latest mail.

10 You will have wall-to-wall global TV, an indoor swimming pool, TV-telephones and room-to-room TV. Press a button and you can change the *décor* of a room. Cooking will be in solar ovens with microwave controls. Garbage will be refrigerated, and pressed into fertiliser pellets. Food will not be very different from 1961, but there will be a few new dishes – instant bread, sugar made from sawdust, juice powders and synthetic tea and cocoa. Energy will come
15 in tablet form.

There will be machines doing the work of clerks, shorthand writers and translators. Machines will “talk” to each other.

It will be the age of press-button transportation. Rocket belts will increase a man's stride to 30 feet, and bus-type helicopters will travel along crowded air skyways. There will be moving
20 plastic-covered pavements, and 200 m.p.h. monorail trains operating in all large cities.

The family car will be soundless, vibrationless and self-propelled thermostatically.

By the year 2020, five per cent of the world's population will have emigrated into space. Many will have visited the moon and beyond.

Our children will learn from TV, recorders and teaching machines. They will get pills to make
25 them learn faster. We shall be healthier, too. There will be no common colds, cancer, tooth decay or mental illness. Medically induced growth of amputated limbs will be possible.

Rejuvenation will be in the middle stages of research, and people will live, healthily, to 85 or 100.

And this isn't science fiction. It's science fact – futuristic ideas, conceived by imaginative
30 young men, whose crazy-sounding schemes have got the nod from the scientists.

It's the way they think the world will live in the next century – if there's any world left!

In *Weekend Magazine*, July 22 1961, via <http://www.pixelmatic.com.au/2000/>
(Accessed in February 2013)

3. Identify the general topic of the text.

4. Explain the meaning of the following predicted technologies.

a. "a floating roof" (l. 4)

b. "wall-to-wall global TV" (l. 10)

c. "solar ovens" (l. 12)

d. "synthetic tea" (l. 14)

e. "press-button transportation" (l. 18)

f. "bus-type helicopters" (l. 19)

5. Complete the table with the inventions predicted for each field of our life

	Home life	Food	Transportation	Learning	Health
Predicted inventions					



1. Which of these predictions were correct and have become a reality today? Give examples.
2. According to your vision of the world today, which will never be achieved?
3. How do you think the scientists who wrote this text would feel looking at the world today?



12 Other worlds

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Is genetic engineering going to change the way human beings evolve? Explain.

2. Read the text by Stephen Hawking.

Life in the universe

In this talk, I would like to speculate a little on the development of life in the universe, and in particular, the development of intelligent life.

There is fossil evidence that there was some form of life on Earth about three and a half billion years ago. At first, evolution proceeded by natural selection, from random mutations. This Darwinian phase
5 lasted about three and a half billion years, and produced us, beings who developed language, to exchange information. But in the last ten thousand years or so, we have been going through a different phase. In this, the internal record of information, handed down to succeeding generations in DNA, has not changed significantly. But the external record, in books, and other long lasting forms of storage, has grown enormously. Some people would use the term evolution only for the internally transmitted
10 genetic material, and would object to **it** being applied to information handed down externally. But I think that is too narrow a view. We are more than just our genes. We may be no stronger, or inherently more intelligent, than our cave man ancestors. But what distinguishes us from **them**, is the knowledge that we have accumulated over the last ten thousand years, and particularly, over the last three hundred. We are now entering a new phase, of what might be called self designed evolution, in **which** we will be
15 able to change and improve our DNA. We have mapped the entire sequence of human DNA. Once we have read the book of life, we will start writing in corrections. At first, these changes will be confined to the repair of genetic defects, like cystic fibrosis, and muscular dystrophy. **These** are controlled by single genes, and so are fairly easy to identify, and correct. Other qualities, such as intelligence, are probably controlled by a large number of genes and it will be much more difficult to find them.
20 Laws will be passed against genetic engineering with humans. But some people won't be able to resist the temptation to improve human characteristics, such as size of memory, resistance to disease, and length of life. Once such super humans appear, there are going to be major political problems with the unimproved humans, who won't be able to compete. Presumably, **they** will die out, or become unimportant. Instead, there will be a race of self-designing beings. If this race manages to redesign itself,
25 it will probably spread out, and colonize other planets and stars. However, long distance space travel will be difficult for chemically-based life forms, like DNA. The natural lifetime for such beings is short, compared to the travel time. According to the theory of relativity, nothing can travel faster than light. So the trip to the centre of the galaxy would take about a hundred thousand years. In science fiction, they overcome this difficulty by space warps, or travel through extra dimensions. But I don't think these will
30 ever be possible, no matter how intelligent life becomes. In the theory of relativity, if one can travel faster than light, one can also travel back in time. This would lead to problems with people going back, and changing the past. One would also expect to see large numbers of tourists from the future, curious to look at our quaint, old-fashioned ways.

<http://www.hawking.org.uk/life-in-the-universe.html> (Abridged)
(Accessed in January 2013)

3. Identify the general topic of the text.

4. Say *who* or *what* the following words refer to.

- a. it (l. 10) _____
- b. them (l. 12) _____
- c. which (l. 14) _____
- d. these (l. 17) _____
- e. they (l. 23) _____

5. Find words or expressions in the text that mean the following:

- a. to form an opinion about something without knowing all the details _____
- b. something done without any regular pattern _____
- c. limited attitude that ignores important issues or opinions _____
- d. naturally _____

6. Answer the following questions according to the text and using your own words.

6.1 In terms of human evolution, explain what the 'internal record of information' and the 'external record of information' mean?

6.2 Which has grown more significantly in the last centuries?

6.3 Does Professor Hawking consider this record of information relevant? Why?

6.4 According to him, what will be the next step in human evolution?

6.5 Identify what can be done using genetic engineering in terms of human development.

6.6 What will the problem of long distance space travel be?

6.7 What would be possible for us to do if we could travel faster than light?



- 1. Would you like to have the ability to travel in time? Why/why not?
- 2. If you could do this, would you travel to the past or the future? Explain your choice.
- 3. Where would you go?

Answer keys – Reading activities

Text 1 (p. 51)

1. Personal answer.
3. The advice from a father to his son.
4. **a.** 2. **b.** 6. **c.** 5. **d.** 1. **e.** 3. **f.** 4. **g.** 10. **h.** 7. **i.** 9. **j.** 10.
5. **a.** stay calm even though others seem to lose it;
b. cope with success and failure;
c. not be influenced by other people;
d. make every moment be worth living.
6. **6.1** He is probably a teenager because he doesn't know much about life and the relationships between people.
6.2 He wants him to be confident, patient, honest, modest, adventurous, wise, trustworthy, persistent ...
6.3 He wants his son to understand what it takes to be a man.

Link up to you

- 1.– 4. Personal answers.

Text 2 (p. 53)

1. Personal answer.
3. How teenagers think and behave today.
4. **a.** Amelia's **b.** John's **c.** Sex **d.** Julia, the author **e.** pregnancies, drugs, drinking and smoking **f.** the fact that they are less common.
5. **a.** censoriously **b.** bunch **c.** terrorised **d.** loathed **e.** berate
6. **a.** makes you lose control **b.** the best thing for your future
c. pregnancies, drugs, drinking and smoking **d.** more responsible and knowledgeable

Link up to you

- 1.– 2. Personal answers.

Text 3 (p. 55)

1. Personal answer.
3. It's about a teenager's New Year's resolutions and about his relationship with his parents.
4. **a.** bank holiday **b.** resolution **c.** spot **d.** children's home
e. scurvy
5. **a.** 5th **b.** 1st **c.** 3rd
6. **6.1** He is obsessed with a spot on his chin. He is always mentioning it.
6.2 Yes, it is. Greasy hair, cellulite, fat/thin legs, hairs on the legs and under the arms (...).
6.3 No. He says his father drinks, he blames his mother for his spot, he doesn't approve of her singing during the night.
6.4 "Next year I will be in a children's home"; "I will be glad to get back to school."

Link up to you

- 1.– 4. Personal answers.

Text 4 (p. 57)

1. Personal answer.
3. The benefits of being an Erasmus student.
4. **a.** Erasmus programme **b.** students **c.** Erasmus programme
d. graduates **e.** staff's **f.** reader
5. **a.** different **b.** required **c.** lifelong **d.** confident
6. **a.** Erasmus students get better qualifications and consequently will have better salaries.
b. Companies that operate overseas want employees who know more than just the usual skills graduates have.
c. Having skills in more than one language will be an advantage compared to those who don't have them.

- d. Don't just read about the experience. Apply for the programme and experience it.

Link up to you

- 1.– 3. Personal answers.

Text 5 (p. 59)

1. Global language is the name given to a language used globally by countries in order to communicate and that language is English.
3. The importance of adopting a global language.
4. **a.** international **b.** practicable/possible **c.** complicated
d. same **e.** growth **f.** mobile
5. **a.** language **b.** international **c.** communication **d.** bilingualism
6. a. ...the adoption of a global language.
b. ...people living in different countries can have an online conversation.
c. ...when all members speak a common/single language.
7. **7.1** The author is referring to modern communication and transportation technologies.
7.2 It's urgent because of the huge necessity nations feel to talk to each other, because people travel to other places more than ever and because bilingualism is getting more and more widespread.

Text 6 (p. 61)

1. Personal answer.
3. The Rastafarian culture: its origin, beliefs and characteristics.
4. **a.** Rastafarian or Rasta **b.** Ganja **c.** Dreadlocks **d.** Hippies **e.** Reggae
5. **a.** "A rastafari would prefer to know that he has lived one day as perfectly as possible in a Godly way, than that there is a television set to go home to."
b. "Although there is wide acceptance of Rastafari, they are still considered outsiders because of smoking the Holy Herb – Ganja."
c. "Rastafari has unquestionably spread worldwide mainly because of reggae music."
e. "It is the music of Jamaica's roots."
6. 6.1 "It appeared in Jamaica in the 1930s."
6.2 "They follow the Bible in order to live according to God's will."
6.3 They wear dreadlocks, red, gold and green colours and women dress simple skirts.
6.4 They are almost vegetarian because they rarely eat meat.
6.5 Because he was a Rastafarian Jamaican reggae singer.

Text 7 (p. 63)

1. Personal answer.
3. A child's abandon and death.
4. **a.** 4 **b.** 1 **c.** 3 **d.** 2
5. **a.** "She left him, strapped in his pram" **b.** "The baby was hungry" **c.** "The baby cried/The baby tore at the upholstery of his pram" **d.** "The baby died of hunger".
6. **6.1** The title suggests that somebody (the author) learnt about a certain event through the print press.
6.2 The author is trying to convey the idea that the baby was left alone.
6.3 She was probably unstable.

6.4 Her boyfriend, who had promised to marry her, left her for another woman.

6.5 A woman left her baby home alone for some time and he died of hunger because no one realised what was happening. The woman was convicted and had to stay in prison for four years.

Link up to you

1.– 3. Personal answers.

Text 8 (p. 65)

1. Personal answer.

3. It's about a project that will allow us to access all documents without needing to update software.

4. **a.** guarantees **b.** developing **c.** collect **d.** depends **e.** crash

5. **a.** Data formats, ICT hardware, software and protocols.

b. Information about everything we know today.

c. A framework that preserves digital data in any format.

d. Have access to and use any digital object and data stored in the past.

e. Tools to analyse, manage, access and reuse information objects and data across various libraries and archives

f. Universities, engineering firms, technology spin-outs and national libraries.

Link up to you

1. – 2. Personal answers.

Text 9 (p. 67)

1. Personal answer.

3. The professional principles of journalism.

4. **a.** abide **b.** strives **c.** utmost **d.** straightforward

e. inducement **f.** distort

5. **a.** A journalist must know when to inform in an objective way and when to give his personal view. He/she must keep completely neutral when it comes up to inform about something.

b. A journalist shouldn't use the information he has access to for his/her own benefit or profit.

c. A journalist mustn't claim to be the author of a work that isn't his/hers.

6. **6.1** The reason that seems to justify almost everything is "public interest".

6.2 Such a conduct is visible in the principles 1, 5 and 6.

Link up to you

1. – 3. Personal answers.

Text 10 (p. 69)

1. Personal answer.

3. The fields where robots are used.

4. **a.** actual **b.** labourers **c.** enabled **d.** remote **e.** worth **f.** highly

5. **a.** countries where people earn high wages **b.** Overcome the difference **c.** robots that serve many purposes

6. **6.1** The majority of robots in use today are not humanoids and don't look anything like humans.

6.2 It has been advantageous because it created many jobs in different sectors like manufacturing, distribution and services.

6.3 Air and underwater.

6.4 In the air, robots can be used to do remote inspections in dangerous or inaccessible places; underwater they can be used in archeology and oceanography studies.

Link up to you

1. – 3. Personal answers.

Text 11 (p. 71)

1. Personal answer.

3. The living conditions in the future.

4. **a.** a roof that is not supported by any structure.

b. a TV set that spreads through an entire wall.

c. ovens powered by solar energy.

d. tea that is not made through natural processes.

e. a button that you press to be transported somewhere.

f. helicopters that will be used as public transportation

5.

	House life	Food	Transportation	Health
Predicted inventions	• air walls, floating roofs • automatic doors • remote control storage • furniture that will work as air-conditioning home electronic centre • wall-to-wall TV • indoor swimming pool • TV-telephones • automatic décor	• solar ovens • refrigerated garbage • instant bread • sugar made from sawdust • juice powders • synthetic tea and cocoa • energy tablets	• press button transportation • rocket belts, bus-type helicopters • air skyways • moving pavements • fast monorail trains, soundless vibrationless cars	• no colds • no cancer • no tooth decay • no mental illness • growth of limbs • rejuvenation

Link up to you

1. – 3. Personal answers.

Text 12 (p. 73)

1. Personal answer.

3. The future development of life in the universe.

4. **a.** the term evolution **b.** our cavemen ancestors **c.** the new phase **d.** genetic defects **e.** the unimproved humans

5. **a.** to speculate **b.** random **c.** too narrow a view **d.** inherently

6. **6.1** The 'internal record of information' is the information we have in our genes; the 'external record' is the information we get from books and other forms of information storage.

6.2 The 'external record of information'.

6.3 Yes, because it's the knowledge that we have obtained that distinguishes us from primitive human beings.

6.4 The next step will be the manipulation of our genetic material to change our DNA and improve our quality of life.

6.5 We can identify and repair genetic defects to fight degenerative diseases.

6.6 The time you need to reach some places in the galaxy would be longer than many, many life spans.

6.7 We could travel back and forth in time.

Link up to you

1. – 3. Personal answers.

Listening 1 My problems and concerns

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Find 6 wrong words in the lyrics of the song.

Count on me

If you ever find yourself lost in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the road and you can't see
I'll be the light to guide you
Find out what we're made of
when we are asked to help our friends in need
You can count on me like 1, 2, 3
I'll be here
And I know when I need it
I can count on you like 4, 3, 2
You'll be there
'Cause that's what friends are supposed to do, oh yeah
If you're tossin' and you're
turnin' And you just can't fall
asleep
I'll sing a song before you
And if you ever forget how much you really mean to me
Every day I will recall you

www.azlyrics.com/lyrics/brunomars/countonme.html
(Abridged and adapted) (Accessed in February 2013)



2. Listen to Karen talking about her best friend Michelle and complete the table with the information required.

Michelle's physical description	Michelle's favourite clothes	Michelle's personality
Michelle and Karen's common hobbies	What subjects Karen is good at	What subjects Michelle is good at

Listening 2 My dreams and expectations

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Listen to the text about 4 outstanding teens.

1.1. Complete the table below about them by choosing the right information.

- a. He/she made a fortune making jam.
- b. He/she became the youngest college professor.
- c. He/she was the youngest person to climb Everest.
- d. He/she was the youngest person to build an electric car.

1.2 Now complete the information required about their achievements.

Fraser Doherty: _____	Jordan Romero: _____
a. He got the recipe from _____	a. He was _____ years old when he summit mount Everest.
b. His country of origin is _____	b. He did it with _____
c. He left school at the age of _____	c. They tackled the summit from _____
d. His product is called _____	
e. It sells _____ a year.	
Deitrich Ludwig: _____	Alia Sabur: _____
a. He is from _____	a. She was appointed a professor at _____
b. He was _____ years old.	b. She started reading at _____
c. He transformed a _____	c. She got into university at the age of _____
d. He replaced the engine with a _____	d. At 11 she played _____ in very important symphony orchestra.

2. Listen to a text on career advice and complete it with the missing words.

As you start to think about **a.** _____ a job, you will not know about all the jobs available in particular industries, but a good starting point is to think about what you enjoy, where your interests lie and what you are **b.** _____. The more clearly you know what **c.** _____ you, what you like doing, what your **d.** _____ are and which skills and **e.** _____ you want to use in your working life, the easier it is to recognise the opportunities that best suit you.

Ask yourself what is really **f.** _____ to you and what you are willing to do. Everyone has unique **g.** _____ and ambitions and yours may be different from those of people you know. Writing your ideas down or talking them through may bring out more possibilities. Your friends and family may help you identify the key deciding factors for your **h.** _____ planning and may point out strengths that you take for granted.

http://www.prospects.ac.uk/choosing_a_job.htm (Accessed in February 2013)

Listening 3 My looks and likes

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Listen to a BBC News report on plastic surgery procedures and complete the sentences.

- a. Older people get cosmetic surgery in order to _____
- b. _____ get it in order to look thinner.
- c. Plastic surgery is used both by men and women to _____
- d. Recently _____ have been considering cosmetic surgery procedures.
- e. Girls aged _____ are considering undergoing plastic surgery.
- f. _____; _____; _____; and _____ are the most common plastic surgery procedures they want.
- g. Due to the media's influence it's not a surprise that teenagers want plastic surgeries to _____.
- h. _____ makes these girls want to look like their idols.
- i. Teens are obsessed with the idea that they can only succeed if they have _____ and _____.

2. Listen to the following text. Find 6 wrong words/expressions and correct them.

The pros and cons of Tattoos & Piercings

Risk of Infection

If you choose a reputable studio that uses autoclave-sterilised instruments and follows industry standards, your risk of infection is minimised. Aftercare of your new tattoo or piercing is extremely important to make sure infection is kept at bay during the healing process.

Change of Mind

Another con of tattoos and certain piercings is the difficulty of removing them, if you happen to have a change of heart don't forget that removing them often leaves unsightly scars; most piercings grow over if left without jewellery for several months. Other piercings, such as those that utilise stretchers for example, would require reconstruction surgery to reverse.

Under Age Body Art

If you are above the legal age of 18 and want a tattoo or a body piercing, locate a reputable tattoo and piercing doctor in your area at a registered and licensed location. Backyard tattooing and piercings have led to recorded instances of septicaemia, a serious bacterial infection due to lack of hygiene.

http://www.ehow.co.uk/info_8638576_pros-cons-tattoos-piercings.htm
(Accessed in February 2013)

Listening 4 Young people on the move

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Listen to what some of Robert Gordon's Erasmus Alumni, one of the best Universities in the UK, are up to now and see how this programme helped their career!

1.1. Complete the chart with the appropriate information.

Name	Kenny Yu	Lee Borthwick	Wendy Sutherland
Erasmus country			
Degree			
Present job			
How Erasmus made a difference in his / her life			

2. Listen to the Linda-Marie Strachan by another Robert Gordon's University Erasmus Alumni.

2.1. Identify **eleven** mistakes and correct them.

I studied Nursing at the Universidad de Barcelona in Spain and graduated in 2010. I currently work as a Staff Doctor in a surgical high dependency unit in Aberdeen Royal Infirmary. It can be a busy hospital which cares for critically ill patients, providing care for post-operative patients in plastic surgery. Having the chance to work in a specialist unit, where I can broaden my clinical knowledge was the best opportunity I've had in my career.

It was certainly the best part of my time at Robert Gordon University. I was able to compare a healthcare system very different from our own. I feel that I grew in responsibility, while learning the Spanish language. I am now able to appreciate what it's like when we have university students in our unit, also passing on my experience to them.

<http://www.britishcouncil.org/erasmus-benefits.htm>
(Accessed in February 2013)



Listening 5 Getting in touch

Unit 2

Name _____ No. _____ Class _____ Date _____

1. The text you are about to listen to mentions some of the advantages of being bilingual.

2. Complete the table that follows.

Family relationships advantages	a. _____ with all members of the family. Helps to develop b. _____ c. _____ place to live and work.
Cultural advantages	Helps to achieve d. _____, e. _____, f. _____ and g. _____.
Cognitive advantages	Develops h. _____, i. _____, j. _____, logical reasoning and cognitive flexibility
Personal advantages	Allows you to k. _____, raise self-esteem, enhance l. _____ and develop greater m. _____.

3. Listen to text B and identify the wrong information.

The Summer School in Bilingualism is defined for postgraduate students, post-docs, and nearly career researchers. However, applications from announced undergraduate students (in their final year of study) will be considered, as long as they have a long background in linguistics, sociology, education or a related field and an active interest in bilingualism or second language research.

Our faculty will introduce local instructors, drawn from the Schools of Linguistics, Psychology, Education, Social Sciences, and story and from the ICRS Centre for Research on Bilingualism, as well as distinguished researchers from outside Bangor.

The Summer School will insist of 16-18 one-week courses on topics in bilingualism and will be thought by leading researchers in the field. Participants can take up to eight courses (four per week), with each course consisting of five lectures.

This event provides a unique opportunity for students and researchers to get a snapshot of the exciting world done in bilingualism and to mistrust their research. It is also a wonderful opportunity to enjoy some of the most beautiful landscapes and historical sits in the United Kingdom.

www.bangor.ac.uk/bilingualism
(Accessed in February 2013)

Listening 6 English language

Unit 2

Name _____ No. _____ Class _____ Date _____

1. Listen to a TV documentary about British culture and choose the correct option.

1.1. The name of the UK's National Anthem is:

- a. The Alchemist b. God Save the Queen c. Jacobite

1.2. It was written by Thomas Arne in:

- a. 1475 b. 1547 c. 1745

1.3. It has been the national anthem for:

- a. 900 years b. 200 years c. 2 decades

1.4. Not all the members of the Royal family are saluted in the full version of the Anthem just:

- a. Prince of Wales b. The Queen c. The Queen and her husband

1. Listen to the British National Anthem and complete it with the missing words.

British National Anthem

God save our a. _____ Queen,
Long live our noble Queen,
God save the Queen!
Send her b. _____,
5 Happy and glorious,
Long to c. _____ over us;
God save the Queen!

O Lord our God arise,
Scatter her d. _____
10 And make them fall;
Confound their politics,
Frustrate their knavish tricks,
On Thee our e. _____ we fix,
God save us all!

15 Thy choicest gifts in store
On her be pleased to pour;
f. _____ may she reign;
May she defend our laws,
And ever give us cause
20 To sing with heart and g. _____,
God save the Queen!



Not in this land alone,
But be God's mercies known,
From shore to shore!
25 Lord make the h. _____ see,
That men should brothers be,
And form one family,
The wide i. _____ over.

From every latent foe,
30 From the j. _____ blow,
God save the Queen!
O'er her thine arm extend,
For k. _____ sake defend,
Our mother, prince, and friend,
35 God save the Queen!

<http://projectbritain.com/anthem.html>
(Accessed in February 2013)

Listening 7 The world of the media

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to the text “Print versus online media”.

1.1. Order the following data. Write numbers from 1 to 7.

a. Digital is better than the print media.	
b. Digital goes beyond the limitations of individual media.	
c. <i>Newsweek</i> magazine will publish its last print edition in December.	1
d. Print media are disappearing due to the increase of electronic gadgets with Internet access.	
e. <i>Newsweek</i> magazine will appear again in a digital format.	
f. Some people believe that newspapers, books and magazines will no longer be the primary or most profitable means of delivering and interacting with the media.	
g. Print media cannot compete with digital media because their production and distribution cost nothing.	

1.2. Listen to the text again and decide whether these statements are True (T) or False (F).

- a. The press is going through flourishing times.
- b. Magazines are adopting a digital format.
- c. Electronic gadgets are dethroning print publications.
- d. Online publications cost half the price of print publications.

T	F
T	F
T	F
T	F

2. Listen to another text about the power of online media and underline the right option.

Where were you when news of the tsunami **a. hit / lit** Japan in 2011? How about when Michael Jackson died? Probably online, according to many experts who **b. aim / claim** that social media have become the main media **c. resource / source** for hundreds of millions of people. Not just in the U.S., either; *Facebook* **d. alone / all** has more than 900 million users spread across the globe as of 2012.

Other social media giants like *Twitter* have facilitated **e. evolution / revolution** against **f. just / unjust** leaders and warned people of **g. intending / impending** natural disaster. In fact, so many people regularly **h. act / interact** online that if the Internet were a nation, it would exceed the Americas, Europe and the Middle East **i. by / combined** in population. No wonder more than **j. 13 / 30** million members of the online community used *Reddit* and other media platforms to protest SOPA, a proposed Internet censorship **k. kill / bill**. Keep this **l. graphic / traffic** in mind next time you log on, because knowledge is power — and a little knowledge goes a long **m. stay / way** in the Internet **n. age / page**.

<http://www.caelusgreenroom.com/2012/09/20/the-rising-power-of-online-media/>
(Accessed in February 2013)

Listening 8 The power of internet

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to the poem and complete it with the missing words.

Time on the XBOX is forever **a.** _____
You can't buy it back at any cost
You think zapping Zombies is such a great **b.** _____?
It's really the Zombies who get to laugh last
You kill them all day with your **c.** _____
But glance in the mirror to see your reflection
You're starting to look like the Zombies you fight
The natural effect of **d.** _____
So put down the controller, for all that it's worth
And seek action outside, on the real **e.** _____.
Get out in the world and have a good time
Go **f.** _____, go **g.** _____, or bust-out-a-rhyme
Learn something new or help out a friend
And save 'Call of Duty' for just the **h.** _____
"That's not **i.** _____!", you're likely to say
But I know in my heart, you'll thank us **j.** _____.



Zelda, <http://www.circleofmoms.com>
(Accessed in February 2013)

2. Listen to an interview with Leslie Davis, a therapist in a treatment centre for netaholics.

2.1. Complete the following sentences.

- a. It's not easy to know if someone is getting addicted because most people _____
- b. Some physical symptoms of addiction are _____

2.2. Find out the percentages of people who:

- a. had difficulty staying away from the internet _____
- b. tried to hide their use from family and friends _____
- c. felt problems in their relationships _____
- d. used the internet as an escape _____

2.3. Complete with the information required.

- a. three other pathological addictions _____
- b. three types of professional addiction treatment _____

Listening 9 Ethics

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Listen to a text about Marie Calvin, a war journalist and tick (✓) the information that is given.

- a. Marie was warned about the risks she was taking. ☐
- b. She took a plane to Beirut. ☐
- c. The journalist felt very upset with the situation in Baba Amr. ☐
- d. She helped many of the wounded people. ☐
- e. She was killed by a rocket as she tried to escape.. ☐
- f. She felt helpless. ☐
- g. The innocent people weren't receiving any help from the international community. ☐
- h. Marie Calvin was a very fearless journalist. ☐
- i. As soon as she arrived in Syria, she called her friend. ☐
- j. Civilians were being attacked by Syrian government forces. ☐
- k. She sent an email where she announced her arrival at Baba Amro. ☐

2. Listen to the text again and put the information above in the correct sequence.

3. Listen to a text about journalism and complete it with the missing information.

Journalism is a very important field that relays **a.** _____ such as news, events, and interviews to a **b.** _____ through various forms of media. It serves to keep **c.** _____ of things going on around the world. Journalists are professionals that convey information to their audience through **d.** _____, _____, and **e.** _____ that forms of presentation. *What does a journalist do?*

Journalists gather and present information about a variety of things such as **e.** _____, current events, issues, trends, and people. They must present the information in a way that gives an unbiased viewpoint. They research the information or stories and put them in their **f.** _____ to make it appeal to the **g.** _____. **10** They go to sources to get background information and obtain **h.** _____. They also conduct **i.** _____ using a variety of documentation formats. They often attend a variety of events to observe and gain information. Journalists disseminate information through **j.** _____, _____, _____, television, radio, and the Internet. They write a variety of pieces from short new stories to **15** **k.** _____. They also write feature stories, how-to articles, travel reports, interviews and opinion columns.

They sometimes include photographs and other documentation in their text. Some journalists are responsible for editing **l.** _____, checking facts for accuracy, and laying out **m.** _____.

Listening 10 Life-changing technologies

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Listen to an excerpt from the biography of Ray Bradbury and complete it with the missing expressions.

Ray Bradbury, a _____, short story writer, essayist, playwright, screenwriter and poet, was born on b. _____ in Waukegan, Illinois.

His reputation as a writer of c. _____ was established with the publication of d. _____ in 1950, which describes the first attempts of Earth people to conquer and colonize Mars, and the unintended consequences. Next came e. _____ and then, in 1953, f. _____, which many consider to be g. _____, a scathing indictment of censorship set in a future world where the h. _____ is forbidden. In an attempt to salvage their history and culture, a group of rebels memorize entire i. _____ and philosophy as their books are burned by the totalitarian state. In all, Bradbury published more than thirty books, close to 600 short stories, and numerous j. _____.

<http://www.raybradbury.com/bio.html> (Abridged)
(Accessed in February 2013)

2. More than 60 years ago, Ray Bradbury made predictions of devices that are now part of our everyday life. Listen to a radio tribute to Ray Bradbury and note down his predictions.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____



Listening 11 Living in a high tech world

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Complete the lyrics with the missing words related to technology.

Technology, Jessie J

- I've left you twenty missed a. _____,
Six b. _____, your voice mail's full
I'll call you back, call you back later
Something in my brain pulls at my heart
5 c. _____ your number the ringing starts
You say "Hello, baby I'll call you back later"
- A text feels like I've kissed you
A d. _____ call' like you're here
When neither one, are like being in love,
10 No nowhere near
A e. _____ is like I've seen you
A message is like we've touched
But a comment on my f. _____
Baby, is not enough
- 15 'Cause I feel like I'm in love with technology
Looking at the computer g. _____
Baby what do you mean to me?
Was this ever real?
- 'Cause I feel like I'm in love with technology
20 Looking at the computer h. _____
Baby what do you mean to me?
Was this ever real?
- Sign into my home i. _____
Picked a j. _____ you left yesterday
25 Said "did you get my calls babe?"
I guess so
It's like click, uh uh
And I see your face
So, click click, uh
30 And I look away
Can I really love you
I don't know (...)



http://www.elyricsworld.com/technology_lyrics_jessie_j.html
(Accessed in February 2013)

Listening 12 Other worlds

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Listen to the poem by Edwin Morgan and correct the wrong information.

The first men on Mercury

- | | |
|--|---|
| – We come in peace from the nerd planet.
Would you take us to your leader? | – Glawn peacemen all horrabhanna tantko!
Tan come at'mstrossop. Glawp yuleeda! |
| – Bawr stretter! Bawr. Bawr. Stretterhawl? | – Atoms are peacegawl in our harraban.
Menbat worrabost from tan hannahanna. |
| – This is a little fantastic model
of the polar system, with working arts.
You are there and we are here and we
are know here with you, is this near? | – You men we know bawrhossopant. Bawr.
We know yuleeda. Go strawg backspetter
quick. |
| – Gawl horrop. Bawr Abawrhannahanna! | – We cantantabawr, tantingko backspetter
now! |
| – Where we come from is blue and white
with brown, you see we call the crown
here 'land', the blue is 'sea', and the white
is 'clouds' over land and tea, we live
on the sad face of the brown land,
all round is sea and clowns. We are 'men'.
Men come – | – Banghapper now! Yes, third planet back.
Yuleeda will go back blue, with, brown
nowhanna! There is no more talk. |
| – Glawp men! Gawrbenner menko.
Menhawl? | – Gawl han fasthapper? |
| – Men come in peace from the third planet
which we call 'earth'. We are earthmen.
Take us earthmen to your leather. | – No. You must go black to your planet.
Go back in peace, take what you have
gained but quickly. |
| – Thmen? Thmen? Bawr. Bawrhossop.
Yuleeda tan hanna. Harrabost yuleeda. | – Stretterworra gawl, gawl... |
| – I am the yuleeda. You see my lands,
we carry no benner, we come in peace.
The spaceships are all stretterhawn. | – Of course, but nothing is ever the same,
now is it? You'll remember Mercury. |

Edwin Morgan, in *Collected Poems*, Carcanet

Answer keys – Listening activities

Listening 1 (p. 77)

1.

lost – stuck

road – dark

asked – called

here – there

before – beside

recall – remind

2. **Michelle's physical description:** very pretty, short brown hair, brown almond-shaped eyes, small nose, small pointed chin, not tall, quite slim.

Michelle's favourite clothes: jeans and T-shirt or sweater.

Michelle's personality: nice, with sense of humour, a little depressed sometimes.

Michelle and Karen's common hobbies: playing the guitar, singing, going to the cinema, walking around, travelling, reading and swimming.

What subjects Karen is good at: Maths and science.

What subjects Michelle is good at: English and languages.

Listening 2 (p. 78)

1.1 **a. Fraser Doherty:** He made a fortune making jam.

a. his grandmother. **b.** Scotland **c.** 16 **d.** Superjam **e.** 500,000

Jordan Romero: He was the youngest person to climb mount Everest. **a.** 13 **b.** his father, girlfriend and a team of Sherpas **c.** China

Dietrich Ludwig: He was the youngest person to build an electric car. **a.** Ohio **b.** 16 **c.** gas-guzzling engine **d.** DC electric motor

Alia Sabur: She became the youngest college professor

a. Konkuk University in Seoul **b.** the age 2 **c.** 10

d. clarinet

2. **a.** choosing **b.** good at **c.** interests **d.** talents **e.** strengths

f. important **g.** motivations **h.** career

Listening 3 (p. 79)

1. **a.** look younger. **b.** Overweight people. **c.** reshape the contours of their bodies. **d.** teenagers **e.** 13-16 **f.** Bigger breasts, teeth correction, weight loss and nose work **g.** look more beautiful **h.** Celebrity worship **i.** goodlooking bodies/pretty correction faces.

2.

studio – parlour

make sure – ensure

don't forget – remember

example – instance

doctor – artist

lack of – poor

Listening 4 (p. 80)

1.1

Kenny Yu:

Portugal, Architecture, Cybertech First time he left the UK, educated culturally and personally, adaptability to different cultures.

Lee Borthwick:

Finland, design, self-employed installation artist and freelance designer, friends for life, experience of winning a place at the Royal College of Art, found the direction for his career.

Wendy Sutherland:

France, European Business Administration, contracts specialist, learning to speak French, develop confidence in languages.

2.

Barcelona – Alicante

doctor – nurse

hospital – unit

plastic – general

chance – opportunity

career – life

certainly – probably

feel – felt

responsibility – confidence

university – erasmus

them – others

Listening 5 (p. 81)

1.

a. Enables the child to communicate

b. a good family cohesion

c. Allows greater flexibility to choose

d. a broader cultural understanding

e. multicultural sensitivity

f. greater tolerance

g. social harmony

h. problem solving

i. analytical skills

j. better formation of concepts and visual-social abilities

k. stimulate creativity

l. interpersonal and social skills

m. social sensitivity

3.

defined – designed

rearily – early

undergraduated – advanced

long – strong

sociology – psychology

introduce – include

story – History

ICRS – ESRC

insist – consist

thought – taught

seek – week

world – work

mistrust – discuss

sits – sites

Listening 6 (p. 82)

1. 1.1 b. 1.2 c. 1.3 b. 1.4 c.

2. a. gracious b. victorious c. reign d. enemies e. hopes
f. Long g. voice h. nations i. world j. assassins k. Britain's

Listening 7 (p. 83)

1.1 a. 5 b. 6 d. 3 e. 2 f. 4 g. 7

1.2 a. F b. T c. T d. F

2.

a. hit

b. claim

c. source

d. alone

e. revolution

f. unjust

g. impending

h. interact

i. combined

j. 30

k. bill

l. graphic

m. way

n. age

Listening 8 (p. 84)

1. a. lost b. blast c. online connection d. gaming all night
e. planet earth f. camping g. biking h. weekend i. fair j. some day

2.1 a. don't realize they're addicts

b. dry eyes, migraines, change of sleeping patterns and eating habits

2.2 a. 14% b. 9% c. 6% d. 8%

2.3 a. gambling, substance abuse; compulsive shopping

b. individual therapy; support groups; residential treatment centres.

Listening 9 (p. 85)

1. a., c., e., g., h., j., k.

3. a. valuable information

b. targeted audience

c. people informed

d. articles, broadcasts

e. news

f. own words

g. targeted audience

h. direct quotes

i. background research

j. newspapers, magazines, periodicals

k. long articles

l. content

m. documentation

Listening 10 (p. 86)

1.

a. American novelist

b. August 22, 1920

c. courage and vision

d. *The Martian Chronicles*

e. *The Illustrated Man*

f. *Fahrenheit 451*

g. Bradbury's masterpiece

h. written word

i. works of literature

j. poems, essays, and plays

2. a. virtual rooms b. smart homes c. cell phones d. ear-bud earphones
e. flat screen TVs f. street surveillance
g. automatic teller machines

Listening 11 (p. 87)

1. a. calls b. messages c. dialing d. phone e. voice mail f. web page
g. screen h. screen i. page j. comment

Listening 12 (p. 88)

1.

nerd – third

fantastic – plastic

there – here

here – there

know – now

crown – brown

tea – sea

sad face – surface

clowns – clouds

leather – leader

lands – hands

spaceships – spaceways

black – back

Speaking – The world of teens

Unit 1

Name _____ No. _____ Class _____ Date _____

Task 1

1. Read the following news item.

Ashley Wallace, 16, was infuriated when the headmaster of her school, Neil Watts, 50, ordered the school photographer to change the colour of her hair from pink to brown in the official school photographs.

www.telegraph.co.uk/news/uknews/1385635 (Adapted)

2. Imagine Ashley went to talk to the headmaster.

Role-play the discussion between them using the arguments below. Work in pairs: one of you plays Ashley and the other plays the headmaster.

ashley

- You think your hair looked ridiculous because you could see the pink under the mousy brown;
- You think the school should have given you the option of not being in the school photo;
- You think they should have asked your permission to do this;
- You think everyone has the right to have the looks they want;
- You feel discriminated just because your hair is pink;
- You think a younger headmaster would have accepted your hair.

Headmaster

- You have been warning her about the pink hair for a long time;
- There is a code of conduct that pupils should follow concerning their looks;
- You think you have acted reasonably by allowing her to attend the school;
- You allowed her to take part in the year group photograph like any other pupil;
- You could not accept that other pupils were influenced by her;
- You think that Ashley just wants to be rebellious.

Task 2

Bearing in mind what you have learned about “the world of teens”, choose on of the topics below and prepare a five-minute presentation to explain its importance in teens’ life.



1. Conflict with parents



2. The importance of image



3. Future career

Speaking – A world of many languages

Unit 2

Name _____ No. _____ Class _____ Date _____

Task 1

Imagine you have always wanted to have an experience as an Erasmus student. The moment has arrived to spend a semester in the UK, but you will have to be very persuasive because your parents aren't prepared to let you go.

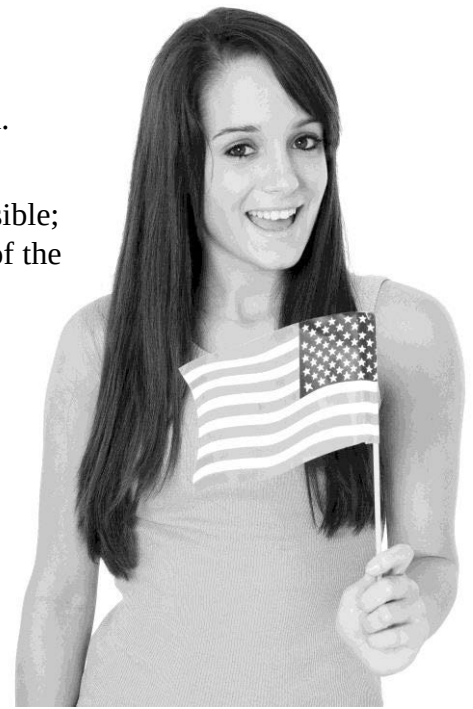
Role-play the family meeting with you, your father, your mother, and your younger sister. Use the tips below to organise your conversation.

You	Your mother's concerns:	Your father's concerns	Your sister's concerns
– You will stay with a host family that will help you with everything you need; – You will share accommodation with just a single schoolmate; – You will visit them in school holidays and it's just for a semester; – You will have to study hard to get a good final grade; – You will enhance your CV; learn the language by immersion and have the experience of a lifetime.	– Who will cook for you; – Who will help with your clothes; – Where will you live. (...)	– Who you will live with; – How often you will visit them; – If you are going with other schoolmates; – Doesn't see the advantages. (...)	– You just want to have fun; – Teachers are more permissive with foreign students; – You will have excellent marks because you are a foreign student. (...)

Task 2

Prepare a five-minute speech on the importance of American English. Use the following cues to give you some ideas.

- The USA is known to be the land of dreams where anything is possible;
- Everything that comes from the USA gets the attention of the rest of the world;
- The American population is multiracial, thus tolerant and welcoming;
- The USA has the best cinema industry with a long tradition;
- Everyone understands the language;
- (...)



Speaking – Media and global communication

Unit 3

Name _____ No. _____ Class _____ Date _____

Task 1

Debate: Printed press vs Online Press

Two groups of journalists, one representing the printed press and the other representing the online press, have been invited to participate in a debate, where they'll try to defend their position.

Group A – Printed press journalists

Don't forget to refer to:

- the present situation of the printed press;
- disadvantages of the online press;
- advantages of the printed press;
- possible solutions.

Group B – Online press journalists

Don't forget to refer to:

- the present situation of the online press;
- disadvantages of the printed press;
- advantages of the online press;
- possible solutions.

Task 2

Role-play the following situation.

Group A – Printed press journalists

Imagine you are a very **famous journalist** who has been distinguished for the excellent work you have done. You have been invited to a TV programme to talk about your career as a journalist.

Don't forget to talk about:

- the beginning of your career (first jobs...)
- how you define a journalist (refer to the ethic code of journalism);
- advantages and disadvantages of being a journalist;
- some of the most rewarding experiences you've lived so far.
- (...)

Group B – Online press journalists

Imagine that you are a **TV host** and on tonight's show you are going to interview a famous journalist.

Don't forget to:

- introduce your guest to the audience (name, origin, profession/s, awards...);
- ask him/her about the beginning of his/her career (degrees, first job, difficulties...);
- ask about his/her definition of "journalist";
- ask about the advantages and disadvantages of his profession;
- ask about the most rewarding experiences he/she has lived.
- (...)

Speaking – The world of technology

Unit 4

Name _____ No. _____ Class _____ Date _____

Task 1

1. Read the following news item.

By the end of the year 2020 the so called traditional school system will be completely replaced by online teaching (e-learning). This means that the internet will become the student's new teacher, and students may even choose between having an online human or a robot teacher.

2. Organise a class debate.

Group A

In favour of the existence of the traditional school system.

Don't forget to mention:

- the disadvantages of e-learning;
- the advantages of the traditional system;
- possible solutions.

Group B

In favour of the existence of e-learning system.

Don't forget to mention:

- the disadvantages of the traditional system;
- the advantages of e-learning;
- the future perspectives.

Task 2

Imagine that you have taken part in a **virtual trip to visit the year 2025**. Now that you are “back” all your friends want to know everything about this exciting experience. Describe what you have seen and done.

Don't forget to mention the following:

- Education/school;
- Cars;
- Houses/cities;
- People in general (character, fashion...);
- Family life;
- Work;
- Medicine /medical care;
- Teens' free time activities;
- Entertainment.



Evaluation grid for Oral group presentation

Topic: _____ Date _____

Students: _____ / _____ / _____

_____ / _____ / _____

1. Presentation: (30/200) _____ _____ (6) Body pose _____ (6) Eye contact _____ (6) Pitch of voice _____ (6) Transition between group members _____ (6) Use of audience feedback	2. Content: (70/200) _____ _____ (20) Presentation outline _____ (25) Relevance of information _____ (15) Mastery of information _____ (10) Personal input
3. Language: (70/200) _____ _____ (20) Grammar and sentence structure _____ (20) Vocabulary (variety and adequacy) _____ (20) Speech coherence (fluency) _____ (10) Pronunciation	4. Visual aids: (20/200) _____ _____ (5) Variety _____ (5) Creativity _____ (5) Suitability _____ (5) Accuracy (captions, titles, source)
5. Timing: (over 10) _____	Total: _____ (200)

Evaluation grid for Role-play

Name _____ No. _____ Class _____ Date _____

		Points	10 (hardly)	20 (acceptably)	30 (well)	40 (very well)
Items						
Comprehension	He/she understands the topic given and uses relevant arguments clearly and fluently.					
	He/she is able to interact meaningfully in a given context and simulate meaningful communication.					
Production	He/she shows a logical and grammatically correct speech.					
	He/she uses a wide range of general vocabulary as well as specific vocabulary related to the topic.					
	He/she reveals correct pronunciation.					
		Total: _____ (200)				

Evaluation grid for Individual oral tests

Name _____ No. _____ Class _____ Date _____

[illegible]

CRITERIA			
Content (55)	Fluency (60)	Correction (75)	Time (10)
a. Suitability (15) b. Relevance (20) c. Logical organisation (20)	d. Pronunciation (20) e. Intonation (20) f. Fluency (20)	g. Suitability of vocabulary (15) h. Word order correction (20) i. Verb tense correction (20) j. Speech coherence (20)	k. Time management (10)
a. Is the text produced suitable to the given topic? b. Are the arguments and explanations presented relevant to the given topic? c. Is the speech organized in a logical way (introduction, causes, consequences, etc.)?	d. Are the words pronounced correctly? e. Is the sentence intonation suitable and adequate? f. Is the speech without major pauses and hesitations?	g. Is the vocabulary suitable to the topic and varied? h. Are the sentences well-organized and structured? i. Are the verb tenses correctly used and built? j. Is the entire speech consistent using suitable connectors and linking words?	k. Are the students able to manage the time given?

Teacher's notes

Unit 1

Write a **recount** telling us about one of those nights in which you joined in and went around town to hand out the meals.

Title	Title
Orientation: – Set the context and the participants in the story, presenting and describing people, activities, place and time.	
Sequence of events: – Tell the events as they happened following a time-structured sequence.	
– Use a new paragraph for each of the main stages of the story.	

Unit 1

Name _____ No. _____ Class _____ Date _____

Parents and teens belong to different generations with different habits, mentalities and beliefs. They will always have a strained relationship.

Write an **exposition** text presenting your arguments agreeing or disagreeing with this statement.

	Title
	Thesis: – Introduce the issue, and state your position by writing a remark, asking a question or simply making a statement.
	Arguments: – Present different arguments to defend your position on the issue.
	Restatement: – Write a conclusion in which you restate your position by summarising your arguments.

Unit 2

Write an email to your family describing the family that is hosting you. The text you need to organise is a **descriptive report**.

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Unit 3

Write an **argumentative text** bearing in mind the two perspectives.

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Unit 3

Write a **news article** telling the whole story.

[illegible]

Unit 4

Name _____ No. _____ Class _____ Date _____

Write an organised **exposition** to comment on the following statement:

“Modern technology has made the world smaller.”

Title	Title
Thesis: – Introduce the issue, by explaining the quotation in your own words and then stating your position on it.	Thesis: – Introduce the issue, by explaining the quotation in your own words and then stating your position on it.
Arguments: – Present different arguments to defend your position on the issue.	Arguments: – Present different arguments to defend your position on the issue.
Restatement: – Write a conclusion in which you restate your position by summarising your arguments.	Restatement: – Write a conclusion in which you restate your position by summarising your arguments.

Unit 4

Choose a book that you have read recently, a film you have watched, a game you have purchased or a CD you have listened to and write a **review** on it.

Title	Title
Context: – Introduce the piece that is going to be the subject of the review by giving general factual information about it (title, author, release date, theme).	Context: – Introduce the piece that is going to be the subject of the review by giving general factual information about it (title, author, release date, theme).
Description: – Describe or summarise the piece under review. If it is a film or a book, describe the characters and the setting and make a summary of the plot. If it is a game describe how it is played, whom it is aimed at, the setting, etc. If it is a CD describe the tracks, the length, the songs, etc.	Description: – Describe or summarise the piece under review. If it is a film or a book, describe the characters and the setting and make a summary of the plot. If it is a game describe how it is played, whom it is aimed at, the setting, etc. If it is a CD describe the tracks, the length, the songs, etc.
Restatement: – Make a judgement of your own about both its general quality and its specific features. Your review may be positive or negative.	Restatement: – Make a judgement of your own about both its general quality and its specific features. Your review may be positive or negative.

Evaluation grid

Text outline (50)	Suitability (60)	Correction (75)	Word limit (15)
a. Purpose (1-20) b. Organisation of stages (1-20)	c. Content (1-20) d. Vocabulary (1-20) e. Grammar (1-20)	f. Spelling (1-25) g. Verb tense (1-25) h. Word order (1-25)	i. Word limit management (1-5)
a. Is the text serving the purpose of the genre (describing, telling, explaining...)? b. Is the text organised in the stages defined for the genre?	c. Is the information given suitable to each of the stages? d. Is the vocabulary used suitable to the topic? e. Are the grammar structures adequate for the genre (use of adjectives, use of the passive, verb tenses, suitable connectors...)?	f. Are there many spelling mistakes? g. Are the verb tenses correctly built? h. Are the sentences correctly built?	i. Are the students able to write the text within the word limit?

[illegible]

Teacher's notes

Present Simple

Name _____ No. _____ Class _____ Date _____

1. Rewrite the sentences replacing the underlined subject with the one given.

- a. Most teenagers enjoy sharing their secrets with friends.

Mary _____.

- b. My parents never pry into my personal matters.

Her mother _____.

- c. They teach Latin Culture at University.

My mother _____.

- d. I kiss my children in the morning when they go to school.

He _____.

- e. Many girls undergo plastic surgery to correct their ears or nose.

A girl _____.

2. Put the following sentences into the negative form.

- a. Teenage pregnancy concerns only parents and teachers.

_____.

- b. Online dating makes long-lasting relationships.

_____.

- c. Teenagers take their laptops to the classroom.

_____.

- d. The choice of a future career worries most undergraduate students.

_____.

3. Write questions for following answers.

- a. _____?

She lives at 34, Oxford Street.

- b. _____?

They have lessons in the morning.

- c. _____?

In his free time he likes to text message his friends.

- d. _____?

Her mother keeps her mobile locked because of her bad marks.

4. Fill in the gaps with verbs in the Present Simple.

- a. Carol _____ (not suffer) from bullying anymore thanks to the support of her friends.

- b. My friend Anne _____ (wash) her hair twice a day.

- c. How many text messages _____ (you/ send) every day?

- d. How much money _____ (she / spend) on make up?

Present Simple and Present Continuous

Name _____ No. _____ Class _____ Date _____

1. Identify the situations which require the use of the Present Simple (PS) tense or the Present Continuous (PC) tense.

a. daily routine

d. events happening now

g. annoying habits

b. future plans

e. facts

h. temporary situations

c. permanent situations

f. verbs of thoughts, states...

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

a. Kevin / watch / TV / at the moment.

b. The plane / leave / at twelve o'clock.

c. Teens / worry / too much about their image.

d. This year / we / live / at our sister's.

e. They / usually / support all my decisions.

f. I / see / my dentist / tomorrow.

g. Steve / always / irritate / me / with his sarcastic jokes.

3. Write the previous sentences (a., b., c. and d.) in the negative form.

a. _____

b. _____

c. _____

d. _____

4. Ask questions for the following answers.

a. _____ ?

The train to Paris leaves in one hour.

b. _____ ?

No, they aren't. They are talking about David.

c. _____ ?

She usually visits her aunt on Sundays.

d. _____ ?

She works for a very important company in Oxford



Past Simple

Name _____ No. _____ Class _____ Date _____

1. Complete the table with the verbs in the infinitive form and Past Simple.

help go buy work keep cry need stay give catch

Regular		Irregular	
Infinitive	Past Simple	Infinitive	Past Simple
a. _____	_____	a. _____	_____
b. _____	_____	b. _____	_____
c. _____	_____	c. _____	_____
d. _____	_____	d. _____	_____
e. _____	_____	e. _____	_____

1.1. Choose from the verbs above to complete the sentences in the Past Simple.

- a. My father _____ a new tablet last week because he _____ it for work.
 b. I _____ a bad cold last month; that's why I _____ at home for 5 days.
 c. The girl _____ a lot when the teacher _____ her back the test.
 d. Last night I _____ to my friend's house and _____ him with his homework.

2. Write the sentences in the negative form.

- a. I studied for the Maths test yesterday.

- b. My sister found a lost puppy on the street last Monday.

- c. A few days ago we visited the Science Museum on a field trip.

- d. Chris won the spelling competition last year.

3. Ask questions in the Past Simple for the underlined information in the sentences.

- a. _____ ?

We went to the beach on Saturday.

- b. _____ ?

I saw Martha at the cinema last Friday.

- c. _____ ?

She offered him a ticket for the festival.

- d. _____ ?

They sold the house because they needed a bigger one.

Past Simple and Past Continuous

Name _____ No. _____ Class _____ Date _____

1. Fill in the gaps with the correct form of the verb in brackets.

- a. Lilly _____ (help) her mother with the laundry when the lights _____ (go out).
b. While _____ I (do) my homework my brothers _____ (watch) television.
c. When Steven and Kelly _____ (be) much younger they _____ (always/play) with their neighbour's cat.
d. Last year we _____ (see) a horrible car accident when we _____ (walk) down the street.
e. While he _____ (walk) down the stairs he _____ (hear) a strange noise. He _____ (open) the door and _____ (see) that water _____ (drip) from the ceiling.
f. – _____ (you/sleep) when the car crash _____ (happen)?
– No, I _____ (work) on the computer.

2. Choose the correct option.

- 2.1 _____ I was cooking dinner, the phone rang.
a. during b. while c. always
- 2.2 Yesterday morning Peter was speaking on the mobile phone _____ he hit his head against the door.
a. when b. while c. and
- 2.3 Susan and Luca _____ when the DJ played their favourite music.
a. danced b. were dancing c. was dancing
- 2.4 My mother was working on the computer _____ my father was cooking dinner.
a. when b. while c. but
- 2.5 When the explosion happened I was having a shower, my sister was eating _____ my baby brother was sleeping.
a. when b. while c. and

3. There is a mistake in each of the following sentences. Identify and correct them.

- a. Last Monday Karin danced Hip Hop when she sprained her ankle.

- b. The students were having a class debate while the school director entered the classroom.

- c. While we were playing football, I was breaking a window.

Prefixation and Suffixation

Name _____ No. _____ Class _____ Date _____

1. Put the following words under the correct heading.

polite usual tolerant honest pleasant do patient
convenient belief ability possibility appear

UN-	IN-	IM-	DIS-
a. _____	a. _____	a. _____	a. _____
b. _____	b. _____	b. _____	b. _____
c. _____	c. _____	c. _____	c. _____

2. Read the sentences and write words with a prefix that match the definition. Use the prefixes: DIS-, CO-, ANTI-, IR-, MIS-.

- A person that works with me is my _____.
- If you understand me wrongly, you _____ me.
- If you are against war, we say you are _____.
- If you don't approve of something, you _____ of it.
- Some information is not relevant, so it is _____.

3. Use the words in the box and a suffix to form new words.

NOUN	-hood _____ -ment _____ -ship _____	-dom _____ -ness _____ -ity _____	friend free amuse child dark real
VERB	-en _____ -ate _____	-ify _____ -ize _____	special false short active
ADJECTIVE	-able/-ible _____ -ous _____ -less _____	-al _____ -ful _____ -ive _____	danger attract job access nature colour

4. Complete the sentences by adding a prefix and/or a suffix to the words on the right.

- I need to buy a new sofa for my living-room. Mine is really _____. **comfort**
- He was very rude to the teacher. He really should _____. **apology**
- We can't trust David to do anything right. He's a very _____ person. **rely**
- My host family was so nice. I'm really grateful for their _____. **kind**

Future: *will* and *be going to*

Name _____ No. _____ Class _____ Date _____

1. Read the following sentences and decide which situation – A, B, C, D or E – they refer to.

A. Predictions
(based on
opinions)

B. Offers

**C. planned
decisions**

**D. unplanned
decisions**

E. predictions
(based on present
evidence)

- a. We **are going to** spend our weekend in London. Peter has already bought our plane tickets.
- b. Paul is a very good student. I'm sure he **is going to** get that scholarship.
- c. I really don't know his plans for tomorrow night. I think **he'll stay** home and watch a film.
- d. Ok. I'll **go** with you to Michael's birthday party.
- e. You look very sick. I'll **get** you a glass of water.

1.1 Complete the following rules.

BE GOING TO: is used to express future situations which refer to _____,
and _____.

WILL: is used to express future situations which refer to _____,
_____, _____,
promises and requests.

2. Complete the conversation using *will* or *be going to*.

Mother and son are talking about their next summer holidays.

Mother: Have you decided what to take with you to Spain?

Son: Sure. I've already separated my clothes. I **a.** _____
(take) my blue shirt, my new white shorts and the rest is up to you.

Mother: Well, I think I **b.** _____ (buy) you
a new pair of jeans and a jacket. **c.** _____ (you/
come) with me?

Son: Sorry, I can't. I **d.** _____ (visit) grandma.
She's expecting me. I promise I **e.** _____ (not be)
back late.

Mother: **f.** _____ (you/help) me with the bags,
please?

Son: Of course.



Present Perfect Simple and Past Simple

Name _____ No. _____ Class _____ Date _____

1. Decide whether the following statements refer to the Present Perfect Simple (PPS) or Past Simple (PS) tense.

It is used to...	PPS	PS
a. express an action which started in the past and continues up to the present.		
b. refer to a past action that happened in a specific, defined time (we know when it took place).		
c. indicate a finished past event that has no connection to the present.		
d. express an action which has never happened before but can still happen.		
e. refer to an unfinished action.		
f. refer to an action which has already happened and can still happen again.		

2. Look at the following words/expressions and write them in the corresponding column.

since yesterday ago for last year
 never in 1999 yet already
 two weeks ago still recently ever

Past Simple	Present Perfect Simple

3. Present Perfect Simple or Past Simple? Build sentences with the information given. You may have to add some more words.

a. Frank and Chris / live / London / two years ago.

b. No, my parents / never / visit / Madrid.

c. How long / they / know / you?

d. She / watch / the documentary / last night?

e. Ever / hear / him / sing?

f. We / already / write / the article.

Adjective degrees: comparative and superlative

Name _____ No. _____ Class _____ Date _____

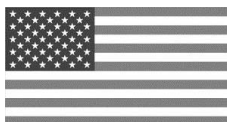
1. Write comparative sentences.

- Portugal / beautiful / Spain _____
- Children / short / adults _____
- Diamonds / expensive / gold _____
- An Audi / good / a Fiat _____
- Koalas / nice / bears _____
- Strawberries / sweet / lemons _____

2. Write sentences using the adjectives in the superlative form.

- Chocolates / delicious / sweets _____
- Grilled food / healthy / food _____
- Fast food / harmful / food for our health _____
- Américo Amorim / rich / man / Portugal _____
- Denzel Washington / good / actor / ever _____
- Spinaches / bad / vegetables _____

3. Read the figures and percentages about the Capital cities of some English-speaking countries.

Capital city (Country)	London (UK)	Washington, D.C. (USA)	Canberra (Australia)	Kingston (Jamaica)
Flag				
Population	8,173,194	617,996	367,752	937,700
Area	5,206 Km ²	176.9 Km ²	814.2 km ²	480 Km ²
Humidity	93%	42%	72%	75%

3.1 Use the adjectives in the comparative and superlative form.

- Washington DC is _____ (**populous**) than Canberra.
- London is the _____ (**populous**) of all.
- Kingston is _____ (**big**) than Washington DC.
- London is the _____ (**big**) city of the four.
- Kingston is _____ (**wet**) than Canberra.
- Canberra is _____ (**dry**) than Kingston.
- Washington DC is the _____ (**dry**) city.
- London is the _____ (**wet**) city.

Articles: Definite, Indefinite and Zero (Ø) article

Name _____ No. _____ Class _____ Date _____

1. Read the words/expressions and write them under the corresponding article.

elephant shampoo girls old lady teenager leaf parents
 university hour unusual person men European
 pet bully MP children people sand school
 conflict water meat unity hotel

A	An	Zero article (Ø)

2. Look at the following situations/usages and tick (✓) the corresponding article.

	A / An	The	(Ø)
a. Superlatives; musical instruments, newspapers, nationality words, families, organizations			
b. Price, weight, distance, speed and frequency, time			
c. Food and drink, sports and games, meals			
d. Countries with words like Kingdom, States or Republic			
e. Plural countable nouns in generalizations (people, animals, places, objects)			
f. Famous buildings			
g. Mountain ranges, groups of islands, rivers, seas, oceans and canals			
h. Proper nouns (names of people, continents, cities and countries, streets and parks, individual mountains, days, seasons, months and holidays, academic subjects)			

3. Fill in the gaps with a suitable article: a, an, the or Ø.

Martina is **a.** _____ German student who was given **b.** _____ opportunity to participate in **c.** _____ exchange programme in **d.** _____ United Kingdom. She stayed with **e.** _____ very nice family **f.** _____ Smiths.

In **g.** morning she visited **h.** _____ capital city. **i.** _____ London was such **j.** _____ amazing city that she took many photos to send to all her friends at **k.** _____ University of Hamburg.

Passive Voice

Name _____ No. _____ Class _____ Date _____

1. Read the 6 following sentences carefully.

1.1 Identify which sentences are Active and which are Passive.

- a. The President delivered a Christmas speech.
- b. They collect the garbage every night.
- c. Today's newspapers were sold out.
- d. They will replace the roof next year.
- e. Dollars are accepted in this hotel.
- f. This new rule will be abolished by the new government.

AV	PV
AV	PV
AV	PV
AV	PV
AV	PV
AV	PV

1.2 Rewrite the ones in the Active voice in the Passive and the ones in the Passive voice in the Active.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

2. Write the following sentences in the Passive voice. Don't put the subject if not needed.

- a. Everyone must attend the conference tomorrow.

- b. They left the patients unattended all night.

- c. The police were watching the suspect's moves on a daily basis.

- d. They can't alter the law without permission from Parliament.

3. Write the Passive or the Active voice for the following sentences starting them as indicated.

- a. The receptionist told us to wait in the lobby.
We _____
- b. The authorities have refused him a visa to stay in the country.
He _____
- c. Susan will be given a promotion next year
They _____
- d. The Clarkson's always invite me to their parties.
I _____

Modal Verbs

Name _____ No. _____ Class _____ Date _____

1. Read the sentences and identify the situation conveyed by each modal verb.

- | | | | | |
|---------------|------------------|--------------|------------------|----------------|
| a. Permission | c. Possibility | e. Ability | g. Non necessity | i. Prohibition |
| b. Advice | d. Impossibility | f. Inability | h. Necessity | j. Obligation |

1. Sarah is an excellent painter. She can paint anything she sees. _____
2. May I talk to you about what happened yesterday? _____
3. Peter shouldn't say those things the way he does. He's a very heartless person. _____
4. You have to fasten your seat belt when driving your car. _____
5. Take your umbrella. It may rain today. _____
6. Children mustn't drink alcohol. _____
7. I know you are on a diet, but you don't have to stop eating sweets. Just reduce them. _____
8. Joshua can't walk because he broke his leg yesterday while he was playing football. _____
9. I feel completely exhausted. I really think I need to rest. _____
10. Unfortunately I can't come to your party. My father won't let me come. _____

2. Rewrite these sentences using a suitable modal verb.

- a. Lourdes is not able to speak a foreign language.
Lourdes _____
- b. I advise you to learn English if you want to study abroad.
You _____
- c. Everybody knows that it's forbidden to do illegal downloads.
People _____
- d. Am I allowed to eat here?

- e. When Susan was a little girl she wasn't able to ride her bike.
When Susan _____
- f. They are obliged to use a mask when working with chemicals in the lab.
They _____
- g. People are obliged by law to pay their rent.
People _____
- h. Some teachers argue that it is impossible to learn a language without knowing its basic grammatical structures.
Students _____

Gerund/-ing and To + Infinitive

Name _____ No. _____ Class _____ Date _____

1. Write the following verbs under the correct heading.

avoid hope agree deny finish plan miss risk seem refuse

Gerund/-ing	To + Infinitive

1.1 Complete the following sentences with verbs from the previous exercise.

- Why do students always _____ doing homework?
- If she _____ to work extra hours, she will probably lose her job.
- Laura is always so busy that she _____ spending time with her friends.
- Has your father _____ to let you go on the field trip?
- Are they _____ to go abroad on holidays this summer?
- If you don't hurry up, you _____ missing the plane!

2. Match the two halves to build meaningful sentences.

- | | |
|----------------------------|---|
| a. My mother enjoys | 1. having problems in her workplace. |
| b. My friend gave up | 2. to go abroad for my exchange programme! |
| c. I can't wait | 3. to take off when he was told to abort. |
| d. She'll never admit to | 4. cooking for the whole family. |
| e. We managed | 5. to get tickets for the concert before they sold out. |
| f. The pilot was preparing | 6. studying Mandarin because it was too difficult. |

3. Complete the text with the verbs in brackets using the Gerund/-ing or the To + Infinitive.

_____ (a. speak) a foreign language today prepares you _____ (b. face) the global world we live in. If you can't afford _____ (c. go) abroad for a language course, there are other possibilities you should consider before _____ (d. give up) the idea. Have you ever thought about _____ (e. take) an online course, or have you ever managed _____ (f. do) something as simple as _____ (g. get) in touch with native speakers through Facebook, for example? You can learn _____ (h. use) the language while _____ (i. practise) your spelling. You can also learn a lot by _____ (j. use) your dictionary. Keep on _____ (k. look) for words you don't know, remember _____ (l. note) them down and reread them often. You will learn _____ (m. use) each word in suitable situations. Believe me, you will enjoy _____ (n. find) out about a new language and the cultural knowledge it brings.

Connectors

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences using the connectors below.

however because when that's why

- a. She has got a perfect accent _____ she lived in London for 10 years.
- b. I don't like crowded places. _____ I never go to the cinema.
- c. _____ we arrived, the teacher was already handing back our essays on British Culture.
- d. She is bilingual. _____, she wasn't selected for the job as a hotel receptionist.

2. Transform the sentences using the connectors in brackets.

- a. I have got a monolingual dictionary and a bilingual one. (**also**)

- b. Teenagers lead stressful lives. They have the support of their families. (**however**)

- c. I went to the bookshop to buy a book about old English. (**in order to**)

- d. The students turned off the lights to watch the film clearly. (**so that**)

3. Fill in the gaps with *although* or *in spite of*.

- a. _____ of the rain, we went to the theatre.
- b. Mary is unemployed _____ having an excellent curriculum vitae.
- c. _____ not having much money, they went to University.
- d. _____ British students don't like to learn foreign languages, they learn a lot from Erasmus students .

4. Transform the sentences using the connectors in brackets.

- a. In spite of being spoken by millions, Mandarin is not the most spoken language. (**though**)

- b. She applied for an Erasmus placement to learn about European cultures. (**so as to**)

- c. Although they don't watch a lot of films, they take out the subtitles. (**despite**)

- d. I love the British accent but I prefer speaking with the American one. (**however**)

Prepositional verbs

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with one of the prepositions below.

for an about in of with to from

- a. I really admire my sister _____ being such a good student.
- b. I agree _____ you when you say that having a degree helps in career choices.
- c. Nowadays many teenagers still financially depend _____ their parents.
- d. Stuart is always complaining _____ the food at the cafeteria. How annoying!
- e. Not everyone is able to succeed professionally _____ their country and are forced to emigrate.
- f. This book is not mine. It's written on the cover that it belongs _____ Anne Stuart.
- g. Parents have the obligation to protect their children _____ all types of threats.
- h. The criminal was accused _____ forgery and blackmail.

2. Fill in the gaps with the corresponding verb.

rely suffer listen complain cope blame dream

- a. Why do parents _____ our friends for our bad results at school?
- b. It's unbelievable how so many people _____ from loneliness in the 21st Century!
- c. Don't _____ about having a Geography test. It will be a piece of cake!
- d. It's difficult to _____ on anyone when everyone around you is demanding something different from you.
- e. I never _____ to music except when I'm driving.
- f. I _____ of having a small cottage in the forest where i can spend my weekends.
- g. It's difficult to _____ with teenagers nowadays because they take everything for granted.

3. Each of these teenagers has a problem to solve. Give them your advice.



a.



b.



c.



d.

- a. I didn't have a good attitude towards my best friend.

You should _____.

- b. I need to have my own money.

You should _____.

- c. I hate the food at the canteen and the sandwiches in the cafeteria.

You should _____.

- d. My parents work very hard so that I can have a good education.

You should _____.

Phrasal verbs

Name _____ No. _____ Class _____ Date _____

1. Replace the words in *italics* using one of the phrasal verbs given.

look after look into look forward to look up look for

a. My neighbours asked me to *take care of* the dogs while they were away.

b. I can't *wait for* the launch of Bruno Mars's new CD.

c. The forensic scientists *are investigating* some DNA samples.

d. Unemployment is not so high. Things are *getting better*.

e. I've *searched for* the book everywhere but I can't find it.

2. Complete the sentences with the right preposition or adverb.

a. When we were almost getting there, our car broke _____ and we were late.

b. They claimed that their house was broken _____ last night.

c. I was chatting with a friend online when a stranger broke _____ our conversation.

d. I've heard Francis broke _____ Jack. Is it true?

3. Column A lists some of the the most common phrasal verbs. Match them with their meanings in column B.

Column A	Column B
a. give up	1. continue
b. get back	2. accept
c. go on	3. postpone
d. take off	4. understand
e. put off	5. return
f. put up with	6. stop
g. take on	7. leave the ground
h. make out	8. manage to deal with

3.1 Complete the sentences with phrasal verbs from above.

a. They _____ to their country after 10 years working abroad.

b. Politicians deliver such complicated speeches that I can hardly _____ what they mean.

c. The plane _____ on schedule last night at 11 p.m.

d. Sometimes film directors have to _____ some actors' eccentricities.

Reported speech

Name _____ No. _____ Class _____ Date _____

1. Report the following statements.

- a. "I study a lot before my exams." Mary said.

- b. "Anne bought many Christmas gifts." Tom said.

- c. "The party tonight will be a success!" Suzy exclaimed.

- d. "Tomorrow there will be a difficult English test because the teacher is disappointed with our results in the last test." Thomas informed us.

- e. "I have never seen such beautiful scenery!" Mary said.

2. Report the orders / commands that follow.

- a. "Bring your tracksuits for our outdoor lesson tomorrow." the PE teacher reminded us.

- b. "Don't use a red pen in your exercises because I will correct them in that colour!" the teacher warned us.

- c. "Visit the MoMA when you go to New York!" William told us.

- d. "Don't study only before the test!" my mother advised me.

3. Report the questions that follow.

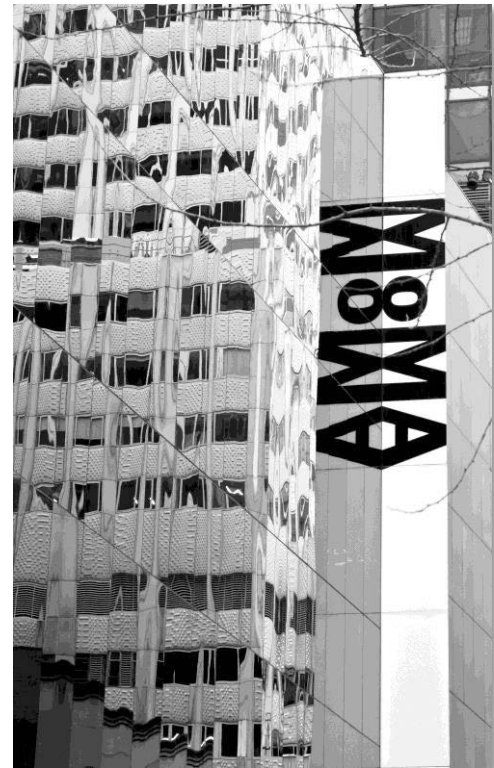
- a. "Who are your parents?" the police officer asked.

- b. "When was Shakespeare born?" the literature teacher asked.

- c. "Where are my books?" Peter wanted to know.

- d. "Did you enjoy reading the book?" Harry asked me.

- e. "Did you see our History teacher this morning?" Edward asked me.



Relative clauses

Name _____ No. _____ Class _____ Date _____

1. Complete the sentences with a relative pronoun, determiner or adverb, if needed.

- a. Do you know the man _____ is standing in the doorway?
- b. Is this the house _____ you used to live as a child?
- c. Have you read the book _____ I offered you last Christmas?
- d. This is the song _____ won an MTV award.
- e. This is my friend Mark, _____ sister is a famous top model.

2. Join the two halves of the sentences by means of a relative pronoun, determiner or adverb.

a. I visited the house	Who	1. was used in a commercial?
b. I know a famous journalist		2. is a computer expert.
c. Do you know the Beatles' song "All together now"	Which	3. Bob Marley was born.
d. The company hired Mr Smith	Where	4. many celebrities have a star on the sidewalk.
e. I visited the Walk of Fame		5. works for national television.
f. I've met a nice lady	whose	6. son is a prominent politician.

3. Now write down the sentences bearing in mind the use of commas.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

4. Join the two sentences by using a relative clause. Pay attention to the use of commas and leave the pronoun out where possible.

- a. The book is a best-seller. My mother offered me the book for my birthday.

- b. Meryl Streep has won several Oscars. She starred in *Mamma Mia*.

- c. The journalist works for a gossip magazine. Sam was talking to him just now.

- d. Michael Jackson was considered the King of Pop. His career has been made into a documentary.

- e. I found my dream house. I want to live there for the rest of my life.

Conditionals: first, second and third

Name _____ No. _____ Class _____ Date _____

1. Complete the first conditional sentences with the correct form of the verbs in brackets.

- a. If I _____ (not study) hard, my grades _____ (not be) good.
- b. If she _____ (eat) too much, she _____ (not feel) very well after the party.
- c. My parents _____ (give) me a tablet if I _____ (get) an A in Maths.
- d. Most teenagers _____ (be) angry if their punishment _____ (be) being without accessing the Net.

2. Complete the second conditional sentences about these people.



- a. If I _____ (be) the President of the USA I _____ (fight) for peace.
- b. If William _____ (become) King , Kate _____ (be) his consort.
- c. If Adele _____ (give) a concert in Pavilhão Atlântico, I _____ (be) in the first row.
- d. Mourinho _____ (do) his best if he _____ (coach) the Portuguese national team.

2.1 Write your own sentences about the people above.

3. Write third conditional sentences.

- a. You forgot your car keys. You couldn't start the car.
If I _____.
- b. Martha didn't study. She found the test extremely difficult.
If Martha _____.
- c. Peter bought a small kitchen table. He couldn't invite his friends to dinner.
If he _____.
- d. Kate had lost her mobile phone. She didn't inform her boss that she was late.
If she _____.

4. Complete the sentences with the correct form of the verbs in brackets.

- a. If she _____ (decide) to go to a European country, she won't need a passport.
- b. If someone _____ (give) me a bunch of flowers, I would be astonished.
- c. If I had known you were ill, I _____ (visit) you.
- d. We will move to a bigger house if my mother _____ (sell) our country house.

Future Simple / Be going to / Future Continuous

Name _____ No. _____ Class _____ Date _____

1. Match the forms with the corresponding future tense.

- | | |
|--|----------------------|
| a. am/is/are + going to + verb in the infinitive | 1. Future Simple |
| b. Will + be verb + ing | 2. Be going to |
| c. will + verb in the infinitive | 3. Future Continuous |

2. Complete the sentences using the Future Continuous.

In 2020...

- a. People _____ (drive) cars in the air and in the water.
- b. Children _____ (not need) books because of high-tech tablets
- c. Robots _____ (look after) children.
- d. Machines _____ (perform) very delicate surgeries.
- e. Teachers _____ (not teach) at schools anymore.

3. Future Simple or Future Continuous? – Fill in the gaps with the correct Future form.

- 3.1 In 2025 most people _____ high advanced LCD sets.
a. will buy b. are going to buy c. will be buying
- 3.2 Paul _____ the dentist tomorrow morning at this time.
a. will see b. is going to see c. will be seeing
- 3.3 We have made up our mind. We _____ in London for the next 10 years.
a. will live b. are going to live c. will be living
- 3.4 I think cars _____ even more eco-friendly.
a. will be b. are going to be c. will be being
- 3.5 Sooner than we realize, finger recognition devices _____ keys.
a. will replace b. are going to replace c. will be replacing

4. Complete de senteces using the Future Simple or the Future Continuous.

- a. In 2150 cars _____ .
- b. My brother promised me _____ .
- c. Tomorrow we _____ .
- d. I think _____ .

Rephrasing

Name _____ No. _____ Class _____ Date _____

1. Rephrase the following sentences by changing the verb tense.

- a. She goes to the supermarket on foot.

Yesterday _____.

- b. I didn't visit my grandmother last week.

_____ *for a long time.*

- c. We study English in the school library.

At the moment _____.

- d. I always eat chocolate cake with a cup of tea.

I'm used to _____.

- e. Saramago wrote many novels.

J.K. Rowling _____.

2. Rephrase the sentences beginning them as suggested.

- a. The doctor ordered me to cut down on fats and sweets.

I _____.

- b. Space tourism will bring benefits to some countries.

Benefits _____.

- c. "Where do you live?" the lady asked.

The lady asked me _____.

- d. I used to read a lot in my childhood and now I never make spelling mistakes.

If I hadn't _____.

- e. I went to hospital to have an injection.

I went to hospital in order _____.

- f. I've bought an iPad to show videos in class.

I've bought an Ipad so that _____.

- g. "Open your books on page 12." the teacher asked.

The teacher asked us _____.

- h. "Don't put too much information in a PowerPoint slide!" the teacher advised.

The teacher advised me _____.

- i. The teacher corrected the test orally.

The test _____.

- j. I want to go to the concert. I hope it doesn't rain.

If it _____.

Verb tenses revision

Name _____ No. _____ Class _____ Date _____

Complete the sentences with the correct tense.

1. Jane _____ (love) music and she _____ (want) to be a rock star.
2. My friends _____ (not answer) my invitation yet.
3. The younger students _____ (not go) on last weekend's field trip.
4. _____ (it / rain) a lot in the country where you live?
5. I'm stressed out. I think I _____ (go) out to have some fun tonight.
6. When I _____ (get) home, my parents _____ (already / eat) dinner, so I _____ (eat) alone.
7. The journalist agreed _____ (be) more discreet about her private life.
8. This new teacher _____ (not miss) classes and always _____ (bring) interesting material to work with.
9. _____ (they/work) abroad at the moment?
10. You are in such a hurry! Where _____ (you/go)?
11. While we _____ (walk) to school, we _____ (see) this kid being bullied.
12. What _____ (you / carry) in this suitcase? It's so heavy!
13. I know. It's full of books. _____ (you/help) me carry it home?
14. I'm very busy right now. I _____ (pack) for my holidays.
15. She _____ (feel) very sad right now. She _____ (lose) her job. She was used to _____ (have) a comfortable life.
16. Where do you think you _____ (work) in ten year's time?
17. We enjoy _____ (listen) to jazz and blues at home.
18. _____ (you / ever / have) a terrible nightmare?
19. Before he _____ (hand) in the test, he _____ (already check) all his answers.
20. _____ (they / arrive) late last night?
21. I _____ (not know). I _____ (sleep) at the time.
22. _____ (she / bring) you back the book she _____ (borrow) last month?
23. As a child Adele used to _____ (sing) at family parties.
24. Look at that beautiful sunrise! It _____ (be) a lovely warm day.
25. She _____ (finish) her work for today.
26. Last year my grandparents _____ (sell) their old house and _____ (move) to Australia.
27. What _____ (you / do) yesterday afternoon at 4 p.m.?
28. Now I _____ (study) for my tests and my brother _____ (play) basketball in the backyard.
29. Thank you for _____ (help) me with my homework.
30. _____ (people / live) in outer space in 100 year's time?

Answer keys – Grammar

PRESENT SIMPLE (p. 109)

1. **a.** Mary enjoys sharing her secrets with friends.
b. His / Her mother never pries into her his personal matters.
c. My mother teaches Latin Culture at University.
d. He kisses his children in the morning when they go to school.
e. A girl undergoes plastic surgery to correct her ears or nose.
2. **a.** Teenage pregnancy doesn't concern only parents and teachers.
b. Online dating doesn't make long-lasting relationships.
c. Teenagers don't take their laptops to the classroom.
d. The choice of a future career doesn't worry most undergraduate students.
3. **a.** Where does she live?
b. When do they have lessons?
c. What does he like to do in his free time?
d. Why does her mother keep her mobile phone locked?
4. **a.** doesn't suffer **b.** washes **c.** do you send **d.** does she spend

PRESENT SIMPLE AND PRESENT CONTINUOUS (p. 110)

1. **Present Simple** – a., c., e., f.
Present Continuous – b., d., g., h.
2. **a.** Kevin is watching TV at the moment.
b. The plane leaves at twelve o'clock.
c. Teens worry too much about their image.
d. This year we are living at our sister's.
e. They usually support all my decisions.
f. I'm seeing my dentist tomorrow.
g. Steve is always irritating me with his sarcastic jokes.
3. **a.** Kevin is not/isn't watching TV at the moment.
b. The plane does not /doesn't leave at twelve o'clock.
c. Teens do not/don't worry too much about their image.
d. This year we are not/aren't living at our sister's.
4. **a.** When does the train to Paris leave?
b. Are they talking about me? (possible answer)
c. When does she usually visit her aunt?
d. Who does she work for?

PAST SIMPLE (p. 111)

1.

Regular	Irregular
a. help – helped	a. go – went
b. work – worked	b. buy – bought
c. cry – cried	c. keep – kept
d. need – needed	d. give – gave
e. stay – stayed	e. catch – caught
- 1.1 **a.** bought / needed
b. caught / stayed
c. cried / gave
d. went / helped
2. **a.** I didn't study for the Maths test yesterday.
b. My sister didn't find a lost puppy on the street last Monday.
c. A few days ago we didn't visit the Science Museum on a field trip.
d. Chris didn't win the spelling competition last year.

3. **a.** Where did you go on Saturday?
b. Who did you see at the cinema last Friday?
c. What did she offer him?
d. Why did they sell the house?

PAST SIMPLE AND PAST CONTINUOUS (p. 112)

1. **a.** was helping / went out
b. was doing / were watching
c. were / were always playing
d. saw / were walking
e. was walking / heard / opened / saw / was dripping
f. Were you sleeping / happened / was working
2. **2.1** b. **2.2** a. **2.3** b. **2.4** b. **2.5** c.
3. **a.** dance – was dancing **b.** while – when **c.** was breaking – broke

PREFIXATION AND SUFFIXATION (p. 113)

1. UN-: **a.** unusual **b.** unpleasant **c.** undo
IN-: **a.** intolerant **b.** inconvenient **c.** inability
IM-: **a.** impolite **b.** impatient **c.** impossibility
DIS-: **a.** dishonest **b.** disbelief **c.** disappear
2. **a.** co-worker **b.** misunderstand **c.** anti-war **d.** disapprove **e.** irrelevant
- 3.1 **NOUN:** childhood; amusement; friendship; freedom; darkness; reality
VERB: shorten; activate; falsify; specialize
Adjective: accessible; dangerous; jobless; natural; colourful; attractive
4. **a.** uncomfortable **b.** apologize **c.** unreliable **d.** kindness

FUTURE: WILL AND BE GOING TO (p. 114)

1. **a.** C. **b.** E. **c.** A. **d.** D. **e.** B.
- 1.1 **Be going to** – is used to express future situations which refer to **planned decisions**, and **predictions based on present evidence**, **Will** – is used to express future situations which refer to **predictions based on opinions, unplanned decisions, offers, promises** and requests.
2. **a.** am going to take **b.** will buy **c.** Will you come **d.** am going to visit **e.** won't be **f.** Will you help

PRESENT PERFECT SIMPLE AND PAST SIMPLE (p. 115)

1. **Present Perfect Simple:** a., d., e., f.
Past Simple: b., c.
2. **Past Simple** – yesterday, ago, last year, in 1999, two weeks ago
Present Perfect Simple – since, for, never, yet, already, still, recently, ever
3. **a.** Frank and Chris lived in London two years ago.
b. No, my parents have never visited Madrid.
c. How long have they known you?
d. Did she watch the documentary last night?
e. Have you ever heard him sing?
f. We have already written the article.

ADJECTIVE DEGREES: COMPARATIVE AND SUPERLATIVE (p. 116)

1. **a.** Portugal is more beautiful than Spain.
b. Children are shorter than adults.
c. Diamonds are more expensive than gold.
d. An Audi is better than a Fiat.
e. Koalas are nicer than bears.
f. Strawberries are sweeter than lemons.
2. **a.** Chocolates are the most delicious sweets.
b. Grilled food is the healthiest food.
c. Fast food is the most harmful food for our health.
d. Américo Amorim is the richest man in Portugal.
e. Denzel Washington is the best actor ever.
f. Spinaches are the worst vegetables.
3. **1 a.** more populous **b.** most populous **c.** bigger **d.** biggest
e. wetter **f.** drier **g.** driest **h.** wettest

ARTICLES: DEFINITE, INDEFINITE AND ZERO ARTICLE (p. 117)

1. **A** – teenager, leaf, university, pet, bully, school, conflict, hotel, European
An – Elephant, hour, old lady, MP, unusual person
Zero Article (Ø) – shampoo, girls, parents, men, children, people, sand, water, meat, unity
2. **A/an** – **b.**
The – **a. d. f. g.**
Zero Article Ø – **c., e., h.**
3. **a. a. b.** the/an **c. an d.** the **e. a f.** the **g. the h.** the **i. Ø j.** an
k. the

PASSIVE VOICE (p. 118)

- 1.1 /1.2
a. Active: A Christmas speech was delivered by the President.
b. Active: The garbage is collected every night.
c. Passive: They sold out today's newspapers.
d. Active: The roof will be replaced next year.
e. Passive: They accept dollars in this hotel.
f. Passive: The new government will abolish this new rule.
2. **a.** The conference must be attended by everyone tomorrow.
b. The patients were left unattended all night.
c. The suspect's moves were being watched on a daily basis.
d. The law can't be altered without permission from Parliament.
3. **a.** We were told to wait in the lobby.
b. He has been refused a visa to stay in the country.
c. They will give Susan a promotion next year.
d. I am always invited to their parties by the Clarkson's.

MODAL VERBS (p. 119)

1. **1. e. 2. a. 3. b. 4. j. 5. c. 6. i. 7. g. 8. f. 9. h. 10. d.**
2. **a.** Lourdes can't/cannot speak a foreign language. **b.** You should learn English... **c.** People mustn't do illegal downloads. **d.** May/Can I eat here? **e.** When Susan was a little girl she couldn't ride her bike. **f.** They had to use a mask... **g.** People have to pay their rent. **h.** Students can't learn a language...

GERUND -ING and TO + INFINITIVE (p. 120)

1. Gerund -ing: avoid, deny, finish, miss, risk
To + Infinitive: hope, agree, plan, seem, refuse

- 1.1. **a.** avoid **b.** refuses **c.** misses **d.** agreed **e.** planning **f.** risk
2. **a. 4 b. 6 c. 2 d. 1 e. 5 f. 3**
3. **a.** Speaking **b.** to face **c.** to go **d.** giving up **e.** taking **f.** to do **g.** getting **h.** to use **i.** practising **j.** using **k.** looking **l.** to note **m.** to use **n.** finding

CONNECTORS (p. 121)

1. **a.** because **b.** That's why **c.** When **d.** However
2. **a.** I have got a monolingual dictionary and also a bilingual one.
b. Teenagers lead stressful lives. However, they have the support of their families.
c. I went to the bookshop in order to buy a book about old English.
d. The students turned off the lights so that they could watch the film clearly.
3. **a.** In spite of **b.** in spite of **c.** In spite of **d.** Although
4. **a.** Mandarin is spoken by millions, it is not the most spoken language.
b. She applied for an Erasmus placement so as to learn about European cultures.
c. Despite not watching a lot of films, they take out the subtitles.
d. I love the British accent. However, I prefer speaking with the American one.

PREPOSITIONAL VERBS (p. 122)

1. **a.** for **b.** with **c.** on **d.** about **e.** in **f.** to **g.** from **h.** of
2. **a.** blame **b.** suffer **c.** complain **d.** rely **e.** listen **f.** dream **g.** cope
3. **a.** apologize to her. **b.** apply for a part-time job **c.** stop complaining about everything **d.** thank them for their sacrifice

PHRASAL VERBS (p. 123)

1. **a.** My neighbours asked me to look after their dogs while they were away.
b. I'm looking forward to the launch of Bruno Mars' new CD.
c. The forensic scientists are looking into some DNA samples.
d. Things are looking up.
e. I've looked for the book everywhere but I can't find it.
2. **a.** down **b.** into **c.** in on **d.** up with
3. **a. 6 b. 5 c. 1 d. 7 e. 3 f. 8 g. 2 h. 4**
4. **a.** got back **b.** make out **c.** took off **d.** put up with

REPORTED SPEECH (p. 124)

1. **a.** Mary said she studied a lot before her exams.
b. Tom said that Anne had bought many Christmas gifts.
c. Suzy exclaimed that the party that night would be a success.
d. Thomas informed us that the following day there would be a difficult English test because the teacher was disappointed with our results in the previous test.
e. Mary said she had never seen such beautiful scenery.
2. **a.** The PE teacher reminded us to bring our tracksuits for our outdoor lesson the following day.
b. The teacher warned us not to use a red pen in our exercises because she would correct them in that colour.
c. William told us to visit the MoMa when we went to New York.
d. My mother advised me not to study only before the test.
3. **a.** The police officer asked who my parents were.
b. The literature teacher asked when Shakespeare had been born.
c. Peter wanted to know where his books were.

- d. Harry asked me if I had enjoyed reading the book.
e. Edward asked me if I had seen our History teacher that morning.

RELATIVE CLAUSES (p. 125)

1. a. who / that b. where c. ~~that~~ d. which / that e. whose
2. a. where – 3 b. who – 5 c. which – 1 d. who – 2 e. where – 4 f. whose – 6
3. a. I visited the house where Bob Marley was born.
b. I know a famous journalist who works for national television.
c. Do you know the Beatles' song "All Together now", which was used in a commercial?
d. The company hired Mr Smith, who is a computer expert.
e. I visited the Walk of Fame, where many celebrities have a star on the sidewalk.
f. I've met a nice lady whose son is a prominent politician.
4. a. The book which my mother offered me for my birthday is a best-seller.
b. Meryl Street, who starred in *Mamma Mia*, has won several Oscars.
c. The journalist Sam was talking to just now works for a gossip magazine.
d. Michael Jackson, whose career has been made into a documentary, was considered the King of Pop.
e. I found my dream house, where I want to live for the rest of my life.

CONDITIONALS (p. 126)

1. a. don't study/won't be b. eats/won't feel c. will give/get d. will be/is
2. a. were/would fight b. became/would c. gave/would be d. would do/coached
2.1. Personal answers.
3. a. If I hadn't forgotten my car keys, I could have started the car.
b. If Martha had studied, she wouldn't have found the test extremely difficult.
c. If he hadn't bought a small kitchen table, he would have been able to invite his friends to have dinner.
d. If she hadn't lost her mobile phone, she could have informed her boss that she was late.
4. a. decides b. gave c. would have visited d. sells

FUTURE SIMPLE / BE GOING TO / Future Continuous (p. 127)

1. a. 2 b. 3 c. 1
2. a. will be driving
b. won't be needing
c. will be looking after
d. will be performing
e. won't be teaching
3. 3.1 c. 3.2 b. 3.3 b. 3.4 a. 3.5 c.

REPHRASING (p. 128)

1. a. Yesterday she went to the supermarket on foot.
b. I haven't visited my grandmother for a long time.
c. At the moment we are studying English in the school library.
d. I am used to eating chocolate cake with a cup of tea.
e. J.K. Rowling has written many novels.
2. a. I was ordered to cut down on fats and sweets by the doctor.
b. Benefits will be brought to some countries by space tourism.
c. The lady asked me where I live/lived.
d. If I hadn't read a lot in my childhood, I would make more spelling mistakes now.
e. I went to hospital in order to have an injection.
f. I've bought an iPad so that I can show videos in class.
g. The teacher asked us to open our books on page 12.
h. The teacher advised me not to put too much information in a PowerPoint slide.
i. The test was corrected orally by the teacher.
j. If it doesn't rain, I will go to the concert.

VERB TENSES REVISION (p. 129)

1. loves / wants 2. haven't answered 3. didn't go 4. Does it rain 5. will go 6. got / had already eaten / ate 7. to be 8. doesn't miss / brings 9. Are they working 10. are you going 11. were walking / saw 12. are you carrying 13. will you help 14. am packing 15. is feeling / has lost / having 16. will be working 17. listening 18. Have you ever had 19. handed / had already checked 20. did they arrive 21. don't know / was sleeping 22. Has she brought / borrowed 23. sing 24. is going to 25. Has finished 26. sold / moved 27. were you doing 28. am studying / is playing 29. helping 30. Will people be living

Vocabulary A – The world of teens

Unit 1

Name _____ No. _____ Class _____ Date _____

1. Look carefully at the list of top careers for the next decade.

Personal and home care aide	Dental hygienist	Diagnostic medical sonographer
Home health aide	Health educator	Glazier
Biomedical engineer	Helpers – Brickmason, tile mason, carpenter, etc.	Physical therapist
Veterinary technologist and technician	Medical scientist	Cost estimator
Reinforcing iron and rebar worker	Brickmason and blockmason	Marriage and family therapist
Physical therapist assistant	Veterinarian	Bicycle repairer
Helpers – Plumber, pipelayer, etc.	Pile-driver operator	Meeting, convention, and event planning
Occupational therapist assistant	Physical therapist aide	Mental health counselor

1.1 Complete the definitions with the corresponding job.

- _____ : uses non-ionizing ultrasound to produce 2D and 3D images of the body.
- _____ : helps people who are disabled, chronically ill, or cognitively impaired. He/She also helps older adults who may need assistance. With activities such as bathing and dressing.
- _____ : works under the direction of occupational therapists in treating patients with injuries, illnesses, or disabilities through the therapeutic use of everyday activities. He/She helps these patients develop, recover, and improve the skills needed for daily living and working.
- _____ : cleans teeth, examines patients for oral diseases such as gingivitis, and provides other preventative dental care. He/She also educates patients on ways to improve and maintain good oral health.

1.2 Complete the table by selecting jobs from the list for these teenagers.

Future job	Teenager
a. _____	Peter doesn't want to proceed studies.
b. _____	Mary wants to help people feel comfortable in their homes.
c. _____	Suzy wants to organize events.
d. _____	Martha has always wanted to work with animals.
e. _____	Thomas wishes to go on developing skills in the field of science.
f. _____	Kate wants to help families.

Vocabulary B – The world of teens

Unit 1

Name _____ No. _____ Class _____ Date _____

1. The words below are related to clothing and footwear.

1.1 Check any words you don't know.

1.2 These people are wearing casual clothes. Describe them using the vocabulary below.

1.3 Would you add anything to their looks?

Zac Efron



Taylor Swift



bag

boots

jacket

pajamas

shoes

purse

cap

belt

jeans

shirt

slacks

skirt

hat

dress

pants

tie

sweater

slippers

coat

raincoat

scarf

t-shirt

gloves

suit

sweatshirt

stockings

socks

undershirt

underclothes

leggings

Vocabulary A – A world of many languages

Unit 2

Name _____ No. _____ Class _____ Date _____

1. When you go to university there are specific words you need to know. Complete the definitions with one of the words below.

Use your dictionary to help you.

Alumni

Bursary

Dean

Degree

Major

PhD

Scholarship

Seminar

Master's degree

Syllabus

Faculty

- a. _____: The person who acts as the head of a faculty.
- b. _____: People who have graduated or attended a particular university or school.
- c. _____: A small discussion group, either a focused part of a class, or a limited-enrolment class where discussion is emphasized.
- d. _____: Money awarded to a student based on financial need and reasonable academic standing.
- e. _____: A student award based on academic merit or excellence.
- f. _____: A group of related departments or schools of a University, for example: Business, Engineering, Humanities, Law, Sciences.
- g. _____: Your area of specialization within in a degree program.
- h. _____: A course outline, which will include information on what you will study, when assignments are due, and how grades will be assigned.
- i. _____: The academic credential that is awarded to a student who has completed a particular course of study. There are three types: bachelor's, master's and doctoral.
- j. _____: This is the degree earned after a bachelor's degree that precedes a doctoral degree.
- k. _____: This is the designation for a very high level degree and is the abbreviation for "Doctor of Philosophy".



<http://registrar.uvic.ca/vocabulary/>
(Accessed in January 2013)

- 1.1. Complete the following sentences using the words from the previous exercise.

- a. She was such a brilliant student that she won a _____ to study at Stanford.
- b. My brother has a _____. He did it some years after his Master's degree.
- c. His parents couldn't afford paying for university, but he managed to get a _____ that allowed him to take his .
- d. What is she studying? I'm not sure, but I think her _____ is History.
- e. Have you got all the books referred to in the _____ given at the beginning of the year?

Vocabulary B – A world of many languages

Unit 2

Name _____ No. _____ Class _____ Date _____

1. There are many words in the English language that have been borrowed from other languages. Here are some of them.

Origin	English words
Portugal	marmalade, palaver, dodo, cobra
Spain	embargo, siesta, guerrilla, macho, mosquito, patio
Norway	ski, slalom, lemming
Holland	yacht, easel, tattoo, cruise
France	cuisine, gateau, chauffeur, boutique, duvet, elite, avant-garde, aubergine
Germany	kindergarten, hamburger, seminar, waltz, rottweiler
Italy	ghetto, piano, soprano, ballerina, spaghetti, casino, vendetta
Finland	sauna
Sweden	ombudsman
Russia	bistro, sputnik, cosmonaut, perestroika, tundra, balalaika, mammoth
Greece	dogma, drama, psychology, hippopotamus, theory, synonym, pseudonym

1.1 Complete the following chart with some of the words above.

Animals	Sports / travelling	Food	Jobs

1.2 Write sentences using the following words.

- a. Avant-garde: _____
- b. Duvet: _____
- d. Elite: _____
- c. Ombudsman: _____

1.3 Label the pictures.



a. _____ b. _____ c. _____ d. _____

Vocabulary A – Media and global communication

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Find the word that does not fit the group.

1.1	a. channel	b. cartoon network	c. FOX	d. People and Arts
1.2	a. network	b. online press	c. printed press	d. web cam
1.3	a. reporter	b. host	c. interviewer	d. photographer
1.4	a. weather forecast	b. obituary	c. entertainment	d. wild life
1.5	a. newspaper	b. magazines	c. books	d. tablets
1.6	a. books	b. press	c. radio	d. television

2. Look for 15 words related to mass media.

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

2.1 Use the words from the previous exercise to complete the table.

Press	Television	Radio	Internet

Vocabulary B – Media and global communication

Unit 3

Name _____ No. _____ Class _____ Date _____

1. Read the following crimes in column A and match them to the corresponding meaning in column B.

Column A	Column B
a. Phishing	1. the repeated use of electronic communications to harass or frighten someone, for example by sending threatening emails
b. Burglary	2. stealing goods from a shop while pretending to be a customer
c. Kidnapping	3. deliberately setting fire to property
d. Shoplifting	4. the unofficial or unauthorized use of violence and intimidation in the pursuit of political aims
e. Manslaughter	5. produce a fraudulent copy or imitation of (a document, signature, banknote, or work of art)
f. Hacking	6. induce individuals to reveal personal information, such as passwords and credit card numbers, online
g. Forgery	7. illegal intrusion into a computer system without the permission of the owner in order to take or steal information ranging from passwords to account numbers and usernames
h. Blackmail	8. illegal entry of a building with intent to commit a crime, especially theft
i. Cyberstalking	9. demanding money from someone in return for not revealing compromising information which one has about them
j. Terrorism	10. abducting someone and holding them captive
k. Arson	11. killing a human being without malice aforethought, or in circumstances not amounting to murder

2. Unscramble these words.

- a. ETNREITN _____
- b. ICHET _____
- c. CPILNOAIPAT _____
- d. INSGMSAEG _____
- e. WNRTOGKNGI _____

Vocabulary A – The world of technology

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Read the following words and use them to complete the word web.

nanobots

domotics

telemedicine

automobile system

automated controls

screening

moodle

interactive board

ebook

robotised surgery

movement sensors

navigation display screen

intelligent prosthetics

interactive textbook

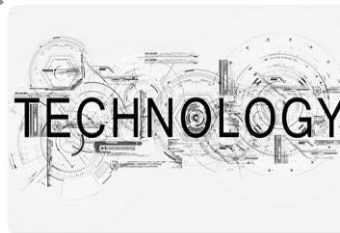
telematics

Cars



Houses





Education



Health

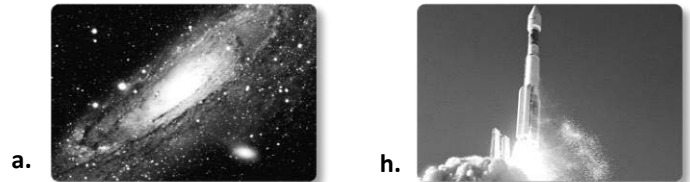
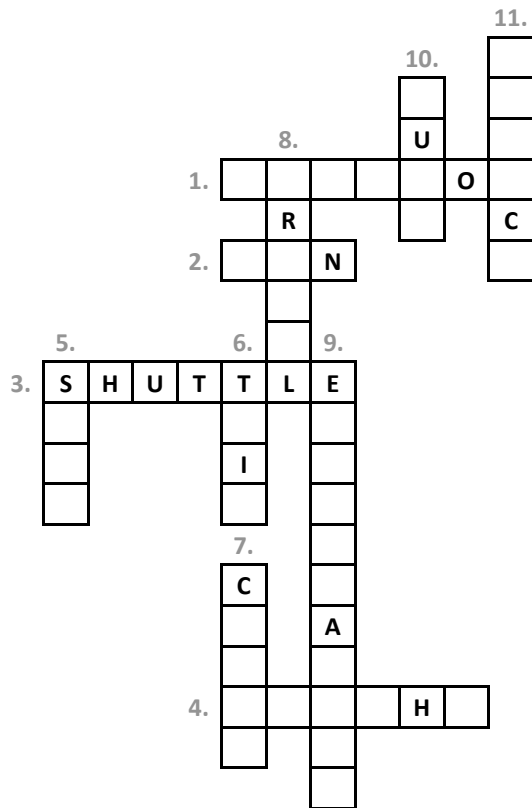


Vocabulary B – The world of technology

Unit 4

Name _____ No. _____ Class _____ Date _____

1. Complete the crossword puzzle with collocations using the word space (e.g. space shuttle).



a.



h.



b.



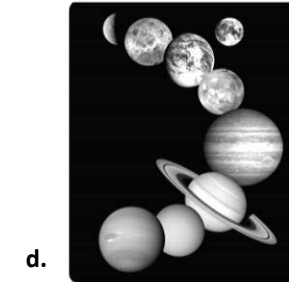
i.



c.



j.



d.



e.



k.



f.



l.



g.



m.

2. Identify the images.

- _____ x _____
- _____ n _____
- _____ l _____
- s _____ y _____
- c _____
- _____ e _____ t _____ t _____
- _____ p _____ h _____
- _____ o _____ t _____
- _____ n _____
- _____ r _____
- _____ o _____
- t _____ l _____
- _____ a _____ l _____

Answer keys – Vocabulary

Unit 1 – The world of teens

Vocabulary A (p. 133)

- 1.1 a. Diagnostic medical sonographer.
b. Home health aide.
c. Occupational therapist assistant.
d. Dental hygienist.

- 1.2 a. Helper; glazier; brickmason and blockmason; bicycle repairer; stonemason; pile driver operator.
b. Personal and home care aide; home health aid; physical therapist assistant.
c. Meeting, convention and event planner.
d. Veterinary technologist and technician; veterinarian.
e. Biomedical engineer; medical scientists.
f. Marriage and family therapist.

Vocabulary B (p. 134)

1.2 **Taylor Swift:** She is wearing a blue wool cap on her head. She is wearing a pink woolen sweater and black leggings. She has got brown leather lace up flat shoes. She hasn't got many accessories except for a leather bag.

Zac Efron: He is wearing a black shirt. He has got a black suit. He is also wearing leather shoes.

1.3 Personal answer.

Unit 2 – A world of many languages

Vocabulary A (p. 135)

1. a. dean b. alumni c. seminar d. bursary e. scholarship f. faculty g. major h. syllabus i. degree j. master's degree k. PhD

1.1 a. scholarship b. PhD c. bursary / degree d. major e. syllabus

Vocabulary B (p. 136)

1. **Animals:** cobra; dodo; mosquito; mammoth; hippopotamus; lemming.

Sports/Travelling: ski; slalom; yacht; cruise

Food: marmalade; gâteau; cuisine; aubergine; spaghetti; hamburger; bistro

Jobs: chauffeur; soprano; ballerina; cosmonaut; ombudsman

1.2 Personal answers.

1.3 a. aubergine b. balalaika c. waltz d. easel

Unit 3 – Media and global communication

Vocabulary A (p. 137)

1. 1.1 a 1.2 c 1.3 b 1.4 d 1.5 d 1.6 a

2.1

Press: newspaper, reader, news, journalist, photographer, reporter, print, magazines.

Television: studio, viewer, listener, microphone.

Radio: audience.

Internet: online, monitor.

Vocabulary B (p. 138)

1. a. 6 b. 8 c. 10 d. 2 e. 11 f. 7 g. 5 h. 9 i. 1 j. 4 k. 3

2. a. Internet b. ethic c. application d. messaging e. networking

Unit 4 – The word of technology

Vocabulary A (p. 139)

Cars: telematics, navigation display screen, automobile system.

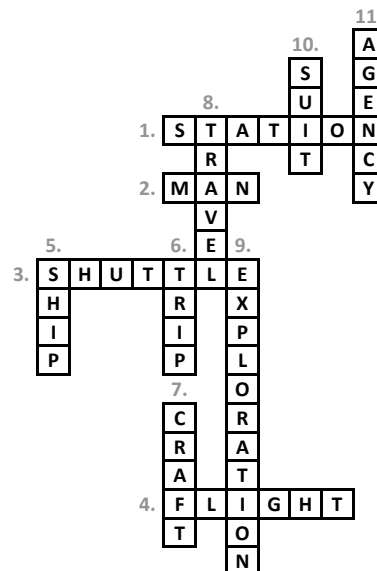
Houses: Domotics, movement sensors, automated controls.

Education: eBook, interactive textbook, interactive board, moodle.

Health: nanobots, screening, robotised surgery, intelligent prosthetics, telemedicine.

Vocabulary B (p. 140)

1.



a. galaxy b. sun c. planet d. solar system e. comet f. space station g. space ship h. rocket i. astronaut j. earth k. moon l. telescope m. satellite

Teacher's notes

Test 1

Unit 1

Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 20 p

2. Listen to the text again.

2.1 Find information to complete the following sentences.

3 × 20 p

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

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

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

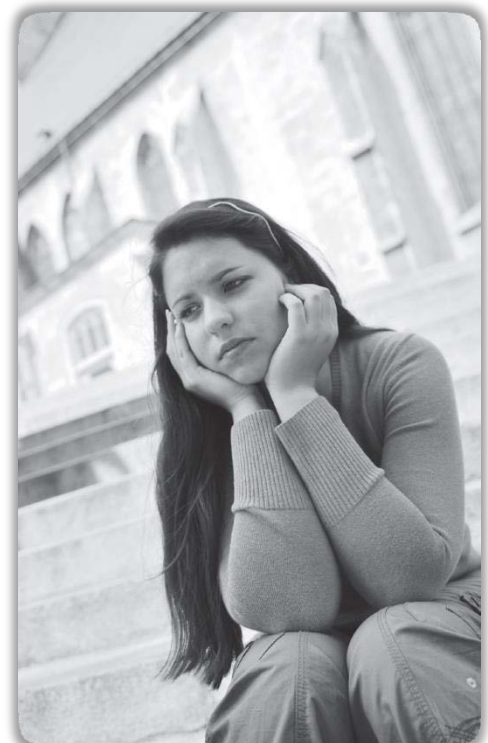
T	F
T	F
T	F
T	F
T	F
T	F

2.3 Complete the sentences with the missing words.

10 × 6 p

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

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



Reading

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

1.1 Write a short definition of peer pressure.

1 × 6 p

2. Now read the text carefully.

Peer Pressure

Peer pressure is one thing that all teens have in common. You can't escape **it**; it is everywhere. Whether it is pressure to conform to a group norm or pressure to act a certain way, peer pressure is something everybody has to deal with at some time in **their** life. How successfully you handle peer pressure depends a great deal on how you feel about yourself
5 and your place in the world. But how do you prepare to face peer pressure and win? There are many things you can do:



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

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

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

3 × 4 p

- a. it b. their c. they

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

4 × 3 p

a. conform to (l. 2)

1. limits

b. boundaries to (l. 11)

2. suffering

c. flatly (l. 16)

3. according

d. distress (l. 17)

4. accept

5. definitely

2.3 Explain the meaning of the following sentences as they appear in the text.

2 × 7 p

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

2.4 Answer the following questions about the text.

3 × 8 p

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

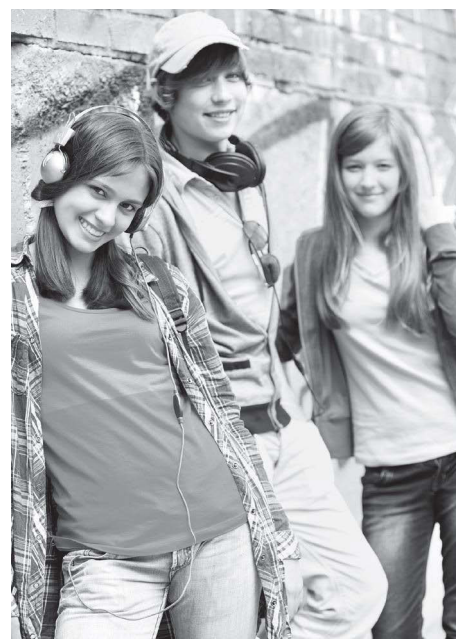
Vocabulary and Grammar

3. Complete the text with the words given below.

6 × 2 p

curiosity appropriate why
behind make friendship

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



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

4 × 5 p

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

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

3 × 5 p

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

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

3 × 5 p

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

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

10 × 2 p

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

Writing

50 p

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

Name _____ No. _____ Class _____ Date _____

Listening

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

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

2.1 Complete the sentences with the missing words.

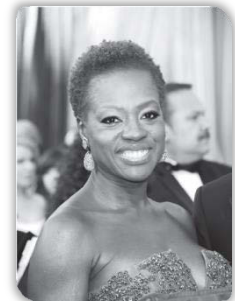
10 × 5 p

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

2.2 Complete the following sentences about Viola Davis.

5 × 10 p

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



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

5 × 10 p



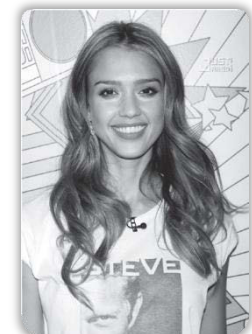
- a.** Margaret is a drama actress.
- b.** She is of Chinese-American descent.
- c.** She's was bullied for ethnic reasons.
- d.** She suffered from bullying between the ages of 10 and 14.
- e.** She was called names but not beaten.

T	F
T	F
T	F
T	F
T	F

2.4 Answer the questions about Jessica Alba.

5 × 10 p

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



Reading

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

1.1 What is a role-model?

1 × 7 p

2. Now read the text carefully.

Celebrities and their influence

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

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

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

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

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

4 × 3 p

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

2.2 Say what the following figures refer to.

4 × 3 p

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

2.3 Find out in the text:

3 × 7 p

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

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

2 × 6 p

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

Vocabulary and Grammar

3. Complete the text with the words given below.

8 × 2 p

Time easy ambition dedication glamorous famous ruining worth

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

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

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

4 × 5 p

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

5. Complete the dialogues with the different forms of expressing the future.

4 × 6 p

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

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

4 × 6 p

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

Writing

7. Write a discussion of the following statement.

52 p

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

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

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

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

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

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

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

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

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

Sugestões de distribuição do tempo de realização da prova:

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

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

Activity A

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

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

achieve

interest

suitable

freely

complete

benefit

suit

fulfil

gain

free

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

(A) To learn a foreign language.

(B) To have fun.

(C) To make friends.

(D) To gain skills and experience.

(E) To view a culture from the inside.

(F) For personal growth.

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

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

(A) have

(B) has

(C) had

(D) is having

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

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

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

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

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

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

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

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

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

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

Activity B

Read the text.

Why do people volunteer?

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

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

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

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

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

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

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

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

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

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

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

(A) lastly

(B) short-lived

(C) limited

(D) worthless

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

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

4. Complete the following sentences using the information given.

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

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

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

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

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

Activity C

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

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

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

Test 1 and 2 – Audioscripts, Answer keys

Audioscripts – Test 1

CD 3 – Track 15 (p. 143)

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

Sally talks about her options:

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

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

CD 3 – Track 16 (p. 143)

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

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

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

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

Answer keys – Test 1

Listening

1. Peer pressure.

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

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

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

Reading

1.1 Personal answer.

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

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

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

2.4 a. It's important so that you can defend what you believe and you don't feel pressure to follow your peers' ideas.

b. You should never be afraid to speak up and never take part in any bullying.

c. It is important because acting as a leader you will feel more confident to defend your opinions.

Vocabulary and Grammar

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

4. a. My sister doesn't usually give in to peer pressure.

b. I am doing some research for my homework. c. Where is your mother working at the moment? d. The boy never goes home alone.

5. a. real b. well c. easily

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

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

Audioscripts – Test 2

CD 3 – Track 17 (p. 147)

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

Viola Davis: A Rare Black in Rhode Island

Academy Award nominee Viola Davis is one of the most sought after actresses in Hollywood. As a child, however, Davis grew up poor in Rhode Island. Her race and class status led classmates to mistreat her. "We moved there [to Rhode Island] in 1965, and we were the only black family," Davis said on episode of "The Talk" in October 2012. "In grade school I was definitely singled out and teased. Eight to 12 boys every day would chase me after school with bricks and sticks and just say ugly, black, ugly, ugly."

Margaret Cho: "It Gets Better"

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

Jessica Alba: Picked on For Her Race and Class

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

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

Answer keys – Test 2

Listening

1.1 Personal answer.

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

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

2.3 **a.** false **b.** false **c.** true **d.** true **e.** false

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

Reading

1.1 Personal answer.

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

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

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

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

Vocabulary and Grammar

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

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

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

6. **a.** the most serious **b.** stronger than **c.** more important than **d.** the best

Answer Keys – Exam test unit 1

Activity A

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

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

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

Activity B

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

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

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

4. **a.** interact with a new culture, try new food and meet people.

b. they experience the same difficulties and explore new things together. **c.** get a job in the future

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

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

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

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

Correction Table – Test 1

Year 10 Class ____ Date ____/____/____

No.	NAME	Listening					Reading / Vocabulary and Grammar / Writing												
		1.	2.1	2.2	2.3	Total	1.1	2.1	2.2	2.3	2.4	3.	4.	5.	6.	7.	8.	Total	
		1x20	3x20	6x10	10x6		1x6	3x4	4x3	2x7	3x8	6x2	4x5	3x5	3x5	10x2	50		
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Correction Table – Test 2

Year 10 Class ____ Date ____/____/____

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

Listening

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

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

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

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

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

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

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

Reading

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

1 × 10 p

2. Read the text carefully.

Study abroad memories: From London, with love – Kate

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

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

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

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

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

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

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

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



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

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

- And that's the best thing about living (and studying) abroad. **You** realize you can adapt to anything, and grow to love **it**. Your definition of home, and your understanding of the world
40 around you, expands. It wasn't one momentous, life-changing moment, but the simple day-to-day experiences that defined my time in England.

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

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

6 × 2 p

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

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

6 × 2 p

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

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

2 × 7 p

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

2.4 Answer the following questions.

5 × 5 p

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

Vocabulary and Grammar

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

6 × 2 p

travel trip voyage journey travelling

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

4. Turn the following sentences into the Passive Voice.

4 × 7 p

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

If it _____.

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

If it _____.

c. The Joneses have sold the big white house.

If it _____.

d. Someone informs the candidates about the interview.

If it _____.

5. Fill in the gaps with *a*, *an*, *the* or $\emptyset$.

12 × 2 p

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

Writing

1 × 57 p

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

Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 40 p

2. Listen to the text once again and say if the sentences are True (T) or False (F). 8 × 10 p

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

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

3. Listen to someone giving advice to a teenager on friendship and complete the missing expressions. 8 × 10 p

a. _____

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

b. _____

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

c. _____

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

d. _____

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

e. _____

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

f. _____

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

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

Reading

- 1. Are there any advantages of cyberfriendship compared to traditional friendship? Explain.**

1 × 6

- 2. Read the text attentively.**

Cyber friends vs traditional friends

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

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

When life becomes tough are **they** there to watch us cry, listen with a compassionate heart, and give us a sincere hug as our tears flow? Only a real friend can do this, someone that we have a real life relationship with, a person that has

20 intimate knowledge of “us”, and not simply the cyber face that we present to the world.



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



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

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

2.1 Say who or what the following words refer to.

3 × 2 p

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

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

1 × 5 p

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

1 × 5 p

2.4 Answer the questions on the text.

5 × 9 p

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

Vocabulary and Grammar

3. Complete the text with the words below.

6 × 2 p

the majority famous percentage well-known half notable

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

4. Complete the sentences with an appropriate modal verb.

5 × 3 p

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

5. Complete the sentences with the verbs in the gerund/-ing or To + Infinitive. 4 × 4 p

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

6. Rephrase the sentences using the connectors given. 3 × 8 p

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

7. Decide if the following words are British English or American English. 8 × 2 p

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

Writing

8. Write an argumentative text presenting the advantages and disadvantages of cyber friendship and traditional friendship and stating your position concerning the issue. 50 p

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

Activity A

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

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

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

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

- (A) A
- (B) An
- (C) The
- (D) Ø

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

- (A) The
- (B) Ø
- (C) A
- (D) An

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

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

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

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

2.5 _____ another language enlarges your knowledge of the world.

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

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

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

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

power

desirable

influence

impact

dominance

global

importance

international

foreign

second

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

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

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

English

b. The German spokesperson made the speech in English.

The speech

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

. However,

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

Although

Activity B

Read the following text.

The importance of learning English

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

While progress has been made in language-translation software and allied technologies, the primary language of the ubiquitous and all-influential World Wide Web is English. **It** is typically the language of latest-version applications and programs and new freeware, shareware, peer-to-peer, social media networks and websites.

10 Software manuals, hardware-installation guides and product fact sheets of popular consumer electronics and entertainment devices are usually available in English first before being made available in other languages.

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

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

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

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

1. Match the following titles with the corresponding paragraph.

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

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

Activity C

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

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

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

Test 3 and 4 – Audioscripts, Answer keys

Audioscripts – Test 3

CD 3 – Track 18

My student years abroad

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

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

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

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

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

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

Answer keys – Test 3

Listening

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

Reading

1. Open answer.
- 2.1 **a.** Kate **b.** Kate's **c.** catching the last train **d.** Kate and her friends **e.** the reader **f.** Studying abroad
- 2.2 **a.** Snapshots **b.** Lug **c.** Bumpy **d.** Maneuver **e.** Giddy **f.** Lingering
- 2.3 **a.** The normal happiness among teens who are getting to know each other.
b. When you live abroad, you broaden your horizons.
- 2.4 **a.** No, they do not. **b.** She has got memories of the people, the places, and the moments she lived with her friends. **c.** Nowadays she communicates through Facebook posts. **d.** She felt so comfortable that she considered it a home and not just a small apartment. **e.** Living abroad makes you aware of the fact that you can adapt to anything and learn to enjoy it. Our life abroad is defined by happy and interesting moments and not by just going abroad.

Vocabulary and Grammar

3. **a.** Travelling **b.** trip **c.** journey **d.** travel **e.** trip **f.** voyage.
4. **a.** was selected for the exchange programme by TWU. **b.** of the host family will be read by the teacher. **c.** has been sold by the Joneses. **d.** are informed about the interview.
5. **a.** a **b.** a **c.** an **d.** the **e.** the **f.** the **g.** a **h.** Ø **i.** Ø **j.** Ø **k.** Ø **l.** the

Audioscripts – Test 4

CD 3 – Track 19

Making friends is a key part of school life. A new research has identified the factors which influence these relationships: academic achievement, mother's education and personality were found to be essential in the friendship formation process. The University of Bristol study identified these as the three most influential factors when teenagers choose their friends, while income and parents' occupational class proved to be insignificant. Popularity, IQ, bad behaviour such as arriving late and skipping classes and the likelihood of going to university were also found to be characteristics which subconsciously attract friends to each other.

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

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

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

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

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

Answer keys – Test 4

Listening

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

Reading

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

Vocabulary and Grammar

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

Exam test – Unit 2

Activity A

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

Activity B

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

Correction Table – Test 3

Year 10 Class ____ Date ____/____/____

No.	NAME	Listening					Reading / Vocabulary and Grammar / Writing									
		1.	2.	3.	4.	Total	1.	2.1	2.2	2.3	2.4	3.	4.	5.	6.	Total
		1x20	5x10	5x10	10x8		1x10	6x2	6x2	2x7	5x5	6x3	4x7	12x2	57	
1																
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Correction Table – Test 4

Year 10 Class ____ Date ____/____/____

No.	NAME	Listening				Reading / Vocabulary and Grammar / Writing												Total
		1.	2.	3.	Total	1.1	2.1	2.2	2.3	2.4	3.	4.	5.	6.	7.	8.		
		1x40	8x10	8x10		1x6	3x2	1x5	1x5	5x9	6x2	5x3	4x4	3x8	8x2	50		
1																		
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Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 12

2. Listen to the text again and complete the excerpt with the missing words.

10 × 9 p

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

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

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



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

7 × 14 p

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

Reading

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

1 × 8 p

2. Read the text attentively.

MasterChef Uk crowns joint winners

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

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

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

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

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

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

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

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

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



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

2.1 Say who or what the following words refer to.

4 × 3 p

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

2.2 Find synonyms for the following words.

4 × 3 p

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

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

9 × 4 p

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

Vocabulary and Grammar

7 × 2 p

3. Complete the text with the words below.

cooking cartoons travel sports soap operas reality shows

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



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

4 × 6 p

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

5. Complete the sentences with the most suitable preposition.

4 × 6 p

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

6. Transform the sentences using a phrasal verb.

4 × 5 p

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

Writing

50 p

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

Test 6

Unit 3

Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 20 p

2. Listen to part 1.

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

6 × 5 p

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

T	F
T	F
T	F
T	F
T	F

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

6 × 5 p

3. Listen to part 2.

3.1 Complete the statements according to the text.

4 × 20 p

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

4. Listen to part 3.

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

4 × 10 p

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

Reading

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

1 × 12 p

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

2. Now read the text carefully.

How the Internet connects people

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

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

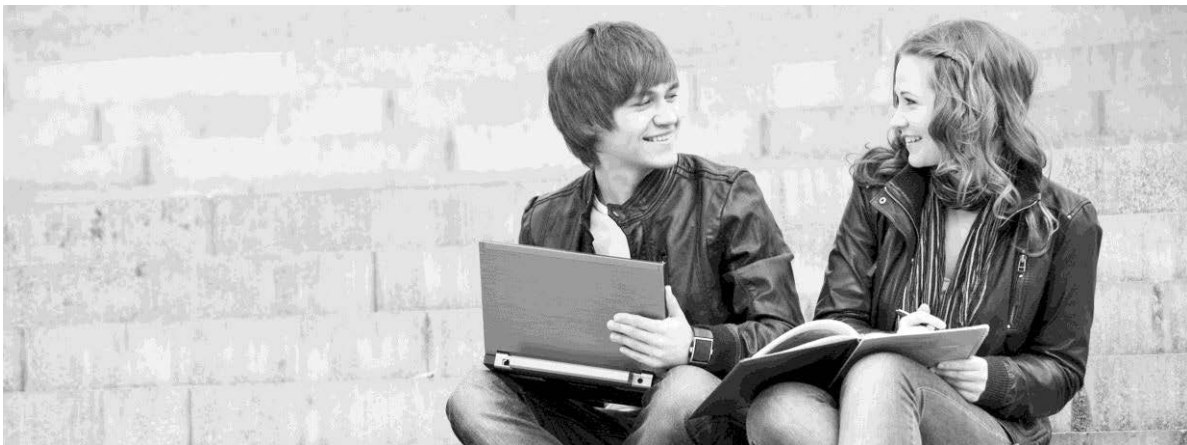
10 There are numerous sites devoted to finding people that we have lost touch with. Some of the social sites, such as *Facebook* or *Myspace*, have also increased the odds of our stumbling across someone that we once knew.

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

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

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

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



2.1 Find opposites in paragraphs one and two for the following words.

4 × 3 p

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

2.2 What do the following words refer to in the text?

4 × 3 p

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

2.3 Find evidence in the text to support the following statements.

3 × 6 p

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

2.4 Answer these questions about the text.

2 × 8 p

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

Vocabulary and Grammar

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

8 × 2 p

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

Column B
1. Gaming
2. Mail
3. Networking
4. Conference
5. Computer
6. Messaging
7. Reality
8. Divide

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

4 × 4 p

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

- a. have met b. meet c. met

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

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

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

- a. which b. who c. whose

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

- a. which b. whose c. where

5. Rewrite the sentences without changing the original meaning.

4 × 10 p

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

Joshua told his mother

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

Our teacher

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

Michael

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

If I

Writing

1 × 60 p

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

Your final task is to write an **explanation text** about how *Facebook* may cause cybercrimes. Activities **A** and **B** will provide you with the input for Activity **C**.

Activity A

1. Choose two advantages and two disadvantages from the list below that you think *Facebook* has got. Justify your choices in no more than 25-35 words.

Facebook...

- (A) invades your privacy.
- (B) can be a way to get private data about your life.
- (C) can make your photos be misused.
- (D) lets your friends know about what you are doing.
- (E) allows you to find people you haven't seen for a long time.
- (F) has got posts of videos, songs, photos, poems.
- (G) is a means to send messages easily.
- (H) doesn't let you forget about your friends' birthdays.
- (I) makes you receive invitations to parties and other events.
- (J) prevents you from doing important things.
- (K) makes you forget about reality.

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

Phishing Cyber stalking Hacking Identity Theft Virus dissemination Spoofing

- (A) _____: illegal intrusion into a computer system without the permission of the computer owner/user.
- (B) _____: technique of withdrawing confidential information from bank/financial institutional account holders by deceptive means.
- (C) _____: getting one computer on a network to pretend to have the identity of another computer, so as to obtain access to the other computers on the network.
- (D) _____: the criminal follows the victim by sending emails and entering chat rooms frequently.

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

have created created have posted up
posted in about for on

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

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

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

Activity B

Read the following text.

Why *Facebook* abuse is a matter for employers

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

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

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

- 15 • Sending offensive or threatening emails to a colleague, especially where that person has asked you to stop.
- Texting or tweeting.
- Sharing a person's private data online.
- Bombarding someone with emails where previous email approaches have been rejected.
- 20 This can happen where a superior is placing unrealistic expectations on another employee, leading to the distress of that employee, and can amount to cyber bullying in extreme cases. Such behaviour poses a serious concern for employers who will need to consider if there is a right to interfere with employees' personal activities, especially outside work. Employers have a duty of care towards their staff and shouldn't refrain from taking action because the
- 25 bullying activity is taking place outside work or, for example, via a personal mobile phone. Many employers already have well drafted policies in place enabling them to monitor what you do at work, and setting out what conduct is deemed unacceptable whether during work time or otherwise. This will make it far easier for an employer to raise a successful claim for misconduct against the cyberbully wherever and however **it** is perpetrated.
- 30 One advantage in dealing with cyber bullying over traditional bullying is that it occurs in a public domain and is not easily hidden. Emails, text messages, posts and blogs can often be traced, even if the bully posts anonymous comments.

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

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

2. Say what the following words refer to.

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

3. Complete the sentences according to the text.

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

4. Explain the meaning of the following expressions.

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

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

Activity C

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

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

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

Test 5 and 6 – Audioscripts, Answer keys

Audioscripts – Test 5

CD 3 – Track 20

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

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

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

CD 3 – Track 21

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

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

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

Answer Keys – Test 5

Listening

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

Reading

- 2.1 **a.** the two winners **b.** Keri Moss **c.** the two contestants **d.** the passion
- 2.2 **a.** runs **b.** whole **c.** split **d.** abundance

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

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

Vocabulary and Grammar

4. **a.** I bought the magazine in order to read about European destinations.
b. They sent an email so that she would be informed about the reality show.
c. I didn’t read the article in order not to be impressed.
d. My teacher didn’t show us the documentary on TV so that she wouldn’t shock us.
5. **a.** on **b.** for **c.** for **d.** about
6. **a.** broke up **b.** look after **c.** looking forward to **d.** break through

Audioscripts – Test 6

CD 3 – Track 22

Part 1

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

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

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

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

CD 3 – Track 23

Part 2

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

CD 3 – Track 24

Part 3

- Britons are spending more time in front of the TV. This is partly due to the rise of on-demand viewing, and an increase in the number of homes with high-definition TVs.
- The new generation of broadband, delivered by fibre-optic cables, is now available for 57% of UK households – though just 500,000 have adopted it.

- Aside from offline gaming, Brits who own games consoles are most likely to use it for watching video content (22%), online gaming (22%), and watching DVDs (19%). While 90% of adults aged 35-44 have the internet at home, this falls to just a quarter of over 75s. The survey showed that 51% of over 75s own a mobile phone, compared to 99% of 25-34-year-olds.

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

Answer Keys – Test 6

Listening

1. The use of smartphones by British people

2.1 and 2.2

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

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

4.1 a. less – more

b. cyber-optic – fibre optic

c. less – most

d. 35-44 – 25-34

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

Reading

1. Suggested answer: Positive aspects of the internet are: connecting people living far away or not, instant messaging, share pictures, information, share common interests or learn about new things, online shopping (etc.) Negative aspects: people stay more time home, practise less exercise and therefore become fatter. Internet may cause addiction, etc.

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

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

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

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

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

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

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

Vocabulary and Grammar

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

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

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

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

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

d. If I hadn't fallen asleep, I would have done my assignment.

Answer keys – Exam Test Unit 3

Activity A

1. Open answer.

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

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

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

Activity B

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

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

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

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

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

Correction Table – Test 5

Year 10 Class ____ Date ____/____/____

No.	NAME	Listening				Reading / Vocabulary and Grammar / Writing									
		1.	2.	3.	Total	1.	2.1	2.2	2.3	3.	4.	5.	6.	7.	Total
		1x12	10x9	7x14		1x8	4x3	4x3	9x4	6x2	4x6	4x6	4x5	52	
1															
2															
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Correction Table – Test 6

Year 10 Class ____ Date ____/____/____

No.	NAME	Listening					Reading / Vocabulary and Grammar / Writing											
		1.	2.1	2.2	3.1	4.1	Total	1.	2.1	2.2	2.3	2.4	3.	4.	5.	6.	Total	
		1x20	6x5	6x5	4x20	4x10		1x10	4x3	4x3	3x6	2x8	8x2	4x4	4x10	60		
1																		
2																		
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Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 20 p

2. Listen to part 1.

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

5 × 14 p

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

3. Listen to part 2.

5 × 14 p

3.1 Write the corresponding time spent by:

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

4. Listen to part 3.

5 × 8 p

4.1 Fill in the gaps with the missing information.

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

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

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

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

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

Reading

1. Thinking about how demanding and time consuming life can be, answer the following question: Do you consider yourself a multitasker? State your reasons. 1 × 10 p

2. Read the following text.

Multitasking *versus* serial tasking

There are people who take great pride in being a *multitasker*. They talk on the mobile phone, send e-mail, and perhaps even read a letter and jot down notes for an upcoming school assignment all at the same time (or so you think). Why do they multitask? Well, how else can they accomplish everything they need to get done (and still have time for a life!)? These people

5 believe they are the epitome of productivity and efficiency, getting so much done all at once.

There's one problem with this scenario: there is no such thing as multitasking – at least not the way we may think of it. The fact is that multitasking, as most people understand **it**, is a myth that has been promulgated by the “technological-industrial complex” to make overly scheduled and stressed-out people feel productive and efficient.

10 But multitasking is only possible if two conditions are met: 1) at least one of the tasks is so well learned as to be automatic, meaning no focus or thought is necessary to engage in the task (e.g., walking or eating) and 2) **they** involve different types of brain processing. For example, people can read effectively while listening to classical music because reading comprehension and processing instrumental music engage different parts of the brain.

15 However, **their** ability to retain information while reading and listening to music with lyrics declines significantly because both tasks activate the language center of the brain.

What does this mean for all the self-proclaimed multitaskers out there? It means that what you do isn't really multitasking. Despite appearances, people simply can't talk on the phone, read e-mail, send an instant message, and watch YouTube videos all at the same time.

20 Every other so-called multitasker is actually *serial tasking*. Rather than engaging in simultaneous tasks, you are in fact shifting from one task to another in rapid succession. For example, people switch from a phone conversation to a document on their computer screen to an email and back again in the belief that they are doing them simultaneously. But they're not.

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



2.1 Find equivalents for these words/expressions in paragraphs 1 and 2.

4 × 3 p

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

2.2 Say what the following words refer to.

3 × 4 p

- a. it (l. 7) b. they (l. 12) c. their (l. 15)

2.3 Decide if these statements are True (T) or False (F).

3 × 4 p

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

☐ T	☐ F
☐ T	☐ F
☐ T	☐ F

2.4 Answer these questions about the text.

3 × 10 p

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

Vocabulary and Grammar

3. Fill in the gaps with the words in the boxes.

8 × 3 p

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

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

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

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

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

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

4. Match the structure with the corresponding usages.

4 × 5 p

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

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

5 × 6 p

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

Writing

1 × 50 p

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

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

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

Name _____ No. _____ Class _____ Date _____

Listening

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

1 × 22 p

2. Listen to part 1.

6 × 9 p

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

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

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

3. Listen to part 2.

3 × 20 p

3.1 Complete the statements with the appropriate information.

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

4. Listen to part 3.

8 × 8 p

4.1 Underline and correct the wrong information.

Smart medical capsules

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

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

Reading

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

1.1 Name three advantages brought by technologies into people's lives.

1 × 6 p

2. Now read the text carefully.

The impact of robots in our lives

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

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

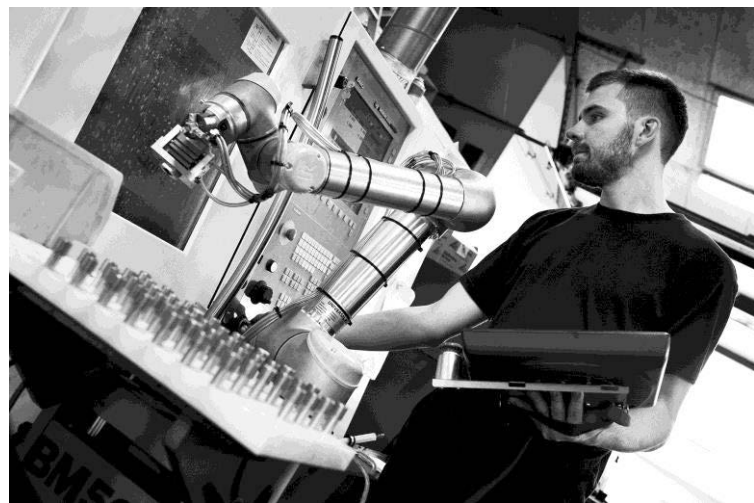
Not only legal liability is being pondered. The attachment formed by some people to their robotic pets or devices, like decorating and naming a Roomba vacuum cleaner is also a delicate topic.

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

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

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

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



2.1 According to the context, choose the best synonym for the words in bold.

3 × 3 p

1. liability (l. 4)

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

2. delicate (l. 9)

- a. difficult
- b. sensitive
- c. easy

3. consideration (l. 10)

- a. kindness
- b. thought
- c. notion

2.2 Say what the following words refer to:

3 × 3 p

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

2.3 Complete the statements according to the text.

3 × 6 p

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

2.4 Answer these questions about the text.

3 × 8 p

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

Vocabulary and Grammar

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

3 × 2 p

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

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

3 × 2 p

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

4. Choose the correct option. There is only one correct option for each situation. 6 × 10 p

4.1 In 2050 robots... people at work.

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

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

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

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

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

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

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

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

- a. bored b. boring c. bore

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

- a. interest b. interested c. interesting

Writing

62 p

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

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

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

Activity A

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

a. Cellular phones

b. Microwave Oven

c. GPS

d. Personal Computer

e. Digital Music

f. Computer Mouse

g. Internet

h. Remote Controls

i. Digital Cameras

j. Video Conferencing

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

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

(A) are living

(B) will be living

(C) live

(D) are going to live

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

(A) will make

(B) will be making

(C) makes

(D) are making

2.3 Karl is quite... in space exploration.

(A) interest

(B) to interest

(C) interesting

(D) interested

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

(A) to frighten

(B) frightening

(C) frightened

(D) frighten

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

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

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

In 40 years' time cities will not just be **a.** _____, they will be so brainy it hurts. We will all be working mostly from **b.** _____ using super-fast data **c.** _____ that relay both information and **d.** _____, while electric cars will transport us to shops where we will pay for goods and services with a wave of our **e.** _____.

Our smart homes will be **f.** _____ friendly hubs for both work and play, where recycling units instantly convert our rubbish to compost and make waste water drinkable again. Domestic **g.** _____ will automatically order our shopping and suggest books and films for our enjoyment on massive wall **h.** _____.

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

terminals

computers

screens

smart

data

digital

entertainment

mobile phones

environmentally

home

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

4. Rewrite the sentences starting them as suggested.

a. Space tourism can be affordable to everybody.

Everybody _____.

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

In 2040 _____.

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

Despite _____.

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

Although _____.

e. My company bought an ultra modern robotic machine.

An ultra modern robotic machine _____.

Activity B

Read the following text.

Forty years from now...

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

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

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

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

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

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

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

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

1. Match the following titles with the corresponding paragraph.

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

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

3. Say what the following words refer to.

a. her (l. 3)

b. It (l. 14)

c. she (l. 16)

d. they (l. 18)

4. Complete the sentences according to the text.

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

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

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

Activity C

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

Write between 150 and 220 words.

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

Do not sign your text.

FIM

COTAÇÕES

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

Test 7 and 8 – Audioscripts, Answer keys

Audioscripts – Test 7

CD 3 – Track 25

Part 1

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

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

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

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

CD 3 – Track 26

Part 2

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

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

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

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

CD 3 – Track 27

Part 3

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

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

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

Answer keys – Test 7

Listening

1. What multitasking is and Britons' multitasking habits.

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

b. Hugh Wilson wasn't able to accomplish the things he intended to do because he was multitasking.

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

d. People's multitasking habit isn't recent behaviour.

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

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

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

Reading

1. Personal answer.

2.1 a. Upcoming

b. accomplish

c. personification

d. myth

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

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

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

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

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

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

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

5. a. In 2040 people will be using fossil fuels as energy sources.

b. In the future robotic engineers will invent new surgery procedures.

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

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

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

Audioscripts – Test 8

CD 3 – Track 28

Part 1

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

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

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

CD 3 – Track 29

Part 2

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

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

CD 3 – Track 30

Part 3

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

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

Answer keys – Test 7

Listening

1. Robotics influence in the healthcare system.

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

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

b. ... the technologies available.

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

2.3 though – through

intrusive – invasive

narrowed – swallowed

brain – body

magical – radical

issues – tissues

decision – precision

robot – surgeon

Reading

1. Personal answer.

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

2.2 a. robots b. laws c. children

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

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

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

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

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

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

Vocabulary and Grammar

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

3.1 a. software b. science fiction c. robots

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

Exam Test – Unit 4

Activity A

1. Personal answer.

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

3. a. smart b. home c. terminals d. entertainment e. mobile phones f. environmentally g. computers h. screens i. digital j. data

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

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

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

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

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

Activity B

1.

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

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

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

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

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

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

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

5. Possible answer:

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

Correction Table – Test 7

Year 10 Class _____ Date ____/____/____

No.	NAME	Listening					Reading / Vocabulary and Grammar / Writing										Total
		1. 1x20	2.1 5x14	3.1 5x14	4.1 5x8	Total	1. 1x10	2.1 4x3	2.2 3x4	2.3 3x4	2.4 3x10	3. 8x3	4. 4x5	5. 5x6	6. 50		
1																	
2																	
3																	
4																	
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Correction Table – Test 8

Year 10 Class _____ Date ____/____/____

No.		NAME	Listening					Reading / Vocabulary and Grammar / Writing										Total
			1. 1x22	2.1 6x9	3.1 3x20	4.1 8x8	Total	1. 1x6	2.1 3x3	2.2 3x3	2.3 3x6	2.4 3x8	3. 3x2	3.1 3x2	4. 6x10	6. 62		
1																		
2																		
3																		
4																		
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29																		
30																		

Answer Keys

Workbook

Unit 1 – The world of teens

VOCABULARY

Additions, p. 3

1. **a.** workaholic **b.** phoneaholic **c.** chocoholic **d.** shopaholic
e. netaholic

Adjectives describing character, p. 3

2. **a.** insecure **b.** hard-working **c.** generous **d.** funny **e.** honest
f. careless **g.** easy-going **h.** extrovert
3. **a.** easy-going **b.** funny **c.** deceitful **d.** insecure
4. A CROSS: sensible, wise, dynamic, gentle, helpful
DOWN: arrogant, stubborn, mean, moody, cynical

False friends, p. 4

5. **a.** 4 **b.** 3 **c.** 1 **d.** 2
6. **a.** Os meus colegas elegeram-me/nomearam-me o porta-voz da turma.
b. O professor pediu-me para o ajudar a preparar uma atividade de revisão.
c. Muita gente que deixou a escola na adolescência está agora a recomençar a sua escolaridade.
d. Eu estava com medo de entrar na minha primeira aula, mas o meu amigo empurrou-me para dentro da sala.

Jobs and occupations, p. 5

7. **-ist:** Violinist; Artist; Novelist; Journalist; Pharmacist
-er: Builder; Cleaner; Runner; Seller; Singer

General vocabulary, p. 5

8. **a.** smoking **b.** funny **c.** selfish **d.** bright **e.** resume **f.** disorder
g. volunteer **h.** boomerang **i.** celebrity **j.** tribe
9. **1.** C. being **2.** B. to **3.** B. always **4.** C. a lot of **5.** A. older **6.** A. these
7. C. other **8.** A. them **9.** B. has **10.** B. their

GRAMMAR

Present Simple, p. 7

1. **a.** My school lessons don't start at 6 a.m. They start at 8.30 a.m.
b. Teens in Britain don't start driving at 14. They start driving at 17.
c. Madonna doesn't come from England. She comes from the USA.
d. Prince William doesn't live in Scotland. He lives in England.
e. In England people don't drive on the right. In England people drive on the left.
2. **a.** ... does your best friend live?
b. What do you usually do in your free time?
c. How many brothers do you have?
d. Why are you sad?
e. When do you do your homework?
3. **b.** David likes cats. **c.** He likes surfing. **d.** He likes pop music.
e. David doesn't like heavy metal. **f.** He repairs old machines. **g.** He lives near the beach. **h.** He likes old things. **i.** He doesn't tidy his room. **j.** He likes saving money.

Present Continuous, p. 8

4. **a.** Tom isn't eating an ice cream. He's eating a burger.
b. Alicia isn't sitting on the sofa reading her book. She's sitting on the floor.
c. Pat isn't playing basketball. She's playing football with her team.
d. Rick isn't checking his emails on his laptop. He's talking on his mobile phone.
5. **a.** don't **b.** doesn't **c.** is **d.** do **e.** isn't **f.** are **g.** does **h.** are
6. **a.** think **b.** live **c.** have **d.** am doing **e.** am currently dating **f.** don't feel **g.** knows **h.** is **i.** are constantly looking **j.** doesn't seem **k.** makes
l. does she love **m.** do we belong **n.** feels

Adjectives / adverbs, p. 9

7. **a.** beautifully **b.** fast **c.** happily **d.** hard **e.** patiently **f.** completely
g. slowly **h.** truly **i.** seriously **j.** well
8. **a.** seriously **b.** hard **c.** truly **d.** good **e.** completely **f.** happy
g. slowly **h.** beautifully

Order of adjectives, p. 9

9. **a.** nice young Japanese **b.** big black **c.** expensive Italian **d.** small old

Past Simple, p. 10

10. **a.** take (It's the only irregular verb)
b. hear (It's the only one that changes in the past)
c. Find (the others change the same in the past: -i to -a)
d. lead (it's the only one where the -ea doesn't change to -o)
e. fly (it's the only one that doesn't change to a word ending in -ought)
f. sleep (all the others only change the -d to -t. This loses a vowel)
g. feel (it's the only one which only has two different forms)
h. swim (It's the only one which changes the vowel to -a; the others change to -e)
i. run (all the others have a regular and an irregular form in the past)
j. put (it's the only one which doesn't change)
11. **a.** learnt **b.** tried **c.** felt **d.** was **e.** sent **f.** didn't hear **g.** went
h. happened **i.** found
12. **a.** ... were you? I was 15. **b.** ... was the boy you first dated? It was Robert. **c.** ...invited who for the date? Robert did. **d.** ... did you meet? We met at a café. **e.** ... did you get there? We went on foot. **f.** ... did you do? We went to the cinema. **g.** ... did you see? We saw *The Hunger Games*.
h. Did you enjoy the date? Yes, I did.

Past Simple and Past Continuous, p. 11

13. **a.** No, she wasn't. She was playing basketball.
b. they weren't. They were eating.
c. he wasn't. He was lying on the grass.
d. they weren't. They were studying.
14. **a.** When my brother arrived, I was playing games.
b. While they were walking in the park, it started to rain.
c. While she was watching TV, it broke down.
d. While I was doing my homework, my mother called me.
15. **1.** considered **2.** stood **3.** named **4.** called **5.** told **6.** read **7.** was
8. died **9.** looked **10.** was **11.** said **12.** was **13.** didn't have **14.** was working **15.** came **16.** took **17.** opened **18.** saw **19.** could **20.** reached

21. took 22. fell 23. heard 24. laughed 25. walked 26. got 27. met 28. turned 29. locked 30. wasn't holding 31. let 32. left 33. was standing 34. said 35. watched 36. promised 37. didn't turn

16. Personal answer.

Prefixation and Suffixation, p. 13

17. a. dishonest b. inappropriate c. unusual d. irrelevant e. illegible f. intolerant

18. IN: accessible, convenient, ability

UN: happy, cover, do

DIS: advantage, appear, agree

IM: mature, perfect, patient

IL: logical, legal, legitimate

IR: regular, responsible, rational

19. a. imperfection b. disappearance c. unhappiness

d. disagreements

Future, p. 14

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

20. 1. f. 4. c. 5. a. 6. e.

21. Personal answer.

22. a. am going to do; will tell; is; will go; will be; are going to arrive

b. starts; is going to be there; Are you going to try; am going to sing; will you help; am not going to be

Present Perfect Simple, p. 15

23. a. The Rastafarian culture has existed for a long time.

b. Have you ever met any famous hip hop singer?

c. The Black Eyed Peas have been together since the late 1990s.

d. Lady Gaga hasn't come to Portugal yet.

e. Damian Marley has just launched his new CD.

f. I have never used dreadlocks in my life.

24. 1. a. c. 2. e. 3. b. d. f.

25. a. have already been b. was c. have never seen d. sang

e. danced f. cheered g. started h. played i. didn't leave j. asked

k. have encouraged l. have agreed m. have ever been

Adjective degrees, p. 16

26. a. more popular than b. less expensive than c. the oldest d. the largest e. the most radical f. bigger than g. worse than

27. Personal answers.

Language review p. 17

a. is b. with c. what d. best e. and f. to g. while h. him i. sees j. there

TEST UNIT 1

Listening, p. 19

1.1

	Teen problem	Parent's doubt
Text 1	Eating disorder	Should she go to a doctor?
Text 2	Bullying	Should they force him to go to school?
Text 3	Game addiction	Should he have a time limit on his gaming time?
Text 4	Weird looks	Should they ask him to dress appropriately?
Text 5	Text messaging	Should they take away his cell phone?

1.2

Text 1	a. The signs that the daughter showed of suffering from a disease.	Obsession with food and calories; the need to exercise; extreme diets; playing with food.
Text 2	b. Why the boy didn't eat at lunch time.	He was afraid to go to the cafeteria.
Text 3	c. The kind of student the boy is.	He is a very responsible and smart student.
Text 4	d. How the parents feel about the boy's looks.	They feel embarrassed.
Text 5	e. How the boy disobeyed his mother.	He kept sending messages after the hours he was allowed to.

Reading, p. 20

3. a. 3 b. 1 c. 6 d. 4

4. a. Will be the logical consequence b. Gets you ready to follow the right way.

5. a. Because it is good education that provides good job opportunities and a better future.

b. It should be based on my interests and strengths, because it is what we will be doing for the rest of our life.

c. We should respect them and value their opinion, because when they say something they are really showing that they care about us.

d. Because hobbies help us develop our personality.

e. and f. Personal answers.

Grammar and Vocabulary, p. 21

6. a. childhood b. independent c. emotional d. freedom e. individuality f. helpful g. disrespect h. expectations i. mostly j. insecurity

7. a. Did you phone; has been b. has just come; looks; haven't seen; Is she coming; will send

c. works; is going to work; have never been; haven't been; will visit; is staying; doesn't know; will appreciate.

8. a. the worst b. more common than c. happier than d. the most painful e. the nicest

Unit 2 – A world of many languages

VOCABULARY

Easily confused words, p. 23

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

2. a. trip b. journey c. trip d. travel

Blog related terms, p. 23

3. a. blog b. audioblog c. Internet d. photoblog e. post f. Facebook g. virtual h. blogger

Easily confused words, p. 24

4. a. famous b. notorious c. respectable d. respected e. wellknown f. notable g. recognized

Language related words, p. 24

5. a. Global b. Internet c. phenomenon d. People e. products f. coverage g. English h. globalisation i. communication j. Earth k. speakers l. first language m. lingua franca n. foreign language

6. 1. B. abroad 2. D. English 3. D. because 4. A. best 5. C. improve

6. skills 7. B. everywhere 8. D. courses 9. C. know 10. C. option

11. B. humour 12. from 13. A. experience 14. C. remember

7. a. reliable b. worldwide c. advantages d. lifelong e. never forget

Statistics, p. 26

8. a. percentage b. rate c. fraction d. 100 e. percent f. pct
9. a. 25%, 1/4 b. 33%, 1/3 c. 50%, 1/2 d. 20%, 1/5

General vocabulary, p. 26

10. a. multilingual b. must c. trip d. blog e. fraction f. skill
g. fluency h. dictionary

GRAMMAR

Definite, indefinite and zero articles, p. 27

1.

SITUATIONS:	a/an	The	Ø	SITUATIONS:	a/an	The	Ø
a. Names of people.			x	g. Stands for "any one".	x		
b. Names of oceans or rivers.		x		h. Names of sports.			x
c. Names of countries.			x	i. Names of languages and nationalities.			x
d. Nouns of which there is only one.		x		j. Plural countable nouns in generalizations.			x
e. Music instruments.		x		k. Cities and academic subjects.			x
f. Meals.			x	l. Only used with singular nouns.	x		

2.

Suggested answers:

- a. (Ø) Alex goes home. (names of people)
b. She crossed **the** Atlantic ocean / **The** river Thames is quite famous. (names of oceans and rivers)
c. (Ø) Portugal is a European country. (names of countries)
d. **The** sun is a star. (nouns of which there is only one)
e. She plays **the** piano. (music instruments)
f. (Ø) Dinner is ready. (meals)
g. A man won everything. (stands for "any one")
h. (Ø) Basketball is great. (name of sports)
i. She speaks (Ø) English fluently but she is Portuguese. (names of languages and nationalities)
j. (Ø) Second language speakers have better working chances. (plural countable nouns in generalizations.)
k. (Ø) Maths is my favourite subject. I study in Lisbon. (academic subjects and cities)
l. She has been learning English in **an** institute. (only used with singular nouns)
3. a. Ø b. Ø c. the d. a e. Ø f. the g. the h. Ø i. a j. The k. The l. Ø m. Ø n. Ø/the o. Ø p. Ø q. the r. a s. the t. (the) u. the v. Ø w. the

Passive Voice, p. 28

4. b. c. d. f.
5. a. PV b. PV c. AV d. PV
6. a. Simon was given a city guide by the host family.
b. A book is being written about the exchange programme.
c. English is spoken by many people around the world.
d. Jill has been invited by her school to take part in a student exchange programme.

7. a. A blog was created by students to publish information about *Erasmus*.
b. Intensive research was done by my friend Martha about how people can learn a foreign language.
c. An article has been written about the importance of the English language.
d. English is being used to communicate by many people around the world.

Modal verbs, p. 29

- 8.1 a. You **shouldn't** eat so much junk food.
b. Drivers **must** use the seatbelt.
c. In this company workers **mustn't** wear piercings.
d. He **can** play the guitar.
e. The sky is very dark. It **might** rain.
f. I feel terrible I **need** to see a doctor. I **must** stay home today.
g. People **mustn't** steal.
8.2 a. You **mustn't** smoke in here.
b. Chris **must** take his ID card wherever he goes.
c. Fabian **can't** speak a foreign language.
d. You **should** have your lock changed.

Gerund/-ing and To + Infinitive, p. 30

9. a. beginning b. writing c. cutting d. flying e. preparing
f. playing
10. Gerund/-ing: a.; c.; d.; f.; h.; i.
To + Infinitive: b.; e.; g.; j.
11. a. admitted to b. decided c. begged d. keeps on e. asked f. want
12. a. ... to learn (2) a foreign language.
b. ... speaking (1) French and German he also understands Spanish.
c. ... having (4) some trouble with her parents.
d. ... to succeed (3) at work he studies very hard.

Connectors, p. 31

13.

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

Addition: and, furthermore, also, besides
Contrast: though, but, still, however
Time: when, after, until, before
Result: hence, therefore, so, thus
Reason: because, since, as, for
Purpose: to

14. a. above b. despite c. in spite of d. in fact e. such as f. but
15. a. connectors of time b. connectors of purpose c. connectors of addition d. connectors of result e. connectors of contrast f. connectors of reason
16. a. Although b. but c. because/and d. when

British English and American English, p. 32

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

18. **BrE:** autumn, underground, flat, lorry, chips, taxi, car park

AmE: fall, movie, bar, motorway, vacation, elevator, candy, gas, schedule, pants, mailman

19.

British English (BrE)	American English (AmE)
Film	Movie
Underground	Subway
Pub	Bar
Holiday	Vacation
Lift	Elevator
Sweets	Candy
Flat	Apartment
Petrol	Gas
Lorry	Truck
Timetable	Schedule
Chips	Fries
Motorway	Highway /freeway
Trousers	Pants
Taxi	Cab
Postman	Mailman
Car park	Parking lot

20. a. My **neighbour** is quite famous for his very good **humour** and eccentric **behaviour**.

b. On Mondays we usually go to our **favourite** mall.

c. Lucy hates **travelling** by **taxi** in rush hours.

d. After the student exchange **programme** my brother decided to rent a **flat**.

21. a. Ø b. Ø c. Ø d. an e. Ø f. Ø g. an h. Ø i. an j. a k. an l. Ø m. an n. a o. an p. Ø q. the r. the s. a t. Ø u. Ø v. a w. the x. a y. a z. a

22. **BrE:** drink tea, eat toasts done on one side, wear a walking cane, are gentlemen.

AmE: drink coffee, are ignorant, immodest, unkind frivolous.

Language review, p. 34

1. A; 2. B; 3. B; 4. A; 5. C; 6. A; 7. C; 8. A; 9. B; 10. C; 11. B; 12. A

TEST UNIT 2

Listening, p. 36

1. a. Walter b. Frank c. Susan d./e. Yvonne f. everybody g. Walter h./i. everybody j. Yvonne k. everybody

Reading, p. 37

3. a. increase b. origins c. requirement d. interact e. enables f. factors

4. a. students learning a second language. b. monolingual students c. students' d. language

5. a. F. "The importance and advantages of learning a second language is continuing to increase day by day." b. T c. F. "A number of studies have also shown that when students learn a second language they have a tendency of outscoring those who are proficient in only a single language on tests of nonverbal and verbal intelligence."

d. F. "Language is one of the main components of the civilization and culture of the people who speak it."

6. a. It argues for a point of view about the importance and advantages of learning a second language.

b. The benefits of learning a second language are, for example, the creation of new jobs, students achieve greater thinking, creativity and cognitive skills; it improves student's abilities in mathematics, writing and reading and it makes them become a valuable asset to the community. Learning a second language enables people to adapt to a variety of cultural backgrounds. It may be a decisive factor to the generally achievement of professional and personal career goals and it may also help people understand the culture of other civilizations/societies.

c. Most research concluded that students speaking a second language have better learning capacities than those who are monolingual.

d. Suggested answers: more job opportunities, solving religious, political conflicts, assure global peace, when travelling to a foreign country.

Vocabulary, p. 38

7. a. Language b. monolingual c. foreign d. communication

8. a. culture b. second c. role d. thought e. methods f. ideas g. English h. speakers

Grammar, p. 39

9. a. a/Ø b. Ø/the/a c. the/the/Ø

10. a. Several languages are taught in this institute.

b. I was told all about this exchange programme.

c. Younger generations have always been influenced by celebrities.

d. The student skills are being tested right now.

11. a. should learn a second language.

b. mustn't enter this room.

c. can understand Chinese.

12. a. Last year João took part in an exchange programme in order to improve his English skills.

b. Despite having lived in Portugal for twelve years, Lucy's Portuguese is still difficult to understand.

c. Since my parents thought that I was still too young, I had to wait another year to take part in an exchange programme. I had to wait another year to take part in an exchange programme since my parents thought that I was still too young

Unit 3 – Media and global communication

Vocabulary

The Media, p. 41

1. **Radio and television:** cover, small ads, tabloid, the editorial.

Newspapers and magazines: commercials, character, news broadcast, documentaries.

2. a. tabloids b. character c. soap opera d. sitcom e. cover f. the letters page

3. a. can't/can b. bomb/comb c. ant/aunt d. widows/windows e. cat/car f. car/card.

4. 1. l. 2. e. 3. h. 4. a.

Types of crimes, p. 42

5. Arson; rape; terrorism; bribery; vandalism; carjacking; manslaughter; kidnapping.

6. a. terrorism b. carjacking c. kidnapping d. bribery

7. a. 7 b. 1 c. 8 d. 2 e. 3 f. 6 g. 10 h. 9 i. 5 j. 4

8. a. o mais rápido possível (ASAP, também usado em português)
b. ao cuidado de (a/c) c. por exemplo (e.g., também usado em português)
d. isto é (i.e., também usado em português)
e. Primeiro Ministro (PM) f. Objeto Voador Não Identificado (OVNI) g. Síndrome da Imunodeficiência Adquirida (SIDA)
h. Ácido desoxirribonucleico (ADN) i. vire se faz favor (V.S.F.F.)
j. também conhecido por (sem abreviatura).

Confusing words, p. 43

9. a. loose b. lose c. whether d. weather e. beside f. besides g. their
h. they're i. understanding j. comprehensive k. now l. actually

Cybercrimes, p. 44

10. a. hacking b. virus dissemination c. software piracy d. phishing
e. spoofing f. identity theft

General vocabulary, p. 44

11. a. newspaper b. journalist c. rape d. vandalism e. piracy

12. 1. A 2. B 3. A 4. C 5. B 6. C 7. A 8. C 9. B 10. A

GRAMMAR

Connectors of purpose, p. 46

1. a. I watch TV channel AXN in order not to miss any episode of *Gossip Girl*.

b. My neighbours disconnected the cable TV service so that they can have money for the bare essentials of everyday life.

c. I am always online in order to be in touch with my co-workers.

d. Some TV hosts are paid around 50,000 € a month so that they won't be headhunted by a rival channel.

e. I rushed home so that I could see the last episode of *Glee*.

2. a. You telephone your mother in order to ask for your password.

b. You have got a TV set in your bedroom in order to have some privacy.

c. You have attended an open call audition to a famous cookery show so as to be a masterchef.

d. On Saturday, Ana got up early to go for an audition for a commercial.

e. I wanted to know the name of the song I had heard on the radio in order that I could buy the CD.

Prepositional verbs, p. 47

3. a. agree b. listen c. suffer d. pay e. worry f. depend g. insist
h. admire

4. a. on b. in c. for d. about e. with f. from

5. a. I would complain to the police. b. I would thank her for that.

c. I would apologise for it. d. I wouldn't care about it. e. I would thank her/him for the opinion, f. I would offer them to my friends.

Phrasal verbs, p. 48

6. a. brought up b. gave up c. made up d. put aside e. broke off f. takes after

7. a. fall for b. broke down c. fell out d. broke up e. made up f. give up

8. a. down b. after c. in, up d. up e. apart f. out

Past Perfect Simple, p. 49

9. a. has / had, b. did not see / haven't seen, c. studied / have studied, d. did... give / had... given, e. stole / had stolen.

10. a. showed / had read b. arrived / had left c. had entered / saw
d. had read / told e. turned / had watched f. moved / had sold

11. a. Peter, Tom and Carol had made their beds but Sarah hadn't.

b. Sarah, Tom and Carol had had breakfast but Peter hadn't.

c. Sarah, Tom and Carol had gone jogging but Peter hadn't.

d. Peter, Tom and Carol had watched the news on TV but Peter hadn't. e. Peter, Tom and Carol had bought the newspaper but Peter hadn't. f. Peter and Sarah had tidied the house but Tom and Carol hadn't.

Reported speech, p. 50

12. a. "We aren't usually careful with copyrights of the software we use."

b. "Cybercrimes are becoming more dangerous."

c. "You shouldn't give your passwords to anyone except your parents."

d. "I don't have any idea of what future technologies will bring in terms of software and online safety."

e. "There are a lot of opportunities..."

13. a. not to use our real name on the internet.

b. to be careful with our passwords.

c. she had bought a new hard drive the previous week.

d. they spent too much of their free time playing online games.

e. It was amazing how we could play online games with people on the other side of the globe.

f. She didn't like to post her children's photos on *Facebook*.

g. One day she would play a game with someone in London or New York.

14. 1. "Do I look all right?" 2. "Yes, you look wonderful tonight."

3. "Do you feel all right?" 4. "Yes, I feel wonderful tonight."

5. "My darling, you were wonderful tonight."

6. "Oh my darling, you were wonderful tonight."

15. a. It was late in the evening and she was wondering what clothes to wear.

She put on her make-up and brushed her long blonde hair

And then she asked me if she looked all right

And I said she looked wonderful that night

We went to a party and everyone turned to see

That beautiful lady that was walking around with me.

And then she asked me if I felt all right

And I said that I felt wonderful that night

I felt wonderful because I saw

The love light in her eyes.

And the wonder of it all

was that she didn't realize how much I loved her.

It was time to go home then and I had got an aching head,

So I gave her the car keys and she helped me to bed.

And then I told her, as I turned out the light,

I said, "My darling, you were wonderful tonight."

"Oh my darling, you were wonderful tonight."

Relative clauses, p. 52

16. a. A cybercrime is an offence which is related to online activity.

b. A web designer is a professional who designs web pages.

c. A chat room is a place which allows people to have conversations in real time. d. *Google* is a search engine which has got everything you look for. e. *Facebook* is a social network, which is used

f. A hacker is a criminal who seeks and exploits weaknesses.

17. a. who b. who c. which d. whose e. where

18. **a.** Teenagers and young adults who spend too many hours in front of the screen, become addicted.
b. Online predators seek naive adolescents, who are easy preys.
c. Kevin Mitnick, who we read about in the papers, is a famous hacker.
d. *Twitter* is a free micro blogging service, which was founded in 2006 by Jack Dorsey and Biz Stone.
e. Jacky, who is John's older sister, has bought tickets for the concert.
f. That boy whose father owns a very famous company is a computer expert.

Conditional clauses, p. 53

19. if you can dream... if you can think..., if you can talk... if all men count on you... if you can fill...
 20. If I had a twin brother, I would be very confused; If I had lots of money, I would travel a lot; If I had a big family, I would be a happier person.
 21. 1. e; 2. d; 3. f; 4. b; 5. g; 6. c; 7. a
 22. **a.** If I hadn't got a very powerful anti-virus in my computer, I wouldn't be protected against online threats. **b.** If I had written my password somewhere, now I wouldn't have forgotten it. **c.** If the ICT teacher hadn't explained everything to us, I wouldn't have learned so much about online dangers.
d. If I had a tablet I would know how to use one. **e.** If I hadn't forgotten my laptop at home, I would have read your email.
 23. **a.** Personal answer.
 24. **a.** used **b.** in **c.** net **d.** wasn't **e.** good **f.** with **g.** it **h.** it **i.** dangers **j.** and

TEST UNIT 3

Listening, p. 57

- 1.1 **a.** They are spying on their teenagers.
b. They are worried that their posts might be negative for their future careers.
c. 17; 19; 18
d. Mike, Samantha, Bella.
e. 2012
 1.2 **a.** the three **b.** Samantha **c.** Mike **d.** Bella **e.** Bella **f.** Bella **g.** Mike, Samantha **h.** Bella

Reading, p. 58

3. **a.** 20 somethings **b.** dicey **c.** applicants **d.** freshmen **e.** prosecutor **f.** scanty
 4. There are dangers in the internet other than net predators.
 5. **a.** No, there aren't. There are also negative aspects than can influence in a future course, job and social life as well.
b. College admissions, Grad school and careers; Fellow students; Courtroom consequences; Child pornography charges.
c. They want to check if the candidates are serious and have respectable behaviour.
d. Employers don't like their employees to have promiscuous lives.
e. They called parents in order to inform them about their children's negative behavior.
f. Social networks have pictures, posts and comments. They can be used against someone in a court of law. There are also photos that might be considered pornography.

Vocabulary and grammar, p. 59

6. **a.** social networking **b.** friends **c.** *Twitter* **d.** *Facebook*

e. *LinkedIn* **f.** blogs

7. **a.** with **b.** with **c.** on **d.** for **e.** of **f.** from

8. **a.** I could buy a new dictionary.

b. to buy a powerful anti-virus programme.

c. who should be severely punished.

d. which are serious crimes, can ruin anyone's life.

e. She hadn't liked the film *Trust* because it wasn't her type of film.

f. what our / my mother thought about us / me going to school alone.

g. had internet at home, I wouldn't do my research at school.

h. If I liked watching TV alone, I wouldn't watch it in the living room.

Unit 4 – The world of technology

VOCABULARY

Technological areas, p. 61

1. **a.** Mechatronics **b.** Bionics **c.** Avionics **d.** Domotics **e.** Robotics **f.** Telematics
 2. 1. Avionics 2. Mechatronics 3. Bionics 4. Domotics 5. Robotics 6. Telematics
 3. **a.** Domotics **b.** Mechatronics **c.** Robotics **d.** Telematics **e.** Avionics **f.** Bionics

Easily confusing words, p. 62

4. **a.** painful **b.** damaged **c.** disease **d.** illness **e.** pain **f.** injured
 5. **a.** 4 **b.** 3 **c.** 2 **d.** 1
 6. **a.** Incurable disease **b.** infectious disease **c.** fatal disease **d.** degenerative disease
 7.1 **a.** cure **b.** contract **c.** symptoms **d.** infectious **e.** fatal **f.** degenerative **g.** spread.

False friends – Adjectives, p. 63

8. **a.** 8 **b.** 9 **c.** 5 **d.** 6 **e.** 7 **f.** 10 **g.** 2 **h.** 3 **i.** 4 **j.** 1
 9. **a.** grand **b.** convenient **c.** vulgar **d.** gentle **e.** ingenious
 10. **a.** A minha amiga Susan tem gostos muito requintados. Ela gosta de beber café com sabores exóticos.
b. Ela parece demasiado vulgar. A minha mãe não gosta das roupas que ela veste.
c. O meu avô era um homem culto. Ele estudou no colégio Eton.
d. Todos os professores foram compreensivos com a Mary após a morte do seu pai.
e. O meu pai reformou-se aos 48 anos porque sofria de aterosclerose.

General Vocabulary, p. 64

11. **a.** domotics **b.** telematics **c.** robot **d.** disease **e.** cure **f.** ingenious **g.** gentle
 12. **a.** that **b.** cars **c.** go away **d.** trees **e.** for **f.** which **g.** body **h.** than **i.** from **j.** do

GRAMMAR

Future Simple and Future Continuous, p. 66

1. **a.** will be coming **b.** will be meeting **c.** will be flying **d.** will be selling **e.** will be needing
 2. **a.** will be selling **b.** will be creating **c.** will be building **d.** will be driving **e.** will be living **f.** will be wearing/using

C	N	I	E	N	T	G
R	S	O	L	T	F	E
E	B	U	I	L	D	F
A	W	E	A	R	Y	L
T	F	H	A	L	T	I
E	I	U	S	E	N	V
S	E	L	L	O	H	E
E	X	I	S	T	O	D
D	D	R	I	V	E	A
S	I	E	V	I	L	D

3.1 a 3.2 b 3.3 b 3.4 a 3.5 a 3.6 b

Used to / Be used to, p. 67

4. **b.**; **c.**
 5. **a.** 5. **b.** 7 **c.** 1 **d.** 3. **e.** 2 **f.** 4. **g.** 6.
 6. **a.** play **b.** working **c.** be/staying **d.** living **e.** living **f.** working
 7. Personal answers.

Adjectives ending in -ing /-ed, p. 68

8. **a.** -ed **b.** -ing
 9. **a.** interested **b.** inspiring **c.** interesting **d.** excited **e.** boring **f.** bored **g.** confused **h.** confusing
 10. **a.** Monica and Frank were puzzled with Andy's new robotic invention. **b.** These machines are astonishing. **c.** I feel fascinated by the movie.
 11. Personal answers.

General grammar, p. 69

12. **a.** gone; begun, been, put **b.** driving, painting **c.** so, thus **d.** should, can, must, may, cannot **e.** boring, confusing **f.** interested, seduced **g.** bad, mean, nice **h.** be, do, put, see, use **i.** freedom, maturity, cultural **j.** unreal, undo, illegal, unusual
 13. 1 **d.** 2 **c.** 3 **c.** 4 **b.** 5 **c.** 6 **b.** 7 **b.** 8 **a.** 9 **c.**
 14. **a.** met **b.** enjoy **c.** transfer **d.** cry **e.** fascinating **f.** may **g.** bored
 15. **a.** is **b.** is hitting **c.** is **d.** was working **e.** became **f.** did I do **g.** did I... break **h.** went **i.** appeared **j.** had violated **k.** spelt **l.** started **m.** has duped **n.** believes **o.** pays **p.** was **q.** took **r.** made **s.** showed **t.** was **u.** had never thought **v.** feel **w.** is scamming **x.** threatening **y.** will find

Language review p. 60, p. 71

1. A. 2. A. 3. C. 4. A. 5. C. 6. B. 7. B. 8. B. 9. C. 10. A.

TEST UNIT 4

Listening, p. 73

1. Super-speed rail	a. The time you spend waiting b. Faster and more comfortable c. From London to Germany
2. Solar flight	a. Charles Lindbergh b. New York and Paris c. It will be powered by solar energy only.
3. Biometric passports	a. Chips b. Biometric data c. Waiting times will diminish d. The manipulation of our personal data by hackers

Reading, p. 74

3. **a.** Watches that you wear on your wrist that work exclusively with the energy of your own movements.
b. Cell phones that don't need a battery as a power energy but your own movements to recharge itself.
c. You will never have to worry about having a low or dead battery.
 4. **a.** ... is not an efficient one.
b. ... of the possibilities allowed by locationless communication.
c. ... students to virtually attend classes.
 5. **5.1** They are cars that don't need a human being to drive them.
b. The main advantage is safety. Drivers can get sleepy, they can sometimes drive dangerously or too fast, and a car can be programmed to avoid those dangers.

Grammar and vocabulary, p. 75

6. **a.** device **b.** mobility **c.** engineers **d.** wheelchair **e.** mobile **f.** robotic **g.** technology **h.** medical
 7. **a.** will be running **b.** will scientists be **e.** won't be studying
 8. **a.** didn't use to **b.** used to **c.** weren't used to **d.** used to **e.** are used to
 9. **a.** amazing **b.** excited **c.** surprised **d.** fascinated **e.** terrifying

Answer Keys— Extensive Reading

Roald Dahl, *Galloping Foxley*

Before reading

1. Personal answer.
- 2.1 a. He lived 74 years.
- b. A strict boarding school.
- c. He wanted to go abroad.
- d. He was a fighter pilot in the Royal Air Force
- e. In 1942
- f. Full of fantasy and imagination, cruel, humorous, grotesque and comic
- g. People who are not what they seem to be.
- h. They are sarcastic and humorous.

While Reading

PART I

- 1.1 He goes to work by train.
- 1.2 For thirty-six years.
- 1.3 In an office in Austin Friars.
- 1.4 He's a solicitor.
- 1.5 He likes the sense of routine and regularity.
- 1.6 He is a methodical and meticulous person that doesn't like his routine disturbed.
- 1.7 He appreciates an ordinary, orderly and unchangeable life.
- 1.8 To show the staff in his office the benefits of such an orderly life.

2. a. A smallish station in the country.
- b. Nineteen to twenty people.
- c. As good, solid, steadfast, unchanged and unchangeable people.
- d. At eight-twelve.
- e. Thirty-two minutes.
- f. At the corner seat by the window.
- g. He reads *The Times*.
- h. Eleven and a half minutes

3.1 "Mas isso foi há uma semana e desde aí aconteceu algo muito peculiar."

3.2 Personal answer.

PART II

- 1.1 a. ... a stranger at the train platform.
- b. ... assertive, biggish, thickset, powerful, arrogant, too polished.
- c. ... pretend he ignored him.
- d. ... followed Perkins to his compartment.
- e. ... as being 62 or 63, with an unpleasant but handsome face, dark eyebrows, steely eyes, strong white teeth.
- f. ... his voice and tone sounded familiar.
- g. ... discomfort and a sort of pain.

2. a. "curious little ripple of protest running along the ranks of my fellow commuters."
- b. "He carried a cane instead of an umbrella, his shoes were brown instead of black, the grey hat was cocked at a ridiculous angle, and in one way and another there seemed to be an excess of silk and polish about his person."

3. Personal answer.

PART III

1. a. False "– we are rather a reserved lot on our station"
- b. True "I felt that slow uneasy stirring of the memory, stronger than ever this time, closer to the surface but not yet quite within my reach"
- c. True "And sure enough, he was, standing with his legs apart just as though he owned the place, and this time swinging his cane casually back and forth through the air.
The cane! That did it! I stopped like I'd been shot."

2.1 It had rained but the sun was shining and there were big white clouds in the sky.

2.2 He felt depressed.

2.3 His disposition didn't match the weather so it may be a sign that something bad is about to happen.

2.4 He felt breathless and shocked.

2.5 They might have had a strained relationship or issues to solve.

2.6 arrogant tilt of the chin, flaring nostrils, contemptuous staring eyes that were too small and too close together; coarse and slightly wavy hair.

2.7 They are rather negative. That shows us that William didn't have a friendly relationship with Foxley.

2.8 "It was a curious sensation, sitting only a yard away from this man who fifty years before had made me so miserable that I had once contemplated suicide."

PART IV

1.

The kind of tasks Perkins had to do for Foxley	The kind of punishment	The reasons why he might punish him
Cook, clean, warm up the lavatory, pick up the chairs, rub the leather of his shoes, light the fire, pick up flowers, prepare the toasts	Beatings with a stick	Failing to light the fire, leaving a smudge of dust, burning the toasts, forgetting to take the mud off the boots, failing to hang up his clothes, banging the door, filling the bath too hot (,,)

2. and 3. Personal answers.

PART V

- 1.1 a. tell b. talk c. schooldays d. beatings e. loud f. hear g. teasing h. discomfort i. embarrassed j. introduce k. name l. Repton m. Jocelyn Fortescue n. Eton

Bill Bryson, *Notes from a small island*

Before Reading

1. a. London b. Bournemouth c. Durham d. Edinburgh
2. a. Two decades; b. North Yorkshire; c. so that his children could experience living in another country; d. a trip round Britain; e. by train; f. about Great Britain: its culture, its history its idiosyncrasies.
3. Personal answer.

While Reading

CHAPTER 1

- 1.1 a. 7; b. 4; c. 9; d. 2; e. 1; f. 5; g. 8; h. 10; i. 3; j. 6
- 2.1 He's travelling by train.
- 2.2 He departed from Dover.
- 2.3 'Suburbs' are areas where people live, that are located on the surroundings of a big city centre.
- 2.4 We learn that the suburbs of London extend for a long distance, they have lots of houses, mainly terraced houses and semi-detached houses all alike, where millions of people live.
- 2.5 He implies that London is so big that no matter how long you live there, there are always places that you don't know of.
- 2.6 It's a guide for all the places, streets, avenues, parks, etc, that exist in London organized in alphabetical order.
- 2.7 No, he thinks that they are quite uninteresting. He points out some names he finds interesting just to show they are exceptions.

3. a. Trustworthy, safe, friendly, polite, competent.
b. They cannot drive in a straight line for long, they are always making detours during the journey.
c. They never admit that they don't know the location of a certain place.

- 4.2 a. It is located on Frith Street.
b. It's obscure, because it doesn't even have a sign out front identifying it; it is an eighteen-century brick building.
c. They are friendly and the way they act is quite charming.
d. The maids are not of British origin, their command of the English language is poor and they are helpful and nice.

5. Exciting, dazzling, wonderful, beautiful, interesting, lively

6.

Places	People	Facilities	Objects
Fine parks	Courteous inhabitants	History	Cheery red pillar boxes
Leaf squares	Drivers who stop at pedestrian crossings	Lively and Varied press	Interesting statues
Safe streets		Good theatres	Black cabs
Lovely Forgotten churches	Helpful policemen	Lots of orchestras	Double-decker buses
	Helpful people	and museums	Polite notices
			Benches everywhere
			Blue plaques on houses with names of famous people
			Warnings to look left and right

7.1 The author likes it very much because he finds London "the most wonderful city in the world". Although he describes some of its "small things" ironically, we can see that he is fond of its culture, history and people.

7.2 He is agrees with Samuel Johnson's statement because he thinks London is very exciting even where compared with New York.

7.3 Personal answer.

CHAPTER 2

1. a. eager b. bowels c. eerie d. wobbling

2. a. you feel completely lost or confused
b. it was really a very smart idea
c. the names are suggestive and nature-related
d. The names don't reflect how real places above are; they play with our imagination and make us think of novel-like places.

3.

- It was created in 1931 by Harry Beck
- The stations are presented in a sequence
- The interchanges are clearly delineated
- The map doesn't follow a precise scale

4. Personal answer.

CHAPTER 3

1. a. a acelerar b. confuso(a) c. de forma chamativa d. irresistível e. caminhada penosa f. encharcado, a pingar g. cuidado h. contente i. imersão

2. a. "and thought I knew it reasonably well, but the area around the station had been extensively rebuilt"
b. 'The only thing to be said for Bournemouth is that you are certainly spoiled for choice with hotels'
c. 'No, my ship sank and I had to swim the last seven miles.'
d. 'her cheerily bean-sized brain'
e. 'Nowadays you get a colour TV, coffee-making tray with a little packet of modestly tasty biscuits, a private bath with fluffy towels, a little basket of cotton-wool balls in rainbow colours, and an array of sachets or little plastic bottles of shampoo, bath gel and moisturizing lotion. My room even had an adequate bedside light and two soft pillows.'

3.1 He means that he felt like going out.

3.2 He went to Christchurch on a yellow double-decker bus.

3.3 "There is something awfully exhilarating about riding on the top of a double-decker."

3.4 You can see into upstairs windows; it's very exciting to drive fast on a corner street or a roundabout; towns look more handsome from above.

4.1 They are happy people; they smile or laugh easily; they are easy to please.

4.2 The British get pleasure from small things or from having just a small amount of something ("They actually like their pleasures small."); the Americans are the opposite, they like big things; that's why they eat so much ("To an American the whole purpose of living, the one constant confirmation of continued existence, is to cram as much sensual pleasure as possible into one's mouth").

CHAPTER 4

1.1 He's stopping at Durham.

1.2 He is telling us that there are places so worth visiting that it is unimaginable that no one has never told us to go there.

2. a. He is praising the fact that visitors don't have to pay a fee to enter the cathedral.

b. He is criticising the fact that other places that are also monuments worth seeing which charge visitors for the visit or have people nagging for money inside.

3.

a. Origin	Norman
b. Location	in Durham, located on a hill over the river Wear
c. Building	a reddish-brown stone building
d. Architectural features	stained-glass windows; stone pillars with grooved patterns; wooden pews

CHAPTER 5

1. a. beautiful, beguiling, glorious, captivating.

b. It tells us that he is a great admirer of the city and considers it a special place.

c. The castle, the Bank of Scotland, the Balmoral Hotel, the Scott Memorial.

d. He is staying at the Caledonian Hotel, because it is a building which is a kind of institution in the city and although it is expensive, it's an experience he doesn't want to miss out.

2. He says that because although Edinburgh belongs to the UK, it has many different and distinguishing features like the buildings, the money and the language.

3.

Objects/things	Food/drink	People	Important discoveries/inventions
Kilts, bagpipes, tam-o'shanter, yellow jumpers with diamond patterns,	Tins of oatcakes, plaster casts of Greyfriars, sacks of haggis, whisky	Stevenson, Watt, Lyell, Lister, Burns, Scott, Conan Doyle, J.M. Barrie, Adam Smith, Alexander Graham Bell, Thomas Telford, Lord Kelvin, John Logie Baird, Charles Rennie Mackintosh and Ian McCaskill	Raincoats, rubber wellies, the bicycle pedal, the telephone, tarmac, penicillin

CHAPTER 6

1.

Habits and traditions	Typical objects	Food	Places	Famous people
Village fêtes, politeness, cricket	Stinging nettles, hot water bottles	Marmite, milk in bottles, beans on toast, crumpets, pork pies, chocolate digestive biscuits	Country lanes, seaside piers, Windsor Great Park, Open University	William Shakespeare, Christopher Wren

2. The author criticises the fact that the British don't value their country enough and fail to recognise all its achievements throughout history.

3.1 He means to show us how wonderful Britain is as country and how convenient and pleasant it is to live there considering several aspects: shops and services work well ('to post a letter', 'use the bank'); it is a culturally rich country ('watch television', 'buy a book', 'go to a museum'); it's a good place to have fun ('venture out for a drink'); people are nice and helpful ('to get lost, seek help') and besides it has beautiful landscapes ('go for a walk', 'stand on a hillside and take in a view')

After Reading

1. Possible answers:

London, The underground, Bournemouth; The Cathedral of Durham, Edinburgh; The British

2. Personal answers

Audioscripts – Student's book, Workbook, Listening activities

Audioscripts – Student's book

CD 1

Unit 0 – Get Linked

Track 1, p.14

Leonardo Da Vinci	Manchester United
Kate Middleton	Mozart
Paris St. Germain	Penélope Cruz
Schoenbrunn	Tower of Pisa
FC Salzburg	Alhambra Palace
Eiffel Tower	AC Milan
Bayern Munich	Albert Einstein
Audrey Tautou	Real Madrid
Brandenburger Tor	Tower Bridge

Track 2, p. 14

Shakira, *Waka Waka*

People are raising
Their expectations
Go on and feed them
This is your moment
No hesitations

Today's your day
I feel it
You paved the way
Believe it

If you get down get up, oh oh
When you get down get up, eh eh
Tsamina mina zangalewa
This time for Africa (...)

Track 3, p. 14

Bryan Adams, *Summer of '69*

Standin' on your mama's porch
You told me that you'd wait forever
Oh and when you held my hand
I knew that it was now or never
Those were the best days of my life
Back in the summer of '69 (...)

Track 4, p. 14

David Fonseca, *A cry of love*

Girl you see me smiling
Girl I'm singing words of joy to the world
Between the lines it's hidden in the smile
Can't you hear a cry for love

Track 5, p. 14

Shakira, *Hips don't lie*

Oh baby when you talk like that
You make a woman go mad
So be wise and keep on
Reading the signs of my body
And I'm on tonight
You know my hips don't lie
And I'm starting to feel it's right
All the attraction, the tension
Don't you see baby, this is perfection (...)

Track 6, p. 14

Bryan Adams, *Everything I do I do it for you*

Don't tell me it's not worth tryin' for
You can't tell me it's not worth dyin' for
You know it's true
Everything I do – I do it for you (...)

Track 7, p. 14

David Fonseca, *Superstars*

They don't, they don't
How could they really know?, they don't
They don't know how it really feels
They're just here on holidays
Like dummies filling landscapes
How could they see you cry
Do you remember me?
I was the one that held you through
I held the spotlight when you did that crazy dance
I danced with you, I felt like superstars do
Me and you
We're just like superstars (...)

Track 8, p. 18

Taking in every moment

See text on page 18.

Unit 1 – The world of teens

Track 9, p. 32

Teenagers' concerns

a. I'm Dolores, 15. I had this boyfriend, he was my first love. I thought he meant every word he ever spoke to me. But my best friend told me that he cheated on me. She told me to just move on. And so I did. And days later after me and him broke up; I was very upset to find out that she was going out with him! Some best friend!

b. I'm Sam, I'm 14. One of my biggest failings is that sometimes I go along with my friends. If they say something, they usually work out to convince me, I usually give in and do whatever they do.

c. My name's Thomas, I'm 16. Although I am only 16, I feel like I have an addiction. There is a shop owner I know and he serves me whatever I want. I have always enjoyed drinking a lot, seemingly more than my friends and when I go out at night I usually end up drunk

d. Kristen, I'm 17. I remember the relationship I was in when I had my first time. As a matter of fact I'm still in it. I was 15, young and naïve, he was 16. I knew nothing and I didn't really understand the whole concept of sex. Now, we have a one and a-half-year-old daughter and are still together.

e. I'm Lilly, I'm 16. I'm in love with my best friend. I have my suspicions that she feels the same but I can't bring myself to tell her how I feel. I don't want to lose her friendship. I don't know what to do.

Track 10, p. 32

One Direction, *What makes you beautiful*

You're insecure
Don't know what for
You're turning heads when you walk through the door
Don't need make up
To cover up
Being the way that you are is enough

Everyone else in the room can see it
Everyone else but you

[Chorus]

Baby you light up my world like nobody else
The way that you flip your hair gets me overwhelmed
But when you smile at the ground it aint hard to tell
You don't know
Oh Oh
You don't know you're beautiful

If only you saw what I can see
You'll understand why I want you so desperately
Right now I'm looking at you and I can't believe
You don't know
Oh oh
You don't know you're beautiful
Oh oh
That what makes you beautiful (...)

Track 11, p. 36

Prison for cyberbully

See text on page 36.

Track 12, p. 43

Travie Maccoy, *Billionaire*

I wanna be a billionaire so freaking bad.
Buy all of the things I never had.
I wanna be on the cover of Forbes magazine.
Smiling next to Oprah and the Queen.
Oh everytime I close my eyes.
I see my name in shining lights.
Yeah, a different city every night oh
I, I swear the world better prepare
for when i'm a billionaire (...)

Track 13, p. 43

The Clash, *Career opportunities*

They offered me the office, offered me the shop
They said I'd better take anything they'd got
Do you wanna make tea at the BBC?
Do you wanna be, do you really wanna be a cop?

Career opportunities are the ones that never knock
Every job they offer you is to keep you out the dock
Career opportunity, the ones that never knock (...)

Track 14, p. 43

Bruno Mars, *Marry you*

It's a beautiful night
We're looking for something dumb to do
Hey baby
I think I wanna marry you

Is it the look in your eyes
Or is it this dancing juice?
Who cares, baby
I think I wanna marry you (...)

Track 15, p. 43

Michael Jackson, *Man in the mirror*

I'm gonna make a change,
For once In my life
It's gonna feel real good,
Gonna make a difference
Gonna make it right

I'm starting with the man in the mirror
I'm asking him to change his ways
And no message could have been any clearer
If you wanna make the world a better place
Take a look at yourself, and
Then make a change (...)

Track 16, p.16

Britain's boomerang kids – Part 1

See text on page 50.

Track 17, p. 50

Britain's boomerang kids – Part 2

See text on page 50.

Track 18, p. 52

Stephen

I've always been quite good academically and ended up doing much better than I expected at high school. Even so, I felt like I enjoyed art most out of all of my subjects so I did an Art Foundation course and am now doing a Graphic Design degree. The thing is, I have this weird feeling at the back of my mind that I might have made a mistake. I also loved studying History and was good at it, and it bothers me that I won't have the opportunity to study it at university as my friends are doing these subjects. But to be fair, even if I did something more academic, it would have been purely for interest (probably English Literature), so I doubt it would have had a tremendous impact on employability or earning potential, but I just feel really unsettled with everything.

<http://www.thestudentroom.co.uk/showthread.php?t=1666270>

Track 19, p. 52

Donna

When I was 14 I met "Joe". He was 17. We started dating a few weeks after we met. When we had been together for about 2 years, I found out I was pregnant. I was only 16 and scared to death. My mom wanted me to give the baby up for adoption.

I refused and she kicked me out. My dad opened his home for me, and after my daughter was born, I lived there for 7 months. When I was 17, "Joe" and I got married and moved into our own house. He was working full time, and I was a junior in high school. I graduated high school and went to college for medical assisting. Early this year I found a really good job.

"Joe" and I have been together for 6 years now, and married for 4. I never thought I could be this happy.

<http://www.experienceproject.com/stories/Am-A-Teenage-Mom/2233>
(Accessed in January 2013)

Track 20, p. 52

Christina

I hate hate hate my job. It's killing me, every day, to know that I work for people who have no interest in my well-being! I've been the editor-in-chief of a small magazine for almost a year. As I have no other staff aside from two part-time interns, I'm also the editorial assistant, managing editor, and online publisher. I used to think this was a great opportunity, or something that at least looked good on my resume, but recently I've realized that I hate editing, hate my job, and don't really care to succeed in this industry. I'm going back to school to get a PhD in English so I can write and teach.

The company is struggling, like many, but their recent "adjustments" to save money have made my life hell. They've cut down on my wage, they've cut down my hours to 10-4 but have loaded me with an impossible amount of work to complete.

I feel like I literally won't be able to come to work tomorrow unless I know it's my last day.

<http://ask.metafilter.com/114054/I-hate-my-job-but-will-I-hate-myself-if-I-quit-it>

Track 21, p. 52

How important is it to choose the right career

Good afternoon, everyone. I'm Chad Foster I'm here to tell you about the importance of choosing your career.

Maybe the time has come to tell you what you can do if you want to succeed. At some point, we all need money.

Where will your money come from? Well, your money can come from four places: you will either earn it, inherit it, marry it or steal it. Since stealing is illegal, marrying is unlikely and inheriting it takes forever, it is safe to say that 99 per cent of you will have to earn your money.

Having been dealt that dose of reality, the real question now is, "How will you earn it?"

Before we address that question, let's consider another one: "When will you earn it?" Most of you will earn it 40 hours a week, for 50 weeks each year, between the ages of 22 and 65. We're talking about 86,000 hours of your life!

Now the big question: How will you earn your money?

There are some things in life that you will inherit from your parents, like the colour of your eyes or the size of your nose. These are things you can't control. The career you choose is not inherited. This is something you can, and should, control.

Choosing a job is a huge decision. Some estimates say that 75 per cent of all workers are dissatisfied with their jobs. That's a scary thought. You should choose a career that will allow you to pay your bills, save some money and still maintain the quality of life you need.

Whether you are 14, 16 or 60, everybody has the same basic needs: health and happiness. Money can't buy either one. Don't miss the message here. There is absolutely nothing wrong with money. I kind of like it myself. But remember, money cannot make you happy. Money can and should be the result of your work, but money should never be the reason for your work.

On the subject of money, I can promise you this:

A. If you do what you love, the money will follow.

B. Money is only good for two things:

1. To provide you with all the material things you need – but not necessarily all the material things you want.
2. To do things for others who may be less fortunate than you.

www.chadfoster.com (Abridged and adapted)
(Accessed in December 2012)

Track 22, p. 57

The Script feat. Will.i.am., *Hall of Fame*

You could be the greatest

You can be the best

You can be the King Kong banging on your chest

You could beat the world

You could beat the war

You could talk to God, go banging on his door

You can throw your hands up

You can beat the clock

You can move a mountain

You can break rocks

You can be a master

Don't wait for luck

Dedicate yourself and you can find yourself

Standing in the hall of fame

And the world's gonna know your name

Cause you burn with the brightest flame

And the world's gonna know your name

And you'll be on the walls of the hall of fame (...)

Track 23, p. 61

Bob Marley, *Buffalo soldier*

Buffalo soldier, dreadlock rasta:

There was a buffalo soldier in the heart of America,

Stolen from Africa, brought to America,

Fighting on arrival, fighting for survival.

I mean it, when I analyze the stench –

To me it makes a lot of sense:

How the dreadlock rasta was the buffalo soldier,

And he was taken from Africa, brought to America,

Fighting on arrival, fighting for survival.

Track 24, p. 61

50 Cent, *21 Questions*

New York City!

You are now rapping, with 50 Cent

You gotta love it,

I just wanna chill and twist a lot

Catch suns in my 7-45

You drive me crazy shorty I

Need to see you and feel you next to me

I provide everything you need and I

Like your smile I don't wanna see you cry

Got some questions that I got to ask and I

Hope you can come up with the answers babe (...)

Track 25, p. 61

Iron Maiden, *The Trooper*

You'll take my life but I'll take yours too
You'll fire your musket but I'll run you through
So when you're waiting for the next attack
You'd better stand there's no turning back

The bugle sounds as the charge begins
But on this battlefield no one wins
The smell of acrid smoke and horses' breath
As you plunge into a certain death (...)

Track 26, p. 66

The trouble with tattoos

See text on page 66.

Track 27, p. 70

Botox addicts: Jodie and her mother

What would you like to get for your 18th birthday? A watch? A bracelet? A mobile phone? When Jodie King from Britain celebrated her 18th birthday, she got an unconventional present from her mother: botox injections. Why? To get rid of the "wrinkles" on Jodie's forehead.

From anxiety – to addict

Like many young people, Jodie worries about her appearance and in particular, her complexion. She had tried to grow a fringe to hide her face and bought expensive anti-aging creams, but she was convinced she looked old.

"My friends' faces all looked much smoother," she said. Her mother, Mrs King who has spent £45,000 on cosmetic surgery for herself, thought she had the solution – botox. "I knew botox would solve the problem," she said. Six months after the injections, Joe's natural lines started to return. So she went back for more of the £200 injections. And now she has started, she can't stop. "So what if I'm a teenage botox addict?" she argues. "I can't think of anything worse than looking old."

Track 28, p. 70

Part 2

Botox factbox – What is botox?

Botox, a trade name, is non-surgical cosmetic treatment for frown lines and to prevent sweating.

How does it work?

Botox is a poison. It blocks nerve transmission to reduce contractions of facial muscles.

Any side effects?

Yes. They include: headaches, flu-like symptoms, double vision, facial pain and redness around the injection area.

In *Club Magazine*

Tracks 29-34

Michael Jackson, *Billy Jean*

Cher, *Believe*

Dionne Warwick, *That's what friends are for*

U2, *I still haven't found what I am looking for*

Foreigner, *I wanna know what love is*

The Cranberries, *Ode to my family*

Unit 2 – A world of many languages

Track 35, p. 87

My experience in the UK

About Me

My name is Hannah Tatlock and I am writing this blog so that my friends and family in the USA can keep up with my adventures abroad.

I am studying at Harlaxton College in Grantham, England. I will be taking Classes and living in a farm house with other American students. During my 4 month semester, I will be traveling as much as I can to the other places across Europe.

Track 36, p. 87

London field trip, *Wicked and Cadbury World!*

Last weekend was jam-packed with activities that kept me out and about until Sunday afternoon. Friday we had a field trip to London where we toured St. Paul's Cathedral, the National Gallery, and the National Portrait Gallery. The cathedral is magnificent on the inside and we climbed all the way to the top and saw an awesome view of London. We ate our sack lunches and then headed out to see portraits and paintings that we have been discussing in class, in real life. We had a lovely dinner at a restaurant called Garfunkel's before trekking over to the Apollo theater to see a performance of the musical, *Wicked*. Following this, we made our way back to the bus to take us home. We made it back at 2 a.m. and then I went to bed because I had to be back on the bus the next morning by 8am to go to Cadbury World. It was really fun; we got lots of free chocolate too! It was a really neat tour and afterwards we got to go into Birmingham to shop at the Bull Mark shopping center. Finally we came home and ate dinner before going out to celebrate my friend Christina's birthday. It was a good couple of days, but I was relieved on Sunday to be able to relax!

<http://htatlock.blogspot.com/2011/03/london-field-trip-wicked-cadbury-world.html>

Track 37, p. 88

London: what to see and do

See text on page 88.

Track 38, p. 92

Alicia Keys, *Empire state of mind – Part 2*

Grew up in a town that is famous as a place of movie scenes

Noises always loud

There are sirens all around

And the streets are mean

If I can make it here

I can make it anywhere, that's what they say

Seein' my face in lights

Or my name on marquees found down on Broadway

Even if it ain't all it seems

I got a pocketful of dreams

Baby, I'm from New York

Concrete jungle where dreams are made, oh

There's nothing you can't do

Now you're in New York

These streets will make you feel brand new

Big lights will inspire you

Hear it for New York, New York, New York

On the avenue, there ain't never a curfew
 Ladies work so hard
 Such a melting pot, on the corner selling rock
 Preachers pray to God
 Hail a Gypsy Cab
 Takes me down from Harlem to the Brooklyn Bridge
 Some will sleep tonight
 With a hunger for more than an empty fridge
 I'm gonna make it by any means
 I got a pocketful of dreams
 Baby, I'm from New York
 Concrete jungle where dreams are made, oh
 There's nothing you can't do
 Now you're in New York (...)

Track 39, p. 101

Madonna, *Hollywood*

Everybody **comes** to Hollywood
 They wanna make it in the neighborhood
 They like the **smell** of it in Hollywood
 How could it hurt you when it looks so good
 Shine your light **now**
 This time it's got to be good
 You get it right now, yea
 'Cause you're in Hollywood
 There's **something** in the air in Hollywood
 The sun is shining like you knew it would
 You're **driving** in your car in Hollywood
 You got the top down and it **f. sounds / feels** so good
 Everybody comes to Hollywood
 They wanna make it in the neighborhood
 They like the **smell** of it in Hollywood
 How could it hurt you when it looks so good
 I lost my **memory** in Hollywood
 I've had a million visions, bad and good
 There's something in the air in Hollywood
 I tried to leave it **but** I never could

There's something in the air in Hollywood
 I lost my reputation, bad and good
 You're **driving** in your car in Hollywood
 You got the top down and it **feels** so good
 Music **stations** always play the same songs
 I'm bored with the concept of right and wrong (...)

www.metrolyrics.com (Abridged)
 (Accessed in December 2012)

Track 40, p. 101

Madonnas' biography

Singer, dancer, and actress Madonna was born on August 16, 1958, in Bay City, Michigan. Madonna Louise Veronica Ciccone was the third of six children in a Catholic family. As a teenager she discovered her love and talent for dancing. She graduated early from high school and was awarded a dance scholarship to the University of Michigan. Her first album Madonna was released in July 1983 and had three huge hits: "Holiday," "Lucky Star," and "Borderline." Her second album, *Like a Virgin*, released in 1984, produced the hit "Material Girl." In early 1985 she went on her first concert tour, which was a tremendous success.

Madonna married actor Sean Penn in 1985 but got divorced in 1989.

The 1994 release of *Bedtime Stories*, written mainly by Madonna, showed her with a softer image and more soulful sound. In the mid-1990s she played the leading role in Andrew Lloyd Webber's musical *Evita*.

In 1996 Madonna gave birth to a girl named Lourdes. In 2006 she adopted two African children. A girl named Mercy James and a boy named David Banda.

MDNA is her twelfth studio album and was first released on March 23, 2012.

Madonna, the Material Girl turned serious actress, singer, songwriter and mom, appears to have it all. She accepts it all — including the constant media attention — with calm, as if she were planning the next phase.

<http://www.notablebiographies.com>

Track 41, p. 102

Jennifer Lopez

See text on page 102.

Track 42, p. 109

Coldplay, *Talk*

Oh brother I can't I can't get through
 I've been trying hard to reach you, 'cause I don't know what to do
 Oh brother I can't believe it's true
 I'm so scared about the future and I wanna talk to you
 Oh I wanna talk to you
 You can take a picture of something you see
 In the future where will I be?
 You can climb a ladder up to the sun
 Or write a song nobody has sung
 Or do something that's never been done
 Are you lost or incomplete?
 Do you feel like a puzzle, you can't find your missing piece?
 Tell me how you feel
 Well I feel like they're talking in a language I don't speak
 And they're talking it to me (...)

www.coldplay.com/recordings/x_and_y/talk
 (Abridged and adapted) Accessed in December 2012

Track 43, p. 113

Speaker 1

There is no doubt that, English is the language of computers that help to communicate with the people around the world through Internet technology and e-mail. Only people who know English can deal with the Internet and be part of the digital society we live in.

Speaker 2

All airline pilots and air traffic controllers have to speak English. If pilots and controllers would speak different languages, international air travel would be very dangerous, if not impossible.

Speaker 3

The young people who speak English will be able to travel, study and work abroad more easily and it will be easier for them to adopt new technologies, as well as to get the technologies that they develop exported around the world.

Speaker 4

Many groups of people want to influence world politics. They want to ask for help, explain their situation, or state their position. If they use a language that is not understood by people around the world, they will not have a possibility of getting what they want.

Speaker 5

Many companies and big corporations set branches in other countries, so if you're working in such a company, you should be able to speak English well so that you can improve your career prospects

Speaker 6

One of the main reasons why the English is dominant in the present time, is its use in the field of education by universities and institutes. It has become an asset to the mastery of scientific knowledge.

<http://www.usingenglish.com/forum/editing-writing-topics/66523-importance-english-language.html>
(Accessed in January 2013)

Track 44, p. 116

Which is the best way to learn English as a second language?

See text on page 116.

Tracks 45-52, p. 125

1. Queen and Ben Harper – *Under pressure*

2. Elvis Presley and Maroon 5 – *Crazy little thing called love*

3. AC/DC and Britney Spears – *I love Rock'n Roll*

4. Louis Armstrong and Israel Kamakawawi – *What a wonderful world*

Unit 3 – Media and global communication

Track 53, p. 128

Lady Gaga, *Paparazzi*

We are the crowd
we're c-coming out
Got my flash
on it's true
Need that picture of you
It's so magical
we'd be so fantastical
Leather and jeans,
we're rock glamorous
Not sure what it means
But this photo of us
it don't have a price
Ready for those flashing lights
'Cause you know that baby I
I'm your biggest fan I'll follow you until you love me
Papa –, paparazzi
Baby, there's no other superstar you know that I'll be
Your papa –, paparazzi (...)

www.ladygaga.com/lyrics/default.aspx
(Abridged and adapted) Accessed in December 2012

Track 54, p. 138

Woman tried to burn down house of long-time friend who defriended her on Facebook

See text on page 138.

Track 55, p. 140

5 Reasons not to watch too much TV

1. Watching TV correlates with poor health, weight gain, and low energy levels.

It's no secret – being a couch potato contributes to a lot of our current culture's weight gain and poor health.

2. Mindless TV-watching allows all sorts of images and values I don't necessarily endorse into my home.

Those children that watch 28 hours of TV weekly? They'll see an average of 8.000 murders by the time they finish elementary school. Leaving the TV on means having very little control of what information is infiltrated into your four walls.

3. Keeping TV watching down to a minimal level means that when it's on, it's quality.

This brings me to the topic of purposeful television watching. When you don't have it on by default, watching TV is so much more enjoyable. You're being entertained or educated by something you're allowing into your home, that passes your inspection.

4. It's more peaceful, relaxing, and less stressful when the TV is off by default.

TV is loud.

When television is on all the time, you miss out on living slowly. You don't hear the birds quite as well. It's harder to have a conversation. In short, it's a poor replacement for real life – and real life is *much* more peaceful without media on in the background by default.

5. There are simply other fun things to do.

This is probably my strongest reason for not wanting TV on all the time. I have too many things I'd rather do!

I know you've got a whole list of things you want to do when you have the time. Make time for some of those this week.

<http://simplemom.net/5-great-reasons-to-not-watch-much-tv/>
(Accessed in January 2013)

Track 56, p. 145

Black Eyed Peas, *Now generation*

See text on page 116.

Tracks 57-61, p. 151

Internet: today and tomorrow

Interviewer: Excuse me, we're live on BBC news. What do you think will be the future of the Internet?

David Shadow: Well, I think that people will be able to access. Using the net with simple spoken commands that will give people with physical disabilities the opportunity to use it with no obstacles.

Interviewer: Good morning. We are asking people about what they think will be the future of the internet. What do you have to say about this?

Helen Dalton: I believe that mobile phones and tablets will be the primary connection tool to the Internet... everybody owns one and personal computers, as we know them, will be history.

Interviewer: Good morning. BBC news. What do you think will be the future of the Net?

Samuel Crystal: Well, I think there will be much more transparency between people and everybody will have access to real time images. This seems to be a great thing to happen.

Interviewer: Good morning. BCC news. What do you think about the future of the Internet?

Robert Chan: I think voice recognition and touch user-interfaces will mark the future of the NET... Imagine all the things we could do without leaving home...

Interviewer: Hello. I'm a BBC street reporter, and I would like to know what you think will be the future of the Internet.

Sharon Newman: Well, I think it will be globalization... I mean... accessing the Net will be much cheaper and possible for everybody around the world and this will open up equal opportunities and people will compete globally.

Interviewer: Well, it seems that everybody seem to be quite optimistic when predicting the its future. David Kimble, BBC news.

Track 62, p. 154

TV will save the world

See text on page 154.

Track 63, p. 167

Sting, *Every breath you take*

Every breath you take
And every move you **make**
Every bond you **break**
Every step you take I'll be watching you

Every single day
And every word you **say**
Every game you **play**
Every night you **stay** I'll be watching you

Oh, can't you see You belong to me?
How my poor heart aches
With every step you take
Every move you make
Every vow you **break**
Every smile you **fake**
Every claim you **stake**
I'll be watching you

www.sting.com/discography/lyrics/lyric/ song/130
(Abridged and adapted) Accessed in December 2012

Track 64, p. 167

Security online

Host: Good afternoon. Today we've invited an online security expert for our section: "YOU'RE ON!" where some viewers get to ask the questions they want to be answered about the topic.

Host: Thank you for coming. So, first of all, Is the Internet a safe place to be?

Guest: The internet is great. People like to email, chat and have fun online. We also buy and sell things, do our taxes or bank online. Unfortunately, online criminals want a piece of the action. They're in it to make money.

Host: Are there ways to stay safe from those online crooks?

Guest: Yes, protecting yourself is easier than you think.

Host: Ok. Let's listen to our first viewer's question. Good afternoon.

Viewer 1- Good afternoon. I'm Samantha, from Bristol. Can you give us some tips on how to protect ourselves from identity theft?

Guest: Well, You can:

- Block unwanted spam email.
- Use a modern web browser that will warn you against known phishing websites.
- Be careful about giving away too much information on blogs and social networking sites. And never, but never, give away your password.

Host: Thank you Samantha. Let's move on to the next question. Good afternoon

Viewer 2: Hello. Have you got any advice about using social networks like *Facebook*?

A very important issue, indeed. The first thing you should do is to double-check your privacy settings. Then remember that it's OK to say no. If you don't know someone who sends you a friend request. Also don't post your home or work address, your banking information, social insurance number or your phone numbers.

Host: Right. Let's move on to the last question for today.

Viewer 4: How can I protect myself against viruses?

Guest: The best way is to have a multi-layered defense system: an anti-virus, a anti-spyware and a firewall. Using an up to date web browser will also make it harder for them to get into your PC in the first place, and never open e-mail attachments from strangers. Some junk e-mails may contain viruses or spyware that can seriously harm your computer

Host: Thank you. I think it's been quite useful for all of us. Let's all stay safe online.

http://www.getsafeonline.org/nqcontent.cfm?a_id=1490
<http://www.icanbesafeonline.com>
(Accessed in January 2013)

Track 65, p. 168

Facebook causes stress, anxiety, but keeps us hooked, anyway

See text on page 168.

CD 2

Track 1

Queen, *Radio Gaga*, p. 177

Radio - radio I'd sit alone and watch your lights
My only friend through teenage nights
And everything I had to know
I heard it on my radio
You gave them all those old time stars
Through wars of worlds - invaded by Mars
You made 'em laugh - you made 'em cry
You made us feel like we could fly
Radio (...)

Unit 4 – The world of technology

Track 2, p. 186

Building the future – Part 1

Interviewer:

Good evening and welcome to our discussion panel about “Building the Future”.

Today we’ve invited some politicians and experts about issues concerning the way we will be living in the future.

Our first guest is the Minister of the Environment and Transportation.

Good evening, Mr Lawrence. What technology is being developed to address energy and environmental issues in future cities?

Mr Lawrence:

Good evening. In the next 10 – 15 years there will be technology in the solar sector that will enable most buildings within large cities to be their own power stations.

Future cities will also rely on wind farms on the outskirts of the city for power. In order to even out fluctuations caused by sun or wind, water will be electrolyzed, stored as hydrogen then run through a fuel cell to create electricity as needed, on-demand.

These sources of future energy will ensure that cities are green, environmentally friendly and sustainable.

Interviewer:

With the predictions of an increasing growth in the population will there be enough space?

Mr Lawrence:

People will be living further above ground and below ground than is possible right now and even out at sea. Food crops, energy, and an entire self-sustaining habitat will be constructed architecturally for some cities in the future.

Interviewer:

What about mobility? How will be people travelling within these future cities?

Mr Lawrence:

Future cities will have the latest transportation technology including hydrogen fuel cell cars, electric cars, hydrogen buses, elevated trains, subways, and even at some point limited flying cars for police and emergency personnel. In future cities, the time for commutes will be shorter as public transportation will be much more efficient, effective and green.

Interviewer:

Thank you, Mr Lawrence we’ll have a short break now. We’ll be right back.

Track 3, p. 186

Building the future – Part 2

Interviewer:

Welcome back to the second part of our discussion panel. Predictions are that future cities will incorporate the most contemporary smart homes and smart housing possible. With us we have the Chairman of the National Architecture Society. Let’s talk about the smart houses of the future. First issue on the table: Energy.

How energy-efficient will they be?

Chairman:

Good evening. Homes will be equipped with advanced energy conservation and generation features. Solar panels or solar windows, home wind turbines, home use of geothermal energy will become more the norm in the coming years. Each future home will be its own power generation station.

Interviewer:

A lot is said about robots around the house. How do we stand concerning robotics?

Chairman:

Future homes of course will take advantage of future robots to do chores such as cleaning and organizing. Some of this technology is happening now. Japanese engineers have made great strides in recent years developing more realistic and functional robotics that can recognize human speech and respond to it or do specific tasks around the house.

Interviewer:

We have been witnessing the fast development of SMART PHONE APPS everywhere. Will smart houses take advantage of such apps?

Chairman:

Smart phone apps that interact with one’s home will have increased exponentially by the end of the next decade. Want to check the temperature of your refrigerator, turn on the oven, or start the laundry? Well, there’s an app for that.

And this is just the beginning because there will be apps created to interact with your future home robots to tell them to put food in the oven, clothes in the laundry, feed the cat and clean the bathroom. From your smart phone you’ll be checking the supplies in your refrigerator or pantry and ordering more from the grocery store wherever you are.

Interviewer:

What about security? Has technology been considered?

Chairman:

Of course future home security will also be of the utmost importance. Cameras outside the home will integrate with systems inside using facial recognition software to determine friend from foe. This system will be automated so that police can be dispatched when a foe is detected outside your future home.

Interviewer:

So, to recap, there will be many advantages of future smart homes.

Chairman:

Absolutely. More power and flexibility at your fingertips will make your future home as busy, calm, organized, disorganized, exciting or relaxing as you want it to be at any moment in time.

Interviewer:

Thank you. Now moving further in the future issue let’s talk...

Track 4, p. 188

TOP 6 WAYS technology changed learning

See text on page 188.

Track 5, p. 197

Biggest/coolest future inventions

Teacher: Good morning class.

Students: Good morning, Mrs Hanks.

Teacher: In today's lesson we are going to talk about future technologies and I would like to know which you think will be the biggest and coolest technological inventions.

Yes, Tim.

Tim: I think that in the future man will create robotic operations will be safer and faster because the robotic surgeon will work with eight hands instead of two.

Teacher: That would be great! Thank you, Tim. Christine.

Christine: I believe that in the future it will become harder to tell the difference between the human and the machine. All body parts will be replaceable. Computers will function like the human brain with the ability to recognise feelings and respond in a feeling way.

Teacher: Anyone else wants to say something about this issue?...

Yes, Peter?

Peter: I predict that our mobile phone will be able to give us instant information about the person we are dating and I mean information concerning health... We will be able to know if that person is infected with any kind of disease if she/he is addicted to drugs, and so on...

Teacher: That's deep!!! So much for our privacy...

Our last contribution? – Amy.

Amy: In my opinion future cars will be 100 per cent eco-friendly. We will be able to drive them in the air, under and over water and they will be 100 per cent secure. And when we want to park them all we have to do is press a button and the car will shrink in a way that we will be able to put it inside our purse.

Teacher: Cool! That would mean the end of my parking problems. I'd like to thank you all for your very interesting predictions.

Track 6, p. 197

In the future

In the future

If I cut myself open,

Would there be wires

Instead of veins?

Oil

Instead of blood?

In the future,

If I cut myself open,

Would there be pipes

Instead of bones?

A memory chip

Instead of a brain?

In the future,

Would my heart be a battery,

Instead of a heart?

Beeping

SageN, Teen Ink Magazine, July 2012 (abridged)

Tracks 7-9, p. 200

See texts on page 200.

Track 10, p. 210

bi-on-ics

Etymology: from bi (as in "life") + onics (as in "electronics"); Bionics is the study of mechanical systems that function like living organisms or parts of living organisms.

We are living in an extremely exciting time in terms of science and technology. Things that have always been considered science fiction are becoming normal day-to-day components of our lives. Take the Bionic Hand controlled by brain signals as an example. Okay, it doesn't let you crush rocks like you would think, BUT it does allow people without fingers to have fully functional hands that can pick up and handle delicate objects. It is completely controlled by the brain and requires no surgery. Touch Bionics, the company that produces the Pro Digits hand, is able to install the hand complete with "living skin," a plastic covering resembling human skin, for under \$50,000. A small price to pay for a new hand I think.

<http://www.highexistence.com/>

10-ways-the-next-10-years-are-going-to-be-mind-blowing/

Track 11, p. 210

Text 2

Meet Simon Wheatcroft, the blind ultramarathon runner

A degenerative eye disease left Wheatcroft blind at 17, but by memorising routes he runs unaided and even competes in ultramarathons. He currently resides in a small village called Rossington near Doncaster in the UK with his wife and his very young son Grayson.

When Simon Wheatcroft says to his wife that he is going for a run, it's not the kind of run that you or I would take lightly. Blind by the age of 17, the 29-year-old student who classes himself an ultra-runner, trains solo with only the help of his iPhone to guide him. But how does he use his iPhone to see?

"I use Runkeeper, a popular iPhone running app that lets me gauge where I am on my route. The app itself isn't designed specifically for blind people, but has a feature that allows runners to set it to give pace details every minute. I use it combined with sensory clues in the camber of the path to determine instantly where I am on the route without anyone's help."

Doesn't your family worry about you training solo?

That's where the app serves another function too. My wife and friends can track me via the Runkeeper Live service. Anyone can track where I am running in real-time. I also use the iPhone, iPad, and iMac to complete tasks that most people take for granted.

If I ask you what gadget you want most of all that you don't currently have...

A driverless car, not so I can be lazy and never have to run again but so I can be driven to the next race without having to bother my friends and family.

<http://www.pocket-lint.com/news/45740/>

simon-wheatcroft-iphone-runkeeper-blind-runner

(Accessed in February 2013)

Track 12, p. 212

Space tourism

See text on page 212.

Track 13, p. 215

Europe, *The Final Countdown*

We're leaving together

But still it's farewell

And maybe we'll come back,

To earth, who can tell?

I guess there is no one to blame

We're leaving ground (leaving ground)

Will things ever be the same again?

It's the final countdown.

The final countdown (...)

www.elyrics.net

(Accessed in December 2012)

Audioscripts – Workbook

www.linkuptoyou10.te.pt

Unit 1 – The world of teens

CD 3 – Track 1

I think my daughter may be suffering from an eating disorder. She has an obsession with food, calories, fat grams, weight... She feels the need to exercise all the time, she goes on extreme diets, cuts food into tiny pieces, moves food around on the plate instead of eating it. She's always talking about how fat she is, focuses on body parts that she doesn't like, like the stomach and the thighs. Should I be worried? Should I take her to a doctor?

CD 3 – Track 2

Last year my son was bullied. Some older boys attacked him, insulted him, humiliated him every chance they got. He was always in a state of constant fear. He used to spend his afternoons hungry and unable to concentrate in class because he was too afraid to go to the school cafeteria at lunchtime. School's starting soon and he tells me he doesn't want to go back to school. Should I force him to go?

CD 3 – Track 3

My son is becoming a game geek! Every time I check up on him, he is playing on his XBOX. He's a good kid, has great friends, good grades at school, involved in community and school activities. Homework is done on time and chores are also done on time. But when he gets home, it's straight to his room, turn on his TV and XBOX! Wow! I just don't know if I should be putting a time limit on his gaming time.

CD 3 – Track 4

Isn't there something we can do about the way our son looks? He has begun dressing "weird," and at times looks so "scruffy" that his appearance embarrasses us. When he's with us, can we insist that he dress and groom appropriately?

CD 3 – Track 5

My oldest son is 15 and has always been a thoughtful boy and a good friend. Lately, I have been concerned because he is friends with a young girl who seems to be very needy. He text messages with her constantly. I had to set a limit on him texting after 9:00 PM. Then, I found him texting her close to midnight. He said she was having a problem and he had to help her with it, but he wouldn't share it with me. Tonight I took his cell phone away from him. Was it the right attitude?

www.parentingadolescents.com
(Accessed in January 2013)

Unit 2 – A world of many languages

CD 3 – Tracks 6-9

We asked four teens the following question: why do you think English people should learn a foreign language?

Susan Mackenzie, 17

I think it is important for English people to learn a L2 because when you move to a different country or region, learning the local language will help you to communicate and integrate with the local community.

Yvonne Demetrius, 16

If your work involves regular contact with speakers of foreign languages, being able to talk to them in their own languages will help you to communicate with them. Knowledge of foreign languages may also increase your chances of finding a new job, getting a promotion.

Frank Andrews, 16

If you plan to study at a foreign university, college or school, you'll need a good knowledge of the local language. Your institution will probably provide preparatory courses to improve your language skills and continuing support throughout your main course.

Walter Hudson, 15

My reasons for learning foreign languages is because I just love to do it, it's all the different ways people express themselves, and it shows that there really are other people out there. It's also a way to learn how people interact and socialize with each other, and how each society works.

<http://www.omniglot.com/language/why.htm>
(Accessed in January 2013)

Unit 3 – Media and global communication

CD 3 – Tracks 10-13

Parents are "spying" on their teenagers – but claim it is all for their own good. They are worried their postings can affect their children's job prospects later in life. Let's hear what teenagers have to say about this.

Mike

Hey, I'm only seventeen and I have to say that if I found out that my parents were secretly accessing and spying on my 'online life' I would be disgusted and most likely not trust them for a long time. I have added both my parents on facebook and I don't care if they look at my profile through their accounts, but if they login to my account and read my private messages? That's almost unforgivable.

Samantha

I'm 19, and have both of my parents as friends on facebook. I would be devastated if I found out that during my teenage years my parents had 'spied' on me or checked my account without permission - it's a betrayal in trust. If parents are concerned about what their kids are up to online, sit down and go over the dangers with them and remind them to keep their profiles private.

Bella

I am 18 years old and I have no objection to my parents looking at my Facebook page. Neither of them have my password, but I never block them from anything. My parents are both my Facebook friends, and while some things I post on my page cause them to shake their heads, I would never post anything that would make them ashamed of me. I must admit that I really don't blame parents who keep tabs on their children's social activity, as I have seen some really disturbing things on the pages of 13-14 years olds. I think it's great that the parents are moving with the times.

<http://www.stuff.co.nz/dominion-post/news/6766106/Mothers-spying-on-teens-online> (Abridged and Adapted)
(Accessed in January 2012)

CD 3 – Track 14

How will technology change travel by 2030?

We're constantly living within the most advanced technological era of all time. Yet we believe that the future will bring more powerful life-changing technologies in the way we live, work and travel.

Invention number 1- Super-speed rail

Planes travel fast. Hundreds of miles per hour. But getting there, checking in, boarding, waiting...I'm not even going to run through it all. The point is: since rail is more efficient, if you could ride at an incredibly fast, comfortable train and your door-to-door time was about the same, wouldn't you prefer it?

That's about to be possible when Deutsche Bahn completes and begins its service from London to Germany. Currently, you either need to book a flight from England or take a zig-zagging rail route to get to Berlin. Given the amount of business traffic between London and Germany, it's likely that other large hubs will begin to see rail as the preferred method of mass transportation.

Invention 2- Solar flight

Less than 100 years ago, Charles Lindbergh captured the entire world's imagination like never before when he completed the first non-stop transatlantic flight from New York to Paris. In some years, we'll see the completion of the world's first circumglobal flight powered by nothing more than energy harnessed from the sun.

Invention 3- Biometric passports

Perhaps the biggest factor keeping people where they come from is not geography, not nostalgia, nor family, but passports. So, what will the passport of the future look like? We've already begun incorporating chips and other technology into passports — is biometric data the next logical carrier of our identification? And as human screening is replaced by technology, we can expect waiting times at passport controls to become incredibly diminished.

At the same time, though, this may be a slippery slope: no data is invulnerable to hacking and manipulation.

Audioscripts – Listening activities

UNIT 1

Listening 1, p. 76

CD 2 – Track 14

Song: *Count on me*, Bruno Mars

If you ever find yourself stuck in the middle of the sea,
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see,
I'll be the light to guide you

Find out what we're made of
When we are called to help our friends in need

You can count on me like 1, 2, 3,
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there

'Cause that's what friends are supposed to do, oh yeah
If you toss and you turn and you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

<http://www.azlyrics.com/lyrics/brunomars/countonme.html>
(Accessed in February 2013)

Listening 1, p. 77

CD 2 – Track 15

My best friend

My best friend is one of my schoolmates. Her name is Michelle and we have known each other since we were 8 years old. If I were to describe how she looks, I would say she is very pretty. She has short brown hair, brown almond-shaped eyes, a small nose and a small pointed chin. She is not very tall but not short either and she is quite slim. She doesn't like to dress up so I usually see her wearing jeans and a T-shirt or sweater.

It seems like she and I are always talking or laughing about something. She has a very nice personality and a wonderful sense of humor but she can also get a little depressed from time to time.

We are interested in many of the same hobbies. We both enjoy music, playing the guitar and singing. We like going to the cinema but sometimes can't agree on which movie to see. Sometimes we just walk around, trying to find a new area of the city to explore. We both like traveling, reading, and swimming.

I know I can always count on her to be honest and to give me the best advice. Even when our lives get busy we still make time to see each other. I can't imagine going to school and not having her there. Since I am better in maths and science and she is better in English and languages, we can always help each other if we get confused about a difficult homework assignment. We are lucky that we complement each other so well and that we get along so well. I hope that our friendship will continue and be just as strong after we graduate from high school.

<http://www.maturita.cz/anglictina/bestfriend.htm>
(Accessed in February 2013)

Listening 2, p. 78

CD 2 – Track 16

Fraser Dogherty

While most successful young entrepreneurs make their money building popular web sites, Fraser Dogherty built his empire using a more traditional way. Fraser started making jams at the age of 14 from his grandmother's recipes in his parents' Scotland kitchen, and by 16 left school to work on his jam business full-time. SuperJam sells around 500,000 jars a year, which currently has around 10 percent of UK jam market.

Jordan Romero

13-year-old Jordan Romero became the youngest person to ever summit Mt. Everest. He completed the climb with his dad, his girlfriend and a trusty team of Sherpas; since they couldn't tackle it from the Nepal side due to age restrictions, the team headed to China and ended up summiting via a much more difficult route.

Deitrich Ludwig:

At the age of 16, when most of us are just learning to drive a car, Deitrich Ludwig from Monclova, Ohio, has become the youngest

person on the planet to build a 2000 Chevrolet pickup electric truck. The truck has been built by replacing the gas-guzzling engine with a 100 percent emission-free electric drive train. The young creator removed the four-cylinder engine, radiator and exhaust system and installed a DC electric motor, control system, battery charger and a bank of batteries.

Alia Sabur:

Eighteen-year-old Alia Sabur, who was appointed as a full-time faculty Professor at Konkuk University in Seoul, South Korea, set the world record for the youngest College professor. The child prodigy from Northport started reading at the age 2, enrolled at Stony Brook University at age 10 and played clarinet with the Rockland Symphony Orchestra at 11.

http://www.oddee.com/item_97090.aspx
(Accessed in January 2013)

CD 2 – Track 17

As you start to think about choosing a job, you will not know about all the jobs available in particular industries, but a good starting point is to think about what you enjoy, where your interests lie and what you are good at. The more clearly you know what interests you, what you like doing, what your talents are and which skills and strengths you want to use in your working life, the easier it is to recognise the opportunities that best suit you.

Ask yourself what is really important to you and what you are willing to do. Everyone has unique motivations and ambitions and yours may be different from those of people you know. Writing your ideas down or talking them through may bring out more possibilities. Your friends and family may help you identify the key deciding factors for your career planning and may point out strengths that you take for granted.

Also learning what people actually do on a day to day basis is a crucial step in your job search. Understanding jobs is the best way to insure you make the right decision for you.

http://www.prospects.ac.uk/choosing_a_job.htm
(Accessed in January 2013)

UNIT 1

Listening 3, p. 79

CD 2 – Track 18

BBC News Report

Cosmetic surgery has become progressively more popular and is available to a wider range of individuals. Older people have procedures done to look younger and overweight people get surgery done to be thinner. Men and women alike undergo plastic surgery to reshape the contours of their body. But more recently it has been shown that teenagers are enthusiastic about plastic surgery.

A research study performed by *GoodSurgeonGuide.co.uk* said that 41 percent of girls between the ages of 13-16 years old are already considering a cosmetic procedure. That's a little more than two in every five girls. Of the girls who said that they wanted a procedure done, 62 percent said they wanted bigger breasts, 55 percent wanted to change their teeth and 49 percent wanted some form of surgery for weight loss. Around 33 percent also thought that some nose work would be good too.

The media today has raised the awareness of the public concerning plastic surgeries. The majority of this media coverage is very flattering and thus, many people are more comfortable with considering cosmetic surgeries. It is not surprising that young girls have dreams of undergoing a procedure to make themselves more beautiful.

Celebrity worship is a category that pushed these girls to consider having plastic surgery. Most girls have some celebrity role model whom they idolize. Eleven percent said that considering a cosmetic procedure hinged on the fact that their celebrity role model had some plastic surgery done. Society promotes good looking bodies and pretty faces, as necessary for success, and teens see this idea everywhere they look.

<http://www.cosmeticsurgeon.co.uk/blog/teenagers-enthusiastic-about-plastic-surgery> (Abridged and adapted)
(Accessed in February 2013)

CD 2 – Track 19

The pros and cons of Tattoos & Piercings

Risk of Infection

If you choose a reputable parlour that uses autoclave-sterilised instruments and follows industry standards, your risk of infection is minimised. Aftercare of your new tattoo or piercing is extremely important to ensure infection is kept at bay during the healing process.

Change of Mind

Another con of tattoos and certain piercings is the difficulty of removing them, if you happen to have a change of heart remember that removing them often leaves unsightly scars; Most piercings grow over if left without jewellery for several months. Other piercings, such as those that utilise stretchers for instance, would require reconstruction surgery to reverse.

Under Age Body Art

If you are above the legal age of 18 and want a tattoo or a body piercing, locate a reputable tattoo and piercing artist in your area at a registered and licensed location. Backyard tattooing and piercings have led to recorded instances of septicaemia, a serious bacterial infection due to poor hygiene.

http://www.ehow.co.uk/info_8638576_pros-cons-tattoos-piercings.htm
(Accessed in January 2013)

UNIT 2

Listening 4, p. 80

CD 2 – Track 20

Part 1

Kenny Yu

My current job title is Cybertect (Architectural Division) and I work for James Law Cybertecture International Holdings Limited. Going on Erasmus helped my career very much. It educated me culturally as well as personally. It prepared me to adapt to different cultures and be interested in language and communication. *Erasmus* was one of the best experiences of my educational life!

CD 2 – Track 21

Lee Borthwick

I studied Design in Finland

I am currently a self-employed installation artist and freelance designer—I predominantly work with organic/recyclable and sustainable materials. Erasmus MASSIVELY helped my career! Even today I still draw inspiration from there. I also made great friends who I return to see regularly. When I returned from Finland, I created a body of work that made me win a place at the Royal College of Art. In Finland, I discovered the direction I wanted my work to take and it has never changed.

CD 2 – Track 22

Wendy Sutherland

I studied European Business Administration in France. I have been working as a Contracts Specialist with ConocoPhillips for the last 4 and a half years and am currently located in London. Prior to this, I spent a year based in Paris working on a project for the same company.

Learning to speak French while on Erasmus was definitely an advantage when I applied for the position in Paris. I think the time I spent in France under Erasmus definitely helped develop my confidence in speaking the language.

CD 2 – Track 23

Linda-Marie Strachan

I studied Nursing at the Universidad de Alicante in Spain and graduated in 2010. I currently work as a Staff Nurse in a surgical high dependency unit in Aberdeen Royal Infirmary. It can be a busy unit which cares for critically ill patients, providing care for post-operative patients in general surgery. Having the opportunity to work in a specialist unit, where I can broaden my clinical knowledge, was the best opportunity. I've had in my life. I really enjoyed my time in Alicante, Spain.

It was probably the best part of my time at Robert Gordon University. I was able to compare a healthcare system very different from our own. I felt that I grew in confidence, while learning the Spanish language.

I am now able to appreciate what it's like when we have Erasmus students in our unit, also passing on my experience to others.

<http://www.britishcouncil.org/erasmus-benefits.htm>
(Accessed in February 2013)

Listening 5, p. 81

CD 2 – Track 24

Part 1

Bilingualism enables the child to communicate with all members of the close and extended family as well as with friends. This helps developing a good family cohesion and building relationships. Bilingualism allows greater flexibility to choose a place to live and work.

But among these advantages one can find many others, for instance:

As language is part of culture, bilingualism develops a broader cultural understanding and multicultural sensitivity, greater tolerance and social harmony. Furthermore, research shows that

learning and use of more than one language enhances problem solving and analytical skills, allows better formation of concepts, increases visual-social abilities, furthers logical reasoning and supports cognitive flexibility.

But we cannot forget the personal advantages and thus bilingualism also helps to: stimulate creativity, raise self-esteem, increase flexibility and adaptability, enhance interpersonal and social skills and develop greater social sensitivity.

CD 2 – Track 25

The Summer School in Bilingualism is designed for postgraduate students, post-docs, and early career researchers. However, applications from advanced undergraduate students (in their final year of study) will be considered, as long as they have a strong background in linguistics, psychology, education or a related field and an active interest in bilingualism or second language research.

Our faculty will include local instructors, drawn from the Schools of Linguistics, Psychology, Education, Social Sciences, and History and from the ESRC Centre for Research on Bilingualism, as well as distinguished researchers from outside Bangor.

The Summer School will consist of 16-18 one-week courses on topics in bilingualism and will be taught by leading researchers in the field. Participants can take up to eight courses (four per week), with each course consisting of five lectures.

This event provides a unique opportunity for students and researchers to get a snapshot of the exciting work done in bilingualism and to discuss their research. It is also a wonderful opportunity to enjoy some of the most beautiful landscapes and historical sites in the United Kingdom.

<http://www.bangor.ac.uk/bilingualism-summer-school/about.php?en?menu=1&catid=9827&subid=>
(Accessed in January 2013)

Listening 6, p. 82

CD 2 – Track 26

The British National Anthem

The name of the National Anthem is *God Save the Queen*. It was composed by Thomas Arne and first sung in 1745 during the Jacobite invasion of England. It became known as the National Anthem from the beginning of the nineteenth century.

The sovereign and her consort are saluted with the entire anthem, while other members of the royal family who are entitled to royal salute (such as the Prince of Wales) receive just the first six bars.

<http://projectbritain.com/anthem.html> (adapted)
(Accessed in January 2013)

CD2 – Track 27

God Save the Queen

God save our gracious Queen,
Long live our noble Queen,
God save the Queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen!

O lord God arise,
 Scatter our enemies,
 And make them fall!
 Confound their knavish tricks,
 Confuse their politics,
 On you our hopes we fix,
 God save the Queen!

Not in this land alone,
 But be God's mercies known,
 From shore to shore!
 Lord make the nations see,
 That men should brothers be,
 And form one family,
 The wide world ov'er

From every latent foe,
 From the assassins blow,
 God save the Queen!
 O'er her thine arm extend,
 For Britain's sake defend,
 Our mother, prince, and friend,
 God save the Queen!

Thy choicest gifts in store,
 On her be pleased to pour,
 Long may she reign!
 May she defend our laws,
 And ever give us cause,
 To sing with heart and voice,
 God save the Queen!

source: <http://www.lyricsondemand.com/miscellaneouslyrics/nationalanthemlyrics/britanniananthemlyrics.html>
 (Accessed in February 2013)

UNIT 3

Listening 7, p. 83 CD 2 – Track 28

Print vs online media

A year that has already seen the demise of one print institution – Encyclopedia Britannica – has now marked the end of another. *Newsweek magazine* will publish its last print edition in December and re-launch in an all-digital format in 2013.

This, along with the continued decline in major print publication sales numbers, has made some believe that this is further evidence of the decline of the print media. They say the spell of the slow death of print publications has begun, thanks to the proliferation of smart phones, tablets and to a certain extent, feature phones with Internet access.

The proponents of this view believe that the physical wares – newspapers, books and magazines – will no longer be the primary or most profitable means of delivering and interacting with media; news, fact, entertainment or education.

Their arguments expand further. "It's not that print is bad. It's that digital is better. It has too many advantages: Digital transcends the limitations of – and incorporates the best of – individual media. More important than any of that, of course, is that digital reduces the incremental cost of production and distribution of content to zero. And as every newspaper can tell you: It's impossible to compete with that".

<http://www.sundayobserver.lk/2012/11/11/imp01.asp>

Listening 8, p. 84 CD 2 – Track 29

Where were you when news of the tsunami hit Japan in 2011? How about when Michael Jackson died? Probably online, according to many experts who claim that social media has become the main media source for hundreds of millions of people. Not just in the U.S., either; Facebook alone has more than 900 million users spread across the globe as of 2012.

Other social media giants like Twitter have facilitated revolution against just leaders and warned people of impending natural disaster. In fact, so many people regularly interact online that if the Internet were a nation, it would exceed the Americas, Europe and the Middle East come combined in population. No wonder more than 13/30 million members of the online community used Reddit and other media platforms to protest SOPA, a proposed Internet censorship bill. Keep this graphic in mind next time you log on, because knowledge is power — and a little knowledge goes a long way in the Internet Age.

<http://www.caelusgreenroom.com/2012/09/20/the-rising-power-of-online-media/>
 (Accessed in January 2013)

CD 2 – Track 30

Time on the XBOX is forever lost
 You can't buy it back at any cost
 You think zapping Zombies is such a great blast?
 It's really the Zombies who get to laugh last
 You kill them all day with your online connection
 But glance in the mirror to see your reflection
 You're starting to look like the Zombies you fight
 The natural effect of gaming all night
 So put down the controller, for all that its worth
 And seek action outside, on the real planet earth
 Get out in the world and have a good time
 Go camping, go biking- , or bust-out-a-rhyme
 Learn something new or help out a friend
 And save 'Call of Duty' for just the weekend
 "That's not fair!", you're likely to say
 But I know in my heart, you'll thank us someday.

<http://www.circleofmoms.com>
 (Accessed in February 2013)

CD 2 – Track 31

Dr. Davis, how do you know if you're getting addicted to the Internet?

It's not easy. Internet addicts may not even realize they have an addiction, and most start off as casual users. Though Internet addicts may spend nearly the entire day online, this is not the main indication that you have an addiction. There are also physical symptoms.

Can you name some?

Internet addicts can experience physical symptoms such as dry eyes, migraine headaches, a change in sleeping patterns and eating habits.

Do you have any idea of the estimated number of internet addicts today?

A recent study conducted by Stanford University found that more than one in eight people show at least one sign of problematic

Internet use. In fact, between instant messaging, e-mailing, social networking sites, blogging, virtual gaming communities and online dating sites, a significant number of the population may be suffering from Internet addiction.

I have some numbers here. Let me check... the study concluded that

- Nearly 14 percent of people had difficulty staying away from the Internet for several days.
- About nine percent tried to hide their Internet use from family, friends and employers.
- Six percent felt that their relationships suffered because of excessive Internet use.
- Eight percent used the Internet to escape problems or relieve their negative mood.

Is internet addiction similar to other more traditional addictions?

Yes, it ends up by being similar to pathological gambling, substance abuse and compulsive shopping, for example.

What kind of professional help can people get nowadays?

Internet addiction often requires professional treatment. It may be individual therapy, support groups or residential treatment centres. No matter what treatment people choose, it is important to be aware that they need professional help to deal with it.

http://www.treatmentcenter.com/treatment_articles/netaholics-spend-too-much-time-online.php
(Accessed in February 2013)

Listening 9, p. 85

CD 2 – Track 32

The bravest journalist of her generation

Marie Colvin went further and stayed longer than other war reporters – it was what gave her journalism the intimacy and authenticity that set it aside, and what led to her death.

The previous week, over dinner in Beirut, I told her that sneaking across the border into Syria and the besieged Homs suburb of Baba Amro was beyond my danger threshold. She felt compelled to go nonetheless. “Anyway, it’s what we do,” she said. Once there, she sent me an email: “Well, not sure it was my smartest move but I have made it to Baba Amro. Nightmare here, but so anger-making it is worth it.”

That anger came through in her final dispatch, for *The Sunday Times*, in which she described the “widows’ basement”, where civilians sheltered from constant bombardment by Syrian government forces. “The international community has not come to the aid of the innocent caught in this hell,” she wrote.

On Tuesday, when we spoke on *Skype* from the Homs’ makeshift media centre, she was desperate about the wounded around her, including a baby who had died before her eyes. “This is the worst we’ve ever seen,” she said. “And they’re getting away with it.” A few hours later the media centre was hit, and she was killed by a rocket as she tried to escape. She was 56.

<http://www.ft.com/cms/s/0/d1358c26-5e23-11e1-8c87-0014feabdc0.html#axzz2DQMreWfN>

CD 2 – Track 33

Journalism is a very important field that relays valuable information such as news, events, and interviews to a targeted audience through various forms of media. It serves to keep people informed of things going on around the world. Journalists are professionals

that convey information to the audience through articles, broadcasts, and other forms of presentation.

What does a journalist do?

Journalists gather and present information about a variety of things such as news, current events, issues, trends, and people. They must present the information in a way that gives an unbiased viewpoint. They research the information or stories and put them in their own words to make it appeal to the targeted audience. They go to sources to get background information and obtain direct quotes. They also conduct background research using a variety of documentation formats. They often attend a variety of events to observe and gain information. Journalists disseminate information through newspapers, magazines, periodicals, television, radio, and the Internet. They write a variety of pieces from short new stories to long articles. They also write feature stories, how-to articles, travel reports, interviews, and opinion columns. They sometimes include photographs and other documentation in their text. Some journalists are responsible for editing content, checking facts for accuracy, and laying out documentation.

<http://www.degreefinders.com/education-articles/careers/how-to-become-a-journalist.html>
(Accessed in December 2013)

UNIT 4

Listening 10, p. 86

CD 2 – Track 34

Ray Bradbury, American novelist, short story writer, essayist, playwright, screenwriter and poet, was born August 22, 1920 in Waukegan, Illinois. His reputation as a writer of courage and vision was established with the publication of *The Martian Chronicles* in 1950, which describes the first attempts of Earth people to conquer and colonize Mars, and the unintended consequences. Next came *The Illustrated Man* and then, in 1953, *Fahrenheit 451*, which many consider to be Bradbury’s masterpiece, a scathing indictment of censorship set in a future world where the written word is forbidden. In an attempt to salvage their history and culture, a group of rebels memorize entire works of literature and philosophy as their books are burned by the totalitarian state. In all, Bradbury published more than thirty books, close to 600 short stories, and numerous poems, essays, and plays.

<http://www.raybradbury.com/bio.html> (Abridged)
(Accessed in December 2013)

CD 2 – Track 35

Radio host 1 – Today Radio channel M40 is making a tribute to Ray Bradbury, one of the most famous Sci-fi writers of the 20th century. In 1950 – In the short story “The Veldt” he writes “The walls were blank and two dimensional. As George and Lydia Hadley stood in the center of the room, the walls began to purr and recede into crystalline distance...”

Radio host 2 – That’s virtual reality rooms. I think they appeared in 1990s.

Radio host 1 – In the short story “There will come soft rains” he mentions a automated home:

Radio host 2 – Oh I know that one, too. smart homes! They are from the 1990s, too.

Radio host 1 – In the short story “the murderer” – someone wears a wrist radio: “When it wasn’t music it was inter-office communication.

Radio host 2 – That’s definitely the cell phone! God! it only appeared in 1983.

Radio host 1 – And there’s more. In his novel “Fahrenheit 451” there are seashell radios. Listen, “And in her ears the little seashells, the thimble radios tamped tight.

Radio host 2 – Is it our ear-bud earphones? They are from the 1990s too.

Radio host 1 – There’s also reference to a Wall TV.

Radio host 2 – Large flat-screen TVs. The first appeared in 1997.

Radio host 1 – Pay attention to this one, he predicted the existence of Omnipresence electronic surveillance: “Tonight this network is proud to have the opportunity to follow the Hound by camera helicopter...”.

Radio host 2 – Yes we have had street video surveillance since the 1960s.

Radio host 1 – finally, he also refers to Round the clock bank services, when he says: “he had visited the bank which was open all night, every night with robbot tellers in attendance ...”

Radio host 2 – The man was a genius! Those are automatic teller machines and they only appeared in the 1980s.

Listening 11, p. 87

CD 2 – Track 36

Technology, Jessie J

I’ve left you, twenty missed calls
Six messages, your voice mail’s full! call you back, call you back
later
Something in my brain pulls at my heart
Dialing your number the ringing starts

You say hello baby I’ll call you back later
A text feels like I’ve kissed you
A phone calls like you’re here
When neither one, I’m like being in love, nono where near

A voice mail is like I’ve seen you
A message is like we’ve touched
But a comment on my web page baby
It’s not enough
Cause I feel like I’m in love with technology

Looking at the computer screen
Baby what do you mean to me
Was this ever real
Cause I feel like I’m in love with technology

Looking at the computer screen
Baby what do you mean to me
Was this ever real
Sign into my home page
Picked a comment u left yesterday
Said did you get my calls babel guess so
Click, uh uh And I see your face
So, click click, uh
And I look away
Can I really love you don’t know

www.metrolyrics.com (Adapted)
(Accessed in February 2013)

Listening 12, p. 88

CD 2 – Track 37

The first men on Mercury

– We come in peace from the third planet.

Would you take us to your leader?

– Bawr stretter! Bawr. Bawr. Stretterhaw!

– This is a little plastic model of the solar system, with working parts. You are here and we are here and we are now here with you, is this clear?

– Gawl horrop. Bawr Abawrhannahanna!

– Where we come from is blue and white with brown, you see we call the brown here ‘land’, the blue is ‘sea’, and the white is ‘clouds’ over land and sea, we live on the sad surface of the brown land, all round is sea and clouds. We are ‘men’. Men come.

– Glawp men! Gawrbenner menko. Menhaw!

– Men come in peace from the third planet which we call ‘earth’.

We are earthmen. Take us earthmen to your leader.

– Thmen? Thmen? Bawr. Bawrhossop. Yuleeda tan hanna.

Harrabost yuleeda.

– I am the yuleeda. You see my lands, we carry no barrer, we come in peace. The spaceways are all stretterhawn.

– Glawn peacemen all horrabhanna tantko! Tan come at’mstrossop. Glawp yuleeda!

– Atoms are peacegawl in our harraban. Menbat worrabost from tan hannahanna.

– You men we know bawrhossopant. Bawr. We know yuleeda.

Go strawg backspetter quick.

– We cantantabawr, tantingko backspetter now!

– Banghapper now! Yes, third planet back. Yuleeda will go back blue, white, brown nowhanna! There is no more talk.

– Gawl han fasthapper?

– No. You must go back to your planet. Go back in peace, take what you have gained but quickly.

– Stretterworra gawl, gawl...

– Of course, but nothing is ever the same, now is it? You’ll remember Mercury.

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